

Spring 2001

ISR@bucknell

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Bucknell Library Collection Grows by more than 30,000,000 Volumes!

by Jennifer Perdue, Editor
perduej@bucknell.edu



That's right. Our collection grew by over 30 million when we made the PALCI Virtual Union Catalog available to the Bucknell community. Now, the collections of over 20 libraries are accessible to you! The following is excerpted, with permission, from PALCI's (Pennsylvania Academic Library Consortium Inc.) promotional materials.

PALCI Virtual Union Catalog (VUC) with Patron Initiated Requests

You pump your own gas; you withdraw your own cash, now you can get your own Interlibrary Loans.

- Search and borrow 30,000,000 million (and growing) books from other PA college and university libraries, including the collections of Penn State, Pitt and Lehigh, for example.
- Empower your users by eliminating the barriers between them and ILL items.
- Direct borrowing from the Virtual Union Catalog lets library users borrow from another library instead of buying the book.
- Library users get books delivered in 4 to 5 business days without paying any shipping charges.
- Hyperlinked authors, titles, and subjects allow library users to click

- The Internet Giveth
- What You Thought
- Search & Rescue
- New Listservs Streamline Campus
- Ask ISR
- New Dial-In Services
- A Place in History

and find related books of interest.

- Users get instant email notices when their books are ready for pick-up.
- Users know immediately if the item they are requesting is or is not available from another PALCI library.
- The VUC is available for requesting 24 hours a day from any WWW workstation.

PALCI VISION

PALCI is a nimble and valuable partner of academic libraries in providing information resources and services. PALCI helps meet the demands for creative new services and assists libraries in their effort to provide essential traditional services. PALCI develops services that address common areas of concern, like the need to reduce the cost of information through collaborative purchasing, to facilitate and build technology and information infrastructures, improve reciprocal borrowing and increase resource sharing options and overall to expand the resources that member libraries provide to their users.

continued on page 12 "Collection"

Meet the ISR staff!

Cataloging & Serials

from left: Linda Forster, Monna Rarig, Lynda Thaler, Barb Hollenbach (seated), Mary Ann Williard, Carol Wiles, and Nate Rupp



Managing Editor: Jennifer Perdue
Editors: Jim Van Fleet, and Mary Jean Woland
Photographer: Debra Balducci
Photo of Ray Metz by Terry Wild

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

Articles may be reprinted if properly credited.

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Bucknell

Thank you! (You're welcome...)

by Ray Metz, Associate Vice President for Information Services and Resources
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The Bucknell community consistently benefits from the gifts of so many. As one can see from this issue, we have benefited from the gifts of current and former employees, from those who are remembering a friend or relative, and from individuals who believe in the good that can be done from such giving. While Mrs. Bertrand may have created the largest endowment fund for Bucknell when she decided to give money to build and support the Bertrand Library, we are blessed by every gift that we receive. From purchasing books to purchasing art to purchasing technology, we have attempted to be thoughtful and respectful of the givers' intentions. To those who have given to the Friends of the Library, we are forever grateful.

Since I'm writing this towards the end of December, it's perhaps a natural time to be thinking about giving and receiving. As children many of us looked forward to the receiving. As my own child was growing up I equally looked forward to giving to him. It's also at this time of year that the United Way campaign comes to a close. This fall I had the opportunity to invite members of the Bucknell community to participate in the campaign. It's rewarding to work with so many people who give in this way. It's wonderful to also see students participating in the campaign as well! And while many think of giving in financial terms, the most important giving I know has no direct money associated with it — giving of one's



time and talents and encouragement.

Somewhere I read (not a very good citation I agree) that to our body giving and receiving are the same. When I first heard this I was skeptical, but then the more I thought about it the more I wondered... Some of the times that I have been giving have felt as if I've given myself something. Remembering back to when my son was very young, some of my favorite memories were taking off occasional afternoons to just spend time with him. Giving my time and creating special opportunities for memories were as much a gift to me as they were a gift to him. When I first began giving to the universities I worked for, I had an increased feeling of ownership and excitement about what we were trying to do.

Two things I learned at Indiana University while I was a student there — be professionally active and give as

freely as you would like to receive. Neither of these were easy to do when I took my first job in 1978 for an annual salary of \$10,800, but I did manage to get to two professional meetings a year (only partially supported by the university) and to contribute a small amount to university community efforts. It is easier to give today, but I still find my own ways of challenging my giving — and each time I do, I find I am more rewarded for doing so.

