

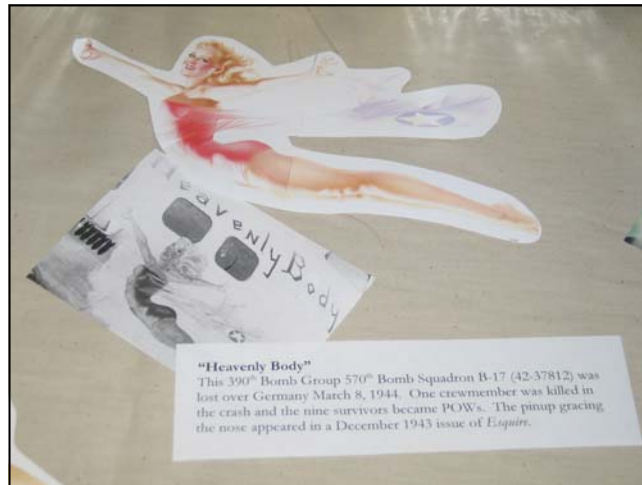
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**Art of WWII B-17 Bombers**

The man awoke in a free-fall, miles above the earth. Bewildered and wounded, he hastily fumbled for the ripcord on his parachute and tugged at it. As his chute unfurled, he was jerked momentarily upwards, and then he watched as the patchwork quilt of earth beneath him grew steadily larger and larger. Flaming pieces of wreckage fell all around him. Landing in a hayfield, German peasants surrounded him almost immediately. They cursed at him and threatened to kill him with their pitchforks. This American soldier, who only minutes before had been flying through flak in a B-17 bomber had now come face to face with his worst nightmare. It was World War II, he was American, and he was all alone deep in the heart of Hitler's Germany. Mercifully, some Ger-



*Heavenly Body*—390th Bomb Group 570th Bomb Squadron B-17 Nose Art

man soldiers noticed the commotion and quickly intervened. They took my grandfather, Everett Talley—who served as a waist-gunner on a B-17, to a POW camp where he would remain until his camp was liberated at the end of the war.

Quiet, yet vivacious and humorous, my grandpa rarely spoke of his experiences during World War II. But they impacted him deeply—both mentally and physically. He had nightmares for many years after the fighting had ceased

and to his dying day he still had shrapnel in his arms for he received no medical care in the prison camp.

There were many men who flew in World War II like my grandfather. The planes which

carried them on their deadly missions were often nicknamed and decorated. Many, but not all B-17s, had artwork painted on the nose of the aircraft. This type of art is commonly referred to as "Nose Art".

Why were planes decorated? As Roger A. Freeman so eloquently states in his book *B-17 Fortress at War*, "Many airmen had a feeling for their aircraft. Mere structures of metal that they were, the aircraft was the very fabric in which a crew

## Connections

### Art of WWII B-17 Bombers (cont.)

were brought together in the air—and brought back to their base. It was their shelter from the elements and at times was nursed or coaxed as occasion demanded.

Some had distinctive characteristics of their own – their virtues were exploited and their vices countered. Small wonder that some aircraft were personified, not merely by a name and motif, but to a degree that only those who flew them, or knew them, would really understand.”

Sometimes the inspiration for naming a plane came from the pilot. 1<sup>st</sup> Lieutenant Bob Sheriff's plane was given the name “Sheriff's Posse”. The nose of his B-17 was decorated with a cartoon character sheriff. The pilot of “Snap! Crackle! Pop!” worked for the Kellogg Com-



*Ice Cold Katy.* 401st Bomb Group

pany before the war and the nose of his plane sported the three Rice Krispies elves riding a bomb. And there were other influences for naming planes too—sometimes it just depended on the circumstances. “5 Grand” was the 5,000<sup>th</sup> plane to roll off the assembly lines at Boeing and she was signed by all those who helped to make her.

The Architecture and Fine Art Library's latest exhibit is a tribute to some of the decorated B-17s of World War II and the men who flew them. Sadly, much of the B-17 nose art only

can only be seen in pictures. Of the 12,371 Flying Fortresses manufactured, only 44 complete airframes still exist and among those, 15 or

fewer are airworthy. If you have a few minutes, stop in for a visit and meet some of these interesting planes like “Heavenly Body”, “Milk Wagon”, “Ft. Worth Gal”, and “Shoo Shoo Baby”. The exhibit will be up for the remainder of the summer.

