

# THE FINE PRINT

MURPHY LIBRARY • UNIVERSITY OF WISCONSIN-LA CROSSE • FALL 1989 NO. 4

## A DAY IN THE LIFE OF SPECIAL COLLECTIONS

It is easy enough to explain that the special collections room includes rare books, Wisconsiniana, archives, the Area Research Center, photographs, oral history interviews, maps, and vertical files. It might be more useful for readers of this newsletter if we provided examples of how these collections are used and who uses them. Faculty members might thereby find ideas about how their own courses could incorporate the use of primary materials held here.

Curricular activity is slow on a typical Friday afternoon during summer session. In the special collections department, however, staff and clients are quite busy. We have selected Friday afternoon, August 4, 1989, as an example for portraying this activity. (During summer session, this department is open only on weekday afternoons.)

-A local man spent over two <sup>hours</sup> years researching the history of steamboat wrecks on Lake Pepin. This research was used the following week in a newspaper article.

-A husband and wife team arrived from Saipan Island in the Marianas to look at photographs of inland river steamboats. (Murphy Library has the nation's largest such collection, totaling about 40,000 images.) After two hours, the couple ordered enlargements to be sent to Saipan, where they will be exhibited on a tour boat used by Japanese tourists.

-A faculty member from Marquette University arrived to do research in several manuscript collections dealing with Trempealeau County. After an hour, he concluded that there was more material than he could see in one afternoon, and requested that these collections be transferred to UW-Milwaukee through the Area Research Center network.

-A history professor at the University of Mississippi called to inquire about photographs of certain boats, to be used in his forthcoming book to be published by that university. He ordered several prints which will appear in that book.

-An elderly couple from La Crosse arrived to do research on the history of a local church. They spent two hours on the task, finding most of what they needed.

-A UW-La Crosse staff member came in to look at old campus photographs, to be used in decorating offices in his department. He ordered several prints for this purpose.

-Ralph DuPae, the local citizen who provides field collection services for our steamboat and river history project, called from Portland, Oregon to inquire about a particular boat image. He had found an unusual stereographic view of a early boat, and wanted to know if we had that image. As we were checking our files to find that we had no images for that boat, another customer entered the antique shop in Portland and purchased the image. Only three minutes had passed, but we lost that opportunity.

-Another local citizen arrived to investigate the architectural history of a residence on 8th Street. By employing such records as our street files of pictures and information, along with tax records, city directories, plat maps, and Sanborn Insurance Company maps, this client was able to begin putting together a history of his home. He would come back another time to assemble a list of earlier residents and their histories with the aid of birth, marriage, death, probate, and tax records.

-We responded to an inquiry from a textbook publisher in Sweden. This firm acquired reprint rights to a textbook series for the teaching of English as a second language, and now sought reprint rights for photographs originally acquired from our collections. We gave permission to reprint, and the photographs will be credited to Murphy Library.

-Finally, a staff member from the office of a Wisconsin legislator called to inquire about early school records for a constituent. We hold many La Crosse School District records from the 1870s through the mid-1960s, but referred this caller to another agency for the parochial school records she sought.

At 4:30 PM, the last of our clients departed, although several would return later to do additional research. During that three-and-a-half hour period, we provided service to individuals or firms in Mississippi, Sweden, the Marianas Islands, Oregon, Milwaukee, La Crosse, and

Madison. We sold over two hundred dollars' worth of photographs or photo rights to three different clients. Clients from two universities, a newspaper, a Swedish publishing firm, the Wisconsin legislature, and the La Crosse community were served.

This brief chronicle of use is indicative of how many ways such a collection may be used. The following week, dozens of other clients used these and other materials in a dozen other ways; we served genealogists, two La Crosse businesses, a local television camera crew, several out-of-town historians, and an archaeologist.

There are also dozens of ways these primary materials can be used in teaching. Interested faculty members may call Ed Hill at 8511. In addition to what is here, manuscript collections from other Area Research Centers and the State Historical Society of Wisconsin can be transferred here on a loan basis, thus providing access to one of the finest historical collections in the nation.



