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UTA LIBRARIES

Volume 2, Issue 3

European Mapping of the New World



Facsimile of "Map No. 1. Coast of Central America and the Pacific Ocean," a manuscript map by Diogo Homen, ca. 1565. From *Atlas Universal / Diogo Homen*. Published in Barcelona by M. Moleiro, S.A., 2000.

Take a few minutes to travel back to a time when the boundaries of the known world were guarded by monsters. UTA Libraries' Special Collections (SpCo) has a new exhibit featuring facsimile images of maps and atlases created during European expansion into the New World. Many of the original maps are rare manuscripts held in European libraries and SpCo's extensive facsimile collection offers visitors and students an opportunity to study the his-

tory of cartography at our library.

Throughout the exhibit, carefully selected maps and illustrations guide visitors through the sequence of European mapping of the New World—from early manuscripts that place Jerusalem at the center of the world to later detailed maps that modern mariners would recognize. The maps are beautifully illustrated and some include scenes of the new world, fantastic beasts, and sailing

ships. Many of the illustrations are enlarged to allow visitors an opportunity to enjoy the skill and imagination of early cartographers.

The exhibit is complimented by Dr. David Buisseret's gallery guide which serves as a valuable resource with illustrations, descriptive text, and a carefully selected bibliography.

European Mapping of the New World will be available until May 30, 2005.

— Ron Aday & Lea Worcester



Detail of a facsimile illustration of [New York] by Johannes Vingboons. From *Verzameling van Pas-Kaarten, Dienende tot der Vaar naar Oost-en Westindien or Deze Vingboons-Atlas*. Published in Amsterdam by Fibula-Van Dishoeck, 1981.

Connections

Natural and Unnatural Thoughts



Why do many people seem to find science difficult to decipher? Dr Robert McCauley, a faculty member in the Department of Philosophy at Emory University, came to UTA on 4 February to give a presentation that touched on this topic. He discussed the cognitive “unnaturalness” of science, and contrasted it with the cognitive “naturalness” of religion.

McCauley began by stating that cognitive “naturalness” encompasses intuitive actions and beliefs that are formulated by one’s cultural background. He conceded that science itself can have some of these inclinations. However, McCauley stated that science tends to develop representations of truth with more theoretical depth that are based on reliable observations that radically go against intuition. (The Earth revolves around the sun, even though we don’t feel it, and bacteria can make us very sick, even though we can’t see what they’re actually doing.) Therefore, a scientific mindset requires a mode of thinking that is difficult to acquire and master, even for practitioners. Strategies to maintain scientific modes of thought include extensive formal training, the

development of theories, socialization, and institutional infrastructures (such as universities) that foster long term group efforts.

When discussing religion and cognition, McCauley talked about religion in a “popular” context. He drew upon essential characteristics that predate the major contemporary religions, and omitted more complex theological underpinnings. Archaeological evidence shows that religion has been around since prehistory in all cultures, with basic characteristics that recur in various times and places. “Popular” religions have an essentially intuitive appeal, but they also introduce a small number of counterintuitive ideas that transcend normal cognitive expectations. (For example, a religion could have a human-like character that flies through the air.) Since recognizing something unusual is important for adopting such beliefs, McCauley underscored this point by discussing cognitive development. By the time most children reach approximately the age of six, they will have developed sufficient cognitive abilities and undergone enough socialization to recognize something “unusual,” which McCauley sees as crucial to accepting religious beliefs.

McCauley ended his presentation by outlining several “unexpected” conclusions he has reached about science and religion in general. Among them, he believes that science does not pose a significant challenge to religion. With its more intuitive cognitive roots, religion predates science and needs less active institutional support to flourish. On the other hand, the existence of science seems relatively more precarious because of its more complex cognitive demands and its need for support from cultural institutions.

Another one of McCauley’s “unexpected” conclusions stated that comparisons of religion and science can be misleading. Still, in the question and answer session after his presentation, several people asked how one can have the intuition to consider new ideas to enhance a counterintuitive field like science. Although McCauley mainly addressed essential contrasts between the counterintuitive nature of science and intuition in religion, his initial caveat about intuition in science might hint at some clues.

