We will continue our marketing/public relations efforts to increase knowledge about the Library’s services, collections and spaces.

We will expand our library instruction efforts, improve our document delivery/Interlibrary Loan efforts, examine our reference services, expand our relationships with faculty, and increase our integration of librarians in the curricular life of students.

From time to time, our efforts will include gathering information from the students, faculty, staff, administration, and Regents. We are interested not only in providing what we think our constituents need, but in what our constituents tell us they need. We look forward to working through our strategic plan and moving the Library forward.

The strategic plan for the Library was announced to the campus community via the portal on March 7, 2012. There are five areas that the library is going to concentrate on over the next three years—collections, funding, library space / hospitality, marketing / public relations, and services. Our goals are:

1. Shape the Library’s collection to support all the informational needs of the College’s faculty, staff, and students
2. Seek new and increased funding for the Library
3. Ensure the library space is inviting, adaptable, and configured to enhance learning, research, and collegial interaction
4. Promote awareness of the value of the Library in the lives of the Loras community through our marketing efforts
5. Maintain and develop services and relationships that enhance faculty teaching, research, and student learning

We will be looking at increased data collection from our digital and physical collections; weeding the physical collection; increasing our e-book collections; digitizing unique holdings; and hiring a collection management librarian.

We will also be seeking ways to secure additional funding from the administration, development, and grants.

We will continue to improve the overall environment of the library, seek possible 24x7 multipurpose study space, determine the feasibility of increasing the number of study rooms, determine the need of a “smart room” or design lab, increase our secured exhibit space, and look into outdoor study space.
Celebrating National Library Week

National Library Week will be celebrated from April 10-13, 2012. It is an annual celebration of the contributions of our nation's libraries and librarians. All types of libraries participate, including Loras College Library. We have a variety of activities planned, and more are being developed.

**READ Posters**

Tuesday, April 10th at 8:30 a.m., we will be unveiling our 2012 READ poster stars. Join us in the Thursdays area to discover their identity and their most important books. Light refreshments will be served.

**Coin Display Opening**

Tuesday, April 10th at 7:00 p.m., Dr. Cynthia Smith and Loras student Lindsey Hefel will be giving presentations about the ancient coin collection that Father Downing left to the library. Dr. Smith’s presentation will discuss how coins communicate culture and Ms. Hefel will be unveiling a digital library of ancient coins that she has been creating.

**Faculty Publications Celebration**

Thursday, April 12th, at 4:00 p.m., the Library will highlight and honor those faculty members who have done significant publishing during the previous year. Light refreshments will be served.

**Also in the Works**

We are also planning a scavenger hunt, and on Wednesday evening, April 11th we will be hosting Game Night in the library featuring poker, hide and seek, bowling in the aisles, and much more.

Check our website for more information and details about all National Library Week events:

http://libguides.loras.edu/nlw2012
Dickens: The Last of the Great Men

By Robert Klein

During this year of 2012, libraries and museums everywhere are celebrating the bi-centennial of the birth of Charles Dickens, the “last of the great men” as G. K. Chesterton called him. Dickens’ writings produced a profound effect on some of the less enlightened customs and practices of Victorian England and made him one of the most famous personages of that era.

His early experiences, working as a juvenile in a boot blacking factory and his father’s commitment to debtor’s prison, made lasting impressions on his psyche and fueled his determination to combat injustice and oppression. More specifically, child labor in the mines, twelve-hour work days, towns fouled with slums, air filled with soot, and rivers polluted with sewage were a few of the evils he exposed in his novels.

Among the writings of Dickens that still persist in the great literature of the English language are: *The Posthumous Papers of the Pickwick Club* (1836); *Oliver Twist* (1837); *A Christmas Carol* (1843); *David Copperfield* (1849); *A Tale of Two Cities* (1859); and *Great Expectations* (1860).

