

2018

# Raymond H. Fogler Library Magazine 2018

Raymond H. Fogler Library

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## Recommended Citation

Raymond H. Fogler Library, "Raymond H. Fogler Library Magazine 2018" (2018). *Raymond H. Fogler Library Magazine*. 3.  
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# Raymond H. Fogler Library

## Magazine

2018



### **The Maine Campus Archive Goes Digital**

Digitization project brings archive  
of campus newspaper online



IF YOU SPEAK with students and faculty at UMaine, it doesn't take long to see the broad and varied pursuits across campus. We have current and future researchers, engineers, authors, scientists, entrepreneurs, teachers, healthcare providers and much, much more.

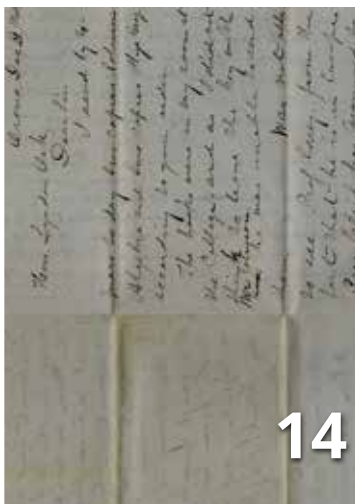
At Fogler Library, we're proud to serve as a foundation for the pursuits of our community — not only at UMaine but throughout the state and region. Patrons come to Fogler Library for many reasons, but most of our patrons share a similar passion for discovery and learning. That drive brings them in search of diverse collections, resources and expertise. One of the most rewarding parts of working in a library is having the opportunity to serve people from different backgrounds as they embark on so many different pursuits.

This service to our patrons is at the heart of what we do, and it requires us to adapt year after year. We teach. We solve problems. We strive to give the people of Maine access to collections and expertise that they can use to maintain, expand and shape knowledge across the region.

The stories in this issue of the Raymond H. Fogler Library Magazine reflect many pursuits, but they also underscore the partnerships that any discovery requires. Our library — any library — thrives in tandem with its community. We're honored to serve our patrons, and we're thankful that they view Fogler Library as an essential partner on their path to discovery.

A handwritten signature in black ink that reads "Joyce Rumery". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Joyce Rumery  
Dean of Libraries  
University of Maine



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The Raymond H. Fogler Library Magazine is a yearly publication of Raymond H. Fogler Library at the University of Maine. Questions regarding the magazine can be directed to Brad Beauregard, Public Relations Manager for Fogler Library, at [brad.beauregard@maine.edu](mailto:brad.beauregard@maine.edu).

Cover photo courtesy of University of Maine Division of Marketing and Communications.

