Automated Check-Out: Implications for Faculty
by Thomas E. Lehmkuh

On July 1, 1989 Circulation staff at Hesburgh Library began charging out books on UNLOC, Notre Dame's online library system. Previously, the library used an outdated manual check-out system that required patrons to fill out a charge card for each item to be checked out. The new system, tested in the branch libraries during the spring semester, is now available at all University Libraries' circulation points.

What are the advantages of the new system for Notre Dame faculty?
First of all, no more charge cards! The system uses laser scanners to record patron and book information far more quickly, conveniently and accurately than was possible with the old system.

The automated system has several other significant advantages. In addition to increasing speed and ease of check-out, it displays a message in UNLOC when an item has been borrowed. This will be particularly useful for faculty who search UNLOC from their own workstations, or dial in from other remote locations. The message indicates when the book is due back in the library. The name of the person who checked out the book is not displayed.

Another advantage of the system is that it allows patrons to easily discover what items they have checked out by inquiring at any library circulation point.

While the new system represents a great improvement over the old, there will be an intermediate period before it is fully operational. This is because the system requires each item being checked out to have a barcode linked to the UNLOC record describing the item. Last summer, the vast majority of the circulating items in the University Libraries were barcoded and linked. However, not all categories of items were handled. Examples of these categories are: multiple copies of a title; volumes of serials; some pamphlets; and the approximately 44,000 books without UNLOC records.

When one of these unlinked items is to be checked out, it needs special handling before it can circulate. Circulation staff must enter brief, temporary information into UNLOC. Items checked out in this way do not have a message indicating they are charged out. When these items are returned, they are routed to the Cataloging Department, where full information is entered into the system. From then on, these items can circulate normally.

According to Sue Dietl, Head of Circulation Services, there are several things of which faculty should be aware regarding the new system:
1. Always bring your University ID card to the library when you wish to check out a book. The system will not operate without it. For security reasons, Circulation staff are not permitted to bypass normal circulation procedures requiring use of a valid Notre Dame ID card.

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A Special Look at Special Collections (Where What’s New is Probably Old)
by Laura Faderer

This is the start of a regular column on new acquisitions or discoveries in the Department of Special Collections. Known to some patrons and staff as 'Rare Books,' the Department houses more than eighteen different collections in addition to the Rare Book Collection. Many of them, such as the Edward Gorey/Conway Collection and Shaw/Chesterton Collection, are uncataloged; users, therefore, will not find reference to them in UNLOC, although departmental staff can locate them for you. The intention of this column is to promote awareness of these special materials.

A major new acquisition this year was a collection of 12,000 Penguins, Pelicans, Puffins, Peregrines, and other books published under the Penguin imprint since it began in 1935.

Fundamentum Eternae Felicitatis, published in 1499, was added to our collection of nearly 80 incunabula. The 43-page book, addressed in all probability to the students of the University of Leipzig, identifies virtues and vices of which Christians should be aware. It was printed in Leipzig by Melchior Lotter, one of Martin Luther's printers (Lotter's son, Melchior Lotter The Younger, printed

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Behind the Writing of
Commitment, Compassion,
Consecration
by Thomas J. Mueller
Roth-Gibson Professor of Aerospace Engineering

There was a great deal of excitement on the Notre Dame campus during the 1986-87 academic year. After 35 years of service, Father Theodore M. Hesburgh was retiring as President of the University, and Father Edward Malloy had been appointed to succeed him. This opportunity to look back over the last 35 years and look ahead to the 21st century produced, at least for me, a very reflective atmosphere. I thought back to the first time I had seen an artistic rendition of Father Ted on the cover of Time magazine in 1962. At that time, I was an assistant professor at the University of Illinois at Urbana. In 1963 I took a job at a research laboratory in Connecticut to gain experience before returning to an academic career. My two years on the faculty at the University of Illinois clearly indicated that industrial experience would be very beneficial. From the time of our arrival in New England, I weighed the positive and negative factors of universities with which I might seek future employment. Until I began to read about what Father Hesburgh was trying to do at Notre Dame, I had never considered going to Notre Dame. In engineering, after all, the University was very small and, to my knowledge, had relatively little to offer an ambitious young person seriously interested in both teaching and research. After visiting the campus and seeing the UNIVAC 1107 computer and the experimental facilities in the Aerospace Laboratory, it was clear that Notre Dame had what I needed to succeed in my field and, more importantly, it had a leader with a vision of greatness. And so, in March 1965, I decided to give Notre Dame a three year try. In the process I declined five other university offers, including two well respected Big Ten schools. If it had not been for my wife, Sara Ann, I probably would not have been able to turn down the positions at these well known schools. It actually took about ten years before I realized that I had made the best possible decision: my admiration and respect for Father Ted grew yearly.

