



# Elihu Burritt Library Newsletter

## Luna Insight Digital Art and Image Collections by John Rutherford

Earlier this year the ECSU and CCSU libraries and art departments applied for grants from the CSU IT Pilot Project program and Sun Microsystems to implement a Digital Collections Management System. Grants were awarded for \$170,000 for the purchase of:

- Computer servers from Sun Microsystems
- Digital Collections Management software from Luna Insight
- Licensed art history images from Saskia (4,000 images)
- Subscription to the AMICO Art Library (over 120,000 images)
- Server maintenance and support contracts

The initial focus of the grant is to provide a high-quality collection of art, architecture, and design images in support of the art history curriculum at both campuses, and later to provide software and

servers to host other collections of digital images produced locally.

The Luna Insight software provides art faculty and students with a powerful interface for viewing, studying, and presenting art images and descriptive information about each image. Images in the digital collections may be searched or browsed, and selected images can be exported as web pages or PowerPoint presentations. Images in the collection may be viewed in a workspace that allows image manipulation, resizing, side-by-side comparisons, display of descriptive information, and annotation. Images may also be linked to resources on campus networks or the Internet.

In addition to the CSU Digital Art image collection, there are a number of collections that have been created by Luna users in art museums and universities around the world. Many of these collections are available for use

by other Luna users and may be accessed through the CCSU Luna Insight interface. These collections include The Farber Gravestone Collection, The David Rumsey Historical Map Collection, and The Japanese Historical Map Collection

In addition to these free collections, CCSU and ECSU have also subscribed to the AMICO Library, a collection of 120,000 images licensed from major art museums and collections in the United States and Canada. Together these collections represent a library of over 130,000 high-quality images to support education and research on the two campuses.

For more information on using the digital collections or to request instructional sessions, please contact Deborah Herman (hermand@ccsu.edu, 832-2084)

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### Announcements

#### William A. O'Neill Papers

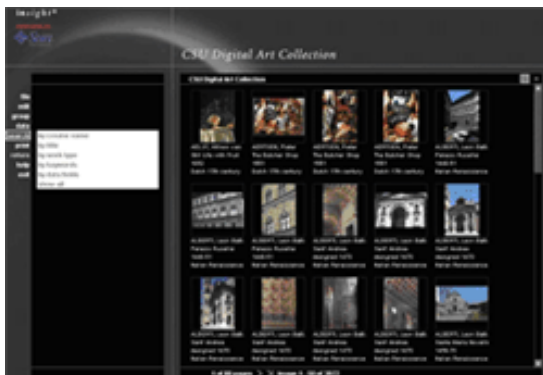
Systems Librarian John Rutherford was instrumental in making the contents of the William A. O'Neill gubernatorial Papers digitally accessible to scholars. O'Neill, a CCSU alumnus, was 84th Governor of Connecticut and succeeded Ella T. Grasso upon her resignation in 1980. The finding aid for this collection is now available for viewing: <http://library.ccsu.edu/oneill/>. The document was created using Enhanced Archival Description (EAD), an XML-based standard for describing the contents of archival collections.

O'Neill's administration was marked by tribulations occasioned by the transition from Johnson's Great Society to Regan-era reductions in federally financed programs. The collection is comprised of constituent correspondence, reports from state agencies, records of the Governor's legal counsel, records of special assistant David McQuade, correspondence and reports from the Governor's Washington Office, press releases, speeches, photographs and campaign materials.

To obtain access to the papers, contact the Connecticut State Library's History and Genealogy Department since the materials are stored off-site.

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Insight JAVA client displaying thumbnails of the 4,000 Art Images



The Luna Insight Workspace with toolbar and descriptive data display

## ILL Demystified 2: Articles Delivered to Your Desktop by Kimberly Farrington

Interlibrary Loan takes time. Journal articles are faster to get than books, and they are easier to ship. Up until the early 1990s there were only two delivery methods available to Interlibrary Loan staff: U.S. Mail and faxing. U.S. Mail can take up to two weeks and slows the delivery process. Articles received through this method were sent to faculty through Intercampus Mail to their offices. Since faculty are not always on campus during vacation periods, this method could potentially require a special trip to campus to pick up their material. If the faculty needed to order both books and articles, they would be coming to campus anyway; however, if they were requesting articles only, it could have resulted in a wasted trip.

