Reference/Public Services Policies

Research Room Policies Governing Use of Materials

The Special Collections Reading Room is open to researchers during regular hours as posted, and follows the general schedule of the University calendar. Reading privileges in this room are granted subject to the following policies. Researchers may be barred from future use of the room for violating these policies.

- All coats, briefcases, backpacks, handbags, and personal property not essential to research are to be left in lockers provided outside the reading room.
- Food, beverages, and smoking are not allowed.
- All materials are to be handled with great care. Materials are not to be leaned upon, written upon, marked, altered, or otherwise mishandled. Materials will remain in the original order in folders and boxes.
- Only pencils or computers may be used to transcribe notes.
- Permission to examine materials does not imply permission to publish or quote. It is the researcher's responsibility to obtain authorization to publish or quote from the appropriate source.
- Special Collections reserves the right to deny access to any material that is fragile, not yet processed, or which is restricted at the wish of the donor.
- Theft or mutilation of materials is a crime that will be prosecuted.
- All photocopying is subject to condition of materials or donor restriction. Researchers may be required to use printed copies, microforms, or other facsimile reproductions.
- All appearances of Special Collections material must be cited:

 Special Collections
 University of Arizona Library
 Name of the collection
 Location of the item by box and folder, or other unique identification information

 Example:
 Special Collections
 University of Arizona Library
 Morris Udall Papers
 Box 1, folder 7, minutes of board meeting

Revised Oct. 2001

Rules for Use of Special Collections and University Archives

♦ Place all personal property, including briefcases, purses and coats, in a locker. We ask that you turn your cell phone to vibrate, and answer it in the hall, away from the door. Laptop computers, small wallets, notepaper and pencils may be taken into the reading room.

♦ The reading room is a no-pen zone. Only pencils and laptop computers may be used to take notes.

♦ Request all items from the reference librarian. Special Collections and University Archives materials are not browseable. Request items or photocopying no later than 15 minutes before department closes.

♦ There is no self-service photocopying of collection materials. The reference librarian determines what may be copied and staff does all copying. Copies are 20¢ each, and patrons must provide a debit card—available in Copy Services—in order for photocopying to be done.

♦ Handle and read materials only at the reading room tables. Limit handling of items to the minimum necessary for your research and exercise all possible care to prevent damage to materials.

♦ Do not mark, take notes on or trace on top of library materials. Keep all materials flat on the table; do not place items in your lap or hold them up.

♦ Please maintain quiet in deference to your fellow researchers.

♦ The Reading Room is reserved for patrons using Special Collections and Archives materials. The public computer in the Reading Room is reserved for using ANTPAC, OAC, and other online tools supporting Special Collections materials.

♦ No eating, drinking or gum chewing is permitted in the reading room.

♦ Retain existing order and arrangement of all unbound and manuscript materials. If an item appears out of order, notify the reference librarian, but do not make the correction yourself.

♦ For permission to publish or to quote from manuscripts and other unpublished materials, contact the Head of Special Collections and University Archives.

♦ Please return all materials to the reference librarian before leaving for the day or for an extended period. If you must leave the reading room temporarily, make arrangements with the reference librarian.

♦ Upon request, submit all personal property for inspection before removing it from the reading room.

Privacy Notification

The State of California Information Practices Act of 1977 (effective July 1, 1978) requires the University to provide the following information to individuals who are asked to supply information:

The principal purpose for requesting the information on this form is for administration of the use of Special Collections and University Archives. University policy authorizes maintenance of this information.

Furnishing all information requested on this form is mandatory. Failure to provide such information will delay or may even prevent use of Special Collections and University Archives. Information furnished on this form may be used by various University departments for identification purposes and will be transmitted to the State and Federal governments if required by law.

The person responsible for maintaining the information contained on this form is the Head, Department of Special Collections and University Archives.

03/24/06   V:\Reference\patron registration\patron_reg_form 2005-06.doc

http://rmc.library.cornell.edu/services/registration.html

Cornell University Library

Search Library Pages   Search Cornell

Home   **Research Services**   Collections   Programs   News   About Us   Search the RMC Website

Current Page: Research Services ▶ Registration & Guidelines for Use   Library Catalog: [ ] Title [▾] [Go]

Research Services Contents

- **Research Services Overview**
- **Reference**
- **Registration & Guidelines for Use**
- **Instructional Programs**
- **Information for Visitors**
- **Reproductions & Permissions**
- **How to Find Rare Books & Manuscripts**

Registration & Guidelines for Use

Registration Procedures

The Division of Rare and Manuscript Collections is open to the public--to students, faculty, visiting researchers and members of the community. First-time researchers should proceed to the Reference desk on level 2b of the Carl A. Kroch Library to fill out a registration card and present photo identification. Registration cards are kept on file and should be updated once per year. Materials are requested on call slips available at the Reference desk. Requested materials will be paged by collections staff and brought to researchers in the Reading Room. Although no appointments are required, out-of-town researchers interested in archival or manuscript collections may wish to call in advance, as some manuscript collections are housed in the Library's Annex and take a day to arrive.

Guidelines for Use of Materials

Materials held by the Division of Rare and Manuscript Collections are non-circulating. In order to protect and preserve the rare and fragile books and documents under our care, we ask researchers to abide by the following guidelines:

- Materials from the collections are to be used only in the Reading Room.
- No materials from the collections will be issued to anyone who cannot present valid photo identification and who does not complete a registration card.
- Pencils only may be used in the Reading Room; pens may not be used.
- Laptop computers may be used in the Reading Room; electrical outlets are available.
- No tobacco, food or beverages are allowed in the Reading Room or elsewhere in the Library.
- Bookbags, backpacks, purses, briefcases, coats, newspapers, umbrellas, etc. are not allowed in the Reading Room; coat rack and lockers are provided.
- All books, manuscripts, and other materials from the collections must be handled with special care. Printed books and bound manuscripts must be used on book supports, and gloves will sometimes be required with fragile or otherwise delicate materials.
- Manuscript items are issued one box, or in some cases, one folder at a time.
- All materials must be returned to the supervision desk when a researcher leaves the Reading Room.
- Researchers wishing to use the same materials again within two weeks may ask to have them placed on hold.
- Users of the collections are expected to abide by all stated copyright regulations.
- Photocopying is done by library staff at the discretion of the curators. Request forms are available at the supervision desk.

UIC UNIVERSITY OF ILLINOIS AT CHICAGO   University Library

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Special Collections and University Archives

Departmental Rules Governing the Use of Material

Readers of materials from the Special Collections and University Archives deaprtments, the University of Illinois at Chicago agree to comply with the following regulations:

- **Deposit hat, coat, briefcase, and other personal property** (exclusive of note-taking materials) at the place designated for this purpose within the department.
- **Sign** the Visitors Register daily upon **entering** and **leaving** the Department.
- Complete and sign the reader register form in the reading room
- **Handle** only those materials checked out to you at the seat assigned to you in the Special Collections Reading Room.
- Use only **pencil** to make notes.
- **Make no marks or erasures** on the Special Collections materials. Do not rest notes, elbows, or any other objects on top of Department materials. Leave all materials flat on the desk -- nothing should be placed on your lap or balanced on the edge of the table. Turn pages carefully; avoid touching page surfaces with your hands. Do not wet your fingers as you turn pages.
- **Certain items require greater care in handling.** The Librarian will assist you in handling fragile, brittle, and oversize items. Cotten gloves must be worn when handling photographs and other designated materials.
- **Do not** remove or rearrange any items in folders. Material that appears to be out of order should be reported to the Librarian.
- Follow the instructions detailed by the Librarian when requesting photocopies and other reproductions.
- If it is necessary to leave the Special Collections Reading Room temporarily, **you must** notify the Librarian. All folders, and all boxes and books must be closed.
- Before leaving the Department for the day, **check in** all materials with the Librarian. You may request that this material be reserved for up to five days for your use.
- **Submit** for inspection any briefcase, parcel, book, notebook, or other personal property before removing it from the Special Collections Reading Room.

Having read the conditions governing the use of material in the Special Collections Department, the University Library, The University of Illinois at Chicago, I hereby agree to observe these conditions and further certify as follows:

- I am aware that rights to publish materials found in the collection(s) may not rest with the institution. I therefore agree that where such material is protected by the provisions of federal copyright law, I shall respect these rights and will obtain permission from the copyright owner before making any public disclosure of the contents. I hereby agree to hold harmless and indemnify the University against any damages incurred through misuse of material protected by federal copyright law.
- I realize that I am bound by existing laws of libel.
- In making photocopies, photographs, or microform copies of material available to me, the University Library, University of Illinois at Chicago does not surrender its rights to publish or scan materials in its possession, or to give others permission to do the same. Copies provided are for study purposes only; they are not to be transferred to another researcher or institution. Permission to publish or scan must be sought in writing. I assume all responsibility for copyright infringement or violation.

Return to Special Collections/University Archives home

[   ]

(Search the Special Collections web site)

Last updated: Tuesday, 15-Nov-2005 12:15:48 CST
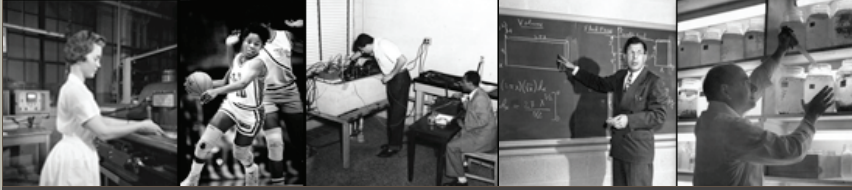
NCSU LIBRARIES

- SEARCH THE COLLECTION
- BROWSE SUBJECTS
- SERVICES
- LIBRARY INFORMATION
- COMMUNITY
- NEWS & EVENTS

MY LIBRARY: Library Account | My Course Reserves | My Alerts

– Most Used –

FAQ | Site Index   Search

ℹ **Library Information**   🖳? Get Answers Now

SPECIAL COLLECTIONS RESEARCH CENTER

Research Services

Access to Materials
Use of Materials
Research Assistance
Permission to Publish or Broadcast
Citation of Manuscripts and Archives
Reproduction Services
Copyright
Rules and Regulations

Access to Materials

Materials are stored off-site and may not be available for immediate access

All researchers are welcome to use Special Collections materials regardless of their affiliation with NC State University. All patrons are required to fill out a registration form and provide picture identification, such as a driver's license, passport, student identification card, etc.

Finding aids and guides to the collections are available online through a web search or via browsing our collections by topic, by call number, or by title.

In order to view Special Collections material researchers need to request the items in advance. **It takes 24-48 hours to retrieve most items from our off-site storage facilities.** Requests can be made in person, online, by telephone, and by US mail.

Use of Materials   ⇧ top

The items located in the SCRC are unique, fragile, and irreplaceable. Special Collections materials do not circulate and can not leave the SCRC reading room.

Staff is on hand to assist researchers with the proper handling of collection material. Gloves, book cradles and weights will be provided as needed.

Use of the materials is subject to the Rules and Regulations as listed below.

Research Assistance   ⇧ top

The staff of the SCRC is available to assist researchers in their work. We can provide collection overviews, instruction on how to locate materials in the collection, and answers to basic research questions.

For in depth queries we recommend that researchers visit the SCRC and make arrangements to view materials that will assist in their project.

