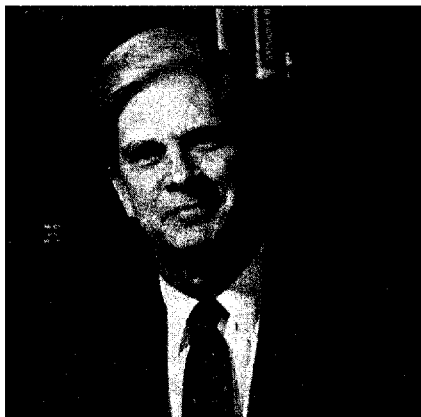


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The Newsletter of the Mark O. Hatfield Library, Willamette University

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James H. Billington, Librarian of Congress.

Local Libraries and the Electronic Age

By James H. Billington

IF WE DID NOT ALREADY HAVE LIBRARIES, THEY would now have to be invented. They are the keys to American success in fully exploiting the much-discussed information superhighway of the future.

At last count, there were some 4,000 college and university libraries in America, some 9,000 local public libraries, and some 87,000 libraries (often called "media centers") in the public and private schools. About 4700 people work in the biggest library of them all, the Library of Congress, with its vast collections (105 million items, including films, maps, prints, drawings, videos, CD-ROMs, newspapers, manuscripts, journals and books in 450 languages), its intake of 7,000 items a day, and its on-line electronic "card catalog" with 28 million entries, now available worldwide via the Internet.

Where do all these people and tangible assets fit in the new information age? At the Library of Congress, we regard our own key collections as the nation's strategic information reserve — as part of the digitized intellectual cargo of the 21st Century that will be moving out on the information superhighways.

But we also see a long life ahead for the book, and I am pleased to note that the Oregon Center for the Book, one of 29 state affiliates of the Center for the Book in the Library of Congress, works with the Library of Congress in promoting books, reading, literacy, and libraries. Located in the State Library at Salem, the Oregon Center sponsors projects such as "Uncle

continued on page 7

Orbis Debuts:

New Oregon Union Catalog

By John F. Helmer

Early this year, Orbis, a shared statewide academic library catalog, was made available to the Willamette community. Orbis enhances the collection of library materials available to students and faculty and changes the collection development practices of librarians.

In the fall of 1993 the Meyer Memorial Trust awarded a grant to the University of Oregon Library for the establishment of an online library system to be shared by Eastern, Southern and Western Oregon state colleges, the Oregon Institute of Technology and the University of Oregon. The success of the grant proposal was due, in part, to the broad support demonstrated by many libraries beyond these five public institutions.

Willamette University and Linfield College were among the early enthusiastic supporters of the grant proposal and they subsequently became full members of the consortium. Although the grant was awarded to the University of Oregon and Orbis hardware and staff are located in the UO Library Systems Department, Orbis policy and direction are set by the Orbis Council, composed of the library directors from member institutions.

Orbis is an academic "union catalog." It is a traditional catalog in the sense that it is an aid to discovering books, periodicals, films, etc., in a library. What makes Orbis a *union* catalog is the fact that it combines information about the seven member institutions' holdings in a single, unified database. Orbis has merged the databases of member libraries to yield a union catalog providing access to 2.6 million items, as well as records for material ordered but not yet received. In addition to providing "one-stop-shopping" for researchers who would otherwise have to repeat searches in several systems, Orbis offers features not currently available on any local system in the consortium.

Orbis facilitates cooperative development of Oregon research libraries by providing information about the relative strengths of each collection, thus reducing duplication. A librarian considering the purchase of a book to add to a local collection will be able to determine easily if other libraries already own or have ordered it. Thus, each library will be able to make more effective use of limited acquisition funds by focusing purchases in areas of strength while borrowing more marginal items as needed from another library.

continued on page 8

Choice Selects WU Reviewers

ELEVEN WILLAMETTE UNIVERSITY TEACHING faculty have been chosen to contribute to *Choice*, a review journal published by the American Library Association. Highly respected, *Choice* generally provides the first post-publication comment on new scholarly books. Each of the 11 yearly issues contains some 600 reviews. *Choice* is the most widely used book selection tool in the United States.

At the request of editor Patricia Sabosik, the Hatfield librarians submitted a list of candidates from which the following were selected: Suresht R. Bald, politics; Richard L. Biffle, education; William E. Duvall, history;

Ellen M. Eisenberg, history; Linda S. Heuser, sociology; Frann Michel, English; Daniel G. Montague, physics; Kenneth S. Nolley, English; John M. Peel, music; Kathleen J. Powers, The Atkinson School; and William T. Smaldone, history. ■

Inside This Issue ...

