

# ·MOVEABLE TYPE·

*The Newsletter of the Mark O. Hatfield Library, Willamette University*

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Karyle Butcher

## Read Books? Not Likely!

By Karyle Butcher

MOST OF US WHO WORK IN LIBRARIES HAVE HAD the following experience. We are introduced to someone, and in answer to the question "What do you do?" reply that we work in a library. Inevitably, even the most enlightened person will say, "Oh, how wonderful to be able to read all of those books!" I don't mind this quaint response except that it demonstrates a lack of awareness about the value of and the real work taking place in today's libraries.

So, what is it we actually do? Libraries are undergoing tremendous change. In Oregon we see libraries looking for ways to respond to increasing demands for technology and services. For public, school and academic libraries, this change is occurring in an environment of shrinking resources. Recent property tax limitation measures have reduced state funds, severely restricting library resources at a time when user needs are increasing.

However, if budget reductions were all we were concerned about, perhaps we could sit down during the day with an occasional book. But this is not to be. Within our libraries, changing technology is bringing about major organizational restructuring and the redistribution of job assignments. Willamette University librarian Larry Oberg has captured this struggle in articles and presentations discussing the changing role of paraprofessionals in the library workplace. He notes that duties historically performed by

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## Full-Text Databases:

# Implications for Budget, Teaching and Research

By Ford C. Schmidt

**D**uring the summer of 1997, the Mark O. Hatfield Library acquired four full-text databases as part of a statewide agreement administered through Orbis, a regional consortium of academic libraries. The statewide license to the Information Access Corporation (IAC) databases was negotiated by a task force of librarians convened by the Oregon State Library in 1995.

The four databases, all from IAC, are *Expanded Academic Index ASAP (EAI)*, *Business Index ASAP (BI)*, *Health Center* and *General Reference Center*. In all, 28 Oregon public and academic libraries have access to this database package, which is accessed via the World Wide Web. Although full text is not available for all, approximately one-third of the titles indexed provide full text, and this number is scheduled to increase.

The move to full text is an important change for the Hatfield Library and the first time that a core periodicals research database has been provided through the World Wide Web, rather than maintained on computer drives on our local network.

The new databases, especially EAI and BI, replace two databases that have been standard resources for Hatfield Library users since 1993. In January of that year, the Hatfield Library brought up *Periodical Abstracts*, from University Microfilms, Inc. (UMI), as our first multidisciplinary electronic index. Taped onto our Innovative Interfaces Incorporated (III) catalog drives, and using III software, *Periodical Abstracts* allowed us to offer campus-wide access to an electronic index that provided bibliographic access to a broad range of subjects. At that time, it was the most efficient way at our disposal to network this service, and, because it ran on III software, it had the further advantage of being consistent with the catalog, thereby looking familiar to our patrons.

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## Self-Study to Measure Services

DURING THE 1997-98 ACADEMIC YEAR, THE Hatfield Library will conduct a self-study to evaluate the effectiveness of its collections, services and products. The library self-study is part of an ongoing evaluation of the units that comprise the Academic Administration division of the University. The library evaluation will include a site visit by an outside reviewer, a statistical portrait of the library, surveys of users' perceptions, qualitative assessments of use patterns, and a review of the library's efforts to position itself strategically on campus. This broad framework will allow librarians to assess such areas as library instruction, the WebStation and InfoStations, the WebPac catalog, Orbis, interlibrary loan, and the effectiveness of our

relationships with other campus units. The self-study will not, however, evaluate the performance of individuals or the efficiency of our internal procedures, since adequate mechanisms for such evaluations already exist. ■

## Inside This Issue...

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library professionals are now being performed by support staff. In some organizations this redefinition and redistribution of duties is viewed as a good thing and with much excitement (and some nervousness). In others, especially when the redistribution comes as a result of budget cutbacks, there is confusion and unhappiness, both on the part of librarians who fear letting go of work that for so long defined who they were, and support staff who see this redistribution as an attempt by management to increase workload but not salaries.

Even if librarians were dealing only with budget shortages and personnel restructuring, we might still find time for that occasional book. But this presupposes that we don't need to think about Internet access, or intellectual freedom and censorship. Today, these issues must be addressed by academic librarians. While most college and university libraries have policies that define acceptable use of computing resources, these policies do not usually address intellectual freedom issues as they relate to the Internet. It is easy to have philosophical discussions defending unrestricted access to the Internet, but more difficult to explain to a student, parent or donor why users may view electronically materials that most libraries would not actively purchase. Academic libraries must enter into the intellectual freedom dialog to educate library staff and the campus at large about this very real concern.

