

**Inside this issue:**

**UT ARLINGTON LIBRARY**

Keeping Up With Technology—FlashPaper and . . . **2**

Winner of Where is This? June Library Staff Puzzle **3**

Memo from the LSA Executive Board **3**

The Silent Generation: Sentries and Subversives **4**

Number of the Beast: An Information Literacy . . . **6**

C.D.'s Picks **7**

Who Am I? July Library Staff Puzzle **8**

July Exhibits **9**

July Deadline for Scholarship Applications **10**

Library Larry **11**

June Staff Awards **11**

June Contributors **11**

Library Calendar **12**

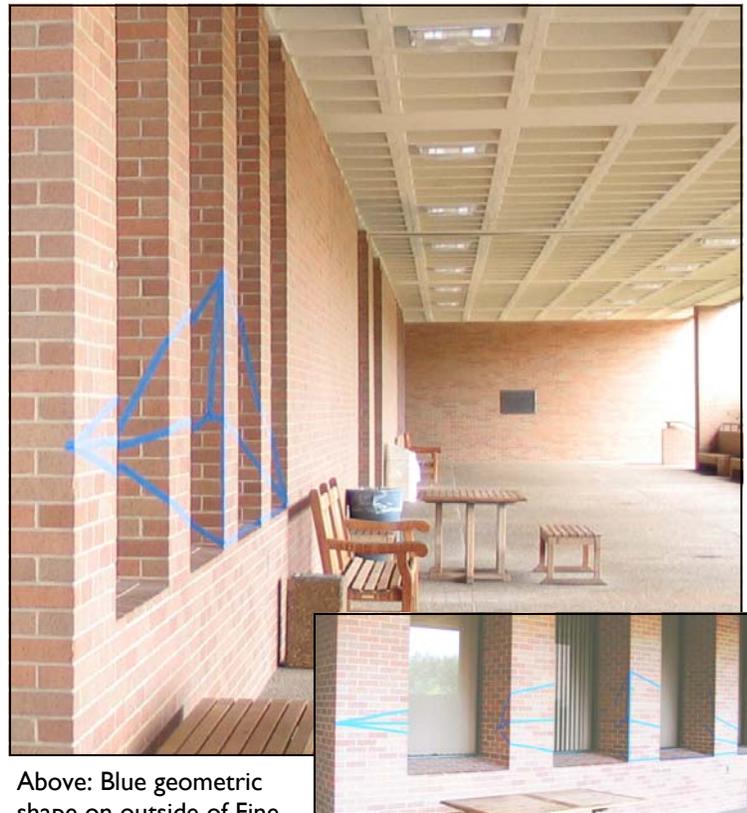
**All in Perspective**

A series of perspective pieces at the Fine Arts Building reminds thoughtful observers that our view of the world is determined by where we stand.

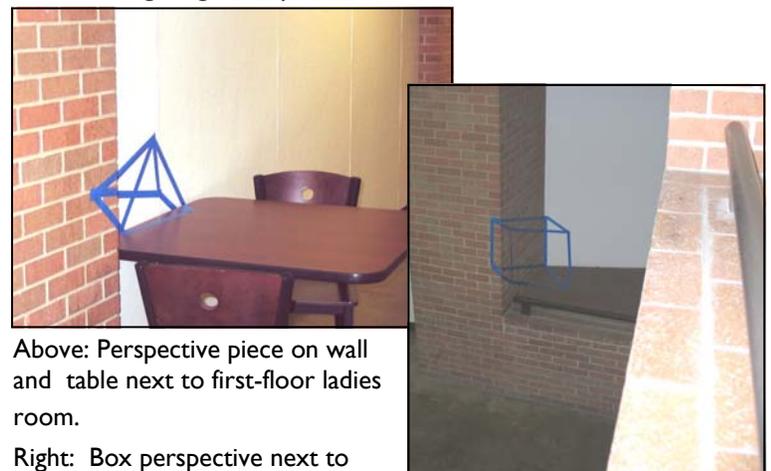
Painting and Photo senior Robert Rodriguez in the Art Department said that the pieces were class projects for a 2D design class. Teams of students create an installation piece by drawing a 3D shape (e.g. a pyramid or cube) on a transparency and then projecting it onto the wall. They then lay blue tape over the projected lines. To see the shape, the viewer has to stand in a specific spot otherwise, it just looks like disjointed lines.

