



Library Currents

THE NEWSLETTER OF THE TODD WEHR MEMORIAL LIBRARY, CARROLL COLLEGE

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Library Liaisons

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

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IN THIS ISSUE

- 2 What do students see when they look at the screen? And how did they pull up that information?
- 3 7th Annual Books-for-Kids drive: Nov. 15 - Dec. 15, 2005
- 4 On Display
- 4 Welcome to Online Archives
- 4 New Table of Contents Project

Who wants to become a librarian? And why?

By Linda Hartig, Reference Librarian and Carole Winrich, Circulation and Student Supervisor

Over the last few years, several of our library student employees have chosen to pursue graduate degrees in library and information science and plan on careers in librarianship. Now *why* would anyone want to do that?

According to the 2004-2005 *Occupational Outlook Handbook (OOH)*, the working conditions can be less than desirable. We spend a significant amount of time at computers, which can cause eyestrain, headaches and carpal tunnel. Sometimes we lift books and climb ladders. Of course, compared to your average worker worldwide, we've got it good! We have a wide variety of responsibilities, which makes the job interesting. We process and make accessible all forms of information. We work with students to help them find the information they need and teach them to become independent researchers, and we scramble to keep up with changing technologies.

What are the job prospects for these enthusiastic young people? The *OOH* reports that in 2002, librarians held about 167,000 jobs, most in school and academic libraries, but nearly one-third worked in public libraries. Many large corporations, hospitals and law firms also have libraries. (Even the Milwaukee Zoo has a library!) More than 20 percent of librarians work part time. Employment of librarians is expected to grow about as fast as the average for all occupations over the next 7-10 years.

However, government budget cuts and technology will reduce the number of librarians being hired. Automation, especially for cataloging, has replaced the people who used file cards, pull cards and correct cards. The Carroll library has outsourced its cataloging of books, which means that many of our books arrive ready for the shelf – no need to type spine labels or create cataloging records. Book pockets and circulation cards no longer exist.

It is interesting to note that the *OOH* predicts jobs for librarians "outside traditional settings will grow the fastest over the next decade." Examples are working as information brokers or for private corporations, nonprofit organizations or consulting firms. Although the field of librarianship is changing and the title of librarian might not exist in 20 years, the need is growing for specialists to organize and make accessible the trillions of bits of information now available electronically.

Two 2005 Carroll graduates are in LIS graduate programs in Milwaukee and Madison. One 2002 graduate earned her master's degree and is a young adult services librarian in Massachusetts. Three of our student employees are planning to enroll in LIS graduate programs after graduation. We presume our students have not researched librarianship as a career. Most of them have probably never looked at the *OOH*. So what prompted them to think of librarianship as a career? Carole Winrich, our student supervisor, surveyed them. This is what we discovered.

Q. Who or what inspired you to think about librarianship? Did you grow up thinking you would pursue a library career or did you recently discover your interest in it?

- "I have always loved to read novels and I enjoy helping people."

What do students see when they look at a screen? And how did they pull up that information?

By Linda Hartig, Reference Librarian

Those born before 1975 did not have access at home to any screen but a television screen until we were at least 10. When we were in school or at the library (or at the grocery store!), there were no screens. We read books; we read magazines, and we used card catalogs to find authors, titles and subjects. We looked in encyclopedias for background information.

Most of today's college students – the “traditional” ones between 18 and 23 – were raised with technology at home, at school and at the public library. By the time these students reached age 10 or 12, the Internet was accessible just about everywhere.

What impact does this have on academic libraries - or on colleges in general? Librarians are beginning to understand that we *cannot assume* students know what they are looking at when they look at a screen. We have our **online catalog**. What does that mean? Well, it's an organized list of all the things sitting on our shelves. BUT, it also includes more than 6,000 electronic books and a handful of Web sites we think are particularly useful – virtual materials, in other words. Our online catalog will soon include links to journals in full text, even if we do not own the printed issues. In the foreseeable future, our online catalog will be a one-stop shopping center for information. It will include both physical and virtual materials, some of which will have originated in print, but some of which will never have been in print. When students look at the online catalog, can all of them distinguish the e-book from the book they need to retrieve upstairs from the Web site or the link to an online journal in JSTOR? One screen, several formats.

We also have our **article databases**, each of which offers some full-text journal and newspaper articles. The list of article databases also includes some databases that do not contain journal articles, though – *Encyclopedia Britannica* online and the *Oxford English Dictionary* online, for example. Sometimes, when students using the articles databases look at their search results, they ask if everything they find there is in this library. Well, no, we could not possibly afford to purchase and house all of that material in print! These databases supplement substantially what we are able to buy in print. But the article databases do not just provide the articles; they serve as *indexes to periodical literature* – a phrase that might not mean much to today's students. We no longer receive print indexes to periodicals - those old books those born before 1960 had to use to find our way around in periodical literature. But gee whiz, we still need the older print indexes to periodical literature to find articles written before about 1985 when the online picks up! Can students distinguish an article pulled up in our databases from a Web site they find using Google from a book they find in our online catalog? Observation in the reference area is ... maybe not.

