

BiblioTech

A Publication of the Gumberg Library



March 1999

National Library Week-Our National Holiday

In the mid-1950s, statistics showed that Americans were spending more time and money on radios, televisions and musical instruments and less on books. Concerned about these findings the American Library Association and the American Book Publishers formed a committee to develop a plan. Their goal was to motivate more people to read with the hope of encouraging more use and support of libraries. From this was born the first National Library Week, that was observed in 1958 with the message, "Wake Up and Read!" This annual celebration is observed every April by the American Library Association and libraries across the country.

In keeping with tradition, the Gumberg Library at Duquesne University would like to celebrate this great American Institution and show our appreciation for the many contributions made by all types of libraries and librarians. This year's National Library Week will be celebrated April 11-17 with the theme "Read! Learn! Connect! @ the Library." At this time activities are still being planned. We hope the whole Duquesne community will join us in this celebration!



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Western Pennsylvania Symposium on World Literatures

The Western Pennsylvania Symposium on World Literatures (WPSWL) will sponsor its 26th annual conference at Duquesne University on April 20, 1999. WPSWL is a consortium of 15 institutions of higher learning in Western Pennsylvania. Since its founding more than a quarter-century ago, WPSWL has celebrated major authors and interdisciplinary topics ranging across many world cultures, including, for example, British, Continental European, African, Caribbean, Asiatic, and American. In all instances, the emphasis of the annual conference derived from an anniversary celebration.

In line with this tradition, WPSWL will sponsor "Ernest Hemingway: A Centennial Celebration" on April 20, 1999, commemorating the 100th anniversary of the birth

of the American Nobel Laureate. Among the distinguished outside speakers who will be at Duquesne are Professor Matthew Bruccoli, an international authority on the biography of Hemingway and on textual editing of the works; and Professor Leonard Leff, the foremost international authority on cinematic adaptations of Hemingway's fiction.

In addition, several professors from institutions of higher learning in the metropolitan area will participate. They include Professor Frederick Newberry of Duquesne, who will speak on "The UnHemingway Hero"; Professor Mark Frisch of Duquesne, on "Hemingway and Faulkner"; Professor Marcia Landy of the University of Pittsburgh, on

"Hemingway's 'A Farewell to Arms' (1932 and 1958): An Aesthetic of Reality"; and Professor James Adams of the Pennsylvania State University, on "Hemingway and Sherwood Anderson." These presentations will occur in a 90-minute roundtable discussion.

In addition to the academic activities, there will be a sherry hour, a banquet, and entertainment.

The co-chairs for this particular conference are Dr. Paul J. Pugliese, University Librarian, and Dr. Albert C. Labriola, Distinguished University Professor. The Director of WPSWL is Dr. Carla E. Lucente, Chair and Professor of Modern Languages & Literatures at Duquesne. For more information regarding the upcoming conference, contact Dr. Lucente (412-396-6415).

ERIC Documents for Research in Education

By Barbara Adams, Reference Librarian

ERIC Documents on Microfiche are a relatively recent addition to the resources of the Gumberg Library. In 1996, with the encouragement and assistance of Dr. James Henderson, Dean of the School of Education, the Gumberg Library began subscribing to ERIC Documents on Microfiche and began acquiring a backfile of earlier documents. The Library's collection now includes all of the ERIC Documents available from ERIC in microfiche format indexed from 1989 on. Many of these documents in the Library's collection have earlier publication dates. According to Dean Henderson, the Gumberg Library's ERIC Documents on Microfiche collection covers a time period appropriate for the primary research needs of most School of Education researchers.

Documents include a wide variety of information types including research/technical reports, conference papers, project/exemplary program descriptions, opinion papers, teaching guides, and published books. Documents come from a variety of sources. ERIC has arrangements with more than 2,100 organizations to receive their publications automatically. These organizations include universities, research centers, state departments of education, professional associations, commercial publishers, and Federal agencies.

For the beginning stages of research, ERIC Digests can be an especially helpful document type. Each digest is a two to four-page research synthesis for a high-interest topic that concludes

with a brief bibliography. In recognition of the popularity of ERIC Digests, since 1993, ERIC has made them available in text format directly through the database, as well as on microfiche, and in print. There are currently over 1,900 ERIC Digests, and approximately 100 new titles are produced each year. Recent Digests have covered such topics as: faculty workloads, adult learning, mentoring, student dress policies, the paradigm shift from instruction to learning, coping with stress in the special education classroom, promoting physical activity among children, school size, and Internet resources for global education.

