University *of* Wisconsin-Eau Claire

OFF THE SHELF

W. D. McIntyre Library • www.uwec.edu/library/ots/otshmpg.html • March 2004, Number 59

IN THIS ISSUE:

AROUND THE LIBRARY

LibQUAL+ 2
View From the Third Floor . . . 3
Copyright in the Online Classroom 4

VIRTUAL LIBRARY

ACLS History E-Book Project . . 6
Finding Databases 7
HaPI and ECCO Online 7
UW Digital Collections 8
Interlibrary Loan: Next Phase 9
Private ID 9
netLibrary 10
QuestionPoint Ends 10

NEW@YOUR LIBRARY

New Search Technology 11
Rediscover Special Collections 11

IN BRIEF

Exhibit Update: When Professors Become Buildings 12
Display Cases 12
E-Reserve Tips 12

STAFF NEWS 12

Documenting the History of Choral Music on Campus: The Papers of Morris D. Hayes

by Heather Muir, *muirha@uwec.edu*

Within music circles, the name Morris Hayes is synonymous with male choruses, but he is best known locally as the founder and conductor of the University of Wisconsin-Eau Claire's Singing Statesmen. In 1988, the music department presented Hayes' personal papers to the university archives. Initially the archival collection occupied three boxes and was somewhat organized, but researchers had difficulty locating specific information. During the 2003 fall semester, Christopher Barth, an archives intern, processed the Hayes collection and made it much more accessible by sorting the documents into record series, eliminating duplicate materials, and preparing a box- and folder-level inventory. The collection is now available for research use in the university archives.

Morris Hayes' Career

Hayes received his education at the University of Nebraska and began his career at the Scottsbluff, NE., public schools in 1948. In 1953 he became the choral director at the Pueblo, CO., public schools. Hayes first moved to Wisconsin in 1956 when he was a music instructor at UW-Madison, a position he held until he moved to Kansas State University in 1957 to become its director of glee clubs and oratio chorus. Hayes returned to Wisconsin in 1966 to become the director of choral organizations for Wisconsin State University-Eau Claire, now University of Wisconsin-Eau Claire. His major area of scholarship and specialty was the male chorus, and he was granted a sabbatical leave to study boys' choirs. The Singing Statesmen male chorus was formed shortly after his arrival at Eau Claire and has become an integral part of the heritage of the campus. Hayes retired in 1987 and currently lives in Carlsbad, California.

Hayes' activities were not limited to the university, as he was a member and leader of several music and choral associations including the American Choral Directors Association, the Intercollegiate Musical Council, the Choral Panel for the Music Advisory Council to the National Endowment for the Arts, the International Youth Committee for "People-to-People International", and the American Choral Foundation, to name a few. Hayes published research results as well as musical compilations. For all of his activities and scholarship, Hayes received numerous professional honors and awards.

continued on page 2

Hayes *continued from page 1*

The Morris Hayes Collection

The Hayes collection is important for researchers interested in the history of the choral music program at UW-Eau Claire, specifically the Singing Statesmen, one of this campus' most well-known organizations. The evolution of the group is well documented, and includes lists of members, concerts, and tours, from its beginnings in 1966-67 through Hayes' retirement in 1987. Many alumni will enjoy walking down memory lane when reviewing the records of Hayes and his time on campus. I have spoken with several alumni who fondly remember "Morrie" and the impact of his work on their lives.

The collection is arranged into seven chronological record series that mirror Hayes' career. The first series provides biographical and background information about Hayes' life and career including personal correspondence, as well as professional awards and recognitions. The second series documents specific stages of Hayes' career, beginning with his work at Kansas State University and its glee club, and includes roster and alumni lists, performance programs, and publicity information.

The third series documents Hayes' history with the American Choral Directors Association. From 1969-1970 Hayes served as president of the North Central Division of the ACDA and he became the national president of the ACDA from 1972-1974. During this period the ACDA sponsored the People-to-People Youth Chorale and its Good Will Mission and European tours.

The records of the Singing Statesmen are found in the fourth record series. Among Hayes' papers researchers will find general correspondence, alumni information, performance programs, tour planning documents, and reunion papers. While one expects to find considerable information about the activities of the current chorus members in the correspondence and performance records, there is also a surprising amount of information and correspondence that Hayes collected about chorus members after they left the university. Many alumni sent letters to Hayes informing him of their post-university activities, including wedding invitations and birth announcements. Participation in the Singing Statesmen led to personal connections among its members that continued long after graduation.

Records of the UW-Eau Claire music department are part of series five and document various choral programs, tours, and Hayes' sabbatical research. Series six documents Hayes' involvement with the Intercollegiate Music Council from the 1980s when he was on the board, and includes meeting minutes, correspondence, and *QUODLIBET,* the Council's quarterly publication.

The final series in the collection contains photographs, negatives, and a videotape from a banquet honoring Hayes. Most of the photographs are of the choruses that he directed, along with tour photographs, but there are a few portraits of Hayes himself.

Researchers are welcome to explore the Hayes collection. Special Collections is located in Old Library 1133 and during spring semester the department is open Mondays, Wednesdays, and Fridays from 8:00 a.m. to 5:00 p.m., Tuesdays and Thursdays from 8:00 a.m. to 7:00 p.m. A complete box- and folder-level inventory is available for navigating the collection. For more information, please contact University Archivist Heather Muir at 836-3873 or muirha@uwec.edu.

LibQUAL+™
Charting Library Service Quality...

LibQUAL+

by Kate Hinnant, *hinnanks@uwec.edu*

Traditionally, the measure of a good academic library was based in large part on the number of books and serials kept within its walls. It wasn't until the latter part of the twentieth century that other factors, such as the quality of services, were deemed as significant in the assessment of academic libraries. Now, just as it is routine for libraries to evaluate the impact of budget cuts on their collections, it is common for libraries to periodically assess their levels of service.

