

·MOVEABLE TYPE·

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

VOLUME 1, NUMBER 1

FALL 1993



Charlie copes with technology in Modern Times.

A Night at the Movies The Hatfield Library's Developing Film Collection

By Ken Nolley, English Department.

PERHAPS ONE OF THE BEST-KEPT SECRETS in the library these days is the large number of videorecordings in the collection. This may be so partly because they are housed in closed stacks behind the upstairs audio-visual desk and, hence, these new acquisitions do not sit out on display as do new books. It may also be the case because most of us still think primarily of print materials when we think of the library.

At present, the library holdings include well over 600 video titles, and the number is growing steadily. Many of these titles are rather standard academic fare — recorded productions of operas or classic plays, films of dance performances, and even videotaped concerts by legendary jazz musicians. But beyond these visual extensions of more-or-less comfortably familiar recordings, the library is acquiring a relatively solid, basic collection of feature films on videotape.

In the last decade, of course, most of us have come to watch more and more films on videotape at home. The video stores, however, build collections of films only within a relatively narrow band — collecting the sorts of titles that will rent well at the current moment. Their collections are almost exclusively
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Developing the Library's Collection

By Joni Roberts, Associate University Librarian for Public Services and Collection Development.

Building a solid, dynamic collection that supports the curricular needs of the students and teaching faculty is a critical part of any academic library program. In recognition of this basic principle, the Hatfield librarians have initiated several projects to enhance and further develop the library's in-house collections.

A POLICY STATEMENT

One important aspect of any library's program is a policy statement that incorporates a comprehensive overall plan for the development of the collections. Hatfield librarians are currently devising such a document to aid in the systematic selection of materials and assure the rational development of our collection. This new collection development policy statement will define the scope of the existing Mark O. Hatfield Library collection and outline the principles and policies that will guide its future development. This document will provide direction to librarians and teaching faculty alike as they build the collection and communicate the library's policies to the Willamette community.

AMIGOS

Another important way in which librarians evaluate the quality and depth of their collections is to compare local holdings to those of peer institutions. In the past, such a comparison would have been a laborious and time consuming manual procedure. Recently, however, a new CD-ROM collection development tool called AMIGOS was developed by OCLC, the Online Computer Library Center. AMIGOS is a CD-ROM product that allows for the title-by-title comparison of one library's holdings to the combined holdings of various preselected groups of libraries. AMIGOS makes possible a variety of comparisons

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Mid-Willamette Library Consortium Established

By Lynn Chmelir, Linfield College Librarian.

WHAT STARTED AS AN INFORMAL LUNCHEON to welcome Larry R. Oberg, Willamette's new University Librarian, has blossomed into a full-scale program of library cooperation in the mid-Willamette valley. Gary Jensen, Library Director at Western Oregon State College (WOSC), and Lynn Chmelir, Linfield College Librarian, first met with Larry last September. At that time, all three of their libraries had recently installed online catalogs produced by the same vendor, Innovative Interfaces, of Berkeley, California. And the three schools were soon to be connected by the Internet. Over lunch, ideas started to fly!

For many years, Willamette, WOSC, and Linfield have been sending hundreds of books and journal articles back and forth through interlibrary loan. With the new online technology, more effective resource sharing is becoming possible. Within the framework of a single lunch hour, the librarians decided to make the three library catalogs available on each campus via the Internet and to install new document delivery technology, called Ariel, for the rapid transmission over the Internet
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- New electronic resources
- The library gopher
- Library instruction
- Hatfield memorabilia

Faculty Decisions and Library Reform

By Larry R. Oberg, University Librarian.

In her remarks at the College of Liberal Arts retreat earlier this fall, Dean Julie Carson challenged the faculty to achieve a new balance between their teaching and research activities and elaborate new criteria by which our scholarly productivity may be evaluated.

The Dean's challenge comes at a time when computer networks are redefining the research that can be accomplished in the small school environment. Today, listservs and e-mail keep us in constant contact with our peers around the world. This new dialogue recalls the scholarly letter of the past. Electronic communication insulates us from professional isolation and, importantly, encourages and facilitates cooperative research projects.

The Internet provides access to mainframe computers whose capacity permits us to process large data sets that cannot be accommodated locally. And, the increasing availability of bibliographic, statistical, textual, and image databases provides *in situ* access to resources important to our different levels of research. The networks hold the promise of leveling the playing field between small schools and large research institutions.

In this first issue of *Moveable Type*, a rather extraordinary range of library and, indeed, broader information access concerns are touched upon. Both librarians and teaching faculty write about the changes that are occurring in the Mark O. Hatfield Library. Some of these changes are long overdue, some merely functional, others far-reaching. Collectively, these articles document the librarians' efforts to achieve an appropriate balance between print and non-print resources, an effort that echoes the faculty's attempt to balance their own research and teaching obligations.

That the book remains central to the teaching mission of colleges and small universities is underscored by Joni Roberts' article describing three innovative methodologies the librarians have begun using to evaluate and develop the collection. The fact that Joni's article is featured on the front page of this issue should not be lost on the reader and reflects the importance librarians continue to attach to the book, an artifact that will remain the focus of our attention for the indefinite future.

Lori Robare describes a new research collection of children's literature that is being developed to support the MAT program and a new collection of classical music on compact disc that has

been graciously underwritten by the Friends of the Library for the enjoyment of the entire community. Ken Nolley reflects upon the library's greatly enhanced videotape collection of feature films and documentaries and their importance to a liberal arts education. A new mood of cooperation and forum for resource sharing in the mid-Willamette valley is described by Linfield College librarian, Lynn Chmelir.

Todd Hutton's review of the state of academic librarianship emphasizes the increasing availability of electronic information resources and the profound nature of the change that library automation has set in motion. These topics are hardly ignored in this issue. Ford Schmidt, for example, describes fourteen periodicals indexes and other



The new electronically available resources permit us to expand and redefine the core collections of our libraries.

databases that we are now making available in electronic format. The majority of these are networked and accessible around the clock from home, residence hall, and office. This is an extraordinary quantitative change from two years ago when the library offered none.