Anyone familiar with educational research would be quick to confirm the value of ERIC Documents as a resource for any serious research in education-related fields. Whether you are a student or faculty member in one of the many programs in the School of Education, a University faculty member or administrator seeking information about higher education, a practicing K-12 teacher, administrator or other public or private school professional, or a citizen seeking to become better informed about educational issues, ERIC Documents have the potential of helping you to find out what you need to know. Researchers in related fields such as psychology, sociology, communication, occupational therapy, music education, or music therapy, among others, can also find valuable information in ERIC Documents.

The ERIC Database: Gateway to ERIC Documents

At the Gumberg Library, the starting point for locating ERIC Documents is the ERIC database on compact disc. The database is accessible on the fourth floor computers in the Library as well as remotely. Since summer 1998, Duquesne students and faculty have been able to access the database on their own office or home computers using PASS, the Password Access Software System, by downloading and installing free PASS software via the Gumberg Library homepage <<http://www.duq.edu/library>>.

The ERIC database is at the heart of ERIC (Educational Resources Information Center), the nationwide information system sponsored by the U. S. Department of Education. Subject-specific ERIC clearinghouses and adjunct clearinghouses throughout the country form a network for collecting, indexing and abstracting education-related information for inclusion in the database. ERIC support components such as EDRS (ERIC Document Reproduction Service), the ERIC Processing and Reference Facility, and ACCESSERIC cooperate to disseminate this information to educators and anyone concerned about the quality of education.

Many people think that all or most of the citations in the ERIC database refer to journal articles. However, the references to articles in over 800 education-related journals actually constitute only slightly over half of the database. Forty percent of the citations refer to ERIC Documents. Of the 30,000 new records added to the database each year, approximately 13,000 are document records. As of fall 1998, more than 412,000 documents had been added since ERIC began indexing in 1966. Document citations can be distinguished from journal article citations by the letters preceding the number at the beginning of each database record: ED for documents, EJ for articles. The journal articles indexed are not on microfiche, but rather are located through the regular journal search process.

Accessing ERIC Documents

The ERIC Documents on Microfiche collection is one part of the Gumberg Library's holdings that you probably would not want to access just by browsing. For one thing, the collection is larger than it looks. There are over 100,000 ERIC Documents on microfiche in one unassuming file cabinet near the Periodicals Department desk on the fifth floor. Second, the images of the document pages are much too tiny to be read without special equipment. A single microfiche can contain up to 98 pages of text, packed into a transparency about the size of a large index card. Finally, unlike many of the materials in the Library, the microfiches are arranged by numbers that have nothing to do with subject classification. The document numbers are assigned by ERIC to represent simply the order in which the documents are added to the collection.

You will be able to find many but not all of the documents indexed by going to the ERIC Documents collection. You can read them at any of the four microfiche readers on the fifth floor. Two of the machines enable users to print for a small fee per page, using a Duquesne ID or copy card. Retrieving, viewing and printing documents on microfiche are intended to be self-service, but the Periodicals Department staff members are available if you need assistance.

About 10 percent of the documents, though indexed in ERIC, are not available in microfiche format. Some of these are commercially published books that may be available in the Library's regular collection. It is a good idea to check the Gumberg Library's online catalog, DuCat, for any book-length documents not available on microfiche. The Library generally does not acquire printed versions of the shorter ERIC Documents with less than 50 pages, but there are occasional exceptions.

Other documents unavailable in the

fifth floor ERIC Documents collection are those indexed prior to the starting date of the Library's collection, which begins with ED 297085. There are several other alternative methods for obtaining these older documents.

Alternative options for a specific document not available at the Gumberg Library may include one or more of the following, depending on document availability and your individual research needs:

- Using the complete ERIC microfiche collection at the University of Pittsburgh
- Borrowing a copy from another library in person with a reciprocal borrowing permission form from the Gumberg Library
- Placing an Interlibrary Loan Service request to borrow the document
- Ordering your own copy of the document through EDRS or another supplier, by mail, by telephone, or via the Internet.

