

·MOVEABLE TYPE·

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

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Larry Hardesty

First Depress Clutch, Then Shift Paradigm

By Larry Hardesty

IN THE EARLY 1980S, OBSERVERS PREDICTED THE convergence, even the merger, of libraries and computer centers. By the late 1980s, this movement seemed to have lost its momentum. In the early 1990s, however, it returned with renewed vigor. With increasing frequency academic institutions today are changing their organizational structures to bring computer centers and libraries closer together. Are these institutions on the leading edge of a paradigm shift? Is this change part of a natural evolution? Or is it a forced integration with the potential to damage both operations? Will many integrated organizations return to more traditional structures?

To answer these questions, I interviewed 40 computer center administrators and 51 librarians at small colleges throughout the United States.¹ Despite the impressive list of academic institutions with integrated operations, they remain a small minority. In fact, in some colleges, integration exists more in name than in practice. There is also a growing number of institutions that have attempted integration only to revert to a more traditional structure. The increasing reliance of libraries on computers does indeed bring them closer to the computer center, but to varying degrees this is true of almost every unit on campus.

There are substantial challenges to making integration work. Libraries and computer centers are similarly complex, labor-intensive organizations, but their organizational cultures are very different.

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They Love Us ... They Love Us Not:

The Library Self-Study

By Larry R. Oberg

Last spring the Mark O. Hatfield Library staff conducted a self-study to determine how well our services and collections meet the research needs of Willamette University students and faculty. The self-study is a part of an ongoing evaluation of the units that comprise the Academic Administration division of the University and is closely related to the College of Liberal Arts self-evaluation process.

After an extensive search, Connie Vinita Dowell, dean of information services at Connecticut College, was selected as outside reviewer and spent a day and a half on campus in May. In her final report, Dowell notes that "The students, faculty and administrators that I met on my visit expressed considerable satisfaction with [library] services." She attributes this high approval rating, in part, to the library's strong liaison program with the faculty. Dowell characterizes the "increased professional activity among library staff" as an "important accomplishment," and comments on the library's heightened visibility and reputation, the "excellent" design of the library's InfoStations and WebStation Research Directory, the revitalization of The Friends of the Library and the library's "excellent" publications.

Two questionnaires were designed for the self-study: one, a brief "report card" of eight questions distributed in the library, the other, a 19-question instrument posted to a randomly selected sample of 817 students, faculty and staff. The results of both surveys and a summary of Dowell's report will appear in the library's *Annual Report 1997-1998*. A public display of the results currently appears in the library.

The data we gathered allow us to report that the students, faculty and staff love us! Well ... more or less, depending upon which set of responses one reads. In general, respondents are very favorably disposed towards the library. Over 88 percent report success in finding the information and materials they need, and over 82 percent find the staff helpful or very helpful. Respondents also report the following services to be useful or very useful: Orbis borrowing (82 percent), the InfoStations (84 percent), the WebStation Research Directory (81 percent).

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CRL Records to Appear in Orbis Database

IN OCTOBER, CENTER FOR RESEARCH LIBRARIES (Chicago) services became available to Willamette University students and faculty. CRL, an international not-for-profit consortium, assists academic libraries by making important, but difficult to access and little used research materials available to scholars. The CRL collections of 5.6 million volumes include newspapers, journals, foreign dissertations, retrospective collections and area studies. WU's participation in the CRL program is made possible by our membership in the Orbis consortium. Currently, books and journal articles may be borrowed from CRL through interlibrary loan. Later this year, the CRL database will be

loaded into the Orbis catalog and direct patron borrowing implemented. CRL materials will be delivered by air express and rapid turnaround can be expected. ■

Inside This Issue...

- Standards for College Librarians
- An Apocalyptic Fantasy
- Intellectual Property Rights
- "Locks on" Learning
- Brain or Device?

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Successful integration often requires additional money, space, competencies and time, and integration may actually exacerbate rather than alleviate personnel and financial issues. For example, placing the head of one unit in charge of both can result in that person being viewed as an interloper in one location and as negligent in fulfilling previously held responsibilities in the other. The list of challenges can be so daunting that one wonders why institutions attempt integration.²

Nevertheless, integration works in certain situations. It can strengthen both units. The individual in charge of both usually holds a senior administrative appointment, reporting directly to the president and serving on the senior administrative council. This position can enhance visibility, attract resources, and bring added benefits to both units and their staffs. In some schools, the two units work so well together that the potential for cooperation and service enhancement can be realized only with integration.