## TIPS ON SUBJECT SEARCHING IN THE ONLINE CATALOG

In the previous issue of The Fine Print (Spring 1989, No. 3), I described the HELP feature of Murphy Library's online catalog. I also discussed some ideas for what to do when the online system isn't working.

With this issue, I'll discuss two other features of the online catalog which relate specifically to subject searching.

**JUMP COMMAND.** When you are searching a subject and reach the screen which shows the subdivisions, you will notice that the subdivisions are in alphabetical, or sometimes chronological, order. In some instances, the number of subdivisions is quite long and you would need to scroll through many screens to get to one toward the end of the alphabet. The JUMP COMMAND makes it possible to have the online catalog

jump ahead to a subdivision many screens away by entering /J=(the subdivision you want) and pressing RETURN at the CHOICE: R prompt. For example:

### SUBJECT-TOPICAL: PHYSICAL EDUCATION AND TRAINING

| REF | TITLES | SUBJECT - TOPICAL                           |
|-----|--------|---------------------------------------------|
| R1  | 1154   | Physical education and training             |
| R2* | 454    | - (General Works)                           |
| R3  | 214    | - Ability testing                           |
| R4  | 1      | - Ability testing - Iowa                    |
| R5  | 6      | - Abstracts                                 |
| R6  | 1      | - Abstracts - Periodicals                   |
| R7  | 4      | - Addresses, essays, lectures               |
| R8  | 1      | - Addresses, essays, lectures - Periodicals |
| R9  | 42     | - Administration                            |
| R10 | 1      | - Administration - Psychological aspects    |

(MORE)

To see titles, enter REF#. To see related references enter REF#\*.

CHOICE: R/J=STATISTICS <RET>

Entering /J=STATISTICS and pressing RETURN at the CHOICE: R prompt will immediately take you to a list of choices which begins with: PHYSICAL EDUCATION AND TRAINING -- STATISTICS.

**RELATED HEADINGS.** The online catalog suggests additional related subject headings under which you may want to look. This function is available anytime you see a subject entry with a \* following its REF number. For example:

|     |      |                                 |
|-----|------|---------------------------------|
| R1  | 1154 | Physical education and training |
| R2* | 214  | - (General Works)               |

To display the related subject headings, enter 2\* after the R at the bottom of the screen. This will result in the following display:

#### RELATED TERMS:

|    |      |                   |
|----|------|-------------------|
| R2 | 2147 | Education         |
| R3 | 43   | Hygiene           |
| R4 | 41   | Outdoor education |
| R5 | 78   | Athletics         |

You may now choose to look at the titles listed under any of these related subjects by entering the appropriate reference number from the list (e.g. R4 for Outdoor education) and pressing RETURN.

If you have problems using either of these features, please ask a Reference Librarian at the Information Desk for assistance.

Joe Accardi  
Automation and Technical  
Services Coordinator

## The "KWOC" List

The UW-L Library Reference List, a keyword list to the holdings in Murphy Library's Reference collection, will no longer be updated by Murphy Library. This list is generally known as the "KWOC" List. Library patrons will still find keyword access to the Reference collection, as well as all Murphy Library holdings, in any LS/2000 terminal by just entering a keyword.

Pat Brunet  
Reference Head

## Using Online Databases for Current Awareness

Keeping up with the latest research in your field can be facilitated by using the Selective Dissemination of Information (SDI) or current awareness service available through online vendors, such as Dialog or BRS. As with any online search, after selecting the most appropriate database, a subject strategy is set up which reflects your research topic. Added parameters (e.g. English language only) further define the search. This profile is saved, and periodically, usually once a month or biweekly, the system runs the search generating any new bibliographic references added to the database since the last search was conducted.

The cost of an SDI varies from vendor to vendor and depends upon the database searched, but usually ranges from \$5.00 - \$12.00 for each update. If the SDI is charged to a department account, the bibliographic citations can be mailed to your office. Making use of this is an excellent way to be alerted to newly published articles or other information that may impact upon your current research or curriculum development. For more information, contact Anita Evans, Online Services, at 8805.