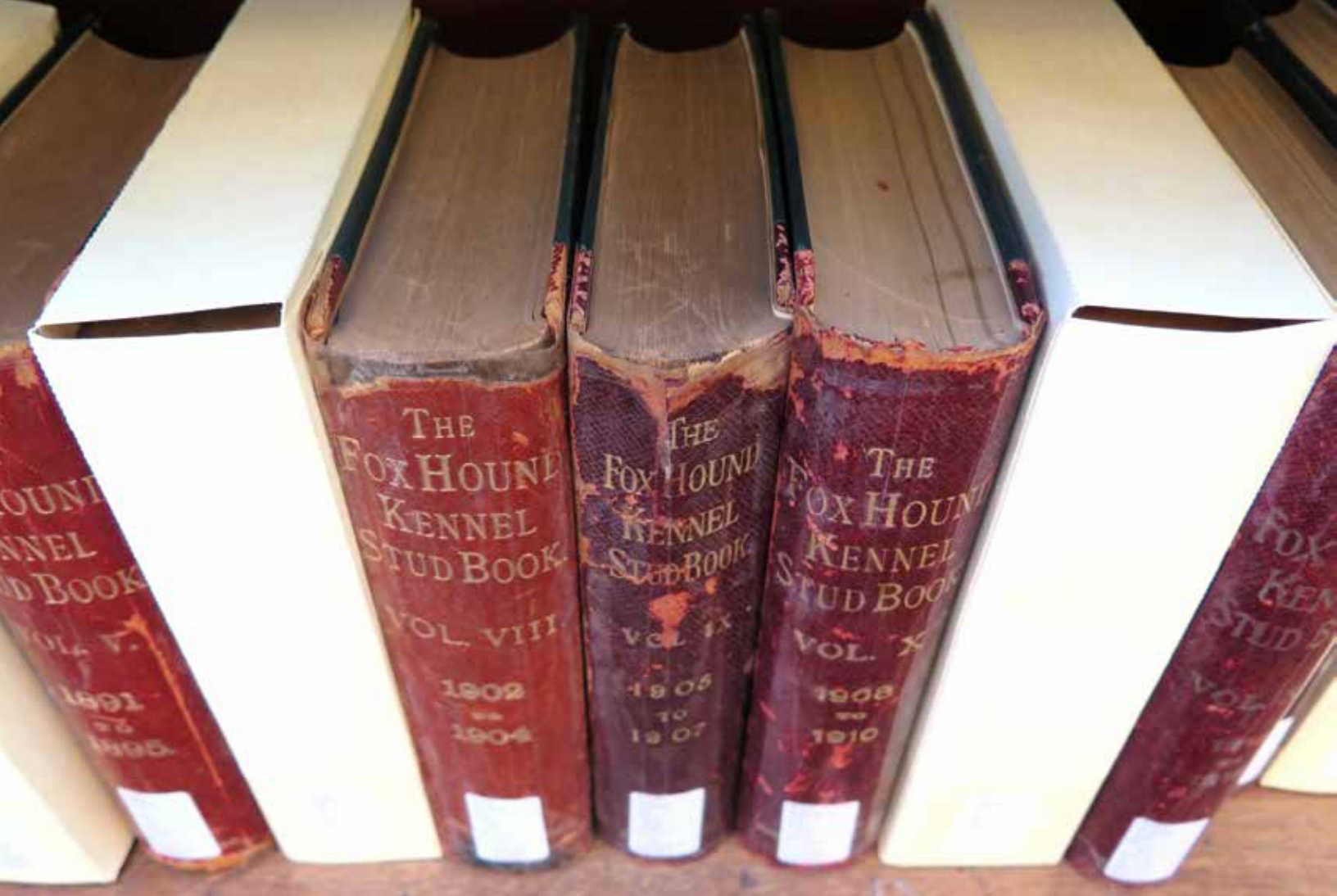
## About Raymond H. Fogler Library

Fogler Library is the largest library in Maine and supports the academic and intellectual pursuits of faculty, students, and staff at the University of Maine.

Fogler Library also serves residents, libraries, and academic institutions throughout Maine and the Northeast as the regional depository for federal government publications, an official depository for Canadian federal publications, and the depository for Maine state government publications. Fogler Library is the designated State Research library for Business, Science and Technology, the only Patent and Trademark Resource Center in Maine, and home to The University of Maine Press.

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# Genetic Discoveries

**A nearly discarded collection in New York becomes a critical resource for genetic researchers**

By Michael G. Dunn

Inside the American Kennel Club Library in Manhattan, Dr. Laurie Connell stumbled upon an uncataloged collection of books.

“I was [at the AKC library] for a few days and just happened to find them on the shelves,” says Dr. Connell, a researcher and faculty member in the School of Marine Sciences at the University of Maine.

“The books were not in the AKC catalog, so I had a discussion about the volumes with the archivists at the library.”

The volumes were international pedigree lines of various dog breeds dating back to approximately 1860. The pedigrees contain detailed information — across many countries and languages — about the lineage of dog breeds throughout the world.

The AKC archivists recalled their conversation with Dr. Connell while de-accessing the pedigree lines from their collection, which is when they reached out to offer the extensive collection to her.

“When the library was beginning to move to a new

location, they were considering [getting rid of] the volumes, so they contacted me to see if I wanted them.”

