

Access

NEWS FROM THE UNIVERSITY
LIBRARIES OF NOTRE DAME

Number 75

December 1999

Libraries Celebrate Endowment Support

by Katharina J. Blackstead

On October 7, 1999, the University and its Libraries celebrated the dedication of library endowments fully funded within the last two years. At ceremonies including a luncheon, library tours, a Mass of Thanksgiving, blessing of plaques and a celebratory dinner, benefactor families gathered and were honored for their commitment to library support.

The University Libraries gratefully acknowledge the following endowments thus dedicated on this auspicious day:

The Edward H. Arnold Director of University Libraries

**The Lawrence & Helen Baldinger Endowed Library Collection in
Critical Technologies in Medicine**

**The Wallace V. Bedolfe Endowment for Rare Books on the History
of Universities with Special Emphasis on the Astrik L. Gabriel
Collection, in Memory of My Dear Wife Gertrude Bedolfe**

**The Brian & Jeannelle Brady Family Endowed Collection in Irish
Studies**

**The Gladys Brooks Foundation Endowed Library Collection in
Italian Art**

**The Marilouise Smith Condon Computer Science & Engineering
Department Endowment Collection**

**The José E. Fernández, Sr. Endowed Library Collection in Hispanic
Studies**

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A Catalog Update

by J. Douglas Archer

During the spring and summer three actions proceeded continually and simultaneously: Ex Libris, the producer of our ALEPH 500 system, worked diligently to prepare a new version of the catalog which would incorporate functionalities not included in the January migration; you, our users, articulated your concerns; and we, the Libraries' staff, worked to integrate both into a coherent whole. We introduced the new version of the catalog on the day before the beginning of the fall semester. If e-mail is a valid indicator of your experience, we have spoken to many (though not all) of your concerns.

The greatest need expressed by the largest number of users was to speed up access to the basic search forms, to reduce the time spent "clicking" your way through layers of screens to get to where you could actually do a search. By making the "definitions" screen secondary and co-locating the three most frequently used searches onto the initial screen, we eliminated several keystrokes and considerable frustration. We still have several minor improvements planned for the first layer or two of screens but they will be cosmetic compared to this basic redesign.

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Endowment *continued from page 1*

The John F. and Kathleen L. Gibbons Family Endowment in American Catholic Studies

The Dorene and Jerry Hammes Endowment for Critical Technologies in Engineering Dedicated to Rev. Theodore Hesburgh

The G. Edward & Mildred Harwood Endowed Library Collection on Globalization: Understanding and Harnessing World Economic Markets, Memorial Gift of Vinton B. and Marjorie P. Yardley

The Gerald and Viola Herkes Endowed Library Collection

The Gregory & Susanne Hoffman Family Endowed Collection for the College of Science in Honor of Dr. & Mrs. Arthur Hoffman & Mr. & Mrs. C. Norman McCullough

The Mary E. Kenny Library Collection in Medieval Studies

The R. Steven and Elizabeth A. Lutterbach Family Endowment in Film, Television and Theatre

The Donald T. McAllister, M.D., and Family Endowed Collection in Science

The Thomas and Mary L. Marcuccilli Family Endowed Collection in Civil War History

The Reverend John J. Cavanaugh, C.S.C. Discretionary Fund, Established by the John F. Nash Family

The John A. O'Brien Library Collection in Theology and Philosophy

The Plym Foundation Endowed Library Collection in Architecture

An Endowed Collection for the Continuing Study of Traditional American Music - Jazz, Blues & Gospel, in Loving Memory of Paul and Dora Rath, Given by Charles W. Rath

The Charles P. and Dorothy C. Sacher Family Endowment in Southern United States History and Culture

The Eduard Adam Skendzel Polonian Historical Collection

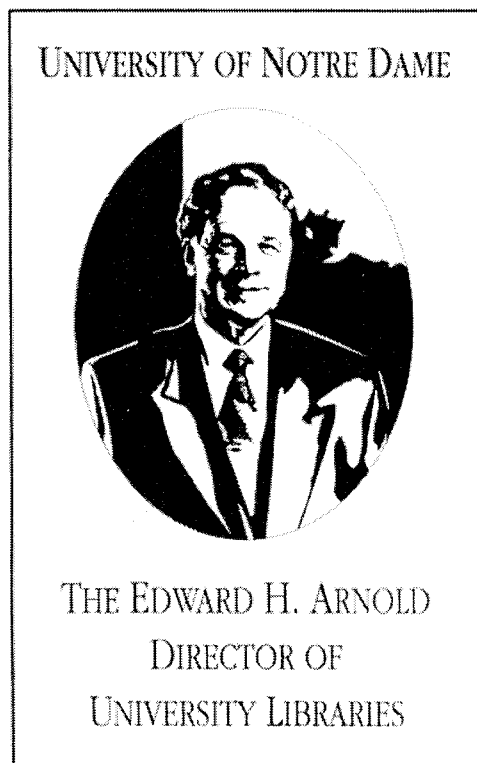
The Jack Boyd Smith Family, Jack Boyd Smith Jr., John & Judy Bond Family Collection in Business

The Richard C. Sweetman Family Collection in Irish Studies in Honor of Richard S. and Evelyn O'Rourke Sweetman

The George C. Ussher Library Collection for Renaissance Writers

The Thomas & Charlotte Wolohan Collection in Architecture, Endowed by their Son, Thomas

Next to its faculty, Notre Dame's most important academic resource is its library; a great university must have a great library at its heart. In the past this has meant outstanding collections of print materials – published volumes in diverse disciplines, manuscripts, comprehensive serial collections, rare books, microtext collections. Now, and in the future, it will mean all of these plus the latest technological resources – research databases with web interfaces, networked CD-ROM databases, appropriate access mechanisms, innovative programs and services, and trained personnel to manage information, space and equipment, plus sophisticated systems to ensure the preservation and usability of a growing number in internationally important, priceless paper collections for future generations.



