



LIBRARY SERVICES AND TECHNOLOGY ACT GRANT APPLICATION

State Form 53456 (R6 / 12-13)
INDIANA STATE LIBRARY

GENERAL INFORMATION

Grant Program <i>please mark with an X</i>	Indiana Memory Digitization X	Technology	Information Access for the Unserviced
Project Title	St. Joseph County African American History Collection		
Organization	The Trustees of Indiana University on behalf of Schurz Library Indiana University at South Bend		
Full Mailing Address	IU: 509 E. 3 rd Street, Bloomington, IN 47401; Schurz Library: 1700 Mishawaka Ave, South Bend, IN 46615		
Web Address	https://www.iusb.edu/library/index.php		
Organization Director	Vicki Bloom, Dean, Schurz Library	E-mail Address	vdbloom@iusb.edu
Telephone Number	(574) 520-4448	Fax Number	()
Project Director <i>contact for grant purposes</i>	Alison Stankrauff	E-mail Address	astankra@iusb.edu
Telephone Number	(574) 520-4392	Fax Number	()
Fiscal Agent <i>responsible for fiscal reporting</i>	Mr. Steven A. Martin	E-mail Address	rugs@indiana.edu
Telephone Number	(812) 855-0516	Fax Number	(812) 855-9943
Federal Congressional District(s)	IN-002	County	St. Joseph
Estimated Number of People Served by Project During Grant Period	25,710 IU South Bend 1,243,333 All 10 branches of St Joseph County Public Library 440,022 Main Branch of St Joseph County Public Library 5,010 Local History Dept of St Joseph County Public Library (Main) 51,739 Local History Dept website of St Joseph County Public Library	LSTA Amount Requested	\$9,183
Source of this Number <i>US Census, library circulation records, etc.</i>	2013 Schurz Library Report for Indiana University Dept Gate Counts, Main Library Gate Counts, and Web Analytics for St Joseph County Public Library	Amount of Cash Match	\$3,851
FEIN Number/Tax ID Number	35-6001673	Total Cost of Project	\$13,034
Federal DUNS Number <i>If unsure of this number, call 1-866-705-5711</i>	00-604-6700		

FEDERAL LIBRARY SERVICES AND TECHNOLOGY ACT (LSTA) PRIORITIES

Mark ONLY ONE with an X to indicate the PRIMARY purpose that best describes your project.

X	Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
	Establish or enhance electronic and other linkages between and improve coordination to improve library services.

	Provide training and professional development to enhance the skills of the current and future library workforce.
	Develop public and private partnerships with other agencies and community-based organizations.
	Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, with disabilities, and with limited functional literacy or information skills.
	Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
	Develop library services that provide all users access to information through local, state, regional, national and international collaborations and networks

INDIANA STATE LIBRARY LSTA GOALS

Mark **ONLY ONE** with an **X** to indicate the **PRIMARY** purpose that best describes your project.

X	Information Access - Indiana libraries will provide up-to-date, reliable access to information by utilizing effective telecommunications, technology, and resources. <i>(Includes projects involving technology, digitization, and resource sharing)</i>
	Enhanced Services – Indiana libraries will improve services to residents, including services that support lifelong learning, employment, and civic engagement. <i>(Includes projects involving the following special populations: Children, Institutional, unserved / underserved, blind and physically handicapped and unemployed.)</i>
	Capacity Building - Indiana libraries will improve the capacity of libraries through staff development and training opportunities.

PRIMARY PROJECT AUDIENCE

Mark next to **AT LEAST ONE** but **NO MORE THAN THREE** with an **X** to indicate your primary audience(s) for the project.

<input type="checkbox"/>	Pre-Schoolers (0-5)	<input type="checkbox"/>	Seniors (65+)	<input type="checkbox"/>	Urban Populations
<input type="checkbox"/>	Children (6-12)	<input type="checkbox"/>	People with Special Needs	<input type="checkbox"/>	Institutionalized Persons
<input type="checkbox"/>	Youth (13-17)	<input type="checkbox"/>	Library Staff	<input type="checkbox"/>	Non- or Limited English Speakers
<input type="checkbox"/>	Adults (18-64)	<input type="checkbox"/>	Rural Populations	<input checked="" type="checkbox"/>	Statewide Public

PART I. PROJECT SUMMARY

Provide an abstract describing all project components in 150 words or less.

The St. Joseph County Public Library and the Indiana University South Bend Civil Rights Heritage Center (with collections held by the Schurz Library at IU South Bend) both have significant original primary sources that tell the story of African Americans in St. Joseph County. Seen together, these collections provide a stronger, more complete documentation of this history than either can tell alone. Our goal is to digitize already held documents, photographs, and newspapers to present a unified digital collection online for access by researchers and the general public with the possibility of adding complementary materials from the community to the collection in the future.

A partial list of materials considered for inclusion follows:

A nearly complete run of The Reformer, an African American newspaper printed 1967-1971. (116 issues)
Documents and studies on race and housing in South Bend.