Exciting developments in the electronic delivery of documents are underway at ERIC. A pilot project for delivery of documents through the World Wide Web is in progress. As this additional option for obtaining documents develops further, it may be incorporated into the services provided by the Gumberg Library.

Librarians in the Reference Department on the fourth floor can help you obtain the specific ERIC Documents you need. They are also available to answer questions about ERIC, the ERIC database, and how to use these resources to best advantage in your research. For this kind of assistance, stop in or telephone the Reference Desk at 412-396-6133. Faculty members can schedule ERIC instruction sessions for their undergraduate or graduate level classes by calling Ms. Angela Fleming at 412-396-5346.

Book Reviews Planned for *BiblioTech*

How many of us have said that we would like to take the time to read a good book but wonder where to begin, there is so much out there? Maybe we just need to be enticed or guided in some way. Book reviews are planned for future issues of *BiblioTech*. The goal is to demonstrate the Library's objective of selecting quality material for its collection and to *promote and encourage* reading.

University Librarian Dr. Paul Pugliese has already begun to solicit reviews from individuals on campus. The Library will give a complimentary copy of the book to the reviewer for his or her own personal library. *BiblioTech* serves a diverse audience, however, we hope that the reviews will be of interest to our campus community of students, faculty, and staff.

Keep in mind that the opinions expressed in the book reviews will represent the reviewers' viewpoints and not necessarily the Library's. As librarians, we are entrusted to encourage freedom of speech, however, we also realize the responsibility of fulfilling and living the University's mission. We hope that you enjoy this new feature!

Academic Libraries and Information Technology *By William Miller*

Academic librarians today frequently hear three questions: "why can't you just digitize everything?"; "isn't it all electronic now?"; and "why do we need to support libraries financially any more? Everything seems to be free on the Web." These are well-intentioned questions and deserve a serious response.

Most of the printed material which libraries own today will never be digitized. It simply would not be economically feasible to do the labor involved in such digitization. Most libraries of any size could not even inventory their collections physically, let alone digitize them page by page. And even if such libraries had the staffing, space, equipment, and other resources necessary to do such digitizing, they would not have the legal right to do so, given the copyright laws of the United States and other countries. Distinguishing what is copyrighted from what is not is difficult, and doing the legwork of obtaining permissions is a nightmare. As a result, the digitizing projects which are currently under way, at the Library of Congress and elsewhere, are dealing with clearly non-copyrighted or out-of-copyright, hard-to-obtain materials. These projects are modest, yet even so are costing millions of dollars each, underwritten by foundations and the government.

Most of the printed material which libraries own today will never be digitized. It simply would not be economically feasible...

Most new information, of the kind that scholars need, is still not available in digital form. Current estimates are that approximately 15 percent of such information is available electronically. Nor is it by any means certain that today's electronic information will still be accessible to scholars in the future. For instance, the tapes of the 1970 U.S. census are now unreadable by any current technology, and only the printed volumes are accessible. Print and microform are still the only proven, long-term storage technologies. Libraries acquire and preserve for the future as well as for the present.

To the casual observer, there appears to be an enormous amount of information available without charge on the Web. On closer inspection, however, the vast majority of this material is not useful for academic purposes, and that which is useful tends to be expensive. The profit motive and the economics of publishing remain in force in the electronic age. If publishers cannot make a profit out of generating reference books, science journals, or novels, they will simply cease to publish these materials.

As more and more information becomes available only in electronic format, libraries remain the agencies which pay for the materials (the costs of which are increasingly based on FTE) and make them available to the academic community. Moreover, libraries are the only agency in which staff spend a lot of time instructing students in how to find and use both traditional and electronic information, and how to distinguish that which is trustworthy from the sea of flotsam which is not.

The short answers to the questions posed above, therefore, are: not everything is electronic, nor will it be in the near future; research-quality information is not suddenly free, or less expensive than it formerly was; and libraries will continue to serve as the agencies that acquire such material, store or archive it, and help people to use it.

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Full Text Journals Available Through the Gumberg Library

The Gumberg Library offers access to numerous electronic resources including over 100 databases, with full text of over 2,000 journals, magazines, and newspapers. These electronic resources are available in the Library or via the Gumberg Library homepage <<http://www.duq.edu/library>>.