While I know this will be sent out well after the holidays, I still want to encourage us all to do some more giving. Give a friend encouragement. Give a colleague some acknowledgment. Give a student or a child some time. It's amazing what we communicate by our giving.

Search & Rescue:

How to Make Sure Your Web Page Doesn't Get Lost

by Roberta L. Sims, University Webmaster
rsims@bucknell.edu



Are you hoping someone will somehow find your web page? Search engines will yield great results if you follow a few basic rules when creating web pages. Let's take a look at the **TITLE TAG** and **META TAGS** (description & keywords), because that's where search engines look.

<title>**YOUR TITLE GOES HERE**

Nestled within the head tags, the title is often either the first or last step we take when creating a web page. We're eager to get to the heart of the page, so we don't often linger on the title. We know that whatever we insert between the title tags will appear in the browser, but what else is the title good for?

The Title Helps People Find Your

Page: We make choices in life all the time based on titles. Titles are memorable. They make us curious. They invite us to explore. Who can resist a well-titled book (*The Heart of Darkness*), or CD (*Dark Side of the Moon*) or movie (*Gone With the Wind*)? Why not give our web pages equally intriguing and promising titles?

Four Common Mistakes: There are four common mistakes that people make with web page titles: 1) using a vague title, 2) using a misleading

title, 3) using no title, or 4) using a title that is too short. Let's take a look at these four situations.

Vague Titles: Try conducting a search for the word "Directory" in Bucknell's search engine. Although "Employee Directory" might speak volumes to you as the author of the page (obviously it's the directory of the staff within your department), when that title appears in the search results, it's as vague as a restaurant offering "soup" for lunch. We don't want soup. We want chili, or onion soup or chicken noodle. Likewise, we want to know if this is the "Employee Directory" for Financial Aid, for Residential Housing, or, as it turns out in this case, ISR.

Misleading Titles: Sometimes we create a web page by copying another page and replacing the contents as necessary. Sometimes when we do this we forget to change the title. It's like a restaurant leaving up yesterday's special on the board. With web pages, this means that search engines are going to retrieve misleading results.

Untitled Documents: As frustrating as a misleading title can be, coming across a page titled "Untitled Document" is just plain ridiculous. This suggests that the author *forgot* to title the page. That's like forgetting to name your cat or your dog! Although it might be acceptable, even encouraged, within certain art forms (painting, photography, poetry) to title a piece "Untitled," in the world of print (both traditional and electronic), untitled is *unacceptable*.

Too Short: Titles are not labels. "Soup" is a label. "Margarita's Spicy Black Bean Soup" is a *title*. More than that, it's a whole meal! Be generous. You don't have to confine yourself to one or two words. Live a little! Take 5 to 10 words. Say what you mean. Say something to get the viewer's attention. Although "Academics" might seem like an adequate label, as a web page title, it's meaningless. How much more informative and accurate it would be to say: "Academic Offerings

in the Psychology Department of Bucknell" or the "Spring 2000 Academic Report on Greek Life."

META TAGS

Keywords: The other important way to increase traffic to your site is by using the **keywords** and **description** meta tags. Below you'll see the keywords I've placed in my personal home page.

```
<meta name="keywords" content="Roberta, Sims, Roberta Sims, webmaster, webmaster resume, creative writing, poetry, nonfiction, essays">
```

The part in **bold** is what you replace with your own keywords. Think of all

the terms and phrases people might type into a search engine. Put the most important one first. You'll probably want to restrict yourself to twenty-five phrases or less; beyond that, search engines will basically start to ignore them.

Description: Here's an example of the description meta tag. Once again, the part in bold is what you would replace with your own short but vivid description. This is the summary of your page that will appear in the search engine results.

```
<meta name="description" content="Take a look at samples of my creative writing (poetry & nonfiction),
```

my resume, and various photos from my travels.">

If you follow these simple steps – chose a vivid title, include well-chosen keywords and an accurate description – you'll greatly increase the chances of a search engine finding and retrieving your web page.



"Sacred Text" Spans Past to Future

by Candice Busch, Library Technical Assistant
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Libraries are, by nature, monuments to higher education. Yet the walls of any building constructed to house such an array of publications, as is held by Bertrand Library, also become a tribute to the individuals who have studied there.

The family of the late Janet Murphy Dayton '31 has honored both her memory and Bucknell University with a gift that now adorns one of those walls. "Sacred Text" is the title of the painting, which is displayed near the circulation desk, reflecting Mrs. Dayton's lifelong interest in American Literature.

