

Oral History Interview with Trudi Bellardo Hahn (TBH)

Interviewer: Nancy Roderer (NR), July 24, 2015

NR: Good morning. This is July 24, 2015, and we are here to do an oral history with Trudi Bellardo Hahn. I'm Nancy Roderer, and I want to start by saying I'm so pleased to do this, because Trudi is so accomplished, and there are so many things to talk about. So Trudi, let's start with a little bit of the beginning. You were born... somewhere.

TBH: I was indeed born in 1944, which means I was a war baby before the baby boomers came along in 1946. So we're a small group but a good group. I was born in Camden, New Jersey, although my family didn't live there. They lived in a little rural town in southern New Jersey called Paulsboro, but my mother wanted to have her third child born in a hospital, so my father drove her to Camden.

NR: So tell me a little bit about your family in those early years, and your education.

TBH: When I was seventeen months [old], we moved from Paulsboro to Milwaukee. I don't remember that move, but we were there in Milwaukee a few years. And then me, my mother and father, and two older sisters, moved to a brand-new town in Illinois called Park Forest. It was one of the planned communities, and it was so brand-new that there was really no infrastructure: no sidewalks, no grass, just mud everywhere. There were no schools, so for kindergarten, first grade, second, and third grade, I had to go either to a neighboring town to school, or to a school that was in somebody's house. And it was all very makeshift, but I survived, and finally in fourth grade we got a real school. By fifth grade, both of my sisters had left the house, one to get married and one to go to college. They were both quite a bit older than me. So from that point on I was an only child, and the family continued to move. My father was a chemical engineer, and so he had various jobs and assignments in different places. We moved to Joliet, Illinois; to Holland,

Michigan; to Indian Head, Maryland; then to Bethlehem, Pennsylvania; finally, by senior year in high school, we lived in Dover, New Jersey. Of course I went to many different schools along the way—four different high schools in four years--a different school for each year.

NR: Wow. Were you comfortable with all that moving?

TBH: Not at all, not at all. But I guess I learned some lessons from it: to adapt, make friends quickly, not look back (in sadness). But yes, it was very difficult. Difficult from an educational point of view, certainly, because it shouldn't be surprising that the quality of education in different places was either very advanced or very backward, and I was bouncing back and forth. So.

NR: So, any early career influences? Any thoughts you had in those years about what you would like to do?

TBH: No, not really. And I wasn't particularly encouraged or inspired by my parents or my older sisters, who, as I say, were mostly gone after I was ten years old. My mother often told me that I was very clever with my hands, and I probably would make a good beautician. And my father, well, he knew I couldn't be an engineer because he liked to say that girls didn't have engineering minds, so I couldn't do what he did. He acknowledged, though, that I did well in school, and I was smart, and so I could probably be a schoolteacher for a little while after—you know, go to college, be a schoolteacher, at least until I got married, and then of course I would be a housewife. That was their aspirations for me. And none of that appealed to me.

NR: How was it to be an only child, more or less?

TBH: I was not only an only child, but I was also a very independent child. I guess in today's standards of parenting, it'd be rather shocking how much I was left alone, left to go out in the world and explore. And I lived a lot at friends' houses, probably made a nuisance of myself, especially since we didn't have a television for a very long time, and my friends did.

NR: So, independent early on.

TBH: Oh, very. Yes.

NR: And continuing. So, you finished high school and you decided to go to college? How did that happen?

TBH: Well, I really wanted to go to college. I knew I was a top student, got good grades, and I liked academic work. I was very studious, and that's another thing, having a lot of time on my own, hours to fill, so I always did my homework. And I was pretty good at all subjects, including science and math; that probably surprised my father. I had aspirations of going to a top-tier school, a Seven Sisters school, but my father, being very practical—even though we probably could have afforded it—he thought it was much wiser to go to a state school, and get a high-quality education. And it so happened in New Jersey, where we lived that senior year of high school, Douglass College, which was the women's division of Rutgers, was actually a very excellent school, and much cheaper than going to the Seven Sisters school that I had my heart set on. And I got a good education there, only as far as majors, again, [there was] that haunting thing in the back of my mind: "You can always be a schoolteacher." Well, if I were a schoolteacher, what would I teach? I majored in French for a while, and then because I was doing really well in English literature subjects, I switched to that. And then my college career got interrupted, because at some mixer between Douglass and Rutgers University, I met Lewis (Lewis) Bellardo. And we had a lot of things in common, and I guess you could say we fell in love, well, what you feel at that age. It's mostly lust. So we made a baby, and I got married suddenly in October of 1964, and Lewis III, our son, was born the following June, and of course I had to leave school. And being married now to Lewie Bellardo, he had just graduated from Rutgers with a major in history, and he had ambitions of going to graduate school in Southern history and someday growing up to be a history professor. And I can tell you the end of that story; that never happened, but he did turn out to have an excellent career nevertheless. We packed up all our belongings, and our baby, in our

old Pontiac Tempest, and drove four days from New Jersey to Lexington, Kentucky, where he started his graduate studies in Southern History. It took four days, literally four days, to get over the mountains in those days, because there were no interstates, and it was a very slow trip. Lewis, two months old, traveled very well, though. We didn't have any fancy equipment, so we used a Purina Dog Chow box that just fit in the front seat of the car, wedged between the dashboard and the backset. It was a different era. [Laughs.] And Lewis went in and out of restaurants in that box and slept through pretty much everything; he was a good baby. And then we got to Lexington, and that was a whole new world to me. I stayed home for a year or so, taking care of my baby, but we were extremely poor. All of our belongings, everything, fit into that Tempest Pontiac.

NR: Ours was a Ford Falcon, but I understand the story.

TBH: Actually, it was a big car, and a big trunk, so... But those were really lean, tough years. By 1967, it was apparent that to survive, I was going to have to go to work. Do you mind if I tell this story?

NR: I'd love to hear this story.

TBH: So, not having really any skills, not even being prepared to be a teacher—I didn't have a college degree—I went to the University of Kentucky employment office and looked through the job possibilities, and the one that the employment counsellor advised me to go interview for was as a vending machine attendant, where you go all around campus, and you take things out of the vending machines, take the money out, and you put the stuff in.

NR: Hm.

TBH: And that's kind of what I said, "Hm." And she said, "Oh, don't worry. It's a very easy job. I mean, it's so simple, a monkey could be trained to do it." I just think she had no clue about the irony, or the insult, of that statement.

NR: But that, perhaps, made a point to you?

TBH: What?

NR: That in order to get other jobs, you might need to finish your education.

TBH: Well, yes, but I needed a job right then. I got lucky in that a friend of mine who lived in the graduate student housing apartment next to me, had a job as a paraprofessional at the libraries at the University of Kentucky, and she said, “You know, sometimes they’re hiring.” I went and talked to them, and sure enough they were making a new position at that point, in serials check-in, and so that was my very first job in 1967. Lowest level job, but within three months, I was promoted to a big serials conversion project for a couple of years, and that actually was extremely interesting. Even though it was a paraprofessional job, it required a lot of research on the history of serials, and it taught me very quickly a lot of complicated bibliographic stuff that proved to be useful when I finally went to library school, and later to—

NR: That was pretty early for serials conversion, too.

TBH: Well, it was conversion from three-by-five, the card catalog cards, to a Kardex file. This was not computerized in any way. But you had to do all the research, and sometimes back a hundred or two hundred years on some serials, so I learned to use all the bibliographic tools, and that was good training.

NR: And you got started in libraries.

TBH: And I got started in libraries. And I made my way up to be the head of the reserve room, and my next big break came in 1975, which was the year that I started library school. Along the way, by the way, I also was able to take courses at the University of Kentucky and finish my undergraduate degree with a major in linguistics. I loved linguistics, and I dreamt about going to Africa and studying indigenous languages in the field. Of course, with one child, and then a second child in 1971, my daughter Annalisa, that was never really going to happen, but it was a fun dream, and I’ve still loved languages ever since, and I think it’s helped me in many ways in writing and communication. And I learned some Hebrew and so on along the way. But by 1975 I

had figured out that no matter how hard I worked as a paraprofessional, I was never going to be given any big responsibilities or make any real money without a master's degree. So I started library school, and at the same time I got another promotion, and this time was a lot of fun: I was made the head of the mathematics library at the University of Kentucky. It was a little library, fifteen thousand volumes, but we served fifty-seven faculty members. The mathematics department at Kentucky, at least in those days, was a really preeminent program, with lots of students, and I was a self-contained library, except for acquisitions and cataloging, that came from the main library. So I had to do a little bit of everything; that was excellent preparation for being a librarian. What was exciting at the library that year was a conversion of the entire library system from Dewey to LC, so of course my library was going to be converted too, and I got to work with the catalog and make all those changes, and of course we had to rearrange all the books. But I got the bright idea on my own to rearrange all the journals. These journals were in what I considered a very stupid order, that put everything alphabetic—all the annals, all the journals, all the bulletins together—and since we were adopting this new classification system, Library of Congress, this would be a perfect time to rearrange all the journals. And you can probably guess because of your own experience in libraries and dealing with change that this did not go over well.

NR: Especially with.....

TBH: Because even though it was a stupid thing to have them in alphabetical order, the faculty knew where their favorite journals were, and now they didn't; they had to figure it all out. Of course, it made a whole lot more sense to anybody else coming into the library, students, to look them up by call number and find all the similar subjects together, but oh well. I think the faculty probably eventually got over it.

NR: Early experience as a change agent.

TBH: Yes. [Laughs.] That was the first year, and remember that was the first year of my master's program at the University of Kentucky, and both of these things were in the same building, the Patterson Office Tower. The library school was on the fourth floor, and my math library was in the basement, so it was an easy ride up and down the elevator to go to classes, meet with faculty and students, and of course nothing like an online program. We were all there together, and got very close and very friendly, and then I could just go down the elevator and go to work. And because the math library very often was a slow place, not very many people coming in, I could sit and do my homework, and a lot of it, that first year particularly, was cataloging. I had Dr. Lois Chan, who was a preeminent cataloger, classificationist, theorist, and researcher, and she was very demanding. But you probably did your degree about the same time; you remember learning how to type the cataloging cards, and get the spaces right, and the slashes, and all that kind of stuff. I ripped through lots and lots of catalog cards on my Selectric typewriter, which I felt very lucky to have. So that was nice, and I enjoyed school, and I enjoyed work, even though it was a lot with my children and so on. But the second year of library school was completely different. Again, I was always looking for opportunities to do different things, and I heard that in the main library reference department, they were getting a brand-new thing: online information retrieval—SDC Search, Lockheed DIALOG, and NASA RECON—and they needed somebody to do it. Well, I was only halfway through my degree, and there were many senior reference librarians, any one of which would be much more qualified than me to do it, but none of them wanted to. They just were not interested; it was too weird, too different, too unknown. But I said “Oh! Hey, me-me-me-me! Please.” So they let me do it. Well, of course now the workload was very different from being the math librarian, and I didn't have a clue about what I was doing; this was such a new thing in academic libraries. University of Kentucky was probably among the very first academic libraries to adopt this. Online researching was done in a few special libraries since

about 1972, but there was nobody to train me, teach me even the most basic things about logging on. All I had was big, thick manuals for all the systems, and a Hazeltine terminal.

NR: Oh yes, very happy.

TBH: Yes, and a big telephone, and a modem, and you had to dial up, and wait, and all those many many steps. I dialed and dialed and dialed, and one of the faculty members, Tom [Thomas] Waldhart, from the library school, sat with me because he was very interested in this, and we tried and tried and tried and couldn't log in. Finally, in desperation I made a phone call to DIALOG, and a very lovely, soothing voice—[who] I believe was Anne Caputo, the voice of DIALOG—at the other end said “Don't worry, don't worry; it's not your fault. The supervisor in Columbus is down.” “Oh,” I said, not having a clue what she meant by “the supervisor is down.” Anne said to try later. I thought maybe the supervisor went out and had a three-martini lunch and just fell asleep or something.

NR: And what does that have to do with anything?

