



Library Currents

THE NEWSLETTER OF THE TODD WEHR MEMORIAL LIBRARY, CARROLL COLLEGE

Fall 2007

Volume 10, Issue 1

From the Director Welcome to Our New Students

*By Lelan McLemore
Director of Library Services,
Dean of Humanities and Social Sciences*

I'd like to invite students, especially those new to Carroll, to visit the library, to meet its staff, and to explore the range of ways that the library can contribute to their success. The library's mission statement is straightforward:

"The mission of the library is to serve students by providing access to information, by maintaining an environment that promotes a culture of academic excellence, and by offering instruction that fosters scholarship, integrity, independent intellectual growth, and the sophisticated information skills necessary for lifelong learning."

The library staff takes seriously its mission statement. The statement serves as a guide for decisions about all aspects of the library, whether these decisions involve collection development, services provided, budget allocations, design of the catalog, and on and on.

In the library, students can find

- A knowledgeable and friendly staff.
- Professional librarians who can help them to find the information they need to be successful.
- A quiet place to study.
- A Learning Commons on the lower level that offers student tutors for a wide range of courses, writing tutors (available with or without an appointment), and group study rooms.
- A collection of books built around courses offered at the college.
- Databases giving access to more than 18,000 journals available in full-text - most of them are available off campus.
- A "career collection" of books that provide up-to-date information about a wide range of careers, including a variety of careers that most of us hadn't thought of.
- A leisure reading collection of popular fiction and nonfiction.
- A friendly café.

Please take a look at the library. I think you'll like what you see. And if you think of ways we can better serve students, let us know.

Academic Search or Google – maybe it isn't one or the other ...

*By Susan Heffron
Instructional Services Librarian*

Occasionally throughout the school year, local high school honors classes come to the Carroll library to do research. A librarian will instruct students on how to use the library online catalog and to search the library's article databases, then assist students as needed while they gather information for a paper or project. This spring, a local high school biology teacher, a Carroll alumnus, asked if I would conduct a research session for his AP biology students. They were working on a final project that was modeled after his Carroll capstone project that required them to use scholarly scientific resources. We held the sessions on two evenings to accommodate his students' crowded schedules of school activities and jobs. My experience with these students taught them about using library resources, but also gave me a much better understanding of incoming Carroll freshmen research habits and attitudes toward using libraries and how our FYS library sessions can help to improve both.

Although these students were all in an advanced placement class, their interest in the project and research skills varied widely. A few students arrived at the beginning of the sessions excited to be in a college library and determined to get the most out of this opportunity. The majority arrived

(continued on page 5)

IN THIS ISSUE

- 1 From the Director, Welcome to Our New Students
- 1 Academic Search or Google
- 2 Abolitionism, Victorian Love, and the Indian Wars
- 2 First Year of Supplemental Instruction a Success
- 3 New Computers in the Library
- 3 Interlibrary Loan - A Valuable Research Service
- 4 Debut of the Carroll College Digital Archives
- 4 Food and Drink Policy
- 5 Library Staff Accomplishments
- 6 Welcome to the Learning Commons
- 6 By the Numbers
- 6 Marian the Librarian

Abolitionism, Victorian Love and the Indian Wars: A Firsthand Look at the Rufus and Charles King Papers

By Michele Crew and T. J. Wendel
Library student assistants and historical re-enactors

We are history students working with the Rufus and Charles King papers for the library's ContentDM project. These papers are a compilation of letters, journals and other related correspondence between Rufus King and his son, Charles. Rufus King, known for his abolitionist ideals, was a member of the Army Corps of Engineers, an editor for the former Milwaukee Sentinel and a Civil War general who led the Wisconsin Volunteers Iron Brigade.

The majority of the material in this collection, however, deals with Charles King, who also led an interesting life. His letters to his daughter, Carolyn, and his wife, Adelaide, portray him as a man who was devoted to his family and who strove to provide them with the best quality of life. He was a military man who served as a lieutenant in K Company 5th U.S. Cavalry, or the "Fighting K," as it was called by the men in the regiment. Later, Charles King also became both adjutant general of the Wisconsin Volunteer Guard and a brigadier general in the Spanish American War, where he served in the Philippines. He also was an accomplished author whose novels featured military experiences, frontier life and Victorian love.

The early letters written by Charles King were addressed to his father, Rufus. These letters dealt with Charles' living conditions and the U. S. Indian Wars in the late 1800s. In several letters,

he complains about the lack of interest in the country and in Congress about what is happening in the western territories, and that those in the West are not getting the respect they have earned for what they are doing. He felt that people did not consider the war a "real" war, and he mentions several times to his father that people are not getting promoted or awarded. He also displays the attitude toward the Indians that was held by many people at the time, not of hating them, but rather of respecting them as crafty soldiers while also seeming indifferent to them. Charles King also was involved with making maps and performing topographical surveys in the West.