One service quality measurement tool that academic libraries are using is the LibQUAL+ survey. Based on the widely used SERVQUAL instrument, LibQUAL+ has been tested and adapted for use in the academic library setting by members of the Association of Research Libraries (ARL). While SERVQUAL was originally developed to be applied to a wide swath of service industries, including airline and banking, LibQUAL+ has been refined to measure the "dimensions" of service quality present in a library.

This spring McIntyre Library, along with several other libraries in the UW System, will participate in this national online survey. We have asked a representative sample of undergraduate and graduate students, as well as teaching faculty and staff, to help us by participating in this online survey. The survey should take only ten or twelve minutes, so please complete the survey if you receive one.

We hope that by participating in LibQUAL+ we will get a better idea of how we are meeting your expectations and in what areas we need to improve. We will be able to compare our results with other libraries in the UW System, as well as with similar libraries around the country. The survey is not an end in and of itself, but rather part of a larger process of assessing and improving our services.

If you have any questions about the LibQUAL+ survey, please contact us at library.dir@uwec.edu. We greatly appreciate your cooperation in making this survey a success.

Better Libraries Through Cooperation

by Bob Rose, *roserf@uwec.edu*

The University of Wisconsin libraries have been working hard to make a reality of our saying, "one system, one library." With each passing year, we have found new ways in which to cooperate and collaborate to provide improved collections and services to our students, faculty, and staff and to leverage those funds we have available. While we have made great strides in terms of cooperation, there are still additional areas on which we have begun to work. This article will feature some of the more recent endeavors of the UW libraries.

One of the sterling examples of cooperation is the fact that all UW libraries share the same kind of online catalog — Endeavor's Voyager. This allows a degree of cooperation that is not possible even in many smaller states. For example, I came to the UW System from Iowa, a state with only three state-supported universities, yet each of the three has a different library system. Sharing one system allows our students, faculty, and staff to easily determine if a book we don't have is held by another UW library. The system's Universal Borrowing feature has proved to be extremely popular and heavily used. Through UB, library users can request books and other "returnables" (videos, etc.) directly from another UW library and usually get it within a couple days and without having to go through Interlibrary Loan. The growth of this service has been phenomenal. Interestingly, McIntyre Library lends far more books and other items than our users borrow. UW-Milwaukee users borrow the most from us, with UW-Madison users not all that far behind.

For quite a few years, the UW libraries have been subscribing to or purchasing databases cooperatively. This is done under the auspices of the Council of University of Wisconsin Libraries Collection Development Committee. Funds for this purpose were appropriated for the 1999-2001 budget biennium and with all the libraries working together, we have been able to obtain substantial discounts. Students and faculty at UW-Eau Claire have access to an almost incomparably greater number of databases with full-text articles than they would without this cooperative effort. UW libraries also form smaller groups to subscribe to databases that are not necessarily appropriate for the system as a whole. For the next year, the libraries have agreed to contribute additional money from their individual budgets to leverage those funds even further.

This past year, the UW libraries implemented a new online Interlibrary Loan system, ILLiad. ILLiad permits users to submit their requests electronically and to track them to see where they stand in the queue. The second phase of this effort is to permit desktop delivery of articles. That service has been tested, and some libraries, including McIntyre Library, are using it. The rest will join in shortly.

In January the UW libraries reached an agreement with Ex Libris to obtain their SFX and MetaLib services. SFX will allow researchers to link directly to full-text articles in other databases when they find a citation without full-text in a database. This will not apply to every database to which the UW System or individual libraries subscribe but it will hit most of them. We expect to have this system up and working sometime in late spring. For the fall semester, we expect MetaLib to be operational. MetaLib is a federated search software package that allows users to search across databases. Someone doing research in a discipline will be able to search pre-selected databases for that discipline that may range from the more general to the more specific, but might also include searching the library's catalog for books and Google for Internet resources. Undergraduates will find this particularly useful. Faculty and graduate students may also want to use it as a gateway to identify the most appropriate databases for their research. Users may also create their own customized lists of databases to search.

Finally, two efforts are about to get underway that should also prove useful to our users. The first is a CUWL Collection Management Task Force. Among the major concerns of this task force will be looking at ways to reduce the duplication of resources across the UW libraries in order to leverage available funds even further. With the ease of borrowing materials through Universal Borrowing, is it really necessary that ten or eleven libraries within the System own copies of the same book? With the advent of desktop delivery, do individual libraries really need to subscribe to so many print journals — especially when recorded use proves that electronic versions are far more likely to be used? Usage patterns of library materials are changing and collections need to be dynamic and change with them — but as you can imagine this could be a fairly painful process. Another task force that has just been formed is a Copyright and Intellectual Property Task Force that will try to pull together policies and guidelines from across the system — and perhaps the country — to provide a better understanding of the complex world of copyright and intellectual property, not only among library staff but among the users we serve.

Even though budgets are tight and are bound to get even tighter, through cooperation the UW libraries have been able to continue to expand access to resources and to improve the research capabilities of our users. As new and needed services emerge, we will be looking at ways in which to implement them. Singly we could not do so; working together, we can.

Copyright in the Online Classroom

by Jill Markgraf, *markgrjs@uwec.edu*

"Only one thing is impossible for God: to find any sense in any copyright law on the planet."

— Mark Twain's Notebook, 1902-1903

In the 100 years since Twain wrote these words, the copyright situation has not improved. In fact, the digital age has only made copyright law more complicated and convoluted. As more faculty and academic institutions move courses online, questions arise about how to comply with copyright law in the online classroom.

In an attempt to clarify and simplify that which is neither clear nor simple, I offer five options for using materials in the online environment:

1. Choose not to use the material or use only material that is in the public domain.
2. Secure permissions from copyright owners for use of material.
3. Apply fair use to copyrighted materials.
4. Apply the *TEACH Act*, provided our institution complies with the many requirements of the law.
5. Use a combination of approaches.