Articles shipped by fax arrive quickly, but the quality of the article is degraded due to photocopying and the subsequent fax transmittal process. In the early 1990s, delivery of articles was available through FTP (file transfer protocol). This was a time-consuming process and even though it was generally considered faster, it was not widely used. During this time, the Research Libraries Group (RLG) developed software based on FTP that allowed ILL staff to quickly scan and deliver quality articles over the Internet. This transfer required both the lending and borrowing ILL departments to run the Ariel® software. When scanned directly from the journal, the quality is usually better than a photocopy or fax. Once the article arrived, it would be printed and mailed to the faculty member's office or the student would pick it up in the

library.

By the mid-1990s, ILL staff tried to various ways to make it more efficient for patrons to receive their journal articles. Thus, the trend started toward the desktop delivery of articles. The options were either emailing the article as an attachment or posting the document to the Web. At the time, there were a few commercial or Open Source software applications available, but this prompted many libraries to create similar software in-house.

Burritt Library used a homegrown document delivery system from late 1999 to early 2001. When this was no longer viable, we switched to using Prospero, an open source software application developed by the Prior Health Sciences Library at Ohio State University, whose primary advantage was its ability to work in conjunction with Ariel. The software was free and customizable to fit each specific library's needs. Prospero was in use at Burritt Library from the spring of 2002 until 2003.

In the summer of 2003, the ILL office computers were upgraded, enabling us to upgrade to the newest version of Ariel®. This version had the Web-based document delivery software integrated. This upgrade simplified our lives since it eliminated several time-consuming steps in the delivery process. For the first few weeks, we continued the delivery of articles as email attachments. However, once software was set up we began sending

the patrons links to their articles on the web.

Although patrons were curious about the format change, they soon recognized the benefits over the former delivery method. Attachments take up a lot of valuable space in email accounts. If patrons were doing heavy research and had many documents arriving, the email accounts had to be monitored closely otherwise we received bounce back messages that the mailboxes were full. Dealing with these problems is time-consuming, which cuts down our efficiency. By sending the patron an email message containing a link to the item with a unique username and password, the item is available from our server for five viewings or two weeks from the date it is processed. The patrons using this service love the simplicity and ease of it, which is borne out by the surge in use. In the five months of 2002 that web-based delivery was available, we sent 110 documents to our patrons. In July 2003-June 2004, we shipped over 780 documents electronically.

If you want to try this service, next time you fill out an article request form select Electronic Delivery. If the document is delivered to us electronically, we will make it available to you via this method. For more information, contact the Interlibrary Loan office, 832-3408.

**“In the five months of 2002 that web-based delivery was available, we sent 110 documents to our patrons. In July 2003-June 2004, we shipped over 780 documents electronically.”**

## The Papers of Herbert David Welte, 1898-1986 by Frank Gagliardi

Herbert Welte arrived in New Britain with his wife Aletha in 1929 to begin his duties as principal of the State Normal School. A native of Nebraska, Herbert Welte was 31 years old, with a recent doctorate from the University of Iowa and the father of a baby son. For the next 39 years, Dr. Welte would guide this institution from a Normal School, to Teachers College of Connecticut and finally Central Connecticut State College. He would live to see his beloved school achieve university status under his successor Dr. F. Don James.

Dr. Welte's tenure as head of this institution covered a dramatic period in American history. He guided the school through the Depression years, followed by World War II, and finally, oversaw the explosive growth of the institution in response to the post war baby boom.

A year after he became president, Dr. F. Don James contacted Dr. Jesse B. Johnson, a professor nearing retirement from the Department of Social Science. In a letter dated June 24, 1969, President James asked Dr. Johnson if he would be interested in organizing the papers of Dr. Welte. For two years, 1970-

1972, Dr. Johnson worked on this project. The guide to the five file cases of Welte papers has been added to the library's web site under Special Collections. The URL is for the index is: <http://library.ccsu.edu/lib/archives/history/WelteIndex.pdf>. This index only covers the period 1929 through 1960. The remainder of the records, which span 1961-68, were kept in the Administration building so they could be consulted by Dr. James and continue to be stored in Davidson Hall.

In addition to the index, there are additional resources that the researcher may use to understand Dr. Welte, his achievements and this period in higher education. With the exception of newspaper articles, the only biography of H.D. Welte is Professor Anthony R. Cannella's short but excellent *The Public Vision of Herbert D. Welte*, New Britain, 1988. Additional sources include the *Central Recorder* for the period 1931-1968 as well as the records of the Faculty Council (predecessor of the Faculty Senate) from 1943-1959, which provide a detailed record of major decisions made during this period. While several years of records remain in storage, the library does have Dr. Welte's annual

reports, 1930-1968 as well as the records of faculty meetings, 1939-1967.

