

# ·MOVEABLE TYPE·

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

VOLUME 1, NUMBER 2

■ SPRING 1994



Senator Mark O. Hatfield

## Breaking Down Library Walls

*By Mark O. Hatfield, U. S. Senate.*

READING ABOUT THE LIBRARY'S LINK to the Internet system in the premier edition of *Moveable Type* made me think of the days when we roamed the old library, thumbing through card files and searching for research materials using methods eclipsed by today's technology.

Having an array of resources at one's fingertips is perhaps the most dramatic change from the days when I was a student and, later, professor of political science and dean of students at Willamette University. Doors have opened for students today that we could barely have imagined. Modern libraries are edging closer to what the American Library Association has called "libraries without walls," and information is available at lightening speed.

The computer-based information networks we are building today will have an impact on our society on much the same scale that Gutenberg's printing press had on earlier societies. Just as the printing press brought to the general public the boundless world of books and helped to improve Western literacy dramatically, the computer networks will bring users vast resources available from libraries and databanks around the world.

Interestingly, the Internet system began as a way to link scientists; yet today the system has some 15 million users, mostly non-scientists. The true measure of success for these networks, however, will be based on their availability and accessibility.

In a sense, libraries have existed since before humans had paper (archaeologists have discovered large collections of clay tablets in excavations of ancient cities)

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## University Libraries Awarded Major Automation Grant

*By Richard F. Breen, Law Librarian, and Larry R. Oberg, University Librarian.*

**W**illamette University was recently awarded a \$326,000 grant by the M. J. Murdock Charitable Trust of Portland for the automation of the College of Law Library and the incorporation of its bibliographic records into the Mark O. Hatfield Library's existing online catalog. Upon completion, a combined online University libraries catalog in excess of 200,000 bibliographic records will provide users with one-stop searching in either library or through any terminal or PC connected to the campus network.

Fully automating Willamette University's two libraries is expected to increase significantly access to information for students, faculty and staff. The system will improve the efficiency of internal library operations by providing librarians with the data necessary to create effective inter-institutional cooperation and resource sharing programs. The completion of the project is expected by Fall Semester of 1994.

The grant also allows for the completion of the Hatfield Library's existing Innovative Interfaces automation system with the addition of the internal acquisitions and serials modules. Until now, the Hatfield Library system included only the catalog and circulation functions. The acquisitions (book ordering) module will permit the inclusion of on-order information in the catalog so users will know not only what books the library has, but also what books it will be getting. The serials module allows for the inclusion of serials holdings information in the online catalog, thus enabling users to determine the latest issue of a journal the library has received.

A portion of the available funds will be used for other systems and database enhancements, including the replacement of outdated Wyse 50 terminals with PCs and X-terminals that support diacritics, images and export (downloading) functions. The grant also allows

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## Library Gopher Gives New Life to Language Instruction

*By Francoise Goeury-Richardson, Foreign Language Department.*

IN TODAY'S INCREASINGLY COMPLEX and interdependent world, educators are faced with the problem of helping students become globally competent individuals. That means improving their abilities to understand international issues from a variety of perspectives. Students also need to be prepared to interact with people of different cultures. Given the interrelation between language and culture, second language teachers are in an ideal position to help students acquire the needed skills.

It should be no surprise that language teaching is changing, although perhaps not as

rapidly as the world itself. In the last 10 years, language instruction has shifted from a structural to a communicative approach with an emphasis on working with authentic texts and materials. Although this view is not shared by everyone, there is definitely a move toward focusing less on the past and more on the present and future.

Students' needs are also changing. Many are now shunning literature courses, the traditional backbone of the

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COLLIB-L

# The Role of Listservs in Formal and Informal Library Communications

By Larry R. Oberg, University Librarian.

**L**istservs are a unique new means of communication among members of particular interest groups. Still in their infancy, listservs are controversial, much as the telegraph, the telephone, and the radio were when they first appeared. Academic listservs are criticized by detractors as a babble of disparate voices desperately seeking to be heard, and lauded by supporters as forums that stimulate the discussion and the resolution of practical and theoretical problems within a given field. Although the value of listservs to librarians has yet to be reckoned, their use has outstripped our understanding of their role and potential.<sup>1</sup>

## THE NATURE OF LISTSERVS

Listsers, often referred to as electronic discussion groups, electronic seminars, or simply lists, broadcast mail among members of an invisible electronic college and archive it for later retrieval. Postings are sent automatically to all subscribers or held for review by a moderator who releases selected items for general distribution. Lists may be open to the entire networking community or closed to all but the invited. Participation assumes access to Bitnet or the Internet, often referred to collectively as the net. Academic listservs are fostering the emergence of a distinctive form of dialogue that involves members of a profession in productive, often informal, discussions of practice and theory.<sup>2</sup>

Whether listservs depress or elevate the level of discourse, they have become an enormously popular means of communication to which librarians and support staff alike commit significant amounts of time. The voices heard on the lists can be cantankerous, ornery, tedious, and trivial. They can also be stimulating, informative, creative and, occasionally, moving. Participation in listserv discussions helps keep librarians aware of new developments in the field, resolve practical problems, clarify theoretical issues, and minimize professional isolation through communication and collaboration.

## COLLIB-L, THE CLS LISTSERV

The need for better and more immediate communication between the membership and the officers of the College Libraries Section (Association of College and Research Libraries) has been recognized for some time. At the 1993 American Library Association's Midwinter Meeting in Denver, the CLS Executive Committee

approved the creation of a listserv to enhance communication within the Section, supplement its newsletter, and increase membership. The list would serve a dual purpose, it was decided, by functioning as a forum for communication among all librarians in predominately undergraduate institutions as well as linking the Executive Board with the membership. Mignon Adams, Section Chair, and the Executive Committee charged me with undertaking the project.

