ISSUES OF PRESERVATION

It may appear at first glance that Murphy Library need not concern itself with preservation issues. The university itself is only eighty years old. Most of the library holdings are of comparatively recent vintage; a quick survey of the holdings on the shelf here indicate that the average copyright date of the circulating collection is 1963, and less than eight percent of this collection is in need of replacement or repair. Compared to the conditions of such libraries as New York Public Library and the Library of Congress, Murphy Library does not face a critical issue.

A closer look, however, demonstrates that no library should rest easy. To ignore preservation issues is, quite literally, to court disaster. Preservation efforts at every library should consider what steps might be taken to add just two circulations to the life of a book, or two years to the life of a periodical. These are aspects that have a clear economic impact, and they influence the opportunity for students and faculty to accomplish their study and research. Books that are carelessly dropped or rain-soaked constitute preservation concerns. Food and beverages spilled on books lead to stains and rot, and encourage insect infestation. Libraries have been accurately described as one of America’s most socialist institutions. Unfortunately, this common ownership has perhaps led to a philosophical carelessness toward the books we borrow from a library. Coupled with the sheer quantity of books shelved within a library, this common ownership often leads to the public feeling that the loss of or damage to an individual book or journal is inconsequential. In fact, the replacement or repair of such a book may far exceed the item’s original cost. It is a cost we all share. Multiplied by the numbers of such individual items in this and all libraries, the cost becomes astronomical.

As substantial as these ordinary losses and damages are, it is the so-called “disaster” condition that librarians fear most. The flood of the Arno in Florence was a disaster of almost incomprehensible magnitude for the books and manuscripts of that city. At Murphy Library, a river flood is quite unlikely. The flooding caused by a broken water main, however, is another matter. The collapse of a snow-laden roof, a flooded toilet, a fire left undiscovered too long, are situations which cause disastrous damage. Their unlikelihood must not lead to complacency.

In response to concerns like these, the staff of Murphy Library has undertaken a modest preservation program. A disaster plan prepared two years ago is being updated. This document includes the names and telephone numbers of key persons and agencies to be contacted in case of emergency or disaster. Community resources such as freezer-equipped tractor-trailer units are a part of this plan. Plastic sheeting for covering bookstacks is another essential resource. Critical files and records will be labelled to aid in rescue and salvage.

The library staff will participate more fully in preservation education and training. Two librarians have attended a workshop held in Madison; other workshops will occur later this year and after. At the beginning of the spring 1989 semester, an all-staff workshop included an introduction to preservation issues. The staff will look at its own routines and processing toward reducing damage to library materials in ordinary circumstances. Virtually every movement of a book can be sorted into “less-damage” or “more-damage” steps.

As the library’s efforts in preservation continue, it is essential that this become a common concern. Libraries, whatever their size, hold more of our collective knowledge and experience than we can ever know. They hold the heritage of scholarship and learning, and they belong to us all. Let us hold them a little longer.

Edwin L. Hill
Special Collections Librarian
ISI CITATION INDEXES; OR, WHERE WAS "PROFESSOR X" CITED?

The idea for cited author searching was developed three decades ago by Eugene Garfield and first appeared commercially as Science Citation Index (SCI) published by the Institute for Scientific Information. Unlike the traditional subject indexes, one section of SCI allows a researcher to track a seminal paper over the years to discover where the paper was referenced. For example, a researcher investigating a problem related to a key 1939 publication by R. P. Feynman which appeared in Physics Review can look under Feynman’s name in the 1987 SCI Citation Index to find over 30 listings for this one year; each one of these authors cited Feynman’s 1939 article in his or her paper published in 1987.

FEYNMAN RP

Science Citation Index (1979- ) is found on Index Tables 9 and 11 and is also available online (1974- ). Companion indexes, Social Sciences Citation Index (1972- ) and Arts and Humanities Citation Index (1980- ), are only accessible via the online service. Online searching, for a fee, provides an efficient means to survey the literature for a number of years to see where, when and by whom "Professor X" was cited. Call the Reference Desk at 8508 for more information.