All of Dickens’ novels were published separately in serial format. Thus, instead of the entire novel published in book form, it was published in separate, smaller parts of the whole (kind of like a magazine), with each part containing from 3-5 chapters only, and with two illustrations in each.

They were priced at 1 shilling and were thus more affordable than the complete hardbound book edition that would be published after the series had run. This helped in reaching a far broader audience and added to his fame. Serialization forced Dickens to write in a fashion that created a tension in each serial issue, to be resolved in the next issue of the serial, and then another tension, and so on. In this manner public interest (and sales) was kept at a high level.

Dickens was extremely fortunate in that his works were illustrated with frequently pleasant or even humorous scenes, although there were others that were poignant and illustrative of the hardships being endured by the characters he created in these novels. Among the better known illustrators were Hablot K. Browne (Phiz), George Cruikshank, and John Leech.

Dickens died at the age of 58 in 1870, and is buried in Westminster Abbey in London.

All the titles mentioned above are in the Special Collections Room of the Library. Among the first editions in the Dickens collection, seven of the works are first editions in parts. The collection was donated to the Loras College Library by the Rev. Karl G. Schroeder who taught in the English Department from 1938-1994.
By Julie Greenberg

As of March 19th, 8,452 researchers have signed an online petition (thecostofknowledge.com) to boycott Elsevier, a leading publisher of academic journals and a provider of electronic subscription article databases, most notably in the sciences. The petition offers researchers the option to refrain from publishing, refereeing, doing editorial work, or any combination of the three activities for the Dutch company. Boycott participants include researchers from Harvard, MIT, and the University of Iowa, in addition to universities and institutions around the globe.

As The Chronicle of Higher Education reported at the end of January, the movement was inspired by a January 21st, 2012 blog post by Timothy Gowers, a prominent mathematician at the University of Cambridge. Gowers asserts in his post that Elsevier charges subscription fees “so far above the average that it seems quite extraordinary that they can get away with it;” bundles “indispensable” journals with lower-quality journals, forcing libraries to spend limited funds on journals they don’t want; engages in aggressive negotiation practices with libraries, sometimes cutting off all access to journals; and (until February 27th) supported the Research Works Act, and continues to support SOPA and PIPA. According to the statement of purpose posted on thecostofknowledge.com, the boycott that Gowers initiated is intended to raise awareness about this legislation, the practices of publishers such as Elsevier, and researchers’ role and ability to effect change in the scholarly communication process. Scholarly publishing—both in format and in purpose—has changed dramatically over the past few decades, and Gowers proposes that current models for the dissemination of scholarship should follow suit.

The text of the Research Works bill (see inset to right), whose support by members of the House was summarily dropped after Elsevier withdrew its support (a move which raises questions about its origins), would have reversed the NIH Public Access Policy, which states that recipients of federal funding submit their research within 12 months of publication to PubMed Central, a publicly-accessible electronic archive. As Kevin Smith, a scholarly communications researcher at Duke University, noted in a February 29th blog post, the fallout from the Research Works Act has had far-reaching effects, illustrated through a recent document posted on InsideHigherEd, co-written by 11 research university provosts, in support of the Federal Research Public Access Act of 2009, which is currently up for renewal. Although Elsevier has withdrawn their support for the Research Works Act, going so far as to write an open letter to the mathematics scholarly community, it is clear from the continuously growing number of boycott participants that this issue is far from resolved.

The Loras College Library itself subscribes to more than 80 journals and reference sources published by Elsevier. However, the issues of high subscription fees, resource bundling, and limited negotiation leverage are not unique to Elsevier, and are problems that all libraries face in an age of increasing- ly digital resources. Even so, growing public awareness of the tight spot in which libraries are often placed, advocacy and support from the academic community, and conscientious choices on the part of researchers all point toward a sunnier future for the state of scholarly communication.