Seeing the scope of this opportunity for researchers like her who do genetic research on dog breeds — not only at UMaine but across the country — Dr. Connell was eager to accept the collection. However, the AKC Library preferred that the volumes remain publicly accessible. To achieve this, Dr. Connell contacted the acquisitions department at Fogler Library.

Pedigree lines serve more than just historical interest. For Dr. Connell, the pedigrees offer a wealth of information crucial to her research of the Český Fousek, a medium-sized, wirehaired hunting dog that originates from the Czech Republic.

Specifically, she has been researching the genetic origins of a condition known as seasonal alopecia, a genetic disease found in many species that causes fur loss during certain months. Seasonal alopecia is common in the Český Fousek, and the loss of fur can be potentially dangerous for a dog that is bred to hunt and work in extreme weather.

The Český Fousek makes for a particularly interesting research subject, says Dr. Connell, in part due to its small breeding population and a well-documented history that helps facilitate her research.

“

You really cannot eradicate genetic disease, so the best way to manage the health of a population is through maintaining genetic diversity. **Pedigrees can help with that management.”**

Dr. Laurie Connell  
School of Marine Sciences, University of Maine

“A deep part of the research reason is that they have a great deal of information collected about most of the [Český Fousek] in the US and their homeland, the Czech Republic, back to the 1970s and beyond,” says Dr. Connell. “The breed has a very complex history that makes tracking pedigrees very difficult, but also interesting.”

For researchers like Dr. Connell, pedigree lines serve an integral purpose in genetic research. Detailed pedigrees help researchers examine the genetic history of

**Pedigree lines help genetic researchers better understand the genetic diversity of specific dog breeds, such as the Český Fousek (left). Researchers use that information to inform decisions about present-day breeds.**



a breed and determine how genetic diversity has been lost over the breed's existence. Because genetic diversity helps limit the effect of genetic diseases, researchers can use a combination of genetic testing and pedigree research to help inform breeders and organizations on how best to manage breeding populations.

"You really cannot eradicate genetic diseases because they are mostly recessive," says Dr. Connell. "So the best way to manage the health of a population is through maintaining genetic diversity. Pedigrees can help with that management."

Pedigree research, she explains, is also much cheaper than genetic testing. Access to pedigrees help researchers make informed decisions about when to do genetic testing. Before the collection was cataloged, a researcher would have no way of knowing what breeds, years or countries might be represented in the collection.

"The Irish Wolfhound group is doing a number of studies and have asked me for help in researching. I know

that some [researchers] now hope they can make time to come to Maine to work with the collection."

Since coming to Fogler, the collection has been cataloged for the first time, making its wealth of knowledge more readily available to genetic researchers nationwide. Today, the collection can be found displayed prominently on the second floor of Fogler Library. Meanwhile, Dr. Connell continues her research into the genetic mysteries of the Český Fousek.

"I come over to the library several times per week for my own research," she says. "I could never have done that if I had to travel to various parts of the world for each of these sets of volumes." ■

**"I could never have done [the research] if I had to travel to various parts of the world for each of these sets of volumes."**

Dr. Laurie Connell

**The pedigree volumes contain many countries, breeds and languages dating to the mid 1800s. The books vary in style and presentation, and it's common for breed names to change from one country to another.**







Photography by Lorraine's Cakes

# *a* Recipe for Business

DURING HIS SENIOR YEAR at the University of Maine, Tyler Cote took the first steps to launch his business, Lorraine's Cakes, a gluten-free, vegan, soy-free and all organic cake company. As a gluten-free vegan, Cote had a good idea of how his product could succeed in the marketplace, but he knew that targeted research and data could help strengthen his business plan. Before starting his business, Cote worked extensively with the staff at Fogler Library to research his idea's potential.

"I was researching the market to see what kind of niche exists and wasn't being filled," says Cote, who graduated from the Maine Business School. "Then I researched market values of the gluten-free, vegan and specialty food markets individually to understand what those markets look like now and how they are projected to grow in the future."