Research inquiries are accepted in person, online, by telephone, and by US mail.

Permission to Publish or Broadcast   ⬆ top

Formal written permission is required from the Special Collections Research Center prior to publishing or rebroadcasting any item or work, in whole or in part, held by the Center.

To request permission, please fill out an Application for Permission form and mail it to:

> Special Collections Research Center
> Attn: Permissions Review
> NCSU Libraries
> 2205 Hillsborough Street
> Box 7111
> Raleigh, NC 27695-7111

If permission is granted, the Center requires that acknowledgement be provided using the citation format below.

Citation of Manuscripts and Archives   ⬆ top

In order for other researchers to use and verify your research, it is important to cite exactly where you obtained your information. The following examples are meant as a guide for citing information from the NCSU Libraries Archives or Manuscripts collections.

For **bibliographic** citations from the **University Archives**:
> Chancellor's Office, University Archives, North Carolina State University Libraries, Raleigh, North Carolina.

For **bibliographic** citations from the **Manuscripts Collection**:
> Zeno P. Metcalf Papers, Special Collections Research Center, North Carolina State University Libraries, Raleigh, North Carolina.

For **footnote** citations from the **University Archives:**
> From James B. Shea, Jr. to James T. Caldwell, 27 May 1964, in Chancellor's Office, Correspondence, "Research Triangle" Folder, UA # 2.1.114, University Archives, North Carolina State University Libraries, Raleigh, North Carolina.

For **footnote** citations from the **Manuscripts Collection:**
> From Zeno P. Metcalf to Frank Porter Graham, 23 October 1934, in the Zeno P. Metcalf Papers, MC # 220.0.3, Special Collections Research Center, North Carolina State University Libraries, Raleigh, North Carolina.

Reproduction Services [price list]   ⬆ top

- All photocopies are made by Special Collections staff. Due to the fragile nature of some of our materials, there may be some restrictions on the copying of fragile or bound items.
- Requests for photocopies are processed daily, and orders are ready the same day or the following day depending on the amount of material to be copied. Requests for photographic prints or negatives are processed once a week. Orders are ready the following week and can be picked up in person or mailed directly.
- D.H. Hill Library copy cards or faculty, staff and student i.d. cards are used for library copy machines. Copy cards may be purchased in the Photocopy Services Department located on the 1st floor in D.H. Hill Library next to the main circulation desk.
- Oversized copies for such wide format items as architectural drawings, blueprints and maps are available. Color copies and scans of Special Collections materials are also possible.
- Researchers assume all responsibilities for copyright in the duplication of manuscript and archival materials.

Copyright   ⬆ top

- The nature of the NCSU Libraries' Special Collections means that copyright or other information about restrictions may be difficult or even impossible to determine despite reasonable efforts. The NCSU Libraries claims only physical ownership of most Special Collections materials.
- The materials from our collections are made available for use in research, teaching, and private study, pursuant to U.S. Copyright law. The user must assume full responsibility for any use of the materials, including but not limited to, infringement of copyright and publication rights of reproduced materials. Any materials used for

academic research or otherwise should be fully credited with the source.
- Providing reproductions does not constitute permission to publish or reproduce images in print or electronic form.

Rules and Regulations   ⭡ top

Due to the rare or unique nature of the materials held in the Special Collections Research Center, we have rules and regulations which are more stringent than those of the library in general. A few of these include:

- No food, drink, or chewing gum is permitted in the Special Collections Reading Room.
- Pencils are the only writing implements allowed in the Reading Room. No pens or permanent markers of any sort may be used while working with Special Collections materials.
- Researchers may not have their backpacks or bags in the Reading Room. A locker will be provided for Researchers to place their personal belongings.
- Laptop computers ARE allowed in the Reading Room.

Penn State	Special Collections
University Libraries	Public Service Manual

Chapter III

General Guidelines for Desk Service

Scheduling

Drafting the schedule

- Monday: Print staff's meeting makers for the next week
- Use the current week's schedule to work from (which should be on the "W" drive saved under SPECCOLS/Reference Desk Schedule).
  Before you begin altering the schedule, go to the SAVE AS button and save your work. Save on the "W" drive with the title: Temporary Desk Schedule (e.g. February 16-20, 2004) and then choose SAVE. This will allow the current schedule to stay on the "W" drive and create a new draft version for you to work with.
- Go through the meeting makers and using the "edit", "find" on your toolbar type in a staff member's name (make sure to check the select all box); find where they're working this week, and see if they can be left as is for the upcoming week. Repeat this process adding and subtracting times with each staff member.
- The mechanics of doing the schedule takes time and practice. Here are a few things to look for:
  Jackie and Lee Stout always put their available times on their meeting makers – you just insert the times into the schedule
- Watch for scheduling shifts during lunches, classes, too close together, or when a person isn't available.
- Determine if the people working certain shifts of the day (namely the 11-12:30 and 2-3:30 shifts) have Front Desk experience so they can provide breaks at the appropriate times.
- Always schedule graduate students and volunteers with a full-time person.
- Be aware of the staff members with flexible hours and schedule accordingly.
- Use care when scheduling for annex runs; if the person you have in mind is on desk until 3:30 you may want to reconsider someone else for the job.
- I also found it helpful when beginning the scheduling to ask people what their preferences were, and tried to respect their wishes when possible.

Temporary Schedule

- When you have the temporary schedule completed, send it via email attachment to everyone working the desk, with a week day by which the corrections have to be returned.
- At some point during the week begin work on the weekly staff schedule. I prefer to use a blank one saved on the "W" drive under SPECCOLS/WEEKLY STAFF SCHEDULE TEMPLATE and changing the date each week. When you access it and change the date save it as you did above with the reference desk schedule.
- Using a combination of the meeting makers and temporary reference schedule begin filling in the blanks. Medical, private and vacation time are in blue/bold. If someone has "lock up" duty at the end of a day, place the key next to his/her name on both schedules (copy/paste the key from the weekly schedule). Not everything on a person's meeting maker needs to be recorded on the weekly schedule however, such as banner items, personal reminders or events.

Final Version

- On Thursday, ideally ask another staff member to double-check for changes and omissions using meeting maker and comparing both schedules against it. When that's completed make print-outs for the reference desk, front desk and bulletin board near the Steelworkers Reading Room. Give one to each staff member. Graduate students and wage payroll get the reference schedule only with their shift(s) highlighted. One electronic copy is sent to Bill.

Procedures for Changing Shifts

- Common sense! Be on time (5 minutes early is preferable to exchange information

about patrons and other items as appropriate). Always ask if the previous shift doesn't volunteer the information – it's very important to know what materials a patron may have in the reading room. If you are part of the shift leaving desk, do not leave materials behind whether in the reading room or the reference desk.

Covering absences/no-shows

- Once the schedule goes into effect there will always be changes during the week. If a person with desk calls off sick for the day normally the schedulers find a replacement. If a staff member makes a medical appointment or attends a lecture during one of their shifts it can either be handled by the staff member directly or one of the schedulers can find a replacement for them. It's not always necessary to "pay back" the person you asked to do your desk shift, but it certain never hurts to ask and is always appreciated.

Opening and Closing Procedures

Reference Desk

Opening Procedures:

On call 8-9:30 shift:

1. Unlock both doors into the Steelworkers Room
2. Un-arm basement alarm and unlock downstairs door
3. Unlock both doors into the Reference area, including the latches on the side of the doors and the double doors into the reading room – turn on all lights, including the O'Hara Room, Reading Room, Reference area and copier room.

Reference 8-9:30 shift:

1. Sharpen and replenish pencils at all work stations
2. Check the Desk Message book for updates
3. Replenish registration forms on the reference desk counter
4. Check both computers at the reference desk, the scanner station, enhanced view station and LIAS terminals to make sure they are on and functional
5. If necessary, straighten both rooms – put book cradles in place on each work table, push chairs back into place, run the vacuum if a particularly messy collection was used the previous day; anything that would make the rooms tidy and user-friendly

Closing Procedures:
3:30-5 Shift with the "KEY" symbol

1. Arm and lock the basement
2. Close and lock the Steelworkers doors
3. Turn off the O'Hara room lights (door remains unlocked)
4. Turn off the lights, close and lock the Reading Room and Reference Room

Reception Desk

Opening Procedures:

1. Turn lights on in exhibit room.
2. Turn off alarm at the entrance doorway and the doorway to the office hallway (if it has not been done already.) *full-time staff only.
3. Open door to locker room and turn lights on.
4. Unlock the doors into the Reference Room and unset the two posts in the left-hand door. (The Reference Desk personnel usually does this.)
5. At 8:00 a.m., unlock and open the two exhibit room doors into the Special Collections Library.
6. Check the In/Out board. Erase any old information and make updates as necessary for the current day.
7. Check the sign-in sheet to see if all locker keys were returned on the previous day. NOTE: The doors to the Charles Mann Assembly Room from the exhibit room should remain locked until the room is actually going to be used for a class or meeting.
8. Take 1793 and 7931 off of voice mail.
    a.
       Pick up line 7931
    b.
       Dial 103, wait for the tone
    c.

      Hang up

d.

      Pick up line 1793

e.

      Dial 103, wait for the tone

f.

      Hang up

9. Check 1793 for any voice mail messages.
   a. Dial 5-7000
   b. Enter I.D. Code – The current code is always posted under blotter at Reception Desk.
   c. If there are messages, press 5 to listen (22 will back up to beginning of message)
   d. When finished listening to messages, press 3 to erase, then press 99
   e. Hang Up

Noon Procedures:

At 11:50 a.m., check 1793 for any voice mail messages that may have gone into that line while all lines were busy. Follow procedures as outlined above for checking messages.

Closing Procedures:

1. Notify "late-comer" patrons that Special Collections closes at 5:00 p.m. (in case they had hoped to request a lot of material).
2. Check the Charles Mann Assembly Room:
   a. Turn off the lights in the room if necessary.
   b. Be sure that both sets of doors into the room from outside of Special Collections are closed and locked (also the doors next to the Special Collections entrance and across from the staff lunch room).
   c. Lock both sets of doors that lead into the Assembly Room from the exhibits room. *contact the on-call person if a key is needed to lock doors.
3. Close the two exhibit room doors into Special Collections Library at 5:00 p.m. They lock automatically.
4. Lock the doors into the Reference Room. Be sure to set the two posts in the left-hand door first. (Usually the Reference Desk personnel does this.)
5. Place the In/Out board on the courtesy counter for the convenience of staff members signing in or out after hours.
6. Turn out only one set of lights in the Exhibits Room, leaving one set on for any staff member working late.
7. At 4:50 p.m., check 1793 for any voice mail messages that may have gone into that line while all lines were busy.
8. Put 1793 and 7931 on voice mail.
   a. Pick up line 1793
   b. Dial 102, wait for the tone
   c. Dial 5-7000, wait for voice mail system to pick up
   d. Hang up
   e. Pick up line 7931
   f. Repeat steps b-d above

Checking Email:

When checking your email at the Reception Desk, use Web Mail vs. Eudora. At the present time, only one part-time Reception Desk staff person can be set up for Eudora at the Reception Desk computer and rather than change their settings several times per day, we have made arrangements for the rest of the staff to use Web Mail when working at the Reception Desk.

