



9-2000

## September 2000: Dacus Enjoys Banner Year, Information Literacy, Lifelong Learning

Dacus Library

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# Focus

DACUS LIBRARY / WINTHROP UNIVERSITY / SEPT 2000 / NO. 40

## Dacus enjoys banner year

*Indeed, so good was this past year that in almost every measurable materials category we exceeded our past record.*

Nearly one year ago to the day, I penned a most lugubrious piece in the *Dean's Corner* about libraries and the difficulties they faced. Over the last decade, I pointed out, inflation had hit libraries to the tune of 145%. Further, I ended the piece with a heart-rending graph of Dacus's position relative to our regional peers. It was not the most joyful of pieces but it did sketch a truthful picture of the realities we faced.

While *library* inflation has not gotten any better (indeed, it worsened again this year!), Dacus's relative position has improved dramatically! Thanks to the concerted efforts of concerned Winthrop administrators, and library re-allocations, the library enjoyed in 1999-2000 one of its best years in decades!

First, the library received a much-needed facelift. New carpet, paint, furniture and a host of other "goodies" took Dacus's frightening sixties howl to a more modern and inviting look. Gone is the peeling paint from every stairwell; gone are the teal columns and multiple-stained carpet; gone are the sway-back chairs and couches, broken down from over-use. In their place is a newness that invites study and argues growth: new carpet, new paint, new

furniture throughout the building.

Not everything was merely cosmetic, however, though it's foolish to talk 'merely cosmetic' when one looks at the final bill.

Further, the library was equipped with a state-of-the-art Technology Room in which to teach students everything they need to know about library research, whether in paper format or on the World Wide Web.

Before this addition, students listened to lectures, then walked up stairs and were shown what to do. Today they sit down to 24-Pentium III computers and are expertly escorted through databases, the Web and much, much more. There isn't a library in the state better equipped to teach young people the research skills to last a lifetime than we are in Dacus! With our new Bibliographic Instruction Coordinator, Claire Clemens, we are second to none.

A naysayer might wish to quibble: "This is all very well and good but it does not speak at all to books and materials we so desperately need." And he would be exactly right. We can, however, silence even that critic with more good news. Internal re-allocations amounting to around

\$50,000 plus and an infusion of nearly \$30,000 additional dollars allowed the library to significantly increase its materials budget. Another \$15,000 in mid-year allocations was added for special purchases. Not only were new, never-before-owned databases purchased, **but for the first time ever, the Dacus book budget soared to nearly \$200,000, including gifts and continuations!** [See Graph 1.] This huge infusion of monies brought students more new materials in one year than they have had in several.

Indeed, so good was this past year that in almost *every* measurable materials category we exceeded our past record. **For example, total serial purchases surpassed the \$400,000 mark for the first time ever.** The total number of physical volumes added to the collection (4,886) *surpassed every level since 1988 and 1989.* Indeed, save for those two years alone, we purchased more books last year than we have in any of the last fifteen. [See Graph 2.] When comparing audio-visual purchases, there is no comparison. **Last year we outspent all years combined.**

This is a testament, not only to a willing, helpful and

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# Dacus enjoys banner year

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most supportive administration, but also to this fine library staff. Dacus faculty and staff never missed a beat. Materials (which last year were *twice the number* processed than in the previous year) were received, catalogued and classified in a timely and orderly fashion. Circulation personnel stepped up to the task of processing more with one less staff member. It could have been a most trying year: new dean, new goals, many changes. Nevertheless, this staff confronted the challenge and more than met it.

***And the good news just keeps getting better!***

This year's budget calls for yet another infusion of new dollars into the materials budget. *For books, an additional \$15,000 over last year; for periodicals, an additional \$35,000 over last year. These are permanent additions!* Reallocations from last year will see more gains this year and further augment the budget. Already

this summer the library has added new and significant databases: **FIS Online, Biological Abstracts, Social Work Abstracts** and more!

It goes without saying that we're a long way from perfection. Much work remains to be done. (See for example the current *Dean's Corner* for that work!) Our target growth mark for books is still some distance away; for periodicals, even further (*every year* for the last decade periodical prices have increased an average of 10% for Dacus). Yet we're confident that at current levels, we can not only continue to preserve this excellent library, but also manage to improve it incrementally thereafter. While we remain some distance from our goals, we are no longer within shouting distance; we're poised to reach them soon. We still have *much* work to do in external funding. Without it we cannot reach stability and measured growth. No need to worry. You'll still hear our knock on your door!

