

FROM THE STEPS of Adams Library



REACH
INSPIRE
CONNECT

Rhode Island College

Fall 2013

Adams library continues to embrace the digital age. The library faculty and staff have been instrumental in reengineering the library to harness technological platforms and recast its services, its collections and its space.

Services: A multitude of instructional sessions are offered to strengthen information literacy among our students and to ensure a better use of the library's rich content and varied resources. We use LibAnswers to guarantee that our students are served and their questions are answered even when the library is closed. Almost three hundred LibGuides are created in support of teaching and learning; more databases and eBooks are added in a variety of subjects as well as CDs and DVDs; we provide laptops and iPads for our students to borrow; on the library webpage you will also find a link to the Digital Public Library of America (DPLA) site to provide access to other rich scholarly resources.

The online accessibility to documents, some from special collections and archives, as well as slides and audio material on digital commons has increased. The faculty research papers on digital commons are very popular as they allow open access to knowledge for scholars. As of now we have 3,451 documents posted, 348,650 full-text downloads, with 130,127 downloads during the past year. Some of the new additions include a small part of the AS220 archives, audio testimonies from the Italian-American community, as well as the papers of our MSN students. Concerning the latter, Professor Cindy Padula said: "Thank you again for your work on illustrating the MSN digital commons site, much appreciated. One of our students got an email from a hospital electronic equipment manufacturer congratulating her on her paper." This is what we aim for in strengthening Adams library's relevance in our academic community and making its resources globally accessible. The digital initiative at the library is using a platform that allows the conversion of text into eBooks. On May 31, 2013, the library organized its first and successful conference, *Querying the library: Digitization and its impact*. The panelists and one hundred other librarians from around New England, exchanged ideas about the continuous role of the library to promote the creation and diffusion of knowledge and to preserve it for the long term in this digital age. The proceedings will be published in 2014.

Collections: Adams library adopted a creative approach to balancing digital and hardcopy collections. We increased our eBooks holdings for both the general and reference collections. It is essential to increase the availability of digital collections in today's information age. This does not diminish the importance of some of our collections on the shelves; rather, it complements and enriches it. We are also removing outdated books and formats, further enriching the collection.

Space: The library is the nexus of ideas, performances, art, exhibits, films, and lecture series. It is also a place for gathering, socializing, and tutoring. The addition of the Gender and Women's Studies Center and the Faculty Center for Teaching and Learning has reinforced the library as a welcoming place.

Adams library is becoming the focal point of the Rhode Island College experience. This issue of the newsletter reflects the dedication of Adams library and our commitment to what we do. Please call on us.

Hedi BenAicha, Director
hbenaicha@ric.edu

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"I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."
—Albert Einstein

Archiving AS220 *by Brendan Ryan*

The Digital Initiatives Office in the James P. Adams Library has entered into a relationship with AS220 to digitize and archive the history of this dynamic institution. AS220 has been a vital part of the Rhode Island arts community since it began in 1985. The disparate programs they have been involved in range from providing unjuried community gallery and performance spaces, arts education, technology education, and work with at-risk youth. This is a huge project and should be very valuable to the arts communities locally, nationally, and internationally. We are hard at work building an archive of digital content and making it available on DigitalCommons@RIC. So far we have:

- Begun scanning a collection of publications and press reports brought over from the Youth program archives at AS220.
- Created a dedicated site for AS220 on

DigitalCommons@RIC and designed a logo with a full description of the project.

- Created 'Communities' and 'Series' in DigitalCommons@RIC so that we can populate them as we implement the digitization.
- Communicated with Shawn Wallace, former general manager of AS220, to discover a dark archive of previously digitized content that can be formatted to present a timeline of AS220 history (dark archives means unknown and otherwise inaccessible aggregations of information).
- Begun photographing and documenting current gallery exhibitions in collaboration with AS220 gallery manager Neal T. Walsh.
- Cataloged recordings of performances in the space. Soon, these sound recordings will be available through DigitalCommons@RIC.



A calendar created by the Broad Street Studios program at AS220 for 2005. Digital images available at <http://digitalcommons.ric.edu/bss/>.

These tasks are ongoing. Check out the work at <http://digitalcommons.ric.edu/as220/> and follow our progress at <http://brendan.digitalinitiativespress.com/>.

Our Staff: Sharon Giacobbi, Access Services Manager

by Debra Thomson

While growing up on Adams Farm in Cumberland, Rhode Island, Sharon Marszalkowski was part of a large extended family that knew hard work. Many family members, like her dad, continued to be involved with the farm over the years (i.e. raising dairy cows, growing hay and tending vegetable gardens) and became self-employed in the home construction industry as their main source of income. “The farm/construction way of life of my youth was a wonderful experience.”

Recalling her early work experiences, Sharon described her first job, candling eggs for a chicken farm. “Of course we used a light bulb, not a candle, to see if the egg was fertile and the embryo was growing. I loved it, because it wasn’t a far stretch from the farm life.” A variety of factory jobs were also a part of her early employment history.

After graduating from Cumberland High School, Sharon attended the University of Rhode Island, majoring in Sociology and studying Anthropology, Linguistics, and Languages (German, Russian). “I was the first in my extended family to go to college, and it was a point of pride with my parents that they were able to pay for my college education.” In 1968, when her father followed his dream and built the Klein Innsbruck Ski Area in nearby Massachusetts, Sharon worked alongside her family running concessions, managing staff, and handling payroll.

As a way to learn whether or not being a librarian was the career path for her, Sharon pursued and obtained her position in Circulation at the James P. Adams Library in 1972. Having assimilated successfully into the library career path, she applied for Adams Library’s Head of Circulation position when it became vacant and was successfully appointed to it in 1978. It is the position she holds today. In 2003 Circulation became Access Services, which includes Circulation, Reserves, Document Delivery, Library Facilities & Collection Maintenance and Library Student Employment. Sharon states, “I work with a supportive director and a wonderful library staff. My Access Services colleagues contribute immeasurably to the overall success of the Access Services unit and the library through their individuality, expertise and teamwork.”

Asked about the changes she has experienced in her work over the past four decades, Sharon mentions the evolution from overseeing a completely manual circulation system to being one of the key people to organize the first round of automation in the library, CLSI, (Computer Library Services, Inc.) beginning in 1986. “From CLSI we migrated to Innovative Interfaces with which we have made three operating platform transitions-INNOPAC, Millennium, and now Sierra.”