According to Drew Portocarrero, Director of the Office of Annual & Special Gifts, the generosity of the Dayton family "is helping provide a variety of services and programs that will benefit scholarship and the educational environment here." One particular item chosen to reflect this gift being the beautiful "Sacred Text."

The painting is stunning in its simplicity: An open book resting on a wall of stone, a testament to Bucknell University's belief that education is the firmest foundation for personal growth, development, and success.

We hope all who are able will come and see the "Sacred Text," which now hangs in Bertrand Library, as a tribute to a generous family and this university, of which they continue to be a part.

New listservs streamline campus communication



by Jeannie Zappe, Client Services Group Leader
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On Wednesday morning, December 13, several of the main listservs we use for announcements on campus were consolidated to provide an easier way for all of us to communicate with one another. Two new, broader listservs, facstaff@bucknell.edu and campus@bucknell.edu, are the new addresses we use to communicate with Bucknell faculty and staff and the campus as a whole, respectively. In addition, the faculty listserv became a private, unmoderated discussion list.

The two new listservs, [facstaff](mailto:facstaff@bucknell.edu) and [campus](mailto:campus@bucknell.edu), combine the memberships of the old major listservs (faculty, admin, support, students). If you have opted out of bulk email at some point and wish to resubscribe, visit <http://www.isr.bucknell.edu/eforms/bulkmailr.html>.

Because we have created the two new, broader listservs, the admin and support listservs should rarely need to be used. They will remain active for the time being and should be used judiciously.

At the request of the faculty, the faculty@bucknell.edu listserv will become a private, unmoderated discussion listserv. Messages that are specific to the faculty — for example, messages regarding class schedule changes or advising — can be addressed to the faculty listserv owners at faculty-request@bucknell.edu.

Campus Listserv Quick Reference

Listserv Address

facstaff@bucknell.edu
campus@bucknell.edu
students@bucknell.edu
firstyear@bucknell.edu
sophomore@bucknell.edu
juniors@bucknell.edu
seniors@bucknell.edu

Who it Reaches

Subscribed faculty, administrative and support staff
Subscribed faculty, administrative and support staff, students
Subscribed students
Subscribed first year students
Subscribed sophomores
Subscribed juniors
Subscribed seniors

What you Thought ...

by Isabella O'Neill, Manager of Reference Services Program
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Last spring semester, Reference/Information services reached out to faculty and students in a first attempt to gain an understanding of campus users' perceptions concerning the quality of the ISR/Bertrand Library's reference services. We were also interested in the ways that users utilize reference resources, such as the library's catalog, databases, and assistance from reference staff. We were particularly interested in how faculty and students used these resources as they conducted their research. The feedback given us has helped us to evaluate our current reference services and we hope that it will help us design future reference services. Responses from the faculty survey and the student focus group provided ISR with much information to sort through and digest, but we would like to present a brief summary of the results of our service check up and assessment.

Student focus group

ISR hosted a student focus group comprised of seven undergraduate students and one graduate student from various class years and majors. A trained facilitator interviewed the student focus group about their perceptions and beliefs about ISR reference and information services. Questions relating to awareness of and actual use of ISR services and resources were posed to the students in the focus group. Members of the focus group displayed a generally independent attitude toward researching, especially with searching electronic resources, such as the library's catalog and databases, and general Internet searching. It is obvious that

the availability of electronic information beyond the walls of the library building has had a significant impact on how today's student approaches his or her research, including soliciting the assistance of reference staff intervention in the process. Generally, the focus group students appeared to be less reliant upon print information, but they were also cognizant that searching for information electronically could produce a glut of information that they needed to evaluate and manage. Some focus group students recognized the dangers of relying only upon a general Internet search for information. Many said that they used a general Internet search as means of orienting themselves to a topic, but they realized that the information they retrieved was not always reliable or sufficient to complete a research assignment.

Student participants commented that they valued reference staff for their ability to anchor them or direct them as they researched, especially if they became overwhelmed with the amount of information they retrieved or if they were distracted from the purpose of their research. Focus group students indicated that they were not familiar with all of the resources available to them and they valued the capabilities of reference staff to expand their knowledge of resources. They commented that they learned about new resources when they asked for the assistance of reference staff.



