



Point and Click

The Libraries' Information Connection

Volume 2, Issue 2
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Heart of the Haven

Tara Lynn Fulton, Director of Library Information & Services

Next Steps

With the success of the first floor remodeling, the question I get most frequently is: "When are you doing the other floors?" Indeed Stevenson Library is coming up on it's 35th birthday, at which point the building automatically comes up for review for renovation. The library has been put on Lock Haven University's list of needed renovations, but so far has not come to the top of the prioritization process.

What might we include in a larger renovation project?

1. Create an up-to-date facility for Media Resources with a full range of materials and equipment, as well as viewing, listening and media development facilities.
2. Provide ubiquitous network connections throughout the building, perhaps with wireless technologies.
3. Upgrade the Children's/Curriculum Library.
4. Include group study facilities and perhaps a small classroom that might be used for information-literacy intensive seminars.
5. Install compact shelving to accommodate collection growth.
6. Bring the electricity, heating/air conditioning and other infrastructure up-to-date, not to mention furniture designed for 21st century study needs.
7. Re-design technical services to support a highly automated workflow.
8. Consider the possibility of adding onto the current structure in order to integrate other information related units into the information center.

I will be starting in the spring to formulate plans that will articulate needs and options more clearly. I welcome your thoughts and expressions of support for the need to move beyond the first floor refurbishment to making the library the information center of the campus.

Stevenson Library
 Lock Haven University
 401 North Fairview Street
 Lock Haven, PA 17745
 (570) 893-2309
www.lhup.edu/library

Clearfield Campus Library
 Lock Haven University
 119 Byers Street
 Clearfield, PA 16830
 (814) 765-0620
www.lhup.edu/~jfloor/

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Lost and Found



The library maintains a lost and found box at the circulation desk. If you recently lost an item in the library, please stop by - it may have been turned into this area to await its owner.

Upcoming TLC Faculty Workshop January 11, 2002

Time & Place to be announced

Mystery to Mastery: Imagineering the Information Literacy Overlay

Elsa Schwartz, Instruction Coordinator

Sounds “Mickey Mouse”, or at the very least, warm and fuzzy, doesn’t it?

The plan for this workshop is simple. We intend to provide you with a collaborative, hands-on session that will help you to integrate the General Education Information Literacy Criteria into:

- ? Existing courses that focus on research and that integrate IL already.
- ? New courses you are developing which you think might fulfill the IL component.
- ? Give you a clearer understanding of the IL overlay and its application.
- ? Collaborate with colleagues and librarians sharing ideas, developing activities, research projects, case-studies...you name it! This is your chance to imagineer!

Corporate schtick aside, Walt Disney Company's Imagineering department is one of the most prestigious creative think-tanks in the world. While these folks employ an impressive arsenal of computers and high-tech devices, at the heart of the process is imagination. Imagineering stands firmly upon the combination of storytelling, creative collaboration skills, innovative technology, and a healthy dose of optimism. The creative process for an Imagineer isn’t always one of deciding what they want to do ahead of time and building some new amusement that knocks our socks off. They go a step further by seriously wondering what kind of cool stuff they can do with these new creations.

Information Literacy is perfectly suited for “Imagineering.” IL, as an incorporated component of the general education initiatives, can give our students practice with conceptual challenges, transform concepts into reality, and, we here in Stevenson believe, unleash the latent potential of an individual to handle difficult subjects in the “real world.” Imagination ignites and charges an idea to move forward and directs individuals to resources and information that can restructure knowledge in new and significantly different ways. If you apply these principles to IL, you could find the potential to foster creativity, bring a fresh exchange of ideas, and develop life-long learning skills.

Some of this workshop's content will cover

- ? Concept mapping
- ? Levels of literacy: moving student learning “up the scale” progressively
- ? Collaborative learning activities
- ? A variety of activities which meet or address the skills and levels of your students

No prerequisites are needed! Bring a blank storyboard, copies of syllabi, examples of activities you would like to share. We hope to see you in January!

A Librarian's Reflection on Questia

Rick Lilla, *Electronic Resources Librarian*

Doing research has been described in many ways, but Questia's recent advertisements in the *Eagle Eye* and all those posters that have recently appeared throughout the campus give it a new twist. In what appears to be the Marquis de Sade, lying on a bed, sporting a strange little question mark shaped goatee, and erotically saying "Mes amis, we can't be doing our research papers like this," we have research being equated with an S&M sexual encounter. Being a librarian who is always on the trail for new and more exciting ways of doing research, I naturally became interested. I applied for a free three day trial, that was afterward extended to three months, to try *Questia* out and compare it to Stevenson Library's electronic and print resources. A personal subscription to *Questia* costs \$19.95 per month or \$149.95 annually.