Anita Evans
Online Services & Public Services Coordinator

UW SYSTEM LIBRARY
STRATEGIC PLANNING PROCESS

The contemporary academic library has been beset by profound and long-term changes. Technological developments have greatly impacted academic libraries. The emphasis is shifting from collections to access. The principal goal and activity of the evolving information age academic library will be providing access to information to the widest possible audience.

To that end, UW System Academic Vice President, Eugene Trani, has appointed a Strategic Planning Steering Committee for Libraries. The 16 member committee will outline processes and procedures to direct and guide the planning process. While UW-La Crosse is not represented on the committee, each campus will have numerous opportunities to participate in meetings, read and react to working papers, and to evaluate the work of the committee.

During the next eighteen months, the library and the institution will hear more about the work of this group. Responses will be sought at various intervals.

Dale Montgomery
Director, Instructional Services
CENSORSHIP ISSUES IN AMERICAN LIBRARIES

Historically, censorship was practiced almost entirely to control political thought. Bawdy materials, while sometimes not approved, were tolerated. Political dissent, however, was recognized as dangerous and often suppressed.

This pattern changed in the nineteenth century. The influence of progressive governments in France, Great Britain, and the United States was felt, and political dissent became more tolerated in much of the world. At the same time mid-nineteenth century reform movements began to attempt to change behavior such as alcoholism and licentiousness. For the first time, censors were as concerned with sexual content of publications as with political content. In the United States, this change (in the presence of firm national laws protecting freedom of expression) has resulted in almost complete freedom of political speech and publication. Treasonous activities during wartime may even be tolerated. For instance, Jane Fonda's visit to Hanoi during the Vietnam War and her statements while in North Vietnam would not have been tolerated by any government in the world during the nineteenth century.

Censors have now begun to attempt to circumvent the First Amendment protections to political and controversial speech by using the willingness of the courts to censor lewd publications. Censorship laws designed to combat obscenity are being used to censor publications written for children and teenagers which explore such controversial topics as abortion, drugs, and youthful rebellion. The presence of incidental profanity, for instance, might be used to justify removing a book discussing drug use from a high school library. This has even led to attempts to censor classics such as Huckleberry Finn by Mark Twain.

Last year the Wisconsin Legislature passed a censorship bill designed to define obscenity and provide criminal penalties for distribution of it. The bill specifically exempts librarians, teachers, and contract printers from prosecution. Others might be subject to felony charges. Many observers believe that the exceptions for certain occupations are unconstitutional. It is hard to understand how selling a book can be a felony while loaning it is legal.

Attempts to censor materials in libraries have generally been aimed at school and public libraries.

College and university libraries serve clientele who are predominantly adult and presumably can distinguish between good and bad ideas. Murphy Library has not been subject to censorship, but the librarians (as is true with almost all librarians in the United States) generally oppose censorship. Librarians work with groups such as the American Library Association, the Association of American Publishers and the American Civil Liberties Union to resist it.

Charles Marx
Catalog Librarian

LIBRARY OPEN HOUSE

On Tuesday, January 24th Murphy Library held an open house to celebrate the completion of the online catalog. Chancellor Noel Richards performed the first official search of the catalog after cutting the ribbon around the computer terminals. Several other administrators and Greg Millerd, UW-LSA President, also demonstrated use of the new catalog. A large number of faculty, staff and visiting librarians attended the open house and toured library automation sites Tuesday. The library also offered demonstrations of the online catalog for faculty and students during the remainder of the week.

VAN SCHEDULE
Saturday- March 11
April 15
April 22

Call 8505 for information or to sign up.
UPS AND DOWNS OF THE ONLINE CATALOG

Maybe you've heard by now that you can access the library's online catalog from your office if you have a terminal connected to the campus MICOM or if you have a microcomputer with a modem. Indeed, some of you already may be "dialing-up" regularly. For those of you who meet either of the above conditions and are interested in making the connection, Murphy Library has produced a set of instructions which describes both methods of access and also offers hints on searching techniques. To obtain a copy, simply request one next time you're at the library or contact the library automation coordinator at 8399.

Several users have asked about special features of the online catalog in addition to its capacity to be searched by author, title, subject, key word or a number of other key elements. Here are two features which may be of interest.