Of course, even if we had budgets, staffing and intellectual freedom issues under control, we would still not have time for those books until we addressed the fundamental question of the place of the library in our communities and on our campuses. Researchers tell us that most people change careers (not just jobs) four times in their life. In order to help these people retrain, we must give them the skills they need to become independent library users, and provide the electronic networks that will allow them to use library resources anytime and anywhere. And, we must do this as we deliver information in both print and non-print format to those users walking through the door.

So, this is some of what we are about in libraries today. We are redefining how to meet increased demands in fiscally constrained times, redefining how we do our work and who does this work, and redefining who our users are and how we can best meet their needs. But, sometimes, somewhere we are, I hope, still reading. ■

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## A View from the Library

### *Electronic Information:* **Its Place in Scholarship**

By Michael W. Spalti and Larry R. Oberg

Publishers play a vital role in the scholarly communication process. The selection, editing, packaging, indexing and distribution of documents of importance to academic audiences is accomplished largely through their efforts; not, however, through their generosity. Publishers' fees for these services range from modest to exorbitant. Quibbles about pricing aside, we all accept the principle of paying for information, the existence of information as a commodity, and the copyright barrier that keeps the rabble out of the information granary.

In fact, little of this has changed with the explosive growth of the Internet and the World Wide Web. Although much of today's informal scholarly communication is now conducted without fee over the Internet, most formal academic, scientific and professional communication continues to be a costly business funded by individual or institutional subscriptions, or by government subsidy. Vanity publishing and informal article swapping abound, but in many disciplines one cannot venture far on the net before encountering the need for more and better information and more effective methods of information retrieval.

Although valuable, the free information available over the Internet is, with important exceptions, unstable (will it continue to exist?), poorly indexed, and difficult to retrieve (bookmark while ye may!). It also lacks the authoritative quality indicators we expect from formal published research. Stable archives, thorough indexing, easy access and measures that

assure us of the quality of published scholarship add value to printed information. Today, these essential elements of scholarly communication are being transferred to the world of electronic publication through the joint efforts of publishers and librarians alike.

The information currently available to Willamette researchers is a mix of printed books and journals, freely available Internet documents, and electronic and networked resources accessible only through prior financial arrangements with the publishers. Journals, full-text indexes, and encyclopedias are examples of the authoritative scholarly works librarians subscribe to for a fee via the Web. While publishers add value to raw data for their electronic publications, much as they do for their print

products, some are forging new roles for themselves. Full-text database vendors, for example, negotiate with traditional publishers to make their print products available electronically.

Librarians play a considerable role in this value-added process by selecting appropriate documents and Web sites, designing intuitive and coherently organized interfaces, ensuring access and archiving, and educating users in effective search techniques. The library's InfoStations and WebStation, recognized nationally for their excellence, are librarian-designed products that maximize the value and availability of diverse information resources.

Librarians also ensure that our campuses are not victimized by a volatile marketplace. By organizing themselves into formal and informal consortia, they are increasingly well positioned to negotiate group purchases and equitable contracts with the publishers of electronic information. A major concern is that electronic information be archived properly and its continued availability secured. As yet, few publishers offer guarantees, but initiatives such as JSTOR and Project Muse are beginning to address this concern.

Perhaps most importantly, Hatfield librarians integrate electronic and print information through the library's InfoStations, and campus-wide through the WebStation. Placing materials in a broader context tempers excessive reliance upon any one format. Teaching students to search and evaluate the broad universe of information is a critical component of librarians' classroom instruction and important to life beyond college.

In this issue of *Moveable Type*, Dick Breen reviews the pricing structures and the monopolization of the multi-million-dollar law publishing industry, Ford Schmidt covers the impact of full-text databases on the Hatfield Library's budget and on our teaching and research, and Paul Gherman reviews the financial impact of electronic journals on libraries. These articles illustrate the essential role that librarians play in the new information environment. ■