PART II. NEEDS STATEMENT

Describe the need or problem that generated this project and explain how you determined this need.

St. Joseph County, Indiana is an under-documented part of the state in general. Further to that, underrepresented populations within the community have even less of a voice in the local historic record. The African American community has been a part of the South Bend area since the early 1800's, and this voice is needed in the historical record of the area.

Identify the goal from the *Indiana State Library's Five-Year LSTA Plan* (posted at <http://www.IN.gov/library/lsta.htm>) that your project will address and explain how your project will address this goal.

Information Access-

This project will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective telecommunications, technology and resources.

It will provide access to information on African American history of the South Bend area via digitized sources that will be accessible online on the IU South Bend Library and the St. Joseph County Public Library websites.

PART III. OBJECTIVES, ACTIVITIES, & EVALUATION

OBJECTIVES

Describe the overall objectives of your project.

LSTA Priority 4:

Explore and implement methods to encourage collaboration and partnerships with other agencies and community-based organizations to expand access to digital collections.

This project pairs Indiana University's Archives and Civil Rights Heritage Center with the St. Joseph County Public Library to work together make accessible local African American history. These two institutions would collaborate to make digitized collections available to the public via the internet.

ACTIVITIES

Describe all project activities in detail.

Content from the Civil Rights Heritage Center Collection held at the Indiana University South Bend Archives as well as specific African American collection materials from the St. Joseph County Public Library would be selected for digitization.

Training of student workers for digitization of the collections. This would be accomplished by giving students detailed, step-by-step guidelines on how to use scanners.

There would be detailed training of existing staff to add metadata to scanned content.

There would be detailed training of existing staff to upload the scanned content and make it web accessible.

Once the project is completed and made accessible to the public on the internet there would be a detailed promotion of the content to the public.

Identify project staff and detail their individual roles in your proposed project.

The selection of collection materials would be done by IU South Bend's Alison Stankrauff and George Garner and the St. Joseph County Public Library's Joseph Sipocz.

The training of student workers would be done by Alison Stankrauff.

Alison Stankrauff and Joe Sipocz would train existing staff to add metadata to, upload, and make web accessible scanned content.

George Garner, Alison Stankrauff, and Joe Sipocz would make - and execute - a detailed promotion campaign of the content - seeking out local, state-wide, and national media outlets, professional outlets.

PART IV. COMMUNICATION PLAN

Grantees are encouraged and expected to publicize the project through available and appropriate media outlets. How will you promote your project to your target audience?

Indiana University South Bend and St. Joseph County Public Library would collaborate to produce a unified presence on local media outlets: the social media outlets (Facebook, Twitter) of IU South Bend and SJCPL, local websites (including those of IU South Bend, SJCPL, the city of South Bend) local television, radio outlets. Additionally, the publicity would go out to related cultural institutions: universities, colleges, museums, historical societies. There would be publicity for the South Bend School Corporation detailing the web content.

Local politicians will be contacted with the notification to share the message, and to promote to the community.

The project staff would work with the Communications offices of both IU South Bend and the SJCLP to publicize the project in these outlets.

How and when are you planning to share the results of your project beyond your local jurisdiction?

The results of the project would be shared - with a unified message - on a state, regional, and nation-wide level via pertinent professional organizations. These would include: Society of Indiana Archivists, Midwest Archives Conference, Society of American Archivists, American Library Association, Public Library Association, American Alliance of Museums, Association of African American Museums.

Further, state and national politicians would be contacted with the notification to share the message.

IMLS will be given credit for assistance in the project, and the project can be publicized via IMLS social media and news outlets.

Is this project a model for replication? If so, please explain.

This is a project done in collaboration by two relatively small public institutions. With the minimal staffing that this project outlines, this is indeed a project that could be replicated by an institution or collaborating institutions of any size.

All funded grant projects are required to acknowledge the IMLS on all products.
For more information, go to <http://www.imls.gov/recipients/communication.shtm>.

PART V. EVALUATION PLAN

Outcomes Based Planning and Evaluation (OBPE) is the preferred evaluation method for your grant project.

Refer to <http://www.shapingoutcomes.org/course> for more information about Outcomes Based Planning and Evaluation (OBPE). If you are unfamiliar with the terms below, the site's [Glossary of Terms](#) is an excellent place to begin.

INPUTS

The inputs related to this project include forty (40) weeks of time allotted to complete the work. The work will be accomplished by Alison Stankrauff and George Garner of Indiana University South Bend, Joseph Sipocz of the St. Joseph County Public Library, and three student workers.

The work will be done at the IU South Bend Schurz Library and the St. Joseph County Public Library.

The equipment used will be those of IU South Bend and SJCLP, though there may be some outsourcing of scanning of the Reformer newspaper specifically.

All work done with the end goal being to put the digitized content online and made available to the public.

OUTPUTS

The outputs of this program would be vibrant and useable web content.

