



65th Annual Meeting in Milwaukee

Library education, fund-raising, Newberry Consort head program

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CALENDAR

- June 18-23, 2006**
IAML-IAMIS-IMS Conference
Goteborg, Sweden
- October 5-7, 2006**
MLA-Midwest 65th Annual Meeting
Milwaukee, WI
- Feb. 25-March 3, 2007**
MLA/SAM Joint Annual Meeting
Pittsburgh, PA

DEADLINE

August 1, 2006
for the next issue of
Midwest Note-Book

Midwest Chapter members! Be sure to reserve October 5-7 for the 65th annual meeting of your MLA chapter! We will be meeting in the beautiful city of Milwaukee, on the western shore of that great inland sea, Lake Michigan. Our hosts are Rebecca Littman and the University of Wisconsin-Milwaukee.

The Program Committee, chaired by Bob Delvin, is working diligently to present sessions that will focus on a number of timely issues of concern to both academic and public libraries. "Library Education for a Changing Job Market" will bring the perspectives of a library school educator, library administrator, and two librarians—one well into her career, and another just beginning his. We will also hear about "Friends and Fund Raising" in a session featuring development officers and administrators.

The chapter's Cataloging Committee offers a session on Open WorldCat with Maryann Dean from OCLC, and the Public Services Committee presents a reference refresher on a topic we can never know enough about—copyright. We will also hear about developing a recorded music collection for public libraries, and an intriguing topic by Gillian Rodger of UWM, "You can't always tell a book by its cover, or do clothes really make a wo/man?"

The fun continues even after official adjournment of the meeting. You are invited to see Milwaukee's best architecture and visit its acclaimed art museum and other cultural institutions—including, of course, the breweries!—on a number of possible tours Saturday afternoon. And you will want to extend your stay through the evening to hear the renowned Newberry Consort in concert, presented by Early Music Now.

Designated one of its "Dozen Distinctive Destinations" for 2006 by the National Trust for Historic Preservation, the city of Milwaukee offers many diverse cultural and recreational opportunities. So make plans now to join your Midwest MLA colleagues October 5-7! More details on the program and events in Milwaukee will be forthcoming in the September issue of *Midwest Note-Book* and on the chapter website.

Milwaukee Web Sites

Can't wait? Get started on your planning now by going to:

Milwaukee Convention and Visitors Bureau
<http://www.milwaukee.org>

Milwaukee Art Museum
www.mam.org

Milwaukee Public Library
www.mpl.org

Early Music Now
(Newberry Consort concert)
www.earlymusicnow.org

JSOnline (Milwaukee Journal Sentinel)
<http://www.jsonline.com/>

2006 Meeting Contacts

Program Committee
Robert Delvin (Illinois Wesleyan University), Chair
John Haupt (Iowa State University)
Rebecca Littman (University of Wisconsin-Milwaukee)
Don Widmer (VanderCook College of Music)

Local Arrangements Committee
Rebecca Littman, Chair
Linda Hartig (Carroll College)
Todd O'Connor

Midwest Note-Book

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regarding *Midwest Note-Book*
should be sent to:
Greg Fitzgerald, Editor
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Deadline for submissions
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<http://mlamidwest.org/>



From the Chair

“HOWDEE! I’M JUST SO PROUD TO BE HERE!”

—Minnie Pearl

And I’m also proud to be your chapter chair! I was delighted to see so many of you in Lexington at our chapter meeting, and of course, at the MLA meeting in Memphis. Kerri and Paula did a fabulous job with local arrangements for Lexington, and I know Rebecca is working hard to top that with plans for the Milwaukee meeting in October. Bob Delvin and his program committee are developing a great program, so you won’t want to miss it!

I recently reviewed “my life in documents,” that is, my professional dossier. So many of my letters of appointment and appreciation are from Midwest Chapter colleagues. I was particularly moved to find letters from Leslie Troutman and Phyllis Danner in my files. I was reminded that I consider my Midwest Chapter colleagues to be not only my professional peers, but my friends as well. I was also reminded that I’m behind on appointment and appreciation letters. Please bear with me, folks, and I hope to get caught up on those details in the next few weeks.

