



# Boston Broadside

The Boston Chapter Newsletter

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## From the President's Desk

by Greg Bartlett,  
Boston Chapter President

Transformation... communities... rechartering: what's it all mean for you? STC's hope is that by refocusing at an international level and at the chapter and SIG levels, STC will be able to serve your needs better.

The Boston Chapter, as are all STC chapters, has recently completed a rechartering document. This article gives a little background about what rechartering involved and the focus of our rechartering document.

You can read the full rechartering document on the STC-Boston Web site, in the "About Us" section.

*"...President's Desk (continued on page 2)"*

## Implementing Web Site A-Z Indexes

By Heather Hedden  
Boston Chapter

One thing that distinguishes the Boston Chapter web site from that of many other chapters and organizations is its Site Index. Accessed by a link at the bottom of every page, it is a browsable, alphabetical arrangement of topics that goes into more detail than the Site Map.

### A-Z Indexes and Search Alternatives

To distinguish it from other kinds of "web indexes," the browsable, alphabetical list of concepts or topics is often called an "A-Z index." As with print indexes, human indexers and not computers create browsable A-Z site indexes. Such indexes are not merely an alphabetical sorting of page title names, just as a book index is not a mere alphabetizing the table of contents. Terms are carefully worded, multiple terms for the same concept and page are created, and a structure of second-level subentries is supported.

A major reason A-Z indexes are not implemented more on Web sites and intranets is the prevalence of inexpensive or free search engines. Search engines, however, may not retrieve the desired results if the user does not enter the search word or phrase exactly as it is found in the text. A search engine, unlike a human-created index, does not allow for variant terms (double posting) or cross-references. Rather, it is up to the search engine user to consider all variant forms of a term. Furthermore, search engines may retrieve too many irrelevant pages simply because the search word or phrase was mentioned somewhere in the text, even if mentioned only in passing. On a very large site, however, a combination of a search engine and an A-Z index can serve users well.

There may also be a mistaken belief that either a good site navigation menu structure or a site map is sufficient. A navigation menu is limited to concise labels and often only those that can fit on buttons. A site map has the space for longer titles, but, as with a navigation menu, there is only one label per Web page. There is no place for variant names. You can think of a site map as a table of contents. While very useful, it does not offer the level of detail nor offer multiple entry points as does an index.

Finally, taxonomies are increasingly used as a search method in large Web sites and intranets. A taxonomy is a hierarchical classification scheme where a user first selects from one of various broad topics. Each of those topics leads to a page with a selection of more specific topics from which to choose. From there each topic links to increasingly specific topics until the precise content section is reached. The main advantage of an index over a taxonomy is that the user does not have to click through multiple pages of topics, nor does the user have to guess as to which category the desired topic is to be found. (Even if the topic is listed under multiple places in the taxonomy, the user may not be aware of that fact.) Taxonomies usually serve the Web site user better if the user is thinking in terms of a classification search, which is typical for the searching of products, but less so for the searching of ideas or concepts.

### Sites Most Suitable for Indexes

An A-Z index can work well on a wide variety of sites, but it is especially beneficial for particular kinds of sites. Factors that help determine suitability include site size, changeability, quantity and nature of the content, and users of the site.

*"Implementing Web Site...(continued on page 2)"*

## **Transformation**

The transformation is a project that STC, at the Society level, has been pursuing since last year to thoroughly reexamine what STC offers and how it should be run. The economy and profession continue to change; it is essential that STC transforms itself to successfully serve its communities.

## **Communities**

At a very broad level, STC has one community: technical communicators. However, to adequately serve that community, STC must recognize and nurture the communities within that broader community. STC communities include

- Chapters -- based on geography
- SIGs -- based on special-interests, in terms of special aspects of technical communication or professional roles

## **Rechartering**

As Society challenges itself to reevaluate its goals and how it operates, it is also asking chapters to do the same. They provided a rechartering form with several questions that provide a framework for the rechartering process and document.

Several chapters, including the Northern New England chapter, were pilots for the rechartering process. This year, the other chapters are being asked to recharter.

Each chapter has been given a lot of freedom to use a process of their choice. Here is a summary of the process we used:

- 1 Council members reviewed various chapter-level and Society-level planning documents and gave me input for our rechartering document.
- 2 I integrated that information into a draft rechartering document.
- 3 We did a design review of the draft at a Council meeting.
- 4 I revised the document and passed it on to Cindy Currie (Region 1 Director-Sponsor), Paula Berger (STC First Vice President and former Boston chapter president), Taryn Light (former

The size of Web site most suitable for an index can be anywhere from 25 pages to several hundred. For Web sites that are even larger, you might consider an index for one or more subsections instead. A very large site is not only a lot of work to index, but by the time an index is completed, the site will likely have changed.

Relatively static sites are more suitable for indexing than highly dynamic sites. But even if content changes, as long as it is specific content within a page whose general topic stays the same, the page can be indexed in a general manner. Pages known to be temporary should be omitted from the index. Web sites that change especially frequently, though, such as a Web site dedicated to a special event, are not suitable for indexing.

A site that is rich and varied in content is most appropriate for indexing. Some sites may have a sufficient number of pages, but if the pages are mostly images, components of online games, or short descriptions of directory entries, an index is neither needed nor helpful. A directory-type site might require an alphabetical list of names to look up, but this would not be a structured, topical index.

Web sites that tend to get repeat visitors are especially good candidates for indexes. In the case of back-of-the-book indexes, it is the reference book, one that the researcher goes back to repeatedly, where an index is especially appreciated. Similarly, Web sites that tend to get repeat visitors are especially good candidates for indexes. Sites that have high repeat visitors include intranets visited by their employees, educational institutions by their students, organizations by their members, and municipal sites by their residents.

## **How to Index a Web Site**

Creating a Web site A-Z index requires at least some basic indexing skills: knowing how to identify key concepts, coming up with variant terms by which the same concepts can be named, and determining a structure of main entries and subentries. If you have indexed books or online documentation and have a basic familiarity with HTML or HTML editing tools, you can index a Web site. If you lack the basic indexing skills, you can learn basic indexing by taking a training workshop or online course. Finally, there are a number of freelance professionals who have skills in Web site indexing and would be willing to take on a contract assignment. In any case, the person creating the Web site index may or may not be responsible for maintaining the index later. The indexer and Webmaster need to agree on who will maintain the index as the site changes.

