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Peter V. Deekle

Treasures for a Liberal Education

By Peter V. Deekle

TWENTY-FIVE YEARS AGO WHEN THIS WRITER was an undergraduate at a large private Eastern university, his interest was piqued by the mysterious contents of the library's rare books collection. Those precious treasures seemed largely inaccessible and remote to the typical undergraduate then.

But times have changed and, in this information age, the special collections of academic libraries have begun to mean more for undergraduate scholarship, as well as postgraduate research. The distinguished and often unique collections of rare and special materials in many liberal arts college libraries are making increasingly significant contributions to undergraduate teaching and learning.

Particularly at schools where the curricular focus is on the liberal arts, these bibliographic treasures are promoted by curators and librarians for their widest possible use. At Wheaton College, for instance, nearly 50 percent of the special collections titles are used annually in teaching or public exhibitions.

In the past, awareness of a library's rare books was likely to be limited. Card catalogs provided bibliographic access to the general and circulating collections, but typically omitted entries for rare books and special collections.

Today, unified access to all collections prevails. The expanded and unified catalog has resulted from applications of computer technology. The inquisitive undergraduate is a prime beneficiary of electronic access. Now, with a single subject search, undergraduates may

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III System Expands

A Bigger, Better Catalog

By Carol A. Drost

Late this past summer, the Mark O. Hatfield Library's online catalog became the catalog of the Willamette University libraries when the bibliographical records from the College of Law Library were loaded into the Hatfield library's computer. At the same time, the library's Innovative Interfaces (III) automation system was completed with the installation of the acquisitions and serials control modules. Funding for these projects was provided by a generous grant from the M. J. Murdock Charitable Trust of Portland.

Students, faculty and staff can now search the combined resources of the Hatfield and the College of Law libraries from a terminal on campus or at home via a modem connection. From the undergraduate perspective, the ability to search both collections simultaneously should prove especially useful to students and faculty in politics and American and international studies. Their colleagues in the Atkinson Graduate School of Management should also benefit from these changes.

At the College of Law Library, reference librarian Susan Lewis-Somers describes the combined online catalog as a "great boon" for the law students. She predicts that law students, who are already heavy users of computers, will use the online catalog more frequently than the old card catalog. Lewis-Somers also emphasizes that she and the other reference librarians see the online catalog as a considerable improvement because of the numerous ways to locate information that it offers, such as the ability to perform keyword searches when the complete title of a work is not known.

The installation of the acquisitions module allows the status of titles on order to be displayed in the online catalog. In fact, the familiar yellow order cards are being phased out because it is no longer necessary to keep a paper file of book orders. Faculty and others who make book requests will still be notified, however, when the books they order have been cataloged. The serials control module permits library users to check whether the current issue of a periodical has been received, and when the next issue is expected. Among many other features, the acquisitions and serials modules allow library staff to perform more effectively fund accounting and invoicing.

The combined catalog opens new opportunities for cooperation between the librarians of the two libraries, most immediately in the areas of collection development and cataloging. The purchase of the same book by both libraries will not always be necessary if a search in the catalog shows that one library already owns the title or has it on order. In addition, the cost and ownership of expensive reference materials might be shared by both libraries.

The behind-the-scenes work necessary to bring this project to fruition was impressive and is continuing as staff from both libraries work together to establish standards and improve accessibility. Library users should rapidly discover the benefits and capabilities that a single integrated online catalog has to offer.

Carol A. Drost is associate university librarian for technical services in the Mark O. Hatfield Library. e-mail: cdrost@willamette.edu



Lynn Charles Foster, *Tall Stack* (oil, 1985). Gift of the artist. All art featured in this issue is on permanent display in the Mark O. Hatfield Library.

PHOTO BY JENNA CALK

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identify both the general and the rare and special library holdings on a topic.

It is no longer only an ideal to suggest that a liberal arts college library's special collections be accessible through the online catalog. Convenience as well as the unified access to general and rare books collections encourages a student's fullest use of all resources. The value of our special collections will increase to the extent that our holdings are easily identifiable and accessible.

The college library's special collections often contain many primary source materials. These resources embody the

historical context that today's undergraduates seem most significantly to lack. Historiography, required of all history majors in their junior year at Wheaton, includes two class periods in the special collections department. Students examine closely original letters from the nineteenth century with the archivist. Then packets of documents and correspondence are

assembled to illustrate the context of the letter writer's time and place. In a concluding session, the archivist, professors, and students discuss the problems and challenges of using primary source materials.

Through assignment-based instruction sessions, classes are introduced to the variety of rare and special items in the library. These include oral histories, video recordings and films, as well as print materials. History of the English language classes study dictionaries from Samuel Johnson (1755) onward to discover first hand the changes in definition and usage of words. Social history students rely on the library's special collections to expand their appreciation of historical context. Recently, an astronomy class used Wheaton's observatory records from the 1880s to contrast knowledge of the universe then and now. French classes study Diderot's *Encyclopedie* for similar knowledge.