- Librarians, the Ultimate Moveable Type
- Libraries and Computing Centers
- Mission Statement
- Government Information

Orbis:

A Shared Academic Library Catalog For Higher Education in Oregon

By Larry R. Oberg

Orbis is a deceptively simple project. At first glance, it appears not to differ greatly from numerous analogous cooperative ventures around the country. Designed as a shared online academic library catalog for Oregon, Orbis was made available to the Willamette community early this year. Orbis contains some 2.6 million bibliographic records representing the collective holdings of seven libraries: The University of Oregon; Eastern, Western and Southern Oregon state colleges; the Oregon Institute of Technology; Linfield College and Willamette University.

Certain features, however, distinguish Orbis from other similar projects. It is, for example, an interactive system and members catalog directly into the database in real time. Also, the interface between the seven local catalogs and Orbis allows patrons to move almost effortlessly from one to the other.

Dissatisfied with the results of your search in the local catalog? A single keystroke repeats it in Orbis to reveal all member library holdings on your topic, including their circulation status.

A replication of the successful OhioLink project, Orbis differs from its Midwestern forebear in at least one important way. In Oregon, we are doing it on the cheap. OhioLink is an expensive undertaking characterized by considerable administrative and personnel overhead. By way of comparison, the start-up costs for Orbis were less than what Willamette has invested in its local system.

About one year from now, the as yet unfunded circulation module will be added. When this important feature is functioning, local catalog users will not only be prompted to repeat their searches in Orbis, they will also be encouraged to borrow from the other member libraries. A statewide courier system will ensure 48-hour delivery of the items requested.

Orbis is not without its challenges. It requires us to rethink the ways in which we define and develop our collections as well as what and how we teach. It will change the ways in which our students and faculty conduct their research and, on smaller campuses, it will influence curriculum development

and faculty recruitment, retention and evaluation as well.

Orbis makes a research-level library collection available to students at the smaller member schools for the first time. It moves them out of modest local collections of books and journals, all judiciously selected to satisfy

For the Willamette community, Orbis provides a rich supplemental knowledge base that holds the promise of supporting an even higher level of scholarship.

their unique research requirements, into a collection of significantly greater magnitude.

The fact that this larger catalog surely contains many items that are inappropriate to undergraduates' needs and levels of sophistication will influence the ways in which we teach. Orbis, and the vibrant yet unstable cyberspace in which most of us now live, require that we define and teach the selection and critical evaluation skills students need to choose wisely amongst these widely scattered and highly disparate resources.

The challenges that Orbis presents to the teaching faculty on smaller member campuses are profound. The sudden availability of a research-level book collection coming, as it does, sharp on the heels of the vast array of Internet and World Wide Web resources, gives promise that resource availability will restrict course design, faculty research, and professional development considerably less than it has in the past.

Orbis, and the increasing availability of networked resources, mean that many scholars working in small schools in isolated locations are now able to undertake research

projects that, in the pre-networked era, would have given them pause. This new state of affairs has implications for the recruitment, evaluation and retention of both library and teaching faculty. On smaller campuses, it may shift the always delicate balance between teaching and research.

Of course, the "virtual" Orbis collection will never fully satisfy the students who write papers the night before they are due, or those of us who delight in the hands-on sensual pleasures and serendipitous discoveries that only "real" libraries filled with "real" books provide. Still, Orbis should go a long ways towards laying to rest the perceived dichotomy between access and ownership. The caveat

for teaching faculty and librarians alike, however, is to ensure that Orbis does not distract us from our primary obligation to build strong in-house core collections that support the basic curricular needs of students and faculty.

Despite the challenges, we librarians know that Orbis enables us to undertake the kinds of cooperative collection development and resource sharing projects that we have talked about for years, but only rarely realized. As Orbis grows and new member libraries are added, it will be possible, for the first time, to plan and coordinate the development of a shared statewide academic library collection. This new collection promises to serve well all citizens of this state.

In the final analysis, Orbis marks the end of the myth of the comprehensive and self-sufficient library. Members sacrifice a degree of autonomy, but gain immeasurably in their ability to fulfill their role and mission. For the Willamette community, Orbis provides a rich supplemental knowledge base that holds the promise of supporting an even higher level of scholarship. ■

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The Ultimate Moveable Type

By Sarah M. Pritchard

We hear about the "virtual library" and the "library without walls." But what happens to the librarian? Will we be obsolete, unneeded in a world of online interconnectivity, full-text and hyperlinks? The newest campus planned for the California State University system will not have a physical library, according to a recent article in *Newsweek* (January 30, 1995, p. 62). No mention of the librarians. Have they become "information managers" or "knowledge engineers," trendy labels to transcend that horn-rimmed image? More likely, unfortunately, campus planners have ignored the profession completely, dismissively typecasting it by its current tools and procedures rather than seeing the value of its conceptual skills and analytical services.