“No Federal agency may (1) causes, permits, or authorizes network dissemination of any private-sector research work without the prior consent of the publisher of such work; or (2) requires that any actual or prospective author, or the employer of such an actual or prospective author, assent to network dissemination of a private-sector research work.”

Links in this article:
- http://thomas.loc.gov/cgi-bin/query/z?c112:H.R.3699:
- http://www.insidehighered.com/views/2012/02/23/essay-open-access-scholarship
- http://www.elsevier.com/wps/find/P11.cws_home/lettertothecommunity
Art in Your Library

By Heidi Pettitt

I arranged to meet Gail in her beautiful home that serves both as a display place for her stunning artwork and the studio where she creates it. My first question was, of course, how she began working with metal. She didn’t start out with the intention of working with metal, but instead did paper cutouts and sculpture. Unfortunately, what often happens when you are a busy mother with children is that a jug of milk gets spilled on the table containing your most recent masterpieces. This sent her to the store to find something that could be worked with like paper, but that was more permanent. At the time aluminum flashing fit the bill as it could be cut with scissors, but she quickly moved to thicker metals, electric scissors, and a plasma cutter.

Despite the thicker metal, her work continues to be influenced by her earlier paper sculptures. All her work is created using a single flat sheet of metal with all of the pieces connected. After cutting out the design the piece is manipulated into a 3-dimensional statue with no joins, allowing her pieces to flow and bend in a way that a welded sculpture cannot. One of the benefits she has found from working with metal is the ability to easily change the look of a piece as she demonstrated by changing a praying angel to a angel singing to the sky.

The next time you are in the Library, take a moment to visit The Readers on 3rd floor and appreciate the fluidity of their unbroken lines. When you are done, take a walk around the Library to find the work that makes you want to learn more about the artist.

Email your suggestions for future artist highlights to Heidi.Pettitt@loras.edu.

As I walk through the Library each day, I frequently take for granted the beautiful artwork that is on display. When I do take the time to appreciate the artwork, I always wonder about the artist who created it. This semester I was lucky enough to visit with Gail Chavenelle of Chavenelle Studio Metalworks, who created the amazing metal sculptures that sit between the 3rd and 4th floor stairs and lounge on a bookshelf in the Periodical Reading Room on 3rd floor.

To find out more about Gail visit her website at http://chavenellestudio.com/
By Joyce Meldrem

Interlibrary Loan (ILL) is a service that we value as much our patrons do. It might seem that requested materials magically appear and at no cost, but in light of budget cuts over the past few years, we have realized that we need to be more mindful about the service we offer.

There are other reasons in addition to the budget that made the Library take a closer look at our ILL service. Staffing changes have occurred over the past couple of years and new people have re-examined the way ILL has been conducted. Also, Loras currently has access to over 66,000 online journals. While a large portion of these are available in full-text, many are abstracts and/or citations which require ILL to obtain the full-text. And finally, ILL software upgrades have allowed for better data mining and collection.

We created a guide to ILL that covers information that borrowers need to know: http://libguides.loras.edu/ill. The first tab on the guide provides quick links to help finding a resource, questions, renewals, and the logon to your ILL account.

The purpose of Interlibrary Loan is to support research by providing materials that the Loras College Library does not own. We borrow from and lend to other libraries in order to provide a wider range of resources to our patrons.

The second tab includes local alternatives to ILL. Loras students, faculty, and staff may obtain borrowing privileges at the University of Dubuque, Clarke University, Northeast Iowa Community College, and Carnegie-Stout Public Library by presenting their Loras ID and/or a driver’s license. You may go to the institution and pick up your materials yourself, which in some cases may be quicker than ILL. Each institution has different lending rules so you may want to call them to see if they will loan the item you need.