It was apparent from the student focus group feedback that most often, students tend to use the library via the encouragement and direction of faculty. We would like to encourage faculty to continue to direct students to the Reference/Information Desk for assistance with their research. Reference/Information Desk staff are prepared to teach the student how to find the information they need and to build research skills that the student will use both during and after their college career.

Faculty survey

A survey was distributed to all faculty and 70 responses were received. Faculty indicate that they regularly used the Bertrand Library's catalog (80%) for their research, research databases (76%), and searching the Internet (74%). Using print resources in their research continued to be important to faculty, with 57% of the respondents indicating that the print collection

NEW DIAL-IN SERVICES

by Sue Hales, Technology Desk Leader
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For some time ISR staff and the campus community as a whole struggled with Bucknell's dial-in service, which provided access to the Internet and to information services offered over the Bucknell network. The existing limited pool of modems had grown increasingly antiquated and difficult to maintain. Users of the modem pool were faced with frequent busy signals, as well as slow and undependable connections.

At the same time, faculty and staff increasingly require remote access to the information resources available through the on-campus network to perform the work of the university even when working outside of normal office hours.

Because of this need, ISR introduced a new remote-access service to the campus community through PennTeleData (formerly Prolog). This service provides free remote dial-in access to Bucknell's network (and the Internet) for students, faculty and staff for performing the work of the university.

There are many benefits to this new approach to providing dial-in access. First, with newer modems and around-the-clock maintenance, the service is much more stable than we have previously been able to provide. Secondly, the previous modem pool allowed for connections only up to 33Kbps, while the new modems can

provide up to 56Kbps connections, a significant speed increase. Next, the old modem pool had roughly 50 working modems at any one time; the new dial-in service has thousands of available modems, and Bucknell has contracted for up to 128 connections at any one time (the current maximum usage is 80, and so we have yet to run out of available connections for anyone dialing into the new service). Individuals outside the immediate Lewisburg area previously had to pay for a toll call to dial in to Bucknell's modem pool; the new service provides local phone numbers throughout eastern Pennsylvania and into northern New Jersey. No matter where in the area you live, you don't have to pay a toll call to connect to the campus network. Finally, although Bucknell

customers dial in to PennTeleData's modems, they continue to receive a network ID number (aka "IP address") that identifies them as being part of Bucknell's network. This allows remote access to services that are restricted to the Bucknell community.

The new dial-in service has now completely replaced the on-campus modem pool, which will have been decommissioned by the time you read this. The temporary overlap in the two services gave users a chance to switch to the new service, as it provided a safety net in the event that unexpected difficulties arose. The new remote-access service has been extremely well received, and we are very pleased with the service that PennTeleData is providing (Bucknell is PennTeleData's first customer for this

continued from page 7 "Thought"

kind of service). We'd like to extend a special thank-you to those faculty and staff who willingly tested out the new service before it became publicly available. They were instrumental in working out the final "bugs" in the system.

If you are interested in using this new remote access service, please stop by the Technology Desk on the first floor of the library for instructions on how to configure your machine to dial in to Bucknell via PennTeleData. You can call the Technology Desk (x77777) or send email to techdesk@bucknell.edu with any questions you may have. See http://www.isr.bucknell.edu/remote_access/ for general information on Bucknell's new dial-in services.

Finally, please be aware that the above service is intended for use only by faculty, staff, and students while doing the work of the university. Optional personal and/or dependent dial-in accounts are available at a reduced rate of \$13.95/month (unlimited use). All installation fees are waived. If you require a higher-speed connection, or a connection that is "live" all of the time, DSL (Digital Subscriber Line) service is available from Buffalo Valley Telephone Company within most of the BVT calling area. A 640Kbps connection is \$49.95 monthly; a 960Kbps is \$55.95 monthly. Either option also has a one-time installation charge of \$95.00.

See the web page http://www.isr.bucknell.edu/remote_access/secure/tier2.html for more information on how to sign up for either optional service.

was used regularly. Overall, faculty who responded to the survey found the Bertrand Library's collection of databases and print materials outstanding and Reference/Information staff helpful, including those staff involved in the library's user education program. Comments received from the survey indicated that faculty, just like students, have had their research habits and behaviors impacted by the availability of campus and off campus-wide access to the library's resources. Because of the availability of library resources and services from the ISR web pages, respondents to the survey also indicated that they tended to have fewer face-to-face interactions with staff and that they usually worked independently before asking for staff assistance.