If your computer is connected to the campus network, either directly or via a Dialup/PPP account, you can access the electronic resources on the Web. If you are using a commercial Internet service provider (America Online, AT&T, CompuServe, etc.), you can access many of the databases and all the electronic journals using PASS.

The Gumberg Library currently subscribes to the following databases that contain full text journals: JSTOR, OCLC Electronic Collections Online, Online Journal of Knowledge Synthesis for Nursing, Project Muse, and ProQuest Direct. See the Library homepage for additional information on the databases.

Internet Full Text Journals -or- There's No Free Lunch

By David Nolfi, Health Sciences Librarian

The Internet has become virtually ubiquitous on college campuses in the late 1990's. Researchers' expectations for this revolutionary new tool have become increasingly high. Unfortunately, these high expectations have led to some mistaken assumptions about the type of information available on the Internet. Specifically, an increasing number of students and researchers expect to have unlimited access to full text, full image journal articles (i.e., whole articles with photos and graphics). Although many journals are available on the Internet, the issue is somewhat more complex than some researchers imagine. Some of the important issues pertaining to journals on the Internet are listed below:

Few journals available on the Internet are free.

Many magazines and newsletters are available free, but very few *journals*. This is not likely to change. Those journals that are available free of charge are often incomplete or serve as gateways to purchase articles or subscriptions. For example, see the *New England Journal of Medicine* website <<http://www.nejm.org>>. Non-subscribers have access to the current issue's editorials, "Sounding Board," book reviews, and letters to the editor. Other information presented includes: information for authors, editorial policies, medical meetings, and classified ads. The online issue does not include the print version's original research or review articles. Instead, it provides a gateway for users to purchase these articles from the publisher at \$10 a piece.

Internet journals often do not contain the same material as print journals—even when you pay for them!

Publishers often choose *not* to make the full content available on electronic versions of their journals. Many researchers report not finding articles, reviews, or even whole sections of journals in their online counterparts. Also, many print journals cannot be readily converted into electronic format. Publishers and journal vendors often "re-key" journals; thus, occasionally resulting in problematic errors that can adversely affect scholarship. Also, the combination of the "re-keying" process and publisher restrictions can sometimes delay the release of the electronic version for 90 days.

Internet journals often cost the same as their print counterparts and sometimes cost more than the print.

As of March 1999, the publishing industry apparently has not developed an efficient price model for Internet journals. Some publishers only allow access to their online journals in conjunction with print subscriptions. This practice seems to fly in the face of common sense since you would expect that the production and distribution costs of electronic journals would be much lower than print journals. One publisher provided the explanation

that journal advertising rates are set according to the number of print subscriptions.

Subscribing to an Internet journal does not necessarily entitle you to archival rights.

Publishers often dictate a floating range of years that you can access upon purchasing an online subscription. For example, if you subscribe to the *Journal of XYZ*, its publisher might stipulate that you are purchasing access to five years of the journal. In 1999 you would have access to 1995-99, in 2000 you would have access to 1996-2000, and in 2001 you would have access to 1997-2001, and so on. In other words, you do not get to keep what you already paid for! If you wanted to obtain those years, you would most likely have to purchase them separately. Fortunately, many libraries and journal vendors are beginning to address this issue. However, as of March 1999, the issue is still not fully resolved.

Many journals are not yet available on the Internet.

Many publishers still have not completed plans to put their journals into electronic formats. It will take time until the vast majority of titles are available via the Internet. Additionally, most older issues of journals have not been converted to electronic formats. Although some projects have been initiated to digitize old journals, the process is time-consuming and expensive. Thus, it's unlikely that large numbers of journals will be available soon.

Conclusion

Despite the current limitations of Internet journals, the situation is improving on a daily basis. Publishers are beginning to realize that the future of much journal publishing is the Internet. A likely scenario is that bibliographic databases, full-text articles, and library catalogs will be integrated. Thus, researchers will be able to perform most of their research within one interface. The one aspect of the equation that seems unlikely to change is that access to journal articles will not be free.