Sharon was also on hand for the major addition to the library in 1977, which more than doubled the size of the building. “Before that, it was a very small, congested space. During the addition’s construction, it was nothing but constant change. Everything needed to be totally relocated (sometimes more than once) to accommodate the construction’s progress. We ran Circulation from the space



where the Library Instructional Facility is now, just beyond the Reference Desk.”

Since her arrival here, Sharon has worked for three different library directors. She has worked closely with each of them, and says, “I’ve been here 41 years and feel that my role as a facilitator has been hugely important to me, and it has enabled me to have a positive

impact by assisting each director accomplish his/her goals for the library.” Of the current director, Hedi BenAicha, she says, “We’ve accomplished wonderful things for the library with him, and I look forward to continuing that for some time. He has a vision, and I am here to help facilitate that vision.”

She describes working with students, both patrons and library student employees, to be the best aspect of her job. “They’re our life blood and we must do the best we can for them.” She is proud that several library student employees have gone on to become librarians, estimating that over 20 former library student employees have chosen this career path. “Many of them came here not even understanding what a library’s about, and they get such a positive experience that they decide to make it their life’s work.”

Sharon met her husband, Steve, when she was 10 years old. Their families were close. But it wasn’t until 1979, when she attended Steve’s grandfather’s funeral, that they began dating. Steve’s grandfather probably had a hand in that; he had tried for years to get Sharon to date Steve, even offering bribes, but she had resisted. In 1980 they “treated” themselves to a marriage on Halloween and just

SEE: GIACOBBI, p. 9



Sharon Giacobbi with husband, Steve.

In their own words...

Jessica Lombardi, Student Assistant in Digital Initiatives,
Circulation & Reserves; Art History Major/Studio Art Minor ('14)



Since the age of thirteen, when I observed a class in an elementary school library for a middle school project, I have continuously imagined becoming an employee in a library system. In 2011 I got the chance to get my foot in the door as a student at RIC. Since then, I have been a part of the student employee team at Adams Library, and have been learning more and more about library functions every day. I feel lucky to have this opportunity to gain so much library experience as a beginning to my future career as a librarian.

I originally started working at the Circulation desk, which worked out perfectly for me because I already enjoy working with the public and helping patrons/students with their needs, plus I was interested in learning the specifics about how the James P. Adams Library functions. The Circulation staff: Corrine Kilpeck-Fortune, Lisa Maine, Brian Baker, David Maine and Sharon Giacobbi have all provided me with beneficial assistance in learning the correct procedures for my position which has included how to: check out books through the Sierra module, create new student library accounts for incoming freshmen and explain their card uses and yearly re-activations. I have become comfortably familiar with every section in the library through the practice of re-shelving materials in call number order (the numbers and letters located on the bottom bindings of the books) and by participating in opening and closing procedures.

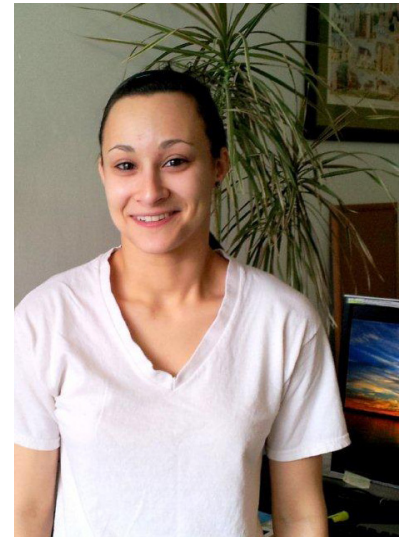
After working on the circulation desk for a while, I was promoted to the reserves desk where Brian Baker helped me to gain a whole new understanding of the variety of services and technological help the library has to offer to students and faculty. Training at the reserves desk involves all check-out/check-in procedures, including clearing all personal information from the Apple iPads and PC laptops. As a student assistant in this unit, I also learned about the library website and how it functions for student and faculty help, about the millions of books available from a variety of libraries through the HELIN catalog, and how to help students look up materials such as books, DVDs and VHS, etc., that their professors have placed on reserves.

In May, 2013, I was promoted again, this time to the Digital Initiatives office. Here, with the help of Dr. Kresten Jespersen, Brendan Ryan, Andy Davis and Melinda Golembeske, I have been introduced to a variety of projects and have continued to gain new skills that give me a broader perspective of what goes on behind the scenes at Adams Library. The first project I worked on was importing photo slides of the activities of the Upward Bound program at RIC from the years 1987-2000. Since most of the slides are from over ten years ago, my job

SEE: LOMBARDI, p. 9

Jessica Greenwald, Student Assistant in
Acquisitions and Gifts; Sociology Major ('14)

I have been working at the James P. Adams Library for a few years now. At the start of my freshman year, the library was a building I did not explore and use to my advantage but a good friend who was, and



still is, working at the library gave me a welcoming shove in the library's direction. By sophomore year, I had earned myself a position in the Acquisitions and Gifts Department. I did not know what was to come with the job, but I was willing to work hard and learn from the best. I can honestly say that I love working here and would not ask for any other job on campus.

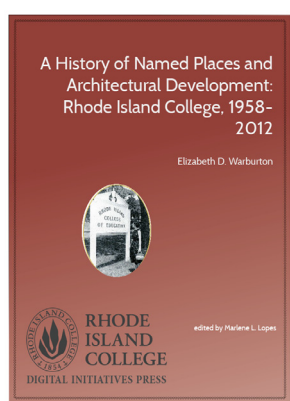
From working here at the library, I have learned to better familiarize myself with collections and their locations within the building. Because of that, searching for books and resources became as easy as snapping a finger. My attention and focus in class and on assignments has improved greatly from when I first entered Rhode Island College. It is awesome having a job here at the library, especially when your bosses are easy and enjoyable to get along with. And on top of that, they are excellent at helping out when I get frustrated or confused over an assignment that was given to me in one of my classes. They help me put assignments into perspective where I can really understand the material.

