

Off the Shelf

Your Information Advantage

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Contact
haydenm@uwec.edu

School Spirit at UW-Eau Claire:

The Origin of the Blugold

by Lark Keating-Hadlock, hadlocca@uwec.edu

Throughout the history of the University of Wisconsin-Eau Claire, the question has been asked, “What is a Blugold?” Over the years, many have speculated on the origin of the Blugold. Research shows that the term simply evolved from the phrase “the Blue and Gold.” The first use of the term “Blugolds” occurred in the fall of 1935 when the student newspaper reported that the Blugolds defeated the Winona Teachers College football team.¹ The author of the *Spectator* article shortened the combination of the school’s colors into a single word, much as we currently introduce new words into our lexicon (e.g., “upped” for “increased”), and the term “Blugold” stuck!

When the Eau Claire State Normal School was founded in the fall of 1916, the student body had already chosen the school colors of blue and gold. The first references to the school basketball team labeled the team as the Eau Claire Normals. Eau Claire had eight sister normal schools at that time.² The northern section of the basketball conference was called the Normal Conference, which included Stevens Point Normal, Oshkosh Normal, Superior Normal, River Falls Normal, Platteville Normal, Whitewater Normal, Stout Normal, La Crosse Normal, and Milwaukee Normal. These schools, along with the Madison, Green Bay, and Parkside campuses and 13 two-year colleges, comprise our current University of Wisconsin System. A name to differentiate the Eau Claire Normals athletic teams from the other Normals teams was desired.

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¹ *Spectator* (University of Wisconsin-Eau Claire), 18 October 1935, p. 1.

² Carter, Hilda R. and John R. Jenswold, *The University of Wisconsin-Eau Claire: A History, 1916-1976* (University of Wisconsin-Eau Claire Foundation, Inc., 1976), p. 1.



In 1965, a mascot committee held a Blugold mascot contest that resulted in 26 entries, pairing a symbol with the Blugold name. Five finalists were chosen: the Blugold Beaver, the Norse god Odin, the Blugold Eagle, the Golden Eagle, and the Eau Claire Rivermen.

Print Periodicals: The Long Goodbye

by Eric Jennings, jenninge@uwec.edu



The way in which libraries access periodicals has changed dramatically since the advent of the Internet. This, in turn, has changed the way that we provide access to our users – students, faculty, staff, and the public. With that in mind, assignments that require a student to find a print journal article (one in print specifically, rather than a scholarly journal article of relevance regardless of format) or those that specifically forbid the use of online resources can be problematic and can prove to be more difficult than they are instructive. In this article, I want to describe the state of periodicals in the library: how students access them, their cost, the quality of our online resources, etc., and how librarians and teaching faculty can work together to improve student understanding of library resources.

One question that librarians are often asked is, “Everything is online, so why do we need libraries or librarians?” It is true, more and more resources are moving from print to online. Recently, *The Christian Science Monitor* announced that it would cease publishing a daily print edition in favor of going wholly online. It surprised some in the newspaper-publishing world, no doubt, that a mainstay of national news reporting for 100 years would move to the digital world, but it did not surprise most people. Newspapers and magazines are under increasing pressure to release their content free online (which reduces the cost of production). That, of course, reduces the number of people who need to subscribe to printed versions of these resources, which cuts back on the income

that these newspapers and magazines make. While journals do not necessarily have the same problems that mass media has, they also have pressure to put more of their content online, albeit not for free. Students increasingly expect that these three periodical resources (newspapers, magazines, and journals) should be available at their fingertips 24/7 in an online format.

We have access to a great number of resources at McIntyre Library, but we do not have everything. We currently subscribe to 1,308 periodicals in print, which means you will find 1,308 journal, newspaper, and magazine titles on the second floor of the library. As of January 13, 2009, we had approximately 25,000 electronic periodicals available online. These online periodicals are not full runs i.e., not every issue of every volume is accessible online, but the idea that we have 25,000 periodicals available at your desktop is remarkable. Arguably, much of our most current and most relevant information will be found by accessing one of our online subscriptions to these resources. Whether they are in print in the library or online in a database, our periodicals are accessed through online databases and indexes like Academic Search Premier or Web of Science instead of through the print indexes of the past. These databases index articles that we have in print at our library or in full text in one of our databases and also things to which we have no access.

Herein lies the problem: I’ve been through many reference interviews (what we in libraryland call the question and answer session at the reference desk) where a student has been asked

to find two articles in print and two articles from an online academic source. To search for relevant articles, we use a database that indexes periodicals and sometimes provides abstracts and full text. Using the right search terms and search limiters, we can often find a great article for a student and click on the “Find it” button to see whether we have access to it in our library’s print or online collection. Quite often, both the student and I are disappointed by it being available online but not in the print collection. For students, faculty, and reference librarians, there is no way for us to limit a search of publication contents to only those resources that the library has in print. We can, however, consult the periodicals list once we have found an article and search for a journal by its title to know if we have it in print in the library. If we do not have it in the print collection, we may have access through a database or we may not have access to it at all. The reason that these databases are so useful for us is that they are a quick and easy way to find information and content within our periodicals. You do not even have to come to the library to utilize these resources. From the library’s point of view, we are still providing access to the resources that the students need and the format in which they retrieve the information does not make a difference.

Why are so many of our periodicals accessed through databases instead of in the print collection? First, the number of print periodicals that we subscribe to has decreased dramatically over the last few years. Eight years ago, we subscribed to 1,636 print journals; now we have 1,308. The

number of electronic periodicals eight years ago also differed. During the 2001-02 school year, we had access to approximately 10,000 electronic resources; now we have approximately 25,000. The second and perhaps most important reason why periodicals are being accessed online is because of one thing that affects us all: money. The amount of money the library has to spend on journals, books, and magazines does not keep up with the costs of purchasing print copies of these items. A report from 2004 detailed how some journal subscription prices had risen an astonishing 94% between 2000 and 2004 (Fazackerley, Anna. "Journal Costs Soar By Up to 94%." *Times Educational Supplement* 15 Oct. 2004). A single print journal can cost

likely you would like students to find something in a reputable journal. I agree wholeheartedly. Until students learn to critically interpret and analyze all resources they find (what we call becoming information literate), it's probably best to direct them to peer-reviewed journals and the like and away from Web sites that anyone can put on the Internet. But students do not realize that and they are confused on how to get the resources they need, when the way that they access these resources points them more and more to online (albeit in a database) resources.