In all this, our library endowments play a critical role and serve an increasingly important function by providing a steady and dependable source of revenue. The generosity of our benefactors has enabled us to make significant progress in several areas. Through a comprehensive automation effort, we are able to provide access to a state-of-the-art online

catalog and an ever-increasing range of electronic products. We have made substantial improvements in collection development initiatives, most notably in the addition of approval plans for monographs published in the United States and a steadily increasing number of foreign countries. Our staffing continues to grow, and this year has marked the dedication of the Libraries' first endowed librarian position. We have had the opportunity to acquire a number of major collections. As a result of our growing preservation program, we have begun to ensure the availability of yesterday's and today's resources to the researchers of tomorrow. The significant growth in library endowment support has certainly made a critical difference.

In the last 15 years Notre Dame has seen significant growth in its library endowments. In 1984, there were five named library endowments fully funded at a level of \$100,000 or more. In 1999, more than 115 fully funded named endowments represent a broad spectrum of areas of inquiry at the University of Notre Dame. Such steady and remarkable growth would not have been possible without the generosity of our benefactors who have established library endowments here.

Over the years endowment support has played a major role in shaping the character of the University Libraries and their ability to promote the mission of Notre Dame. It is with deep gratitude that we honored this latest group of benefactors who have helped advance Our Lady's University through their support of the University Libraries.

Catalog *continued from page 1*

Another significant adjustment was the consolidation of the full bibliographic display. We removed all of the lines between the different fields of data, considerably reducing the length of such records. They now look similar to the records you may remember from UNLOC.

Both of these improvements came as a direct result of your suggestions. In addition they demonstrated one of the most important reasons we selected this catalog and this system -- flexibility. The system is limber enough to allow us to redesign fundamental features of the system, its initial search screens and its display of bibliographic data, in a relatively short period of time.

Another reason we chose this system was vendor responsiveness. Other changes which came with the new version amply confirm this characteristic. For instance, several features which you requested are now available. When working with a list of bibliographic records you may now select or mark individual records, a highly desired capability. Once you have selected records, you may create a new set for further manipulation containing only those records or you may store them in your "basket" for processing later in your session. You may choose to combine the created set with previous searches or with new searches, or you may e-mail, print or download that set immediately. Records stored

in the basket may also be e-mailed, printed or downloaded after you have edited the contents of the basket.

Another strongly requested feature was better access to call numbers and holdings information. Location and call number now appear in the brief table display of search results. "Clicking" on a location produces a pop-up box containing the detailed holdings information for items at that location -- without the need to look at the full bibliographic record. If you should choose to look at this full record, you will find that we have both added the call number to the record and moved the link to holdings to the upper portion of the record -- again to save you time, in this case by eliminating the need for scrolling.

A related feature is the "Own/Out" column which summarizes how many copies we own of a particular title in a given location and how many of those copies are checked out. This is a "quick and dirty" way of finding out the status of many but not all of the items which we own and is another example of Ex Libris' creative problem solving. With "Own/Out" we are condensing very complicated information into a very small package. So, to be certain of the status of a specific item, it is always best to check the full holdings record contained in the holdings pop-up box. This is particularly true for items which don't circulate, that is, which cannot be charged out. Since the Own/Out data is based on barcodes and since most non-circulating items cataloged "pre-Aleph" do not have barcodes, these items will always say 0/0 indicating no copies owned and no copies charged out. If you see 0/0, be sure to look at the holdings pop-up box for more accurate information.

Another source of potential confusion is the distinction between browse and keyword searching. While most persons understand the concepts of basic keyword searching (the computer looks for records which contain the term or terms you enter in the field or fields you specify according to the relationship you indicate), many people seem unclear about browse searching.

In browse searching, instead of retrieving a set of records, you retrieve a list of headings. Linked to each heading are the records which share that particular heading be it author, title, subject, series or call number. Retrieving a browse list of authors is like searching for a person's name in a phonebook. If you were looking for Jane Brown, you would look for the last name "brown" and on the pages with "brown" you would browse down the listings looking for "jane." You could, if you were so inclined, browse backwards to "adams" or forward to "xenophon." The same is true with browse searching; you may move backwards or forwards in the given list of headings as far as you wish. Once you get the hang of it, browse searching can be quite helpful.

We are certainly not finished with changes to the catalog (for example, the next release will contain the ability to "jump" around in a long list of bibliographic records and you will soon be able to see your own library account). In fact, given the nature of information technology, it is unlikely that we will ever be finished. However, we do understand that constant change creates frustration. We would have preferred

to have made the recent changes either earlier in the summer (to avoid the fall rush) or during Christmas break. Given the acute need for many of the improvements mentioned above and the coming Y2K turnover, we felt compelled to act as quickly as possible. In the future we hope to install new versions of ALEPH during the late spring and early summer, first on a test server and then "live" in production.

If you have suggestions for further improvements to the catalog, we would appreciate receiving them. You may use the "Catalog Comment" form at <http://www.nd.edu/~ndlibs/services/feedback/>. It is also available from within the catalog under "Feedback" or you may email our Screen Design Committee at archer.1@nd.edu. You may also write to its chair, Doug Archer, Reference Department, Room 109, Hesburgh Library. We look forward to your ideas for a continually improving catalog.