Look for the three shown here and perhaps others as you walk through the Fine Arts Building.

—Evelyn Barker and Lea Worcester



Above: Blue geometric shape on outside of Fine Arts Building. Right: Shape seen from the front.



Above: Perspective piece on wall and table next to first-floor ladies room.

Right: Box perspective next to entrance of Mainstage Theater.

# Connections

## Keeping Up With Technology—FlashPaper and PDF Documents



Macromedia FlashPaper documents (read with Flash Reader) are similar to PDF documents (read with Adobe Reader) and are used for user guides, instruction manuals, and online versions of journal articles. In fact, their similarity lead to speculation after Adobe's recent acquisition of Macromedia that Adobe would combine the key strengths from the two in a new application.

### What are they?

Printable files can be converted to either PDF or FlashPaper and shared without concern for compatibility. They are both cross-browser, cross-platform, and cross-device compatible. For instance, *Connections* is created in Microsoft Publisher and placed online in PDF format. The files can be read on a variety of computers, devices, and browsers. Users do not need to have Microsoft Publisher installed

on their computer to read the document; although, they do need to have Adobe Reader, a free application, on their computer.

FlashPaper and PDF documents retain their original layout, fonts, images, tables, etc. An excellent example is the increased use of PDF documents in the library's subscription databases. While the HTML version of an article in EBSCOhost's Academic Search Premier loads faster, the PDF document looks just like the original with original page number and layout.

Users can conduct a full text search within both PDF and FlashPaper documents and select, copy, and paste text.

### Differences?

- FlashPaper documents are smaller in size and load faster than their PDF versions.

- Readability and print quality for FlashPaper is on the average lower than PDF.
- It is possible to navigate within both FlashPaper and PDF documents although PDF has been described as more robust and offering more options.
- Interactive FlashPaper documents can be embedded within web pages so that the information is instantly viewable.

Generally, FlashPaper offers users fast-opening, web-friendly documents and PDF is generated for e-mailing, printing and to secure sensitive information.

### Like to See FlashPaper?

A version of July's issue is available on *Connection's* homepage at: <http://libraries.uta.edu/connections/index.htm>. Click on the link and compare it to the PDF version.

—Lea Worcester

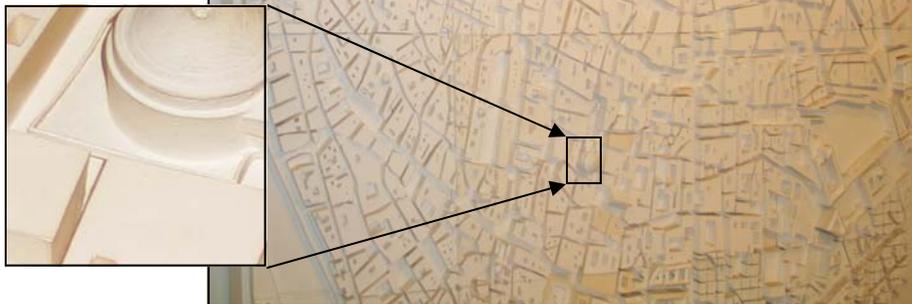
For more information go to: *Macromedia – FlashPaper 2* at <http://www.adobe.com/products/flashpaper/>

## Winner of Where Is This? June Library Staff Challenge

Donald Quarles in the Architecture and Fine Arts Library.

Donald and others knew that the picture (see insert below) was a close-up of the 3-dimensional model of Rome with streets, river, and buildings at the entrance of AFA. (large photo on right)

Thanks to everyone who sent in their entries.



## Memo from the LSA Executive Board

We are fast approaching the end of what has been a very exciting and productive year for the Library Staff Association. We supported many of the staff functions from the “Hats off to Fall” event to the recent “Fiesta de Salsa” social. And with your help we were able to conduct two very successful fundraisers: the Holiday Bazaar and Valentine Fund-raiser. These fundraisers enabled us to make our yearly donation to the scholarship fund. We continued to recognize staff for volunteering to help with the staff lounge duties and to send cards and flowers to staff members who

were ill or may have suffered a loss in their family.

