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Regis University’s Lowell Campus is served by Dayton Memorial Library, a multipurpose building housing books, periodicals, media services, reference services, and government documents. It offers library instruction and space for reading, research, and fireside conversations. The library also has several exhibit galleries.

The Library Lowdown

Dayton Memorial Library
3333 Regis Boulevard, D-20
Denver, CO 80221-1099
303-458-4030 or 800-388-2366 ext. 4030

Hours:
Monday-Thursday ............................................. 7:30 a.m.-midnight
Friday .................................................................. 7:30 a.m.-7 p.m.
Saturday ............................................................ 8 a.m.-7 p.m.
Sunday ............................................................... 12:30 p.m.-midnight

note: summer hours vary slightly

DML Reference Desk
303-458-4031

Monday-Thursday ............................................. 9 a.m.-10 p.m.
Friday .................................................................. 9 a.m.-4 p.m.
Saturday ............................................................ 9 a.m.-6 p.m.
Sunday ............................................................... 12:30-9 p.m.

For Virtual Reference (24/7)
http://www.regis.edu/lib; click “Ask Us” click “Chat with us”

Loan periods for books (all locations)
- Regis undergraduates ........................................ 4 weeks
- Regis graduate students ................................... 8 weeks
- Regis faculty ...................................................... 16 weeks
- Non-Regis borrowers __________________________ 4 weeks

Books may be renewed three times if no one else has requested the item.

Requesting books or articles from other libraries: Check the web page for details on obtaining interlibrary loan materials.

Regis Distance Learning students may use:
Loan Ranger, our online Interlibrary Loan service:
http://www.regis.edu/lib; click on “Services.”

Regis University Archives and Special Collections
Tuesday-Friday: 8 a.m.-3:30 p.m.
(times may vary with holidays and vacation, to ensure access, please call in advance to schedule a visit: 303-964-3612)

Check It Out! is published three times annually by Regis University Libraries
Editors: Ivan Gaetz, Dean of Libraries
John Schmitt, Reference Services
with editorial assistance by
Janet Lee, Technical Services

Cover image: First MBA graduates from Regis in 1981.
### Staff/Faculty Directory

(Unless otherwise noted, all extensions have the prefix 303-458)

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<td>Yan Wu</td>
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LIBRARY CONVERSATIONS

The Formative Years of Adult Education. An Interview with Dr. Elinor Greenberg

with special assistance by Elizabeth Cook
CIO: We understand you have a rather longstanding association with Regis University. How did this unfold?

Ellie: My pathway to Regis really began back in the early 1960s with the reforms of Pope John XXIII through Vatican II and also with the emergence of the Civil Rights Movement in the United States. One important outcome of Vatican II was a new interest in Jewish-Catholic relations and the opening of new and better forms of dialog. Various papers and encyclicals promoting interfaith understanding and human rights were issued from Rome. Back in the Sixties, I was on the Board of the Mountain States Anti-Defamation League and was heavily involved in co-founding the Littleton Council for Human Relations. Fr. Edward Maginnis was at Regis during this time (I believe he is still at the University) and he asked me to become involved in a panel presentation held at Regis to discuss both Jewish-Catholic relations and civil rights. Among other things, churches were trying to find their place in the Civil Rights Movement, as well as the newly-formed Jewish-Catholic Dialogue.

My initial contact with Regis, as it turns out, really came about through the Littleton Council for Human Relations and its early connections to both Regis and Loretto Heights College. The hope was to create substantive social change in a suburban community. We were involved with housing integration issues at a time when neighborhoods were not integrated by race and when the Colorado Fair Housing law was just being developed. Through this involvement I met philosophy professor Frank Kerins and others at Regis and Loretto Heights, and later was invited by Sister Loretto Ann to teach a course at Loretto Heights in sociology, specifically on race relations.

