

Spring 2000

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## Recommended Citation

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- Videoconferencing
- Faculty Voices
- The Search is On
- A Check Up
- Video Editing
- Using Web Capture
- Ask ISR

## Fifty Years of Silence: A Daughter's Artistic Voice

by Mary Ann Williard, Library Technical Assistant,  
Special Collections/University Archives  
williard@bucknell.edu

**O**n April 10, as part of the Bertrand Library's Knowledge and Information Series, artist and publisher Tatana Kellner presented her talk, "Art and the Holocaust." Kellner, an immigrant who grew up in communist Czechoslovakia, reflected on the powerful medium of art that often provides insights into defining diverse cultures through moving and, sometimes, disturbing imagery.

Through the presentation of her handmade book project *Fifty Years of Silence*, Kellner effectively illustrated how painful experiences can be transformed into art. This two-volume limited edition set preserves the memories of Kellner's parents by telling the story of their experiences of internment in several concentration and extermination camps in World War II. The original handwritten Czech text, as written by her parents, is reproduced on transparent pages, interleaved with the author's English translation. The translation is printed over modern and historical photographic images from concentration camps, poignantly contrasted by family photographs. These die cast pages fall around a flesh-colored, handmade paper cast, one volume representing Eugene Kellner's forearm, and the other volume representing her mother



Cover: 71125: *Fifty Years of Silence* — Eva Kellner's Story

Eva Kellner's forearm, both tattooed with the ineradicable numbers B-22116 and 71125, respectively. Not only does Kellner's work share the deeply personal experiences of her family, but it also provides an extraordinary testimony to the dark side of humanity in the historical and political context of a culture. In addition to this work, Kellner showed slides of her related work in photography that focuses on the cultural icons and images of other lands.

Vitaly interested in the artistic preservation of cultures, Kellner is co-founder and artistic director of the Women's Studio Workshop, a private press and internationally known center for book arts, located in the

Mid-Hudson Valley region of New York. In recognizing the need for an alternative space for artists, particularly women, to create new, personally significant art, Kellner and three women artists founded the workshop in 1974. The Women's Studio Workshop is one of the largest publishers of artists' books. Through its exhibits, the workshop provides a forum for artists' diverse representations of political issues and current events.

Bucknell University is very fortunate in owning both volumes of Kellner's *Fifty Years of Silence*, as well as many other works published by the Women's Studio Workshop. These imprints are available in the library's Special Collections.

## Meet the ISR staff!

### Reference Department

1st row: Patty Housner, Martha Holland, Jim Van Fleet.

2nd row: Dot Thompson, Judy Zebrowski, Cyndi Campbell, Isabella O'Neill.

absent from photo: Mary Wyeth and Pam Ross



**Managing Editor:** Jennifer Perdue  
**Editors:** Jim Van Fleet, Chris Young, and Mary Jean Woland  
**Photographer:** Debra Balducci

Information Services & Resources (ISR) is a new department comprised of Bertrand Library, Computer & Communication Services, and Media Services. *isr@bucknell* is published four times during the academic year. Bucknell faculty and staff receive *isr@bucknell* free through campus mail; copies are made available for students in several locations around campus. Individuals at other schools or information technology organizations may subscribe by contacting the managing editor.

Please send subscription requests or comments to:

*isr@bucknell*  
c/o Jennifer Perdue  
Information Services & Resources  
Bucknell University  
Lewisburg, PA 17837  
e-mail: *isr@bucknell.edu*  
or call 570-577-3252

*isr@bucknell* is available on the Web at <http://www.isr.bucknell.edu/pubs/>.

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# "Chay, chay, changes..."

by Ray Metz, Associate Vice President for Information Services and Resources  
metz@bucknell.edu



**W**hile I sometimes say that I enjoy change, that notion gets tested every once in awhile. Right now is one of those times. The biggest change for me personally is Tara Fulton's departure, but there are other changes such as a change in presidents, several other new key administrative positions, new vendor directions for both campus networking and for book approval plans, and of course changes brought about by the end of one academic year, the rapidly approaching (but never long enough) summer, and the ever present beginning of a new academic year.