On March 9, 1993, COLLIB-L, the College Librarians Listserv, was made available to members of the networking

interrelatedness of librarians' concerns. It also comes as a surprise to the uninitiated that unrestricted listservs are democratic forums in which the postings of support staff receive the same attention, interest, and respect accorded those of directors and even venerated icons of the profession.

On most listservs, a minority of subscribers contribute postings, and "lurkers" abound. The term lurkers is used to designate subscribers who follow, but do not participate in, list discussion. Lurkers is not considered disparaging by old list hands, but "readers" might be a more generous appellation. Listservs probably differ only slightly from print media in the ratio of readers to writers.

The role of the moderator in the developmental process of listservs is an important one. List moderators can set the tone for the list and encourage or discourage postings. As COLLIB-L moderator, I chose to encourage a thoughtful tone. Always lively and occasionally heated, the list's collective voice nonetheless has been a serious one. Discussion

topics have included rethinking the current model of reference, digitizing course reserves, configuring automated services, constructing

gophers and campuswide information systems, and gender as a determinant of list posting habits. Practical concerns are raised on COLLIB-L, but a high percentage of the postings address professional and even theoretical issues.

Complaints indicate that subscribers are not altogether comfortable with this new medium. Many are overwhelmed by the volume of mail they receive. Although the problem of junk mail is a real one, irrelevant and trivial postings can be deleted with a single keystroke. List mail can also be managed effectively by electing to receive mail in digest format and when listowners or moderators post judicious reminders of listserv protocol. The persistence and vehemence of these complaints indicate that some subscribers are perplexed by this new medium and unable to define with precision what is of importance to them.<sup>5</sup>

Since its inception, COLLIB-L has functioned well and little intervention on the part of the moderator has been

*Listsers are fostering a new mode of expression and COLLIB-L has found its voice somewhere between oral and written communication.*

community. Within less than a year, some 700 subscriptions were received from librarians and library support staff in the United States, Canada, Australia, and other countries. The rapid growth of COLLIB-L demonstrates that more college librarians have access to the networks than had been previously estimated. Although the number of new subscriptions has leveled off, the list continues to grow. If growth is interpreted to indicate approval, then COLLIB-L is a success, filling a void where no equivalent forum had existed.

## A NEW VOICE AND ITS PROBLEMS

Listsers are fostering a new mode of expression and COLLIB-L has found its voice somewhere between oral and written communication. Stevan Harnad suggests that this voice is akin to the scholarly letter writing that characterized an earlier era.<sup>3</sup> It may also be a self-limiting voice. Listservs tend to favor those with excellent verbal and rhetorical skills and those with chutzpah and network savvy.<sup>4</sup> The eclectic nature of the postings no doubt also reflects the range and

required. The list has been remarkably free of "flames," the rude and discourteous postings that pose a problem on some lists. Flaming may indicate that those who exercise little self-control when posting are unaware of the size of their audience or the effect the tone of their postings may have on the formation of their professional networks. The informality of listserv communication may also lead new or naive subscribers to commit opinions to a list that they would hesitate to express in conversation or print. In any case, it is clear that listservs encourage an academic, rather than a bureaucratic, style of discourse.

Another, perhaps more serious, complaint is that the imprint left by these electronic forums differs markedly from that of their print counterparts. Unlike books and journals, listserv records are ephemeral, volatile, and mutable. They may be archived, but search mechanisms are primitive, bibliographic control lacking, and preservation responsibility informally bestowed or assumed.

#### LISTSERVS AND E-JOURNALS

Some of the thinking out loud that occurs on the lists appears to be stimulating what one librarian recently termed "the greater degree of thought and formalization" that precedes publication.<sup>6</sup> Not surprisingly, listservs are spawning electronic journals and e-journals are spawning listservs. *PACS-P* and *Psychology* are two examples of e-journals paired with listservs. This symbiotic relationship may help stabilize, codify, and preserve the more scholarly communications that appear on the lists.

Electronic journals rapidly disseminate scholarly information to the peer community. *Psychology*, for example, has foregone the time consuming standard double-blind review process and adopted an on-line version of the "open peer commentary" originated by Sol Tax in *Current Anthropology* and continued by Stevan Harnad in *Behavioral and Brain Sciences*. Contributions to *Psychology* are refereed by the journal's 70-member editorial board, often within a few hours. In this manner, these new experimental journals hold the promise of speeding up the availability, hence the production, of new knowledge.<sup>7</sup>

#### THE FUTURE OF LISTSERVS

Still in their infancy, listservs are beset with problems that will need to be resolved before they are accorded the trust, confidence, and respect enjoyed by non-electronic media. The privatization of the networks is an overarching concern. Many fear that in the new "infotainment" environment, Internet funding will change, an eventuality that may modify profoundly the ways in which listservs are used. The current flat fee model (buying the river) allows listservs to function in a manner that metered charges (paying by the drink) most likely would not.

Concerns have also been raised about the possible imposition of institutional restrictions on network access, excessive staff time spent on irrelevant or trivial lists and the privacy and ownership of networked communications. Some librarians are concerned that their professional associations, strapped for cash, will substitute listservs for expensive printed newsletters and journals without first determining members' information needs and relating those needs to appropriate means of distribution. Others worry that listservs, established to facilitate associational communication, are being supported by public or private institutions, an arrangement whose value will need to be made clear to the institutions involved and whose permanence, in any case, cannot be assured.

Despite these concerns, listservs are increasingly popular and appear to satisfy many of the conversational, practical, and even scholarly communication needs of librarians. Their value as a forum for academic discourse and their effectiveness as an agent of change, however, have yet to be assessed. The lack of shared protocols leave subscribers unsure of net etiquette. Still, many users expect listservs to have a salutary effect upon the profession by involving librarians, especially those in poor schools and remote areas, in an evolving discussion of our practice, theory, and collective future. If the performance of COLLIB-L is an example, our expectations may be realized. ■

#### REFERENCES

<sup>1</sup>Willard McCarty, "HUMANIST: Lessons from a Global Electronic Seminar," *Computers and the Humanities* 26(3):205-222, June, 1992, p. 205.