By the late Sixties, then, I was involved a great deal at Loretto Heights, teaching undergraduate students mainly in sociology. This period of my teaching began in 1968 and went through 1971. I also became the assistant director of a Summer Institute for Teachers on Minorities in America.

CIO: Your archive papers and documents have much to say about other educational involvements. How do these other involvements factor into your career path?

In a career spanning five decades (to date), Dr. Elinor (Ellie) Greenberg designed and implemented programs that met a diversity of educational needs. Among her many achievements, she began University Without Walls at Loretto Heights College in 1971. Subsequently, she has worked with lifelong learning programs, entrepreneurial — educational partnerships, employee training and retraining, and created ways to deliver education to rural and remote communities.

In 2007, Dr. Greenberg donated her papers to the Regis University Archives and Special Collections. They document her work from 1971 to the present in the fields of experiential learning and adult education.

Check It Out! recently caught up with Dr. Greenberg to find out more about her remarkable career and her connection to Regis University.
Ellie: All of my work in the Sixties with Regis College and Loretto Heights College preceded the emergence of the University Without Walls and any involvement with these initiatives.

The late Sixties and early Seventies, of course, was a period of considerable social unrest. In addition to the Civil Rights Movement, the Vietnam War was dividing the United States, university campuses were centers of protest and confrontation and the seats of social foment, and the Women’s Movement was flourishing. The need for new modes of higher education was coming into focus, education that was more accessible to broader segments of the population.

It was Sam Baskin, I believe, from Antioch University, who coined the phrase, University Without Walls (UWW). He was also instrumental in the formation of the parent organization of UWW, the Union for Experimenting Colleges and Universities (UECU) in 1970. At that time, Sister Patricia Jean (P.J.) Manion was President of Loretto Heights College and had spent some time as an ACE Fellow in the Office of the President at Antioch. She brought back to Loretto Heights a strong interest in the principles of UWW and what it intended to do. Sister Manion invited me to come back to Loretto Heights College and head up its UWW initiative. Shortly afterward, other Regis faculty members became involved in the new non-traditional adult education movement. John Brennan, who was developing the field of adult education at Regis and who had been Director of Adult Education for the Colorado State Department of Education, became my colleague.

CIO: Were there other programs in the country addressing the changing face of American life?

Ellie: Yes. On another front, the Council for Adult and Experiential Learning (CAEL) was being formed about this same time. A main focus of CAEL was to teach colleges how to offer academic credit for demonstrated non-college learning by developing portfolios. While UWW embraced this objective, UWW had a much larger vision that included not only college credit for non-college prior learning but a full, individually designed baccalaureate program. I devised a way to organize the mission of UWW around various ways of learning. These ways of learning included individual study, small group learning, seminars-in-the-field, regular classes, internships and practicums, and even large conference settings. They all emphasized experiential learning. It was, and still is, my belief that any high quality education program has to involve more than one type of learning. Each UWW student worked with a Faculty Advisor to design an individualized BA degree program that included various methods of learning. Each learning experience was written up into a learning contract, and each contract had to have my approval.

This mode of learning seemed to suit the independent and mature adult learner particularly well, more so than the traditional undergraduate student. Of course, at this time, many adult learners were women; really the majority were women. And many of them were from ethnic minorities. There were also various types of professionals and various public figures who applied to and enrolled in the UWW program. The program was well-suited to those in
David Kolb of Case Western Reserve University, William J. Perry, Jr. of Harvard and Daniel Levinson from Yale were especially influential in my studies and research. Other important thinkers in the field of adult development learning theory were Jill Tarule and Rita Weathersby. They were doing doctorates at Harvard during this time and we managed to obtain a FISPE grant from the U.S. Department of Education to do research work with the UWW on various questions related to adult learning. Our project at Loretto Heights College was a re-entry program called Project Transition. Jill and Rita functioned as consultants to us and three other similar adult programs.