Tara Fulton will begin the next phase of her successful career leading the library at Lock Haven University. From the moment I met Tara on the search committee for the AVP position, I knew that she was an exceptional professional. She is articulate, intelligent, intuitive, hard working, and a planner! She also has been a mentor, an advocate, a leader, and a wonderful person who was always there for me. Tara and I didn't always agree (and Tara was usually successful in getting me to see the error of my ways... \*grin\*), but we always agreed on where we were headed. I know how to work with her and she knows how to work with me. ISR staff know who she is and what to expect. We have spent the last two and a half years working as a part of the ISR Design Team (along with Nancy Dagle and Gene Spencer) on what has been one of the best groups I've ever been a part of.



Another change: during the coming months I look forward to getting to know and beginning to support the new president. Yes, we all know he comes from Clemson University. But do we know how he makes decisions? What processes does he employ to address issues and solve problems? How does he involve staff? students? faculty? What can we do to learn from him and to teach him as well? And how do we do all of that while still respecting the major accomplishments of the current administration and the rest of Bucknell's tradition and history? How will he be like Bro? How will he be different?

Change.... We'll survive and be even a better place for it. Change has a reputation for coming slowly to academic institutions, but I know that it comes faster than it used to and we need to have even more of it. How do we get used to it? Well, by accepting it and trying to enjoy it. Like everything else, it's just a decision. The easy part is knowing that you just need to accept and embrace change.

The challenge sometimes is actually doing it!

So, do I like change? Well, yes and no. To me change is a lot like flying. I really like the concept of flying, except the part when a metal tube goes hurtling through the air. I like the convenience. I like being a part of the group that flies. But I don't feel very excited when I'm actually inside the plane. Change is a bit like that. I know that it's important. Change can get a lot of things accomplished that otherwise would be unrelieved pressures and stresses for us all. And yet, sometimes when I'm approaching or in the middle of change I'm not 100% enthusiastic. Now, let's be honest, I OFTEN am VERY excited about change, but in the case of something like Tara's leaving... I'm on the plane, but I'm not looking forward to the movie and peanuts quite yet...

Good luck, Tara! Thank you for teaching me so much! We'll miss you! I'll miss you!

## **TARA FULTON ACCEPTS POSITION AS DIRECTOR OF LIBRARY SERVICES AT LOCK HAVEN UNIVERSITY**



*Tara Fulton*



Tara Fulton has provided imaginative, dedicated, and effective leadership within the ISR organization, and has established herself as a generous and helpful professional to faculty and staff. Along with many others in the organization, Tara embraced the concept of combining the missions of library and computing in ways that were well-designed to enhance the organization's ability to serve its constituencies. Since her arrival at Bertrand Library in 1992, Tara has taken on a series of crucial responsibilities within the library organization, and then the ISR organization, and has performed these tasks with fine competence and panache. These past several years have been ones of very productive change and evolution within the library and computing staffs, and Tara deserves a full measure of appreciation for her creative role in helping accomplish those changes.

Tara, we appreciate the fine work you have done at Bucknell, and wish you every success in your new position. Enjoy the challenges!

*Daniel Little, Vice President for Academic Affairs*

## **A Check Up for Reference/Information Services**

**by Isabella O'Neill, Librarian/Manager of Reference Services Program**

*ioneill@bucknell.edu*

**B**usinesses want to keep their customers and clients satisfied and coming back to them. They also want to hear from their customers about how well they are doing and how they could evolve their services to meet a customer's needs. Reference/Information Services at the Bertrand Library feels the same way about turning to its users for feedback about the quality of service it is providing in the campus community.

In the fall of 1999, a working

group was formed to plan and implement a formal assessment of reference and information services. It was decided that reference and information services needed to get feedback from all groups on campus: faculty, staff, and students. Two methods of assessment were decided upon: a focus group session for students and a web based survey for faculty input. Feedback from both assessments should give Reference Services the information it needs to critique its services and determine how users conduct their

research, the types of information resources they use, and how well Reference/Information Service staff have done with providing service to users.

This has been an important study for the ISR organization and we intend to utilize feedback from our users as a way of planning for future services. We want to thank everyone who participated in these assessments. Remember, we are interested in what you have to say about us!

# Faculty Voices

by Helen Morris-Keitel  
*hmorris@bucknell.edu*



*Helen Morris-Keitel*

**A** library has always called to mind traditional study material and provisions to support teaching in a university. Changes abound, however, and ISR, comprising the expertise and resources of Bertrand Library and computer and academic computing support, brings the new information and instructional technologies under one roof. This combination allows for new conceptions of how to merge these study and learning aids in our teaching. I've been able to articulate my own approaches to teaching German by using this new, combined ISR resource.

