

# THE Enlightenment

Blackwell Library Newsletter

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## Library to Implement New Online System

by Judy Fischer

Salisbury State University, in cooperation with 16 University System of Maryland and Affiliated Institution (USMAI) libraries, has contracted with Ex Libris USA, of Chicago, for an advanced "next generation" shared Library Information Management System (LIMS).

Implementation of the new library automation system, ALEPH 500, has already begun. Library representatives from each of the 16 USMAI libraries are currently members of an Implementation Working Group committee and various task forces. The ALEPH system will be implemented and supported by the University of Maryland Libraries Information Technology Division. Current projections call for the changeover to full operation to occur in early January 2002. Blackwell Library and Information Technology staff members who are currently representing SSU during this implementation phase are:

Kathryn Kalmanson, *OPAC Task Force*  
Judy Fischer, *Database & Loader Management Task Force*  
Sharon Payne, *Circulation Task Force*  
Andy Reese and Nancy Dize, *Acquisitions and Serials Task Force*  
Judy Fischer, *Implementation Work Group*  
Ken Kundell, *Technology Task Force*

The ALEPH 500 system, a state-of-the-art Internet-based catalogue of both electronic and library housed resources, will provide students and faculty at the participating libraries direct access to published knowledge on a scale far greater than what is presently available. The system will also integrate well with other automated services that are either currently available or under development, including digital initiatives being developed in various libraries.

The 16 USMAI libraries which have purchased the ALEPH 500 system are located at 14 institutions and include the following: Bowie State University, Coppin State College, Frostburg State University, Salisbury State University, Towson University, University of Baltimore, University of Baltimore Law, University of Maryland, Baltimore, including the Health Sciences and Human Services Library and the Law Library, University of Maryland, Baltimore County, University of Maryland College Park, University of Maryland Eastern Shore,

## Maryland Digital Library

by Terry Daenzer

**Question:** What is Maryland Digital Library (MDL)?

**Answer:** MDL is a collection of databases offered free of charge to every institution of higher education in the state of Maryland, including SSU. The MDL collection includes *Oxford English Dictionary*, Access Science (a science encyclopedia), Academic Search Elite (indexing to more than 3000 periodicals with full text of more than 1,200 titles), Business Source Premier (full text of nearly 1,400 business journals), CINAHL (a nursing database), Clinical Reference Systems (seven thousand reports on medical topics), ERIC (an education database), Health Source Plus (full text of ca. 270 medical journals plus a medical dictionary and much more), History Universe (history of the African-American experience), NetLibrary (a collection of digitized books), Project Muse (full text of journals published by Johns Hopkins University) and USP DI Volume II (patient-oriented drug information [no, not recreational drugs]).

**Question:** Who foots the bill?

**Answer:** The state of Maryland pays the freight.

**Question:** Who has access to Maryland Digital Library?

**Answer:** All faculty, staff and students affiliated with any participating institution of higher learning in Maryland have access to this collection of databases. The Eastern Shore institutions include SSU, UMES, Wor-Wic, Chesapeake College and Washington College.

**Question:** How do I get there?

**Answer Number One:** If your computer is connected to the SSU campus network, point your browser at the SSU homepage, [www.ssu.edu](http://www.ssu.edu), click on "Library" and click on "Alphabetical List of Databases." The 12 MDL

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University of Maryland University College, University of Maryland Center for Environmental Science, Morgan State University and St. Mary's College of Maryland.

The ALEPH system is now in place in over 41 countries and serves three million users. Included in the Ex Libris client list are the following: Notre Dame University, University of Iowa, McGill University, SUNY, Harvard University and the Massachusetts Institute of Technology.



# Making Full Use of Library Instruction

(or, how becoming information literate helped me to write a term paper)

by Susan E. Brazer

Many faculty members at Salisbury State University are already aware of the instruction opportunities available at or through Blackwell Library. However, not all faculty members are sure of the reasoning for and true potential behind library instruction classes, and as such have never held any of their classes in the library. In this article, I hope to enlighten everyone to the tremendous overall benefit that library instruction has for both student and instructor, and provide some clues as to what someone might expect to occur during a library-based instruction session.