—Angee Calvert

#### Source

1. Freeman, Roger A. *B-17 Fortress at War* (New York: Scribner, 1975), 100.

### Contributors to the June Issue

- Angee Calvert
- Donna Kelley
- Mark Mustacchio
- Jason Neal
- Antoinette Nelson
- Gretchen Trkay

## Learning Opportunities

### Information Literacy for the 21st Century Learner: Reaching At-Risk High School and Community College Students

**When:** June 2, 2006,  
11:00 a.m. Central Day-  
light Time

**Where:** 315A

The broadcast will offer an overview of information literacy theory and practice with special attention to AASL and ACRL standards and identification of core competencies.

Panelists will stress the importance of teaching college-level skills in high school. They will address the disconnect between high schools and colleges in the teaching of information literacy skills and how active assessment can help. The panel will specifically discuss the IMLS grant project's assessment instrument--its attitudinal, multiple choice, and constructed response questions as well as its effectiveness in field testing in the classroom

setting. The panel will stress the importance of collaboration between teachers and librarians and how to develop information literacy learning resources for at-risk students.

Panelists include:

- Laura Dare, IMLS Grant Project Manager
- Leslie Warren, Information Literacy Librarian, Moraine Valley Community College
- Elaine Buch, School Library Media Specialist, Addison Trail High School, Addison, IL
- David Kowalski, English Department, Addison Trail High School, Addison, IL
- Lisa Janicke Hinchliffe, Coordinator for Information Literacy Services and Instruction, University of Illinois at Urbana/Champaign

### Confronting the Crisis in Library Education

**When:** June 9, 2006,  
11:00 a.m. Central Day-  
light Time

**Where:** 315A

Please join ALA President Michael Gorman and a panel of distinguished practitioners and educators in a national discussion and open forum on library education. Participants will explore whether today's library education programs are doing an adequate job of training the next generation of librarians and if there really a crisis in library education.

Whether you are a library educator, a library administrator seeking qualified candidates, a recent library school graduate looking for that first job, or a current or future library school student, we invite you to share your unique perspective on this topic that is of vital interest to our profession.

—Antoinette Nelson

# Connections

## Winner of Texas Traditions: May Library Staff Challenge

The winner is Heather Scalf in Access Services!

Heather and others knew their Texas University hand signs. Texas A & M student, Pinky Downs, is credited with the first Texas university hand sign in 1930 when he yelled, "Gig 'em, Aggies!" while making a fist with his thumb extended straight up. The slogan and sign improvised for their game with the Texas Christian University Horned Frogs became the university's official hand sign. Arch rival University of Texas developed the longhorn sign, index and little finger sticking up with the thumb holding down the two middle digits, with accompanying slogan "Hook 'em Horns!" The UT Arlington's hand sign is a modification of the UT sign with the thumb and little finger sticking up and the three middle digits folded on the palm.

1. Southern Methodist University  
Hand sign: Mustang ears—E
2. Texas A & M University  
Slogan: Gig 'em  
Hand sign: Thumbs up—A
3. University of Texas at Austin  
Slogan: Hook 'em Horns  
Hand sign: Longhorn head—C
4. University of Texas Arlington  
Slogan: Be a Maverick  
Hand sign: Shorthorn—H
5. University of Houston  
Slogan: Eat 'em Up  
Hand sign: Cougar claw—B \*\*\*
6. Baylor University  
Slogan: Sic 'em Bears  
Hand sign: Bear claw—G
7. Texas Tech University  
Slogan: Guns Up  
Hand sign: Pistols—D

A.



E.



B.



F.



C.



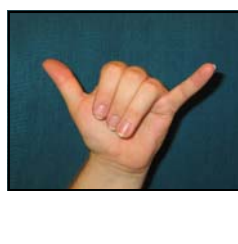
G.



D.



H.



NOTE: Hand sign F is from Star Trek and signifies "live long and prosper"



## From the Archives: Quick Weight Loss Offers – Not Just E-Mail Spam

In 1906, *Fort Worth Star-Telegram* readers would have found a quick solution to excess fat that did not require them to diet or exercise. A Thursday, February 15<sup>th</sup> advertisement featured a before and after cartoon of a woman that lost weight after eating South American rengo fruit. The fruit was glowingly described as “a product of nature, delicious to the taste and safe and harmless in all its properties”<sup>1</sup> and looked like odd, elongated fruit in bunches like grapes in the accompanying blurry illustration. Overweight individuals were invited to fill out the enclosed coupon and receive a free sample cleverly disguised in a plain wrapper.