Public Domain. Sometimes it may seem easiest simply to not use copyrighted material rather than deal with the complications of copyright law. Be aware, however, that most works are protected by copyright law, even if they contain no copyright notice. However, some materials **are** in the public domain. They are not protected by copyright and may be used without limitations in the online classroom. Examples of works in the public domain include most government documents and works for which the copyright has expired (usually 70 years after the death of the author). More on works in the public domain can be found at http://www.unc.edu/~unclng/public-d.htm.

Secure permissions, or ascertain what you already have permission to use. You may choose to request permission from a copyright holder to use a work in a manner that may not be covered by fair use. The IUPUI Copyright Management Center provides useful information on securing copyright permission for a variety of media at: http://www.copyright.iupui.edu/permhome.htm.

But before doing so, check to see if you already have permission to use the work. For example, through licensed library databases you and your students already have online access to the full text of thousands of articles. In your online course, you can provide a link directly to the database or, in some cases, directly to the full text of an article you'd like your students to read. Because you are linking to, rather than copying a work, copyright is not an issue. Information on linking to articles can be found at: http://www.uwec.edu/library/guides/linking.html.

Fair Use. Fair use has long been our friend in the traditional face-to-face classroom, and we can use it-with restrictions-in the online environment as well. In determining whether our use of copyrighted materials falls under the protection of fair use, we must consider four factors. While each of the four factors do not necessarily have to weigh in favor of fair use, considered together they must tip the balance in favor of fair use.

1. *What is the purpose of use?* Teaching and research at an educational institution tip the scale in favor of fair use.
2. *What is the nature of the work?* Works that are factual or nonfiction are more likely to be covered by fair use than highly creative, fictional works.
3. *What amount of the work are you using?* Smaller portions of the whole, rather than substantial portions or entire works, work in favor of fair use.
4. *What is the effect on the market?* If your use of the work is likely to impinge on the copyright holder's ability to profit from the work, such use would work against fair use. Repeated use of a work could violate fair use. Posting a work digitally that could easily be copied or downloaded is another example of use that might weigh against fair use protection. This digital area poses challenges in interpreting fair use in the distance education environment. For more on fair use, see the IUPUI Copyright Management Center Web site at: http://www.copyright.iupui.edu/fairuse.htm.

Copyright *continued on page 5*

Copyright *continued from page 4*

TEACH Act. The *U.S. Copyright Act of 1976,* which largely defined the concept of "fair use," was not adequate in addressing the technological developments that were to follow. The *Digital Millennium Copyright Act of 1998* addressed some technology issues by making it illegal to circumvent technological protection of copyrighted materials. The law, while protecting the interests of copyright holders in the digital environment, obscured issues of fair use in online distance education. Enter the *Technology, Education and Copyright Harmonization (TEACH) Act,* signed into law in November 2002.

Prior to the *TEACH Act,* existing copyright law defined distance education narrowly, primarily in terms of closed-circuit television, where students-like those in a traditional classroom-generally met at a given place and given time. Use of copyrighted materials, particularly audiovisuals, was limited to a specific place and time, which essentially excluded the use of audiovisual materials in online courses. The *TEACH Act* provides additional rights to educators by expanding the range of works and receiving locations allowed, allowing limited digitization and retention of copyrighted works, and exempting some public performances and displays of digital copyrighted works. A succinct description of the *TEACH Act* is provided by the University of St. Francis Copyright Bay (http://www.stfrancis.edu/cid/copyrightbay/distedpoint/de0.html): "The *TEACH Act* allows educators (of non-profits) to perform or display portions of copyrighted works without permission over a digital network to enrolled students only, for brief periods of time as instruction is taking place." While educators were granted more opportunities to use materials in an online environment through the *TEACH Act,* they need to keep two important facts in mind:

- *TEACH* does not supplant fair use, but should be considered in conjunction with fair use. Where the TEACH Act may fail to protect the use of copyrighted materials in an online classroom, fair use may apply.
- In order to take advantage of the added benefits of the TEACH Act, an institution must meet several conditions.

Conditions that must be met are:

- The institution is a government body or an accredited nonprofit educational institution.
- The institution has copyright policies (though *TEACH* does not dictate the content of those policies).
- The institution must provide copyright information to faculty, staff and students.
- Students must be notified that a work may be subject to copyright protection.
- A work must only be transmitted to students enrolled in the course.
- A work is an integral part of a class session and directly related to class content.
- The institution makes reasonable efforts to prevent retention or further dissemination of the work (though "reasonable" is not defined).
- A work can be converted from analog to digital form only if a digital version is not readily available or is technologically inaccessible.
- The work must have been legally acquired.
- Nondramatic literary (*not* including audiovisual) or musical works can be used in their entirety (e.g. poetry, short stories, music recordings).
- Only reasonable and limited portions of dramatic or audiovisual works are permitted (e.g. films, videos, dramatic musical works such as opera, musicals and music videos).
- Displays of images can be used in an amount comparable to that which would be used in a live classroom setting.
- The work is not already available and marketed as a digital educational work (e.g. online workbook or tutorial).
- The work is not retained and accessible by students for longer than a class session (acknowledging that the definition of a "class session" in an asynchronous classroom may be somewhat flexible).

Clearly, meeting the many requirements of the *TEACH Act* in order to reap the benefits is a challenge. Not only the professor, but the entire institution has to make concerted and deliberate efforts to meet the requirements. Some institutions have taken steps to use *TEACH;* others find them too unwieldy and have instead chosen to rely on fair use or obtaining permissions from copyright holders. Examples of *TEACH Act* checklists developed to assist professors in implementing *TEACH* are:

Indiana University-Purdue University-Indianapolis http://www.copyright.iupui.edu/teachlist.htm

North Carolina State University http://www.lib.ncsu.edu/scc/legislative/teachkit/expanded_checklist.pdf

Lack of clarity in the law has left many educators uneasy, but some institutions are confident that demonstration of reasonable effort to comply with the law is protection enough. Again, it all depends on how one defines "reasonable."