Although these references pertain to Wheaton College, they are increasingly applicable to the use of special collections at many schools. What once was considered a rarified and sequestered collection of specialized materials is now recognized as an important teaching and learning resource. ■

Peter V. Deekle is college librarian at Wheaton College, Norton, Massachusetts. e-mail: pdeekle@wheatonma.edu

A View from the Library

Window on the World

The Smaller Academic Library

By Larry R. Oberg

The Harvard College Library's new strategic plan defines that institution's traditional role as "a place to consult books and journals." It emphasizes, however, that this historic mission must be supplemented to incorporate "emerging information technologies into a program [designed to introduce] students to information sources at Harvard and beyond."¹

Harvard librarians cite the forces that prompt the extension of their role: ubiquitous new technologies, an increase in multi-disciplinary research, an increase in the amount and variety of evidence required to support research, rising costs, restricted funding and the sophisticated skills users need to exploit complex networked resources.

These forces are no less compelling at smaller schools. Like their colleagues at Harvard, college librarians are examining "new ways to carry out [their] primary mission" of support for teaching and research.² Willamette librarians actively incorporate new technologies into their services. We believe that these technologies enhance our traditionally strong support for teaching and learning and open new opportunities for research and curriculum development.

LOCAL INNOVATIONS

Recently, Willamette librarians chose to participate in Orbis, an innovative plan to create an interactive online catalog of Oregon academic library holdings. Based upon the successful OhioLink model, Orbis will make available a distributed research-level book collection in excess of two million titles. When implemented, the circulation function will empower our students and faculty to request books online, unfettered by time-consuming interlibrary loan protocols. A statewide courier service will provide next day delivery.

Since 1991, the Internet has assured Willamette's access to a range of networked information resources. The Internet is, however, a chaotic and unstable environment that presents as many challenges as it does rewards. "Surfing the net" may be an innocent pastime enjoyed by Internet junkies and casual users alike, but many undergraduates remain ill-prepared to make wise choices between networked information resources of highly unequal value.

Like their colleagues nationally, Willamette librarians have primary responsibility for selecting and organizing network resources. Two tools, gopher and World Wide Web (WWW), aid us in charting a course through the thickets of cyberspace. The library gopher, a software platform that supports the selection and organization of networked resources, is highly developed. The gopher's menus are organized to reflect local information needs. A work in progress, our WWW server provides access to an expanding hypertext universe of non-hierarchically arrayed text, sound, and graphic resources.

WHERE WE STAND

Today, students and faculty at Willamette and many other smaller schools enjoy access to networked resources as rich and diversified as those available at Harvard. As we all become linked through the Internet, research, course design, and professional development cease being limited by the availability of local resources. The perception of conflict between teaching and research recedes as both activities become more resource-based.

The current information environment is not without its challenges. When resources consisted primarily of locally held printed books and journals, students were taught to ferret out the information they contained. The authority of these sources, selected by the librarians and teaching faculty, was rarely questioned. Today, an unstable yet vibrant information environment requires that we also teach the selection and critical evaluation of widely scattered and highly disparate resources.

Librarians understand that technology is not an end in itself. We establish planning and review procedures to ensure that the new services support the university's role and mission. And we are motivated by the knowledge that a strong information technology infrastructure is essential to institutions that seek a competitive edge in attracting and retaining excellent faculty and students.

The Mark O. Hatfield Library remains a place to consult books and journals, but it has also become a window on a much wider world. ■

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¹Quoted in Lawrence Dowler, "A New Direction for the Harvard College Library," an unpublished discussion paper presented at *Gateways to Knowledge*, a conference sponsored by the Harvard College Library, November 5-6, 1993.

²Ibid., p.1.

Larry R. Oberg is university librarian, Mark O. Hatfield Library. e-mail: loberg@willamette.edu

Building a Gender Studies Collection

By Frann Michel

Gender studies is a large and growing field, with roots in women's studies and branches in a variety of academic disciplines and political visions. Even large university libraries geared primarily toward research do not aspire to have truly comprehensive gender studies collections. Fortunately, through the wonders of the Internet and document delivery, even smaller college libraries can offer access to virtually any work in the area. Just as fortunately, a relatively selective local gender studies collection can offer ready access to some of the most important works.

Like women's studies, gender studies is primarily concerned with the study of gender. In the 1980s, however, mainstream women's studies came to be challenged by thinkers who questioned the unity of the category "woman," noting its fracture along lines of race and sexuality, for instance, and by thinkers who noted the mutually constitutive construction of the gender categories of "woman" and "man," as well as the limits of this binary gender system.

Thus, anthologies like *This Bridge Called My Back: Writings by Radical Women of Color* (ed. Gloria Anzaldua and Cherrie Moraga) and *Making Face/ Making Soul=Haciendo Carus: Creative and Critical Perspective by Women of Color* (ed. Gloria Anzaldua), examine the cultural and social construction of gender in relation to the construction of race. Perhaps even more obviously, gender is also constructed in relation to sexuality. Thus, works like the comprehensive anthology *The Lesbian and Gay Studies Reader* (ed. Henry Abelove, et al.), include important essays addressing gender studies. Further, because gender studies also turns the tools of feminist analysis on the construction of masculinity, it has generated such works as *Changing men: New Directions in Research on Men and Masculinity* (ed. Michael Kimmel). Moreover, because the study of gender means questioning the category itself, one needs to consider works such as Suzanne Kessler and Wendy McKenna's *Gender: An Ethnomethodological Approach*, Marjorie Garber's *Vested Interests: Cross-Dressing and Cultural Anxiety*, and the collection edited by Julia Epstein and Kristina Straub, *Body Guards: The Cultural Politics of Gender Ambiguity*.