Reception Desk Duties and Responsibilities

1. Greet researchers and visitors.
2. Give directional information as needed.
3. Direct researchers to the locker room. Any researcher requiring a locker must present I.D. to the Reception Desk staff person. Acceptable forms of I.D. are: PSU I.D., government photo I.D.'s such as driver's license, passport or military I.D. Reception Desk staff person will write the name legibly on the clipboard and issue key to researcher. Researchers entering the reference room should have only pencils, notepaper and/or laptop computers and I.D with them. You should suggest they may want to take change with them if they wish to have copies made.
4. Answer the telephones (transfer calls, take messages, etc.)
   *See Telephone Guidelines instruction sheet.
5. Be polite and tactful when dealing with the public whether it is by telephone or in person. You will give the first impression of Special Collections to many of our

visitors and researchers.

6. Maintain a professional atmosphere. Dress appropriately for public service. Remember these important guidelines:

> Food and drinks are not permitted at the Reception desk by staff nor by any visitors to the exhibit room or reference room.
>
> Desk personnel should not read newspapers, etc. when on desk shifts. Always take work with you that can be completed at the Reception Desk in a neat and orderly fashion. Keep a tidy work area by not cluttering the desk with boxes, numerous carts and hard-to-manage work.
>
> Keep personal conversations to a minimum and use a quiet voice when speaking.
>
> Limit personal visits to 5 minutes or less while working at the Reception desk.
>
> Keep conversations and comments about patrons and coworkers positive.

7. Provide surveillance for the exhibit room by facing the exhibit room at all times, observing visitors as they view exhibits, patron's that may be going to the reference room with bags, etc. and provide continuous upkeep of the in/out board with reference to staff's location.

8. Ask the on-call person to sit at the Reception Desk if you must leave for any reason (even if it is only for a few minutes).

Desk Etiquette

In Person

The best sources for service desk and patron service standards are:

1. The Gateway's intranet
2. In addition no food or drink is permitted at Special Collections service desks.

Telephone

Answering the telephone:

Two of the most important aspects of answering the telephone at the Reception Desk are:

- Announcing the department.
- Letting the person know to whom they are speaking.

Any variation is fine. Listed below are several examples of proper greetings:

- "Special Collections, your name speaking."
- "Good Morning (Good Afternoon), Special Collections, this is your name."
- "Special Collections, this is your name. May I help you?"

Placing a caller on hold:

Our telephone system makes it difficult to forget that we've placed someone on hold since it rings back with a short ring to remind us that someone is still hanging in limbo.
Let the caller know you are putting them on hold. Do not just punch the HOLD button. This gives the appearance that we're too busy to take their call. Say, "One moment, please" or "Can you hold one moment, please" to let the caller know what's happening.
To place a caller on hold, simply press the HOLD button.

YOU CUT ME OFF!

Unfortunately, there may be times when we disconnect a caller. Don't panic. They will call back and you can apologize and reconnect them.

Letting the Staff know they have a call:

Place the incoming call on hold. Press the "intercom voice" button and dial the staff person's 3-digit intercom number. It will not ring. Just start speaking. (If it does ring, this means they are already on their line and we can just take a message.) Otherwise, tell them they have a call on 1793 or 7931 and you can then hang up the receiver. You do not have to wait for the staff person to pick up and acknowledge our call. If they do not pick up the call within a few seconds (the line will stop flashing when they pick up the call), pick up the phone and press the blinking line button and ask the caller if they would like to leave a message or if they would like transferred to the staff person's voice mail. *transferring to voice mail is outlined below.

If a call comes in on any other line than those listed above:

Most of the other lines have voice mail attached to them and these are indicated beside the number on the phone at the Reception Desk. So, it is not necessary to answer incoming calls for those lines because they will go directly into the staff person's voice mail after a set number of rings. However, there are three other lines that do not have voice mail. Should a call come in on those lines and it rings more than three times, answer the call.
Then intercom the person by dialing their 3-digit number and let them know they have a call on Line ****. From the Reception Desk, we can transfer the call to them wherever they are or they can move to a phone that has that line on it.
If the Staff person prefers that you transfer the call to wherever they are:

Go back on the blinking line and press the TRANSFER button, dial the person's 3-digit intercom number (where they are) and hang up.
Note: Every phone has 1793, 7931 and on it. The rollover number is 5-2067. Any line that rings at the Reception Desk should be answered. This will usually be 5-2067 and any line that does not have voice mail attached to it.

What's the difference between the Transfer button and the Recall Button and when do I use them?

The Transfer button is used to transfer calls within the department. The Recall button is used to put an outside call into someone's voice mail or transfer a call out of Special Collections to another location in the library or on campus.

	Press	Dial
Within Department	Transfer	3 Digit Number (example:719) Immediately Hang Up
Out of Special Collections Dept. or to Voice Mail	Recall	5 Digit Number (example 5-2123) Press Recall Again and Hang Up

If you dial a wrong number, receive a busy signal or get no answer, press RECALL TWICE to get your original caller back.

When a person is not available to take the call:

If someone receives a call and they are in a meeting or out of the office, there is no need to volunteer to the caller where they are exactly. Simply say, "They are out of the office at the moment. May I take a message or can someone else help you?"

A good guideline to follow is –
Do not divulge any more information than necessary to an unknown caller, including any personal telephone number information!

Taking a message:

This is perhaps the most important part of manning the Reception Desk. Yet it is the most neglected and can also be the most frustrating to the message recipient. We cannot stress the following guidelines enough:

1. **Always** ask the caller if there is a message.
2. **Always** confirm the spelling of the name. If it is a difficult name, indicate the correct pronunciation for the message recipient so staff can ask for the person correctly when returning the call. If it is

a name, which can be male or female, indicate that by Mr./Ms., etc.

3. **Always** repeat the telephone number back to the caller to verify that they gave you the right number and that you heard the number correctly.

4. **Always** ask the caller if the person will know what it is in reference to. This serves as a reminder to the message recipient and also lets callers know that you are serious about getting the message to the person. If it is a private matter, they will probably tell you that the person will know what it is in reference to or it's a personal matter and in this case, no further clarification is needed.

5. **Always Always** repeat pertinent information back to the caller before hanging up. The caller will be more offended by the call not being returned due to a sloppy message than by asking them to repeat their number or name.

6. **Always** remember to take a message as if it were for you. You would want to know who it was, what they wanted and where they could be reached. (and "some lady called, I don't know what they wanted and no, they didn't say where they were, does not qualify here.)

7. **Always** remember:

   "Who is this?"
   "What did they want?"
   "Did they leave a number?"
   This is a definite clue that the message is not very thorough.

8. **Always** remember that the Reception Desk personnel are service oriented – on both sides of the telephone.
   Our goal, as the person working the Reception Desk, is to never be asked the following when we hand someone a message:

Delivering the Message to Staff:

After you've taken this wonderful message, now what? Since the Reception Desk personnel are somewhat restricted in mobility – the first thing we should do is call the staff person to tell them there is a message at the Reception Desk. If there is no answer, immediately email the person to tell them there is a message if you are comfortable that the staff person will be checking their email soon (email addresses are posted on the telephone sheet at the Reception Desk) OR hand the message to the next staff person walking by to give to the person or place on the staff person's desk or chair. If it is near the end of the day, place any undelivered messages on the courtesy counter beside the sign out board. That way any employee will see it when they check out for the day.

We should not "hold on" to messages until the person walks by or just put it in their mailbox. We cannot be responsible in determining the urgency of each message, so prompt notification is VERY IMPORTANT.

Now you're a pro!

Now that you've mastered the art of the Reception Desk telephone, what else could there be? Please see Reception Desk Duties and Responsibilities and Reception Desk Opening and Closing Procedures for further tips, guidelines and procedures of the Reception Desk.

Registration of Users

The registration form should always be completed by a patron when requesting materials. If the patron is not on-site, a staff member should gather all relevant information and complete the registration form.

The form is laid out into two parts. The left side (REGISTRATION FORM) is primarily personal information about the patron, such as name, address, telephone number and email address. Normally the staff circle the status of the patron, the purpose of their visit, and completes the brief description of their research topic. If the patron is a PSU graduate, the patron will normally complete this portion of the form, including the year they graduated.

We should encourage patrons to read the rules and procedures on the reverse side of the registration form and then sign, indicating they understand and agree with our rules to use Special Collections materials. Optional fields include answering where you heard about our department and would you agree to have someone working on a similar topic contact you at a later date. The staff member conducting the reference interview will then complete the bottom of the form naming which unit(s) the material is from, how the question came to us,

whether we checked their I.D., and finally the staff member's initials.

The right side of the form (CALL SLIP) provides choices as to how to record materials used. The patron should be asked to fill in any call numbers and titles in the appropriate spaces (BOOK/SERIALS). The staff member has a responsibility to look at the CAT to determine which unit houses the material, its location, and other pertinent information required for retrieval (Registration Form Example 1). If the collection is a map, photograph, GVF, PVF, ABVF, etc. it should be recorded in the ARCHIVES/MANUSCRIPT COLLECTIONS section (Registration Form Example 2). FOR STAFF USE ONLY is to record items such as finding aids and database searches. NOTES/RESTRICTIONS includes information pertaining to any restricted materials in the requested collection, notes of clarification for other staff members to read, or when the material requested does not reside within Special Collections

Conducting the Reference Interview

What is Reference Work?

Reference work is more than merely answering questions; it is a process that requires methodology, discernment, technological savvy, and good people skills. The goal of reference service is to meet people's information needs in compliance with the American Library Association's Library Bill of Rights.

The Reference Process

The reference process involves three major steps:

1. Determining the real information need through the reference interview
2. Locating information that will meet that need through the reference search
3. Making sure the patron's need is met through follow-up

Real Information Needs

Since many patrons do not initially or easily express their information needs, reference service requires Library staff members to discern patrons' real information needs. Patrons may ask for what they think the Library has rather than what they really need, or submit a simple request because they "don't want to bother you." Some patrons believe that the materials they see are the only ones available; they do not realize that Special Collections Library houses materials they cannot see.

Some patrons do not fully express their information need because it is highly personal. They may be embarrassed to share it, or simply feel it's none of your business. Tactfully and sensitively explain to patrons that the more information they give you, the better equipped you will be to pinpoint the most useful resources. If necessary, escort patrons to a private space where they will feel comfortable articulating their query.

Although some patrons feel comfortable making a request, they may be poorly equipped to articulate their needs due to a lack of education, limited understanding of the English language, little to no subject knowledge, or a disability. Keep in mind that some patrons are not information literate, i.e., they do not have the ability to identify, find, and use the information they require. You will need to be particularly attentive to such patrons.

Reference Interview

The reference interview is the most critical component of the reference process. As information professionals, librarians and archivists are committed to providing equitable access to information—based on the tenets of intellectual freedom—to encourage the free flow of information and ideas. The reference interview involves the knowledge, use, recommendation, and interpretation of one or more information sources. Information sources include textual and non-textual material; databases; online and paper catalogs; fellow librarians, archivists, and staff members; and other repositories, libraries, and institutions. Conducting successful reference interviews requires patience, practice, and good communication skills. A good reference interview includes the following elements:

1. Opening Statement
2. Listening
3. Paraphrasing
4. Asking Open Questions
5. Clarifying
6. Verifying
7. Six Pieces of Evidence
8. Searching
9. Follow Up Questions
10. Ending the Interview

Opening Statement

The first question a patron asks is typically a conversation opener. A patron's first question is a means for the patron to determine if you are an approachable, friendly person. The patron's initial contact or question typically translates to, "Hello, I'm here. Please pay attention to me." Most opening statements are immediately recognizable, e.g., "Can you help me?" or "Can you answer a question?," while others are oblique, e.g., "You have a lot of stuff here," or "I have some work to do." Be prepared to respond to a wide variety of opening statements in a friendly, approachable manner.

