

# Off the Shelf

Your Information Advantage

March 2010 | Number 71




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Suggestions or  
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newsletter?

Contact  
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By Jill Markgraf, [markgrjs@uwec.edu](mailto:markgrjs@uwec.edu)

When we dare to venture beyond our own familiar surroundings, we are often rewarded by discovering something new and wonderful. So it is with library databases. Library databases are arranged by discipline, and we tend to search the databases we are familiar with within our own area of research or study. But many databases have much to offer people outside of the discipline as well. We'll look at some business databases as an example.

Most of us, like it or not, have to deal with money. *Checkpoint* is a resource for accounting and tax research. And let's face it, if you're not an accounting student or faculty member, chances are you're not going to venture into this database uninvited. However, it has some features that are useful for the rest of us, be we homeowners, drivers, students, or taxpayers. *Checkpoint* includes handy tools for calculating and managing the financial aspects of our lives, including home or college student budgets, mortgages, personal finances, credit card debt, car purchases, retirement, long-term care insurance and more. Click on the Tools tab and look around. And with April 15 around the corner, *Checkpoint* is a good source for tax forms and information. Consider yourself invited to explore this rich resource.

If you are interested in investments, McIntyre Library provides access to two databases rich in company financial and industry data: *Mergent Online* (formerly *Moody's*) and *LexisNexis Academic* (see its Company subsection). Both provide information

on millions of companies, with the emphasis on publicly-traded companies. Inform your investment decisions with data beyond what's freely available at *Yahoo! Finance* or *MarketWatch*.

You or your students may be interested in companies for other reasons. Several business databases allow you to search in a variety of ways depending on your needs. For example, perhaps you are looking for a job in the advertising industry. You prefer a smaller company and you prefer to remain in the Midwest. The online *Ward's Business Directory* will let you search for companies by combining a number of criteria (use its advanced search option). The *Mergent Online* and *LexisNexis Academic* databases mentioned earlier are useful for finding information about companies—including histories, annual reports, latest news and more—that can assist you in preparing for your job interview. Similarly, *Business Source Premier* provides in-depth Datamonitor reports on companies. In toto, these databases can provide you with detailed descriptions and comparisons of companies and contact information for executives and key personnel, thereby giving you a competitive edge.

All business databases can be accessed via [www.uwec.edu/Library/research/resBySub.htm](http://www.uwec.edu/Library/research/resBySub.htm) (click on Business). And while you're there, consider venturing into other unfamiliar disciplines. You never know what you'll find. ■

# United States<sup>®</sup> Census 2010

## IT'S IN OUR HANDS

By Mary Hayden, [haydenm@uwec.edu](mailto:haydenm@uwec.edu)

## It happens every ten years.

A form finds its way into your mailbox and you spend 30 minutes answering the questions. The information gained from your answers is used and reused by government agencies, the media, marketing departments, university classes and after 72 years, genealogists. Numbers crunched influence budget allocations, election spending, your representatives in the U.S. House, targeted advertising, and much more.

Just how long has this been going on? The first United States census was taken in 1790 as required by the U.S. Constitution, and asked only for the name of the head of the household and six questions regarding the number of people by category living in each household. It was considered important to know how many free white men over 16

lived in our country, for purposes of accessing our military strength, our industrial potential, representation, and tax policy. Humorously, in the “nothing has really changed” category, both George Washington and Thomas Jefferson disputed the final count of 3.9 million people, asserting that the country most certainly had a larger population.

As the United States grew, so did the task of counting people in our expanding country. The original area included thirteen states, plus the districts of Kentucky, Maine, and Vermont, and the Southwest Territory (Tennessee). The population of land area in the U.S. was 4.5 persons per square mile. The geographic area expanded as states and territories were added, and the census now covers 50 states plus the District of Columbia and three territories. The population per square mile in 2000 was 79.6.

U.S. marshals visited each dwelling (that they could locate) for the 1790 census. The 1960 census was the first to use the U.S. Postal Service as the primary method of getting the forms out to citizens. The 2010 census will expect two thirds of the population to mail in forms, and then will send out census workers to record information from the rest of the country. During the first several censuses, marshals had to record data on whatever paper they could find. In 1830 the government provided the census-takers with actual forms, and this year enumerators will carry handheld computers with GPS capability.

One thing you can count on is that the information gathered changes with each census. As the need for additional data is recognized, the questions asked are changed. In 1810 the assistant marshals were to collect the census “head count”, plus look around at the manufacturing establishments and manufactures in their areas. This led to the 1812 enumeration of manufactures, a much more detailed assessment of businesses in the country. It was not until the census of 1820 that people were asked about occupation. In 1850, social statistics such as education and value of estate questions were added. Over the years the questions and methods of query have varied so greatly that specialized indexes and reports have been published to compare the questionnaires and resulting statistical data.

The 23<sup>rd</sup> census will utilize only a short form. The information previously gathered by sampling the population with a long form is now gathered on a more frequent basis through other surveys such as the American Community Survey. So watch for your form in the mail during March, answer the ten short questions, and be a part of a 210-year old census tradition. ■

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#### Sources:

*Measuring America: The Decennial Censuses From 1790 to 2000.* U. S. Census Bureau. Washington, D.C. : U.S. Dept. of Commerce, Economics and Statistics Administration, U.S. Census Bureau: For sale by the Supt. of Docs., U.S. G.P.O., [2002].

