



SIMMONS COLLEGE LIBRARY NEWSLETTER

Spring 2006

Online: <http://my.simmons.edu/library/newsletter>

Phase One of the New Library Opens in May

By Daphne Harrington

Phase One of the new Library Building project is almost complete. Construction is finished, and technology, furniture and shelving will be installed over the next several weeks. The first building occupants, Communications and Advancement, moved into their new spaces during March. The Library will wait to move until after all spring semester classes are over, so that we can maintain consistent services during a busy time in

the existing five-story Lefavour Hall building. This work will occur from June 2006 – June 2007. By summer 2007 the entire project – and new library -- will be completed!

vide recall and delivery services for all materials housed offsite through the “request” option in the online library catalog. The recall system currently in place has been very effective over the past 2 years, and we are confident we can continue to meet demands for accessing any materials that are temporarily in storage in a timely fashion.

Due to the limited space in this second phase of construction, the Library will also have to house Archives & Library Technical Services staff in temporary quarters in the first floor of the West Wing in the MCB. Please visit the Archives in E 103. All staff members remain committed to providing the highest level of service possible.

Please let me know if you have any questions, daphne.harrington@simmons.edu.

We thank you for your continued support and patience. The new library will be here before we know it!

Inside this issue:

MassBLAST Staff	2
Featured Reference Source	3
Staff Promotion	3
Understanding Plagiarism	4
Business Plan Resources	4
Archives: New Exhibit	5
Transitions to Career	6
Where do old books go?	6



Corner view of the new Library building



Modern, glass tower welcomes users to the new Library

the academic year. The entire new building, including all classrooms and meeting spaces, will be open and fully operational for summer 2006. Come visit us and see the lovely new space on May 22!

The next phase of the renovation project includes vacating and totally renovating

During this second phase of the project, the Library will provide services in reduced space in the new building. Currently we have about 74,000 books offsite. It is necessary to move an additional 50,000 books to temporary offsite storage, leaving 85,000 of the most current and heavily used books physically here on campus. An additional 25% of the print periodical collection will also be moved offsite for Interim II.

We will continue to pro-

MassBLAST Staff

By Doris Ann Sweet

Every Monday and Thursday, the third floor of the library buzzes with the energy of high school interns in the MassBLAST (Building Library Awareness and Staff for Tomorrow in Massachusetts) program. If you were to stop by you might find our interns in Interlibrary Loan scanning documents and sending them across the country to other libraries or working with staff to select books for the Diversions Collection. They might be learning how to search the online catalog and Google to more effectively find and evaluate resources and information. Not only are our interns learning about the library but they are developing professional skills. On a given afternoon our interns may be discussing what questions to ask a future guest speaker or how to write about their own skills and experience to craft a resume or college application. Their questions and insights are delightful indicators of the talents and perspectives we can expect as these young people move through college and into careers.

MassBLAST, a Simmons and UMass Boston project funded by the IMLS (Institute for Museum and Library Services) and the H. W. Wilson Foundation, introduces high school students to librarianship as a possible career choice through internships. The underlying goal of MassBLAST is to recruit a diverse population to the field, where future retirements are projected to result in a shortage of professionals in the next decade or so.

The libraries at Simmons and UMass Boston have been running internship programs since 2003, and IMLS and H. W. Wilson funding is allowing development of curriculum, administrative and

fundraising modules that will be housed on the Simmons website for use by any library that wishes to implement similar internship programs. In the fall of 2006, eight other libraries from around Massachusetts will join the program for its last two years to test and further develop the curriculum and other resources.

While many library and other staff members at Simmons and UMass Boston are contributing their efforts to the program, three staff members are primarily responsible for carrying out the grant:

Doris Ann Sweet, Associate Director for Public Services in the Simmons Library, acts as the Project Director and has overall responsibility for managing the project. Doris Ann has worked in academic libraries for over three decades, including positions at Columbia, Boston and Harvard Universities. She reports that "While I have worked on many exciting projects in libraries, this project is the most exciting of my career. Seeing high school students' perceptions of libraries and librarians change over the course of their ten-week internship is highly rewarding."

