For many years, after the IPFW Helmke Library opened in 1964, much of its collection consisted of books donated by other libraries, faculty, students, and the community. In the last 40 years, librarians and faculty have developed a collection to support IPFW’s teaching curriculum and program emphasis. In the meantime, parts of the collection have been evaluated primarily in conjunction with accreditation visits, but very little had been systematically reviewed. Library research suggests that the effectiveness of a book collection is diminished by detritus that suffocates the relevant materials, like perennial weeds that take over the flowers in your garden. This year, as we shift every volume in the library to consolidate journals and books in one coherent call-number sequence, we are taking the opportunity to study the collection and remove old editions, duplicate copies, items beyond repair, and other materials not suitable for our collection. We do this with caution, intelligence, and in consultation with faculty, and we make regular referrals to larger research collections such as IU Bloomington and Purdue West Lafayette.

In July 2008, the library became a member of Better World Books (BWB) to handle the books withdrawn from our collections. BWB collects and sells books online to fund literacy initiatives, guided by the belief that education and access to books are basic human rights. Books sold by BWB help fund high-impact literacy projects in the United States and around the world. BWB collects used books (including textbooks) through a network of 1,600 college campuses and partnerships with nearly 1,000 libraries nationwide. Its five primary literacy partners are Books for Africa (IPFW’s choice), Room to Read, National Center for Family Literacy, Worldfund, and Invisible Children.

BWB also has as its mission to be environmentally proactive, so books that are not reused are recycled. In our first six months, IPFW’s designations to BWB have resulted in 301 books being resold or donated to Books for Africa, while 1,763 pounds of paper have been recycled.

As a result, we have helped to save:

⇒ 26 trees
⇒ 9,231 gallons of water (from the production of paper from forest fiber)
⇒ 5,162 kilowatt hours of electricity (from the production of paper from forest fiber)
⇒ 2,225 pounds of methane and greenhouse gases produced in landfills (equaling 4 cubic yards of landfill space)

The library’s engagement with Better World Books appears to be a win-win-win program for IPFW, Books for Africa, and the environment.

Social and environmental responsibility is at the core of our business.”
— Better World Books
On Friday, December 19th my husband and I lost power at our house for six days due to the "Ice Storm of 2008." We have a gas-fueled fireplace and hot-water heater so we braved the cold and stuck it out at home. In the evenings when the sun set we snuggled up in front of the fireplace, turned on our flashlights, and . . . read a book! Our print books needed no power, no Internet connection, and no special reader. While I recognize and applaud the increased accessibility of millions of bytes of information made available by electronic versions of books and other texts, nothing yet replaces the experience of reading a book, especially for pleasure.

In October 2008, I attended the Sixth Annual Digital Institute in Vermont. One of the presentations was entitled "Digital Humanities Approach to Understanding the Electronic Book." This paper was presented by a member of the HCI (Human Computer Interaction) Book group, which includes scholars (primarily Canadian) engaged in research on reader studies, textual studies, information management, and interface design to better understand the nature of the human record as it intersects with the computer. Research findings of the last 15 years demonstrate that reading a physical book is a very complex process. Not only does reading entail the comprehension of content but also involves integration of visual information provided by typography and the physical form of the text. The book, as it has evolved over the last 550 years, has developed changes in paper, inks, fonts, page layout, formatting, and binding to create the optimal vehicle for reading, comprehension, and enjoyment.

Little progress has been made in understanding how the reading process is transformed by e-text. Even today, the very best of the new electronic books are pale reflections of their print counterparts and lack the same basic functionality, versatility, and utility as the printed page. Some of the devices demonstrated at the conference attempt to replicate the book in some way. For example, Yanko’s ROEM "Reading on the Move" centers around rollable electronic paper, Fujitsu’s Fabric PC is a laptop made from fabric with a flexible e-paper display, and Philip's polymer Readius is a rollable pocket-friendly "cellular book." Amazon has spent considerable research and money to develop the Kindle® with the dimensions of a paperback book, six-inch screens, 167 dots-per-inch E-Ink® displays with a specially developed serif font and tapering width that even emulates the bulge close to a book’s binding (Newsweek, November 26, 2007, pp. 56-64). HCI Book Group members argue that the failure of current e-book readers to catch on reflects their attempt merely to mimic the look and feel of print without the research into understanding what constitutes effective reading and what components of print are essential to e-books and e-readers.

