



Library Currents

THE NEWSLETTER OF THE TODD WEHR MEMORIAL LIBRARY, CARROLL COLLEGE

March 2007
Volume 9, Issue 3

From the Director

by *Lelan McLemore*
Library Director,
Dean of the Division of Humanities and Social Science

By almost any measure, the library is making steady progress. Its database collection now provides more than 18,000 full-text journals. The library liaison program that links professional librarians to academic programs and thereby better connects acquisitions and informational literacy instruction to the curriculum has led to a number of improvements. More students than ever are using the library. Speakers in the library's spring series, Eddie Bedford, Gerda Lerner, and Amelia Osterud, were outstanding and brought sizeable audiences.

But what is most exciting about the library today is the evolving Learning Commons on the lower level and what we have learned about renovating the area. Lacking the funds or time to renovate this area of more than 5,800 square feet, we spread library tables around and added a few couches and soft chairs along with a makeshift desk for student workers. The resulting flexibility has been the most appreciated aspect of the space. Student tutors, Supplemental Instruction sessions and students simply looking for a comfortable place to study rearrange the furniture to suit their needs several times each day. That it is a constantly changing, living space has taught us that an important ingredient in developing a student-friendly Learning Commons is to keep the space flexible, allowing students opportunities to shape and reshape it in whatever ways are more conducive to the tasks at hand.

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Learning Commons Update

By *Allison Reeves*
Learning Commons Director
and Associate Library Director

The Learning Commons is offering weekly tutoring for spring semester in accounting, biology, chemistry, economics, French, German, nursing 230, nursing 236, HSC 300, physics 102 and Spanish. Information on campus tutor programs for math and computer science are also available in the Learning Commons. In addition, students can request specific subject tutors by submitting a tutor request form available on the Learning Commons website. Every effort is made to match a student request with a faculty-approved tutor. During the month of February, an average of 300 students entered the Learning Commons each week to take advantage of drop-in hours for subject tutors. For current information on tutors, please check the schedule at <http://divisions.cc.edu/library/TutorSchedule.asp>.

In addition to tutoring, the Learning Commons also offers academic support services through the Writing Assistants and Supplemental Instruction.

Writing assistants, under the direction of Professor Susan Nusser (snusser@cc.edu), offer one-on-one sessions to help students with every stage of the writing process. Online appointments are available 36 hours a week but walk-ins are also welcome. Writing assistants are offering the following workshops in March: Developing Your Argument (March 1), MLA and APA Citation (March 21) and Resume Writing (March 28). For more information about the writing assistants, please check out their web page at <http://divisions.cc.edu/library/WritingCenter.asp>.

Supplemental Instruction or SI sessions for Biology 140 and Biology 160 are also available through the Learning Commons. SI is a program out of University of Missouri Kansas City that provides academic support through group tutoring for historically difficult classes. Please contact Karla Strand (kstrand@cc.edu) for more information about SI or check the current schedule at <http://divisions.cc.edu/library/TutorSchedule.asp>.

Academic support services are provided free of charge for currently enrolled students. For more information on the Learning Commons, please contact Allison Reeves (areeves@cc.edu or #7180).

Collection Management in Libraries: What Does That Mean?

By Linda Hartig
Reference librarian

Librarians fling around the terms collection development and collection management, but sometimes even we do not take time to think about the distinction between the two. Collection development seems self-explanatory – developing (buying) a collection of materials useful to the primary clientele. But what is collection management?

To explain collection management, we really need to take a quick look at the history of collection development. Before the information explosion of the 1980s, collection development was easier and collection management didn't really exist – it just wasn't important. The quality of libraries was judged by the number of volumes found on the shelves, and the number of "academic" books published in English was small enough to navigate.

Some facts:

- Total number of books published worldwide in 1985: 620,581
- Total number of books published worldwide in 1995: 950,000*
- Take a guess at 2006.

- Total number of periodicals published in 1986: 69,000
- Total number of periodicals published in 2004: 178,650
- 39,900 available online only or online in addition to print**

As we all know, most libraries have limited materials budgets. These funds are used for books, videos, recordings, print periodicals and electronic resources. Our materials budget is divided roughly into thirds: one third goes to books and other physical items, one third goes to print periodicals and one third goes to electronic resources, mostly article databases. We collaborate with faculty as much as possible in the acquisition of materials, both real and virtual.

So what exactly is collection management and how does it differ from collec-

tion development? First and possibly foremost, most libraries have limited space, so what do they do when the space is filled up? Build more space at thousands of dollars per square foot? Not possible here at Carroll. Part of collection management is making decisions about what is worth keeping long term and what has served its purpose and can be withdrawn.

