



# Friends Forum

*A newsletter for the Friends of the Geisel Library Society*

October 2010


## From the Librarian

By Joseph W. Constance, Jr. PhD

As we begin a new academic year, I would like to welcome you all back for another season with the *Friends*. Much has happened over the summer, with some new and exciting developments on the horizon in the area of collection development and library programming.

Personally, this past summer was most eventful as I was named a fellow of the Schusterman Institute at Brandeis University. This Institute offers courses to faculty who are looking to improve their competence and access to Israeli resources. As some of you may know, apart from my Library duties I am also an adjunct faculty member in the department of Politics, teaching courses related to defense studies and international security. The Schusterman program entailed two weeks of intensive seminars at Brandeis followed by two equally intensive weeks in Israel. Along with seventeen other scholars from various parts of the globe, I travelled through old Jerusalem, went to the West Bank in a bullet proof bus, and journeyed to the desert to meet with Bedouins in recognized and unrecognized villages in the Negev. We also met with Israeli experts from all walks of life, providing a view into Israeli society that one could never have gotten as an individual traveler.

This summer we formally accepted the ACA-Lambert collection, a vast reserve of Franco-American materials located on the lower level of the Library. To commemorate the occasion, a reception was held that included *Friends* as well as representatives of the Franco-American community from all over the region. Over one hundred guests attended the event, catered by our wonderful Saint Anselm Dining services staff. Betsy Holmes, our Collection Development Librarian, also prepared a series of exhibits that were enjoyed by all. The ACA collection, may be only the beginning of a much broader relationship with the Franco-American Society of Manchester. This opportunity has been made possible through the good offices of Mr. Richard Lavalliere and Mr. Thomas DeBlois of the Franco-American Society who are interested in forming a long-term relationship with the College that will not only preserve their heritage but help it to prosper in future years. Hopefully, more will be forthcoming on this new initiative.

As the academic year begins the Library once again is a hub of activity for the college community. We grow ever more popular as a place of study and are working on funding to enhance our seating capacity on the main level of the Library. I hope many of you will get a chance to visit with us this year. We always look forward to seeing you. 

## Riches, Wealth, and Libraries...

By Elizabeth Holmes, Collections and User Services Librarian

I recently happened across a quote from Warren Buffett, "If past history was all there was to the game, the richest people would be librarians."<sup>1</sup> Obviously, we aren't, but I was intrigued enough to look up the article. It wasn't about librarians, but rather how to become a successful long-term investor by *reading all the time* – not just books of historical information, but also new and fast-breaking news. It's not hard to make the leap and apply his points to creating a successful library; one where the collection meets the needs of its patrons by a) making *immediately* accessible those items s/he is specifically looking for, and b) collecting and maintaining a rich trove of historical material readily available through discovery.

### Past History

It does not take a Warren Buffett to recognize that *funding* is a critical component to a successful library collection. Historically, funding for academic libraries has solely come from the College's administration. Recognizing that, consider these statistics from the American Library Association<sup>2</sup>:

- College libraries receive just less than six cents of every dollar spent on higher education.
- There are 542 students enrolled for every librarian in U.S. 2- and 4-year colleges and universities in 2008, as compared with 4.3 students for each teaching faculty member.
- If the cost of *People* magazine had risen as fast as the cost of academic library periodicals since 1990, it would cost about \$182 for a one-year subscription.

For many years Geisel Library has supplemented its funding with generous donations to our Book Fund, as well as many physical book donations. Surprisingly, there are very few academic libraries that have initiated Library Endowment programs comparable to the one which has long sustained Geisel Library. We pursue a variety of grant funding, and are not above taking other library cast-offs in an attempt to glean potential treasure.

### The Future is Now

We are very proud of our various funding efforts, but with no end in sight for the current fiscal crisis, we're thinking beyond these standard resources. In order to maintain the highest standards for our library collections we have come up with several creative (and perhaps unconventional) means of raising funds and cutting costs.