Blackstead Receives 1999 Foik Award

This year's Rev. Paul J. Foik, C.S.C., Award was presented to Katharina J. Blackstead, the Libraries' advancement officer and subject liaison for Russian and East European studies, at the Presidential Dinner on May 18, 1999. The award is given annually in recognition of significant contributions by a library faculty member to library service, to the Notre Dame community or to the library profession through personal scholarship or involvement in professional associations. The citation reads:

After many years of service to the Notre Dame Libraries in the traditional library fields of technical services, reference and collection development, this committed librarian recognized the critical importance of creative fund raising and public relations. The ever-increasing number of endowment plaques adorning the Hesburgh Library concourse testify to her successful collaboration with University Development in winning the funds that make Library progress possible. Whether by her editorial work on library publications or by her willingness to take on very public activities calling for imagination and sensitivity, she continually seeks ways to make the Libraries' collections and services better known and appreciated. Her contributions extend to the equally critical task of building the Libraries' Russian and East European collections. An unwavering commitment to librarianship, an energetic and well-organized pursuit of goals, and a generous and cooperative spirit characterize the 1999 winner of the Paul J. Foik, C.S.C., Award, Katharina J. Blackstead.

ISRC's Electronic Clipping Service

by John-Andrew Murphy

Since 1961 the International Studies Resource Center (ISRC) has relied almost exclusively on newspaper hard copy for its collection. Users, most often undergraduates, sifted through the ponderous file folders to conduct their research. This non-indexed collection was ideal for finding diamonds in the rough, constructing a timeline or piecing together a few extra citations for a bibliography. What it did not do well was permit a researcher access to documents sorted by byline, title or keyword. The ISRC is changing this, hoping to evolve into a *bona fide* research facility for the next century.

Beginning in 1998, the ISRC began uploading periodical articles from the Internet. Using SWISH, the Libraries' free search engine, articles from *The New York Times*, *The Washington Post*, *The London Times*, *Die Welt*, *Le Monde*, *The International Herald Tribune*, *Ha'aretz*, *The Miami Herald* and *The Christian Science Monitor* became accessible online. Plodding through the dusty file folders for current information became a thing of the past. Now, articles could be "clipped" and "filed" in a more up-to-date fashion, benefitting both the personnel in the ISRC and the patron.

The question of what to do with the old newspaper collection remained, however. What has been decided is to scan these documents into AFS space, making them as accessible as the articles that are downloaded daily.

How this will take place is still being discussed. The ISRC does now have a scanner, but there are issues beyond the physical approach to archiving that need attention. For example, there are approximately 10,000 articles per year covering a span of 36 years housed in the ISRC. Of those nearly 360,000 articles, how many are in good enough condition to be scanned? What articles go and which ones are scanned? What file format will be used? This is where the ISRC staff stand right now. It's not a matter of doing it, it's a matter of how and when.

The hope is that the articles will be saved permanently for easy access, thus freeing up valuable library floor space while saving an invaluable resource for patrons needing specific information on the subjects of international affairs, human rights, economics and environmental concerns. By working towards digitizing and electronically indexing the collection, we can be sure that this can be done while also enhancing usability. For information on the ISRC and links to the online clipping collection, please visit our web site at:

<http://www.nd.edu/~isrc/>

“There’s a leak in the collection...”

by Liz Dube

It’s a phrase that strikes fear into the heart of most librarians. For preservation staff facing such a call, a deep breath is an appropriate first response in preparation for the many impending details, decisions and actions. Soon, the adrenaline kicks in and the assessment begins with questions such as: “where is the leak?”, “approximately how many items have been affected?”, and, more urgently, “has the leak been located and stopped?” All the while the preservation staff member is internally negotiating the ultimate question: *Are we prepared for this?*

Emergency or Disaster?

While many people think of disasters as large catastrophic events such as earthquakes or floods, disasters can affect an individual library, archive or museum. It has been proposed that an event which damages over 200 items constitutes a *disaster*, while anything under 200 items is a mere *emergency*. Semantics aside, most libraries are forced to deal with a number of small emergencies affecting parts of their collection each year, with water damage the most common. The University Libraries of Notre Dame are no exception. Since I arrived at Notre Dame a year ago, preservation staff has responded to four minor emergencies, all involving water. Three of these were leaks: 1) a leak in Special Collections resulting from an unattended, overflowing faucet on the floor above; 2) a roof leak during the rainy season over the music collection on the second floor; and 3) a slowly leaking heat exchange pipe over a collection of microfilm. The fourth emergency also involved water, though indirectly. An outbreak of mold on the window frames in the Architecture Rare Book Room is attributed to a malfunctioning HVAC system—excessively humid air condensing on a cold window. Fortunately, in each case the problem was identified quickly and proper steps were taken, with minimal to no damage sustained by the collection.

Large-scale disasters can also occur anywhere. Fire causes the most damage, resulting in books and other library materials irreversibly turned to ashes. The Los Angeles Public Library arson fire in 1986, the largest library fire in U.S. history, destroyed half a million books and badly damaged another half million. Wet sprinkler systems have proven to be the best protection from fire damage, with excellent results fighting fires with no appreciable risk of unnecessary water damage. Large-scale water damage can occur due to flooding, hurricane or other natural disaster. In 1966 in Florence, Italy, the Arno River rose 16 feet, wreaking havoc on many institutions, including many libraries and museums. Most are unaware that this historic flood, like many library emergencies and disasters, was actually preventable, having been caused by human failure at a municipal reservoir.¹ After the flood, many leading conservators arrived in Florence to assist with the

recovery effort of the largest natural disaster to cultural property they had ever seen. While much was learned during this recovery effort about the treatment of water-damaged materials, the resounding lesson of the Florence flood was in the emergence of disaster preparedness and response planning. With about a million books damaged at the Biblioteca Nazionale Centrale (BNC) alone, it was estimated that it would take a staff of 100 book conservators working at the BNC for another 20 years to undo the worst of what the Arno River had done in minutes.² Library holdings, which are at the heart of any university, represent an incalculable investment of time and money. As such, our collections deserve all the protection from disasters that we can provide for them.