Since working here at James P. Adams Library, I have gained the wonderful experience of developing a new family and friendships with many students and faculty. I am grateful for being hired, and would not change anything that this job has offered me. I have been inspired by my co-workers including student workers, faculty, staff and the students that come in and out of the library, using it as a resource tool. There is nothing more enjoyable than coming to work and helping the library stay maintained and full of knowledge for all individuals to use. James P. Adams Library is a welcoming place with friendly faculty and staff who are willing to assist you anyway they can. ■

Converting Content and Designing E-books

by Brendan Ryan

Digital Initiatives in the James P. Adams Library at Rhode Island College began creating ebooks from archival collections during the spring semester of 2013. Over the course of several months, tools were identified and best practices were determined to assist staff in this process. Overall, *DigitalCommons@RIC* presently has twenty-five ebooks available for standard e-reading apps and Kindles. The ebook conversion project was not undertaken solely to present the archives in a new way or as an artifice to highlight collections. While the collective output is valuable, the endeavor gave the office vital experience in developing and editing a content format that should prove increasingly important to the scholarly community in the future.



Elizabeth Warburton's *A History of Named Places and Architectural Development: Rhode Island College 1953-2012* was the first ebook created by the Digital Initiatives office, which now boasts twenty five and the ability to collaborate with faculty on tailor made course texts.

Touchscreen devices for reading text have become ubiquitous since the introduction of various devices ranging from the iPhone and iPad to the Kindle and Sony Reader. As these devices proliferate, the barriers to access due to cost are being eliminated. This is really exciting because textbooks present a major financial strain on students. With digital textbooks costs are dramatically lower and quality is often higher. In fact, many high quality options are available for free. Prof. Roderick Graham is presently using a free digital textbook, *Introduction to Sociology*, in his SOC-200 course. The book was produced by academics through an initiative called *Connexions* at Rice University.

So far, Prof. Graham reports no drop in quality from traditional publisher textbooks. The collection of books produced by *Connexions* and *OpenStax* can be used as designed or supplemented with content an instructor deems relevant or timely. Teachers can write and design textbook segments or adopt any one of the thousands of open educational resources available through several repositories. With the skills Digital Initiatives has gained in this conversion process, we now have the ability to work with faculty to design texts tailor made for their course. Please contact Brendan Ryan at (401) 456-9575 or bryan@ric.edu to learn more. The findings that resulted from the process of converting content to ebooks will supply a foundation that will inform the Digital Initiatives workflow in the digital milieu. ■



*Editor's note: The Library Director's office and the entire library staff wish to congratulate Brendan Ryan, Digital Initiatives Librarian, on the publication of his new book, **Optimizing Academic Library Services in the Digital Milieu: Digital devices and their emerging trends** (Chandos Publishing, 2013). Contact Brendan at: bryan@ric.edu.*

The Evolution of the Encyclopedia

by Carla Weiss

Where do students go to find basic information about a topic or a person or a broad overview about a country or geographical region? Up until several years ago, student workers at RIC spent some of the time during their shift in the Reference Department re-shelving volumes of various encyclopedias in our collection. Now, students are more likely to search Wikipedia or just Google it.

Within the last few years, the Library has subscribed to many online reference books which contain informative, reliable articles written by experts in a field. Credo and Oxford Reference are compendiums of over 900 reference books, many of which in the past could only be found in print in the reference collection. These databases are easy to search, are accompanied by lists of books and articles to find further information, and include illustrations and videos. They can be accessed at home, at all hours, and are available to multiple users at the same time.

This year, the Library now subscribes to Britannica Online and World Book Encyclopedias. Encyclopaedia Britannica, Inc. describes itself as a global educational publisher that provides timely, relevant, and trustworthy information and instructional products used in schools, universities, homes, libraries, and workplaces throughout the world. The encyclopedia collaborates with experts, scholars, educators, instructional designers, and user-experience specialists. All articles are subjected to rigorous editorial review. Some features of the website are country comparisons, extended play videos, a media collection, timelines, the Merriam Webster Dictionary, and New York Times articles on the web.

Britannica Image Quest allows online access to more than two million images which are copyright cleared for non-commercial and educational use, such as teacher lessons plans, assignments, activities, and whiteboards; student reports and projects; or school Web sites, newsletters, newspapers, flyers, and bulletins.

World Book Encyclopedias is offered to all Rhode Island residents by AskRI, a state program funded through the Office of Library Information Services. This online product is a set of interactive encyclopedias for teachers and students of all ages including images, videos, primary source materials, lesson plans, and Portuguese and Spanish encyclopedias.

The Library also subscribes to other online reference books, biographical sources, and dictionaries such as the Garland Encyclopedia of World Music, Oxford African American Studies Center, Oxford Islamic Studies Online, American National Biography, and Gale Virtual Reference Library. See the libguide **Online Dictionaries, Encyclopedias and Biographical Information** at <http://ric.libguides.com/onlineencyclopedias>. ■

What's Happening at Adams Library...



Adams Library continues to expand on our mission of engaging our community and enriching our students' academic experience. Last spring, we hosted our first conference on the impact of digitization on libraries and the innovative ways that libraries are adapting to the challenges (see *Relevancy, Reinvention and Raising the Bar*, p. 6). This fall, the **Library Lecture Series**, focused on the theme of diversity, presented an array of stimulating lectures presented by RIC faculty and members of the community. The library has also continued its support of diversity through the purchase of the films for **The Global Lens Film Series** and hosting the Open Books Open Minds **PYM Marathon Read** (see article, p. 7). These initiatives, in addition to the others presented in this newsletter, are a reflection of the core value of what the library is about. For, as Emerson so eloquently stated, *"To the illuminated mind, the whole world burns and sparkles with light."*

Upcoming Events in the Fortes Room:

- 11/4 4:00 pm** Film: *Student*, (part of the Global Lens Film Series)
- 11/5 12:30 pm** Library Lecture Series presents: *Mapping North Africa: A Cartographic History, 16th-19th Centuries*, A talk by Dr. Richard A. Lobban, RIC Professor Emeritus of Anthropology (with accompanying exhibit)
- 11/14 4:00 pm** The Human Nature Anthropology Series presents: *Ancient Egypt and Its Neighbors*, A talk by Beth Ann Judas, President of The American Research Center in Egypt (Pennsylvania Chapter)
- 12/3 12:30 pm** Library Lecture Series presents: *From 'Indigenous' to Poor': Drawing New Configurations of Power Through Mexico's Anti-Poverty Program 'Oportunidades'*, A talk by Dr. Holly Dygert, RIC Assistant Professor of Anthropology

Exhibits

- October** Anti-Italianism in America; Domestic Violence Awareness Month and Information Literacy Awareness Month
- November** JFK Assassination 50th Anniversary and Mapping North Africa: A Cartographic History, 16th - 19th Centuries (through December)
- December** Edvard Munch (150th birthday)

To view the entire fall event lineup, including descriptions of exhibits, visit: <http://ric.libguides.com/fall2013>

Celebrating Information Literacy Awareness Month *by Rachel Carpenter*

The Association of College and Research Libraries defines Information Literacy (IL) as "the set of skills needed to find, retrieve, analyze, and use information." (ACRL, "Introduction to Information Literacy" accessed October 1, 2013) Though more elaborate definitions exist, this one conveys the universal value of IL. IL is knowledge and skills that everyone should have- students, researchers, and the general everyday consumer of information. IL has been the focus of efforts locally and nationally, in libraries, schools, higher education, and in business and professional contexts. Both President Obama and Governor Chafee have issued proclamations underscoring IL as crucial skills necessary to succeed academically and in the workplace.