Throughout his research, Cote worked with Grace Liu, the Business Reference Librarian at Fogler Library. With the help of Liu's guidance, Cote took advantage

of a variety of resources provided by Fogler. These resources helped him validate his business idea before getting started.

"There were many promising statistics and market numbers Grace and I found," says Cote. "The most eye-opening statistics we're seeing is that the gluten-free market value doubled in the past five years."

"Many of these statistics contributed to my knowledge of the market before entering it. Grace and I would meet at least once every other week doing this research."

In the future, Cote hopes to expand the reach of his business into local supermarkets, and he's confident that the skills and relationships he developed at UMaine will serve him as his business grows.

"Soon, we'll move into our own facility," says Cote. "Then we want to expand product lines and expand our reach to all over the country." ■



# News of *the* DAY

## Special Collections digitizes entire run of the Maine Campus newspaper

By Pauline Bickford-Duane and Brad Beauregard

In Massachusetts, a researcher at MIT hopes to verify that a well-known artist visited the University of Maine early in her career. In the Midwest, a UMaine alumna searches for old photographs of his family members. Here in Maine, several former classmates reminisce on their early writing careers with photos shared across Facebook profiles.

All of these stories have varied origins, but one thread ties these pursuits together: a newspaper. Each of these efforts led to the Maine Campus archives held by Fogler Library.

The Maine Campus, the University of Maine's official campus newspaper, has been in operation since the 1800s. Issues dating to the earliest days of the newspaper are preserved by the Special Collections Department at Fogler Library. But until recently, the issues were only available on microfilm, making access cumbersome and often impractical for people around the country.

Soon, with the completion of a digitization project that's been in progress for more than a year, the entire run of the Maine Campus will be available online.

THE MAINE CAMPUS is a well-known title to the University of Maine community. The student-run newspaper was founded in the







“

Newspapers cover a broad spectrum of subjects and readers and writers. **Almost any major initiative or event will be documented in a newspaper.**”

Richard Hollinger  
Head of Special Collections

late 1800s as the *College Reporter*. The newspaper went through several name changes before settling on the *Maine Campus* in 1904. Throughout its history, the *Maine Campus* has experimented with different publication schedules. Originally published monthly, the paper increased in frequency periodically until the 1980s when it became a daily newspaper for a short time. For most of its history, the *Maine Campus* has been a weekly publication.

Despite its changes in name and format, one aspect

has remained constant in the 140-year history of the *Maine Campus*: the newspaper is entirely student-run. Students write articles and conduct interviews. Students make editorial decisions. Students decide when and how often to publish.

Thanks to its student leadership, the *Maine Campus* has been able to provide an immediate window into the stories, concerns and interests of the University of Maine for nearly a century and a half. Taken as a whole, the publication offers a unique perspective for researchers and alumni across the country.

FOR YEARS, Richard Hollinger, head of Special Collections, saw the *Maine Campus* archive as an opportunity to take a large, useful collection and expand its audience.

“I’ve wanted to pursue the [*Maine Campus*] project for about 15 years,” says Hollinger. “Other large universities have digitized their campus newspapers, and I knew the archives would be widely used both by researchers and campus administrators.”

As Hollinger explains, the archives hold value for anyone doing research related to the campus or the

**The *Maine Campus* is a student-run newspaper, and the paper’s student leadership has driven both editorial and design decisions since its inception.**





# THE CADET.

VOL. I.

ORONO, MAINE, AUGUST 28, 1885.

No. 1.

## The Cadet.

ISSUED ON THE LAST FRIDAY OF EACH MONTH  
DURING THE COLLEGIATE YEAR, BY THE  
MAINE STATE COLLEGE PUBLISHING ASSOCIATION.

### BOARD OF EDITORS.

J. D. BLAGDEN, '86.....	Editor-in-Chief.
J. F. LOCKWOOD, '86.....	Business Editor.
G. F. BLACK, '86.	H. S. FRENCH, '86.
R. K. JONES, '86.	A. D. PAGE, '86.
E. S. BRICK, '87.	D. W. COLBY, '87
	AN, '88.