—Jason Neal

Black History Month: SEL Exhibit

To celebrate Black History Month, the Science & Engineering Library's exhibit case displayed a collection of books and posters that honor the contributions of African Americans to the fields of science and engineering.

Despite sometimes overwhelming obstacles, African-American inventors, innovators, scientists, doctors, and engineers have made significant achievement for hundreds of years. We've all heard of George Washington Carver, but thousands of often unsung African Americans have made their mark in the fields of science and engineering. Here are but a few:

Benjamin Banneker (1731-1803), a self-taught mathematician and astronomer, built the first chiming clock in America, created Banneker's Almanac,

and conducted a survey commissioned by George Washington to define the D.C. area.

Rebecca Lee Crumpler (1833-?) became the first African American woman to earn a medical degree in 1864.

Daniel Hale Williams (1856-1931) performed the first successful open heart surgery. He also founded the first hospital in America where African-American doctors could practice and the first school that trained African-American nurses.

Frederick McKinley Jones (1891-1961) invented many devices in the area of refrigeration and became the first black recipient of the National Medal of Technology.

Charles Richard Drew (1904-1950) was responsible for organizing the concept of the Blood Bank.

Mae Jemison (1956-) a physician and astronaut who became the first African American woman in space aboard the Space Shuttle *Endeavor* in 1992.

You can read more about these and other extraordinary African Americans in the books listed in the bibliography below. I hope everyone will take time to discover more about these often unsung heroes of American history.

—C.D. Walter

Resources

Exhibit Web Site: <http://libraries.uta.edu/sel/exhibits/>

Exhibit Bibliography: http://libraries.uta.edu/sel/exhibits/africanamerican_scientists_bib.htm

“... thousands of often unsung African Americans have made their mark in the fields of science and engineering.”

Contributors to the March Issue

- Ron Aday
- Randal Baker
- Evelyn Barker
- Ann Cammack
- Bonnie Dreitner
- Mark Mustacchio
- Jason Neal
- Antoinette Nelson
- Elizabeth Swift
- C.D. Walter
- Lea Worcester

Any fool can make things bigger, more complex, and more violent. It takes a touch of genius—and a lot of courage—to move in the opposite direction.—Albert Einstein

Connections

Secret Signs and Symbols: UTA Library Staff Challenge

“... scholars have used ciphers and codes to prove that their favorite Elizabethan was really Shakespeare.”

Where is the Holly Grail? Who really wrote the works we commonly attribute to Shakespeare? Did Beale really bury two wagons-full of treasure at a secret location in Bedford County, Virginia? The answer to these and similar questions supposedly can be found by solving ciphers and codes.

People and governments have always attempted to keep secrets. Today, ciphers and codes are used to ensure secrecy in government communi-

cations, protect confidential business information, and defend financial and personal information on the Internet.

Fictional accounts of ciphers and codes are exciting. In the film *National Treasure*, Nicholas Cage as Benjamin Franklin Gates attempts to solve clues and break codes to find the Freemason’s treasure hidden somewhere in America. The bestseller *The Da Vinci Code* offers readers an exciting combination of codes, anagrams, and number puzzles that must

be solved to find the Holy Grail. Readers of works by Sir Author Conan Doyle, Ian Fleming, and Dorothy Sayers are challenged to solve codes and ciphers before the end of the book where the answer is revealed by the author.

Just as thrilling are the real stories of treasure hunters that have searched for hidden treasure or cipher fans that attempted to solve ciphers designed by such well-known

(continued on page 5)

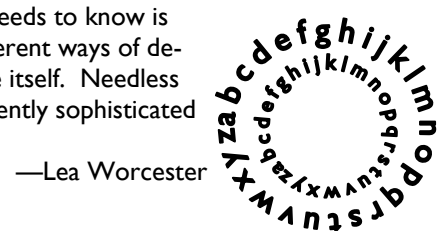
Captain Midnight Decoder Rings and Other Simple Ciphers

There is a difference between codes and ciphers. A code is where a whole word is exchanged with a different word, symbol, or number. An example is the use of “D-Day” as a code for the date the Allies planned to invade Normandy beach during WWII.¹ A cipher is when the sender exchanges individual letters in a message. Julius Caesar used a cipher to communicate with his generals. The Caesar Cipher moved each letter in the message forward or back by some number. If the cipher moved letters forward by 3, the code would look like the table below. *UTA Library* turns into *XWD Oleudub* with this system.