The web content would be comprised of digitized content from two South Bend area (now out of publication) African American newspapers, photographs, and one-of-a-kind archival materials relating to local African American housing, education, employment, politics, social, cultural and faith-based developments, institutions, and endeavors through the twentieth century.

The project would create opportunities for three area IU South Bend students, enriching their educational experience with training that can be put into their vitas, making them more employable after graduation.

OUTCOMES

The outcomes related to this project include producing web content making the African American history of St. Joseph County, Indiana publicly available and more widely known. This will elevate knowledge of marginalized voices. This content can be then used for any number of purposes, including in educational settings and by community organizations and institutions.

EVALUATION PLAN OVERVIEW

Describe how you will determine *whether* the needs of your target group were met by your project. Then explain how you will *measure the impact* of the project on your target audience(s).

A measure of the volume of the program would be by implementing web analytics to measure just how many users come to the web content. Monthly statistics would be collected and shared among project participants. These monthly statistics would be compiled into a quarterly report that would be shared with the administrators of both Indiana University South Bend and the St. Joseph County Public Library.

Also measured would be the volume of each kind of material included - photographs and text-based materials. The number of each kind of material, down to the page number, would be compiled and made a part of the progress report detailed above.

EVALUATION INDICATORS

The evaluation indicator would be via web analytics and surveys. See Also "Evaluation Methods" below.

EVALUATION METHODS

This project will be evaluated using methodologies that are identified to measure how widely the web content was used. These can include web analytics to measure use ("hits") of the web content.

Additionally, the local organizations that were targeted in the publicity campaign - including media outlets, area schools, and community organizations - can be regularly polled via surveys to assess usage of and interest in the content. Results would be measured and analyzed.

PART VI. PROJECT TIMETABLE

Using as few or as many rows as you need, complete a timetable of activities for each aspect of your proposed project that describes *what* will be done and indicates by *whom* and *when* it will be done.

PROJECT IMPLEMENTATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
Content from the Civil Rights Heritage Center Collection held at the Indiana University South Bend Archives as well as specific African American collection materials from the St. Joseph County Public Library would be selected for digitization.	The selection of collection materials would be done by IU South Bend's Alison Stankrauff and George Garner and the St. Joseph County Public Library's Joseph Sipocz.	May 1, 2014
Training of student workers for digitization of the collections. This would be accomplished by giving students detailed, step-by-step guidelines on how to use scanners.	The training of student workers would be done by Alison Stankrauff.	June 1, 2014
There would be detailed training of existing staff to add metadata to scanned content.	Alison Stankrauff and Joe Sipocz would train existing staff to add metadata to, upload, and make web accessible scanned content.	June 1, 2014

COMMUNICATION

ACTIVITY	WHO	WHEN (month and year or "ongoing")
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Once the project is completed and made accessible to the public on the internet there would be a detailed promotion of the content to the public.	George Garner, Alison Stankrauff, and Joe Sipocz would make - and execute - a detailed promotion campaign of the content - seeking out local, state-wide, and national media outlets, professional outlets.	August 2014

EVALUATION		
ACTIVITY	WHO	WHEN (month and year or "ongoing")
Development of a measure of the volume of the program by implementing web analytics to measure just how many users come to the web content.	Joseph Sipocz	May 1, 2014
Monthly statistics would be collected and shared among project participants. These monthly statistics would be compiled into a quarterly report that would be shared with the administrators of both Indiana University South Bend and the St. Joseph County Public Library.	George Garner	Ongoing
Also measured would be the volume of each kind of material included - photographs and text-based materials. The number of each kind of material, down to the page number, would be compiled and made a part of the progress report detailed above.	Alison Stankrauff	Ongoing

REPORTING		
ACTIVITY	WHO	WHEN (month and year or "ongoing")
First Quarter Progress Report	Project Director	August 31, 2014
Second Quarter Progress Report	Project Director	November 30, 2014
Third Quarter Progress Report	Project Director	February 28, 2015
Financial Final Report	Project Director or Fiscal Agent	June 30, 2015
Narrative Final Report	Project Director	June 30, 2015

PART VII. CONTINUATION PLAN

Explain how activities or benefits from the project will continue after the LSTA funding period has ended or if the program will not be continued, explain why.

The African American historical collections held at the St. Joseph County Public Library and the Indiana University South Bend Civil Rights Heritage Center will be made available to a wider set of publics by making them available online. Possibilities in the future may include community input by adding complementary materials to the collection.

This project has the potential to reach wide audiences and be a source of education and outreach for the South Bend area and beyond.

Potential partnerships - beyond these two public institutions - via this project - with the organizations and government entities detailed in the Communication Plan, it is hoped, would be developed further. These may include K-12 education plans, mentoring programs with IU South Bend students.

PART VIII. PROJECT BUDGET NARRATIVE

In narrative form by project budget category and funding source, describe your project budget items as listed in the Project Budget worksheet and briefly identify how they contribute to your proposed project. Be sure that each item for which you want LSTA funds is described in detail below. The Project Budget Narrative must match your Project Budget worksheet.