Maybe we should take a step back and ask where students begin their quest for information. We know they start with a computer, not an encyclopedia, but unscientific surveys tell us they begin

with the Internet using Google or Yahoo and not with our beautifully organized library home page. Will Google save them time? Will it give them better results? Will they be able to tell whether the information they retrieve is valid or unbiased? Would they consider that a subject encyclopedia might be a *better* starting point?

Historically, libraries and librarians have been not only the ones to organize and make accessible the publications of mankind, but they have also been (gasp!) censors. Using labels - author, title, subject, publisher, date, contents, etc. – we can find information more efficiently. But because librarians work within budgets, staff try to buy only the best books and journals to meet the needs of their clientele – censorship! With the help of faculty, we sift through the silt for the gold nuggets. When all of this moves online, we face two issues. First, we seem to be trying to keep that print organization in place (author, title, subject). It has been pointed out in library literature and by various astute faculty members that our method of organizing – or at least of accessing – information is now outdated. And second, we can no longer be censors. In addition to our carefully selected materials and the well-defined databases we offer, our students can retrieve any of several billion Web sites with the click of a mouse.

To recapitulate, our searching techniques were designed for printed materials, not the electronic age. Is it no longer advantageous to teach students to think in terms of subjects rather than keywords? Keyword searching is wonderful, as any old timer will tell you, but how can we expect to organize information if we can no longer think in terms of those standard labels - authors or subjects or publishers or titles? How can we provide the best information for our students and faculty if we no longer filter it for them? After all, the Internet is a vast sea of information and as we all know, not all of that information is authoritative or unbiased, nor does it all meet “minimum” (whatever that is) moral or ethical standards. And then there is the time factor. How many hours have *you* wasted on the Internet?

Lots of questions, huh? But here is a question that can be answered: Are we interested in discussing this issue? The answer might be no, but we ask it, nonetheless. The librarians would be overjoyed to accept ideas and/or suggestions about how we might adapt “old” strategies to fit new technologies. Linda Hartig (lhartig@cc.edu) is happy to collect, collate and digest ideas or suggestions into a response to this article.

To be continued ...???

- “Already having a love of libraries, working at my campus job allows me to witness all of the important roles each librarian and staff member plays. I blame each person here at Carroll’s library for inspiring me (thanks, guys!).”
- “I never considered a career in librarianship until my sophomore year. I was a history and English major with a minor in secondary education. I spent most of my time reading or doing research for a paper. I noticed I would enthusiastically start researching a paper the day it was assigned, but I was never motivated to write it until right before it was due. I realized I really enjoyed doing research, and I thought the library science field would be a good match.”

Q. In what ways will your Carroll education will help you achieve your goals?

- “Many of my classes have taught me how to research in books and online databases, which will be an essential part of assisting the public. My writing and public speaking skills have been strengthened with each class and organization I’m involved in, which is necessary for any field in the service industry.”

Q. What is it about working in a library that attracts you? What part of your student assistant job – or the librarians’ jobs – do you like best?

- “Working in a library allows me to use my organizational skills, my English skills and my love of history.”
- “Being surrounded by shelves of creativity is very appealing to me.”
- “I enjoy being able to work on tasks that eventually benefit the public. I also love that I can be involved and see the inner workings of a library and how much work goes on behind the scenes to ensure that the library is a beneficial place for the public.”

Some random thoughts from our students:

- “Books are cool; you just have to find the book/author that fits your personality.”
- “I always wanted to lead the story time and reading programs available [for children in a public library] and I have so many fond memories of certain books I still read – Dr. Seuss, Bill Peet and Graham Base. If you haven’t read any of these lately, it just might be the amusement you need.”
- “As the only young adult librarian on staff, I provide reader’s advisory services for teens, plan programs for middle and high school students, and am a liaison between the city schools and the public library. Getting to interact with teenagers is definitely one of the best parts of my job. There is nothing like the feeling that comes from finding a book that makes a teenager want to read for fun.”

Although we focused on current students and those who graduated in the past 3-4 years, it was interesting to meet Mary E. Jackson ’71, who was here during Homecoming. She is director of Collections and Access Programs for the Association of Research Libraries in Washington, D.C. As might be expected, she worked in the Carroll library during her days here.

We wish all our students well as they embark on whatever career calls them, but we are especially happy to know that the Carroll library can provide motivation and experience to those who are interested in librarianship as a career.

* * *

“In the nonstop tsunami of global information, librarians provide us with floaties and teach us to swim.” - Linton Weeks, Washington Post, January 13, 2001

7th Annual Books-for-Kids book drive: Nov. 15 - Dec. 15, 2005

By Carole Winrich, Circulation and Student Supervisor

This year, the Waukesha County Christmas Clearing Council (CCC) will be the recipient of the annual Books-for-Kids book drive sponsored by the library.