The purveyor of the product was Frank Jonas Kellogg. Frank Kellogg was not related to contemporary Battle Creek,



Michigan residents, Will Keith and his brother John Harvey Kellogg, co-inventors of corn flake breakfast cereal. Both text and illustrations in the rengo fruit advertisement were designed to convince consumers that the product was a health food; a necessary strategy due to concerns in the early 1900's about the safety of patent medicines. Shocking disclosures of the use of poisonous preservatives and dyes in foods, and cure-all claims for worthless and dangerous patent medicines lead to the 1906 Food and Drugs Act. The law prohibited interstate commerce in misbranded and adulterated foods, drinks and drugs.<sup>2</sup> Frank J. Kellogg's prod-

uct was shown by the American Medical Association to be a combination of thyroid, poke root, cascara, acacia, and toasted bread and consequently a misbranded edible violating the 1906 law.<sup>3</sup>

Frank Kellogg removed the thyroid from the product and marketed it as a laxative.

—Lea Worcester

### Sources

1. Reduce your fat. *Fort Worth Star-Telegram*. February 15, 1906.
2. Milestones in U.S. Food and Drug Law History. Available from <http://www.fda.gov/opacom/backgrounders/miles.html>
3. Middleton, Jim. The one dollar miracles of Battle Creek. Available from <http://www.animatingapothecary.com/miracles.htm>

**\*\*\*CORRECTION:** The May issue of *Connections* erroneously showed the University of Houston's hand sign as the little finger held down with the thumb and the three remaining fingers upright (illustration B). However, the cougar hand sign is one hand held aloft with the thumb over the ring finger on the palm. This sign was first used by rival University of Texas in the 50's to mock UH. Shasta, UH's official mascot, had lost one of her claws in an accident and the University of Texas' hand sign mimicked Shasta's injury suggesting that the UH team was also lacking a claw. University of Houston adapted the hand sign 15 years later in another game against UT.

**Source:** Traditions. <http://uhcougars.cstv.com/trads/hou-traditions.html>

# Connections

## June Exhibits

### B-17 Nose Art from WWII



Architecture and Fine Arts Library. AFA’s latest exhibit is a tribute to some of the decorated B-17s of World War II and the men who flew them. (see page 1 for additional information)

### Federal Depository Library



Photo: Elizabeth Swift

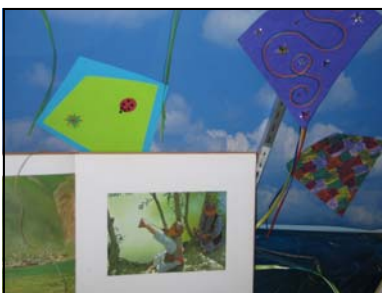
Central Library, 2<sup>nd</sup> floor. Bookmarks and basic information about the Federal Depository Library Program. Federal depository collections contain information produced by Federal agencies and are a free service of the U.S Government Printing Office. Left—Troy Black is standing next to the exhibit he designed.

### From Horseback to Horsepower: Arlington, Texas, 1880 - 1959

Kit Goodwin, assisted by Christian Clark, used materials housed in Special Collections — including extensive family papers, photograph collections, and university archives — to portray people and events that made Arlington unique in the North Central Texas region. More than sixty-five collections were reviewed to select materials. The exhibition showcases over 150 items, including a large number of photographs. A free gallery guide is available. This exhibition opens in April and continues through the summer.

Source: *Compass Rose*, spring 2006.

### Conversations ‘06: Power



The Central Library lobby’s exhibit highlights UT Arlington Conversations—a program designed to engage students, faculty, and staff in a campus-wide, year-long discussion of a theme related to a significant issue. The cornerstone of this program will be a common reading experience, called OneBook, shared by all freshmen in their ENGL 1301: Freshman Composition and EDUC 1131: Freshman Seminar courses. Thanks go to all the Information Services staff for their willingness to share their

creative talents and construct all the wonderful kites for the display. Exhibit designers: Diane Shepelwich and Kathleen Marquez-Houston. Left: Close-up of the exhibit.