An impressive body of research and writing began to emerge on adult developmental theory and on adult learning and educational programming. It is my belief that if this theory base undergirding programs for adults does not exist, then educational programming ends up being more a matter of marketing and not really high quality adult learning. These theoretical models are so important for creating and directing the learning experience. For example, one helpful model developed by David Kolb suggests that learning is a progression from experience to reflection, to generalization and then to new application. William Perry also developed an elegant model that is presented in his book, Forms of Intellectual and Ethical Development in the College Years: a Scheme. I’ve adapted the Perry “Scheme” for use in adult program design and evaluation. It’s a very practical theory.

Ellie: While these developments with UWW were unfolding at Loretto Heights College, the College itself was changing in other ways, too. Loretto Heights was moving increasingly toward more involvement of the laity in teaching and leadership. Loretto Heights also began to admit men into its programs. Along the same lines, Regis also was beginning to admit women and its focus began to expand into the field of adult education. In 1977, Regis began the Regis Career Education Program (RECEP) centered in Colorado Springs.

Meanwhile, UWW blossomed throughout the Seventies. By 1979, I embarked on a new venture — a doctoral program at the University of Northern Colorado — to study more formally adult development theories and their applications to education. I was able largely to design my own program and I used some of the key principles operative in the UWW.

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was one of the key institutions that participated. Fr. Clarke and others in RECEP were very clear that education had to be far more inclusive than what was found in traditional modes of higher education, and education needed to be adapted to the new needs of a changing workforce. Tuition, fees and books for the PATHWAYS students were pre-paid by the program and more than 8000 employees became PATHWAYS students. This represented a big change for Regis and for CAEL, a change from a smaller academic environment to a large workforce-based student population entirely from the private sector. As PATHWAYS developed into a huge program, I had to find new office space. CAEL moved to Greenwood Village, followed shortly after by Regis’ move to the same area.

A few years after PATHWAYS, I became the founding administrator for MAPP, the Mountain and Plains Partnership, which was based at the University of Colorado Health Sciences Center campus at Fitzsimons. MAPP was a partnership of eight academic institutions and eight health care agencies in Colorado and Wyoming. Its mission was to collaborative-ly design and implement distance learning Masters degree programs for nurse practitioners, nurse-midwives, and physician assistants. Regis, with its commitment to adult learning, nursing and related outreach services, became a MAPP partner. MAPP was a six-year program that ran from 1996 through 2002 and was supported by a $1.3 million grant from the Robert Wood Johnson Foundation. Through using online and interactive video technologies, graduate health education could now be delivered to remote rural areas. MAPP students were working adults in the under-served areas of Colorado, Wyoming, New Mexico and Arizona.

By the early Nineties, Loretto Heights College had merged with Regis University and the nursing program had become known as the Rueckert-Hartman School for Health Professions, and the Regis School for Professional Studies had replaced RECEP and RECEP II.

By 1996, then, I felt I had come full-circle. Because of my community activism in the Sixties, I had been asked to participate in the Catholic-Jewish Dialog that Regis hosted. I worked at Loretto Heights College developing the University Without Walls. My work continued with study and research into learning theories that led to further involvement with RECEP II administrators and faculty through PATHWAYS to the Future. As you know, Loretto Heights and Regis University had developed strong programs in various health care fields and, with the merger of Loretto and Regis, the two became one resource of great vitality. MAPP brought my Loretto and Regis affiliations together yet again.

I am glad that my papers are in the Regis University Archives and I hope students in leadership, in education and in health care will find them of benefit.

CIO: Could you say more about the adult learning theory that most interests you?

Ellie: William Perry is still of great interest to me. I have adapted Perry’s theory in a way that is more practical and straightforward than what you might find in his writings. I am convinced that Perry’s theory is of abiding importance.