Charles' later letters to his daughter, Carolyn, give us a glimpse into late 19th century family life. For several years, Charles' wife and children lived in Europe while he remained in Wisconsin. His frustration with the postal system is clear when he complains about the time it took to receive messages from overseas. He had to plan on two weeks for letters to be taken by steamer and delivered to his daughter. He wrote that it was frequently difficult to gain knowledge promptly concerning urgent financial matters or illnesses.

Working with these papers has been an enriching experience for both of us. The opportunity to work with the archives has given us not only valuable knowledge and understanding of 19th century history, but also has given us an insight into potential career paths in history.

First Year of Supplemental Instruction a Success

By Karla J. Strand
*Supplemental Instruction Supervisor
Learning Commons & Diversity Librarian*

During the spring semester of 2007, the library Learning Commons piloted a Supplemental Instruction (SI) program for the students in six sections of two courses in the Division of Natural and Health Sciences: Biology 140 and Biology 160. Ten students who had previously taken the courses were recommended by their faculty to be hired as SI leaders. These leaders were trained during the fall of 2006 and began holding SI sessions during the second week of the spring 2007 semester. Leaders held weekly office hours in the Learning Commons to meet with enrolled students and prepare for future sessions. In addition, regular meetings of all Leaders and the SI supervisor were held throughout the semester to provide further support and training.

The total graded enrollment for the spring courses was 272, with 96 students participating in SI (35%). Participation rates in



the individual sections ranged from 16 to 44 percent. The total number of sessions offered was 141 and the number of student contact hours totaled 440.

The results of the pilot are encouraging. The rate of Ds, Fs, and withdrawals in the SI participant group (11%) was lower than
(continued on page 3)

New Computers in the Library

By Meg Rein

Access Services Assistant and Interlibrary Loan Manager

During the summer, the ITS Department helped update the computers in the library classroom and in the kiosk of the reference area with Dell Dimension 9200 models. To make more

computers available to the Carroll community, a Carroll login is now required for students, faculty and staff using these two areas. The library staff is excited about the technological renovation and believes the Carroll community will welcome these upgrades as well.



(First Year continued from page 2)

for the non-participant group (20%). In four of the six individual sections, the data analyzed by clustered attendance (0, 1-4, 5-8, 9+ sessions attended) show that those students who participated in nine or more SI sessions received higher grades than those who attended fewer or no SI sessions. These data indicate that those who attend SI sessions can receive higher course grades and have lower unsuccessful enrollment rates than those who do not attend.

SI can make a difference in student learning. When students achieve better grades through more effective learning, we know that a greater number tend to stay in higher education, which positively affects retention on campus. Overall, the results for our pilot semester of SI were good and show a promising future for SI at Carroll.

In the fall semester of 2007, the SI program will be included in Biology 130, Biology 150, Chemistry 101 and Physics 101. Total enrollment in the eleven sections is currently more than 650, so the program has the potential of reaching even more students this year. Eight of the 10 SI leaders from spring semester will return in the fall and will be joined by 11 new leaders. Surveys distributed to students enrolled in spring SI courses showed that in every course section, those students who attended SI rated their satisfaction with the SI leaders a 4 out of 5 (five being the highest).

Support of the SI program from library staff, administration, faculty, staff and students has been enormous and is greatly appreciated. I am thankful for the opportunity to work so closely with the students and assist them in making the most of their Carroll experience.

Interlibrary Loan - A Valuable Research Service

By Meg Rein

Access Services Assistant and ILL Manager

The Todd Wehr Memorial Library accepts interlibrary loan requests from current Carroll College students, faculty and staff. Books, articles and other library materials not available at the library may be requested through interlibrary loan services. For further details regarding this valuable service, go to <http://depts.cc.edu/library/ill.asp>. Call or e-mail Meg Rein, 262.650.4889 or ill@cc.edu if you have questions.

Library Liaisons

Do you need to talk to someone in the library
about your specific subject area?
Please contact your subject's library liaison at any time.
We are here to help!

Linda Hartig: lhartig@cc.edu; x7179
Modern Languages, Music, Psychology

Susan Heffron: sheffron@cc.edu; x7674
Biology, Chemistry, Environmental Science, Health Sciences,
Physical and Health Education

Amelia Osterud: aosterud@cc.edu; x4888
Art, English, Theatre, Politics

Allison Reeves: areeves@cc.edu; x7180
Graduate Education

Sue Riehl: sriehl@cc.edu; x4832
History, Math, Philosophy, Physics, Religion, Sociology

Katie Sanders: csanders@cc.edu; x3016
Business, Computer Science, Communication

Karla Strand: kstrand@cc.edu; x3022
Diversity and Undergraduate Education

Debut of the Carroll College Digital Archives

By Katie Sanders

Archivist, Electronic Resources and Serials Librarian



This summer, the Carroll College library began the exciting project of putting online some of the materials contained in the college archives. The library has invested in digital object management software called ContentDM. This project will give us greater access to our archival holdings and give the archives a greater audience. An additional advantage is that we are also providing student workers with practical experience in processing digital collections. Michele Crew and T. J. Wendel, both history majors, joined the library staff for the summer term primarily to work on the processing of the Rufus and Charles King Papers. Learn more about the collection of the King papers from "Abolitionism, Victorian Love, and the Indian Wars," in this Library Currents issue.

