

PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION
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THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

PNLA Quarterly: The Official Publication of the Pacific Northwest Library Association

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President's Message

DANIEL MASONI



As I finish up my 2004 E-Rate applications, I can't help thanking PNLA for the network of professional colleagues the organization provides. As one difficult question after another is posed to me as a professional either by government or by my patrons and staff, I know that I have a rich field of professional friends who are willing and able to provide the basic information I need to best run my library. That's where PNLA enters the picture, from smoking policies to best practices in Internet service structure, PNLA provides a ready-made network with only one driving goal... sharing professional growth and information.

Sharing will be happening in a big way in Boise, Idaho from August 7-10. Mary DeWalt and her very able Planning Committee are in the process of putting together an excellent 2003 PNLA Conference as I write this message. Watch for more info from the PNLA website and in your mailbox.

I attended a conference in 1974 which presented the idea that the "paperless" office would eventually change every facet of librarianship, along with the remainder of the corporate world (on 20 megabyte hard drives!) Of course today we probably use twice as much paper as we used in 1974. Similar pronouncements were made concerning the ultimate demise of professional organizations as the Internet gave us the ability to nearly instantly exchange professional information. While I'd never want to give up my email and fast connections to colleagues, I still long for that comfortable meeting and relaxed atmosphere that takes place at every PNLA conference. PNLA creates an atmosphere where colleagues can gather and truly share information.

I hope you can make the PNLA conference in Boise one of your primary learning tools in 2003. See you there!

From the Editor

MARY BOLIN

This is my first issue as editor of the *PNLA Quarterly* and I welcome this opportunity to gather and publish news, articles, and ideas from librarians in the PNLA region and elsewhere. I want to thank Sandra Singh and Mark Bodnar, the outgoing editors, for doing such a wonderful job with the journal, and for all the help I had from them in getting up to speed and getting this issue together.

I also want to thank my colleagues who very graciously provided articles for this issue. I'm extremely impressed with what they had ready to go on short notice, and with their graciousness and generosity. I worked with University of Idaho Printing and Design when I edited the *Idaho Librarian* a few years ago, and I'm very pleased to be working with them again.

Now, prepare to be cajoled, nagged, encouraged, and so on, to submit feature articles on any aspect of librarianship and library service, whether it is of interest to the Pacific Northwest or of general interest. In addition to articles, please send "Great Ideas and News" and other similar material that you would like to share with your colleagues.

MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.

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Call For Submissions

All contributors are required to include a short, 100-word biography and mailing address with their submission. Each contributor receives a complimentary copy of the issue in which his/her article appears.

We are always looking for short, 400-500 word descriptions of great ideas in libraries. If you have a new project or innovative way of delivering service that you think others might learn from, please submit it.

Spring 2003 Issue (Deadline March 15, 2003):
Summer 2003 Issue (Deadline June 15, 2003):

There are no themes for these issues. Please submit any articles or items of interest.

Submission Guidelines

Format

Please submit all documents as either a .doc or an .rtf

Font style

PNLA Quarterly publishes in the Verdana font, size 8.

Spacing and punctuation:

- Please use a single space after a period.
- Please use full double dashes (i.e., "--" not "--")
- Please place punctuation within the quotation marks.
- Please omit <http://> when quoting Web site addresses

- Please place titles within text in italics (not underlined).
- Please do not capitalize nouns such as "librarian" unless the word is included in a title.

Spelling

Web site, Internet, email, ILL; please use the spelling conventions of your country.

Citation Style

Please use whatever style you wish, but please do not use footnotes.

Additional Information

Please submit a 100-word biography and postal address with article.

Subject Access to Court Decisions: Specificity Made Difficult

DANIEL CANNASCATIATO

Subject access to court decisions should be easier to accomplish than it currently can be. Such distinct topics are not yet established in the *Library of Congress Subject Headings (LCSH)*, and therein is the problem. Or problems. Because of this lack of established headings for such court decisions, or famous cases, (e.g., *Roe v. Wade*, *Brown versus the Board of Education*, and *Miranda*), cataloging is needlessly made more difficult, precision is compromised, and our patrons are disadvantaged. In short, our goal to provide access to the collection by subject is compromised.

A work that discusses a court decision is in many ways similar to a biography of a person, or a history of a place. We would not think of omitting the name of the person or place in our catalog records for that work. In much the same way, works titled *Roe v. Wade*, or *Miranda v. Arizona (1966) : suspects' rights* should, in many cases, provide access to the named entity, which is the court decision. Instead, as there are no established headings for the court decisions, catalogers have had to make do with ad hoc attempts. Here are some topical access points currently employed for each of the sample court decisions. None of them are consistently applied, especially when subdivision practice is considered.

*Abortion - - Law and legislation - - United States
Trials (Abortion) - - Washington, (D.C.)
Segregation in education - - Law and legislation - - United States
Discrimination in education - - Law and legislation - - United States
Right to counsel - - United States
Confession (Law) - - United States
Police questioning - - United States*

While certainly appropriate in many ways, they are in many cases too broad and also not intuitive for our patrons. They all share the same weakness of not being specific to the topic. Not all works on abortion law in the United States discuss *Roe v. Wade*. In fact, any work before the decision could not. Yet all are lumped together in one subject heading. For someone interested in any of these, the geographical qualifier could be misleading. *Brown versus the Board of Education* took place in Topeka, Kansas. *Miranda's* case was against the state of Arizona. For someone who knows that, a heading subdivided by the place of United States might appear too broad. In practice, the subdivision should be at the national level when the publication discusses the national impact. A specific heading for the court decision would remove this quandary.

All the above cited topical examples lack the significant terms of *Roe*, *Wade*, *Brown*, *Board of Education*, and *Miranda*, yet some catalogers have attempted to employ those terms. Again, though, they are not consistently applied. Some examples of those types of headings are:

*Roe, Jane, 1947- - - Trials, litigation, etc
Wade, Henry - - Trials, litigation, etc
Brown, Oliver, 1918- - - Trials, litigation, etc.
Topeka (Kan.). Board of Education - - Trials, litigation, etc
Miranda, Ernesto - -Trials, litigation, etc.*

Again, issues for the patron abound. How should they know the first names of the participants, or that the board was in Topeka, Kansas? Citations of these case decisions on their anniversaries do not include the first name. Why should the patron be required to? And the issue of misdirection is again characteristic of this type of subject access. That is, a patron might avoid a work that seems to discuss the trial, when what the patron is searching for is a work on the impact of the decision. The societal impact, or political impact, of the decision is not synonymous

cont. on p.23

Daniel CannCasciato is Associate Professor of Librarianship and Head of Cataloging at Central Washington University Library. He has a long-standing interest in subject cataloging and authority work. As such, he is an enthusiastic supporter of the Program for Cooperative Cataloging. He can be reached at dcc@mumbly.lib.cwu.edu

Primarily sources, such as manuscripts, have a prior existence before they become ensconced and protected in libraries and archives. Many researchers fail to appreciate the pattern of human activities that, in the first place, created the records they so assiduously study, or, second, that organized them and made them available for use. In the course of my own research on the history of St. Mary's Episcopal Church, Eugene, Oregon, I became aware of the influence of one man, Bishop Benjamin Wistar Morris, on the availability and usefulness of the parish records. As a manager and administrator, Bishop Morris recognized the importance of complete and comprehensive record-keeping that would make his job more efficient. He also recognized the value of these records for other church workers and for posterity. His attempts to encourage good record-keeping are documented in the *Proceedings of the Annual Convocation of the Protestant Episcopal Church in Oregon and Washington Territory*, which I found on file in the Oregon Collection at the University of Oregon Library some thirty years ago.

Although the first Protestant Episcopal Church services in Oregon were held in 1836, there were only three organized parishes by 1854.¹ In that year Thomas Fielding Scott, Missionary Bishop of Oregon and Washington Territories (which included a large portion of what is now Idaho, Montana, and Wyoming), arrived in Portland. Bishop Scott's efforts were devoted to maintaining and increasing the Episcopal Church in the Northwest, a burden that did not leave him much opportunity to be concerned with parish records. It may also be that he was not overly conscious of the historical value of the record. Thomas Jessett, in his biographical article on Scott, notes that "Scott's diary survives for only a few years.... Unfortunately Scott entered little but dates, towns, and texts of sermons preached."² This bare minimum of information apparently filled the Bishop's requirements for a diary record of his activities. His will, incidentally, beginning "To provide for the contingencies of our approaching voyage," was made in Astoria, June 6, 1867, just as the Bishop was leaving Oregon on his last voyage to New York, indicating its spur-of-the-moment character.³ While it makes no mention of correspondence or other papers, he did provide specifically for the distribution of his library.

The Bishop was not alone in his lack of concern for records; the missionaries and rectors of the slowly growing parishes were also lax in their commitment to proper record-keeping. It is difficult for the researcher in hindsight to sympathize with our forbears who were so busy that they had little time to be reflective and keep a record for posterity. It was common for each parish to keep the official record in any handy volume with blank leaves.⁴ Here the rector would record the official churchly acts and the names of the individuals involved. The church register listed names of those who belonged to the church, as well as baptisms, confirmations, marriages and burials.

From these haphazard volumes each church prepared a parish report for inclusion in the proceedings of the annual convocation. By 1869 there were enough churches in the Diocese of Oregon reporting in this fashion that an entire section of the *Proceedings* was set aside for the individual reports of the churches. The following year (1870) these were presented in tabular form in addition to the reports of the individual parishes. This activity may be attributed to the arrival in 1869 of Bishop Morris.

Benjamin Wistar Morris was born in 1819 in Pennsylvania; he was a graduate of the General Theological Society, and he received the doctorate

"A Substantial, Good-Sized, Well- Bound Book:" Bishop Morris and Early Parish Records in Oregon

TERRY ABRAHAM

Terry Abraham, a native of Oregon, has lived in Idaho since 1970. Following graduate work in fine arts, librarianship, and archival management, he joined the staff of the Manuscripts-Archives Division of Washington State University. In 1984, he assumed the position of Head, Special Collections and Archives at the University of Idaho. His responsibilities include Western Americana, manuscripts, University Archives, historical photographs, and other primary source materials. He can be reached at tabraham@uidaho.edu.

cont.