Renovation

Along with its promise of beautifully renovated spaces, improved environmental controls and increased protection from future disasters, the upcoming library renovation introduces a certain increase in the risk of emergencies. It has been widely observed that disasters are more likely to occur when a building’s mechanical or structural systems are being renovated. Of particular concern are water leaks from pipes and/or exposed roofs. An increased security risk can also arise, due to the necessity of moving collections and the large number of workers located around collections. Consequently, it seems particularly timely for the University Libraries to plan, develop and implement a comprehensive *disaster preparedness and response plan*.



Pat Karpinski

Plastic sheeting protects the collection from further damage, while the source of the leak is located and repaired.

Disaster Planning Task Force

The preservation department has identified the development and implementation of a *disaster preparedness and response plan* as a major upcoming goal. A task force will be established to begin work on a plan. While useful guidelines and sample disaster plans are available throughout the preservation literature, disaster planning cannot be reduced to a "recipe." An individual library's plan to minimize risk and improve response must be based on an internal exploration of its own specific circumstances. While the Preservation Department is responsible for coordinating this effort, a comprehensive and fully effective plan can only be achieved with library-wide support and involvement, from the ground up. Accordingly, a disaster planning task force, once established, will contain broad representation. Varied expertise will provide complementary insights and the ability to successfully negotiate and make tough decisions. Broad involvement also leads to a sense of investment in the plan, which we hope will ensure active long-term participation. A written plan is of little help if library staff are unaware or uninterested in its contents.

Steps in Disaster Planning

A number of stages are involved in the development of a disaster preparedness and response plan. Within the task force, specialty subgroups will likely be formed to perform these specific roles along the way.

Identify Risk. Make note of the likely sources of emergencies or disasters. What are the typical weather emergencies in this area? What are the building's weak spots? Risk identification involves critical evaluation of the building from a structural and mechanical viewpoint. Since most librarians are not well versed in the details of building construction, assessments should be obtained from departments with specialized expertise and objectivity, such as risk management and the fire department. Fire personnel should become familiar with the library building, the value of its collections and areas of high priority collections. In the case of a fire, we would want fire personnel to be familiar with our building and know where our most precious, important and critical collections are stored.

Manage Risk. Find ways to minimize risks to the collection. The upcoming renovation provides us with an excellent opportunity to reduce risks by replacing old water pipes and leaking roofs, installing water alarms near collections in the basement, and otherwise remedying risky environments.

Establish Recovery Priorities. Identify high priority collections, whether they be unique, monetarily valuable, critical to strong disciplines or otherwise significant. Color-coded floor plans identifying specific collection priorities are useful for directing response efforts in medium to large-scale disasters. Our "subject approach" collection profiles, currently used to identify important collections for repair or rebinding, will serve as a jumping-off point in defining

priorities. Working together, prior to a disaster, to answer the difficult question, "what collections do we want to save first in the event of a disaster?", will better prepare us to manage a successful salvage of our most important or irreplaceable collections. These tough decisions cannot be made in the midst of a disaster. Aside from the time required for these difficult decisions, it is well known that people lose their ability to make rational decisions and communicate effectively during a crisis situation, particularly when unprepared.

Identify Resources. Identify and train an internal disaster team. Identify and develop connections with external resources, either local or regional, that may be required in the event of a disaster. This can include cooperative recovery agreements with other institutions as well as identifying resources for vended services (such as building dehumidifiers or vacuum freeze-drying for wet books) and products (such as plastic sheeting and absorbent paper) required for response activities.

Document the Plan. Prepare a written document with contact information, collection priorities, resources and other relevant information. Copies should exist in multiple locations, with several off-site, including at the fire department and campus safety office. The plan should be revised regularly to keep up with staff changes, with drills and retraining incorporated as necessary.

A Solid Foundation

Our current disaster plan, which is seven years old, consists of guidelines for disaster response which have served us well in responding to small to medium-sized emergencies. A current emergency response call list, which is widely distributed throughout the Libraries, can also be accessed online at

<http://www.nd.edu/~presunit/preemergency.html>.

Several links to this page are provided within the University Libraries' web pages. A disaster hotline (631-4444) was established this year to raise awareness and improve our ability to respond quickly to emergencies which threaten library materials. In general, minor emergencies are identified quickly and response is quite successful. Current response efforts rely heavily on the knowledge of a few individuals and the generosity, concern and varied experience of many others. A complete *disaster preparedness and response plan* will help involve the whole library in meaningful ways, allowing us to identify and minimize future risks proactively, prepare for renovation and establish effective response mechanisms for large disasters.

1. Helene Donnelley, "Disaster Planning in the '90's: Getting It Right," *Conservation Administration News* 52 (Jan 1993):10.
2. Ellen McCrady, ed., "Americans Who Helped in the Florence Flood Rescue Effort," *The Abbey Newsletter* 20:8 (Dec. 31, 1996):118.

Digital Collections and the University Libraries

by Scott Van Jacob

There is considerable interest and anticipation throughout academe regarding the potential scholarly use of electronic collections. If a scholar does not yet use such resources, it is only a matter of time before materials essential to his or her work will be accessible in electronic form. The Library of Congress' American Memory project, Project JSTOR's electronic versions of academic journals and Columbia International Affairs Online's collection of working papers are just a few examples of the range of full-text collections currently available. University libraries with rich, unique collections are beginning to showcase their holdings via the Internet. Notre Dame needs to consider what it can contribute to this growing digital environment which has the potential to enrich so many scholars' work.