Reflecting this variety, the Library of Congress subject heading "Gender Studies" refers one to the more specific headings of "Sex Differences," "Sex Discrimination," and "Sex Role." A more comprehensive search might include the

subjects or keywords "Sexism," "Feminism," and "Sexual Deviation." The Mark O. Hatfield Library offers a generous and growing collection of works under all of these headings: works within traditional academic disciplines and beyond; works drawing on the long heritage of gender studies and on the latest thought and scholarship.

Discipline-based work in gender studies has been strongest in the humanities and social sciences, but there have been notable contributions as well in the life sciences. Important critiques of biology and the practice of science include Ruth Bleier's *Science and Gender: A Critique of Biology and its Theories on Women*, Anne Fausto-Sterling's *Myths of Gender: Biological Theories about Women and Men*, and Sandra Harding's *The Science Question in Feminism*. More specialized and challenging works synthesize critiques of biology, economics, and language, as Donna Haraway does in her *Primate Visions: Gender, Race, and Nature in the World of Modern Science*.

Still, the longest tradition of critical studies of gender has been in the humanities. In medieval and renaissance religious traditions, one finds the important work of Christine de Pisan in *The Book of the City of Ladies*, and of Sor Juana in *A Woman of*

Genius: The Intellectual Autobiography of Sor Juana Ines de la Cruz. Central to the enlightenment liberalism of eighteenth and nineteenth century philosophy are Mary Wollstonecraft's classic *A Vindication of the Rights of Woman*, and the essays of John Stuart Mill and Harriet Taylor Mill, collected in *Essays on Sex Equality*. The milestone in twentieth century literary studies is, of course, Virginia Woolf's *A Room of One's Own*. And perhaps the single most important work in gender studies is philosopher Simone de Beauvoir's magnum opus, *The Second Sex*.

Gender studies has made a notable impact on the discipline of history. Here, for instance, one might note works studying earlier gaps in the history of women, such as Gerda Lerner's *The Creation of Feminist Consciousness: From the Middle Ages to Eighteen-Seventy*, as well as many historical works reexamining the past in light of new thinking about the impact of gender, as do the essays in *Behind the Lines: Gender and the Two World Wars*, or Carroll Smith-Rosenberg's work in *Disorderly Conduct: Visions of Gender in Victorian America*. Moreover, the study of history has been shaped by works examining the ways that considering gender alters the practice of history, for example, Joan Scott's *Gender and the Politics of History*, or Joan Kelly's *Women, History, and Theory*.

The issue of theory has been of central concern to literary studies in such works as *Gender and Theory: Dialogues in Feminist Criticism* (ed. Linda Kaufman), *Gender and Reading: Essays on Readers, Texts, and Contexts* (ed. Elizabeth Flynn and Patrocinio Schweickart), or Eve Sedgwick's

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Mary Ann Johns, *While in Greece...#4* (photograph, 1987). Mrs. Truman W. Collins purchase fund. See story about art in the library, page 4.

PHOTO BY JENNA CALK

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groundbreaking *Between Men: English Literature and Male Homosocial Desire*. Moreover, literary studies of gender and sexuality have generated cultural theory, as in some of Monique Wittig's essays in *The Straight Mind and Other Essays*, or in Jonathan Dollimore's *Sexual Dissidence: Augustine to Wilde, Freud to Foucault*, or Judith Butler's *Gender Trouble: Feminism and the Subversion of Identity* or *Bodies that Matter: On the Discursive Limits of Sex*.

Because gender studies is not simply a field of academic study and a matter of theory, but also one of practice and pressing popular concern, many of its important works are directed at a general readership. For instance, Susan Faludi's *Backlash: The Undeclared War Against American Women* garnered wide attention, and is as notable for that reason as for its critiques of recent media representations of gender relations. Similarly, Naomi Wolf, in *The Beauty Myth: How Images of Beauty are Used Against Women*, offers a critique of contemporary media representations of women's appearances. More trenchantly still, the cultural criticism of bell hooks (the pen name of Gloria Watkins), collected in volumes such as *Yearning: Race, Gender, and Cultural Politics* and *Talking Back: Thinking Feminist, Thinking Black*, offers an analysis of the intersections of gender, race, and class in current events and media representations.

Critical perspectives on normative gender values in contemporary culture can also be found in works that are both accessible to general readers and useful as course textbooks. Carol Tavis's *The Mismeasure of Woman*, for instance, offers a social psychologist's critique of the ways scientific, legal, and other academic discourses misrepresent the significance of gender, and are themselves misrepresented in popularizing reports. The documents collected in *Race, Class, and Gender in the United States: An Integrated Study* (ed. Paul Rothenberg), provide important background material, and the book has been used in American studies classes at Willamette. Similarly, periodicals available at the Hatfield library indicate the importance of both popular and scholarly venues for work in gender studies. Besides magazines such as *Ms.* and *Changing Men*, we also find more academically and theoretically oriented journals such as *Signs*, *Feminist Studies* and *Genders*. As a glance at these periodicals will indicate, the field of gender studies continues to flourish, and any sound library collection will need to grow along with it. The Hatfield library collection, which includes all of the works mentioned here and many more, is in an excellent position for that growth. ■

Frann Michel is assistant professor of English at Willamette University. e-mail: fmichel@willamette.edu

At the Library

Collection Highlights Pacific Northwest Artists

By Roger Hull

Willamette's art collection is dispersed across campus, with objects of varying degrees of interest and value stored or displayed in nearly every academic and administrative building. But the largest permanently installed portion of the collection is in the Mark O. Hatfield Library, where in the 1980s a spate of collecting resulted in a small, diverse assembly of works that concern nature, dreams, books, and—to an extent—the history of art-making at Willamette.