The Perry Scheme asserts that education ought to have impact on how people think, that is to say, individuals should progress from being simplistic thinkers to becoming more sophisticated thinkers. One should develop from simple authority-based thought where things are black and white or right and wrong to recognizing a variety of legitimate opinions, to understanding how circumstances affect decision making, to embracing the needs of community, or the common good, one might say, and then to taking into account global concerns and truly developing a world view.
Perry also understood that intellectual questions lead to ethical questions. I adapted these insights and theories to the MAPP program. The program was designed to challenge students in various ways, especially in the use of computers for learning, and then to provide the support needed when students grappled with these new challenges. Perry’s theory also was key in developing evaluations for adult learning in the MAPP program.

Unfortunately, in the field of education, it seems that the ages and learning styles of adult students have made little significant difference in how teaching occurs in higher education. The only real difference appears to be in the choice of times when courses are offered and learning now better accommodates the various schedules of working adult students. What is needed is a more radical change in higher education that truly reflects the various modes of adult learning. While this may not be the case generally, Regis took these aspects of adult learning more seriously than most. Regis introduced its faculty to the modes, needs and abilities of adult learners and presented faculty with the developmental questions.

Many educators do not even know that there is such a field of study! Change in the academy often occurs slowly. It is my belief that “learning is to education as justice is to law.” That is to say, the ideal is that schools are about learning but, in fact, schools are more about the institutions themselves than about the learners or learning. A system tends to become an end in itself and not a means to an end — and for education that end should be learning.

CIO: Based on the experiences throughout your career, what do you see as the driving forces in the field of education?

Ellie: Historically, an agent of change comes in the form of an external threat. That was certainly true in education. When the U.S.S.R., as it was then called, launched Sputnik, we began to improve the way we taught math and science. The Civil Rights Movement and the Women’s Movement brought women and minorities into the classroom and the college system had to accommodate non-traditional, older students. Today, I see that the emergence of “green” issues also will have a great impact on education as new products will be created and new inventions will be incorporated into our social fabric. Also, I see the trend and need for a multicultural campus that reflects our restructured demographics. There will also be continuing revolutions due to changing technology and changes due to the results of globalization.

That reminds me, Mount Holyoke College, my alma mater, has adapted to a demographic radically different from when I attended. Currently, more than one fourth of the population is made up of American minority and international students. One thing remains, however. There is a motto embedded on the campus grounds on the grave of the founder, Mary Lyon, that says, “Go where no one else will go; do what no one else will do.” This was the charge I encountered on a daily basis at this, the first college for women in the United States. I have tried to follow this directive in my own life and work.
BOOKS
That Have Changed My Life

A few years ago, Check It Out! invited library staff members to make contributions to this column. As Regis University Libraries makes plans to start this fall a “Regis Reads” program to promote the many benefits to reading good literature, we would like to demonstrate that, in fact, we “practice what we preach”! Perhaps these reviews and recollections may spark fond memories of the books that have been formative in your life, or you may wish to pick up a tome newly introduced to you here. All of these titles are available through Lumen, the library catalog, or through Prospector, the union catalog of participating Colorado libraries. (Watch for details coming soon about the “Regis Reads” program.)

Harry Archer, Library Assistant, Access Services

Call no.: PQ 2605 .A3734 E813 1954

This is a book about a man who does not cry at his mother’s funeral, who makes friends with an objectionable man, who is entranced by his girlfriend and yet does not love her, who finds himself shooting another man, who is eventually guillotined.

The Stranger is a short but tough and dense novel. It is a boon for those of us with short attention spans that a short book can be packed full of philosophy and can provoke endless discussion. This book, put simply, made me think.

Dawn Combe, Library Assistant, Technical Services

Call no.: PR 1174 .N6 1983

My father had this book left over from a college course he took. As a young adult, I devoured it page by page, poet by poet. It was my introduction to the vast world of poetry and the inspiration to start writing it.

Call no.: PS 3503 .R2736 A6 1969

This book has less to do with trout fishing than with a physical and spiritual journey told with humor and vivid imagery by this lesser known Beat writer. I have owned multiple copies of this book because once I lend it out it never returns. That is a sign of a good book!