1. HELP SCREENS. There are three General Instruction screens which can be called up by entering a question mark after the word CHOICE: on the main menu. For example,

   CHOICE: ?

   The first help screen displayed is Searching Styles which explains the difference between key word and heading searches. From this screen you may either return to the main menu or select an additional help screen. The second help screen, How to Enter Search Terms, gives tips on how to search by a specific topic, author, title or organization. The final help screen, Searching Hints, describes some of the conventions used in searching the online catalog.

2. CLOSEST MATCH. Instead of a "NO MATCH" message when no exact match to a search term or name has been found, the online catalog will display those terms or names which come closest to matching the word(s) entered. It will indicate this by the message "No exact match found, closest match is ..." toward the bottom of the screen.

   For title searches entered inadvertently with an a, an, or the as the first word of the search, the online catalog will show the closest match and display the message, "Libraries normally remove the article ..." from the beginning of titles to improve filing order. Do you want to search again under ...? Y/N." Pressing the Return key here will automatically begin a search under the title without its initial article.

   Users also have asked about finding materials in the library when the online catalog isn't working. Although we hope it doesn't happen often, there are times when the online catalog is down for one reason or another. With the old card catalog no longer being maintained and its removal scheduled for this summer, you still have several options:

   1. For a time we will keep the microfiche catalog available as a back-up. You can use this only to find books acquired from 1981 through 1988. Eventually, this catalog will also be removed.

   2. You can use the WISCAT (Wisconsin Catalog) microfiche file currently kept on an upright table near the college catalogs. WISCAT lists the holdings of many Wisconsin libraries besides those of UW-La Crosse and is used primarily for interlibrary loan. A new edition of WISCAT is published every six months so its contents may be somewhat out-of-date, but not by much.

   3. If you know the general call number (Library of Congress classification) for books on your topic, you can browse the area where that number is shelved for relevant titles.

   4. You can begin your research by using indexes and abstracts to locate periodical articles and by consulting the various indexes to government publications to find documents on your topic. When the online catalog is again operational, you can use it to find books and other materials on your topic.

   5. IF YOU NEED HELP... you can ask a librarian at the reference desk for assistance.

Joe Accardi
Automation & Technical Services Coordinator
WHO NEEDS LIBRARY INSTRUCTION?

The quick answer is we all do. The entire community of patrons to Murphy Library. The explosion of information, and the technologies designed to handle this phenomena, have changed the nature of libraries more in the past 30 years than in the preceding 300.

Certainly new students to UW-L can benefit from bibliographic instruction and library orientation. Most incoming students are ill-prepared to use an academic library. Many are intimidated by its size and unfamiliar organization. Some of these students have received excellent introductions to their school and/or community libraries but are not prepared to access the information contained in the 500,000 plus volumes and nearly 2,000 current periodical titles in this library.

Students need to become efficient and effective users of Murphy Library. Few can afford unproductive time spent in an unorganized, haphazard search for library resources. New students need successful experiences which encourage further library use. As incoming students need to quickly learn the geography of their library and how to use some of the basic resources contained within. Perhaps, most importantly, new students need to know the role of the reference librarian. They need to know that this person is accessible and is able and willing to assist them in meeting their information needs. Our reference librarians are our most frequently used library instructors. They acquaint students, on innumerable occasions each day, with information sources that can assist them, and with research strategies they might employ in gathering their data. As time permits, reference librarians seek to teach the use of various information retrieval sources rather than merely supplying the direction to the source or providing a bit of factual data.

Unfortunately, but understandably, the library does not have the staff resources available to engage in extensive one-to-one instruction. The most productive, cost effective method of teaching many of the skills mentioned above is through group instruction. Orientation to the location of resources in the library can be accomplished via walking tours which are offered at the beginning of each fall term. Use of many of these same sources are taught in bibliographic instruction sessions given to a large number of English 110 and other lower division classes whose students are engaged in one of their first university level research assignments.

A significant number of students reaching upperclass status have not, however, received instruction in library use and do not currently have the skills necessary to thoroughly access literature in their discipline. Many upper division and graduate level classes can benefit from a class presentation which reviews sources of information for their profession.