At the core of IL is educating for lifelong learning. Millions upon millions of searches of the internet are conducted daily by people from all walks of life. The world wide web, with its exhilarating array of websites and webpages, interactive resources, media, etc., is an amazing tool for learning and discovery, but its unregulated nature means that much of the content we come upon in everyday searches has not been reviewed, evaluated, edited or otherwise vetted by a known, or even named person or organization. There is no guarantee that the information or site is legitimate, accurate, or reliable. Knowing how to evaluate websites and other online sources is fundamental knowledge that all consumers of information should have.

In academia and libraries, IL evolved out of other approaches to teaching students about the research process and information gathering. In the 1960s, academic librarians began offering Bibliographic Instruction

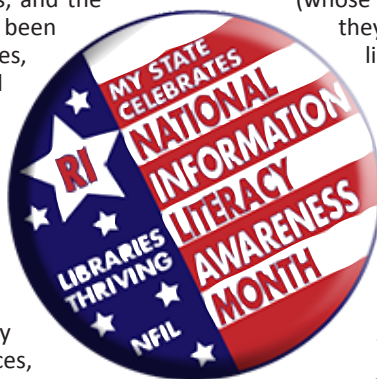
(BI)- classroom sessions which usually included a "tour" of the Reference area and a lecture on core reference works and periodical indexes. "BI was library and book focused and specifically about navigation (where is it indexed?, where is it shelved?), whereas IL is equally, if not more so, about evaluation (whose info is it? do they have expertise or authority? are they selling something [things OR ideas?]). In the BI era, library collection development brought together a carefully selected collection of sources, which had the potential of covering most of the info needs of the library's patrons. But the ever-churning, 24/7 publication machine that is the web has made our carefully selected, library-vetted collections only a tiny core of the information universe in which students must navigate - a tiny GPS in a vast sea." (Patricia Brennan, Coordinator of Library Instruction, Adams Library, email, Oct 6, 2013)

In RIC's redesigned General Education Curriculum (2012), Outcome #3 reads: "Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems. (Research Fluency)" <https://www.ric.edu/generaleducation/outcomes.php>.

"Research Fluency" is a term used to describe IL which focuses on teaching and learning at the college level. The goal of the Library Instruction program at Adams Library is to help students

SEE: CELEBRATING p. 11

Image source: <http://rilibraries.org/october-information-literacy-month-rhode-island-0>



RELEVANCY, REINVENTION AND RAISING THE BAR

by Ellen Morais

We live in an age of flux where technology is changing the way we do things, and where resources, daily, become more freely and easily accessible online. While some have inferred that libraries are becoming irrelevant, libraries and librarians have had to reinvent themselves, find ways to invigorate their field, and become creative in applying modern technologies that strengthen library services. Those at the forefront have seen the opportunities available to them, as

experts in the field, to shape the quality of the digital product. Their efforts are, more than just maintaining relevancy, raising the bar and creating a standard for others to strive toward.

Through his positions on the board of directors of the Higher Education Library Information Network (HELIN) consortium and as the director of Adams Library, Hedi BenAicha, in collaboration with Adams staff and faculty, has diligently worked to embrace and apply innovative library practices. BenAicha envisions libraries as places where ideas can be exchanged in a proactive manner that fosters discussion and pushes the envelope to enhance and broaden the technologies of the day. He further views philosophies as important springboards, that must be followed by action, or else, result in stagnation. Out of this vision grew his idea of organizing a conference to showcase the trends and issues that libraries are grappling with, presented by the professionals who understand the challenges and can knowledgeably speak about the rewards. These are the innovators of the library world, essentially saying, *'This is what we are doing, and this is how we are doing it.'*

Rhode Island College librarians, Dr. Kresten Jespersen, Head of Digital Initiatives and Technical Services, Brendan Ryan, Digital Initiatives Librarian and Kieran Ayton, Emerging Technologies Librarian, answered the call and became the team



On May 31, 2013, Adams Library hosted their first conference, *Querying the Library: Digitization and its Impact*, which brought one hundred participants from around the Northeast to Rhode Island College to discuss how libraries are adapting to technological change. President Carriuolo, though unable to attend, gave a pre-recorded digital address which set the tone for the day.

that worked alongside BenAicha to put together a conference that addressed questions such as: *How can librarians and educators leverage the ever increasing technological changes?* and *What are the challenges and opportunities for libraries?* Topics suggested in the call for abstracts included: archives, publishing, Web 2.0, and reference and library instruction. The format was open, and welcomed all proposals that touched anywhere in the realm of the impact of digitization.

The result was positive. On May 31st, the first ever conference of the James P. Adams Library debuted with a breadth of topics including case studies of: (1) efforts to digitize and OCR older issues of a journal and create a digital print-on-demand service, (2) conversion of PDFs to EPUBs with rich multi-media content using the Press books open source WordPress plug-ins, (3) passing a Harvard-style Open Access policy that enables faculty authors to retain the rights to their articles even if they subsequently sign away their copyright to a journal, (4) the importance of conservation programs that work in tandem with digitization programs and how to establish criteria, select equipment, choose a work space, train staff and determine a workflow, (5) creating a digital library (training and development, digital preservation, rights management, metadata standards and interdisciplinary teamwork), (6) partnering

with writing faculty to design a meaningful and interactive virtual library tour, (7) strategies for building and maintaining Twitter as a branding tool and a mechanism to enhance your library's mission, and (8) using apps to enhance teaching and learning. The presenters came from RIC, Bryant, PC, URI, Boston College, and Simmons College.