The Project Budget worksheet and guidelines on acceptable use of LSTA grant funds are available on our website:
<http://www.IN.gov/library/lsta.htm>.

PERSONAL SERVICES

Describe budget items to be paid with LSTA funds.

\$8,700.00 for three student workers at 10 hours per week @ \$7.25 per hour for 40 weeks.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

Alison Stankrauff, Indiana University South Bend: \$994.00 in salary (1 hour per week for 40 weeks at \$24.84 per hour) and fringe benefits of \$395.00 totaling \$1,389.00.

Joe Sipocz, St. Joseph County Public Library: \$1,106.00 in salary (1 hour per week for 40 weeks at \$27.66 per hour) and fringe benefits of \$406.00 totaling \$1,512.00.

George Garner, Civil Rights Heritage Center: \$680.00 in salary (1 hour per week for 40 weeks at \$17.00 per hour) and fringe benefits of \$270.00 totaling \$950.00.

SUPPLIES

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

OTHER SERVICES & CHARGES

Describe budget items to be paid with LSTA funds.

Outsource digitization of The Reformer newspaper. 116 issues, 8 pages per issue at \$0.52 per page. \$483.00 Total.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

CAPITAL OUTLAYS

Describe budget items to be paid with LSTA funds.

Describe budget items to be paid through cost sharing (local cash or in-kind contributions).

PART IX. ASSURANCES

The Institute of Museum & Library Services (IMLS) requires the Indiana State Library to obtain certification from its sub-grant applicants regarding federal debt status, debarment and suspension, non-discrimination, a drug-free workplace, and other applicable assurances. These requirements are incorporated in the Assurances Statement below. Review the Statement and sign the certification form. If you receive a grant, you must comply with these requirements.

By signing the application form, the authorizing official, on behalf of the applicant, assures and certifies that, should a sub-grant be awarded, it will comply with the statutes outlined and all related IMLS and ISL regulations. These assurances shall obligate the applicant for the period during which Federal financial assistance is extended. The applicant recognizes and agrees that any such assistance will be extended in reliance on the representations and agreements made in these assurances, and that the United States government has the right to seek judicial enforcement of these assurances, which are binding on the applicant, its successors, transferees, and assignees, and on the authorized official whose signature appears on the application form.

Certifications Required of All Applicants

1. Financial, Administrative, and Legal Accountability;
2. Debarment and Suspension;
3. Non-Discrimination;
4. Drug-Free Workplace Act of 1988
5. Lobbying
6. E-Verify Employment Eligibility Verification
7. State Ethics Laws
8. Information Technology Accessibility Standards; and
9. Telephone Solicitations Laws

Certification of Authorizing Officials

I have examined this application, and I hereby certify on behalf of the applicant organization that:

1. The information provided is true and correct;
2. All requirements for a complete LSTA Grant application have been fulfilled;
3. The applicant will comply with all applicable payment, accounting, and reporting requirements; and
4. The applicant will comply with applicable certifications regarding Items 1-9 listed above under Certifications Required of All Applicants.

We, the undersigned, hereby certify that should this organization receive a sub-grant, the organization and its leaders will comply with all LSTA regulations, all statutes outlined, requirements as defined by the Indiana State Library (*Managing Your LSTA Grant*), and all applicable Federal statutes and regulations.

Name of Organization	Project Title	Submission Date <i>(month, day, year)</i>
Indiana University South Bend	St. Joseph County African American History	03/14/14
Title of Principal Officer	Signature of Principal Officer	Signature Date <i>(month, day, year)</i>
Mr. Steven A. Martin, Associate VP for Research Administration		03/14/14

STATE LIBRARY USE ONLY

Project Number	Approved		Not Approved			Amount Awarded	
Library Type	Public	School	Academic	Special	Multi-Type	SLAA	Institutional

PROJECT BUDGET

Your budget should provide an overview of all anticipated project costs from federal and local sources.

Round all amounts to the nearest whole dollar.

All amounts must match the amounts given in your Project Budget Narrative.

You are not limited to the space provided. Cells are set to expand as you type. Your budget may continue on to additional pages.

A row may be added anywhere by (1) right-clicking on the row above which you wish to insert the new row, (2) selecting *Insert* from the menu that appears and (3) selecting *Entire Row* from the next menu.

You are encouraged to obtain quotes for products and services to develop your application budget. Should your application be approved, your grant contract will include the project budget "as is" unless you request revision in advance. After contract, changes to the approved project budget must be requested of and approved by the Indiana State Library.

Line-by-line instructions in PowerPoint and PDF form are available to download from the Grant Application page of the Indiana State Library LSTA webpage: <http://www.in.gov/library/3732.htm>.