Listening

Good listening skills facilitate a successful reference interview. Actively listening to patrons without interrupting them will help you determine the information necessary to effectively answer a patron's query. Remember: you won't find the right answer if you don't know the right question.

Paraphrasing

Repeating a patron's inquiry without adding any thoughts or questions of your own is called paraphrasing. A paraphrase is a statement, not a question. Use this technique to demonstrate that you understand a patron's information needs. Paraphrasing will reassure patrons that you are listening to them, and have correctly heard their queries. Using this technique also gives patrons an opportunity to clarify or amplify their original request.

Asking Open Questions

An open question is one that you cannot answer with a "yes" or "no" response. Open questions encourage patrons to express their inquiries in their own words. Asking, "What kind of information on _____ are you looking for?" or "Can you tell me more about that?," prompts patrons to more fully explain their information needs. Refrain from prematurely offering patrons choices, e.g., "Do you want to see photographs or textual documents concerning student athletes?" Closed questions will compel some patrons to make a choice, even if it is not what they need. Why? They erroneously assert that your choices represent all that's available. They do not realize that the Library also owns films, videos, audio recordings, slides, etc. of student athletes. Always give patrons an opportunity to articulate their queries; do not tell them what you think their query should be.

Clarifying Questions

You may need to clarify a point by asking for a particular piece of information during the Interview. For example, you may have discovered that a patron wants images of Old Main for a presentation. Before you proceed, you must determine whether the patron needs slides, video, film, photographs, etc. Use clarifying questions to pinpoint the patron's needs. Examples of clarifying questions include, "What have you already found?," "What type of information do you need (books, photographs, textual documents, maps, etc.)?," and "What date range have you pinpointed?"

Verifying Questions

To verify an in-depth request, restate the patron's query, and then ask him/her if you have the request correct. This step will prevent you from jumping to conclusions and fruitlessly searching for materials that the patron didn't really want in the first place. Use this technique when you think you are ready to search for the answer. Check one last time before searching to make certain you have pinpointed the patron's real need. An example of a verifying question is, "What you are looking for, then, are articles written by Eleanor Roosevelt published in the United Mine Workers Journal during the Great Depression?"

Six Pieces of Evidence

Although listening, paraphrasing, asking open questions, clarifying, and verifying are all effective reference interview techniques, you may have to directly ask patrons for certain information. At the end of a good reference interview, you should have discerned the following six pieces of evidence:

1. **Purpose:** Why is the information needed? What does the patron plan to do with it? Material desired for a term paper on Mining in Pennsylvania will require different searching methods and resource than material needed to trace a family history in a Pennsylvania Mining town.
2. **Deadline:** Is there a date when the patron no longer will need the information? Ask patrons, "What is your deadline?" If patrons respond, "As soon as possible," tell them that although Library staff members make every effort to meet patrons' information needs as soon as possible, some requests require more time than others. Then repeat your original question.
3. **Type and Amount:** How much information is needed? In what form will it be most useful? Keep in mind that some patrons may best understand certain material in illustrative or graphic form, audio tape, or in a different language.
4. **Who:** How knowledgeable is the patron about the subject of his/her query? Is the

patron an expert or a novice? What information does the patron already have? Although more than one patron may inquire about the same subject, each patron will have different information needs.

5. **Where:** What is the source of the patron's information? What prompted the question? Ask these questions to gain a full understanding of the patron's needs.

6. **The Basic Question:** What does the patron really want to know? If you don't understand, ask! Use reference interviewing techniques to get to the basic question. Consult subject specialists when you need subject expertise.

Searching

The search process is the portion of the reference transaction in which behavior and accuracy intersect. Without an effective search, reference staff members will not locate the desired information. Keep the patron informed as you work on a question. Patrons often add valuable information during the search process, particularly if you explain how and in which resources you are looking for information. Document the query, information gathered from the interview, and the resources you consult for each reference transaction. Make note of all resources that might help you, including but not limited to online and print resources, a colleague, or another library or repository. List the relevant unit, title, author, call number, and other relevant bibliographic information for each resource you consult. The following section features tips for effective searching in the CAT, databases, and paper and electronic finding aids and inventories.

Tips for Effective Searching:

- Start constructing a search strategy with search terms
- Break the query into specific facets
- Select a resource based on the best place to look for the answer
- Try an educated guess as to where you will find the answer
- Don't look for the answer per se; consider where you most likely will find the answer
- Narrow or broaden the topic if the patron has identified too little or too much information
- Increase search precision without inadvertently eliminating potentially valuable resources
- Identify qualifiers of the query that may limit results, such as date range, language, comprehensiveness, etc.
- Search under the most limiting aspects of the query first
- Select search terms that will most likely retrieve resources containing the desired information
- Verify spelling and other possible factual errors in the original query
- Identify sources appropriate to the patron's need, which have the highest probability of containing relevant information
- Discuss your search strategy and sequence with the patron
- Encourage the patron to contribute ideas
- Conduct the search within the patron's allotted time frame
- Explain how to use sources when the patron shows an interest
- Refer patrons to another library, repository, or information specialist when necessary

* Refer to subsequent sections for specific search techniques and reference resources.

Follow-up Questions

After you have located information or resources that will meet the patron's information need, always ask a follow-up question, e.g., "Does this completely answer your question?" or "Is there anything else I can help you find?" Asking follow-up questions gives patrons the opportunity to affirm whether the materials you have identified meet their needs. Reference studies have shown that library workers who ask the specific follow-up question, "Does this completely answer your question?," meet their patrons' needs most often. Asking follow-up questions not only indicates whether you truly have met the patron's needs, but also improves your reference success rate. If the patron answers affirmatively, you have done your job well.

Ending the Interview

After asking the appropriate follow-up questions it's time to end the interview. Although Special Collections Library's many resources and collections will meet most patrons' information needs, when necessary, refer patrons to another appropriate repository, library, agency, or resource.
If you continue to assist a patron beyond the reference desk, be sure to:

1. Give the patron your name and complete contact information

2. Get the patron's name and phone number
3. Give the patron a realistic idea of when you will contact him/her

When patrons are finished using Special Collections' materials, ask if they intend to return to Special Collections to use the materials again. If the answer is no, discharge any circulated materials, put reference materials away, and place other materials on the appropriate unit's return shelving unit. If the answer is yes, inform the patron that we can place materials on hold for a limited amount of time (anywhere from one day to an entire semester, depending on the resource). Ask the patron how long he/she needs the materials on hold, complete the hold forms, and place the materials in the hold room. Do not place reference or ready reference materials, such as Vertical Files or reference books, on hold.

Model Behaviors and Actions

Effectively communicating with patrons is a vital component of quality reference service. Certain behaviors and actions promote constructive communication at the reference desk. Approachability, making people feel comfortable, and asking the right questions are three major reference behaviors that promote reference service success.

Welcoming Behaviors

Welcoming behaviors not only encourage reluctant patrons to approach you, but also set the tone for the entire reference transaction. Reference staff members' verbal and non-verbal responses influence the depth and quality of interactions with patrons. Reference staff members should exhibit behaviors that welcome patrons and make them feel comfortable in a situation that they may perceive as intimidating, overwhelming, and/or confusing. Communicate in a receptive, cordial, and encouraging manner. Remember that patrons notice physical behavior as well as diction and tone. Use the following behaviors to show patrons that you want to courteously and respectfully assist them:

Verbal Behaviors

- Amicably greet patrons as they enter the Library
- Use a relaxed, friendly, and upbeat tone of voice
- Use terminology that patrons will understand
- Clarify confusing terminology
- Avoid excessive jargon
- Affirm your understanding of patrons' needs through brief comments or questions

Non-Verbal

- Be poised and ready to engage approaching patrons
  Smile!
- Stop whatever you are working on and give patrons your complete attention
- Acknowledge other patrons waiting for service
- Remain visible to patrons as much as possible
- Face patrons while speaking and listening to them
- Initiate and re-establish eye contact with patrons throughout the transaction while maintaining awareness of cultural sensitivities
- Establish a comfortable physical distance with patrons based on their verbal and nonverbal responses
- Signal an understanding of patrons' needs through head nodding
- Appear unhurried or flustered during the reference transaction
- Interact with patrons at eye level whenever possible
- Keep a relaxed, open body posture
- Wear an interested facial expression
- Lean forward slightly if sitting
- Slowly guide patrons through the reference, reading, and/or exhibit rooms
- Give patrons your name
- Maintain privacy
- Eliminate physical barriers
- Reduce desk clutter
- Lower distracting noise levels
- Do not engross yourself in working, chatting with colleagues, or other activities
- Move with your patrons rather than pointing: directions that seem simple to you may be confusing to a patron who is unfamiliar with Special Collections Library

Avoid These Behaviors

- Unwelcoming body language
- Asking no follow-up questions
- Appearing frantic, flustered, or distracted
- Failing to listen to patrons

- Allowing the physical setting to form a barrier
- Not keeping patrons informed
- Treating the query as unimportant
- Giving up easily
- Appearing to want to get rid of patrons
- Not following-up
- Unfamiliarity with reference resources
- Making value judgments about the subject matter or nature of the query

Working with Special Patron Groups

ADA Accommodations

Examining Barriers

Many people have preconceived ideas of what information specialists are like and what they can and cannot do, and/or the extent of library services and holdings, which may prevent them from visiting libraries, even when they have information needs. Moreover, once inside libraries, some people may have difficulty sharing their information need with you. Reasons include inability to speak English well, fear of asking a "dumb" question, unfamiliarity with libraries, and inability to clearly express information needs. Demonstrating your willingness to assist patrons and projecting a caring attitude will help transcend these barriers.

Communication Barriers

Remain alert for barriers to communication, such as:

- Patrons exhibiting discomfort with libraries
- Language, cultural, or educational differences
- Patrons with physical or emotional disabilities

Physical Barriers

Sometimes we place physical barriers between our patrons and ourselves. High counters and stacks of books, for example, intimidate some people. Take the following actions to minimize such barriers.

Accompany Patrons

Don't leave patrons hanging by simply pointing to a section, saying, "It's over there," and then returning to your work. Perhaps Library signage is unclear, the patron cannot follow your directive, or he/she has trouble navigating. When you need to direct a patron somewhere in the Library, make every effort to physically guide the patron rather than merely pointing. Patrons feel more secure when a librarian accompanies them to their destination. Escorting patrons will give you the opportunity to engage in conversation, and provide insight into the patrons' information needs. If you cannot leave the area you are in, gesture in a friendly way, and provide clear directions.