Of some 20 works permanently on view in the public spaces of the library, five are by the painter Carl Hall, who taught painting, printmaking, drawing and design at Willamette for nearly 40 years, retiring in 1986. These paintings span much of his long career as one of the Northwest's leading painters and the Willamette Valley landscape's most expressive interpreter.

His earliest picture in the library collection, painted soon after the Halls settled in Oregon in the late 1940s, is the finely rendered gouache of the farmer, Mr. Minard, tending his garden on Minto Island against a brooding Oregon sky. The paper bag scarecrow in the left foreground is a Carl Hall trademark, sometimes presented as a self-portrait, here creating mystery and partially blocking the foreground in a manner common in landscape scenes painted throughout his career.

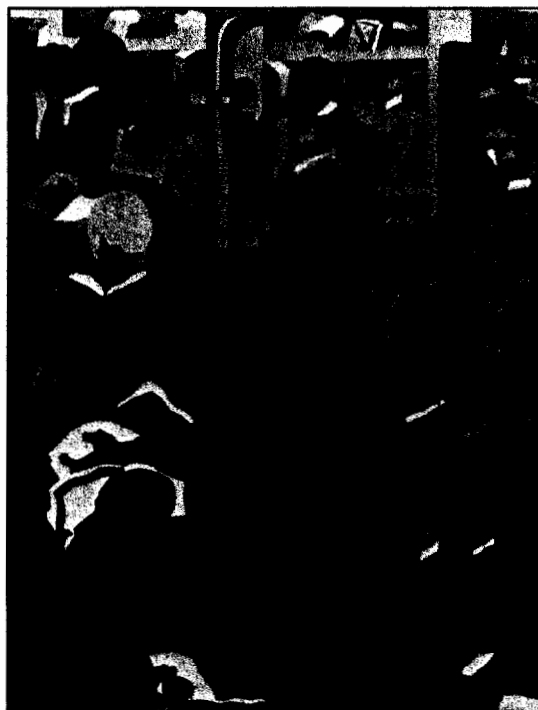
Upstairs, for instance, in his 1977 landscape, positioned beneath the round clock near the south-facing windows, charred tree trunks form a more overt example of Carl's tendency to block compositionally his foregrounds. The trees create a fence through and beyond which we see the green world of hills and rain.

When, on occasion, Carl allows us a totally unobstructed view, as in the big valley scene (painted in 1987) visible straight back beyond the stacks when you step in the library's front door, the sense of sudden release is unexpected, startling and exhilarating. We practically fall into the work with its orchards, fields, thickets and ever-rising hills that lead on to a gray mountain range that does, at last, arrest our free fall.

Nature, too, is the abiding interest of the Spokane abstract expressionist painter Kathleen Gemberling Adkison, whose two big canvases entitled *Saffron World* and *World of Light*, both painted in 1980, are hung one atop the other just inside the library's creekside windows. In these, nature is abstracted in terms related to the flatness of the surface of the canvas. They are like walls densely filled with pictographs. The patterns suggest rock faces, cross-sections of logs, light shimmering from multiple suns, or—paralleling the view out the window—light shimmering on currents of water.

Nature is also the reference in at least one of the library's two sculptures by Robert Hess, professor of art at Willamette. In *Sculptor's Garden*, he makes hammered and welded bronze a medium delicate enough to suggest leaves, stems and even a snail. On the landing of the stairway his *Samothrace* more massively dominates its architectural version of a ledge overlooking the stream outside. It evokes, by its title, mass and graceful contours, the world of ancient culture and art, in which the graceful *Victory of Samothrace* was placed on a cliff overlooking the sea.

Professor Mary Ann Johns alludes to the classical world, as well, in her two photographs, made after a trip in 1987, in which her self-portrait is superimposed on views of the Lion Gate at



Jacob Lawrence, Schomburg Library (lithograph, 1987).
Mrs. Truman W. Collins purchase fund.

PHOTO BY JENNA CALK

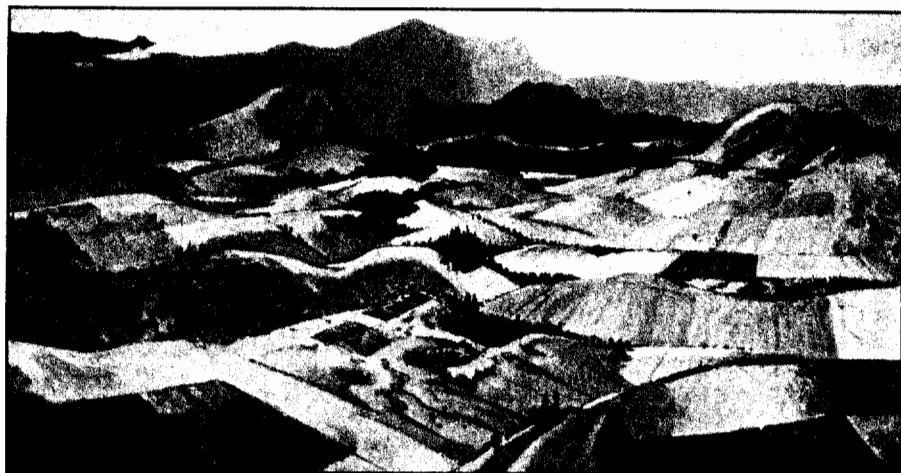


PHOTO BY JENNA CALK

Carl Hall, *Green Hills* (oil, 1987). Hallie Brown Ford purchase fund.