### EDITORIAL.

DURING the last few years the Maine State College has been making rapid progress in many directions and the present has seemed a fitting time for the establishment of a paper whose aim shall be to represent the college. It is in response to this that THE CADET makes its appearance. It is intended to be issued on the last Friday of every collegiate month. The preparation of this number has necessarily been hasty and many faults will undoubtedly appear, but the editors will endeavor to correct these as soon as possible and to present a paper which will be creditable alike to themselves and the college.

board consisting of five from eighty-six and three from eighty-seven, chosen. These editors met, organized, and elected an editor from eighty-eight. It is planned to have in the future a board having the same class distribution as the present one but the editors instead of being elected by the Association are to be elected by their predecessors from those who contribute the most satisfactory articles during the year. Contributions are earnestly solicited from all students and a ready response to this request will render much lighter the work for which the editors have so little available time.

Our columns will also be open to contributions on suitable topics from alumni and friends

The first issue of the Cadet, published in 1885, begins with an editorial explaining the need for a college newspaper.

greater region. Newspapers, in particular, offer a useful set of records.

"A newspaper is information-dense," says Hollinger. "There's often more granularity than novels or books. Articles contain a lot of information in a small space. It's not a coincidence that newspapers get a lot of attention from archival institutions."

The Maine Campus archives have always had potential value to researchers, but access was limited. In the past, researchers would need to visit Fogler's microfilm room or contact Special Collections directly to look into anything from the archive. If researchers knew the date of a specific event, they may have been able to locate

those issues in the Maine Campus microfilm. Even then, this would require a line-by-line reading of the articles to search for any mention of the subject, if it existed at all.

Bringing the Maine Campus archive online would allow researchers to view the materials from anywhere in the world. But, digitizing 5,000 issues of a newspaper that dates back to the 1800s is a complicated, time-intensive and expensive undertaking. When a donor made a gift to Fogler Library, Hollinger and his staff could finally pursue the project.

AT HIS DESK in Special Collections, Library Specialist Paul Smitherman navigates between a pair of computer monitors as he uploads issues of the Maine Campus to the Digital Commons, an online repository for UMaine creative, scholarly and historical materials. For the past several months, the Maine Campus archives have been one of Smitherman's daily priorities.

"We can upload about 100-150 issues at a time," says Smitherman. "I'm working on the 1980s now. The goal is to finish them by the end of the year."

Digitization — the process of making a physical item available electronically — can take many forms, ranging from scanning a book or a photograph to creating an interactive 3D model of a building. Digitizing a large collection like the Maine Campus, however, wasn't as simple as scanning and uploading an image, especially when considering the dates of the issues and the different mediums they were recorded in.

Every page of every issue needed to be scanned. The Maine Campus archive contains over 5,000 issues, many of which were stored on microfilm. Scanning and cataloging decades of microfilm is a complicated process on its own, but without an additional step, those scans would just be photos. For someone to find anything in the archive, they would still need to read individual issues page by page.

To make the issues searchable, Optical Character Recognition software "reads" the document and creates a text-only version of it, pulling the words from the image. OCR technology has a myriad of benefits, not least greater accessibility. For example, patrons with impaired vision can download a text-only file in order to enlarge the text or use external programs that will read the text aloud.

OCR also makes the text searchable, meaning search results will pick up individual words found in the text. OCR enables users to find what they need in seconds without having to manually skim the pages.

Because of the size of the archive, Fogler Library outsourced the scanning work to a company that specializes in digitizing newspapers. Once the digital files were ready, Smitherman and others uploaded the archives and wrote the metadata for individual issues. Metadata, or, put simply, "data about data," can include fields like a title, date, author and institution. This information makes it easier for users to find specific topics or subjects within the archive once it's online.

The end result is a complete archive of the Maine Campus newspaper that's fully available online.

AT FIRST IMPRESSION, a campus newspaper can seem narrow in scope. Taken in isolation, any individual



## GOING DIGITAL

Making digital files from print materials

### Scanning & Editing

After capturing a high-quality digital rendering of each page, the next step is to edit it using software such as Adobe Acrobat or Abbyy Finereader, both of which allow you to straighten, crop and deskew the image.