Jan Tudor writes with conviction about our obligation to teach the skills our students require to make effective use of these new resources. The electronic environment presents a unique opportunity, she suggests, for students to acquire not only the wherewithal to prepare a successful term paper, but importantly, the critical thinking skills they will need down the pike for success, or even a leg up, in an increasingly information-dependent society. Not to guide our students in these areas, Jan feels, would be a dereliction of our professional duty.

Over the past summer, one of our highest priorities has been the construction of the Hatfield Library Gopher, described in this issue by Nigel Kerr. Gopher is a critical lens through which we can begin to focus upon the scatter of disparate resources that dot what Nigel refers to as GopherSpace, a tool that librarians and teaching faculty working together can use to locate, evaluate, select, and organize networked resources. Gopher allows us to rationalize an inchoate and often volatile information landscape wherein text is infinitely mutable, preservation uncertain, and resources ever-changing.

It requires no great stretch of imagination to realize that the construction

and maintenance of the library gopher mimics the development of the more traditional print collection. Selecting, evaluating, categorizing, and providing access to information is what librarians have always done. The new electronically available resources permit us to expand and redefine the core collections of our libraries. Gopher is the tool librarians use to bring about this new state of affairs.

The library remains, of course, a physical space, an important public venue appropriate for reflection, study, and discovery. Practical improvements to the physical plant have not been overlooked. High on any Willamette student's list of library priorities has been more and better photocopying facilities. Bill Kelm describes our new photocopiers and the debit copycard system that has been installed. Ford Schmidt announces a new signage system that will direct you, without recourse to a librarian, to the

book, journal, service, or facility you are seeking. This new signage is the library's first step toward compliance with the

Americans With Disabilities Act (ADA).

In addition to seeking a balance between teaching and research, this coming year will see the teaching faculty make many decisions affecting the peer review process, the relative emphasis they wish to place upon the qualitative and quantitative evaluation of research and teaching, and the continuing review of the curriculum. These faculty decisions will influence profoundly the type of information librarians provide this community, the format in which they provide it, and the direction in which the library moves. ■

Moveable Type is published by the Mark O. Hatfield Library, Willamette University, 900 State Street, Salem, Oregon 97301.
Editor: Larry R. Oberg, University Librarian.
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Go Fer GOPHER

Organizing Internet Resources in the Library

By Nigel Kerr, Research Assistant, Mark O. Hatfield Library.

Now available over the campus network, the Hatfield Library Gopher is the product of on-going efforts by the librarians to organize essential Internet information resources for use by the Willamette community. Gopher is an organized, methodical listing of basic Internet resources useful to faculty, students, and staff in their research and studies.

A powerful menu-driven Internet protocol, gopher locates and accesses all manner of resources: gopher users can view documents on remote machines; connect to databases, ftp sites and remote hosts; and search the entire Internet for new resources. The librarians, with the help of the teaching faculty and other users, expect to maintain the library gopher over time, ensuring that its menus are clear and the resources it lists are current, functional, and useful to Willamette students and faculty.

Hatfield Library Gopher resources include lists of newly acquired books, videorecordings, and CDs; a variety of reference resources, including dictionaries, thesauri, and directories; library policies, publications, statements, and staff directories; topical resources of all types organized by subject field; and direct access to the Library of Congress catalog and gopher as well as hundreds of other library gophers and catalogs around the world.

USING GOPHER

Currently, there are three ways to access the Hatfield Library Gopher. First, it is available, to a limited extent, through the library's Online Catalog. If you are connecting to the catalog through Willamette's UNIX machine, Jupiter, or dialing into the catalog through a modem, the library gopher is available under the L> Other LIBRARY CATALOGS and RESOURCES option on the main menu. Depressing the "L" key will connect you directly to the library gopher. Because the WYSE 50 Online Catalog terminals in the library do not emulate VT100, the gopher will not be available in this manner until they have been replaced.

The second method of accessing the library gopher is to type "gopher" at the c: prompt. This will take you to Willamette's root gopher. Here, the library gopher option appears on the initial screen as "Library Resources." Use the arrow keys to move up-or-down on the screen to select "Library Resources," and depress the return key.

Third and finally, the library gopher is available through Jupiter. After logging into Jupiter, type "gopher" at the jupiter% prompt. This will take you to Willamette's root gopher server. "Library Resources" appears here just as it does in the pc version. If you do not have a Jupiter account and would like to find out how to get one, contact Academic Computing.

GOPHERING AROUND

Every effort has been made to assign clear meaningful labels to the resources listed on the Hatfield Library Gopher's menus in order to assist users in finding appropriate resources. In addition to clearly labelled menus, there is also a mechanism that allows users to search Willamette's full gopher by keyword. On the main library gopher menu (and soon to appear in various other locations around the gopher) is the option "Search Willamette GopherSpace Using Jughead." Jughead is a program that makes it possible to search by keyword all the titles in all of the menus of the full Willamette gopher. Jughead returns all exact matches. Jughead also allows for the use of the simple Boolean logical conjunctions "and," "or," and "not" to broaden or narrow your search.

All of the Internet resources listed on the Hatfield Library Gopher were collected, evaluated, and organized by librarians and library staff since the beginning of June 1993. By monitoring listservs, using the powerful research tool Veronica to search the entire Internet, and simply browsing gopherspace, a bewildering array of potential resources was collected. Before listing them in the library gopher, however, librarians are examining each one for relevance, usability, and reliability. Those resources that were deemed appropriate have been grouped by subject and are now listed on the library gopher.

This is by no means the end of the gopher project, however. As with books and other print materials, Internet resources are in constant flux: sites, documents, and new items appear, change, mutate, and disappear, often without warning. The librarians will continue to monitor the Internet in their respective subject areas and invite teaching faculty and students alike to make explorations into the Internet as well. Any and all observations and questions are welcome: specific or general resources you would like to see listed on the gopher, suggestions for formatting, or comments about the usefulness or functionality of particular resources. The librarians are available for discussing Internet resources in their subject areas, or you may e-mail suggestions to library@jupiter. ■

Developing...continued from page 1. both rapidly and accurately. It can also generate a "gap" list of the group's most frequently held titles that are missing in the individual library's collection. The AMIGOS database covers a 10-year period (1980-1990).