Plaintext	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
Ciphertext	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	a	b	c

“Captain Midnight” and other decoder badges/rings given as premiums for breakfast cereals and drinks used a Caesar Cipher with two concentric wheels of letters, A through Z. In some cases the inner circle was numbered 1 through 26. The user rotated the outside ring and substituted the letters in the message found on the outside ring with the letters or numbers directly below on the inside ring. See the example to the right where the ciphertext letter *d* is placed in the inner ring below the plaintext letter *a*.

To turn the message back into the original, all the reader needs to know is the key. Without a key, it is necessary to consider 25 different ways of decoding the message. The 26th way is the plaintext message itself. Needless to say, this cipher can be solved with time and is not sufficiently sophisticated for modern usage.



—Lea Worcester

Source

1. Bletchley Park Trust. *Bletchley Park*. Available from <http://www.bletchleypark.org.uk/page.cfm?pageid=159>.

Secret Signs and Symbols: UTA Library Staff Challenge (cont.)

individuals as author Edgar Allen Poe or composer Edward Elgar.¹ Additionally, for two centuries scholars have used ciphers and codes to prove that their favorite Elizabethan really was Shakespeare.

This month's challenge to Connection's readers is to name a book, story, movie, web site, or television show that features codes or ciphers. Your choices can be fiction or nonfiction. Send your answer to Lea Worcester at lworces-ter@uta.edu with Contest as the subject before March 29.

—Lea Worcester

Source

I. Dunin, Elonka. *Famous Unsolved Ciphers and codes*. Available from <http://elonka.com/UnsolvedCodes.html>.

Suggested Reading

Churchhouse, Robert. 2002. *Codes and ciphers: Julius Caesar, the Enigma, and the Internet*. New York: Cambridge University Press. *Review of codes and ciphers used by private individuals, spies, governments, and industry throughout history.*

Friedman, William F., and Elizabeth S. Friedman. 1957. *Shakespearean ciphers examined*. New York: Cambridge University Press. *A recognized expert in cryptography analyzes cryptographic systems used as evidence that some author other than Shakespeare wrote the plays commonly attributed to him.*

The winners of this and other contests in Connections will be determined by putting all of the correct answers in a "hat" and randomly drawing the winner. Winners will be announced in the next publication and treated to a lunch at the end of the year where they qualify for entry in the grand prize drawing.

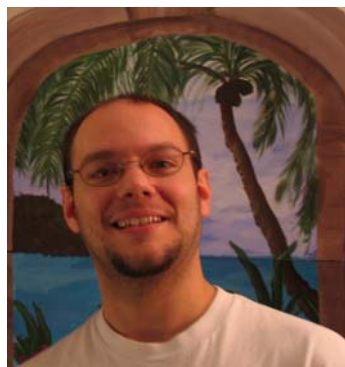
New Faces



Ann Cammack
Library Assistant III
Special Collections

One of my most personally satisfying achievements was earning my doctorate. I enjoy spending my free time with my four daughters and my hus-

band. When the opportunity arises, I also like to golf and read. (Surprised?)



Randal Baker
Library Assistant II
Information Org. & Prep.

Besides spending future lottery money, the young anthropolo-

gist is still planning on taking over the world. Starting with the local 7-11.

Bonnie Dreitner
Service Desk Manager for
Access Services

I am originally from Seattle but have lived in Texas most of my life. I have a BBA from Texas A & M at Commerce. My only child is a 16 year old tabby cat named Smokey.

Connections

On Different Wavelengths: Learning Characteristics of Students and Librarians

You've done a great search! There, on the screen, is a list of excellent resources. So why does the student that you are helping at the reference desk select the exact number of resources that they need for the assignment and resist looking at more?

When demonstrating a database are you frustrated when the student only wants to know enough to find the articles that they immediately need? Do they resist your attempts to show them how to search effectively and attempt to have you do the search and select their resources?

Have you wondered why they aren't interested in learning to learn and in exploring new ideas? Comparison of the learning styles of today's students with those of librarians suggest an explanation for the frustration that librarians can feel when helping students.

How do students learn?