In the early stages of my career, the standard language lab applications consisted of tapes that students had to listen to – that was the only technology that we used. None of my training, even in the methods class,

included anything about applying digital technology in the classroom. Something happened at Bucknell that altered my view of the status quo. I taught a business German class for the first time, and accompanying the textbook was a CD-ROM with listening comprehension tests and a number of exercises to help students learn the vocabulary. The results of students' quizzes made apparent to me the value of providing students with structured material that they could access outside of the classroom and work through at their own pace.

A lot of changes in the technological realm have happened at Bucknell since those days, just a few years ago, when our language lab comprised 12 stations with 2 students at each one. CCS designated people to help faculty put together multimedia teaching tools, and the ITEC group came into existence to foster the growth of instructional technology among faculty. In my own teaching, I went from using the pre-packaged CD-ROM to enhancing entire courses with Web-based materials.

Developing instructional technology meant finding different ways of presenting material to students by providing them with accessibility outside of class, as well as in the classroom or the multimedia language lab. ITEC's role has been an important one as I have developed a digitally enhanced approach to teaching. Over the years, Mary Beth James, Glenn Himes, their student assistants, and I formed a partnership in which I provide the ideas about content and strategies and approaches that I wish

to apply, and ITEC helps by providing the technical underpinnings and solutions.

Creating digital materials for my class or directing my students to resources on the Web has augmented my students' experiences and learning. Notably, my students have used instructional technology for their opportunities to teach the class during presentations. They go to the Web, visit sites about cities, authors or artists, and read the online newspapers. With PowerPoint, they can bring their findings back into the classroom, and they are then the experts. When they design their presentations, they use images and include important vocabulary so that the other students see and hear the information at the same time, but framed for them by one of their colleagues. Even when the subject is something that the group has never talked about in class before, they feel comfortable to speak in German about it because of the richness of the material that their fellow students are presenting.

In that way, instructional technology helps me to bolster collaborative learning. Students use German to communicate information to one another. Such 'real language use' – as opposed to pattern drills – prepares students better for study abroad and for participation in upper-level culture and literature courses. The level of comfort that I've reached with approaching lessons through digital technology is the result of the plethora of resources available in ISR and the staff who have helped me to reach my own level of expertise with these new pedagogical tools.

*An extended and in-depth conversation between ITEC's Glenn Himes and Professor Morris-Keitel on the subject of using technology in teaching, as well as a sampling of some of the course materials she has developed, is at <http://www.itec.bucknell.edu/voices/keitel.htm>*



**Y**ou're at your desk, surfing the web, looking for the one statistic or quote that will finally enable you to wrap up your project. You go to **Yahoo!** and search for your topic. You get five hundred "category matches" and about twenty thousand "site matches." You think to yourself, "Hey, that's not too bad. I should be able to find something useful pretty quickly." However, after going through the first hundred "category matches," you haven't found anything very useful yet. You decide to try **AltaVista**, and the results are even worse: three million web pages match your search. You go to **AskJeeves**, and your question doesn't match any of the questions in its database, and the questions it presents you with don't help you any better. You begin to wonder if there is anything useful on the Internet.

The answer is yes, there is. The problem is finding it among all the other, less useful information that is

out there. This problem crops up in at least two ways. The first problem involves the amount of information actually available. As of July, 1999, there were eight hundred million web pages in existence, totaling six terabytes (that's six trillion characters) of textual information. To put those numbers into perspective, consider this: it's been estimated that two kilobytes of information equals one typewritten page; using this figure, six terabytes equals three billion typewritten pages. If one assumes that the average volume has two hundred fifty pages, three billion pages equals twelve million volumes. The Bertrand Library currently has about a half million volumes, so one could say that the print materials currently held in the Bertrand Library equal four percent of the textual material available via the web. So if you're having trouble finding that single web page which provides good information, this might be why.





by Nate Rupp, Catalog Librarian  
nrupp@bucknell.edu

## THE SEARCH IS ON

“But, wait a second,” you say, “Don’t **Yahoo!** or **AltaVista** or **AskJeeves** organize that information so I can find it better?” Yes, to a point. You’re limited to what the search engines have indexed and how they’ve indexed it. No search engine has indexed the entire world wide web; according to one study, the search engine that best indexes the web is Northern Light. It indexes... sixteen percent of the web. The same study gives the following percentages for other popular engines: **Snap** and **AltaVista**, 15.5%; **HotBot**, 11.3%; **Microsoft**, 8.5%; **Infoseek**, 8.0%; **Google**, 7.8%; **Yahoo**, 7.4%; **Excite**, 5.6%; **Lycos**, 2.5%, and **Euroseek**, 2.2%. The combined coverage of the engines used in this study was only 42% of the web. That’s right: the most popular search engines, together, index less than half the web.