The AMIGOS system was recently acquired by the Hatfield library. We expect it to be of great help to us as we evaluate specific areas of our collections, generate bibliographies of important books to be acquired, and attempt to identify strengths and weaknesses within our collection. Through the use of AMIGOS, we are now able to compare our holdings, at varying levels of specificity, to the combined holdings of libraries in a variety of peer groups, for example, the libraries of the Oberlin 50 or other private liberal arts colleges. The Hatfield

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librarians are exploring the potential of this major new collection analysis tool and encourage members of the teaching faculty to contact their library liaison with any questions they may have about AMIGOS.

BOOKS FOR COLLEGE LIBRARIES (BCL)

During the summer of 1991, copies of the appropriate sections of *Books for College Libraries* (American Library Association, 3rd ed., 1988), a selective bibliography of books deemed to be important to college library collections, were sent to departments to be examined by teaching faculty. Faculty members were asked to recommend to the librarians titles that should be purchased when funds became available. The library has since been awarded grant money from the Meyer Memorial Trust to be used primarily to strengthen the collections retrospectively. Some of this grant money is being used to complete the BCL project. Although many items listed in BCL are out of print, we are attempting to acquire as many as possible of those materials that faculty members consider to be essential purchases.

Elaborating a collection development policy statement, the acquisition of the AMIGOS collection analysis system, and the selective acquisition of titles from BCL are all important ways in which we are attempting to strengthen our library's collections across the curriculum. ■

New Library Collections Created

By Lori Robare, Catalog and Periodicals Librarian.

IN ADDITION TO OUR ONGOING development of the existing collections, librarians and teaching faculty are creating two exciting new collections. One will be a valuable resource for students in the MAT program; the other will provide the Willamette community with the opportunity to enjoy the finest recordings of great music.



photo by Jenna Calk

CHILDREN'S LITERATURE

A collection of children's literature will be unveiled this fall. This research collection will encompass the best of children's literature, including Caldecott and Newbery award winners and Young Readers' Choice books, as well as many other well-loved classics and contemporary works of distinction.

The purpose of the collection is to support whole language/integrated language teaching in the MAT program. Students and graduates of the program will be able to identify and examine works that can be effective in literature-based instruction across the curriculum at the K-12 level.

Maimu Truitt, Instructor of Education, has developed the foundation for the collection, which will be housed on the first floor of the library at the end of the Reference Indexes collection. Librarians will continue to develop the collection in conjunction with the Education Department faculty in the years ahead.

CLASSICAL MUSIC

Librarians and teaching faculty are building an extensive new collection of classical music on compact disc, thanks to the generous support of the Friends of the Library.

The Willamette community will soon have access to superior recordings of works of major composers in a variety of genres, spanning the Baroque through Romantic periods, as well as works of quality by lesser-known composers of the same periods. This listening collection should encourage appreciation of serious music and provide much enjoyment as well. ■

Life-Long Skills

Library Instruction Enters the '90s

By Jan Tudor, Management/Business Economics Librarian

The Hatfield librarians are proud of Willamette's longstanding library instruction program, and appreciate the high level of faculty support of our efforts to teach students research skills. We enjoy sharing with the teaching faculty the university's mission of educating students to become critical thinkers and lifelong learners. However, libraries are changing significantly due to rapid technological innovation, and our instruction efforts must change as well.

This fall semester, students will encounter considerable change in the Hatfield library. Particularly noteworthy is the introduction of numerous electronic reference sources (see Ford Schmidt's article in this issue of *Moveable Type*). CD-ROM workstations will provide access to bibliographic information for practically every discipline, and our Online Catalog will provide not only information about our book collections, but also bibliographic citations to journal and magazine articles, remote access to other online catalogs, and a wealth of Internet resources available through the Hatfield Library Gopher.

Librarians devote increasing amounts of time to teaching students the effective use of these new electronic resources. Electronic resources have made library instruction more complex because of their non-uniformity, and because library patrons approach them with different levels of competency and different learning styles.

Our traditional 50-minute lecture on research strategy is being altered to incorporate these new electronic tools. We cannot deny the fact that the majority of students prefer using electronic systems. However, students often select inappropriate databases for their research and often lack the skills needed to search them effectively. A recent University of Illinois study on CD-ROM use indicates that only one patron in five used the most appropriate database available.

Last year, I glanced over the shoulder of a student who was reading over 1,000 citations retrieved from a CD-ROM index. He was unaware that he could limit his retrieval with additional keywords. Also, many students believe that any CD-ROM product will give them the information they need just by typing in a few words, regardless of the scope of the database. I recall a student who was using a business CD-ROM index, without notable success I might add, to find scientific information about a particular drug.

Beginning this fall semester, the librarians will integrate electronic sources into research strategy lectures when it is appropriate. The library instruction room is equipped with overhead display equipment and computer terminals, thus allowing for demonstrations and hands-on practice. Last spring semester, I successfully taught the students in Jane Babson's Craft of Writing class how searches on our Online Catalog can be improved by using special features such as the "limit" function. Students broke into small groups for hands-on practice using their research topics as examples. This fall semester, I plan to incorporate the CD-ROM *EconLit* in the research strategy lecture for Don Negri's senior seminar.

According to Sonia Bodi, a nationally known instruction librarian, "critical thinking and evaluation of information should be the focal point of bibliographic instruction." The electronic environment is an excellent place to teach critical thinking skills because searching electronic resources requires higher level cognitive skills such as analysis, synthesis, and evaluation.

While learning to search these systems effectively, students also learn to categorize and associate similar and different concepts while searching electronic resources using the Boolean logical operators, "and," "or" and "not." With appropriate instruction, students can learn to refine their searches and evaluate their retrieved citations. Incorporating these sophisticated and powerful research tools into our library instruction program is crucial if we are to ensure their appropriate and effective use by students.