With the advent of the Internet, its use in the library and the switching of many scholarly indexes and research databases to Web-based, full-text resources, the entire scope of library instruction has greatly changed in the past few years. Librarians are no longer forced to limit themselves to distributing paper-based lists of recommended books and journals or descriptions of individual articles. Likewise students and instructors are no longer forced to listen to long-winded and highly convoluted instructions on how to look up a topic in a paper-based index.

The emphasis these days in library instruction isn't even on access techniques for Web sites or memorizing search syntax for a specific electronic database, as the Internet has produced an entire generation of students who are already well versed in basic Web-surfing and search engine protocol thanks to such generic and non-scholarly resources such as "Ask Jeeves" or the "Yahoo!" search engine. Rather, the emphasis has shifted to focus on working with students and faculty members to help them attain a minimum level of information literacy. An information literate individual, a term defined by the Association of College and Research Libraries in their 2000 publication *Information Literacy Competency Standards for Higher Education*, is considered to be someone who is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal and social issues surrounding

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## Maryland Digital library

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databases are all in this list and all have MDL following the database name.

**Answer Number Two:** If you are student, faculty or staff at SSU, and if you have registered at the main desk in Blackwell Library, you may also try these MDL databases from off-campus locations. Once again point your browser to the SSU homepage, [www.ssu.edu](http://www.ssu.edu). Click on "Library." Then click on "MdUSA Access to SSU Databases." Type your last name in the left text box and your 14-digit barcode number in the right text box. Then click on "Remote Login." If you are registered, if you correctly spelled your last name and if you committed no errors when you typed in your barcode, MdUSA will provide off-campus access to all of our databases, including the 12 MDL databases.



the use of information, and access and use information ethically and legally.

*– Information Literacy Competency Standards for Higher Education. 2000.*

Information literacy is particularly important not only in our current technologically advanced library setting, but also in today's realm of higher education. As disciplines start to overlap and boundary lines begin to blur, the general environment of research and academia becomes growingly technical and complex. Individuals who are information literate are able to cross these boundaries and hurdles with ease, understanding how information is organized and therefore how to search for, find and retrieve it.

In an attempt to help our students and faculty become information literate and library-savvy, we are available to work with individuals and classes here in the library. The classes we teach are usually subject-specific and are scheduled at the request of the instructor. While some classes are brought to the library to get a feel for how the library is organized and how to find general information, most classes are scheduled because an assignment has been given that requires direct library usage. Rather than simply give the assignment and let the students feel their own way through it, the instructor instead chooses to formally address the issue of academic, formalized research, and schedules a class where a librarian can address its different steps and components. The majority of faculty members have found that this is extremely beneficial for their students and their classes as a whole, and that it typically results in papers or projects on a higher level of competency and proficiency than if they choose to let their students go through this process on their own.

Librarians work ahead of time with the faculty member in order to understand what the research project entails and to ascertain if there are any specific pieces of information the instructor wants emphasized during the class—be they electronic sources, print-based sources or pieces of advice from the viewpoint of the librarian. The class is typically held in the library instruction room during its normally scheduled time; however, it is feasible for the librarian to come to the instructor's classroom if it is technologically equipped for such a lesson.

Any research project where library research is to be done, regardless of discipline, requires a thorough and true understanding of information organization and retrieval. To expect someone to produce such a paper or project without previous training and instruction is as similar a folly as expecting someone to know how to be able to drive a car without having taken a driver education class. As such, scheduling library instruction classes is helpful not only to students, but also to faculty, as it will assure them that they are providing their students with the fullest opportunities for education and learning that they possibly can—both in *and* outside the classroom.

*See <http://itweb.ssu.edu/~library/LibServ.html#orientation> for more information. To arrange a library instruction session for your class, please call the head of reference at 410-543-6190 or send e-mail to [kckalmanson@ssu.edu](mailto:kckalmanson@ssu.edu).*