The results of my interviews, however, suggest that the need for integration is seldom obvious to a majority of the staff of the two units. Most efforts to bring together the computer center and the library are done from the top down, frequently to solve problems on the computer center side. A senior administrator looking at the library may see a stable, well managed unit that deals effectively with computers and electronic information delivery. It is tempting to think, "If I put the library director in charge of the computer center, it might save me time, reduce spending, enhance service and, as a nice benefit, encourage us to be viewed as a leading edge institution."

Integration of the computer center and the library can achieve these goals, but not without effort. The people involved need to see benefits for themselves and for the organization. The staffs of both units must feel valued for their contributions. Integration may represent a major paradigm change in higher education. However, we must not overlook the human element. Paradigm shifts can be successful; but we must remember to use the clutch when we shift gears. ■

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¹Larry Hardesty, "Library and Computer Center Relations at Smaller Academic Institutions," *Library Issues* 18 (Summer 1997): 1-4; Larry Hardesty, "Computer Center-Library Relations at Smaller Institutions: A Look at Both Sides," *Cause/Effect* 21 (1998): 35-41.

²Arnold Hirshon, *Integrating Computer Services and Library Services*, CAUSE Professional Paper #18 (Boulder, CO.: CAUSE, 1998).

A View from the Library

Standards for College Libraries:

A Revolution in the Making?

By Larry R. Oberg

At some point in all our careers, I suspect, we have experienced both the joys and the sorrows of association work. Last year, I served as chair of the College Libraries Section of the Association of College and Research Libraries. Early on in my tenure — and to my dismay — I found that much of my time would be spent on process work, reserving meeting rooms at conferences, ensuring the currency of membership lists, in other words, on things that I neither enjoy nor do particularly well. Upon a few joyful occasions, however, I managed to move the section's agenda and set in motion significant change.

"... the new document will allow us to address the relevance of libraries, indeed, the relevance of librarians themselves, in this period of rapid change."



One such opportunity presented itself when I appointed new members to the Standards Committee. The reformulated group responded enthusiastically to my challenge to rethink and redraft the *Standards for College Libraries* policy document, the principal tool we use to assess the adequacy of our libraries. My colleague at Amherst College, Will Bridegam, agreed to assume the role of chair. Under Will's leadership, the new committee produced a radically altered *Standards* document, one that promises to revolutionize the evaluation of our libraries and the services we offer. The new draft policy will be the subject of public hearings at the upcoming midwinter and annual conferences of the American Library Association.

Since its promulgation in 1959, the *Standards for College Libraries* has guided our efforts to generate the data that support budget requests and demonstrate the adequacy of our collections and services. It serves increasingly as a tool for planning and decision-making. From its inception, the document has been based on past practice and is heavily dependent upon resource inputs, such as money, space, materials and staff activities. It even includes simple formulas for determining how many books we ought to have, the number of librarians we should employ, and the square footage of our buildings.

In a radical departure, the new *Standards* document focuses upon outcomes and moves us beyond the simple calculation of size and number toward the determination of quality and fit. Applied correctly, these measures will help us to achieve a closer correlation between collections and services and the changing information needs of students and faculty. Importantly, the new document will allow us to address the relevance of libraries, indeed, the relevance of librarians themselves, in this period of rapid change.

Will tells me that initial reactions to the committee's draft have been positive. My anecdotal sense is that a majority of college librarians understand the need for this change and will support it. The new document encourages librarians to select from an array of data-gathering techniques and leaves institutions free to choose their own peer groups for comparison and benchmarking, a freedom that will be appreciated by the less well funded institutions that otherwise might resist comparisons with their better funded counterparts.

Although the old standards were sometimes viewed as self-serving, they nonetheless provided a clear, understandable and easily comparable set of measures, some of which are still of value and will not be jettisoned in the new version. By themselves, however, these simple quantitative measures fail to address the difficult and nuanced questions that today's more complex higher education environment compels us to formulate and pose, for example, how well the library meets the programmatic needs of the school and whether it contributes to the campuswide discussion of such strategic issues as recruitment and retention.

We move toward the adoption of the new standards with some trepidation. Whether diagnostic or exploratory, qualitative analyses are by their nature difficult to formulate and interpret. Still, we are convinced that they will serve us well in a period characterized by the continual creation of new services and increasing competition in the information marketplace. We do not, and certainly should not, make this change solely for reasons of administrative efficiency, because our graphs are leveling off, or to impose an irrelevant business model on a self-evident public good. If we are driven by an imperative it is that of service. ■

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An Apocalyptic Fantasy

By M.D. Usher

A fairly common motif in pre-modern literature involves the miraculous recovery of a lost book. The Old Irish epic, the *Táin*, for instance, opens with such a tale. The assembled bards of Ireland find themselves unable to recall their national epic in its entirety because their sole copy had been traded away generations earlier for the *Etymologiae* of Isidore of Seville, an encyclopedic tome in 20 books crammed with classical learning. So, the story goes, the bards put their bardic heads together and sent a poet understudy to recover the complete text from the Latin West. Along the way the young poet stops to pay his respects at the gravestone of Fergus mac Roich, a hero from the saga in question and a legendary poet in his own right. A mist rises mysteriously from the hero's tomb, and whisks the lad away for three days and three nights, during which time "the figure of Fergus approached him in fierce majesty, with a head of brown hair, in a green cloak and a red-embroidered hooded tunic, with a gold-hilted sword and bronze blunt sandals. Fergus recited him the whole *Táin*, how everything had happened, from start to finish."