We invite all teaching faculty who have questions or suggestions regarding the use of these electronic resources to contact us. The librarian associated with your department will be happy to demonstrate these resources and work with you to develop an assignment that incorporates teaching their effective use. ■

Electronic resources have made library instruction more complex because of their non-uniformity, and because library patrons approach them with different levels of competency and different learning styles.



New Electronic Reference Sources

Access Around the Clock and Around the Campus

By Ford Schmidt, Head of Reference Services

Hatfield librarians have initiated many changes in the past year. Some of these may not be apparent outside the library, but the addition of several electronic databases will be obvious to, and welcomed by, most library users.

Our first experiment with on-site electronic resources came last year with the arrival of Information Access Company's *General BusinessFile*, on CD-ROM. While popular, its specialized focus on business and financial topics made it of limited use to students and faculty doing research in other areas. The librarians quickly recognized the need for a general, multi-disciplinary index.

In January of this year, UMI's (University Microfilms, Incorporated) *Periodical Abstracts (PABS)*, a broad general journal index, was loaded onto the library's Online Catalog. *PABS* indexes and abstracts more than 1500 core academic journals and popular magazines, from 1986 to the present. Subjects included in *PABS* range across the humanities, the arts, the sciences and the social sciences. *PABS* can be searched from any library catalog terminal, as well as by remote access via direct dial-up to the catalog or through the campus network. Its menus and search protocols are consistent with those of the library's Online Catalog, thus eliminating the need to learn a new system of search commands.

This fall we added another UMI database to the catalog, *ABI/Inform*. *ABI/Inform* provides indexing and abstracts from 1985 to the present for over 800 current business and management journals. Like *PABS*, its menus and search protocols are the same as those on the Online Catalog.

In addition to the databases available through the Online Catalog, we are offering twelve specialized databases on CD-ROM. These sources provide access to government documents, articles from major national newspapers, and information in areas that include business, economics, literature, and psychology. *Newspaper Abstracts* indexes and abstracts *The New York Times*, *The Wall Street Journal*, *The Washington Post*, and *The Christian Science Monitor*. Its coverage dates back to 1985. In addition, we have subscribed to *The Oregonian on CD-ROM*, which indexes Oregon's newspaper of record, and provides the full text of most of the articles beginning with January of this year.

Predicasts F & S Index plus Text, *Compact Disclosure*, *The National Trade Data Bank*, *U. S. Imports of Merchandise*, and *U. S. Exports of Merchandise* (the last three titles received through the U. S. government documents depository program) are business-related sources offering access to periodicals, statistics, and annual corporate reports for approximately the last two years. *EconLit*, the electronic version of the *Journal of Economic Literature*, provides indexing and abstracting for economic literature from 1969 to the present. These sources, along with *ABI/Inform*, offer a more scholarly, in-depth perspective on business and economic information than did *General BusinessFile*, which has since been dropped.

Rounding out the list: *GPO on SilverPlatter* indexes U. S. government documents from 1976 to the present; the *MLA International Bibliography* indexes critical materials dealing with literature and languages, covering 1981 to the present; *PsychLit* offers abstracts and indexes to psychological and related literature from 1974 to the present (it is the online equivalent to *Psychological Abstracts*); and, finally, *PhoneDisc USA* is an on-line national telephone directory. With two discs, one each for the Western and Eastern United States, it includes approximately 80 percent of all U.S. residential listings.

Because of restrictive licensing agreements with the producers, some of these CD-ROM databases will be available only through workstations in the library. Others, including many of the business sources and the newspaper indexes, will be networked and available across campus. Four workstations in the library will provide access to the networked CD-ROMs. Two of the four also run the non-networked programs.

Providing access to electronic reference sources is an evolving process. Rapid advances in the technology make it impossible to determine what will be available next week, much less a year down the line. CD-ROMs or tape loaded databases may quickly be replaced by more efficient and cost-effective methods of electronic access. We expect to add new databases and drop others, and we invite your comments and suggestions on these information tools, as we do on all of the library services we implement. ■

Consortium...continued from page 1.
of high-quality copies of journal articles.

With these plans in mind, the librarians invited colleagues from Marion, Polk and Yamhill County libraries to another meeting to see if there was wider interest in using technology to share library resources. Soon, librarians from Mt. Angel Abbey Library, the Oregon State Library, the Salem Public Library, Chemeketa Community College Library, and the three-county public library cooperative called CCRLS began attending what were by then regularly scheduled meetings. A new cooperative venture was launched and named the Mid-Willamette Library Consortium.

Not all member libraries had access to the Internet. Fr. Hugh Feiss of Mt. Angel Abbey drafted a grant proposal to connect those libraries without access and to purchase Ariel workstations for all member libraries. The \$57,000 proposal was submitted to the Oregon State Library, the agency that awards federal funds to worthy cooperative library programs within the state.

This spring, funding for the proposal was approved. By early 1994, all consortium libraries hope to be connected to the Internet and using Ariel software to speed document delivery. Library users at every member library will then be able to view and search from a single terminal the online catalogs of other member libraries. In effect, a giant local catalog of almost three million books will be available to every library user.

Begun by directors, the Mid-Willamette Library Consortium has been expanded to include all library staff. Several sub-committees now plan cooperative projects in the areas of technology, resource sharing, and collection development. Plans are also underway to share technical expertise, present joint staff development programs, and develop common policy statements.

Consortium librarians are making plans for additional cooperative ventures. As technology creates new bibliographic links among libraries, librarians are increasingly able to improve document delivery services and coordinate collection development to enhance the common pool of library resources. ■

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■ Downloading from the Online Catalog

By Sara Amato, Systems Librarian.



photo by Jenna Calk

Recently, a much-requested new feature was added to the Online Catalog. "Export/save" allows you to create lists of bibliographic citations to materials located in the Mark O. Hatfield Library and save them on your local pc or Mac without leaving your office or home. Export/save is also available in the periodicals indexes that can be accessed through the Online Catalog. This capability should prove helpful for accurately citing books and journal articles, creating bibliographies, and saving abstracts for future reference.