Mary McGowan, Project Coordinator, has worked as a librarian at Boston University for many years and also has a background in film research and production. She is overseeing development and implementation of the internships, including the curriculum, and planning summer programs in which the interns will develop media presentations reflecting their experience. Over a dozen years ago, Mary was a founder of Science Clubs for Girls, which aims to maintain an interest in science among girls in

middle and high school, and ultimately increase the number of women scientists. Mary brings invaluable know-how and wisdom from that experience to her work on MassBLAST.

Melanie Zibit, Curriculum Specialist, has a background that includes 25 years of experience in integrating technology and education. For the last ten years, she has worked on projects that maximize the use of technology and the internet in higher education and the K-12 classroom. She has developed online curriculum and environments for adult learners and younger students in projects funded by the National Science Foundation, the United States Department of Education, and the GE Foundation. One project, an online mentoring program, created relationships between high school and college students that led to improvements in student motivation and writing skills. Another high school mathematics program focused on both students and teachers and included mentoring and an after-school support program. Thanks to Melanie, the MassBLAST curriculum is enriched by "digital stories" from both interns and librarians.



Melanie Zibit, Mary McGowan, and Doris Ann Sweet

Featured Reference Source: *New Dictionary of the History of Ideas*

By Rex Krajewski

When you think of reference sources, you probably think of using them to look up specific information. In the reference collection, you find dictionaries, encyclopedias, almanacs, atlases, sourcebooks, and other resources used to uncover facts like definitions and statistics. Did you know that reference sources can be useful in other ways, too? For example, look in a source dedicated to the subject you are researching and you may find a bibliography for your entry that lists great journal articles you should read. Or, the entry may list the names of major researchers on your topic whose work you could consult.

In addition to new uses for traditional reference sources, there are also some hidden gems in the reference collection - unique tools you may have never heard of but which could enhance your research. Consider the recently-published *New Dictionary of the History of Ideas (NDHI)*. This multi-volume work is a guide to intellectual history. It provides alphabetical listings of entries discussing intellectual concepts, and the evolution and changing of their meaning over time and sometimes geography. The *NBHI* augments the original *Dictionary of the History of Ideas*, first published in 1973, with entries covering more diverse and multicultural topics.

One may question the need for such a work, let alone an updated edition; but in fact it fulfills a very specific information void. Ideas, by their very nature, are our biased understanding of the world around us based on our own perceptions and assumptions. Both of these are shaped by our time and place, by our culture. Culture changes over time and varies from place to place, so ideas themselves, will change, evolve, and differ. The *NDHI* traces these changes and differences:

Minority group. While the term was used traditionally to refer to ethnic and racial groups, it has more recently been used to describe groups based on other social statuses like disability or sexual preference. Technically, the term refers to a defined group whose numbers are fewer than a majority group, but usage has shifted the meaning to refer to groups which may include more people but who are not considered the dominant group in a culture. Criteria for defining a minority group changes over time and varies in different regions.

Virtual reality: Virtual reality describes the immersion into an experience created to simulate actuality. While the term itself was coined and came into usage in the 1980's, the idea is nothing new. For us, virtual reality has meant using technology to stimulate all of our senses as if we were actually doing the activity that is being simulated, like riding a roller coaster. For Cro-Magnon people, cave paintings captured their experiences with animals in a way that simulated their reality. And imagine people's first experiences with photographs or motion pictures. These too represented reality and stimulated senses in a way that seemed to be virtually real.

Time: This seemingly straightforward concept is actually complex enough to warrant three subentries: China, India, and Traditional and Utilitarian. The first two deal with how perceptions of time differ among people in different geographies, while the last subentry deals with different ways that time is perceived in the West. In the West time is either perceived as utilitarian (sequential), meaning this happens then that happens, or traditional, where it is based on the relation of the past to the present to the future.