Finally, if you are concerned that what is available online (from scholarly publications) does not compare in format to what one might find in print copy of the same scholarly publi-

the library, or work to incorporate a library instruction session into your curriculum that can teach students how to find and critically evaluate all resources – print and online. Finally, if a large number of students will be coming to the library for an assignment, giving the librarians a heads-up can enable us to prepare for your students.

For those of you that would like your students to have the experience of physically coming to the library and finding something on the library shelves, it may be beneficial to provide them with a list of journals that you think would be relevant for their assignment. Consulting the library's Periodicals List (look for the link on the library A-Z list or use the drop down menu on the home page where it says "McIntyre Library Catalog" and select "Periodicals List") will help you craft your assignment. On this list you can search for journals by title and see whether we have access to a periodical in print, online, or neither. Giving your students a suggested list of journals to browse would allow them to go directly to the second floor rather than having to navigate a database only to find that we don't have the article they want in print. If the purpose of an assignment is to find the most useful articles for each student, utilization of the databases and electronic journal articles would be the method to encourage. Regardless of what you choose for your assignments, please know that we in the library want to help you help your students.

As I hope I have shown, the advances in technology have changed the way we do business here in the library and subsequently have changed how we interact with students asking questions at the reference desk. Frankly, it is great that not every article or book is available to students online. There is something to be said about paging through a journal or book. Maybe it is that serendipitous "aha" moment in which the researcher, while paging through the journal, finds another article or tidbit of information that would be useful. It is not as easy to duplicate that same experience with online databases. However, it is important to understand that these resources (print and online) work in concert with one another in the creation and advancement of a 21st-century academic library. If you would like to talk to me about tailoring a research assignment, please feel free to e-mail (jenninge@uwec.edu), call (836-4076), or stop by my office (L1001-E). I would love to hear from you. ■

(Special thanks to Joy Hopkins for her help writing this article.)

What does online mean to a student, professor, or librarian?

\$4-10,000, which is as much if not more than many databases to which we subscribe. That is not to say that a database is not costly either. We have access to many databases like Academic Search Premier and LexisNexis, which can cost thousands, even tens of thousands of dollars. However, the difference between having access to these databases and having a print subscription is that we have access to not just one journal, magazine, or newspaper, but tens or hundreds of periodicals many of which are full text. Rather than duplicate cost, we sometimes decide to cancel a print periodical subscription if we have access to it online. This lets us use our money more efficiently so that we can get another journal or database or absorb price increases in these resources.

So far, I have addressed the issue of many periodicals being online and their cost, but I have not gotten to the idea of what it means for a periodical to be "online." Many assignments specifically require students to find print resources while some say that they may not use "online" resources. What does online mean to a student, professor, or librarian? Does "online" mean a resource accessible through Google or does it mean anything retrieved via the Internet is online? When a professor's assignment indicates that a student must not use online resources, students and the librarians who might be helping them often interpret it to mean that they have to use print resources. It is a semantics issue, I know, but without any definition in place regarding what is meant by "online," both the student and the librarian are left guessing. More than

note that the number of periodicals that are full text online has increased dramatically from years past. In addition to the number of full text periodicals increasing, the number of periodicals whose full text is available in PDF format has also increased. Some might be reluctant to have students access online resources because at one time most online articles were HTML (which usually included just the text of an article) and not PDF (which would include the text and any tables, figures, pictures, etc. as you would see in its original formatting). Today, because of the shift to publish content online in its original format via PDF, the online version of a scholarly article is as good as finding something on the shelf.

Now that I have described the state of periodicals and how they are accessible in the library, I would like to talk about how librarians and faculty can work together to make assignments that utilize the library more effectively. First, I want to encourage you to create assignments that utilize the library and its resources. Whether you have students look for resources online in one of our databases and in our catalog or you have them check out a book or an article on reserve, our librarians feel it is important for the student to become familiar with the library and its resources. If you are creating such assignments, we hope you take advantage of our liaison librarian program. (www.uwec.edu/library/info/lit/libra.htm) In consultation with your liaison librarian, you can talk about the resources available for your particular assignment, ways in which students can get the most out of utilizing

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In 1920, it was decided that a new school song was needed to “express our feelings for our Alma Mater.”³ A song contest was held and the top two winners were “Eau Claire Normal,” winning first place and “Let’s Go, Eau Claire,” winning second place. “Eau Claire Normal,” sung to the tune of the 337th Regimental March, was penned by Cora Bartlett and Ellen Charles:

Eau Claire Normal, dear Eau Claire
Normal,
You’re the best of all;
We’ll be true to your traditions
Whatever may befall;
U-rah-rah!

Eau Claire Normal, dear old Normal,
Pride of the whole Northwest;
Will fight to show our loyalty
And help you win the victory,
Our Alma Mater of Eau Claire.

The words and music of the second place winner, “Let’s Go, Eau Claire,” were composed by Owen Lyons:

Let’s go, Eau Claire to victory,
Let’s fling our banner high;
Let’s sing our praise in these hum-
ble lays,
And we’ll shout it to the sky,
U-rah-rah!
Let’s cheer them on to victory,
And all the honor share;
Beaten never, fighting ever,
Let’s go, Eau Claire!⁴

These songs died out in the early 1930s but were reintroduced in 1939.⁵ The current school song, penned in 1969 by two of the Singing Statesmen, is sung at commencement ceremonies.⁶ The Blugold “Fight Song” is also performed regularly at UW-Eau Claire events. It can be heard, performed by the Singing Statesmen, at www.uwec.edu/alumni/spirit/fightsong.htm

Throughout the 1920s, the Eau Claire football and basketball teams were referred to by many names: the Blue and Gold Football Artists, the Blue and Gold Warriors, the Blue and Gold Gridders or Gridirons, the

Normalites, the Normals, and simply the Blue and Gold team. In 1928, W. L. “Bill” Zorn came to Eau Claire State Normal School to coach football and basketball.⁷ During his long tenure of 40 years, the Eau Claire teams were commonly referred to as the Zornmen, the Zornadoes, and the Golden Zornadoes. However, the moniker the Blue and Gold was used regularly throughout the history of UW-Eau Claire.