Although use of the export/save feature is quite straight-forward, one needs to know how to capture text from the screen. Help sheets for both Mac and pc users are available in the library, the academic computing labs, and on the Hatfield Library Gopher. While searching the catalog, you may create a list of records for export. This bibliographic list can be added to at any time during the search process and exported to a local computer in any of three formats: MARC, ASCII text, and PBS Pro-Cite. The most useful format, perhaps, is ASCII text, which can be used by word processors.

Photocopy Machines Added

By Bill Kelm, Circulation Services Coordinator.

Convenience and ease have now become a part of the photocopying process at the Mark O. Hatfield Library. Over the summer, two new Canon photocopy machines and a new Danyl debit copycard system were added. The library now houses four photocopiers, three of which are located on the main floor near the circulation desk and one on the second floor near the audio-visual desk. The two

Continued on page 7.

The Changing Library Landscape

A Reason for New Visions

By Todd S. Hutton, Vice President for Academic Administration

When University Librarian Larry Oberg asked me to contribute to this issue of *Moveable Type*, it seemed appropriate to focus on broad issues related to the changing library landscape in higher education. These changes are profound and may very well constitute a paradigm shift for the profession. Increasing challenges to the purposes and curricula of library schools may be a mark of the fundamental shift now underway.

Although the mission of academic libraries will remain a constant—that is, to support the curriculum—the ways in which libraries fulfil this mission will be very different in the future. Librarians, faculty and academic administrators have an unusual opportunity for rich collaboration in establishing strategic visions for their libraries and working together toward the realization of their vision. I hope that we will seize this opportunity here at Willamette.

The reflections that I offer below were published last fall in the *CLS Newsletter*, a publication of the College Libraries Section of the Association of College and Research Libraries within the American Library Association. Although academic librarians were my original audience, I believe that excerpts from the article are very relevant to many of the issues we should be discussing and confronting on our campus and offer some grist for the dialogue.

SERVICE AND INNOVATION

■ *Fostering critical judgment in the use of information resources* — The importance of this teaching and service endeavor cannot be overstated, especially as technological innovation widens information vistas. Certainly it is just as essential as "educating users to manage information," "selecting and delivering information that users need at the point and moment of need," or other service goals listed in a draft of the Strategic Visions statement of the American Library Association, which was presented at an open meeting of the Strategic Visions Discussions Group during the 1992 ALA conference. As access to information increases, the ability of users to evaluate sources and forms of information will become even more critical. Teaching, coaching and modeling will be the ways in which librarians, working in cooperation with teaching faculty, will help students become self-directed learners and critical consumers of information.

■ *Accommodating diverse learning styles* — As more information is stored and delivered electronically, that is, as libraries take incremental steps toward realizing the concept of the "virtual library," faculty and librarians alike must investigate further the diverse ways in which people perceive, retrieve, assimilate and manipulate different forms of information. Those of us in higher education must be sensitive to the types of barriers which electronic media can pose for some learners. We must also ask ourselves such questions as: Will electronic databases hinder serendipitous discovery? Will electronic search methods encourage linear, as opposed to divergent thinking about information retrieval problems? And how do we make students and other users aware of the pitfalls inherent in electronic forms of information and provide them the skills to be effective in accessing this type of information? I am aware that many libraries are addressing questions of this sort in their bibliographic instruction programs; however, a greater understanding of individual learning styles and modes of inquiry will be essential for librarians in the coming years.

■ *Extending the boundaries of the library* — Although libraries will continue in the foreseeable future to be edifices in which our society transmits its culture (used in its broadest sense), in which people find refuge for reflection and study, and in which librarians teach and serve patrons, the walls are definitely coming down. The Strategic Visions statement calls for librarianship in the 21st century to recognize and support "the library without walls, and the capacity of library services to be provided in various environments." This statement is reminiscent of Ivan Illich's message two decades ago that we must de-school society to create truly universal access to education. Although Illich's vision is not likely to become a reality, the library without walls is already happening. It is no longer cutting edge technology which enables students and faculty from their homes, residence halls and offices to access college catalogs and a vast array of other information sources. Before too long the entire holdings of libraries will be accessible in electronic form. In the face of these developments, librarians must find creative and innovative ways to reach out to consumers of information, to educate them in the effective and critical use of information sources. As the Strategic Visions statement also states, librarians must also promote the development of information systems which are user friendly. Without the library profession's commitment to proactive and even aggressive outreach and to the promotion of

accessible technology, our society and schools may ultimately be inviting the creation of an information elite.

LEADERSHIP AND PROFESSIONAL INVOLVEMENT

■ *Balancing ownership and access* – The attention given this topic in the library literature attests to its importance. Yet, I would surmise that faculty, deans, academic vice presidents, presidents, and trustees on many campuses do not fully understand the educational or resource implications of the “just-in-time/just-in-case” debate. Each institution should assess in the context of its mission those needs relative both to collection ownership and to accessing remote sources of information. It is incumbent upon librarians to provide the leadership for addressing this strategic issue. At the same time, faculty, academic administrators, and trustees must become well enough informed to understand the implications of the issue and to work with librarians in finding the appropriate balance for their campuses.

■ *Influencing accreditation standards and procedures* – Academic librarians have important roles to play in the regional accreditation process. Through the Association of College and Research Libraries, they can advise regional accrediting associations regarding appropriate qualitative standards for information resources. As individuals, they can help shape accreditation criteria for libraries and other information resources by participating in the review and revision of their regional agency’s criteria. Additionally, academic librarians should volunteer to serve on evaluation teams. Howard Simmons, executive director of the Commission on Higher Education of the Middle States Association of Colleges, noted in an interview in *College & Research Libraries News* (July/August 1992, p. 444) that librarians who serve on visiting teams should be trained “in the importance of the integration of information literacy into the curriculum,” and their role should be “to orient and educate others on the teams.” Involvement in the accreditation process can empower librarians to effect positive change in library standards and programs and in the academic community’s knowledge about developments in librarianship.