Survey results have told us that faculty regularly refer their students to library resources and services, but there is concern about students who routinely rely upon only the Internet when they are researching. Comments from the survey have shown ISR staff that there is still a great need for developing students' understanding about the role and limitations of using the Internet for their research. (Reference/Information staff share the same concern about student Internet use.)

Faculty survey results have indicated that students are being directed regularly to use the library's catalog (68%), to the research databases (73%), to a general Internet search (59%), to print resources (55%) or to the Reference/Information Desk staff (49%) for assistance. The availability of reference staff and subject librarians to assist students is recognized as an important, very positive feature of ISR's reference services. When asked which features of reference services were the most important to their research, faculty highly rated reference staff assistance, the library's online catalog, access to electronic information and databases, and ISR services such as interlibrary loan and e-reserves. Faculty answers to the survey indicated that reference staff is a very important and useful resource for their students. The availability of subject librarians, who are able to offer one-on-one assistance to students and provide library instruction, was also cited as an important service that ISR provides.

We sincerely thank everyone who participated in these evaluations and we hope that we will be able to count on your participation in the future. Your input is very important to ISR and we do listen.

INTRODUCTORY PAGE

<http://www.departments.bucknell.edu/isr/sheary/>



A Place in History



The
Edna M. Sheary
Charitable Trust Project
Bucknell University

Lewisburg - Union County - Pennsylvania Early Settlement Through the Civil War

Lewisburg, Pennsylvania

Introductory Guide

Dedication

Sheary Project and Biography

Published Histories

Annals of Buffalo Valley

Canal Port History

First Steamboats

Buffalo Valley Sources

Civil War Resources

Description of Collection

Biographies

Documents

Names Index

Union County Civil War History

Local Newspapers, 1855-1892

Northern States Web Sites

Pennsylvania Civil War Sources

Genealogical Data

Data

Genealogists' Regional Guide

Situated in a fertile valley on the West Branch of the Susquehanna River, surrounded by the high mountains of the Appalachian range, Lewisburg was established on land purchased by Ludwig Derr in 1772. Vast forests and rich farmland supported the early German, English, Dutch, and Scots-Irish settlers who came to the Buffalo Valley. Derr planned the layout of Lewisburg in 1785, and the town soon grew into a thriving center of business, manufacturing and trade. The community was incorporated as a borough in 1823, and became the seat of Union County in 1855.



The following three interconnected elements comprise a broad historical view of Lewisburg and the Buffalo Valley:

Published Histories

sweep across the spectrum of the frontier, advances in river navigation, and national strife.

Civil War Resources

offer an over-arching perspective on the official and private lives of those governing the state as North clashed with South.

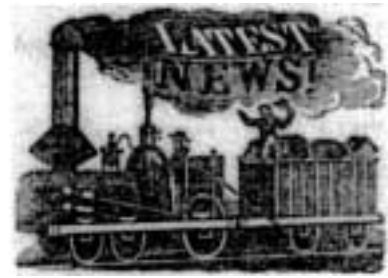
Genealogical Data

document the lives of the people who shaped this flourishing valley along the Susquehanna.

A Place in History

LEWISBURG • UNION COUNTY • PENNSYLVANIA

by Doris Dysinger, Curator of Special Collections/University Archives
dysinger@bucknell.edu



Lewisburg Chronicle, 1857



Eli Slifer



Lewisburg Chronicle, 1861

Funded by a grant awarded in 1998 by the Edna M. Sheary Charitable Trust Distribution Committee of Mellon Private Asset Management, the web site, *A Place in History*, is the collaborative effort of the staff of Information Services and Resources. The overarching objective of the site is to provide broader access to unique or relatively rare Special Collections/University Archives materials that record the early history of the Buffalo Valley. Three separate, yet interrelated, sections present a broad historical spectrum, from the formational frontier period through the American Civil War. Genealogical data document the lives of those who shaped this flourishing valley along the Susquehanna River.

EDNA MOYER SHEARY

Born on October 11, 1903, Edna Moyer grew up on the family farm in Montandon. She earned her diploma at the Lewisburg High School in 1920, then taught in local schools before joining the Union National Bank of Lewisburg as a clerk in 1926, and marrying Lake T. Sheary in 1934. In 1970 Edna M. Sheary became the first woman in the history of the bank to be elected vice-president and trust officer. Edna M. Sheary died on May 31, 1991. Through her generosity, the Charitable Trust was established to support projects of non-profit organizations for religious, charitable, scientific, literary, or educational purposes.