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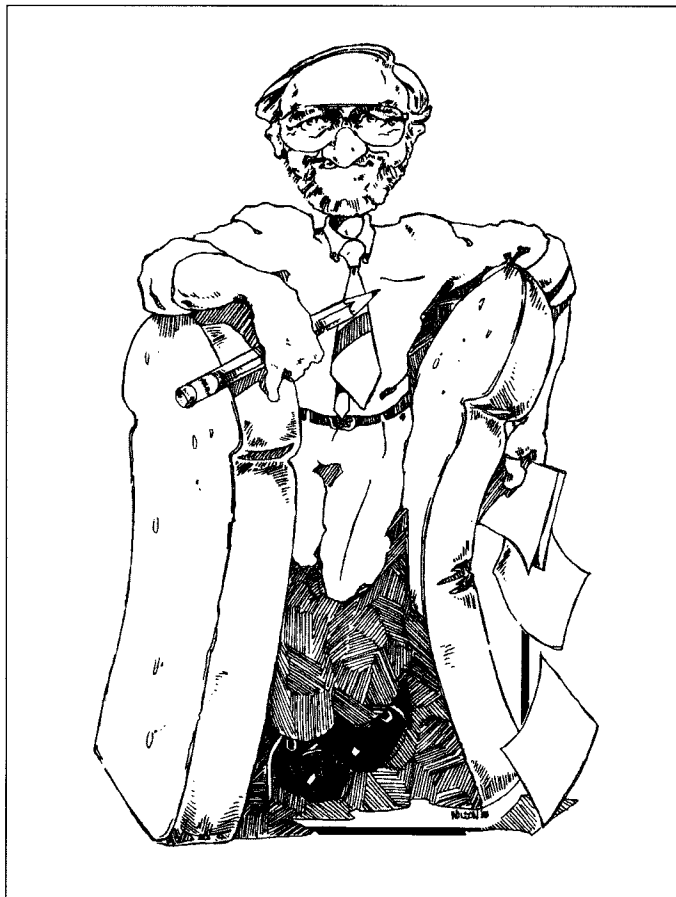
*"Librarians also  
ensure that  
our campuses  
are not victimized  
by a volatile  
marketplace."*



Effective Censorship:

# Your Right to Agree with Me ...

By Bill Hall



Bill Hall is the author of *Frank Church, D.C. and Me* (1995) and *The Sandwich Man* (1988).

**W**e could probably construct a program of effective censorship in this country if you would all agree with me on which books should be banned. There is nothing wrong with book burning so long as it is directed against the books that offend me.

But, of course, that is one of the oddities of book burning. Book burners never want to burn the books that richly deserve to be burned. They never want to burn drivel. It is usually great books written by talented authors that censors go after, and rarely sloppy books written by ignorant twits.

It is usually fascinating books they would burn and never the boring ones which, after all, are so dry they could more easily be burned. The book burners tend to go after books that are not merely lively in their language and subject matter, but generally considered among the most original and enlightening.

The book banners go after two kinds of books: the kind they understand, i.e., blatantly pornographic books, and the kind of books they don't understand, the ones over their heads, books like *Catcher in the Rye*, *Brave New World*, *The Grapes of Wrath*, and *Huckleberry Finn*.

They never want to ban books that are truly damaging to our society, books like *The Beginner's Guide to Black Velvet Painting*. Or, *101 Ways to Say, Have a Nice Day*. Or, *The Collected Wisdom of American Vice Presidents*. Or, *Fashion Tips from Queen Elizabeth*. Or, that chronic blight on humanity, *Duets for the Accordion and Bagpipe*.

We could probably make censorship work if you would all agree with me on the books that should be banned. But, of course, the First Amendment, which rules in these matters, isn't about agreement. It exists solely to deal with disagreement. The First Amendment isn't needed to require that we tolerate the opinions of those we agree with. Its only practical use is to require our tolerance for opinions we reject.

Frankly, it's astonishing how many people there are in this country who support the use of the First Amendment only when it is

used by people they like in ways they agree with. But, if that were the only test, what sturdy friends of the First Amendment we all are. However, nobody ever said, "Though I agree wholeheartedly with everything you say, I will defend to the death your right to say it."

You aren't a true defender of the First Amendment if you don't defend free speech when it stings, even if the jerk burns the flag, attacks your political heroes or says something totally offensive and blatantly untrue. But, many pass the test. It's astonishing how often I read of some 25-year-old librarian in some little town standing her ground, defending the First Amendment over some publication she may personally find silly or revolting. I don't have the words to tell you how much I admire her.

But, I'll tell you the truth, it doesn't surprise me when someone from the religious right wants books banned or burned. I expect that. I expect tightly constructed people to have minds half an inch wide. It surprises me when someone on the left takes that same position. I don't know why, but sometimes I naively expect people who are allegedly liberal on some subjects to have a liberal understanding of free speech.

And yet, I don't have to tell you that there is a loud minority in the women's rights movement, for instance, that wants to censor pornography. There are advocates among the leaders of most ethnic congregations who insist from time to time that this or that book be locked away. And, of course, we have heard a good deal in recent years about the politically correct movement on campuses where academic fascists attempt to cleanse the discussion of all ideas except the ones they have declared safe for public consumption.

I don't want to make too much of this because none of these confused people speak for an entire movement. Most of the feminists I know recognize that once you start using the censor's ax for any purpose you are moving into risky territory. The same is true of most of the ethnic leaders with whom I am familiar. And, of course, advocates of the bizarre totalitarian notion of political correctness are in the process of being laughed out of existence. But, the exceptions to the norm are startling nonetheless, because some of them seem not to realize that the ax they use today can be turned on them tomorrow.