The future of information is unfolding rapidly before our eyes, a dazzling multimedia array that changes as fast as I can write, and that promises to leave miles of bookstacks abandoned and crumbling in their own dust. We imagine that the new resources arrive miraculously organized and complete. Simply plug into the network and librarians will be relegated to being preservers of the past, clerks in those byways not yet on the "infobahn." Yet I smile, remembering that in some of my favorite science fiction stories and shows, the librarians are still there. Whether Isaac Asimov or Star Trek scriptwriters, creators of the future posit scenarios where historical archives, scientific databanks and massive capacities for information processing are critical to social and technological progress — and where specialists provide (or obstruct, depending on the plot!) the structure of and access to those resources.

What is it that characterizes the library profession? There are common theoretical and methodological frameworks, whether we are children's, public, small college, medical, research university or corporate librarians. We may even work outside a library setting, as consultants or publishers or database trainers. At heart, librarianship is the study of recorded communication in all forms; it is independent of place or package; and it focuses on the understanding of content, structure, and services, not just tools and processes. Librarians are colleagues in the research, teaching and strategic enterprise, whatever the parent institution or client base.

There are four general categories of knowledge that librarians pursue: first, the nature of public and scholarly communication and information formats; second, the management of information systems and enterprises; third, the delivery of educational and customer services; and fourth, the economic and political environment within which information is created and sought.

COMMUNICATION AND INFORMATION

Librarians study the evolution of information and communication in different fields and specialties — less so the minor threads of each subfield than the meta structures: the major themes, the criteria for quality, how information and creative communication are produced in social and professional contexts, and how we trace those structures. Information formats will always co-exist, be they stone tablets and manuscripts, books and computers, or computers and something else. As formats proliferate and adapt to particular subjects or uses, the challenge is to locate them efficiently, evaluate and select among them to meet a given need.

Not only must we understand the sources, we must have a sense of the seekers. Librarians try to map the needs of users onto the patterns of available information. We analyze the different purposes of communication, for example, education, leisure, creativity, information or public debate, and what kinds of written, electronic or oral communication accompany each. We look at the behavior of different user groups. While we may serve children or engineers or senators separately, what the profession grasps is the multiplicity of ways people get and use information.

MANAGEMENT OF INFORMATION SERVICES

Librarians manage complex systems, technological, financial and bureaucratic. We track the publishing, computing and related industries and how these affect the cost, format and delivery of information. Once we are lucky enough to get the sources, then we exercise the most classic of librarian functions, to design and apply "access mechanisms" such as cataloging, indexing, bibliography — or database coding, hypertext markup language and gophers. Even in the electronic environment,

where there may not be a definable or ownable package, we still need to identify, organize, and categorize resources and develop secondary interfaces that direct users flexibly and accurately.

As libraries have become extensively automated, librarians are actively improving these tools. More than just passive users, we are increasingly the designers of the interconnected technical systems, organizational structures and human interfaces. Library managers analyze operations across a myriad of tasks, technologies and staff, mobilizing a patchwork of ever scarcer human and material resources to meet shifting demands, facilities and priorities. Some days, I deal with so many personnel and physical plant issues and so few books, I feel as if I could be running a hotel! Management and design skills will always be crucial, even if in the future we won't be so constrained by leaky roofs and stuck elevators.

EDUCATION AND SERVICES

The goal of selecting and organizing materials is always to get them into the hands of a present or future user. Over the past several years, we have seen a trend in the academic library where more librarians are shifted into public services as technical operations become streamlined and emphasis is on access to outside resources. Teaching and consultative skills are essential for effective information services, whether librarians are working with one person or a class of sixty. Our professional literature draws upon learning theory from psychology, education and cognitive science; we try to teach critical thinking skills and the ability to analyze the comparative scope and quality of research resources. Information literacy is a competency needed by all.

Librarians articulate logical and intuitive insights about information and develop concise syntheses and interconnected links. As subject specialists, librarians are positioned to identify emerging fields through observing new terminology, interdisciplinary publishing, and forms of scholarship that question traditional concepts. The librarian is a

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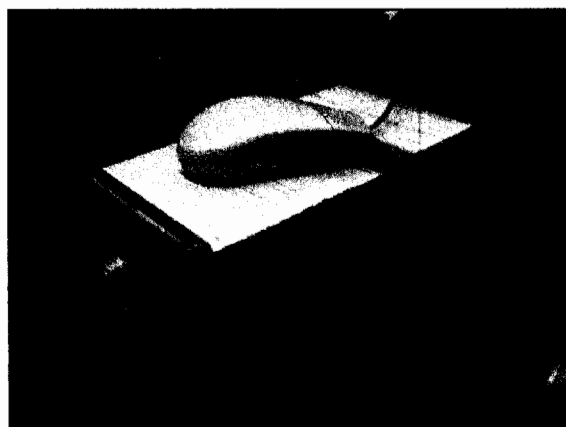


PHOTO BY JENNA GALK

valued member of a research team, a colleague who tailors organizational schemes, advises on file management and customizes information services. Eventually, librarians might be assigned to individual academic departments or might operate as a collaborative unit, somewhere apart from the actual storage and processing of materials.