*Even so, one must be grateful when the time comes and certainly Dacus has much to be thankful for. We are making excellent progress.*

Libraries will likely remain 'budget black-holes' forever; places where funds fall in by the tens of thousands only to discover there is no bottom and more is needed. But with this kind of *continued* support, it is certain that Dacus will grow while making excellent progress. Our hats are off to the Winthrop administration for all its support and ready assistance.

Join us, won't you, as we celebrate this new growth. And while you're thinking about it, now would be as good a time as any to write "Ida Jane Dacus Library" on a check and sign your name to it, now wouldn't it? Why not come on board and be a part of a new and exciting venture!

Mark Y. Herring  
Dean of Library  
Services



# New librarian advocates information literacy

On August 1, 2000, Claire Clemens joined the Dacus Library Reference Department as Coordinator of Library Instruction. Claire holds an M.A. in German language and literature from Middlebury College and an MLIS from the University of South Carolina.

She has held a variety of positions in public service and in education, including working in the travel industry in Germany and the US, teaching English as a Second Language (ESL) and German at Purdue University and at the University of Rhode Island, and most recently, working at Anne Springs Close Library at York Technical College.

Claire is qualified as a library media specialist and has spent considerable time this past year reviewing and cataloging educational Web sites.

She is passionate about integrating media and technology into instruction and is an advocate of information literacy.

*Instructional time with hands-on computer learning in the library's new electronic classroom can be reserved by contacting Claire at:  
323-2195  
clemenc@winthrop.edu.*