## **HTML Index Structure**

In the HTML environment, index entries are hyperlinked to the relevant sections of text within the Web site or intranet. They may link to the top of a Web page or to a named anchor placed at a section heading within the page. Subentries are typically indented under main entries, following the book index style. To avoid added blank lines between entries and subentries, you can format the index as an unordered (bulleted) list or a definition list, or you can insert repeated blank spaces for the indenting. All main headings without subentries and all subentries are linked to the relevant text. Main headings that also have subentries may or may not be linked to the text. See cross-references may be hyperlinked to the preferred term within the index, especially if there are multiple subentries, or they may name the preferred term but link directly to the text. See also references are hyperlinked to the term referred to within the index.

For easier browsing, the alphabetical index is broken down into sections with headings for each letter of the alphabet. In a Web site index, hypertext letters of the alphabet, typically placed at the top of the page, link to each letter heading within the index below. If the index is large, each letter section of the alphabet may have its own separate Web page. Unlike print indexes, which tend to be formatted in two or more columns, Web indexes are best kept in a single column for easy scrolling.

Boston chapter president), Virginia Adams (Membership Chairperson) and Rich Feitelberg (Webmaster) to get their comments.

- 5 I made the final revisions and submitted the rechartering document to Society.
- 6 Rich Feitelberg put the rechartering document up on our Web site.

### **So What’s Our Rechartering Document Say?**

Our rechartering document addresses questions relating to

- Our chapter’s name (some chapters chose to rename themselves)
- Who we want to have as members and what their needs are
- Our goals, with our strategies to achieve those goals, and programs/activities to support those strategies
- Our support for the Society
- Our mission

**Name:** We’re keeping our name -- Boston Chapter of the Society for Technical Communication (Boston-STC)

**Members:** We want to continue to appeal to current and recent STC members, as well as technical communicators in under-represented sectors, members of related professional organizations, and students. We need to make chapter membership attractive in the context of the financial and time constraints potential members face, and competitive with offerings of other organizations.

Our definition of a technical communicator is someone who designs, writes, and delivers useful and easy to use procedural, conceptual, and reference information to targeted audiences, to help people perform their work more effectively.

**Goals and strategies:** Here are the four goals we set, with an explanation of why we felt each goal is important. For each goal, we listed some key strategies we will pursue (most are consistent with the general approach we have been trying to

### **Types of Web A-Z Indexes**

Different kinds of Web A-Z indexes require different approaches to indexing. Book-like documents, such as manuals, on Web sites or intranets are indexed in a way similar to indexing books. Index entries should be linked to existing section headings within each Web page.

Indexes of entire Web sites are also similar to book indexes, but the indexer must take into consideration the perspectives and goals of various users of the Web site: employees, members, visitors, customers, prospective customers, etc. While book readers searching an index are seeking information, users of Web sites may not merely want information, but may also want to perform a task, such as purchasing a product, registering for a program, downloading software, etc. When deciding the wording of the index entries, the indexer needs to take into consideration the task-oriented needs of the user. When different sections of a site serve different purposes, it may make more sense to create separate indexes for separate sections of the Web site. In addition, page lengths within Web sites can vary greatly, and section headings may lack anchors, requiring the indexer to insert them.

Online periodical indexing resembles traditional journal indexing. Indexing tends to be done to the level of the article, rather than to more specific topics limited to a paragraph. Since on the Web, no matter how long an article is, it comprises just one Web page, indexing is done to the Web page level, but usually not to sections within pages. In article collections, over time, there tend to be more than one article on the same subject. Since in a Web index each entry can point/link to only one location, the indexer may need to include a date as part of an entry name to differentiate otherwise identical entries. When dealing with a very large and growing collection of articles, however, it may be better to create an index that queries a database of article records, rather than using a simple hypertext index page.

### **Principles of Good Web Site Indexing**

Basic indexing principles should be applied to Web site indexing, but there are also certain issues unique to indexing this medium. Topics should be indexed only if sufficient information about them and not merely a passing mention is provided in the text.

One complication involved in HTML indexing is that a hypertext entry can link to only one location. If there are multiple pages on the same topic, the indexer needs to be creative and come up with additional unique subentries for each. The other alternative is for the indexer to omit references to text if the information is repeated elsewhere in greater detail.

The Web site indexer must also deal with particular issues when choosing what pages to index. The types of pages that are best avoided in indexing include “navigation” pages. These are Web pages that introduce a section of a Web site, and have brief descriptions and links to the pages below it in the hierarchy, but rarely contain unique content. Even the home page can be excluded from the index if the information on that page is presented elsewhere in more detail. On the other hand, pages that should be indexed include “function” pages, such as login pages and forms, even when they contain little content, and non-HMTL pages, such as PDF files.

### **Web Indexing Tools**

The indexer is likely to find creating a Web site index without an indexing tool and using only an HTML editor and a word processor for alphabetical sorting to be rather tedious. If you manage the Web site yourself and have unlimited time, you might consider this approach; otherwise you should look into various indexing tools.

A help-authoring tool that creates HTML output is certainly one possibility, especially if you are already using such a tool and are familiar with how to write an index with it. You should be aware, though, that the index output feature of type-ahead scrolling requires scripting that can be slow to load for outside connections to the web. This option would be more suitable for an intranet index.

pursue).

- 1 Contribute to advancing the state of the art of technical communication
  - Improve the experience of the users of our technical communication “products”
  - Look forward at all times and focus on improving our craft
  - Help our members succeed by advancing the profession
  - Promote a healthy profession to foster an environment in which our chapter can thrive
- 2 Provide quality services to meet the needs of members of the technical communications community
  - Be the first source technical communicators seek to improve their careers
  - Provide services that technical communicators rate as being excellent
- 3 Be an organization to which most local technical communicators belong
  - Increase our base for financial strength and sources of volunteers to run the chapter
  - Reach a big audience for our offerings, to attract higher caliber speakers and sponsorships
  - Create a value proposition that attracts members
- 4 Run an efficient and financially sound chapter built for the long run
  - Keep the costs down for our members
  - Make prudent financial decisions
  - Prepare for continuity from year to year

**Support for Society:** The goals of Society and our chapter are tightly aligned. Some members come to the chapter via the Society level, and others come to Society via the chapter level (e.g., a non-member attends a chapter program, wants to join the chapter, and in the process, joins STC). So each level clearly has a strong interest in supporting and promoting the other.

One free help-authoring tool that allows you to create HTML indexes without type-ahead is FAR HTML ([www.helpware.net/FAR/index.html](http://www.helpware.net/FAR/index.html)).