When my own mnemonic stupor gives way to similar flights of fancy, I sometimes find myself whisked away by the thought of the miraculous recovery of books in our electronic age. It is, like this passage from the *Táin*, a slightly apocalyptic vision (and justly so, I think, given the prominence of book imagery in apocalyptic writers — from Ezekiel the prophet and St. John of Patmos, to St. John Bunyan the tinker). Imagine a digitized world stricken with a plague of total, global amnesia of the Internet, hypertext, CD-ROM, zip drives and the many other technological beasts that will raise their heads in these last days. Where could one turn to begin to reconstruct the bulk of human knowledge and experience? To books — of course — in libraries — perhaps (though these will necessarily have fallen into disuse and disrepair in the apocalyptic fantasy we are playing out here). But not just any old books in any old libraries. Our recovery would be quickest and most complete, I think, if we would turn to books from Dover Publications, the people who sell the Thrift Editions with wallpaper covers for a dollar; the folks who reprint classic out-of-copyright works in linguistics, philosophy, anthropology, mathematics, science, the arts and crafts.

I've always been a fan of the Dover list, which is like a closet full of all that is currently out of fashion or considered otherwise *passé*, but the true significance of their list struck me only recently when I came across a Thrift Edition reissue of George Thomson's superb translation of Aeschylus' tragedy, *Prometheus Bound*, originally published in 1932 by Cambridge University Press. Thomson, Irish kith and kin to Fergus mac Roich, was a brilliant scholar, but he had the dubious honor of being classical philology's first Marxist critic (before Marxism became fashionable in the humanities), which no doubt contributed to his book's going and remaining out of print and thus winding up on Dover's list. Here is what particularly caught my attention: Thomson's muscular rendering of a passage taken from the list of Prometheus' many gifts to man:

... hearken to the plight
Of man, in whom, born witless as a babe,
I planted mind and understanding.
Who first with eyes to see, did see in vain,
With ears to hear, did hear not, but as shapes
Figured in dreams throughout their mortal span
Confounded all things, knew not how to raise
Brick-woven walls sun-warmed, nor built in wood.
No token sure they had of winter's cold,
No herald of the flowery spring or season
Of ripening fruit, but labored without wit
In all their works, till I revealed the obscure
Risings and settings of the stars of heaven.
Yea, and the art of number, arch-device,
I founded, and the craft of written words,
The world's first recorder, mother of the Muse.

With this catalogue in Thomson's Aeschylus, compare the following selection of titles from a typical Dover catalog. Its Promethean nature is striking. Most importantly, these books are cheap — a boon for readers in the hard times that will surely follow our digital doomsday scenario.

Conditioned Reflexes, Ivan P. Pavlov.

On the Improvement of the Understanding, Benedict de Spinoza.

Opticks, Sir Isaac Newton.

The Theory of Sound, J. W. S. Rayleigh.

Make Your Own Wooden Kitchen Utensils, Vance Studley.

Principles of Meteorological Analysis, Walter J. Saucier.

25 Vegetables Anyone Can Grow, Anne Roe Robbins.

Burnham's Celestial Handbook, Robert Burnham.

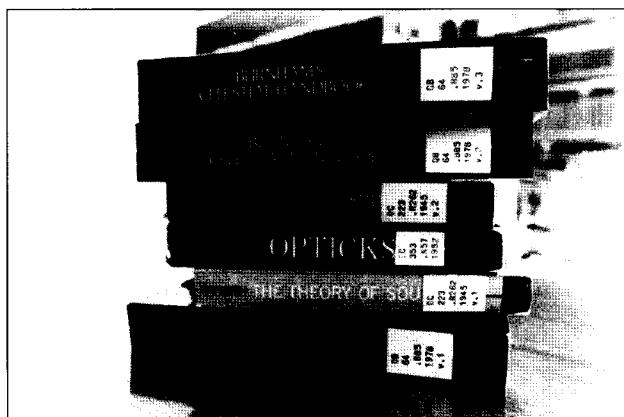
The Theory of Matrices in Numerical Analysis, Alston S. Householder.

