

Blackwell Library



THE ENLIGHTENER

FALL 2002

VOLUME IV NUMBER 1

A New Approach to Freshmen Orientation

by Kathryn Kalmanson, Head of Reference

Every September a familiar scene plays out on campuses across America: Troops of students are ushered through libraries to learn the layout of the building and hear about resources and services which, it is hoped, they will remember whenever the need arises, but librarians and faculty alike can attest that students do not remember much of that information. Even if they do remember much information, it is usually too general to be useful when they begin working on specific assignments.

Last fall, a Salisbury University English 101 instructor decided to find out how much her students remembered from the general, new-student library orientation that they had experienced a few weeks earlier. So before bringing her students to the library for additional instruction to prepare for writing a paper, she gave them a brief test. The results showed that students had retained very little of the information they heard during their library orientation session. Even those who remembered some basic facts were unsure about how to find information on a particular topic.

However, when these same students came for a library instruction session that focused on finding information for their English 101 paper, they became actively engaged in using the library's resources, sharing their ideas with each other, asking meaningful questions, and discovering new research techniques. In short, during these sessions real learning was taking place.

This and other classes like it provided the model for a new program, a collaborative effort between the English Department and library faculty to design a more innovative approach to library orientation for first-year students. Instead of the usual generic tour and overview of the library as part of the orientation program, students are now being introduced to the library as part of the English 101 curriculum. Their library instructional session is now based on a

course assignment. Working with Kathryn Kalmanson from the Reference Department, Dr. Connie Richards, chair of the English Department, presented her faculty with a proposal for making formal library instruction a required part of the English 101 curriculum. Many of the instructors had already made a practice of scheduling library instruction for their classes. Others readily agreed that it would be helpful. Reference librarians offered to work with each instructor in developing a library session that would support the instructional objectives for English 101 and at the same time provide a foundation for further development of information-seeking skills.

Although the program is in its early stages, faculty and students are responding positively. Librarians find that the improved search skills and self-confidence that students are gaining in this program are a first step toward the greater goals of achieving information literacy and establishing lifetime learning habits. A full assessment will be reported later, but for now, the new approach means students are learning research skills at the ideal time—just as they are beginning to work on an assigned paper or project that requires them to use library resources. As an added benefit, students learn actively by working with library resources rather than simply by hearing about them.

THE TEACHING LIBRARY

by Dr. Alice Bahr,

Dean of Libraries and Instructional Resources

In the early 1990s, the University of California at Berkeley began a program called, "The Teaching Library."

The impetus for re-conceiving the library's purpose—from acquiring resources to working more closely with faculty to ensure resources were used and used more effectively—was based on startling statistics.

Berkeley's survey of its sociology and political science graduates indicated the following: 50 percent couldn't search by subject for library materials, distinguish between citations for books and articles, and recognize and identify key resources in their fields. [<http://dizzy.library.arizona.edu/infolit/12/29/99>]

Today's college-bound students are no better off. Several recent studies indicate students' clear preference for using the Internet to find information. The studies also highlight, however, students need to be taught "more sophisticated Internet literacy." ["Digital Disconnect" Study," *Library Hotline* 31, #34 (26 August 2002): 1] Without that "teaching," the following results of a 2001 Harris poll of 18-24-year-old U.S. college students who use the Internet for assignments aren't too surprising: 58 percent "believe that there is no difference in the reliability of information on websites with advertising..." than on those without advertising. [*OCLC White Paper on the Information Habits of College Students*. OCLC (Dublin, OH: 2001): p.4]

As the amount of information increases so too does the need to shape students' understanding of how to find and use it.

Homecoming/Family Weekend at Blackwell Library

Saturday, November 2, 2002

10 a.m. Main Entrance and Lobby
Breakfast, Tours, Meet the Library Staff, Get a Research Update

10:30 a.m. First Floor, North Side, Display Cases
Library Announces Tributes Program