In addition to the fact that search engines cover only a small part of the web, one has to consider how they

determine which documents are covered. The short answer is: it varies according to search engine. Some search engines base their coverage of web documents on the entire text of the document, some base their coverage on what is in the <TITLE> tag, some base their coverage on what is in the <META> tag, some rely upon inclusion of the document in their database, and some use a combination of these methods. When a search is done using **AltaVista**, it pulls up documents that have your search term anywhere in the record, even if the term is just mentioned in passing. And if a web document isn’t included in **Yahoo!**’s database, **Yahoo!** won’t find it. And sometimes, the real topic of a web document may not be mentioned in so many words in the document itself. The entire document would have to be read to determine what it was really “about.”

You’re still at your desk, looking for some useful information on the Internet. Now you know why you can’t find anything useful, but you wonder if there’s a solution to the problem.

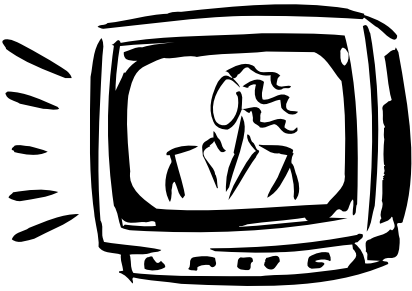
The Bertrand Library can help! Historically, the library has not purchased or acquired everything that is published or printed. The librarians, with the assistance of other members of the campus community, have taken care to select those items they feel

will best meet the community’s information needs. As the web has grown, librarians have realized that it is a good source for some types of information. For example, if you’re looking for the latest government figures in some area, those figures can probably now be found on the web. Librarians also realize that sometimes “good” information can be hard to find, whether it is because there is just too much information out on the web, or because it’s not indexed well, or because it’s not indexed at all. So librarians have begun to select web resources that they feel will best meet the information needs of the Bucknell community, as they have done for years with print materials. So, rather than going to your favorite web browser such as **Yahoo!** or **AltaVista**, go to the library’s catalog (<http://lib-cat.bucknell.edu>) and search by keyword for “web sites” and whatever subject you’re interested in (type “web sites and history” into the search field and click the “keyword” button). This way, you will pull up those web sites that librarians have chosen as good sources of information — they’ve selected nearly five hundred so far, with more to come. So when you’re sitting at your desk late at night trying to pull some research together, don’t go to **Yahoo!** or **AltaVista** or **Excite**. Go to the **Bertrand Library**.



# VIDEOCONFERENCING at Bucknell

by John Jantzi, Systems Integrator  
jantzi@bucknell.edu



In late 1998 Information Services and Resources (ISR) joined the Community of Agile Partners in Education (CAPE), a consortium that was formed to explore the use of videoconferencing in higher education. This organization, located on the campus of Lehigh University, planned to acquire and distribute grant monies with all participating members for the purchase of videoconferencing equipment. In the summer of 1999 grant monies became available and a group from ISR was selected to determine how to best spend these monies. The group met several times and determined that it would be important to involve faculty as quickly as possible.

We chose to involve the Committee for Academic Computing (CAC),

and posed several questions, seeking feedback on whether ISR should pursue the purchase of a videoconferencing center for the university. This meeting took place in the fall of 1999 and CAC provided unanimous support for installation of a videoconferencing center on campus.

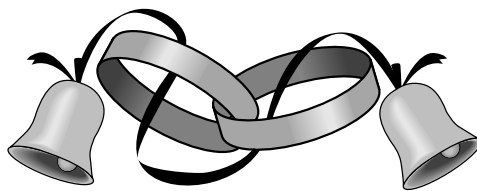
Using the feedback from CAC, ISR spent recent months visiting peer universities, exploring several potential locations to house the videoconferencing center, and developing numerous ways to further include faculty. With this information, ISR determined that the center needed to be used solely for videoconferencing and be closed to ISR technical support. Therefore, we recommend that the center be housed within the library. Several sites are being considered with a location to be finalized by the end of May.