Our library will continue to move forward, providing access to digital content and adding content through our mDON digital library program at http://mdon.lib.ipfw.edu. But we will also continue to buy physical books until e-text and e-books fulfill the basic functions of readability, sustainability, and accessibility. After all, the book is still a marvel of pre-Internet technology. Alex Wright, author of Glut: Mastering Information Through the Ages, describes the book as its own "readily accessible information storehouse" whose pages provide "random access" and whose table of contents, footnotes, and indexes provide their own hyperlinks. Reading remains a fundamental activity, a key intellectual and cultural foundation of human societies, and books will remain for some time a viable tool for education and entertainment.

Notes from the Dean

On Friday, December 19th my husband and I lost power at our house for six days due to the "Ice Storm of 2008." We have a gas-fueled fireplace and hot-water heater so we braved the cold and stuck it out at home. In the evenings when the sun set we snuggled up in front of the fireplace, turned on our flashlights, and . . . read a book! Our print books needed no power, no Internet connection, and no special reader. While I recognize and applaud the increased accessibility of millions of bytes of information made available by electronic versions of books and other texts, nothing yet replaces the experience of reading a book, especially for pleasure.

In October 2008, I attended the Sixth Annual Digital Institute in Vermont. One of the presentations was entitled "Digital Humanities Approach to Understanding the Electronic Book." This paper was presented by a member of the HCI (Human Computer Interaction) Book group, which includes scholars (primarily Canadian) engaged in research on reader studies, textual studies, information management, and interface design to better understand the nature of the human record as it intersects with the computer. Research findings of the last 15 years demonstrate that reading a physical book is a very complex process. Not only does reading entail the comprehension of content but also involves integration of visual information provided by typography and the physical form of the text. The book, as it has evolved over the last 550 years, has developed changes in paper, inks, fonts, page layout, formatting, and binding to create the optimal vehicle for reading, comprehension, and enjoyment.

Little progress has been made in understanding how the reading process is transformed by e-text. Even today, the very best of the new electronic books are pale reflections of their print counterparts and lack the same basic functionality, versatility, and utility as the printed page. Some of the devices demonstrated at the conference attempt to replicate the book in some way. For example, Yanko’s ROEM "Reading on the Move" centers around rollable electronic paper, Fujitsu’s Fabric PC is a laptop made from fabric with a flexible e-paper display, and Philip's polymer Readius is a rollable pocket-friendly "cellular book." Amazon has spent considerable research and money to develop the Kindle® with the dimensions of a paperback book, six-inch screens, 167 dots-per-inch E-Ink® displays with a specially developed serif font and tapering width that even emulates the bulge close to a book’s binding (Newsweek, November 26, 2007, pp. 56-64). HCI Book Group members argue that the failure of current e-book readers to catch on reflects their attempt merely to mimic the look and feel of print without the research into understanding what constitutes effective reading and what components of print are essential to e-books and e-readers.

Our library will continue to move forward, providing access to digital content and adding content through our mDON digital library program at http://mdon.lib.ipfw.edu. But we will also continue to buy physical books until e-text and e-books fulfill the basic functions of readability, sustainability, and accessibility. After all, the book is still a marvel of pre-Internet technology. Alex Wright, author of Glut: Mastering Information Through the Ages, describes the book as its own "readily accessible information storehouse" whose pages provide "random access" and whose table of contents, footnotes, and indexes provide their own hyperlinks. Reading remains a fundamental activity, a key intellectual and cultural foundation of human societies, and books will remain for some time a viable tool for education and entertainment.

Library Dean Becomes Indiana Library Federation President

Cheryl Truesdell began her term as President of the Indiana Library Federation (ILF) in January 2009. The Indiana Library Federation is the professional organization for more than 3,000 Indiana librarians, staff members, and public library trustees. ILF consists of five associations – Association for Indiana Media Educators, Indiana Academic Library Association, Indiana Corporate and Network Library Association, Indiana Public Library Association, and Indiana Library Trustee Association – and numerous divisions and sections. Major issues before the ILF this year include tracking legislation that impacts libraries in Indiana, shepherding an important and controversial bill through the legislative process that would implement a local-planning process to extend library service to all untaxed and unserved areas of Indiana, hiring a new Executive Director to replace the Federation's 20-year veteran director, Linda Kolb, and adjusting to a new location for the 2009 Annual Conference, Fort Wayne. After more than 20 years, Fort Wayne will again host the ILF Annual Conference in 2009 at the Grand Wayne Center. This gives Fort Wayne an opportunity to showcase its renovated downtown and beautiful Allen County Public Library system to professional colleagues from around the state.
Let's focus on some subtle characteristics of the search strategies of successful information hunters. Even the experts may not fully appreciate how social networks help them maximize their encounter rate with relevant information.