How do you close down *Playboy* without providing the pattern for one day squelching all those pushy women and their allegedly anti-family beliefs? How do you throw a book with racist overtones out of the library without establishing the process that some backward school board will use to eliminate books by Martin Luther King?

Libraries are brimming over with centuries of truth. But, also lurking in those stacks are books filled with sexist and racist lies. Life is filled with sexist and racist lies, and our books reflect that.

But, we are not so helpless against lies that our only alternative is to kill the books that bend the truth. You answer lies. You correct them. You refute them out in the light where everyone can see and hear. You don't suppress lies. If you merely suppress them they will rise up again from the damp shadows to which you banish them like some long-festering fungus.

The First Amendment, the instrument behind the flourishing of truth and knowledge in this country, is the principal means by which we refute lies. And, all movements are secondary to the protection of the First Amendment because all movements, especially the just ones, are dependent on its preservation.

But, that doesn't mean that I have to read *Duets for the Accordion and Bagpipe*. ■

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### A New Look for the WebStation

THE HATFIELD LIBRARY WEBSTATION HAS BEEN given a face-lift and moved to a new home (<http://library.willamette.edu>). The redesigned WebStation offers a framework for navigating the growing quantity of electronic and print information available to Willamette University users, and parallels the library's in-house public workstations, or InfoStations. Help options are being written for the WebStation to assist those new to the site, to the print and electronic resources available at Willamette, and to the research process generally. The library's new web server, home for both the WebStation and the InfoStation, resides on a Gateway Pentium PC, and offers noticeable improvements in server performance. We constantly work to improve the design and instructional quality of our library interfaces. Comments and suggestions regarding the usability and instructional features of the WebStation are welcomed, and forms for making suggestions and reporting problems are included on the top-level page. ■

### Electronic Exams Offer Solutions

THIS PAST SUMMER, THE HATFIELD LIBRARY took its first steps towards initiating electronic course reserve readings by making past examinations available electronically. Print copies of past exams have long been available in the library's reserve readings collection. Making them available electronically, however, guarantees 24-hour availability from most computers on campus.

After reviewing various options, the library's Systems Office chose Adobe Portable Document Format (PDF). One of PDF's greatest advantages is that as a cross-platform, hardware-independent format, exams and other documents can be retrieved by Macs and PCs alike.

The PDF exam files are linked to bibliographic records in the catalog and appear in the reserve lists on the WebPac version. This fall, professor Jim Hanson's International Economics course became the first class to use the PDF exam files-option. To date, student reaction has been uniformly positive. Willamette faculty who wish to have their past exams added to the library's PDF files should contact the Library Systems Office at 6356. ■

### Spotlight On:

## Willamette University College

By Richard F. Breen



A view of the J.W. Long Law Library at night.

Meet the largest academic research law library east of the Pacific, south of the Yamhill River, west of the Pudding River and north of Shelton Ditch. This had little relevance to the scheme of things until the dark, damp and dreadful night of Feb. 7, 1996, when flood waters surrounded the College of Law, invaded the building and threatened to inundate the library. Thanks to members of the Willamette community, including a large number of volunteer undergraduate students, law books residing on the first floor were plucked from danger, thereby proving, more or less in the words of John Donne, that no library is an island, entire of itself. Yet, throughout the country, the history of university law school libraries is one of isolation from the larger university.

Not so at Willamette. Coordination, cooperation and compromise mark a congenial relationship between the College of Law and the Mark O. Hatfield libraries which benefits the entire university. Shunning Shakespeare's advice to "neither a borrower nor a lender be," we do both, and, thanks to the M.J. Murdock Charitable Trust, we do it through a unified on-line university catalog. An on-line search from anywhere on or off campus will display the holdings of both libraries, a convenience factor that hardly can be overemphasized from either a student, faculty or staff member's point of view. If the search does not reveal sufficient holdings on campus, then with a keystroke it can be expanded through Orbis to search the combined on-line catalogs of 13 other academic libraries in Oregon and Washington.

And what will you find in the College of Law library collection of interest to the non-law academic community? Inquisitive minds may find satisfaction in perusing a broad range of inquiry in the social sciences including legal systems of the world, law and economics, legal history and jurisprudence. Expiring minds may die reading the early Roman decrees compiled in the Theodosian Code or gain new life scanning Bill Berger's *What to do with a Dead Lawyer: At Home, at Work, at Play, on the Go*. Liberal arts faculty and students interested in political science, public international law, constitutional law and law as it pertains to other disciplines will not be disappointed. Atkinson Graduate School of Management faculty and students may have occasion to use our tax, labor and business collections. School of Education faculty and students will find materials on the subject of education and the law.