■ *Contributing to improvement in the curriculum* – We all have heard libraries described as “the heart of the campus,” “the nucleus of the educational program,” or “the soul of the curriculum.” Yet, it is ironic that Ernest L. Boyer in his highly regarded study *College: The Undergraduate Experience in America* (1987, p. 160), funded by the Carnegie Foundation for the Advancement of Teaching, found libraries at most institutions to be a neglected and underutilized resource. This irony is advanced further by the fact that libraries and the role of librarians are virtually overlooked in such major works on higher education reform as Derek Bok’s *Higher Learning* (1986) and William D. Schaefer’s *Education without Compromise: From Chaos to Coherence in Higher Education* (1990). Having noted earlier that librarians are more openly asserting their role in educational reform, I believe that questions such as the following must still be raised: Are colleges and their faculties overlooking libraries when they seek improvements in pedagogy and curriculum? Are the voices of librarians being forgotten during the renewed debate about the nature of the liberal arts or the necessity of integrating professional education and liberal learning? Are librarians playing as active a role as they should be in helping to improve curriculum and teaching? Has academic librarianship as a whole devoted sufficient attention to issues related to the quality of teaching-learning in the library setting? The answers to these and similar questions should help clarify the status of librarians as players in today’s drama of reform and provide guidance for their future involvement.

Through my looking glass as an academic services administrator, I see other developments and issues in librarianship that should not be overlooked during campus discussions – the meaning of community for libraries (as Parker J. Palmer might define it); the continuing debate over faculty status for librarians and the issue of acculturation in the academic environment (as discussed, for example, by W. Bede Mitchell and Bruce Morton in the September 1992 issue of *College & Research Libraries*); the need for clarification of responsibilities and for collaboration among libraries and information technology services such as academic computing; commitment to multiculturalism and other forms of diversity; and innovative ways of assessing the quality and effectiveness of library services and addressing the difficult issue of student outcomes.

My reflections conclude with a personal entreaty. I encourage librarians to make stronger efforts to engage their colleagues among the professoriate and academic administration in the issues confronting libraries. The ownership/access question alone demands the full attention of college campuses. Engagement may include membership in ALA and its various divisions and sections, readings in professional journals, and attendance at ALA or ACRL conferences. Librarians and professional associations can guide this engagement by offering specially designed tracks at conferences which would provide broad exposure to developments and issues in the field. Librarians can share with faculty articles from library journals, and they can collaborate with faculty on research related to teaching, curriculum and the use of information resources, the pedagogy of library instruction, or subjects of mutual professional interest. Strategic visions of librarianship for tomorrow may very well depend upon strengthened partnerships for today. ■

Photocopiers...continued from page 6. new photocopiers offer such features as double-sided copying, document feed and sorting, reduction and enlargement capabilities, and a two-page separation mode. They will be serviced by COPI Office Products of Salem. The two older machines will remain under a maintenance contract with the Xerox Corporation.

All four of the library’s photocopiers now accept a debit card, which may be purchased at the library. (Unfortunately, debit cards purchased at AGSM and the law school are not yet compatible.) Anyone can purchase a card for one dollar and then add value to it for making photocopies. The cost of copies made with the debit card is \$.06 a copy. In addition to debit cards, the two older machines also accept cash. Copies made with cash cost \$.10 each.

Debit cards which automatically charge the cost of photocopying back to the departments are available to teaching faculty. Because these cards are much like a credit card, they come with a special PIN access number to protect the owner in the case of loss or theft. Faculty requests for debit cards can be placed with one of the Circulation Services Coordinators. In order to allow time for processing, requests must be placed at least one full day prior to need. A special bypass copy card is available at the circulation desk for those faculty members who have not yet been issued a card.

Library Signage Pointing to the Obvious

By Ford Schmidt, Head of Reference Services.

This summer, the Hatfield library initiated a new system of signage. In consultation with a sign committee composed of librarians and support staff, ABC Sign Company of Salem has designed a series of signs that will provide basic directional information to library users. The signs identify various collections, service points, and facilities. The signs are informative, attractive, and noticeable without being obtrusive or detracting from the overall appearance of the library. Where appropriate, signs will comply with the provisions specified by the Americans with Disabilities Act (ADA) in terms of location, height, braille lettering, color and contrast.

As with everything in the library, signage will be a continuing process. While many of the signs will be installed shortly after classes start this fall, others will be added as they are needed. ■



The Hatfield Archives Memorable Memorabilia

By Joni Roberts, Associate University Librarian for Public Services and Collection Development.

THE MARK O. HATFIELD LIBRARY houses the public papers and personal memorabilia of Senator Mark O. Hatfield, Oregon's senior statesman. Although the papers are not yet open to the public, many items from the Senator's collection of memorabilia can be seen in the display cases in and around the Hatfield Room. During the past summer, the display cases were changed to reveal more of the treasures of this remarkable collection.

The display case in the Hatfield Room now contains an exhibit of international artifacts and items representing many different cultures. In the main display area outside the Hatfield Room, viewers can examine the Senator's fine collection of Native American materials including beaded necklaces and moccasins, baskets, plaques and masks; a display of photographs, prints and figurines of eagles and other birds; and a display of photographs from the inaugurations of former presidents Ronald Reagan and George Bush, various inauguration ceremony programs, and an interesting presidential collage.

Keys given to Senator Hatfield from various cities and states across America and miscellaneous medallions are on display in the small room outside of the Hatfield Room itself. The Willamette community is fortunate to have access to this unique, historical collection. ■



photos by Jenna Calk

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composed of recent films shot in English, and they function something like a commercial lending library, or a popular music radio station.

An academic library has a responsibility, on the other hand, to provide a core of titles important to a liberal arts education and in support of the disciplines taught in the institution. In film, this means building a rather different kind of collection than one can find in any of the video rental houses in the area. It means acquiring and offering for circulation a large, interesting collection of films that are central to the history and development of the motion picture.