U.S. Census Web sites: [www.census.gov/history](http://www.census.gov/history) and [2010.census.gov](http://2010.census.gov).

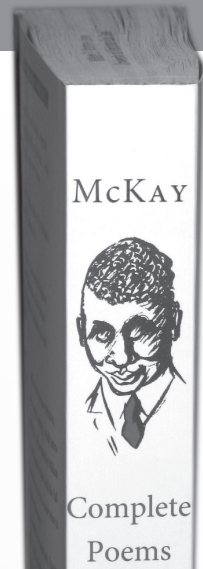
# Poets and Poetry

By Janet Patterson, [patterjl@uwec.edu](mailto:patterjl@uwec.edu)

**Poetry?** It's read for enjoyment, revelation, art, beauty, wisdom, comfort, wit, insight, sounds, and for the clever or surprising use of words or form. Most everyone has a favorite poem but when was the last time you took up a book of poetry?

McIntyre's collection includes the works of many poets along with books about poetry. Following is a list of recently added titles and a sampling of first lines of poems from those books.

Intrigued? April is National Poetry Month and a number of new or interesting poetry books will be featured on the new acquisitions book shelf on the first floor of McIntyre Library.



## The Poets: Recent Acquisitions

Edward Scott: **The Midnight Window:**  
PS 3619 .C665 M53 2008

### *That Hyphenated-name*

Men beware of women  
Who keep their last names...

### *The Robbery*

Life isn't worth spit  
Until some fool...

Bryan Thao Worra: **On the Other Side of the Eye:** PS 3623 .O692 O5 2007

### *Maggots*

Chew their meals with  
Draughts of iron and salt...

### *Hmong Market at Luang Prabang*

If I am successful,  
I will be immortal and misunderstood...

Christina Rossetti: **Goblin Market and Other Poems:** PR 5237 .G6 1994

### *Winter: My Secret*

I tell my secret? No indeed, not I:  
Perhaps some day, who knows?...

### *A Pause of Thought*

I looked for that which is not, nor can be,  
And hope deferred made my heart sick in truth...

Claude McKay: **Complete Poems:** PS 3525 .A24785 A17 2008

### *Hard Times*

De mo' me wuk, de mo' time hard,  
I don't know what fe do...

### *Harlem*

Transformed by colored lights a basement den,  
With chairs and tables banked on either side...

Cap City Poets: PS 571 .O3 C25 2008

### *Waking in a Strange House* by Kip Knott

This morning, my clock flashes mid-life  
in big red numbers. I dress in sweats and step...

*Understanding Stevens* by Jerry Roscoe  
"Money is a kind of poetry," Stevens said,  
not 'poetry is a kind of money'...

Roy Bentley: **Funerals in the South :** PS 3552 .E564 F86 2008

### *Dorothy at 40*

Years and years of flat, Kansas cornfields.  
The suitors never came. Sometimes a stare...

### *Funerals in the South*

We didn't sing "My Old Kentucky Home" or  
"Dixie,"

but we might as well have. Without fail,  
neighbors...

Love Poems and Other Messages for Bruce  
Springsteen: PS 617 .L636 2009

### *An Evening with Another Woman* by Kip Knott

Walking home late in the cold,  
I found the moon lying in a drift of snow...

### *ENCOUNTER WITH ETERNITY or WHY THE BOSS*

#### *ROCKS* by Gary Metras

The voice grabs and won't release  
until every pore begins to bleed...

Shelby Stephenson: **Greatest Hits 1978-2000:**  
PS 3569 .T38684 G74 2002

### *REMEDIES*

Put hot's foot oil and chitlin grease on a hot rag.  
Lay it on the chest. That will stop the coughing.  
Rose had sore...

### *RECOLLECTIONS*

When the elderly sisters surrendered the plantation house  
the undergrowth filled with redbird nests lines  
with cotton...

Miller Williams: **Time and the Tilting Earth:**  
PS 3545 .I 53352

### *Poem without a Title or Closing Line*

The alarm sounds at six and he rolls over,  
wondering what he can find to rhyme with that...

### *The Old Professor Deals with Death and Dying*

Talking around the block with no one near  
but me, my sometime friend...

## Recent Acquisitions About Poetry

Edgar Allan Poe: **Poems and Essays on Poetry:** PS 2605 .A1 2003

### *The Raven*

Once upon a midnight dreary, while I pondered,  
weak and weary,  
Over many a quaint and curious volume of  
forgotten lore...

### *Dreamland*

By a route obscure and lonely,  
Haunted by ill angels only...

### *The Keats-Shelley Review: #22*

*Prisoner's Lament* by Elliot Duffy, age 15  
(Joint Second Prize)

### *My*

Brothers lie crushed in their...

Cary Nelson: **Revolutionary Memory:** PS 310 .P6 N45 2001

### *How Much for Spain?* by Michael Quin

The long collection speech is done  
And now the felt hat goes...