Second, we observe that our students want and even expect electronic access to almost everything. We are asked regularly how to get the full text of something that is sitting in print on our shelves. Sometimes we want to scream "You have to go to the shelf and actually turn the pages!" but of course, we're much more polite. Nonetheless, what our students want plays a part in both collection development and collection management – across the country.

Furthermore, our students usually need to read current thought or find current information. When they go to the shelves or cruise through the library's online catalog and see worn books or publication dates from decades in the past, they (and their instructors?) are not impressed. Even history and literary criticism are re-evaluated every few decades, right?

While thinking about what our students and faculty really value, go to any shelf of circulating books and pull a few older-looking books. Look at the old circulation cards inside the back cover and you will find that we have books in nearly mint condition that are 50 years old or more and have never circulated. Clearly, they were not useful. We need to get them out of the way. And you will find books that circulated heavily from, say, 1939 to 1967 and have not circulated since. They were obviously very useful in their prime, but they have been superseded. We got our money's worth from them and it's time to move them out of the way, too.

(By the way, we have just over 850 books on our circulating shelves that were published before 1900. The total circulation of them in the past 10 years - as far back as automation will take us - is 1,587, or nearly twice for each title.)

And finally, our students have been raised in the consumer age. They want books that look appealing and are lightweight enough to fit easily into a backpack.

But wait! Let us not forget our print periodicals collection when thinking about collection management. Students want online access to full text, so libraries are fortunate that databases like JSTOR contain premiere journals in most fields in full text back to the first issue of the journal, even if that issue dates from the 19th century. The full-text content of other databases does not go back that far, but again, our students usually need current information. We can no longer afford to clutter our shelves with print periodicals when online access is available and preferred by our students, so print periodicals collections across the country are shrinking as more online access becomes available.

In the end, collection management is a lot like maintaining a nice flower garden. Some pruning is necessary to keep things blooming.

Any questions?

*Information from Statistical Yearbook (UNESCO)

**Information from Ulrich's Directory of Periodicals

Humanities International Complete

By Katie Sanders
*Archivist, Electronic Resources,
and Serials Librarian*

This winter, the library further supplemented the humanities area with a full-text database. Humanities International Complete was previously an index-only database. This full-text material database will help supplement research areas in History, English, Politics and any diverse area that requires journals with an international focus.

The Library Launches a Lecture Series

By Josie de Hartog

Library Business Manager and Acquisitions Assistant

This year, the library staff decided to hold a series of three lectures in February and March on topics related to the celebration of Black History month and Women's History month.

On Feb. 8, we kicked things off with Eddie Bedford, a professor from Eastern Michigan University, who has turned a lifelong interest in baseball into an academic pursuit of research on the Negro Leagues. Mr. Bedford took us through a 90-minute overview of the Negro Leagues and some of the players who populated the league – which even included four women!

Mr. Bedford also spoke about some of the current traditions of baseball that actually began with the Negro Leagues. For example, the first night time game with lights was played in the Negro Leagues using car headlights pointed at the field. It was also a member of the Negro Leagues who first taped strips of fencing to his shins, bringing about the tradition of shin guards.



Eddie Bedford,
Assistant Professor, Negro Leagues Historian
February 8, 2007

Finally, Mr. Bedford told us about a project he is involved with that compiles data from the Negro Leagues comparable to data that is known about the early days of the National Baseball League. He hopes this will help to bring legitimacy and due credit to the athletic feats accomplished in the Negro Leagues. Mr. Bedford is now continuing his research to learn more about the role that Happy Chandler, the second commissioner of baseball, played in the signing of Jackie Robinson to the Brooklyn Dodgers, a move that would officially mark the beginning of integration in Major League Baseball.

Our second speaker was equally fascinating. Dr. Gerda Lerner came to us in the midst of a blizzard on the evening of Feb. 13 to read selections from her autobiography, *Fireweed: A Political Autobiography*. She provided some additional explanation, giv-

ing the audience a glimpse of some of the major events in recent history that have made her who she is.

Dr. Lerner is an historian who can speak with great authority on her research in Women's History, but her talk was especially fascinating because she was speaking about what she has lived. A survivor of the Nazi prison camps of Austria, Dr. Lerner moved to the United States at age 19. She married Carl Lerner, a film editor and director in Hollywood. Carl was blacklisted in his industry, and both of them had to deal with being labeled as communists during the McCarthy era.