This is the library’s seventh year for the book drive. Since 1999, we have collected 975 books and \$1,000 for organizations such as the Waukesha Women’s Center, the Dr. Martin Luther King Jr. Elementary School in Milwaukee and the Bruce Guadalupe School in Milwaukee.

The CCC, a local non-profit organization, was chosen because it serves families referred by several agencies throughout Waukesha County. Their clientele include families in our community who struggle to make ends meet due to unexpected unemployment, divorce, illness, disability and other crises. The CCC assists a wide variety of agencies, such as La Casa de Esperanza, The Women’s Center, Hebron House, Waukesha & New Berlin food pantries, Head Start, and public schools. Any family eligible for the federal hot lunch subsidy program may be assisted by the Christmas Clearing Council.

Carroll’s Senior Advancement Officer for Public Relations, Claire Beglinger, organizes and manages the Toy Shop for the Christmas Clearing Council. Each December, parents whose children are not sponsored by another family, organization or group, go to a local church gymnasium to select toys for their children. In addition to toys, each child is given a hat or scarf, and gloves or mittens. Additionally, it is the goal of the CCC that each child receive a book to call his/her own. According to Ms. Beglinger, in 2004, about 1,000 children were served by the Toy Shop! That is a huge Christmas stocking to fill! We thank all those who helped us in our efforts this year to make a few families’ holiday seasons seem a little brighter.

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:

Student workers at the library:	42
People on the library staff:	9
Boxes of paper used in library so far this school year:	47
Times per day the alarm goes off:	5
People found sleeping in the library so far this school year:	12
People who turned off the lights so they could sleep better:	1

On Display

By Carole Winrich, Circulation and Student Supervisor

A new lobby display was installed in early November featuring two Wisconsin pioneers of science who also have ties to Carroll College.

Increase A. Lapham

Born in Palmyra, New York, in 1811, Dr. Lapham was a self-educated naturalist, geologist, botanist, engineer, meteorologist and surveyor. He founded the U.S Weather Bureau (1870), became Wisconsin's first state geologist (1873-1875) and documented Indian effigy mounds throughout the region. Lapham held several prominent positions, including membership on the Carroll College Board of Trustees in the mid 1850s.

Dr. Benjamin F. Richason

Professor of geography at Carroll College for 37 years (1952-1988), Dr. Richason was nationally recognized as a pioneer and innovator in remote sensing. His legacy continues today with the Benjamin F. Richason Award for Excellence in Teaching, Research and Educational Innovations, which is awarded annually to a Carroll faculty member.

Please stop by the library lobby display to read more about these fascinating and influential men.

Welcome to the Archives Online

By Katie Sanders, Archivist, Electronic Resources and Serials Librarian

The Carroll College Archives and Special Collections have made their way to the library's home page! One of the library's goals is to increase access to the archives and special collections by posting index information online. This fall, the archives Web page was resurrected.

The library staff is working on a subject index to its newspaper clipping files – news clippings from newspapers such as the *Waukesha Freeman* and *The Milwaukee Journal Sentinel*. The student newspapers (*Carroll College Echo*, *The Perspective*, and *The New Perspective*) are not part of our general newspaper clipping files, but as time permits, we plan to digitize the student newspapers along with the old college bulletins and catalogs – a massive project.

Time is also being devoted to creating finding aids for each of the major collections in the archives. Excepting for confidential information about the college, these finding aids will appear on the archives Web page, as well.

If you are interested in learning more about the archives and special collections, contact Katie Sanders, csanders@cc.edu

Visit the archives online at <http://divisions.cc.edu/library/archives.asp> and the special collections at <http://divisions.cc.edu/library/specialcollections.asp>

New Table of Contents Project

By Allison Reeves, Access Services Librarian

The library has contracted with Blackwell's Book Services to enrich our catalog records with available table of contents information, title summaries and author affiliation information.

The initial project is retroactive and covers books ordered as far back as 1991. Blackwell has been able to enrich almost 5,000 records in our current collection as part of this project. The library's catalog will be submitted quarterly to match any new information on our existing titles as we continue to purchase new books throughout the year.

Enriched catalog records will provide Carroll patrons with easier access to previously unavailable chapter level content. For a quick example, check out *Christianity Comes to the Americas, 1492-1776* in the library catalog.

What was previously a simple record containing citation and location information has now been enriched to include the table of contents and a summary. Before this Blackwell project, a patron looking for information on the history of Caribbean Christianity would not have found this book. Now the patron retrieves this title after submitting a keyword search and finds chapter 20 contains information on Southern and Caribbean Christianity in the 18th century.

We believe this new service will greatly enhance the library's book collection by providing in-depth information to students and faculty through keyword searching.