This fall, the Carroll College digital archives will debut with two collections. The first is the Rufus and Charles King Collection, which will be near completion. The second is the Carroll College Yearbook Collection, which will be an ongoing project. Library summer employees Alex Eisold, Sam (Samantha) Bister and Miki Kaczmarzyk have assisted with the daunting processes of scanning the yearbooks to finish up this digital project.

There are plans this fall and in the future to add the Wisconsin Artists Collection and a Carroll College historical photo collection.

To view the digital archives, visit <http://content-dm.cc.edu/index.php>. If you would like to learn more about the digital archives or have ideas on how you would like to use these collections in class, contact the archivist, Katie Sanders, at 3016 or csanders@cc.edu. There also will be an open education session on how to use the digital archives on Wednesday, September 19, in the library classroom at 1 p.m.

Food and Drink Policy

By Amelia K. Osterud

Access Services Librarian

Have you noticed the new Food and Drink Policy signs around the library? Well, if you haven't, you should know that the library has modified its policy this summer. The biggest change to our policy involves beverages.

Previously, beverages were only allowed in official Carroll College library spill-proof mugs. Now the policy allows patrons to have beverages in any covered or closed container. What exactly does that mean? A covered or closed container includes our spill-proof mugs, travel mugs, Starbucks® cups, plastic bottles, glass bottles, sport cups, plastic water bottles... basically anything that has a cover.



Not allowed are any open cups, aluminum beverage cans, milk cartons, mugs without lids.

Food (of any kind) is still not allowed in the library. You can eat in the coffee shop or the main lobby, but that's it.

If you violate the library's Food and Drink Policy, you will be asked to leave. If anyone using a group study room violates the policy, the entire group will be asked to leave. We enforce this policy to protect materials, equipment and furnishings, so following it benefits you - the library user.

You can still purchase a spill-proof mug from the library for only \$3 at the circulation desk, but look for an exciting new library mug design this fall.

(*Academic* continued from page 1) expecting to get the information they needed without much effort on their part or frustrated because they hadn't been able to find an article by searching the Web at home. One very sincere and harried young man rushed to the last session after baseball practice and getting lost in Waukesha just before the library closed for the evening and wanted help with an impossible research topic. We did some searches and found nothing and I held out little hope that he would be able to get the type of article he needed from any of our scholarly databases in such a short time. He timidly told me that he had done a Google search the night before and thought he found something that would work. I scoffed and turned to Google as a last resort. What we found from an Advanced Google search using the citation information this student retrieved the previous night was a peer reviewed scientific paper from an open access electronic journal that matched the impossible topic perfectly. This effort took about three minutes. He went home, article in hand, to have dinner and I closed the library classroom and went home to eat crow.

Many studies have been conducted exploring college student use of the Web versus the library and have confirmed the commonly held perception of educators that students use a search engine like Google as the first point of entry to information rather than searching the library Web site or catalog. A Colorado State University study examined where

students get information for a paper or an assignment and found that 58 percent of freshmen used Google or a comparable search engine first before searching an online article database or index. (Lippincott, 2006) Just like the AP biology students, our freshmen are used to getting information for assignments from the Web. During the second FYS library session, we show students how to use Advanced Google to do a more focused search. We talk about limiting searches to specific domains and retrieving full text documents from the "Hidden Web" and searchable databases like the Librarians Index to the Internet, Science.gov. and from highly regarded educational institutions' Web sites. As in the case above, many papers are now published in open access peer reviewed journals. Students need to know how to find those journals and determine whether or not they are acceptable to academe. Students work together to practice advanced Web searching and Web evaluation skills during the second FYS library session.

Net Generation students search the World Wide Web for information because they think it is faster than going to the library. Wading through thousands of search results is anything but fast, and frustrated students tend to settle for "good enough" instead of the high quality resources that are needed to do well in college. After a few trial runs at searching article databases like Academic Search Premier or Science Direct during the last FYS library session, students get very efficient at find-

ing high quality articles on their research topics. Not to mention the fact that they can e-mail or print their citations in the format needed for their assignment. This seems to have significant "wow" value for students who have struggled with putting together a reference list a few hours before a paper is due.