The third tab is a list of things that you will want to know before making a request. These things include:

- Fees for ILL:
  - Generally there are no direct fees to the patron unless the Library gets charged a fee – then the patron is asked if they are willing to pay
  - The average cost of each ILL transaction to libraries is $20-$25 – this is a labor intensive service and there are charges for postage, insurance, and software
- Time required for receiving an ILL request:
  - Most journal articles arrive within 4-7 days
  - Most books arrive within 14-18 days
- Limitations on borrowing:
  - There are copyright limitations placed on requests from the Library
  - Most libraries don’t loan books published in the current year
  - A complete listing of the items that are usually not loaned through ILL is available on this tab

The fourth tab is about loan periods. The lending library determines the due date for the materials. Sometimes it is possible to renew books, so if you want to renew your books, logon to your ILL account and request a renewal.

The fifth tab provides information about your responsibilities as a borrower:

- You are responsible for any charges, late fees, lost or damaged materials
- You shouldn’t lend your materials to others because you are responsible for them
- Keep all the paperwork with the book
- All ILL materials are subject to recalls from the lending library
- ILL materials may not be placed on Reserve
- The second time materials you don’t retrieve materials you have ordered, your ILL privileges are suspended for the rest of the semester

Last but not least, the final tab is the logon tab where you’ll want to go after your initial visit to the guide and reading of the information provided. We recommend that you place most of your ILL requests through a journal database or WorldCat. Those resources auto-fill your ILL requests with the appropriate information. The more complete your information, the quicker we can process your request. Incomplete requests are returned for additional information.

If you have suggestions or questions about ILL, please feel free to contact either myself or Suzanne Ward.

The purpose of Interlibrary Loan is to support research by providing materials that the Loras College Library does not own. We borrow from and lend to other libraries in order to provide a wider range of resources to our patrons.
Supplemental Instruction or “SI” was developed by Dr. Deanna Martin in 1973 at the University of Missouri at Kansas City, but the basic premise has been around ever since the first group of students got together outside of class to study. SI is an academic assistance program that increases student performance and retention. The program targets traditionally difficult academic subjects—those that have a high rate of D or F grades and withdrawals—and provides regularly scheduled, out-of-class, peer facilitated sessions. SI does not identify high-risk students. Therefore, it is intended for everyone enrolled in the course.

The sessions are led by a student who has already taken the course. This paid position is chosen by the professor and the SI supervisor. There are approximately three sessions each week and the content is driven by the SI leader and not the student so that the appropriate content is covered and to prevent the session from turning into a homework Q&A. To prepare for the SI session the SI leader will attend class with everyone else, hold weekly meetings with the professor, and hold office hours to prepare for the lesson (when not working with individual students).

SI was first implemented at Loras College in the fall of 2007. At the time there were five courses utilizing SI, but over the past five years the program has grown to where there are approximately ten courses each semester that have SI support. The growth has been the result of a variety of positive outcomes. SI students (those who attend at least one session during the semester) tend to have higher grades than those who do not attend any session. More important to note is that students frequently attending SI sessions (eight or more each semester) tend to have significantly higher grades and retention. SI also benefits the faculty since it is an additional support. The SI leaders benefit since they are mastering the material while building rapport with the professor. SI is also a valuable recruitment tool for prospective students who are likely to be taking courses with SI support.

This past fall there were 307 SI sessions and approximately 2,700 students attended those sessions for an average of 9 students per session. The cost-benefit to the college is that although the student leaders are paid to attend class, they are able to work with a larger group than a traditional tutor who works one-on-one with a student. (The SI leaders also worked with 333 individuals during their office hours.)

Looking forward, there are areas where SI support could potentially expand at Loras, but it is important to make sure that SI support is carefully integrated into a course so that the proper courses are identified, individual faculty are supportive, and a suitable SI leader is available.