In 1985 I accepted a position in the Office of the Dean of Engineering. I immediately began to understand, in a small way, the difficulties and challenges of university administration. Although I had listened to Father Hesburgh address the faculty and students for over twenty years, I became more interested in what his life and vision had to tell me about the present and the future. I felt that many of his ideas were timeless and, therefore, could be an inspiration to people of all ages, especially the young.

The idea of using relatively short quotations to provide a glimpse of Father Hesburgh was obvious to me since I had used quotations from poets, statesmen, etc., at the top of examination papers ever since I began to teach. I discussed the idea of compiling a book of Hesburgh quotations with my wife around Christmas 1987. She thought it was an excellent idea and suggested that a good friend of hers, Charlotte Ames, might be interested in co-authoring the book. An Associate Librarian and the Bibliographer for American Catholic Studies, Charlotte was in the process of collecting all of Father Hesburgh’s writings for the Notre Dame Libraries to be published in a bibliography. She liked the idea, and we began, in our spare time, in the Spring of 1988.

We read commencement addresses, The Humane Imperative, The Hesburgh Papers and eventually every book, pamphlet and address we could obtain. As the father of five children and the advisor of many students, I have always had a strong interest in the younger generation. I felt, therefore, that there should be a significant chapter addressing the future. As an engineer and administrator, the topics “Science and Technology” and “Leadership” were obvious choices. Since Father Hesburgh had spent so much of his life working for civil rights and values in higher education, both Charlotte and I agreed that he had a great deal to offer in these areas. The separation into “Moral Values” and “Human Rights” as well as “Higher Education” in general, from “Hesburgh’s Notre Dame” in particular, were ideas first suggested by Charlotte. His writings and thoughts on the priesthood and spirituality were so rich that this was also an obvious choice. Chapters on “Service” and “Peace” were included to complete the areas that we felt were significant. In addition to our own personal biases, the criteria used to select quotations were: 1) Does it stand on its own, i.e., can its meaning be understood independently without the reader having a detailed knowledge of the material from which it is derived? 2) Would it provoke the reaction in the reader that happens when an unsuspected insight occurs? and 3) Is the quotation likely to encourage some readers to find and read the source?
Because Father Hesburgh has made major contributions to the nation, the Catholic Church and the Third World in addition to Notre Dame, we felt that the book should have a detailed biographical perspective and chronological table. To make the book more useful as a reference source, Charlotte compiled its bibliography and index.

By late Summer 1988 we had hundreds of quotations and began to look for a publisher. Although they liked the idea, the first two publishers did not feel that a book of this type would fit their audiences. The third publisher, Robert Lockwood of Our Sunday Visitor Press, not only liked the first draft, but said he wanted to publish it as soon as possible. The book was finished in October, 1988 and published in March, 1989.

Writing this book with Charlotte brought me to a much better understanding of Father Hesburgh and the University of Notre Dame, its past, present and future. This labor of love also gave me a chance to extend myself into a broader aspect of my life and work. I have learned a great deal from this experience and hope that those who read Commitment, Compassion, Consecration: Inspirational Quotes of Theodore M. Hesburgh, C.S.C. will also enjoy it and find it a valuable companion.