Before identifying library collections at Notre Dame which are viable candidates for digitizing, let's define what a digital collection is. An electronic collection has a central focus where materials are related by some characteristic such as subject, time period or author. The collection consists of data that are transferred from another format, such as paper, or created directly online. The materials are available in one of two electronic formats, i.e., images (digital pictures) of text/illustrative materials or fully searchable ASCII text. The collections are delivered to the user by diskette, digital tape, compact disc, or, most commonly, over the Internet. Most importantly, digital collections offer broad access to materials that are otherwise limited by geography or the fragile conditions of the items. Ideally, an electronic collection is available throughout the world to anyone with the appropriate equipment and network. These general characteristics define a digital collection, and it is worth noting that these collections move from format to format and delivery vehicle to delivery vehicle at a dizzying rate.

We must remember that digital collections cannot be relied upon to preserve information for future generations, no matter the quality of the digital image or seemingly stable environment on which the data resides. Those of you with music compact discs more than ten years old may have noticed the skips and blips that occur as the digital information begins to degrade. The consensus between librarians and archivists is that filming the documents onto preservation microform remains the most cost-effective and stable medium for preserving a document for several hundred years. Also, while the cost of maintaining microform collections will remain reasonably low, the costs of electronic collections only go up after the document is captured in an electronic format since the document must be maintained through ongoing software and hardware upgrades. It is interesting to note that a number of businesses and government agencies which have large electronic databases

have begun to archive them on microfilm. The strength of a digital collection rests in the access it provides to users, not in its ability to preserve the items.

Present Forays into Digital Collections

The University Libraries of Notre Dame have made tentative forays into electronic collections. The International Studies Resource Center maintains a database of newspaper articles on international relations available to anyone in the Notre Dame community. Since its inception in January 1998, more than 8,000 articles have been added to this full-text database. A pilot project to provide electronic versions of reserve materials is now in place. Students will be able to access these materials via the campus network rather than depend on the one or two copies placed on reserve. The Department of Special Collections has been maintaining and updating an extensive web site that represents their collection of North American Colonial coins and currency. Finally, the Medieval Institute has scanned thousands of drawings found in its microfilm and photographic copy of the holdings of the Ambrosiana Library. These are not currently available for scholars, but they may be in the near future.

Possible Candidates for Digitizing from Notre Dame Collections

Notre Dame presently has a number of small collections that are viable candidates for scanning. All are unique or rare, clearly focused, and of interest to scholars here and outside Notre Dame. For example, the Libraries recently purchased 11 letters by the Nobel Prize winning Chilean poet, Gabriela Mistral. Significant portions of Mistral's correspondence have been published over the years, and scholars have found it a rich source for understanding her poetry. These particular letters are part of a larger collection of 49 letters written to the Chilean poet Manuel Magallanes Moure between 1914 and 1922. The other 38 letters were published in a book, *Cartas de amor de Gabriela Mistral*, in 1978. The small number of letters that we hold makes them unattractive to publish as a monograph, but scholars who have worked with the other 38 letters will be very interested in reading these remaining eleven. Providing these letters via the Internet to those who have access to the book and computer technology is imminently doable.

A second candidate is a diary and letters written by Midwest soldiers during the Civil War. The materials have been transcribed, so both the transcription and manuscript can be scanned allowing users to do keyword searching on the transcript while referring back to the manuscript. These materials are particularly attractive since the Library of Congress' (LC) American Memory Project has about 500 items relating to the Civil War available. It is important to note here that a coherent collection may emerge between institutions without any cooperative agreement. Notre Dame's materials would complement those at LC, giving scholars a larger universe of materials to study.

A third possibility is a collection of recently acquired political pamphlets, published between 1785 and 1805, on the

debate of union between Ireland and Great Britain. Considering the substantial archival materials of Irish history that now are being collected at Notre Dame, scanning these pamphlets and placing them on a web site will offer historians worldwide a unique collection for study, as well as promote the collection, the Irish Studies Program and Notre Dame.

One must remember that these collections are now in the Department of Special Collections and require significant resources to preserve them and make them accessible for local use. The cost of maintaining an electronic collection of these materials is over and above the Libraries' archival responsibilities. The real winners in all this are the scholars who will be able to view and search these documents, saving considerable time and money traveling to Notre Dame.

In some ways, the scanning and placing of documents on the Internet are the easiest parts of the digital equation. The materials must be maintained on a web site requiring ongoing updating to accommodate new software and user demands. Further, the web site where the materials are placed may require substantial work. Additional information can be placed on the site along with the documents, thereby greatly enhancing them. In the case of *Mistral*, the site could include links to related sites, a biography, as well as a bibliography, and possibly, an extensive introduction placing the letters within *Mistral's* body of work. Questions abound when adding this information. For example, does one write a brief biography or rely on an existing biography found on another web site?

At this point, I want to relate a cautionary tale about electronic collections. In 1994, I became the project coordinator for the Center for Research Libraries/Latin American Microfilm Project's Brazilian Government Document Serials Digitization Project. The goal was to digitize 320,000 pages of microfilmed Brazilian government documents issued between 1823 and 1993. Electronic images of these pages were created and placed on the Internet for any scholar to access. Initially, we estimated that the project would take about two years to complete. With the end of the millennium rapidly approaching, five years after the project began, the finishing touches are finally being applied to the database. Problems occurred in almost every phase of the project, from scanning illegible documents to addressing substantial hardware problems to difficulty in finding indexers who could read Portuguese and had some sense of Brazilian history. While the database has received very positive reviews from scholars, the numerous problems that arose throughout the project should make one prepare for such setbacks and realize the considerable resources needed to create and maintain digitized collections.

Undoubtedly, the University Libraries currently have materials of interest to scholars as electronic collections. By utilizing and maintaining appropriate technology, skilled staff and unique collections, we can create dynamic electronic collections that freely share information housed and created locally. The question is what portion of a library budget with many other competing demands is needed to create and maintain digital collections? Keep an eye on future issues of *Access* and the Libraries' web site for answers to this question.