Working With the Physically Disabled

- Directly address the disabled patron, not his/her companion
- Keep the public space free from obstacles
- Place varying sized chairs in public areas, which allow patrons to select chairs that best meet their needs

Patrons Who Are Hard of Hearing

- Make sure you have the patron's attention before speaking
- Make sure the patron can see your face as you speak
- Don't put your hands in front of your mouth while talking
- Don't speak while walking away from the patron
- Speak slowly and clearly
- Do not exaggerate lip movements (this may distort words)
- Maintain eye contact as much as possible to facilitate direct communication
- If a patron does not understand what you are saying, rephrase your statement or question using different words
- Don't be embarrassed if you must ask the patron to write down a question

Blind Patrons or Patrons Who Have Difficulty Seeing Well

- It's OK to use phrases such as, "I see what you mean" or "Let's take a look"
- Blind people will take your arm if they need you to physically guide them

- Make powerful magnifying glasses available
- Make sure that the lighting in public areas is good, and signs are large and clear
- Inform the patron about our special needs computer

Working with Older Adults

- Do not assume that older patrons will have trouble communicating their needs
- Since some older patrons may feel uncomfortable using online catalogs, scanners, and other technology, you may need to encourage use and assist them
- Since some older patrons visit libraries in search of social contact, be sure to politely end leisurely conversations when necessary

Working with Children or Young Adults

- Treat all children and young adults equally, respectfully, and courteously
- Try to interact with children and young adults at their eye level
- If a child or young adult is accompanied by a parent, friend, or guardian, focus on the child or young adult while maintaining sensitivity to the parent's authority
- Treat school-related inquiries with importance
- Take special care to determine the real information need during the reference interview, since children and young adults may find articulating their queries difficult
- Match the information you provide with the reading level of the child or young adult; do not base your search on the child or young adult's grade

Working with Culturally Diverse Patrons

Tips for communicating with patrons from other cultures or those who speak another language include:

- Show mutual respect and patience
- Speak in brief, simple sentences as opposed to long, compound, or complex ones
- Try not to use library jargon
- If the patron does not understand you, try using alternative words or phrases
- If you don't understand what the patron is saying, ask brief, clarifying questions
- Don't ask "either/or" questions; pose two questions instead
- Don't ask questions such as, "Don't you like science fiction?," which could be misinterpreted as pejorative
- Speak slowly and distinctly
- Avoid idioms and metaphors, e.g., "That's cool"
- If necessary, write the question down or ask the patron to write it down, keeping in mind that some patrons may not be able to write in English yet
- Don't be afraid to use a dictionary
- Allow the patron time to mentally translate what you have said
- Encourage patrons to take their time while expressing their information need
- Don't raise your voice; some patrons may misconstrue this as anger
- When possible, ask colleagues who understand the patron's language to translate
- Identify other patrons in your community who may be willing to help translate
- Do not misconstrue silence as misunderstanding or rudeness; a patron's silence may denote respect for your authority, agreement with what you are saying or doing, or a fear of being judged by his/her ability to speak English
- Don't expect verbal reinforcement such as "I see" or "OK" when explaining something; watch for non-verbal affirmative communication, such as a head-nod.
- If you want an acknowledgment, directly ask "Do you understand?" or "Does this make sense?"
- Since making direct eye contact is considered impolite in some cultures, do not be disconcerted if some patrons do not return eye contact
- Since name order varies from culture to culture, ask for "family name" instead of "last name" when relevant
- Be mindful of various naming customs, e.g., women from some cultures retain their maiden names after marriage

Difficult Situations

Many situations arise at public service desks that do not have clear-cut right or wrong answers. Since no policy can cover all possible situations, use your best judgment when applying guidelines to new situations. Call for help if you not sure how to handle difficult situations. Remember that serving patrons is your primary responsibility. Apply professional ethics, use the techniques outlined above, and remain positive and helpful. Discuss any challenging reference situations with your supervisor.

Too Many People, Not Enough Time

There are times when several people are awaiting assistance. Since you only can effectively serve one patron at a time, always fully serve the person in front of you. But first acknowledge the waiting patrons. Briefly tell them that you will help them as soon as you can. Don't be hesitant to call the on-call person if several people require assistance.

* Refer to subsequent sections to learn how to deal with patron challenges.

Specialists & Referrals

If you receive a query that you don't know how to answer, or one that mandates the assistance of a subject specialist within Special Collections Library, immediately contact the appropriate point person. Requesting the assistance of a knowledgeable colleague will allow you to more efficiently meet patrons' information needs.

Queries Requiring the Assistance of Subject Specialists include:

- Legal inquiries
- Records management questions
- Requests for literary manuscript collections
- Sports questions
- Queries involving commercial or scholarly use permissions and fees

Information & Referral Services

Patrons occasionally require the services of specific groups or agencies, such as the Penn State Alumni Association, Department of Labor, or Northeast Document Conservation Center. Pinpoint and give patrons information about that group or agency, which you can glean from websites and directories. If Special Collections Library does not have the service, resource, or collection that the patron requests, refer the patron to Interlibrary Loan, another PSU Subject Library, a non-PSU library, archival repository, historical society, or other appropriate institution. If you refer the patron to a colleague within the Penn State University Libraries, contact that colleague to apprise him/her of the situation.

Be Sure Your Patron Understands the Answer

Avoid using library jargon such as ILL, main entry, or "the circ desk." Many patrons won't understand these terms, and may feel too bashful to ask for definitions. If you need to read to someone over the telephone, speak slowly and carefully. Ask the patron to repeat the information back to you to insure he/she correctly heard you. Slowly spell words to give patrons time to write. You may need to describe the resource you are using, why it's appropriate for the question, and any limitations related to currency or accuracy. Always end the reference transaction with a follow-up question.

Question Types

Reference staff members regularly receive four basic types of reference questions: directional questions, procedural questions, requests for known items, and in-depth research queries. These question types are described below.

Directional Questions

A directional question facilitates the logistical use of the Library. Directional questions do not involve the knowledge, recommendations, interpretation, or use of information resources other than those that describe the facility, such as floor plans or maps. Sample questions include:

- Where is the photocopier?
- Where can I put money on my ID card?
- Where can I get change?
- Where is the closest bathroom?
- How do I get to the other subject libraries?
- Where is the Café?

Procedural Questions

To answer a procedural question, reference staff members must be familiar with various policies and procedures relevant to accessing and using materials from Special Collections Library. A policy consists of a statement of objectives, description of the types and levels of services available, and guidelines for providing these services. Inquiries into certain policies, such as guidelines for planning subject instruction and commercial or scholarly use agreements, require consultation with professional Library staff. Refer to Special Collections Library's website for information about policies and procedures. Sample procedural questions include:

- Can I check out materials from Special Collections?
- How much does it cost to have a rare book photocopied?
- How much does it cost to photocopy a letter from a University Archives' collection?
- Can you copy a football video for me? How much will it cost?
- How do I obtain scanning services?
- Do you offer tours of the Library?
- Can I arrange for instruction about the role of the Eighth Air force in World War II?
- Do you ever loan materials?
- Can I make photocopies of this oral history transcript?
- Can I scan a photograph from a literary manuscript collection and post it on my website?
- I need to include a photo from an HCLA collection in my forthcoming book. How much will this cost?
- Do I need permission to include some video footage of Penn State students in a documentary that I am creating for PBS?

Request for Known Item

If a patron knows exactly what he/she is looking for, and reference staff members can find the answer by referring to one or two handy resources, the patron's query is a request for a known item. This also is called a ready reference question. Requests for known items typically require brief, factual information, or simple retrieval of a book or other resource, for which the patron has the call number, title, author/creator, or other bibliographic information. Sample questions for a known item include:

- Do you have any photographs of Beaver Stadium?
- Do you have the rare book As Meat Loves Salt by Maria McCann?
- I just looked up a book with the call number E487.G26 1997. According to the CAT, this book is located in the University Archives. Do you have this book?
- Do you have any meeting minutes of the Cigar Makers International Union of America?
- Can I review the Atherton family letters? The call number is MSVF AN 7180.

In-depth Research Queries

In-depth research queries entail thorough searching. You will need to invest some time—anywhere from fifteen minutes to two hours—digging for answers in multiple resources. If, during the reference interview, you are uncertain about where to find relevant information, and must search in several resources to find answers, you are answering an in-depth research query. To help find relevant information, ask yourself these questions. Are you looking for the answer to a specific question? Do you need to collect information from a variety of sources? Do you need to browse by subject or narrow a broad topic? Do you need a general overview of a subject, or a detailed research? If the patron's goal is to locate a few good sources of information on a particular subject area, get as specific as possible. Inquire into the type of information the patron requires, e.g., statistics, articles, photographs, etc.; subjects, places, or persons on which information is needed; amount and scope of information necessary; desired format; and relevant date or time frame. Sample in-depth research queries include:

- Do you have any information about my great-grandfather, William Layton, who taught Literature at Penn State in 1900?
- Do you have any information about Black Lung in your labor collections?
- Do you have any nineteenth century literary manuscript collections of women authors?
- Do you have any information concerning the Civil Rights Movement?
- Do you have any Civil War era diaries written by Confederate soldiers?

Reference Resources

Retrieval Procedures

Retrieving PSUA Books

- Check The CAT to find which collection and location of the book in question.
- If the book is not on The CAT, check the shelf list cards for the informatio
  Locations of PSUA books:
  -
Collection	Room
Reference books	Reference Room
University Publications (LD4481 call	Processing Room

number)	Processing Room
Reference "Z" call numbers	Processing Room
Athletic Periodicals	Processing Room
Oversized books (folio size)	Processing Room
Main LC call number collection	Ground Floor Stacks
Penn State Press Collection	Ground Floor Stacks
Gaines Amish Book Collection	Ground Floor Stacks
Hostetler Amish Book Collection	Ground Floor Stacks
Board of Trustees Meeting Minutes	Ground Floor Stacks

When retrieving a book(s) off of the shelf, place either a red remove sheet or blue sheet from the registration/request sheet into the empty space. If the book is not in its proper location on the shelf, check the re-shelving area, the hold room, or the holding area outside of the reference room. Once the book has been located and circulated in the Workflows system, take the book(s) to the patron in the reading room and instruct the patrons on the use of the book cradles and weights, and ask them to return the book(s) to the reference desk when they are finished.

When the patron has returned the book(s) to the reference desk, the staff member who is working the desk shall place the book on the appropriate shelf in the re-shelving area, or if it a reference book, returned to the correct location in the Reference Room. The room location is marked on each shelf in the re-shelving area.

Retrieving HCLA Books

Check The CAT to find which collection and location of the book in question.

If the book is not on The CAT, check the shelf list cards for the information. All cataloged HCLA books are located in the Reference Room. When the patron has returned the book(s) to the reference desk, the staff member who is working the desk shall place the book on one of the shelves in the re-shelving area.

Retrieving Manuscript Collections

When boxed archival or manuscript collections are requested, the reference staff member should search the Access database for location code. Collections are found in five locations, the Paterno ground floor stacks (GST), Central Pattee W-1 (old C-9), Central Pattee W-2 (old C-1), the Cato Park Annex (AX), and the West College Annex (WC). If the boxes are located in the ground floor stacks, the reference staff member or the on call person can retrieve the materials. If the boxes are located in either W-1 or W-2, the on-call person will retrieve the materials. Any annex folder or box requests shall be written on the registration/request form and placed in the annex retrieval slot near the Administrative Assistant's office. If the request is urgent, the use the PRIORITY stamp to signify it as such.

Retrieving Photographs

After determining the location of photographs that a patron is going to use, the reference desk staff member shall retrieve the box(es) either from the map/photo room, or the appropriate collection, and take them to the patron in the reading room. Gloves will be given to any patron(s) handling the photographs.