In a quest for what some view as an embodiment of school spirit and a source of pride, the debate over a school mascot has surfaced periodically. Since the 1940s, students have tried to define a “Blugold.” In 1945, the *Spectator* sponsored both a banner contest for the newspaper and a nickname contest with the hope of finding a more “distinctive and original nickname” than Blugold. The judges were the *Spectator* staff and the athletic committee. Not a single entry was turned in for the banner contest, and there is no mention of the nickname contest.⁸ In 1956, the Art Club sponsored a mascot contest. The mascot was to be voted on by the student body and subject to the approval of the alumni.⁹ Though almost one third of the student body voted in that contest, and “Buster Bulldog” won first place with 82 votes, no record has been found authorizing a mascot.¹⁰ In 1965, a mascot committee held a Blugold mascot contest that resulted in 26 entries, pairing a symbol with the Blugold name. Five finalists were chosen: the Blugold Beaver, the Norse god Odin, the Blugold Eagle, the Golden Eagle, and the Eau Claire Rivermen. Students and faculty were encouraged to vote for the Blugold mascot from these five. Reportedly, the University Senate rejected all election results “due to the fact that the students were not given the choice of a ‘no’ vote.”¹¹

The mascot issue has resurfaced in the last two years. In February 2006, senior Aaron Olson, then-president of the Student Senate, authored a resolution to recommend that the chancellor form a committee to review the need for “redefining” a Blugold.¹² In 2007, instigated by student Casey Driscoll, the university administration was petitioned for the creation of an official Blugold. Driscoll even went so far as to design and construct his own Blugold suit of a mythical bird called Chip E. Wa, which he has worn around campus.¹³

According to Driscoll, the E. stands for Excellence, embracing UW-Eau Claire’s mantra: “Excellence. Our measure, our motto, our goal.” In the fall of 2008, a survey asked the university community if they wanted a mascot, resulting in 7000 responses. Students, faculty, staff, alumni, and donors responded favorably with 69% of the vote.¹⁴ To date, the current administration has still not committed to an official mascot, stating the opinion that “the word Blugold embodies a certain spirit, ‘It’s a state of being rather than a thing,’ while a mascot is something that can change over the years.”¹⁵

In researching the origin of the Blugold, it has become apparent that every few years a lot of time and energy is spent trying to sanction a mascot. It also appears that the majority of the university community would like to have an official mascot. There is even a Facebook group called “What the Hell is a Blugold?” with more than 1,430 members. The university has embraced an official banner with the historic Council Oak tree incorporated in the seal. “Excellence. Our measure, our motto, our goal” has been endorsed as the official motto. Until an official mascot is endorsed by the university administration, the age old question “What is a Blugold?” will inevitably resurface. ■

³ *Periscope*, 1920 (Eau Claire State Normal School), p. 63.

⁴ *Ibid.*

⁵ *Periscope*, 1940 (State Teachers College, Eau Claire, Wisconsin), p. 146.

⁶ *University of Wisconsin-Eau Claire Commencement Materials, 1917-2007*. Box 2, Folder 18. AS113. Special Collections & Archives. McIntyre Library. University of Wisconsin-Eau Claire. Eau Claire, Wisconsin.

⁷ Carter, p. 9.

⁸ *Spectator*, 5 December 1945, p. 2.

⁹ *Spectator*, 6 December 1956, p. 1.

¹⁰ *Spectator*, 28 February 1957, p. 4.

¹¹ *Student Senate Resolution and Motions, 1963-2000*. Box 1, Folder Resolutions/Motions nos. 1-23, 1963-1966. University of Wisconsin-Eau Claire. Student Senate Resolutions and Motions, 1963-2005. AS337. Special Collections & Archives. McIntyre Library. University of Wisconsin-Eau Claire. Eau Claire, Wisconsin.

¹² *Ibid.*

¹³ *Spectator*, 12 April 2007, p. 18.

¹⁴ *Spectator*, 24 November 2008, p. 1.

¹⁵ *Spectator*, 10 May 2007, p. 2B.

From the Director's Desk

by John Pollitz, pollitjh@uwec.edu

This fall the staff at McIntyre Library has been focused inward. It seems strange to write those words since so much of what we do is focused outward on students, faculty, staff and the community. This past semester, however, every department and unit on campus took a close look at what we do and how we serve the mission of the university as part of the Program to Evaluate and Enhance Quality (PEEQ). Library staff members got together and brainstormed the issues we wanted to include in our report, then selected a task force to draft our response based on that brainstorming session. Task force members that helped me write our report were Hans Kishel, Mary Hayden, Peggy Govan, Colleen McFarland, Bebe Buck, Bob Butterfield and Bryan Vogh. We were able to use the results of our recent LibQual+ survey and the many statistics we collect to discuss our strengths, weaknesses and opportunities for the future. Our data confirm many things we already knew. We provide a high degree of service with a small and dedicated staff. McIntyre Library provides more open hours per week, we have more students using the building and we circulate more books per student FTE than our entire group of peer universities save one. Forty-seven percent of undergraduates report using the library daily. We also came to a realization. Although we take pride in being an agile organization, we are at a crossroads where we need to adapt, once again, to the changing needs of our students and faculty. Our LibQual+ survey results made it clear that, while undergraduates are happy with our electronic resources, we are not meeting the perceived needs of our faculty and graduate students. Our most sophisticated researchers are expecting access to a wider array of electronic journals. As the university develops distinctive graduate programs, McIntyre Library resources will have to keep pace and, increasingly, we will need to provide those resources electronically. The PEEQ process helped stir us to look closely at what we do and has been a great stimulus for thinking ahead and planning the future of the library.

We have recently established a separate UW-Eau Claire Foundation fund designation for our archives and special collections department.