Introducing ND's Web Services Librarian

Donna Stevenson joined the library faculty in 1998 as web services librarian. She holds a bachelor's degree in chemical engineering from the University of Delaware, a master's in chemical engineering from Purdue and a master's in library science from Indiana University, Bloomington. Stevenson had worked previously in the Libraries, first as a staff member in 1995-1996, assisting with web site design and the development of electronic services. In September 1997 she joined the faculty in an adjunct capacity, first doing collection development and reference in the Engineering Library, and later devoting her time to projects related to the Libraries' web site. Stevenson has been instrumental in the development of the Libraries' Electronic Resources Gateway, at:

<http://www.nd.edu/~ndlibs/eresources/gateway/>.



Donna Stevenson

Notre Dame Photographic

The Libraries' Web Site: Which Way Next?

by Donna Stevenson

The first version of the Libraries' web site became public in August of 1995, and though I've only been the web services librarian for less than two years, my involvement with the site started back in 1995. I think it is fair to say that with our main web page we are trying to meet the same three basic goals which we were trying to meet in 1995. The first goal is to orient you so that you get an idea of what kind of information is available on our site. The second goal is to make it easy to get quickly to the resources on our

site that you use all the time, such as the ND Libraries' catalog or the hours for the Libraries. A third goal is to have this page be an attractive extension of the University Libraries. Over the years we've been trying to balance these requirements and tried to keep improving the site. We've arranged and rearranged; we've changed our look; we've grouped, simplified and revised parts of our site. Not that there is anything wrong with the principles we've applied, but I've been wondering where the next step might take us.

Lately I've become fascinated with a trend in web site design to have customized and personalized pages. Have you seen the "My Yahoo" <<http://my.yahoo.com/>> part of the Yahoo site? These types of pages allow you to choose what content you would like to see by setting up a profile and selecting among different options. This allows people to choose what is most relevant to them, and since web site design typically means designing for the needs of many people, it allows the possibility of having a page designed for the needs of one person. How successful this service is can depend on how easy it is to create these pages, as well as the content of the page itself. That is why they are done in a way that users only have to do things like click buttons for options, and the page is automatically generated.

Some libraries have already done this type of project. The Virginia Commonwealth University has put up an interesting listing of "My Library" projects <<http://www.library.vcu.edu/mylibrary/cil99.html>>. Some things that libraries have thought to include in these types of projects are electronic resources that the person uses the most, reserve materials for the person's classes, a listing of the subject librarian specific to the person's discipline and new materials in a subject area. Not only can you provide links to resources that are used all the time, you can provide current awareness information targeted to particular groups of people.

The University is already looking into this approach for campus users of the Notre Dame main web pages. Tom Monaghan, Notre Dame's web administrator, sees that a critical problem is that the current arrangement of pages forces people to go to different places on the Notre Dame site to get information, and to have to put in different passwords for different parts of the site that have personal information, such as the Office of the Registrar. He would like to have a single authentication and a single user profile that would gather information from different Notre Dame services, and then build the page. He says that it is a way to build a web page which "reflects the user and not the organization."

What might this mean for the Libraries' site? For us, it might be as simple as working to have people include our site in their personal ND web page. Or we might find that it would be advantageous to create a program to allow people to design a personal library page. There are already plans to give people access, through the catalog, to a person's circulation information such as books checked out and items overdue. We will need to see how we can work with the rest of the Notre Dame site to provide more integrated information.

As we examine our options, we continue to try to improve our site and provide more resources and more services. Please let us know if you come across a site that

does this in an interesting way. You can e-mail me at: Stevenson.20@nd.edu. We're always looking for new ways to provide better access to resources and research help. The web has become an important tool in helping us do this.

Library Instruction: Changing Paradigms

by Linda Sharp

Can you help me? I've been at the library all afternoon and I still haven't found the information I need. Such comments uttered by frustrated students are frustrating for librarians as well. The notion that the materials we have carefully selected, organized and provided access to are not being found by our users is disheartening. Yet while such sentiments are discouraging, they can also help serve as the impetus for ongoing evaluation of our library instructional programs. It is increasingly apparent that traditional methods of bibliographic instruction are not wholly adequate in today's information environment, and it is in our best interest to search continually for more innovative ways to connect our patrons to library resources and to help them use them effectively.

Provisionally, we were offered an opportunity to try a new type of instructional program last year by Professor Cyraina Johnson-Roullier of the Department of English. Toward the end of the fall semester, Johnson-Roullier contacted Marsha Stevenson, head of the Hesburgh Library Reference Department, and discussed the possibility of incorporating library instruction into her English 180 class. Based on previous experience, Johnson-Roullier felt many students didn't know how to write solid research papers and one of the major difficulties they encountered was finding sources that supported their topics. Being an avid library user and researcher herself, she knew the problems inherent in doing research and realized the topic of her upcoming University Seminar class, *Voices of the Caribbean*, had the potential of posing unique difficulties. She felt that incorporating a library component into her class would help students to better navigate the research process.

From the librarian's standpoint, this was an excellent opportunity. Library literature tells us course-integrated instruction yields impressive results, and the possibility of providing ongoing subject-related instruction was exciting. It would give us an opportunity to go beyond the broad introduction to basic library sources, which we do in the general orientation tours, and discuss the wide range of resources the Libraries offer in the context of the students' topics. Also, students could come back to class with individual problems they had encountered and know that we understood their topic and could offer alternatives. Since we would have the opportunity to meet with the class several times, communication would be easier and the probability of professor, students and librarians being "on the same page" would be greater.