Before saying whether I think *Questia* lived up to its' hype, some background information is important. *Questia* is the brainchild of Troy Williams, who during his time studying law, envisioned a library in which books would be electronically accessible in the same way that periodicals are increasingly being accessed these days. He founded *Questia* Media America in 1998, and amazingly amassed \$135 million venture capital funding to launch this new service. According to a review of *Questia* in the April, 2001 issue of *Information Today*, Mick O'Leary says that while the classical liberal arts such as history, literature, psychology, and education are represented, *Questia* has much less in newer disciplines such as gender, ethnic, and area studies. However, virtually nothing in the areas of business, engineering, technology, the hard sciences, or with a few exceptions, the biological sciences.

Questia is one of several other databases that are beginning to provide the full-text of books. *NetLibrary* and *ITknowledge* are two others that also charge for their collections. Unlike *Questia*, which attempts to sell collections to consumers

directly, *NetLibrary*, and others, market their collections to libraries and institutions. On the other hand, a non-profit venture, Project Gutenberg (<http://promo.net/pg/>), includes in its' collection 10,000 copyright-free books that can be accessed by anyone.

According to *Information Today*, "*Questia* does have novels, plays, and poetry, but the selection is erratic and dramatically incomplete." No books by Toni Morrison, and no *Grapes of Wrath*, *Of Mice and Men*, or *A Tale of Two Cities*. To be fair, from my own browsing of *Questia*, its point is not to provide the texts of classic literature, but updated resources. In doing an author search for John Steinbeck, only three or four titles came up, none of which included his notable works. But using Steinbeck in a title search, six fairly good titles came up that discussed Steinbeck's work. My guess is that *Questia* does not try to duplicate the material found in physical libraries, but serves to supplement them.

I had tried searching *Questia* on two previous occasions and found it to be very slow. Recently, implementation of an actual search has been much quicker, although the waiting period for results to initially download individual titles is still a tedious 30-45 seconds. Despite having a T1 connection that makes for fast Internet connection, it took me about 8-10 seconds to "turn" each page. Another problem is how the text is displayed. With so much space for navigational aids, the space to display the text of these full-text books is relatively small.

As a closing thought, keep in mind that Stevenson Library spends an enormous amount of money each year to maintain an excellent electronic resource collection of full-text journals, magazines, and newspapers articles. For journal article access we have EBSCOhost's

A Librarian's Reflection on Questia *continued*

Academic Elite and Infotrac's *OneFile* that is oriented towards first and second-year students, and we also have Silverplatter's *Webspirs* and OCLC's *FirstSearch* that is ideal for third and fourth-year students. Lexis-Nexis's *Academic Universe* is an incredible source for legal materials and full-text newspaper articles, as is *NewsBank*. While several of these databases contain citation and abstracts only, several also contain the full-text of the article as well.

For full-text articles not available via a specific database nor owned by the library, our Interlibrary Loan Department secures your request via other libraries. These are obtained using Ariel, a "fax over the Internet" tool, and we are currently exploring the use of Prospero, a method of delivering articles to you via email.

So, as a librarian, what do I think about *Questia*? I think that *Questia* represents one more positive move in making research "findable". But it is also misleading, in that it purports to deliver a world of research to you on a silver platter, when in reality, it is but one tool among many that can be considered when looking for information.

Watch for Changes in Stevenson Library's Media Services Area!

Marsha Ann Tate, Audiovisual Librarian

Over the next few months, the Lock Haven University community will begin to see a number of changes in the Media Services area (formerly Audiovisual) including—

- ? A preview room for individual/small group viewing of films and slides
- ? A music listening area for listening to CDs, cassette tapes, and 33 1/3 phonograph records.

Students wanting to watch cable news broadcasts or education majors designing visual aids, for example, can now check out a key to one of the media rooms. The following equipment is also available for use in the area: film projector, slide projector, opaque projector, record player, screen, tape players, television and a VCR.