A beautiful addition, not to the collections but to the Department, is a six-foot tall stained glass window that has been mounted at one end of the Reading Room. All we know is that it came from a church in New York City, and that it is a finely crafted, exquisitely colored depiction of Saint Patrick, replete with shamrocks. We presume it was done in the nineteenth century, but we welcome opinions from informed visitors.

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Luther's translation of the New Testament known as the "September Translation"). This acquisition, of which there are only three other copies in the United States, culminates the donation of numerous incunabula to the University by Canon Astrik L. Gabriel, Director Emeritus of the Medieval Institute.

Another incunabulum which was in our collection, but was only recently cataloged, is Oratio Habita a Petro Marso in Die Sancti Stephani. A slim book of only 12 pages, it is a collection of sermons printed by Stephan Plannck in Rome in 1482. Plannck later contributed to the expansion of geographical knowledge in Europe by printing Columbus' letter describing his voyage to America.

A modern manuscript of 634 pages is titled, "American Martyrology: Lives of Catholic Missionaries Killed on the Indian Missions in Canada and the United States from the earliest times." The title page attributes the work to John Gilmary Shea, and a bookplate inside the front cover says, "Mss: Collection of Mrs. J. Gilmary Shea" of Elizabeth, New Jersey. The manuscript appears to be a substantially different version, or perhaps an early draft of Shea's book, History of the Catholic Missions among the Indian Tribes of the United States, 1529 to 1854, published in 1854. Now considered an eminent historian of the Church in America, Shea was unrecognized in his time.

Please stop in the Department when you are in Hesburgh Library. We are open Monday through Friday, from 8 a.m. to 5 p.m. If nothing else, you may view the lovely new window and the latest exhibits.
The Bastille, Books and the University of Notre Dame
by Sophia K. Jordan

On May 4, 1989, Henri-Jean Martin, Professor at the École Nationale des Chartes in Paris, spoke at the Hesburgh Library about the effects of the French Revolution on France’s rich libraries. It might seem at first hearing that events in the street would have little bearing on the sheltered world of academic libraries, but Professor Martin showed that the Revolution not only disrupted libraries throughout France, but changed the condition of libraries in Europe and America throughout the 19th century.

In 1789, religious communities throughout France were dissolved; in 1793, academic and learned societies met the same fate. The library holdings of all such institutions passed into the hands of the revolutionary government. By Professor Martin’s estimate, the total confiscated was some 10 million volumes, of which 5 million came from ecclesiastical collections. A “commission of the learned” was created to review all of the books in order to decide which would pass permanently into the national libraries, especially at Paris. The members of the Commission were neither fanatics nor book-burners. Most were bibliophiles; many were former priests or religious. While the primary purpose of the Commission was to gather books for the state libraries, it was also concerned with keeping collections intact, and with preventing the random sale of books or their destruction by the mobs.

Unfortunately, the work of the Commission proceeded badly. It faced great difficulties in supervising the review outside of Paris, although it did manage to collect 3.5 million bibliographic cards from the regional depots beginning in 1792. But the cards were of uneven quality and their production slowed month by month. Other difficulties arose. The government’s own financial difficulties after 1796 made the sale of valuable book collections attractive. Moreover, there were mounting political objections to the Commission’s choices. Revolutionaries outside Paris could not see the need for preserving such discredited works as books of theology and liturgy. More practically, an increasing demand for paper would be partially met by recycling the archival documents and medieval manuscripts that were found in abundance among the confiscated materials.

By the end of the 1790s, the Commission’s project of selection had collapsed. Increasingly, French volumes flooded into the international book trade, and rare volumes from France found their way not only to Switzerland and Germany, but even to America and its new Catholic institutions. Among these, eventually would be the frontier school of Notre Dame du Lac. Tracing the movement of individual volumes — their provenance — is a tricky business at best. It is almost impossible to do with certainty for the first half century at Notre Dame because of a lack of acquisition records, but some books on our shelves do show signs of a French origin. For example, ownership marks or “ex libris” stamps in some volumes show prior ownership by St. Geneviève, Arsenal, and the Collège Mazarine. Other volumes came from outside Paris — from the seminary in Conflans, for example. French sources are not the only ones represented, of course. There are remains of many other ecclesiastical libraries — a suppressed Jesuit college of Turin, Dominican libraries in Brescia and Maastricht, a seminar in Namur, and so on. Still, the French Revolution had even subtler and more long-lasting effects on libraries — including that of Notre Dame du Lac.