Call no.: HV 1624 .K4 A15 1976

As a child, I read this for my first summer reading club at my local library. Keller’s amazing courage fascinated me then as it still does today.
This book chronicles the life of the great comedian and satirist, Lenny Bruce. For those who don’t know of him (shame on you), Bruce died of a morphine overdose in 1966, at 40 years of age. He had spent over half of his life in the spotlight, mostly as an infamous, freedom of expression partisan in America’s cultural battles against suppression in art, sexual conduct, marijuana use, and for social acceptance of individuality.

Bruce’s story, told in his own words, has inspired me since I first discovered him when I was in high school, a half dozen years after his death. He was not afraid to call life as it is, or to express opinions that most dared not speak in polite society. He was jazz in human form; pure energy and improvisation, equally repellant and seductive. When asked what influenced his work, his answer comprises the final words in this book. “That is an absurd question. I am influenced by every second of my waking hour.”

This book causes me to remember that I would truly like to be able to say the same thing.

A charming successful young man working on Wall Street at the height of Reaganomics, able to fulfill his every desire, the protagonist kills relentlessly with exuberance and hatred. With every interaction, Patrick Bateman uses Machiavellian tactics to control those he knows. Jealous and resentful at everyone, he continuously finds fault in others, using them as pawns to advance himself in a world dominated by status, youth and greed. His ever present awareness of his own mortality pushes him to complete control.

Reading this story in high school, a macabre overtone of emotion highlighted my interests. I was able to understand the ignorant vulnerability of humanity. This character, preying upon the ignorantly trusting people he encounters, expresses no emotions but disgust, envy, hatred, and disinterest in his effort to control the world around him.

This book is an expression of a world dominated by perfection, by excess, by social class, by money. Bateman is regrettfully engaged to the picture-perfect New York socialite fiancé, a side effect of his “ideal” life. He expresses his neurotic hatred by gifting a chocolate covered “urinal cake” in a Godiva box. Eventually he begins to resolve this conflict, breaking his engagement and gaining a further understanding of his world. This world is now dominated by carnal desires as he becomes aware of the ignorance and predictability of those around him. Everybody has their own views and understanding of how the world works. Able to express different sides of themselves among different sets of situations sometimes causes anxiety as individuals interact and as they work to obtain their desire.
Bob Olson, Library Assistant, Technical Services

Call no.: E 664 .B87 K57 1971

After I read this biography of the Presidential election runner-up in 1896, 1900 and 1908, I began a life-long interest in researching Bryan and the Populist Movement.

Call no.: GF 8 .D4 1970
My interest in the environmental movement grew out of this “how-to”, “hands-on”, $0.95 mass market paperback. It was prepared for the first national “teach-in” known as Earth Day.

Call no.: HN 59 .R38 1970
This book is an intellectual analysis of the consciousness of the 1960s: Reich compared the worldview of that generation with earlier levels of consciousness displayed by earlier generations.

Call no.: E 183.8 .V5 P4 1971b
When Daniel Ellsberg leaked a secret Pentagon study of how the United States got involved in Vietnam, I gained a degree in journalism (which I did not use) and a distrust of American intervention (which I still use).

Chris Steele, Library Assistant, Access Services

Call no.: PS 3552 .A255 I44 1977
This book really opened up my eyes to the power of thought.

Call no.: E 99 .Y3 C34 1972
This book and the rest of the series deals with battling self importance and digging deeper into the mysteries of the universe.

Call no.: PS 3521 .E735 O5 1980
Jack Kerouac and the rest of the Beat Generation introduced to me the freedom of exploring and doing what you want to do with your life.

Teresa Warhola, Library Assistant, Access Services

Call no.: BX 2182.2 .D3868 1992
This book is about what it means to truly love and have happiness, but its message does not embody the typical ideas we have learned growing up in our society.