"A Substantial, Good-Sized, Well-Bound Book:" cont.

of divinity in 1868, the same year that he was consecrated as Missionary Bishop of Oregon and Washington Territory.⁵ Bishop Morris exhibited an increasing concern for the record-keeping responsibilities of the church. As his flock grew in size and his administrative responsibilities increased, he stressed the importance of good records: official, statistical, and historical. He, of course, kept an official diary record of his activities on behalf of the church.⁶ Thus, in 1869 and 1870 he reorganized the parish reports. In 1874 he presented to the convocation through the *Proceedings* a required form for the submission of the Parochial Report.⁷

In 1882, in his annual address before the Convocation, Bishop Morris noted that the Diocesan Missionary Committee had established a census to determine the total number of church members in the jurisdiction. Using a prepared form, each minister was to seek out all baptized members of the church and list their name, birthplace, and number of children (noting whether they were baptized or unbaptized, confirmed or unconfirmed). All of this information was then to be transferred into a Diocesan register kept by the Bishop.⁸

In 1883 Bishop Morris again drew attention to the record-keeping aspects of the rector's responsibilities:

"I desire here to call attention to a canonical provision in reference to communicants taking certificates of good standing in removing from one parish to another. Without this certificate no Clergyman is required to receive such communicants."⁹ He went on to observe that "it is very much to be desired" that more follow the canonical rules regarding record-keeping. In fact, he states, this particular problem can be greatly alleviated by use of a two-part form "such as I have just received from a faithful and painstaking Rector in the diocese of Pittsburg." We have already noticed the Bishop's love of the proper form, and admittedly as his Diocese became more populated his paperwork necessarily increased to the point where forms and record-keeping became absolutely essential for the conduct of the business of the church.

However, having brought up the subject, the Bishop continued:

"These careful provisions to keep a record of all members of the Church leads [sic] me naturally to say something about Parish Registers."

Perhaps it may not be known to all that this also is a matter of canonical requirement. This canon on this subject

reads as follows:

"Every minister of this Church shall keep a register of baptisms, confirmations, communicants, marriages and funerals within his cure..."

"Every minister of this Church shall make out and continue as far as practicable, a list of all families and adult persons within his cure, to remain for the use of his successor, to be continued by him and every future minister in the same parish.

"I am sure that in many cases this positive and very important requirement is but partially complied

with. I hear frequent complaints from Clergymen coming into our parishes of the faulty and unsatisfactory condition in which they find the Parish Register, and of the difficulty, or impossibility [sic], sometimes of knowing from the record who and where his people are. One great mistake, I think, is often made in beginning these records in some little book that is easily mislaid or lost, and then going on perhaps with a second, which in time goes the same road. All such trifling affairs should be scrupulously

eschewed from the first, and a substantial, good-sized, well-bound book provided at the beginning of every Parish, into which all its history and records should go, with a spirit of carefulness and punctuality equal to that of the most exact and methodical accountant in a bank or counting house. Such a book would last for generations and become in time an invaluable heritage to the Parish."¹⁰

As we have seen, the official requirements of canon law were partially fulfilled by most ministers. Each official act was recorded, but the problem was one of preserving that record, with maintaining the necessary continuity of each parish and of each individual member. These were extremely important in the case of removal of the communicant from one parish to another, or the transfer of the minister to another cure; both were very probable in the mobile West. It may have been this strong appeal by the Bishop that resulted in the recopying of the early records of St. Mary's Church, Eugene, into a large (9" x 12") ledger that was maintained until 1913. Reverend A. Peyton Anderson, on retiring as rector of St. Mary's, did write a history of the parish into the ledger in April of 1883.¹¹ Others, apparently, were not so keen to follow the Bishop's suggestions and in 1886 he was again compelled to comment on records-keeping practices:

"In spite of all that has been said upon the

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for posterity.*

"A Substantial, Good-Sized, Well-Bound Book:" cont.

subject of correct and full records in the parish Registers, and the importance of preserving copies of the Convocation Journals, in each parish, Clergymen coming into the place of those who have removed, bring the same complaint of the deficient and most imperfect character of these records, and generally the absence of every Journal of the Convocation from the first to the last. They are thus left to hunt up the past history of their parishes and find out their present standing and condition in the best way that they can. I know of no remedy for this state of things, in the case of those who regard the preservation of these records as a matter of indifference, and have no respect for their own canonical obligations.

And here I would beg the clergy now, to do what is in their power to preserve and put on record the history of their parishes, as completely as possible up to the present time. This will involve the expenditure of some time and labor, but I think it will be time and labor well employed. These histories should be fully copied into the parish registers, where they could be added to and enlarged from time to time as occasion should require."¹²

It was in fact true that small missions and parishes would often be without a regular minister for years at a time, making do with occasional services by an itinerant missionary, the Bishop's annual or semi-annual visitations, or perhaps a lay reader who tried to maintain continuity. At Eugene, the Acting Secretary of the Vestry commented in the Parochial Report of 1876 that in the time following the removal of the previous minister "...we have had church services but twice, each time by Bishop Morris. Since Convocation, but once, in January last by the Bishop."¹³ Hardly a basis for continuity in the Church.

In 1888 the third successor to Rev. Mr. Anderson continued the history of St. Mary's in the Parish Register, adding as a postscript:

"The above facts have been gleaned from various records but chiefly from the private record of the first missionary and the journals of the Convocation. Twenty-one of which, for as many different years, have been collected & handed over to the vestry by the rector."¹⁴

This refers not only to the Bishop's insistence on the maintenance of the files of the proceedings of the Convocation but also to the records of the first missionary which might have been transferred into the official parish register.

Daniel B. Stevick, in his book on canon law, emphasizes the importance of the records on individual church membership and official acts of the church. He notes that the parish register requirement is more than an administrative device, it "is largely a record of names, names given individually in baptism and names representing people in their interrelatedness (godparent, marriage partner, transfers from another cure) and their significance before God and his Church. Implicitly, the recording of the generations in a parish register is a token of the Christian sense of history and human worth."¹⁵

For the researcher the parish register is a primary source of information on the individual. While there is often an

increase in the amount of information in the more recent records, even the earliest records contain information of value. For instance, the parish registers (for they have grown to several volumes) of St. Mary's Church contains the names of individuals, their age, marital status, citizenship, and address, as well as recording acts of baptism, confirmation, communication, marriage and burial.

Where other records are lacking, or may be incomplete, parish records can often supply valid testamentary evidence for the researcher. This is particularly due, at least in Oregon, to Bishop Morris' efforts.■

¹ Thomas E. Jessett, "Origins of the Episcopal Church in the Pacific Northwest," *Oregon Historical Quarterly*, 48(September 1947)231; 48(December 1947)308. Jessett is not exactly clear about which three parishes were considered organized; by implication they were Portland, Oregon City, and Champoege.

² Thomas E. Jessett, "Thomas Fielding Scott: Bishop of Oregon," *Oregon Historical Quarterly*, 55(March 1954)72.

³ Thomas Fielding Scott. Manuscript copy of will, June 6, 1867, in the Washington State University Library, Pullman, Washington. WSU MASC Cage 4192.

⁴ Among the ledgers and records of St. Mary's Episcopal Church, Eugene, Oregon, is a small ledger which had been carried across the plains from Wilmar, Minnesota. Someone apparently thought that it was of use to St. Mary's and seven pages were devoted to the constitution, by-laws, wards, and members of St. Luke's Parish Guild of May 1891. The remaining pages are blank.

⁵ Thomas E. Jessett, "Bishop Morris and the Episcopal Church in Western Washington," *Pacific Northwest Quarterly*, 39(July 1948)200.

⁶ Jessett, "Bishop Morris," 205.

⁷ Protestant Episcopal Church in Oregon and Washington Territory, *Proceedings of the Annual Convocation*, 1874, 52. Cited as *Proceedings*.

⁸ *Proceedings*, 1882, 20.

⁹ *Proceedings*, 1883, 33.

¹⁰ *Proceedings*, 1883, 33-35.

¹¹ Terry Abraham, "Down in the Valley, the Episcopal Church in Eugene, Oregon, St. Mary's Episcopal Church, 1859-1964." *Historical Magazine of the Protestant Episcopal Church*, 41(December 1972)366.

¹² *Proceedings*, 1886, 32.

¹³ Abraham, "Down in the Valley," 364.

¹⁴ Abraham, "Down in the Valley," 368.

¹⁵ Daniel B. Stevick. *Canon Law: a Handbook*. New York, Seabury, 1965, 189.

The Lewis and Clark Expedition: a Pathfinder

COREY JOHNSON

Introduction

"The work we are now doing is, I trust, done for posterity, in such a way that they need not repeat it... We shall delineate with correctness the great arteries of this great country; those who come after us will... fill up the canvas we begin. (Thomas Jefferson)

The atmosphere was electric. With the purchase of the Louisiana Territory, the country had more than doubled its size. President Thomas Jefferson had envisioned a nation of farmers from sea to sea, and now these young United States were well on their way. Meriwether Lewis and William Clark, two intelligent and adventurous military officers, were appointed to lead an expedition; their fifty-man team became known as the Corps of Discovery. Jefferson had an ambitious set of goals for this pioneering set of troops. Their mission was to scientifically describe the land, especially its flora and fauna; to make contact with Indian leaders and inform them about their new leader in Washington; and to learn about fur trading possibilities. Paramount was the aim to discover the last link of the mysterious Northwest Passage, the all-water route between the Atlantic and Pacific Oceans. Over the course of the two-year expedition, the persevering group courageously fulfilled all parts of its mission. The only area where they may have been criticized for falling short was in failing to discover a Northwest Passage. Even in this area, however, their contribution was great, since they correctly concluded there was no such all-water route.

The expedition included a voyage to the far headwaters of the Missouri, several treks over the rugged Rocky Mountains, and exploration of the Columbia River basin. Later generations have praised the expedition for its multicultural and gender related successes. The Lewis and Clark Expedition included a scene where the first black person in American History exercised the right to suffrage, and even as the expedition exposed the Corps of Discovery to hundreds of Native Americans from many tribes, there were only a few skirmishes. The Shoshoni woman, Sacajawea, provided key leadership to the expedition, and in early 1805, a Nez Perce woman saved the expedition from likely destruction. Many say Lewis and Clark discovered the American future and taught later generations that if we work together, anything is possible. 2004 – 2006 mark the bi-centennial years of the Lewis and Clark Expedition; it is sure to be a time of great excitement as people remember and celebrate this first expedition in U.S. History.

LC Subject Headings:

These subject headings are placed under three categories.

Lewis and Clark Expedition:

- ◆ Lewis and Clark Expedition (1804-1806)
- ◆ Lewis and Clark Expedition - - Pictorial Works
- ◆ West (U.S.) - - Discovery and Exploration
- ◆ West (U.S.) - - Discovery and Exploration - - Pictorial Works
- ◆ West (U.S.) - - History - - To 1848 - - Sources
- ◆ Natural History - - West (U.S.)