Book indexers who use one of the book indexing tools, such as Cindex, Macrex, or SKY Index, can copy and paste Web page filenames, anchors, and URLs into the locator field, and then use the DOS utility HTML/Prep ([www.levtechinc.com/ProdServ/LTUtils/HTMLPrep.htm](http://www.levtechinc.com/ProdServ/LTUtils/HTMLPrep.htm)) to convert the tagged index into HTML with hyperlinked entries.

For a stand-alone Web indexing tool, you might consider a freeware program called XrefHT32 ([publish.uwo.ca/~craven/freeware.htm](http://publish.uwo.ca/~craven/freeware.htm)) and a commercial program called HTML Indexer ([www.html-indexer.com](http://www.html-indexer.com)). Both programs allow you to import Web page file names and anchors for indexing and sort the index entries alphabetically, allowing for subentries.

## Conclusions

Just because newer search methods – drop-down menus, site maps, search engines, taxonomies, and even newer ideas of topic maps and ontologies – have been developed to work well on the Web does not mean that a much older technique, the alphabetical index, cannot continue to work well with Web sites and other HTML documents. Users are already familiar with how a back-of-the-book index works, and there is a large pool of experienced indexers in addition to a wealth of literature and courses on indexing. The traditional index, in addition to the other search methods, can serve Web site users well.

## Resources

Web Indexing Special Interest Group of the American Society of Indexers: [www.web-indexing.org](http://www.web-indexing.org)

American Society of Indexers: [www.asindexing.org](http://www.asindexing.org)

STC Indexing SIG: [www.stcsig.org/idx](http://www.stcsig.org/idx)

“Creating Website Indexes” Online Workshop, Simmons College Graduate School of Library and Information Science [www.simmons.edu/gslis/continuinged/workshops/online.shtml](http://www.simmons.edu/gslis/continuinged/workshops/online.shtml)

## Further Reading

Brenner, Diane, and Marilyn Rowland, eds., *Beyond Book Indexing: How to Get Started in Web Indexing, Embedded Indexing, and Other Computer-Based Media*. Medford, NJ: Information Today, 2000.

Browne, Glenda, and Jonathan Jerney, *Website Indexing: Enhancing Access to Information within Websites*. 2nd ed. Adelaide, South Australia: Auslib Press, 2004.

## About the Author

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### About the Society for Technical Communication

**Mission:** *Creating and supporting a forum for communities of practice in the profession of technical communication.*

For more information, visit us online:

Society for Technical Communication

[www.stc.org](http://www.stc.org)

Boston Chapter

[www.stcboston.org](http://www.stcboston.org)

We will promote and contribute to Society-level activities and help keep our members informed about Society-level news.

**Mission:** Our existing mission statement stands the test of time well and reinforces the themes of our rechartering document. For those of you who haven’t memorized our mission statement, here it is:

- Best serve our membership and nurture an active, involved, and growing member base.
- Provide professional development for technical communicators, especially around the technology of information design and delivery.
- Provide leadership in defining the needs for technical communication in the future and the job skills that will be required.
- Develop a sense of community among STC members and technical communicators in the area.
- Increase visibility and perceived value of the technical communication profession within the industry.
- Encourage the pursuit of careers in technical communication.

### **Give the Council Your Feedback**

Based on our interactions with many members, program evaluations, Web polls, and our own personal perspectives, we made our best attempt to prioritize what we think you, the chapter members, want us to provide.

The rechartering document is a living document, designed to guide us for the future. It, along with our Strategic Plan, lays the foundation for the Council for each year.

So, please give the Council your feedback and ideas about the rechartering document: where it is on target and what changes you would suggest. We will adjust the document over time based on feedback from our members.

### **Help Us Make It Happen!**

The rechartering document outlines an aggressive agenda that will require our members to actively participate in and volunteer to make the activities happen. On an ongoing basis, you need to let the Council know what you want, as well as what’s working and what isn’t, so that we focus on the right things.

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## **Avoid the Top Three Cover Letter Mistakes!**

*by Deborah Walker, CCMC*

As a career coach and professional resume writer, I’m often asked “How important are cover letters to my job search?” My answer is, “It depends on how long you want to search for your next job.” If you are in no hurry to get interviews, then don’t worry about your cover letter.

The fact is I’ve never met a job searcher who wants to have a painfully slow job search. The whole point of sending out resumes is to get multiple interviews as quickly as possible. But many job seekers still unwittingly sabotage their efforts by using substandard cover letters. Instead of helping you, your cover letter may actually be hurting your job search.

For fast job search results, avoid these top three cover letter mistakes: not understanding the hiring motives of your audience, repeating rather than introducing your resume, and overusing the word “I.”

### **1. Not understanding the hiring motives of your audience**

There are three basic audiences that a job seeker sends his/her resume to: executive decision-makers, resume screeners, and third-party recruiters. Each of these groups has its own hiring motives.

**Executive decision** makers are looking for candidates who will have a significant impact on bottom-line initiatives, such as time saved, income generated, revenue built, etc.

**Resume screeners** are searching for candidates who directly match the lists of qualifications in the job description.

**Third-party recruiters** are looking for selling points to help position you as a top candidate.

Knowing these hiring motives will help you craft your cover letter specifically to catch the attention of your particular hiring audience. By appealing directly to the reader, you are creating an immediate bond that will make you a stronger candidate.

## 2. Repeating rather than introducing your resume

Repeating the exact same things you wrote in your resume is one of the most common cover letter mistakes. No one wants to read the same thing twice. By the time most people have finished writing their resume, they feel that they have run out of ideas and just cut and paste to create a cover letter.

Instead, the cover letter should be what sells the reader on your skills. Like the jacket-cover introduction to a good book, the cover letter should give the reader a taste of the great things to come and encourage them to read more.

If you don't have any idea what your top skills are and how they will help the company, neither will your reader. Take the time to craft the right words and statements to make your skills shine.

## 3. Overuse of the word “I”

A cover letter that begins nearly every sentence with “I” is as boring as a conversation with someone who only talks about himself. That kind of person one avoids at all costs. Is that the way you want your reader to see you?

Focusing all the attention on yourself may seem like a good way to sell your skills. But it can also reflect lack of interest in the company, in the job, and in making a real contribution to that workplace. There's a good balance to be drawn between selling yourself and selling what you can do for the company.

Creating variety in the sentences of your cover letter is an easy way to show your interest without being self-centered. By shifting the emphasis to the recipient/company—and away from yourself—you can prove that your main interest is not just in winning the job but also in doing it effectively. Try to rewrite sentences that start with “I,” “me,” or “my,” to start with “You,” or “Your.” Show how you can make a difference for them.

A cover letter that is poorly written may cause your resume to be ignored. But a well-crafted cover letter will invite and encourage the reader to take a closer look at your resume. You'll make a positive first impression before your resume is even opened.