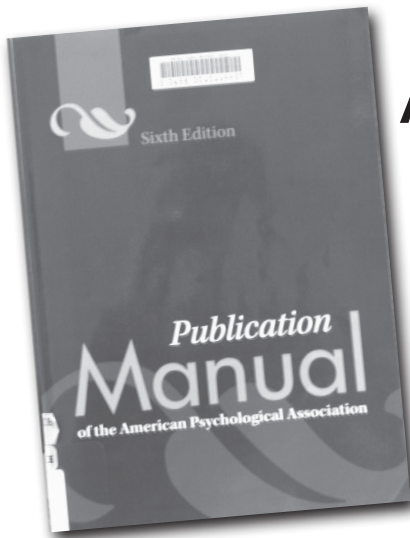
Xiaojing Zhou: **The Ethics and Poetics of Alterity in Asian American Poetry:** PS 153 .A84 Z98 2006

Richard Tillinghast: **Finding Ireland: a Poet's Explorations of Irish Literature and Culture:** PR 8731 .T55 2008

Regina Mara Schwartz: **Sacramental Poetics and the Dawn of Secularism:** PR 545 .R4 S39 2008

Scott L. Newstok: **Quoting Death in Early Modern England:** PR 428 .D4 N49 2009

## New @ Your Library



## APA Reprints New Edition

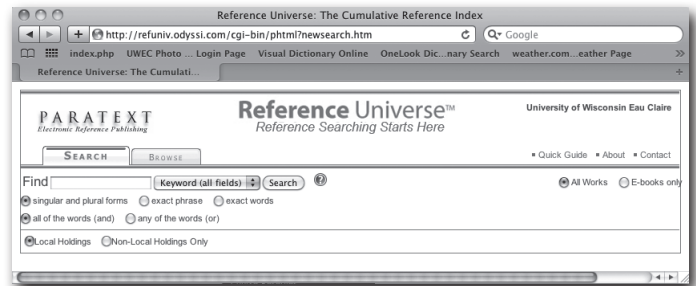
By Eric Jennings,  
jenninge@uwec.edu

Over this past winter there was quite a kerfuffle over the sixth edition of the APA Publication Manual. As many of you know, there were quite a few errors in the first printing of this newest iteration of the Publication Manual. They have since been corrected in

the second printing, but if you are unsure whether you have the first or second printing, check the verso of the title page at the bottom for printing information. If you have the first printing — do not fear — you can get information on the updates and answers to any questions you may have online at [www.apastyle.org](http://www.apastyle.org).

One of the first things that you will notice as a difference between the fifth and sixth edition of the Publication Manual is that the latest edition is significantly smaller (439 pages in the fifth edition and 272 in the sixth.) The editors of the Publication Manual attempted to condense all information on a given topic to one page to “simplify the reader’s job.” (p. 3 APA manual) That, however, does not mean that the editors have not significantly updated or expanded coverage of specific issues in the new edition. For example, in Chapter 1, a lengthier description of ethics-related topics has been included because of the proliferation of information available to researchers in various formats. Similarly, in Chapter 5, the editors have expanded and updated information on how to develop and present graphic material and data. The final change I will highlight is the inclusion of how to properly cite electronic resources in the sixth edition. If you remember, the fifth edition, originally published in 2001, had a 2007 supplement that described an updated way to cite electronic resources. The sixth edition has included these changes in the body of the work, making it much easier on the researcher to find and properly cite an electronically retrieved article.

It goes without saying that there are many changes in the text of the sixth edition that are not directly influenced by electronic media. But, in my opinion, the Publication Manual revision task force has placed an emphasis on the ramifications that electronic media play on publication procedures. This makes a lot of sense because that is the trend in publishing; blogs, Twitter, Facebook, etc. are all part of today’s information lexicon and must be addressed for today’s researcher. To see any of the additional changes, consult the introduction to the Publication Manual (p. 3-8), or view an online tutorial (<http://flash1r.apa.org/apastyle/whatsnew/index.htm>). ■



## Reinvigorating the Reference Collection with *Reference Universe*

By Anna Knutson, knutsoam@uwec.edu

There is a new search tool in town, a starting point for your student’s research. It is called *Reference Universe* and it is making it easier than ever to search the reference and background materials at McIntyre Library. Imagine a tool that allows users to combine their love of searching the Internet with the ability to locate quality print reference materials that are often overlooked in Wikipedia entries and Googled results. *Reference Universe* has the ability to bring our print reference collection to life by providing access points and search results that go beyond the normal searching of the online catalog. The value of the print reference collection at McIntyre Library is revealed to its potential users. Most importantly, it provides an authoritative introduction to any topic.

*Reference Universe* allows users to search complete indexes and article titles from more than 40,000 print and electronic reference books, and allows for deep exploration of subject encyclopedias by using information provided in indexes and abstracts. It works with our library’s online catalog, matching a user’s search to our library’s holdings. *Reference Universe* can also be used to search beyond McIntyre Library’s local collection, and it can be used to search our e-book reference collection. If an article is located within a reference e-book, *Reference Universe* will provide a link to that article.

Searching *Reference Universe* is quick and easy. Users simply type in their desired term or phrase and hit search. Users may also opt to browse holdings by publisher, title, subject heading, or article/index terms. After the search has been conducted, *Reference Universe* will list relevant print and e-book titles held in our reference collection. Titles retrieved are displayed by the relevancy of the search terms to the title of the work, followed by items where the search term appears either in article titles or in the index. Results can be sorted by electronic resources, classification numbers, name of reference work, year of publication, and relevance in ascending or descending order. Users can also check displayed items and print, email, or export the data in Brief, RefWorks, or Endnote formats.