Summer is project time in my library. My staff and I usually schedule the noisy and disruptive projects to be done in May and August. If you adhere to a similar schedule, all of us will be slightly off kilter for a few months after our stacks shifting projects. If you’re replacing shelving, you won’t miss the “bang, bang, BANG” of a rubber mallet on steel. And if your student assistants are anything like mine, a pizza party is the ideal way to celebrate a job well done. I’ll share my photos of grad students stuffing pizza in their faces if you will.

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NEW MEMBERS

Ruth Bryskier, student,
University of
Wisconsin-Milwaukee

Jean Chelich, student,
Indiana University
Northwest

WELCOME TO THE
MIDWEST CHAPTER!

MEMBERSHIP

It’s always a good time
to join or to renew
membership in the
Midwest Chapter!
Annual dues are only
\$8 for regular mem-
bers and \$4 for
students.

To join or renew, go to
the chapter website
<http://mlamidwest.org>
and click on *Member-
ship Info* for a member-
ship form. Send the
form with your check
(payable to Midwest
Chapter, MLA) to:

Michael Duffy
Secretary-Treasurer
Midwest Chapter MLA
175-A Music Building
Northern Illinois
University
DeKalb, IL 60115

PUBLICATIONS

Richard D. Burbank

(University of Illinois at Urbana-Champaign). "The Queen Mary 2 Library," *Libraries & Culture* 40, no. 4 (November 2005).

R. Michael Fling

(Indiana University). *Library Acquisition of Music*. Lanham, Md: Scarecrow Press and MLA, 2004.

Paula Hickner

(University of Kentucky), compiler. "Prices of Music Monographs and Scores as Reflected in *Notes*, 1999-2004," in *Notes*, v. 62, no. 2 (December 2005).

H. Stephen Wright

(Northern Illinois University). "The Film Music of Danny Elfman: a Selective Discography," in *Notes*, v. 62, no. 4 (June 2006).

GOT NEWS?

Do you have news of interest to chapter members? New job? Recent publication? Significant library acquisition? Send it in to *Midwest Note-Book* Committee chairs: update us on projects and activities. Retirees: we would love to hear from you. The newsletter is a great way to inform all your Midwest MLA colleagues and the wider library world. See address for submissions on page 2. Deadline for the September issue is August 1.

News & Notes

KAREN LITTLE, REBECCA LITTMAN ELECTED TO MLA BOARD

Midwest Chapter members Karen Little and Rebecca Littman have been elected recording secretary and member-at-large, respectively, of the MLA Board of Directors.

Karen is director of the music library at the University of Louisville. Her MLA service includes membership on the Bibliographic Control Committee and *Notes* editorial staff, and most recently she chaired the Publications Committee. She recently co-authored *Grawemeyer Award for Music Composition: The First Twenty Years*, to be released in 2006 by Scarecrow Press as no. 33 in the *MLA Bibliography and Index Series*. In the Midwest Chapter, she has served on TAPS, nominating, and program committees.

Rebecca is head of the music library at the University of Wisconsin-Milwaukee. She has served as co-compiler of the "Books Recently Published" column in *Notes* and as MLA Poster Session coordinator. She was founding webmaster for the Southeast Chapter and is the current webmaster for the Midwest Chapter and the Music OCLC Users Group. She is local arrangements chair for the Midwest Chapter's 65th annual meeting in October.

Continuing on the MLA Board from the Midwest Chapter are Paul Cauthen (University of Cincinnati) and Ruthann McTyre (University of Iowa).

RICK JONES RETIRES

Richard E. Jones, music librarian at the University of Notre Dame since 1993, retired on April 15, 2006.

Rick has been a long-standing member of MLA, serving in various capacities at both the national and regional levels. In the Midwest Chapter, he served as chair and was editor of *Midwest Note-Book*. He hosted the chapter's 55th anniversary "homecoming" meeting in South Bend in 1996. Rick also held positions at Ohio University, the University of North Carolina-Greensboro, the College of New Jersey (formerly Trenton State College), and the University of Wisconsin-Milwaukee.

The Midwest Chapter joins his many colleagues and friends throughout MLA in extending Rick best wishes for a happy retirement!

Tips from TAPS

Technology, Archives, Preservation and Sound Committee

REPLACING CD CASES

Does this scenario sound familiar?