President Carriuolo, while unable to attend the conference in person, kept with the theme of digitization in a pre-recorded opening address, which was centered around the topics of the day, including MOOC's, the rise of social media and the acceleration of news to digital rather than paper forms. She remarked, "This is not the first or last time that stodgy old higher education has been forced to reconsider its models," citing Gutenberg's printing press and the Protestant Reformation. Further observing that, "The exchange of ideas has become instantaneous and available to the masses...The 6 o'clock news is not fresh, ordinary citizens can capture, with their cell phones, the news, just as it happens. The world is changing rapidly and libraries and administrators need to change with it." Carriuolo concluded with a "salute" to the conference attendees for their "interest in keeping libraries relevant, welcoming and enticing," effectively setting the tone for the day.

(cont'd next page)

RELEVANCY (cont'd from previous)

While initially hoping to attract a crowd of 20-30 interested parties, the conference planning committee was delighted by the engaged interest of 100 registered participants that came from all over the Northeast -- a testament to the unique perspective this conference offered. That this all took place in RI, and particularly at RIC, is important because the resulting networking and discussions will be far-reaching across New England and beyond. Attendees of the conference represented an array of colleges, universities and library-related organizations as diverse as: The Donovan Group, Tufts University, The Harvard-Smithsonian Center for Astrophysics and the Schlesinger Library, Salem State University, Maine State Law and Legislative Reference Library, Framingham State University, UMASS Dartmouth, Trinity College, Massachusetts Historical Society, State Library of Massachusetts, Massasoit Community College, Bowdoin College, University of New Hampshire, Brandeis University, Southern Vermont College, Connecticut Humanities, College of the Holy Cross, and the Wentworth Institute of Technology, to name a few.

There was lively discussion at each panel session, raising a variety of viewpoints. Also expressed was the need to look outside of the traditional ideas of librarianship. Desirable qualifications for future librarians included experience with digital publishing, graphic and web design and other art and business-based programs. As evidenced by the discussions that took place, and the nearly 200 tweets (see link below), attendees "thoroughly enjoyed the conference," "learned a great deal" and "left feeling inspired to see more innovation in the field of library science." Attendees and presenters were networking, brainstorming and even suggesting topics for another conference next year. At the end of the day, director BenAicha announced that a team, led by Mark Caprio of Providence College, had been assembled to produce conference proceedings. This project is currently underway. Hot on the heels of the conference, Adams Library created a YouTube channel from which the entire conference may be viewed, and a new Twitter account was created for the Digital Initiatives office; follow **#digAdams** to stay apprised of all the digital developments at Adams Library, and watch for news as future conference plans develop. ■

Twitter feed from conference: <https://storify.com/hailieposey/querying-the-library-digitization-and-its-impact>

OBOM PYM Marathon Read

by Judith Stokes and Rachel Carpenter



The front lawn of Adams Library was the setting for the Open Books--Open Minds (OBOM) PYM Marathon Read on Thursday, September 12, 2013. Remembering the NEA-sponsored Edgar Allen Poe Big Read hosted by Adams Library in 2010, OBOM co-chairs Anita Duneer and Zubeda Jalalzai planned the event, solicited OBOM Committee members, faculty, students, and staff, as well as Library Director Hedi BenAicha, Vice President Pitt, and President Carriuolo to join in the Read. President Carriuolo's chapter included some especially funny lines, which were delivered with style, drawing laughs from the crowd. The Marathon started at 8:00am and the last words were read right about 6:30 PM – a wonderful event!

PYM, by Mat Johnson, is a humorous novel, full of satire, irony, and a bit of plain old silliness. It is the most recent in a long line of books inspired by Edgar Allen Poe's *The Narrative of Arthur Gordon Pym*. The Narrative purports to be a true story of Mr. Pym's adventures, but ends abruptly with an author's note explaining that the last few chapters were lost in an accident in which Mr. Pym himself perished. Mat Johnson's protagonist, Chris Jaynes, is a Poe scholar who unearths some evidence of the truth behind *The Narrative*, which sends him and his crew of misfits off on a grand and outrageous adventure into the Antarctic.

On October 10th Mat Johnson visited RIC to give a talk about PYM and sign copies of his book. Having begun with

the concept of a 19th century-style novel, Johnson explained, making it into a novel for contemporary readers was a long process. When asked about the humor in PYM, on the other hand, he said that is just how he thinks.

Over the seven years of the Open Books--Open Minds program at RIC, Adams Library has been an active partner, buying extra copies of the common book for lending, promoting events, providing space and hosting programs, reserving related films and other materials, and this year, devoting a space to the OBOM book selection process. A comfortable "book nook," in full view on the main floor of the Library near the browsing collection, has been set up to promote the OBOM shortlist of books for 2014/2015 (see image, p.9). Copies of suggested titles can be found there and can be borrowed for a 2-week loan period (to keep them moving). Join the OBOM Committee in reading the recommended books and contributing your opinion via a campus wide survey to be held in December. Ask librarians Rachel Carpenter or Judith Stokes about the program, and send suggested readings to OBOM@RIC.edu, Open Books--Open Minds at Rhode Island College. ■

Visit the Pym Libguide: <http://ric.libguides.com/pym>

List of contenders for the 2014/15 common book: <http://www.ric.edu/obom/pdf/Summerreadinglist2013.pdf>

Open Books Open Minds web page: <http://www.ric.edu/obom/>

From the Archives:

Yearbooks, Dedication and History by Marlene Lopes

Once upon a time, yearbooks documented college traditions and campus life. Filled with pictures and text, each was dedicated to the people, places, or concepts deemed most important to the graduating class. Today old yearbooks offer a window into the past, as shown by this glimpse of Rhode Island College revealed by students in their 1929-1969 yearbook dedications.

Proud of the Rhode Island College of Education, as RIC was called 1920-1960, graduates were thankful to those who had enabled the institution to thrive. In 1929 they named their first yearbook RICOLED and dedicated it to Walter E. Range, RI Commissioner of Education, who had "fostered the growth of our school into a college." In 1936 they recognized James F. Rockett, the state Director of Education. President Lucius A. Whipple was cited in 1944 for achieving accreditation for RICE, for revising the curriculum to allow specialization in fields above the elementary level, and for the institution of Kappa Delta Pi, a chapter of the national educational honorary society.