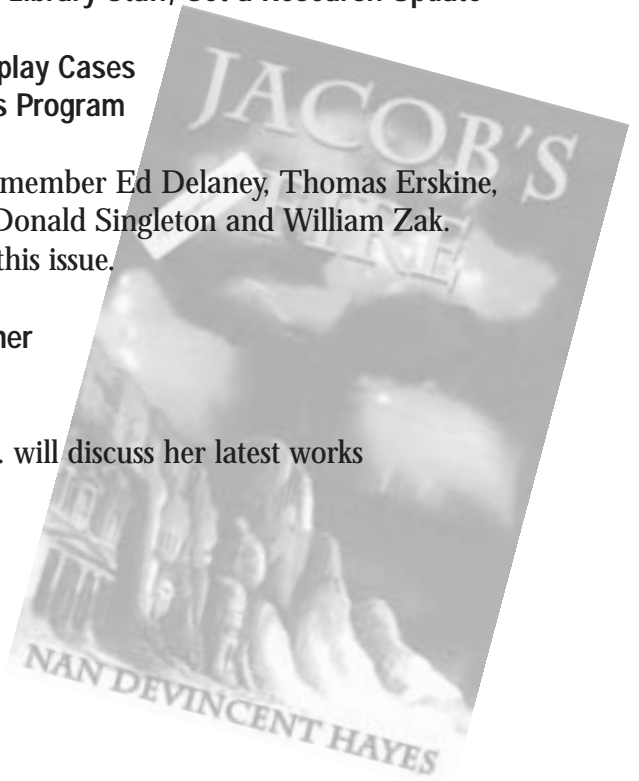
The library has purchased books to honor/remember Ed Delaney, Thomas Erskine, Andy Hepburn, Bob Rosing, Tereza Sidrak, Donald Singleton and William Zak. To make donations, see the Tributes form in this issue.



11 a.m. First Floor, Northwest Corner
Meet the Author

Local author Gianni DeVincent-Hayes, Ph.D. will discuss her latest works and sign books.

10 a.m. - 4 p.m. Book Sale



Book Sale at the Library

Thursday, October 31 - Saturday, November 2

Blackwell Library will hold its annual Book Sale on the first floor of the library at the back of the building behind the current periodicals in conjunction with Homecoming Family Weekend.

Thursday, October 31	9 a.m. - Midnight
Friday, November 1	8 a.m. - 10 p.m.
Saturday, November 2	10 a.m. - 4 p.m.

Find cookbooks, children's literature, novels, videos and books in various academic subject areas. Book sets and a few unique titles will also be offered at special prices.

Paperbacks	\$.50
Most hardcover books and videos	\$1

Retirement & Resignation

Blackwell Library recently saw the departure of two long-time staff members. Bonnie Boulanger retired on May 31 after 16 years as a catalogue assistant. Bonnie's responsibilities included withdrawing books from the collection and records from VICTOR and other electronic databases. She served as backup for her department as well as for the Circulation Department. Bonnie kept us laughing. You went to Bonnie when you were having a bad day, and you came away smiling.

Nancy Dize resigned from the library on October 4, after spending 16 years as a library assistant. After 11 years in the Circulation Department, Nancy transferred to the Serials Department. She was responsible for every aspect of periodicals, from receiving to shelving, claiming to binding. She was also instrumental in setting up the department's migration from the CARL system to ALEPH, the library's new online system tentatively scheduled for implementation at the end of this semester.

New Staff

CIRCULATION

Erin Drew is the newest night circulation assistant. Jennifer Bowler is returning to work as a night circulation assistant.

REFERENCE

Chris Vidas, reference/library instruction librarian, began working in Blackwell Library in February 2002. He is the library liaison to the Education and History departments. Active in providing reference services and teaching classes in library use, he is chair of the Library Web Page Committee.

Since joining Blackwell, I have taught several history and education classes—the subject areas to which I am the library liaison. I have also taken part in the information literacy program that has begun this semester in collaboration with the English Department. Students' reactions to the program have been positive. Of even greater importance to me, however, is the realization that everyone benefits when library instruction is incorporated into classes and assignments.

For librarians to prepare course-related instruction, they need to interact with faculty members teaching classes. As a result, they acquire a better understanding of what is taking place within the classroom, i.e. what projects students will come to the library to complete, what topics are being analyzed, and more importantly, what aspects of the library's collections and services need to change to accommodate those projects.

For faculty, there is the benefit of knowing that their students are learning how to find the "right" sources, which should help to improve the quality of papers submitted.

For students, there is a valuable lesson learned, one that reduces anxiety and fosters academic success and lifelong learning: libraries are more than collections, they are a source of academic support, and librarians are there to help them.

Chris Vidas,
Instructional/Reference Librarian

Publications

Alice Harrison Bahr and Nancy Bolton had their article "Share the Experience: Academic Library, Public Library and Community Partnerships," published in the Summer 2002 issue of *The Southeastern Librarian*.

Workshop Attendance

Rebecca Brooks, an archivist at the Nabb Research Center, will be attending the series, "Disaster Mitigation for Cultural Collections," at the Conservation Center for Art and Historic Artifacts in Philadelphia in November 2002.