As much as we have enjoyed our duties as members of the Executive Board, it will soon be time for us to hand over the reins to the new officers. Please be thinking of peers you feel will be up to the challenge of becoming a member of the LSA Executive Board. Feel free to nominate yourself for one of these positions. The term of office for the LSA Officers is one year except for the VP who succeeds to the Presidency for the second term. We are also asking for four volunteers to serve on the

Entertainment Committee and 4 to serve on the Scholarship Committee. We will be requesting nominations from the floor during the early part of July. And as always, remember to obtain permission from your supervisor before volunteering for any of the aforementioned positions.

At this time, we the Executive Board would like to thank each and every one of you for the wonderful support you have given the LSA during the 2005/2006 term.

—LSA Officers: Josie Murdock,  
Charlotte LeBlanc, Bonnie  
Dreitner, & Darras Blevins

# Connections

## The Silent Generation: Sentries and Subversives

Second in a series on generational differences.

### Historical Context

The Silent Generation consists of those born in the United States between 1925 and 1942. As Neil Howe and William Strauss point out in *Generations*, Silents are aptly named because they narrowly missed the moments of glory associated with the generations surrounding them.



II and the Vietnam War. It also ended in a draw.

Just as Silents were too young to participate in World War II, they were also not young enough for large-scale participation in the radical societal changes and movements that occurred during the 1960s. However, since the popular imagination credits (and blames) Boomers for the '60s, it seems easy to forget that a number of famous Silents actually paved the way for the

Silents grew up overprotected amidst the Great Depression during the 1930s, and most of them did not serve in the military during World War II (1941-45) since many were still children or adolescents. Those who were (or looked) old enough to serve ended up in the lower ranks. The majority of soldiers and officers actually came from the Greatest Generation (1901-24), which receives the most credit for participating in the war effort.

Due to sharp ideological differences, the World War II alliance of the United States and Soviet Union immediately disintegrated into the Cold War.

The 1949 Communist victory in China complicated the geopolitical situation even further. Over time, the United States and Soviet Union ended up with enough nuclear weapons to obliterate most life on Earth. Although they never engaged in direct conflict, both sides became involved in proxy wars throughout the world. The first major one was the Korean War (1950-53), with Silents making up a relatively large number of soldiers. Appropriate to the historical lot of Silents, "their" war is also called The Forgotten War because it did not have the broad societal impact of World War

II and the Vietnam War. The list of names includes Robert Kennedy, Martin Luther King, Jr., Abbie Hoffman, Gloria Steinem, César Chávez, Ralph Nader, Dennis Hopper, Jane Fonda, Stanley Kubrick, Andy Warhol, Elvis Presley, Jimi Hendrix, Bob Dylan, Hugh Hefner, Hunter S. Thompson, Ken Kesey, Allen Ginsberg, and many others.

### Silents in the Workplace

Despite the societal impact made by the best minds of their generation, the experi-

## The Silent Generation: Sentries and Subversives (cont.)

ences of Silents in their youth and young adulthood probably account for their relatively understated demeanor in the workplace. With the awesome sacrifices made by the Greatest Generation (and a smaller number of Silents) during World War II, as well as post-war concerns about the spread of Communism, Silents felt obligated to preserve the ideals that the previous generation protected. With members of the Greatest Generation over them, Silents entering the workforce believed that a degree of conformity, loyalty, and hard work would lead to success. As a result, many Silents believe in a top-down chain of command (even if they disagree with those above them), and they expect the same attitude from everyone else.

The values of conformity, loyalty, and hard work received further reinforcement because many Silents grew up during the Great Depression, and they wanted to do whatever they could to ensure financial stability for themselves and their families. With the Great Depression, as well as trends towards right-sizing that started when Silents were in the middle or late portion of their careers, those who are still working need reassurance about job security. Some of

them might want to work past the traditional retirement age in the same job, or even in post-retirement part-time work, just to make sure they have enough money when they do retire. In return for this security, Silents can bring wisdom and perspective that comes from many years of experience.

With the current fast pace of change in the workplace, those who began careers in a less frenetic time might worry about falling behind and becoming obsolete. When talking about change to Silents, managers should consider discussing it in terms of gradual and carefully-considered steps, rather than radical steps based on theories or trends that might prove faddish over time (in other words, “evolution” instead of “revolution”). This can refer to broad changes in the way an employer operates, or to something as mundane as the implementation of a new technology. Since new technologies can drive paradigm shifts, those who work with apprehensive Silents should figure out ways to help them become comfortable with using those technologies. They might also need reassurance that they will not get fired if they cannot figure out the new tools right away.