<sup>2</sup>McCarty suggests that we "must be able to argue convincingly that what may at a glance seem an endless procession of unjustified opinions, unsubstantiated arguments, and irrelevant serendipity just might be the sound of ancient humanism rebuilding itself out of new materials." McCarty, op. cit., p. 217.

<sup>3</sup>Stevan R. Harnad, "Post-Gutenberg Galaxy: The Fourth Revolution in the Means of Production of Knowledge," in Michael Strangelove and Diane Kovacs, *Directory of Electronic Journals, Newsletters and Academic Discussion Lists*, edited by Ann Okerson; 2nd ed. Washington, DC: Association of Research Libraries, Office of Scientific and Academic Publishing, 1992, 241p.

<sup>4</sup>McCarty, op. cit., p. 206.

<sup>5</sup>McCarty notes that "The anxiety of information overload, then, originates partially in the frustrated desire to preserve the transitory and so points to our need for a model to tell us what e-mail is, what to expect of it, and so how to handle it." op. cit., p. 212.

<sup>6</sup>Richard H. Werking, personal communication to the author, August 2, 1993.

<sup>7</sup>Harnad, op. cit.

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*Language Instruction...continued from page 1*  
language curricula. They demand courses focusing on current events. As a former student of mine put it, the teaching of language too often is "an anthropological dig, lacking life, destined to produce students poorly prepared for the real world." One of the most effective ways to meet this demand is to expose students to a rich variety of authentic printed and video source materials. This is now possible at Willamette thanks to the availability of the Internet; the French computer network, Minitel; and satellite communications.

One of the many services currently available on the Hatfield Library Gopher is Frognet. Created in March 1992 by the Scientific Mission of the French Embassy in Washington, D.C., Frognet enables subscribers to receive a daily French language review of the French press Monday through Friday. Subscribers also receive the twice-monthly *News from France*, an information bulletin in English.

As of January 1994, Frognet counted 2300 subscribers, 85 percent in the United States and 15 percent scattered throughout the rest of the world. According to Frognet statistics, 74 percent of those who read the *Press Review* are in research or education, while only nine percent are affiliated with government agencies. Anyone with an electronic mailbox can receive Frognet. However, due to copyright restrictions, only those subscribers residing outside of France may receive the daily press review. Subscribers in France only receive *News from France*. (To subscribe to this service one needs to send an electronic message to: Frog@guvax.georgetown.edu.)

Since September of this year, Willamette students and faculty have been able to access Frognet. The wide range of topics covered in the *Press Review* makes it ideal reading material for conversation classes. Students enrolled in my French conversation course were required to read it every day. They were also asked to make oral presentations based on articles read in newspapers and magazines available in the library, such as *Le Monde* and *Le Point*. In addition they were required to watch French television news broadcasts captured by the Scola satellite system several times a week. What makes these materials particularly attractive is the fact that students quickly learn that France and the United States have similar problems to which they can directly relate.

Students also discover that the French have their own particular way of addressing these problems. Every Friday, a full class period was devoted to a discussion of current events taking place in France as well as the rest of the world. This led to some very lively discussions, such as the day our debate focused on the "world awareness day

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in the fight against AIDS." My students discovered that the French had labeled it "La Fête du préservatif."

They also saw on French television the Obélisque in Paris covered by a gigantic pink prophylactic while Santa Claus distributed condoms to passers-by on the Champs-Élysées. Some students were amused, others were shocked, but all were deeply immersed in the French language. With this method, a few students were inspired enough to write research papers on issues related to courses they were taking in other disciplines. Access to

*Some students were amused, others were shocked, but all were deeply immersed in the French language.*



Minitel makes it relatively easy (although not inexpensive) to research further a topic covered in the *Press Review*.

Judging from students' participation in class discussions, there is no doubt that telecommunications are indeed powerful educational tools. They provide current information and authentic contexts in which students can

develop their language skills. When used consistently, they are a very effective way of keeping instructors informed on major developments in the target country and supply much-needed foreign language information in specialized areas outside the teacher's realm of expertise.

Unlike a printed textbook that remains static, computer screens are updated daily and sample a very large number of topics and interests. Instruction can focus on the learner's personal needs and interests. Gone are the days when one had to wait two weeks for the international edition of *Le Monde* to reach the campus library in order to stay informed. ■

*Libraries Awarded...continued from page 1*  
for the introduction of Z39.50, a search protocol that provides a common user interface for accessing remote systems and databases. Innovative Interfaces, the systems vendor, has installed its system at many of the country's top liberal arts college libraries, including Whitman, Bowdoin, Swarthmore, Haverford, and Williams. Innovative is also the system of choice for most law libraries.

The award comes at a time when Willamette University President Jerry E. Hudson has declared increased access to information to be one of the University's highest priorities. In recent years, the school has demonstrated strong support for additional library book acquisitions, library automation and a campus computer network. ■

## Surveying Student Opinions

# Rethinking the Library Instruction Program

By Jan Davis Tudor, Management/Business Economics Librarian.

**E**very library program needs to be evaluated periodically in order for it to remain effective. The information gathered during an evaluation can clarify existing goals and identify new ones. For some time now, the Hatfield librarians have wanted to evaluate their library instruction program, but have lacked the requisite time and expertise.

The existing program was developed many years ago to teach students the fundamentals of the library and the intricacies of subject-specific library research. Over time, however, we have become victims of our own success. Each year we give increasing numbers of library instruction presentations to more and more students. In 1992-93, for example, we gave a record number of 124 presentations to 2,049 students. Because these presentations are very labor-intensive and because many students may be required to attend repetitive lectures, we believe it is doubly important to rethink how and why we teach students library skills, and determine to what extent students are benefiting from our efforts. An evaluation of the program and our traditional 50-minute on-demand presentations was in order.