The first section is comprised of four full-text published local histories. The next segment, Civil War Resources, is what Sheary student assistant James Hepburn '02, calls "the heart of the web site." There are scanned facsimiles of 133 official documents, literary manuscripts, and letters selected from the Slifer-Walls Collection, with transcriptions and links to an index of names. Eli Slifer was a Lewisburg businessman who served as secretary of the Commonwealth of Pennsylvania.

His papers reveal the enormous pressures on those government leaders responsible for the lives of both soldiers and civilians. The letters of Dr. Augustus Walls, a surgeon in the Union Army, describe the terrible realities of war. There are biographies of the major figures represented in the Slifer-Walls papers, as well as a history, and images of the Slifer home, Delta Place, now the Slifer House Museum. The section also features full-text facsimiles of mid-19th-century local newspapers.

The final segment of the web site

focuses on genealogical materials for the four-county area that are electronically searchable by surname for birth, marriage, military service, and burial records. This database is supplemented by the online *Guide for Genealogical Studies: Lycoming, Northumberland, Snyder, and Union Counties*, which contains information on access and holdings for all area repositories.

In a remarkable historical coincidence, Eli Slifer is closely linked to Edna M. Sheary. In 1869 Slifer assumed the presidency of the Union National Bank of Lewisburg. Over 100 years later, in 1970, Edna M. Sheary was named vice-president of that same financial institution, now the Lewisburg branch of the Mellon Bank. The Slifer family has also been closely linked to the university, beginning in 1854 when Eli Slifer was elected to the Board of Curators of the University at Lewisburg (renamed Bucknell University in 1886). Five of his children attended the institution. During nearly 130 years of academic study, five generations of Slifers have earned

degrees at Bucknell, a long tradition now extending into the 21st century. Timothy Wheeler, great-great-grandson of Eli Slifer, is a member of the Class of 2001.

John Abbet Walls (Class of 1898, awarded an Honorary Doctorate of Science by Bucknell, 1931), and Dorothy Walls McCormick (graduate of the Bucknell Institute, Class of 1905), collected, collated, and donated the Slifer-Walls papers to The Ellen Clarke Bertrand Library in 1954. These donors were direct descendents of the key figures whose papers document one of the most critical eras in Pennsylvania history.

The web site is dedicated to Edna Moyer Sheary whose life of outstanding service to the people of Lewisburg symbolizes an all-encompassing devotion to friends, neighbors, and community; and to those who have preserved the early historical record of the region: John Blair Linn, J. Orin Oliphant, Mary Belle Lontz, John Abbet Walls, and Dorothy Walls McCormick.

In the spirit of Edna Sheary's commitment to furthering educational

opportunities, faculty of the Department of Education expect to have the web site utilized in local elementary and secondary school systems by Bucknell student teachers. Professor Joseph L. Murray, and Lecturer Mark D. DiRocco, Assistant Superintendent of the Lewisburg Area School District, will direct the integration of the site into the curricula of area schools.

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and software installation
Michael Diehl, hardware
and software installation
Bud Hiller, software applications, training

Mary Beth James, supervision of scanning, training
Skeets Norquist, genealogical search engine
Nathan Rupp, catalog enhancement with creation of metatags
Marcy Siegler, laptop assistance
Michael Weaver, web space
Jean Zappe, student applications

HISTORICAL SECTION:

Candice Busch, review of biographies, historical text
Charles Ormsbee, Civil War Monument, Slifer House Museum photographs

GENEALOGICAL GUIDE, TECHNICAL:

Lisa Aversa, formatting
Mary Lou Neidig, microfilm holdings
Mary Jean Woland, Circulation policies

GENEALOGICAL GUIDE, REVIEW OF MANUSCRIPT:

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Amy Golder-Cooper
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Nancy Dagle
Martha Holland
Kay Knapp
Isabella O'Neill
Melissa Rycroft
Patricia Scott
Mary Ann Williard, Editorial Assistant

continued from cover page

Over the last several years, college and university libraries have experienced a steady reduction in allocations for printed materials but at the same time, the number of new scholarly volumes has grown. Libraries have been forced to be increasingly selective in their acquisitions, often disappointing their users. With fewer materials being acquired, resource sharing has become a critical component of information delivery to users.

The standard vehicle for sharing materials among libraries is Interlibrary Loan (ILL). While ILL requests have risen, little has changed in the method of processing these requests since the introduction of the Online Computer Library Center (OCLC) 25 years ago. Most ILL departments are under pressure to meet growing demand and maintain current service levels without increases in staffing or significant changes in methodology. The challenge presented by this situation cannot be met through incremental changes to the current ILL environment. Instead, members of PALCI chose to redesign the basic model for resource sharing.