For more information on the *TEACH Act,* please see:

"Distance Education and the *TEACH Act.*" American Library Association. 2003. 06 Feb, 2004 <http://www.ala.org/Template.cfm?Section=distanceed>

"Copyright Bay." University of St. Francis. 2003. 06 Feb, 2004 <http://www.stfrancis.edu/cid/copyrightbay/>

"CMC and the *TEACH Act*." Copyright Management Center, IUPUI. 2003. 06 Feb, 2004 <http://www.copyright.iupui.edu/teachhome.htm>

"*TEACH* Toolkit." NCSU. 2003 06 Feb, 2004. <http://www.lib.ncsu.edu/scc/legislative/teachkit/>

Please contact Jill Markgraf at 836-5357 or markgrjs@uwec.edu for more information on the contents of this article. Bob Rose, UW-Eau Claire copyright officer, can be contacted for clarification of campus copyright issues at 836-4827, or roserf@uwec.edu.

ACLS *History E-Book Project*

by Mimi King, *kingm@uwec.edu*

The American Council of Learned Societies *History E-Book Project* database presents 790 books of recognized quality in the field of history. These are works of major importance to historical studies-books that remain vital to both scholars and advanced students, and are frequently cited in the literature. Additional standard titles, approximately 250 annually, will be added to the database. At the request of copyright holders, the ACLS *History E-Book Project* has made no provision for the regular printing or downloading of these titles, which remain under the copyright of the listed publisher, individual author, or estate.

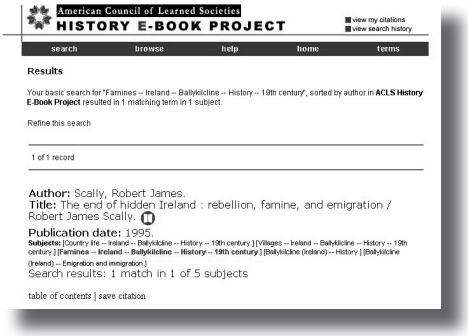
ACLS is also collaborating with eight Learned Societies and a select group of University Presses to assist scholars in the electronic publishing of high-quality new works in history. They will explore the intellectual possibilities of new technologies, and help assure the continued viability of history writing in today's changing publishing environment.

Part of the plan for the database is the addition of new electronic titles with the potential to use Web-based technologies to communicate the results of scholarship in new ways, and to assist all persons interested in developing scholarly electronic books. The *Project* intends to help small scholarly presses and societies that might lack the resources necessary for such experimentation. There are currently nine electronic-only titles in the collection with over fifty in some stage of processing.

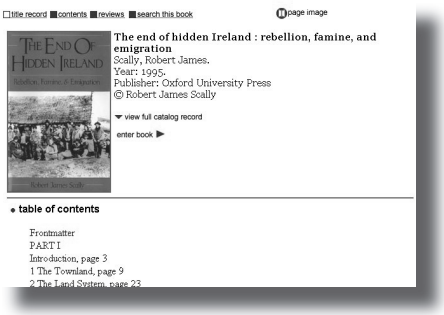
The *History E-Book Project* has eight major goals:

1. Encourage historians to plan and write e-books.
2. Encourage scholarly presses to experiment with, to consider the issues involved in, and to develop in-house expertise for electronic publishing.
3. Streamline production and reduce costs.
4. Develop infrastructure for archiving scholarly texts for the long term.
5. Work with others to ensure that the commercialization of intellectual materials does not hinder the exercise of scholarly communication and fair use.
6. Work closely with scholarly journals and learned societies to ensure that *History E-Books* are properly reviewed and promoted.
7. Encourage libraries to purchase and make widely available historical works of high quality within their emerging e-collections.
8. Actively encourage the acceptance of e-books within the historical profession for the purposes of hiring, tenure, promotion, and related professional concerns.

McIntyre Library has a subscription which permits access by UW-Eau Claire students, faculty and staff. You can find links to individual titles in the online catalog or browse using the direct link to the site through the Core & More page for History, then click on History E-Book Project.



Browsing options include the standard author and title browse (where clicking on a title in the browse list brings you to the book's title-record page) and also a subject browse using LC Subject Headings as found in the online catalog. If you regularly use the library's online catalog subject headings to search, use these same headings in the History E-Book database.

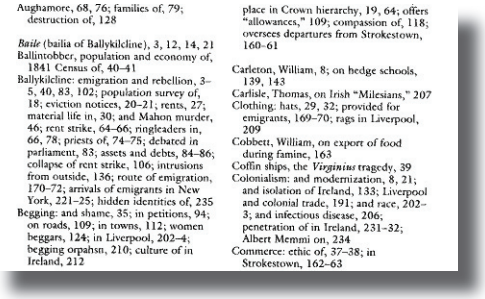


Once you are on the title-record page, clicking the table of contents link gives entrée to the book. On the table of contents page the reader has many options. The reader can click the "enter book" link to begin the book and scroll through sequentially, jump to particular chapters for sequential reading, jump to the index, or click the "search this book" link. In addition, the reader can read reviews of the book. Clicking the "reviews" link moves the reader down the page to a drop-down menu of published reviews. Selecting any of them opens the review found in a *JSTOR* journal. So the database gives not only the e-book text, but the scholarly context of the work.

E-Books *continued from page 6*

The index does not have clickable links, but at the top of the page the reader will find this page indicator:

Using the drop down menu the reader can select and go to a page of interest (in this case page 20 for a look at the discussion of Ballykilcline: eviction notices).