TLN NEWS

Teaching and Learning Network

www.salisbury.edu/library/tln
Mary Gillespie, Director Instructional Resources
Melissa Thomas, Instructional Designer

Equipment Checkout

Faculty, did you know that the TLN has equipment for you to checkout on a temporary basis? Need a projector and laptop for a conference in which you are attending or presenting? Want to use a digital camera or digital video camera? We have it. Contact Melissa Thomas at 410-543-6510 for more information.

Verizon Studio

During the summer, the equipment in the Verizon Studio was upgraded to six Windows XP Multimedia workstations and a Macintosh G3 running OS 9 and OS X. Additionally, we have the latest versions of the following software:

Adobe Premiere 6
Adobe Acrobat 5
Adobe Photoshop 7 (3 copies)
Adobe Photoshop 5 Limited Edition (3 copies)
Macromedia Flash MX
Jasc Paint Shop Pro 7
Microsoft Office XP Professional Version
WebCT

Use of the WebCT course management system continues to grow. As of fall 2002, there were 182 WebCT courses. Plans are being made to upgrade to the Campus Edition of WebCT in January 2003. This edition allows for future integration with PeopleSoft, drag and drop file as well as multiple file upload/download capabilities, return assignments as documents with instructor comments imbedded in the file, and better cross course listing management.

TECH TIPS by Frank Shipper, Perdue School

HOW TO CREATE A PDF FILE ON A COPIER

At Your Local Xerox Document Center

1. key in your account number
 2. insert document lengthwise, head first
 3. select scan
 4. select added features
 5. select stored image setting
 6. select output image format
 7. select pdf
 8. push save
 9. push start
- WAIT
10. save confirmation report

At Your Computer

1. click on "My Computer"
2. click on your school drive
3. follow path from confirmation report
4. click on appropriate pdf file
5. save to your location

Speaker Thomas Clemens

by Creston Long, Fulton School

On October 3, in the Guerrieri Center, the Edward H. Nabb Center for Delmarva History and Culture presented Maryland Humanities Council speaker, Thomas Clemens. Clemens earned a B.A. and M.A. in history at Salisbury University and is currently completing his dissertation at George Mason University. If you missed this program, "The Rebel's Heel is on Thy Shore-The Maryland Campaign of 1862," a brief overview follows:



The Civil War will always hold a special fascination for many Americans. Of all the topics in American history, no other period has attracted as much interest among the general public. Considering the wide popularity of Civil War history, it is no surprise that an audience of 120 members of the community, students and professors converged on the Guerrieri University Center to attend Professor Thomas Clemens's lecture on the Civil War in Maryland.

Clemens focused his talk specifically on General Robert E. Lee's first attempt to take the fighting away from southern soil in the late summer and early fall of 1862. Early in his presentation, Clemens effectively engaged the audience with a number of questions about perception of the importance of the Maryland campaign. Working from this dialogue, Clemens made a number of points and dispelled several myths about the events leading up to the battle of Antietam. Most importantly, Clemens emphasized Lee's motives for moving into Maryland. According to the speaker, Lee had few options in late August 1862. If Lee had moved to the west to secure the Valley of Virginia, he would have exposed the Confederate capital of Richmond to Federal assault and had he remained stationary in northern Virginia, he would have sacrificed the initiative to the Union army. Because Lee also ruled out direct assault on Washington, D.C., at that time, his only viable option involved moving the Army of Northern Virginia across the Potomac River into central Maryland.

Clemens avoided going into tactical details about the actual battle, focusing instead on the thoughts and motivations of leaders on both sides. The speaker took a realistic look at General Lee and his northern counterpart George B. McClellan. Both men saw important political implications to the fighting in Maryland. Lee surmised that a victory on Union soil would increase political pressure in the north to negotiate a truce and recognize southern independence. At the same time, McClellan hoped that a strong victory for the

Union army would bolster his political career and set him apart from the succession of failed Union commanders appointed by President Lincoln.

Many of the attendants came to the lecture with a firm grasp of Civil War history. But Clemens's balanced and rational treatment of figures such as Lee and Lincoln, who are often glorified to the point of de-humanization, added clarity to the military and political context of the 1862 Maryland campaign.

Thomas Clemens is a professor of history at Hagerstown Community College and an adjunct faculty member of George Mason University. He is a founding member and the president of Save Historic Antietam Foundation. Clemens received his B.A. and M.A. in history from Salisbury University and his doctoral degree from George Mason University. He resides in Keedysville, MD, near Sharpsburg.