Scientific method: It is generally accepted that the scientific method describes the systematic process of conducting scientific research involving the recognition and formulation of a problem, the collection of data, and the formulation and testing of hypotheses. You may be surprised to read that since the notion of the scientific method was conceived right up to the present, there are diverse understandings of what this seemingly straight-forward process means.

The examples above demonstrate the need for illuminating divergent understandings of ideas over time and geography. In order to truly understand what someone says about any discipline, you must make sure you understand their context and subsequent perception of the core ideas related to their topic. Understanding the changes and variances of ideas provides a unique perspective on the cultures that espouse them, and the people who are of that culture. This perspective is the unexpected value that the *NDHI* can add to your work. Our natural tendency is to project our own understanding and perceptions onto the ideas of others. The *NDHI* provides the tools to change our assumptions and help us better understand what others mean or meant. We can then better understand their conclusions, and thus the true meaning of their ideas in both their context and in ours.

Staff Promotion

By Kate Price



The Library is pleased to celebrate the promotion of Bridget Capobianco '04GSLIS to Reference and Instruction Librarian. Bridget is looking forward to integrating the invaluable skills she learned in her former position, GSLIS Library Assistant, as well as expanding services to the entire Simmons College community. Connecting with alumnae/i, collaborating with departments to increase instructional services for current students, and broadening her expertise in specific departmental subject areas are at the top of Bridget's new position priority list. Congratulations to Bridget!

Giving Credit Where Credit Is Due: Understanding and Avoiding Plagiarism

By Joleen Westerdale

According to the Simmons College *Student Handbook's* "Statement on Cheating and Plagiarism" (169-70), the administration deems plagiarism as "a major academic violation(s) of the Honor Code of Responsibility," and defines the act of plagiarism as "intentionally or unintentionally using someone else's words without giving proper credit." Violations of the Honor Code such as committing plagiarism, will get you a referral to the judicial board, which, after hearing the evidence, could impose severe punishments.

So, you've come this far and you're probably wondering, why the heck is a librarian talking to me about plagiarism? It's ok; it's an understandable question.

The fact is, citing sources properly is not an intuitive process. The schemata for doing so vary widely, whether you're using MLA, APA, Chicago or Turabian, and sometimes identifying what that source actually is can be very confusing! In the process of conducting your research, you may have used books, videos, interviews, articles from academic journals, popular magazines and newspapers, and information found using the Internet. Further complicating things, you've likely found many articles available online via a database, such as *Academic Search Premier* or *PsychInfo*, for example, or perhaps while writing a short paper on popular music, you cited an interview with the *Yeah Yeah Yeahs* you read in *Rolling Stone* while riding the T.

Whatever the sources you're using, the librarians at Simmons College are happy to help you with the many tools to cite them properly.

Whether you're using MLA, APA, Chicago, or Turabian, there are guides available to help you figure out the syntax of the citation in your bibliography, how to properly quote within the text, and the librarians can assist you in identifying the type of material you are using, and therefore, which citation format is most appropriate.

Remember:

plagiarism=theft and can get you in a boatload of trouble. Avoid it. If you are unsure how, ask your professor, the kind folks at the Writing Center, or a librarian for assistance; we're here to help!

Business Plan Resources

By Kathy Berger

Interested in starting your own company? Need to write a business plan? A business plan is "a comprehensive analysis of all aspects of a business enterprise relevant to its viability, including its history, management, competitive position, market, activities, products, policies, finances, and projected finances" (Source: [Dictionary of Finance and Investment Terms](#), 6th Edition, 2003, Barron's Educational Series). A comprehensive business plan is an important tool for both startups and existing businesses. It helps a company gain financing, track its progress and plan for the future. When writing a business plan it is helpful to take a look at how-to guides and tutorials as well as sample business plans. Need help getting

started? Here are some great resources to help you write your business plan:

Books

Business Plans Handbook: A Compilation of Actual Business Plans Developed by Small Businesses throughout North America (Reference HD62.7 .B865 v. 1-11)

Business Plans That Work: A Guide for Small Business by Jeffrey A. Timmons, Andrew Zacharakis, Stephen Spinelli. (HD30.28 .T5766 2004) An Ebrary version of this title can be accessed from the Simmons Library Catalog.