Key Characters and Groups of the Lewis and Clark Expedition:

- ◆ Lewis, Meriwether, 1774-1809
- ◆ Lewis, Meriwether, 1774-1809 - - Diaries
- ◆ Clark, William, 1770-1838
- ◆ Clark, William, 1770-1838 - - Diaries
- ◆ Explorers - - West (U.S.) - - Biography - - Diaries
- ◆ Sacajawea, 1786-1884

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Modern Lewis and Clark Trails, Sites, and General Geography:

- ◆ West (U.S.) - - Description and Travel
- ◆ Historic Sites - - West (U.S.)
- ◆ Lewis and Clark National Historic Trail

Books About the Lewis and Clark Expedition:

Each of these resources covers the complete journey and does so with passion and grace. These are among the classic texts concerning the Lewis and Clark Expedition.

- **Ambrose, Stephen E. *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West*. New York: Simon and Schuster, 1996.**

Passionate is a good word to describe this contribution. In this work one sees the expedition in a most adventuresome way, through the eyes of Lewis. This book also covers Thomas Jefferson's visions of the American West and Lewis' post-expedition years.

- **Bakeless, John. *Lewis and Clark: Partners in Discovery*. New York: W. Morrow, 1947.**

The writing of this text was interrupted by WWII, as Bakeless served in the military. Concerns about Indian relations, science, and imperialism were put aside as Lewis and Clark were described a folk heroes in this classic narrative.

- **Ronda, James P. *Finding the West: Explorations with Lewis and Clark*. Albuquerque: University of New Mexico Press, 2001.**

Ronda is considered to be one of the top scholars concerning the Lewis and Clark Expedition. This book is a collection of essays that provide special insights into the thoughts of Thomas Jefferson about the American West. It also offers numerous perspectives that challenge the reader to see beyond that actions and ideas of the two famous explorers.

- **Ronda, James P. *Lewis and Clark among the Indians*. Lincoln: University of Nebraska Press, 1984.**

Ronda's contribution is critical in that it sheds light on the many facets of the relations between the Native Americans and the expedition. Ronda argues that the Indians did an equal amount of the exploration as the Corps of Discovery passed through their lands. Suddenly the voyage was more about contributions from a choir of voices than a small ensemble.

Biographical Works About the Important Characters of the Expedition:

None of these works provide a broad enough scope to merit description. However, they are valuable supplemental sources to scholars of the Lewis and Clark Expedition.

- **Lewis, Richard Dillon. *Meriwether Lewis: A Biography*. New York: Coward-McCann, 1965.**

- **Steffen, Jerome. *William Clark: Jeffersonian Man on the Frontier*. Norman: University of Oklahoma Press, 1977.**

- **Cunningham, Nobel E. Jr. *In Pursuit of Reason: the Life of Thomas Jefferson*. Baton Rouge: Louisiana State University Press, 1987.**

- **Clark, Ella E. and Edmonds, Margot. *Sacagawea of the Lewis and Clark Expedition*. Berkeley, Calif.: University of California Press, c1979.**

- **Clarke, Charles G. *The Men of the Lewis and Clark Expedition*. Glendale: Arthur H. Clark Co., 1970.**

Key Diaries, Records, Papers and Journals Sources of the Expedition:

Lewis and Clark are described as the "writingest explorers". Scholars wanting to learn of the quest directly from its participants will need to consult one or more of the works below.

- **Biddle, Nicholas; Allen, Paul. *The History of the Expedition under the Command of Captains Lewis and Clark*. Philadelphia: Bradford and Inskeep; New York: Abm. H. Inskeep, 1814.**

In the years shortly after the voyage ended, Thomas Jefferson anxiously awaited Lewis' three-volume report. The report never came as Lewis committed suicide in 1809. Clark worked with Biddle in order to get the report done. This 1814 narrative was the story of the expedition as a western adventure. It did not sell well and included no mention of the scientific contributions, but nonetheless, it was the first book written about the Lewis and Clark Expedition.

- **Thwaites, Reuben Gold. *Original Journals of the Lewis and Clark Expedition*. New York: Dodd, Mead and Co., 1904. (original edition)**

De Voto, Bernard (ed.) *The Journals of Lewis and Clark*. Boston: Houghton, Mifflin, 1953. (condensed edition)

This work was published for the centennial of the Lewis and Clark Expedition. The American Philosophical Society and Dodd, Mead, and Company sought out the services of Thwaites, as he was a budding documentary editor. Thwaites' contribution was based on the idea that Lewis and Clark opened the west for settlement and opened thought to increased inquiry about the scientific contributions of the expedition.

- **Jackson, Donald. *Letters of the Lewis and Clark Expedition with Related Documents, 1783-1854*. Urbana: University of Illinois Press, 1978.**

This comprehensive work contains 428 documents, over half of them previously unpublished. Some of the newly published items included Sergeant John Ordway's diary, Lewis' Ohio River journals and the valuable Biddle Notes. The Biddle Notes are a summary of a comprehensive interview and debriefing Clark gave to Nicholas Biddle in 1810. Jackson's work is monumental because his skillfully written annotations spurred other scholars to look at the expedition in the areas of science, Native American relations, and international diplomacy.

- **Moulton, Gary E. *The Journals of Lewis and Clark Expedition*. Lincoln: University of Nebraska Press, 1997.**

Volume Information: v. 1. Atlas of the Lewis & Clark Expedition – v. 2. August 30, 1803-August 24, 1804 – v. 3. August 25, 1804-April 6, 1805 – v. 4. April 7-July 27, 1805 – v. 5. July 28-November 1, 1805 – v. 6. November 2, 1805-March 22, 1806 – v. 7. March 23-June 9, 1806 – v. 8. June 10-September 26, 1806 – v. 9. The journals of John Ordway, May 14, 1804-September 23, 1806, and Charles Floyd, May 14-August 18, 1804 – v. 10. The journal of Patrick Gass, May 14, 1804-September 23, 1806 – v. 11. The journals of Joseph Whitehouse, May 14, 1804-April

cont.

The Lewis and Clark Expedition: cont.

2, 1806 — v. 12. Herbarium of the Lewis & Clark expedition.

This is the most comprehensive work on the Lewis and Clark Expedition ever published. It includes nearly every written scrap of information associated with the journey. Highlighted contents include a series of rediscovered journals; field notebooks; miscellaneous papers, tables, charts and sheets; and all the maps. Even the journals kept by some of the minor players in the expedition are present. Moulton's efforts were aided by nearly a dozen institutions and hoards of specialists. In this work, locations throughout the journey are given correspondence to the nearest U.S. town and there are significant ethnographic and linguistic contributions. This work is the best way to learn about Lewis and Clark in all their roles: as **a d v e n t u r e r s , cartographers, geographers, diplomats, ethnographers, and scientists.**

- **Bergon, Frank. *Wilderness Aesthetics*. Lincoln: University of Nebraska Press**

This work is the edition of "The Journals of the Lewis and Clark Expedition" due to be completed in 2003. Strong points of this new 13-volume edition will include more valuable maps and a clearer arrangement of the entries.

Specialized Studies on Different Aspects of the Expedition:

The members of expedition were to report on every aspect of life west of the Mississippi River. Scholars from many diverse disciplines have analyzed the expedition.

- **Cutright, Paul Russell. *Lewis and Clark: Pioneering Naturalists*. Urbana: University of Illinois Press, 1969.**

Cutright was the first scientist to write about the scientific contributions of Lewis and Clark. He concluded that their scientific discoveries were outstanding. This work includes modern scientific classification of their historical scientific findings.

- **Allen, John Logan. *Passage through the Garden: Lewis and Clark and the Image of the American Northwest*. Urbana: University of Illinois Press, 1975.**

This book focuses on the geographical nature of the Lewis and Clark Expedition. First, Logan addresses the issue of geographical images that Jefferson and the explorers had

of the unknown land. Second, he looks at the day-to-day field decisions made by the discoverers and how notions of the land's geography were tested and amended or discarded.

- **Chuinard, Eldon G. *Only One Man Died: The Medical Aspects of the Lewis and Clark Expedition*. Glendale: Calif.: A.H. Clark Co., 1979.**

This text not only outlines the pharmaceuticals administered and the healing techniques of the expedition, it also explores the ways the crew worked together to maintain general physical and mental health. It is amazing that with all the hardships the expedition faced, they lost only one life. In fact, it is said that Sergeant Floyd would have died even under the best medical care of the early 1800s.

Encyclopedia and Dictionary Sources:

These sources are valuable as a first step in the study of the Lewis and Clark Expedition. They provide the basic historical framework from which further investigation can be initiated.

General Adult Sources:

- ***Encyclopedia Americana*. Int'l ed. 30vols. Danbury, CT: Grolier, 1996.**

Of the major general encyclopedias, this provides the best overview of the expedition, living up to its reputation as the foremost encyclopedia focusing on American history and geography. The three pages of coverage include a plethora of ready reference facts, a map, a series of black and white paintings, and a bibliography.

Specialized Adult Sources:

- **Baker, Daniel B. (ed.). *Explorers and Discoverers of the World*. Detroit: Gale Research Inc., 1993.**

There are many quality encyclopedias addressing the topics of discoverers and explorers. This particular source has high merit concerning the Lewis and Clark Expedition. The writing is very scholarly, pre and post expedition events are explained, and an informative map is also included. Most importantly, the entry contains a "Want to Know More" section, which includes a masterfully crafted list of key sources about the Lewis and Clark Expedition.

- **Malinowski, Sharon and Sheets, Anna (ed.). *The Gale Encyclopedia of Native American Tribes*. Detroit: Gale Research, Inc., 1998.**

Many say Lewis and Clark discovered the American future and taught later generations that if we work together, anything is possible. 2004 – 2006 mark the bi-centennial years of the Lewis and Clark Expedition; it is sure to be a time of great excitement as people remember and celebrate this first expedition in U.S. History.

The Lewis and Clark Expedition: cont.

This comprehensive work provides a Native American perspective on the Lewis and Clark Expedition. Although one could never get a complete picture of the expedition through this source, contacts with thirty-six different tribes are documented.

- **Ketz, Louise Bilebof (ed.). *Dictionary of American History*. New York: Charles' Scribner's Sons, 1978.** The Lewis and Clark Expedition is mentioned forty-one times in this eight-volume work. It is particularly helpful if one wants to know more specifics about an aspect or characteristic of the expedition. For example, one can learn more about how horses were used during the expedition or how weather data was recorded.