Egyptian Hieroglyphs: How to Read and Write Them, Stéphane Rossini.

Memory: A Contribution to Experimental Psychology, Hermann Ebbinghaus.

The bards of Ireland traded their poetry for an encyclopedia. We — with little social use for poetry anymore — are in the process of moving tomes like Isidore's to digital platforms. Yes, and poetry, too. For all I know the *Táin* may now be available on CD-ROM. This of course is good, necessary and inevitable. But should an angel of doom ever hurl a fiery ball of confusion at our post-modern world of fiber optic information, write to Dover for a catalog. You won't find them on the Internet, so in a few years' time they could conceivably be the only publishers unaffected by the global amnesia of a digital apocalypse. ■

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More than 600 Dover editions are held by the Hatfield Library.

JENNA CALK

Briefly Noted

Library Hosts Open House For Parents

IN ADDITION TO THE REGULAR ORIENTATION sessions offered to new students during the opening week of the fall semester, this year the Mark O. Hatfield Library staff also provided an opportunity for parents to learn more about the library. One of several Opening Days sessions aimed at helping parents become more familiar with student life, the library's open house allowed parents to tour the library, review the library's InfoStations and study spaces, learn more about Willamette's history by viewing a display of artifacts from the library's archives and engage in a question and answer session with University Librarian Larry R. Oberg. ■

Webstation Redesign

ACCESS TO HATFIELD LIBRARY RESOURCES FROM faculty offices, residence hall rooms and computer labs now has a new look as well as some new features. The WebStation Research Directory has been redesigned to include more options, including a complete alphabetical list of all library databases. Space has also been created for the growing list of library handouts and web tutorials. For those who may be using older computers, a text-only version is also provided. In addition, the WebStation's Willamette University Libraries Catalog now connects to the latest release of the Innovative Interfaces, Inc., WebPac software. This newest web version of our online catalog includes improved screen design and more search options than were available previously. ■

Virtual Tour Unveiled

YOU NO LONGER HAVE TO COME TO WILLAMETTE University, or even Oregon, to take a tour of the Mark O. Hatfield Library. In August, a virtual tour was unveiled. Users can view the library facilities by area or use hyperlinked maps to navigate through each floor. In addition to pictures and information about the different areas, the tour includes a glossary of library terminology and a section of library facts. Future enhancements will include links to library policies and handouts and instructional modules. The tour is still being developed, so comments and suggestions are welcome. Access the tour from the library's home page or directly at <http://library.willamette.edu/home/tour/>. ■

Whose Information?

Random Thoughts on Intellectual Property in an Electronic Age

By Barbara Fister

Scholars have long been familiar with the idea of intellectual property. It is, after all, what academics produce when they aren't busy trying to transfer it into students' brains. They understand the value of being published, and how important it is for the expression of their ideas to have their names properly attached. But technology has brought interesting and disturbing questions to bear on the issues of ownership of information, some of which may come as a surprise to those whose notions of intellectual property revolve around scholarly publishing.

The recent brawling over proposed changes to the copyright law is a fairly high-profile symptom of this issue. Publishers and information middlemen — producers of databases and full-text collections — are eager for the United States to sign on to new copyright conventions that would place protections on electronic texts without providing for the fair use provisions we are accustomed to in the print world. Librarians and academics have advocated preserving these provisions, without which the flow of information could be severely restricted.

Beyond legal issues there are other strange things afoot. Every few weeks, it seems, a news story appears that illustrates some new wrinkle on the ownership of information. Imaginative readers of *The New York Times* can start the day with a jolt of paranoia along with their morning coffee, learning new ways that digitized information, both public and private, is bought and sold, gathered and used, often with sinister implications.

Investigative journalists can build a picture of an issue by mining public data and analyzing

it for meaning. These efforts are not always welcomed by the objects of scrutiny, and technology can create new opportunities for dodging hard questions. According to a *New York Times* story, *The Providence Journal-Bulletin* asked the Rhode Island DMV for public motor vehicle license information. The state said fine — but it will cost you over \$9 million for a copy of the data. In other instances, the sticking point is proprietary software. *The Austin (Texas) American-Statesman* was unable to obtain a map of 911 calls from the local police — they were told they would have to buy

"The electronic trail we generate as we use our charge cards and telephones can provide an extraordinarily detailed map of our lives."



at tremendous expense their own copy of the software used by the police. In spite of freedom of information legislation on the books in many states (including Texas), the legitimate cost of obtaining public electronic information is still in dispute.