The lobby of Welte Auditorium contains two large exhibition cases containing photographs, publications and other memorabilia related to Herbert Welte's life and career. Richard Harris, Dr. Welte's son-in-law, generously provided the funding to frame the many materials in these two cases. After Dr. Welte's death in 1986, his family donated photograph albums, his yearbooks and materials relating to his retirement.

To underline the dramatic changes which had taken place under Herbert Welte's leadership, Dr. Cannella on page 15 of *The Public Vision of Herbert D. Welte*, 1988, reported: "President Welte's administration had inherited a two year teacher training school, with two handsome but over crowded buildings on 24 acres, 286 students and 18 faculty members. When he retired nearly four decades later, he left a multifaceted college with 20 buildings on more than 100 acres, approximately 5,000 full-time undergraduates and some 400 faculty members."

### Central Recorder Digitization Project

As part of a recent project to microfilm all current and back issues of the *Central Recorder*, the Library also received digital images of each issue from 1932 to the present. We are in the process of adding these images to

the CONSULS Library System.

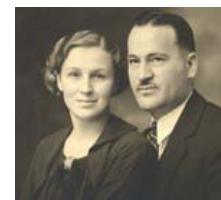
When completed all issues will be available for viewing through CONSULS. Currently issues from 1932 to 1972 are available for viewing or printing. To see these is-

sues, search CONSULS by title for "Central Recorder".

You will see entries for 1932-1960, and for 1961 -. Select from the thumbnail images to view each issue.



A young Herbert Welte pictured in his Naval Reserve uniform. Welte served in the Navy Reserves from 1918-1921.



A portrait of Aletha and Herbert Welte taken shortly after their arrival in Central Connecticut, ca. 1930.

Burritt Library Dept. of Archives and Special Collections

## Notes of a Veteran Librarian Contemplating a New Academic Year by Nick Tomaiuolo

Ten items a reference librarian of sixteen years believes first year college students should know:

1. The World Wide Web is not the only resource that needs to be consulted for a given assignment. The library offers numerous materials not available on the Web. For a sampling, check CONSULS, the catalog of the CSU libraries, and/or ask a librarian for assistance. Help with research assignments is available all of the hours during which the library is open.

2. Pay close attention to instruction on using the library given in your class. As with films, where there are no superfluous characters, in class there are no superfluous allusions, remarks, or information.

3. While there is no such thing as a "stupid question," a question that is carefully constructed and no broader than necessary tends to be more manageable and answerable than one that begins, "I have to do a paper - it can be on any topic..."

4. As with verbal questions, malformed search queries yield little, if any, practical results. Despite a student's web searching aplomb, most subscription database search engines require some thought about the words one will be searching and the manner in which the search engine will process those words prior to typing. It's useful to compile a list of synonyms for key terms that best describe your topic. For example, if your topic pertains to the impact of drug treatment programs on incarcerated women, your list of

terms might resemble: *women, females; prisoners, inmates, incarcerated; drug, narcotics; treatment, therapy.* By taking a minute to compile this list, you have something to draw from in the event a particular word or phrase yields too few (or many) results. It is also useful to learn the "rules" for searching a particular resource before diving in. Most databases have examples of proper search syntax on the main search page or provide a link to examples.

5. And speaking of subscription databases: subscription databases are digital depositories of (mostly) published information. For college assignments they are usually preferable to using the "free web." However, students need to knowledgeably decide the correct database(s) to use and, as mentioned in #3, how to search them. Yes, one can locate articles from magazines, journals, preprints, newspapers and similar traditional materials on the "free web," but the advantages to using subscription databases are many: the content is more comprehensive, the indexing (i.e., "fields" in which one can search or browse) is superior, and the materials are usually homogenous. In a "free web" search one might encounter articles, commercial sites, newsgroup threads, etc. whereas the database search will retrieve only materials in the scope of the database.

6. Although certain mediums (particularly hypertext) can augment information, the majority of electronic full text journal articles will contain

the same information/words/tables etc., that are presented in its print or microfilm counterpart. Therefore, from an information perspective, there is no difference in the material.

7. Since information students are likely to encounter in the course of their research will be in diverse formats (print, digital, microform, etc.) they need to become conversant with the names and uses of the research tools in the library. Students need to know what the library catalog is and how to search it, as well as where to go to find materials. They need to know about the location of the journal collection and understand the differences between what materials are identified and described in library catalogs versus abstracting and indexing databases. Finally, they should understand that the reference department is the primary source for assistance of a research nature and know the function of interlibrary loan.