Aughamore, 68, 76; families of, 79; destruction of, 128

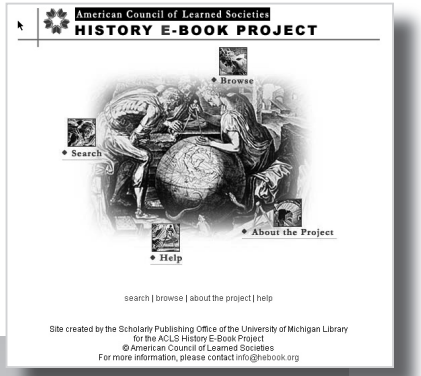
Baile (bailia of Ballykilcline), 3, 12, 14, 21
Ballintobber, population and economy of, 1841 Census of, 40–41
Ballykilcline: emigration and rebellion, 3–5, 40, 83, 102; population survey of, 18; eviction notices, 20–21; rents, 27; material life in, 30; and Mahon murder, 46; rent strike, 64–66; ringleaders in, 66, 78; priests of, 74–75; debated in parliament, 83; assets and debts, 84–86; collapse of rent strike, 106; intrusions from outside, 136; route of emigration, 170–72; arrivals of emigrants in New York, 221–25; hidden identities of, 235
Begging: and shame, 35; in petitions, 94; on roads, 109; in towns, 112; women beggars, 124; in Liverpool, 202–4; begging orphans, 210; culture of in Ireland, 212

place in Crown hierarchy, 19, 64; offers "allowances," 109; compassion of, 118; oversees departures from Strokestown, 160–61

Carleton, William, 8; on hedge schools, 139, 143
Carlisle, Thomas, on Irish "Milesians," 207
Clothing: hats, 29, 32; provided for emigrants, 169–70; rags in Liverpool, 209
Cobbett, William, on export of food during famine, 163
Coffin ships, the *Virginius* tragedy, 39
Colonialism: and modernization, 8, 21; and isolation of Ireland, 133; Liverpool and colonial trade, 191; and race, 202–3; and infectious disease, 206; penetration of in Ireland, 231–32; Albert Memmi on, 234
Commerce: ethic of, 37–38; in Strokestown, 162–63

A subject heading search is also available at the top of the simple search page. Clicking on the hyperlinked text "subject" opens a pop-up window that lists all the subject headings alphabetically. Since the database is still growing and the subject headings are taken from cataloging records, not all subject headings will be found in the database.

To create this summary of the ACLS *History E-Book (HEB) Project*, I have excerpted sections from their Web site. More information is available at http://www.historyebook. org/.



Finding Databases

Access the resources mentioned on these pages by using the A - Z Site Index on the library Web page.

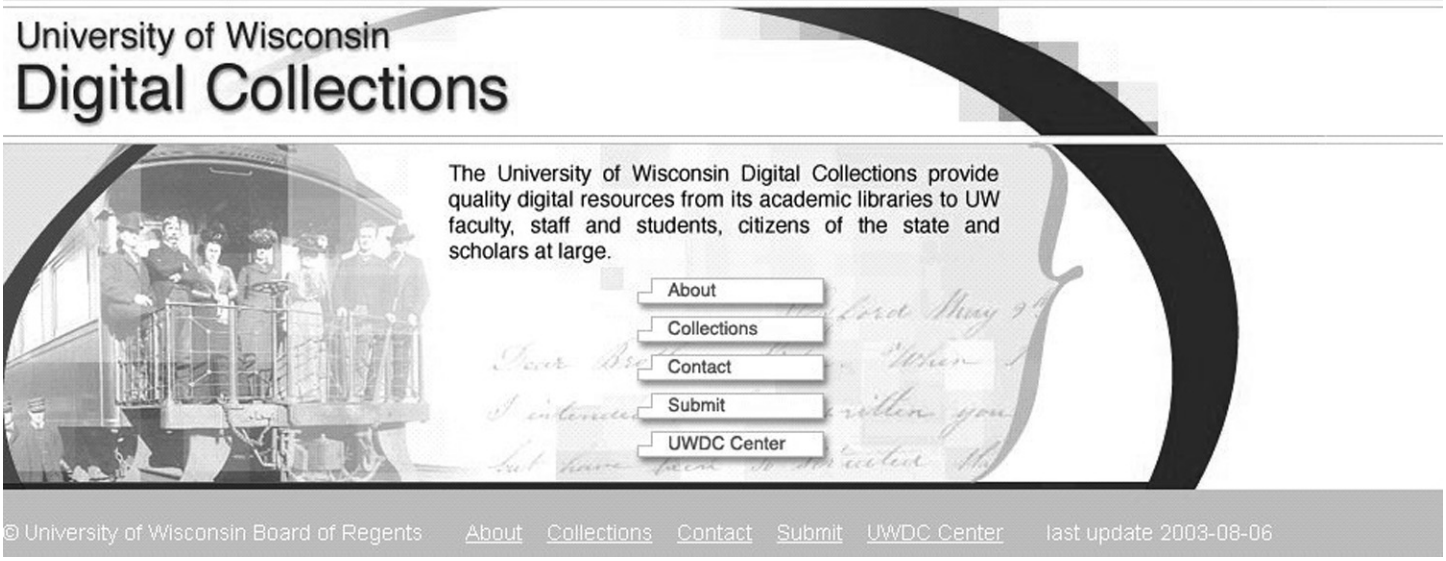
They are also available through Databases by Discipline, Databases by Subject Area, and the A - Z List of Databases at: http://www.uwec.edu/Library/search/articles.htm

HaPI and *ECCO* are **Online**

by Janice M. Bogstad, *bogstajm@uwec.edu,*
and Mimi King, *kingm@uwec.edu*

HaPI (Health and Psychosocial Instruments): For several years, we have only had access to this excellent resource on CD-ROM in the library reference area. Now we have *HaPI* online and available through the library Web page. Access is through Core and More (in Nursing, Psychology and Social Work) and Subjects (Social Sciences Databases). *HaPI* provides information on measurement instruments (i.e., questionnaires, interview schedules, checklists, index measures, tests, etc.) in the health fields, psychosocial sciences, organizational behavior, and library and information science. Access is limited to one user at a time.