## No Reservations Needed at the Paper's Due Drop Inn

Picture this...the story you are about to hear takes place on a typical urban university campus. A confused and busy student, facing a deadline for a research paper, stands at a crossroad. One brightly lit, well-paved, and familiar path leads to



Wikipedia and CNN.com. The other path, unknown and occasionally difficult to navigate, is guarded by Boolean operators and requires secret passwords, but holds the promise of great rewards. Just as the student prepares to follow the easy path, a flashing sign appears on the horizon beckoning them down the unfamiliar path. The sign says, **"Paper's Due Drop Inn: No Reservations Needed."**

"Point of need" - the library literature is riddled with this phrase. Efforts to reach students at their point of need, that crossroad on the information highway, have materialized as satellite library locations, Ask-a-Librarian virtual reference services, online instructional materials, and roving

reference programs. After a smashingly unsuccessful semester of a roving reference pilot program, also known as Librarian on the Loose, I asked students where a good place for open, one-on-one research assistance sessions might be, thinking they would say the UC or an academic building. With all sincerity a student asked, "Why not the library?" The wisdom of this suggestion was reinforced by the interruption of several instruction sessions, and on one occasion being hunted down in the basement Ladies' Room, by students needing help with their research. Students who had attended library instruction sessions, even though they were given information about library reference services, my phone number, email address

and instant messaging username, seemed to identify the library classroom as the place to go when they had an information need.

The services available at the Paper's Due Drop Inn are

fairly similar to those offered as part of traditional term paper clinics. Typically students ask for assistance with narrowing a topic, creating research strategies, identifying appropriate research tools, accessing materials not available at UT Arlington Library, and citing. The Paper's Due Drop Inn differs from term paper clinics and other one-on-one research assistance programs in that the service is offered consistently throughout the semester. Students are also not required to make an appointment. As long as they show up at the library classroom between 4 p.m. and 6 p.m. Monday through Thursday they will be able to receive one-on-one help with their research.

*"The other path, unknown and occasionally difficult to navigate, is guarded by Boolean operators and requires secret passwords ..."*

# Connections

## Where is This? June Library Staff Challenge

How familiar are you with your working environment? Do you believe you thoroughly know UT Arlington Libraries and would recognize even small parts of the neon signs in Sam's Click Café, the mural on Central Library's 2nd floor, or the fish tank in the Science and Engineering Library? The June Library Staff Challenge is to guess where this close-up photo was taken. To make it fair, it was taken in a public space with access for all.



CONTEST: Send your answers to Lea Worcester at [lworchester@uta.edu](mailto:lworchester@uta.edu) with *Contest* in the Subject line or via campus mail. The prize is a mug with the new UT Arlington logo so that you can show your school pride. If there are multiple correct entries, the winner will be selected by putting all of the answers in a hat and randomly drawing a winner.

## No Reservations Needed at the Paper's Due Drop Inn (cont.)

I am happy to report that the Paper's Due Drop Inn has been infinitely more successful than Librarian on the Loose. During the two semesters it has existed, usage of the service has more than doubled. Approximately 80 visits were made during the Fall '05 semester, while during the Spring '06 semester visits totaled 173. A majority of students utilizing the Paper's Due Drop Inn have been in a class that came to the library for an instruction session. This is not surprising

as instruction sessions are the primary means for promoting the service.

Let's go back to our student at the proverbial crossroad on the information highway. It is my goal that the Paper's Due Drop Inn will allow for the extension of library instruction to students at their point of need. Along with this goal, it is my hope that this service will also make the path to quality sources of information easier

to navigate and less intimidating. Positive anecdotal feedback from students indicates that this is so.

—Gretchen Trkay

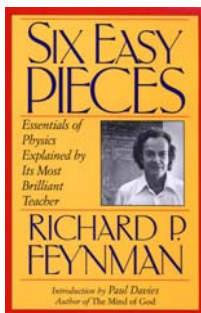
## C.D.'s Picks

### Science for Everyone

(Six Easy Pieces from)

### The Feynman Lectures on Physics

Richard Phillips. Feynman  
SEL Books: QC21.2 .F49 1989



I just finished Richard Feynman's *Six Easy Pieces*, and to my surprise and con-

sternation, our library doesn't carry it. But don't despair. The six lectures presented in the book I wish to recommend are contained in the SEL book listed above.

You may remember Feynman from his role in the investigation of the Space Shuttle Challenger explosion. He was the one who succinctly illustrated the problem by dropping the O-ring in the glass of ice water to demonstrate how brittle they become in the cold.