Anita Evans  
Online Services and  
Public Services Coordinator

# THE GENERAL EDUCATION PROGRAM, CRITICAL THINKING, AND THE LIBRARY

Many educators, over an extended period of time, have expressed their belief that developing the ability of students to think critically should be a primary objective in higher education. Faculty, staff, and administrators at the University of Wisconsin-La Crosse have been and are currently engaged in efforts to ensure that critical thinking skills are taught and students have opportunities to practice these skills in and out of the classroom.

The General Education Committee has formulated and begun the implementation of a series of institutional steps that will be taken to revamp the General Education Program. The Center for Effective Teaching and Learning is sponsoring a series of workshops which will focus upon helping faculty in developing inquiry-based teaching strategies.

These efforts present the library with both a challenge and an opportunity. We are challenged to examine our library instruction methodologies and determine if they support the development of critical thinking skills. We are also presented with the opportunity to cooperate with faculty in developing new or revised bibliographic instruction teaching strategies which support courses developed in response to the General Education Program and other courses in which instructors desire to have library instruction reinforce an inquiry-based approach to instruction.

Two examples of librarians who have worked with faculty to incorporate the teaching of critical thinking skills into their library presentations are Eugene Engeldinger, at the University of Wisconsin-Eau Claire, and Sonia Bodi, a librarian at North Park College, Chicago, Illinois.

Bodi believes that critical thinking skills can be encouraged and reinforced in a library instruction setting. At North Park College she works with the instructor of a junior year education course entitled "Development of Educational Thought". The students look at the development of the major philosophical schools of thought on education, and the institutions and laws that reflect the evolution of these philosophies. Halfway through the semester a bibliographic instruction session is given in support of the students' assignment of a ten page paper in which they are asked to write upon an educational issue of their choice.

Bodi and the faculty member she works with use an intriguing methodology to motivate the students to engage in critical analysis of the educational issue they are examining. They begin the instructional session

with a debate on current, hot issues in education. The two take opposing stands on the issue and defend their points of view by using concrete and verifiable data. The students are drawn into the debate and are presumably encouraged to observe how the debaters reached their conclusions, and how these conclusions can be challenged via resources available in libraries. The second part of the session is devoted to instruction in how students can develop a search strategy for finding materials in the library on their topic. This part of the session is concerned with familiarizing the students with standard resources for literature searching and data gathering in their discipline, but it is also concerned with promoting a critical review of authors' expertise and bias via book reviewing sources.

Eugene Engeldinger, on the other hand, uses a different methodology to accomplish the same objective, i.e., the teaching of critical thinking skills. Engeldinger asks instructors to devote two classroom periods to engage students in learning information retrieval skills and critical analysis of that information. During the first class session students are given a traditional presentation on retrieval methodologies and specific resources pertinent to their current research needs for that particular class. They are also given an assignment, due at the time of the next class, in which they are asked to prepare a critical analysis of a journal article in the form of annotation as might appear in an annotated bibliography. They are given specific guidelines on how to prepare an annotation. The students are asked to look at the qualifications of the author, whether the author states a purpose for writing the article, if a bias is displayed, the research methodology, etc. At the time of the second session the librarian and faculty member discuss the students' findings and methodologies. Engeldinger uses this approach in a variety of disciplines and for both undergraduate and graduate students. He indicates that it is most successful in classes where students are accustomed to having discussion periods in class.

Students need opportunities to practice information retrieval and critical analysis of what is retrieved. The examples discussed above demonstrate two ways of exposing students to the need for and the means of thinking critically about the validity of the information sources they retrieve. Other methods have been used and are available as models, and yet other library assignments that encourage critical thinking await development via the creative energies of faculty and librarians.



Randy Hoelzen  
Bibliographic Instructor/  
Interlibrary Loan Librarian

## THE ACADEMIC LIBRARY OF THE FUTURE, WHAT WILL IT BE?

How will the academic library of the 21st century be different from what we experience today? To seek the possible answer to this question, UW System Vice President, Eugene Trani, has convened a Strategic Planning Steering Committee for libraries. During the next eighteen months, the committee and its subcommittees will seek to analyze trends and develop plans for the "library of the future".