# Looking Back Blackwell Library From the Beginning

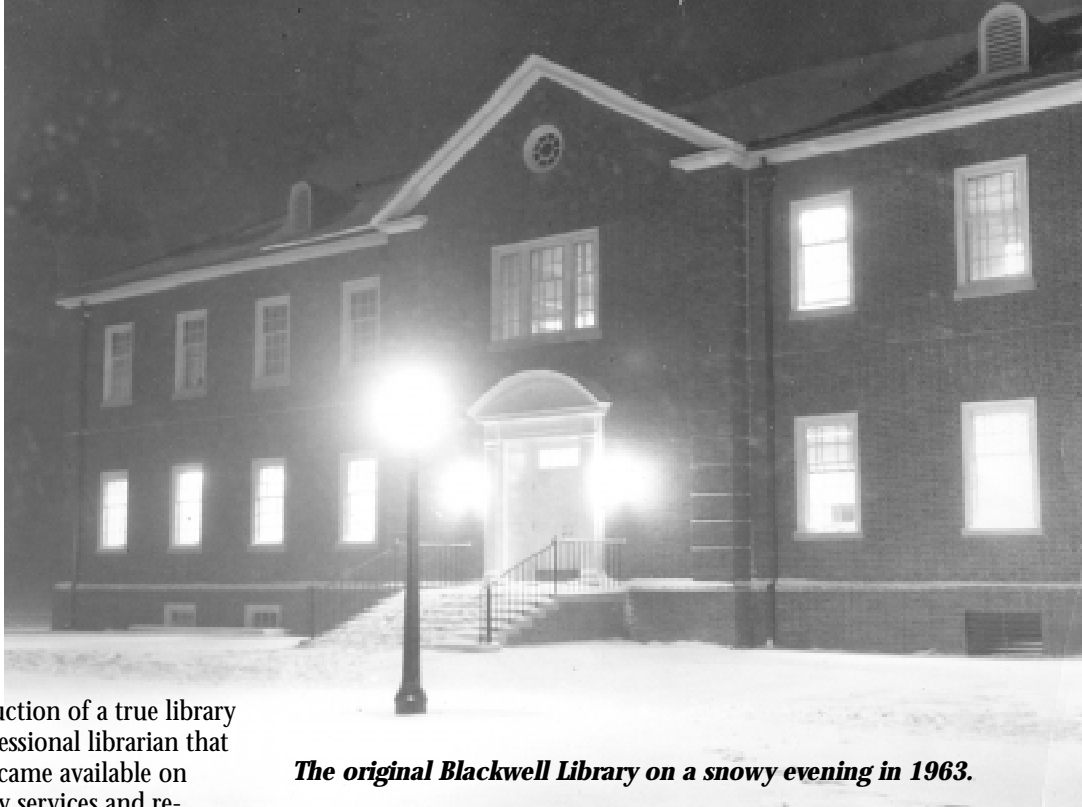
by Kathryn Kalmanson

This year as SSU celebrates its 75th anniversary, Blackwell Library also marks its 25th year of service to the campus and community. Of course, a library did exist at SSU from the very beginning, but it was not until the construction of a true library building and the hiring of a full-time professional librarian that library services as we know them today became available on campus. Since that time, changes in library services and resources have been dramatic. As we look forward to the next big development with the construction of a new electronic facility, it is interesting to see how a continuous pattern of growth and change has characterized the library throughout the lifetime of the University.

When the Salisbury Normal School opened in the fall of 1925, the library was assigned to an area on the first floor of the original building, occupying most of what is now the north wing of Holloway Hall. As was typical for a school of this size, the library seems to have been initially little more than a reading room with basic works in the subject areas of the curriculum. A collection of children's books was also maintained for the demonstration elementary school attached to the normal school. The library supervisor was Dorothy Doerr, succeeded in the second year by Miriam L. Kutz. After that, for the next 10 years, the library was operated by a faculty member, Lucy W. Bennett, who was also head of the English department. Mrs. Bennett instituted a one-semester course fondly known among students as "Lib Tech" in which students served as library aides while gaining useful skills for their teaching careers.

A 1929 inventory revealed an impressive (for that day) collection of about 6,000 books; however, by 1937, only about 1,000 books had been added even though the curriculum had continued to expand. Doubtlessly, the economic constraints of the Great Depression slowed library growth, but the greater problem seems to have been a policy whereby most of the library's book budget was being used to supply textbooks, leaving only a small amount for regular acquisitions. Nevertheless, the library was able to add two staff members, Anna Jones Cooper and Gladys May Lewis, who began in 1933 and 1934 respectively.