Therefore, before the spring semester began last year, three members of the Hesburgh Library Reference Department met with Johnson-Roullier to launch the project: Pat Hall, then coordinator of library instruction, Linda Sharp, reference librarian, and Stevenson. Using the course syllabus as the framework, the group identified points throughout the semester where the presentation of a library research component would be appropriate and helpful. In the end we settled on the following library “modules”:

GENERAL LIBRARY TOUR. This general introduction served the purpose of introducing students to the University Libraries’ overall system; it helped to orient them mentally and physically to what we do and where we do it.

GENERAL SOURCES ON THE HISTORY AND CULTURE OF THE CARIBBEAN. General information sources on the Caribbean were presented. We discussed the types of resources and their availability in different formats and determined the “best” to use.

DEVELOPING A RESEARCH TOPIC and DETERMINING THE SIGNIFICANCE OF A TOPIC. These two sessions dealt with settling on a research topic that was neither too broad nor too narrow. We discussed how to translate a topic into searchable concepts and how the availability of resources could require refining a topic.

ADVANCED WEB SEARCHING TECHNIQUES AND EVALUATION OF RESULTS. We presented techniques for doing effective web searches on their topics and critical evaluation of the results.

REVIEW OF RESEARCH SKILLS and Q&A. We lead a general question and answer session related to the class’s research to date.

ARCHIVAL RESEARCH. Students were taken to Special Collections and the University Archives to look at materials not part of the Libraries’ regular collection. We discussed the breadth and uniqueness of materials available for doing research and how to find and use them.

In addition to Hall, Sharp and Stevenson, Doug Archer of the Hesburgh Library Reference Department, Christian Dupont of Special Collections and Kevin Cawley of the University Archives contributed their expertise to the classes.

What did we learn from this experience? Was the project a success? We were reminded that the preparation time for this type of instruction is considerable, especially the first time it is offered. Besides preparing the library lectures and assignments, we read copies of a required Seminar reading, “The Craft of Research” by Wayne C. Booth, so we would be familiar with the research model the students would be using. During the first part of the semester, we also spent considerable time in contact with Johnson-Roullier, refining topics or adjusting the schedule.

Was it a success? Unfortunately, we didn’t have the

lead time to develop a formal evaluation tool to help answer this question. However, in many of the sessions students were given written assignments to be handed in before the next library class, and the return rate was nearly 100 percent. Each of the assignments was carefully examined by the librarians and every student received a personal response that corrected misconceptions, reinforced good practices or answered questions. We were able to offer the students much more information tailored to their specific projects than we would have been able to provide with just one general meeting. And we felt that we fostered the learning connection between the librarians, professor and students.

To get more information on the University Libraries’ instructional programs, visit:

<http://www.nd.edu:80/~refdept/guides/libinst.htm>. To see instructional materials available on the Web, go to:

<http://www.nd.edu:80/~refdept/guides/guides.htm>.

The Medieval Literature Initiative and the University Libraries

by *Laura Fuderer*

In just two and a half years the Libraries’ acquisitions in medieval British studies have multiplied enormously, thanks to the efforts of Dr. Christopher Fox, professor and acting dean of the College of Arts and Letters, and the many individuals he has recruited in making this field a “center of excellence” for the Department of English. Dubbed the “Medieval Literature Initiative,” this new concentration on early studies has brought specialists Katherine O’Brien O’Keeffe, Maura Nolan, Jill Mann and Michael Lapidge to the department to join medievalists Dolores Frese and Lewis Nicholson. The Notre Dame Press will publish a new series, “Studies in Early Literature,” to be edited by O’Brien O’Keeffe.

May of 1997 saw the beginning of fund-raising for library acquisitions. Enormous support was provided by the Office of Research, the Institute for Scholarship in the Liberal Arts and the College of Arts and Letters. Endowment and expendable funds were then made available through the generosity of the Bundy and McDevitt families. Professor Emeritus Lewis Nicholson was prevailed upon to bring his years of scholarship in Old English, Old Norse and medieval British studies to bear on library collection development, particularly in retrospective purchasing. In September of 1998 a library committee was organized to provide direction to the project and in November of that year Fox secured a \$450,000 challenge grant from the National Endowment for the Humanities. This grant is to be matched four-to-one by the University, and two thirds of it will support fellowships in the Medieval Institute and the Keough Institute for Irish Studies, while one third will support library acquisitions

relating to “Northern Medieval Vernacular Literatures.”

During this two-year period the Libraries ordered about 2,700 titles and some 55 new periodical subscriptions relating to medieval British studies. While about two thirds of the total expenditures were for books no longer in print, orders for current imprints also rose significantly. The effect of these acquisitions can be felt in many departments besides English, because the library committee decided not to focus exclusively on English literature but to cover the full spectrum of medieval British studies from ca. 400 to ca. 1500 A.D. This meant selecting materials in the fields of archaeology, art and architecture, economics, history, religion, sociology, politics and government, military science, and more. Even the more popular aspects of British medievalism are collected, such as gothic novels and modern Arthurian tales. The NEH grant more narrowly focuses on the northern vernacular languages and literatures of Old and Middle English, Old Irish and Old Norse. Other funding extends to the acquisition of Anglo-Norman and medieval Welsh and Scottish materials.

While the primary texts in this field are derived from medieval manuscripts, this by no means precludes electronic resources. The new funding has enabled the Libraries to purchase online access to 1) the “Dictionary of Old English Corpus” (all surviving texts in Old English); 2) the “Middle English Compendium” (the *Middle English Dictionary* and selected texts in Middle English); and 3) the massive full-text database called “LION” (Literature Online). Besides encompassing thousands of literary texts, LION also provides invaluable computer access to ABELL, the *Annual Bibliography of English Language and Literature*, which is a vital source for research in medieval as well as modern English literature.