Planning topics include information management and maintenance, scholarly communications, coalitions and connectivity, networking and resource sharing, administration and organization and outreach. Each campus will not only have faculty, academic staff, administrators and students participating in the committee work, but periodic reviews of the planning document will be scheduled. The Board of Regents will receive the final report in December, 1990.

Date Montgomery, Director  
Library and Media Services

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### ACQ350

Beginning in late August, the Acquisitions Department began using a new, automated acquisitions system. Automation wasn't totally new to us since we'd been using the OCLC Acquisitions subsystem for many years.

Acq350 is a much more complex and a more cumbersome system to use than the OCLC subsystem. However, it offers, among other things, a more detailed fund accounting system, automatic claiming, and a wide variety of reports. Now we can track expenditures by individual departments or by school, as well as being able to monitor the Acquisitions budget as a whole. Acq350 can provide us with a report listing all titles requested by a specific person. A detailed vendor report will allow the Acquisition Department to more easily evaluate vendor performance.

In terms of efficiency, Acq350 provides the option of either printing our orders locally and mailing them ourselves, or transmitting them directly via computer. Direct transmission saves in printing costs (as well as saving paper) and is the most efficient way of ordering. Another time-saving feature results from the interface with OCLC. Downloading bibliographic records from OCLC to Acq350 saves keying time when we create the order record.

At this time, the advantages of Acq350 are evident mainly to the Acquisitions staff, but once a link with our on-line public catalog is operative, patrons will be able to determine which titles are on order.

Switching to the new system has not been without problems. Many of the problems have been corrected and some still remain, but overall the ordering and receiving process seems to be functioning well. The Acquisitions Department is still becoming familiar with Acq350, and it will probably be some months before we feel totally comfortable with it.

Jan Ruesch  
Acquisitions Assistant

## **LIBRARY ACQUISITION BUDGET INCREASED TO OFFSET INFLATION**

Once again the libraries of the UW System have received special funding for acquisitions. Receiving campus input for funding priorities, President Shaw and the Board of Regents requested funds for a number of projects. Libraries were a part of the System request which granted \$45,000 to Murphy Library to offset inflationary trends. This equals 9.3% of the acquisitions budget.

While the amount is sizeable, inflation rates for books remains at about 8% and journal expenditures increased from \$201,000 to \$230,000, or 13%. Microform expenditures increased by a 5% factor. The needed increase to offset local inflation costs approaches approximately \$48,000. Library acquisitions funds remain at the status quo level for this biennium.

Dale Montgomery, Director  
Library and Media Services

## **RESERVE GOES ONLINE SEPTEMBER 5, 1989**

The beginning of the 1989 Fall term marked the advent of online course reserve service for UW-L. Conversion to the new system has necessitated hundreds of hours of labor, as bibliographic records were created for over 1,200 reserve titles to date, and barcodes were attached to over 3,400 items.

The online reserve room module represents a significant improvement in the quality of course reserve service. Students and faculty members may now have four access points to reserve material, rather than being limited to course access. Course reserve information

may now be obtained by searching on any of the library's LS2000 terminals under author, title, instructor, or course. Access by instructor or by course is gained by entering menu choice 5-OTHER Searches and then selecting menu searches 16, 17, or 18 from the three screens of possible searches.

Faculty Personal Name (#16) type last name of faculty member

Faculty-Course (#17) type name and select course from display

Dept-Course name (#18) type department code and course number

Experienced users may search directly by typing: /FA to search by faculty personal name, /FC to search by faculty and course, and /DI to search by Dept.-Course.

Instructors may obtain current information on the status of their reserve requests, by dialing into the LS2000 system from an office microcomputer, using a modem or the MICOM port selector. Checking reserve items online could preclude any problems which might arise as a result of the discrepancies between the format in which an item is listed and the way it is referred to in class.