On March 22, 2000 CAC and ISR

co-sponsored a Knowledge and Information Series, "Collaboration with Technology," that focused on "why videoconferencing" and "does videoconferencing work?" The session focused on the pedagogical issues surrounding the use of videoconferencing technology. Dr. Hedeo Tomita, Denison University, described his experiences teaching a course in beginning Japanese between two campuses. Scott Siddal, Kenyon College, provided additional information on uses of videoconferencing for providing guest lecturers in the classroom and providing additional content for the classroom.

ISR encourages faculty who may have an interest in working with us to develop uses for videoconferencing in the classroom during the 2001 spring semester to contact John Jantzi by email: [jantzi@bucknell.edu](mailto:jantzi@bucknell.edu).

**WANTED:**  
Medium sized liberal arts university in central Pennsylvania seeks book vendor to provide about 600 books per month to add to the library collection. Must meet stringent requirements for academic excellence, topical relevance and timeliness. Library looking to establish a long-term, meaningful relationship if you can provide the right books at the right time with the right amount of service.



**Ellen Clarke Bertrand  
and  
Yankee Book Peddler  
TIE THE KNOT**

After extensive screening of potential partners, the courtship is over. Bertrand Library (nee The Collegiate Library) has selected Yankee Book Peddler, of Contoocook, NH, as our new Approval Book Vendor. The analogy to selecting a life partner is apt. The relationship between an approval book vendor and an academic library is based on trust, a thorough understanding of each other's needs, and a number of practical considerations. During the honeymoon phase, we'll be learning about each other with the long-term goal of retaining every single book sent on approval for the library collection.

Like an old, married couple, we'll eventually start wearing the same bowling shirts and finishing each other's sentences. For the faculty, staff and students at Bucknell, this new relationship ensures better support in obtaining books you need for your teaching and learning, like a partner who knows what you need even before you do. A June 1st date has been set. You are cordially invited to the approval book room to witness this prodigious event.

# Have you heard?



by Sue Heemstra, Telecommunications Technician  
*swanger@bucknell.edu*

While you are away for an extended amount of time, you are able to create a new greeting that informs callers that you are not available or will not be checking your voice mail. This will not delete your original greeting. After callers hear this greeting, they will be prompted to (1) hang up (2) leave a message for someone else, or (3) leave a message.

To access this feature, dial x73600 (or 577-3600) to enter your voice mailbox. At the main menu, press 4 for Personal Options, then press 3 for Greeting, then 2 for Extended Absence Greeting. You will be prompted to record your new greeting. After listening to all prompts, exit your voice mailbox by pressing \* until you hear "Good bye".

While this greeting is set, each time you enter your voice mailbox, you will be reminded that you have the extended absence greeting on. You will be asked if you would like to delete or keep it. Once you delete it, your original greeting will then be reset.

Please note: when the extended absence greeting is set, callers do not have the option of pressing the # key to bypass your greeting.

## Technology Courtyard Feature Highlight:

by Robin Jarrell, Client Services Intern  
and Marcy Siegler,  
Technology/Media Consultant  
*jarrell@bucknell.edu* and  
*siegler@bucknell.edu*

### VIDEO EDITING

One of the most exciting technologies available to students, faculty, and staff in the Technology Courtyard is the video-editing suite. From simple duplication of videotape, to the creation of an original, professionally edited masterpiece, users can do pretty much everything on this equipment.

Staff at the TechDesk will be happy to reserve the video editing suite for you or your collaborative group. The video-editing suite is currently available for both analog and digital editing on the Macintosh platform, and staff members are available by appointment to provide tutoring and consultations. One student has been working recently on a montage of BU basketball games to use as promotional material.

So, if you feel that there is indeed a Spielberg, a George Lucas, or an Oliver Stone lurking in your psyche, visit the Technology Courtyard in the library and stretch your imagination in the art and craft of video editing.

# USING WEB CAPTURE IN ACROBAT 4.0

by Bud Hiller, Reserves Technical Assistant

[dhiller@bucknell.edu](mailto:dhiller@bucknell.edu)



On-campus workshop planned for June 13-14. An AMOS workshop, created in response to faculty input and supported by the Office of the Vice President for Academic Affairs, and the Dean of Arts and Sciences.