Mycenae and the Parthenon in Athens. The gap between a modern traveler and the classical world is partially closed by means of dream, imagination and reverie.

Nature, dreams—and books. Books are seen in some of the artworks at the library as well as on the shelves. After a one-man show at Willamette in the 1980s, the Salem painter Lynn Charles Foster gave the library his painting *Tall Stack*, one of a series of still life studies of delicious looking books (they remind me of frosted cakes piled up) that he made as “exercise pieces” in a period when he was between larger projects.

Jacob Lawrence’s *Schomburg Library*, an artist’s proof lithograph made in 1987, was purchased from an exhibition of work by Seattle artists, organized by Professor James Thompson in the Hallie Brown Ford Gallery. Lawrence, who taught for many years at University of Washington, is the dean of African-American artists and a major figure in American twentieth century art generally. He is perhaps best known for his *Migration* series of small panel paintings depicting African Americans moving to the urban north from the rural south, painted in the 1940s and displayed in a temporary exhibition at the Portland Art Museum last summer. *Schomburg Library* has a good home in the Hatfield library, because it is about books and people reading them and is rendered in a jittery, lively way that suggests that the reading is good, not boring.

The printed word is also integral to James Thompson’s mixed media *Japanese Current*, in which passages from Asian language newspapers are interspersed with brightly colored segments of paint to create a closely packed tapestry that can be read, in part, by at least some in the Willamette/TIUA community.

And reading is behind Kent Lew’s *Trial by Fire*, one in a series of shaped and painted wood reliefs that the artist made for his senior project as a Willamette art major in 1985. Kent, who also designed the format and the cover still used for the *Willamette Journal of the Liberal Arts*, was inspired in his artmaking by reading T. S. Eliot, whose works must surely be read sometimes by other students in Room S8, where *Trial by Fire* hangs.

In Study Room G4 upstairs, Portland artist Sherie Wolf’s charcoal drawing entitled *Sauna* exudes an effect of steam and heat. The work was purchased from an exhibition in the Ford Gallery of works by faculty members at the Pacific Northwest College of Art in Portland.

There’s more art elsewhere in the library: the weavings of Jerrie Parpart, a former library employee; the hand painted prayer book and an early printed prayer book stored in the vault; objects in Senator Hatfield’s collection, including a relief carving by the Oregon sculptor Leroy Setziol; and the circulating art bank of works by the late Elmer Young who grew up in Salem, taught art at University of Minnesota for many years, donated his paintings and drawings to Willamette, and provided the Art Department with an endowment to help maintain collections. Works by Elmer Young, as well as pieces by past Willamette art students, are available for check-out to hang in campus offices.

The Hatfield library art collection is part of the large and diverse University collection, which in truth is a collection of many collections: The Byrd and Polaski collections of American Indian artifacts, the small collection of French Barbizon paintings, the portrait collection (ranging from the work of Frederick Webster to Sally Haley), the Mark and Janeth Hogue Sponenburgh study collection of art, the Paulus collection of glass negatives, the Constance Fowler collection of papers, prints and paintings, the collection of additional paintings by Carl Hall. And the list goes on.

An art museum in Willamette’s future? Everyone knows I hope so. Meanwhile, a glimpse of our holdings is permanently available in the Hatfield library, where you can shift from reading books to “reading art” by gazing in most any direction. What you see there, in the main, are key examples from Willamette’s growing collection of Pacific Northwest art, in which over the years, Willamette’s own artists have played a significant role. 📖

Roger Hull is professor of art at Willamette University. e-mail: rhull@willamette.edu

Briefly Noted

Online Services are Expanded

ONLINE REFERENCE ASSISTANCE IS NOW available from the librarians of the Hatfield library. Through the campus network, students, faculty and staff, using their individual accounts, can send an e-mail message addressed to “reference” and receive help in locating information and using the library’s resources.

The library’s reference account will be checked regularly during reference service hours for new information requests. Users will receive a response within 24 hours.

Another new electronic service enhancement allows sending online circulation notices. The overdue and hold notices that have traditionally been printed and posted to campus mail can now be received through your personal e-mail account. To receive online rather than printed circulation notices, simply inform the circulation desk staff. 📧

New Entrance Security System

OVER THE PAST SUMMER, A GATELESS SECURITY system was installed at the Mark O. Hatfield Library entrance. The new high-end 3M model 3803 replaces the old gate system. Patrons now enter and exit freely through any of the three corridors and need no longer manipulate a metal barrier, in the past a sometimes painful experience. Installed the day before the resumption of classes, the new entry system has received many compliments.