### "Reading" the Text

Next, OCR, or Optical Character Recognition may be run on typewritten texts. OCR "reads" the document and creates a text-only version of it, pulling the words from the image.

### Going Online

When the digital item is ready, it can be uploaded to an online repository to be made available to the public.

issue might cover relatively mundane topics: the score of a basketball game, the weekly events on campus, or coverage of a visiting artist's gallery.

Even though the Maine Campus' coverage focuses on UMaine and the Orono region, the newspaper has never operated inside a bubble. Desiree Butterfield-Nagy, an archivist in Special Collections at Fogler Library, explains that campus newspapers often reflect not only local issues but the broader social and cultural issues that echo across the region.

"The Maine Campus is more than a campus newsletter," says Butterfield-Nagy. "It has investigative reporting. It reflects political issues, budgeting directions [and] the allocation of state funds and resources."

Taylor Abbott, current Editor-in-Chief of the Maine Campus, says the newspaper's dedication to research and quality journalism is part of its culture, and she believes the archives can help reflect that.

"Many do not know how resourceful the Maine Campus is," says Abbott. "I hope that as more people discover the archives, the more they know that they can count on us. The entire staff at the Maine Campus takes a lot of pride in the researching and writing that we do."

As a whole, the archive provides a window both to what happened and how people at the time felt about the world around them.

"Newspapers cover a broad spectrum of subjects and readers and writers," says Hollinger. "They provide chronology. Almost any major initiative or event will be documented in a newspaper."

This broad spectrum is evident across individual issues and whole decades of the Maine Campus. In an issue from October 1957, you can read about Halloween pranks or the outbreak of the flu across campus. On a broader scale, you can read the papers through the 60s and 70s and trace the line of anti-war demonstrations and civil rights protests that occurred on college campuses across the United States.

Beyond its significance as a cultural lens, the newspaper also provides a potential data point for researchers. For example, researchers have used articles to identify some of the state's earliest radio broadcasts



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Taylor Abbott  
Editor-in-Chief of the Maine Campus

and place them in the context of the broader movement toward the creation of National Public Radio, and students have analyzed strategies and remarks of political figures who include campus as a stop on the campaign trail.

While its value to historical research is clear, the Maine Campus is, at its core, a catalog of people at a particular place during a particular time. For that reason, the paper holds value for anyone who has been part of the University of Maine community as a student, a professor, a staff member or a visitor.

With some collections, the impact is more clearly visible from the beginning. The Maine Campus, however, walks a line between what we know is of historic value and the items of value that we haven't yet discovered. Until the research is finished, until the questions are asked, we cannot know what someone might be able to trace back to an article in a small newspaper in Maine that was published years, decades or a century before. ■

*The Maine Campus archives are available online by visiting [digitalcommons.library.umaine.edu/mainecampus](https://digitalcommons.library.umaine.edu/mainecampus). For questions about the archive, or to learn more about the unique materials held by Fogler Library, contact Fogler Library Special Collections.*



# MYSTERY in the ARCHIVES

**A historical mystery brings  
together two scientists,  
a historian and the  
University Archivist**

By Matthew Revitt

IN JUNE OF THIS YEAR, I received a call in Special Collections from Harold Borns, Professor Emeritus in the School of Earth and Climate Sciences and the Climate Change Institute.

The mystery Professor Borns wanted to solve was whether Fogler Library's University Archive records could prove that scientist Louis Agassiz came to Maine in the 1860s to lobby the Maine legislature in support of funding the construction of additional campus buildings for scientific research at the University of Maine (then

Dec 21. 1866

Maine Industrial College  
Orono, Dec 21,

Hon. Lyndon Oak,

Dear Sir:

I send by express

to day two copies Robinson  
Algebra and two copies Hyp. Ge.  
according to your order.

The books were in my room  
the College. and as I did not  
think to leave the key with  
Mr. Johnson,  
he was unable to send  
them.