Surveying students' opinions about library instruction is one way we have chosen to evaluate the existing program. Opinions can be accurately and easily surveyed by the use of a questionnaire. Discovering whether or not students learned anything from the presentations is more difficult, however, because students can only tell us what they think they learned, not what they actually learned. With this limitation in mind, we decided nonetheless to pursue student opinions about the library instruction presentations.

## THE SURVEY

During the fall 1993 semester, a group of five students in Professor Linda Heuser's Social Research Design class agreed to survey student opinions toward the library instruction presentations. Cari Dobes, Casey Fries, Diana Humphrey, Chance Sims, Dylan Tegarden and Laurie Wedemeyer devised a questionnaire that asked students to respond on a five-point Likert scale to specific statements on library presentations, handouts, resources, and atmosphere. A section of open-ended questions was also included, allowing students to make suggestions and candid comments about the program.

The three-part, self-administered questionnaire was pretested and revised extensively before it was distributed to 400 randomly selected juniors and seniors. A 27 percent response rate was achieved. The data was analyzed using the Statistical Package for the Social Sciences (SPSS).

## SURVEY RESULTS

The results of the Likert scaled responses reveal that, in general, students' attitudes towards the presentations are positive. Students indicated that the presentations had made a difference in their ability to conduct research and increased their level of comfort with the library. However, the results indicated a less favorable rating of the handouts, as well as concern over the content of the sessions.

The information collected from the questionnaire's open-ended section was interesting, not only because it targeted areas of necessary change, but also because it confirmed many of the librarians' perceptions of the presentations. A common theme that arose from the students' candid remarks indicates a need for modifications in the program. Many respondents perceive that the presentation's strengths lie in its ability to provide a good introduction to the library, introduce new sources, present new research options, and allow students to get to know the librarians. The weaknesses are that the presentations are perceived to be either too long, too boring, redundant, monotonous or too basic. Many students suggested that to improve the program the librarians should integrate tours into the presentations, provide more instruction on the computerized sources, and make the presentations more interesting and less formal by involving the students in hands-on exercises.

## IMPLICATIONS FOR CHANGE

Despite critical comments revealed in the survey, we remain convinced that library instruction is an integral part of educating students to become critical thinkers and lifelong learners. However, evidence points to the need for changes in the format, content and frequency of our 50-minute "one-shot" lectures. For example, instead of requiring that students sit passively through one-hour lectures, we should periodically break them into groups to use printed indexes or computers. Instead of meeting in the library instruction room, librarians

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## Library-Faculty Cooperation

# Books, Databases, Software and Instruction

By Fred Truitt, Atkinson Graduate School of Management and Jan Davis Tudor, Management/Business Economics Librarian.

Just the facts, ma'am, just the facts. On the one hand, in this age of information access and electronic superhighways, the task of getting "just the facts" in order to make successful decisions or write excellent research reports has eased dramatically. On the other hand, information overproduction and electronically accelerated "garbage out" junkyards of facts have been as frustrating (but less easily recognized) as the more common problem of "not being able to find anything" in the library. A critical situation remains: students, faculty and administrators need more and better information from essential library resources.

### BACKGROUND

In December 1992 and January 1993, University Librarian Larry R. Oberg, Atkinson Graduate School of Management (AGSM) Dean Dale Weight, Vice President for Academic Administration Todd S. Hutton, Librarian Jan Davis Tudor and Professor Fred Truitt met to plan changes and improvements in library service. Nineteen hundred and ninety-three was the year in which dedication and commitment from the Hatfield Library, and cooperation between Hatfield librarians and Atkinson faculty and students yielded remarkable results. This partnership is especially important to Atkinson now in 1994 as it moves into its self-study year leading to application for AACSB (American Association of Collegiate Schools of Business) and NASPAA (National Association of Schools of Public Affairs and Administration) accreditation.

### GRANTS — INTERNAL AND MATCHING EXTERNAL

Since December 1992, AGSM faculty and Hatfield librarians have received two Hewlett grants and one Atkinson grant to develop access to information in and/or through the library. These grants were parlayed into an external matching fund grant from the Center for International Business Education and Research at the University of Washington. This additional support was earmarked for the development of supplemental materials and tutorials in business and economics. Speeding and widening access to research information propelled these projects. For example, one project offered students access to DIALOG online information systems by using a classroom model approach which took advantage of a special DIALOG rate. Another project enabled Jan Davis Tudor, management/business economics librarian, to attend several national conferences and visit library programs in Boston and New York known for their exemplary service to students in economics, business economics and management. A corollary objective for this second project was the development of instructional materials on the new electronic databases available in the Hatfield Library.

### LIBRARY INSTRUCTION FOR AGSM

Library instruction for Atkinson students and faculty exploded in 1993. Although instruction has been offered to several AGSM classes for many years, Jan Davis Tudor undertook the exciting task of instructing more than 80 second-year AGSM students enrolled in six electives this year and all 1993 entering class Atkinson students. This instructional program was supplemented with integrated guides designed for specific courses and research problems (e.g., "Resources on Industries") and with an extensive printed user guide ("LINE-Library Manual") to the Hatfield library's new databases in the areas of management, business economics and economics: *ABI-Inform*, *Predicasts F&S Index plus Text*, *Compact Disclosure*, *EconLit*, *Newspaper Abstracts*, *The Oregonian on CD-ROM*, and the *National Trade Data Bank*. (See Ford Schmidt, "New Electronic Reference Sources: Access Around the Clock and Around the Campus," *Moveable Type*, Fall 1993, p. 5.)

### AACSB-NASPAA SELF-STUDY AND THE LIBRARY—AMIGOS

AMIGOS (See Joni Roberts, "Developing the Library's Collection," *Moveable Type*, Fall 1993, p. 1, 3.) and the Harvard Business School Baker Library core collection catalog were used during summer and fall 1993 to identify gaps in the Hatfield library's book collection in preparation for AACSB-NASPAA accreditation. The results of the AMIGOS collection analysis were particularly encouraging to those who fear we might be neglecting books: in all 15 H-HJ categories of management and economics books, Hatfield had 113 to 320 percent as many books as its peer libraries.