The library also purchased a Minolta RP605Z microform reader-printer. The new Minolta prints on plain paper and has rapidly become many patron’s first choice among all the library’s reader-printers. Among other advantages, the Minolta will print from the microfiche that contain the Library of American Civilization collection of primary source materials on American history and literature. 📖

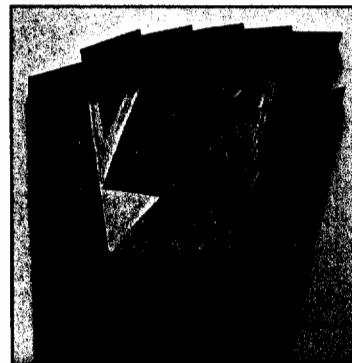


PHOTO BY JENNA CALK

Kent Lew, *Trial by Fire* (painted wood relief, 1985). Gift of the artist.

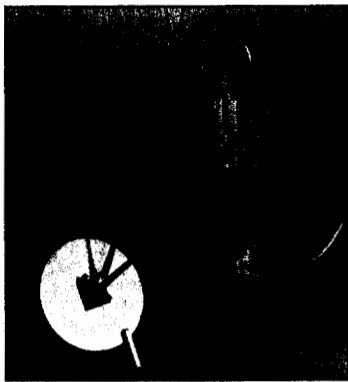


PHOTO BY JENNA CALK

Robert Hess, Sculptor's Garden (bronze, 1988).
Mrs. Truman W. Collins purchase fund.

Keeping Current in Your Field

ARE YOU FINDING IT MORE DIFFICULT TO STAY abreast of journal publications in your areas of interest? A new current awareness service allows users to remain up-to-date in their fields by providing access to the tables of contents of over 14,000 periodicals titles.

This free service, available online from CARL/Uncover, is called *Reveal*. Through a direct telnet connection to database.carl.org, or from any of the Hatfield library's InfoStations, anyone can set up an account. Simply click on CARL/Uncover, provide such basic information as your name and e-mail address, and you will receive an account number and a password. You may then elect to receive regularly the tables of contents of up to 100 journals. The database is updated each time a new issue is published, so the frequency of the updates will vary with the frequency that each issue appears. The updates are e-mailed to the subscriber.

If you have questions about *Reveal*, or need help setting up a *Reveal* account, contact one of the Hatfield librarians. ☎

New Lighting is More Efficient

OVER THE LAST SUMMER, THE LIBRARY STAFF AND others worked hard at re-equipping and upgrading the library. Many of the changes, including a new gateless security entry system and improvements to the online catalog, are immediately apparent to returning students and faculty.

Less noticeable but equally important, the ceiling lighting fixtures were modified and upgraded. In this renovation, old plastic diffuser covers were removed and replaced by side reflectors, a change that increased lighting efficiency by 25 percent. The removal of the diffusers also allows for better air circulation, creating a more livable environment that will be appreciated by patrons and staff alike. Perhaps best of all, thanks to Portland General Electric incentives, the improved efficiency of this new lighting system will quickly pay for itself. ☎

The Right to Read Intellectual Freedom

By Joni R. Roberts

Willamette University's 1995-1996 *College of Liberal Arts Catalog* states that the college "...seeks to strengthen students' intellectual powers. This includes the ability to think, speak and write with precision, depth and cogency, as well as the capacity to perceive and expose fallacious reasoning." Librarians support these aspirations and seek to uphold a critical component in this endeavor—the right to read.

In a democratic society, intellectual freedom is a fundamental right. It ensures that citizens may hold any belief and express that belief freely. This society must also be committed to unrestricted access to information and ideas. Intellectual freedom guarantees one's right to think for oneself and choose what to read or not read. As expressed in the First Amendment, intellectual freedom is a basic and essential part of our country's Constitution.

CHALLENGES TO INTELLECTUAL FREEDOM

Over the last few years, we have seen an increase in challenges to intellectual freedom. Groups representing various political viewpoints threaten our freedom to read by dictating what materials libraries should or should not have.

Oregon's Measure 9, defeated in November 1992, would have amended the state's Constitution to prohibit minority status for homosexuals and limited the materials allowed in library collections. Several Oregon cities and counties subsequently passed ordinances based on Measure 9 and a reworked version of this measure will appear on the November 1994 ballot. Measure 13, also known as the "Minority Status and Child Protection Act," limits access to materials dealing with homosexuality in public libraries to adults only.¹

At the national level, the recently proposed amendments to the U. S. Elementary and Secondary School Act also threaten intellectual freedom. One would prohibit schools from using materials that encourage or promote homosexuality. The other would prohibit use of federal funds to purchase materials that encourage or promote any sexual activity.²

If passed, these measures and amendments could prevent librarians from building diverse collections that represent all viewpoints. This threatening political climate makes it critical for librarians to defend intellectual freedom and the right to read.

LIBRARIES AND INTELLECTUAL FREEDOM

In 1939, the library profession codified its commitment to intellectual freedom when the American Library Association (ALA) adopted the Library Bill of Rights, a document that protects the rights of library users and defends intellectual freedom. It has been revised over the years but remains the profession's chief policy statement on intellectual freedom. In 1953, the Freedom to Read statement, which supports the principles set forth in the Library Bill of Rights, was adopted by the ALA and the Association of American Publishers.³

HATFIELD LIBRARIANS SUPPORT THE RIGHT TO READ

Over the past summer, the Mark O. Hatfield Library sponsored two well attended workshops for Willamette staff and members of Valley Link, a consortium of Willamette Valley libraries. The first, entitled Intellectual Freedom in Academic Libraries, was presented in late July by Mary Ginnane, library development administrator at the Oregon State Library and former coordinator of the Oregon Intellectual Freedom Clearinghouse. The second, an all-day workshop, was entitled Ethics in Academic Libraries. October Adamson-Woods, organization consultant from Ethacts Associates, tackled such issues as professional vs. personal values.