The class of 1956 looked "to the future: that we may profit from the experiences of the past; that we may have the courage and the strength to face whatever lies before us; that we may ever continue to grow in the understanding of ourselves and others." In 1958 the last class to graduate from the downtown campus dedicated its volume to the old building, calling it the "symbol of teacher education in Rhode Island" and expressed hope that "the traditions of the college and the spirit of the students, past and present, will be carried on to the new campus." The citizens of the state, as exemplified by the Independent Man, were thanked a year later for funding the Mount Pleasant campus and thereby "making possible a vast change in our lives as college students." The 1962 yearbook, renamed Janus, called upon the double-faced Roman god, to witness not only its acknowledgement of the importance of the past but also its dedication to the future growth of the College.

Often the first in their family to attend college, students gave credit to those who had enabled them to succeed. During the 1950's they thanked their parents for their "never-failing encouragement, understanding, sympathy, and love." "Under your guidance we have matured; because of your example we have profited; through your understanding we have prospered; by your encouragement we have succeeded." Listing all 45 names, they dedicated their 1944 yearbook to those who had critiqued their student teaching experience.

Throughout the years graduates paid homage to the people of the College who had been their teachers and mentors. In 1931 they



Dedication pages from the 1941 and 1960 RICOLED yearbooks. **LEFT**, dedication to Dean Catherine Mary Connor reads: *In her teaching, we have found the challenge that is the precursor of wisdom. In her character, we have found the integrity we admire above all. In her liberal spirit, we have found appreciation and understanding of youth and its problems. In her personality, we have found an attractive promise for our own to-morrow.* **RIGHT**, dedication to Professor Renato Leonelli reads: *We, the Class of 1960, dedicate our Ricoled to our class advisor, Dr. Renato Leonelli. Dr. Leonelli has been an enthusiastic counselor to our class and has shown his interest by attending class meetings, stunt night rehearsals, and offering helpful suggestions when needed. His sense of humor and qualities of kindness, generosity, sincerity, and patience are known to all of us. It is with fond recollection of his personal interest in the class and to each one in particular that we make this dedication to Dr. Leonelli.*

described Professor Clara Elizabeth Craig, who brought the Montessori system to Rhode Island, as an "inspiring teacher, earnest student of education, unexcelled servant of the state, and exemplar of the nobility of womanhood." In this decade most of the dedications went to faculty members whom they regarded as teachers, counselors, and friends. The dedication in 1937 to Grace E. Bird, Professor of Psychology and composer of the College Alma Mater, captures this sentiment especially well:

*... she has inspired us with a conception of the teachers that we would be
... her generous counsel has eased many stresses of our college careers
... her wit and general good humor have leavened all our spirits
... she has been a real friend to each of us.*

Later dedications provide insight into the personalities of College officers. President Lucius A. Whipple brought "the rich gifts of a keen mind and an understanding heart," and "blended the dignity of a leader and the humanity of a friend" (1940). From Fred J. Donovan, Professor of English and later Vice President & Dean of Men, they learned that the basic principles of education are recognition of "the dignity of man and the work of God in every child" (1948). In 1946, "upon her reluctant retirement after 35 years," Professor Adelaide Patterson was said to have "guided, inspired, and imbued in everyone the precious qualities of loyalty and self-sacrifice." (*cont'd next page*)

YEARBOOKS (cont'd from previous)

Some were admired for their accomplishments, abilities, sincerity, and ideals. Mary T. Thorp, Professor of Education & Director of laboratory experiences, was "a gracious woman ... with a gentle sense of humor... [who] has dedicated her life to young people." To professors Frank E. Greene and Mary A. Weber the class of 1950 would "feel grateful in the years to come for all that they have given us that we do not now realize." Such role models would make them better teachers, and teaching, as described in the 1957 yearbook, was the "worst paid and the best rewarded, of all the vocations."

In its dedication to the People of Rhode Island and the Independent Man, the class of 1956 had declared, "We as future teachers have been given the duty to preserve independence through the guidance and education of youth in our democracy." By 1963 the Independent Man had come to symbolize the Ideal of Freedom, the right "... to think as you like and to say what you think." "In this day of the 'great average' we need such a principle to remind us of our right to be individuals – to remind us that Rhode Island was founded on this ideal and continues to grow under it." A truly unique dedication in 1964 went to a strong and seemingly tranquil entity which had another self beneath the surface:

...a vibrant, pulsating, ever changing unity, torn from the turmoil of diverse, interacting moods and personalities. Her faces are your faces. Your spirit and ideas are her life's blood; your talents, her veins of expression. Her halls and pathways are heavy with the memories that are your lives. She is you and you she. She is yours and you belong to her – two lives, inextricably mingled in the drama, the impact, which is ... RHODE ISLAND COLLEGE.

"No aspect of the human character is quite so important as the sense of personal worth and resulting integrity," noted the 1965 dedication to Individuality and The Individual in Society. The development of that quality is "one of the primary goals of good education."

During the latter part of the sixties yearbook dedications disappeared. The 1969 volume, however, paid tribute in Memoriam to a familiar figure, Dr. James P. Adams, who, as Chairman of the Board of Trustees of State College, had strongly supported development of the Mount Pleasant campus. "On May 7, 1963," it concluded, Rhode Island College dedicated the James P. Adams Library which remains a fitting memorial to a truly great man."■



The new OBOM "Book Nook" in the library! This comfortable reading area allows patrons to review the top eight contenders for next year's common book (there will be a vote on the top three at the end of the fall semester). SEE PYM, p.7

Our Staff: GIACOBBI (cont'd from p. 2)

celebrated their 33rd anniversary this year. They spend their free time and many special occasions together at the family beach house on the Sakonnet River, relaxing with friends, neighbors and family.

Sharon describes their home in North Providence as "my personal cocoon, where I can really relax. The more spiritual side of me is present in this house." She is a voracious reader for pleasure and enrichment and enjoys cooking, gardening, keeping a journal, bird-watching, and participating in a variety of exercise (walking, weight lifting, tai chi, etc.). Her naturalized back yard is very peaceful and is her "country in the city;" complete with a deck that inspires the imagination.

"I keep my thoughts in the future without forgetting how my life has been enriched exponentially by design and chance through a combination of the fuzziest, most crystal clear and extra special moments and, of course, all the people along my life's path. Work is not the be-all and end-all of my life." She describes a plaque kept near her chair at home, that says, "Enjoy the journey...Never get so busy making a living that you forget to make a LIFE." Her work/life balance firmly in hand, Sharon looks forward to retiring when she will "have time to enjoy the beach house, gardening, traveling, and the freedom and independence to explore new things."

In the meantime, she will continue to admit openly that she loves her multifaceted Access Services role in Adams Library and looks forward to coming in every day.■

In their own words...