Bibliographies and Handbooks:

After examining six reference works in this area, I concluded that only one merited inclusion in this pathfinder. The others all mentioned Lewis and Clark but referenced only one or two topical sources.

- **Salzman, Jack; on behalf of the American Studies Association. *American Studies: an Annotated Bibliography*. Cambridge; New York: Cambridge University Press, 1986.** The early American History section of this work is extensive. In addition, a helpful list of resources is provided in Patrick William's (Columbia University) preface. Roughly half of the key authors on this topic are listed along with descriptions of their works.

Journals:

The following journals frequently have articles about Lewis and Clark.

- ***American West*. Cupertino, Calif., American West Pub. Co., 1964-**
- ***Gateway Heritage*. St. Louis, Mo.: Missouri Historical Society, 1980-**
- ***Great Plains Quarterly*. Lincoln, Neb.: Center for Great Plains Studies, University of Nebraska-Lincoln, 1981-**
- ***Montana: The Magazine of Western History*. Helena, Mt.: Montana Historical Society, 1955-**
- ***Oregon Historical Quarterly*. Portland, Or.: Oregon Historical Society, 1926-**
- ***Prologue*. Washington, D.C.: National Archives and Record Service, 1969-**
- ***We Proceeded On*. Portland, Or.: Lewis and Clark Trail Heritage Foundation, 1975-**

Abstracts and Indexes:

These electronic databases are the principal tool for finding recent scholarly writing about the Lewis and Clark Expedition. They point the way to hundreds of articles, reviews, and dissertations.

- **America: History and Life**
Publisher: ABC-ClioInc., Santa Barbara, CA, 1998
URL: open.academic.n2k.com/p/P0038BB.htm

Coverage: 1964-present. **Updated:** Monthly.

General Description: America: History and Life is a comprehensive bibliographic reference to the history of the United States and Canada. The database comprises almost 400,000 bibliographic entries and covers over 2000 journals. Searches can easily be refined and a wide variety of document types exist including: articles, book reviews, collections, dissertations, and media reviews.

Lewis and Clark Connection: At the time of the completion of this pathfinder (January 2003), this database contained more than 350 relevant references to works about Lewis and Clark.

- **Arts & Humanities Citation Index**
Publisher: Institute for Scientific Information, Philadelphia, PA

URL: www.library.yale.edu/pubstation/databases/ahci.html

Coverage: 1980-present.

General Description: Arts & Humanities Citation Index features a multidisciplinary collection of journal articles from the arts and humanities. Over 1000 journals are indexed. One can classify a search in any one of 36 document area types.

Lewis and Clark Connection: At the time of the completion of this pathfinder (January 2003), this database contained over 200 relevant references to works about Lewis and Clark.

CD-ROMs and Diskettes:

The information available from the CD-ROMs listed below is basically in line with the information retrievable from the encyclopedias. However, each provides a different perspective and area of expertise.

- **The American Indian: A Multimedia Encyclopedia**
The American Indian [computer file]: a multimedia encyclopedia. [New York]: Facts on File, c1993.
- **Westward Expansion**
Westward Expansion [interactive multimedia]. Woodbridge, CT: Research Publications, c1994.

Reviews:

There is an abundance of reviews, which evaluate individual works. A large portion of these reviews can be found in the journals listed in this pathfinder. Below is a comprehensive review of Lewis and Clark monographs.

- **Ronda, James P. "The Writingest Explorers": *The Lewis and Clark Expedition in American Historical Literature*. Pennsylvania Magazine of History and Biography: Youngstown State University: Youngstown, OH; 1988, v112, n4, p. 607-630.**
Beyond reviews of specific works on Lewis and Clark, this review addresses all major works written or compiled about Lewis and Clark since the expedition.

Audio Visual Materials:

There are myriad short instructional videos about Lewis and Clark. An acclaimed video series on the Expedition is listed below.

cont.

The Lewis and Clark Expedition: cont.

- **Lewis & Clark [videorecording]: the Journey of the Corps of Discovery / a film by Ken Burns; a [production of] Florentine Films and WETA-TV; produced by Dayton Duncan and Ken Burns; written by Dayton Duncan. Published: [Alexandria, Va.]: PBS Home Video; [Atlanta]: Turner Home Entertainment, c1997.**

This four-hour production is outstanding. It features breathtaking scenery, and animated and insightful commentary from experts on Lewis and Clark history.

Maps and Atlases:

Lewis and Clark produced an astonishing number of maps. Most of the book sources listed in this bibliography contain some of their maps. Below are some key map and atlas resources outside the scope of the main texts.

- **Moulton, Gary E. (ed.). *Atlas of the Lewis and Clark Expedition*. Lincoln: University of Nebraska Press, 1983.**

This is the cardinal map resource concerning the Lewis and Clark Expedition. In sum, there are 126 maps, each with accompanying notes. The introduction provides historical background information for each of the six map section areas. Of particular interest is the section titled, "Sketches from Indian Information." Five index maps in the preliminaries overlay the historical maps on a modern political map.

- **Paullin, Charles O. *Atlas of the Historical Geography of the United States*. New York: American Geographical Society of New York, 1932.**

This work contains a valuable set of highly informative maps. It features period maps from most of the great explorers of the American West including Lewis and Clark. One learns that the way one explorer maps an area can be quite different from another.

- **Goetzmann, William H. *The Atlas of North American Exploration: From the Norse Voyages to the Race to the Pole*. New York: Prentice Hall, 1992.**

Like many other explorer atlases, this one has a two-page entry on the Lewis and Clark Expedition. This work also has references to five other areas, which give the expedition historical perspective. There is an excellent section titled, "Forerunners of Lewis and Clark."

WWW Resources:

World Wide Web sources can provide both depth and breadth. Below is a set of quality sources to consult when seeking information about how the Lewis and Clark Expedition continues to have an impact on American Society today.

- **Lewis and Clark Trail Heritage Foundation**

www.lewisandclark.org/index.htm

This foundation's site includes facts about membership in the organization as well as the expedition and new articles of interest. An internal link leads one to the Lewis and Clark National Historic Trail (National Park Service) at www.nps.gov/lecl/. This site contains a great deal of current information about the Lewis and Clark National Historic Trail. It provides comprehensive contact information about federal, state, and local trail areas. It also includes advice on everything from commercial trips to the best bookstores for Lewis and Clark materials.

- **PBS: The Journey of the Corps of Discovery Web Site**
www.pbs.org/lewisandclark/

This is the companion site for Ken Burns' documentary movie from PBS Online. Highlights include descriptions of all the Native American groups encountered, and interviews from expert historians. The general layout and use of graphics at this site are outstanding.

- **Discovering Lewis and Clark**

www.lewis-clark.org/choice.htm

Discovering Lewis and Clark is about the issues and values shaping the Northwest as Lewis and Clark saw it, and some of the ways in which changing visions over the past 200 years have affected the land and the people. Its centerpiece is a 19-part overview of the expedition by Harry Fritz, Professor of History at the University of Montana.

- **The Journals of Lewis and Clark**

xroads.virginia.edu/~HYPER/JOURNALS/toc.html

One can read an abridged version of the journals of Lewis and Clark at this Web site. This informative collection of 28 chapters was created through the Department of American Studies at the University of Virginia. The site features keyword searching capabilities.

- **The Lewis and Clark Trail**

www.LewisAndClarkTrail.com/

Explore with Lewis and Clark as they travel on their journey to the Pacific Ocean. This site provides a detailed historical account of the Corps of Discovery along the Lewis and Clark Trail. This site provides maps with outstanding detail, complete with modern town and roadway overlays.

- **National Lewis and Clark Bicentennial Council**

www.lewisandclark200.org/

This is the official site of the organization assembled to head Lewis and Clark bicentennial events. One can obtain information concerning topics such as conservation projects, upcoming events, and employment opportunities.■

Student employees supply academic libraries with an important labor resource. In exchange, libraries have an opportunity to influence and develop future supporters in an educated segment of the population. Libraries, in their training programs, can go beyond the mere requirements of the tasks at hand and assume the role of educator, providing students with an understanding of the fundamental concepts of library philosophies as they apply to service. Approaching this with a concerted plan can yield benefits for libraries that go beyond a student's short tenure. The burden of developing this educational syllabus falls primarily to the circulation or access services department, as the vast majority of student employees begin their work as shelvers or library pages.

The key elements of this syllabus should instruct the student in matters of classification and organization of materials, conservation of materials, issues of confidentiality and intellectual freedom, and finally, thoughts of service. However, one of the first obstacles to creating such a training package is that the student employee often has had little or no previous job training. Thus, at the head of the list, the person creating the training schematic must address basic elements of employment, such as punctuality, performance expectations, breaks and holidays, and so on. If the librarian responsible for creating this training module has had little experience with adolescents, this will be a true wake-up call.

Libraries often pay their student employees less than any other department on campus. As such, the bulk of the applicants for shelving positions will be freshman or students who have limited access to employment off-campus. There is a vast difference in the typical freshman student who comes to the university straight from high school and someone who has had some life experience. The adolescent employee can be characterized as someone who has little opportunity for communicating with adults in a work relationship. This means that the trainer needs to be sensitive to this communication barrier, assisting the student in learning to respond appropriately to such normal work communications as instruction on how to perform a task more efficiently, what steps to take when the student must be absent from work (and what situations are considered to be appropriate for being absent: illness is a good reason; meeting a friend for coffee is not), and how to restructure one's schedule to make time for work. One of my favorite student employees, who never before got up before noon, thought he would take an opening shift so that he could maximize his efficiency. After a week of missing shifts, he and I restructured his schedule. In my "train-the-trainer" courses, I emphasize the need for the trainer to approach the student to confirm progress, as most of the new students will be too shy to approach the trainer. As in the case with my sleepy student, students will sometimes establish unrealistic expectations for themselves. We need to help them by providing a reality check, and assist them in creating goals that they can attain.

Another important source of student employees on our campus comes from international students who are prohibited, by visa requirements, from seeking employment off campus. These students provide us with a wealth of educational opportunities as they share our job culture in exchange for tidbits of their lives "back home". We have learned that alternate names for book trucks or carts are "trolleys", for example, and the customs surrounding many holidays around the world. Training in an international setting does provide its own opportunities, too. As educators, we cannot assume that these students have any understanding of libraries and service philosophies. For some, the Roman alphabet is new. When we work in these training situations, we try to remember that cultural differences surround male/female communications, that numbers in any

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Student Employees in Academic Libraries: Training for Work, Educating for Life

LYNN N. BAIRD

Lynn Baird, professor and head of Access Services, University of Idaho Library, finds the challenge of working with student employees energizing and humbling. The student experience, which she finds she needs to revisit each year, helps clarify and define library policy as a synthesis of library goals and user needs. She can be reached at lbaird@uidaho.edu

Save the Libraries!