Was not able

to see Prof. Essey, from the  
fact that he is in Europe.

Pres. Clark has promised to  
visit if possible to secure  
from for the department.

**Archivists often have to examine original materials like this handwritten letter from M.C. Fernald, UMaine's first faculty member and its second president.**

known as the Maine State College). If evidence existed, Borns wanted to pursue formal recognition of Agassiz's part in the establishment of the University of Maine.

Louis Agassiz is considered to be the "Father" of the Ice Age concept as announced to the world in 1837. Agassiz was also an effective advocate for developing public universities and for the status of American science. During his career, Agassiz wrote a good deal on his observations of glacial features in Maine — work that greatly influenced scientists like Professor Borns.

Professor Borns had been told of Agassiz's visit by the historian and professor emeritus Dr. David C. Smith, who wrote *The First Century: A History of the University of Maine, 1865-1965*.

According to Borns, in writing his book Professor Smith carried out an "enormous amount of research of our, and other, records, much of which was not included in the final book. Apparently Agassiz's visit was part of the record left out."

With Professor Borns' charge, I started my research with a review of Professor Smith's book, which referred to a visit by M.C. Fernald, the first UMaine faculty member and its second president, and Samuel Johnson to the Massachusetts College of Agriculture, where the "visitors received encouragement from Professor Agassiz, who urged them to provide a plant house and botanical garden for experimental purposes" (Smith, 1979). Professor Smith's footnotes indicated that his source for Agassiz's support were letters between M.C. Fernald and University of Maine Board of Trustee Lyndon Oak from 1869.

Using Fogler Library's web-based archives information management system, ArchivesSpace, I located the specific letter Professor Smith referred to. Although the letter did refer to a conversation between Fernald and Agassiz, in which Agassiz said "it will give him pleasure to come, could he get the time," I could not find evidence in subsequent correspondence that referred to Louis Agassiz actually visiting Maine.

Hoping there might be records of appropriations committees in support of the University of Maine held by the State of Maine, I contacted colleagues at the Maine Legislative Library and the State Archive, but neither could find evidence of support from Agassiz. My final lead was the Agassiz papers held at Harvard University, but after searching their online archival database, I

was unable to identify material in the 4 boxes of correspondence that might relate to the University of Maine. In the world of archives, often to find the full story you have to look through the materials themselves.

While it was disappointing to not find evidence of Agassiz's visit, there's still hope. Fogler's Special Collections holds 83 boxes of Professor Smith's papers that are yet to be catalogued, so perhaps the answer to this mystery will be found at a later date. ■

In the world of  
archives, often  
**to find the full  
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the materials  
themselves.**



# Partnering for Knowledge

## Communication and Journalism Department partners with Fogler Library to embed information literacy in curriculum

By Jen Bonnet and Liliana Herakova

**A**t the University of Maine, the introductory Public Speaking course, CMJ 103, enrolls around 500 students every semester. Most of the students are in their first year of college, and for many, this is the only communication course they will take. For that reason, the course offers a critical opportunity for students to consider what is at stake when they produce, interpret and distribute messages.

Public Speaking requires students to prepare and deliver speeches in front of live audiences. The experience can be nerve-racking. Information literacy is a set of

tangible and transferable skills that help students harness their performance anxiety. By focusing on preparation and in-depth exploration of their topics, students find that their speaking confidence grows, and they become more informed and engaged community members. They also learn to appreciate oration as much more than “simply speaking” in front of others.

“Having a strong understanding of information literacy helps a public speaker with both their logos [reasoning] and ethos [speaker credibility],” says Kelsey Cole, a former Public Speaking student who is pursuing a degree in Food Science and Nutrition. “Fogler Library



**Librarian Jen Bonnet and faculty member Liliana Herakova partnered to embed information literacy instruction in UMaine's public speaking course.**

is a very valuable resource, especially in CMJ 103. During our CMJ 103 visits to the library, we were aided in finding credible and critical information that helped us build our speeches.”