TBH: Yeah. Only later did I learn that “supervisor” was one of many jargon terms I was going to have to learn for the computer that routed the signal from Lexington out to the west coast. And I eventually did get online, and for about nine months I performed searches without really—I mean, I followed the steps, et cetera, but I didn't really know what I was doing, and so I was quite inefficient, and anybody who was trying to do online information retrieval in those days knows that the system kept crashing on you, and...

NR: You had to keep very careful track of how much time you spent.

TBH: In those days we charged for the online searches, which added an element of tension to it, not only because the costs were not easy to calculate; they could be seventy, a hundred, a hundred and fifty dollars, or more—it was not a nominal charge. The worst part of it was at the beginning of the search, when you would be doing your reference interview and figuring out the topic and the

aspects of the topic, and figuring out which databases to choose, inevitably this doctoral student or faculty member would say, “How much is this going to cost?” And the answer was, “Well, it depends. It depends on which database or databases we choose, it depends on how many hits we get, how many we display, print, whether we print just the bibliographic citation, or citation plus abstract—there was no full text, of course, but the abstract was a big deal—and really, overall, how many minutes we will be online. And that depends, of course, on whether the system crashes, or whether it’s fast or slow today, so I can’t tell you.” But they would elect to do it anyway, and the results I gave them—I always gave them something, but was that the very best search that could have been done? I’m sure it wasn’t, at least not in those first nine months.

NR: Ah, but you were a pioneer.

TBH: I was a pioneer. And this was so exciting and fast for them, compared to traditional literature searching through the indexes, that they always seemed very happy. And we got excellent reviews on our little evaluation forms, and after nine months finally the library decided to spend some money and send me for some actual training. I went to the University of Illinois, and Martha Williams was the instructor, so I learned from the best. And then I got much better, and of course with practice, and attending DIALOG and SDC training sessions, and so on. In the next couple of years I got really quite good at it, and the library school within a year asked me to start teaching a course in online information retrieval, and I did that twice in the fall and twice in the spring, twice in the fall, twice in the spring, four courses a year, which was basically the load of a full-time faculty member.

NR: Yes indeed, but you weren’t considered one.

TBH: I was considered an adjunct, and paid accordingly. So after about three years—and by that time I had not only taught the course for students, I had trained all of my fellow reference librarians, who eventually did wake up and figure out that this was pretty cool stuff, and it was very popular

with the faculty and graduate students—but I was starting to get bored, and I was starting to get, again, sort of envious, as I was when I was a paraprofessional, about “Why do these people make so much more money and have more interesting jobs than I do?” Well, they have a master’s degree. “Why are the faculty better off?” They have a PhD. “I want a PhD.” I applied to six programs around the country who had good programs in information science. Tom Waldhart, my faculty mentor and inspiration at that point, really got me excited about information science and information science research, and of course by now I was considered an expert searcher and information retrieval specialist. I was far from expert, but compared to everybody else around me... So that’s what I wanted, and the person who was writing [in that field] and had a great reputation in that area was Charles Meadow, Charlie Meadow, who was the editor of *JASIS*. He was at Drexel. And Drexel also had the appeal that from Lexington, Kentucky it was a direct plane ride, and I thought that some time I might need to get home in a hurry, because my husband and two children were back there, so I turned down Berkeley, even though all the schools not only accepted me, but there was a lot of, I don’t know if it was NSF money or whatever, but there was a lot of support for doctoral students in those days. But I was warned off Berkeley also because a recent graduate from that program who told me that they had a really bad attitude about women and anybody who had been a librarian. But Drexel was very welcoming and very encouraging, so that’s where I went.

NR: Before you get too far away from your time in the University of Kentucky libraries, tell me: were there people there who were helping you steer your career?

TBH: Only Tom Waldhart, really, in the library school.

NR: Okay, but not so much in the library?

TBH: No. In fact, in some ways it was a good place to work, people were very friendly and supportive after they got over the initial shock of data services, my position, and all that; but I could see it

was a real dead end. It wasn't just that I was getting bored with the repetition of what I was doing—I still had a lot to learn about reference librarianship, to be a good reference librarian; I knew I was a long way away—but the career path was such a slow slope; it would be years, years, years, years, before I could hope to be head of reference, and many years beyond that to be head of public services, and maybe never be the director. And I just couldn't see slogging... And nobody told me different; nobody encouraged me.

NR: So you were at the same time at Drexel, and still teaching at Kentucky.

TBH: No; to start my doctoral program at Drexel, I left everything behind at Kentucky. That was the end of my library career—for that time. It took me a year and a half of coursework at Drexel; it's a quarter system, and so you just keep taking classes. Very intense. But I wanted to go through it quickly and get back home, which I was able to do by 1982, and when I came back to Lexington, instead of going back to work in the libraries, I got an offer from the library school. Remember, I had taught as an adjunct, and so they knew that I liked to teach and I could do it, so now I was a full-time assistant professor, but I was just barely thinking about my dissertation topic. So [the dissertation] was a long slog, especially trying to do it remotely. And one thing I didn't mention that was very disruptive to my doctoral career, and very disruptive to my career in general—and I don't know if in the long view I would say it was disruptive in a negative way or a good way, but it was disruptive—remember, I said I went to Drexel because of Charlie Meadow.

NR: Who moved.

TBH: He did. In fact, the first day that I was there, sitting in his office, he said, "I should tell you two things. One is that this whole building is going to be renovated, and so we can't give you an office." In fact, the whole two years, or year-and-a-half I was there, the constant noise, and drilling, and water turned off, and all of that, because the Rush Building was being completely renovated. "The second thing is that I've decided I'm going to leave academia at the end of this

year. I need more challenges; I need to be in the real world.” He had already been talking to the folks at DIALOG, and they offered him a really interesting-sounding research position to do basic research in information retrieval. So I took all the courses that I possibly could from Charlie Meadow that year to learn everything I could that he could impart about information systems, information retrieval, but then he was gone. And by the time it came for me to do my dissertation, [and] of course I was still thinking along the same lines of information retrieval, online searching—online searching was all done by expert online searchers in those days; the end-user hardly had a role at all—and so I wanted to study that phenomenon, but there was nobody who was on the faculty with the slightest interest after Charlie left. Eventually they hired people, but at that time, no. So, I was rescued, I guess you could say, by the director of the doctoral program—Belver Griffith, who obviously is...

NR: Well-known.

TBH: Extremely well-known, and to this day is still heavily cited as being a pioneer in scientific communication and co-citation analysis and so on. I probably should have thought it would be a great thrill to study under Belver and learn a lot about that, but I just couldn't work up a real interest in it. Even though my fellow doctoral students were all excited about it and doing their dissertations in that area, I just didn't want to. I wanted to do what I wanted to do.

NR: Well, you were right in the middle of online searching; I understand.

TBH: Well, that was what I came from, and I had developed expertise. So, Belver, to his credit, well, he tried to persuade me [to change to scientific communication] over a period of several weeks, but he finally said, “If that's what you want to do, I will be your dissertation supervisor. You will be my cross to bear.” He was an amazing man, and a very smart man, and even though he had a specialty, he didn't have blinders on as to what was going on in the world, so he could accept [a new dissertation area]. And he did provide some guidance, and I had other people on my

committee that helped, but remember I was back in Lexington at this point, teaching for the University of Kentucky library school, and so I had to make visits, and write letters, and make telephone calls, and that's not the best way to get guided on your dissertation. But I did it, and it was painful, but finally I was finished by 1984. And in many ways I think, "Well, that dissertation could have been better if Charlie Meadow had stuck around." By the way, Charlie didn't last very long at DIALOG before he realized that there are advantages to being in the ivory tower academic world, so he left and went to the University of Toronto—but that was too late; it didn't do me any good. But... I lost my train of thought.

NR: So what was your dissertation about?

TBH: Oh, about online something.

NR: Searching something, but tell us a bit more.

TBH: About the characteristics of online searchers and what made a good online searcher.

NR: And how did you study that?

TBH: I studied that by traveling around to six different library schools and conducting experiments on, or asking, lots and lots of different library school students to take a test on their online searching skills, and to do some personality tests and other kinds of tests, to try to match if there were any patterns there. It turned out there was, with several hundred subjects in six different locations, we discovered that people who are more adventuresome are better online searchers. And there were other things too, but that's the only thing that sticks in my mind from all those years ago, because it wasn't the line of research that I actually stuck with.

NR: But you learned a process, and got through in relatively short order.

TBH: Mm, yes.

NR: And as I recall you were in ASIS&T, a doctoral forum.

TBH: I was. I got an award for that dissertation, and I got a summary of it published in *JASIS*, which is

some mark of, at least, what was interesting at the time. Of course, now that research is useless because end-user searching is the norm, has been for a long time.

NR: Is has been.

TBH: Yeah.

NR: So, did the characteristics you found in online searchers match your own characteristics?

TBH: Oh yeah, I think so.

NR: I think so too.

TBH: [Laughs.] Okay.

NR: So, we got that doctorate. Did you go to graduation?

TBH: I did, and I've got a lovely picture of the five doctoral students that year, and I still like to look at it occasionally because of how young I was, and how young the woman standing next to me, Elizabeth Aversa, was. And we were and we are to this day very best friends; I just talked to her the other day on the telephone. And I made many other good, long-time friends in that program; we were a very close bunch.

NR: Now, back to Kentucky?

TBH: Yes, back to Kentucky. And the year now is 1982 to '85, '86, and I was enjoying teaching. I don't know how I got roped into a whole lot of things in my career, but maybe I just was willing, and—

NR: Because you said yes?

TBH: Because I said yes. They made me assistant dean right away, so I learned something about academic administration, and I liked learning with students. I genuinely liked working with them, and helping them with internship placements and scholarships and things like that. And Tim Sineath was the dean, and Tim and I were good friends, and we have stayed friends, although I haven't seen him in a couple of years now, since he retired. But it was a great place, and Lois Chan and all the faculty—of course, they had been my faculty—were now my colleagues, and

aside from a little sexual harassment, which was acceptable in those days and considered very funny if you were not on the receiving end of it, I really enjoyed my time there. But life got in the way again, and my husband and I separated and got divorced in 1986. So, the whole environment of Lexington, Kentucky suddenly was soured for me, and I figured that I needed to pick up and move someplace else, start a new life. Lewie was moving too, and I thought he was moving to Washington, D.C. to take a job at the National Archives, because he never did become that history professor that he wanted to be, but he did become an archivist. He eventually worked his way to being state archivist of Kentucky, and then he was going to move on to the National Archives. And our daughter was fifteen at that point—no, she—

NR: Sounds about right.

TBH: Fourteen, fif—yeah. So I thought, “Washington, D.C. Well, that’s place full of opportunities.” And I applied and got a position as assistant professor at Catholic University. Ray von Dran was the dean, and it was again a very welcoming, very friendly place, a lot of fun—Ray was a hoot, you know, big personality—and very ambitious for the program, and they welcomed me in as an information retrieval specialist. One of my fellow doctoral students, Barbara Rapp, was on the faculty, so life was good, even through the trauma of a divorce and settling in Washington, D.C. After one year, Ray von Dran suddenly announced—I mean, *suddenly*, with a couple of weeks’ notice before the start of the fall term—that he was leaving, and going to accept a deanship at University of Texas. Ed [Edwin] Cortez was made the interim dean, and guess who was made the acting assistant dean!

NR: I’ll bet it was you.

TBH: Yes! [Laughs.]

NR: Prior administrative experience, clearly an organizer.

TBH: Yeah. But I was smart enough to know this wasn’t a smart move, and I didn’t want to do it, but they

needed me because the assistant dean left at the time Ray von Dran left. They were really hurting, and this was my new home, and I felt like I had to march with the troop. But it was a very tough, actually kind of unpleasant, year. Ed Cortez has proven himself to be a good administrator in the long run, but he was brand new and had a lot to learn, and I was fairly new to Catholic, so both of us were stumbling in the dark, and our personalities clashed. And time was supposed to be set aside for me so I could do my research, fulfill those expectations, but of course nothing ever works out that way, and so it was very stressful. But it only lasted a year, and then Pauline Cochrane joined the faculty, and she was made interim dean—still not a permanent dean—and she was wonderful. I adored Pauline. And she soothed a lot of the friction and irritated tempers and all that kind of stuff, and she was very supportive of me, and that was when I really got a good grip on this book that I was starting to write with Charlie Bourne on the history of online information retrieval systems, and started to make some real progress and flourish under Pauline. She was only one year; remember, this was three years, I'm using up my third dean. Finally, they hired a permanent dean, Deanna Marcum. It was just like high school, four years, four high schools, this is four years at Catholic, four different deans. Each one had a different idea about what I should be doing, and how I should be spending my time, and what kind of service activities and so on were good. And Deanna had a very different vision for the school, and it did not really include information retrieval.