PALCI Pilot

We want to recruit a few members of the faculty to participate in a pilot project during January and February. If you are a regular use of our traditional ILL services, and are interested in testing the new software, contact Jen Perdue for more information.

You Can't Build a Digital Library without E-books ...

by Kathleen McQuiston, Program Manager for Information Resources Selection
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Electronic journals have become the keystone of the digital library. Many people prefer having desktop access to journal articles — no more treks to the library through the rain and snow or hunting for change to make photocopies. But how do electronic books fit into the digital library? Little attention has been paid to the convenience of electronic books for researchers, until *netLibrary* that is.

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The Internet giveth, and the Internet taketh away ...

by Bud Hiller, Web Access Consultant
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“ **W**ow, this paper seems to be awfully concise and clearly written! This student's earlier work this semester didn't hold a candle to this . . . where did it come from? Did s/he really write it? I wonder . . . but how could I ever find out if it came off the web somewhere?”

Students do take advantage of the Internet for communication and research. High-speed access to the web can provide students with an entryway to scholarly materials from all over the world and a means to instantly communicate with educators and professors. On the flip side, however, enterprising students have also figured out how to use the web in less laudatory ways. A perfect example of this is the burgeoning market for research papers available for sale on the web. Through a variety of websites with such anti-intellectual titles as *cheaters.com* and *school-sucks.com*, students can purchase pre-written essays if they can find one that matches their assigned topic.

When students take the step of looking online to buy a paper for their class, they have already purposefully decided to cheat. A more common problem is that students might find a web site with wonderfully apt material and discover how technically easy it is to enter the digital world of 'cutting and pasting.' Without truly meaning to commit academic fraud, they've lifted large chunks of online material and dropped them (without attribution) directly into their paper. There are

billions of web pages out there, so how is a faculty member ever supposed to figure out what is original and what is copied?

Fortunately, as the Internet search engines giveth, they also taketh away! An online company called *Plagiarism.org* has developed a system that allows professors to input text from a paper into a database that searches over 1 billion documents in its archives. The company sends out web-bots that search the Internet for matches and then prepares a report that the instructor can access in 24 hours. The report highlights the matches and directs the professor to the online source of the material. *Plagiarism.org* uses the Internet and its searching capabilities to nab cheaters in the same manner that students use the Internet to do the cheating!

Bucknell University has subscribed to this service and we now have an active account with them. Faculty can use the service, which is active through its turnitin.com link, to check any suspicious papers. No longer will a professor need to rely on the bad luck of the student (as in the case at the University of California-Berkeley when two students turned in the same paper for the same class). Instead, faculty can highlight sections of text, submit them, and find out a day later whether or not they match the same text in the extensive database or online somewhere.

Naturally, this is not a perfect solution for every situation. Material that might have been cribbed from a print source would obviously not be

uncovered, ideas that have been rewritten would not provide an exact text match, and not all online sources are in the turnitin.com database. But at least the service gives faculty a place to start if any kind of Internet plagiarism is suspected. Please note: it is necessary to have an electronic version of the paper that you would like to check, so your students will have to email you a copy or put a copy in your drop box.

Faculty also need to understand their responsibilities if they do discover any irregularities, as is noted in this excerpt from the faculty handbook:

Procedures to be followed in all suspected cases of academic irresponsibility:

1. Members of the faculty are expected to report possible acts of academic irresponsibility to the Associate Dean of the college in which the student is enrolled. However, before doing so the faculty member should gather all necessary information and evidence regarding this situation. The faculty member may speak directly with the student involved to resolve any questions or discrepancies but may not decide that the student is guilty and impose a penalty.

In order to use the service, check out the detailed instructions on this web page: <http://www.isr.bucknell.edu/plagiarism/>

In order to find out more about plagiarism.org and turnitin.com, check out their sites:
<http://plagiarism.org/>
<http://www.turnitin.com/>



Ask ASK ISR ISR Ask

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

by Melissa Rycroft, Client Services Analyst
rycroft@bucknell.edu

Q. I just got an email message about some virus that is going around campus. I know I have Norton Antivirus installed so I'm fine, right?

Q. I was using Eudora and a box popped up on my screen that said something about an "illegal operation." I tried to ignore it but then Eudora just quit completely. I reopened Eudora and tried to use it but the exact same thing happened again. How do I make this stop?