LOMBARDI (cont'd from p. 3)

is to edit each slide and create a more realistic color update in preparation for the eventual upload to the library's Digital Commons site.

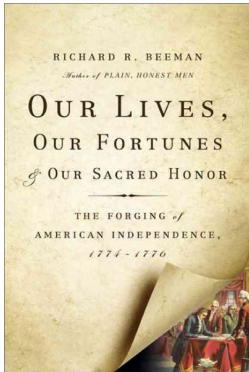
Next I was assigned to work with Brendan Ryan on preparing Dr. Jespersen's book, *Owen Jones and the Conventionalization of Ornament*, for publishing on Pressbooks, an e-publishing software application. I was given my own access account to perform formatting details such as separating paragraphs, creating a sequential list of figures, and ensuring that the bibliography remained in right order. I also entered footnotes throughout the book. This project was completely different from the first one and was the most interesting in my experience here so far.

My most recent project with the 2010-2012 MSN (Master's of Science in Nursing) Theses Papers involved taking photographs of each paper using a document camera then uploading the images to Adobe Acrobat, Bridge and Photoshop. With this project, and with the help of Andy Davis, I became quite familiar with the many tools used to preserve and digitize important material for libraries.

My experience at the James P. Adams Library has taught me about the many aspects of library work. Before entering this atmosphere, I had no idea how much the library influenced students, faculty, the public and the school as a whole. In addition, the many managers, library staff and my student co-workers have supplied me with wonderful advice in regards to furthering my career and have pointed me in the right direction to succeed as a future librarian. I would just like to say thank you to all of them for encouraging this career path and helping me, along the way, to make the right decisions!■

Our Lives, Our Fortunes, and Our Sacred Honor: The Forging of American Independence, 1774-1776 by Richard R. Beeman

Reviewed by Tony Carlino, Adjunct Professor of History



In 2009 Richard Beeman gave us what many believe to be the definitive narrative on the Constitutional Convention in 1787–1789. Now he has followed that wonderful work with another fine narrative on our most sacred of

documents, telling the story that led to the Declaration of Independence. In *Our Lives, Our Fortunes, and Our Sacred Honor*, Beeman covers the period of American history from 1774 to 1776, a time that was crucial to our move to independence from King George and the British Empire. Beeman believes that the Boston Tea Party in December of 1773 was a seminal moment, one that began the resolve to defy the British crown for their unfair treatment of the colonies, but even so with respect to the law. Beeman points out that the disguised participants threw only the tea overboard, taking care not to cause any unnecessary breakage or theft. Even when a padlock to the Captain's cabin on one of the ships was broken in the raid, the conspirators sent into town to get a replacement; and one conspirator who tried to make off with some tea was given "a severe bruising in the bargain."

Beeman's work goes on to tell the story of the formation and developments of the Continental Congress. Even choosing the appellation "Congress" for itself was flirting dangerously close to outright sedition, and one that labeled this new body boldly, but gave it no binding guarantees. Most of what happened during the first and second Continental Congress has been taken from diaries and personal journals. The keeper of the proceedings actually burned his notes, to "...preserve the posterity of the great men" of the revolution. Nevertheless, Beeman has done a fine job extracting the story from what has been left to us. The main players such as John and Samuel Adams, Thomas Jefferson,

John Dickinson, Thomas Paine and George Washington, as well as King George, General Cage and Lord North are all here, showing their character and resolve, ever careful to be sure of their own footing and security through the ordeal. There is the constant struggle by some who question 'Do we really want this? Have we exhausted every avenue and possibility?' and are answered with 'Do we really have a choice? How can we not break free from such tyranny over us?' One important chapter in the work deals with the profound affect that Thomas Paine's *Common Sense* had on the colonies, and indeed on the whole world. Direct and pulling no punches, Paine's work went through the colonies like wildfire, and we learn that it did so not only because of its hard logic but also because it was written in a so-called "rude way of writing," and not in the formal, florid prose of one who wanted to show off their education.

Beeman also deals with issues in Parliament, as they struggled to understand the colonists' acrimony toward them; it was almost as though its members were saying "What's the big deal here?" Here we meet good King George, confident in abilities that were not really there, who at one time was revered by all of the colonists but because of his determined will to transcend what he considered "petty quarrels and intrigues" listened to the wrong advisors and overreached his hand, and became the devil and tyrant of Jefferson's Declaration. We also meet the great Edmund Burke, champion of the colonists' rights as Englishmen, who had he been heeded our history would have indeed been forever changed.

All of this is told with exuberance and verve. Beeman's enthusiasm for his subject shines, and even when this work began to plod a bit it seemed to last only for a few pages. The story of American Independence has been told a hundred times, and parts of it a thousand times before; yet stories like this one need to be told still, so that we will not forget. Beeman has done a fine job telling it. This is a story of character, individual and collected, flawed yet inspiring. There has been criticism about re-focusing attention on

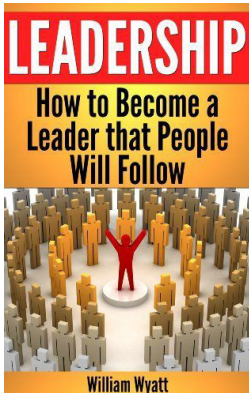
the founding fathers, and on works that turn them more into the likes of biblical patriarchs washed of the flaws shared by the rest of us. Sometimes, though, it seems that pointing to the flaws of a Jefferson, a Franklin, or even a Washington satisfies our own desires for a feeling of common superiority, akin to the Dylan lyric: "You see, you're just like me. I hope you're satisfied." But this moment, and the men caught in it and shaped by it, shaped a country. And even Charles Thomson, the secretary who burned all of his notes to protect the received opinions of these actions, knew the magnitude of these events when he reasoned: "Let the world admire the supposed wisdom and valor of our great men...Perhaps they may adopt the qualities that have been ascribed to them." Indeed, our history has at least some glimpses of aspiration to doing what is right. "Why admire honor where it may not have existed?" one reviewer asked. Well, honor is honor, and still requires courage; and courageous principled acts can still inspire. In the present morass of petty politics, of obstructionism, of race and inequality, this work should bring encouragement. The ideals found in the story of these two years of our history can shore up our hope in *E Pluribus Unum*, and in "all men are created equal." Beeman has done a fine job in this work. ■

YOUR REVIEW HERE!