Ironically, while journalists are unable to obtain public information, a great deal of private information is being gathered through electronic means. The electronic trail we generate as we use our charge cards and telephones can provide an extraordinarily detailed map of our lives. Police can obtain such information with a court order (unless it is encrypted — a hotly contested issue between law enforcement and privacy advocates). Private investigators and marketers find this private information a boon in their work — and they do not have to go through a judge to get at it. Lawyers defending clients against class action suits hire PIs to gather electronic dirt on plaintiffs. There is nothing like a few days of hard-ball deposition to make an irritating claimant go away. And marketers are able to develop enormously detailed profiles of our tastes and proclivities by examining data trails. The right to gather data is no longer questioned and we unwittingly lay our souls bare to prying eyes.

This became an issue in Texas when convicted sex-offenders were employed to gather market data as an alternative to stamping license plates. Some of them used the data to develop market profiles of their own, sending a more vicious kind of junk mail than what people are used to finding in their mailboxes. The wardens lost their most efficient data processors — convicted pedophiles — when a law was passed to prevent its happening again.

Ironies abound. Libraries have traditionally protected their patrons' right to privacy. They are reluctant, even under court order, to reveal information on reading tastes that their circulation records could provide. Yet our tastes are being shaped by the use of book purchasing records. The large book chains keep track of what is selling to whom, and that information, in turn, is being used by publishers to decide what will get into print. They have even been known to alter books — James Patterson changed the ending of one of his recent potboilers after it



failed a "screen test" by booksellers. But the tail that wags the dog is being wagged: publishers pay for placement of their works in book stores and that affects which books readers choose.

Of course, up in the ivory tower, many of us do not care what James Patterson does. Anyone who makes that much money with books has little to do with us. But consider how academics do, at times, bow to mammon. Research dollars for scientific research can come with strings and can exert a subtle influence on what questions are asked and even how they are answered. Certainly many scientific discoveries are of greater value when privately owned than when shared — an idea that runs counter to how scientific knowledge is most fruitfully generated, as in Michael Polanyi's celebrated vision of the "Republic of Science." For example, the long-term and, some say, benighted federal Human Genome Project is being upstaged by fledgling corporate ventures that plan to find the majority of gene sequences fast — and they may patent the most valuable ones.

I am in the less marketable humanities, so I am not often approached for Faustian deals. Still I can't help but remember an early and rather peculiar attempt to patent scientific information. In 1934, Leo Szillard realized that a chain reaction could be produced to release energy and realized the significance of the idea. He had recently left Nazi Germany and knew what was at stake. He took out a patent on his brainstorm and gave it to the British Admiralty, not so he could profit from it, but so that it would belong to the good guys (who, as it happens, paid no attention to the gift). Later, when nuclear fission was discovered at the end of 1937 (described in an article published by a German, understood for what it was by an Austrian Jew, and brought to America by a Dane), he begged American scientists to resist publishing their research on it, to no avail. The lid on that Pandora's box could not be kept shut. Later, when most of the American physicists working on the matter went to work in secrecy on the Manhattan Project, the military couldn't persuade the scientists not to share their knowledge with each other. Otherwise, they could not have accomplished their terrible task.

Now, the key to a variety of Pandora's boxes can be found in strange hands. It is not a matter of whether these boxes will be opened, but rather who will open them and for what ends. We blithely say that information is power, but we do not always consider how various are the implications of that old slogan. ■

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III System Moves to Dec Alpha Platform

THIS FALL THE WILLAMETTE UNIVERSITY libraries completed a long-awaited upgrade of their integrated library system. Shared by the Mark O. Hatfield Library and the J.W. Long Law Library, this system includes the online catalog, web catalog, circulation, reserves and other critical functions. In addition, it serves as the link that connects our campus to the wider Orbis consortium catalog. The upgrade is thus a significant investment in the infrastructure that supports the University's ongoing academic mission. Innovative Interfaces, Inc., completed the upgrade to the Dec Alpha platform in September. ■

Listserv for Science Librarians Created

IN THESE DAYS OF TIGHTER BUDGETS AND consortial dealmaking, it is important for librarians in similar circumstances to be able to stay in contact. Science librarians at Oberlin Group libraries now have a new means of communication: a low-traffic listserv designed especially for them. OBESCI-L (the Oberlin Group Science Librarians List) is an unmoderated list that provides a new means of communication among science librarians and those with science reference and collection development responsibilities at Oberlin Group member libraries. Topics of discussion have included changes to *INSPEC* and *BasicBIOSIS*, as well as pricing issues and potential consortial arrangements. For subscription information, contact listowner Linda Maddux at <lmaddux@willamette.edu>. ■