NR: Hm. What was it about?

TBH: It was very much more traditional, and more about 'the book.' She wanted to have a book arts program, history of the book, and that kind of thing. So it was again a tense time. I tried, but I couldn't make really fast progress on my own book, which I knew—I didn't know that it was an absolute expectation of Catholic that I had to have a book published to get tenure, but I knew that they valued publishing books rather than journal articles. But I had opportunities to write journal

articles, and I did; I took them—I've always been very opportunistic. And I was proud of that work as well. Why couldn't I make faster progress on the book? Because I had a co-author, Charles Bourne, out in California, and he had tons and tons and tons and boxes and boxes in his attic and his basement of source material for the early history of online information retrieval, and he was determined that together we were going to go through them all, and that we were going to conduct a lot of oral history interviews with the pioneers. He knew them personally; many of them were in the Washington, D.C. area, or we met them at the ASIS&T conference, you know.

NR: So this was an endless task, this book.

TBH: It was a huge and endless task. By the time I came up for tenure, I had five hundred pages, actually, of a manuscript, courier font, but five hundred pages. It was not insubstantial, but it was clearly an unfinished book. I handed over what I'd done. It wasn't enough. Plus, Deanna really didn't—she wanted to use my slot to hire a book arts or a history of the book specialist, so even though I had been promoted to associate professor at Catholic, they decoupled the promotion with tenure. I was promoted to associate professor, I could put that on my CV, but I was not tenured. However, I had another year, and they actually gave a year-and-a-half extension beyond that because my daughter was at Catholic University, and we got free tuition. And that made a huge difference in the budget, because it was a pricey private school. So that was another break in my career, and I needed to do something quickly—I didn't want to be unemployed for very long—and so... I'm trying to remember the chronology; where did I go from there?

NR: SLA.

TBH: Oh, yeah. Yeah. I saw a job announcement, I read the job ads, and they were hiring a director of education. Well, I know education; I know training. I applied and got the job, and at first it seemed very exciting to be working [in] downtown D.C., in this old, beautiful mansion at 18th Street, near Dupont Circle, and seeing the inner workings of a large association. It was about

14,000 members at that time, and now it's down to about 9,000 members. But I also discovered that David Bender, the executive director, was a hard-driven man, even though the association was doing very well in memberships, in finances, and so on, and he really wanted to micromanage everything I was doing, and this wasn't like being a professor, where you have a lot of autonomy and a lot of freedom to pursue your own research, and conferences, and things like that. So we just didn't really hit it off.

NR: So what was the job? Just give me a few sentences about what a Director of Education at the SLA does.

TBH: Okay. Basically, to coordinate all their continuing education offerings at the conference, to pay attention to what's going on in education training everywhere, write materials for their newsletter related to education and training issues, deal with all the course instructors who are conducting all of those, and manage the education offerings at the conference.

NR: Okay. So that wasn't such a good fit.

TBH: No.

NR: Okay.

TBH: And I talked to someone I knew from ASIS&T, Ann Prentice, who was the dean of the library school at the University of Maryland, and she was willing to create a position for me as the Coordinator of Continuing Education because one thing I did take away from SLA was a lot of knowledge about continuing education courses, and how to connect with the community that you want to serve, how to do assessments of learning needs, and that kind of thing. And it was really kind of fun. And it got me back into the academic world, with the kind of autonomy that I liked, that I really enjoyed, to continue to pursue my own research, writing that book and other things. A little bit later, maybe, when we talk more about my research, this was the time in the early 1990s when I was discovering and helping to build my invisible college through ASIS&T and the

history people there. So this was working out very well. The job didn't pay terribly well, but that was okay, because in the meantime, living in Washington, D.C., I met Bill Hahn, and we got married in 1992, so I didn't need a really good-paying job just to pay the rent. I could be a little more relaxed about that. I enjoyed my time at Maryland; however, within a year, I decided to leave because I heard about a position at the state library of Maryland. Actually, it's the Department of Education, Division of Library and Development Services (DLDS). I interviewed there and got the job. My boss was Rivkah Sass—I had to remember her name yesterday—and the head of the division was Maurice Travillian, and I mention those names because they were both really wonderful people. I had many good people that I worked for over the years, only a few that I regretted, but they were just so loose and relaxed about everything, and I do thrive in an environment where I have a lot of freedom, and am free to exercise judgment at all times, and not being watched. So my job—

NR: I remember Maurice was kind of jolly.

TBH: Yes! Yeah, and terrific sense of humor. And Rivkah Sass was just hilarious, and [a] smart, hardworking woman. We all worked really really hard; this was the time in Maryland when they were bringing in the Sailor System, an early web-based information system. They had a \$2,000,000 grant from IMLS to fund it, and so a lot of exciting things were happening. And because I was the education training specialist, I got to go all over the state and work with people. I collaborated with people also at the University of Maryland, because I had made a lot of connections there, and we did a lot of training on Sailor, or helped other people to train. We wrote manuals and that kind of thing. And I learned a lot about public libraries, because they were our primary clientele. [I] travelled all over the state, and learned the state of Maryland--the eastern shore and the western mountains, all over.

NR: Even before GPS.

TBH: Even before GPS. And I hardly ever got lost. But it was rather exhausting—not just that travel, but I lived in Washington, D.C., in Foggy Bottom, and I was going every day to downtown Baltimore. It really did wear me out, and regretfully, after a year, I left when I heard about another position. I interviewed and got the position back at the University of Maryland, in the libraries. And this was, again, keeping this education training thing, because that’s what I do, that’s what I know. It was a brand-new position that they were creating as the Head of User Education Services, or what was known back in the day as bibliographic instruction. Now, bibliographic instruction had been done for many years before that; I can even remember way back when I was a reference librarian in the 1970s, we conducted library tours for big groups, which I’m sure were excruciatingly boring, and nobody could hear, but we said, “Here are the indexes, and let me show you *Reader’s Guide to Literature*, and let you learn how to look up ...”; it was very boring. But the idea now—fast-forward to the mid-1990s in this new position—was to think more in terms of information literacy—that was a term that would be replacing bibliographic instruction—and to do it in much more creative, hands-on kind of ways.

NR: Okay.

TBH: And they needed fresh ideas, and they needed somebody to coordinate all the librarians who were teaching classes but needed to be nudged into different ways, different approaches, fresh approaches; they needed their materials jazzed-up, cleaned-up. I was all full of piss and vinegar, and excitement about that, and I stayed at that job for nine years, so [I] don’t want you to think I changed every year. And I might still be there or about to retire from there, except for, again, one of those fortuitous things that came along in 2004. But anyway, back in 1995—so I started. I was a one-person operation; I was expected to work with all of thirty reference librarians, and I quickly came up with the idea that it doesn’t take a reference librarian to teach a good class, necessarily, particularly if it’s freshmen, it’s highly repetitive and formalized. So I got other staff

involved as well, and the librarians liked that because they would get bored teaching hundreds of these things every year. We developed a lot of fresh approaches; I wrote papers on it, I had good collaborators that worked with me, I was able to hire additional staff and graduate assistants, and so I built my own little empire, even though I still had to work with all the reference librarians. And I lived through a very interesting time in academic libraries, with a lot of changes in how they were structured, how they were organized, from very hierarchical to a much flatter organization, team approach, with a lot more emphasis on outcomes assessment, and so on and so on, a lot of things that I learned there that I never would have learned if I had stayed in academia, or would have only learned through the literature. But living through it and experiencing the pain, but also for me the excitement, of change—because I like being a change agent, and not being bored; something was always new and different—

NR: That library is very big.

TBH: It is very big. It's a big library system, and we coordinated—I say we, because I did build myself a team that worked directly for me—about a thousand, maybe eleven-hundred, classes a year.

NR: That's quite a few.

TBH: I think I counted up the statistics, about twenty-one thousand students of various kinds. And I initiated things like bringing in high school students from the neighboring high schools in Prince George's and Montgomery County to get their first big introduction to the university, and to do an information literacy class, and they were really fun, and actually easier in some ways than the college students, because they didn't have an attitude. We did classes at all levels, for doctoral students on down to freshmen. One of the cuter, for lack of a better word, ideas I came up with was something that we called Library Safari. This was a class for incoming freshmen who are taking a course called University 101, introduction to university life. The idea was that for two hours, you gave them an outline that looks almost like a mystery hunt, and working in little

groups, the students went off on their own to be able to answer these questions that we had planted the source or the answer in various units around the library. So it was a journey of discovery, and it wasn't intended to, but the students turned it into, competition. You know, the first one back, they wanted a prize or something! And I said, "You know, this wasn't a speed test!" But they seemed to really enjoy it, and it was completely different than their expectation of what a library orientation would be. So they did that—

NR: Which was a good thing.

TBH: Very good thing, very good thing. And I think they actually learned something; the reference librarians told me that the quality of questions at the reference desk from the freshmen improved greatly. They knew where the government documents were, they knew where the microfilm was, and where the bound journals and the unbound journals [were], and all kinds of things that had to be explained and directed to very tediously. They knew it all now, just through that little library safari. We wrote an article about it—actually, several. Throughout this period, that nine years, and even when I was at DLDS, and at the state library, and working for Ann Prentice at continuing education, I kept my research agenda and publishing in a variety of areas, often opportunistically depending on who my colleagues were, either where I worked or through professional associations. I kept all that going, so I always had a full, over-full, agenda.

NR: Yes you did. I observed it. So what got you away from Maryland?

TBH: Summer of 2004, it was a hot, sleepy summer day, and the phone rang, and turned out to be Beth Fitzsimmons, who I hadn't—actually, I had met her briefly at a White House Conference on Libraries and Information Science—so I kind-of knew who she was. But she was the newly appointed—appointed by the president of the United States, confirmed by the Senate—chair of the National Commission on Libraries and Information Science. And to give you a little background there on NCLIS at that time, NCLIS had been in business for about thirty years, and

had many distinguished people serve as commissioners (there were twelve commissioners), and some good people serving as executive director, and some good staff members, and so it had accomplished some pretty good things. But in the early 2000s, it kind-of started to fall apart. President Bush did not appoint replacements when people's terms expired—they were five-year terms—and by late 2003, I think it had dwindled to only about five members. And then, I believe, because of Laura Bush and her push on libraries—

NR: That would make sense.

NR: Yes, she did a lot of good things. They decided to populate the whole commission again. But what this meant, by the time Beth Fitzsimmons called me on that summer afternoon, was that they had a whole bunch of new commissioners with no real corporate history, or very little. Their executive director, Bob Willard, was not liking this new group, and they didn't like him. He had a lot of history there, and he knew how the commission had functioned in earlier years, and his ideas were different, his style was different, and maybe because the commission had dwindled in size and so on, and he was the executive director in Washington, D.C., he was used to running things, and with a fairly passive commission, and a not-very-engaged chair of the commission. Well, Beth Fitzsimmons was very engaged, and she had the background, and she knew the things that she wanted to do. So she and Bob Willard just... you know. So, they basically were about to fire him, and bring me in as the interim. And I thought, "I've never worked for the federal government; I don't know anything about these commissions and anything—I don't know anything. I'm just a teacher!"

TBH: That never stopped you before.

NR: No, it never stopped me before, and she assured me that I would get lots of help and lots of training and all that, which I did. I had a crash course in executive management of a federal agency. But again, why me of all the other people that you could have selected in the Washington, D.C. area?