First, the events following the French Revolution would shape the libraries in which Father Sorin and the other French founders of Notre Dame would be educated. Second, the dispersion of religious libraries in France meant that the various religious communities in France with a mission to America could provide few of the traditional benefactions of books.

The Theological Seminary at LeMans was the school for many of the first Holy Cross priests. After the reopening of the seminary, LeMans had to start rebuilding its confiscated library collections. While many of the liturgical books once confiscated were returned by the French government, older scholarly tomes, as well as more valuable editions, and manuscripts were not. For Father Sorin, and later Fathers Lemonnier, Granger and Cointet, the experience of the library at LeMans was not one of an ancient and undisturbed collection. Moreover, while the immediate effect was on the education of these missionaries, the more significant effect was to delay the establishment of a library at Notre Dame du Lac.

The libraries of early American religious institutions were generally formed by gathering the personal libraries of the faculty members and by larger donations from founding institutions in Europe. LeMans' own losses significantly reduced its ability to assist in the early formation of a collection for Notre Dame.

What of the early history of the libraries at Notre Dame? It is difficult to reconstruct, though it seems that there were few books here to begin with. The first recorded attempt to correct this deficiency comes from 1806, when Father Carrier went to France to procure books for the College. There followed 20 boxes of books from Paris, approximately 200 volumes presented to him by the French government. It would be quite interesting to know which confiscated ecclesiastical library might have been the source of these. But it was not until Father Lemonnier became President that the need for a centralized, open library was clearly met. In 1873 the “Circulating Library” was born and later would be renamed the “Lemonnier Circulating Library”. Unfortunately, the collection of this early library at Notre Dame was largely lost to the fire of 1879. We are told by the Notre Dame Scholastic that only some 500 volumes survived. It was only in the 1880’s that the library at Notre Dame du Lac would gain solid footing and begin to escape the effects of the French Revolution almost a century before.

Undergraduate Assignments: The View From Behind the Reference Desk
by J. Douglas Archer

As a reference librarian and the Coordinator for Bibliographic Instruction, I spend many hours each week helping undergraduates work with their class assignments. Rest assured, they exhibit the same attitudes here in the library as they do in class — from energetic and inquisitive to bored and apathetic. Just as I am not fully aware of the manifestations of these various attitudes in the classroom, I would guess that you, as professors, are not fully cognizant of their behavior at the Reference Counter. Therefore, I would like to offer a few observations which I hope you will find enlightening and therefore helpful in making class assignments.

Some of those whom we see (especially toward midterms or the end of the semester) are simply bewildered. Some haven’t learned how to test, narrow, select, and refine a research topic. Others have suddenly realized how little time actually remains before the dreaded deadline. For these, who often resemble rabbits caught in the glare of oncoming headlights, patience and professional skill are all we can offer. You know these persons better than we, for it is your assignments which they have failed to understand and your deadlines which they have failed to anticipate.

However, the vast majority of undergrads are hard workers who trust and respect you as their teachers. If you advise them to find certain facts or read a certain work, most of them will move heaven and earth to locate the material in question. Some of them take you quite literally. When occasionally the desired item isn’t actually in the library, or the data isn’t available in precisely the anticipated form, they panic.

We suspect that this occurs most often when you own an item, or have seen it at another library, or in a colleague’s office. You then make the assumption: “If I have it or they have it, our fine library must have it.” We appreciate the implied compliment. However, we don’t and can’t have everything. If you are uncertain as to our holdings, just adding a qualifier or two such as “probably” or “for example” to your assignment will help immensely. Recommending alternatives or suggesting types of sources in which to look are also good strategies. In these ways student anxiety levels are reduced when for one reason or another the precise item is unavailable.