This book has been inspiring to me in many ways. I first read it at a time in my life when I really needed to hear the wisdom it had to offer. It changed many of my preconceptions of love, and it is a book I reread often when I am feeling overwhelmed by life and relationships.
Yvonne Williams, Cataloging Supervisor, Technical Services

Call no.: E 185.93 .S7 C76 2008

Along the coast of North and South Carolina, Georgia and Florida, exists an African culture rich in native history, with a direct link to Africa. Gullah-Geehee has become known for its own language. Through isolation they were able to maintain their heritage. Visiting these areas helped me to visualize sections of the book.

Call no.: PR 6029 .R8 A63 1996

“Power tends to corrupt, and absolute power corrupts absolutely.” So said Lord Acton in 1887. By using animals as his main characters, George Orwell shows how when given the opportunity to hold power, the weak and powerless have the ability to become just like those who lorded over them. I will be watching to see what happens if the woman or the black man running for office in the 2008 federal election wins.

Yan Wu, Library Assistant, Access Services

Call no.: BF 575 .H27 C85 1990

The author explores the relationship between challenge and skill. He says if the challenge is greater than the skill, then the body naturally feels anxiety. Conversely, if the skill level is higher than the challenge, then boredom results. Balancing between the two is the key to achieving this flow experience or to achieving a true feeling of peace, especially for working situations and environments.

Ivan Gaetz, Dean of Libraries

Call no.: PS 3552 .U745 2472 2004

Burroughs is known in some circles as the latest “bad boy” of American letters. As “bad” as he might be, he is even funnier. This collection of essays gives insight into an off-beat life of an intriguing New Yorker. (You may know him through the movie, *Running With Scissors.*)

Call no.: Dewey: 782.42164/092 B

Probably no individual has had greater influence on the Baby Boom generation than Bob Dylan. This autobiographical sketch gives unprecedented glimpses into Dylan’s journeys, hopes, and, interestingly enough, musical theories and unexpected influences.

Call no.: PS 357 .H1165 Cu 2003

Written from the perspective of an adolescent autistic boy, the reader gets a rare glimpse into a worldview with a radically different rationale and scale of values. The story is gripping from the first line to the last.

Call no.: PS 3561 .I496 1991

Kingsolver is at her finest in this novel of relationships, of love, of loss and self-discovery set in the American southwest. The story is as compelling as the beauty of the writing.

Call no.: TN 994 .C2 K48 2001

One finds here not only an amazing story of the hunt for diamonds throughout history, it also offers some of the finest popular writing about modern science and mineral exploration. In many respects, this book lays the groundwork, so to speak, for the acclaimed History Channel series, *Ice Road Truckers.*

Call no.: PR 9199.3 .M8 F7 1990

Many believe Munro is the finest living writer of short stories. This particular collection represents very well her quality fiction. While these stories seem so ordinary in scale and focus, Munro exhibits an amazing ability in her phrases and turns of words that portray characters in knowing, caring and poignant ways.
DVD RELEASE: Profile of the Richard H. Truly Space Program Collection

The distinguished career of Richard H. Truly includes: pilot of the Enterprise and Columbia Space Shuttles; commander of the Challenger; Commander of Naval Space Command; Chief NASA Administrator. In 2007, Admiral Truly gave Regis University his extensive collection of unpublished papers, works of art, books and artifacts that chronicle his remarkable career.

The collection is available to students, educators and educational organizations at the Dayton Memorial Library, Archives and Special Collections. A permanent exhibit from this collection is on display in the Felix Pomponio Science Center on the Lowell Campus of the University.

The DVD was produced under the direction of Paul Brocker, Executive Assistant to the President, with assistance from University Archivist, Elizabeth Cook, Dean of Libraries, Ivan Gaetz, and Special Collections Assistant, Gerald Cook. The DVD was produced by Cimarron Denver, narrated by Bertha Lynn, KMGH 7News, with videography by Bob Brandon.