All students and faculty who have an interest in identifying research topics for papers and articles will be pleased to discover that we have many useful sources for that purpose, including *Major Studies and Issue Briefs of the Congressional Research Service*, the *Landmark Briefs and Arguments of the Supreme Court of the United States* and the public papers of recent United States presidents. A research bone for every dog, so to speak. Need a change of pace? Like mysteries? Return to the 1920s with Arthur Train, or remain in the 1990s with John Grisham. A final serious word on collection development. Our guiding policy is to develop and maintain an American law collection that supports both the curriculum and the research and practice endeavors of our faculty and students.

# e of Law Library

In pursuit of this policy we remain one of the last law school libraries to use law librarians to select individual titles for purchase rather than to assign that task to a commercial entity. In the latter situation, selections are made on the basis of a collection development profile and the vendor determines which titles would appear to match that profile. We prefer the hands-on approach, both because selections are more likely to match our needs and because our reference librarians gain familiarity with the collection.

Another unique aspect of the law library is the need to remain current. This sounds innocuous enough, but consider this: in any given year, the United States Congress and the state legislatures enact thousands of laws; the federal and state judiciaries hand down in excess of 170,000 appellate court decisions; and federal regulations, proposed rules and notices exceed 68,000 pages. All of this must be added to the collection each year as well as incorporated into all relevant legal texts. Seventy-seven years ago, Yale Law Librarian Fred Hicks noted that "the books themselves, breaking all restraint, advancing in ever widening array, and losing few by the wayside, seem about to overwhelm the whole legal profession by sheer weight of numbers."

The books march on. Sound expensive? It is, both in purchase costs and staff time. Over 80 percent of our annual acquisitions budget is spent maintaining legal currentness in the collection. Any relief in sight? Not really. The information age has spawned the new digital frontier, but on-line databases are expensive and often have licensing restrictions regarding use. For example, the two primary legal databases, Westlaw and Lexis, may be used only for academic purposes and by contract are limited to law faculty, law and joint degree students. The penalty for violation of the agreement is cancellation of the services. Absent a vendor imposed limitation, every electronic database purchased by the law library is made available to the entire University through the libraries' on-line catalog and the campus network.

Another reality that impacts cost is the consolidation of the multi-billion dollar legal publishing industry. Surprisingly, publication of legal information that is vital to our system of individual justice, economic lifeblood and democratic government is almost completely controlled by three foreign publishing conglomerates. In the past five years over 30 American legal publishers have been acquired by Thompson Corporation (Canadian), Reed-Elsevier (British-Dutch) and Wolters Kluwer (Dutch). While some predict that the antidote to rising costs is the free distribution of federal and state legislation and court opinions over the Internet through a series of World Wide Web pages and links, the fact remains that publishers add considerable value through the collection, integration and analysis of legal information and theory. Regardless of the changing publication landscape, we continue to collect primary and secondary materials needed for the study of law.

Our main objective is both to build an American law collection and to provide reference, research and related services in support of the College of Law mission to train men and women for careers in the law. The context in which these services are provided is one that emphasizes the honor code, the greatest good for the greatest number, and ethical behavior on the part of all concerned. Collegiality, integrity and mutual respect are characteristics essential to the legal profession, and we promulgate our rules and procedures with that in mind. To that end, the responsibility for ethical conduct and concern for others rests upon each library user. We have no electromagnetic security system and impose no fines. Law students and faculty have 24-hour access to the entire facility. The circulation and return of materials in a timely manner in accordance with the rules is the responsibility of the borrower. Unlike any other law school library in the country, we extend limited card-lock access from 9:00 a.m.-11:00 p.m., seven days a week during each semester to our non-law students. Borrowing privileges and responsibilities are the same for all students regardless of the college in which they are enrolled.

Our service ethic reflects our belief that students and faculty should receive immediate assistance in the most efficient manner possible. Time is always of the essence for law students, faculty and lawyers. No one needs the additional frustration of drowning in a legal information swamp. In addition to reference service, our law and computer services librarians conduct small enrollment workshops on both print and on-line special subject (tax, labor, etc.), statutory, administrative and case law research, as well as use of the Internet and even word processing. These workshops are repeated at times that accommodate student class schedules. For the benefit of law students and faculty, new developments in legal research are described in the *Winter Street Law Journal*, the law library newsletter.