ECCO (Eighteenth Century Collections Online): A wonderful collection of the full-text of books, this database was created as a comprehensive digital edition of "The Eighteenth Century", the world's largest library of the printed book on microfilm. Nearly 150,000 English-language titles and editions published between 1701 and 1800 will be made available online. The final books will be added in June 2004 but it's already a rich collection of British and American texts. And it's online and fully searchable, through our library Web pages, Core and More (History) and in the Subject list (Arts & Humanities).



The University of Wisconsin Digital Collections and Online Resources

by Heather Muir, *muirha@uwec.edu*

The University of Wisconsin Digital Collections is a cooperative effort by UW libraries to "provide quality digital resources from its academic libraries to UW faculty, staff and students, citizens of the state and scholars at large." From the UWDC site you can access a collection of primary and secondary works that have been digitized from a variety of formats, including books, manuscripts, sound recordings, photographs, and maps. Materials from three archival collections of the Eau Claire Area Research Center, part of McIntyre Library Special Collections, were used in the Wisconsin Pioneer Experience Collection.

To visit the online collection directly, go to: http://uwdc.library.wisc.edu/. When searching our library catalog for "University of Wisconsin digital collections" you will find a link to this new resource.

Highlights from the Collection

The list of collections and projects within the UWDC is quite extensive. It includes primary sources such as manuscripts, photographs, maps, and audio files. Here are a few of the collection descriptions from the UWDC Web site.

Belgian-American Research Collection
http://digital.library.wisc.edu/1711.dl/BelgAmrCol

A pilot project was undertaken in 1975 to establish a Belgian-American Ethnic Resource Collection in the special collections department of the UW-Green Bay Cofrin Library. The objective was to record the undocumented historical, social, and cultural legacy of this unique ethnic group. In an effort to make this collection more accessible, a project was undertaken to digitize components of the materials. The photographs, oral history tapes and abstracts, and select publications from the Belgian American Resource Collection have been scanned.

Ecology and Natural Resources Collection
http://digital.library.wisc.edu/1711.dl/EcoNatRes

The Ecology and Natural Resources Collection brings together in digital form two categories of primary and secondary publications: writings about research in ecology and natural resources conducted by University of Wisconsin faculty and staff, and unique or valuable titles in these fields held by the UW libraries.

Great Lakes Maritime History Collection
http://webcat.library.wisc.edu:3200/GreatLakes/

The watercraft described on this Web site include some of the vessels that have made Wisconsin's history so rich. They represent a sampling of the maritime resources in the collections of the Milwaukee Public Library, UW-LaCrosse, UW-Superior, Wisconsin Historical Society, and the Door County Maritime Museum.

The State of Wisconsin Collection
http://digital.library.wisc.edu/1711.dl/WI

The State of Wisconsin Collection brings together in digital form two categories of primary and secondary materials: writings about Wisconsin, and unique or valuable materials that relate to its history and ongoing development. The collection includes published as well as archival materials. These materials were digitized from a variety of formats including books, manuscripts, sound recordings, photographs, maps and other resources deemed important to the study and teaching of the state of Wisconsin.

continued on page 9

Digital Collections *continued from page 8*

University of Wisconsin Collection
http://webcat.library.wisc.edu:3200/UW/
When does an aggregation of "stories" become a "history"? The history of the University of Wisconsin is far too colorful and texture-rich to be told in a single document. Within these collections you will find images, manuscripts, papers, and books, all relating in some way to the University's mission. Each record speaks its own truth; each highlights different people, places and accomplishments; each contributes a unique piece of the story.

Wisconsin Pioneer Experience
http://digital.library.wisc.edu/1711.dl/wipionexp
The Wisconsin Pioneer Experience is a digital collection of diaries, letters, reminiscences, speeches and other writings of people who settled and built Wisconsin during the 19th century. The project has been made available through the partnership of the Council of University of Wisconsin Libraries and the Wisconsin Historical Society. The collections from UW-Eau Claire include: Lucy Hastings, Ellen Spaulding Miller, and the Hagen collection, which is listed under the names Anders Solem, Elling Anderson Sende, and Anders Lian.

Additional Online Resources

UW-Madison libraries have created additional resources online, some of which are not officially part of the UWDC. To see a complete list, go to: http://digital.library.wisc.edu/1711.dl/localcolls. These e-books are included in the collection:

Antiquities of Wisconsin by Increase Lapham
http://digital.library.wisc.edu/1711.dl/Antiquities

Chambers's Book of Days
http://www.library.wisc.edu/etext/BookofDays/

Foreign Relations of the United States
http://libtext.library.wisc.edu/FRUS/

Illustrated Shakespeare
http://digital.library.wisc.edu/1711.dl/IllusShake

Robert Louis Stevenson's Fables
http://digital.library.wisc.edu/1711.dl/StvnsnRobL

Interlibrary Loan: Next Phase

by Mimi King, *kingm@uwec.edu*

Last year we introduced ILLiad, a service that offered a new paperless interlibrary loan form. Now the next phase has been implemented: electronic delivery of some journal articles using Odyssey, a new module of the ILLiad software.

Odyssey enables us to post articles received electronically to the ILLiad server, where you are able to read, print or download the article. Articles remain accessible to you for thirty days from the date of posting. If you no longer require the article, you may delete it using the "Delete" button to the right of the article information. In the event that you accidentally delete an article from this web page, e-mail us to have it reset.