The Gumberg Library has already added significant numbers of online, full-text journals and plans to add more as several issues are worked out (see "Gumberg Library Databases that Include Full Text Journals"). Dr. Paul Pugliese, University Librarian, has declared that the Library will investigate the possibility of an electronic subscription for every new journal it purchases. However, the Gumberg Library will make every effort to ensure that its electronic subscriptions include the full content of the journal, archival rights, reliable connections, and continuous (unbroken) service.

Searcher's > > > > > > >

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Tools for Bible Study: Seek and Ye Shall Find

By Patricia O'Kane, Reference Librarian

The Gumberg Library holds many treasures in the vast, challenging and unending area of biblical research. Books related to scripture have BS classification numbers. Some essential reference tools for bible study and interpretation in the Gumberg Library collection include: Commentaries, Concordances, Bible Dictionaries, Lexicons, Bible Versions, Translations, Bible Atlases, Electronic Resources, and works that discuss Biblical Archaeology and the Dead Sea Scrolls.

Commentaries — interpretations by authors of the writings of ancient Hebrews and Christians in their historical settings. A commentator studies a book of the Bible with great care and becomes acquainted with the style and language in which it is written and what the author is trying to say. The commentator takes into consideration the historical setting in which the author wrote. Commentaries may be written on the whole text of the Bible or on individual texts.

Examples: *New Jerome Biblical Commentary*, *New Interpreter's Bible*

Commentary Series — produced by one publisher and may include all the books of the Bible. They are designed to be a critical and historical commentary to the Bible with no limits on size or scope.

Examples: *New Testament Message*, *Old Testament Message*, *Heremia*, *Word Biblical Commentary*, and *International Critical Commentary*

Concordances — an arrangement of the words of the Bible in alphabetical order. By choosing a keyword, a user can locate the text in which the word occurs. This type of concordance is often referred to as an "analytical" concordance.

Example: *The Eerdmans Analytical Concordance to the Revised Standard Version of the Bible*

An "exhaustive" concordance is one which lists passages in sequence under a leading word.

Example: *NRSV Exhaustive Concordance. Complete and Unabridged*

A "complete" concordance is one in which every word is cited and at least one passage is given for a word.

Example: *The Complete Concordance to the Bible, King James Version*

Bible Dictionaries — contain an alphabetical arrangement of the words found in the Bible and include definitions. Some determining factors in the use of Bible dictionaries would be depth of coverage, degree of scholarship and knowledge of foreign languages on the part of the user. Bible dictionaries may be one-volume or multi-volume works. They may have many contributors who are leading biblical scholars. For quick access to basic information, a one-volume Bible dictionary may be adequate.

Examples: *HarperCollins Bible Dictionary* (1 volume), *Anchor Bible Dictionary* (6 volumes)

Lexicons — enable a reader by the study of various forms and meanings of words to determine the true meaning of a term. It is the task of the lexicographer to try to search out as many contexts as possible in which a given word is used.

Example: *Theological Lexicon of the New Testament*

Versions — another aid to interpretation. They represent the work of a group of scholars who have been appointed by several churches or the Council of Churches (Protestant), the Catholic Church or a religious order.

Examples: *King James Bible*, *Rheims Douai*, and *Good News Bible*

Translations — usually the work of several individuals who more or less privately undertake to translate the Bible from any number of languages into English.

Works that discuss Biblical Archaeology and the Dead Sea Scrolls — biblical archaeology is closely related to biblical theology. It is concerned with the exploration and excavation of areas and sites in the Holy Land that are of interest to students of the Bible. The discovery of the Scrolls in the late 1940s was a sensational archaeological event. Since that time there has been an explosion of scholarly investigation into the mysteries of these ancient texts.

Bible Atlases — include a great variety in content. They may be only map collections, others may have maps accompanied by archaeological research relating to various topics such as military campaigns, populations, history, cults. Some atlases contain excellent photography.

Examples: *Oxford Bible Atlas*, *Harper Atlas of the Bible*

Electronic Resources — several may be of interest for Bible study, including: Old Testament Abstracts, Bible in English (20 versions), American Theological Library Association Religion Database, Catholic Periodical and Literature Index and Dissertation Abstracts. There are a growing number of Web sites dedicated to all aspects of theology including scripture. The catalogs of many universities (showing scripture holdings) are also available on the Internet.

Conclusion

Believe it or not, the Gumberg Library holds all of the above. "Seek and ye shall find." The reference librarians are at your service.