Important changes started in 1937 with the hiring of the first full-time professionally trained librarian, Grace Strickland (later Grace Chaires), who was given the challenge of expanding library materials and services for the new four-year college program and of bringing the library into compliance with standards of the American Association of Teachers Colleges. By 1941, the library collection had grown to the required 15,000 volumes, and the



*The original Blackwell Library on a snowy evening in 1963.*

other standards had been met. Ms. Chaires, having taken a leave of absence in 1943 to serve in the Women's Reserve of the U.S. Navy during World War II, returned to her campus position in 1946 to lead the library through its next major phase of development in the post-war years.

To Ms. Chaires fell the responsibility of planning a new library building, to be constructed with an initial State appropriation of \$225,000. As funds became more and more of an issue, Ms. Chaires had to struggle to keep various necessities, such as an elevator, in the budget. Her greatest ally was college president, Dr. James D. Blackwell, who had first envisioned the new facility in 1949 and in whose honor the building would later be named. With the initial appropriation in February 1954, construction on the two-story building began in the autumn of 1955, near the time of Blackwell's retirement. Work continued on this and other campus buildings under the presidency of Dr. Wilbur Devilbiss. Finally, in October of 1957, the eagerly-awaited new library building opened its doors. Governor Theodore McKeldin, who was then leading a massive program of library construction on Maryland campuses, joined other state and local officials for the opening ceremony and first tour of the building. The new library contained a large reading area as well as circulation desk and offices on the first floor, and a second floor with reading areas, book stacks, the children's collection, curriculum and audio-visual materials, a music room and exhibition areas. Salisbury Teachers College could now proudly claim to have one of the most functional, attractive and well-equipped modern library facilities in the state. In December 1966, at a ceremony for the naming of campus buildings, the library was formally named for Blackwell.

As enrollment increased and new academic programs were begun during the late '50s and early '60s, the library worked diligently to meet increasingly complex research needs. During this time, the library staff gained several members, including its first full-time reference librarian, Constance Sickmund, whose talents for guiding students' research became legendary on campus. Nettie C. Bentley also joined the regular library staff,

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**Blackwell Library**  
 Salisbury State University  
 1101 Camden Avenue  
 Salisbury, MD 21801

**Looking Back: Blackwell Library from the Beginning**  
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transferring from the library of the campus elementary school when it closed. Following the retirement of Grace Chaires, James R. Thrash was appointed director of the library in August of 1969, a position that he held for the next 30 years. Keith R. Vail joined the staff as an assistant librarian in August 1966 and retired as associate director in March 1999. During their years the library would again undergo major changes, with a huge construction project, increased hours of service, a government documents depository and the beginnings of computer technology.

By the mid-1970s with Salisbury State enrollment approaching the 2,000 mark and two master's programs in place, the library building could no longer adequately serve the needs of the campus community. In 1973, Blackwell Library began a \$2.2 million expansion that would triple the size of the building and provide suitable facilities for new media such as film and microforms. The existing building, rather than being demolished, was absorbed into the structure of the new and given a contemporary look. The enlargement effectively doubled stack capacity to 165,000 volumes and provided seating for 650 students. Opening ceremonies took place on Sunday, September 14, 1975, with state and community leaders in attendance. Once again, Salisbury State had an attractive new library with the space and resources needed by an active faculty and student body.

Now, as we enter the 21st century, the library is once again experiencing growing pains due to developments in information technology and academic programs that require more sophisticated research support. And so Blackwell Library is preparing for yet another transformation with the construction of a modern learning and technology center just a few years away.



# Library Hours

## Spring Semester 2001

**Regular Library Hours**  
**from January 29 through May 16**

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

**Final Exam Hours May 17-23**

Thursday, May 17 \_\_\_\_\_ 8 a.m.-2 a.m.  
 Friday, May 18 \_\_\_\_\_ 8 a.m.-Midnight  
 Saturday, May 19 \_\_\_\_\_ 9 a.m.-10 p.m.  
 Sunday, May 20 \_\_\_\_\_ Noon-2 a.m.  
 Mon. 5/21 & Tues. 5/22 \_\_\_\_\_ 8 a.m.-2 a.m.  
 Wednesday, May 23 \_\_\_\_\_ 8 a.m.-8 p.m.

**Special Hours May 24-28**

Thurs. 5/24 & Fri. 5/25 \_\_\_\_\_ 8 a.m.-4 p.m.  
 Sat. 5/26 to Mon. 5/28 \_\_\_\_\_ CLOSED