In these *Six Easy Pieces*, Feynman presents some of the most basic ideas of physics in a way that is both engaging and easy to understand. As someone who began my academic career as an engineering major, most of what I read was re-

view, with the exception of the lecture on quantum theory.

But it brought back that sense of excitement I had when I first began studying the physical world, and how awe-inspiring it was for me. With a bit of imagination, studying physics opens up new worlds of ideas.

I remember how amazed I felt when I understood that most of what we understand as the material world is really vacuum, that solidity is an illusion, and that the subatomic world is nothing like what we understand as "reality." These ideas challenged many of my cherished notions of reality, and so changed utterly my entire world-view. It takes one's breath away.

If you get *The Feynman Lectures on Physics* and want to read the six lectures I'm recommending, here is a list of the six easy pieces: *Atoms in Motion*, *Basic Physics*, *The Relation of Physics to Other Sciences*, *Conservation of Energy*, *The Theory of Gravitation*, and *Quantum Behavior*. The book also contains many other lectures, including six that were collected in *Six Not-So-Easy Pieces: Einstein's Relativity, Symmetry, and Space-Time* (SEL Books: QC 793.3 .S9 F49 1997), which I

have not yet read.

For those interested in this fascinating, brilliant, and well-loved physicist, but don't want to read about physics itself, I recommend you pick up two delightful autobiographical works Feynman wrote with Ralph Leighton: *"Surely You're Joking, Mr. Feynman!" : Adventures of a Curious Character* (LCD: QC 16 .F49 A37 1986) and *What Do YOU Care What Other People Think? : Further Adventures of a Curious Character* (LCD: QC 16 .F49 A3 1988).

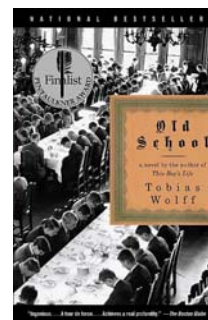
### On the Lighter Side

Non-scientific reading available from UTA Libraries

### Old School

Tobias Wolff  
Central Books: PS3573.O558  
O43 2003

The title of this book did not interest me; I certainly wouldn't have picked it up at the book store. Haven't we read enough about mid-century New England boy's prep schools? But the story moved me in a way that few fiction works have for many years.



Continued on page 10



# Connections

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## C.D.'s Picks (cont.)

I suppose it appealed to the writer in me, as the protagonist is a young writer. But I also identify with many of his other faces—the hider, the competitor, the mask-wearer and the one terrified, above all things, of not fitting in, of not being accepted.

The story pivots around the school's practice of inviting great writers to speak at the school. Surrounding this visit is

a writing contest, the prize consisting of a personal interview with the writer. The boys work furiously before each of these visits, intent to be the chosen one.

Our unnamed narrator's desire to win reaches a feverish pitch when it's announced that the next visitor will be his hero, Ernest Hemingway. How he handles this, and what follows, changes him forever.

I enjoyed the book all the way through, but the final chapter brings it home, in more than one way. It seems as though the protagonist changes, or possibly that the real protagonist was finally identified. The shifting works because the story of the student is the story of the teacher, just as the story of the young man is the story of the established writer.

The story is also the reader's as well as the author's. In a sense, we are all the prodigal.

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## April Library Staff Awards

### Bright Idea

- Mary Castle, IR  
For successfully challenging Blackwell's attempt to add fuel surcharges to UTA invoices

### Hidden Heroes

- Lea Worcester, IL  
Supportive role in UTA Library's GIS workshop series

### Applause

- Ellen Baskerville, IS  
Black History Month exhibit
- Mark Cook, IR  
Coordinating staff volunteers and temporary workers to tape and measure materials destined for the LCD

- Kathleen Marquez-Houston, IS  
Black History Month exhibit
- Diane Shepelwich, IS  
UTA Homecoming and Arlington Reads exhibits

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## Service Awards

### 10 Years

- Randall Casebier
- Cathleen Spitzenberger

### 15 Years

- Julie Williams

### 20 Years

- Helen Hough
- Treva Lyday
- Gerald Saxon
- Mitch Stepanovich
- James Wellvang

### 25 Years

- Mary Castle
- Barbara Hammond
- Barbara Howser

## Lighthouses—Lots of Lighthouses

The atrium was decorated with variety of lighthouses, nets, shells, and other sea-side mementos and the theme was continued on the tables set up for each of the 11 service awardees. The Entertainment Committee chose to use a lighthouse theme for the annual LSA Spring Reception on Tuesday, May 02, 2006 as each of the individuals receiving an award or being honored for years of service is a guiding light within the UT Arlington Library. Their combined knowledge, experience, and wisdom have solved thousands of problems for both staff and patrons of the library.