Well, it turns out that the person working behind the scenes was Allison Druin, who was on the faculty at the library school at Maryland. By now, I guess it was called the—was it called the iSchool yet?—no, not yet, still the library school. And she was one of the newly appointed commissioners, confirmed by the Senate. So when they asked each other, “Who can we find quickly, to step right in and replace Bob Willard?” Allison said, “There’s somebody I know in the library and she teaches for us as an adjunct,” because that’s another thing I did throughout this entire period, I continued to teach around the school year. They went ahead and took a chance on me as an interim [executive director]. Before I get into the challenges, so, there’s just an infinite amount that you need to know, but they give you lots of training sessions on budgets, and how to spend your money, about how to deal with your appropriation (it comes quarterly), a lot about—an astounding amount—about ethics. People may not realize it, but government employees are very well-versed in ethics, which is why it’s so shocking with all the violations. And the reason that there are so many rules and rules that you can’t imagine is that if there isn’t a rule against it, someone does it. Then they make a rule for it. You have a lot to learn there. And I had to learn to deal with OMB [Office of Management and Budget], and with Congress, and of course a lot of guidelines on lobbying, which we were not allowed to do, but we could educate members of Congress and the White House. And learning the fine distinction between lobbying and educating...

NR: Where was this Commission physically at that time?

TBH: We started out on Vermont Avenue, and then within the first six months, we moved to new digs at 18th and M, in the same building as IMLS. They were up on the eighth floor, and we were on the fourth floor. And that was really nice, because I got to know all the folks at IMLS, which proved valuable in many ways. Also, I wasn’t very far from the ALA [American Library Association] Washington office at Dupont Circle, and I made good friends with them, with ARL [Association

of Research Libraries]... I mean, there were lots and lots of opportunities to do what I like to do, which was to get out and attend meetings, and as the executive director of NCLIS, I got invitations to lots of events at the Library of Congress, the White House, and Historic Preservation... So it was very exciting.

NR: So what was the vision of the Commission at that point? It had a lot of visions.

TBH: It had a lot of visions. And they liked to do brainstorming in their quarterly meetings, but the brainstorming had very little to do with the basic reality that the total staff of the Commission, including me, was five. I was the executive director. I had a director of statistics, Neal Kaske, who was one of my buddies from the University of Maryland. I hired him. He had been head of the Engineering and Physical Sciences library, and this was a good move for him. And then we had three staff, who dealt with just operations. So Neal and I were the only two who were meant to do professional activities: to write anything, analyze anything, do research, talk to people, et cetera. And in fact, mostly it was me, because Neal's job was to deal with the statistics every year, statistics related to libraries and so on. So I was essentially a one-person operation, and the commissioners liked to talk about all kinds of different projects that they wanted to do. Our budget was \$1,000,000, and that was almost entirely eaten up with just paying for the five of us, paying the rent, just operations; very little money [was] left over for the commissioners to travel to Washington, D.C. for their meetings, and almost nothing for anything else. Really, \$1,000,000 just doesn't go very far. And [the commissioners] saw the budget; we had to talk about it, and they knew the limitations on this. But they would come up with what they thought were really bright, out-of-the-box thinking kind of ideas, like they could save a small amount of money by getting their own airline tickets, even though they were told repeatedly, "You actually can't do that. One of the federal rules and regulations is that we have to get the tickets for you, and you have to fly certain carriers," and—you know. There's a lot of red tape that is done for a variety of

reasons, and they didn't like to hear that. They just thought that was stupid, and they ought to be able to do what they wanted to do, and it could save \$200 here. Well, that's still not going to make a whole lot of... One of the good things—one of the commissioners was Mitzi Perdue, the wife of Frank Perdue. When Frank Perdue died, I think his estate was worth \$753,000,000; that's a funny number, but I remember it. Mitzi had a lot of money, and she was prepared to spend it. She was a philanthropist at heart. So she funded some things, particularly related to the issue in particular that she championed, which was health information literacy: teaching people to eat well, to exercise, to be healthy. So that was a good thing, and we actually did some really fun activities that cost a lot of money to hold, events and so on, but Mitzi wrote the checks, and gave awards and scholarships and things like that: Mitzi wrote the check. But other than that, the other initiatives they had, there was no money for them. And they got increasingly irritated with me, because I kept having to be the bad guy, to say, "Well, that's nice, but even in terms of just doing the background research and whatever preparation, I only have so much time, and you've got six different initiatives here that you want me to pursue." So I was doomed to failure, actually, and they were doomed to failure. And I could see it all coming, and I could see that even writing our annual budget requests and our annual reports and so on to OMB, that this wasn't going over well with the powers that be, the people that hold our appropriation strings, or that oversee our budget. This wasn't going over well, and they were increasingly disappointed with the Commission. They had to recognize that there wasn't any money, but OMB wasn't in charge of the appropriation; that was Congress. Some commissioners had political connections--that's how most of them got their appointment--so they tried to talk up [Congress] to give us more money, but Congress wasn't interested.

NR: Wasn't a good era for information.

TBH: No. By 2006, the Commission was basically defunded; I mean, they didn't get any appropriation

that year. So I'm back on the street, and I don't want to go back to the University of Maryland Libraries. I spent nine years there, but when I left abruptly, I was given a sabbatical leave, or a leave of absence without pay, so I could come back to my position, and that was nice; I always had that security. But in the meantime, they had promoted the woman who was my assistant, Maggie Cunningham, and she was doing a good job, and she was so excited to be now in charge, and I'd trained her well—imparted my philosophy—I'd done that, and I could not imagine myself going back, although I learned so much about that content area that I was prepared to teach courses to library school students or iSchool students about information literacy instruction. I talked to my good friend back at the University of Maryland iSchool, Diane Barlow, and she said, "Well, it so happens"—this is late summer of 2006—"It so happens we really could use you! The person who teaches technical services is too ill to teach, and I don't think she'll ever teach it again, and we need a new section of one of these core courses that you've been teaching for many years face-to-face. We need it done online. It's the same content, but we need to have it taught online." This was about three or four weeks before the start of the fall term.

NR: Diane did things like that.

TBH: Yes! And Trudi said, "Okay." Because it was a great opportunity, and I considered myself very lucky to land on my feet again. But what did I know about technical services, having worked in user instruction and reference and all that all those years?

NR: Ah, you cataloged back in your pre-professional days!

TBH: Yes I did! See, Lois Chan was right! [Laughs.] So I did what any good faculty member who's falling into an area they don't know much about [does], I worked the telephones to line up a lot of guest speakers. And in those years at NCLIS, where I made all those connections and attended lots of things, I had made lots of connections. I also knew people in the library system who were in technical services as well as—you know. And people give you names. So a big part of the fall

term was with guest speakers, which taught me a lot. And I came to realize that I actually knew more than I thought, because you can't work in an academic library year after year after year, and attend meetings and training sessions and so on, and not pick up a lot about what's going on behind the scenes. And you have to work with those people. So by the time I taught it for the second and third time, I didn't have to rely quite as much on guest speakers; I actually knew a lot of the content. And the online [teaching aspect]—well, I learned really fast on that too. The first semester was kind of rough, but...

NR: Doesn't seem like you had a lot of background that would prepare you for that.

TBH: No, no. And again, this is 2006. That doesn't seem so long ago, but there just wasn't a lot of help.

But I muddled through, and by the second time I taught an online course, and the third time, I got it, and I came to realize that it can be quite satisfying. And I continued to teach online, and teach face-to-face courses as well. The first year I was a visiting professor, because that's all they could do right away, but then after that they gave me a five-year contract as professor of the practice.

NR: Odd.

TBH: Because they didn't expect me [to do research]... Remember, I kept up my research all those years, but I was not primarily a researcher. It was what I did after hours, or at odd free times, so I didn't have the research portfolio. I was at a [advanced] level in my career, and they wanted to make me a professor, but they couldn't make me a tenured professor. So professor of the practice was a good idea; they had one other professor of the practice, Ann Weeks, who also had had a long career, in school libraries, and so we were the two. But when that five-year contract was up, I felt ready to retire, and I didn't want to negotiate the terms of a new contract, so I was ready to step down. And I did; I sort-of officially retired from the University of Maryland in 2012. I was past normal retirement age anyway, and I thought that would be fine. But really, I hadn't even quite left when I was talking to an old friend of mine [Eileen Abels] who had been at the University of

Maryland and had moved to Drexel—she was associate dean there—about my situation, and she said, “Oh, would you like to teach for us?” And I said, “I’m not moving to Philadelphia. I mean, I’m really settled where I am.” “Well,” she said, “let me think about it; let me talk to the dean, David Fenske. We’ll get back to you.” And again, by the middle of the summer, I got a call from Eileen. She said, “What I’d like to offer you is a position in Washington, D.C. to teach online, which you can do from anywhere, and also to be the director of academic outreach, because we’re going to open an office for Drexel in Washington, D.C.” Later, David Fenske named the salary, which was a third over as much as I had been making at Maryland, to which I said, “Okay!”

NR: New opportunities, nice money.

TBH: Nice money.

NR: Nice people.

TBH: And downtown D.C., which I love. And it’s an easy commute from Alexandria, where I live. I think I got a two-year contract, and then it was renewed for one more year, and now we’re at the end of the third year, and I’m really ready to retire, which I am. But in the meantime, it’s been a good run with Drexel. Drexel’s a much smaller school—I mean the university is much smaller, although the iSchool was significantly larger than at Maryland, and just much more on top of technology. Teaching online for Drexel has been a much more satisfying experience, and I’ve learned a lot because there’s terrific support. So I’ve built new skills, and even as various versions of Blackboard change and evolve, they really support what you’re doing. So it’s been a good experience.

NR: You said you retired, and I’m not sure I believe that, but—

TBH: Believe it! [Laughs.]

NR: Let’s go back, because throughout your employment, you also did some consulting, and I saw some very interesting studies there. Are there any you would like to tell me about?

TBH: I'll tell you about two, but they both basically were the same thing. These were two gigs for the state library of Maryland. Remember, I had worked there, back in '94 to '95, and made a lot of connections there, including one of the directors of a county system, Irene Padilla; I had become friends with her when I worked there. And later, after Maurice Travillian retired, Irene became the state librarian. When I was on the faculty at Maryland, I kept up those connections, because these were good people to know, and even though I live in Virginia, I knew more and cared more about what was happening in Maryland libraries, because I was teaching at the University of Maryland. So when they needed someone to help them with their five-year plan for IMLS, they called on me. And I really, really enjoyed it; it meant going to the MLA [Maryland Library Association] conference and a lot of other meetings, and talking with people, many of whom I knew back from my days of working there, and I was only employed at DLDS for one year, but I just learned so much, and I really had a good idea how the system worked, and what they cared about, and what their issues were with technology, and information literacy, and dealing with special populations, and all that, so they didn't have to tell me anything twice to figure out what their goals were, what they were trying to accomplish. And it was a lot of sifting through a whole lot of documents, talking to a whole lot of people, and then using all the writing skills... And I also, remember, I knew people at IMLS, so I had a very good idea of what they valued and what they wanted. I helped them put together a good five-year plan. Five years later, [the state library] called me again; they needed another five-year plan. But things change a lot in five years, so the next five-year plan was quite different, so it was...

NR: So how did they do on their first five-year plan?

TBH: Well, you know, Maryland has been for a very long time called 'library heaven' because they are very well-funded by the state, and they have—I don't think it's a unique system, but it's an unusual system compared to many other states and areas—a county system, and they only have

twenty-one counties in Maryland. It's twenty-one counties, plus Baltimore, plus two regionals; that's twenty-four entities, which means that there's only twenty-four people in charge. And they get together a lot, and they plan together a lot, so there's a lot of statewide initiatives going way back when I was coming into DLDS at the time of the Sailor initiative; they worked really well together. So they made ambitious plans, I wrote it all up; five years later, they could be very proud of what they had accomplished. It was a happy situation. What was unhappy is that DLDS is part of the Department of Education for Maryland, and it's always been a stepchild, the underfed, under-clothed stepchild. In recent years, they haven't done well. They've lost staff, they haven't been able to replace them; the commissioner—or whatever the title is—who was in charge of education for Maryland for many, many years was very disdainful of them. So DLDS itself struggled, but in terms of being a coordinated group for the state of Maryland, that was a very happy relationship, and they did good things.