Of course, for books or articles, interlibrary loan is always a possibility. But most undergrads are notoriously slow in beginning projects and, hence, rarely make effective use of this service.

Statistics are a matter of particular concern. It isn’t unusual in business, government, international relations and other fields relying on a variety of statistical sources to have difficulty gathering exactly the desired data. Most undergraduate assignments take this into consideration and anticipate that students will simply do their best. But invariably, sometime during the semester someone will come up to the Reference Counter and say something such as: “I just have to have the price of blue, left-handed widgets expressed in pounds sterling for 1815 through the third quarter of 1989 (or whatever the current quarter is) or I’ll flunk. Weekly figures would be great, but I can settle for monthly.” We understand that there are circumstances in which you will determine that such precision is appropriate. When it isn’t, however, we would highly recommend that you emphasize this fact to your students.

Returning to procrastination, it is not unusual for a large percentage of any given class to “get serious” about an assignment at about the same time. Competition for resources can become intense. One of the greatest services you can do your students is to let us know of any assignments which will require specific reference titles or groups of titles. We can then place these items behind the Reference Counter and handle them in a manner similar to that used by the Reserve Book Room in dealing with regularly circulating books and articles. By doing this all members of your class will have an opportunity to use the needed resources on a reasonably equitable basis.

This action will not only protect your students from this rather typical human behavior but also from the occasional thief or vandal who “borrows” the needed material for the duration of the assignment by slipping it by our ever vigilant monitors, or by hiding it in the stacks, or who simply removes the desired pages with a pocket knife. We cannot prevent all such behavior, but we can make it less tempting for some and harder for the dedicated few.

Finally, we often find ourselves answering the same questions over and over again for the same class assignment. This is analogous to your teaching the same assignment solely through a one-on-one tutorial. Each student receives individualized attention but, due to time constraints, the class as a whole receives less information and guidance.

We do not begrudge the time given to students one-on-one; it is essential to quality reference service. However, our individualized service would be more effective, and therefore the students’ efforts more effective and efficient, if we could present information relevant for the class as a whole in a class setting. As in most good tutorials, we could build upon a solid foundation offered to the entire group at one time. Our hope is that such in-class presentations would make better use of your and your students’ time, and result in better focused questions for you and for us.

We are prepared to offer in-class presentations in your classroom or in ours at your convenience. You may contact the Library Faculty Liaison/Selector or Bibliographer for your Department, or you may call me at 239-6656 to arrange such a session or to inform us of pending class assignments. An actual copy of the assignment with any accompanying documentation would be especially beneficial. We also solicit any suggestions you may have for the continuing improvement of the University Libraries’ Bibliographic Instruction program. Your comments are always welcome.
2. If you wish to have a student assistant borrow books on your behalf, fill out an authorization form at a circulation desk. The Circulation Department will issue a proxy borrower’s card granting full faculty borrowing privileges to the student. The card will be in your name, valid for the period you specify. Of course, you will remain responsible for the materials thus checked out.

3. There are currently many books on loan to faculty and graduate students on the old manual system needing to be renewed and checked out on the new system. During the new academic year, faculty and graduate students will be asked to bring in the books they have charged out from the library on the old system so they can be renewed on the UNLOC circulation system. You can tell whether library books you have were checked out on the old or on the new system, as follows:

   - Books whose due date has been stamped in black ink have been checked out on the old system. When you are notified, please bring them in to be renewed on the new system.
   - Books whose due date has been stamped in green ink have been checked out on the UNLOC system. They will not need to be brought in.

4. After the UNLOC circulation system is fully implemented, the standard due date for faculty loans will be October 1. Every year after September 1, the due date will change to October 1 of the following year. However, because of the large number of manual charges needing to be renewed on the automated system, books checked out by faculty this year have a due date of October 1, 1990, rather than October 1, 1989.

   Online circulation will enable patrons to easily and quickly check out library materials. It will not answer all problems and quite likely will create a few problems of its own. Patience and a sense of humor on the part of library patrons and staff will be essential to a successful implementation effort.