New Video Database

VIDEO RECORDINGS IN THE HATFIELD LIBRARY'S collection are included in the library's web catalog. However, ferreting out videos from among the entire collection of books, journals, CDs and other materials is inconvenient and time consuming. Until recently, adding a video search capability required an expensive software enhancement. This fall we are making available an inexpensive experimental alternative. Each week an updated list of the library's video holdings is generated from the catalog and made searchable via the web. The resulting video database can be searched by title, director, actor, subject and other categories and can be accessed from the web version of the library catalog at <http://library.willamette.edu/webstation/wulib/>. ■

Four Electronic Databases Added

THE HATFIELD LIBRARY RECENTLY ACQUIRED four new electronic databases. Two of the four, *MathSciNet* and *ATLA Religion Database*, provide access to subjects not previously available electronically. The others, *PsycInfo* and *Sociological Abstracts*, are upgrades to databases previously offered. All are networked and available across the campus. Produced by the American Mathematical Society, *MathSciNet* covers mathematics and the statistical sciences. By 1999, the full text of all reviews from 1940 to the present will be available online. Produced by the American Theological Library Association, *ATLA Religion Database* contains citations to journal articles, essays in multi-author works and book reviews in religion. *PsycInfo* abstracts and indexes the literature of psychology and related disciplines from 1887 to the present. Over 1300 journals in more than 30 languages, as well as book chapters, books, dissertations and technical reports, are covered. *Sociological Abstracts* provides access to over 3000 journals in sociology, social work and other social sciences. ■

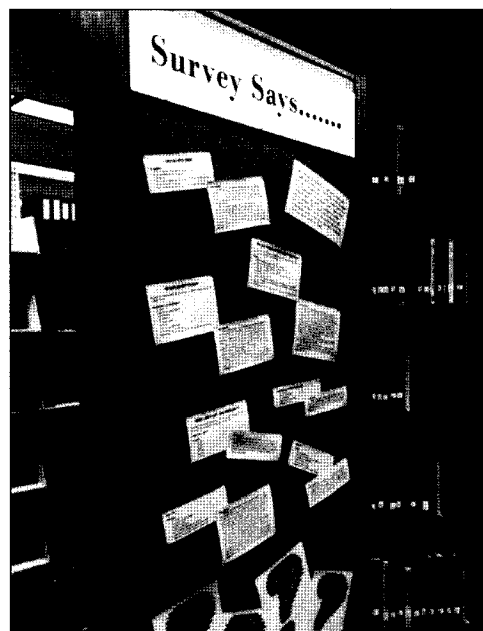
New Homepage

THE MARK O. HATFIELD LIBRARY NOW HAS its own homepage. The new homepage includes a link to the WebStation Research Directory, which has been in existence for over two years and provides access to all of the library's networked research tools. The library homepage provides access to information about library staff, departments, hours, publications (including the full-text electronic versions of *Moveable Type*) and a new web-based tour of the library. Look for this page to grow and change. (<http://library.willamette.edu/home/>) ■

MOVEABLE TYPE

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Self-study display in the Hatfield Library.

In their comments, however, respondents zeroed in on our shortcomings — often with uncanny accuracy — pointing the finger at weaknesses of which we may or may not have been aware.

Some of the comments are right on the mark: "The computers upstairs should be upgraded." "It's too noisy in the evenings." "We need more InfoStations." "We need more journals." "Better photocopiers, please!" "Copy cards should be standard across campus!"

Some of the comments make us feel good: "I love the library and [I] will be making a contribution this year." "Everyone is really helpful and resources have definitely become more available." "An extremely well-

run library. Staff is outstanding." "I am deeply moved by the quality effort all of the folks put in at the library." "Joni rocks!"

A few comments are off the mark: "Why don't you get a collection of children's books?" (We have one.) "Why don't you buy fiction?" (We don't have room in the stacks for what we already own!) "Why can't the photocopy machines copy double-sided?" (They can.)

Some comments make us nervous: "The library should be open 24 hours a day like Lewis & Clark and Whitman." (An expensive proposition.) "Strictly enforce the quiet second floor." (We're not the quiet police.) "If beverages and food are not allowed, don't allow them for some and not for all." (We're not the food police.)

Some make us sigh: "What's wrong with the Dewey Decimal system?" "Damn the copyright law!" "The Hatfield Room is a huge distraction. Move the conferences, etc., to Smullin or Smith." "Law students are very disruptive. One day a law student was making cell phone calls in the geometrical center of the second floor." "We need a 24-hour Taco Bell Express." And, "More chicks and music."

The self-study represents a change in traditional library assessment practice. In the past, librarians have contented themselves with collecting easily quantifiable data, for example, the number of books in the collection and the number of librarians on the staff, and the rare survey of user satisfaction. Our most recent self-study represents a move towards assessing performance quality. Accurate measures of library performance, as well as patron reactions to new services is of particular importance in this period of dynamic change.