NR: Sounds like you were able to help them too.

TBH: And just for the record, the point of the five-year plan for IMLS is that IMLS doles out their allotment every year of two or three million dollars that they can then spend throughout the state, so it's really important that IMLS be confident that you're going to spend the money well, and they were.

NR: Great. So, we're back to you retired, and... really, no teaching?

TBH: No; when I had a little exit interview with the new interim dean at Drexel—because David Fenske has just left, although I just saw yesterday that he's going to be the executive director for the iSchool [caucus]—

NR: I saw that too. And I guess he was one of the founders, in a way.

TBH: Yes, yes. He was one of the five founders. But the new dean comes from the department of computer science, and I had a very nice conversation with him as an exit interview, and he urged

me to continue to teach as an adjunct, but I declined.

NR: Okay. Well, what I find interesting about this career, and we have many areas to cover still, but I want to sum up your work experience, what I find most interesting about it is the mix of teaching and administration and research, because most people end up doing mostly one of those things, but you've done all of them.

TBH: And a lot of service.

NR: Yes. I searched to find some focal points, subject-wise, and I came up with online searching and user education and librarian education. Are those fair? Would you add something to that; would you change that?

TBH: Oh, a lot, a lot.

NR: Well, focal points is not twenty.

TBH: No, but that's the problem, if you can say that. But certainly, even if you're talking about main areas, history of information science has been a long term, and I've done a lot in research, publishing, and service work for ASIS&T with my invisible college, my colleagues there. And you're right; to just read a long litany of everything that I've ever published probably doesn't make any sense, but concern for the profession itself, and how it's educated and trained and developed and so on, that has been a continuing theme that I've always been interested in.

NR: And you mentioned many, many people that you worked with and enjoyed working with. Are there highlights among those?

TBH: Well, the people who had the biggest influence on me, in a very positive way, probably were, going chronologically, Tom Waldhart from the beginning; he was a faculty member, and then he was a colleague when I was on the faculty at Kentucky, and he really helped me set my sights to do things and conduct research, get published and so on, that I never would have known to aspire to. And later Ann Prentice was really inspiring to me, because she also is very, very accomplished,

and does something that I've never been capable of doing, and never will be, but handling it all with aplomb, never appearing frazzled, never appearing stressed—or seldom—and even if she was, not showing it. Another person that I haven't mentioned, but has been a dark horse influence on me throughout is Toni Carbo. We have a standing joke whenever we get together, which sometimes is funnier than others, because it still happens, that people confuse us a lot—Toni, Trudi.

NR: Huh. Okay, well, I know which is which, but go ahead.

TBH: You'd be amazed at how many people refer to me as Toni and call her Trudi, and she always jokes that she's so flattered by that. Well, I'm the one who's flattered, because I've always looked up to Toni, and she preceded me in a number of things, such as NCLIS. She had been the executive director of NCLIS, and when I was going through that challenging two years, I called on her a number of times for advice. She couldn't advise me about anything specific, but she was kind of soothing, saying, "Well, the Commission's like that. And we're dealing with the government; red tape, is like that," and "Take the high road. And don't let yourself be photographed with a glass of wine in your hand."

NR: [Laughs.] Good advice!

TBH: Good advice, yes. I think I failed on that one, but anyway, other very influential people over the long haul, who I worked for or with... The director of libraries, and now I'm going to blank on his name, for all the years that I worked at the University of Maryland libraries.

NR: Charles?

TBH: Charles! Charles Lowry, thank you. His advice to me and to everybody else was, "Don't come running to me with everything. Don't ask me about all your little problems. When confronted with anything, use good judgment at all times." Which was ideal for me; you know I don't like to be micromanaged, and I like my judgment to be respected.

NR: He gave you space.

TBH: He gave me a lot of space, but he was always very encouraging. And he was a change agent, and so it was inspiring to work for him. David Fenske, also, is another hyper-powered man with a lot of energy, a real change agent. I wouldn't want to be like David Fenske, but he does energize you for sure, and helps you to believe that we can make good things happen. He's very, very positive, so that made my three years at Drexel a lot of fun. Even though things didn't necessarily always work out the way he thought they would, he still never lost confidence.

NR: I think that takes you across the career, so I have to ask. We heard a little bit about your son and your daughter, and getting married, but do you want to talk a little bit about the interaction of your professional career and your life events?

TBH: Well, in terms of major things, I've already mentioned that. They either got in the way, or... The time that I spent at Drexel doing my coursework for the doctorate was a tough time in my life, and it was very hard on my family, and it probably... The seeds of the divorce were sown at that time, and it was painful for my daughter especially, because she was only seven or eight years old, and she cried and cried and cried every time I had to go to the airport and get on the plane. Those were the days when you could actually go to the gate. And that traumatized her; I think it took her a long time to get over that, that mommy keeps going away. But in general, I would say that I've been lucky, especially with Bill, that he's always been extremely supportive of my hyperactivity, of holding down a job, doing a lot of service activities, travelling, changing jobs, being stressed by that, he's just been a real rock.

NR: And there might be some grandchildren in here sometime?

TBH: Yes, I've got beautiful grandchildren. My granddaughter, Sarah, is fifteen; my grandson, Joseph, just turned thirteen; and little Benjamin is six. And unfortunately, my two older grandchildren live in Nashville, Tennessee, and the youngest is in Snoqualmie, Washington, so I only see them

a couple of times a year. But I've got a lot of pictures if you—[Laughs.]

NR: We'll do that at lunch.

TBH: Okay, okay.

NR: And how could they be so old when we're so young?

TBH: That's a mystery that I can't explain.

NR: So there's a big topic that we have coming up, and that's ASIS&T, because I know that you have been in ASIS&T forever, and you have done everything there is to do.

TBH: Well, like you, Nancy, so...

NR: No, I would say you preceded me and mentored me, but maybe not.

TBH: No, I think you prece—

NR: So tell me about the beginning.

TBH: Well, the beginning came in about 1975 when I started library school.

NR: I was ahead of you!

TBH: You were ahead of me, right. Or '76 is when I think I officially joined. But again, it was Tom Waldhart who—he had been trained in information science when he was at Indiana in the doctoral program, and he knew ASIS&T, and I don't think that's a direction—remember, I was very much in the library world, so ASIS&T, what did that mean to me? But he pushed me to attend the conferences. My very first conference was a midyear meeting. One of the faculty members at Kentucky, one of my teachers who, I think she taught science reference, Katherine Cveljo was working on a paper for the midyear meeting, and doing some research, and she wanted me to help her a lot. And I ended up writing a significant part of the paper. But then when it came time to actually attend and deliver the paper, she couldn't go, or didn't want to go, or something. But I ended up on the stage there, terrified—literally, shaking. As a naturally shy person—I'm not an introvert so much; I like being around people, although I'm not an extreme extrovert, I'm kind of on the cusp, but still never confident in terms of making

presentations—that first presentation that I did at a midyear meeting was tough, but I got through it, and what doesn't kill you makes you stronger, and so over time I continued to deliver papers fairly regularly. But it was probably around early 1980s, and I was chair of the education committee, and as such I was honored to give an award to the teacher of the year. This was maybe the first year that award was given, and the recipient was Wilf Lancaster. Now, in those days at ASIS&T, ASIS&T was much larger; we had big evening banquets in very large banquet halls with a big, long head table, maybe a multi-tier head table. It was a formal affair; everybody got dressed up. And all I had to do was, I had written out my little blurb, and I just had to carry this little piece of paper up there and read this, and try not to make it look like I was reading it and all that. And I thought I was pretty much on top of it. I mean, what can go wrong, right? And nothing really did go wrong, except, as a sign of just how nervous I was—I don't remember where Wilf was; maybe he was standing off while I was reading the blurb—and I noticed out of the corner of my eye, looking down the table, that Charles Davis, who was probably the president-elect at that time, or a member of the board of directors, Chuck Davis, was seated, and he was staring at me, and he was sort of staring down at my leg. And that's when I became self-aware that I was banging my leg! [Laughs.] To dispense the nerves! Augh! [Laughs.] Chuck found this very amusing.

NR: You probably didn't find it amusing.

TBH: He did, but I didn't, yes. So clearly I was not a developed presenter at this stage of my life, but I have learned since then to keep my legs still. So now fast-forward many years later, and I am president of ASIS&T, and obviously I learned a lot, but when you're president, as you know, at the banquet, you carry a lot of responsibilities. There was a lunchtime banquet, which I instituted when I was president, because people complained so much about the dinner banquet.

NR: So we're now in two-thousand—

Both: Three.

TBH: I'm ending my term, it's October, and one of my last public presentations is my farewell speech,

which basically is just a recital of all the great things that we did this year. And I had written it out carefully, because I was told, “You get fifteen minutes, no more,” or maybe it wasn’t even that, but whatever it was, and so I had practiced and practiced and practiced it. I had five pages, big type, three-quarters of the way down, each page numbered, and I’d practiced it in my room a couple times, because I wanted this to come off smooth and polished. So it’s now the time in the business meeting where the president stands up and makes this little speech, and I grabbed my papers, and I went up to the podium, and I started in. And I was practiced, perfect! I did beautifully: page one, page two, page three... and that was it. There were no more pages. And I’m three-fifths of the way through! And I looked; the harder I looked, the more they weren’t there. Sam Hastings, who was the president-elect, was sitting right there, and I looked down at her, and she fumbled through all the papers and all that. How can I have only three pages out of the five-pages...? I actually haven’t come that far, since the days of banging my leg, and—who was it? I think it was Irene Travis—

NR: You probably didn’t even remember what you wanted to say.

TBH: Well, I had some idea, but Irene Travis was sitting close by; she may have been in the front row.

She was the editor of the *Bulletin*, and I had written this up for the *Bulletin* as the president, and so she ran up with a copy of the *Bulletin*, and she said, “Here, it’s in the *Bulletin*,” a close version of it. [Sighs in relief.] So I—[Laughs.]

NR: [Laughs.]

TBH: At least I could use it as a memory trigger to thank all the committees and finish reciting what we had accomplished, and that’s how I got through that.

NR: Well, I should point out that as a member of the audience, that was not so evident.

TBH: Good! Good, good. Of course as soon as I sat down after this was over, it became apparent what had happened is that Sam had all her papers, I had all my papers, and they’d gotten comingled,

and she'd taken the two pages.

NR: Ah dear.

TBH: Oh well.

NR: Well, go back a little to the beginnings of ASIS&T, because you joined because you were encouraged to, and you found it interesting.

TBH: I found it fascinating, and the people were very welcoming, and I was eager—I was an eager beaver. And I met Jim Cretsos, and everything they have ever said about Jim Cretsos as being the world's best mentor and encourager, et cetera, is absolutely true. He's wonderful; he was a wonderful, wonderful man. When Jim saw how eager I was, he got me on the education committee. And six months later, I guess, it was at a midyear meeting, I was so excited about going to my first official education committee meeting. It was in the program, in room so-and-so, and I went to the room, and nobody was there—because the chair hadn't really called the meeting; the chair had been totally inactive that year. So later that day, at the reception that evening, I saw Jim Cretsos, and I mentioned that I was a little disappointed because I thought there'd be a lot more to do on the education committee, and we didn't even have a meeting today, and I hadn't heard anything from the chair. And he said, "Well, he's been a disappointment. How would you like to be chair of the education committee?"

NR: Ah, yes!

TBH: "Ah... 'kay?" The year is 1977, I've only been a member of ASIS&T for less than a year. And I did, and I became chair of [the] Special Interest Group for Education not long after that, and of course in ASIS&T, as you know, the more you do, the more you get asked to do, which is why on my CV there's a whole page of ASIS&T activities, of endless numbers of juries, and committees, and taskforces, and special projects, and on and on and on and on... Every one of which, except for one, I can say honestly that I enjoyed. The one that I didn't enjoy so much was the year I served

on the jury for the doctoral dissertation. There were thirteen dissertations to read; that was an agonizing slog.