(Riches continued on page 4)

## Combating Plagiarism on Campus

By Jeff Waller, Head of Reference and Instructional Services

Thanks to the combination of (a) an Internet that overflows with information and (b) the magic of copy-paste, plagiarism has become one of the easiest crimes to commit—or at least, right up there with speeding and jaywalking. But how much of a crime is it? In an era of remixing, audiovisual file-sharing, and pervasive “repackaging” of content throughout the Web, respect for intellectual property rights seems to be waning. Some are starting to question whether copying phrases or even entire paragraphs from an anonymously written webpage is really plagiarism. After all, it’s not even clear who the original author was.

As illustrated in a recent New York Times article, this point of view has taken root among today’s college students. A survey of 14,000 undergraduates, conducted by Donald McCabe of Rutgers University, found that only 29 percent believe that copying from the Internet should be characterized as “serious cheating.” The same survey revealed that 40 percent of students admitted to copying from another source at least once when completing written assignments.

These findings dovetail with a plagiarism discussion that I co-moderated last spring in a course at Saint Anselm College. Most students said they knew of classmates who had plagiarized on assignments or papers. Although they acknowledged that plagiarism was wrong, several students said they could understand why some might resort to it when faced with an unappealing research assignment outside their chosen field of study. We discussed several high-profile figures who had been caught plagiarizing, such as historian Doris Kearns Goodwin and Vice President Joe Biden. It’s easy for students to think that if these people’s careers can survive a plagiarism scandal, maybe it’s not such a big deal.

Of course, colleges and universities continue to strictly enforce their policies regarding academic dishonesty. But with plagiarism on the rise, what can be done to stem the tide? Several colleges have adopted or strengthened their “honor codes,” which bind students to perform their work honestly and report classmates who cheat or plagiarize. Others have taken a more pragmatic approach and subscribed to plagiarism detection software programs such as TurnItIn.com. These enable faculty to run student papers through a program that looks for phrase similarities with massive databases of papers, webpages, and other potential sources.

But Saint Anselm College has tried a different approach, inspired by a recent study published by the National Bureau of Economic Research. This study concluded that students who viewed an educational web tutorial about plagiarism were less likely to commit acts of plagiarism. The implication is that many students plagiarize because they are not aware of what constitutes plagiarism.

To address this, Duane Bruce (Associate Dean of the College) asked Meg Cronin (Associate Professor of English) and me to create an online plagiarism tutorial for Saint Anselm students. The resulting tutorial explains the concepts of academic integrity and plagiarism, describes the various forms plagiarism can take, and offers guidance on how to avoid plagiarism through effective note-taking and careful paraphrasing and quoting of sources. Although all Saint Anselm freshmen have  
**(Plagiarism continued on page 4)**

## In Praise of Real Books, Browsing the Stacks, and other Beautiful Things

By John Dillon, Assistant Librarian

*“The essential function of a library is to discover books of whose existence the reader has no idea.” – Umberto Eco*

Last week I did some book browsing, returning to the stacks where I had recently found a great book. Before long I found a few more books that were amazing to me. For example, I never for a second imagined I would find a book called *The Humor of Jesus* (Cormier, 1977). But seeing it and exploring its contents right there in the stacks was sort of a “Eureka” moment. “Of course”, I said to myself as I recalled how Jesus, in a favorite portrayal of him in *The Miracle Maker*, demonstrates his good natured way of engaging people, especially those wrapped up in their own self righteousness. Interestingly, there seems relatively little published on Gospel insights understood as conveyed with humor. The other book that caught my eye was *The Great Apparitions of Mary: An Examination of Twenty-two Supernormal Appearances* (Swann, 1996). Twenty-two? Then, there are many I’ve never heard of, let alone “great ones”! Indeed, in following the table of contents it was interesting to see Rwanda at the end of the chronological list. And, most amazing of all was the chapter on Bayside, Queens...what possibly could this be? Hmm...almost unbelievable, but quite interesting, and just the tip of the iceberg of what’s available beyond the stacks on this topic.