*Under the aegis of the Advanced Computer Consulting program supported by the VPAA's Office, with administrative support from the College of Arts & Sciences, ISR is offering a 2-day workshop on June 13-14 on campus for Bucknell users. The workshop will start with an introduction to SEM and running basic models in AMOS. From there, the instructor will introduce more advanced models, interleaving information about the features available in AMOS. It would be nice to finish up the second day with looking at people's actual datasets, assuming these might be available.*

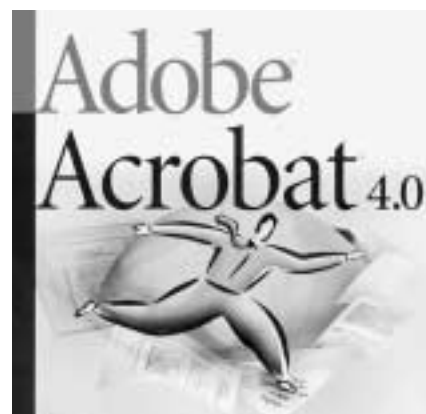
*Additional information is available at <http://www.isr.bucknell.edu/spss/amosworkshop.htm>*

*Contact Bud Hiller to register: [dhiller@bucknell.edu](mailto:dhiller@bucknell.edu)*

**I**f you've ever worked on a web page, or put together a series of web pages, and then later wished you had a quick and easy way to access all of the information in a single file, one of the features in Acrobat 4.0 may be just the ticket for you. Acrobat allows you to open a web page and download all of the pages into a single PDF file, while retaining all of the links. And by using the full screen presentation mode option, you can also show this single PDF file in a format that is similar to a PowerPoint presentation, with automatic slide advances and a variety of transitions between slides.

*Question: I'd like to make a slide show of all the departmental web pages and some sample course web pages, but I don't have time to grab all of those images and insert them into PowerPoint.*

**Solution:** Use Web Capture in Acrobat to download each departmental web page. Append the sample course pages that you like. Save the file as a single multi-page PDF. Choose the option that allows you to open the document in Full Screen mode and choose the option that tells Acrobat to automatically advance pages in Full Screen mode every 5 seconds with random transitions. You're done! You now have a file that you can simply open in order to quickly and simply go through each of the departmental web pages on campus.



*Question: I've made a nice web page that is fairly involved, and I'd like to keep a copy of it somewhere, including all the links. I'd also like to take it to show another group, but I don't have internet access in that location.*

**Solution:** Use Web Capture to make an archival copy of your complete web pages, including working links. You can use this copy for reference without having to keep all of the various html and image files. If you need to show the web pages, and you don't have internet access (or if your internet access is very slow), use Web Capture to create a portable version of your site. Once you append the links, you've eliminated all the time spent waiting for files to download and you can show any group your web site in any location.

While these features can only be created with the full Acrobat 4 product, the resulting PDF files, including the full screen option, can be viewed by anyone with the free Acrobat 4 Reader.

# Ask ISR

Have a question? Or do you have a tip you'd like to share with the campus community?

Send your questions or tips to [isr@bucknell.edu](mailto:isr@bucknell.edu)

This Q & A comes from **Roberta L. Sims, University Webmaster.**  
[rsims@bucknell.edu](mailto:rsims@bucknell.edu)

## WHERE ON THE WEB?

### Q. Where can I find good graphics on the Web?

A. One site that I use frequently is **ArtToday** (<http://www.arttoday.com>). The "free" membership option gives you access to 40,000 web graphics, but for only \$29.95 per year, you can access their full image library (gazillions of images). You'll find JPEG, GIF, WMF, and EPS formats, as well as animations, borders, backgrounds, icons, symbols, line art, and photos. You can search by format or by category and then download the artwork directly to your computer. Additionally, you'll get articles about web design, helpful web design tools, and a host of other web resources.

### Q. Where can I learn more about creating high quality web graphics?

A. I love the **WebMonkey** site (<http://hotwired.lycos.com/webmonkey/design/graphics/>). You'll find advice on scanning, image editing, using PhotoShop, creating transparent GIFS, optimizing graphics, and more. This is a smart, fun, and well-designed site that makes learning new skills a breeze. This site also includes tutorials on HTML, JavaScript, Cascading Style Sheets, and much more.