Retrieving Audio-Visual Materials

When a patron requests audio-visual materials, the reference staff shall search the Access database for it location in the cold storage room. When retrieving materials from their location, the staff member shall write the location on the cover of the item in pencil if it not already written on it. The staff member will take the item into the audio-visual room and instruct the patron on the use of the equipment.

Retrieving Maps and Oversized Materials

When a staff member retrieves maps or oversized materials in folders, pull the folder(s) from the appropriate drawer and place on the map cart. The

cart should be taken to the larger tables in the reading room which can accommodate larger items.

Retrieving Materials from Annex(es)

When patrons request materials that are located at an annex location, tell the patron that materials are picked up on Tuesday and Thursday afternoons and will be available the following day. The staff member shall take the request form and place it in annex pickup bin in hallway outside of Administrative Assistant's Office. If the material is needed quickly, use "Urgent" stamp in the bin.

Circulation Procedures

1. Have user fill out a Patron Registration Form
Retrieve the materials for user
If materials are barcoded, request id, enter Workflows Circ toolbar:

> Click on Charge-out wizard (1st on left, looks like a rubber stamp)
> Slide user's PSU id through card-reader – should fill-in user's SSN in the blank and bring up window "CheckOut: Items to UserLastName, UserFirstName"
> Check user's address information by clicking on 2d button "Confirm Address Helper" (pencil on card). Make changes (or if no change needed), click on OK button at bottom. Window will pop up with either "Record Updated" or "No Changes" and click on "Return to CheckOut."
> Scan the item barcode with the hand scanner – point at barcode and click button on underside of scanner. Barcode number should be read into blank.
> "NonCirc Item Override" window will pop up. Type in the override code for your user profile and click "Override and CheckOut Item" button. Window will disappear and slip will be printed and ejected.
> Tear off slip and staple to Patron Registration Form
> Repeat steps 3.4-3.6 for rest of items to be charged.
> Click "Close" button when done charging.
> Go to steps 4.1- 4.4 and discharge items BEFORE giving to patron

Give items to user, reminding them they may only be used in the Reading Room, and requesting that the user return them to the reference desk when they are done.

> Enter workflows Circ toolbar and click on Discharge Wizard (2d on left, looks like a hand on a book)
> "Discharging: Identify Item" window appears, scan the item barcode, number will fill in – which means item is discharged, and a new "Discharging: Identify Item" window appears, ready for the next scan.
> A "List of Discharges" appears with the title(s) of the items discharged and their home collection appears. Repeat 5.2 for additional items to discharge, when done discharging, click on "Close" button, which returns you to the main Workflows Circ Toolbar screen.
> Take the the patron registration form and draw a line through the charge-out slip(s) to show the items have been discharged.

Reshelve materials.

Providing Reference for Collections with Restrictions

Literary Rights

For questions about literary rights and necessary permissions for publication, patrons should consult Special Collections staff on the relevant application of copyright law: WARNING CONCERNING COPYRIGHT RESTRICTIONS

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies and other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or reproduction. One of these specified conditions is that the photocopy or reproduction is not

to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

Handling Collections

Special Formats

Photographs
Patrons are required to use gloves when viewing photographs. Photos must not be bent or folded. Photos being scanned or photocopied must be laid flat on the scanning or copying bed.

Oversized Materials
Patrons must ask for permission to duplicate oversized materials, which includes oversized photographs, maps, building plans, architectural drawings, and posters. In most cases, staff members will make duplicate copies for a fee. If the patron is allowed to make copies on their own, the following procedures must be followed. The lids of photocopiers and the scanner must not close down on the materials in order not to damage them. A second person must assist by holding the part of the oversized item that extends beyond the photocopier or scanner bed.

Audio-Visual Materials
Staff members should show patrons how to use the audio-visual equipment for the particular format that the patron is viewing. Patrons must rewind the videotape(s) after the have completed viewing the tape(s). All audio-visual materials must be placed in their containers before returning them to a staff member.

Rare Books

Instructions to Patrons

Please handle our materials with care, and leave them in the same order and condition in which they were provided.

Make no marks on materials, and make no tracings of maps or drawings.

Use a pencil to take notes; accidents with pens can make permanent stains.

Never fold or otherwise disturb the physical state of the materials.

Do not apply pressure to the spine or fold back pages of books. Keep elbows and heavy objects off the books and manuscripts. Please use props and weights for books, particularly if the books are oversized or if they do not open fully or are in fragile condition.

Do not stack open books on top of each other, prop them in precarious positions that might damage fragile bindings, or write notes with paper resting on top of materials.

Try not to touch or handle pages more than necessary; acids and oils in your skin can damage paper and photographs. Handle loose sheets or book pages by the edge. Gloves are available for examining especially vulnerable items.

Wear gloves at all times when handling unsleeved photographs.

Do not apply Post-It Notes, which contain adhesives, on any materials.

If your work requires close examination of the stitching or paper or a watermark, please ask a staff member for assistance.

If you need magnifying glasses, rulers, or weights and props, please ask for them.

If you require photocopies or scans, please consult with a staff member; patrons may not personally copy materials. Photocopying is permitted only if items will not be harmed by the copying process.

Instructions for Staff

When paging rare books, please give patrons a green Rare Books and Manuscripts

bookmark, which gives some basic rules for handling. If a book seems to require special attention, please give the patron some extra time and instruction.

Please make sure that patrons are using pencils, not pens. Scan the reading room periodically to make sure that all patrons are in compliance.

Offer foam book props to support oversized or particularly fragile books. For pages that do not stay open or books that do not open fully, please offer patrons book weights to lay across pages. (This is better for the book than a sweaty hand or another book propped against a page.)

Many of our books are old and fragile, so please use extra care when retrieving them from the shelves. Grasp the spine, not the top, of the book. Push back the two adjacent volumes slightly in order to grasp the book firmly. Pulling a book by the head-cap can damage it.

Use special care when pulling oversized or folio books from shelves. Please use an appropriate ladder or stepstool. Ask for assistance from a colleague if the item is particularly heavy or shelved on a high shelf. (Some books are heavy enough to cause serious injury if they fell on you or others.) Use bookends so that the remaining books on the shelf don't fall over, or have someone else help you so that you can hand a heavy book to another person from the ladder. It's difficult to hold and stabilize the books that you're leaving behind on the shelves. (Some books have ties that can catch on the next book and cause them to fall.)

When removing an oversized or folio book from the bottom of a stack, please remove the books on top one at a time, and afterward put them back in the same manner.

Please adjust bookends on shelves so that the books remaining are in upright position. Books should be gently compressed, not jammed together.

Please use care when carrying books or transporting them by book trucks. Improper loading and removal of books from book trucks is one of the most frequent causes of damage to library materials and the most preventable if all staff observe proper handling and transportation techniques. Above all, do not drop books. Many a front or back board has become detached from the force of hitting the floor.

When hand-carrying books, carry moderate armloads.

When using book trucks, place books on trucks in an upright position with no other materials stacked on top of them. If a shelf of a truck is only partially full, keep books vertical with a book end or with a group of books laid flat to support the others. Do not place them on their fore-edges for even a short period of time; doing so can cause the body of a book to come loose from its covers. Place large folio volumes flat on a shelf.

Do not overload book trucks and try to distribute the weight evenly. Do not jam books too tightly on the shelf. Even, balanced distribution and normal loads make the truck easier to manage and prevent it from tipping over.

Move book trucks carefully on and off elevators, around corners, and in narrow passages, paying special attention to any material that may protrude. If a truck seems wobbly or unstable, do not use it for rare materials.

When books are returned to you by patrons, please take a look at the patron's table to make sure that items associated with the book (boxes, flyers, red strings, pam-binder inserts, etc.) have not been left behind. Make sure that all flyers are in the book and that the flyer on the call number matches the call number written in the back of the book, particularly if the patron has used more than one book. If an item is housed in a pam-binder, please make certain that the material is indeed inside the pam-binder and its inner wrapper. If books have red ties, please see that the knot is tied on the spine of the book so that the bow is facing out. Lumpy knots on the side of books can make dents in soft covers if they are shelved too closely to other books. (If you have trouble, ask a Rare Books staff member for help in tying a "library knot.")

All staff should be aware of books as physical objects and be concerned that no practice interferes with the preservation of these items. The more staff members know about proper care and handling of books, the less accidental damage occurs.

Finally, please remember that all rules that apply to our patrons apply to staff as well: use nothing but pencils when handling rare materials.

Making Reproductions

See Chapter 4

Re-Shelving Procedures

Once a patron has returned the materials to the reference desk, staff members must place the items on the appropriate shelf for the specific unit. If it is a cart of materials, the cart must be placed in front of the specific unit's shelves.

Reference Room Materials

These need to be reshelved by the Reference Desk person in their appropriate location.

Maps and other Oversized Materials

These need to be reshelved by the Reference Desk person in their appropriate location.

Annex Materials

If boxes are from an annex, they should be placed in the other hallway and recorded on both the collection list and table.

University Archives Materials

The reshelving shelves are located between the Vault and the Map Room
Mateials must be placed on each shelf as labeled.
Here are the following areas where items are located:
Processing Room
Map/Photo Room
Ground Floor Stacks
C9 and Other Spaces

HCLA Materials

The reshelving shelves are located between the Vault and the Map Room

RBM Materials

The reshelving shelves are located between the Vault and the Map Room

Materials Placed on Hold

If patron asks for materials to be placed on hold, fill out the materials on hold forms.
The first sheet with the patron's name is placed with the book or boxes in the hold room or hallway.
The second sheet must be filled out as fully as possible, with the patron's name, the date put on hold, the date the materials will be held to, the description of the materials, where the materials are being held, the patron information and the staff initials as the minimum amount of information needed.

Subject Specialist Referrals

Donors

Reference via Mail, Email, and Phone

In addition to the Reference Desk, Special Collections Library receives many queries via telephone, email, and regular mail. It is imperative for reference staff to respond to such queries in a timely and courteous manner, and by consulting all appropriate resources. Staff also should complete a registration form for every query received by phone, email, and regular mail.

Penn State ?	Special Collections

Chapter VIII

Outreach

According to the SAA's A Glossary of Archival and Records Terminology

> ***Outreach*** *is the process of identifying and providing services to constituencies with needs relevant to the repository's mission, especially underserved groups, and tailoring services to meet those needs. Outreach activities may include exhibits, workshops, publications, and educational programs.*

The term itself implies "reaching out" to potential patrons who have not come into Special Collections to use materials, but rather might read one of our publications, visit our webpage, come in on a tour, or see an exhibit and, as a result, have an informational need met or be enticed to come in and use our materials.

Some outreach activities we plan and carry out at our own initiative; others we do at the request of the public. Among our audiences are students, faculty members, outside scholars and researchers, administrative staff, donors and records creators, and the general community. Effective outreach should be planned in advance and then evaluated to determine if objectives were met, which, in turn, should influence future outreach activities. Planning and evaluating programs should take into account: identifying the purpose and objectives of the activity, the projected audience and their needs, and methods/criteria to assess whether the objectives were met, as well as the logistics of actually carrying out the activity.