Rather than making your cover letter an afterthought, take the time to really consider the type of presentation your cover letter will make. If your resume isn't winning you job interviews, consider hiring a professional resume writer to help. It's true what they say: You never get a second chance to make a good first impression.

Deborah Walker, CCMC

Career Coach ~ Resume Writer

Email: Deb@AlphaAdvantage.com

Find more job-search tips and resume samples at [www.AlphaAdvantage.com](http://www.AlphaAdvantage.com).

## Ask the President

Greg Bartlett,

STC-Boston President

In recent conversations with, and emails from, several members, a number of interesting questions and suggestions have come up. I thought I'd pick a very high-level question asked by one member:

***“What is the role of Boston Chapter Council? What do people on the council do?”***

According to our Bylaws, the Administrative Council:

“... consists of 12 voting members: the five officers, the immediate past president, and six members at large. All council members are elected by the membership... the council directs chapter activities in order to meet Society objectives.”

In other words, the Council makes decisions about how the chapter is run, consistent with the Bylaws. We decide how money is to be spent, plan activities and initiatives, coordinate with Society, and make decisions to address issues as they arise. Each council member usually leads one of the chapter's committees, such as the Programs Committee.

### Do you really want to know...

...what's going on with the STC in Boston? Here's your chance to get it straight from one person who knows.

**STC Boston Chapter President Greg Bartlett invites you** to ask questions about the Boston Chapter, upcoming events, STC, whatever. His answers will be featured in his new column, **Ask the President**, in upcoming issues of the *Boston Broadside*. So, if there's something you just have to know, contact Greg at:

[president@stcboston.org](mailto:president@stcboston.org).

Joining me on this year's Council are:

- Michael Ball, First Vice President
- Steve Greffenius, Second Vice President
- Lynda Schiff, Secretary
- John Welle, Treasurer
- Steve Jong, Immediate Past President
- Karen Giventer, at large member
- Jon Harvey, at large member
- Rick Lippincott, at large member
- Ilana Sztaimberg, at large member
- Ed Marshall, at large member
- Bill Gruener, at large member

Detailed decisions about how activities are performed are usually made at the committee level. The Council only gets involved if there needs to be an outlay of money or if an issue affects several aspects of the chapter, beyond the scope of a specific committee.

Please feel free to talk with any Council member at a chapter event or via email. We welcome your feedback, ideas for how we can improve things, and of course, any offer you might make to volunteer to help with a chapter activity. We meet on the first Wednesday of each month (except for July); let us know if you have ideas that you would like us to consider at a Council meeting.

You can find Council contact information on the chapter Web site (About Us --> Chapter Contacts):

<http://www.stcboston.org/chapter-info/contacts.shtml>

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## Delegate Wisely

*by Steven Greffenius*

I seldom watch television news, but I like to read about what happens there. So I learned of Michael Brown, former head of the Federal Emergency Management Agency, and his unfortunate reply when someone from CNN asked him about the situation at the New Orleans convention center. He didn't know anything about it, even though the networks had highlighted the dire situation at the center for about twenty-four hours.

Well I wouldn't expect the director of FEMA to watch CNN during a crisis like that. If he's taking time to watch television, he's definitely not doing his job. If his organization's running well, he has an assistant who gives him the information he needs before he updates the nation on his agency's response to the hurricane. If the information's not available, the assistant reminds him: "And sir, if they ask you something you don't know, tell them we're doing everything we can, as fast as we can."

Clearly FEMA was not a well-run organization, and Mike Brown did not have an assistant to remind him what to say. Management experts will analyze the breakdown at FEMA for a long time, but we can say now that Michael Brown didn't delegate wisely. From what we can see, he didn't delegate key tasks at all. A breakdown follows, because one person can't do everything. We know that an organization without wise delegation can't function well.

Effective delegation of responsibility works much the same in most settings. Let's switch our view to a business enterprise. Think about instances of effective and ineffective delegation in your own workplace. What do you (and others) do when you delegate wisely? What do you avoid? Here are three initial points:

- Work with people you trust.
- Listen carefully to what they say.
- Involve yourself with the work they do.

### Tip of the Month

**When you use a version of FrameMaker that is older than v7.0, Adobe recommends that you print to the distiller to achieve the best results when creating a PDF of your FrameMaker file.**

*"Delegate...(continued on page 8)"*

## Trust

Let me make a few remarks about working with people you trust. I don't have anything new here, just reminders of what we already know:

- Keep your word.
- Expect honesty and openness from the people who work for you.
- Keep lines of communication open and active.
- Expect great things, but also give people room to make mistakes.
- Ask for help when you need it, and expect others to do the same.

In all of these principles, you make yourself and those you work with worthy of trust. People who trust each other can get a lot done together.



## Listen

Listening is your main communication tool if you want to stay in touch with what is happening right now. If you listen carefully to people's reports, you'll hear problems, proposals, and important information that you need to know.

The manager's everyday questions are: What do you need from me? How can I make your job easier? What can I do to make you more productive? In a good working relationship, where communication comes easily and the manager is in touch, the manager won't even have to ask these questions. The responsible person knows what the manager needs to know, raises current issues, and the conversation begins.

The first quality of a good leader is to be a good listener. Of all the communication skills, it is probably the most difficult. It requires at least as much discipline and concentration as writing. You have to engage with the speaker and be ready to respond. Good listeners demand a lot of themselves.

Let's compare listening and reading as information gathering tools for a moment. You can ask people to put everything in written reports, but how timely is the weekly status report? A detailed report takes time to write, and people don't like to put bad news or troublesome problems in writing. To get a detailed and realistic picture of what's happening right now, you need to talk to people.

Here are a few practical points you can use in any work setting:

- Create opportunities for listening. Informal, short meetings and one-on-one conversations give people a chance to talk.
- Ask questions about what's going on, and mean it. People love to talk about the work they are doing. Genuine interest is rare, and people respond to it.
- Ask good follow-up questions. That affirms your interest, confirms you've been listening well, and encourages the speaker to expand on important issues.
- Listen for problems and issues that require coordination. That's where you can make people's jobs easier: when you coordinate their work flow with others' work flow.

The great thing is that when you give yourself over to these activities, you benefit from being generous to others. So, when you're a leader, take time to listen to what others have to say. The people who work for you want to make you look good, but they can't do it if you close them out. Interestingly, you let them in when they talk. And after you have invited them in and listened to them, they'll listen to you and work hard for you down the line.