BUDGET ITEM	SOURCE OR METHOD OF COMPUTATION	LSTA GRANT FUNDS	COST SHARING	PROJECT TOTAL
Personal Services				
<i>Salaries & Wages</i>				
A. Stankrauff, Schurz Library, IU South Bend	1 hr/week for 40 weeks @ \$24.84/hr.	\$0	\$994	\$994
Joe Sipocz, St. Joseph County Public Library	1 hr/week for 40 weeks @ \$27.66/hr.	\$0	\$1,106	\$1,106
George Garner, Civil Rights Heritage Center	1 hr/week for 40 weeks @ 17/hr.	\$0	\$680	\$680
Student Hourly	3 students, 10 hours per week @ \$7.25/hr., 40 wks.	\$8,700	\$0	\$8,700
<i>Employee Benefits</i>				
Stankrauff, IU South Bend	39.76% of salary	\$0	\$395	\$395
Sipocz, St. Joseph County Public Library	Perf \$127.00 +Ins \$279.00	\$0	\$406	\$406
Garner, IU South Bend Civil Rights Heritage Center	39.76% of salary	\$0	\$270	\$270
TOTAL PERSONAL SERVICES		\$8,700	\$3,851	\$12,551
Supplies				
<i>Supplies</i>				
		\$0	\$0	\$0
TOTAL SUPPLIES		\$0	\$0	\$0
Other Services & Charges				
<i>Professional Services</i>				
Outsource digitization of <i>The Reformer</i>	116 issues, 8 pages/issue @ \$0.52/page	\$483	\$0	\$483
<i>Communication & Transportation</i>				
		\$0	\$0	\$0
<i>Printing & Advertising</i>				
		\$0	\$0	\$0
<i>Repair & Maintenance</i>				
		\$0	\$0	\$0
TOTAL OTHER SERVICES & CHARGES		\$483	\$0	\$483
Capital Outlays				
<i>Furniture & Equipment</i>				
		\$0	\$0	\$0
<i>Print, AV, Electronic Resources & Collection Materials</i>				
		\$0	\$0	\$0
<i>Software</i>				
		\$0	\$0	\$0
<i>Other Capital Outlays</i>				

		\$0	\$0	\$0
TOTAL CAPITAL OUTLAYS				
BUDGET TOTAL		\$9,183	\$3,851	\$13,034
<p>LSTA funds cannot be used to supplant local or system funds.</p> <p>LSTA funds may not be used for administrative overhead.</p>				

LSTA Grant Appendix A

Part 1: General Description:

The St. Joseph County Public Library and the Indiana University South Bend Civil Rights Heritage Center (with collections held by the Schurz Library at IU South Bend), both have significant original primary sources that tell the story of African Americans in St. Joseph County. Seen together, these collections provide a stronger, more complete documentation of this history than either can tell alone.

Our goal is to digitize already held documents, photographs, and newspapers, to present a unified digital collection online for access by researchers and the general public, with the possibility of adding complementary materials from the community to the collection in the future. We see the opportunity to provide access to inaccessible collections, while simultaneously allowing preservation and storage of the original documents.

A partial list of materials considered for inclusion follows:

Newspapers

A nearly complete run of *The Reformer*, an African American newspaper printed August 1967 until December 1971. (116 issues) These newspapers are rare, fragile, and have historical significance.

The Elite, an African American short run, glossy newspaper from 1943-1944. (10 issues)

Documents and studies on race and housing in South Bend

These include "Summary and Evaluation of Institute on Minority Housing" (1955), "Racial Composition of City Blocks South Bend (1960)," a 1966 report subcommittee report on citizen's housing, position papers from local organizations for the Greater South Bend Housing Conference, a pamphlet entitled "South Bend Does Have a Housing Problem," and manuscripts of relevant local ordinances. There is also a document from the local realtors' organization maintaining their right to follow their sellers' preferences in regards to showing houses to minorities.

Employment

A 1965 Survey of Municipal Employment and 1954-1955 1st and 2nd annual reports from the Fair Employment Practices Commission.

Citizens Advisory Committee on Community Improvement (1962).

Political, social, cultural, and faith-based Organizations

A 1922 manuscript of *The Negro in South Bend: A Social Study* by the Rev. B.F. Gordon.

The Quest of Restless Souls a 1922 sermon from the Rev. Buford F. Gordon.

Olivet AME Church notes from quarterly conferences 1906-1927.

Photographs (4) and programs (3) from the H.T. Burleigh Music Association, which featured plays with mostly black casts in the 1930s and 1940s.

Club yearbooks from the St. Pierre Ruffin Club from 1929-1975.

Hering Herald newsletters from 1955-1956.

Hering House miscellaneous items from 1955-1961.

Local Urban League annual reports and pamphlets from 1965-1975.

“For Your Information”, newsletters of the Urban League of South Bend 1975-1976.

Documents from organizations and the school corporation concerning riots at LaSalle High School, South Bend. In 1966 the new school opened drawing students from both historically white and black neighborhoods.

Photographs

Photographs from the Streets Collection from the 1880s until 1999. Odie Mae and Dr. Bernard Streets were prominent community activists in South

Bend and worked with the NAACP, Negro Health Week, the Sanhedrin Club, the YMCA, El Centro Migrant Center, and Head Start. We also have copies of biographies of Bernard and Odie Mae Streets.