To observe how solitary versus social foraging makes a difference, first think of information as a resource that nourishes a particular perspective or line of investigation. All scientific and scholarly production depends on transforming the results of past investigations into public knowledge — literally, through publication. Delving into that body of literature to emerge informed inevitably means consuming certain resources and bypassing others.

One tried-and-true way to discover published information is through regular reading. Reading and chasing down footnotes or cited references are solitary pursuits. The connections among literatures are often fleeting, easily overlooked. The solo reader takes his or her cues from an author, one point at a time. With effort, solitude, and a good reading list to begin with, an informed perspective emerges.

In contrast, a social approach takes advantage of an expert's interpersonal and intellectual networks. Well-informed gatekeepers at the forefront of every field of study are routinely asked to review prepublication manuscripts or write reviews of newly published work. These peer-review practices supply them with current, high-value informational fare at relatively low cost and extend their awareness of what's happening at the research front. Clueing in to the expert's point of view to discover the key authors, institutions, publishers, journals, or book series that naturally go together goes a long way toward getting started on the right path.

Novices, too, can benefit by mimicking these social habits — either by consulting directly with a trusted assessor (for example, a student asking their professor for literature leads), or by reading an article written and signed by an expert in a specialized encyclopedia or journal (thus benefitting from that person's synthesis of what is known in a field of study). Armed with just a few key names or works, the savvy forager can make good use of powerful citation-based indexes like the Web of Science, or trace the "cited-by" links that now populate Academic Search Premier, Google Scholar, and other databases. Triangulating on known resources that cluster together reveals instantly a new set of items sharing a proportion of the same network linkages. Exploring these shared bibliographic microhabitats is a great way to discover information, supplementing traditional approaches that rely on the mastery of search logic and keyword vocabulary.

**IIFE Insight #3:** No matter how obscure your research topic or problem, there's always something rewarding out there for you to discover.

Be patient! Successful foraging skills require time and practice to develop. Let us help you develop and refine your search strategy. You will be amazed at what we can help you find.

Right in the center of the library's homepage is a handy "Information Foraging Worksheet" to help you learn the basics of keyword searching using synonyms and subject headings. Use it to understand Boolean operators AND, OR, NOT, and trickier syntax involving truncation and nested search statements. Consult a librarian to customize your search strategy.

Next time: We share tips for bagging your prey, every time.
Library Staff Members Planning Midwest Meeting

Library staff members Jennifer Leone (Government Documents Assistant and Cataloger) and JoAnn Arnold (Acting Digital Initiatives Librarian) are members of the planning team for the 4th Midwest CONTENTdm Users Group meeting to be held at Purdue University, March 18-20, 2009. As a part of the program, Kevin Fredrick (System Administrator & Web Project Production Manager) and Daniel Lin (Computer Technician) will provide technical information on using CONTENTdm to manipulate and maintain video collections. CONTENTdm is the digital collection-management software that supports Walter E. Helmke's mDON digital collections at http://mdon.lib.ipfw.edu. Conference attendees from the region bounded by Ohio to Kansas, and Minnesota to Kentucky, will have a chance to learn about developments including the Arizona Memory Project, copyright issues concerning digital materials, creating and managing newspaper, video, and textual documents with CONTENTdm, and creating effective metadata for digital document retrieval.

Coming . . .

Watch for the launch of the newest mDON offering, IPFW Travel Photography Exhibition. The collection features winning photographs from an annual competition sponsored by IPFW's International Studies Program. The photographs were taken by students, staff, and faculty during their travels abroad.

New Library Resources

WorldCat Local
Helmke Library is currently testing a new library catalog. We are still working out all the quirks, but try WorldCat Local at http://ipfw.worldcat.org and please let us know what you think. Special features of WorldCat Local that faculty will appreciate:

◊ Access via a single interface to the holdings of IPFW Helmke Library, all IU libraries, all libraries in Indiana, and libraries worldwide
◊ Support for sharing recommended resources with students and colleagues through public lists, bookmarking, and linking directly to a catalog entry (these are all examples of Web 2.0 features)
◊ Search results provide relevancy ranking and topic suggestions, much like this function in our licensed EBSCOhost databases
◊ Rate-and-review features to let your students know what resources you personally recommend

Times (London) Digital Archive 1785-1985
The entire full-text page images of the Times (London) newspaper are captured and divided into categories to facilitate searching of articles, advertisements, as well as text describing illustrations or photos. Search editorials, birth and death notices. This resource is a valuable primary-source tool for historical and social science research and a tremendous asset for us in arts and humanities courses.