## Engage

I know a school director who trains and supervises teachers. She visits the teachers' classes regularly. The teachers appreciate the chance to talk with her about how the class is going. Yes, she goes to make sure things are going okay, but the teachers don't feel she's looking over their shoulders. She offers some on-the-job training, stays in touch, finds out what they need to make the classes go better.

It's the same with writing. A writer works alone during much of the book development process. So a writer always wants a good editor at the end. The editorial process is built into book development, not because editors think writers won't get it right, but because it is the best way to complete a project. The publication improves when writer and editor communicate well, when they collaborate to create the best possible book for the customer.

In both cases — classroom teaching and publishing — supervisors engage themselves in ongoing work. We all know about the manager in Dilbert: he's out of touch and slows things down at every turn. A good leader knows what's needed and offers a welcome assist. With good management, a collaborative model of leadership is built into the process of delegation.

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*“Delegate...”*

### To Conclude

The consequences of not delegating wisely can be pretty bad. People die unnecessarily in the aftermath of a hurricane. A corporation goes bankrupt because no one but the perpetrators knew about the financial chicanery going on. An army loses its fighting effectiveness because its leaders don't listen to the soldiers and officers in the field.

Closer to our workaday experiences, we know that poor delegation has a lot of smaller effects. Schedules slip or don't get written to begin with, bottlenecks develop, strained working relationships cause low morale. All of these affect productivity. When productivity goes south, call a holiday — and the management consultants!

The odd thing about delegation is that it happens all the time, in the messy world of everyday work. It's informal. Lines of authority change. Friendships go through good and bad times. Projects change, some things get done and others don't. In the midst of a confusing environment with subtle signals, it's useful to stay with some simple principles that hold in all settings: work with people you trust, listen carefully to what they say, involve yourself with the work they do. All three of these principles point toward healthy and productive working relationships. And within that kind of relationship, wise delegation comes naturally.

### Resources

~ The Boston Consultants Network is affiliated with the Institute of Electrical and Electronic Engineers. The URL is <http://boston-consult.com>.

~ The Boston Chapter of the Society for Technical Communication is located at <http://stcboston.org>.

Steven Greffenius started TechWrite Publishing in 1997, and has worked in the field of technical publishing since then. To learn more about TechWrite Publishing,, please visit <http://TechWritePublishing.com>.



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## Let There be Light: The Role of the Son of Slaves in Developing Electric Light

*by Graeme Lister*

Artificial light is something we expect to be available at the flick of a switch, whenever it is needed. Our streets, homes, and offices are lit by a myriad of electric lamps in a multitude of shapes and sizes. But the story of electric lighting started with a simple discovery more than two centuries ago and continues today in laboratories and factories throughout the world.

The path to modern electric lighting is paved with successes, failures, dedicated research and practical application by a wide cast of characters. Thomas Edison's name is indelibly linked to the discovery of the light bulb in the United States, but his invention was the culmination of 75 years of research by scientists and engineers throughout the world. It would take another half century to develop the light bulb in the form we know today.

### Escape to Boston

Of all the personal stories associated with the development of the light bulb, none is more poignant than that of Lewis Latimer. Latimer was the son of escaped slaves and rose from poverty to become the leading African American engineer of his generation and a member of the exclusive Edison Pioneers.

Lewis Latimer, the youngest of four children, was born in Chelsea, Massachusetts on September 4, 1848. His parents, George and Rebecca Smith Latimer, had escaped from slavery in Norfolk, Virginia in 1842, determined to raise a family in freedom. The couple stowed away on a ship to Boston, where their arrival precipitated a cause célèbre. George Latimer was immediately arrested and imprisoned without a warrant or charges against him. The case caught the attention of the leading abolitionist Frederick Douglass and a newspaper, *The Latimer Journal and North Star*, was published three times a week until George Latimer was released a month later.

The family was extremely poor and as a small boy, Lewis sold newspapers and helped his father in his barber shop. His sporadic attendance at elementary school completely stopped when his father left home and the ten year old Lewis had to work full time. The reasons for the father's departure were never fully clarified, but the Fugitive Slave Act was still in force and he may have feared being secretly abducted and returned to his former owner. Lewis Latimer eventually enlisted in the Union Navy as a cabin boy on a gunboat.

*“Let there be...(continued on page 10)”*

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“Let there be...”

## Becoming a draftsman and inventor

After his discharge from the Navy in 1865, Lewis was hired as an office boy by Crosby and Gould, a firm of patent lawyers. Fascinated by the work of the firm’s draftsman, he bought books and second hand instruments, teaching himself to draw at night. He convinced his employers to hire him as a draftsman and stayed with the firm for the next eleven years. His drawings secured a number of important patents, the most famous being that of Alexander Graham Bell for his invention of the telephone.

Not content with helping to publish other people’s patents, Latimer started making inventions of his own. His first patent was for an improved water closet designed especially for trains. Other patents, providing practical solutions to everyday problems, soon followed.

## Developments in lighting

The catalyst for Lewis Latimer’s long and distinguished career as a lighting engineer came in 1879, when Thomas Edison in the United States and Joseph Swan in England separately demonstrated the world’s first electric light bulbs. The lamps were made by passing an electric current through a piece of burnt cotton thread, which was mounted in vacuum in a glass bulb. These first lamps burned for just 40 hours. (The principle of electrical incandescence – the fact that some substances glow when an electric current is passed through them – had been discovered by Humphry Davy, at the Royal Society in London in 1802.)

The next breakthrough came in 1840, with the discovery that a carbon filament would not burn away if enclosed in an air-free environment. The invention of the mercury drop pump by William Sprenger in 1860 gave the development of the light bulb an important boost, but it still took 10 hours to pump the air from a single bulb.

The achievements of Edison and Swan sparked renewed interest in the future of electric lighting on both sides of the Atlantic. Shortly afterwards, Hiram S. Maxim, head of the U.S. Electric Lighting Company, hired Latimer as his chief draftsman. Both men realized that the original Edison lamp was not practical for household or street lighting. The filaments were expensive to make and were easily broken, or became irregular in shape. An inexpensive and long lasting filament was needed if electric lamps were to become commercially successful.

## Latimer’s achievements

Latimer experimented with different ways of making carbon filaments. With no scientific principles to guide him, he worked by “trial and error” (a method referred to today as “Edisonian”). He finally solved the problem by placing paper or strips of wood, shaped in the form of coils, into small cardboard envelopes, which were heated to a high temperature in an air-free environment. The coils were coated with a non sticky substance, or placed between strips of tissue paper, to prevent them from sticking to the envelopes.