You replace a broken CD case, re-label it, and re-barcode it only to have to replace it again and again.... Consider spending a little more money initially to save time and money in the long run. Replace those broken CD cases with cases fashioned from **polystyrene**. This material is quite flexible and virtually unbreakable. CD cases made from polystyrene can easily be found in standard library supply catalogs.

Donna R. Campbell, Missouri State University Chair, TAPS Committee

For other Tips from TAPS, information and resources, see the TAPS website at:

<http://www.vandercook.edu/library/taps/>

From the Chair...

continued from page 2

I hope you'll consider donating to one of the Midwest Chapter scholarship funds—the Leslie Troutman Scholarship and the Retirees Scholarship for Student Members. These scholarships provide support for library paraprofessionals and library school students to attend our annual chapter meeting, and are an important component of our outreach program. Please contact Secretary-Treasurer Michael Duffy if you'd like to make a contribution—and I thank you in advance! If you would like to nominate someone for a scholarship (or apply for one yourself), look for the application form in the September issue and on the chapter website.

Summer is now upon us. The bobwhites sing every morning and evening in the field behind our house, and the butterflies and bees visit our butterfly bush, English lavender, and prairie plants. I hope your summer is also filled with the wonder of nature.

Cheers!

—Laura Gayle Green, University of Missouri-Kansas City

Authentic Assessment of Information Literacy Programs in Music: Report on a Librarian Leave Project

Holling Smith-Borne

Holling Smith-Borne is music librarian at DePauw University, Greencastle, IN. In August, Holling will become director of the Anne Wilson Potter Music Library at Vanderbilt University. He writes, "I have enjoyed the Midwest Chapter immensely and value the many friends and colleagues that I have made during my fourteen years in the chapter."

At DePauw University, librarians are granted a three-month research leave after seven years of continuous service. During the summer of 2005, I took advantage of this opportunity to get serious about evaluating my library instruction program at DePauw.

My approach to library instruction is a course-integrated one where I start with teaching basic skills during a student's first year and continue with increasing difficulty in the sophomore, junior, and senior years. The music courses that have been a natural fit for my library instruction sessions are:

- First Year Seminar (four sessions during first year)
- First module of the music history sequence (three sessions during sophomore year)
- Music "topics" courses (one session during junior year)
- Senior Seminar (one session during senior year)

Each of my sessions has corresponding graded assignments that reinforce the skills that I teach in these courses. Scores on these assignments constitute ten percent of a student's final grade in the course.

The instructors at DePauw have been very generous in giving me opportunities to teach in their courses during the five years of this program, and I wanted to find out if the students were retaining and using the skills being taught. Students do fill out evaluation forms at the end of the semester, providing me with some feedback, but my goal with this project was to see if the students were retaining the skills and actually using them.

AUTHENTIC ASSESSMENT

My first task was to read about assessment techniques and methods. The method that seemed the most appropriate to me was "authentic assessment," which is an evaluation of student learning through real-life, "authentic" tasks. Such tasks include projects, journals, process writing, demonstrations, and other interactive exercises that challenge students to apply their knowledge and skills in complex and creative ways. To assess these authentic tasks, I developed three activities to be used in the music senior seminar courses. The senior seminar course requires a student to do an extensive research project which concludes with a research paper and presentation.

In the DePauw School of Music, three instructors rotate teaching this course, and all have agreed to use one of my proposed exercises to assess students' learning and retention of the skills taught in the music library instruction program. Many of the techniques of authentic assessment require students to problem-solve, think critically, and recall, explain, and analyze information; this was my guiding philosophy in creating these exercises. My goal was to create three totally different exercises that incorporate different learning styles.

During the spring semester of 2006, I implemented my exercises in the senior seminar course. The instructor of the course was open to trying not one, but two of my exercises.

THE EXERCISES

Exercise 1: Blogging the Research Process

Objective: Students self-assess their own research process and plan for the next steps in their research.