Selected New E-Reference Titles from Credo Reference
These newly added reference books are available in Credo Reference, one of three e-reference collections licensed by IPFW. Access these materials from the library homepage under Find Resources By . . . Title under Credo Reference, or through our E-Reference Collections menu link.

Animals and Science: A Guide to the Debates
Biographical Dictionary of Dissenting Economists
Consciousness: A Guide to the Debates
Elgar Companion to Feminist Economics
Encyclopedia of Macroeconomics
Evolution Wars: A Guide to the Debates
Homosexuality and Science: A Guide to the Debates
Iberia and the Americas: Culture, Politics, and History
Philosophy of Education: An Encyclopedia
Pop Culture Arab World! Media, Arts, and Lifestyle

1st place Mastodons Abroad Category
Trafalgar Square 2 (London)
Photographer: Leah Fleetwood
Your Ripples are Making Waves

Graham Fredrick, Debra Haley, and Sue Skelklof were recognized by Stella Batagiannis (education faculty member in the Department of Professional Studies) for providing outstanding service to the IPFW community. Graham was recognized for his "special talents with technology in transforming blank pages back to text," Deb was recognized for "taking extra time to find the source for the special Confucius quote," and Sue for "spending time searching for possible sources of a Confucius quote."

Welcome Back

The library is happy to have Marla Baden back on the job. She has been on sabbatical leave since July 2008. Her sabbatical reward focused on a cost-feasibility study that compared the advantages of purchasing access bundled electronic journal packages to the value of purchase-on-demand solutions providing just those articles actually requested by IPFW faculty, staff, or students. The study examined IPFW use statistics, annual package subscription costs, individual title subscription costs, copyright fees, and purchase-on-demand options. Marla discovered that these features of electronic journal management are not well understood, and her findings suggest that there are marginal cost benefits to libraries in purchasing complete packages from publishers. Her sabbatical leave was an invaluable opportunity to learn more about this aspect of serials librarianship and the results will benefit IPFW and other academic libraries.

Stuff-a-Stocking Program
By Judy Graf

The Helmke Library staff once again participated in the Salvation Army's Stuff-a-Stocking program, providing Christmas gifts for children aged 15-18. The Salvation Army provided the stockings to be filled, and Social Committee members Tiff Adkins, Judy Graf, Amy Harrison, and Deb Kelley gathered enough donations from the staff to fill six stockings for girls and six for boys. Items collected included gloves, hats, cosmetics, pens/pencils, note pads, games, gum, candy, and gift cards. Several volunteers filled the stockings and delivered them on Friday, December 5, in time for the Salvation Army to distribute them before Christmas to those in need.

Locks of Love

Amy Harrison, Barbara Lloyd, and Karen Parkison, along with student worker Alyssa Bussen recently donated their hair to Locks of Love. Locks of Love is a public non-profit organization that provides hairpieces to financially disadvantaged children under age 18 in the United States and Canada who are suffering from long-term hair loss due to a variety of medical diagnoses. Visit the charity's Web site at www.locksoflove.org for more information.

Two years ago, Amy, Barbara, and Karen made an agreement not to cut their hair until they reached the required length hair needed for donation. This was a major commitment of time and patience, especially as they reached unmanageable stages, but they persevered for the cause.
Library Student Advisory Board

In 1989, almost 20 years ago, the Helmke Library director proposed establishing a Library Student Advisory Board to provide advice on library issues, services, and collections. This plan never quite took shape: Fast forward to 2008. The library more than ever needs input from students on matters that impact their academic success. Many of our resources are now offered through the Internet, but is the library's Web site user-friendly? Web 2.0, a.k.a. the social Web, offers a variety of communication venues, but do students recommend that we use Web 2.0 features to deliver our resources and services, and, if so, how should we redesign things? Helmke Library, the Academic Success Center, CELT, and ITS are planning an IPFW Learning Commons in the library. How should the space be designed and what components are needed? We need feedback from students on these and many other questions concerning library resources, services, and programs.