The Reserve Room: Where is it and What's it for?

By Joe Nelson, Reserve Clerk/Statistician

Many of you, both students and faculty, are very familiar with the Reserve Room. Last year, approximately 200 instructors placed over 2,000 items on reserve for their classes. Those items were checked out (or used) over 16,500 times! Since some of you may not be familiar with the Reserve Room yet, let me start with the basics.

The Basics

The Reserve Room is located on the fourth floor at the Circulation Desk. It contains supplemental and required readings for many of the courses offered at Duquesne. The contents of the Reserve Room vary. Everything from personal items (like sample exams, textbooks, or photocopied articles), to Library books and videos, has been on reserve at one time or another. And as every P.T. student knows, even artificial bones are available at the Reserve Room.

Students may be asking themselves, "How do I get something that my instructor has on reserve?" Well it's very simple, really. Just come to the front desk and ask us for it. You will need to have your D.U. card with you, since you will not be able to get anything from the Reserve Room without it. It helps if you know your instructor's name and the title of what you need, but if you don't, ask us anyway. Sometimes we know what you're looking for and if we don't, we can try to figure it out together. All the items currently on reserve are listed in binders at the end of the Circulation Desk. One binder lists the items alphabetically according to the instructor's last name. The other lists items alphabetically by their titles.

Placing Materials on Reserve

Faculty may be wondering, "How do I put something on reserve for my students?" Glad you asked. If you want to put something on reserve (either from our collection or your personal copy), all you need to do is fill out a Reserve Request Form. You can pick up the form at the front desk and fill it out later, or bring the

materials with you to the front desk and fill it out immediately. The form asks for your name, department, and phone number. It also asks for the course name and number for which the item or items will be on reserve. It explains our policy for accepting multiple copies, (i.e., five copies maximum due to copyright restrictions) and asks how long you would like the item(s) to circulate for, i.e., two hours Room Use Only (in-library use), one day, three days, or seven days. Please note that all personal items are required to have a circulation period of two hours Room Use Only. If you place items on reserve from the Library's collection, please write the call number information in the appropriate column, as well as the author and title information. Author and title is required for all materials being placed on reserve.

It usually takes about an hour to process reserve materials, but that depends upon the amount of material being processed and the time of day the material is dropped off. We would appreciate a day or two to process materials before they are assigned to the students. At the beginning of each semester, (usually the first two weeks), we experience a "rush." During that time it may take up to a week to process your reserve material. Please take that into consideration when preparing for your courses.

Under certain circumstances, we will rush items through the process. For example, sometimes the bookstore will run out of the text for the class, and a handful of students are without it until a new shipment arrives. The instructor may decide to place his/her copy of the text on reserve so the students will be able to do their assignments. We will expedite the process.

The Reserve Room fills the gap between books students must purchase and books available in the Library. Additionally, it ensures that Library books needed for a

course are available to all students. Faculty and students will save both time and money when they make effective use of the Reserve Room. The Reserve Clerk and the entire Circulation Department look forward to working with you this semester and throughout the year.

I hope this introduction has been informative. If you have any questions, please feel free to call me at 412-396-6131.

Meet the Staff



Joe Nelson

Reserve Clerk/Statistician

Prior to graduating from Duquesne, Joe worked as a student employee in various departments of the Gumberg Library. In 1991, he was hired as the full-time Reserve Clerk. In addition to his circulation and reserve duties Joe maintains all Circulation Department statistics. Using his knowledge of various spreadsheet programs, Joe has helped several departments in the Library to organize their statistics. Outside of work Joe enjoys watching both baseball and football. He is an avid fan of the Steelers, "Dilbert," the "Far Side," and "The Late Show with David Letterman." As a history buff he is interested in the Civil War and the Middle Ages. Joe received an M.B.A. from the A.J. Palumbo School of Business Administration in 1994.

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The Simon Silverman Phenomenology Center of Duquesne University Seventh Annual Symposium

Title: Confluences: Phenomenology and Postmodernity,
Environment, Race, Gender

Date: March 12-13, 1999

Location: Law School
Duquesne University
Pittsburgh, Pennsylvania

The Symposium is free and open to the public and will address the mutual influence of phenomenology, postmodernity, environment, race, and gender.

For further information, contact:

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