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Active, collaborative learning...John Creech, Reference Librarian, and Cathy Walker, student.)

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should meet students in the reference area for hands-on exercises, or in Smullin Hall to learn how to access the library's electronic resources from remote locations.

In order to make the library instruction program more effective, we feel that intensified dialogue between the librarians, faculty, administration and students should occur. When we require students to attend as many as eight or nine essentially redundant library presentations by the time they graduate, we risk making them the victims, not the beneficiaries, of the library instruction program.

In order to avoid this surfeit of sessions, librarians and faculty should discuss whether students, especially juniors and seniors, will truly benefit from potentially repetitious sessions when, in many cases, a tailored handout of pertinent library sources would suffice. On the other hand, if faculty require students to use a specific library resource, *Science Citation Index*, for example, a brief informal session in the library will allow students to "get their feet wet" and allow the librarians to teach the entire class at once, instead of individually at the reference desk.

Many of the concerns and criticisms raised by the survey respondents and the librarians themselves could be remedied if all students received basic library instruction in their freshman year. In fact, several student respondents suggest that library instruction should be a requirement for all freshmen. If all freshmen were to receive a minimal level of competency in library instruction, librarians could teach higher-level library skills more effectively by building on the foundation established in the freshman year. If faculty could determine where library instruction fits within the educational goals of their departments, library presentations would become more meaningful and effective within the context of students' majors. Repetitive or redundant library sessions would be eliminated.

Increased dialogue between the librarians, faculty, students, and administration is the best way for the librarians to improve our important library instruction program. We invite the campus community to rethink the program with us. ■

PHOTO BY JENNA CALK

#### AACSB-NASPAA SELF-STUDY AND GOVERNMENT DOCUMENTS

Atkinson's 1993-94 AACSB-NASPAA self-study year harvested a side benefit for Hatfield Library in the form of a professional analysis of the government documents collection, commissioned by AGSM. Herb Somers, an expert in government documents, provided an extensive evaluation of Hatfield's document collection and recommended several additions to the holdings from federal sources.

#### MULTIMEDIA TUTORIAL

While the principal liaison between Atkinson and Hatfield has been Jan Davis Tudor, other librarians and staff have made important contributions this year. Aimed at students writing annotated bibliographies, Sara Amato, Hatfield systems librarian, created a unique bibliography and bibliographic instruction module on "how to judge a book by its cover." Additionally, Sara participated in a joint Atkinson-Hatfield Hewlett grant to extend and automate library instruction. This grant permitted Hatfield to acquire Asymetrix Toolbox software and design tutorials aimed at TIUA students, specifically teaching TIUA students library vocabulary, the physical layout of the library, and how to find materials and periodical literature. This electronic tutorial will be used by TIUA English language faculty beginning February 1994, and will be an important resource both in the Hatfield Library and the TIUA computer lab. Sara's first-hand experience with the TIUA tutorial (sound and graphics) will enable her to expand multimedia bibliographic instruction to other areas. In sum, the Hewlett grant enabled the library to upgrade its computing equipment for more effective multimedia use.

#### ON THE HORIZON

Where to next? In the spirit of continuous improvement, we are never satisfied. Faculty and students look forward, perhaps a bit impatiently, to the "virtual library" offered in Vice President Todd S. Hutton's "*The Changing Library Landscape: a Reason for New Visions.*" (*Moveable Type*, Fall 1993, p. 6-7.) One task facing Atkinson and Hatfield leaders will be to manage expectations and not let false optimism of instant access to everything warp our appreciation for balance, analysis and evaluation. The key will be to seek new balances: balance between new and old technologies; balance between collaborative faculty and student participation in library planning and librarians' critical and ultimate responsibility for collection development and service implementation; balance between ownership and access; and, finally, balance between the specialized research needs of the few and the user needs of the many. ■

#### News from the Vault

## The Hatfield Library's Rare Book Collection

By Adele Birnbaum, English Department.

Recently the Hatfield Library's rare books collection has been attracting the interest of other area institutions. In February of 1993, the Hatfield librarians loaned a *Book of Hours* for display at Reed College in Portland in "The Illustrated Book in the Age of Printing: Books and Manuscripts from Oregon Collections." From February 27 through April 29, three of our early texts are to be on display for "Margins and the Medieval Imagination: Manuscripts and Early Printed Books from Oregon Collections" at the University of Oregon Museum of Art in Eugene. It now seems a good time for an overview of the collection, and an account of how some of these items came to us.

There are approximately 150 rare and valuable books in our collection, but I will treat only a few of the oldest ones here.

The library owns three *Books of Hours*, small prayer books designed for personal, portable use. Two of these are illuminated manuscripts; the one I know best, marked *Praeces Piae* on the spine, is from the 15th century, late in the period for hand-lettered and illustrated manuscripts, just before the invention of the printing press or "moveable type." The third book of hours is an early printed volume from circa 1502, with some curious woodcut and metalcut illustrations. To look at these two similar but very different texts together is to have a window opened onto the Northern European world at the time of the invention of the printing press.

The illuminated manuscript with the words *Praeces Piae* on its binding signifies that it is one of a class of books within the general type of books of hours, someone's rather informal collection of conventional prayers, portable, perhaps carried by a lady in her sleeve, and intended for moments of private piety. In the first half of the 15th century, a Flemish scribe and artist created this manuscript for a young noblewoman, embellishing, or "illuminating," it with golds, reds, and blues in three traditional ways: in the margins of the pages, the elaborate capital letters, and the 13 miniature paintings of traditional scenes from the lives of Christ, Mary or the saints. Although the illuminations are not so numerous or finished as those of the well-known *Book of Hours of the Duc de Berry* or *The Hours of Catherine of Cleves* (in the Morgan Library in New York), this manuscript shows what a member of the lesser nobility might own, it is unique, and it is right here. For many years now Willamette students have found their studies of the history of literature or of medieval and early renaissance literature have been brought to life by the chance to see at close range it and the volume I describe next.