INTERACTING WITH THE EXTERNAL ENVIRONMENT

Librarians exist within a series of overlapping spheres that condition the provision of information, including the worlds of higher education, corporate marketing, interest groups, employment policy and public finance. The most difficult and high-profile involvement of librarians in the external arena is related to information policy: intellectual freedom, copyright, access, privacy and the regulation of print and electronic media. These will be a fact of life, regardless of the mechanism of communication. It is all too desperately relevant in Oregon today, where many librarians are leaders against censorship and restriction of access. Empowerment of the local citizenry is even more important in the electronic setting. How will we guarantee the ability of all people to participate in public discourse and services, if those are only delivered via computer? Library and information services are a central component of our social institutions of education and communication.

WHITHER LIBRARIANS?

Whether libraries wither, as has been forecast now for almost two decades, is yet to be seen. I believe that librarians, on the contrary, will bloom. Their knowledge will be relevant no matter where the information comes from or who the user is. Some librarians are already functioning like doctors, lawyers and financial advisors: independent professionals, affiliating or not with organizations depending on how they want to deliver their services and receive administrative support.

Librarianship blends the disciplines of communication studies, the sociology of knowledge, education, public policy and management. What we bring to our communities — faculty, students, scientists, policy-makers, ordinary citizens — is a dynamic understanding of the transmission and organization of knowledge and creative expression. We ourselves are “a moveable type,” professionals who build on existing information and prepare for as yet unknown future forms of communication, engaging as partners to enable the ongoing collection and exchange of ideas. ■

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Libraries and Computing Centers:

A Partnership Emerges

By Keiko Pitter and Larry R. Oberg

Libraries and computing centers share primary responsibility for the dissemination of information on our campuses today. Yet, little prepares these two disparate units for their charge and they often co-exist in uneasy juxtaposition. Librarianship traces its history back to the paper-intensive nineteenth century, while computer centers evolved comparatively recently from a computational background in mathematics and engineering.

Whatever their respective missions in the past, the roles of the two units are changing. The computing center has ceased being merely a place where one manipulates large sets of data and prints reports. Increasingly, it is charged with providing and managing access to networked information resources. The library, in turn, has ceased being merely a warehouse that stores and circulates the printed records of scholarship. Today, librarians select, classify, and organize information from all sources in all formats, actively integrating electronic and print resources.

The relationship between the two units is a topic of widespread interest today. Should the computing center and the library merge? Should one be incorporated into the other? Does significant competition exist between the two units? Consensus on these issues has not been reached and, because of the indisputable fact that no one has a clear mandate over digital information, much speculation exists.

THE PAST AS PRELUDE

Academic computing centers and libraries evolved from radically different cultures at different periods of history. In the United States, librarianship emerged as a profession in the late 19th century. The American Library Association was organized in 1876 and the first school of librarianship was established by Melvyl Dewey at Columbia University in 1887. Although some reassessment of staffing patterns occasioned by automation is now occurring, an ALA-accredited master's degree in librarianship remains the standard entry-level requirement, sharply distinguishing “professional” librarians from their non-degreed co-workers.

Centralized computing services in academia, on the other hand, are a relatively new phenomenon. The earliest computing centers were established on North American campuses in the early 1960s. Although several professional associations have emerged, unlike librarianship, the field is not degree-bound. Degrees in computer science and management information systems are not uncommon, although standardized requirements have not been adopted. Candidates for positions tend to be evaluated more on their competencies than on the field in which the degree has been attained.

Other significant cultural differences exist within the two environments. Until quite recently, academic librarianship was defined by stability, conservatism, and resistance to change, its administrative structure characterized by hierarchy, authority and bureaucracy. The individuals attracted to librarianship, by and large, have been motivated by altruism and a desire to improve society. While considering themselves fully professional within a female-intensive environment, librarians have nonetheless been time-clock driven, for the most part calculating their work week in terms of a traditional eight-hour day and 40-hour week.

On the other hand, computer centers have been defined from their inception by flexibility, innovation, and responsiveness to change. A male-intensive field, computing has attracted entrepreneurial individuals who demand flexibility in their work schedules and exercise a considerable degree of independence in their functioning.