A. Sometimes computers are just like little children and they really need a "timeout." A computer that starts showing these messages is going to keep on doing it until you shut it down, give it a moment to think about how bad it has been, and turn it back on. It might be inconvenient for a moment, but it will save you hours of frustration. If you discover that Eudora or some other application quits continuously, even after you restart, you should contact the Tech Desk so your liaison can take a look at your computer.

A. No! It is not enough to have Norton Antivirus installed on your computer. Norton Antivirus must be updated regularly to insure that it is using the most current virus definitions. On some computers Norton will automatically go out and retrieve the newest virus definitions on its own. If you ever see your computer running "LiveUpdate" it is retrieving new virus definitions for you. Don't stop it from running LiveUpdate. On other computers you need to tell Norton to run LiveUpdate and get the new virus definitions. Sometimes there are new virus definitions once a week, but sometimes there are new definitions every day!

If we send an email warning about a virus, run LiveUpdate immediately! More information about computers, viruses, and LiveUpdate is available on the Bucknell website: <http://www.isr.bucknell.edu/techguides/viruses.html>

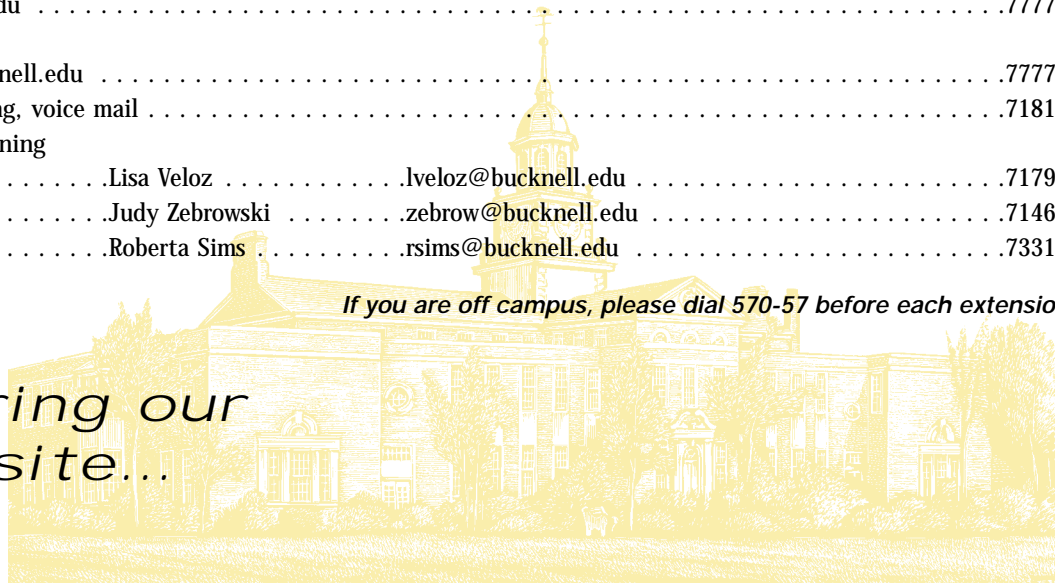
Q. I tried to open a word document that my department keeps in our private space on the x: drive. A message said that I couldn't use the file because "ISR" was using it. Who in ISR is looking at my files and why are you doing it?

A. Don't worry; we're not looking at your files! When we originally loaded Microsoft Office, it was licensed to "ISR." The message that you see when you try to open a file that is already in use reflects that the software is licensed to ISR. You can change this! If everyone in your workgroup makes this change, you'll know who really has a file open. It is very easy to do. When you have Microsoft Word running, click on the Tools menu and select Options (it will be down near the bottom of the list). Click on the tab for User Information. Type in your name and your initials. If everyone in your office does this, then you'll know who has had that very important file open for the whole day!

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Technology/Media Desk	
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Telephone repairs, billing, voice mail	.71810
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Library	.Judy Zebrowski .zebrow@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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Web site...*



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NetLibrary	www.netlibrary.com
PALCI information	http://www.isr.bucknell.edu/obtain/palci/index.html
A Place in History	http://www.departments.bucknell.edu/isr/sheary/
Online plagiarism detective	http://plagiarism.org/
Online plagiarism tool	http://www.turnitin.com/
Research Pathfinders	http://www.isr.bucknell.edu/respath/
Virus Information	http://www.isr.bucknell.edu/techguides/viruses.html