Lamps with these new filaments burned for several hundred hours and were inexpensive to manufacture. The invention revolutionized the lighting industry, but the new lamp was known as the “Maxim lamp,” since the patent was assigned to Maxim’s company. In 1970, as part of an exhibition at the Henry Ford Museum in Michigan, one of the Latimer’s original lamps was lit and found to be as good as new after almost a century.

In 1881, Lewis Latimer was asked to install electric lights in New York, Philadelphia, Montreal and London. Two years later he joined the Edison Lighting Company, where he became an expert on all forms of electric lighting. In 1890 he wrote the first book on the subject, *Incandescent Electric Lighting*. His crowning achievement was his selection as a founding member of the “Edison Pioneers” in 1918, an honor reserved for the brightest and best engineers and scientists.

## A man for all seasons

Latimer’s humble upbringing had given him a profound social conscience. During the Reconstruction period after the Civil War, he helped former slaves and their families adjust to their new circumstances. Later, he became a powerful writer and speaker in support of the early civil rights movement. At the end of the 19th century, impoverished immigrants were arriving in America to seek a new life. Latimer realized that many of them lacked education. For years, he taught English and mechanical drawing at the Henry Street Settlement in New York, established in 1893 to provide job training, recreation and health services for immigrants.

Latimer also had a love for music, literature, and poetry. After the death of his wife in 1924, Latimer’s family published a book of his poems, *Poems of Love and Life*.

“Let there be...(continued on page 11)”

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*"Let there be..."*

## Lighting today

By the time of Latimer's death in 1928, incandescent lamps closely resembled the light bulbs we use today. The carbon filaments were replaced by an intricate double wound coil using tungsten metal. Automatic machines had been introduced, replacing the slow process of molding bulbs by hand. Today, incandescent lamps are produced at a rate of 400 per minute on fast conveyor belts!

In the last 50 years, incandescent bulbs have slowly made way for more efficient light sources, such as fluorescent lamps in homes and offices, and metal halide lamps for outdoor uses. However, the common light bulb is still by far the most popular light source sold – there are more than 5 billion installed in the United States alone. With its simple shape and warm light, these lamps will be with us for a long time to come.

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## The 2005 Online Competition: The Aftermath

Congratulations to everyone who turned out for the 2005 Boston/Northern New England STC Online Communication Competition. We received 26 entries and had 30 judges. Entries covered the spectrum of online communication - from Technical Marketing and Training/Tutorial material to Online Help systems.

The consensus judging was held on November 5th at Hewlett-Packard in Nashua, NH. Teams of peer judges spent the day discussing entries and deciding what level of award, if any, to grant based on STC standards. 19 of the 26 entries received an award. That's a 73% success rate! Summary of awards distribution:

- Distinguished – 7
- Excellence – 6
- Merit – 6

The award notifications and Judges' comments were sent to all entrants on December 12th.

Entries that earned a Distinguished award are eligible to go on to the STC International Competitions. One Distinguished entry won the Best of Show award, and the winner of this award will be revealed at the annual STACIES (STC Technical Achievement In Communicating Information) banquet to be held on February 15, 2006 at the Sheraton Lexington Inn. Go to [www.stcboston.org](http://www.stcboston.org) for more information. Other dates to keep in mind:

- The STC International Competition – April, 2006
- The Online Awards Showcase – May, 2006

All told, the competition was a great experience for everyone involved:

- Judges contributed to the peer review process and got a look at what other companies are producing.
- Entrants who earned awards will receive recognition for their hard work.
- All entrants received valuable feedback that can be used to improve their work.

Many thanks to the following people and organizations for making this year's event a success:

- Bryan Davis and Progress Software for hosting the Judges Orientation
- Cindy Currie, John Garrison and Hewlett-Packard for hosting the Competition
- Kathy Burns, Bryan Davis, Mark Decker, Andrew Harrington, Ed Marshall, Amy Sklivas, Dell Smith, Steve Straight, and Elaine Welch – the Online Communications Competition Committee

Congratulations to everyone involved in the 2005 competition. See you next year.

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## Online Learning Presented at October Program

by Bill Gruener,  
Boston Broadside Columnist

Lisa Neal spoke at the October 19th meeting of the STC-Boston Chapter. Lisa holds a Ph.D. in computer science from Harvard University and is a consultant and an adjunct professor at Tufts Medical School. She is the editor of eLearn magazine at [www.eLearnMag.org](http://www.eLearnMag.org), the first online eLearning magazine. If you want to eLearn more about Lisa, visit her web site at [www.lisaneal.com](http://www.lisaneal.com) or send her an email message at [lisa@acm.org](mailto:lisa@acm.org).

Lisa discussed many important points about eLearning that she has learned through her experience as a consultant in the field and in her expert studies on the topic of eLearning. She also described her experience as the developer of Plimoth Plantation's "You are the Historian" instructional web site at [http://www.plimoth.org/OLC/index\\_js2.html](http://www.plimoth.org/OLC/index_js2.html). This site incorporates visual richness, layers of information, exploration, rewards, surprises, guides, experts, mystery, fun, and learning. "You are the Historian" is an engaging, interactive site that can be enjoyed by both children and adults.

### Plan the experience based on the learner's needs

Understand the learner's demographics and characteristics, understand the scope of the topic, and understand the setting in which the learner will be taking the course. Choose best practices for the online learning experience. Best practices are often chosen by borrowing successful approaches found on other web sites. Talk to people who have participated in online courses. Ask them to identify what they found successful. Go to those courses and mimic the techniques. Don't replicate classroom practices; instead, use creative and innovative techniques that exploit the technologies available.

### Support online learners before the course

Ensure that choosing and then registering for a course is user-friendly. A bad registration experience may be an indicator of later problems with the course itself. Further, a bad registration experience may devalue a course that would otherwise be an outstanding eLearning experience. Ensure that the course is set up for and uses the technology. First, test the course on various browsers and second, respect the accessibility requirements of section 508 (accessibility for the visually impaired and others). Develop your own digital literacy because then you will understand better how to effectively use the technology as you build the course. Teach so students can be successful online learners by providing the materials, environment, and skills they need to succeed.