NR: That was long after you finished your dissertation, I presume.

TBH: Yes, yes. And it seemed like dissertations just kept getting bigger and more obtuse, and... But anyway, that was an aberration.

NR: When did you first get involved with the Potomac Valley Chapter?

TBH: Just the minute after I came to Washington, D.C. I mean, they saw me coming, and again, very welcoming. It was a large, active group, and some good things were happening. As you know, the Potomac Valley Chapter has dwindled to nothing in recent years, but in those days—

NR: It has started and stopped several times.

TBH: Yes.

NR: And I believe it has started by virtue of you.

TBH: Yes, restarted. One time we got a really good start when Sue O'Neill Johnson and I kind of co-triggered it, but the last time I tried to restart it, I couldn't get any traction, and frankly, I was burned out at that point, and so I was only willing to put so much energy. If nobody else wanted to spark up, then I just wasn't going to waste too much time on it.

NR: So you were president in 2003, so for three years there. So tell me a little about your presidency.

TBH: What was happening then? Again, there's so much that goes on nowadays that we just take for granted was always there, but it wasn't. It was in that era that there was a lot of talk, and there had been a lot of talk, that didn't seem to go anywhere, about the ASIS&T Digital Library. A lot of investigation into what ACM [Association for Computing Machinery] was doing, and so on. And I have always been a person who gets frustrated when things just totter along and don't move, so I pushed really hard on that, and we got it going. Another thing that had been discussed endlessly was how bad the ASIS&T website was, and of course it doesn't take very many years for a site to

get tired and old, but a lot more talk than... So I pushed, and we got the ASIS&T website redone, which it has just been re-redone, but that's inevitable. But back in 2002, 2003, 2004, that needed to be done. We knew that the demographics of the membership were changing, the needs of the members were changing, but we didn't really know for sure a lot of specifics, so I did a big survey of the members that had not been done for a very, very long time. And you're probably going to ask me the highlights of what we learned, and I don't remember, but some of it—probably a lot of it—was just confirming what we kind of thought, but sometimes you need the hard data. And Liwen Vaughan, a researcher, British Columbia, I think, worked with me on the data analysis, and we actually got a *Bulletin* article, a *JASIS* article, and a presentation at the annual meeting out of it. More lines on the CV. By that time, I didn't really need them, but it just showed you that people were interested in learning more about ASIS&T, and what might be done to both accommodate the needs of the members, but also to grow the membership, which has never been too successful.

NR: So it's been more than ten years since you were president. Are you willing to talk about where ASIS&T is today, and where you think it's going?

TBH: I haven't a clue about where it's going. Where it is today is in a place—and you asked me about retirement, and I said, “Absolutely,” and I don't want to teach as an adjunct, I have no interest in staying connected to ASIS&T in any formal way, except with my little invisible college of historians of information science; that connection I'm sure I will keep—but it's just become an extremely uninteresting organization to me. Except for, I mentioned, the history of information science, and there's another group in ASIS&T that I've always enjoyed, but any more I don't know many people. I've not been good in getting to know some of the new ones. That's the SIG on International Information Issues; that's always been where my heart is in ASIS&T. My head is with history, and my heart is with international. And some of my very best friends over the long

haul—Tefko Saracevic, Toni Carbo, Michel Menou, Sue O’Neill Johnson, and others like that, Norman Horrocks, such a delightful man, so much missed—those are the people who I just looked forward to every year, every meeting. And SIG/III always had [a] fun event at their reception, raised money. The whole idea, which has now apparently been firmly institutionalized, that I started way back when, maybe it was when I was president, on the silent auction, to raise money, that was my idea. Not an original idea, obviously, but I’d seen silent auctions done elsewhere, and I thought, why not at ASIS&T, where people could unload some of their travel junk, their souvenirs bought in a heat of passion.

NR: That other people would like, yes.

TBH: And they do, and I bought a lot of stuff. Again, Toni Carbo and I like to joke that we buy each other’s jewelry every year. Yeah, I was sort of embarrassed when I was with her last year at a lunch, and she said, “You’re wearing my necklace!”

NR: So I don’t want to put words in your mouth, but I’m getting the feeling that as you had various jobs, that ASIS&T provided some continuity?

TBH: Absolutely, absolutely. And I belonged to other organizations, to ALA [American Library Association], to ALISE [Association for Library and Information Science Education], and I’ve got some very good friends in ALISE—that’s a very clubby kind of thing, of faculty—and SLA [Special Libraries Association], I was a member of for quite a long time, but ASIS&T was really not only a professional home, but where my professional friends were.

NR: Let’s move from that to history, because I know you’re very interested in it, and we haven’t talked about it much. Tell me how that started.

TBH: I wish I could tell you exactly when I had the spark to write the early history of online information retrieval, but it happened as I was finishing up my dissertation. And the first question that you’re asked at that point is, “What next?” And remember that after 1984-85, the divorce and all that,

leaving Kentucky, moving to Catholic University, it became apparent very quickly that the kind of information retrieval research I was doing was not going to be supported [at Catholic University]. And there were no colleagues; there was no ‘there’ there. It’s hard to do that all by yourself. As I started my career at Catholic University, I realized I couldn’t do information retrieval research in any significant way, and they did value ‘the book.’ So what could I write a book on? What did I know? I knew all about online information retrieval, and I don’t know how I developed an interest in things historical, and how things got started. I know that I’ve always been fascinated with the idea of invention—where do ideas come from, where does that magic moment?—and so, very ill-formed in my mind, but the idea that I might do research in the Catholic University sort of way, and write a book on it, started shaping in my mind. The idea didn’t come from Charlie Meadow, it didn’t come from Charlie [Charles] Bourne but at a conference that year. I knew Charlie [Bourne] because he was at DIALOG, and I was a heavy DIALOG user, and so we went to have a cup of coffee and just chat about life, and he was very supportive about my research interests and so on. He asked me, “Well, what are you going to do next?” So, I ordered a cup of coffee, I started to tell him about this idea of going back to the early development of online retrieval systems in the ‘60s, and as I’m talking and chattering on about this and that that I’ve studied so far, he gets a very weird look on his face, and is not saying anything, and finally I said, “Well, don’t you think that’s a good idea, Charlie?” He said, “I think that’s a great idea. I have that idea myself.” “Oh.” And then, before another half-second passed, he said, “Let’s do it together.” Phew! And so that was the beginning of the collaboration, and that’s when he told me that we wouldn’t do just what I had imagined, which was to go back to all the published literature of that time and study it, extract whatever we could from it; he had all kinds of raw materials, primary literature, and he knew a lot of those people. We would do oral history interviews; we’d do real historical research. Now, neither one of us was trained in this,

although I had some introduction to all of this, because my husband, remember, Lewie Bellardo, who I was on the verge of divorcing, but I helped him with his master's [and doctoral] degrees.

NR: You paid for his degrees?

TBH: I typed up his [master's thesis] and dissertation, and I listened to endless stories of his primary research materials, and so I had a pretty good idea of how it was done. And we both read up on oral history interviewing, because there's a lot written about that. There's an oral history association; a friend of mine was the secretary of it, and she gave me a lot of coaching. So we launched [the book], and over the next few years, it seemed to go really fast. I would draft everything, and Charlie would insert all kinds of things in it, and we almost never talked on the telephone—it was all face-to-face meetings at an ASIS&T conference, or mail. I can't imagine how different it would have been today, using Dropbox or Google Docs.

NR: Well, it's good that you were somewhat still tied to the technology of early online searching.

TBH: [Laughs.] Yeah. But there was so much more to know about the early online period than I could have imagined. You've probably seen my book. It's a thick book—

NR: It's on my bookshelf.

TBH: —and it's got [an] excruciating amount of detail in it because of all the rich source material that we had. But it took an excruciating amount of time, and when Charlie was working for DIALOG, before he retired, he was extremely busy, so the best part of the work fell to me. We would do the oral history interviews whenever it was convenient, and all that, and get the notes and the transcripts, et cetera. Charlie did have somebody who worked for him who would type up the transcripts, but then it was me who had to pull out [the interesting points] and draft the text. And not only did Charlie have a lot of material, but he was also a very particular, careful writer, and I learned to be too, and rewrote, and we rewrote and rewrote sections, and then he would come up with some new source material as he was digging in his basement that meant that all that had to be

rewritten from scratch—aaagh. So it went on year after year, slowly, slowly. And that is, as I say, why I didn't get tenure at Catholic, because that book, even though it was a five-hundred-page manuscript, wasn't sufficient; it wasn't published. We had a contract with a publisher, who of course was on our back all the time, and eventually in the late 1990s cancelled the contract because Charlie wouldn't... I was so ready by the late 1990s to have this done and over with, get on with my life, even though I had written several spinoff articles from it, because we had a lot of stuff. And that publisher, and the publisher who eventually published our book, MIT Press, were confident that they had dealt with authors like [Charlie] before, because I made it clear that I'm not holding it up; I could finish this manuscript and send it to you, but Charlie won't. Oh yeah, they would talk to him.

NR: Mm. Not such an easy person to talk to about something like that.

TBH: No, because it had to be done right. And I don't remember when this happened, but somewhere along in this long period, there was a case—I guess it would be considered a civil case—of a reporter, maybe for the *New York Times* or some publication like that, being sued by someone because the direct quote from this person was either taken out of context, or the words were changed a little bit or whatever, and that person insisted that's not what they said, and this person, the reporter who wrote it up, got into a lot of trouble. I don't know if they had to pay a fine or do jail time or something like that, for misquoting. And Charlie really took that to heart, so we got to be so careful. That meant that after we did the oral history review, after it got transcribed, after I incorporated it into the text, et cetera, it had to be sent back to the person we interviewed, who was going to sit on it for six months.

NR: Of course.

TBH: Of course. And they have to approve it before it can go forward. And if you changed any of that later because of other new materials coming in, it had to go back again, said Charlie. Fortunately,

after the first contract was cancelled, then MIT Press got very interested in it, because by this time it was almost a finished manuscript, and they were confident that within a year or two or three—well, it actually took about six years—but that they would publish it, and they did. And their editors, they told me, because they knew that I was responsible for most of the writing, they told me that it was one of the cleanest manuscripts they had ever seen, because it had been worked to death. But even there, they put three copy-editors on it and spent many, many, many months on that. So it's really a polished work.

NR: It must have felt wonderful to publish it, to get it out.

TBH: Yeah, yeah, I guess. What felt wonderful was the day that we got the award for the best information science book of the year; then I knew it was really done and worth it. Up until then, I wasn't so sure!

NR: So that was the start of your interest in the history of the field, but it continued through the book, but also through other activities.

TBH: Yes, but I have to give others credit for taking over the Special Interest Group on Foundations of Information Science and adding History. That would be Mike [Michael] Buckland and Bob [Robert V.] Williams. And there were other people involved, like Boyd Rayward and Colin (known familiarly as "Brad") Burke, and some others, later Kathryn LaBarre. And they've very graciously, I guess because they knew I was working on this history piece, and I had gotten a couple of spinoff articles, they included me, and they were my invisible colleagues, and of course I was thrilled to be working with Michael Buckland and Bob Williams and Boyd Rayward, who were as far as I was concerned the stars in the field, and I just felt deeply honored that they included me.

NR: So what kinds of things has the special interest group been involved in?

TBH: Well, the history side of it, aside from programs every year at the conference—in fact, the history

people were very aggressive, shall we say, in planning programs around history rather than foundations themes, and promoting them, so we actually got a pretty good audience for these, and making them interesting—we also had two conferences—well, actually, eventually three—but there were two conferences that were held with the sponsorship of a group in Philadelphia, that's the Chemical Heritage Foundation, and they've got a lot of money to study the history of chemistry, but the history of chemical information systems interested them as well. And they had—

NR: Some of the very early, and very complex systems.