“Glory be to God for dappled things...,” wrote Hopkins, who, I occasionally fancy. Thankfully Geisel Library still has “real books”, as in actual honest to goodness bound in paper and hold in your hand and take with you anywhere durable hard-bound and paperback books, along with our many ebooks, databases, online packages, and links to Google Books and other digitized collections. We have books that are new and old, big and small, fat and thin, flashy and plain, covering all sorts of topics related to the curriculum. All that readers need to operate them are sunlight, firelight, or often readily available indoor lighting! In so many ways, their simplicity and beauty remain unparalleled.

On our web page guides or in instructional classes we librarians occasionally remind students to consider browsing the shelves in their subject area. Why? Because for all the bells and whistles and interactive features we bring to bear in our library databases, research by computer is still not the end all be all. Nothing yet replaces getting in the trenches with the books and taking in all the rich and immediate information of various publications on a shelf, an experience that computers still cannot mimic or replace.

Have you “browsed” our book stacks lately? If not, you don’t know what you’re missing! There are amazing books in every section of the stacks – and we have about 1,200 sections of seven-row shelving. Pick any section of the stacks on the library’s three floors, or consult a Library of Congress Classification Schedule (see page 4) to help you get started.

*“In all the thousands of times I’ve gone hunting in the stacks, I’ve seldom found exactly what I was looking for. You know what I did find? I found the books on close-by topics. I found answers to questions that I never thought to ask. Those answers took me in new directions and were almost always more valuable than whatever I originally had in mind.” – Rainbow’s End by Vernor Vinge.*

**(Browsing continued on page 4)**

# The Great Expansion

By Keith Chevalier, College Archivist

Fifty years ago this year, Saint Anselm College dedicated six new buildings: a library, a science hall, a student activities center, a gymnasium, and two dormitories. From construction to dedication, these buildings were completed in approximately 15 months. For years, the college administration knew that they would need to construct more buildings to house students, classrooms, laboratories, and an expanded library. While plans drawn up during the development project also included a church, construction on the church was not complete until 1966.

To understand the background of this expansion project, it is useful to look at the years prior to 1960. During World War II, the college experienced lean times. With the draft, few students were on campus. That changed when the college was fortunate to host a detachment of the Army Air Forces aircrew training program. Saint Anselm Abbey monks who were not providing instruction for cadets, taught at other Benedictine schools and colleges. In this capacity, they provided for the monastery and the college in the short term.

After the war, the college received a large donation from a neighbor and also acquired three military surplus buildings that served as the Abbey Theatre, an activities building, and a classroom building. In 1949, a dormitory named Hilary Hall was dedicated. The college in the early 1950s had modest classroom space, small science lab facilities, and an undersized library on the second floor of the Administration Building (today called Alumni Hall). While fine for pre-war enrollments, these facilities could not be expected to properly accommodate the class sizes expected with future enrollments. Already in the 1950s, the college experienced more applications than could be accepted. With national predictions indicating that by 1970 the number of students seeking degrees in higher education would more than double, the college wanted to be prepared.

With the backing of Abbot Bertrand Dolan, O.S.B., and the monastic community, Fr. Gerald McCarthy, O.S.B. (later Abbot Gerald), helped create the Advisory Board of Trustees in 1957. The Advisory Board, or the Lay Board as it was commonly known, was established to assist the President of the college in planning for the advancement of the college. In an news article from 1957, the college explained that “In our efforts to solve realistically the problems of rapid growth and expansion, occasioned by sharply increased enrollments and the anticipation of still greater demand for higher education in the years ahead, we are calling upon the combined practical knowledge and experience of this Board for help in our objective of better serving our community, state and nation through higher education.” The membership of the first Advisory Board consisted of successful local and regional businessmen and other professionals. The first board included William J. Baroody, Ernest R. D’Amours, Carl G. Davison, Maxwell E. Duckoff, Joseph H. Geisel, Gov. Francis P. Murphy, Louis R. Perini, Dr. James J. Powers, and Joseph E. Sullivan.