### Increase learning during the course

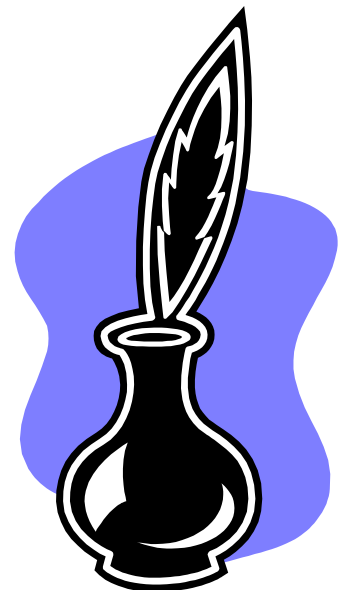
Incorporate progress indicators so students can answer for themselves, "Where am I?", "What have I accomplished?" or "How long will this take?" Support students when they get stuck or confused. Incorporate navigational hints and test content before the course goes online. Use peer learning and collaboration through chat rooms or an electronic student union. Increase learning and retention by providing slow time during the lessons.

Allow the student the opportunity to feel the joy of learning and the empowerment of mastery. Consider that the metrics for the mastery of the subject matter. For example, the measure of the mastery of a surgical technique is much different from the measure of the mastery of the "What is a Historian?" site.

### Support learners after the course

Rewards enhance a student's sense of achievement. ELearning course developers need to determine a reward structure that is most appropriate. For example, a corporate training course might have a reward of meeting performance standards that tie to pay increases.

Encourage online learning communities, which support and provide the context for learning. Learning communities lead to deeper learning, understanding, and performance. Students learn from each other as much as they learn from lectures or books.



*"Online Learning...(continued on page 13)"*

## Avoiding disasters

It's easy to become complacent when developing an eLearning course and make assumptions that can undermine the effectiveness of the material. Here are some assumptions to watch for:

- Do not assume that an online learning course is classroom transferred to a new medium.
- Do not assume that an online learning course simply involves clicking hot spots on the screen. Carefully plan the structure, organization, and number of topics.
- Do not assume that an online learning course involves an audience consisting of a single demographic, culture, or language.
- Do not assume that an online learning course will be successful just because it can be easily accessed from any site.
- Do not assume that an online learning course will be successful just because the subject matter is interesting.
- Do not assume that a scheduled class time for the eLearn course will be convenient for eLearners. For example, corporate learners may prefer to complete the class during the workday rather than on a weekend.
- Do not record the reactions of learners (such as time spent on each topic). Make it clear to learners that their reactions are not recorded or judged, so that they can feel comfortable returning to topics or spending extra time on topics.

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## Neil Perlin Presents at November Program

by Bill Gruener,  
Boston Broadside Columnist

On November 9th Neil Perlin was the guest speaker at the monthly meeting of the Boston Chapter of STC. Neil spoke about Captivate from Macromedia. Neil's talk included a live demonstration of creating a calculator training movie using Captivate. Neil created his movie in about 10 minutes—a speed that justifies both knowing more about and considering Captivate for your technical writing tool-box.

### Who is Neil Perlin?

Neil Perlin is a principal of Hyper/Word Services, which provides expert training, consulting, and development in the areas of online help, document design and creation, XML, and single-sourcing. Neil has been in technical communication since 1979, when he started at Digital Equipment Corporation.

### What is Captivate?

Captivate is a usable, affordable program that creates interactive simulations and software demonstrations. To quote Macromedia's web site: Captivate (formerly RoboDemo) automatically records all onscreen actions, including editable mouse movements and scored click boxes. The Captivate program instantly creates an interactive simulation — a simulation outputted in Macromedia Flash format. Point and click to add text captions, narration, and e-learning interactions like data-entry fields and customizable quizzes. Edit simulations professionally without any programming knowledge or multimedia skills.

Macromedia's Captivate is an easy way to create professional-quality interactive simulations and software demonstrations. No programming is needed, no Visual Basic, no Javascript, no Java. Captivate automatically records all onscreen actions. Once you capture a sequence of movements, you can easily add text captions and e-learning interactions. Small file sizes combined with high resolution graphics make content created with Captivate ideal for rapid application training, user support tutorials, and online product demonstrations.

You can learn more at <http://www.macromedia.com/software/captivate/>.

### Where do I use Captivate?

Captivate is a tool that creates software simulations and online movies. Use Captivate for marketing, for training and eLearning, or for tutorials. Following are some examples of how each of these disciplines might use Captivate.

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*“Neil Perlin...”*

### Marketing

- Show how an application is easy to use
- Use Captivate as a sales tool to “sell” prospective buyers
- Use Captivate as a training tool to “sell” new users

### Training, Tutorials, and eLearning

- Use Captivate to review or study a program’s many features in preparation for vendor certification
- Use Captivate to prepare scenarios/scripts so tech support can answer many commonly asked questions
- Use a Captivate movie to create disaster recovery scenarios, procedures that can be used by non-disaster recovery specialists
- Use Captivate to explain common, or not so common, features of Windows, Word, Excel, or Acrobat.

To offer some comparison, a web search resulted in two interesting competitors — Camtasia Studio from TechSmith and SWiSH from SWiSHzone. Check out Camtasia at <http://www.techsmith.com/products/studio/default.asp> and SwiSH at <http://www.swishzone.com/>. Captivate, Camtasia, and SwiSH, all create Flash animations.

### Why is Captivate so good?

Neil produced—in under 10 minutes—an informative, understandable, annotated tutorial about using the Windows calculator.

Important features include:

- Screen captures
- Screen highlighting
- Graphic insertions
- Quizzing and eLearning
- Pointer control
- Scaling and/or cropping
- Screen captioning
- Rollovers
- Animated Title Frames
- Exceptional interactivity
- Audio added
- Various file output options

### Why plan ahead when using Captivate?

Planning makes a difference. Remember that you are working in a new media even if the GUI is easy to learn and use, and once you get going, the GUI is very logical. Planning animations is similar to creating an outline for a book or course, but accepting the fact that creating animations is a different media and deciding ahead of time the direction the animation will take makes a big difference.

### How do I manage the Captivate program?

- Define your audience
- Define your movie’s message and tone
- Test often during development
- How do I manage the general workflow?
- Define standards
- Set the Captivate and movie options
- Add effects preview often, and adjust
- List multiple movies in a menu if need be
- Define your movie’s goals
- Plan before shooting—storyboard, script
- Solicit feedback from real users
- Determine the user’s screen resolutions
- Create the storyboard and script
- Record the movie
- Generate the final output

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# Lessons Learned from Five Years of Web Usability Research

## Review of the December Program Meeting

by Bill Gruener,  
Boston Broadside Columnist

Thomas Tullis, Ph.D., Senior V.P. of Human Interface Design for Fidelity Investments, presented “Making the Web Easier for Everyone: Lessons Learned from Five Years of Web Usability Research” at the December STC-Boston program. The key theme of Tom’s research is how to improve the usability and accessibility of Web sites for the broadest range of possible users, including those who are older, who have disabilities, and who may not be familiar with the subject matter.