JODI BOOTH

The Library and Damages Within

As I enter the University of Idaho (UI) Library, a middle-aged woman rages out the front doors mumbling, "I can never find anything in that damn library!" She glances up at the large clock tower attached to the east side of the library and screeches, "Oh ... I don't have time to trek over to Washington State." Her arms are full of computer printouts—the dot matrix kind with the perforated edges. As she runs down the cement walkway to the street and out of sight, a mess of colored flyers slips from her hands. A crowd of people is hanging out by the library as usual, but few pay any attention to the woman. They are more interested in their books, cigarettes, and conversations.

Moving through the large glass doors in the front of the library, I realize I have thirty minutes to kill before work, so I meander up to the 4th floor to read for my American Literature course. The Puritans bore me so I slowly take the stairs up through the enormous glass windows and for a few more minutes delay the burden of opening my book. Striding across the long tiled entrance way from the stairwell to the carpeted stacks, the air tightens. The only sounds are the tread of my feet upon the tightly woven carpet, and the jingle of my ankle bracelet charms clinking together as I move to an open table.

Students gather at the large tables between the stacks, buried in their books. No one notices me, the newcomer, so I stroll to a vacant chair at a table near the back. One other student inhabits the table with a stack of library books surrounding him.

A ray of light shines in the windows, casting a glare on the notebook in front of me. Distracted, I look up and notice the man across from me writing in one of the library books. I watch him highlight first one line, then a page, until he marks up nearly an entire chapter. I cannot believe how much he highlights. "It would be easier to highlight the information he *doesn't* need," I think to myself. Then he moves onto another library book, but moans in disgust when he notices it already contains yellow highlights. He tosses his highlighter on the table and it slowly rolls down the length of the table before it falls off the other end. He does not seem to notice as he digs in his bag for another marking device. He finds a blue pen this time and continues his underlining, circling and scribbling. I forget reading for a moment and look on with complete disgust and horror as this man continues to mutilate library books.

Finally, I cannot take any more and jump on my soapbox, saying to him, "Are you going to write all over every book on this table and then seek out more books on the shelf behind you to destroy?"

He looks up at me through his brown curls and lethargically responds, "What are talking about lady? Chill out. I'm trying to write a paper."

Politely, but somewhat snottily, I reply, "You have no idea how many books are ruined in this library by people like you every day. I'm tired of having to erase all your little checks and underlines too."

"Relax. I didn't know the library was so uptight. What are you gonna do—tattle on me to a librarian?"

"No, but we have better things to do than sitting around erasing your dumb little symbols," I tell him. I continue venting by telling him how frustrating it is when students do not respect the library.

"What do you expect me to do then?"

I suggest he use sticky notes or scraps of paper to mark pages and poke fun by adding "Have you ever heard of a copy machine? They are an amazing invention allowing you to mark all over your own copy."

Realizing I am on the verge of being late for work, I shake my head at the man, grab my bag and run downstairs to clock in. Still upset about the man writing in the books, I glance over at the line of carts piled with books to erase. "Ugh," I groan and search for erasers to begin my tedious

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task of erasing.

Sitting in the big blue chair I crack open the first victim. "Great ... underlining on almost every page for a good hundred pages," I discover as I thumb through the book on juvenile delinquency. Grabbing an eraser, I quickly brush it across one page at a time, stopping only to write down page numbers with ink or highlighting. After ten minutes of flipping, erasing and brushing off the little pieces of eraser, my right hand cramps a little bit and I stop to shake it. "Only three more hours," I remind myself, dreading the thought of erasing for that long. Picking up the eraser again, I start on the next page. In the midst of swiftly deleting the marks, the eraser splits apart, crumbling in my fingers. "Damn," I mumble to myself and suck on my thumb where my index fingernail had jabbed it when the eraser escaped.

Discovering a long thin eraser in a pen-like holder, I try a new style of erasing. Having an eraser more easily manageable made the task slightly more bearable. The white eraser inside the holder does not shed onto the page as much as the previous one, so I move quickly through several pages. Unfortunately, on the last page, I get too anxious and the page tears in the center. With a sigh I reach for the tape and patch up the wound. "At least this eraser doesn't remove the print intended to be in the book," I think to myself. Some of the older books tear easily and the typed words come off when marks are erased. Finally I reach the end of the book. "One down, five hundred more to go," I tell my co-worker.

"I'd like to fine every person who even *thinks* about writing in library books," she tells me.

"Yeah, no doubt. Erasing them is so boring, although I think my right arm is increasing in mass," I tell her jokingly.

"Maybe we need to put bookmarks in books checked out about respecting materials and the damages it causes," she adds.

"That really isn't a bad idea. We should talk to Lynn about it. It's an idea worth looking into anyway."

Mutilation and Theft Leave Permanent Marks

Employees busily scurry around behind the circulation desk—stacking books here, checking out books there. Arriving a bit early, I wait by a book drop in the back corner, observing the hustle of the student workers. Standing among them is our department head, Lynn Baird, Head of Access Services. Baird has worked at the UI library since 1974 in cataloging, serials, acquisitions, and in her current Access Services position. Before coming to UI she worked at the University of Pacific Library and University of Oregon, and she has a Master's degree in Public Administration in addition to her library degree.

Noticing a severe amount of mutilation in library books during the 1990s, Baird began a project to 'clean up' library books. "In tandem with the new [computer] system" (Baird), the library began erasing pencil marks from books and noting any damages from highlighting and ink. This was employed to "keep circulation [i.e. check out and reserve desk] workers busier, and help the mending area" (Baird). The mending area (where they repair books), is heavily backed up so Access Services is tackling the situation by searching through returned books for markings and setting them aside. During slow hours, employees erase markings and note all other damages on inside covers and on the computer. At the UI library, employees fill these positions simultaneously to keep costs down (Baird).

The lack of funding in libraries causes severe problems when students mutilate and steal books. Insurance does not cover book loss (Tomaiuolo: 58) so many libraries cannot

afford to replace stolen books. The UI library charges replacement fees at a standard rate of \$50 for the book and \$20 for a processing fee (Baird). The standard indexing figures are based on averages and were "established several years ago so prices are low because of the increase in book prices and labor fees" (Baird). Using the standard index figures may harm libraries when replacing a book that costs more than the \$50 average, but Baird feels the small paperbacks lost "may make up for that difference" (Baird). No matter what size, title, or cost of the book lost, patrons are charged a set fee of \$70.

Not paying replacement fees on books results in consistent letters, phone calls from credit companies, and permanent bad credit rating. Baird shares a tale of her friend's brother who could not get a loan on his house because of an unpaid library fine. I know a guy who graduated two years because of an unpaid library fine from UI, but still has not received his diploma because of an outstanding library fine.

Not paying library fines adds to budget problems for libraries because funds are already minuscule. Libraries' budget limitations prevent them from buying as many books as they would like, but most harmful is the inability to replace books. Some books are impossible to replace because they are no longer in print. "Most books have a short in-print rate" (Baird), and once past the average five year time period, books are not replaceable. This is detrimental to libraries because they bought the book to serve patrons in the first place. "Books are very carefully selected since we have very little money" (Baird). Budget constraints not only make libraries selective about what they purchase, but some libraries "may be tempted not to replace" books lost and stolen (Hendrick and Murfin: 403). "Every library, no matter how large, has a finite book budget" (Mosley, et al.: 39). Libraries can only afford to replace materials so many times and then the resources are lost for good. This decreases the resources on the subject and forces students to search elsewhere for information.

Digging out old statistics sheets, Baird finds theft of library books at the UI library has been common for years. In 1964, just over 100 books were stolen. Fortunately, she laughs, many were recovered from living groups at the end of the year. "Twenty-four from fraternities; 72 from sororities; and 18 from the residence halls" (Baird). Baird reports these statistics, laughing at the ranges between the sororities and fraternities. We chuckle, assuming that perhaps the women read more than the men. More recent statistics show "213 books replaced (due to damages or lost), in 1996 and a whopping 1,347 books were stolen or are missing" (Baird). The number of books the library loses each year is tremendous and affects everybody trying to do research. No wonder students doing research on similar topics are often strapped for materials—there are not many of them left. Having to drive over to Washington State University's library is not appealing to most UI students.

Some stolen and mutilated library materials are replaceable from donations given to the library. For example, the UI library receives donations of *National Geographic* every year. These magazines become a part of the collection when issues are missing or have pages and pictures torn out. Unfortunately, convenient donations do not happen as much as libraries need them to. Most times libraries are forced to do without the information.

Mutilation of library materials-not only "drains badly needed financial resources but also frustrates and frequently infuriates their patrons" (Hendrick and Murfin: 402). "Seventy-

cont.

Save the Libraries! cont.

six percent of students in one university and 73 percent in another reported being inconvenienced by ripped out articles" in journals (Gouke: 1795). Bowling Green State University Library encouraged people to report pages ripped out, so they could repair them. They received an average of "One hundred fifty reports per month. Judging from reported missing pages data, which this university has documented since 1969, about 3,937 patrons have been inconvenienced by missing articles, with some 1,800 inconvenienced in 1973 alone. This represents a loss to patrons of a magnitude which libraries can no longer afford to ignore" (Gouke: 1796).

The UI library does not keep statistics on patrons inconvenienced by missing materials, but does repair materials found damaged. I find torn and missing pages while copying articles in the library copy center all the time. I make note of the missing material and give it to the Periodicals Service Center. Then they have the option of getting replacement pages from another library and adding it to the periodical. This is not as easy as it sounds. It is a time-consuming process of waiting for pages and rebinding the periodical.

A 1973 survey on mutilation of periodicals at Ohio State University in Columbia found an incredible amount of money spent on repairs. A minimum of 1,295 issues was mutilated per year (Gouke: 1796). "At a cost of six to ten dollars per issue to replace and rebind, the total cost of repairs would range from \$7,700 to \$12,950" (Gouke: 1796). Periodicals are bound together once past "current" status of two to three months. The bound volumes look like books and contain several issues of one periodical. Binding these is time-consuming and costly so when pages are missing, the process must be repeated, with the addition of removing the old binding. Consequently, replacing pages missing from bound periodicals is not as simple as many students think it is.