**“SI is an academic assistance program that increases student performance and retention.”**
By Mike Gibson

One of the most utilized family history resources in the Loras College Library is the German language newspaper titled the Luxemburger Gazette. It was published by Nicholas Gonner (1835-1892), and later his son, in Dubuque, Iowa from 1871-1918. In addition to news of Luxembourg, it featured news of Luxembourgers and Luxembourg communities throughout the United States. The Luxemburger Gazette was founded on June 1, 1871 in Dubuque. Published by the Catholic Printing Company, at the NW corner of 6th & Iowa Streets, the Luxemburger Gazette whose motto was "In the Service of the Church—For Truth and Right" was first issued on August 4, 1871. The paper was published in response to the opinion that thousands of Luxembourg immigrants to America had not been given proper recognition in the newspapers of the United States. The lead article in the August 4, 1871 issue was a denunciation of Prussianism and Bismarck's anti-Catholic policies. Another article in the same issue was devoted to "The Life and Achievements of Bishop Pierre-Jean Mathias Loras," Dubuque’s first Bishop and founder of Loras College. The Luxemburger Gazette had many foreign correspondents. One issue carried a detailed eyewitness account of the murder of Garcia Moreno, President of Ecuador and a leading Catholic statesman of South America. The paper received the approval of Bishop Nicholas Adames of Luxembourg City, Luxembourg in 1872. In 1915 Pope Benedict XV, through his Apostolic Delegate, commended Nicholas Gonner for his efforts to keep the Catholic press alive in the United States. The paper was published every Thursday until 1918. The pro-German sympathies of the paper, just prior to World War I, contributed to the paper's demise during an era of anti-German sentiment in the United States. Because of its broad scope in reporting personal news of Luxembourger-Americans, the Gazette is an excellent source for determining marriage and death dates. The newspaper's coverage of a time when civil registration was not required in many states, makes the Gazette a possible source of information not available from the state or county records. More importantly, obituaries often identify the town in Luxembourg where an ancestor was born or emigrated from.

Volume II of the 1987 edition of Nicholas Gonner’s Luxembourgers in the New World contains the name exactly as it appeared in the newspaper so there can be variation. For example, Nicholas Ney might be listed as Ney, N.; Ney, Nic.; Ney, Nick; or Ney, Nicolas. There are fewer surname spelling variations than in the U.S. census, presumably because the newspaper's editors and contributors were Luxembourgers themselves, but it is still something to take into consideration. The Gazette was printed in a typeface known as German Gothic, Fraktur or Black Letter. If you aren't familiar with this script it can be a little challenging to read. The only known extant copies of the actual printed Gazette newspapers are housed in the archives and are not accessible to researchers. However, the full run of the Luxemburger Gazette newspaper is available on microfilm in the Loras College Library, as well as Gonner’s book, Luxembourgers in the New World with the extensive surname index. If you are of Luxembourger lineage, you have to consult this wonderful resource available only at the Loras College Library.

"the Gazette is an excellent source for determining marriage and death dates"
Monitoring the Loras Library

By Julie Greenburg

Last summer, Library staff members Deone Merkel and Julie Greenberg applied for and were awarded a marketing grant from the Iowa chapter of the Association of College and Research Libraries. Their proposal outlined a plan for the purchase of three digital monitors that could be used to advertise Library resources and services throughout the building, and we are very pleased to have been awarded this opportunity. These monitors will allow us to market the Library’s services in a more engaging and asynchronous fashion, and to reach a broader audience than we would through more traditional, static methods.

In addition to providing a means for advertising multiple library events and services through looping slideshows, these monitors will also provide opportunities to showcase student research, art, and library-supported campus initiatives. The digital monitors also provide a reusable, ongoing tool for more targeted public relations programs, such as Library YouTube contests and the creation of multimedia stations. Students would also be encouraged to participate in creating content that would be displayed on these monitors. In this way, the monitors would serve a dual purpose of increasing student interaction as well as providing an opportunity to showcase the ways in which the Library assisted in the creation of these projects through support for student research, librarian assistance, and study space.