The Advisory Board’s first meeting was held in the library on the second floor of the Administration Building in June 1957. There a proposed small building project was discussed. The initial discussion centered on the need for either a library or science building. During this first meeting, the Advisory Board recommended that the college commence a building project in anticipation of meeting their goal of doubling the student population. The Advisory Board suggested looking across all the college needs for the future goal of more than 1,200 students. This advice led to a proposal to build a library, a science building, a student center, and two dormitories. Satisfied with the proposal, the Advisory Board began drawing up plans to help in the fundraising campaign.

In addressing the audience for the opening dinner of Saint Anselm College’s Building and Development Campaign, Father Gerald stated that “it is not a building program [...] It is an educational program.” The campaign, named the “Once in a Lifetime Appeal,” commenced in August 1958. The appeal was aimed at alumni and local community members seeking to build “A Greater St. Anselm’s.” Advertisements for this appeal included marketing through the alumni magazine *Anselmian News* and on billboards in Manchester. To jump start the fundraising and to show solidarity in giving, the members of the Advisory Board pledged their own money. It was announced that Joseph Geisel, a successful local businessman and member of the state legislature, would donate money for the construction of the library. Louis Perini followed Mr. Geisel’s lead and pledged money for the science building. In addition, he offered the services of his construction firm to build four of the six buildings. Carl Davison offered to build the remaining two buildings (the dormitories) with his construction firm. With fundraising well on the way of meeting the goal, the college began construction.

Ground was broken on June 29, 1959 for the six buildings. Though there was a steel strike in late 1959, construction stayed on schedule. The college hosted an open house for the public on September 17–18, 1960, and the dedication ceremony and academic convocation occurred on October 12, 1960. The buildings dedicated were the Geisel Library, the Perini Science Hall (now the Goulet Science Center), the Student Activities Center (later named the Cardinal Richard Cushing Center), the gymnasium (later named the William J. Stoutenburgh Gymnasium), Abbot Bertrand Hall, and Bishop Brady Hall.


While the number of buildings increased in 1960, the college lost the oldest building on the campus. In the final weeks of construction, the Eaton House which stood in front of the Administration Building was destroyed by fire. The Eaton House, or the ‘White House’ as it was commonly referred to, was built circa 1750. After two owners, the Eaton family purchased the house circa 1761 and it remained in the family until 1889 when the Benedictines from St. Mary’s Abbey (Newark, NJ) purchased it along with the land upon which the college would be built. While the house originally had a barn attached, that structure was destroyed in 1894 by a wind storm. The house was used for a variety of purposes throughout the years including the first convent for the Benedictine Sisters until Bradley House was built for them in 1915.

## (Riches continued from page 1)

Two initiatives are underway:

“**Geisel Books**”, our online used book store is up and running. The library often receives valuable books as donations which duplicate titles already in the collection. Rather than sell these at our annual Book Sale for a \$1.00, we generate more income selling them online. In December of 2009, the library launched “Geisel Books” via Alibris. As of September, we have over 300 titles listed, and have sold 38 books for over \$1,200, monies that can be invested back into the collection.


**Patron-Driven Collection Development.** This new way of developing the collection (and paying for it) is exciting (and to be honest, a bit scary to controlling librarians like me). It gives more decision-making power to the users of the collection (students), allowing the flexibility of a “Paper-View” option that may create significant savings. This is such a multi-faceted endeavor that I will devote another article to this topic in the future.

Geisel Library continues to break new ground in order to provide superior collections – with both significant intellectual and historical depth, and up-to-the minute access to breaking news. While librarians will likely never get rich, we are working hard to bring wealth to our libraries. Here’s hoping our patrons benefit, both intellectually and fiscally, from the knowledge we provide! 