Students understand mutilating and stealing books is bad, but they do not understand the severity of consequences on the library. Students in an interview with Murfin and Hendrick had no idea what would happen if they were caught mutilating library materials. One man thought replacing an article was only about "45 cents" and was shocked to find out replacements can take six months to a year, if replaced at all (11).

Other library studies have been done on mutilation as well. One large centralized university library in the Midwest spent \$10,602 from 1969 through 1973 to repair damage to their periodical collection (Gouke: 1796). Recent research is limited so the repair costs listed are low in comparison to

current costs, due to the increase in labor costs and supplies. The repair costs for both of these libraries would be significantly higher at today's prices.

Massive amounts of mutilation and theft damage the library's credibility with patrons. Students are usually in a hurry and desperate for information. Complaints such as, "I can never can find anything," and "Our library doesn't have what I need" are deterrents from the library's mission of providing resources for students. Students who destroy library property inhibit other students' access to the materials. Libraries do not want to be known as having scarce resources, just as grocery stores do not want to stop stocking their shelves with milk.

Resources commonly stolen and mutilated are often placed on a reserve basis. At the UI library popular magazines, such as *Cosmopolitan*, *Consumer Reports*, and *Forbes* are held on reserve. Items on reserve must be checked out with a student ID card and limited to in library use for a maximum of two hours. Placing materials on reserve limits patron browsing, but ensures materials are well-taken care of and more readily available.

*I look up and notice the man
across from me writing in one of
the library books. I watch him
highlight first one line, then a
page, until he marks up nearly
an entire chapter. I cannot
believe how much he highlights.
"It would be easier to highlight
the information he doesn't
need," I think to myself.*

The Secrets Behind Mutilators and Thieves

Blankly staring into the square brown "truck" full of books, the phone rings and jolts me from my daze. "Hello, UI Library, Can I help you?" I recite into the receiver, as I have done hundreds of times before. "Uhh ... yeah, I just got a notice in the mail saying I owe \$70 for a lost book. I have the book," utters the student. I politely inform the student the book is in "lost" status because it has been overdue so long and the fine will be reduced when the book is returned. The student on the phone continues saying, "What if I want to keep the book? I know it's not worth \$70." I explain the fine process and how patrons are charged a standard replacement fee for books. The student argues he can buy the book much cheaper and could give it to the library. Becoming more agitated, I respond with, "You *borrowed* the library's book. By not returning it you limit the resources we have to offer and hinder the research of other people. Books are not as easily replaced as you may think." The student let out a deep groan, then mumbled, "nice talking to ya," and hung up the phone. Frustrated with the outcome, I sit back in my chair and return to my daze to mull over the conversation. I keep returning to the question "Why?" Why are students stealing books and mutilating library materials?

Save the Libraries! cont.

My first reaction is students are selfish and do not care about anybody but themselves. We live in an individualistic society where people must fend for themselves so it seems pretty logical. "I'm going to tear out this article from *Time* because I need it and don't have any money," a student might tell him/herself, not considering the consequences, but focusing solely on his/her own needs. In Pedersen's survey at Emporia State University, 78% of the nonviolators (those who did not steal or mutilate library materials), felt students did not consider the needs of others. The violating participants were even more convinced students are mutilating and stealing for selfish reasons, as 83% of them noted this as a possible reason (164). Selfishness is prevalent in other areas on campus, so why should the library be any different? Students learn to fend for themselves and hear being successful in this world often times means stepping on some toes. It is easy to be selfish in a society focused on individualism and competition.

Birkhead suggests competition stems from an increase in student bodies in conjunction with a decrease in library funding. Lack of funding results in scarce resources, which directly affects the competition for finding resources. In many classes, professors assign papers on specific topics and large classes scramble to find the materials before their classmates do. Birkhead states, "Biologists worth their salt will tell you that wherever in the animal kingdom a major resource is in short supply, intense competition is the inevitable result" (49). This fierce competition creates severe problems. Students are taking desperate measures and ripping out articles they need. Birkhead is convinced "purely selfish" students see stealing a recommended reading for class as a smart thing to do. They will be able to answer the questions on the test, while classmates cannot (49). I see this happening even when articles are placed on reserve. With the large amount of material checked out, we do not always catch folders returned empty before we delete the name from the record. Plus, some files are very large and we do not have the time or the resources to check through each file and make sure all papers are intact. So, even placing items on reserve is not always a safeguard against thieves.

Selfish students who check materials out from reserve may not only steal material from the reserve file, but also repeatedly keep items past the checkout time. Other students waiting to use the material become frustrated and frustration often leads to more theft and mutilation. A typical scenario consists of a student waiting almost the full two hour loan period for an item he or she needs for a test the next day, only to find that he or she now does not have time to copy the material because of another class to go to or the library is closing. If the material cannot leave the library, it is in danger of being stolen. Urgency among students is a common theme as time shortens and academic pressure builds. The academic pressure to succeed along with competition is a compelling force behind theft and mutilation (Mosley et al.: 38).

Competition causes problems in libraries apart from actual theft and mutilation, as well. Birkhead notes, "Competition for information has led to an increased use of the ploy of hiding [periodical] volumes in remote places in the library stacks" (49). Hiding volumes temporarily has the same affect on libraries as theft does. Books are not available for patrons to access so are not serving as a resource. Libraries spend time and money searching for these items, which fortunately, in most cases, "do eventually turn up and are returned to

their correct position" (49). Employees who shelve books are trained to look for piles of books stacked in random areas of the library to eliminate a portion of this problem, but it does not stop abusers from finding new places to hide materials. Once students get in the habit of using this method they become more creative. In some cases violators have themselves forgotten where they hid the books and are on the other side of the situation. I can only hope this cures them of their hiding habit.

A good habit for students is to carry change in their backpacks for unexpected copying. Not having any funds on hand increases chances of mutilation and theft. The financial situation of college students may also have a large role in problems with theft and mutilation. With the rising costs of copies, students are tempted to take what they can get, for as little as possible. Weiss' study shows "students conceivably could steal and mutilate books out of a need for money (343). She found evidence that money is a motivating factor in student behavior. Hendrick and Murfin's results show students think copies are too expensive. More than 78% of the violators thought copies were too expensive while 38.4% of the non-violators agreed with this. Copies at the UI library are ten cents, while they are five cents in other areas, such as the UI College of Education. We try and balance this difference out by providing several methods of payment, such as vandal card, and copy cards (copies for six cents.) We cover costs on copy supplies only, so prices are bound to increase with cost of supplies. Pedersen's study shows 54% of the students who admit to ripping pages could not afford copies. Similarly, 45% of the thieves said they could not afford to buy the books, but want to own a copy (165).

Flipping through a book filled with notes in the margins and underlining, I wonder why the student did not just buy this book in the first place. He or she appeared to take a great interest in the material, from the elaboration of the comments. Books are pretty expensive, though, and I know I dread spending \$200-\$300 a semester on them. The library has a lot of really good books I would like in my own collection, too. I come across all sorts of interesting reading material while working. One time I found a book so enticing I asked one of my supervisors how to get my own copy of it. Immediately the library ordered me a copy and as an employee I paid for it at cost. What a great deal, but not everybody has the access to such a great service. Finding books you enjoy is not only difficult, but it can be time consuming. It appears to be less hassle to take the one the library has then do research on where to find your own copy.

Wanting a personal copy of a book is a common motivation for people who compulsively collect things. "Over-enthusiastic fans also turn into thieves" (Mosley, et al.: 38). A few target areas often stolen are materials on Elvis, Marilyn Monroe, and James Dean. So, stop searching for the "missing" Elvis anthology because somewhere someone has it mounted on the wall with the rest of the Elvis collection.

Not all books are easy to buy, either because of short in-print and limited numbers printed. Stealing from the library is more convenient than flying across the country to find your favorite novel fully translated in Russian. "When coveted materials are hard to obtain, out-of-print, or must be ordered directly from a foreign country, the likelihood of their disappearance increases" (38).

cont.

Save the Libraries! cont.

"I wish these pencil marks would all disappear," I think to myself, as I begin the tedious routine of erasing markings in books. Looking at the clock I smile, noticing it is quarter to twelve and I can lock the doors. Bummer, I don't have to erase tonight after all, seeps through my head as I realize I get to go home in fifteen minutes. Twisting the metal prod in the hole in each door to lock it, I encounter a frantic student out of breath. "Are you closed already?" she asks me. I inform her the lights are currently being shut off and people are being asked to pick up their things. She nudges her way inside and says, "I'll be right back," and jogs toward the elevator.

Many times people want to come in the library five minutes before closing and do some "quick" research. Research is never quick so it does not make any sense to me to try to ram it into five minutes. "I just need to grab one thing real fast," I often hear from latecomers. The doors are locked at quarter till closing so yes, I have the power not to let them in at all, but relating to the desperate student, I often let them in for just a few minutes. According to Hendrick and Murfin's interviews, I may feed the mutilation and theft problem by allowing students to come in so close to closing time. They found during interviews with three college students that they had all mutilated library materials "just before the library closed" (Hendrick and Murfin: 409). Another student who completed a questionnaire, but was not interviewed, noted this as a factor as well. Students who do not steal or mutilate materials mentioned on their questionnaires "the need as the library was closing" was a reason some might tear out articles". (409) Knowing this information, I hesitate even more to let students in the last few minutes. Unfortunately, many students are already racing around inside to complete their research before we kick them out. The convenience of ripping out a page or stealing a book is tempting to a student crunched for time.

Embarrassment also prompts theft. Patrons are embarrassed to check out literature on topics such as impotency or sexually transmitted diseases. Mosley, et al., believe that arrogant and self-righteous staff worsen this problem (38). It is more embarrassing to check out these items from a snickering employee than a polite, professional person. When *Playboy* was on reserve in the UI library, many patrons were embarrassed to use their own student ID to check it out. They were always giving me excuses about leaving their card at home, or losing it. They had a misconception that we kept permanent records on everything they checked out on their accounts. Regular users of *Playboy* would come late at night when crowds were gone and quickly scamper off to a secluded area. One time I remember a man requesting it over night. Most reserve materials after 10 p.m. can be checked out until the next morning, but periodicals cannot leave the library. On a previous evening a newer employee did not know this policy and made the mistake of letting him check the volume out overnight. The man was disappointed I knew of the rule and not only did he have to look at it in the library, but he had to return it before we closed. He tried, however, to take the volume out with him when he left, but the alarm on our security gate beeped. Now that would be embarrassing!

Lack of security systems is another element enabling students to steal and mutilate materials. Gouke found mutilation was 15% higher when the libraries gate system was nonexistent (1797). Materials in isolated areas with little or no supervision, especially among the periodical sections,

are hazardous to the library. Students are more prone to violate the library's policies when the chances of being caught are slim.