Current generations of students are accustomed to gaining information from more visual and interactive means, and the monitors—as well as the type of content that will be displayed on them—will help us convey the message that the Library is more than books on shelves, but rather a forward-thinking, technologically-responsive and collaborative space. It is hoped that increased awareness of Library programs will boost attendance, and that more dynamic advertising of services and resources will increase use and encourage positive perceptions of the Library as a supportive and essential resource for students’ and faculty’s academic endeavors.

“these monitors will also provide opportunities to showcase student research, art, and library-supported campus initiatives”

Keep an eye out for the monitors this spring!
Database of the Month

By Kristen Smith

During this school year, we have been highlighting one database each month, and marketing it with a tutorial, email, portal announcements, and kiosk posters. So far we have featured:

**Films on Demand**
Films on Demand is an online collection of high-quality, educational videos that stream to the computers of Loras faculty, staff, & students. Tutorial and link at [http://libguides.loras.edu/fod](http://libguides.loras.edu/fod)

**Grove Music Online**
Grove Music Online includes the full text of the 29-volume print edition of The New Grove Dictionary of Music and Musicians (2nd ed), plus much more. Tutorial and link at [http://libguides.loras.edu/grovemusic](http://libguides.loras.edu/grovemusic)

**PsycINFO**
PsycINFO® is an expansive abstracting and indexing database with more than 3 million records devoted to peer-reviewed literature in the behavioral sciences and mental health, making it an ideal discovery and linking tool for scholarly research in a host of disciplines. Tutorial and link at [http://libguides.loras.edu/psycinfo](http://libguides.loras.edu/psycinfo)

**ARTstor**
ARTstor is a collection of nearly one million digital images in the areas of art, architecture, the humanities, and the social sciences. It includes a set of tools to view, present, and manage images for research and teaching. Tutorial and link at [http://libguides.loras.edu/artstor](http://libguides.loras.edu/artstor)

**Naxos Music Library**
Naxos Music Library is the most comprehensive collection of streaming classical music available online, offering over 550,000 tracks of classical and world music. Tutorial and link at [http://libguides.loras.edu/naxos](http://libguides.loras.edu/naxos)

**Value Line**
Value Line is a multidimensional investment management solution that enables investors to make timely, better-informed decisions. It provides a wealth of in-depth financial information, plus objective research, insightful commentary, proven price projections, and advanced analytical tools. Tutorial and link at [http://libguides.loras.edu/valueline](http://libguides.loras.edu/valueline)

**New York Times Historical**
This database contains the full-text of the newspaper from September 18, 1851 through December 31, 2008. It is a digital archive offering full-text and full-image articles dating back to newspaper's origin. Every issue includes the complete paper cover-to-cover, with full-page and individual article images in easily downloadable PDF format. Tutorial and link at [http://libguides.loras.edu/nythistorical](http://libguides.loras.edu/nythistorical)

What database would you like to learn about next?
Beginning in the Fall of 2012 the Library will be offering students interested in History, English, or Music the opportunity to complete an internship while working with materials in the Special Collections Room.

Possible projects include:
◊ creating a finding aid for a collection within the room
◊ digitizing rare materials and creating a digital library
◊ doing research across collections on a topic of interest

All projects will culminate in a researched, tangible artifact and a presentation to the campus community.

Know a student who might be interested?

Have them contact Heidi Pettitt at x7873 or heidi.pettitt@loras.edu

Every Thursday this year, Lora Librarian has attended Thursdays at the Library and dispensed a Pearl of Wisdom to attendees. Sometimes it’s a fun fact (“Did you know the Library served 8,921 cups of beverages on Thursdays last year? That's 557.562 gallons of caffeine!”) and sometimes it’s a famous quote (“By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third, by experience, which is the most bitter.” – Confucius). A cartoon character isn’t the most reliable source of information, as any librarian will tell you, but she can get your attention. That’s where learning starts, with a desire to know more. We at the Library hope to see more of Lora over the next few years, piquing the interest of students while dispensing a smile. And, of course, a cup of coffee.