We invite Willamette University faculty, staff and students to take advantage of our library resources. For additional information about our staff, services, rules and procedures, please visit our library homepage, <http://www.willamette.edu/law/longlib/infoindx.htm>. ■

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## Staff Participates in Opening Days

IN ORDER TO PRESENT NEW STUDENTS WITH AN overview of library services, the Mark O. Hatfield Library staff participated in this year's freshman orientation activities, known as Opening Days. Special attention was given to services needed by freshmen early on in their career at Willamette, for example, searching the library's catalog, locating reserve materials, and using the library's WebStation and InfoStation to link to such Internet resources as the World Views Web Page. New students attending the brief orientation session received a free library-friendly travel mug, inscribed with the library's web address, and a bookmark listing the "top 10 things you need to know about the library." (The "O" in Mark O. Hatfield stands for Odom; your student ID is required to check out materials — Visa is not accepted, etc.) Over 200 freshman students took advantage of this opportunity to learn about the library. ■

## Hatfield Library Issues First Annual Report

OVER THE PAST SUMMER, THE HATFIELD LIBRARY compiled and distributed to the university administration its first annual report. Available in the library to the Willamette community, this 1996-97 report offers a narrative and statistical portrait of Hatfield Library collections, services and goals, and a review of the professional activities of the staff. It is the library's intention to issue the report annually, or at least with some regularity in the future. ■



*Virginia Woolf anticipates the fall ...*

## InfoStation Use Policy Created

THE INFOSTATIONS, THE LIBRARY'S SCHOLARLY workstations, have become increasingly popular. In order to insure optimal access to Willamette students, faculty and staff, a use policy has been developed and, for convenience, placed in the mouse pads by each workstation. The text of the policy follows:

"Willamette University faculty, students and staff have first priority for the use of the InfoStations. The InfoStations are intended primarily for research. The following activities are not permitted on the InfoStations: reading email; using chat rooms or bulletin boards; playing games. The library reserves the right to restrict access to the InfoStations." The policy also informs community patrons that Internet access is available at the local public library. ■

## Lexis-Nexis Now Available Campuswide

This fall, the Hatfield Library began offering campuswide access to Lexis-Nexis, an online database that contains hundreds of individual files, including many that deal with law, business, government, medicine and current news. The Nexis databases, which include the full text of many newspapers from around the world, are of particular value to students and faculty interested in politics, rhetoric and current events. Access to Lexis-Nexis will be through the Internet, using the new World Wide Web-based UNiVerse product. UNiVerse will be available locally through the InfoStations and the WebStation. ■

## MOVEABLE TYPE

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Six months later, *ABI/Inform*, a business and management database, was also tape-loaded and made available. A software upgrade allowed these databases to be linked to our catalog holdings, thereby allowing users to determine from the bibliographic record screen whether or not a cited periodical was held by the Hatfield Library, or, later, by the J.W. Long Law Library.

The tape-loaded databases were popular with our patrons, and the ability to access them from outside the library foreshadowed the move to a more "virtual" library. There were, however, shortcomings to this mode of access. The tapes required reformatting by III before they could be loaded. What we had originally felt to be a strength, the III software, proved upon occasion to be a detriment. In some cases, users confused the periodicals databases with the on-line catalog, and attempted to execute a search intended for the catalog in a periodicals

database. The III interface, although excellent for a catalog, proved deficient as periodicals index software; there were limits on searching by specific fields or field codes.

### THE IMPACT OF FULL TEXT

The new full-text databases offer the advantages of our tape-loaded databases — ease of networking and a familiar interface.

They are accessible via the InfoStations within the library, and from the newly upgraded WebStation from

other campus locations, and anyone who has a Web browser and can connect to the campus network can use them.

The implementation of full-text databases does create new concerns. Increases in the use of paper and toner and the need for regular maintenance on a heavily used printer are a certainty. The cost of supporting end-user printing will be an ongoing concern. We will only be able to determine over time just how much of an impact this will have on the Hatfield Library's budget. And, there remains the question of whether or not to pass on the cost of printing to the user. For the present, we are not charging for printing from the IAC products, although this arrangement is subject to reconsideration.

Full text creates new concerns in relation to library instruction. Librarians have previously noted that many students tend to go the easy route in collecting information. They often neglect pertinent sources in favor of those that are either readily at hand or involve the least amount of effort to retrieve, even if these sources are not the most appropriate.

The obvious concern is that users will focus only on articles available electronically in full text and neglect other pertinent sources, both electronic and print, simply because the electronic texts are readily at hand. In classroom instruction, as well as with individual instruction at the reference desk, librarians will need to stress the importance of using appropriate indexes, as well as the importance of critically evaluating the citations found through a database search.

The availability of some journal titles electronically only through IAC raises the question of whether to include those full-text titles in our on-line catalog. There is an advantage in local users' knowing that they can locate articles other than through the standard periodicals collection; therefore cataloging of the full-text titles from the IAC database seems reasonable.