The importance of intellectual freedom and the devastating effects of censorship are graphically illustrated in the Hatfield library's annual banned books exhibit. Designed by Maresa Kirk, circulation services coordinator, this year's exhibit was on display from September 19 to October 5 in conjunction with ALA's annual Banned Books Week.

Hatfield librarians uphold the principles of intellectual freedom daily through their materials selection process. We endeavor to meet the curricular and research needs of the Willamette community through the acquisition of materials that reflect diverse, sometimes unpopular, points of view. We strive to build a collection that supports the free exchange of ideas and to make this collection accessible to all. ☎

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³*Intellectual Freedom Manual*, 4th ed. Chicago: American Library Association, 1992: p. 3, 107-111.

Joni R. Roberts is associate university librarian for public services and collection development at the Mark O. Hatfield Library. e-mail: jroberts@willamette.edu

Bringing it All Together

By Ford Schmidt

Much has been written and discussed recently about the virtual library, which in its ultimate and grandest vision enables access to all of the world's information resources, whether print or electronic, from any computer terminal anywhere on the planet.

While this goal is yet to be achieved, an important initial step in this direction has been taken by the librarians of the Mark O. Hatfield Library. Eight public workstations, using Microsoft Windows interfaces, offer access to virtually (pun intended) all of the print and electronic resources available to users of the library. This includes information available through the online catalog, CD-ROM databases, tapeloaded databases, remote online databases delivered through a telnet connection, and the vast resources of the Internet available via the Hatfield Library Gopher and the Hatfield library's developing World Wide Web (WWW) space. Ultimately, it involves the organization and integration of all information resources, both print (or at least the electronic surrogate, a bibliographic description of the print resources), and electronic.

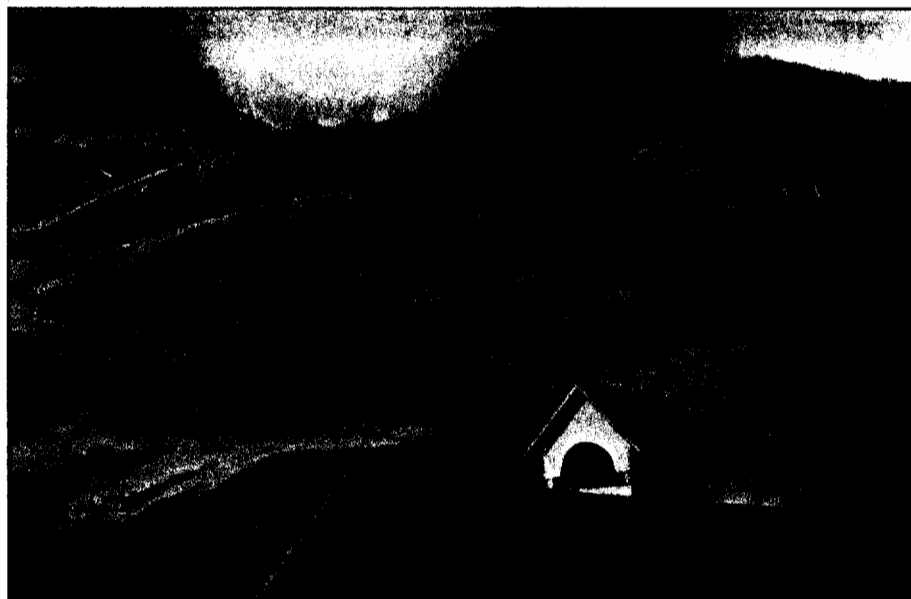
What does this mean for users of the Hatfield library? It means that any patron can locate and use all of the Hatfield library's electronic and print information sources by coming into the library, sitting down at one of these workstations and, using a mouse, access the information source of their choosing from an icon-based menu.

These computer stations, sometimes referred to as scholarly workstations, are called InfoStations in the Hatfield library. The main screen that is seen when the user first approaches an InfoStation is composed of three vertical rectangles. The rectangles separate the types of resources available into Internet resources, catalog resources, and electronic databases. Each rectangle contains icons, or pictographs, representing a grouping of resources by type. It should be noted that this screen is a prototype. Further additions of resources and the means of accessing them will be represented by additions or changes in the icons used.

In the box labeled *Internet Access* live the two programs that provide access to Internet resources, the Hatfield Library Gopher and the library's WWW space. The middle box, *Library PC Menu*, contains icons representing the online catalog, a hypertext *Tour of the Library*, and a list of regional library catalogs available through the Internet. The third box, *Databases*, contains two icons: one provides a menu of general indexes and databases and a second lists subject indexes and databases. Some 40 electronic indexes or databases, ranging from the multidisciplinary *Periodical Abstracts* through such specialized subject indexes as the *MLA International Bibliography*, *ABI/Inform*, *Newspaper Abstracts*, *Art Index* and *EconLit* are available.