Julie Alexander, Associate Director of Libraries, recognized service awardees and an-



nounced the awards pending from the April staff meeting (see page 10). Gerald Saxon, Dean of Libraries, presented the Student Assistant Award to Jason Kirchofer in Access Services, and recognized nominee Sarwenaj Ashraf from Special Collections. Robert (Bob) Samson, Library Systems, received

the STAR Award for his outstanding work in coordinating the new print system campus wide.

Thanks to all the library staff members who took time out to attend the LSA Spring Reception and pay tribute to the service awardees with a combined 210 years of service as well as STAR and Student Award

recipients.

—Donna Kelley



If you are reading the Adobe PDF version of *Connections*, click on the picture to the left to see a slide show of photos taken during the event.

NOTE: If a *Manage Trust for Multimedia Content* dialog box appears, click on *Play*. The slide show window will automatically close when it is through.



Above: Ruthie Brock, Barbara Howser, and others enjoying the ceremony.



Left: Bob Sampson receiving the STAR Award from Gerald Saxon

# Connections

## Generational Differences: Introduction

Based on my recent presentation for Professional Forum, this article is the first in a five-part series about generational differences and how they affect relations among employees in the workplace. The generations discussed will include Silents (1925-42), Baby Boomers (1943-60), Generation Xrs (1961-81), and Millennials (1982-2000).

It seems too easy for people of one generation to negate the contributions of another. A younger employee might think that an older coworker “just doesn’t get it” and should “just retire.” On the other hand, perhaps that older coworker thinks that the younger one acts like she knows everything and should “just shut up”. With such attitudes, members of one generation might perceive individuals from another as mean, stupid, crazy, or some combination of the three. Although some individuals might simply have it in for others, perceived ill-will among generations could actually have their origins in the historical



and societal *zeitgeist* of someone’s childhood and early adulthood. Of course, the effects are certainly not universal since individual circumstances and personality can also affect attitudes and sensibilities.

I consulted a number of resources for the presentation I gave on this topic. Many authors focus on the practical applications of understanding each generation. However, the ideas of Neil Howe and Williams Strauss are a spectral presence in many of those resources. With their backgrounds in history, Howe and Strauss examine different generations in a broad historical context. They are also co-founders of LifeCourse Associates, which publishes books and provides consulting services to institutions that want to understand generational characteristics and trends.