So encourage your students who are struggling to find introductory materials to try *Reference Universe*. It can be easily accessed through McIntyre Library’s home page. Click on the Research link, select *Reference Universe* under “Getting Started,” enter your search terms, and delight in the hidden gems you and your students will uncover from our reference collection. ■



# Keeping Your [Social] Distance

By Jill Markgraf, [markgrjs@uwec.edu](mailto:markgrjs@uwec.edu)

**I**f you are teaching or studying abroad, taking or teaching an online class, or under quarantine (we hope not) you will be keeping your social distance. McIntyre Library has long had services in place for those students and faculty who cannot be on campus for extended periods. Social networking applications expand the library's ability to provide services when social distancing is a pleasant or unpleasant necessity.

One of McIntyre Library's greatest resources is its people, and you can get assistance from virtually wherever you are. In addition to communication via email and telephone (we even provide a toll-free phone number: 877-267-1384), you can reach us via instant messaging (IM)/chat by simply clicking on a chat icon from several library Web pages and online guides. After piloting an IM reference service for the past year, McIntyre Library has recently upgraded to a more robust system, offering a quick and convenient method for conversing with library staff.

Sometimes, however, it is difficult to convey a complex search strategy or process in a chat message, email or even via a phone conversation. For those occasions, when a picture (or motion picture) is worth a thousand words, the library uses another social networking tool called Jing® to easily and quickly create and share screen captures or videos. Using Jing®, a free software from TechSmith, we can more closely replicate the face-to-face interaction by demonstrating rather than just explaining.

If you are doing your research at a time, possibly in another time zone, when the library is not staffed, the library's Course and Research Guide collection offers access to the collected wisdom of library staff. With more than 100 research guides on topics ranging from researching American Indians to women's studies, finding book and film reviews, to using EndNoteWeb, many of your research questions can be answered 24/7.

Students, faculty and staff can search the library's 150 databases and the online catalog from wherever they are on this planet, provided they have Internet access. When connecting to library databases from off-campus, you will pass through an authentication screen that requires a current UW-Eau Claire username and password for entry. As more resources become available online, research-at-a-distance gets easier. However, not everything is available online. Perhaps you find yourself studying in Costa Rica or teaching in England, and you come across a journal article that is sitting in print on the second floor of McIntyre Library. While library staff would be more than willing to fly down to Costa Rica to hand-deliver a photocopy of your desired article, sadly

such service is not in the budget. What we will do, however, is scan a copy of the article and email it to you.

If you live in California and are taking an online course through UW-Eau Claire and need to borrow a book, we will pack it up and ship it to you. If you live in Stevens Point or near one of the other UW campuses, you can request a book through universal borrowing and have it delivered within days to the UW library nearest you.

So, while you are keeping your social distance, McIntyre Library encourages you to use our social networking and our more traditional services to keep in touch. Postcards are always appreciated, too.

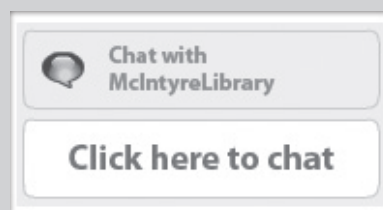
For more information on services available for those at a distance, please see [www.uwec.edu/Library/distance/index.htm](http://www.uwec.edu/Library/distance/index.htm). Please note that some delivery services described above are only available for those faculty and students researching, teaching or taking classes at a distance and who are not currently residing in the Eau Claire area. ■

## LibraryH3lp—Talk to Us

By Eric Jennings, [jenninge@uwec.edu](mailto:jenninge@uwec.edu)

**M** McIntyre Library has moved to a new instant messaging (a.k.a. chat) program. This new program, LibraryH3lp (Library Help) allows us to monitor our chat service from more than one location. Our previous chat service, Meebo, limited us to a single person who was able to log in and monitor the chat service. This new service allows all reference librarians and staff members to monitor the chat service in their office as well as at the reference desk if they choose. Because the person monitoring the previous version of our chat service wasn't always at the reference desk or was busy helping someone, chat messages would sometimes get missed. We hope our new chat service will provide better service to you.

To start chatting with us, simply click on the icon on the library's homepage that you see to the right to open up a new browser window/tab for chat:



## Database Changes

### Databases Added

- ABI/INFORM Dateline
- ABI/INFORM Trade & Industry
- Access  
NewspaperARCHIVE—Badgerlink
- ACLS Humanities E-Books
- EBSCOhost Español—Badgerlink
- Films on Demand
- Garland Encyclopedia of World Music Online
- HeritageQuest Online—Badgerlink
- North American Immigrant Letters, Diaries and Oral Histories
- Reference Universe—see article in this issue

### Databases Not Renewed

- BooksInPrint.com Professional
- Library Literature and Information Science Full Text
- RDS Business Reference Suite (included Business & Industry, Business & Management Practices, and Tablebase)

### Print Resource Not Renewed

Value Line in print has been discontinued and removed from the reference collection. As alternatives we suggest Mergent or LexisNexis online. Value Line is available at L.E. Phillips Memorial Public Library.

## How to Access Databases

- Begin in the middle of the library home page
- Click Find Resources-Databases
- Choose the first letter of the database name
- Or type in the name of the database
- Click on the database title

# Research & the English 110 Student: Too Many Tools, Too Little Context

By Kate Hinnant,  
[hinnanks@uwec.edu](mailto:hinnanks@uwec.edu)



I never realized how easy I had it as an undergraduate in the early '90s. When I was given a research assignment in my major, there were prescribed sets of resources I consulted. Sure, it entailed going through a long process at the library, identifying and tracing subject words through years of print indexes, before I finally hoofed it to where the journals were kept, in thick bound volumes, row after row.