With the arrival of full-text databases, a major collection development issue arises: does the electronic availability of a journal mean that the print version is redundant, thereby involving a duplicate expenditure of library funds? In some cases, where continued access is guaranteed, and backfiles are available, this may be the case. In the case of the IAC databases, unfortunately, continued access is not guaranteed, and, in most cases, full-text backfiles are not yet available before 1994. Because of this uncertainty, it seems unlikely that the Hatfield Library will be canceling any print titles that correspond to the full-text versions available through the IAC products. Even if future restrictions on periodicals budgets dictate cuts, print titles that coincide with IAC full-text holdings should not be seen as automatically expendable.

Any change in technology or format brings some uncertainty. No one fully anticipates all of the ramifications of change and problems foreseen do not always materialize; unforeseen problems are just as likely to appear. At this point, the IAC databases seem to offer improvements over their predecessors. As in all things, time will tell. ■

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## Special Collections:

# Discovering Willamette's Hidden Resources

By Ford C. Schmidt

Willamette University students, staff and faculty recognize the Mark O. Hatfield Library and the J.W. Long Law Library as vital resources for collecting and maintaining information on campus. In addition to the general collection, the Hatfield Library maintains other special collections.

The Willamette Collection, for example, contains publications related to the University; the Hatfield Collection, which is the library of former U.S. Senator Mark O. Hatfield, includes works on Oregon history, politics, and the presidency; and the Vault Collection of rare and special editions includes a copy of a Shakespeare folio that was published in 1632, and a manuscript book of hours entitled *Praeces piae*, dating from the fifteenth century.

The Long Law Library has a small collection of eighteenth and nineteenth-century treatises dealing with international law, including such titles as the *Guide diplomatique*, by Charles de Martens, published in 1832; and G.F. de Martens' 1791 discourse *Recueil des principaux traités d'alliance, de paix, de trêve, de neutralité, de commerce, de limites, d'échange etc. conclus par tes puissances de l'Europe ....*

There are other archives and collections on campus that expand even upon these rich resources, providing useful information and research sources that may not be known to the general campus population.

## THE METHODIST ARCHIVES

One such collection is the Oregon-Idaho United Methodist Conference Archives, generally referred to as the Methodist Archives, a depository for the records of regional Methodist churches. The collection includes histories of the Methodist church in the Northwest, diaries of clergy and circuit riders, financial documents, church membership rolls, and other documents that describe individual participation in church activities, as well as Methodist involvement in the history of Oregon and the Pacific Northwest.

Because of the Methodist origins of Willamette University, information held in the Methodist Archives can be helpful for those pursuing research into Willamette's past, its relationship to the Methodist church, and activities and events in the Northwest that affected both.

Among many fascinating items contained in the archives are the saddlebags of Alvan F. Waller, an early Method-

ist minister and founding official of Willamette, after whom Waller Hall is named, as well as the manuscript of the collected letters of John Roberts, another early Northwest missionary.

The Methodist Archives, until recently located on the third floor of Waller Hall, are being moved to a larger space in the basement of the MICAH building on State Street.

Charlotte Hook, with the assistance of her husband, John, maintains this collection of books, journals, pamphlets, photographs and microfilm that covers over 150 years of local Methodist history. These materials may be used within the archives only. There are no regular hours; appointments can be made by calling the archives at (503) 370-6106.

## THE SCHOOL OF EDUCATION

The School of Education maintains a collection of books, journals and curriculum materials related to primary and secondary teaching. The collection is located in the School of Education building, which is located on Ferry Street, around the corner from the law school. The collection is in the process of being cataloged, with over 800 titles currently listed in the Hatfield-Law libraries' on-line catalog. This comprises about two-thirds of the total collection. There is some duplication with the Hatfield Library's collection, but most of the titles in the curriculum collection and the pamphlet collection are unique to the School of Education. The collection is available for use by all members of the Willamette community, but materials need to be used during business hours in the School of Education building.

## TIUA

Tokyo International University of America (TIUA), Willamette's Japanese sister institution, relies for the most part on the Hatfield Library for its research needs, but does have a small library that houses a respectable collection of videorecordings and classical music on compact disc, as well as some Japanese language books and pamphlets. The video collection is mainly English language, with a mix of current and older titles. A list of available titles can be found on the TIUA Web page at [http://www.tiua.edu/official/Campus\\_Resources/Infotech/EquipmentPages/AVMovieList.htm](http://www.tiua.edu/official/Campus_Resources/Infotech/EquipmentPages/AVMovieList.htm).



A book from the Vault Collection of rare and special editions.