Several retired faculty members have recently expressed interest in making donations for the area, and we welcome other expressions of interest in helping us give media resources the status they deserve among today's information environment. The Library also welcomes any comments or suggestions from the Lock Haven University community regarding the project. We are also available to answer any questions individuals may have about it. Queries/suggestions can be forwarded to Marsha Ann Tate (mtate@lhup.edu or by calling 893-2468)

Please Note: Stevenson Library does not currently own a videotape collection. If you have a question about videotapes, please contact the University's Learning Resource Center at 893-2228.

Clearfield Campus Library Opens to Rave Reviews

Jamie Foor, Clearfield Campus Librarian

From an aesthetic point of view the library at the former Clearfield Campus didn't have much going for it. It was small, cramped, and uninviting with old, unattractive furnishings. Despite the fact that it occupied half of a doublewide trailer, it was still a popular place for students to study and complete their research.

During the final construction phase of the building, I heard several positive remarks about the appearance of the library from the construction workers, visitors, and dignitaries. At a recent open house held for the Clearfield community, many local residents remarked that the library had the nicest space in the whole building. With its natural cherry woodwork and furnishings, vaulted ceiling, and picturesque windows it's no wonder why. There is no doubt that the library looks nice, however, I wanted to find out what the real users, the students, thought of their new library. So recently, I asked several students what their impressions were of the new library, here are some of their comments...

First impressions:

"It's much bigger."

"It has an open feel with all of the large windows and high ceilings."

"All of the natural light makes it feel warm and inviting."

Improvements over old library:

"It's not as cramped and close as the old library."

"The furniture looks much nicer and is more comfortable."

"The different areas of the library are more spread out, the study areas are not right next to the computers anymore, all the books and magazines aren't as cramped."

"It's a lot quieter since it's so much bigger and not just one small room."

What do you like best?

"The couches in the magazine area."

"The comfortable seating and quiet study areas."

"The group study room."

Future additions/improvements:

"More books."

"It needs more books."

"The shelves are empty, there needs to be more books."

Ways Faculty Can Encourage the Information Literacy of Students

Tara Lynn Fulton

- ? Create assignments that require students to locate, evaluate, and utilize a variety of sources.
- ? Design projects that mirror the kind of information students will encounter in their future careers - e.g. team investigations, lesson plan design, or case analysis.
- ? Serve as a role model by sharing your own methods of keeping current in your field.
- ? Ask student groups you advise to do research to justify the funds they are requesting.
- ? Ensure that all majors are proficient searchers of the primary databases in their field.
- ? Make sure that first-year students connect with at least one reference librarian.



Web Sites: Political Cartoons

Stephanie Kulas, Reference and Instruction Librarian

Political cartooning has a long history of providing it's readers with satirical commentary directed at government, political leaders and those in the limelight. Designed to provoke thought, laughter, anger or any number of reactions, depending upon your point of view, political humor provides an effective visual commentary about the prominent issues and events of our day.

The following sites are two excellent sources for viewing a variety political cartoons. The first site, [Political Cartoons Index](http://cagle.slate.msn.com/politicalcartoons/), provides access to the works of American, Canadian and International Cartoonists. Many of the artist's daily works are archived for 30 days.

The second site, [Political Cartoons and Cartoonists](http://www.boondocksnet.com/gallery/pc_intro.html), is historical in nature. Coverage of the history of political cartooning is provided as well as numerous cartoons from the 18th and 19th century. Sample topics include Women's Suffrage, income tax, child labor laws, the cartoons of Thomas Nast and more.

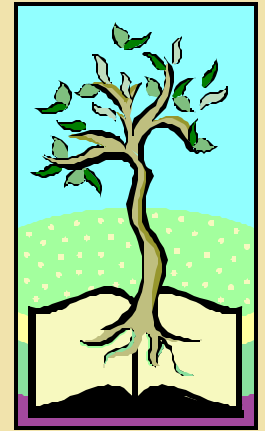
The only downside to these sites is the amount of advertisements which can be both distracting and annoying. It's still worth the visit. Enjoy!

Political Cartoons Index

<http://cagle.slate.msn.com/politicalcartoons/>

Political Cartoons and Cartoonists

http://www.boondocksnet.com/gallery/pc_intro.html



Point and Click



This newsletter will be published once a semester. At Stevenson and Clearfield Libraries we are dedicated to traditional values and contemporary services. We are YOUR link to the world of information and technology. Stop by and see us, who knows what you'll find out!

Point and Click welcomes feedback or suggestions from its readers.

Please contact the Stevenson Library Central Office at plange@lhup.edu or (570) 893-2310