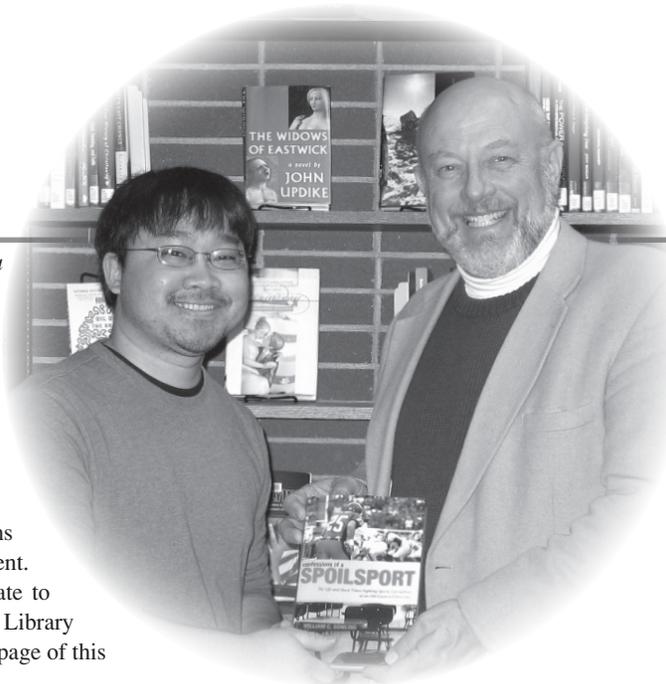
Now community members, alumni and visitors who wish to support the unique role that an archives plays in preserving the history and traditions of a university have a means to express their commitment. Information on how to donate to this fund or other McIntyre Library funds is located on the back page of this newsletter.

The library will be offering a paid internship next year. We received funding from the UW-Eau Claire Differential Tuition fund to create the internship, named the McIntyre Library Diversity Internship. We will be soliciting applications from junior or senior students with the ability to bring a diverse perspective to our library. Students wanting to investigate a career in librarianship will have the opportunity to experience professional library work under the direction of a mentor librarian. Funding will provide the student intern and mentor an opportunity to attend a state or regional professional conference and a visit to one of the two American Library Association accredited schools of library and information science in Wisconsin.

Student employees are vital to the operation of McIntyre Library. We have always known this and annually recognize their service in December with our student appreciation party. This year library staff decided to create a more formal means of recognition to celebrate student contributions and their academic successes. At our December celebration, for the first time, we recognized our graduating student employees by putting commemorative bookplates inside newly acquired books destined for our collection. The books were chosen to represent a special interest of each student. We will now be honoring our graduating student workers each December and May.

This year's winter graduates and the departments they worked in were:

- **Nicole Lynn Kriener**, elementary education major; library science minor.
Periodicals public. Book title: *Carlos Is Gonna Get It.*



- **Jessica Leigh Crandall**, biology-liberal arts major; library science minor.
Circulation. Book title: *Ocean: an Illustrated Atlas.*
- **Anne Betz**, creative writing major.
Periodicals technical. Book title: *Books: A Memoir.*
- **Talia Celeste Steuding**, education major.
Reserves, periodicals public, stacks. Book title: *Abuelos.*
- **Dominic Slausen**, communications major.
Reference. Book title: *Good Video Games + Good Learning: Collected Essays on Video Games,...*

Along with recognizing our student workers' accomplishments we hope to remain in contact with our "alumni" as they continue their studies or pursue careers. We plan to send *Off the Shelf* to all the students for whom we have current address information. Library staff hope to utilize Facebook as another way to keep in touch. We currently have a Facebook group for McIntyre Library (www.facebook.com/pages/Eau-Claire-WI/McIntyre-Library/10483012100?ref=ts) and will be using this more actively to let alumni know about happenings in McIntyre Library. I am excited about this project. Since I came to Eau Claire I have been stunned by how many librarians I have met who have bachelor degrees from UW-Eau Claire. I have had librarians from all over Wisconsin, Iowa, South Carolina, Ohio and Indiana tell me about their fond memories of our campus. I know there are more out there. I hope they will continue to contact me because it is a thrill to meet them. ■

Women's Studies— DVDs and Videos

Compiled by Beth DeRosier,
derosiba@uwec.edu



Twenty five years have passed since the establishment of the UW-Eau Claire Women's Studies program. In honor of that quarter century, DVDs and videotapes for your viewing pleasure are listed below.

Century of Women — Six videocassettes tell the story of women in the 20th century — how they lived, loved, worked, played and most importantly, have changed the course of American history. HQ1426.C36 1994 (IMC Videotapes — Lower Level)

Color Purple — An uneducated woman living in the rural American South who was raped by her father, deprived of the children she bore him and forced to marry a brutal man she calls “Mister,” is transformed by the friendship of two remarkable women, acquiring self-worth and the strength to forgive. Based on the novel by Alice Walker and released as a motion picture in 1985, with Oprah Winfrey. PS3573.A425 C6 1997 (DVDs — 1st Floor) PS 3573 .A425 C 6 (Print copy — 5th floor)

Double Shift - Documentary sketching an international look at question of equality for women in the area of work: opportunity, pay, career and family, value placed on traditional activities, exploitation, self-employment, house husbands. Questions whether women can achieve equality as long as they are expected to bear an unequal share of the work at home. Follows a number of women to see how the double shift affects their lives. Originally broadcast on the television series Women, a True Story. HQ1154 .D683 1997 (IMC Videotapes — Lower Level)

Dreamworlds 3: Desire, Sex & Power in the Music Video - A look at how the narratives of music videos shape individual & cultural attitudes toward femininity, masculinity, sexuality and race. PN1992.8 .M87 D73 2007 (DVDs — 1st Floor)

F Word — Presents various definitions of feminism as defined by feminists, opponents of feminism, and ordinary men and women. Originally produced in 1994. HQ1421 .F2 1997 (DVDs — 1st Floor)