The easiness I refer to was not in the searching, but in the search results. Because I was constrained by the indexes to academic articles, they had the built-in imprimatur of being appropriate for a college paper. My research universe was circumscribed by my tools and the context of information seemed relatively legible to me.

Today's students can work with what seems like an infinite number of search tools. In addition to Google and Google Scholar, there are a number of free Internet databases (like Scirus) that facilitate finding content. There are also confusing sites, like the popular Associated Content which is essentially a searchable directory of self-published texts for sale. When they turn to the library for their research needs, students find an array of library databases that straddle disciplines and vary in scope: databases that can spit out an article from *People* magazine as easily as from *Philological Quarterly*.

Most UW-Eau Claire students get their introduction to the expectations and methods of college-level research in English 110. Typically a combination of class-time related to the writing of a "researched" paper and a library lesson taught by library faculty serves this function. This is one common model in higher education for integrating what is commonly referred to as "information literacy" into the college curriculum. Yet, as at other institutions that follow this model, there is some unease about its results, on the parts of both English and library faculty.

Last summer, I worked with two students, Alysha Feldkamp and Jessie Thornton, on

a CETL-funded curricular project to develop an online collection of lesson plans, exercises, and guides that can be used for teaching research in English 110. The site is organized around the research process and includes multiple options for each research objective.

Our goal was to provide enough flexibility that instructors could choose lesson ideas that matched their teaching style and curriculum. The lessons do not supplant the traditional library instruction class, but hopefully make it more relevant to our students and their experience doing research in English 110. Currently, at least five instructors are testing the guide with their English 110/112 classes.

Before we began compiling and developing material for the Research & English 110 Web site, we investigated the strengths and needs of our incoming students. To do this we turned to a growing body of research on the generation that is sometimes described as "born digital" or as "digital natives." Project Information Literacy, a national study done by the University of Washington's Information School, is focused on just this question. Their preliminary report "Finding Context: what today's college students say about conducting research in the digital age" reveals that students have contextual problems on several fronts as they do their research. We focused on three of these contexts: "situational," which relates to assignment expectations and faculty intentions; "language," which includes both research terminology, but also students' difficulty understanding peer-reviewed articles; and "information gathering," which involves both recognition and selection of useful research tools. We had these contexts in mind as we selected and refined lesson ideas for our site.

The site can be viewed at [www.uwec.edu/hinnanks/research](http://www.uwec.edu/hinnanks/research). It is a work in progress and I hope to amend and develop it as it is tested in the classroom. ■

Reference: Project Information Literacy (University of Washington): <http://projectinfolit.org/>

# From the Director's Desk

By John Pollitz, [pollitjh@uwec.edu](mailto:pollitjh@uwec.edu)

The library has always played a central role in the educational process of UW-Eau Claire students. Those of us who work here never take that for granted. As we continue to make our resources more and more available from places outside our physical space, we are always looking for innovative services that take advantage of the wonderful environment a library provides. Many times innovative services result from collaborations with other parts of the campus.

This year we embarked on two very exciting, high impact, low cost collaborations utilizing the space in the library in a new way. Two weeks before the fall semester began we realized that we might be able to work with University Recreation & Sport Facilities (UR&SF) to help them achieve a goal of providing exercise space on lower campus. Their need meshed with our desire to move our family friendly study space closer to our children's book collection. We moved the study space down to a large group study room in the Instructional Media Center and opened up two rooms off the second floor breezeway for a workout area that we call the Mind and Body Fitness Room. One might ask the question, "Why exercise equipment in a library?" At McIntyre Library we have a history of

facilitating long hours of research. Past library directors and staff have redesigned areas and increased the number of comfortable seating areas throughout the library. We have added bean bag chairs for comfortable study and those necessary naps. We allow food and drink in the library knowing that students want to eat while they study. We have taken on the added expense of keeping the library open 24 hours during the last week of classes and finals week. It seemed like an exercise room would provide students a space to stretch their muscles and burn off pent-up energy from long hours of reading and research.

We weren't sure how the idea would take off so we decided to see if UR&SF had any available equipment that they no longer were using and if they would be willing to maintain the rooms if we provided the space. We approached Vicki L. Funne Reed with the idea and she enthusiastically agreed to help us find some used equipment. She said, "Partnering with the staff of McIntyre Library fits with the mission of University Recreation & Sport Facilities not only to provide activities that promote wellness and fun but to form collaborative working relationships with our colleagues at UW-Eau Claire." Vicki contacted Lisa Schuetz, who found an elliptical machine and a stationary bike for the room and had her staff set up and maintain the room. Lisa also saw the benefit in collaborating in ways that had not been tried before, "We took the chance of not knowing how it would turn out and that was ok, because we don't know until it happens. This idea has fostered into wellness opportunities for faculty, staff and students."

Use of the Mind and Body Fitness Room has grown steadily over the first four months it has been open. We keep a sign-in sheet in the rooms so that we measure usage and get comments from the students. Comments include, "Thanks! It's a great way to get off your butt for awhile & take a study break!"



Two students who were using the bike and the trainer together one evening wrote, "Interesting way of studying Spanish for an oral exam." In November, Lisa brought in a treadmill for our second room. This unusual use of library space was a quick-win for very little cost.