Students are oblivious to the consequences of getting caught stealing or mutilating library materials. Some believe nothing but a mere warning is given, or a fine is assessed. A majority of them do not consider the possibility of a lawsuit and jail time. As far as I know the UI library has never needed to pursue a violation through the court system, however.

Waiting out the last five minutes before officially closing, I decide I have a little time to erase in the damaged book after all. It is a nice thought, but not an achievable task as I quickly find out the words erase along with the markings. "Damn these old books with soft pages," I grumble. This one needs to be replaced or left full of markings because erasing them erases the content, too. I set it aside with a note reading "original ink removing with erasing" and lay it on one of the supervisor's desk. They can decide what to do with it. I did not want to erase anyway.

Lynn Baird strongly feels previous mutilation plays a key role in motivating mutilation. Consequently, desk workers, such as myself, employ the task of "cleaning up" the library books to prevent some of the mutilation. Several of my sources also support Baird's theory that students lack respect for something they see has already been damaged. Gouke found "leaving ripped out and un-repaired volumes on the shelves lead to an increased rate of mutilation" (1797).

Not having to erase books my last few minutes, I meander over to the bulletin board. A new posting about a convicted library thief is hanging front center. The full-page warning has two photos of Stephen Carrie Blumberg, a full description of height, weight, hair color, and an account of events leading up to his jail time and recent release on probation. The All Points Bulletin sent out warnings to all libraries and bookstores to look for this felon. Blumberg was convicted in 1990 of "interstate transportation and possession of 19 tons of rare books and manuscripts valued at approximately \$20,000,000. He was sentenced to 71 months imprisonment and 36 months parole" (APB, 1996). Blumberg was ordered by the courts to notify his parole officer before visiting any bookstore or library and is supposed to identify himself by name to staff at these locations. "Luckily the students at UI are not 'professional thieves' as this man appears to be," I think to myself. Interrupting my daydream about the library thief, the computer lab monitor hollers at me, "That's everybody," as he exits the library. Whew... I survived yet another night at the library without having to tackle any thieves, or erase any books...

Stopping the Destruction

Frustrated with the amount of damage in library books and tired of erasing, I wonder what we can do to prevent people from writing in our books. Baird believes damage is prevented or reduced by "making it so it's not as visible. If people don't see books are inked up they won't feel so inclined to damage them" (Baird). Mary Gouke, a reference librarian at Ohio State University in Columbus also believes this is an adequate prevention method. She states, "Frustration may very well breed further mutilation with students in one study expressing such sentiments as 'it's ruined anyway,' 'better get it before it's gone,' and, illogically, 'I'd do it to get even with those who inconvenienced me'" (1796).

Save the Libraries! cont.

At this point, erasing and noting damages are the UI library's prevention tactics for mutilation. This means I am stuck erasing until we get the whole collection erased! Word of mouth is also a subtle prevention tactic, Baird points out she plans to "continue making students erase books, in hopes they'll tell all their friends" (Baird). This makes sense, because the task of erasing books is so miserable you cannot help whining to your friends about it. My friends will not dare write in library books after listening to me complain. Patrons see us erasing library books at the desk too, and make comments. When one of them says something to me about it, I seize the opportunity to complain to them, in hope they too will feel sympathy for my aching hands and no longer write in library books. Some schools take the educational route for preventing theft and mutilation. Flyers and bookmarks are common sources used to distribute information on repair and replacement costs, as well as punishments for mutilating and stealing. "The state of Idaho isn't willing to spend money on too many extra areas in the library" (Baird) so possibilities of information signs, flyers, and bookmarks on consequences of mutilation are pretty unlikely. Maybe I can contribute an article to the *Argonaut*, our campus newspaper, about this issue and attempt to reach a few people. I would be happy stopping one person from mutilating library materials because it may save a lot of books. Especially those people who check out a dozen or more library books for research papers and write in all of them.

Students at Dutchess Community College in New York took a stand to fight against library destruction through a business course. "An instructor in the retailing department thought it might be feasible to combine his usual term project in a business class with the library's problem" (Feret: 47). The students developed mock displays and heavily advertised their product—library books and magazines. A reference librarian showed the students samples of torn books and magazines and explained the problem to the students before they began their projects. The final projects consisted of collages, flyers, colored photos and an array of slogans to save the libraries. Some slogan examples from their works are:

"Procure peace in our library!
Protect the knowledge in books by providing for others,
before taking for yourself
Vandalism is part of war!
Knowledge is essential for peace.
Good is better than evil—because it's nicer!
Be good to your library books" (Feret: 47).

It is hard to tell if the student campaign against library destruction actually saved any library materials, but the volume did lessen (Feret: 47). Barbara L. Feret, an associate librarian at Dutchess Community College, notes, "the entire student body is aware of and extremely sensitive about what is happening to their library. It is not uncommon to have someone stop to discuss the problem both practically and philosophically and to offer suggestions for preventing it. We think the students have been extremely successful [with their campaign]" (47).

Tim Birkhead, a professor at the University of Sheffield, thinks students need to be more adequately informed about consequences of mutilation and theft. "If the perpetrators knew that they risked disciplinary sanctions, and might forfeit

their degree, they might be deterred. But as long as the chances of being found out remain low, some will always be prepared to take the risk" (49).

Birkhead also feels video cameras in the stacks is an appropriate prevention tactic (49). Shelley Mosley, et al., also agree with Birkhead's suggestion. Video cameras "proclaim you're serious about security" (39). Mosley also points out video cameras and alarm systems can be costly, however. Posting signs saying stealing and mutilating are crimes, and offenders will be prosecuted may be just as effective (Mosley, et al., 1996, p. 39). The UI library has strict policies on hanging signs. The only signs we hang, other than our directional signs, are the operating hours placed on the front doors. The library wants to keep a clean, professional image so prohibits the use of its walls as bulletin boards. I doubt UI library will ever turn into a 7-11 with video cameras everywhere. We hold true to a friendly, trusting atmosphere and displaying cameras everywhere would deter from that image. There may be a need for them near exit doors with alarms, however, because when someone leaves through these doors we do not have time to catch them before they leave with stolen materials. We hope the flashing red light on the doors signaling it is an alarm is a deterrent itself. On occasion we have people exit through these doors, however and we do not know who they are or if they took any library materials.

Security gates are an excellent prevention method for stealing. In the UI library, materials have magnetic strips in their bindings that set off the gate near the circulation desk. When an item is checked out, we de-sensitize the strip and the patron walks safely through the gate without the fear of "beep beep beep."

Not everyone is aware we have this security measure, as patrons commonly try to exit the library with materials not checked out in their backpacks. One woman attempted to exit through the entrance gates. The entrance gates only move in one direction unless the small steel rod snaps. She forced the gate enough to snap the steel rod—a sound easily heard by the circulation employees. Once I heard the rod break I quickly asked the woman to proceed through the exit gate near the desk. Frantically looking around, she hesitated, but then moved through the gate. "Beep beep beep," immediately rang out through the first floor. "Do you have any library materials?" I politely asked her. She replied with a suspicious "No." I told her I needed to check her bag anyway and sure enough I found three unbound *Vogue* magazines. She said she found them outside, but when I looked inside them I found our UI library stamp on several pages.

Busted? No, not really. I let her go (without the magazines of course), as we allow all students to leave without punishment after finding materials that have not been checked out in their possession. Sometimes students set off the alarms by accident forgetting to check books out. Other times new textbooks will set it off, or someone in their study group plays a prank on them by putting a book in their bag while they are in the restroom. Each case is treated the same and one way or another we get the materials back or checked out. Mosley, et al., feel that "staff who routinely wave through people who set off the security system suggests a lax security" (39). UI library does not merely wave people through the security gate, but does not take action against any violators either. It would be interesting to see the outcome if we took a less friendly approach when people set off the alarm. Being strict

cont.

Save the Libraries! cont.

near the gate may remind patrons to double check their bags and therefore decrease theft.

Eliminating patrons to browse through stacks is a prevention strategy some libraries practice. Materials are retrieved by employees and therefore never enter a patron's hands without being checked out first. I am grateful UI library does not have closed stacks. Libraries should be open to patron browsing and exploring. Most of the time I find my good resources by browsing in sections—not from getting specific call numbers. Eliminating the ability to browse makes libraries cold and uninviting. I do not see UI library ever completely closing its stacks. Due to space limitations, we do keep old books and periodicals in the basement and require patrons to request them through employees, but this is only a portion of our collection.

One Book at a Time

Clocking into the computer for yet another shift at the library, I wonder how many books I will erase today. The number of books written in seems to be decreasing somewhat, but maybe I am just optimistic. I hate the sight of erasers and dread flipping through more books, but know it is a necessary process so swallow my reluctance and grab a book off the cart. I still cannot figure out why students continue to mutilate and steal library materials, but can only hope genetic engineering will soon weed out the self-serving population. With my luck, however, genetic engineering will instead create super smart humans with no needs for libraries. One thing is for sure though, more research needs to be done on destruction of library materials. As for me—my part in this quest is finished. Well ... except for erasing this truck of books.

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One of the country's largest collections of publications written by and about the late Wallace Stegner, author and Western thinker, has been acquired by the Renne Library at Montana State University (MSU) and is now available to scholars and researchers. The collection includes correspondence and memorabilia as well as publications.

Stegner was an author, historian, Western environmental writer, biographer, essayist and former director of the Stanford Writing Center. The MSU Wallace Stegner Collection includes nearly a thousand pieces of memorabilia, including letters to his publisher, books, journals and articles and is thought to be one of the largest public collections of Stegner material. It has been shelved in the Renne Library's Special Collections Room.

Bruce Morton, dean of MSU Libraries, said the collection would enhance Western scholarship at MSU. "Stegner's work, and this collection, crosses many disciplines," Morton said. "This collection affords opportunities for undergraduates and graduate students in history, literature, environmental and Western Studies."

MSU's Stegner collection resulted from the acquisition of personal collections from two Stegner scholars, according to Gordon "Corky" Brittan, MSU professor of philosophy and the director of a group raising funds for the endowed Stegner Chair at MSU. Brittan is also a founding member of The Wallace Stegner Society.

"It's an important collection, an absolutely magnificent collection and we are very, very lucky to have it," Brittan said of the MSU Stegner collection. "It's certainly exciting for students to actually hold the books Stegner once held."