On a basic level, certainly, that means that a library should wish to own D. W. Griffith's *The Birth of a Nation*, or Orson Welles' *Citizen Kane*; perhaps, no other films have been as influential in the development of the narrative cinema. Any of us who have seen at least some foreign films over the years might want to expand that collection to include Bergman's *The Seventh Seal*, Kurosawa's *Rashomon*, Fellini's *8 1/2*, Truffaut's *The 400 Blows*, Bunuel's *Viridiana*, or Bertolucci's *1900*.

But I should want to argue that the collection should be much broader than that. It should include a good sample of early silents, including other of Griffith's films (*Intolerance*, *Broken Blossoms*, *Orphans of the Storm*), some early Chaplin and Keaton, certainly *The Gold Rush* and *The General*, and important other experiments like von Stroheim's monumental *Greed*, or Flaherty's lovely first documentary, *Nanook of the North*.

It should offer a good selection of the German expressionist films of the 1920s, including *The Cabinet of Dr. Caligari*, *Nosferatu* (the original screen treatment of the Dracula legend), as well as Fritz Lang's *Metropolis* and *M*. It should offer examples of the revolutionary Soviet cinema, including Eisenstein's *Potemkin*, Pudovkin's *Storm Over Asia*, or Dziga Vertov's unbelievably sophisticated, deconstructive meditation on movies and movie-making, *The Man With the Movie Camera*.

A good library video collection should include a wide selection of the French cinema, particularly that of the 1930s, including the best work of Jean Renoir (Auguste's son) like *Boudu Saved From Drowning*, *The Crime of Monsieur Lange*, *Grand Illusion*, or *The Rules of the Game*, or still dazzling works like Carne's *Les Enfants du paradis*. It should include Hollywood classics of the period like *It Happened One Night*, *Swing Time*, *Stella Dallas*, *Casablanca*, *Young Mr. Lincoln*, and *The Big Sleep*. Nor would a collection be complete without such representative screwball comedies of Preston Sturges as *Sullivan's Travels*, *The Lady Eve*, and *Palm Beach Story*.

It should offer representative examples of the rise of Italian neo-realism after World War II in films like *The Bicycle Thief*, or *Open City*, or of the French New Wave in the late 1950s and early 1960s — films like *Breathless*, *Hiroshima, mon amour*, or *Last Year at Marienbad*. And it should attempt to offer a sampling of work from around the world, from eastern as well as western Europe, from India, Japan, and China, from Latin America, Australia, Africa, and the Middle East.

Already the Willamette library collection includes something of all of these and even quite a bit more; now, anyone who wants to can get a better sense of what Hitchcock has meant to the cinema from *The 39 Steps* through *Rope* to *Psycho*, or survey Hollywood's treatment of the Vietnam War (*Apocalypse Now*, *Coming Home*, and *Full Metal Jacket*), or see why late Bergman (*Persona*, *Cries and Whispers*) is so much more complex and perplexing than early Bergman (*Wild Strawberries*), or even look at what the western became in the hands of John Ford, Howard Hawks, and Sam Peckinpah and how it influenced the Japanese samurai movies of Akira Kurosawa.

And the collection offers something more than a sample history of the cinema. The various foreign language films have often been used to support advanced study of language and culture. Many of the films are important historical documents in their own right, including many propaganda films from both sides during World War II, or the long-suppressed footage in *Hiroshima-Nagasaki*, or Emile de Antonio's searing look at Vietnam (*Vietnam in the Year of the Pig*), or Errol Morris' indictment of Texas justice in *The Thin Blue Line*. Most of these films have already been used in a variety of classes.

The Hatfield library's current film holdings are limited by the fact that many important works still have not been released in video, and little has yet been done to develop a representative collection of experimental cinema. But for all that, the library does have an enviably large collection of interesting films on videotape and that collection need not remain quite so invisible as it has for most people in this university.

The library's collection of videotapes is available for classroom use. Individual tapes circulate for three days to Willamette University students and staff and three weeks to faculty. For someone who wants to begin by browsing through a list of current titles, the easiest search strategy is to enter "videorecording" under the WORD search command on the initial menu of the library's Online Catalog. Additionally, a title list of newly acquired videotapes, updated monthly, may be found on the Hatfield Library Gopher. These lists will provide a rich set of alternatives to the same old fare at the video store; they may also offer some intriguing new material that could be used in support of many classes in our curriculum. ■

Librarians' Professional Activities 1993

SARA AMATO

- Attended Oregon/Washington Association of College and Research Librarians (ACRL) Conference, Menucha, October 1992.
- Attended NorthWestNet annual user services meeting.
- Attended Online Northwest conference, February 1993.
- Brief script on computers in libraries selected for airing on the California Public Broadcasting Radio network series "Check it Out!"
- Co-Chair, Mid-Willamette Library Consortium, automation subgroup, 1993.
- TIUA Toolbook Library Tutorial, as part of Atkinson grant.

CAROL A. DROST

- Attended Oregon/Washington Association of College and Research Librarians (ACRL) Conference, Menucha, October 1992.
- Member, Planning Committee for Statewide Rally and March Against Measure 9, Oregon Library Association, September and October 1993.
- Member, Steering Committee, Technical Services Roundtable, Oregon Library Association.

LARRY R. OBERG

Articles:

- "Paraprofessionals and the Future of Librarianship: An Interview with Larry R. Oberg," *Library Mosaics*, in press.
- "Lyle's Administration of the College Library: a Review," *Library Quarterly*, in press.
- "Library Cooperation," *ALA World Encyclopedia of Library and Information Services*, American Library Association, in press.
- "Rethinking Reference: Smashing Icons at Berkeley," *College & Research Libraries News* 54(3):265-266 (April 1993).
- "Paraprofessionals at the Reference Desk: The End of the Debate," *The Reference Librarian*, 17(37):105-107 (1992).