8. Even with advances in information storage, retrieval and searching, there are still many questions and research topics that require time and thought to fully answer or investigate. It is unrealistic to expect that you, the researcher, will be able to locate "x number" of critical essays on a given topic, say Dante's *Divine Comedy* or, by contrast, philosophical and legal arguments as to whether the United Kingdom should return the Elgin Marbles to Greece in a brief search session with the library's databases or the World Wide Web. Most questions, other than the quick reference type such as "what are the  
(continued on p. 6)



## Ed.D. Program Benefits All by Charles Marlor

When Central Connecticut State University's Ed.D. program began, a sum of money was appropriated over a three-year period to develop the library's collection to support the new program. Although excellent for Master's level research, the collection did not contain the resources needed to support a degree in Educational Leadership at the doctoral level. Library director Jeanne Sohn formed a team of librarians to work with Dr. Karen Beyard, Ed.D. program director, to determine how to best spend the money earmarked for this purpose.

The results have been astounding and beneficial to all

doing research at CCSU. In the first year alone, the Ed.D. program funded the upgrade from Ebsco's Academic Search Elite to its Academic Search Premier, which virtually doubled the number of online journals to which the library has access. Along with Academic Search Premier, the library was also granted access to Ebsco's Professional Development Collection. Additionally, a subscription to PsycArticles, which had been on the library's wish list for several years, was also purchased. Funding allocated in year two made possible the purchase of a back file of journals published by the American Educational Re-

search Association (AERA), Wilson's Education Fulltext and ISI's Social Sciences Citation Index.

In addition to the online resources mentioned above, the Ed.D. program has made possible the purchase of over 625 scholarly monographs. These monographs are either located in the stacks or in the Reference Department and are available to the entire CCSU community. As we enter year three of the program, library resources now rival those of any peer institution offering an Ed.D., and the bar has been raised for all!

## John J. Woodcock, III Lemon Law Records Finding Aid Now Available

The CCSU Center for Public Policy and Social Research and the Burritt Library Special Collections are pleased announce the availability of the John J. Woodcock, III Lemon Law Records (1982-1992), which document the landmark legislation enacted in 1982 to protect consumers from defective automobiles.

Inspired by earlier proposed legislation in California that failed to pass due to vigorous opposition from automobile manufacturers and dealers, John J. Woodcock, III, a Connecticut State legislator and attorney began to gather support for the enactment of similar legislation in Connecticut. As an attorney, Woodcock observed an increase in the number of cases related to defective automobiles in the

wake of Regan-era deregulatory policies as well as a lack of a legal mechanism for redress.

The collection is divided into 6 series: Passage of Lemon Laws, Lemon Laws in other states, Federal attempts at preemption, Court cases and legal challenges, Publicity including scrapbooks of newspaper clipping and video and audio recordings, and Elections and campaign. The records are housed in the Burritt Library Special Collections.

For additional information, please call 832-2085. A web-accessible finding aid is also available at the following address: <http://library.ccsu.edu/lemonlaw/>

## Literacy Volunteers Needed by Lynn Johnson-Corcoran

Literacy Volunteers of Central Connecticut trains volunteers to tutor students who want to improve their lives by increasing their ability to read, write, and/or speak English. Students in the program are of many ages and nationalities. Some are high school graduates, some are drop-outs, and many are immigrants new to the United States. Tutoring by volunteers helps students achieve their personal goals and become better parents, employees, and citizens.

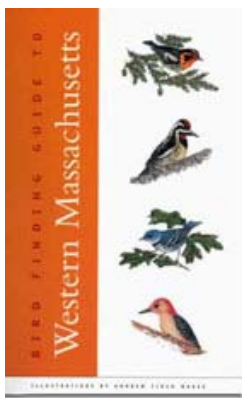
It is estimated that close to 16,000 adults in New Britain and 6,800 in Bristol are at the lowest literacy level. LVCC currently has almost 200 prospective students waiting to be matched with a tutor. Volunteers are provided with a 20 hour training program which prepares them to teach adults how to read, write, and/or speak English. Once training is successfully completed a commitment of 2 hours per week for one year is all that is required.

If you are interested in being a volunteer, please call 229-7323 or e-mail: [director@literacycentral.org](mailto:director@literacycentral.org). LVCC is located on the third floor of the New Britain Public Library located at 20 High Street.