Even though most of them are at least retirement age, Silents can complement and temper the skills and attitudes of their younger counterparts. Some younger employees might view Silent coworkers as cranky or inflexible, but they need to understand that the collective experiences of Silents during their own youth might have influenced their current attitudes. (As will be illustrated later in the series, this understanding needs to go both ways.) Also, even if some Silents seem adverse to change, keep in mind that they came from the same generation as those who laid the foundation for the ‘60s, and that ended up influencing the generation that followed.

—Jason Neal

Next month: The Baby Boomers.

### Select Bibliography.

- Howe, Neil, and William Strauss. 1991. *Generations: The History of America's Future, 1584-2069*. New York: Morrow.
- Marchand, Philip. 2006. The In-betweeners. *Toronto Star* (4 June). [www.thestar.com](http://www.thestar.com)
- Mayo Clinic. 2005. Workplace generation gap: Understand differences among colleagues. <http://www.mayoclinic.com/health/working-life/WL00045>

# Connections

## The Number of the Beast: An Information Literacy Perspective

June 6, 2006, prompted a lot of lighthearted articles relating to the dreaded number 666 (06/06/06), so it was appropriate when I came across “Hexakosiohexekontahexaphobia: Fear of the number 666.” An amusingly multi-syllabic word which I passed along to my friends, prompting one to reply “Sesquipedalophobia: Fear of long words.”

Then Lea Worcester wondered, “What is the word origin of Hexakosiohexekontahexaphobia? Why don’t you write about it for *Connections!*” With this simple request, my odyssey of seeking truth and accuracy on the web began.

Like all overconfident students, I started by Googling “hexakosiohexekontahexaphobia”. My first hit is from Wikipedia, the social encyclopedia. I like Wikipedia. It’s nice when you want an informal overview of something and accuracy is not crucial. Wikipedia talked briefly of the Biblical origins of 666 and how Nancy



down the word myself. I Google “hexakosio”. Interesting—I get some hits, mostly from Biblical Greek Lexicon translator sites. As you might guess, “hexakosio” is Greek for 600, “hexekonta” is 60, and “hex” is 6 (according to [www.searchgodsword.org](http://www.searchgodsword.org)). Now I’m beginning to wonder if this is a real word or the lexical equivalent of an urban legend.

I pull out the big gun: the Oxford English Dictionary. I search for hexakosiohexekontahexaphobia. . . and I come up with zip. I try Academic Search Premiere, the jack-of-all-databases. Nothing. I try the Texas Newspaper Collection. Zero. I try our online catalog. Nothing. Out of desperation I try PsycINFO thinking that if it’s a phobia, someone may have written about it. Zilch.

I quit. I’ve spent enough time on this road to nowhere. My conclusion is that someone made up the word by mashing together a bunch of Greek words, then tacking a “phobia” on the end. Thus, an Internet hoax (or at least inaccuracy) is born.

and Ronald Reagan were hexakosiohexekontahexaphobes. Nice, but no word origins. A scroll through the other 70,300 search results yields pretty much the same thing: Biblical origins and stories of how women don’t want their children born on June 6, 2006.

Undaunted, I next Google “hexakosiohexekontahexaphobia word origin”. Only 293 results, none of which appear to break down the word into its separate meanings. I notice an oddity: lots of blogs use the word hexakosiohexekontahexaphobia, but I don’t see any “reputable” sites using it. I feel the first stirrings of suspicion.

I step back and decide to break

—Evelyn Barker

## C.D.'s Picks

### Science for Everyone

Recommendations for the non-scientist who loves science

### Global Warming: The Complete Briefing

John Theodore Houghton  
SEL Books: QC981.8 .G56  
H68 2004



Given the buzz about Al Gore's new movie, *An Inconvenient Truth*, this book seems to be a timely recommendation. I can't comment on the film as I haven't seen it, but this book is a wonderful report on current scientific thought among climatologists from all over the world (as of 2004).

The author is a climate scientist who has been studying greenhouse gases since the early 1970s, most recently as part of The Intergovernmental Panel on Climate Change (IPCC), which is a joint venture of the United Nations and the World Meteorological Organization (WMO).

Houghton's prose is clear and accessible, transforming a complex issue into understandable language. According to his preface, his goal was to avoid jargon and complex mathematics, though the book contains a lot of data presented comprehensively in the form of graphs and tables.