It is hardly surprising, therefore, that there is a widespread perception that the relations between academic computer centers and libraries, in the words of University of Iowa librarian Sheila Creth, “are characterized by competition, miscommunication, and overlap in service delivery.”

Recently, the authors conducted an informal survey of their peers in both academic libraries and computing centers. The data gathered substantiates recent reports in the literature that suggest that a realization of the need to change and adapt is occurring in libraries and the computing centers alike.

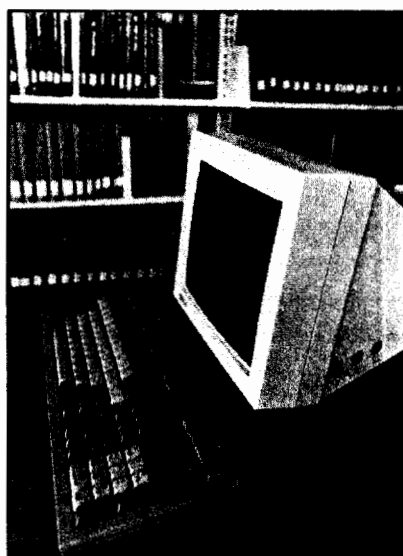


PHOTO BY JENNA CALK

Library still life.

Although most respondents recognize the need for collaboration between the two units, many are still struggling to find the means by which they can create a new alliance.

ORGANIZATIONAL STRUCTURE

Today, library and computing center relationships are developing beyond simple client-server models towards active, collaborative partnerships. Creth suggests that the possibility exists for libraries and computing centers to pool their expertise in such activities as "strategic planning, developing campus information policy, offering educational programs, designing knowledge management systems, and providing greater support to faculty for curriculum development."¹

While organizational structure, lines of authority and areas of service overlap need to be clarified and codified, structure alone may be inadequate to define the total character of a cooperative relationship. Indeed, the personal and collegial relations between the staffs of the computing center and the library, as well as the necessary collaboration and cooperation between the two units, are not always amenable to structure. The authors feel that this relationship also needs to be developed in flexible and informal ways.

Whether Creth's description of the library-computing center relationship as one characterized by competition, miscommunication, and overlap in service delivery, is true or false, it does not constitute an argument for the merger of the two units. Although areas of collaboration and cooperation are emerging, both units continue to serve other highly specialized functions. It seems likely that libraries will continue to exercise hegemony over content and computing centers over technology. These distinct functional differences argue for a collaborative, rather than a merged relationship.

THE WILLAMETTE MODEL

At Willamette, the computing center is a part of a service consortium called the Willamette Integrated Technology Services (WITS) which was established to create a closer working relationship among all technology providers. Although the library is not part of WITS, the philosophy of collaboration among campus service providers has been clearly established.

Until quite recently, only informal and limited collaboration occurred between the library and the computing center. It was decided, however, that the administrators of the two units should act as a catalyst in bringing about a transformation of the existing organizational culture. Indeed, left to chance, personality, or informal process, it was felt that change might not occur at all.

The process was begun by calling a joint retreat attended by the library and the computing center staff. The purpose of the retreat was to make certain that all staff recognized the need for change, understood desirable changes, and could identify the steps necessary to make change a reality. Although little or no conflict was perceived to exist between the two units, the retreat nonetheless served to reveal aspects of each unit of which the other was unaware.

Together, the staff of both units identified techniques that could be used to increase collaboration, cooperation and productivity. Changes that could be implemented immediately were identified and executed; commitments were made to ensure that the others would be carried out at a later date.

Outcomes of the retreat include regularly scheduled joint retreats, staff meetings, and informal brown bag lunch sessions; joint staff training programs and policy development and planning sessions; the creation of a shared listserv, the construction of a list that identifies the expertise of all staff members and a merged collaborative user support database; joint task forces; and a commitment to involve staff from both areas on search committees.

OUTCOMES

Perhaps the most important achievement of this new cooperative effort has been the establishment of a climate of mutual respect and trust. Today, staff from both areas are coming to understand and appreciate their different cultures. Both units are beginning to take advantage of the expertise offered by the other. Communication has increased and considerable collaborative work is being done, not simply in Internet training or the classification of resources, but in such areas as network implementation as well.

The emerging Willamette University model of computer center-library cooperation takes full advantage of the differing backgrounds, cultures, and expertise of both groups. Its success is reflected in the collaborative environment that has been created, an environment in which pooled expertise and talents are used to achieve common goals. ■

REFERENCES

- ¹ Sheila D. Creth, "Creating a Virtual Information Organization," *Journal of Library Administration*, v. 19, no. 3-4, 1993, pp. 111-132.

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(This is an abbreviated and revised version of a paper presented by the authors at "Information Resources Management in Australia," CAUSE 94 in Australasia, Melbourne, July 12, 1994, and published in the conference proceedings.)