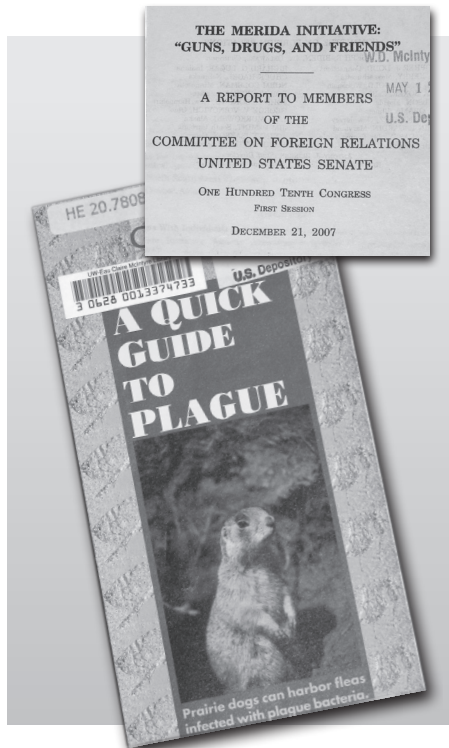
In February we realized another quick-win, low-cost collaboration. This time we learned that the University Writing Center wanted to establish satellite tutoring centers across the campus. What a natural fit for the library. Students could get help with their research from the librarians and help with writing up the results of that research from the tutors. We created space for the tutors in an unused office near the reference desk on the first floor. That way they would be near the information commons and could consult with librarians when questions came up. "The reason we are expanding services is to reach even more students and to serve them in locations that are convenient to their schedules," said Traci Thomas-Card, interim coordinator of the University Writing Center. Dr. Shevaun Watson, the director of composition, points out that the Chancellor's response to the PEEQ process states that student success will be enriched on this campus through cross-organization collaboration. She told me, "I think this collaboration is a good example of movement in this direction." I have to agree. All of us in the library will continue to seek out collaborations that enhance our ability to serve the needs of our students. ■



# Documents, Strangely Named—Part IV

By Mary Hayden, [haydenm@uwec.edu](mailto:haydenm@uwec.edu)

Just when you thought we would run out of quirky government document titles, here comes the fourth installment of strange titles. Some are available in print, others may be located online through a Google search, and one, as you will see, is a collectible.



**An Annotated List of Literature References on Carpets and Rugs 1940 to 1963** (1965, Dept. of Agriculture)  
A 77.17:C 22.

**Citizenship and the Strawberry Jam: FDA's Life Protection Series** (1967)  
FS 13.111:49

**Don't be a "Sugar Daddy" to Moonshiners! The True Story of Moonshine** (1957)  
T 22. 2:M 77

**The Doubtful Identity of Fungus No.517**, by C. Audrey Richard, Pathologist. U.S. Department of Agriculture, Forest Service, Forest Products Laboratory, in cooperation with the University of Wisconsin, Madison, Wisconsin, (no date); Published in Proceedings of the American Wood Preservers' Association, 1937.

**Eclipse Shrinkage Reducing Admixture Product Evaluation**  
WI DOC HIG.2:A 36/2008

**Examination of the Google-DoubleClick Merger**  
Y 4.J 89/2:S.hrg.110-194

**M16A1 Rifle: Operation and Preventive Maintenance** (1969). While the title is not particularly funny, the fact that this is a comic book distributed to all US military personnel in Viet Nam makes this a good title to highlight here.

**The Merida Initiative: Guns, Drugs, and Friends** (2008)  
Y 4.F 76/2:S. PRT.110-35

**Reducing Americans' Vulnerability to Ecstasy Act of 2002 : hearing before the Subcommittee on Crime, Terrorism, and Homeland Security of the Committee on the Judiciary, House of Representatives** (2002) Y 4.J 89/1:107/109. Wikipedia points out the ironic acronym of the title, "RAVE Act."

**Resource Directory ..., Asset Forfeiture and Money Laundering**  
J 1.89/3:M 74/

**This is Ann — She Drinks Blood**  
A 1943 orientation booklet for the Army explains how to protect yourself from "the mosquito who carries malaria." Author — Dr. Seuss (Theodore Geisel). Rumor has it that this 36 page booklet is being offered online by a bookseller for \$1320.

**Warfare in the Age of Non-State Actors** (2007)  
D 110:16

Thanks to the Free Government Information site for some of these titles, <http://freegov-info.info/best>, and your local government publications staff for finding the humor in others. ■

## Original Painting Donated

A painting titled "Flight" has been donated to the university collection by Jim and Carol Benning and the artist, John Rodgers. The piece is currently housed on first floor of the library, near the reference collection.

John Rodgers was the third faculty member in the art department at what was then called Wisconsin State University-Eau Claire. His position here was his first job, and he joined Ruth Foster and Gretchen Grimm on the faculty of the growing department. He remained here from 1957-63, and then moved on to San Diego State University, where his medium of choice was sculpture. He retired from there in 1998.

The medium used for the artwork is encaustic, an ancient method of painting with hot wax that dates back to the Egyptians. We thank the Bennings, pictured at the left with the painting, and John Rodgers for the donation of this interesting painting. Stop in the library to view it. ■







# From Student Employee to Librarian

By Becky Yoose, former McIntyre Library student employee

I was not supposed to be the librarian in my family. That distinction was reserved for my oldest sister. She worked in libraries since high school, including working at McIntyre Library in the government publications department during her years at UW-Eau Claire. I, on the other hand, was the one who planned to have the lavish overseas job after college. My first few jobs took me to customer service positions, and, after following my sister to Eau Claire, I worked in telefundraising positions my first year in college.