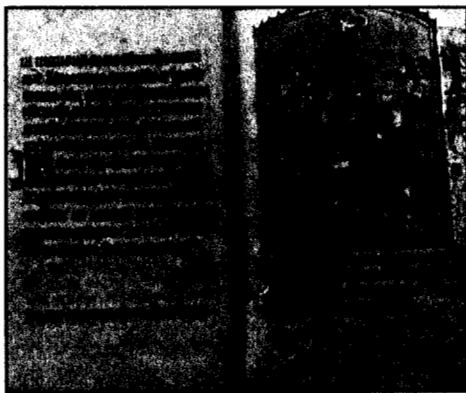
Next, in circa 1502, our printed book of hours came from a popular publisher in Langres near Paris, well known for publishing books of hours. It is a product of the extensive printing industry that grew up around Paris after 1485 and is one of the many French printed books of hours intended to imitate the more costly manuscripts such as *Praeces Piae* and those others mentioned above.

For example, its gothic typeface is intended to look like a hand-lettered manuscript. Its pages imitate the standard page format of the manuscript book of hours: lines of text surrounded on four sides by borders, with occasional full-page illustrations both related and unrelated to the text. There is no color, however. And the many black and white illustrations reach far beyond traditional French manuscript illuminations by combining the traditional with examples of the latest fashions in Flemish, German, and Italian Renaissance art, all of which results in a hodge-podge of styles.

We also know that some of the illustrations, metalcuts, were used in other prayer books by the same publisher.

This early printed book was the subject of a dissertation in 1974 by Dr. Donna K. Reid, professor of humanities at Chemeketa Community College here in Salem, a copy of which is available in the Mark O. Hatfield Library for those who would like to study this text in greater depth.

The presumed donor of the printed book of hours was Melville Eastham; in her



A page from the *Praeces Piae*.

continued on back page

## Library Cooperation

# The Law and Hatfield Libraries Close Ranks

By Mary K. Unruh, Computer Services Librarian, College of Law Library.

In recent months, the Hatfield and Law libraries at Willamette University have collaborated on a number of joint projects. Plans to automate the Law Library, share bibliographic holdings with the Hatfield Library and provide university-wide access have formed the basis for cooperative planning and expanded services to faculty and students alike. The process of drafting and applying for an automation grant brought librarians from the two libraries together and resulted in the receipt of a \$326,000 grant from the M. J. Murdock Foundation of Portland, Ore. (See "University Libraries Awarded Major Automation Grant," p. 1, this issue.)

In addition to the joint venture in automation and funding, other examples of cooperation in teaching and in collection development have occurred. Professor Richard F. Breen's Advanced Legal Research class, conducted during the 1993 Spring term, brought law students into the Hatfield Library on several field trips.

Jan Davis Tudor gave the students a mini course on "Business Information Sources of Interest to Attorneys," and Ford Schmidt enlightened future lawyers with "Social Sciences and Statistical Sources for Legal Research."

Recently, the Law Library purchased the Congressional Information Service (CIS) microfiche library, which consists of U. S. Senate and House documents published since 1970. Through a special licensing arrangement, the indices to these documents are available online to the entire university community through the campus computer network. College of Liberal Arts undergraduates as well as law students can check the availability of House and Senate committee reports and legislative histories in areas they are researching, then come to the Law Library (where the microfiche is housed) and read the complete text. State-of-the-art Minolta microform reader-printers will give the student researcher perfect copies in minutes. (Hatfield Library also has an extensive, although incomplete, circulating collection of Congressional publications in print format.)

We expect that other cooperative ventures will develop as a result of our experience of working together to create an integrated online catalog. With a greater meshing of our collections and library staff resources, we will all benefit. Librarians from both sites are enthusiastic about implementing measures which will strengthen our library services to the entire university community. ■

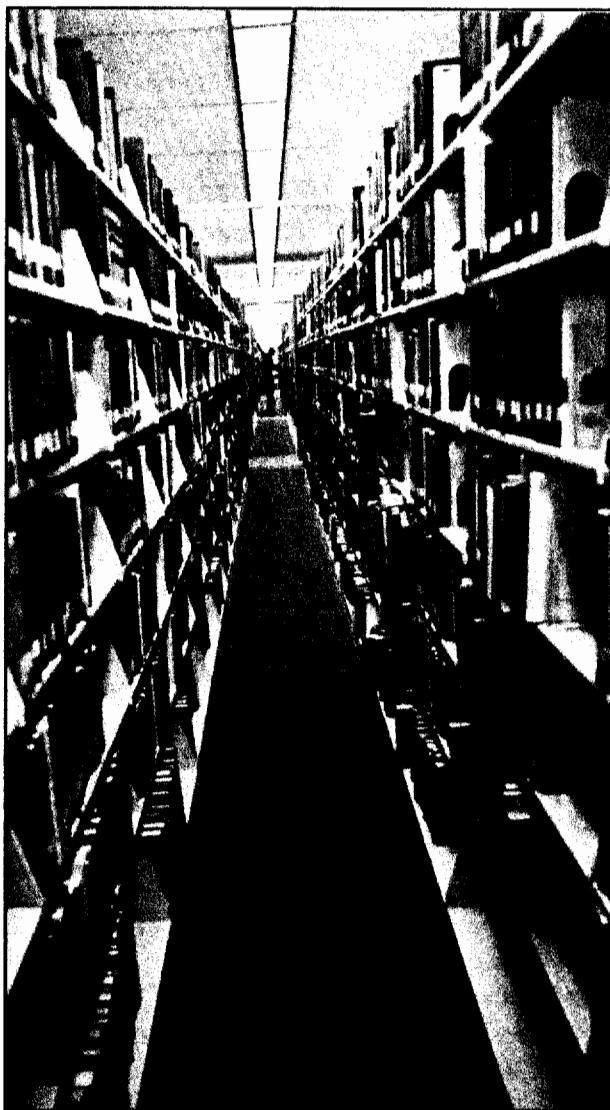


PHOTO BY JENNA CALK

## Briefly Noted

### Internet Reviews

## New Column to Appear in National Journal

By Larry R. Oberg, University Librarian.