The lessons learned create a dozen Web design principles:

- 1) Adopt The User’s Perspective
- 2) Ensure Home Page Reveals Site’s Contents
- 3) Guarantee Back Buttons Always Work
- 4) Protect User from Their Own Errors
- 5) Use Screen Real Estate Effectively
- 6) Display Legible Text
- 7) Accommodate a Diversity of Users
- 8) Guarantee All Links Are Links
- 9) Keep Page Load Times to 10 Seconds
- 10) Offer Many Navigation Mechanisms
- 11) Provide Finding Tools
- 12) Maintain Consistency Throughout the Site

**Adopt The User’s Perspective:** The user’s perspective is the primary consideration in designing a Web site. What seems logical to the designer or developer may not always make sense to users.

**Ensure Home Page Reveals Site’s Contents:** We can put more links on the Home page than we think:

The average is 136 links.

**Guarantee Back Buttons Always Work:** The Back button is by far the most popular feature of any Web browser. Users click the Back button because they expect it to work. Many users will click the Back button five times to return to the Home page even when there is a Home link.

**Protect User from Their Own Errors:** Error protection means designing to prevent errors from happening. For example, use a drop-down list instead of text input. A drop-down list limits and focuses the user. Text input offers the potential for input that the system can’t handle.

**Use Screen Real Estate Effectively:** Screen real estate awareness ensures that all the pages effectively use the area on the screen. Remember that we can’t predict the screen resolution, so assume 800x600, and use variable-width or fluid page design.

**Display Legible Text:** Legible text means that ensuring that all the text (whether in HTML or graphics format) is large enough with sufficient contrast to be fully readable. Consider gray tones before color. Ensure that all text is sized greater than eight pixels. To understand how visually impaired users may view a page, use the aDesigner software distributed by IBM Alphaworks available at <http://www.alphaworks.ibm.com/tech/adesigner>.

**Accommodate a Diversity of Users:** Diversity in a Web site means that Web designers gracefully accommodate a wide range of users and environments. Offer diversity by providing features for both novice and experienced users of the site.

**Guarantee All Links Are Links:** Ensure that the user can easily identify all the links. Avoid link look-a-likes. Never underline words unless the words are a link. Less-experienced users have a particularly difficult time detecting links. They often click on bullets or headings, assuming they are links.

**Keep Page Load Times to 10 Seconds:** All pages should load as quickly as possible, especially the Home page. Avoid too many graphics, large graphics, and auto-loading material (such as WAV files). Loads that exceed 10 seconds may lose the user.

**Offer Many Navigation Mechanisms:** Navigation mechanisms must allow easy access to the site’s Home page, all major sections of the site, and the site’s major tools (site search and a site map).



*“Lessons Learned...(continued on page 16)”*

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### *“Lessons Learned...”*

**Provide Finding Tools:** Use “finding tools” to help users find what they’re looking for. Use a site map that shows the logical organization of the site and provide a site search. Users want to and expect to “google” a site.

**Maintain Consistency Throughout the Site:** Be consistent throughout your Web site. Users become confused when they can’t apply what they’ve learned on one page to another page. Users expect consistency in navigation mechanisms, titles, headings, headers, footers, fonts, colors, and graphics. Develop a style guide and stick to it.

### The Bottom Line

Web design is still more of an art than a science. No list of rules promise that a site will be easy to use, effective, and enjoyable. Conduct a usability test with representative users.

### Helpful URLs

- <http://www.useit.com/>
- <http://www.upassoc.org/>
- <http://www.alphaworks.ibm.com/tech/adesigner>
- <http://www.techsmith.com/products/morae/whatsnew.asp>
- [http://www.freedomscientific.com/fs\\_products/software\\_jaws.asp](http://www.freedomscientific.com/fs_products/software_jaws.asp)
- <http://usabilitynet.org/home.htm>
- <http://www.hfes.org/web/Default.aspx>
- <http://www.eastonmass.net/tullis/STC-Boston/>
- PDF of the Tom Tullis PowerPoint presentation

## Chapter Membership Report

By Virginia Adams,  
Membership Committee Manager

We would like to welcome the following people, who joined the Boston Chapter in September, October, and November 2005.

| New Members            | Transferred Members   |
|------------------------|---|
| Damon Carter, Jr.      | John P. Garisonnte  |
| Joan E. Cipriano       | Kathy L. Guarente   |
| Jay L. Dupont          | Judith E. Plummer   |
| Seth O. Earley         | Congratulations to the following members,<br>who achieved Senior Member status in<br>September 2005.<br><br>Sarah A. Boris<br><br>Mae Callaghan<br><br>Kathleen M. Deschenes<br><br>Wendy L. MacGown<br><br>Jennifer S. Mullen<br><br>John C. Thompson<br><br>Philip W. Tyo |
| Geri Z. Eddins         |   |
| Kathleen M. Ferguson   |   |
| Krista M. Guglielmetti |   |
| John B. Hallisey       |   |
| Maureen M. Hern        |   |
| Anne L. Jesser         |   |
| Lisa A. Keenan         |   |
| Dallas C. Kennedy      |   |
| Michael Kronenberg     |   |
| Stephanie R. Lataille  |   |
| Erin V. Leckrone       |   |
| Jane C. Murphey        |   |
| George A. Pettinari    |   |
| Lisa J. Renery         |   |
| Susan M. Sarkes        |   |
| Elaine M. Staton       |   |
| Nancy M. Stokes        |   |
| Kay L. Stoner          |   |
| Sara Szeglowski        |   |
| David Turano           |   |
| Daniel J. Wilcomb      |   |
| Janell Wilson          |   |

## The Broadside Staff

The *Boston Broadside* is published six times throughout the calendar year and would not be possible without the hard work of dedicated volunteers. I would like to thank the following people for their contributions.

### Broadside Staff

Donna Ayres,  
*Publishing Editor*  
 Karen Giventer,  
*Copy Editor*  
 Bill Gruener,  
*Columnist/Photographer*  
 Christine Jacobs,  
*Copy Editor*

.....

### Authors

Virginia Adams  
 Greg Bartlett  
 Steven Greffenius  
 Bill Gruener  
 Deborah Walker

### Thanks a bunch!

Jon Harvey  
*Managing Editor*  
*Boston Broadside*

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### Write for the Broadside

The *Boston Broadside* encourages Chapter members to share their skills, thoughts, and ideas with other professionals in the Chapter.

If you would like to write for an upcoming issue of the *Boston Broadside*, send an email message to [bostonbroadside@comcast.net](mailto:bostonbroadside@comcast.net).

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