Much work has gone into the construction of the InfoStation interface, and much thought has been given to the organization and selection of the resources it makes available. As the enabling technology develops, further enhancements will be made, both in the methodology used to access the information, and in the information sources themselves. Stay tuned. ■

Ford Schmidt is head of reference services at the Mark O. Hatfield Library. e-mail: fschmidt@willamette.edu

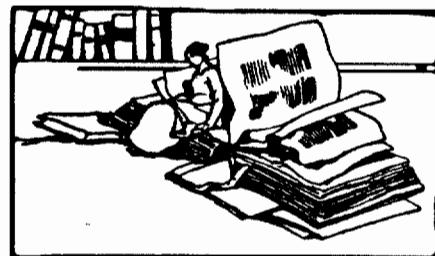


Carl Hall, *Hello, World* (oil, 1985). Hallie Brown Ford purchase fund.

Two Librarians Travel Abroad

TWO WILLAMETTE LIBRARIANS TRAVELED abroad this past year. As part of a recent partnership between Willamette University's Atkinson Graduate School of Management and Aomori Public College, Jan Davis Tudor, management/business economics librarian, presented two papers in Aomori, Japan. Jan reports that the Japanese librarians are faced with many of the same problems that trouble U. S. librarians, including access vs. ownership and cooperative arrangements among libraries.

Larry R. Oberg, university librarian, and Keiko Pitter, director of academic computing, jointly presented a paper entitled "Towards a Model of Computer Centre-Library Co-operation for the Twenty-First Century," at the Australasian CAUSE conference held in Melbourne, Australia, on July 13. The paper describes the developing relations between Willamette's library and computing center and draws implications for other schools. ■



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Library Instruction in the 1990s

By Mary I. Piette and Deleyne Wentz

At last, a library user education conference in the West! Over the summer, Willamette University, Linfield College, and Oregon State University rose to the challenge and provided an opportunity for a Library Orientation and Exchange (LOEX)-style conference to meet in the West.

Cultivating the Electronic Landscape: Teaching and Learning in a Climate of Constant Change was the conference theme and the call for papers attracted an enthusiastic response. Nearly 140 instruction librarians met at Willamette University on June 10-11. The organizers, Jan Davis Tudor, Willamette University; Loretta Rielly, Oregon State University; and Susan Barnes Whyte, Linfield College; planned a program offering new solutions in a "climate of constant change."

Betsy Wilson, associate director of libraries at the University of Washington, set the tone of the conference in her keynote address, "Glacier or Avalanche: Shifts in the Electronic, Education and Library Landscape." Teaching in this fast-changing environment, she observed, is fraught with slides, falls and "top of the mountain" views. Through the inclusion of breathtaking slides of Mount Rainier and the flat landscapes of the Midwest, Wilson aptly illustrated the scope of the changes instruction librarians face.

Technology is changing, Wilson noted, not only how we find information but also the information itself and the people who use it. Today, we greet new users from diverse backgrounds who come to us with differing needs. Users and librarians alike, she suggested, are "forever rookies." Wilson urged her audience to break with old paradigms and take time to envision the future. Libraries must become

part of the new learning communities, she emphasized, and librarians must become consultants and designers as well as educators.

Many other librarians extended Wilson's theme in their own workshops. Such titles as "King Kong vs. Godzilla: A Team Approach to Training on Internet Resources," "Library Instruction and the Internet: Why Us?" "The Internet, the Good, the Bad, and the Ugly," "Grace under Pressure," and "But How 'Ya Gonna Make 'em Drink," addressed the conference theme and the question of how we teach in the midst of chaos. Suggestions and examples were many—workshops for faculty, presentations to the university's councils and classes, classes, classes. The message in many sessions was: limit the size of the class, provide hands-on training and recognize that instruction will be labor intensive.

Many presenters emphasized the importance of teaching evaluation skills. While students and faculty will be able to join networks for gophering, discovery and exchange, speakers reminded their audiences that there is the good, the bad and the ugly and students need to know this. The Internet provides much, maybe too much—current reports, cutting edge news, facts, discussions—but much of this is spotty and undocumented.

Many practical and innovative solutions to these problems were offered. For example, Ohio State University's Gateway provides

online guidance to the researcher. The University of Montana partners librarians and a computer center staff to instruct the Internet. Multimedia classroom presentations using Macromind Director can lead to better instructional materials. But the key ingredient, many recognized, is respect for the learner. Lectures were termed ineffective and more hands-on practice and, above all, cheerleading were recommended.

"Isn't it time to stop confusing teaching with learning?" began the Saturday morning session conducted by Mary Ellen Litzinger, instructional specialist, Penn State University Libraries and Randall Hensley, University of Hawaii. Litzinger reviewed theories of learning and emphasized that each learner has a unique learning style. She recommended building a repertoire of choices for classes and varying instruction for these differing learning styles. Creating a socially engaging environment where learners feel comfortable was emphasized.

Among the many themes which emerged from the conference was a consensus on the need for a 1996 "LOEX" in the West conference. Betsy Wilson's phrase, "teach as though people are important," seemed to reverberate throughout all of the sessions. The electronic universe brings challenges and even avalanches, but people are the users and they are the most important. ■

Mary I. Piette and Deleyne Wentz are reference librarians at the Merrill Library, Utah State Library, Logan, Utah. e-mail: marpie@cc.usu.edu and delwen@cc.usu.edu

(An expanded and revised version of this article is in press for *College & Research Libraries News*.)

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Willamette University
900 State Street
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