Although access to Willamette students is limited at present, there will soon be designated hours for viewing videos. These will be posted on the TIUA Web page when they are finalized.

## THE WOMYN'S CENTER

The Womyn's Center has a small, specialized collection of books devoted to women's issues. Located on the third floor of the University Center, the collection of approximately 200 titles includes works of fiction, poetry, politics, sociology and history. In addition, there is a smaller, separate collection of materials dealing with lesbian, gay, bisexual and gender issues. The gay and lesbian titles include a considerable amount of fiction and complement the Hatfield Library's collection in this area. Both collections are listed on the Hatfield-Law libraries' on-line catalog, with the designation "Womyn's Center" or "Womyn's Center LGBA" in the location field at the bottom of the catalog record. The books circulate on the honor system to Willamette University students, faculty and staff during the hours the University Center is open. A key to the room may be checked out from the main floor information desk.

Willamette is not a large campus, whether you define it by the total number of students, faculty and staff, or by the limits of its geographic boundaries. Still, it holds a surprisingly rich assortment of intellectual resources, of which the campus community is free to avail itself. ■

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# Can the Electronic Revolution Save Us Money?: A Response to Thomas G. Kirk

By Paul M. Gherman

In the last issue of *Moveable Type*, Tom Kirk raised two major issues with my earlier article about the impact of technology on library budgets. First, Tom rightly points out that many publishers are taking an all-or-nothing approach to subscriptions to electronic publications, requiring that libraries subscribe to their entire publications list to access any one of their publications. Some libraries are eagerly taking advantage of these offers and, in some cases, it is to the benefit of the library to do so.

However, I expect that the publishers' stand on this issue will modify over time. Libraries are entering an active negotiations phase with publishers. For example, when I was the library director at Kenyon College, Academic Press made an offer to OhioLINK that allowed the members of that consortium access to all 175 of their titles for a 15 percent increase over the current subscription cost paid by each library. At Kenyon, the number of Academic Press journals we received increased from 21 to 175. While not all of these titles were essential to us, many were of significant value, and certainly worth the minor cost increase.

Tom uses the JSTOR project as another example of publishers' all-or-nothing approach. Vanderbilt decided to subscribe to JSTOR, even though we already hold 99 of the 100 older titles that JSTOR initially digitized. It made economic sense to spend \$30,000 to join. Here is one reason: space to store these 100 titles at today's construction costs would exceed \$64,000. By eventually discarding the paper versions of these journals, we, in essence, gain this space for other uses and avoid construction costs. (We are betting that the digital library arrives in time to postpone any new library building for many years.)

Here is another reason: last year, we reshelfed 2,700 volumes of those same 100 JSTOR titles. At a conservative estimate of

\$1.00 per volume for reshelfing costs, we will avoid \$2,700 in student wages each subsequent year. These savings will be used to pay our annual JSTOR subscription fee of \$3,500.

But, more than financial reasons entered into our decision to join JSTOR. Here are four more considerations: 1) These 100 titles will now be available to our faculty and students 24 hours a day, seven days a week, significantly improving access over the paper journals. 2) JSTOR has also done extensive indexing of these journals, which allows our academic community deeper access to their contents. 3) Surprisingly, when JSTOR attempted to assemble a complete run of many of these journals, they found that no library owned complete sets even though their records said they did. We cannot be assured that our paper versions are not missing pages or can continue to withstand photocopying. 4) We will probably choose not to bind these 100 titles as current issues arrive, so that we will also save on binding costs. To me, JSTOR is an example of the promise of the electronic revolution.

Tom's second point is that indirect costs for hardware, networks, salaries, and space are growing faster than any savings we will realize by avoiding those costs outlined in my first article. Again, I disagree with Tom's interpretation. Many colleges and universities have already invested in the sunk costs of installing high-speed networks, wiring

dorms, and buying computers for faculty and staff. Students arrive on our campuses with their computers in hand. And, faculty are redesigning courses to take advantage of the new digital information. Many are creating homepages with links to assigned articles, thus helping us avoid the costs of providing these same articles via course reserve operations.

The digital library adds value to our substantial investment in technology. Indeed, we have made a poor investment in technology if all we use it for is email. The digital library is one of the most noteworthy applications for the Internet II project undertaken by many of the nation's leading research universities. It is the promise of rapid and in-depth access to information that is fueling the need for an increased investment in technology.

In summary, I think that the answer to the question, "Will the electronic revolution save us money?" is no. I doubt that the digital library will save us money. In reality, we will end up spending just as much or more. But where we will save is by allocating our financial resources more effectively and providing information directly to the user, instead of continuing to spend scarce resources on library infrastructure. ■

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## MOVEABLE TYPE

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