Claire Clemens  
Coordinator of  
Library Instruction



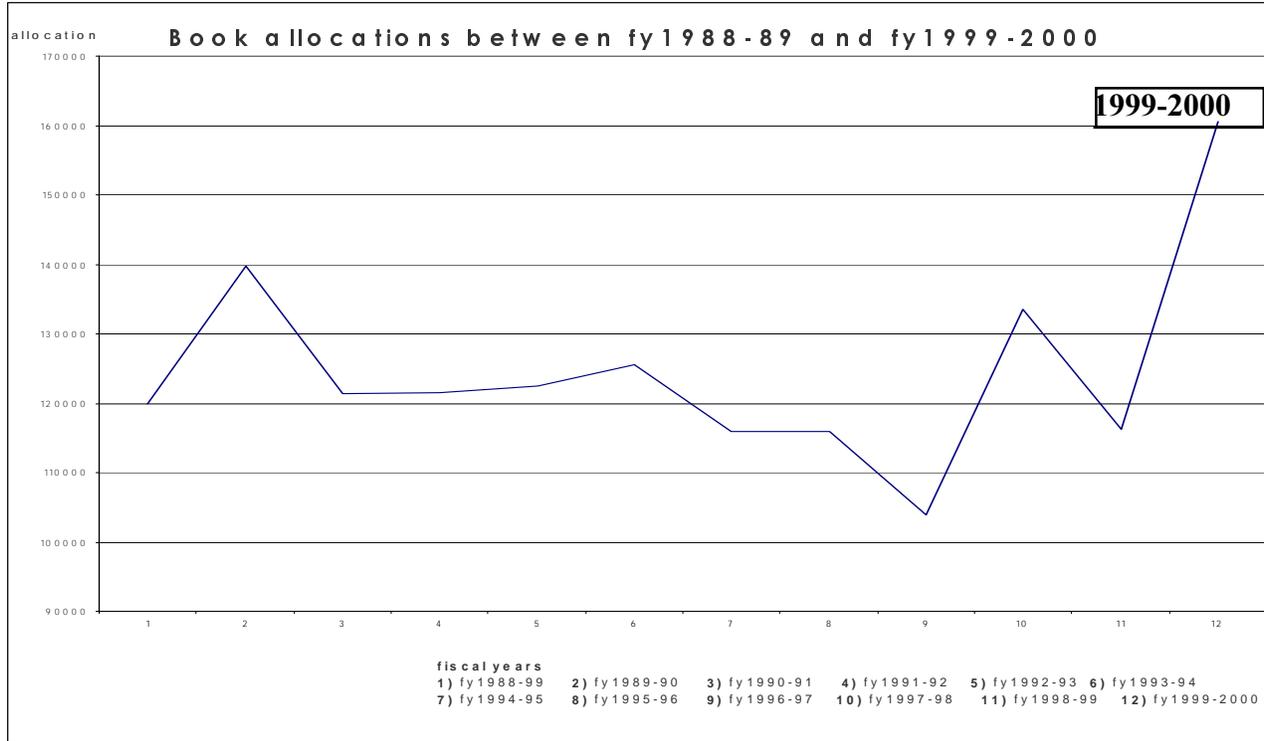
## Dacus Focus

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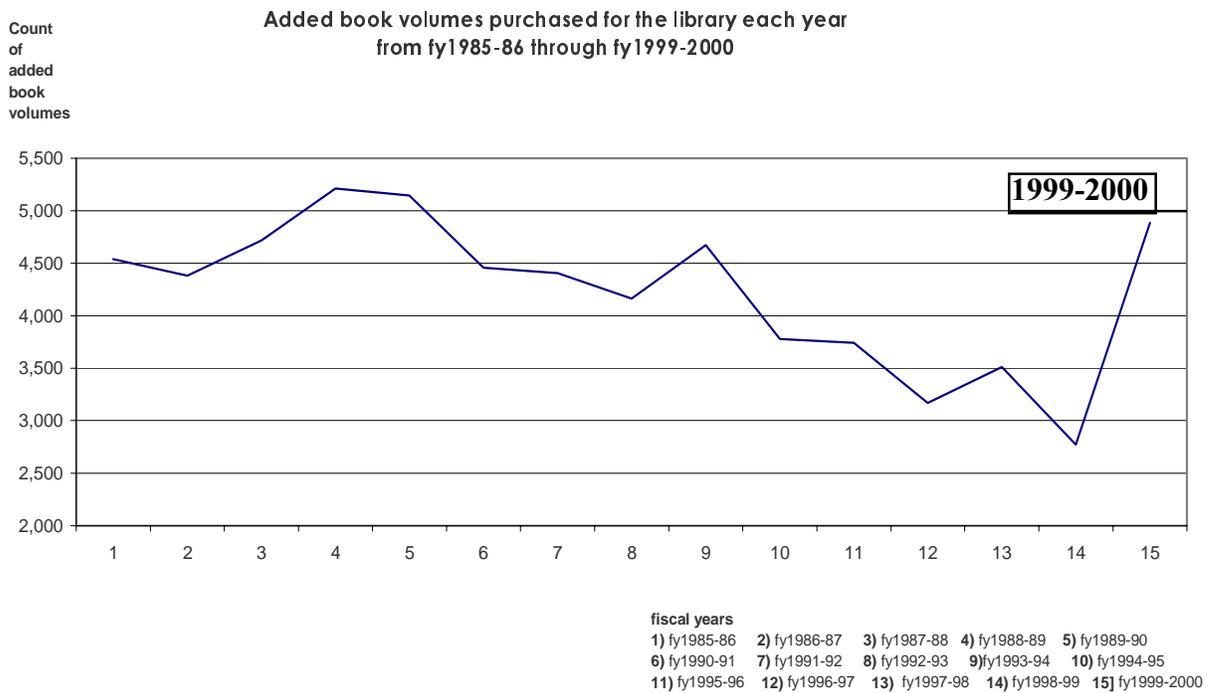
*Lois Walker &  
Claire Clemens, Editors*

[www.winthrop.edu/dacus](http://www.winthrop.edu/dacus)

# Focus



**Graph 1**



**Graph 2**

## Focus

# Lifelong learning starts here

*“Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.”*

### ***Information Literacy Competency Standards for Higher Education***

Information is not knowledge. Accelerated technological change and proliferating information resources challenge us all to make effective information choices in academic studies, in the workplace, and in our personal lives. An information literate individual is able to navigate through the expanding quantity and uncertain quality to find and use the information needed to acquire knowledge.

The electronic classroom in Dacus Library is intended as a resource to enhance the information literacy of students and faculty from all disciplines. This new facility is designed for interactive, computer-assisted library instruction and learning. It features 24 networked Dell Pentium III computers with 17” monitors, a ceiling-mounted video/DVD/data conference room projector, an 8’ x 8’ electric projection screen, and a lecture console. Students develop information literacy skills by hands-on practice and by direct observation of librarians modeling the

use of software applications, databases, and other information technologies.

Ultimately library instruction extends beyond the computer and the information technology skills necessary to find information to the broader framework of understanding, evaluating, and using information. This state-of-the-art facility enables the Dacus faculty to provide customized, course-integrated information literacy instruction that benefits the entire Winthrop community and supports the vital mission of higher education to promote lifelong learning.



*Claire Clemens in the newly refitted electronic classroom, located in Room 18 on the ground floor of Dacus.*

### ***Information Literacy Competency Standards for Higher Education***

*—Association of College and Research Libraries*

The information literate student:

1. **Determines** the nature and extent of the information needed.
2. **Accesses** needed information effectively and efficiently.
3. **Evaluates** information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. **Uses** information effectively to accomplish a specific purpose.
5. **Understands** many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.