Researchers at Saint Louis University studying student learning preferences administered the Myers-Briggs Type Indicator (MBTI) to 4,000 students.¹ (See next page for more information

about Myers-Briggs Type Indicator.) The results of the study indicated that approximately 60 percent of students preferred the sensing mode (S) of perceiving while 40 percent preferred the intuitive (N) mode. Comparisons of data obtained from the study with other research suggested that many students prefer the sensing learning pattern. Students, in general, who prefer sensing learning patterns are uncomfortable with abstract ideas and prefer concrete, practical, and immediate applications. They tend to be dependent on the ideas of those in authority and have low tolerance for ambiguity.

The researchers also found a link between choices in academic majors and students' learning patterns. The concrete active (ES) learners were dominant in schools of business, nursing, and allied health while the abstract reflective (IN) students were represented in arts and sciences.

How do librarians learn?

In another study exploring learning styles in library and information science (LIS) students the researchers found that LIS students tended to exhibit similar learning styles "regardless of location".² Their

literature research on education and LIS literature indicated that LIS students had a tendency toward analytical skills, the ability to work alone, and a slight tendency to holistic rather than sequential learning styles. Although technology has transformed the profession, the study suggested that today's LIS students have retained many of the traits identified in those earlier studies.

On the same wavelength

Many students come to the library with practical needs and seeking direct, concrete experiences and structured, linear assistance. Consequently, librarians with a preference for abstract information and a theory to practice approach must actively focus upon the student's learning style. Research suggests that the following approaches best meet the learning needs of new students:

- Design problem directed learning sessions with results that they can use
- Move from practice to theory
- Give step-by-step instructions
- Avoid giving them extensive choices—their time and interest is limited

(continued on page 7)



Myers-Briggs Type Indicator

Myers-Briggs is a standardized test that focuses upon how people prefer to behave. The scores indicate a person's preference in each of four dichotomous dimensions. Academic institutions have found the first two dimensions helpful in understanding learning styles. The first set is extroversion (E) which is used to describe a person who prefers to direct attention toward the external world and activity while introversion (I) focuses upon the inner world of ideas and emotions. The second set contrasts sensing (S) where a person prefers perceiving the world directly through observing reality and familiar terms with the preference of intuitors (N) who perceive the world through possibilities and new potentials. Understanding of learning pattern differences is enhanced when extroversion/introversion and sensing/intuition are combined to produce the pattern in the grid below. According to Myers-Briggs the patterns are not evenly distributed in the general population. It has been estimated that approximately 75 percent of the general population prefer the sensing learning pattern.¹

	Sensing		
Extroversion	ES - concrete active <i>Action-oriented realists that learn best when useful applications are obvious.</i>	IS – concrete reflective <i>Thoughtful realists preferring to deal with what is real and factual in a careful, unhurried way.</i>	Introversion
	EN – abstract active <i>Action-oriented innovators with wide-ranging interests who like new possibilities.</i>	IN – abstract reflective <i>Thoughtful innovators, introspective and scholarly, interested in knowledge for its own sake.</i>	
	iNtuition		

—Lea Worcester

Source

- Schroeder, Charles C. *New Students – New Learning Styles*. <http://www.virtualschool.edu/mon/Academia/KierseyLearningStyles.html>.

On Different Wavelengths (cont.)

- Give them feedback whenever possible—this reduces ambiguity and decreases their stress³
—Lea Worcester
- Adkins, Denise, and Christopher Brown-Syed. 2002. *Accommodating All Learners: Critical Inquiry and Learning Styles in the LIS Classroom*. <http://wotan.liu.edu/doi/data/Papers/juljuljin5206.html>.
 - See note 1 above.

Link to Index of Learning Styles questionnaire, descriptions of learning styles, and links to articles and studies on learning styles.

Team Technology. *MMDI Personality Preferences Research Questionnaire*. <http://www.teamtechnology.co.uk/mmdi-re/mmdi-re.htm>.

Personality preferences questionnaire and information on the validity of free learning style questionnaires.

Sources

- Schroeder, Charles C. *New Students – New Learning Styles*. <http://www.virtualschool.edu/mon/Academia/KierseyLearningStyles.html>.

Suggested Resources

- Felder, Richard. *Index of Learning Styles*. <http://www.ncsu.edu/felder-public/ILSpage.html>.