Most of this material has never been copyrighted. We have a letter from the editor of *The Reformer* giving authorization for digitization and online access of the entire run.

Part 2: Historical Significance

These materials tell the story of the African American community in St. Joseph County. *The Negro in South Bend* from 1922 serves as an excellent starting point. We have publications and photographs from clubs and organizations that document the condition of African Americans in the county during the great migration, as blacks moved from southern states to the northern industrial cities, through to the early Civil Rights era.

The documents concerning the struggle for fair housing and equal opportunities for employment speak directly about the Civil Rights struggle in the industrial cities of the north. These capture the community from the mid-1960s through the mid-1970s, a time when concerns shifted to educational and economic concerns. *The Reformer*, covering the transition between the two decades, allows us the unique opportunity to let the community speak for itself.

These materials are unique to this community, but exist in piecemeal collections stored deep in inaccessible archives. This grant will allow us to document the story using one-of-a-kind primary sources and to make these sources easily accessible to researchers and the general public.

Part 3 Technical Plan

The grant money will pay for student interns to handle imaging the collection materials. Existing staff will write metadata, upload content, and create a landing page for the collection.

Both IU South Bend and the St. Joseph County Public Library have scanners appropriate for the project, but we may need to outsource scanning the

newspaper *The Reformer* due to its size. All scanning work will adhere to State Library standards for image scanning.

At SJ CPL: Epson Expression 10000 XL flatbed scanner.

Items will be scanned as 24 bit color at 300-600 ppi as tiff files at 100% of the original.

Multiple paged items will be scanned as a compound object.

CONTENTdm will derive JPEGs for access and thumbnails.

St. Joseph County Public Library already has a hosted subscription to CONTENTdm and is committed to providing and maintaining free public access to digital collections. The Schurz Library at IU South Bend will also present online digital collections. We will both have access to and responsibility for the collection.

Collection backup will be handled by OCLC through the hosted subscription. We will store the original materials in archival-quality boxes and envelopes with the archival collections of our organizations.

The digital files and metadata will be submitted to Indiana Memory at the completion of the project.

Part 4: Metadata Plan

Metadata will conform to published standards and best practices for Dublin Core metadata creation. This will include required and recommended metadata elements, as defined by Indiana Memory Project, and Library of Congress Authority File subject headings and thesauri.

Part 5: Management Plan

Joseph Sipocz (SJ CPL Manager of Local & Family History Services), Alison Stankrauff (IU South Bend Archivist and Associate Librarian), and George Garner (Civil Rights Heritage Center Tours and Collections Coordinator) would administer the grant. They would also work to supervise the student workers. The student workers would scan the materials and work with the IU South Bend Web Content Management System to add web content.

The St. Joseph County Public Library is the public library of the larger South Bend community, and Indiana University South Bend is the only public university granting both bachelor and master degrees in north central Indiana. These two institutions share a common mission to educate the community and to enrich that community.

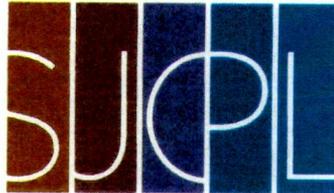
Joseph Sipocz of SJCPL and Alison Stankrauff and George Garner of IU South Bend will meet weekly to biweekly through the span of the grant to confer, monitor, and keep the project on point. Both SJCPL and IU South Bend are aware that materials resulting from this project will be made available online.

Upon approval of the grant, we will recruit, hire, and train summer student workers for the project. Scanning work would occur at both the St. Joseph County Public Library Local & Family History Department and at the Schurz Library Cataloging Department.

Scanning equipment will be owned by IU South Bend.

The students would scan documents during Summer Session I (May 19th to June 30th) and Summer Session II (July 6th to August 15th) Summer Sessions I and II in 2014, with production Supervision by the grant administrators (Joe/George/Alison). Existing Cataloging/Local & Family History/Archives staff at SJCPL and/or IU South Bend would handle cataloging and metadata. This would be completed by the end of September, 2014.

Our goal would be to have a finished collection ready for Martin Luther King Day in 2015.



St. Joseph County Public Library

304 S. Main Street South Bend, IN 46601 574.282.4600

**Indiana State Library
315 West Ohio Street
Indianapolis, Indiana 46202**

March 20, 2014

Indiana State Library Digitization Grant Decision Team:

I am pleased to support the project outlined in this grant application, created through the collaboration of St. Joseph County Public Library and Indiana University South Bend Civil Rights Heritage Center.

The materials to be scanned include many important documents from the rich African American history in our community, and Celebrate Diversity is a key service priority for our 2010-2014 Strategic Plan. Working with the IUSB Civil Rights Heritage Center to document and share this history will serve to highlight previously untold accomplishments, locally and beyond, in a way that makes them truly accessible.