Faculty and student reviews are wanted for this column. Please share what you're reading, whether related to your discipline or just for the sheer enjoyment of reading. Reviews are accepted throughout the year. Please send to Ellen Morais: emorais@ric.edu

Leadership: How to Become a Leader That People Will Follow by William Wyatt

Reviewed by Dr. Paul H. Jacques, Assistant Professor of Management & Marketing



A great deal of popular books on leadership stem from the idea that leadership success occurs via the stereotypical route of dominance. Fortunately, that view of leadership has been exposed for what it is by research findings

spanning nearly 70 years. These findings suggest that the kind of behaviors that have been erroneously linked with leadership are high levels of self-aggrandizement, low tolerance of uncertainty, and actions that are most accurately described as exploitive. Leadership via coercion is not leadership, but rather an opportunity to manipulate those who are most vulnerable.

With this in mind, research linking follower ratings of leader behavior has largely supported the idea that positive leader behaviors can influence and enable follower development of positive affect (i.e., follower's liking) of his/her leader and follower identification with that leader. These psychological states act as mediators which, in turn, result in a host of desirable follower outcomes such as expenditure of greater levels of discretionary effort, lower

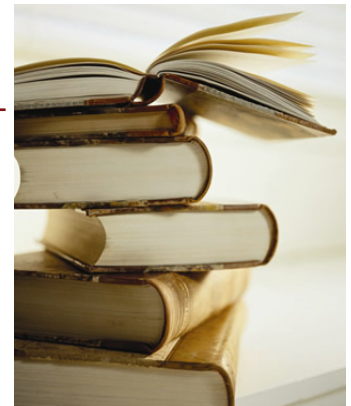
levels of absenteeism/turnover, higher levels of satisfaction with peers as well as with supervision and the company as a whole, and higher ratings of job performance.

Wyatt's contribution doesn't as much add to the knowledge of the relationship between a follower's admiration for his/her leader, as articulated in numerous articles in scholarly journals, as much as it makes this knowledge accessible to those who actually are in a position to lead others – especially those who find leadership a relatively new dimension to an individual's job description. He begins his arguments by stating that the organization's people are its most important asset. Unfortunately, it's that same organization's culture and top-down command structure that undermines these assets by extinguishing follower incentive, creativity, risk-taking, and productivity. Mr. Wyatt's work captures essential findings from the most significant leadership research in that he views contemporary leadership as a role, not a title. Specifically, he follows the philosophy articulated in contemporary authentic leadership theory by the suggestion that high performing leaders view problems from several perspectives, recognizing and respecting his/her own limitations as well as those in his/her subordinates.

Wyatt sees leaders who attract followers by being approachable and empathetic - listening to individual follower ideas,

concerns, and giving meaning to what the follower does on the job. The high performance leadership model that Wyatt portrays embraces follower growth and success and isn't threatened by it. Beyond a profound caring for followers, Wyatt contends that a leader's attraction and efficacy can be linked to being trustworthy, a willingness to celebrate follower success without being threatened by it, constructive feedback that is supportive in the process of employee growth, and a willingness of the leader to stand up for his/her follower so that they are fairly compensated for his/her efforts and results.

Wyatt's thesis may, at first glance, appear simplistic, but, taken to heart, his words offer a primer on what leadership research has claimed for some time now – that high performance leadership consists of individuals who selflessly walk the talk, demonstrate commitment to follower success and growth and treat followers in an ethical, authentic manner. These behaviors bring about follower loyalty and result in followers who will repay the leader's commitment to the follower in myriad ways that ultimately benefit the organization as a whole. As such, this title represents a thoughtful overview on the style of a leader who is looking to be successful as well as admired.■



CELEBRATING (cont'd from p.5)

develop the habits-of-mind and strategies that will allow them to be effective, efficient, and increasingly expert in their evaluation and selection of information which will contribute to their academic success, and ultimately, success in other lifelong endeavors.

Adams Library joined the RI Library Association and the School Librarians of RI in celebrating Information Literacy Awareness Month (October) with an exhibit of library and other materials about IL in the library lobby throughout the month. Also, please view the Information Literacy Libguide created by Prof. Carla Weiss, <http://ric.libguides.com/informationliteracy>, for additional information. You may also contact Prof. Tish Brennan, Coordinator of Library Instruction, at 456-2810 to learn more about IL at Adams Library.■

Image source: <http://infolit.org/wp-content/uploads/2013/09/NFILLogo.png>





ABOVE: *Dance of Peace* sculpted by Anne Mimi Sammis was installed as a gift from the Class of 1963. **TOP LEFT (L-R):** Drs. Kresten Jespersen, Karl Benziger and Tony Carlino, known as *The Lighter Shades of Grey*, treated passersby to their musical talents on the library porch earlier this fall. **BOTTOM LEFT:** The Student Community Government gifted the library with picnic tables for the front lawn.

It's always nice to be remembered and feel appreciated from those you help. This season the library was gifted with a beautiful sculpture, *Dance of Peace*, by artist Anne Mimi Sammis. The sculpture was a gift from the Class of 1963 and has been installed, with a plaque commemorating the gift, in the main lobby.

The library was also the recipient of a gift of picnic tables from Student Community Government. These were a popular spot this summer to sit and chat, enjoy some lunch with friends or relish the sunshine and enjoy the great outdoors while studying. Thank you Student Government for thinking of the library!

The trio, *Lighter Shades of Grey*, made up of Drs. Kresten Jespersen, Karl Benziger and Tony Carlino continues to perform, either on the library porch (see above) or in the Reinhardt room on the 3rd Wednesday of each month. If you haven't seen them yet, you are missing out!

We thank all those who support the library through their patronage, gifts and collaboration. You help us to further our mission and provide opportunities for enrichment.■

Shop Early, Shop Local

by Debra Thomson

The Friends of Adams Library Annual Holiday Sale will take place on Wednesday, **November 20th from 10 AM to 3 PM** in the Library lobby. As always, our local vendors will present a wide variety of unique and beautiful crafts, artwork, and locally-produced items for your holiday shopping. We will also offer a raffle with prizes provided by our vendors, as well as items donated by the Friends of Adams Library. Shop early, shop local, and get your holiday shopping done right here on campus!■



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Members:

Hedi BenAicha (*chair*), Ellen Morais (editing/design & layout), Kieran Ayton, Brian Baker, Debra Thomson, and Carla Weiss

PLEASE VISIT US ONLINE: <http://digitalcommons.ric.edu/fromthesteps/>

FROM THE STEPS is a publication of the James P. Adams Library PR Committee