We are always looking for ways to reach out to Carroll students. We are open long hours during the fall and spring semesters, and have expanded our electronic collections so that our library resources can be used wherever and whenever they are needed. During the FYS library sessions, we try to engage freshmen in activities that lead them to an appreciation of the academic library's physical and virtual environment, and guide them through the expanding world of the Internet. Much has been published lately about gaming and libraries so maybe that will be in our future, too. Library instruction for the Net Generation presents an interesting and worthwhile challenge for all of us at the Carroll library. We welcome any opportunity to connect students with quality information, especially when it is needed for specific course work.

Reference:

Lippincott, J.K. (2006) *Net Generation Students and Libraries*. Educause. Retrieved July 12, 2007, from <http://www.educause.edu/NetGenerationStudentsandLibraries/6067>.

Library Staff Accomplishments

By Meg Rein

Access Services Assistant and Interlibrary Loan Manager

We are proud of some recent achievements by a few of our library staff members. Kudos to these librarians!

Allison Reeves, Associate Library Director and Learning Commons Director, recently received the education program's 2007 "Outstanding Service to the Education Program" award. Allison has served the education program as its librarian liaison since 2002 and was instrumental in moving the education library, formerly known as the IMC, to the Carroll College library in 2002, where it is now known as the CMC. The CMC demon-

strates the strong partnership between the library and the education faculty to serve students in education. This affiliation indeed validates the education program's philosophy of "preparing professionals one student at a time."

Dr. Linda Hartig, Reference Librarian, recently had a book review published. Her review of "Leroy Anderson: a Bio-bibliography," by Burgess Speed, Eleanor Anderson and Steve Metcalf (Greenwood Press, 2004) can be found in vol. 9, issue 3 of *Music Reference Services Quarterly*. Dr. Hartig also had an article published in *Music Reference Services Quarterly*, entitled "Violet Balestreri Archer (1913-2000): An Update," which can be found in vol. 9, issue 2 of the same journal.

Todd Wehr Memorial Library
100 N. East Avenue
Waukesha, WI 53186

Circulation Desk: 262.524.7175
Reference Desk: 262.650.4892
Coffee Shop: 262.951.3006
Library Fax: 262.524.7377

LIBRARY HOME PAGE:
<http://divisions.cc.edu/library/>

LIBRARY MISSION STATEMENT:

The mission of the library is to satisfy the informational needs of students by providing an environment that fosters academic excellence, and by providing services that help students develop the sophisticated informational skills required for lifelong learning.

BY THE NUMBERS:

By Meg Rein
Access Services Assistant and ILL Manager

THE LIBRARY

During spring 2007 semester, on average, how many students used the Learning Commons each week? 400

During spring 2007 semester, how many tutoring sessions were held in the Learning Commons? 441

Since summer 2007, how many computers are now available in the library classroom? 28

Since summer 2007, how many new desks are in the library classroom? 28

How many interlibrary loan requests were there from Carroll patrons during spring semester 2007? 389

How many interlibrary loan requests from other libraries were filled during the 2006-07 academic year? 664

Welcome to the Learning Commons!

By Allison Reeves
Associate Library Director and Learning Commons Director

The Learning Commons (LC) is on the library's lower level and serves Carroll students by providing free academic support. The LC area is open to students when the library is open and this area is perfect for group meetings and study groups. The large tables, couches and beanbags provide a comfortable space to work. The LC Information Desk opens on Wednesday, Sept 12. Please stop by for information on cam-



pus tutors, Supplemental Instruction sessions and study groups. The LC is also offering workshops and other academic opportunities to enhance your Carroll experience. Please check <http://divisions.cc.edu/library/LearningCommons.asp> for more information.

Marian the Librarian

Dear Marian,

As I returned to Carroll College to begin my junior year, I stopped in the library to grab a cup of coffee. While I was there, I decided to glance into the library classroom to say "hello" to the room where I know I will be spending many hours in the coming year. I was quite startled to find that my old haunt had changed – but I couldn't quite put my finger on what is different. Could you fill me in?

Sincerely,
A Perplexed Library Patron

Dear Perplexed,

We did indeed make some changes to the library classroom this summer, and I am so glad you noticed! The staff here at the Carroll College library has had a growing concern over the last couple of years regarding our computer-to-student ratio. We found that entirely too often, the classes coming to visit us for library instruction contained so many students that we would have to double them up on terminals. So, with a bit of help from our friends in ITS, we installed nine more computers in the classroom. We also replaced the tables, which benefited us in two ways. They accommodate the spacing needed for the additional machines and they have a wonderful feature of housing all the wiring in a wire-management trough along the backs of the tables. Students will no longer be plagued with their monitor going blank due to accidentally kicking the cords in the back of the computer.

We hope our students and other patrons will find the additional computers most beneficial in the school year to come.

Yours in technologically progressive education,
Marian



Marian the Librarian