Activity: Students contribute to a course blog to report their research findings, bibliographic citations, reflections on their work, next steps in the research process, frustrations with

information resources, opinions and reflections on their research, and answers to questions listed below. Each week a question is posted by either the music librarian or the instructor (alternating weeks) for each student to answer and post to the blog. Students may respond and add to others' postings. Sample questions posed by the music librarian/instructor for inclusion in the blog could include:

- This week, I set out looking for...I found...This is how I found it...
- I think I used (this resource) very well because I...
- One problem I met with this week while doing research for my senior seminar project is...
- The piece of the research puzzle that is still missing is...
- I feel I need practice with (this resource)...
- This is what I accomplished in the library (or online) this week while working on my project...
- The top five things I learned about this database are...
- The next step in my research is...

Conclusion: The music librarian and instructor read the blog weekly and provide feedback to the student. The music librarian judges the "process" and the instructor judges the content.

Exercise 2: First-Year Student Visitation

Objective: Students will think about their own research process, realize that there are many different ways to do research, think about the many steps involved in doing research, share their own researching experiences, and summarize all the various information resources available to a first-year student.

Activity: The instructor does a role play where he/she is introduced as a first-year student with a research paper or project to complete. (An actual first-year student, prepared in advance, may be used instead of the instructor.) The first-year student has many questions about the research process and was sent to this class because they are the "experts" on research. The first-year student poses many questions, addressed to the class as a whole:

- What makes a good research topic?
- My instructor said something about having a focus or a thesis. What does that mean? How do I do that?

- What are good resources to start my research and to help me determine a topic?
- How do I know if a topic is feasible?
- How long will the whole research process take? How can I manage and organize this process?
- My instructor says I need a variety of sources. What can't I just use Google? How do I find books, journal articles, CDs, scores, etc.?
- How can I determine who is an authority or expert on my topic? How can I determine what is scholarly information versus popular information?

Conclusion: Success at this activity can be evaluated by the quality of the responses by the students. The instructor and music librarian will need to present some additional ideas after the questions have concluded.

Exercise 3: Create an Online Pathfinder

Objective: To create an online "pathfinder" on the topic that the student will use for his/her senior seminar project. A pathfinder is a brief report that passes on a student's knowledge and expertise to someone else who might have the same research topic or project.

Activity: Each student creates a pathfinder with four sections (using the *Chicago Manual of Style* for all annotations):

- A) Browsing the Reference Collection
- B) Searching the Online Library Catalog for Materials
- C) Searching Indexes to Music Periodical Literature
- D) Searching the Internet

Each section of the pathfinder should include:

- 1) A short introduction (with a link to the resource, when available) which may include advice on search terms or strategies one might use; on how to use the resource effectively; or on selecting an appropriate index or resource.
- 2) At least two items that might prove helpful in researching that topic. In section A and B, include the call number after your citation. In section C, include links to two *relevant* journal articles found in the indexes.
- 3) An annotation (brief summary) of the special features and contents of each of the sources (use Duckles' *Music Reference and Research Materials: an Annotated Bibliography* for examples of annotations).

Conclusion: Students will select and employ the most appropriate search tools and resources, analyze and evaluate information resources on their topic, and apply their knowledge of citation style to sources included in the pathfinder. Students will present their pathfinders to the class and share them with their peers. Peers will be guided by the instructor and music librarian in providing constructive feedback on their pathfinders. If using Blackboard for the course, links to pathfinders can be posted in advance of the peer evaluation. Student could include their pathfinders in their e-portfolios.

RESULTS OF THE EXERCISES

The instructor of the course selected exercises 1 and 2. During the first week of class, I tried exercise 2, First-Year Student Visitation. I used one of my student employees who happened to be a first-year student, as the slightly clueless first-year student. I briefed her and we did a practice run before class.

Overall, the students in the class did a good job of explaining the research process to the first-year student. They enjoyed giving her research tips and sharing their experiences. I was particularly impressed with their responses to the question about organizing and managing their research and citations.

The students were able to recall most of the resources that were covered in the library instruction sessions, but not all. They did not mention Worldcat, Naxos Music Library, or any non-music database. I was surprised that not many students used reviews—they felt they were too subjective and were unsure where to find them. Another surprise was their hesitancy to use what I call “non-traditional” resources such as liner notes, or interviews with DePauw instructors or experts on their research topic. In answer to the question “What can’t I just use Google to research my paper?,” the students responded that Google was “not reliable” and “would not be scholarly enough” (YES!).