So, how did I end up becoming a librarian? It all started my sophomore year at UW-Eau Claire, when I was hired as an assistant in the library director's office. A month or so into the position, the circulation department was looking for students to shelve books. Since the director's office job was only a few hours a week, the stacks position would give me the extra hours that I wanted. I was hired, and I worked both jobs during the school year.

Working stacks gave me the first glimpse into the inner workings of a library. Until then I did not pay much attention to the arrangement of books on the shelves. I'd look up the call number, go to the stacks, grab the book, and off I'd go. Shelving books required me to take notice of the inner workings of the classification system used in arranging the books on the shelves. Eventually I became familiar with the subjects within call number ranges and noticed when something looked out of place.

That summer I started working for the periodicals assistant in the periodicals technical services department. This was where I delved deeper into the library's internal operations: claiming, checking in periodicals,

cancellations, acquisitions, mending, tacking, and binding, to name a few. By my senior year, I worked on projects for many departments in the library, from weeding for the collection development department to mending the loose-leaf pages in the tax code binders for cataloging and government publications. In addition, I worked on shifting projects for stacks and helped periodicals with subscription cancellations and changes.

I was fascinated by the internal operations of the library. Working in various parts of the library gave me the chance to see how each task related to others, like the individual parts of a bike drivetrain working together to propel the bike and its rider forward. If something was not working the way it should have been – for example, a misplaced book or a mistake in the holdings of a journal in the system – then the quality of service to the end user diminished. In order to be able to connect users to the information they need, the library must first have a solid foundation in order to provide the services needed for unhindered access.

This fascination became one of the primary drives to go to library school at UW-Madison. My interest in organization and topics relating to technical services led me to focus on cataloging and other forms of organizing information. Of course, information organization is not limited to classification systems. I studied various data models and formats and delved into a few programming languages. Catalogers and coders have much in common, in respect to working in a structured environment with multiple sets of rules.

My current position at Miami University combines my experience at UW-Eau Claire

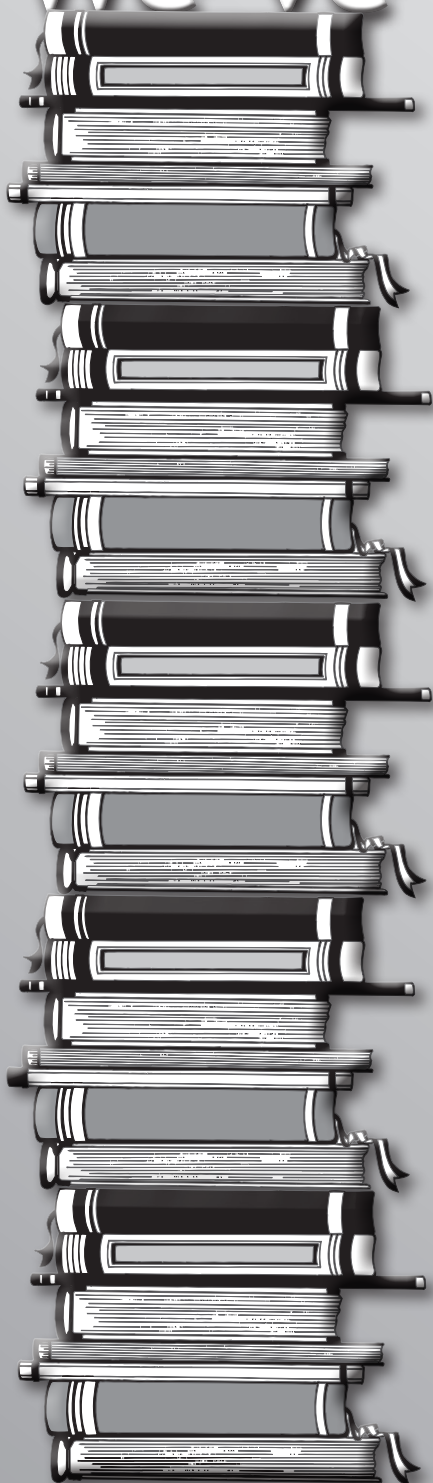
with the training I received at library school. Among other things, I examine the internal operations of our department and determine ways to make processes more efficient, while preserving quality of service to other library departments (like reference) and the end users. I build macros and applications to help achieve maximum efficiency and data quality, allowing staff members to focus on matters that cannot be automated. Other times the workflow needs to be built from the ground up. We are currently determining the best way to rearrange our department to prepare for the workload shift from print monographs to e-books. Our department will not look the same after this shift – staff will be reassigned and our print monograph workflow will look very different from what we have now. This change will not only ensure that the library foundation will stay strong during this shift in information formats, but also allow other departments to adapt or build new services to ensure end users' access to information.

My time at McIntyre Library gave me a new career path – an unexpected, but welcome one. Working in the library and information field allows me to help people in a variety of ways, be it in the public areas or in the back room. Working in many areas of McIntyre Library provided greater understanding of how all these tasks are connected to the library's ability to connect users to the information they are looking for.

And my sister, who **was** going to be the librarian in the family, was the one who worked in Japan for six years, teaching conversational English for a private company.