One caution: these articles will not be coming from commercial sites and the quality of the electronic document will be limited by the resources of the lending library. Articles with color illustrations may arrive with black and white or grayscale illustrations if the lending library does not have a color copier or scanner.

Should you receive unsatisfactory articles (e.g., with missing or illegible pages), there are two things you should do. First, contact us at once at finsetma@uwec.edu and provide the transaction number for the article. Second, save the article to your network drive or to a diskette. If the lending library sends replacement pages, these pages will replace the entire original file in ILLiad. We will be collecting data on the number of unsatisfactory copies reported, in order to review the need for a commercial document delivery service.

Most articles are expected to arrive without problems. You will be notified by e-mail if your article was sent electronically and given the URL to access it. Articles can also be accessed by logging into ILLIAD and clicking View/Download Electronically Received Articles. Some articles (and all books) will continue to be delivered to the circulation desk.

We hope you will find that the convenience of online article delivery is an enhancement to our services.

My Private ID

Why do I need it?

The Private ID serves as your "library card" in the online environment. This ID will allow you to renew materials online, borrow books through Universal Borrowing, order articles through ILLiad, and more.

How do I get it?

Click the yellow login button in the online catalog. At the login page, click the BLUGOLD link, enter your username and password and you will see your 8-digit Private ID. Record that number and keep it handy.

netLibrary

by Kate Hinnant, *hinnanks@uwec.edu*

For a long time, the only thing standing between our users and a fine collection of e-books has been the confusing interface of *netLibrary*. In January *netLibrary* introduced their re-engineered site and it is a vast improvement, combining a more streamlined look with enhanced performance and new features.

Whether you access *netLibrary* books through the library catalog or search for titles within *netLibrary,* at: http://www.netlibrary.com/, you will notice the following improvements:

- clearer navigation, including "smart" shortcuts that intuit where you want to go based on where you've been
- context sensitive help
- more powerful advanced searching
- faster page loads
- greater accessibility for users with disabilities
- searching both within open books and across the collection
- a choice of five display languages

The favorites, bookmarks, and notes features of the old *netLibrary* interface have been rolled together into "My List and Notes." One of the benefits of creating a free *netLibrary* account is that you can keep track of interesting books or take note of scintillating discoveries right within *netLibrary.* Any book that you want to view again or check out later can be added to your list. If you take a note while reading a book, it will be also be saved.

If you've avoided *netLibrary* titles in the past because you didn't want to hassle with the interface, please give *netLibrary* another chance next time an e-book shows up in your catalog search.

QuestionPoint Ends

by Mimi King, *kingm@uwec.edu*

Last year at this time I announced a new service: QuestionPoint online chat. This service was offered using the combined talents of librarians across the state. Each library "staffed" the virtual reference desk for a few hours each week and the library's users had access to virtual assistance from mid-morning through evening, six days a week. Now, however, we have dropped this service. Virtual reference continues through email only. Follow the "Ask Us, Tell Us" link on the library Web page to access our reference email service.

We learned quite a bit from the QuestionPoint experience. Topping the list of these lessons was that this service is ahead of its time both in terms of demand and of shared expertise among public and academic librarians. We found we were not meeting user expectations for a reference chat service. A review of chats showed that our students and faculty assumed they were online with a librarian here. Some people left the chat session as soon as they discovered they were not chatting with a UW-Eau Claire librarian. In a number of cases, the librarian responding was not at all familiar with our services or Web site, and was only able to suggest the patron contact the reference desk by phone or email.

Demand for our services in the traditional reference desk setting increased during the QuestionPoint trial, at the same time that we experienced a staffing shortage due to retirements and reorganization. We answered 18,363 questions at the reference desk, while UW-Eau Claire librarians answered 73 questions through the chat service. Many of the virtual reference chat questions were from students at other UW campuses asking how to access services at their libraries.

Overall, our assessment was that, though we see virtual reference as a valuable and forward-looking service, it is not yet a replacement for our traditional service. We are continuing to explore other software products and other ways to offer a chat service. Perhaps we will not join a consortium, but attempt to staff the service by ourselves. At least those who use the service then will actually be chatting with one of us. ***Stay tuned!***

McIntyre Library and New Search Technology:

Improving the research process

by Stephen Elfstrand, *elfstrsf@uwec.edu* & **Mimi King,** *kingm@uwec.edu*

Faster and easier research is in the offing for all members of the UW-Eau Claire community in the form of two new and exciting offerings from McIntyre Library. The first, OpenURL, will speed and simplify the process of getting to the full text of articles that are found through library databases. The second, Federated Searching, will allow users to search multiple information resources with a single search. Researchers will also be able to set up and save a default list of their favorite data sources to search against. The UW System chose SFX and Metalib from Ex Libris, to provide these services.

McIntyre Library will be implementing OpenURL first. Researchers will begin to experience the power of OpenURL technology before the end of spring semester! Federated searching will be implemented over the summer and will be in place by fall.

OpenURL (SFX) is a standard that allows database users to connect to available full-text articles even if the article is in a different database than the one being searched. For instance, if a user is searching in Academic Search Elite and comes across an article of interest which is not full text in Academic Search Elite, OpenURL services will present the user with a direct link to the full text of the article if it is available in any other database. If the article is not available in full text, a link will appear that automatically runs a search of the online catalog to see if it is available in the library. As a last resort OpenURL will present the researcher with an electronic Interlibrary Loan form for speedy delivery from another library.

Federated Searching (Metalib) will allow users to search across multiple databases, search engines, library catalogs and even locally created databases, with a single search. Results can be viewed in a single display format and, if desired, the user can enter a specific database's "native interface" to continue more detailed searching that uses special features such as thesauri or indexes. Research indicates that database searching and online catalog use increase greatly when OpenURL and Federated Searching technologies are made available to a campus community.