Self-studies such as the one we have just conducted mirror the academy's commitment to the discovery and integration of new knowledge and help librarians to achieve a better fit between services offered and student and faculty need. Accurately administered, they also help us address issues of accountability and contribute to the discussion of such strategic issues faced by the University as recruitment and retention. Finally, they help us communicate better with our clients, campus administrators and other librarians.

The data and user suggestions we have gathered have already had an impact on services. In direct response to respondents' suggestions, we have:

- Purchased one new high-end photocopier
- Purchased two new microform reader-printers
- Extended the early morning and weekend service hours
- Added four new InfoStations to the reference area
- Contracted to remodel all of the InfoStation carrels to provide more work space and greater distance between users and the large 21-inch monitors
- Begun notifying all patrons when Orbis books arrive
- Added a longer checkout period for reserve materials
- Reconfigured second floor seating to help minimize noise
- Appointed a committee to recommend improvements to the 24-hour study room

We will continue to evaluate the results of our self-study and take seriously the data they provide us. When suggestions make sense and circumstances permit, we will make changes — even if these changes mean a departure from doing business as usual. ■

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Information Technologies and “Locks On” Learning

By James E. Kephart

As this decade began, the Atkinson Graduate School of Management and Willamette University became stops on the information superhighway. The decision to build our on-ramps committed significant resources and raised expectations that information technologies would be the fast track to the future. For eight years, access to this byway of communication has opened University life to an array of activities, some considered commonplace today. Emails come and go with such regularity that the original feeling of surprise as a message arrived has given way to the hope that the raised flag on your inbox does not simply indicate more electronic junk! Multimedia resources are available for numerous disciplines, while customized animation, sound and visual effects emphasize the power points of many presentations.

Campus inhabitants can be found surfing the web at all hours. Hanging 10 no longer is reserved just for the toes. Fingers join the action, curling over both keyboards and mice. Our desktops, laptops and palmtops are doorways to a library of local and worldwide information. The University has been transformed into a techno-modern information center for creative minds. Surely the time has come for the University to embrace triumphantly its grand decision and rally around the call to “let the learning begin.”

Before the electronic choir begins to sing its own praises, however, a few observations I have made while implementing these services at the Atkinson School are in order. I must report that learning was going on before digital information technology arrived. Furthermore, learning continues today in spite of this technology’s presence. And, finally, no matter what the expectation may be, this technology is not the key to learning. The best it can do is help us surmise some of the “locks on” learning.

The term “locks on” learning is central to this discussion. Its meaning is most akin to boundaries or limits of learning. These horizons of understanding often are not easily described or discerned. A comparison to the more commonly used term “keys to” learning clarifies a subtle difference. A “key to” learning suggests the ability to open a “lock to” learning. A “lock on” learning, however, cannot be opened. It can only be expanded. Universities are described as holders of keys to learning, implying ownership of keys and locks. A “lock on” learning, on the other hand, can be inferred but never owned.

To examine how technologies aid us in the unearthing of locks on learning, we will consider three aspects of the learning process: access to information; communication of ideas; and tools for seeing, re-seeing and connecting concepts. The premise is that any technology that stimulates one or more of these aspects will help us identify locks on learning. Unquestionably, the technologies of speech (language) and literacy (reading

“The key to learning is where it always has been. It will be found in an active, open and responsive mind.”



and writing) impact these aspects. Acknowledging that speech and literacy technologies clarify locks on learning is to agree that oral traditions and authored works distinguish boundaries of learning. A reasonable assumption is that a link exists between aspect stimulation and the discernment of locks on learning.

Evidence exists that information technologies influence (stimulate) learning aspects. *Access to information* is impacted both by the greater amount of information available and the larger number of individuals to whom it is available. Good examples include both local and worldwide surfing. Email and web publications broaden and, in some cases, enable the *communication of ideas*. Use of computer-generated graphics, multimedia and hyperlinks all empower us with tools for *seeing, re-seeing and connecting* concepts. Recognizing the stimulation function of this technology leads to the deduction that information technologies abet us in illuminating locks on learning.

Locks on learning can be used to calibrate the learning environment. One measure of a university is the extent to which its faculty elucidates these edges of learning. Their scholarly journeys have brought them to numerous boundaries within their disciplines. Libraries may also be viewed as “lock illustrators” with catalogued and multi-referenced horizon after horizon after horizon. In effect, a “locks on learning” worth can be established for the institution.