### Q. Where can I learn more about using color on web pages?

A. There's a wealth of really great material on the Web concerning color. A good place to begin would be to read the articles by Jane Rock Kennedy found at the **Web Design Clinic** (<http://www.webdesignclinic.com/ezine/color.html>). From there I would recommend visiting the Webmaster's Color Laboratory at **VisiBone** (<http://www.visibone.com/colorlab/>). You can click on the graphic of the 216-color web-safe color palette and learn the hexadecimal HTML code for that color, as well as its RGB and the CMKY values. This is a great site that is constantly changing. Another favorite of mine is Lynda Weiman's site (<http://www.lynda.com>). If you follow the link to the "Web Color" section, you'll find the browser-safe color palette arranged both by hue and by value. Lynda's book, "Coloring Web Graphics," is worth its weight in gold.

### Q. What's the best size for a web page? How fast should it load?

A. Personally I like the "breath test" given by Vincent Flanders and Michael Willis (<http://www.webpagesthatsuck.com>). On a computer with a 56.6K modem, type in a URL, hit enter, and take a deep breath. Did the page load

before you ran out of breath? If not, I'd consider the page "too big". On the more "scientific" side, Flanders and Willis have methodically tested the loading time of some of the most popular web sites and reached the following recommendation (which I try to follow): keep your web pages between 34.4K and 61.3K in size.

### Q. I've just created a web site. Are there any good diagnostic tools for testing things like load time, and broken links?

A. Yes! Check out **WebSite Garage** (<http://websitegarage.netscape.com/>). You're allowed one free tune-up a day. Type in a URL and the diagnostic report will tell you if you have any broken links, what the download time is on various modem speeds, if there are any spelling errors, and other useful information.

#### More Recommendations:

**CoolArchive** offers clip art, fonts, a logo generator, arrows, buttons, web utilities, and more.  
(<http://www.coolarchive.com/>)

**CoolGraphics** includes the usual icons, clip art, lines, buttons, and lots of links to other graphics sites.  
(<http://coolgraphics.com/>)

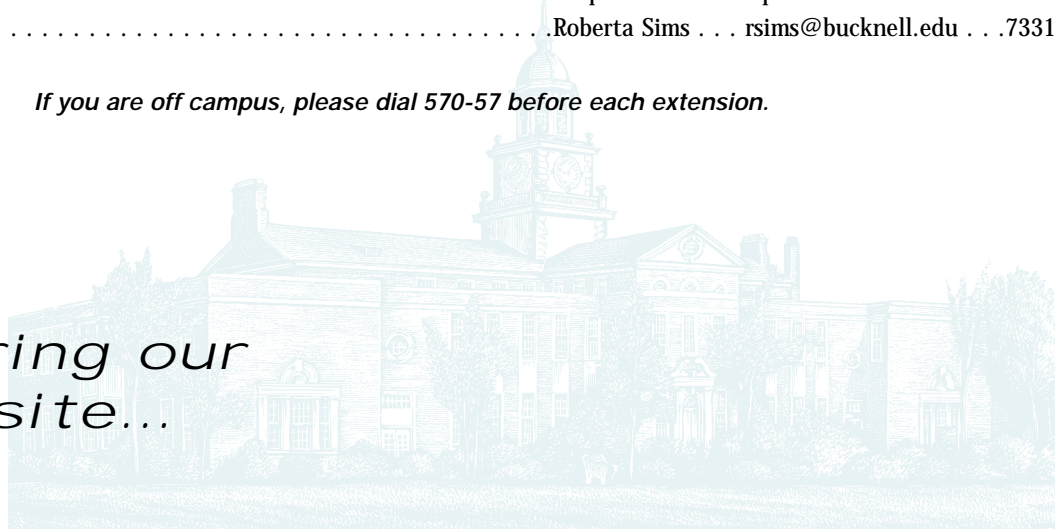
**The Website Color Picker** by John Holme is really cool. It allows you to pick background, text, link, active link and viewed links colors and test them out on the fly. (<http://www.digitdesigns.com/colrPick/>)

**Colors Mix** allows you to take two or three browser safe colors and blend them, creating literally millions of browser-safe variations.  
(<http://www.colormix.com/>)

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User education and training		
Computing	Lisa Veloz lveloz@bucknell.edu	.71796
Library	Dot Thompson dthompsn@bucknell.edu	.71461
Web development	Roberta Sims rsims@bucknell.edu	.73310

*If you are off campus, please dial 570-57 before each extension.*

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