Librarians Develop Mission Statement

IN ORDER TO ENSURE THAT LIBRARY SERVICES and collections reflect and reinforce the scholarly role and mission of the University, the librarians recently developed a library mission statement. This succinct statement is intended to serve as a point of reference as policies, procedures, services and collections are reviewed and reconfigured during this period of rapid change.

The text of the statement is reproduced below:

MISSION STATEMENT

The mission of the Mark O. Hatfield Library is to provide the services and resources necessary to meet the scholarly and informational needs of the Willamette University Community.

The library staff augments the educational mission of the University by:

- Creating and providing the tools that enable access to universal knowledge.
- Teaching library research skills and the critical evaluation and synthesis of information.
- Developing a collection of resources that supports the educational program, intellectual freedom and cultural exploration. ■

New Service Considered

A RECENTLY ESTABLISHED HATFIELD LIBRARY task force is studying the feasibility of implementing a rapid new document delivery service. This new service would provide high-resolution photocopies of journal articles more rapidly than the traditional interlibrary loan service currently does.

The goal of the group is to establish an average turnaround time of 48 hours between the inception of a request and its delivery. By contrast, the average time for interlibrary loan delivery is seven to eight days.

The task force will decide which commercial vendors might be selected and when the more expensive document delivery service would be used in preference to interlibrary loan.

A document delivery service for journal articles would complement the expedited book service that will become available through Orbis in the near future. ■

Library Advisory Committee Formed

THE NEWLY FORMED MARK O. HATFIELD Library Advisory Committee held its first meeting on November 4. An initiative of the Hatfield library, the LAC serves as a forum for communication between Hatfield librarians and Willamette University faculty and students. The committee recommends on library services, collection development and matters of academic freedom. Members, appointed by the university librarian, are also expected to participate on librarians' search and review committees.

During their initial meetings, LAC members discussed a wide range of topics, including collection development policies, the periodicals review project, handling challenged materials, the mission statement and library cooperation in Oregon.

The committee includes representatives from the College of Liberal Arts, the Atkinson Graduate School of Management, the College of Law Library, and the student body. The current membership includes Carol S. Long, English; John L. Koprowski, biology; Stephen Carl Hey, sociology; J. Frederick Truitt, Atkinson; Larry R. Oberg, Carol A. Drost and Joni R. Roberts, Mark O. Hatfield Library; Tim Kelly, College of Law Library; and Jessica Odom and Rachel Davies, students. The committee expects to meet monthly during the academic year. ■

Campuswide Technology Task Force Created

WILLAMETTE UNIVERSITY'S PLANNING Committee recently established a Task Force on Information Technology. At President Jerry E. Hudson's request, University Librarian Larry R. Oberg is chairing the group, which is comprised of student, faculty and administrative representatives from throughout the University.

In broadest terms, the Task Force is charged with clarifying Willamette's educational and institutional goals associated with technological improvements, developing a recommended vision and plan for future improvements, and serving as a sounding board for the allocation of the institution's resources in this area. The University Planning Committee expects that specific questions will be addressed such as: How can technology enhance teaching and learning in Willamette's liberal arts and professional programs? and What resources are required to make the improvements that are most desirable? ■

The Changing Face Of Government Information

By Arlene Weible

The year 1995 marks an important anniversary in the history of libraries. The Printing Act of 1895 created the Federal Depository Library Program, which is now administered by the Government Printing Office (GPO). Through participation in this program, libraries have provided the public with access to a vast array of information generated by the federal government.

For most of the last 100 years, government information has meant printed government documents; publications like the *Congressional Record* and the *Federal Register*. Although libraries continue to receive these titles and a large number of other government documents,

it is clear that the federal government has entered the electronic information age. In fact, the U.S. federal government has been a pioneer in electronic information dissemination, and has become a leading producer of information in electronic format.

The Mark O. Hatfield Library has been able to take advantage of electronic government information in a variety of ways. The Commerce Department has been a leader in the distribution of government information via CD-ROM technology. The *National Trade Data Bank* is a compilation of full-text reports and statistical information related to exporting activities, and has been used extensively by students in the Atkinson Graduate School of Management. The library recently acquired another CD-ROM product, the *1990 Census of Population and Housing*, which will be useful to all students looking for statistical data on population, income and poverty, educational attainment and ancestry.

In addition to CD-ROMs, the library also provides online government information. GPO Access is an online service that offers full text electronic versions of the *Congressional Record*, the *Federal Register* and Congressional bills. Congress itself is taking advantage of the World Wide Web, setting up a home page for the U.S. House of Representatives (<http://www.house.gov>), and by offering information about legislative activities via the Library of Congress' new service, THOMAS (<http://thomas.loc.gov>). These services allow quick access to the important documents and activities of the U.S. Congress. Other government agencies, including the Central Intelligence Agency, the Social Security Administration, and the Executive Office of the President, are also offering timely access to information about their activities via the World Wide Web.