A “keys to learning” approach is the common university perspective for academic assessment, so we need to be careful in our distinction between “keys to” and “locks on.” In our non-critical acceptance of the “keys to” metaphor, we often tend to refer to “locks on” learning as “keys to” learning. This is most apparent when a “lock on” learning is

so well illuminated that its character is easily recognizable. In a university dominated by the English language, it is effortless to describe one of the keys to learning as fluency in English. However, this is a case where a lock on learning (fluency in the dominant language of the university) has become so ordinary it is seen as a key. Our desire to “hold the keys to learning” clouds our ability to recognize the true nature of the “locks on learning.”

Herein lies the dilemma for information technologies and universities. Information technologies greatly impact the three aspects of learning, helping us to envision locks on learning in both new and complementary ways. A preference for a “keys to” perspective within a university drives the desire to identify brightly illuminated “locks on” learning as “keys to” learning. This misrepresentation of the “locks on” distorts our view of the illuminators (in this case information technologies). We are tempted to view them as “key” creators. When viewed as “key” creators, these technologies (illuminators) might be expected to increase the learning holdings of the university. When misunderstood, expectation and evaluation diverge.

Appraising a university’s learning environment from a “locks on” perspective necessitates two things. First, universities are not described as holders of the keys to learning. Secondly, the place for information technologies is in illuminating locks on learning. The reward comes as a more unified view of the learning environment emerges, with information technologies complementing the other university segments in the search for locks on learning.

To regain a footing in the more familiar, and for those readers who may be wondering who does hold the keys to learning, I offer the following insight: The key to learning is where it always has been. It will be found in an active, open and responsive mind. ■

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Brain or Device:

Which Will Prevail?

By Allen B. Veaner

What is academic librarianship? What is its greatest challenge? Do traditional notions of our profession — principles dating back hundreds, even thousands, of years — need revision? Has modern technology so altered our work environment that the fundamental concepts have become obsolete? Have we been seduced by apparatus itself, to the point of forgetting our main function?

Popular notions portray librarians as conservative folk. Of course, we know this fabrication is a far from harmless stereotype. Over the past century, the technological imperative has driven librarianship successfully, without let-up, and with our ready, even enthusiastic, cooperation. Librarians quickly embraced the telephone, the Photostat, the manual typewriter, and, as post World War II prosperity emerged, the electric typewriter became a commonplace. In the decade preceding World War II, microfilm was a technological wonder and, in 1938, a journal dedicated to its promotion was founded. Microfilm offered irresistible advantages: space saving that would reduce the pressure to expand library buildings; ready republication in reduced form of expensive or scarce resources; preservation of vast quantities of important materials printed on deteriorating paper. Some enthusiasts even suggested that the day of the printed book might be over. Because our users, especially the academic community, wisely understood what practical researchers really needed — namely, hard copy — microfilm did not supplant books and journals.

In the postwar era, the first batch computer systems emerged, followed by a variety of steadily improving online

systems achieved through expensive and often frustrating development efforts. Card catalogs went into decline and were almost universally replaced by online catalogs. A golden age of automated bibliography seemed at hand. Enter the Internet, a speedily commercialized instrument rapidly connecting files, databases and services throughout the world, that promised information riches previously beyond conception.

Where are today's librarians in this onslaught of continuous technological "progress"? Have we embraced automated bibliographic systems over-enthusiastically? Have we been seduced by speed-of-light electronic engines? Why do some users, not finding sought-for information in an online catalog or on the Internet, persist in believing — as they did in the card catalog era — that if they cannot find it in a few seconds it doesn't exist? And with so much "information" of dubious quality, how can users distinguish the valuable from the worthless?

Have the Internet's commercial interests — dedicated to the financial transactionalization of access to data and information — outflanked us? Is there some danger that in our zeal for bits and bytes we may be ignoring or failing to convey the very basis of our profession — that librarianship is the life of the mind and not of the device? The device by itself remains passive and inert, an

impotent means of communication. Coping with ambiguity and unpredictability — inherent both in academic life and in personnel administration — remains the domain of human intelligence.

We must not surrender to devices our responsibilities for one-on-one intellectual interaction with clients. In our profession we are allowed — indeed encouraged — to use all tools at our disposal and not to forget that these external devices — reference books as well as our newer computer services — are merely tools and no more. True academic librarianship remains what it has always been: an intangible act of communication between inquiring minds. Its "output" cannot be weighed, diced, standardized, packaged, marketed, priced and delivered as if it were so much luncheon meat.

Because the media — and the software publishers — relentlessly push the "simplicity" of computerized information systems and because advertisers push perception as more important than reality, we live in dangerous times for truth. Our challenge, then, is not technological but the all too human business of marketing, itself nothing but another form of communication between human brains. We have in this cyber age an incredible opportunity to market our knowledge and skills with clarity, vigor and pride to the politicians, to the funders, and to our clients. Away with modesty! We know how to produce, organize and manage information! Let us seize this opportunity with enthusiasm and dedication. ■

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