A NEW MONTHLY COLUMN OF REVIEWS of Internet resources, edited and compiled by Sara Amato, Hatfield systems librarian, is scheduled to begin publication in the February 1994 issue of *College & Research Libraries News*. A publication of the Association of College and Research Libraries (a division of the American Library Association), *C&RL News* is one of the most widely read academic library journals in North America.

The idea for the column arose out of the Hatfield librarians' recent experience with assessing networked resources for inclusion on the Hatfield Library Gopher. For the new column, Sara expects to solicit critical reviews of Internet resources of interest to the academic community from librarians and teaching faculty nationally. All published reviews will be indexed in the Hatfield Library Gopher.

In a related development, reference librarians from Valley Link, the regional mid-Willamette Valley library consortium, have begun contributing to the Internet Reviews Archive housed on the Hatfield Library Gopher. The Archive project is an ongoing cooperative effort to review Internet resources and make those reviews accessible to the worldwide networking community. The availability of the Archive should reduce the burden of developing local gophers. The Reviews Archive is also expected to serve as an incubator for reviews for the new journal column. ■

## Civil Liberties Award Goes to Oregon Librarians

By Carol Drost, Associate University Librarian for Technical Services.

ON NOVEMBER 30, THE AMERICAN CIVIL Liberties Union of Oregon presented its annual E. B. MacNaughton Civil Liberties Award to the librarians of Oregon for their "consistent defense of Intellectual freedom and their determined resistance to censorship that threatens that freedom." One of the reasons Oregon librarians were recognized was because of their vocal and

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forceful opposition to Measure 9, the anti-gay civil rights initiative that was defeated in 1992.

As a profession, librarians are deeply committed to the Library Bill of Rights and the First Amendment. We have long fought attempts at censorship and defended freedom of access to information. Even though Measure 9 failed, Oregon librarians continue to struggle with challenges to library materials from organized groups. Many of us also fear the implications of the passage at the local level of "offspring of Measure 9" initiatives.

Censorship denies everyone the freedom to choose among the options available, creating an environment in which the principles of intellectual and academic freedom cannot exist. Oregon librarians remain steadfast in their commitment to uphold these principles and to apply them in the provision of all library services. ■

## Reading Edge Available

By Robin K. Smithro, '94.

THE READING EDGE, A TEXT SCANNER and voice synthesizer which can "read" printed text from a book, periodical, or single sheet, is now available in the Mark O. Hatfield Library. A study room on the first floor has been set aside to house the Reading Edge and other new adaptive technology designed to assist students with visual and learning disabilities.

There are currently two main pieces of equipment available. The primary unit is the Reading Edge itself. Text scanned on

*Text scanned on the Reading Edge can be recorded onto cassette, read aloud, printed in Braille or sent to a computer for further processing.*



the Reading Edge can be recorded onto cassette, read aloud, printed in Braille or sent to a computer for further processing.

The second piece of technology is the Braille Blazer, a machine that embosses Braille text sent directly from the Reading Edge or from the attached computer. The new computer allows scanned text to be translated into a more condensed version of Braille through a software program called Megadots. The text can then be

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## The Progress of PORTALS

# A Virtual Research Library for Portland

By Douglas Bennett, Executive Director, PORTALS.

**T**he Portland Area Library System (PORTALS) is a consortium we have formed in the Portland area among the largest libraries with missions to serve research and academic purposes. Portland is one of only two major metropolitan areas in the country to lack a research library as defined by ARL (The Association of Research Libraries). Our goal is to create a virtual research library through cooperation and electronic technology. We have already made significant progress towards this goal, but we have a good deal more to do.

Currently, 14 libraries, both public and private, located in both Oregon and Washington, are members of PORTALS: Clark College, George Fox, Lewis and Clark College, Linfield College, Multnomah County Library, the Oregon Health Sciences University, the Oregon Historical Society, Pacific University, Portland Community College, Portland State University, Reed College, the University of Portland, and Washington State University/Vancouver. These are the libraries which have together agreed to share their collections and joint responsibility for the governance of PORTALS.

### OPERATIONS

Millard Johnson, Network Development Director, has overseen development of the operational side of PORTALS. Using the Internet as our backbone, an electronic network has connected the member institutions for about 14 months. We have been using Freeport CIX software for our main menu, but are planning to switch to a gopher sometime this spring.

About half of the member libraries currently have online public access catalogs (OPACs), and the network allows easy access to these for students, faculty, staff and other users at the participating libraries. All the libraries are committed to having OPACs within two years. Within five years, we hope to have the capability to allow a user to search all of the catalogs together. This will constitute something of a technical challenge because the current OPACs are from a variety of vendors.

Several bibliographic databases are also available via the PORTALS network (*ERIC*, *MEDLINE*, *UnCover*), and we are adding more this winter and spring (*Periodical Abstracts Research II*, *Dissertation Abstracts*, *Wilson Business Abstracts*, *BIOSIS*, and *Newspaper Abstracts*). At each of the member institutions we have also installed Ariel, an electronic document delivery system. This winter we will be beta testing a new version of Ariel.

We also hold workshops for staff development and user education. This fall we sponsored a well-attended workshop on copyright issues, and by the time this article appears we will have co-sponsored one on gophers.