Becky can be reached at [b.yoose@gmail.com](mailto:b.yoose@gmail.com). ■

# We've Been Published



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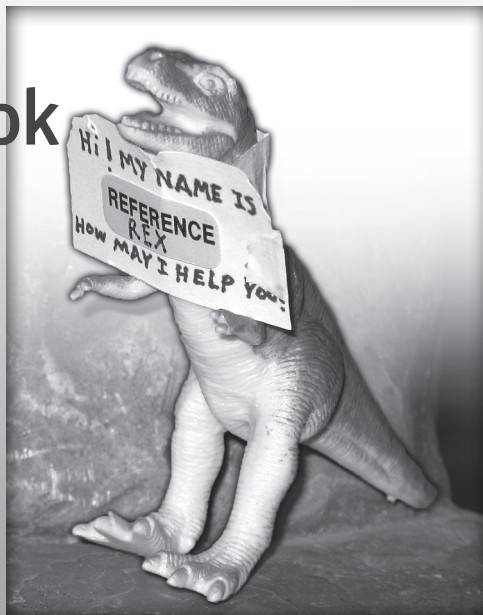
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## Find us on Facebook

### Friend McIntyre Library on Facebook.

That way you won't miss announcements of library events and we'll alert you to our new services. Our (unofficial) library mascot, **Reference Rex**, is also on Facebook and has been introducing his friends to library locations and services as he explores the building. ■



## Staff News



The spring semester has brought changes to McIntyre Library's Instructional Media Center (IMC) as **Kati Tvaruzka**,

Educational Reference Librarian, is on leave (Welcome, Simon Michael!) for the semester.

**Kate Hinnant**, former McIntyre Library Web and reference librarian and now an associate lecturer in the English Department, and



**Alyson Jones**, former head of the Area Research Center and University Archives at UW-River Falls, will be assisting with library instruction and staffing the reference desk during Kati's absence.

*Please welcome Kate and Alyson to our staff.* ■



**Julie Westphal** has left McIntyre Library and is now working as an academic associate in the department of sociology. Julie began working in records management

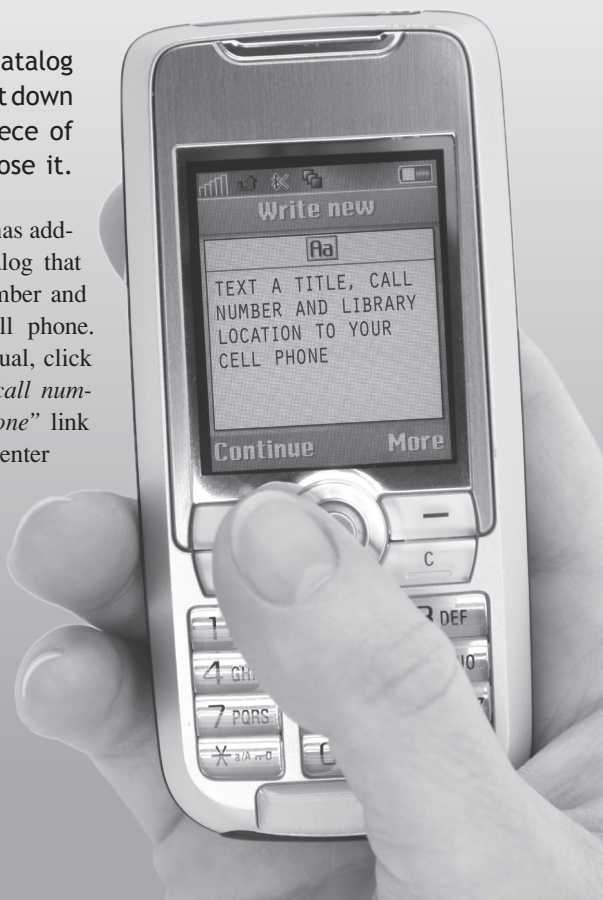
(special collections) in July 2000. She will be sorely missed. Julie's last day of work in the library was March 11. ■

# Text a call number: making your cell phone even more indispensable!

You search the library catalog for that book you need, jot down the call number on a piece of scrap paper...and then lose it.

No more! McIntyre Library has added a new feature to its catalog that lets you text a title, call number and library location to your cell phone. Just search the catalog as usual, click on the "Text this location, call number, and title to your cell phone" link near the call number, and enter your cell phone number. You'll receive a text message with the information you need to find the library item. How cool is that?

*(You will be responsible for any charges or fees levied by your service provider for receiving the incoming text message.)*



## Thank You

# 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 (0210) provides funding for print, multimedia and electronic collections; leisure reading; listening and viewing collections (gifts of any amount).
- The Library Advancement Fund (1182) 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 (0071) 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: [www.uwec.edu/fndn/programs/library.htm](http://www.uwec.edu/fndn/programs/library.htm)
- The McIntyre Library Special Collections Fund (1882) 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](mailto:Library.Director@uwec.edu) or call 715-836-3715.

## Thank you to our donors

### Support McIntyre Library

The following donors contributed to the UW-Eau Claire Foundation McIntyre Library Funds after October 22, 2009.

Janice Bogstad  
Patricia Hebert  
Catherine Jones  
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Steven Thorpe  
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Undesignated funds will be credited to the Library Advancement Fund (1182).

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Give online at: [www.uwec.edu/fndn/giving.htm](http://www.uwec.edu/fndn/giving.htm)

#### Questions?

- Visit the McIntyre Library Web site
- e-mail [Library.Director@uwec.edu](mailto:Library.Director@uwec.edu)
- call 715-836-3715

## Off the Shelf

A newsletter from McIntyre Library  
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Mary Hayden, editor