If reading the entire book seems to be a daunting task, I recommend that everyone read the chapter called "Why should we be concerned?" In this chapter, Houghton takes a step back from his scientist role and addresses the issue from ethical, moral and religious perspectives.

It is an unusual approach for a scientific text, but I think (and according to the author, his scientific colleagues agree) that it is a justified approach. Discussions on global warming can generate strong emotions precisely because it affects all aspects of society. In what may be considered by some to be an unusual perspective, it is the author's Christianity that persuades him that we must all consider ourselves stewards of the Earth.

I highly recommend that every-

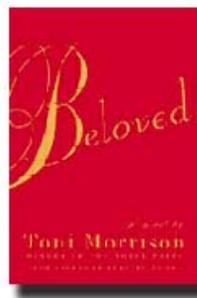
one who is concerned about the future of our children and grandchildren read this book. Whatever your beliefs about this controversial issue, gathering as many facts as possible will aid in making decisions that may have repercussions far into the future.

### On the Lighter Side

Non-scientific reading available from UTA Library

### Beloved

Toni Morrison  
Central: MultiCultural Collection: PS 3563 .O8749 B4 1987



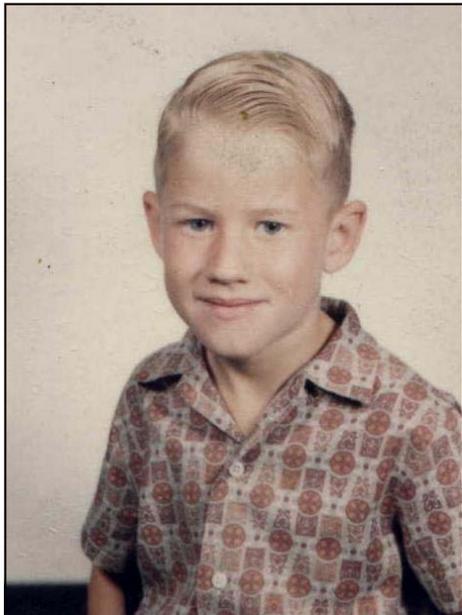
Last month, the New York Times Book Review asked 124 writers, critics, and editors to select the best American work of fiction published in the last 25 years. *Beloved* was selected.

The narrative haunts the reader, evoking scenes of horror, terror, trauma and eventually freedom, strength, and

Continued on page 8

# Connections

## Who Am I? July Library Staff Puzzle



Using the clues below and tips from the picture to the right, can you guess who this mystery staff member is?

**July’s mystery staff member:**

- has an identical twin brother
- is a preacher’s kid
- has an M.F.A. in Art
- practices elementary Feng Shui
- has a flora collection
- exhibited art in New York, California, and Texas

Please send your answers to Lea Worcester via e-mail at [lworcester@uta.edu](mailto:lworcester@uta.edu) with “Contest” in the subject line before July 26. The winner will receive a UT Arlington water bottle to fight the summer heat. If there are multiple correct answers, the winner will be determined by putting all of the correct answers in a hat and randomly drawing the winner.



## C.D.’s Picks (cont.)

endurance.

The fact that escaped slave Sethe and her loved ones still live in my memory after a decade is testament to the enduring nature of this story, of these characters. Sethe’s mother-in-law, Baby Suggs, provides comfort and healing through a new kind of spirituality that transcends the slavers’ imprisoning religion. Denver, her daughter, is haunted by memories of a long-dead sister. They find it impossible to move on as long as their past lingers.

Paul D provides Sethe a momentary safe harbor, but in the end he represents a return to the past, which Sethe must surpass. And there is Beloved; who is she? The answer to that question is one of the central mysteries of the narrative. Whoever she is, in the end she proves to be a catalyst, someone who resurrects the past so that Sethe can choose to embrace or transcend it.

torical grievances that we may want to bury, but that will continue to rise from the grave and haunt us until we face them.

Reading this book could change your life.