Dr. Gerda Lerner,
Professor of Women's History Emerita
February 13, 2007

Despite, or perhaps because of, all Dr. Lerner had to do to be considered something besides the dreaded "other" both in Austria and the United States, she went on to gain her Bachelor's degree in her early 40's and has continued academic pursuits throughout her life. She brought recognition to Women's History and helped to establish it as a legitimate subject of study and research. She founded the first Masters degree in Women's History in 1972 and the first Doctoral program in 1981.

It was not these accomplishments that we heard about, however; rather it was the struggles this woman went through to become the accomplished woman she is. The title of her book references the fireweed, a plant that often is the first to grow up out of the ashes of a forest fire and become a dominate presence with its bright magenta petals. There was no doubt in anyone's mind that Gerda Lerner is a true fireweed – she persevered and overcame where many others would falter.

Our final lecture was given by our own Amelia Osterud who spoke on March 6th about her research on tattooed women of the last century. Her presentation, titled "Say, have you met Lydia? American tattooed ladies, 1882-1995," led the audience through a history of these women, discussing probable reasons they chose to get tattoos in an age when women barely showed their ankles to the public let alone other parts of their bodies. Often

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(Lecture Series continued from Page 3)
these women saw becoming “tattooed ladies” as a way to gain freedom and to support themselves and their families. Circus



Amelia Klem Osterud, Access Services Librarian,
American Tattooed Ladies Historian
March 6, 2007

members were paid considerably more than factory workers in the days of the last century. Photos, both real and with a PowerPoint presentation, showed the audience some of the more well-known side-show women of the circus.

It Isn't Just the Coffee Shop!

By Susan Heffron
Instructional Services Librarian

If you take a walk through the library on any day or evening of the week, you will find Carroll students everywhere. They are using the reference or classroom computers, studying alone or in groups, talking together, getting help with research from a librarian or working with a tutor or an SI leader in the Learning Commons. There are many times when every CMC bean bag, computer station and group study area is occupied, and you might begin to ask yourself how this all happened. Aren't libraries supposed to be the last place you would go to be at the center of campus life? Does everyone come in for coffee and decide to stay awhile or is something else going on here?

It is true that the coffee shop is a great place to meet, but a growing commitment to serving students over the past four years has made the library the busy and welcoming place it is today. In the fall of 2003, the library staff first brought its Information Literacy program to students in the First Year Seminar. It was our goal to introduce our services and resources to all Carroll freshmen. That year, librarians taught 188 library instruction sessions to help students become comfortable in the academic library setting. In just a few years, library instruction has expanded beyond the First Year Seminar and has become a valuable component of many courses and academic programs on campus. During the fall semester of this 2006-2007 school year, librarians

conducted more than 180 information literacy sessions and have many more scheduled for the spring semester.

We are on track to reach twice as many students as we did in 2003, encouraging them to come to the library for all kinds of assistance to help them succeed in college and become intelligent consumers of information. Faculty support of library instruction, a helpful and knowledgeable library staff, terrific resources and the opportunity to get a good cappuccino all add up to an academic environment that students value and use.



Introducing Oxford Reference Online

By Linda Hartig
Reference Services Librarian

The library has recently subscribed to Oxford Reference Online, a set of more than 150 subject-specific encyclopedias and dictionaries that have also been published in print. We already own about one-third of these books in print, but having the online versions accessible 24/7 is something we hope our students will appreciate.

Oxford Reference Online appears in our list of databases as "Oxford Reference Collection" and the individual titles also appear in our online catalog. Researchers can perform one search through the entire set of books, or searches can be limited to either a subset or an individual title. The subsets are:

Art & Architecture
Biological Sciences
Classics
Computing
Earth & Environmental Sciences
Economics & Business
Food & Drink
History
Law
Literature
Medicine
Military History
Mythology & Folklore

Names & Places
Performing Arts
Physical Sciences & Mathematics
Politics & Social Sciences
Religion & Philosophy
Science

Each subset includes three to 10 books. A sampling from these subsets yields titles like *The Oxford Companion to 20th Century Poetry in English* and *The Oxford Dictionary of Sports Science & Medicine* and *A Dictionary of Buddhism*.

The home page for Oxford Reference Online also includes links to bilingual dictionaries, quotations, timelines and maps.

One added perk to having this set of online books is the access we gain to titles we might never purchase in print. For example, the subset of Food & Drink includes *An A-Z of Food and Drink*, *Food and Fitness: A Dictionary of Diet and Exercise*, and *A Dictionary of Food and Nutrition*, none of which we own in print.

Frequently enough, grabbing some information from a subject encyclopedia or dictionary article will pave the way for more in-depth searching using other sources, so we hope these online encyclopedias and dictionaries will aid the research process.