Making more of our Local & Family History Services materials available digitally has been a goal of ours for some time. To that end we have recently purchased a subscription to CONTENTdm, upgraded our equipment, and redesigned our website with a dedicated portal for digital content. In short, all technical resources are in place. This grant will provide the student help required to expedite the process.

Thank you for considering our application. Our staff looks forward to continuing this important work.

Sincerely,

A handwritten signature in black ink that reads "Donald J. Napoli". The signature is written in a cursive style with a large, prominent 'D' and 'N'.

Donald J. Napoli, Library Director



**INDIANA UNIVERSITY
SOUTH BEND**

March 1, 2014

Indiana State Library Digitization Grant decision team:

I am highly supportive of this wonderful project to digitize primary sources held by Indiana University South Bend Civil Rights Heritage Center and the St. Joseph Public Library. Together these collections tell the story of the African American community in South Bend. The grant is especially timely given that the Civil Rights Heritage Center and its Engman Natatorium Project received the 2014 Freedom Award at the 23rd Annual Dr. Martin Luther King Jr. Indiana Statehouse Celebration.

With so much interest in the local history of civil rights, this project would be of enormous value to educators, scholars and the general public. Currently these materials are not widely accessible; some are in very fragile condition. Digitization will allow for better preservation and greater discoverability.

A partnership with the St. Joseph Public Library is also exciting on another level: it opens up possibilities for future collaboration, outreach and exchange. There is so much rich history in Indiana that warrants greater exposure. We want to bring to light those in South Bend who struggled to achieve equal opportunity, respect, and justice.

Thank you for your consideration.

Vicki Bloom

Dean of Library Services

vdbloom@iusb.edu

DATE: December 21, 1970
TO: The Honorable Lloyd M. Allen,
Mayor of the City of South Bend
SUBJECT: Report of Human Relation Commission on
Pink Poodle Incident

The Human Relation Commission has carried on extensive investigation of the occurrence at the Pink Poodle on the evening of October 19, and the morning of October 20, 1970, involving Sergeant Riddle and six other off-duty officers. This investigation consisted of interviewing approximately 14 police officers who were at the scene, a disinterested white person who was at the scene, and five persons who were arrested. In addition, we reviewed written reports of the police officers and others at the scene, including the reports of the off-duty officers. The off-duty officers involved were invited to appear before the Commission, but elected not to do so; therefore, the Commission's information as to their position as to what happened comes from off-duty officers reports and from statements that they made to their fellow officers.

Our investigation indicates the following facts. Late on the night of October 19, or early in the morning of October 20, 1970, Sergeant Riddle and six other off-duty officers went to the Pink Poodle. We understand that this was the third bar that they had visited this night, they had been drinking. All of the officers were members of the so-called police task force. Johnny Jones entered the bar, after which Sergeant Riddle addressed Jones either with words or in a tone of voice which provoked Jones. There was an exchange of remarks thereafter between Jones and Riddle, exactly what they were cannot be accurately determined. It can be

safely stated that they were unfriendly. Jones and his companion, a Mr. Troy, left the bar together. Jones proceeded to pick up some friends, all blacks, offering to buy them a drink and indicating his purpose was to integrate the Pink Poodle. Jones, in the company of four other blacks, returned to the Pink Poodle. When they entered, bartender held a shotgun on them. Jones told the bartender that they were not there for trouble, they just wanted a drink. The bartender put away the shotgun, and Jones and his company were then seated. They were seated in close proximity to the off-duty officers. A verbal exchange occurred between the two groups. Again, exactly what was stated cannot be accurately established. The individuals accompanying Jones upon his return to the Pink Poodle, were totally unaware that the off-duty officers were at the Pink Poodle until they arrived there and the officers were recognized by Robert Wills. Several of the blacks indicated they immediately anticipated trouble so they did not get involved and sat quietly. Sergeant Riddle then sent Officer Lanchsweerd to call the station. The report to the police station was that a fight was in progress at the Pink Poodle. At this point in time, no fight had begun. At the time the first uniformed arrived at the Pink Poodle after receiving the call, all of the black persons were seated in a group with Robert Wills away from the group sitting next to the bar. The off-duty officers were surrounding Jones and company in a semicircle. Sergeant Riddle announced that the group--the blacks--were all under arrest, that they had weapons and should be searched. At the time of the arrest nothing had transpired but a verbal exchange between the off-duty officers and Jones and company. The fight, consisted of blacks being struck by beer bottles, blacks being knocked

to the floor, handcuffed and uniformed officers who had arrived at the scene pulling off-duty officers off of the blacks. All of the uniformed officers testified that they had effected no arrests, that Sergeant Riddle ordered the arrests, and they got the reasons for arrest from Sergeant Riddle. The reasons were disorderly conduct and resisting arrest. The testimony of the uniformed officers who arrived at the scene indicated that none of them had any difficulty whatsoever with the blacks who had been placed under arrest by Riddle. In each case where they took charge of a situation, the person arrested assented to a search or left the bar and got into the police car to be transported to the county jail without difficulty. At no point is there any documentation of a black having struck any of the officers. The entire scene portrayed is indicative of the off-duty officers striking blacks and having to be restrained. A white who attempted to restrain the off-duty officers was also arrested; he was called a nigger lover; The terms "nigger," "nigger bastard," "nigger S.O.B." were used during the incident. Five blacks and two whites were arrested and spent the night in jail.