Websites

United States Small Business Administration (SBA) - Business Plan Basics:

<http://www.sba.gov/starting-business/planning/basic.html>

This website provides information on the components of a business plan as well as the basic purposes of a business plan.

Bplans.com:

<http://www.bplans.com/dp/>

This website has articles on business plan writing and is a good source for sample business plans. Bplans.com contains 60 free sample business plans.

Entrepreneur.com's How to Build a Business Plan:

This website contains a tutorial on how to create a business plan.

Inc.com:

This website contains a how-to guide on business plan building which includes tips and pointers for organizing your business plan.

Simmons College Archives Inaugurates New Exhibit Area With A Look At Past, Present And Future Leaders Of Simmons

By Donna Webber and Jason Wood

In the spring of 2006, Phase One of the new Simmons Library building project will open. The first floor of the building will include a dramatic new exhibit area which will be curated by the staff of the Simmons College Archives.

The exhibit *Simmons: A Legacy of Leadership* will open in May 2006 as a celebration of past and current leaders of Simmons and Simmons next president, Susan Scrimshaw. Photographs, text, and memorabilia will recall John Simmons, his vision for a Female College, the seven presidents who brought his vision to life, and the president who will carry his vision into the next decade.

John Simmons, a prominent Boston clothing manufacturer and real estate developer, died in 1870. He bequeathed much of his wealth “to found and endow an institution to be called Simmons Female College, for the purpose of teaching medicine, music, drawing, designing, telegraphy, and other branches of art, science, and industry best calculated to enable the scholars to acquire an independent livelihood.”

Implementation of Simmons’ plans was delayed by the Great Boston Fire of 1872, which destroyed his real estate holdings. It was not until 1901 that the Simmons trustees asked Henry Lefavour, a physics professor at Williams College, to study and report on a program of organization of the recently founded, but still unopened, Simmons Female College. The Corporation was so impressed with Lefavour’s report and ideas that he was elected President of the College on December 6, 1901. During Lefavour’s tenure, Simmons College acquired land on The Fenway and built the Main College Building. He started many of the schools at Simmons, including the School of Social Work, the first academically affiliated school of social work in the United States.

Bancroft Beatley, previously a faculty member of the Harvard Graduate School of Education, succeeded Lefa-

vour in 1933 at the age of 38. His 22-year tenure is seen as a period of stability when many of Lefavour’s ideas were brought to maturity. Beatley was a strong advocate of comprehensive colleges for women and guided Simmons College through the war years, during which well-trained Simmons students found themselves very much in demand even before their graduation; the College could barely keep up with requests from local and national employers. Beatley’s tenure also saw, due to the post-War GI Bill, the first men enroll in Simmons College, and a series of exciting expansions on the Residence Campus, including four new dormitories and a dining hall.

In 1955 William Edgar Park left the presidency of Northfield Schools to become the third President of Simmons College. During his tenure three dormitories were constructed, facilitating the change from a predominately commuter campus to a more residential campus. The first Beatley Library



Display space in the New Library awaits our exciting exhibit

and Lefavour Hall were also completed during Park’s presidency. By far the most important event to occur at Simmons during his period was the Self-Study, conducted from 1963-1965, which resulted in the reorganization of the College from nine schools into nineteen departments; the granting of the Bachelor of Arts degree in addition to the BS, and improved cooperation with other schools of the Fenway.

In 1970 William J. Holmes became

the fourth president of Simmons. During his presidency, Holmes oversaw two major fundraising campaigns and the construction of both the Park Science Center and the Holmes Sports Center. During his tenure, the College added two additional graduate schools (the Graduate School of Management and the Graduate School of Health Studies) and many new programs.