One last thing: all entries in these encyclopedias and dictionaries include "how to cite this entry." The citations might need some adjusting to meet the different citation styles, but all of the information is there for those who need to cite the articles and definitions they use.

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

Overheard at Supplemental Instruction Sessions...

By Karla Strand
Diversity and Supplemental
Instructional Librarian

Leaders are saying:

"Your professor will definitely be testing you on this ..."
"Yes, that's right, but WHY?"
"See, you got it!"

Attendees are saying:
"I got that right?!"
"I know that one! Heck, yes."
"I found my new study group!"

Most of you are aware that the library is running a pilot this semester in Supplemental Instruction (SI). SI is a program of peer-assisted collaborative learning that was developed at the University of Missouri-Kansas City

more than 30 years ago. Ten SI leaders have been hired for Carroll's new program. These SI leaders are students who have previously taken the course successfully. They are repeating the course now, completing the readings again and taking notes. They hold two out-of-class sessions per week for students interested in improving their grades. Because the SI program targets historically difficult courses, the remedial aspect that can sometimes accompany student assistance is removed. This reinforces the mission of the Learning Commons and complements other services we offer, including tutoring and writing assistance.

This semester, SI is being piloted in all sections of Biology 140 and 160. After the first few weeks of holding out-of-class sessions, the leaders are using various learning techniques and study skills to facilitate student mastery of content. The traditional UMKC-SI

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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

DO YOU KNOW THE NUMBER OF:

Whiteboards available for student use in the Learning Commons:	4
New books focused on the Negro baseball leagues:	13
Tutors/writing assistants/supplemental instructors available in Learning Commons:	31
Lectures by outside speakers held this spring in the Learning Commons:	3
Librarians featured in the Milwaukee Journal/Sentinel:	1
National magazines in which one of our staff members has been mentioned:	2
Students visiting the Learning Commons each week:	300
Cancelled days for 2006-07 due to snow for the Carroll College community:	1
Tattoo designs on one of our librarians:	8

(Overheard continued from Page 5.) model suggests that the ideal number of students in an SI session is 5 to 10. I am happy to report that attendance has been better than we expected! The first week, we had an average of five students attending each session and the second week that number rose to seven. This comes to an average of approximately 26 percent of students enrolled in all sections who are attending the SI sessions.

The success of any SI program depends on the cooperation of the SI leaders, the SI supervisor and faculty teaching the courses. At Carroll, we are lucky to have energetic, intelligent, and caring leaders who are creating bookmarks and hand-

outs for their attendees and playing fun games such as bingo to assist the students in mastering vocabulary and concepts. We also have enthusiastic and encouraging faculty who make it easy for us to offer this helpful program to Carroll students. I want to extend special thanks to Julie Rapps, Philip Owens and Eric Thobaben for their support of the SI program.

I am pleased with the accomplishments of the SI program thus far and look forward to reporting continued success. If you have questions or concerns about the Supplemental Instruction program, please feel free to contact me at x3022 or kstrand@cc.edu.

Marian the Librarian

Dear Marian,

Recently, I was studying in your new Learning Commons on the lower level of the library and was quite taken aback by a large group of students who were working at a table nearby. They were talking quite animatedly and drawing on a dry erase board. I thought libraries were supposed to be places for quiet study! Aren't librarians supposed to be walking around telling everyone to "Sssshhh?"

Sincerely,
Searching for a Serene Scene

Dear Searching,

I can understand where your puzzlement comes from, since librarians have developed the stereotype of walking around the shelves full of dusty books "ssshhh - ing" people. However, that really is a thing of the past. Here at the Carroll College library, we strive to do everything we can to be helpful with students' quests for knowledge. Now sometimes, that means showing students where to find a book, but often it also includes technology and electronic resources, or even something simple like showing a student how to use the copier without getting stressed out. All of these things require some sort of dialog.

We also do our best to offer different settings within our building where students can study. This way, students can select the option that best suits their study habits. We do have our reading room on the main floor, which is set aside for quiet individual study - and although not specifically designated as such, the whole of the second floor is usually quiet as well. However, the lower level Learning Commons is an area designated for group work, so discussions are encouraged. Groups are free to meet there, and tutoring and writing assistants are available there as well. I also have a feeling that the group you encountered was one of our new Supplemental Instruction (SI) groups hard at work. Most of SI sessions meet in the Learning Commons.

So next time you come to visit us at the library, if it is a quiet area you seek, I would recommend the reading room. In the Learning Commons, you will only find librarians walking around encouraging students to talk more with not a single dusty book in sight!

Sincerely yours in the pursuit of lively libraries,
Marian



Marian the Librarian