Tours

Tours of Special Collections are provided on request, either as part of larger general library tours or as specific tours of Special Collections alone. We do not have a program of regularly scheduled tours. In essence, a tour differs from other outreach activities in that it implies showing people around our spaces. Generally, we restrict tour groups to public areas, but on occasion, we will provide visiting professionals, classes, and others with a behind the scenes look at how we function. Tours should be arranged through the Head, Public Services and Outreach, but can be done by any Special Collections faculty or staff member depending on the nature and interests of the participants (see our policy on Instruction and Tours for specifics).

Public Areas: Discuss the general mission of Special Collections, the three primary units (also suggesting visits to the Henisch and Waring rooms), and describe specific things on permanent display or in temporary exhibits, relating them to collections and research strengths. Show the reference, reading, and audio-visual rooms (without disturbing researchers), pointing out how patrons use Special Collections and the basic differences between research in Special Collections and the rest of the library.

Behind-the-scenes: Point out the vault, map-photo room, and take them downstairs to the stack and cold storage areas to demonstrate the compact shelving, pointing out the preservation issues that concern Special Collections with all the different kinds of materials we have. Also discuss some of the subject strengths by pointing out different collection areas. Do not take patrons into the work room; try to keep interruptions of staff work to a minimum.

Exhibits

Exhibits are probably our primary means of presenting examples of our collections, information about the subject matter we cover, and ideas for research that can be done here. Some items are on exhibit on a permanent or long-term basis, while other exhibits are temporary, and will only be on display for a few months or less. Generally, we plan our exhibits in advance to highlight new materials, exceptional collections, subject strengths, or to mark special events or anniversaries. We often receive requests from other parts of the university or even from outside groups to mount special exhibits here. We can only occasionally accommodate such requests; however, that decision is generally made based on time available to curate the exhibit and availability of cases. The Exhibits Committee coordinates the schedule for exhibits in the main exhibit hall.

List and description of permanent display items

- The Kenneth Burke Bust -- a memorial sculpture honoring the American rhetorician and literary critic (1897-1993), whose papers are housed in the Rare Books and Manuscripts Collections.
- An 18th century French reflecting telescope -- the gift of Dr. Kenneth L. Wood.
- Penn State Memorabilia -- including
    - a selection of Chinese furniture from the Penn State-in-China Room in Old Main, donated in the 1930s to honor Penn State alum and Lingnan University Dean of Agriculture George W. Groff;
    - a ca. 1800 tall case clock, probably from the York County area, donated by the Penn State chapter of Chi Omega Sorority at their fiftieth anniversary;
    - a hand-carved chest and table which held the memorabilia of the class of 1895;
    - an example of Freshmen Proclamations, in which the sophomores of the class of 1917 proclaimed the customs rules which the freshman class of 1918 would have to abide by;
    - the Sedile or President's Chair from Pennsylvania State College commencements, ca. 1910-1953;
    - the Evan Pugh desk -- a cherry desk with photos and books belonging to Dr. Evan Pugh, the first president of Penn State (1860-64); and
    - 1910 bird's-eye view engravings of the campus, including the original painting, the sepia prints in full and postcard size as issued in 1910, and the hand-tinted restrike from the original plates, still available for sale downtown.
- Korean War Veterans' Memorial design model and statement -- the original competition model entered by four Penn State architects and landscape architects, which won the design competition for the memorial on the mall in Washington, DC.
- The 1861 Centre County map -- a large size, framed map of Centre County showing landowners and residents of that time.
- A complete run of La Vie, the Penn State student yearbook, from 1890 to current issue.

John' O'Hara Room

The study of Pennsylvania writer John O'Hara has been recreated in Special Collections thanks to the generosity of O'Hara's widow, the late Katharine B. O'Hara. It can be easily seen from the Exhibit Hall, along with several posters of films made from O'Hara books and a collection of the published works of John O'Hara. The study is fully described on this Rare Books and Manuscripts section webpage

Temporary Exhibits

Housed in the exhibit cases and/or hung on the walls of the Exhibit Hall, curating temporary exhibits are generally the responsibility of a designated faculty or staff member in one or more Special Collections sections. The creation of an exhibit requires extensive planning for: selection of materials; writing of interpretive labels; placement in cases or on the wall using appropriate support, protection or framing equipment and techniques; writing of press releases, exhibition flyers or posters, and webpage notices; and, possibly, the presentation of a gallery talk about the exhibit.

Exhibit calendars should be monitored and exhibits removed on time to make way for new exhibits. If held over, or new exhibits are delayed, appropriate notice should be given. Expenses for purchasing new exhibit supplies should come from the Special Collections cost center and should be planned well in advance in order to properly budget for such expenses.

Henisch Room

The B. and H. Henisch Photo-History Collection Exhibit Room, located in 201A Pattee Library and accessible through the Paterno Family Humanities Reading Room, houses permanent and changing exhibits drawn from the Henisch's collection of the History of Photography. The Henisch Collection, which consists of more than 2,300 images in various forms, albums, cameras, and other photographic memorabilia, is an outstanding teaching resource for understanding the art of photography, as well as its social role in the nineteenth century. Further details can be found at the Henisch Room website

Waring Collection Exhibits

Fred Waring's America, Penn State's Fred Waring Collection located in 313 Pattee Library, contains historical memorabilia reflecting Fred Waring's nearly seventy-year career as a choral conductor and showman. In addition to temporary exhibits designed to reflect current interests, there is a marvelous collection of historical memorabilia on permanent display in the front area of the Waring collection rooms that includes awards, musical instruments, costumes, stage props, Waring blendors, golf paraphernalia, and personal items, among other objects. Further details can be found at the Waring Collection website.

External Exhibits

Occasionally, we may be asked to mount a temporary exhibit outside of Special Collections. The library lobby ("Stonehenge" area) is the most common location, (see the Library policy on exhibits for details about using this area), although exhibits have been done in other campus buildings and even off campus. While time to prepare such exhibits is usually a major factor in deciding whether to do such projects, security and preservation are the overriding considerations. If there are no locking display cases or means of securing framed items to the wall, or if materials cannot be protected from environmental risk in the exhibit (excessive ultraviolet light or heat in the display environment, for example), such display invitations should be declined. Also, we cannot lend or transport our exhibit cases to other locations. However, if the requestor is willing to pay for creation of reproductions and mounting costs, then such an exhibit might be considered.

Public Programs and Group Events

Special Collections provides an attractive venue for holding programs, meetings, and classes and these are developed on our own initiative and at the request of people outside the department or the Libraries. Scheduling a space to hold an event is a key requirement. The Mann Room is the primary public space that we have available to us. We can schedule it through LuAnn Shifter, while the rest of the library will work through Sandy Ball in the Office of the Dean of University Libraries. There are a set of procedures for use of the Mann Room that govern furniture set-up, food, etc.

Other events might take place in the Steelworkers Room, or even occasionally in the 8th Air Force Room or the Shelley Room. The Steelworkers Room is scheduled by penciling in the event on the calendar in the hall outside the room. There is no schedule for the other two rooms, but as a courtesy one should check with Jim Quigel for the 8th Air Force Room, or Sandy Stelts for the Shelley Room, before using them, since they are frequently used for staging materials and it may be inappropriate to try and hold a meeting in them. The Foster Auditorium may also occasionally host a Special Collections-sponsored event. Foster must be scheduled through Sandy Ball in the Office of the Dean of University Libraries and there are procedures for its use.

Lectures

One highly visible aspect of outreach in Special Collections is the provision of lectures for the public. Generally, these may be either gallery talks or other presentations by members of the faculty and staff of Special Collections, or specially-arranged lectures by visiting scholars, donors of collections, or persons who have lent materials for an exhibit or otherwise provided assistance or services to Special Collections. Lectures may be held in the exhibit hall, the Mann Room, the Foster Auditorium, or in another appropriate space in the Libraries.

As with other outreach activities, some lectures such as gallery talks, are initiated by Special Collections, while others may be done at the request of outside individuals. Advanced planning is essential for a successful program. Scheduling of the speaker and required space should be done at least a month in advance, with publicity going to local news outlets as well as library webpages, and/or by broadcast Email messages to selected faculty, staff and students. Posters and/or flyers might be coordinated through Library Public Information and distributed to likely outlets for posting. In some cases, a reception might follow the lecture, in which case arranging for the food and beverages must also be planned, even further in advance.

Conferences

Special Collections occasionally may take upon itself the development and hosting of a conference. This is not undertaken lightly since the logistics and likely staff workload can be extensive. The larger the conference, either in potential attendees or length of the

program, the greater the advance planning that will be necessary. A year of planning for a two-day program would not be excessive and we cannot cover all the possible requirements of developing a conference here.

Much more likely is a request by an outside unit for Special Collections to assist in putting together a scholarly conference by having one or more sessions in the library, having a reception here, and/or mounting an exhibit to be featured as part of the activities of the conference attendees. All such activities require extensive advanced planning and approval by the department head, and possibly the Associate Dean for University Park Libraries, or even the Dean of University Libraries. No promises should ever be made by staff to anyone asking us to host such an event in the library without administrative approval.

Meetings

Typically, an external request for a meeting in Special Collections should either involve one or more departmental staff, or concern Special Collections in some way—we do not host meetings simply because this is a nice place to meet. In the case of the Steelworkers Room, the 8th Air Force Room, or the Shelley Room, Special Collections meetings have priority over outside meetings and the Shelley and 8th Air Force rooms should not be used for meetings at all if the Steelworkers Room is available. Other library meetings or events may well take priority over a potential Special Collections-hosted meeting in the Mann Room. As usual, the longer in advance that planning can be done, the less likely there will be conflicts or other difficulties in making arrangements.

Slide Presentations

Another highly visible form of outreach in Special Collections is the presentation of slide talks for the public. This type of presentation is designed to either focus on and describe items in the collections or use imagery from the collections to educate the audience about the subject matter to which these items relate. Most frequently, these have been presentations by University Archives faculty or staff, but any Special Collections faculty or staff member can do this type of presentation depending on their familiarity with the collections or subject matter to be presented. Slide presentations may be done in Special Collections or elsewhere in the Libraries, but are more commonly done at other locations, for example at alumni club meetings around the country, for scholarly or community events or at historical societies in various locations, or even for classes on campus.

Slide presentations are almost always done at the request of outside individuals, although they may be initiated by Special Collections staff. University Archives has a number of prepared slide talks on various aspects of Penn State history which can be arranged for and presented with as little as two-weeks notice. However, if a new presentation has to be created, at least a month to six weeks is required to create a script, select images, have them photographed or scanned, and organize the presentation either in slides or as a computer presentation. Currently, it is more likely that a show will be done as a computer presentation, which will require a laptop and data projector, along with a screen and appropriate reflective wall treatment for presentation. While such equipment is on hand in Library instructional spaces, taking this equipment on the road can present problems. For example, the projector may not be designed to present an image large enough for the size of the room, which could mean that much of the audience would have a hard time seeing the images or reading any text.

Advanced planning is essential for a successful program. Scheduling of the space, equipment, and the creation of the show should be done well in advance. Laptop computers can be checked out of I-Tech, but data projectors must be checked out of Media and Technology Support. Special Collections has its own slide projectors if the older technology seems more practical for the setting. Slides can be made through Hughes Photographics with the cost to be covered by the appropriate cost center. Staff can scan their own images or it can be done by Preservation, with sufficient notice.