In addition, SFX and Metalib have some portal-like features, e.g. presenting the databases in categories and subcategories for federated searching. These systems provide many of the things we were trying to do with the Periodicals List and the Databases by Subject and Core & More lists. Librarians will be able to create course-specific database groups that can be used as learning objects in courses using Desire2Learn.Users can save a list of databases as their default for federated searching and save selected results to a "book-bag". Departments or professors could even embed a specific search against a pre-selected set of databases on a web page. An especially interesting system feature is that it can search local data repositories such as photo collections and databases.

By the end of April our users will locate periodicals more easily using Open URL. Look for the Federated feature in the fall of 2004. We believe users will find these very helpful.

Rediscover Special Collections via its New Web Site

by Heather Muir, *muirha@uwec.edu*

The special collections and records management departments at UW-Eau Claire have a new URL for their Web site, as well as a new layout design and navigation. Bookmarks or links to the old pages may need to be adjusted. From the library home page, choose Collections and then follow the link to Special Collections. The direct URL to the special collections home page is: http://www.uwec.edu/Library/archives/index.htm.

The new Web pages incorporate numerous historic university photographs that illustrate the content of each page. There are just over 300 images and nearly 200 web pages within the site. This includes general informational pages about collections and services, but it also includes links to:

- Research Guides
- Finding Aids/Collection Inventories
- Genealogy Resources
- University Photo Album
- Online Exhibits

We currently have two online exhibits, one on the history of buildings on campus and the other on the musical compositions of Ross Hastings. Look for more university history exhibits in the near future.

One of the new features is an online reference/research request form for those who are unable to come to special collections and do their own research. Researchers are asked to submit requests by filling in specific information and making selections from a menu of options. The special collections form appears in several subsections of the Web site including Research Tools, Policies/Services, and Genealogy. To learn more about reference services, check out: http://www.uwec.edu/Library/archives/referenceservice.htm.

Information regarding the campus records management department is also found on the special collections web site at: http://www.uwec.edu/Library/archives/records.htm.

IN BRIEF

Exhibit Update: When Did Our Professors Become Buildings?

With the launching of the new special collections Web site, the online exhibit "When Did Our Professors Become Buildings?" has found a new home. The new URL is: http://www.uwec.edu/Library/archives/exhibits/buildings.htm. An index to the current special collections exhibits may be found at: http://www.uwec.edu/Library/archives/exhibits/index.htm

Errata: In addition to moving the above exhibit, changes in content also occurred. The most significant change was made in the description of Eugene McPhee. The previous language was vague and misleading regarding his career, and we thank his son Rod for bringing this to our attention. We hope that the new text better reflects McPhee's distinguished career.

E-Reserve Tips

- If you had e-reserve items on reserve for a previous semester and they no longer appear online, **call before completing a new request;** you may not need to submit a new list.
- **Please PRIORITIZE** the items on the e-reserve form if you are submitting a number of items to be processed. Exact dates help us ensure all instructors' materials are available when needed.
- **Forms and information** are available online at: http://www.uwec.edu/Library/reserve

Contact for e-reserves:
Janet Patterson
patterjl@uwec.edu
836-4362

STAFF NEWS

■ We are pleased to announce that Education Reference Librarian **Rebecca Wojahn** will begin work on July 1, 2004. Rebecca received her MLIS from UW-Milwaukee in 2002 and a bachelor's degree in elementary education from UW-Madison in 1993. She is currently employed as a reference librarian at St. Charles City-County Library District in Wentzville, MO, but has extensive experience as a school library media specialist. Rebecca will be filling a position that was reconfigured from Cleo Powers' CRIM librarian position. She will provide both specialized education and general reference services, instructional services, and will share responsibility for developing the collections housed in the instructional media center.

■ **Cheryl "Cherie" VanderVoort** retired on January 19. Cherie began work in the library in 1988, when she transferred from the Registrar's office and became our information management specialist. Prior to coming to UW-Eau Claire, she worked in the UW-Stout business office as an accountant, and before that as a teacher. Her departure is a significant loss for the library, as she helped us in the transition from system to system and from version to version of software applications. Cherie was wonderfully dependable, always exercised good judgment, and showed great initiative. She was an excellent communicator and worked very well with CNS staff to keep us up to date and informed of changes. Cherie plans to spend time with her husband out on the golf course, biking on trails, or engaged in one of her other sports-related hobbies. We wish her many miles of fun in her retirement.

■ Information Literacy and Reference Librarian **Karen Pope** is on sabbatical for the spring semester. **Betsy Richmond** is serving as the interim information literacy librarian during Karen's sabbatical.

■ **Richard Bell** has returned to staff the reference desk for fifteen hours per week this semester. **Roni Carey, Leslie Foster,** and **Jill Markgraf** have agreed to increase their appointments by .25 FTE in order to provide coverage of the reference desk and information literacy instruction needs during the spring semester. **John McCrackin** is again staffing the desk on Saturday afternoons.

Searches are in progress for two positions: **assistant director and reference librarian,** as well as **information management specialist.**

Display Cases in the Grand Corridor

Library displays are announced on the library Web page, What's New @ McIntyre Library. Contact John McCrackin at 836-3872, mccracjm@uwec.edu or Laurie Roach at 836-5043, roachlm@uwec.edu if you or your students wish to use the display cases.

OFF THE SHELF

A newsletter from
McINTYRE LIBRARY
University of Wisconsin-Eau Claire
Eau Claire, WI 54702-4004
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*Comments and suggestions about **Off the Shelf** are appreciated. Print copies are distributed midway through each semester to faculty and academic staff, with online copies available to all at http://www.uwec.edu/Library/ots/otshmpg. html.*

Mary Hayden, editor