—C.D. Walter

*Beloved* is not a light, fun read. It will challenge you—emotionally and intellectually. It will challenge cherished notions and fundamental beliefs. It forces readers to face his-

## July Exhibits



### B-17 Nose Art from WWII

Architecture and Fine Arts Library. AFA's latest exhibit is a tribute to some of the decorated B-17s of World War II and the men who flew them. Exhibit Designer: Angee Calvert



### Celebrate the Interstate: The 50th Anniversary of the Signing of the 1956 Federal Aid Highway Project.

Science and Engineering Library. Exhibits features information about the 1956 Federal Aid Highway Project. Exhibit Designer: Barbara Howser



### Conversations '06: Power

The Central Library Lobby. Exhibit highlights UT Arlington Conversations—a program designed to engage students, faculty, and staff in a campus-wide, year-long discussion of a theme related to a significant issue. Thanks go to all the Information Services staff for their willingness to share their creative talents and construct all the wonderful kites for the display. Exhibit designers:

Diane Shepelwich and Kathleen Marquez-Houston

## Featured Databases

Central Library, 2nd Floor. Information Services will spotlight databases identified by the Information Resources librarians as being narrow in resource type or scope, yet having fairly broad student or faculty interest. July's featured databases are: *Historical Newspapers*, *The New York Times* and *History EBook Project*. Exhibit Designers: Diane Shepelwich and Kathleen Marquez-Houston

## From Horseback to Horsepower: Arlington, Texas, 1880 - 1959

Special Collections. Extensive family papers, photograph collections, and university archives are used to portray people and events that made Arlington unique in the North Central Texas region. The exhibition showcases over 150 items, including a large number of photographs. A free gallery guide is available. This exhibition opens in April and continues through the summer. Exhibit Designers: Kit Goodwin and Christian Clark

# Connections

---

## July Deadline for Scholarship Applications



The Library Staff Association Scholarship Committee invites library staff to submit an application for the 2006-07 academic year. There are two scholarships of \$200.00 each available.

**Application deadline: July 17**

### **SCHOLARSHIP APPLICATION GUIDELINES**

---

University of Texas at Arlington Library Staff Association Scholarship is designed to encourage library staff to continue their education and to advance their career goals.

#### **Rules for applicants:**

**ALL** library professional and support staff members who: a) work at least half-time, b) have completed one year of employment at UT Arlington Library, and c) are planning to enroll in a college or university course are eligible for the scholarship. Members of the Scholarship Committee are not eligible to apply for the UT Arlington Library Staff Association Scholarship during the time they are serving on the committee.

Continuing Education classes **will not** be considered for the award.

Award of the scholarship is based on merit and **not** financial need and using these criteria:

1. Benefit of the course work to the library or to the individual's position in the UT Arlington Library.
2. Benefit of the course to the individual's career goals.

The scholarship award may be used for tuition, fees, and / or books or other course materials such as course packets.

Applicants may apply only **once** during the academic year, which is defined here as the fall and spring semesters.

#### **Rules for recipient(s):**

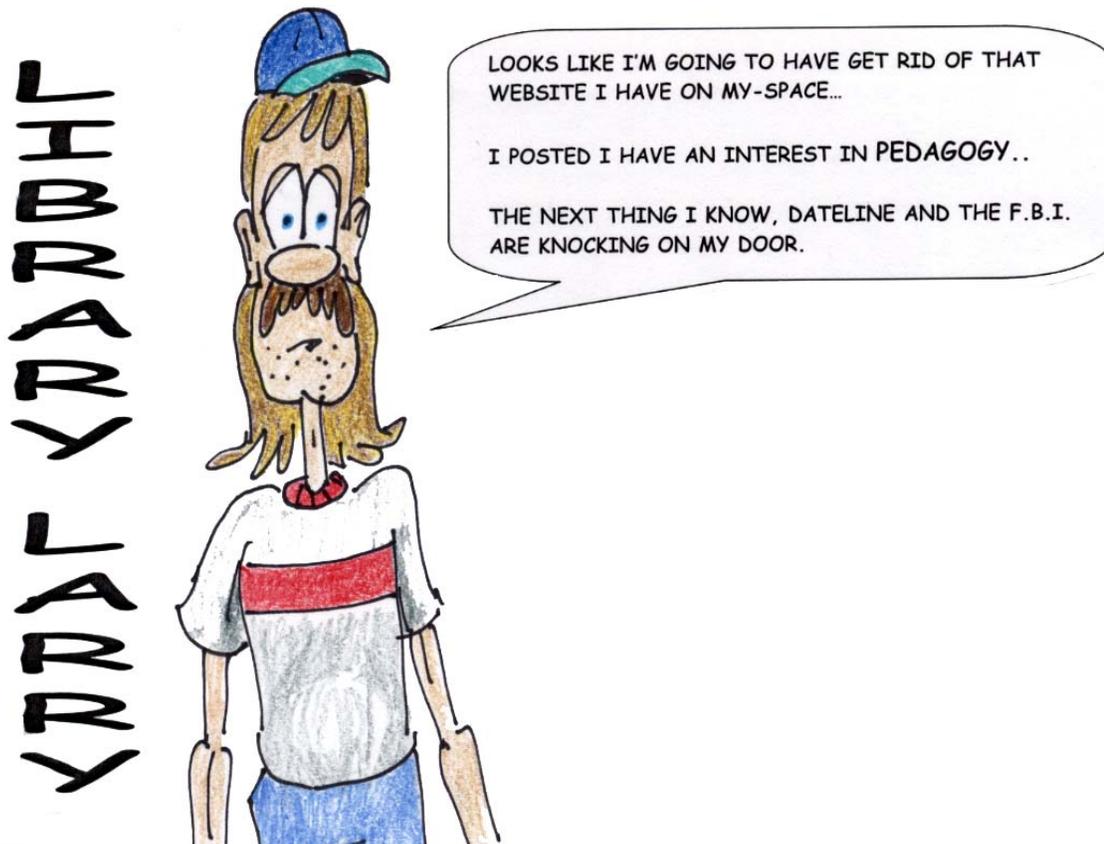
The recipient(s) must submit **proof of enrollment or intended enrollment** to the committee in order to retain the awarded scholarship.