Three situations which are illustrative of what happened. Johnny Jones can be used first. Jones, as soon as the melee broke out, was being subdued or jumped upon by one or two off-duty officers. As soon as a uniformed Sergeant took charge of Jones, he had no difficulty whatsoever in getting Jones to go with him outside. In fact, Jones did not have to be, and was not, handcuffed until he was outside. The indication was that he was pushed over the back of a police car and handcuffed there and he and another man were put in the back of a police car. Jones state after he was in the back of the police car handcuffed,

Sergeant Riddle came through the back door and started beating him. This act is substantiated by subsequent uniformed police testimony which indicated that one of the off-duty officers had to be pulled out of the rear of this vehicle.

Another case is that of Robert Wills' who is referred to in much of the testimony as Tubbs. Mr. Wills stated that as soon as he walked into the Pink Poodle he recognized the off-duty officers and indicated he didn't want any trouble with them. He retreated away from the group to the bar; he did not want to get involved. This is where he was standing when the uniformed Sergeant arrived. The Sergeant confirms that Wills said he didn't want to be involved and that Wills wasn't involved when arrived. Wills wanted the Sergeant to take him home. This was agreed to.

After the arrested persons had been removed from the bar, except Wills, Sergeant Riddle and we believe Officer Vergon came back in the bar, saw Wills and said he's under arrest too. They grabbed Wills in such a manner that they had to be told that Wills would go peaceably. They took Wills outside. One of the uniformed officers who was standing outside described the scene there. Three or four officers brought Wills out of the bar; more than needed to take care of him. Atleast two were off-duty officers. After they got outside, Wills went to the ground. One or more off-duty officers probably Sergeant Riddle and Officer Vergon had to be removed from Wills by a uniformed officer. Wills states that after he was down, he was beaten in the kidneys and choked. Wills also states that his head was banged against the top of a police car. A uniformed Sergeant confirmed that there was blood on top of his car.

Off-duty officers were pulled off of Wills. Wills was taken to jail.

The next situation which could be traced is that of Floyd James. Floyd James was not with the group in question. He had been seated in the rear of the bar with some other people. James is a man who has no sight in one eye and only about one-third sight in the other. He wore glasses. James states that after the melee started he was struck at the side of the head with a beer bottle. His glasses were knocked off and broken. He also was arrested.

From Our Investigation We Find The Following:

The off-duty officers had a sufficient amount to drink to impair their judgment. Sergeant Riddle started the verbal exchange with Jones. Sergeant Riddle ordered a call to the police station for a uniformed detail before any fight was in progress, but the call to the station indicated a fight was in progress. Sergeant Riddle ordered an arrest and a search of the blacks prior to the time there was any fight.

At the time of the arrest we can find no basis therefore unless it was to be found in the exchange of abusive language which Riddle himself had started. After the arrest was ordered, excessive and needless force was used by off-duty officers. It seems obvious to us that even if the arrest had been justified, the off-duty officers should have turned the matter over to the uniformed detail when it arrived. The mood of the off-duty officers was characterized the statement one of the off-duty officers made later that night, "We got them."

We cannot give credence to the story of the off-duty officers that the blacks surrounded them. The investigation makes clear that the off-duty officers were in fact standing in a semicircle around the seated blacks prior to the melee.

A search showed none of the arrested persons had weapons.

It then follows that the entire incident, was precipitated by Sergeant Riddle's untimely unprofessional remarks to Jones invoking Jones' reaction thereto followed by a series of illegal arrests and compounded by unprovoked brutality by the off-duty officers in their handling of the subjects arrested, to the point that the off-duty officers had to be restrained and stopped by the uniformed officers.

We Recommend:

1. The Pink Poodle incident be reviewed by The Board of Public Works and Safety with a view of correctly assessing blame and making a proper determination as to disciplinary action to be taken.
2. That in matters of gross misconduct of a police such as that involved here, the Chief of Police be instructed not to act without investigating and concurrence of The Board of Public Works and Safety. The entire community is entitled to the assurance that the proper statutory body, here The Board of Public Works and Safety, will carry out its responsibility and that it will act in a manner to prevent future misconduct of the kind we see here.
3. The report points up so emphatic the need for a continuing In-Service Training Program to be set up by The Board of Works with the cooperation of The Human Relations Commission. Such a program should be patterned by guide lines issued by the Justice Dept. and programs carried out successfully in other cities.

On behalf of the entire Commission, I respectfully submit this report.

Sincerely,

Bernard W. Streets

Bernard W. Streets
Chairman, Human Relations Commission