Connections

SEL Supports Engineers Week Activities



Antoinette Nelson and Jason Neal
SEL Engineers Week table

Engineers Week (EWeek) was founded by the National Society of Professional Engineers (NSPE) in 1951. NSPE is a consortium of over 100 engineering, scientific, education societies, and major corporations. EWeek is a way to increase public awareness and promote how engineers make a positive contribution to the engineering profession and technology. Along with engineers, it also recognizes teachers and students who participate in high levels of math, science and technical education.

Nedderman Hall was the scene for many activities sponsored by the various student engineering organizations. To view the week's activities see: <http://www.uta.edu/engineering/eweek/>. SEL participated in National Engineers Week with an exhibit titled the same as this year's theme: "Engineers

Make a World of Difference." The exhibit can be seen at: <http://libraries.uta.edu/sel/exhibits/>.

SEL Librarians Barbara Howser, Jason Neal and Antoinette Nelson exhibited a table on Monday and Tuesday which were the departmental display days for students to show off their research and projects. The SEL exhibit table showcased some of the library's newest reference resources for the engineering departments of Biomedical Engineering, Civil & Environmental Engineering, Computer Science, Electrical Engineering, Industrial & Manufacturing Systems Engineering, and Mechanical & Aerospace Engineering.

We requested and received goodies to give away from some of the engineering database vendors: Engineering Vil-

lage 2 (EV2), Information Service for Physics, Electronics and Computing database (INSPEC), and Association for Computing Machinery (ACM). We also held a drawing for shirts and caps given by EV2 & INSPEC. A nice ending for SEL's part in EWeek was the announcement to the Joint Council of Engineering Organizations (JCEO) that the five laptops slated for 24 hour checkout (and paid for by JCEO) were now available. Many thanks to Sue Sappington, Brian Moffitt, Carleen Dolan, Donna Kelley, and Delores Morgan for making that possible.

This year's Engineering Week at UTA seemed to be one of the most active and colorful ones yet. The Atrium and hallways throughout Nedderman Hall were decorated with signs advertising the many fun-filled events sponsored throughout the week. For more information on Engineers Week 2005 see: <http://www.eweek.org/>.

—Antoinette Nelson

Library Starts Intranet Project

In 2003, the Organizational Excellence staff survey showed that the Libraries needed to place a priority on establishing a true staff intranet. Now, the Libraries has formed the Intranet Steering Group (ISG) to begin the development process.

“My hope is that an intranet will make us more effective and productive staff members and, by making it easier to communicate, foster the building of a close-knit library community in the process,” said Gerald Saxon.

As defined by the ISG, an intranet is a website for staff designed to make it easy to locate and use stuff and foster community building. “Stuff” can include:

- News
- Universal library calendar
- Working tools

- Committee minutes, members, and charges
- Discussion forums/ message boards
- Policies, procedures, minutes
- Collaborative documents
- Instant messaging
- Planning documents
- Staff information
- Forms
- Staff development/ training
- Technology tutorials
- Professional resources (links to journals, etc.)

The ISG will work with library staff to define the mission, objectives, scope, and timeline of the Libraries’ intranet project. Starting in March, Karen Hopkins will be talking to each program area to find out what they would like in the intranet.

To make your voice heard, contact the ISG at library-isg@listserv.uta.edu. Members of the group are Evelyn Barker, Loretta Barker, Suzanne Beckett, Debbie Carter, Ramona Holmes, Karen Hopkins, Marie Irwin, Brenda McClurkin, Brian Moffitt, Sue Sappington, and Gerald Saxon.

—Evelyn Barker

Suggested Resources

Step Two Designs. <http://www.steptwo.com.au/intranets/index.html>
An excellent place for information on Intranets is in the “Intranet” section.

UTA Libraries’ Intranet Steering Group Website. <http://libraries.uta.edu/isg/>
The website includes the group’s charge, minutes of meetings, reports, ways to contact the group, and much more.

... and the Winner of February’s Library Puzzle—Where’s the Book?

Barbara Hammond in Information Resources! Barbara and others found the book on page 6

in the Texas Winter Celebration—Scrapbook section. The book was in a photo of Donna Kelly.