Papers Presented:

- "Staff Roles in a Changing Library Environment," a paper presented at "How Are Paraprofessionals 'Used' in Libraries?" a program presented by the New Members Round Table, American Library Association, Annual Conference, June 28, 1993, New Orleans.
- "Resource Sharing Within the Mid-Willamette Library Consortium," a paper presented at the Resource Sharing Workshop, Oregon Library Association, Annual Conference, April 2, 1993, Eugene.

- "Reference Services in an On-line Environment: Some Implications for Staffing," a paper presented at Rethinking Reference: New Models and How to Get There," Library Solutions Institute No. 2, University of California, Berkeley, March 13, 1993 (this paper was also presented at a replication of the Berkeley workshop held at Duke University, Durham, North Carolina, in April 1993).
- "Academic Library Staffing: Problems of Role Blurring and Role Definition," a paper presented at the ACRL Personnel and Staff Development Officers Discussion Group, American Library Association, Midwinter Meeting, Denver, Colorado, January 22, 1993.

Other Activities:

- Editor, Research Notes Section; and member, editorial board, *College & Research Libraries*, 1990-.
- Member, editorial board, *Journal of Information Ethics*, 1992-.
- Chair, Academic Status Committee, Association of College and Research Libraries, American Library Association, 1989-1993.
- Chair, Ad Hoc Committee on Membership Communication, Association of College and Research Libraries, American Library Association, 1993-.

LORI ROBARE

- Attended Oregon/Washington Association of College and Research Librarians (ACRL) Conference, Menucha, October 1992.
- Attended North American Serials Interest Group, annual conference, Providence, Rhode Island, June 1993.
- Participated in Navigating the Internet: An Interactive Workshop, November-December 1992.
- Panel member, Approaches to Authority Control, sponsored by Technical Services Roundtable, Oregon Library Association, annual conference, April 1993.
- Secretary, Technical Services Roundtable, Oregon Library Association, September 1993-.

JONI R. ROBERTS

- Attended Oregon/Washington Association of College and Research Librarians (ACRL) Conference, Menucha, October 1992.
- Attended Supervising People Effectively, presented by Management Associates, Willamette University, August 1992.
- Attended Topics in Collection Development, workshop presented by the Division of Continuing Education and Summer Programs, Western Oregon State College, Wilsonville, December 1992.
- Member, Mid-Willamette Library Consortium, Reference and Collection Development Subgroup, 1993-.

FORD SCHMIDT

- Attended Supervising People Effectively, presented by Management Associates, Willamette University, August 1992.
- Attended Rethinking Reference: new Models and How to Get There; Library Solutions Institute No. 2, Duke University, Durham, North Carolina, April 1993.
- Member, Mid-Willamette Library Consortium, Reference and Collection Development Subgroup, 1993-.

JAN TUDOR

- Attended Improving your Teaching Skills: A Conference on Bibliographic Instruction Methods, sponsored by the Association of College and Research Libraries, Alabama Chapter, Alabama, May 1993.
- Presented poster session entitled "Using an Online Search Assignment to Teach Students Critical Thinking Skills," 21st Annual LOEX National Library Instruction Conference, Racine, Wisconsin, May 1993.
- Travelled to New York, Boston, and Washington, D.C., to interview business librarians and discuss library services to graduate students, Hewlett grant awarded to Fred Truitt, August 1993.
- Awarded Hewlett grant in response to a proposal to provide Atkinson students with access to online databases, January 1993.
- Member (representing private colleges), Orpac Advisory Committee, Oregon State Library, 1991-.



This first issue of Moveable Type has been generously underwritten by a gift from the membership of the Institute for Continued Learning.

The Librarians and Their Responsibilities

By Joni Roberts, Associate University Librarian for Public Services and Collection Development.

AN IMPORTANT INTERNAL CHANGE in the library that has occurred over the past year was the creation of a new administrative structure. Individual librarians have been given increased responsibility in specific subject areas of the collection and invested with more authority over the library's internal procedures. Each librarian has also assumed liaison responsibilities to certain departments and schools. The following table lists all Hatfield librarians, their new responsibilities, and their new position titles (this and other administrative changes are described in a brief document entitled "Library Activities, 1992-1993," available on the campus gopher under Library Resources / Publications and Statements / Hatfield Library Goals and Statements).

SARA AMATO

Systems Librarian

Subject Responsibilities:

Computer Science
Exercise Science
Philosophy
Religion

Departmental Liaisons:

Computer Science
Exercise Science
Philosophy
Religion

JOHN CREECH

Reference and Library Instruction Librarian

One-year appointment

CAROL A. DROST

Associate University Librarian for Technical Services

Subject Responsibilities:

English
Environmental Science
Earth Science
Rhetoric & Mass Media

Departmental Liaisons:

English
Environmental Science
Earth Science
Rhetoric & Mass Media

LARRY R. OBERG

University Librarian

Subject Responsibilities:

Education
Ethnic Studies
Gender Studies
Interdisciplinary
Librarianship
Video

Departmental Liaisons:

Education

LORI ROBARE

Catalog and Periodicals Librarian

Subject Responsibilities:

Biology
Chemistry
Children's Literature
Foreign Languages
Music

Departmental Liaisons:

Biology
Chemistry
Foreign Languages
Music

JONI R. ROBERTS

Associate University Librarian for Public Services and Collection Development

Subject Responsibilities:

Art
Music Therapy
Oregon/Pacific Northwest
Psychology
Sociology/Anthropology

Departmental Liaisons:

Art
Music Therapy
Psychology
Sociology/Anthropology

FORD SCHMIDT

Head of Reference Services

Subject Responsibilities:

American Studies
General Science
History
Math
Physics
Theatre/Film

Departmental Liaisons:

American Studies
History
Math
Physics
Theatre

JAN TUDOR

Management/Business Economics Librarian

Subject Responsibilities:

Management
Business
Economics
Politics
World Views

Departmental Liaisons:

Atkinson
Economics
Politics
World Views

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The Newsletter of the Mark O. Hatfield Library

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