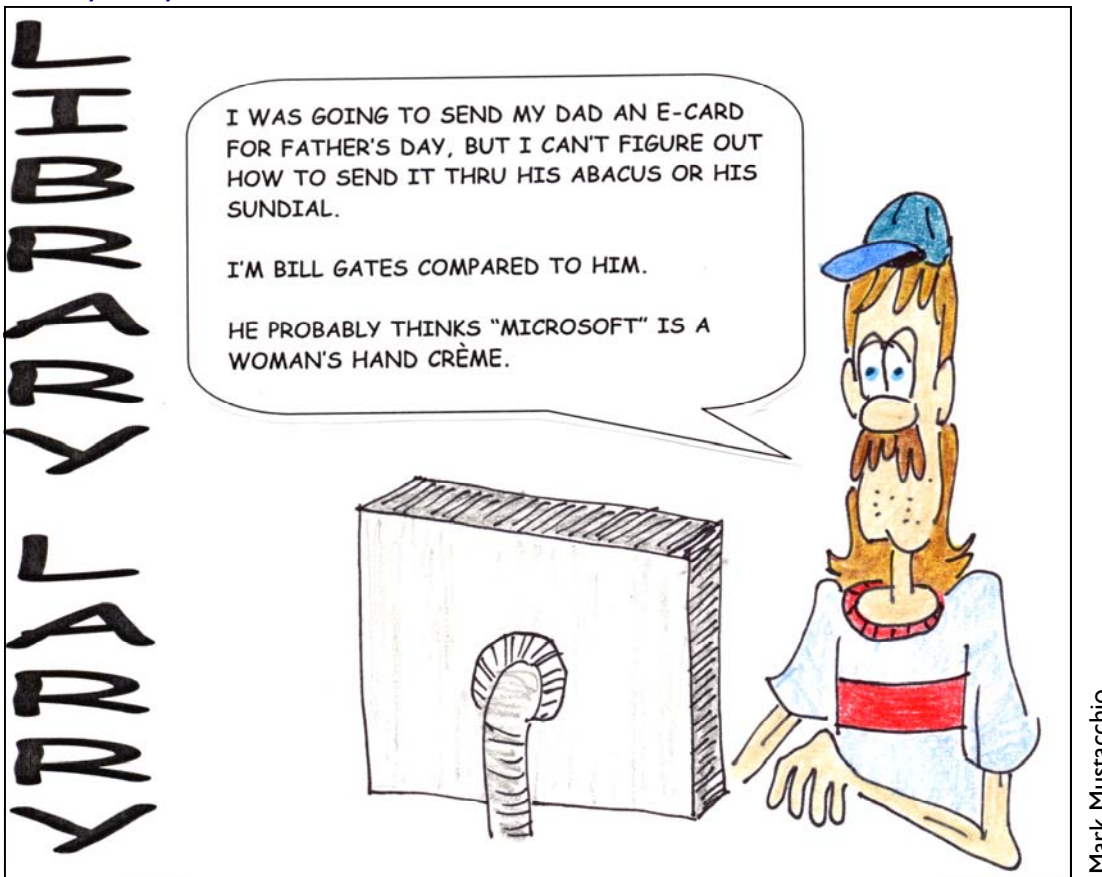
According to Howe and

Strauss, older generations influence the *zeitgeist* of a certain time period, which ends up affecting a younger generation. Eventually, that younger generation will

influence a later time period, which affects the attitudes of an even younger generation. Although this outlook seems fairly straightforward, Howe and Strauss go further by positing that Anglo-American history operates on intricate cyclical models. They divide history into *saecula* (roughly the equivalent of a lifetime), which they subdivide into four regularly-repeating historical cycles that consist of a *Crisis*, a *High*, an *Awakening*, and an *Unraveling*. Howe and Strauss also identify four generational cycles, whose archetypal names include *Artist/Adaptive*, *Prophet/Idealist*, *Nomad/Reactive*, and *Hero/Civic*. Respectively, these archetypes apply to Silents, Baby Boomers, Generation Xrs, and Millennials. Precursors that might sound familiar include the Lost Generation (*Nomad/Reactive*) and The Greatest Generation (*Hero/Civic*). In their book *Genera-*

Continued on page 13

## Library Larry



## Generational Differences: Introduction (cont.)

tions: *The History of America's Future, 1584-2069* (1991), Howe and Strauss explain the nuances of their models in greater detail.

Of course, this approach has some shortcomings. Using generational differences as a sole analytical tool for sociology or as a means of explaining history might seem reductive to academics in those fields. Furthermore, the terminology used by Howe and Strauss has a quasi-mystical aspect that detracts from the academic credibility of their ideas. Still, if

one looks beyond the gross generalizations made by Howe and Strauss, understanding the unique contexts of different generations' formative years can provide useful insights as to why someone has certain attitudes and behaviors.

Drawing upon ideas derived from Howe and Strauss, as well as those who explicitly or implicitly acknowledge their ideas, the upcoming articles will examine the four generations currently in the workplace. The articles will describe the historical and societal con-

texts of each generation's formative years, outline the attitudes each generation has developed as a result, and provide suggestions for interacting with members of those generations at work. Next month: The Silent Generation.

—Jason Neal

Bibliography is available at [http://libraries.uta.edu/profforum/generational\\_differences\\_Bib.htm](http://libraries.uta.edu/profforum/generational_differences_Bib.htm)



**UT Arlington  
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*Connections* is the library staff newsletter published the first week of each month. The newsletter introduces new staff members, highlights departments, reports on library staff events, and is a forum for items of interest.

Suggestions and contributions are welcome. Please contact:

Lea Worcester, Editor

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## June 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
National Safety Month			1	2 11:00-12:00. Information Literacy for the 21st Century Learner—315A	3 4
5	6	7	8	9 11:00-12:00. Confronting the Crisis in Library Education—315A	10 11
12	13	14 Flag Day	15	16	17 18 Father's Day
19 Juneteenth	20 2:00-4:00. Library Staff Meeting—Parlor	21 Summer begins	22	23	24 25
26	27	28	29	30	

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<http://libraries.uta.edu/connections/index.htm>