In addition to standard print and electronic sources, the “Medieval Literature Initiative” has allowed us the unusual opportunity of purchasing rare books. Many of these treasures, along with some existing holdings complemented by the new acquisitions, will be on view through December in the Rare Book Exhibit Room (102 Hesburgh Library) in a display titled “*Inter Folia Fructus: Recent Acquisitions in Medieval British Studies.*” The works on display range from incunabula of the 15th century and books through each succeeding century to exquisite 20th-century facsimiles of medieval manuscripts. Included is a number of works reflecting early antiquarianism, such as *Britannia Antiqua Illustrata: or, The Antiquities of Ancient Britain, Derived from the Phoenicians...* by Aylett Sammes (1676) and *Saint Cuthbert: with an Account of the State in Which His Remains Were Found upon the Opening of His Tomb in Durham Cathedral, in the Year MDCCCXXVII* by James Raine (1828). The act of opening St. Cuthbert’s coffin has a long history beginning in 698, 11 years after his death, when his remains were found to be undecayed. His tomb was again opened in 1104 and the corpse was said to be still preserved. After being transported many times, the saint’s remains were entombed in the Cathedral of Durham. The tomb was opened in 1827, apparently out of curiosity, and in the above book James Raine describes the condition of the bones and numerous relics that were removed from the coffin.



The line drawing of a saint is taken from:
Raine, James. *Saint Cuthbert: with an Account of the State in Which His Remains Were Found upon the Opening of His Tomb in Durham Cathedral, in the Year MDCCCXXVII*,
Durham: G. Andrews, 1828.

Other important early books relating to the Anglo-Saxons are two editions of the *Archaionomia*, the first printed collections of Anglo-Saxon law, displayed here by courtesy of the Notre Dame Law School Library. The earlier edition, printed in 1568, uses the printer John Day’s typeface, the first ever designed to resemble Anglo-Saxon writing.

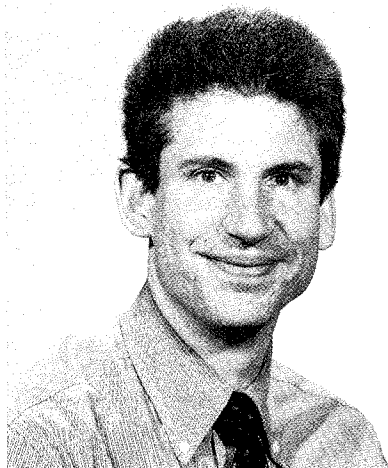
An English-Saxon Homily on the Birth-Day of St. Gregory... (1709) is a text by Aelfric, 11th-century Abbot of Eynsham, that was translated into modern English by Elizabeth Elstob, an early scholar of Anglo-Saxon. The Libraries have since acquired Elstob’s *Rudiments of Grammar for the English-Saxon Tongue...with an Apology for the Study of Northern Antiquities* (1715). Also on exhibit is the earliest printing of *Beowulf* (1815), which was produced not in England but in Copenhagen.

Works from the Middle English period are represented by a 1532 edition of *De confessio amantis* (*The Lover’s Confession*) by John Gower. First published by Caxton in 1483, this is the second edition of the 30,000-line poem by Chaucer’s contemporary. The “star attraction” of this period, however, are the eight editions of Chaucer’s *Works*, beginning with the second edition printed in 1532. This edition essentially reprinted the first with the addition of “The Plowman’s Tale.” Remarkable about Notre Dame’s copy are the marginal annotations made by a contemporary owner, John Harington, poet and father of the notable Renaissance poet by the same name. Another new acquisition was the Stow edition of Chaucer (1561), which complements our existing two printings of the Speght edition (1602 and 1687). Also displayed are two 18th-century editions and one of the University’s outstanding treasures, the “Kelmscott Chaucer,” printed by William Morris in 1896.

Many more books, both rare and otherwise, continue to be added to the Libraries' collections on medieval British studies. In this fashion we are building collections that ably complement the rich holdings on Continental medieval studies of the Medieval Institute and the wealth of material resulting from the Keough Institute for Irish Studies. As Fox has observed, "If Northern Vernacular Literature is added to the list of Notre Dame's already strong medieval holdings, Notre Dame's Medieval Institute and Hesburgh Library will become a major resource for Medieval Studies in the Midwest and for the larger scholarly world." Recent library acquisitions demonstrate that we are well on the way to that goal.

Christian Dupont Joins Library Faculty

Christian Dupont was appointed to the library faculty effective July 22, 1999. Previously employed in the Department of Special Collections as a reference specialist, Dupont will assume the position of curator in the department later this year. He will be attached to the Library Systems Office until then, assisting primarily with the conversion of Notre Dame's MALC partners (Saint Mary's College, Holy Cross College and Bethel College) to the most recent version of the Aleph system software. Dupont holds a Ph.D. in theology from Notre Dame and a master's degree in information science from the School of Library and Information Science at Indiana University, Bloomington.



Notre Dame Photographic

Christian Dupont

Libraries Welcome Andrea Lamb

Andrea Lamb has accepted the position of theology/Catholic Americana bibliographic access team manager effective November 1. Lamb's responsibilities will include original cataloging of library resources in theology and Catholic Americana, training and supervising staff in cataloging these materials and identifying and managing other strategies to ensure effective bibliographic access to these resources.

Lamb comes to Notre Dame from the Divinity School Library of Yale University where she has held the position of catalog and reference librarian since 1995. She has an M.L.S. in academic librarianship from Southern Connecticut State University, New Haven, an M.Div. *cum laude* in patristics and history of doctrine from the Divinity School, Yale University, and an M.A. in psychology and religion from Butler University and Christian Theological Seminary, Indianapolis. Her B.A. (sociology) is also from Butler. While employed at a theological research library in Tübingen, Germany, she studied theology at the doctoral level.

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