Bibliography:

Confederate Tide Rising: Robert E. Lee and the Making of Southern Strategy, 1861-1862, Joseph L. Harsh

Taken at the Flood: Robert E. Lee and Confederate Strategy in the Maryland Campaign of 1862, Joseph L. Harsh

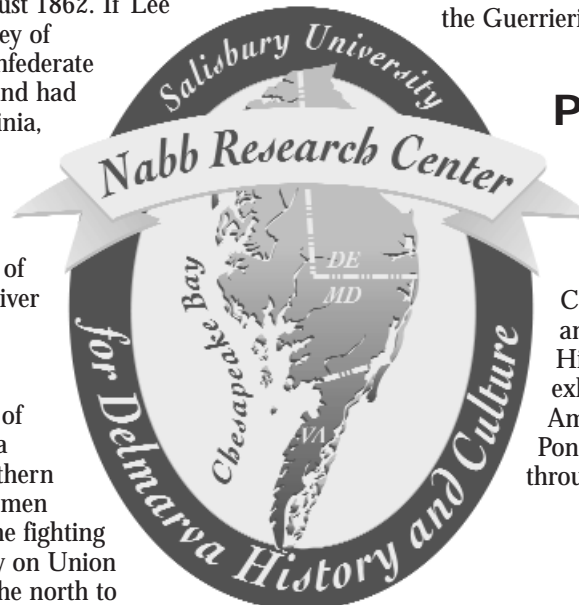
The Wartime Papers of R.E. Lee, Clifford Dowdey, ed.

R.E. Lee, A Biography, Douglas Southall Freeman

McClellan's Own Story: The War for the Union, the Soldiers Who Fought It, the Civilians Who Directed It and His Relations to It and to Them; William Cowper Prime, ed.

Tracing Your Delmarva Ancestors

On September 20-21, the Nabb Research Center and the Lower Delmarva Genealogical Society hosted the seminar, "Tracing Your Delmarva Ancestors," which was sponsored by the Maryland Genealogical Society. The two-day conference was the first of its kind held on the Shore and brought over 250 researchers to the Guerrieri University Center.



Pemberton Colonial Fair

On September 28, the staff of the Nabb Research Center hosted a booth at the Pemberton Colonial Fair. Nabb Research Center staff and volunteers mounted an extensive display in the Wicomico Historical Society tobacco barn. This exhibit traces the history of the Native American settlement near Tony Tank Pond and will be on display through September 2003.

TRIBUTES

A new library program, Tributes celebrates the contributions of faculty and others to students' lives, Salisbury University's commitment to educational excellence, and the library's support of that mission and the people who make it possible. Purchase a book to honor or remember a faculty member, administrator or friend of the University who has encouraged, inspired, motivated and demonstrated personal concern for Salisbury's students.



Amount Enclosed \$ _____ Date _____
(Academic titles typically cost between \$30-\$50; however any donations are welcome.)

Mr. Mrs. Dr. Ms. _____

Address: _____

City: _____ State: _____ Zip Code: _____

Telephone / E-mail (required): _____

PLEASE CHECK ONE:

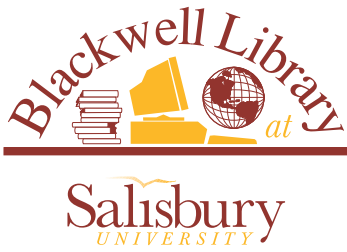
- Select a title myself
(currently not in Blackwell's collection and that supports the curriculum): _____
- Have a librarian contact me.
- Pick an "outstanding" academic title in the field of _____ for me.

ANNUAL COLLECTION FOR DOGS AND CATS



In December, Blackwell Library will once again collect items for the Wicomico County Humane Society and the Cat Sanctuary. Please consider donating much needed items such as cat and dog food, treats, toys, etc. for the area's homeless dogs and cats.





Blackwell Library
Salisbury University
1101 Camden Avenue
Salisbury, MD 21801-6860

LIBRARY HOURS

Fall Semester Hours (September 3 - December 14)

Monday - Thursday	8 a.m. - Midnight
Friday	8 a.m. - 10 p.m.
Saturday	10 a.m. - 8 p.m.
Sunday	Noon - Midnight

Fall Final Exams Hours (December 15-31)

December 15	Noon - 2 a.m.
December 16	8 a.m. - 2 a.m.
December 17	8 a.m. - 2 a.m.
December 18	8 a.m. - 2 a.m.
December 19	8 a.m. - 2 a.m.
December 20	8 a.m. - 4 p.m.
December 21 - 31	CLOSED