Her Own Words: Dane County/Wisconsin Pioneer Women's Diaries — Combines pictures with words based on the diaries and other personal narratives of five pioneer women who lived in or traveled through Dane County, Wisconsin, in the 1830s, 1840s, and 1850s. Provides glimpses of the women's lives and of life in their times. F584 .H44 1986 (IMC Videotapes — Lower Level)

Home of the Brave — Viola Liuzzo, a 39-year-old wife and mother of five, was the only white woman killed during the civil rights movements. Narrated by Stockard Channing, this powerful documentary tells Liuzzo's tragic story. E185.98 .L58 H66 2005 (DVDs — 1st Floor)

In Her Own Image — Features women in filmmaking and the transformative role that women filmmakers have played in redefining the form, content and terms of independent filmmaking. Discusses how the media portrays women and minorities and what these women are doing to change this into a more positive model. PN1995.9 .W6 I53 1996 (IMC Videotapes — Lower Level)

Iron Jawed Angels — The dramatized story of Alice Paul and Lucy Burns, leaders of the suffragist women who fought for the passage of the 19th Amendment. They broke from the mainstream women's rights movement to create a more activist wing, daring to push the boundaries to secure women's voting rights in 1920. Originally produced as an HBO motion picture starring Hilary Swank, Anjelica Huston, and Patrick Dempsey. PN1997.2 .I76 2004 (DVDs — 1st Floor)

Lakota Woman — Anger that has been swirling for 100 years finally explodes like a force of nature. This is the inspiring, true story of the 1973 uprising that united Native Americans in their fight for survival. One woman rises from ignorance and fear to meet the challenge of her proud heritage during a bloody siege in which 2,000 Native Americans stood their ground and vowed never to be silent again. PN1997 .L28 1994 (IMC Videotapes — Lower Level)

Marie Curie: the Woman Behind the Mind — A portrait of the first woman to receive the Nobel Prize in the sciences, the physics prize for the discovery of radium and the chemistry prize for creating the process used to separate radium and polonium out of pitchblend. QD22.C8 M37 2002 (DVDs — 1st Floor)

Million Dollar Baby — This 2004 movie, starring Hilary Swank and Clint Eastwood, draws us into the lives of two seemingly opposite people who discovered a shared spirit, with a strong bond forged between a female boxer and her male trainer, who doesn't think women belong in the ring. PN 1997.2 .M51 2004 (DVDs — 1st Floor)

One Woman, One Vote - Documents the 70-year struggle for women's suffrage which culminated in the ratification of the 19th Amendment in 1920. JK1896 .O54 1995 (IMC Videotapes — Lower Level)

Out of the Shadows: Portraits of Historic Women Artists -

This documentary explores the lives of women from Indiana who pursued careers as professional artists during the early 20th century. Includes interviews with an artist of the era as well as historians, art curators, and specialists in the field. The stories of these artists offer insight into the culture and values of the greater Midwest during this period. N6530.I6 O88 2005 (DVDs – 1st Floor)

Playing Unfair: the Media Image of the Female Athlete – It has been over 30 years since Title IX legislation granted women equal playing time, but the male-dominated world of sports journalism has yet to catch up with the law. Coverage of women's sports lags far behind men's and focuses on the femininity and sexuality of female athletes over their achievements on the court and field. GV709 .P53 2002 (IMC Videotapes – Lower Level)

She's Nobody's Baby: a History of American Women in the 20th Century – Hosts Alan Alda and Marlo Thomas trace the evolution of the roles and lives of women in the 20th century. Includes newsreel footage, stills, radio and television footage, cartoons, and period music. HQ1426 .S44 1982 (IMC Videotapes – Lower Level)

Silent Feminists: America's First Women Directors – A documentary of America's first women directors. Profiles Alice Guy-Blache, Lois Weber, Kathlyn Williams and Dorothy Arzner. Includes an interview with Margery Wilson. PN1998.2 .S525 1993 (IMC Videotapes – Lower Level)

Top Girls – Explores Caryl Churchill's play about the deliberate choices women must make about their own presentation for advancement in a patriarchal world. Includes commentary before the play and interviews with the playwright, director and cast members. PR6053 .H786 T66 2001 (DVDs – 1st Floor)

Under One Sky – Arab Women in North America Talk About the Hijab – Presents the history of Arab women, from the days of early colonial missions to the post-Gulf War era. Informed, articulate Arab women living in North America describe the ideologies behind the veil and labels imposed by both East and West. HQ1784 .U55 2006 (DVDs – 1st Floor)

Votes for Women – Celebrates the 72-year struggle for the right to vote, with archival photographs, stock footage, and live action set to narration and period music. Voices are provided by Rue McClanahan, John Wesley, and Jean Stapleton. JK1896 .V68 1996 (IMC Videotapes – Lower Level)

Women & War – Interwoven with footage from recent conflicts in the Middle East, Bosnia, northern Uganda, and South Africa, this program captures women's personal experiences of military violence, explains how they survived, and reflects on their growing resistance to war. The women's feelings of loss, uncertainty, and anguish are expressed through stories of cruelty, degradation, and psychological trauma, while their attempts to achieve reconciliation and rebuild shattered communities demonstrate their positive efforts to create a more peaceful future for everyone. U21.5 .W58 2000 (IMC Videotapes – Lower Level)

Women Artists: the Other Side of the Picture – Respected artists, in combination with curators, art historians, and The Guerilla Girls (the terrorists of the art world), discuss the lack of women's fine artwork in major galleries and examine the poignant social history of women in the fine arts. N8354 .W57 1999 (IMC Videotapes – Lower Level) ■



Student Group Improves Family Friendly Study Facilities

by Jill Markgraf, markgrjs@uwec.edu

Got kids? Got students with kids? Little kids? You love 'em, of course, but sometimes it's hard to study or do your research with them in tow. And then you worry, if you're in a public place, that they may be bothering others less adoring of or inured to their sometimes noisy charm. McIntyre Library's Family Friendly Study Room is a designated space for children to recreate while their accompanying adults work or study. Thanks to the efforts of a group of Management 340 students, the facility is better outfitted than ever before.