In addition to featuring the Richard H. Truly Space Program Collection, the DVD also profiles other special collections available at Regis University for educational and research purposes. The DVD, running 16 minutes, is available for viewing from the Library’s Media Services Department. For additional information about using this collection and others, please contact:

Elizabeth Cook,
Regis University Archivist
303-964-3612 or
email: ecook@regis.edu
# Book Busters

## “Who You Gonna Call?”

Library Liaisons for Academic Departments

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Librarians in Dayton Memorial Library serve as resource people for teaching departments and academic programs at Regis University. These individuals can help faculty with general information questions, book ordering, library instruction requests and related issues.

Note: From off-campus telephones dial prefix of 303-458- unless noted.
FAREWELL

On May 8th, library faculty and staff, along with a good number of others from the Regis community, joined together to celebrate the 20 years of fine service of Reference Librarian, RICHARD HANSEN. We all wish him well in his retirement. Father Sheeran and others offered formal remarks and remembrances.

TERESA WARHOLA and KRISTEN HAMILTON departed the Access Services Department, Teresa to attend Spanish language classes in Ecuador and Kristen to a new position in the Cashier’s Office in Main Hall.

JOE BROWN (Access Services) and CHANELL ORTIZ (Technical Services) departed Regis for educational opportunities and employment elsewhere. Joe will remain available as on-call library assistant in Access Services.

WELCOME

CHRIS STEELE joined the staff of Dayton Memorial Library as Library Assistant in Access Services. Having worked in Regis’ Physical Plant Department, he needed no introduction to the University, and he is catching on quickly to the operations of Access Services.

SHARON WILLIAMS has stepped into the position of Library Assistant in Technical Services. Recently relocating from Southern California, Sharon brings with her experience in library bibliographic maintenance and in processing musical scores.

BROOKE GUILFOYLE was appointed to the permanent part-time reference librarian position vacated by Richard Hansen. Brooke has served in on-call and fill-in capacities over the past few years at Regis and she will adjust quickly to this position.

CONGRATULATIONS

Reference Librarian, JAN LOECHELL TURNER, was awarded tenure and promoted in rank from Assistant to Associate Professor.

MARTIN GARNAR received the Outstanding Adjunct Award from the University of Denver’s Morgridge College of Education, where he teaches courses in information ethics and intellectual freedom for the graduate program in Library and Information Science. The intellectual freedom course was developed by Martin as part of his 2006 sabbatical project.

JANET LEE was recognized on national and international CNN broadcasts of their “Hero Award” segment. Janet nominated Yohannes Grebregorges for the Hero Award for his work with Ethiopia Reads and the Donkey Mobile Library.

PAUL BETTY received an award for his presentation “Creation, Management, and Assessment of Library Screencasts: The Regis Libraries Animated Tutorials Project,” at the “Off Campus Library Services Conference” in Salt Lake City.

KUDOS

Dayton Memorial Library, and in particular the Access Services Department, took patron service to a new level by offering 24 hour per day openings during mid-term and final exam weeks of the Spring 2008 semester. This was greatly appreciated by Regis students and the service proved surprisingly popular. Many thanks are expressed to MARY SPONSEL and her team in Access Services.

Recent and Planned EXHIBITS in the Doyle and Margaret Hartman Gallery (Dayton Memorial Library)

“Mirrors and Metaphors”, in conjunction with the Access Gallery, Denver, CO. (February, 2008)

Celebrating Women of History Month (March, 2008)

Recent works: KEN PHILLIPS and ANTONIO FRANCESCO (April, 2008)

Recent works: JUDITH GARDNER (May, 2008)

“Arts and Recovery” National Conference on Suicide Prevention, Regis University (June, 2008)

“Presidential Firsts: Selections from the Notarianni Political Collection” (August-September, 2008)

Annual Exhibit: Colorado Calligraphers Guild (October, 2008)