<sup>1</sup>Andrew Feinberg, “Get a good read on the market: Pick up a book.” *The Washington Post*, June 13, 2010 Sunday, Pg. G03, accessed September 3, 2010. <http://0-www.lexisnexis.com.library.anselm.edu/hottopics/lnacademic/>

<sup>2</sup>*Quotable Facts about Libraries, 2010.* American Library Association ALA Public Information Office for Research & Statistics, accessed September 3, 2010. <http://www.ala.org/ala/aboutala/offices/ola/quotablefacts/QF.3.8.2010.pdf>

## (Plagiarism continued from page 2)

always received instruction about plagiarism in their English classes, the online tutorial will now serve as the backbone for these lessons. We hope that this education-oriented approach to combating plagiarism will not only reduce the incidence of academic dishonesty on campus, but also reshape student attitudes toward the supposedly “victimless crime” of intellectual property theft. 

<sup>1</sup>Trip Gabriel, “Plagiarism Lines Blur for Students in Digital Age,” *New York Times*, August 2, 2010, A1.

<sup>2</sup>Thomas S. Dee and Brian A. Jacob, “Rational Ignorance in Education: A Field Experiment in Student Plagiarism” (working paper 15672, National Bureau of Economic Research, Cambridge, MA, 2010).

## Quick Stats

(from *Annual Report of the Librarian 2009-2010*)

Volumes: 426,473

Titles: 300,286

Video/DVD: 4,733

Audio/CD: 2,678

Electronic Resources: 53,076

Periodicals: 37,207

Collection Use by Patrons: 15,511

Library Instruction: 128 classes; 2,654 students


Interlibrary Loan Requests by Saint Anselm Students: 4,906

Interlibrary Loan Requests supplied to other libraries: 3,102

## (Great Expansion continued on page 4)

### (Great Expansion continued from page 3)

Bradley House was another building affected by the changing landscape. Originally a convent for a succession of orders (Benedictine, Ursuline, and the Sisters of St. Joan of Arc), Bradley House was expanded and converted into a dormitory. In the summer of 1959, the building was moved up the hill to its current location to make way for the construction of the science building.

All of the buildings from the expansion project stand today, though some have been renovated and expanded (including the Geisel Library). The foresight of the college administration and the expertise and advice of the Advisory Board ushered in a new era for the college. The generosity of alumni and friends of the college led to “A Greater St. Anselm’s.” The expansion of the physical plant created learning and living facilities that enabled the college to meet and exceed its enrollment expectations within a decade. Without the forward thinking of the Benedictines and the cooperation of the Advisory Board of Trustees, the expansion of the campus would not have been possible. The relationship fostered by the Benedictines and their lay friends allowed the college to increase its size and scope. More recently, the spirit of cooperation led to a transition in 2009 to a shared governance model whereby the Benedictines and lay members equally participate in the Board of Trustees decisions and decision making. 

<sup>1</sup>“Board of Trustees Appointed for College.” *Anselmian News*. vol. 1, no. 2 (July 1957): 1.

<sup>2</sup>“The President Reports: Commitment--Key to the Future.” *Anselmian News*.

## (Browsing continued from page 2)

Need help finding a subject area to browse? Listed below are the main classes of the Library of Congress Classification schedule.

A -- GENERAL WORKS  
B -- PHILOSOPHY. PSYCHOLOGY. RELIGION  
C -- AUXILIARY SCIENCES OF HISTORY  
D -- WORLD HISTORY AND NON-AMERICAN CONTINENTS  
E -- HISTORY OF THE AMERICAS  
F -- HISTORY OF THE AMERICAS  
G -- GEOGRAPHY. ANTHROPOLOGY. RECREATION  
H -- SOCIAL SCIENCES  
J -- POLITICAL SCIENCE  
K -- LAW  
L -- EDUCATION  
M -- MUSIC AND BOOKS ON MUSIC  
N -- FINE ARTS  
P -- LANGUAGE AND LITERATURE  
Q -- SCIENCE  
R -- MEDICINE  
S -- AGRICULTURE  
T -- TECHNOLOGY  
U -- MILITARY SCIENCE  
V -- NAVAL SCIENCE  
Z -- BIBLIOGRAPHY. LIBRARY SCIENCE. INFORMATION RESOURCES

For more information on the this classification schedule visit <http://www.loc.gov/catdir/cpsolcco/>. 