Implemented four years ago, in space formerly used by the Homework Hotline service, the Family Friendly Study Room comprises two adjoining rooms containing a computer, printer, phone, refrigerator, television, VCR and furniture all provided by the library. Library staff donated toys, videos and books for children. Over the years, users of the facility have offered suggestions for improving it, and some of those improvements were implemented thanks to the efforts of Management 340 (Organizational Behavior) students Carrie Meyer, Stacy Markham, John Luoma, and Jeremy Zastrow. As a class project, students were "to assist or help improve a group or organization on campus through service learning. The project could be aimed at developing funds, awareness, or advancing the mission of the organization," said student Carrie Meyer. The group secured a donation through the Future Teachers of America student organization, which they used to purchase crayons, coloring books, books, posters and the pièce de résistance, a DVD player.

The Family Friendly Study Room is located on the 2nd floor of the library. A key to the room is available for check-out with a Blugold card at the circulation desk. The room is available on a first-come-first serve basis. Although the facility may appeal to the kid in you, you have to have a kid with you to use it. ■



Compiled by Mary Hayden, haydenm@uwec.edu

Back by popular demand, another list of real government documents. Call numbers are U.S. document SUDOC numbers unless otherwise indicated.

After the Cold War: Living with Lower Defense Spending (1992)
Y 3.T 22/2:2 C 67/SUMM

An Ax to Grind : A Practical Ax Manual (1999)
A 13.137:9923-2823 P-MTDC
<http://purl.access.gpo.gov/GPO/LPS100730>

The Bear Essentials (1988)
HE 20.3057:

Creating an Effective Stalking Protocol (2002)
J 36.2: C 86
<http://purl.access.gpo.gov/GPO/LPS83787>

Gobbledygook Has Gotta Go (1966—this was so popular that our library has 3 copies)
I 53.2:G 53
Stacks 4th floor PE 1460 .O4

Health Effects of Pesticide Use on Children (1990)
Y 4.L 11/4:S.hrg.101-569

Impregnation of Concrete Pipe [Prepared] for the Water Quality Office, Environmental Protection Agency. (1980)
EP 2.10:11024 EQE 06/71

IRS Publication 3453—Thank You for Not Filing (1999)
Archived at: <http://www.taxboard.net/IRS-Forms/1999/HTML/pub3453/p3453.html>

Let the Zodiac Wheel Help Steer You in the Best Direction: Respect Your...
TD 8.31:Z 7/ENG./CHINESE

L.U.S.T.LINE Subtitle is: **A Report on Federal and State Programs to Control Leaking Underground Storage Tanks**
Link to the publication's online archives and index <http://www.neiwpc.org/lustline/llarchive.asp>

A favorite article title from **L.U.S.T.LINE** (#41, June 2002): "Looking for Leaks in All the Wrong Places: A Short Story With an Epiphany," by Marcel Moreau

Spread the Word About Mammograms and the Pap Test (1999)
HE 20.3152:P 19/7/DISPLAY

What if Isabel Met Tractor Man? : a Post-hurricane Reassessment of Emergency in the Capital Region (2004)
Y 4.G 74/7:EM 3/9
<http://purl.access.gpo.gov/GPO/LPS45508>

And finally, a book from McIntyre Library Stacks, suggested by OTS reader Art Gulig:

A Million Random Digits with 100,000 Normal Deviates / by The Rand Corporation (1955) Call Number: QA276.5 .R3

If you liked these strange documents, check out the first two installments of Documents, Strangely Named in OTS issues from Spring 2008, and Fall 2006 at: <http://www.uwec.edu/Library/aboutUs/offTheShelf/index.htm> ■

Database Changes and New Databases

by Eric Jennings, jenninge@uwec.edu

Not surprisingly, a handful of databases have changed or been added since the last *Off the Shelf* issue. Below is a listing of these databases and some of their changes:

Database Changes



RDS Business Suite, a suite of three business databases (1) Business and industry: an index to trade journals, (2) Business & Management Practices, an index to management, and (3) TableBase, a database of business statistics, has a new interface. We believe this new interface and enhancements like an advanced search will be a welcome addition to this product, since the previous interface did not incorporate many of the features of database technology that users have come to expect. For more information on this product, see this Web site for accompanying pictures and PowerPoint <http://www.gale.cengage.com/rds/new/>.

America: History & Life and *Historical Abstracts* both added CLIO Notes to their list of resources. CLIO Notes offer researchers an overview of the different eras in history with chronologies listing major events, short narratives providing an overview of an era or event, questions to spur research ideas, and links to suggested subjects that can be searched in each database. To access these resources, simply click on "CLIO Notes" at the top of the screen.

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Library 2.0

Web 2.0 web2.0

social networking tagging tags

librarything library catalog

→ continued from page 8

New Databases

GreenFILE indexes and provides some full text of general interest, scholarly, and governmental information for the researcher whose focus is on the human impact upon the environment.

Twentieth Century Advice Literature: North American Guides on Race, Gender, Sex, and the Family is a time-capsule database that allows researchers to browse through full text books and periodicals of days gone by on sociological topics.

Examples include *How to Fascinate Men* (published in 1960), a relationship guide for women and *Literary Taste: How to Form It* (published in 1911), a character and self-improvement guide.

The Gilded Age is also a time-capsule database of full text books, government documents, letters, songs, photographs, etc., on the Gilded Age (late 19th century) in America. In this database you'll find many primary source materials on issues ranging from education to war, rural life to race/ethnicity. Example documents include *A Report Concerning the Colored Women of the South* (published in 1896) and *War Path and Bivouac, or, The Conquest of the Sioux*.

Note: locate the above databases through the A-Z Library Index. ■



McIntyre Library's tags are showing.

The library catalog now includes additional access points to books and other media using the Web 2.0 convention of tagging. Tags are user-generated terms used to identify and organize information, whether it be photos in Flickr, content of blog entries, potential purchases on Amazon.com, or books in a library.

The tags that appear in the library catalog come from LibraryThing.com, a Web 2.0 site enabling individuals to catalog their personal library collections or reading preferences. More than 30 million books have been added to LibraryThing, each sporting tags, or keywords, assigned by members. The more often a particular tag is assigned to a book by various users, the larger the tag appears. This visual representation of tag popularity is called a tag cloud. Clicking on a tag will retrieve other books with the same tag.