A copy of the grade report or some other **proof of completion of the course or courses** must be submitted to the committee at the end of the semester during which the course(s) is taken.

Recipients who drop or fail a course, or leave the employment of UT Arlington Library during the semester for which the scholarship is awarded, must **refund** to the UT Arlington Library Staff Association the amount of the scholarship within three months of such action.

**DEADLINE FOR SUBMITTING APPLICATIONS IS JULY 17. THE APPLICATION IS ONLINE AT [http://libraries.uta.edu/StaffAssociation/LSA\\_scholarship.htm](http://libraries.uta.edu/StaffAssociation/LSA_scholarship.htm).**

### Library Larry



Mark Mustacchio

### June Staff Awards

#### Applause Awards

- Ellen Baskerville
- Kathleen Marquez-Houston
- Diane Shepelwich
- Troy Black
- Jason Neal
- Antoinette Nelson
- Elizabeth Swift

#### Hidden Heroes Awards

- Michael Doran
- Delores Morgan
- Krystal Schenk

#### Celebrate You Awards

- Ann Jennings
- Donna Kelley
- Jim Wellvang
- Bobbie Johnson
- Leveta Hord
- Brad Gulliford
- Rocky Escobedo
- Darras Blevins
- Susan Roosth
- Noel Anderson
- Debra Carter
- Mark Cook
- Patty Grubaugh
- Michael Hang
- Donna Harrison
- Karen Hopkins
- Phuong Le
- Tom Lindsey
- Anne Mitchell
- Swati Ray
- Rachel Robbins
- Sue Sappington
- Heather Scalf
- Jean Sherwin
- Dwayne Warren
- Lea Worcester

### July Contributors

- Evelyn Barker
- Darras Blevins
- Bonnie Dreitner
- Charlotte LeBlanc
- Josie Murdock
- Mark Mustacchio
- Jason Neal
- Antoinette Nelson
- C.D. Walter
- Lea Worcester

**UT Arlington  
Library**

702 Planetarium Place

Arlington, TX 76019

Phone: 817.272.3000

*Connections* is the library staff newsletter published the first week of each month. The newsletter introduces new staff members, highlights departments, reports on library staff events, and is a forum for items of interest.

Suggestions and contributions are welcome. Please contact:

Lea Worcester, Editor

817.272.5747

lworcester@uta.edu

## July 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
					1 2
3	4 Independence Day	5	6	7	8 9
10	11 9:00-12:00. Learning Outcomes Workshop—315A	12	13	14 1:00-4:00. Learning Outcomes Workshop—315A	15 16
17 9:00-12:00. Learning Outcomes Workshop—315A	18 1:00-4:00. Learning Outcomes Workshop—315A	19	20	21	22 23
24	25	26	27	28	29 30
31					

**Connections is archived online at:**

<http://libraries.uta.edu/connections/index.htm>