Three weeks into the course, I set up a course blog and began exercise 1, Blogging the Research Process. The blog started out very successfully, but contributions dwindled as the semester went on. Postings included many questions about resources that I might not have received at the reference desk or via our AOL IM chat service. Students enjoyed using the blog as a way to post the progress on their re-

search projects. Few students commented on their colleague’s postings, which was a bit disappointing, but I think it is difficult for students to provide constructive critique to their peers.

VISITING OTHER INSTITUTIONS

As part of my librarian leave project, I visited music librarians at two institutions in the Midwest Chapter: Kathleen Abromeit at Oberlin Conservatory of Music and Bonnie Houser at the Cleveland Institute of Music. Both have implemented information literacy programs at their institutions. During each visit, I had the opportunity to observe a library instruction session and to have an extended conversation with the librarian about information literacy programs for music students. I shared my authentic assessment exercises with them and used their input to tweak my ideas.

I observed these sessions:

At Oberlin:

MH 301, Research and Writing About Music

Session title: “The World of Google: We Google, Therefore We Are”

Instructor: Kathleen Abromeit

Session content: Google’s library project, past failures of book digitization projects, the future of the printed book, Google Scholar, and the changing world of information. Lengthy student discussion.

At Cleveland:

MUSC 421, Methodologies of Music History

Session title: “Music Encyclopedias and Dictionaries”

Instructor: Bonnie Houser

Session content: Comparison of articles (biographies of composers/artists) from music encyclopedias. Students were paired up in groups after reading two contrasting articles on the same composer/artist, and presented their findings to the entire class. Bonnie then summarized the pros and cons of each resource, noting how a student could locate an expert on a given composer/artist.

SHARING IDEAS

Following are some of the ideas shared by Kathleen and Bonnie in our discussions:

- Re-teach difficult resources such as the online catalog and the *New Grove Dictionary of Music and Musicians* in different instruction sessions.

Just because you have taught this once doesn't mean the student can effectively use the tool.

- Consider implementing sessions in instrumental and voice private studios that focus specifically on a student's instrument or voice type.
- Offer sessions for the area where there are the most majors in the School of Music (example: opera students) and cater the session to their specific information needs.
- Offer an "Excellence in Research Award" that is given to students who are outstanding in their research process. Students entering the competition submit both a research paper and a journal documenting their research process. These are judged by librarians.
- Offer lunchtime sessions on "hot topics" in music research to supplement the sessions given in the information literacy program.
- Continue to teach information resources at the time of need. Students are motivated to learn the resource and ask questions if they must use it directly after the session to complete an assignment.
- Use as many active learning techniques as possible.

EVALUATION OF LEAVE

I enjoyed having some dedicated time to think about library instruction and to create the three assessment exercises. The exercises are informing my teaching and giving me insights as to what the students are retaining from my instruction. I gained some new ideas about what to re-teach and reinforce, and have a better idea of what the students comprehend. The best part, however, were my visits and discussions with Kathy and Bonnie. As the only music librarian at my institution, I sometimes feel isolated, and talking to other colleagues in depth about library instruction was valuable and rewarding.

EDITOR'S NOTE: Do you have a research or sabbatical project, poster session, or presentation you would like to share? Consider contributing it to Midwest Note-Book. Submissions are always welcome! See page two for contact information.



MIDWEST CHAPTER OF THE MUSIC LIBRARY ASSOCIATION ADMINISTRATIVE STRUCTURE

Terms expire in October of the year indicated.

EXECUTIVE COMMITTEE

Chair: Laura Gayle Green (University of Missouri-Kansas City), 2007
Past Chair: Robert C. Delvin (Illinois Wesleyan University), 2006
Secretary-Treasurer: Michael J. Duffy (Northern Illinois University), 2007
Newsletter Editor: Greg Fitzgerald (Western Michigan University), 2006
Webmaster: Rebecca Littman (University of Wisconsin-Milwaukee), 2006

2006 Local Arrangements Committee

Rebecca Littman (University of Wisconsin-Milwaukee)
Linda Hartig (Carroll College)
Todd O'Connor

STANDING COMMITTEES

Bylaws

(One-year terms; members may be reappointed)
Beth Christensen (St. Olaf College), Chair, 2006
Laura Gayle Green (University of Missouri-Kansas City),
ex officio, 2007