During the fall semester the library sent out a call to Student Affairs, Student Government, the deans of each college/school, and athletics to nominate students to the newly constituted Library Student Advisory Board. Ten students have been selected so far: Alyssa Bussen, Shelly Chivers, James Darabi, Adam Grabill, Stephanie Keenan, Elizabeth Keller, Florence Ngala, Rachel Pulling, Kody Tinnel, and Camillia VanderHart. The first meeting of the board is scheduled for January 23rd. Their first priority is to work with the library to recommend design features and services for the IPFW Learning Commons. Other duties include:

1. Participate in focus groups and other activities to provide feedback on library resources and services
2. Evaluate existing library resources and services
3. Recommend new library resources and services
4. Plan/provide library programming as appropriate

Controversial Documents That Have Changed History — The Remnant Trust at IPFW

The Remnant Trust at IPFW officially kicked off at noon on January 16, 2009, with the unison reading of the Declaration of Independence at the Allen County Courthouse. The Remnant Trust at IPFW Exhibit in Helmke Library opened on January 17. The exhibit is open to the public on Tuesdays from 5:30-7:30 p.m., Wednesdays from 1:00-3:00 p.m., Fridays from 9:00 a.m-1:00 p.m., and Saturdays from 9:00 a.m. to noon. Learn more about this event and other programming scheduled for the spring semester at Helmke Library on the IPFW campus and elsewhere by visiting the Remnant Trust at IPFW Web site (http://remnanttrust.ipfw.edu).

See also "Texts for troubled times: IPFW observance ties historic documents to current themes"
Journal Gazette, January 11, 2009, pp. 11A, 15A.
www.journalgazette.net/apps/pbcs.dll/article?AID=/20090111/EDIT10/901110369

Getting Beaned at the Library

Inside the doors of the library is where the frenetic action took place. Students, faculty, and staff were just lining up to get beaned! Actually, they were taking a momentary break from their busy finals-week schedules to enjoy some healthful snacks and — of course — coffee. The Helmke Library Dean and IPFW Vice Chancellor for Student Affairs promoted this much-appreciated energy boost to help everyone make it through finals. The Coffee+Study Break Table was a welcome sight for study-weary, wound-down energy bunnies and stoic scholars. This semester, the Coffee+Study Break Table was in operation for 12 hours over the first four evenings of finals week. Study warriors were encouraged by the smiling faces of volunteer coffee servers from Career Services, the Center for Academic Support and Advancement, Helmke Library, the Indiana-Purdue Student Government Association, Mastodon Advising Center, Student Life, and Vice Chancellor George McClellan himself helped out, and all told, more than 300 cups of coffee were served.
Information Literacy Assessment Institute
By Judith Garrison

Early in December, I had the pleasure of attending a three-day intensive, hands-on seminar on the assessment of information literacy. Over the two and a half days of the conference, I worked with 44 other librarian participants to learn and practice the steps involved in creating and assessing learning outcomes for students and program outcomes for information literacy programs. As you might guess, I came home with a full notebook and a head brimming with ideas, so it would be impossible to distill my new knowledge here. There are a few ideas, however, that I would like to share because they reflect the thinking and experiences of the librarians at Helmke Library as they approach assessment.

"...Assessment efforts should not be concerned about valuing what can be measured, but instead about measuring what is valued." — A.W. Astin.

Meaningful assessment starts with the sometimes painful, persnickety task of clearly articulating what it is we want a student to learn, and why. For many of the seminar participants this was especially challenging. We soon learned, however, that being able to state the why becomes the key to keeping the assessment focused on what is valued.

Collaboration makes it happen.
Meaningful assessment of information literacy depends on librarians building collaborative relationships with the instructors who assign the projects and papers that students produce. Since often the quality of students’ work reflects the breadth, specialization, currency, authority, and accuracy of the information they use (as well as their valid analysis) it seems that the collaboration would be a natural one. Uniformly, however, academic librarians struggle to make the connections with instructors that will provide the means to teach and assess information literacy.

"It’s a process not an event!"
Please excuse the cliché, but it works! Efforts to assess information literacy in a meaningful way will grow incrementally as we learn more about the needs of our students, clarify the values of our faculty-partners, and learn to how to make assessment a seamless part of providing library instruction and library services.

Now, as the Assessment Coordinator at Helmke Library, I am working with a team of our librarians to develop some learning outcomes, specifically for our first-year students. The outcomes we draft will reflect each of IPFW’s eight Information Literacy Proficiencies in a way that we hope will be accessible to interested faculty, and of course, “assessable.” Stay tuned!