In a recent letter to depository libraries, Wayne Kelley, the U.S. superintendent of documents, stated that "Internet dissemination is becoming the de facto standard for many Federal information products ..." The challenge facing depository libraries is how to provide access to the wide array of information products now becoming available. The Hatfield librarians are confronting this challenge in two ways. Access to the library's paper document collection is being enhanced by increasing the number of documents cataloged in the online catalog. These efforts, along with increased access to the government documents collections of other institutions through Orbis, will alert library users to the valuable information these resources contain.

In addition, the Hatfield librarians are committed to providing access to government information available over the Internet. Government information resources are listed in the Hatfield Library Gopher and World Wide Web home page. Librarians are seeking ways to increase the visibility of these sources, through menu arrangement, library instruction courses, and reference contacts. Publicity about the new online services providing Congressional information will also help to bring these services to the Willamette community's attention.

While it is clear that the face of government information is changing, it has yet to achieve its final transformation. Like other information resources, government information will be living in both the paper and the electronic worlds for some time to come. As librarians, it is our goal to help users navigate these two worlds, and help to insure that government information remains as it has for the last 100 years, accessible to the broadest possible public. ■

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The Hatfield librarians are committed to providing access to government information available over the Internet.



continued from page 1

Sam in the Oregon Country," a traveling exhibit for Oregon's schools, and the Oregon Intellectual Freedom Clearinghouse.

Books are user-friendly and portable. We believe that Americans, with a little encouragement, will be reading Shakespeare and *Huckleberry Finn* on the printed page many decades hence — and reading printed newspapers and magazines. Most of America's existing historical record will remain on paper. But, if all goes well, the Library of Congress will also be receiving and organizing vast amounts of new materials (under copyright deposit) in already digitized form — films, music, encyclopedias, legal records, maps, scientific papers, government documents, all kinds of data which can be shared electronically. At the same time, the Library, alone or in joint ventures with the private sector, will be digitizing some of its most useful existing paper and film materials for dissemination via the information highway, while duly protecting intellectual property rights.

The Library has already created electronic versions of two dozen of its key American history collections — our Mathew Brady Civil War photographs, 19th Century pamphlets by African-American writers, Thomas Edison's films of New York City at the turn of the century. We have tested their appeal on CD-ROM in 44 schools and libraries in 28 states, with positive results. We will be networking with others to create a National Digital Library so that materials digitized by one library may be available to many, as in the case of the Leonard Bernstein papers that we obtained last year. We expect that university libraries, like Willamette's own Mark O. Hatfield Library, will be in the lead during the next decades as digitization steadily makes more and more information available to more people in more places on-line.

Our basic belief is that if the new electronic highways are truly to serve America, they must do more than offer entertainment and high-priced information on demand to the well-to-do at home or in the office. Such a strategy would forfeit the technology's great potential for national progress and create information "haves" and "have-nots." Few Americans now lack entertainment, or "infotainment," thanks to television, but many lack inexpensive, easy access to the knowledge they need to learn, work, and prosper.

This is where local libraries come in. Technical people talk about "information nodes" — places where a vast variety of information services can be accessed. That is what libraries already are. Suitably staffed and equipped, these local institutions can provide access for all Americans, rich or poor, to on-line services, either free or at reduced fees negotiated collectively with the providers.

Librarians will play an even more important role in the future as "knowledge navigators" guiding the information-seeker to relevant data bases and hence to relevant books and vice versa. America's unmatched system of libraries can vastly multiply the benefits they provide their communities by using the digital library and the information superhighway. But the good health of libraries cannot be taken for granted. Many are hard-pressed financially; new public monies must be invested in modernization, re-equipment, and staff re-training. Only then can libraries play their proper role.

I believe that the new technology, properly employed, can spur learning everywhere and provide vitamin enrichment to once-isolated schools and community libraries. The information superhighway can give us, through libraries, a new boost born of access to knowledge, that will feed the intellectual curiosity, entrepreneurial energy, and civic spirit of Americans in the 21st Century. ■

James H. Billington has been Librarian of Congress since 1987.



The metamorphosis of library materials.

New InfoStations Brought Online

THE HATFIELD LIBRARY'S INFOSTATIONS, MADE available this past fall, have proven so popular that eight more have been brought online. Three are on the first floor and five on the second.

Because these high-end 486s with Windows interfaces make available more than just the library catalog — the library's gopher and World Wide Web space and over 50 electronic indexes, among other resources — patrons use them heavily. The eight new workstations should reduce their wait without shortening their sessions.