The bibliographic instruction program at Murphy Library can support the teaching mission of this university. It can assist faculty in broadening the information base of our students. It can encourage students to use libraries during their lifetime as a source for personal and professional information needs. Faculty wishing to know more about this program may contact Randy Hoelzen at 8637.

Randy Hoelzen
Bibliographic Instructional/Interlibrary Loan Librarian

The five funniest suggestions for "What to do with the Card Catalog"

1. How about a high-rise condo for retired Biology rats?
2. Send them to David Letterman!
3. Send them to Congress to use as scrap paper and thus reduce the budget.
4. Mail all the cards to my mother and tell her I checked out all of these books.
5. Mausoleum for dead Barbie dolls.

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

Sandra Sechrest, Editor
Dale Montgomery, Director of Instructional Services
Edwin Hill, Department Chairperson
LIBRARY PRIVILEGES AVAILABLE
TO
UW-L STUDENTS AND STAFF
ON OTHER CAMPUSES

UW-L students and faculty may borrow material
directly from most other UW campus libraries. All
material borrowed, however, must be returned by
the borrower directly to the library from which it was
borrowed. Home campus libraries do not assume
the responsibility for mail return of material.

The UW-Madison libraries are frequently used
by UW-L faculty and students. Madison offers a
one semester loan period to UW faculty and
graduate students, upon successful application for
a UW-Madison Memorial Library Borrowing Card.
Applicants may register at the card window in the
lobby of Memorial Library. Once issued, this library
photo ID will allow check out of material at most of
the libraries in the General Library System on the
Madison campus.

To obtain the Madison library card, a UW-L
faculty or staff member should present a UW-L ID
along with two proofs of residence. A current UW-L
directory will be used to verify employment. New or
visiting faculty who are not listed in the directory will
need to provide a letter from the chair of their UW-L
department. The card will be issued on a fiscal
year basis and must be renewed upon its expiration
on June 30th.

UW-L graduate students may obtain the
Madison library card by presenting a valid UW-L
student ID, proof of current residence, and a letter
from the graduate department which verifies current
standing as a graduate student. If the UW-L
student ID is not a photo ID, some other form of
photo ID must be presented.

UW-L undergraduates who wish to use the
Madison libraries may apply for a $30.00 deposit
card.

The WCWC institutions (UW-Eau Claire,
UW-River Falls, UW-Stout, and UW-Superior) offer
direct loan to all UW-L students and staff according
to the terms of a reciprocal borrowing agreement
which has been in place since 1984. A valid UW-L
ID will be honored at all WCWC libraries.

The Golda Meir Library at UW-Milwaukee will
issue a card and extend a four week loan to those
presenting a valid UW-L faculty/staff ID. Graduate
students may also check out books, while undergradu-
dates may not. Graduate students will need to
provide some proof of graduate student status in
addition to a UW-L student ID.

The Council of University of Wisconsin Libraries
updates information on UW borrowing privileges in
a yearly survey, which is available at the Circulation
Desk. If you have any questions, or wish a copy of
the chart, please contact Cris Berg Prucha at
extension 8740.

Cristine Berg Prucha
Circulation Librarian

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<th>Spring Semester Beginning January 19</th>
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<tr>
<td><strong>Regular Academic Hours</strong></td>
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<td>Sunday</td>
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<td>Monday - Thursday</td>
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<th>Spring Recess, March 17-26/Good Friday/Easter</th>
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<td>March 17, Friday</td>
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<td>March 18 &amp; 19, Saturday &amp; Sunday</td>
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<td>March 20-23, Monday - Thursday</td>
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<td>March 24, Friday</td>
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<tr>
<td>March 25 &amp; 26, Saturday &amp; Sunday (Easter)</td>
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<td><strong>Regular hours resume Monday, March 27</strong></td>
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<th>Finals Week, May 20-27/Memorial Day Weekend</th>
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<td>May 20, Saturday</td>
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<td>May 21, Sunday</td>
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<td>May 22-25, Monday - Thursday</td>
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<td>May 28, Sunday</td>
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<td>May 29, Monday (Memorial Day)</td>
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<th>Intersession, May 30 - June 11</th>
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UW-La Crosse is an affirmative action/equal opportunity employer and is in compliance with Title IX and Section 504.