Thanks to everyone who en-

tered the contest last month. Please feel free to contact me if you have an idea for a library challenge or puzzle.

—Lea Worcester

Connections

C.D.'s Picks: Science for Everyone

Some of you love science (or think you might) but haven't ventured into the SEL collection because you're certain it will be too trade specific. As a non-scientist who loves science, I have been combing the collection for books directed toward people like me.

Mind over matter: Conversations with the cosmos, by K.C. Cole (SEL: Books Q162 .C584 2003)



This book is a collection of columns by LA Times science writer K.C. Cole. Each essay discusses current scientific issues and philosophies in relation to topics like politics, art, literature, and daily living. Cole

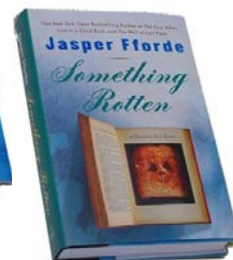
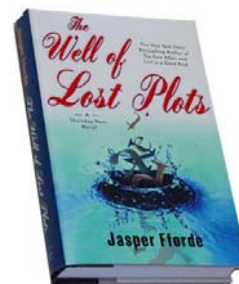
captures the essence of how science and mathematics play an important role in our everyday lives. Scientific chapter titles like "Eclipse," "Calibrations," "Patterns," "Resistance" and "Time" live adjacent to the more esoteric "Beethoven and Quantum Mechanics," "Love and Bosons," "Play" and "Apocalypse Soon."

I have also read and recommend two more books by K.C.

Cole: *The universe and the teacup: The mathematics of truth and beauty*, (SEL: Books QA 36 .C65 1998), which reveals how integral mathematics is in our everyday lives, and *The hole in the universe: How scientists peered over the edge of emptiness and found everything* (not available at UTA), which contains the fascinating history of the concept of nothing—the vacuum, the void, and the number zero. Also by Cole in the UTA collection is *Sympathetic Vibrations: Reflections on Physics as a Way of Life*, (SEL: Books QC 21.2 .C62 1985).

On the lighter side

I just finished reading the first four books in Jasper Fforde's Thursday Next series. The first two, *The Eyre Affair* and *Lost in a Good Book*, are not currently available at UTA. The Popular Reading section offers the third and fourth in the series, *The Well of Lost Plots* (PR 6106 .F67 S66 2004) and *Something Rotten* (PR 6106 .F67 S66 2004).



Thursday Next, intrepid Special Ops literary detective and Jurisdiction agent, travels in and out of fictional story lines, interacting with characters and plots from literature's best beloved works, in order to solve mysteries and bring villains to justice. These books are witty, imaginative, and fascinating. A Wall Street Journal review wrote: "Filled with clever wordplay, literary allusion and bibliowit, *The Eyre Affair* combines elements of Monty Python, Harry Potter, Stephen Hawking and Buffy the Vampire Slayer. But its quirky charm is all its own." I recommend it for a fun read, whether you love mystery or the classics. If you love both, you'll be in heaven.

—C.D. Walter

What progress we are making. In the Middle Ages they would have burned me. Now they are content with burning my books.—Sigmund Freud, 1933

Celebrating Black History Month at Central Library



Brenda McClurkin, Cathy Spitzenberger, Tara Kirk, Ellen Baskerville, Kathleen Marquez-Houston, and Dwayne Schrag

Information Services (IS) and Special Collections (SpCo) celebrated Black History Month in a collaborative effort with a reception and an informative exhibit with many wonderful pieces of black history artifacts from Special Collections and the Multicultural Collection (MCC). The reception and exhibit, held on February 24, were located in the second floor's Multicultural Collection area. Light refreshments were available to the public and the displays were decorated with flowers, lights, and other eye-catching décor.

The exhibit and reception offered students and staff an opportunity to learn about many aspects of black history and the impact African



Ellen Baskerville with students

Americans have made in American history. The displays featured art work by various African American artists, photographs capturing some pivotal moments in black history, letters and memoirs, and many books written by African American authors. The exhibit also enabled Special Collections to share some of their priceless collections of art, historical information, photographs, and books with a broader audience.