TBH: Yes. Fascinating. And they had a fellowship program, and one of the fellows one year was Bob Williams, and another year was Boyd Rayward, and we were able to hold very nice one-and-a-half-day conferences, pre-conferences to the ASIS&T conference, and get proceedings out of that, and that's part of my publications, to be the editor or contributor to those. And then the third conference that we were involved with happened a couple of years ago, in the year of the ASIS&T 75th anniversary. We had, again, a one-day conference, and Toni Carbo and I edited those proceedings, and Diane Barlow and I wrote a paper for that, because we did an oral history of Helen Brownson, and that was just so much fun. So it goes on; it's very alive and well. I'm not actively doing any history research anymore, but I find myself having to serve on paper juries, and we give a grant to encourage people who are doing history of information science research, and things like that.

NR: Well, having seen so much of the development of information science, are there books you would like to get done? Have done?

TBH: Well, I was nagged for years by people who thought that the first book, the early development of online information systems, 1963-1976, needed a sequel. But I said then, and I've said repeatedly, and I still say, "No, it doesn't." And the reason is, and the reason that the cutoff is 1976, is that

before 1963 in the prehistory, and then throughout that period, it was very hard to pull together the documentation of what was happening in R&D. And that's why Charlie Bourne's primary materials and the oral histories were so valuable. But if you remember, 1977 was the first year of the National Online Meeting. ASIS&T even did some programming in online, the journals *Online Review* and *Online* [magazine]; there were two journals; one was more research-oriented than the other. We started publishing a whole lot of things, and so there were venues now where whatever was happening could be seen by everybody. The era before that was very dark, and only known to the insiders, but [after 1977] you could attend the National Online Meeting, and at every ASIS&T conference, they had exhibits, and DIALOG, and SDC, and NASA, and MEDLINE, they were there, you could talk to them. It suddenly was everywhere. So I don't know that...

NR: That doesn't mean it's been pulled together into a book, but there is some question about the future of books.

TBH: Yeah. The only thing that I wrote that maybe would count, I'm sure, [as] some of that later history is I was asked a few years back, when Marcia Bates and her colleague were putting together the encyclopedia [*Encyclopedia of library and information sciences*] third edition, they asked me to write basically a broad overview of the history of the online industry, and that forced me to look at the big, broad picture. And you can read that there. I'm not saying it's fascinating, but it forced me to do a lot of research that I wouldn't have otherwise done.

NR: Okay. We were talking in the break about people that had been special to us, and one of them you mentioned was Tefko, and you had a story to tell about him.

TBH: Yeah. It is telling, of course, that you say Tefko, because his name is like Cher; it doesn't need a last name. But Tefko Saracevic was one of the people that I met early at ASIS&T, and he [was] very, very friendly, very outgoing, very self-confident, and very inclusive of making friends. And I became part of his circle, and I guess it would be... When was it? I should look at my CV to

check the dates about when he asked me if I would be the book review editor for the journal that he was going to become editor of, *Information Processing and Management*—they went through a name change when he became the editor. And because I’ve always been the person who says, “Okay,” I don’t know anything about book review editing, but that doesn’t have to stop me.

NR: ‘84 to ‘93.

TBH: ‘84 to ‘93, okay. So, ‘84 was the year I was finishing up my dissertation; I didn’t need this extra work. But as with so many other things, it expands your skillset, connects you to people, teaches you things that you weren’t even aware of before. So I did it, and years later when I was trying to give up the job—

NR: That would be nine years later.

TBH: Yes, but I probably was trying to give it up even before then. Chris [Christine] Borgman was one of the people that I asked. I talked to her about the job, and she was appalled that I’d been doing it all those years and not automating it in any way. I had little cards and shoeboxes, and, I mean, just—yeah. It was slow and clunky, but I did have a student assistant helping me, and I did get my hands on a whole lot of interesting books and connect with a whole lot of people around the world. So I enjoyed that part of it, even though it was tedious and I should have put it into a database years before. The story that I want to tell about Tefko, though, is that he was among the most inspiring people, like Ann Prentice. He seemed to manage a whole lot of things going on in his professional life with aplomb and good humor and self-confidence, which I needed. I was hoping that some would rub off on me. He held editorial board meetings at whatever conferences we all happened to be at, and in those days the hotels did have rules about bringing in food and wine; you needed to go through them, and a bowl of potato chips could cost you \$25 or something like that, and the price of wine and beer, et cetera. And the publisher—it was Pergamon Press at that time—had the money to support editorial board meetings, but they didn’t really want to

spend it, so they gave Tefko only a very small budget. In your oral history interview six months ago, you mentioned sneaking in wine and food for the parties for SIG/FIS [Foundations of Information Science]. So that was my job, too, for Tefko, going to liquor stores and...

NR: So we've both gone public on this.

TBH: Yes, and arrest me. [Laughs.] And speaking of confidence, you learn to walk through the lobby carrying big shopping bags and all this heavy stuff and all that with aplomb and confidence. I was very pleased when many years later—and the publisher was Elsevier—that they held quite lavish parties for us, with excellent hors d'oeuvres, and open bar, and all the stuff was truly amazing. But it maybe wasn't quite as fun as when we had to sneak it in.

NR: Times do change.

TBH: Yeah. But Tefko continued, not only as editor and I was the book review editor, but he also kind of goaded me to do research things, and we co-authored and co-presented, and he was just one of those people who I would have to say was a true mentor for me. When he retired several years ago, they held a big research forum up at Rutgers, and I was invited to be one of the speakers. I did an historical approach, of course, on Tefko's career, had a lot of fun with it. And he really retired; he's made himself extremely scarce. That's a good role model for me too.

NR: So you've talked a lot about your mentors and your collaborators, but you also have been very active teaching, so talk a little bit about development of your teaching skills and about the people you have taught.

TBH: What do I want to say there? You remember my father said I could always be a teacher until I got married? And I thought that was a horrible idea.

NR: I remember that, yes.

TBH: It really wasn't until I got my master's degree in library and information science and was asked to teach as an adjunct at Kentucky that I discovered that there's a lot more to know than you can

imagine about pulling a course together and delivering the course material and working with students, and that this was going to be a lot harder than I imagined. But it also made it a lot more interesting than most students see from their perspective. There's a lot more going on behind the scenes. And after doing that a couple years, remember, I told you that I really didn't want to be a reference/data services librarian anymore; I wanted to be a faculty member. And surprisingly, when I went off to Drexel to get my degree in 1979, of my class of doctoral students, there were very few of us, I think possibly only a couple of us—Kate [Katherine] McCain and me—who knew then that we wanted to be professors. The rest all had ambitions to do something else. Even Barbara Rapp, who ended up as a colleague at Catholic University, was interested in medical information systems, et cetera, so it was just by chance that she ended up in a teaching career for a few years—not very long. So that's when, as a doctoral student—and again, going back to those days, unlike today, I believe, in most doctoral programs, there is some formal mechanism for developing you as a teacher: letting you be an assistant teacher or a TA, and mastering that skillset from inside by doing, not completely on your own, with a lot of guidance and all that. And that's great, but that wasn't true for me at all. So when I—well, I had been teaching as an adjunct, but I was teaching in the same thing, online searching; I taught it in a certain way and all that, and I had not a lot of idea about how to do it any differently. I was just modeling, doing what I thought I saw my favorite teachers do, Tom Waldhart, and Lois Chan, and others. And I was not natural, and I think I took many years to develop as a teacher. I don't apologize for that; I did the best I could, and I worked at it, but it was hard. And I could see that there were other people who were just gifted teachers, natural teachers, and I tried as hard as I could to do whatever I thought they were doing, but it only came to me gradually.

NR: But I'm imagining that there are quite a few students who would cite you as one of their mentors.

TBH: Perhaps, and generally I got good course reviews, because one thing that a good teacher does, that

I did know how to do, is be organized; students hate it when you're not prepared, and you're not organized, and I always was. So I got pretty good course reviews, and every once in a while I would get a statement from a student or two or three saying "This is the best course that I've had in this program," and I loved that. But I don't think this is an uncommon reaction; I sometimes got "This was the worst course"—well, I never got "This was the worst course," but I got some harsh criticisms from the occasional student, and boy, did that sting, and it put me in a funk. For a day or two, I'd walk around like a zombie, thinking "Ugh! Oh!" I'm trying to think, "Who would have said that? Oh, I bet it was—no, hm..." You know, very upsetting.

NR: I liked it when course evaluations were handwritten, because I could always tell who wrote them.

TBH: But then they started typing them up, and then later it was all online, you just had to guess.

Negative criticisms affected me enormously. And they were never helpful criticisms; it was just somebody who didn't like something about it, somebody who probably got a bad grade or something. But I'm taking it seriously, and watching, and trying to figure out what the other, good teachers did, and how they became not only popular but extremely effective. It was just a long, slow slog to improve my teaching. And I like to think now that I'm a very good teacher, and I get very good evaluations, but of course any good professional doing whatever can't stand still, so you have to keep pushing yourself, and even this last year I had to step into new waters. Because of the changing demographics of the college at Drexel, which is now the College of Computing and Informatics, they have fewer [of] what we would consider traditional library and information science master's students, and a lot more undergraduate students. So I was asked to teach undergraduate courses: Info 101 and Info 105, Introduction to Information Systems and Introduction to Information Technology. Now, remember, way back when I got my degree, my PhD, [it was] in information systems, and information retrieval was my thing, but that was a long time ago, and I've not been a practitioner or a researcher or anything in that field for a very long

time, so teaching undergraduates, teaching undergraduates online, and teaching in an area that I have not kept up with very well with materials that I haven't read was an enormous challenge, and I had to really, really work at it. And I felt in some ways like I was back twenty years as an inexperienced teacher. And it all came out okay, but it was just a huge effort, and that's probably one of the reasons why teaching going forward doesn't really appeal to me, because for what I would be paid as an adjunct, that is just too darn much work. But you have to: the world's changing around us, the technology that you teach with is changing, the students are changing, and it never becomes easy.

NR: So you were an early person in moving to teaching online. How do you find the interaction with students?

TBH: I actually find it surprisingly satisfying. I'm sure I'm not the first person to notice this phenomenon, but when you stand up in front of a live classroom, maybe have twenty-five students, a few of which who are extroverts, who think out loud, and any question, rhetorical question, or real question that you pose, they stick their hands up right away and they formulate what they want to say out loud, which is sometimes disjointed, but it's okay. But they're only maybe a third of the class like that; the rest of them are sitting there, listening, and they'll almost never say anything. You can maybe get them talking in small groups, but it's hard to get them to contribute to class discussions. Well, what becomes immediately apparent, you realize as soon as you get a set of papers or exams, is that those quiet ones are actually very good students, many of them, are excellent students. They really know the material, and they write well. Well, it's real obvious in an online class, because those are the introverts who don't like to speak in public, who formulate their thoughts internally rather than thinking out loud, but they write the most beautiful discussion questions, and they have a lot to say. Since they can do it on their own time, edit, and think about it before they hit the 'send,' they contribute a lot. And just the sheer volume of

interaction and ideas, contributions, and all that in an online class far exceeds anything in a face-to-face class. I like that, though it is time-consuming from a teaching point of view.

NR: Yes it is. Again in the break, we've talked about something we haven't covered yet, which is the photo archives for ASIS&T. Tell me about those.

TBH: Let me think about how I got into that big, big, time-consuming project.

NR: History.