What Cole is referring to is part of a multi-pronged integration of information literacy education into the public speaking curriculum, which was initiated by the faculty coordinator for CMJ 103 and the liaison librarian for the Department of Communication and Journalism. A key goal of this collaboration is for learners to see themselves as consumers *and* creators of information. Information literacy lays a foundation for navigating the dynamic nature of information through the development of critical research skills and dispositions.

This is especially important in public speaking, where, according to longtime communication instructor Kendra Rand, “students shouldn’t just see themselves as conduits of the fruits of their sometimes reluctant research. They should imagine themselves as sources of important information for their peers. Their peers should expect credible, verifiable information. And they shouldn’t let each other down.”

The Association of College and Research Libraries would agree. Essential to information literacy is not only the “use of information in creating new knowledge” but also “participating ethically in communities of learning,” be it a class, a college campus or a community event. The public speaking course — where information is repeatedly assessed, created and shared with audiences — provides a context for practicing and reflecting on one’s participation in learning communities.

Since 2015, CMJ 103 instructors have collaborated with Jen Bonnet, the liaison librarian for the Department of Communication and Journalism, to develop a sequence of library workshops that engage students in the research process. Through interactive games, discussions and hands-on searching, students consider ways that various information sources might answer questions they have about their research topics.



For example, how might a blog from an environmental activist contribute a specific type of testimony to a speech on climate change? What types of evidence could a peer-reviewed journal article provide? In what situations might news coverage of an event or a Tweet from someone attending that event help the audience connect with a topic? Similarly, students consider ways to evaluate sources. One tool they learn to apply is the CRAAP test, used to assess the currency, relevance, accuracy, authority and purpose of a source. A series of questions related to each element of the acronym

“

Fogler Library is a very valuable resource, especially in CMJ 103. During our visits to the library, we were **aided in finding credible and critical information that helped us build our speeches.**”

Kelsey Cole  
UMaine Undergraduate Student

## PRACTICES & DISPOSITIONS

Information literacy lays a foundation for navigating the dynamic nature of information through the development of both practical skills and dispositions.

Examples of **information literacy practices** include finding, evaluating and incorporating reliable information or evidence into one's argument or position on a topic.

Examples of **information literacy dispositions** include recognizing the importance of how information is created and distributed, who created it and why, and how reliable and relevant the source's claims or messages may be.



Photo by University of Maine Division of Marketing and Communications

provides an entry point for students to make sense of the array of options they might encounter when researching a topic.

Students also learn how to find various sources to gather information and expand their understanding about topics that interest them, and they learn about themselves in a complex world.

"Without the library sessions, students often limit their inquiries to a Google search, which is evident in the quality of the work," says Lisa Leaverton, an experienced communication instructor and artist.

Dana Carver-Bialer, a CMJ 103 instructor and a doctoral candidate in the Department of Communication and Journalism, added, "During the four years I've taught CMJ 103, students report our class being the first time they entered Fogler Library. Demystifying resources available to them and inspiring information literacy are critical parts of their UMaine experience."

The purpose of the partnership between Fogler

Library and CMJ 103 is to truly support students in growing their critical curiosity and to create a learning experience in which they see the value of accessing and sharing information as participation in a civic society. As part of the class, students work in teams to prepare and

"Demystifying resources available to [students] and **inspiring information literacy** are critical parts of their UMaine experience."

Dana Carver-Bialer

Department of Communication and Journalism

facilitate civil dialogues on controversial and complex social topics. In this context, information literacy education helps students consider information from diverse sources and reflect on processes of public opinion and their own roles as both audiences and authors. In addition to the integrated workshops described above, the CMJ 103/Library partnership has produced a number of resources including in-class activities, a workbook and an interactive library guide to support learners in both developing and assessing their information literacy. ■

*The interactive guide for CMJ 103 is available online at [libguides.library.umaine.edu/cmj103](http://libguides.library.umaine.edu/cmj103).*





“ I view libraries as repositories of history, and for this reason, I support the libraries of the University of Maine which have contributed to my education in very meaningful ways.”

Lee Gagnon, '59  
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