The first and largest collection that MSU acquired belonged to Nancy Colberg, Stegner's biographer and retired owner of Willow Creek Books, a used and rare book store in Denver, Colorado. The second and smaller private collection combined to form MSU's Stegner collection belonged to the late T.H. Watkins, who was writing Stegner's official biography. Watkins also was serving as first Wallace Stegner Distinguished Professor of Western American Studies at MSU when he died in February 2000. The collections were purchased with a combination of endowment funds from the Stegner Endowed Chair as well as library acquisition funds.

Colberg, who wrote "Wallace Stegner: A Descriptive Bibliography," and her husband wanted their collection of Stegner books and letters to go to a university. Stegner received an Honorary Doctorate at MSU in 1987 and MSU's first endowed chair was named after him, so there was a strong appeal to having the collection go to MSU.

"The Colbergs made us a very reasonable offer," Brittan said. "They wanted to allow scholars and researchers to have access to the collection."

Brittan worked with Mary Bushing, retired professor and former director of acquisitions at the MSU Library, in acquiring the two collections. Bushing negotiated a deal with the Colbergs and they personally delivered their part of the collection to MSU.

Bushing said MSU's Stegner collection should attract future contributions that will also allow the university further opportunities to expand it. It also provides a basis for MSU to access the University of Utah collection, the largest known public collection of Stegner material.

"I'm absolutely proud of this collection," Bushing said of the 370 Stegner letters and about 600 books, journals and articles. It includes first editions of many of Stegner's books as well as books he found valuable. Also included are such jewels as a first edition of A.B. Guthrie's classic "The Big Sky" as well as several editions of Stanford Stories including stories by such likely and unlikely authors as Raymond Carver and Hughes Rudd.

"Stegner is a writer that helped to define the meaning of the modern West and the relationship of the Western environmentalist to the mind of the West," she said. "It is a perfect fit to our institutional commitment and goals."

It would seem that the MSU collection would also match Stegner's goals, one of which was to build in the West "a society to match (the West's) scenery."■

The Wallace Stegner Collection at Montana State University Library

CAROL SCHMIDT



Wallace Stegner

Carol Schmidt is the director of news at Montana State University in Bozeman. She has had a lifelong devotion to Wallace Stegner and his contributions as both a teacher of writers and his devotion to the West. She can be reached at cshmidt@montana.edu

Other News

New Site Celebrates Canadian Picture books

A new Web site that celebrates the diversity and success of Canadian illustrated children's literature has been launched. The Canadian Children's Illustrated Books Project Web site is now accessible to the public via the World Wide Web at www.slais.ubc.ca/saltman/ccib/home.html.

Visitors to the site are treated to a sampling of the literary and visual contributions of Canadian authors and illustrators to children's literature. The site features an extensive list of multi-media resources, including an annotated list of picture books that won national awards between 1970 and 2001 in Canada, Australia, Great Britain, and the United States. These awards consist of the Amelia Frances Howard-Gibbon Illustrator's Award in Canada, the Australian Book of the Year Award for picture books, the Kate Greenaway Medal in Great Britain, and the Caldecott Medal in the United States.

The Web site is just one part of a three-year project funded by the Social Sciences and Humanities Research Council of Canada and spearheaded by Canadian children's literature authority, Judith Saltman, a professor in the University of British Columbia's School of Library, Archival & Information Studies.

She chose the picture book as a focus for her research because "the children's literature of a nation is a microcosm of that country's literary and socio-cultural values, beliefs, themes, and images, including those of geography, history, and identity." She says as a condensed literary and artistic genre, form and content are more concentrated and immediate in picture books than in the broader genres of fiction and nonfiction. "The perceptions of individual authors and illustrators are naturally distilled to a personal or cultural essence. The picture book portrays in bold relief the themes of a specific Canadian literature for children."

In addition to the Web site, Saltman, with co-author Gail Edwards, sessional lecturer in the Faculty of Education, University of British Columbia, is compiling the research into a book on Canadian children's illustrated books, featuring interviews with selected award-winning Canadian picture book authors and illustrators, as well as editors, book designers, booksellers, and academics. Saltman and Edwards hope to raise Canadians' awareness of the rich tapestry of culture, history and character that exists in Canadian picture books for children. This project will provide Canadians with a comprehensive examination of the historical context and current state of Canadian children's illustrated books in English from an interdisciplinary perspective. Together, the site and the book explore the historical development of illustrated books for children in Canada, and provide a critical understanding of Canadian identity as presented in picture books. The book has been accepted by the University of Toronto Press.

"Educators Explore the American West"

National History Day (NHD) is proud to announce the focus for its 2003 Summer Teacher Institute "History of the American West: The Legacy of Exploration and Encounter." The institute will take place July 19-26, 2003 in Portland, Oregon. The institute is free but participants must cover the travel cost to Portland.

This institute will provide educators with the hands-on learning that will expose participants to recent scholarship on the American West and available primary sources to improve curriculum. There will be special activities, like visits to historic sites on the Lewis and Clark Trail, an exploration of Native Voices in discussions with tribal members and visits to Native American sites.

Upcoming Conferences

Alaska Library Association Conference. March 6-9, 2003, in Juneau. www.akla.org/Juneau2003/juneau.htm

Alberta Library Conference 2003. April 24-27 at the Jasper Park Lodge. www.freenet.edmonton.ab.ca/alconf/

British Columbia Library Conference, Harrison Hot Springs - May 29-31, 2003. www.bcla.bc.ca/events/index.html

Idaho Library Association Regional Spring Conferences 2003
Regions 1 & 2: North & North Central Idaho, May 9th
Region 3: Treasure Valley, April 19th
Region 4: Magic Valley, April 29th
Regions 5 & 6: Southeast & Eastern Idaho, May 2nd
www.idaholibraries.org/regional/index.htm

Montana Library Association Conference. April 23-26, 2003, in Butte. www.mtlib.org/conf/conf2003.html

Oregon Library Association Conference. April 23-25, 2003, Corvallis. www.olaweb.org/conference/

Washington Library Association Conference, April 10-11, 2003, Yakima. www.wla.org/conf.html

Participants also will explore the American West by analyzing the geologic history of the region at the Oregon Gorge Discovery Center and through an examination of the oral history of the Bonneville Dam. Participants can be 6-12 grade history/social studies educators, media specialists or librarians. Applications must be postmarked no later than March 1, 2003. For a brochure and information go to nationalhistoryday.org/03_educators/frameb_03_c_4.htm or call 301-314-9739.

Subject Access to Court Decisions: cont. from pg.4

with the characteristics of the trial itself.

Lost by the lack of an established form of heading are two types of consistency that established headings effect. The first is the consistency of application. When a heading exists for a specific topic, it is employed consistently. Our patrons benefit by being able to rely on such a heading as a collocation point. As can be seen, various attempts by catalogers to provide topical access to these works will vary. Some bibliographic records will include the participant's name, some will only have the topical heading. Some will subdivide to place and also topical subdivision, some will not. Some will employ three headings, when the one specific heading for the court decision, were it established, might have sufficed.

Another type of consistency is lost as well. Variants of headings are used to direct patrons to the one collocation point. When a heading exists, cross references can be established. Thus, the *Miranda decision*, *Miranda*, and *Miranda v. Arizona*, would all point to the same authorized heading.

Student Employees in Academic Libraries: cont. from pg.13

language can be difficult to remember, and that work climates differ drastically in different countries. Relationships between employees and employers can create communication barriers that need special attention. Overall, the effort that is exerted in training is rewarding on so many levels, and our international students have the opportunity to experience the United States in a very different way.

The results of having different targeted audiences for the training means that the trainer must be flexible with the training schedule and must be available for ongoing education. Over the years, we have developed many different training programs and our current program includes tours, computer instruction, hands-on experience, and discussions. We begin with an overview of working in the library, going over the basic rules of employment and describing how we communicate with our employees. This is followed by a library tour. For most of our employees, this is where the first segment ends. This is more than enough information to begin with; they have already discovered that working in libraries is not as easy as they had assumed it would be. Step two is a computer-assisted training module that teaches the Library of Congress classification schedule. The students are encouraged use this computerized training module as many times as they need to, until they are comfortable with the concepts. After completing the computerized training, they have hands-on experience with actual library material in a controlled setting. This work is immediately reviewed, and any necessary corrections are made. From here, they receive their first assignment.

The first job assignment is done with an experienced student co-worker (whenever possible) so the new employee can ask questions as they arise. The co-worker has practical information to impart and can identify with the student's point of view. Within the first week, the new student has a shelf-

National History Day is not just one day, but a yearlong nonprofit education organization that makes history come alive through educator professional development and active student learning. The organization has received the National Endowment for the Humanities Charles Frankel Prize for public programming and engages more than 2 million people annually in its programs. ■

Instead, due to the lack of an established heading, a patron might do a keyword search to try and locate these types of materials. Oddly, that is one of the more precise search strategies available. However, then the variants can be missed. The patron is required to do the collocation on his or her own.

As it now stands, our patrons must utilize various strategies to find materials on these types of famous cases. Yet it is a simple matter to establish a heading for famous cases or not so famous court decisions. It would also fit with the philosophy of providing access in natural language. It is much more likely that a patron will remember the commonly used name for a decision and search on that term. We no longer require a patron to find materials for species under the scientific name. We provide access from the common name when it is well known. We should begin doing the same for court decisions, to assist patrons to fulfill their information needs. ■

reading assignment. The trainer reviews carefully the results of this work, and provides additional training at this point. At the beginning of the semester, we also use "discharge slips" to track the accuracy of our new shelvees.

During all of these contacts, other lessons are imparted. We explain the necessity of being accurate, as we would provide a real disservice to all students if the materials are "lost" because a library employee has mis-shelved them. We explain the need to be reliable, because it is important for a successful team effort, and because it can have significant security implications for the library if a student employee does not appear. We talk about conservation of materials, how these books have been selected and purchased with the hope that they will outlive us in serving the academic needs of the university and how the shelvee plays a large part in keeping these materials from harm. We discuss how individuals have a right to free access to materials and to privacy as they explore different subjects of interest. And we discuss how, with more money, the library could do an even better job of serving the university's many needs.

Our university library works with about fifty new students each year. These students discuss the library in their classrooms and with their roommates. Several of these student employees have remained in contact with us, sometimes seeking employment references, sometimes just to say hello. People are in some sense the sum of their experiences, and we have taken this employment opportunity to briefly acculturate these students. We fervently hope that we have been more successful in enriching their educational experience than we have their bank accounts; we turn to their academic majors for that task. Libraries willing to invest in the training program can create a solid platform for new library supporters. ■

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