What's the difference between tags and subject headings? Subject headings, which have long appeared on catalog records, are library-assigned terms that describe books. Their strength lies in the use of a controlled vocabulary that standardizes the terminology, and shows hierarchies and relationships among terms. Tags, on the other hand, are not standardized and can be haphazard. They are not meant to replace but rather to supplement subject headings. Because they are assigned by individuals, often for personal use, they have varying degrees of utility for the general public. For example, in addition to describing the content of a book, tags may be used to describe an individual's reaction to, ownership of, or intentions regarding a book. "Books I want to read," is a popular tag, as are "favorite" and "own."

The same qualities that may be regarded as weaknesses of tags can also be their greatest

assets. They provide additional access points to books, alternative methods for categorizing and finding books and can even serve a reader's advisory function. Because they are not bound by the rules and conformity of subject headings, they can be useful in identifying very current topics for which standard subject headings have not yet been established and they can identify various aspects or facets of a book, whereas subject headings attempt to describe the book as a whole.

For example, the book *Wikinomics: how mass collaboration changes everything*, is cataloged with the Library of Congress subject headings *business networks* and *creative ability in business*. User-defined tags used to describe this book include *business, collaboration, economics, innovation, internet, open source, social networking, social software, sociology, technology, web, web 2.0, wiki, Wikipedia, and wikis*. While the tags lack the consistency (wiki or wikis?) offered by subject headings, they offer additional opportunities — often using current vernacular — for users to find this book.

In the McIntyre Library catalog tags appear near the bottom of the record for a book, below the subject headings. As with subject headings, clicking on a tag will retrieve similarly-tagged items that are available in our library. In addition to tags appearing in library catalog records, LibraryThing also generates lists of "similar books" available in our library, images of book covers, and links to additional information about the book from GoogleBooks.

Finally, what if you want to add your own tags? Right now that can't be done from within the library catalog, but you can sign on with LibraryThing.com (for free) and add tags that way. And then your tags will be showing, too.

Digital Signatures and Document Migration

by Mary Hayden, haydenm@uwec.edu

Digital Signatures

What makes an online copy of a federal government document authentic or official? Approximately 15 years ago, the Government Printing Office began making digital copies of laws, codes, bills, and other official publications available online at the GPO Access site. While online documents provided many more people with access, depository libraries were warned that documents in this format were not to be considered "official," and that only the print copy was the authentic copy. At that time there were no protections against edits or changes to the online documents, and their security could not be assured.

Enter the age of digital signatures. The GPO Access site says, "Visible digital signatures on online PDF documents serve the same purpose as handwritten signatures or traditional wax seals on printed documents. A digital signature, viewed through the GPO Seal of Authenticity, verifies document integrity and authenticity of GPO online Federal documents. Documents with digital signatures must be viewed with Adobe Acrobat or Reader 8.0 or 7.0.

Beta versions of authenticated Public and Private Laws were available in 2007, and in March 2008, these versions were declared official. Both the Fiscal Year 2009 Budget and Public and Private Laws from the 110th and 111th Congresses have now been authenticated, as well as Congressional Bills. Stay tuned for more additions to the list of authenticated government publications.

Documents Migration: GPO Access Replaced by New System

As this article was written, most documents on GPO Access were still available at: <http://www.gpoaccess.gov/>. However, the information on GPO Access is in the process of being migrated to GPO's Federal Digital System (FDsys). The migration is occurring on a collection-by-collection basis. The information on GPO Access will remain current and continue to be available until migration is complete in mid-2009. The new system beta site is: <http://fdsys.gpo.gov/fdsys/search/home.action>

Please direct questions on digital signatures and the location of online federal government publications to Mary Hayden at haydenm@uwec.edu or call 836-3421. ■

Gamers Take Note!

If you stopped in the library grand corridor during December and January, you probably spotted Hans Kishel's gaming displays. They featured games for all ages and interests, accompanied by books related to gaming topics. Hans shared his impressive dice collection, war games, and information on game design.

Hans said that gamers might like the sites listed below. To contact Hans, e-mail him at kishelhf@uwec.edu or call 836-2959.

His collection of games is listed at BGG
<http://www.boardgamegeek.com/collection/user/hkishel?own=1&ff=1>

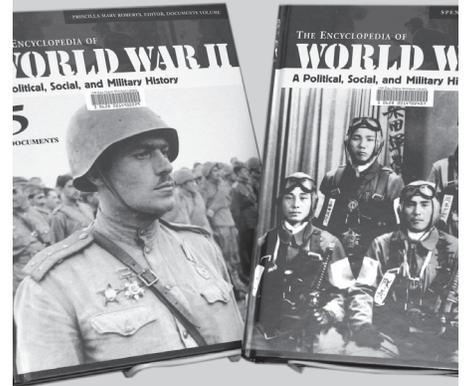
Board Game Geek (BGG) -
Web site that has large amounts of
information on all games
<http://www.boardgamegeek.com/>

Consim World -
Web site about war games
<http://consimworld.com/>

Online retailers for games that you probably won't find at the mall
<http://www.funagain.com/>
<http://www.thoughthammer.com/>
<http://www.fairplaygames.com/>

Web site that rates children's games by age and category
<http://www.kidgameratings.com/index.aspx>

New @ Your Library®



In the reference department stacks:

Encyclopedia of World War II: a Political, Social, and Military History

Spencer C. Tucker ... [et al.], editor,
Priscilla Mary Roberts, editor
Reference call number D740 .E516
2005

The introduction to this five volume set states "Covers every important battle and weapons system; every involved nation and significant geographic location; and every political, military, and civilian leader around the world who played a significant role in the war's onset, course, and aftermath ... Compiles significant documents relating to the period. Features include ... analysis of wartime conferences, crucial battlefield and diplomatic turning points, and lingering historical controversies; ... geopolitical and military maps, as well as numerous photographs, illustrations, and charts; in-depth coverage of the causes of the war and its effects on life on the home fronts, including morale and attitudes, political events, and the economies and work forces inside the nations in conflict."