Elihu Burritt Library  
Central Connecticut State University  
1615 Stanley St.  
New Britain, CT 06050

Newsletter Editor: Debbie Herman  
Please send any comments or  
suggestions to:  
Email: [hermand@ccsu.edu](mailto:hermand@ccsu.edu)



It was interesting to realize, as we attempted to indicate how common each species of bird for each week of the year, how much remains to be learned about bird distribution, even for relatively common species in a relatively well-studied part of the world.

I am very pleased that our book put a heavier emphasis on environmental education and land conservation than is typical for bird finding guides. We attempted to provide information on ownership and conservation status for the sites that we describe, and the back of the book includes a fairly complete listing of nature centers, bird clubs, and land trusts for the region. As much as I hope that the book helps people to get out, find birds, and enjoy nature, I also hope that it will move people to become active in their local environmental education and conservation organizations.

## The Last Word: David Spector an interview with Dr. David Spector by Kimberly Farrington

In 2003, CCSU biology professor and lifelong birder, David Spector was one of several editors involved in publishing a unique birding guide for the Western Massachusetts region. The result was the *Bird Finding Guide to Western Massachusetts* (ISBN:1892893029) published by the University of Massachusetts Extension.

**Q.** What was the inspiration for this book? How did you get involved with the project?

**A.** The book is the most recent in a series of local bird finding guides, started in the 1970s by Pete Westover, Director of Conservation for the Town of Amherst, Massachusetts. These guides, produced by several local birdwatchers, initially focused on the town of Amherst. In 1996, though, Pete and others, including me, published a guide to finding birds in a nine-town region of the Central Connecticut River Valley of Massachusetts. The next step was to expand to all of Western Massachusetts, which we have done with the current book. Each of the editors and authors has been involved in the community of birdwatchers and contributed her or his accumulated knowledge of the birds and locations. Since moving to Western Massachusetts in 1982, I have been involved in this community, especially through the Hampshire Bird Club and the Hitchcock Center for the Environment.

**Q.** Why the book was targeted for only Western Massachusetts? Are the habitats east of Worcester, other than the Cape, that much different, that is until you get closer to Boston?

**A.** There were already published bird finding guides to Eastern Massachusetts and to Cape Cod when we started, so those areas had coverage. We wanted to cover the areas that we knew best, areas that were less well known to the many people than were sites closer to the population center of Boston. The detailed coverage that we wanted would have been diluted had we covered a larger area.

The eastern edge of area of coverage is somewhat arbitrary, but it does roughly correspond to a difference in altitude and thus in bird life. Western Worcester County (west of the City of Worcester) is higher in elevation than the eastern part of Massachusetts and has a somewhat more northern avifauna. Species like Blackburnian Warbler, Dark-eyed Junco, and Saw-whet Owl are much more common as breeders here than in Eastern Massachusetts. One of the themes of our book, symbolized by pairs of related birds on the cover, is that Western Massachusetts (as is true of Connecticut) is a place where northern and southern birds meet. For example, the more northern Saw-whet Owl is the breeding small owl of Western Worcester County and Berkshire hills, while the more southern Eastern Screech-Owl is the common breeding small owl of the lowlands of both Eastern Massachusetts and the Connecticut River Valley.

**Q.** What is the most memorable part of this book for you?

**A.** There are many memorable parts of the book. As an editor I looked at virtually every word (and bear responsibility for the several errors that made it through to print). One of my roles was reducing the submitted accounts by about 40% while attempting to preserve most of the information and the individual voices of the authors. The process of doing surgery on other writers' prose is always difficult, risky, and memorable. Attempting to maintain individual voices sometimes meant suspending my own judgment regarding word use; I left at least one "awesome," although several were deleted, in the account written by our youngest author. I enjoyed working with my fellow editors, the nearly five dozen authors, the graphic designer, copy editor and rest of the production team, and especially Andrew Finch Magee, our wonderful illustrator. Given the number of people with strong opinions involved, there was surprisingly little friction (I didn't say zero!) and a lot of warmth in the process (*continued at left*).

### Notes of a Veteran Librarian

names and addresses of all the U.S. senators?" or "how many people are on Death Row?" require patience and contemplation. The library has many resources, but they can't all be summoned at a moment's notice by an incantation. Always allow enough time to identify, locate, and read / synthesize materials relevant to your research!

9. Not every library will have everything one needs for every question or topic one may wish to investigate. Students would be wise to be aware of this and

flexible in their plan for accomplishing a research goal.

10. There is a "system" to the organization of every library. It's usually not excessively arcane or mysterious but it requires some knowledge, experience and practice to effectively use the library. A number of printed library guides in addition to ones on the library's website are designed to introduce students to the library and help with getting started.