Membership

(Three-year terms; members may be reappointed; Chair serves one year as Chair-Elect, two years as Chair, one year as Past Chair)
Mary Huismann (University of Minnesota), Chair, 2006
Stephanie Bonjack (VanderCook College of Music), 2008
Keith Cochran (Ball State University), 2008
Michael J. Duffy (Northern Illinois University), 2007
Richard LeSueur (Ann Arbor District Library), 2007
Sheri Stormes (Butler University), 2008
Lynne Weber (Minnesota State University-Mankato), 2008

Program

(One-year terms; members may be reappointed)
Robert C. Delvin (Illinois Wesleyan University), Chair
Jon Haupt (Iowa State University)
Rebecca Littman (University of Wisconsin-Milwaukee)
Don Widmer (VanderCook College of Music)

Publications

(Three-year terms; members may be reappointed; Chair serves one year as Chair-Elect, two years as Chair, one year as Past Chair)
Therese Dickman (Southern Illinois University-Edwardsville), Chair, 2006
Michael J. Duffy (Northern Illinois University), 2006
Laura Gayle Green (University of Missouri-Kansas City), 2006
Kathleen Haefliger (Chicago State University), 2007
Ruth Inman (Kennedy-King College), 2006
Ruthann McTyre (University of Iowa), 2007
Wendy Sistrunk (University of Missouri-Kansas City), 2008
Lynne Weber (Minnesota State University, Mankato), 2006

This version of the administrative structure should reflect changes in committees made at the 2005 chapter meeting. Please report errors and omissions to the editor.

SPECIAL COMMITTEES

Cataloging

(Three-year terms; members may be reappointed; Chair serves one year as Chair-Elect, two years as Chair, one year as Past Chair)
Kerri Scannell (University of Kentucky), Chair, 2006
Mark Scharff (Washington University), Chair-Elect, 2006
Stephanie Bonjack (VanderCook College of Music), 2007
Patty Falk (Bowling Green State University), 2008
Grace Fitzgerald (University of Iowa), 2006
Jill Garbs (Southern Illinois University-Edwardsville), 2008
Jeff Gibbens, 2008
Mary Huismann (University of Minnesota), 2008
Richard LeSueur (Ann Arbor District Library), 2006
Deborah Morris (Roosevelt University), 2006
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Jessica Schomberg (Minnesota State University-Mankato), 2006
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Sue Stancu (Indiana University), 2006
Stacie Traill (University of Minnesota), 2006
Barry Zaslow (Miami University), 2008

Public Services

(Three-year terms; members may be reappointed; Chair serves one year as Chair-Elect, two years as Chair, and one year as Past Chair)
Robert Delvin (Illinois Wesleyan University), Chair, 2008
Emma Dederick (Indiana University), Past Chair, 2008
Jana Borchardt (Evangel University), 2008
Therese Dickman (Southern Illinois University-Edwardsville), 2008
Jon Haupt (Iowa State University), 2008
Kathleen Haefliger (Chicago State University), 2008
Christine Kubiak (Illinois State University), 2008
Rebecca Littman (University of Wisconsin-Milwaukee), 2008
Brad Short (Washington University), 2008
Holling Smith-Borne (DePauw University), 2006
Sheri Stormes (Butler University), 2008
Don Widmer (VanderCook College of Music), 2008
Carla Williams (Indiana University), 2008

Technology, Archives, Preservation, and Sound (TAPS)

(Three-year terms; members may be reappointed; Chair serves one year as Chair-Elect, two years as Chair, one year as Past Chair)
Donna Campbell (Missouri State University), Chair, 2008
Don Widmer (VanderCook College of Music), Past Chair, 2008
Stephanie Bonjack (VanderCook College of Music), 2008
Tom Caw (University of Wisconsin-Milwaukee), 2008
Emma Dederick (Indiana University), 2007
Robert Delvin (Illinois Wesleyan University), 2006
Kathleen Haefliger (Chicago State University), 2007
Jon Haupt (Iowa State University), 2008
Andrew Leach (Center for Black Music Research), 2008
Deborah Morris (Roosevelt University), 2008
Suzanne Mudge (Indiana University), 2008
Holling Smith-Borne (DePauw University), 2007