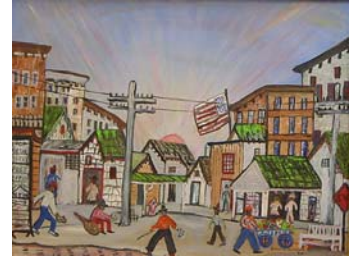
One of the many books featured was *Their Eyes Were Watching God* by Zora Neal Hurston. This book, first published in 1937, did not receive the recognition it has today until the early 1970's. The ABC network will be pre-

miering the Oprah Winfrey production of *Their Eyes Were Watching God* starring Halle Berry, on March 6 at 8:00 p.m. CST. If you are interested in reading the book, it is located in the MCC wing of the second floor (PS 3515.U789 T639).

The collaboration between IS and SpCo was outstanding. The displays were attractive and informative, and the attendance by students and staff was high. Many students were very inquisitive about some of the displays and collections. Several studied the collection closely and asked well-thought out questions.

Much effort was put in to making this reception and exhibit run seamlessly. It was coordinated by IS staff member Kathleen Marquez-Houston along with co-coordinator Ellen Baskerville. They received the invaluable assistance of Brenda McClurkin, Cathy Spitzenberger, and Tara Kirk from Special Collections, and of course Dwayne Schrag, who oversees the Multicultural Collection. We all appreciate the hard work and effort put in to making this a wonderful celebration of Black History!

—Elizabeth Swift



Street Scene
by Emma Lee Moss, 1983

Connections

Library Staff Awards and Recognitions

Applause Award:

- Ron Aday, Special Collections, for his work on President Spaniola's campaign button exhibit
- Evelyn Barker, Information Literacy, for her work on the Mavs Vote Project
- Ashleigh Holmes, Information Services, for her work on the Voter Registration Committee

Celebrate You:

- Krystal Schenk, for her work on the electronic timesheet
- Carol Randall and Raeanne Cormier for their work on the Fall free coffee
- Jim Wellvang, Josh Dugdale, Karen Hopkins, Maggie Dwyer, Mark Mustacchio, Mary Jo Lyons,

Candy McCormick, Tom Lindsey, Bobbie Johnson, and Jean Sherwin for their work on the Mavs Vote Campaign

- Lea Worcester, Noel Anderson, Mark Cook, Debbie Carter, Tom Lindsey, Anne Mitchell, Bradley Gulliford, Michael Hang, Jean Sherwin, Phuong Le, Donna Harrison, Ginnie Pinkerton, and Patty Grubaugh for volunteering for lounge duty during the Fall 2004 semester
- Ellen Baskerville, Darras Blevins, Angee Calvert, Raeanne Cormier, Rocky Escobedo, Chad Freeze, C. D. Walter, Lloyd Herring, Diana Hines, Barbara Howser, Karen Conley,

Anne Kelley, Charlotte LeBlanc, Tom Lindsey, Jason Neal, Manoela Munhoz, Chris Rincon, Rachel Robbins, Cathy Spitzberger, Gary Spurr, Jeff Stone, Rene Tamez, Dwayne Warren, Donald Quarles, Sue Sappington, Ashleigh Holmes, and Carolyn Kadri for working one or more shifts during the winter holiday break

For information about UTA Libraries' Employee Recognition Awards and nomination forms, go to <http://libraries.uta.edu/erc/>.

Library Staff Scrapbook



Michael Hayenga at his retirement party with Antoinette Nelson and Evelyn Barker

Library Larry



Mark Mustacchio



Above: Elizabeth Reed, Treva Lyday, Diana Hines, and Josephine Murdock



Right: Lila Hedrich and Phuong Kim Le

UTA

Libraries

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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
817.272.5747
lworcester@uta.edu

March 2005 — Women’s History Month

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
	1	2 12:00-1:00 p.m. Short film <i>Ferry Tails</i> by Katja Esson—Parlor Texas Declaration of Independence, 1836	3	4	5 6 Fall of the Alamo
7	8	9 12:00-1:00 p.m. <i>Playing with Fire</i> by Rajani Sudan—Parlor	10	11	12 13
14	15	16	17 St. Patrick’s Day	18	19 20 UTA Spring Vacation
21	22	23 12:00-1:00 p.m. <i>The Mommy Myth</i> by Catherine Neafie Kellogg—Parlor	24	25	26 27
28	29	30	31		International Week

Connections is archived online at:

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