Course reserve comprises half of the library's total circulation. About 32,000 reserve circulations were recorded in the 1988 Fall term. The new reserve system makes reserve record keeping and control of circulating items far more precise. It is expected that our checkout statistics will increase as a result of greater accuracy in recording circulation. It will also be possible for the first time, to provide information on the number of times an individual item circulates. Instructors will now be able to effectively evaluate the use of items placed on reserve.

Reserve lists will continue to be available in paper form at the reserve desk. Listing will be arranged by department code and course number. We expect, as new reserve requests are added throughout the academic year, that the end of the Spring term will find us with over 3,000 reserve titles, and over 6,000 copies available for circulation online.

Cristine Prucha  
Circulation Librarian

## **FOOTNOTE GUIDES**

Each semester hundreds of students come to the Reference Desk asking for help on how to write footnotes for their papers. Over the years the Reference staff has learned to respond to this question with their own question. "Did your instructor recommend a specific guide for your class to use?" As often as not, the student answers no, whether or not this is true. To help solve this dilemma, Department chairs were surveyed last year to ascertain what footnoting or term paper writing guide is recommended by each department. A copy of their

recommendations is kept at the Reference Desk and is offered below for your comment. If you have any suggestions regarding these or other guides, please contact either Pat Brunet (8398) or the Reference Desk (8508) with your suggestions.

All but the last three titles are found on the Ready Reference shelves behind the Reference Desk.

Soc./Anthro.  
Speech/Theatre  
Teacher Education  
Women's Studies

APA  
Form and Style  
Form and Style or APA  
MLA

Pat Brunet  
Reference Head

| <u>Abbreviation</u> | <u>Title</u>                                                       |
|---------------------|--------------------------------------------------------------------|
| APA                 | <u>Publication Manual of the American Psychological Assn.</u>      |
| MLA                 | <u>MLA Handbook for Writers of Research Papers</u>                 |
| Form and style      | <u>Form and Style</u> (also known as Campbell and Ballou)          |
| Turabian            | <u>Manual for Writers of Term Papers, Theses and Dissertations</u> |
|                     | <u>Style Manual for Physical Therapy</u>                           |
| ACS                 | <u>ACS Style Guide</u>                                             |
| Chicago             | <u>Chicago Manual of Style Z 253</u><br>.V69 1982 Ref.             |
| CBE                 | <u>CBE Style Manual Z 250.6 .B5</u><br>C64 Ref.                    |
| AP                  | <u>Associated Press Stylebook</u><br>PN 4783 .A6 1984 Ref.         |

The FINE PRINT is published Fall and Spring Terms for UW-L faculty and students and friends of Murphy Library.

Sandra Sechrest, Editor  
Dale Montgomery, Director of Library and Media Services  
Edwin Hill, Department Chairperson

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| <u>Department</u>         | <u>Recommended Manual</u>                |
|---------------------------|------------------------------------------|
| Accountancy               | Turabian                                 |
| Art                       | Turabian                                 |
| Biology                   | CBE                                      |
| Chemistry                 | ACS                                      |
| College Student Personnel | APA                                      |
| Computer Science          | APA                                      |
| Economics                 | Form and Style                           |
| English                   | MLA                                      |
| Finance                   | Form and Style                           |
| Foreign Language          | Turabian                                 |
| Geog./Earth Science       | APA                                      |
| Health Education          | APA                                      |
| History                   | Turabian                                 |
| Management                | Form and Style or APA                    |
| Marketing                 | Turabian                                 |
| Mass Communications       | APA                                      |
| Mathematics               | APA                                      |
| Medical Tech              | APA                                      |
| MEPD                      | Form and Style                           |
| Military Science          | Turabian                                 |
| Music                     | MLA                                      |
| Nuclear Med. Tech.        | APA                                      |
| Philosophy                | Turabian                                 |
| Physical Education        | APA                                      |
| Physical Therapy          | <u>Style Manual for Physical Therapy</u> |
| Physics                   | APA                                      |
| Political Science         | APA                                      |
| Psychology                | APA                                      |
| Public Administration     | APA                                      |
| Reading                   | APA                                      |
| Social Work               | APA                                      |