The five new InfoStations on the second floor not only offer access to the services available on their counterparts downstairs, they also connect users to their campus network accounts. Patrons now have access to their e-mail and some software available on the campus network. ■



MOVEABLE TYPE

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PHOTO BY JENNA CALK

continued from page 1

Orbis does not replace local systems nor is it just another stand-alone catalog. Each member library continues to maintain a local system which automatically relays updates to Orbis. The software on local systems has been upgraded to enable real-time updating over the Internet, a menu option to start an Orbis session from the local system, and the "pass through" option which automatically repeats a local search in Orbis.

The "pass through" feature allows a patron to repeat a local search in the Orbis database with a single keystroke. A patron who has failed to retrieve a relevant record, has discovered that the item is checked out, or simply wants to broaden the search, can easily query the union database from the local system.

The Orbis search is conducted in the union database, not through sequential searching of member catalogs. When a patron chooses this option, the local system automatically connects to Orbis and forwards the search key used on the local system. The results of the Orbis search are then relayed back to the local system. In this manner, a user can bounce effortlessly back and forth between the local and the union catalog. In addition to access through member library systems, Orbis will be available via direct telnet connection over the Internet at orbis.uoregon.edu.

HALLMARKS OF THE ORBIS SYSTEM ARE:

- "One-stop-shopping" at seven private and public academic libraries.
- Continuous updating over the Internet: Changes in bibliographic records, holdings, circulation status, etc. are continuously sent over the Internet from member catalogs to Orbis. These changes are typically reflected in Orbis within seconds.

- Ease of use and clarity of presentation: Orbis uses the same user friendly menu system employed on local systems.
- Superior access: Orbis includes the best features from each local system and features which none of the member library systems include. Far from representing the "lowest common denominator," Orbis provides access superior to any member library's local system.
- Integration of local and union catalog: Orbis is available as a menu choice on local systems and as a "pass through" option following a specific search.
- Circulation status: the institution, location, call number, and "live" circulation status of all items held by member libraries are displayed with the appropriate bibliographic record.
- Foundation for other features: the union catalog will be enhanced by the addition of reference databases, patron-initiated interlibrary loan, and other features.

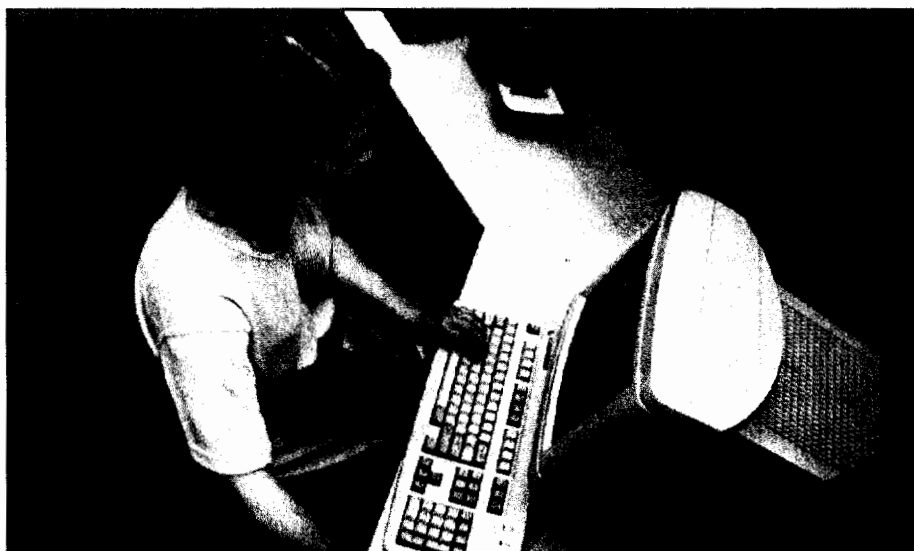
The Orbis Council has identified three priorities for the future. First, addition of other academic library catalogs. (Several libraries have already expressed a strong interest in joining the consortium.) Second,

the implementation of a feature that enables users to initiate a loan request through Orbis. Once this feature is implemented, an Orbis user, whether at home, in the office, or in the library, will be able to request an item by entering the user's name, patron identification number, and home institution. The third major priority is the provision of reference databases through Orbis. These may be full text databases or journal article citation databases. Reference databases on Orbis will include call number and a summary of journal holdings from each participating library.

The future of Orbis looks bright. The addition of new members as well as innovative features will make Orbis an excellent tool for resource sharing and a powerful, easy-to-use system for students and researchers. Orbis is more than a tool for member institutions; it is a resource for the entire state.

The consortium encourages all Oregonians to use and enjoy Orbis. ■

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Student Molly Ableman explores the new Orbis catalog.

MOVEABLE TYPE

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