Simmons welcomed its first woman president in 1993 with the appointment of Jean Dowdall, formerly Vice President for Academic Affairs and Dean of the College at Beaver College. During her brief tenure, Dowdall emphasized alumnae outreach and community service, and initiated a strategic planning process to evaluate the curriculum and position Simmons for future growth. Dowdall left Simmons after two years.

In 1995, Daniel S. Cheever was appointed interim president of the College, and within the year became president. Cheever focused attention on governance issues, finances, facilities, and enrollment, while the College held a major fundraising campaign and Centennial celebration. Simmons College entered the 21st century financially and academically sound and a perennial “Best College” in the *US News and World Report*. Cheever’s tenure has been marked by the construction of the College Center, One Palace Road, and the new Library building, the renovations of many dorms, and the drafting and implementation of Simmons College’s strategic plan.

In July 2006 Cheever will be succeeded by Susan Scrimshaw, currently dean of the School of Public Health at the University of Illinois at Chicago, and a widely respected public health scholar. Scrimshaw promises to carry the vision of John Simmons forward, describing Simmons as “. . . a truly special institution with a singular approach to professional preparation, intellectual exploration, and community orientation.”

The Exhibit will open in May – we hope to see you there!

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Please direct comments to the Library:
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Online Version:
[my.simmons.edu/library/
newsletter](http://my.simmons.edu/library/newsletter)

Transitions: Classroom to Career

By Kelly Jo Woodside

The Miller/Knopf Career Resource Library recently received a Centennial Grant from the Alumnae Association of Simmons College to produce *Transitions: Classroom to Career*, a program for all Spring '06 graduates.

Transitions features a resource guide to survival after graduation, covering topics like financial planning, apartment hunting, health insurance options, wellness, and creating community beyond campus. The guide is available on the Career Resource Library website at <http://my.simmons.edu/transitions>.

A series of coffee hours beginning in April will provide opportunities to learn more about topics from the *Transitions* guide. Sessions such as "Job search strategic planning" and "Where do I go from here, literally?" will include an informal presentation and Q&A with a Simmons expert, a peer support discussion for job seekers, and time for networking. Both graduate and undergraduate students are welcome. Spring '06 graduates should watch their mail or check the web address above for dates and other details.

The Centennial Grant was established by the Simmons Alumnae Association to honor the 100th anniversary of the College's founding through support for programs that promote community development.

Where Do All the Old Books Go?

By Jeff Kosokoff

What does the Library do with books that are removed from the Library collection and the donations that we decide to not add to the collection? We call these books "discards," but it is important to remember that many of our discards are valuable and useful books. Books become discards for various reasons, including poor condition, duplication of our existing collection or general inappropriateness.

For some time we have been putting many of our discards to good use through donations to other organizations. Many of our discards were sent to the following homes:

- Children's books to a Boston Public School
- Reference books to Roxbury Community College
- Diversions books to the Simmons Office of Residence Life
- Library science titles to Iraqi libraries via GSLIS

A large number of discards were also sold on the library book sale cart that was located near the Access Services desk and the Library entrance. As of April 5th, we have permanently removed the book sale cart from the library.

We are happy to announce that we will now donate all discards that cannot find homes with the organizations listed above to Better World Books (<http://www.betterworldbooks.com/>). Better World Books sends us packing materials and pays for the UPS shipping costs. They will then sell our books through dealers such as Amazon Marketplace and Alibris. After covering their business expenses, Better World Books donates the remaining profits to one of three literacy partners. We chose to direct the proceeds generated with our books to Room to Read (<http://www.roomtoread.org/>). Room to Read supports efforts to build schools, libraries, computer labs and language labs in poor communities in Asia.

The Simmons College Bookstore and the Scott Ross Center for Community Service previously worked with Better World Books during book buyback, allowing students to donate their used textbooks to Books for Africa (<http://www.booksforafrica.org/>), an organization that collects and distributes books to children in Africa.