TBH: History, yes. And needing for various—ah, yes, now it's coming together in my mind. In addition to researching and writing papers on historical topics, I have made presentations at ASIS&T, and always liked to enliven my PowerPoints with some visuals. And one good source of visuals for me was the ASIS&T collection of photographs, paper photographs, that they keep at headquarters in a large, rusty, metal filing cabinet, all the drawers chockablock full of photographs going back to—golly—1940s at least. Not many from the 1940s or '50s, but a few, and a lot from the 1960s and '70s and '80s, until the photographers started going digital, and now those photographs exist somewhere in the ether, but not in that file cabinet. And it occurred to me, I don't know how, one day, when I had to go to the headquarters and search through and pull out file folders and all that, that wouldn't it be nice if all of this was digitized. Well, when you come up with a bright idea like that, and you look around for who's going to do it, that's when you realize you wish you hadn't had that idea. [Laughs.] However, I got permission—I was at the University of Maryland at that time—I got permission to use a scanner in their lab. In fact, this would have been the last year I was at Maryland, because I remember I ran out of time; I left Maryland and went to Drexel about the time that I was starting to get into this project. But what did I know about scanning? And the equipment that they had for student and faculty use was not very sophisticated, but I learned to use it, and I started with the first box of photographs and very quickly realized, “This is going to take a long time.” I also realized, because there was a doctoral student there who would help me

digitize, and she did a little bit of work—and there’s another aspect that I should back up for a minute to, and I’ll tell you in a second—but I also realized that whoever does the digitization needs to know something about the people in the photographs, or the background, the history, of what was going on in ASIS&T or the information field at the time, because the metadata that was on the back of these photographs was scrawled in pencil, and it was somebody’s first name or last name, or half-illegible, or maybe nothing at all. So I would have to be there, involved, in some way, at some point. That’s when I taught myself how to do the scanning and create the metadata right at the same time. Okay, backing up about four or five months to December, January, of that year, before I left Maryland, I realized that I’d never done a project like this; I hadn’t a clue how you would create a photo archives that could be put on the ASIS&T website. I just didn’t know anything about that, and I wasn’t really excited about trying to learn, teach myself. But it so happened that a course that is taught at Maryland, in the MIM program—the master’s in information management—has a very practical, capstone kind of thing; the students have to do a project for a real client. So I and ASIS&T decided to be their client. I recruited a little team of students, four students, and they did all the work to figure out what software to use, how to set it all up, how to enter the metadata, and all that kind of stuff. They also, for the three credits that they were earning, were supposed to do a significant amount of scanning, and only one of the four took that assignment seriously, so she didn’t make much progress. I discovered too, that she didn’t know anything about the metadata and did a very, very poor job on that. She also scanned some photographs that just happened to be in the file, in the bunch that they were working on, that didn’t need to be scanned. They were photographs in there taken at a conference where the photographer must have wandered off and taken pictures of trees.

NR: Probably not necessary, yes. So, this was a collection that needed a little editing.

TBH: It certainly needed to be edited. Not a lot, but she just happened to get a group that had a lot of

pictures like that. Eventually I deleted all these silly photographs. So then it fell to me, but I left Maryland, so I packed up the whole project and took it home. I asked ASIS&T and they very graciously agreed—well, the history group agreed—to fund a real photographic scanner, about a \$500 scanner, for me. I set it up in my home office and practiced doing it, and [the] first, maybe, two hundred or three hundred that I did weren't so good, but I got better at it, and spent a lot of time with the metadata, researching some of these—you know, where a partial name was there, or a nickname for somebody, and I looked up their real name, and verified dates, and all kinds of junk. I can't tell you how many hundreds or thousands of hours that I put on it over about a two-year period before I declared victory. And it's now something that I'm very proud of having gotten done, but I don't know...

NR: Great show of them at one of the meetings, the meeting in Baltimore.

TBH: The meeting in Baltimore, which was an anniversary meeting, but it wasn't well-attended because there was a huge storm that kept a lot of people home. But the following year we showed it again. I don't know how aware a lot of members of ASIS&T, or other people interested in information science, are of its existence, and I don't have any idea how much it's used, but it's there. I know that ASIS&T headquarters staff have used it, because they find it a whole lot easier to go pull an old picture when they need it, like for an obituary or something, from there, than to go through those massive drawers.

NR: I would think so. How many pictures are in the file?

TBH: Oh, about twenty-two hundred, I think.

NR: Wow. That's enormous. That's enormous. Well, as we've talked, you've told us some about your research and your publications, and you've described a lot of it as opportunistic, which I find fascinating, because I see patterns in it, but I just want to recognize that however they came about, you have an incredible research background, and an awful lot of publications. So, they're there, so

we'll put that on the record. But I also wanted to ask you a little about, you've described what you valued in many of the jobs you had as independence, being able to decide what needed to be done, but I would observe that you not only can identify what needs to be done, but you can get it done. And this is not a skill that everyone has. So I would say that you're a top-notch administrator. How did you get to be that?

TBH: I have no idea. I don't know how I developed my teaching skills, and I don't know how I learned administration, except again to emulate the best of what I liked about being administered, the qualities that I valued, to try to be that kind of a person who doesn't micromanage, who gives people freedom but also guidance, to maintain calm and reasonable rather than losing one's temper. I'm not going to name names, certainly not for the record, but at least a couple of people, one in particular that I worked for over the years, had a horrible temper, and screamed at people. I never personally got screamed at, but when you're in that toxic environment... But even if it's not a screamer, but having people who not only let you take risks and make mistakes, but keep a good face on, and smile, and get past it, and encourage you, that's [the] kind of administrator that I wanted to be. And teacher, for that matter. And there's a lot of minutiae, as you well know, about being an administrator; it's just a lot one has to learn on the job about how things work, how to get things done, what are the procedures and forms, et cetera, et cetera, budgetary limitations. It's just occurred to me now, but one person that I actually learned a lot from, although he was a little crazy, was Ray von Dran. That was Catholic University, the year that we worked there, and he liked to joke that he was raised as a good Catholic boy, and always knew the right thing to do and it made him crazy. So he was always looking for a back doorway, a workaround. "They say we can't do this; well, let's figure out—I'll figure out a way." And as a skill—

NR: So, goal-oriented.

TBH: Yeah, goal-oriented, to not let the rule, or the way we've done it, or the way they say you have to do

it, stop you. However, there are always limits to that. It made me a little crazy when I was the executive director of NCLIS, working with these commissioners who were trying in a sense to do that, but didn't... Well, what flashed into my mind frequently was “You can't think outside of the box—you certainly can't work outside of the box—unless you understand the box.” And they didn't know what was inside the box, so their ideas just were not workable—some of them. And so learning the job, but also learning how to get around obstacles, and I had some good role models. I've tried over the years to—I took a management course, obviously, as a master's student, and I've tried reading management literature, and I find it excruciatingly boring. I've always just learned from watching, listening.

NR: Well, I believe you're known as a person who, if they say they're going to do something, does it. Which is of enormous value.

TBH: I'm very grateful to hear you say that. I also have enormous impatience with people who say they're going to do something and don't.

NR: And there are some of those, aren't there? But what you've done has been recognized by a number of awards early on for your academic scholarship, and Phi Beta Kappa, and Beta Phi Mu, but more recently in alumni awards from your two library schools.

TBH: It's very gratifying, yeah.

NR: Tell me a little bit about getting those awards.

TBH: I guess the first one was Kentucky, wasn't it?

NR: Yes, it was.

TBH: Yes, alumni award of the school, and that was just wonderful to go back. And many of the faculty that were faculty when I was a faculty member there and who were my teachers when I was a student there were still there, people like Lois Chan and Joy Terhune, Tom Waldhart, Tim Sineath, were all still there. I think I said earlier that I probably would still be there and retiring

[from Kentucky] if the divorce hadn't happened, and I had to pick up and move, or I wanted to pick up and move, because it was such a nice place, just very collegial. So that was extremely gratifying, and anytime you get an award like that, or have a reason to sit and sum up your career, even to write a short bio for something where they don't want your full CV, it forces you to reflect on just what I've done, how I've gotten here, who influenced me, and I enjoyed that. The following year, Drexel gave me a Drexel-wide award on contributions to the profession, something like that. And you ask "What was that like, getting the award?" In both cases, it bemused me and irritated me a little bit that the person who stood up and read the award citation about my accomplishments got a lot of things wrong. But I thought, "Well, I'm getting the award anyway."

NR: And you've got some physical things out of this.

TBH: I did, and they are in a space of honor, big glass things that are in my study at home.

NR: They take up a lot of space, don't they?

TBH: They do, yes. But I wouldn't move them for anything.

NR: And you were going to tell us a little bit more about the photo archives and what you learned.

TBH: Yeah. That was hours and hours and hours, thousands of hours, of work, and a lot of it very tedious, but what kept me so interested in doing it was just studying those pictures and learning about them. One very trivial thing that I learned was that a lot of the early photographs of individuals were taken, I was told, and in fact maybe it was even written on some of the pictures, that the photos were by a man named Si Newman—Simon Newman. If you knew Si Newman, you know he was very short, very short. And he took these photographs at informal gatherings, at those very early conferences in the '50s and '60s, and people are sitting around, relaxed. A lot of them have a glass of wine in their hands, but they're smiling, and so on. And the pictures, almost all of them, you know it's a Si Newman picture because the [subjects are looking down] because Si was so

short.

NR: Of course.

TBH: And they're not in focus, but they are, I think, precious pictures to have because they're the only ones we can document with many of these names that you've heard—what they looked like. And another thing I noticed in those early pictures is that many of these social events, where people are sitting, drinking, whatever, involve a man whose name is the researcher, a lot of those we would have studied when we were master's students, read their articles and so on, Robert Fairthorne kind of people, and his lovely wife, who often was not named; it was just his wife. The number of women in those pictures, very, very small. But seeing young versions of someone like Pauline Atherton, later Cochrane, when she was president of ASIS&T, is very inspiring. The conferences, of course, were much smaller than they later got to be, but it's clear that ASIS&T was very much a kind of club, and men brought their wives, and there was a lot of socializing that went on, and that's undoubtedly how the field formed out of nothing, from the personal relationships that they developed.

NR: So it's very interesting how the information science and the library science kind of came together there, because of course the library science had many men in there, but more women. Still not always a comfortable relationship.

TBH: Well, if you know anything about the early history of information science and these, largely, men, they were not information scientists. A few of them were librarians, but they were physicists, or people in chemistry.

NR: Or spies.

TBH: Yes, yes. A lot of them were in defense, and they had World War II records where they worked in intelligence. In fact, there's a wonderful book, *Covert and Overt*, that's been written about all of the information science work, although they might not have labeled it that way, that was done

during the war and during the early days of the Cold War. I'd highly recommend that. But what else can one observe in those early pictures? Oh, now we have to move up from the '50s and '60s when ASIS&T really started to grow, and the banquets turned into these huge, formal affairs with men wearing tuxedos and women wearing evening gowns, and the entertainments that you can see in the pictures not only involve dancing, members dancing, men and women dancing with each other, but a belly-dancer sitting on Herb White's lap, and, you know, they just...

NR: I think you were one of those dancers.

TBH: Who? Yeah, I liked the dancing after the banquets. That doesn't happen anymore. It was a whole era, and I think in terms of what I knew went on, because remember I did go to ALA conferences and SLA and all that, and they didn't have as much in the way of entertainment, dancing, et cetera, as ASIS&T did. It was really the culture. And it was not primarily academics; academics were only a small percentage of the membership in those days. These were people from government, from Battelle and Bell research labs, practitioners. They were dancers, and they liked to party hearty. And I was thinking about what goes on today at an ASIS&T conference, I mean, I go to bed very early, and it's pretty dull. I assume, perhaps, that the young folks are finding their own entertainments; they're not inviting me. But I hope that they're having a good time.

NR: Perhaps in a different way. But I think your point that ASIS&T is a social home or was a social home for many of us is an important one.

TBH: Yeah. It was just fun to go to an ASIS&T conference. Oh, and one last thing I'll mention is I was the chair of the 1983 midyear meeting in Lexington, Kentucky. And another big difference—and I have all the photographs from that, and now they're in this photo archive—from then and now is that the conferences were run by a local chapter, and you had a local chair and a whole team of people who were running everything from reviewing the papers, and making the decisions about who to present, putting together the program content, the written program, but also all the local

arrangements, and the food, and the transportation if you want to go somewhere, everything. I had a big team, and nowadays the conference chair does the program, and even there, I don't think people even realize how much headquarters and Dick Hill, get involved in that. That would have never happened back in the day; it was very much in the hands of the experts, the volunteers. I know everything changes, and I shouldn't harp about young people and all that, but [there] just doesn't seem to be a willingness to do so much hard work like that.

NR: Things do change, and I would observe that you have a very fine sense of history. And I'm imagining that some more history projects might come in times ahead, but one of the things I know is that your interest in history has led you to be involved in the oral history program, so I'm so glad that we could get you into that set and make you part of the oral history of ASIS&T.

TBH: Well, thank you very much, Nancy.