In the government publications department:

McIntyre Library has become a Superfund Information Repository for National Presto Industries. As an information repository, we will store current information from U.S. Environmental Protection Agency, technical reports, and reference materials regarding this Superfund site. Ask for assistance with this collection at the reference desk. ■



Mary Hable began working as a library assistant in the cataloging department in December. Mary is happy to return to the department where she worked as an LTE in 1997. She is especially glad to be working again with Cheryl, Laurel, and Randy. During her student years in the early 1980s, she also worked in reserve with Janet. Mary has worked in a variety of temporary positions since graduating from UW-Eau Claire with a business education major and library science minor, including the Chippewa Valley Technical College and the Eau Claire Area School District. In 1992 she and Peter, her husband, taught English at a factory in Slovakia. For the past seven years Mary was the administrative coordinator for the Friends of the L.E. Phillips Memorial Public Library; she also worked for the capital campaign. Mary and Peter have two sons, Staš, age 14, and Basil, age 11. ■

Janice Bogstad has returned from sabbatical and resumed her duties in collection development and as the library liaison for women's studies. Contact her at bogstajm@uwec.edu or call 836-6032. ■

Former Library Student Employees

Our new library student employee recognition program is featured in the Director's Desk article in this issue. In addition to the program, we are attempting to remain in touch with former student employees. We contacted three of our former student employees to find out how the experience of working in our library influenced their career choices.

Which library department did you work in?

Marie: Government Documents

Mary: Reserve

Emma: Reference

Did working in the library help you in your studies? How?

Marie: Yes, becoming more familiar with the vast amounts and variety of documents that the government prints helped me when I was doing research for my classes. I was also a library science minor so the experience, especially with copy cataloging, gave me hands-on experience for my degree.

Mary: Yes, it was a stress releaser; it was a nice break from academic studies.

Emma: Working at the reference desk forced me to learn the different resources available to me in the library and beyond. Working at the library also kept me on campus so I was able to study in a quiet environment before work.

How did your student library job influence your career decision?

Marie: I liked that my library job was in the field that I hoped to get a job in after graduation. I felt like I was getting valuable hands-on experience for my future career. All of the librarians and my supervisor were very supportive.

Mary: I realized I liked the organizational side of working in the reserve department, which is definitely a feature of working in a library.

Emma: I knew that I wanted to continue working one-on-one with people, and that I enjoyed helping people find what they needed. I now work as a project manager helping hospitals to implement electronic health record software. With my job, I'm still working with people to do the research to come up with a great final project.

Have you worked in a library-related job after college? Do you have plans for a career in this field?

Marie: Yes. I worked as a library clerk in a public library immediately after graduation. Then, I went on to get my masters in library and information science. After earning that degree I got a job as Librarian at Rasmussen College.

Mary: I was a long-term sub as a middle school library media specialist during 2 different school years, I volunteered in my sons' elementary school libraries, I was a coordinator for a Friends of the Library group. Currently, I am a library assistant here — I prefer the library atmosphere over any others, so I hope to stay until I retire.

Emma: My career isn't library-related but somewhere down the road, I would like to go back to school for a master's in library science. I loved working at the library, and the skills I learned at the desk (how people learn, how people look for information and how to help people do both of those tasks) have been immensely useful, learning more about the science can only help me down the road.

We would love to hear from other former students. Let us know how working in the library changed your life by e-mailing our director, John Pollitz, at pollitjh@uwec.edu. ■

In Brief

Story Hour in the Library

Education reference librarian Kati Tvaruzka leads a free monthly story time session for children attending UW-Eau Claire Children's Center, but the children and grandchildren of faculty, staff, students and the general public are also invited.

The 30-minute sessions are held at 10 a.m. on the last Tuesday of every month (September through April) in the Instructional Media Center. ■



Support McIntyre Library

Your gift to McIntyre Library will enhance student learning experiences and provide valuable library resources. There are several ways that you can support the library's outstanding learning environment.

- The McIntyre Library Associates Fund provides funding for print, multimedia and electronic collections; leisure reading; listening and viewing collections (gifts of any amount).
- The Library Advancement Fund provides funding for cultural programming and art exhibits, technology, furnishings, artwork and purchases that enhance the library building and its services (gifts of any amount).
- The William D. & Laurene L. McIntyre Fund helps build library print and electronic collections, funds large sets and more expensive acquisitions (gifts of \$500 or more).
- Other funding opportunities support various collections, provide furnishings, ensure preservation and digitization of collections, and replace and upgrade the equipment in our teaching lab. For complete details, see: <http://www.uwec.edu/fndn/programs/library.htm>
- **NEW** - The McIntyre Library Special Collections Fund supports our work in preserving the history and traditions of the university (gifts of any amount).

Thank you for considering a gift to UW-Eau Claire's McIntyre Library. For more information about McIntyre Library or our specific needs, visit the McIntyre Library Web site, e-mail Library.Director@uwec.edu or call 715-836-3715.



I wish to support McIntyre Library through my tax-deductible gift.

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(Please make check payable to UW-Eau Claire Foundation, Inc.)

I wish to make a pledge to be fulfilled over a period of up to five years. Please have a member of the Foundation staff contact me.

I wish to make my gift using electronic funds transfer on a monthly or quarterly basis. Please have a member of the Foundation staff contact me.

My employer (or my spouse's) will match this gift. Employer _____

There are several options for designating your gift. See the information above or online at www.uwec.edu/fndn/programs/library.htm

Undesignated funds will be credited to the Library Advancement Fund.

Submit donations to:

UW-Eau Claire Foundation, Inc.
Schofield Hall 214, 105 Garfield Ave.
Eau Claire, WI 54702-4004.

Give online at: www.uwec.edu/fndn/giving.htm

Questions?

- Visit the McIntyre Library Web site
- e-mail Library.Director@uwec.edu
- call 715-836-3715

Thank you to our donors

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Off the Shelf

A newsletter from McIntyre Library
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Mary Hayden, Editor
haydenm@uwec.edu

John Pollitz, Director
pollitjh@uwec.edu

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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/aboutus/offtheshelf/>.

Mary Hayden, editor