Host organizations will organize publicity as they see fit. If the program is sponsored by Special Collections, news releases should go to local news outlets as well as library webpages, and/or by broadcast Email messages to selected faculty, staff and students. Posters and/or flyers might be coordinated through Library Public Information and distributed to likely outlets for posting.

Instruction

Special Collections faculty and staff provide instructional sessions ("course-related instruction") on the use and nature of special collections materials to a variety of groups. Most of these sessions are for Penn State undergraduate and graduate courses, but they may also include sessions for classes from other institutions or even, on occasion, high school students. Given the specialties of the collections and the faculty and staff, these can be in a wide range of disciplines. Recent sessions included classes in English, French,

German, Comparative Literature, History, Communication Arts and Sciences, Art, Art History, Music, Geography, Rural Sociology, American Studies, Architecture, Landscape Architecture, Art Education, Higher Education, and Language and Literacy Education.

Presentation of instructional sessions is governed by the Special Collections Instruction and Tours Policy, and it is an expected part of the responsibilities of library faculty in public services units. Those course instructors wishing to have a Special Collections class session for their course should contact the specific faculty or staff member in Special Collections or the Head, Public Services and Outreach to arrange for the session. Knowing the intended dates and number of students is necessary for room scheduling purposes, as is the content of the session and the materials to be presented.

The Special Collections faculty or staff member should plan to meet with the course instructor beforehand to learn about the intended outcome of the class session – are students expected to complete an assignment using our materials or is this simply an informational presentation for students to learn about options they may have for future research? If there is an assignment where materials will be pulled for them, posting a notice on the Special Collections Reference Blog is necessary so that all staff at the reference desk know to expect these students and where materials are that have been pulled for them. If any of the students will be using Special Collections for the first time, it is highly recommended that they be told what to expect in terms of registration and identification, locker use, reading room rules, copying, and working with staff to identify and retrieve materials, since these are all quite different from working in other parts of the library.

Generally, library instruction sessions are designed to help guide students to appropriate resources through effective search strategies, and thus they tend to emphasize teaching the use of valuable reference tools, databases, and special indexing and abstracting services. Penn State's library instruction program focuses on creating information literacy skills – the ability to find and assess information, to determine the nature of the information found in various sources, its value in meeting research goals, and how it contributes to increasing knowledge. Since Special Collections materials are often unfamiliar to students and challenging to locate, instructional sessions need to be more than "show and tell." Instruction should also emphasize the nature of primary sources and their value as evidence in the research process of the discipline. Sessions should also help students learn how to locate special collections materials in the CAT, and other relevant databases and tools.

Special Collections faculty also offer credit courses under the Library Studies rubric, or team teach with other faculty in courses offered by other departments. Library Studies 490, Archival Management, is cross-listed with History 490 and is usually offered every fall. This course teaches students the principles and practices of the administration of archival and manuscript materials and is a useful course both for students interested in a more in-depth understanding of research using archival materials, as well as being preparation for students interested in a career in archives, library science, or museum studies. Faculty can also offer Library Studies 496, Independent Studies, or 495, internship credit courses based on pre-approved, individualized plans of study.

Individual instructors are responsible for entering data about their instructional and outreach sessions (classes, as well as tours, special programs, lectures, slide presentations) into the Libraries' Instructional database. Information required includes the date, time, and duration of the session, who it is for, where held, and the number of participants. Class sessions data will also include the class designation, college, and name of instructor. Credit courses taught by Special Collections faculty are entered on a per-class session basis.

Literature

Publications – brochures, pamphlets, hand-outs, etc. – are a standard form of outreach for Special Collections. Providing visitors and researchers alike with something to take away with them as an information resource, or reminder of some facet of their visit, can be a useful tool. Today, those at a distance are more likely to consult the Special Collections web pages than they are to call or write for a publication, and all of the information available in publications is also available on-line. In fact, in the future, if not already, there will be far more information available through the Special Collections web pages than in print form, although we will continue to create some forms of publications regardless of on-line availability.

Brochures, leaflets, and flyers are all species of single sheet publications, often printed on both sides. Brochures are usually designed to be folded (tri-folds, for example) and may be printed on heavier stock; leaflets and flyers are usually unfolded hand-outs with the text laid out to be read as a single sheet.

Special Collections has a number of single-sheet items for distribution. The most attractive items share a common design with color printing on heavy, semi-glossy stock. These are the brochures for:

- Historical Collections and Labor Archives
- United Steelworkers of America Archives
- Penn State Sports Archives
- Fred Waring's America
- Distinguished Alumni Collections
- "A Few Good Women…"

There is also a color, tri-fold for Special Collections featuring a page with an illustration for each of the three units. These were designed to be used with both potential donors of materials and researchers.

Leaflets and cards for exhibits have been designed and printed periodically. These include:

- "Cases of Character: Selections of Photographic Case Art from the B. & H. Henisch Photo-History Collection,"
- "Gallery Talk on Robert Joyce and 'Portraits of Activism,'"
- "The Bust of Kenneth Burke" (card produced for the Burke exhibit),
- "John O'Hara: A Centennial Exhibition" (also a bookmark-sized card reproducing the spine of the dust jacket of Here's O'Hara for the O'Hara exhibit)
- "Pennsylvania Broadsides and Fraktur" (card for the digital exhibit on the web)
- "The B. and H. Henisch Photo-History Collection Exhibit Room" (card to describe the permanent exhibit space of the Henisch collection).

There are also bookmark-sized cards for the Special Collections Library, produced as part of the Libraries' "Find It" series, and a card for Rare Books and Manuscripts, which includes proper handling rules for rare books on its verso.

Special Collections staff members periodically create hand-outs for classes and other programs. While these are often simply word-processed and photocopied for distribution, staff should consider whether these items might have broader value and whether they should be discussed with the unit head and/or department head as potential candidates for a more formal presentation.

Finally, the Special Collections Library and the three sections are described on pages 26-28 of the Guide to the Libraries pamphlet. These entries provide a general overview of the collections, resources, and services available in Special Collections.

There is no formal map of the department, as of now, showing locations of significant resources and collections or staff office areas. However, this should be created as a companion to department directories, etc.

Production of new publications should be discussed with the Special Collections department head as they can have significant budgetary impacts. Planning for such publications may require an extended period of time, and will likely involve the Libraries' Public Relations/Information Office in design and production.

Department web pages are in transition from being a diverse collection of pages, ranging from simple text-only to more seriously designed, multi-paged sites like the University Park Campus History Digital Archives. Web pages are being expanded and created in a Content Management System so as to enable anyone to update or add content without having to be an expert in web design or the use of special software or html. Future web pages will utilize a set of standard templates, which will provide the "look and feel" of the site, while content experts will supply the new or updated content for the pages.

RESTRICTIONS ON USE OF COLLECTIONS

If there is no restriction stated in the Millennium record, assume the papers are open to all users.

Serious Researchers
In some collections the restrictions section of the Millennium record indicates serious research use only. Serious researchers are researchers who have done appropriate background reading/research in their area of interest, have in-depth knowledge of the topic they are researching, and who can provide proper identification. Serious researchers are *not* defined by academic level or academic affiliation, but by their preparation and knowledge of their topic.

Adequate background reading/research includes knowledge of and reading in secondary sources or research in other primary sources, such as newspaper research on the topic, interviews, or oral histories. To be considered prepared, a researcher should have done enough reading that they are familiar with the key people/organizations/events surrounding their research topic, and will understand the significance of the content of the collections they will be using. Generally, this means a researcher should have consulted and be familiar with at least two sources. Any researcher, including undergraduates or the general public, who has done this preparation may access the papers.

On some occasions users may be considered serious researchers with a different kind of background knowledge of the research topic. These users have researched their topic, and discovered that there are few or no secondary source materials. Some users that meet this criteria would include a person researching a building for nomination to the historic register, someone with knowledge of the topic who is not actually a researcher e.g. a miner looking at mining papers, a genealogist, or a representative of a law firm preparing for litigation who has established through legal and other research the relevance of the material to the case and can justify the need to see restricted papers. Other users who may not meet the definition of serious researcher who would be able to access the papers would include the donor of the papers, or a direct descendent of the donor.

Individuals who do not meet the qualification as a serious researcher include those who do not have a research topic, or obviously have done no background research. A student simply assigned to see a "primary resource" should be directed to collections that do not fall under the serious researcher restriction.

In situations when there is doubt about whether or not a researcher qualifies as serious and should be allowed access, refer that user to the University Archivist, the Pacific Northwest or Visual Materials Curator, or the Head of the Division, as appropriate.

If access is denied a researcher, the reason access is denied must be noted and initialed on the Project Description next to information about the accession to which the access was denied.
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Scholarly researchers

Only researchers with academic credentials may use papers restricted to **scholarly use**. Normally this requirement means:

1. Faculty of institutions of higher education working in their fields

2. Graduate students preparing seminar papers, theses and dissertations

3. Researchers with graduate degrees, usually working on scholarly publications, not contract research

4. Honors students

GUIDELINES FOR DISCUSSING RESTRICTED PAPERS WITH RESEARCHERS

One of Special Collections main goals is to make its collections accessible to our users and to help them locate the information they need. A part of this responsibility is to make our users as knowledgeable as possible about how to use archives in general, and more specifically what collections we have here. When introducing users to our collections, it may be necessary to tell them about restricted collections.

When reviewing researchers for access to papers where serious research is a consideration, it is important to keep the following guidelines in mind:

> When papers are requested for use, a clear, polite alert to the user will prepare a researcher for the fact some papers may be restricted. Such phrases as "some of our donors have restricted the use of their papers" or "some of the papers in this collection may still be closed for public use by the donor" or "you may have to apply for use of these papers" will prepare the researcher for a negative response to their request to see a set of papers.

> In determining a researcher's status, some questions to ask might be: What is your interest in these papers? How did you find out about these papers? Are doing a research paper?

> If access to the papers must be turned down, do so as politely as possible. Blunt phrases like "You can't use these papers—they are only open to serious researchers" (which I have heard at the desk) only serve to put the researcher on the defensive (why don't I qualify as a serious researcher) and to give us an unhelpful image. Not just saying no, but offering another, open set of papers that may provide similar information generally helps ease the situation.

> If you must deny access to papers, be certain you can clearly articulate why you are denying access. Just telling the user "these papers are restricted" is not an adequate response. The user deserves to know why the access is denied.

> If a user does not qualify as a serious researcher, and needs to see a particular set of papers, suggest to the user some of the sources they might consult to become able to use the papers. These sources might include specific background readings, articles or pamphlets from the Regional Newspaper and Periodicals Index (and how to use it), and other sets of papers that are open to all. *We need to keep in mind that one of our most important responsibilities is to help our users become serious researchers*.

> The conditions of the "contract" that we are using to define serious researcher and who qualifies as such are so subjective, that unless we handle these situations carefully, we may be subject to a discrimination suit. A helpful, understanding, manner when explaining the guidelines to access to a set of papers may save us a lot of grief and hassle. Also, we all need to remember that today's undergraduates are tomorrow's PhD candidates, and a positive experience using our materials is more likely to stimulate future interest and research in a topic supported by the materials in our collections.

> One of the most important functions is to make certain the person leaves feeling they have been helped. It seems like too much of the time students don't understand that there are several types of primary source materials, not just papers. Given the opportunity, discussing with the user the other possible sources for research benefits both them and the Libraries.

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