### ORGANIZATION

The idea for PORTALS emerged during the work of the Governor's Commission on Higher Education in the Portland Metropolitan Area (1989-90), which was charged to develop a strategy for meeting higher education needs in greater Portland. Rather than recommend any merger or reconfiguration of public institutions in Oregon, the Governor's Commission recommended collaborative endeavors among public and private institutions in the metro area. A group of librarians prepared a proposal for development of a cooperatively developed research library, the Commission endorsed this idea, and the proposal became our working strategic plan. Judith Ramaley, president of Portland State University, included PORTALS as a key element in her "Portland Agenda" for the 1991-93 biennial budget, and this allowed us to begin implementing the plan.

*Moveable Type* is published by the Mark O. Hatfield Library, Willamette University, 900 State Street, Salem, Oregon 97301. Editor: Larry R. Oberg, University Librarian. Associate Editor: Joni R. Roberts, Associate University Librarian for Public Services and Collection Development. Graphic Designer: Christine Harris. Additional copies of this newsletter may be obtained by contacting the editor by voice at (503) 370-6312, or by e-mail at <loberg@willamette.edu>. The text of all articles published in *Moveable Type* is archived on the Hatfield Library Gopher. To retrieve articles via gopher, gopher to gopher. willamette.edu. *Moveable Type* is under Library Resources/Statements and Policies/Hatfield Library Statements and Publications. If you are unable to gopher from your site, you may telnet to library. willamette.edu. The gopher is accessible under L>Other Library Catalogs and Resources.

As a formal organization, PORTALS was not created until this past July 21, when the presidents of the 14 institutions signed a formal charter. This was the culmination of a several-month planning process through which we developed a mission statement, organizational and governance arrangements, and criteria for institutional membership. In the planning effort we also updated the earlier strategic plan and developed a basic financial plan. The planning process was supported by a grant from the Murdock Trust. Kris Hudson (who had served as staff for the Governor's Commission) coordinated the planning process, and we were guided by three consultants: Sandra Cooper (now North Carolina State Librarian), Linda Crowe (System Director of the Peninsula/South Bay Cooperative Library Systems) and Robert Drescher (Executive Director of Cooperative Library Agency for Systems and Services).

#### GOVERNANCE

PORTALS is governed by a board of directors comprised of the presidents of the member institutions. Steven Koblik, president of Reed, is the current chair, and Judith Ramaley is the vice-chair. A Council of Librarians provides operational direction. Tom Pfingsten, Librarian at PSU, chaired the Council in its first two years; Maureen Sloan, of the Oregon Graduate Institute, is the current Chair. The board meets a few times a year; the council meets monthly.

#### CURRENT PLANNING INITIATIVES

Planning has become a way of life for PORTALS. All of the participating librarians have contributed generously of their time and talents to chart our path, and at various times, the presidents and chief academic officers have been significantly involved as well. Here are some of the issues before us today:

- *Access.* Libraries with acquisitions budgets greater than \$150,000 per year (or with distinctive collections which add significantly to what is available in PORTALS) can become members, but we have pledged that we will provide access to PORTALS resources and services to other institutions of higher education in the metro area as well. We are nearly finished planning how we will provide this access, and on what terms. We are also committed to developing some services to members of the wider community who also need access to the capabilities of a research library. Money authorized for the US Department of Education at the urging of Oregon Senator Mark O. Hatfield may support development of such broader access, particularly to data and documents of the federal government.

- *Services, costs and reimbursements.* In developing any cooperative endeavor, the burdens and benefits are likely to fall unequally. In PORTALS, this is particularly the case with reciprocal borrowing and interlibrary loans. We are thinking through what expectations we will set for each other, what costs will thereby be incurred (and by whom), and whether we need to provide reimbursements to those upon whom the burdens fall most heavily.

- *Collection development.* A great deal of the promise of PORTALS lies in cooperative development of our collections. There is already significant complementarity among the collections of PORTALS. While each library will continue to be responsible for collecting materials which directly support its educational programs, we want to share the responsibility for collecting research materials. We have contracted with WLN (Western Library Network) to conduct an assessment of our collections and those of several other libraries in the region, and will use this assessment to begin working out collection agreements among the member libraries. By coordinating our collection strategies, we hope to enhance what is available to scholars in the metro area.

- *Document delivery.* Last year, an Interlibrary Loan Committee developed a plan for an expert interlibrary loan system, one which would allow users to initiate requests and which would automate the routing of requests within PORTALS. It will be vital to have such a system before we proceed much further with cooperative collection development. Our next step is to find or develop the software to make this capability a reality.

- *Connections to others around the state.* The boundaries of PORTALS (the five counties of the metro area) were given to us by the Governor's Commission. For the present, at least, we are staying within those boundaries in terms of member institutions, and trying to do well what we can do. At the same time, we want to cooperate with others in Oregon and the Pacific Northwest. Consequently, an additional important initiative for this year is working with others to envision a larger scheme of cooperation. We hope that PORTALS, in having drawn together the scholarly libraries of the metro area, can serve as a node in a larger scheme of cooperation (a network of networks?) and serve as a model for how (or how not?) to work through some of the difficult issues.

We know we must be flexible in our approach, both operationally and organizationally. The world of electronic information is changing so fast that what we are doing today may not make sense tomorrow. Only this will remain constant: we are committed to working together and to working with others to improve the library and information resources available to students, scholars and researchers in the Portland metro area. ■

*Reading Edge...continued from page 8*

printed on the Blazer. The computer also features Windows software for general word processing and other capabilities.

Further plans include adding a screen reader that has the ability to verbalize material on the computer screen. This allows students who cannot read the standard computer monitors in the library to have access to the library's Online Catalog.

Although the number of students currently utilizing this new room is small, it is expected to grow as the number of registered students with disabilities at Willamette increases and as the facility's presence becomes more widely known.

To be allowed to use the equipment, students must be trained beforehand. Questions regarding training or the new equipment should be directed to Joyce Greiner, director of services for students with disabilities (voice: (503) 370-6265; e-mail: jgreiner). ■

*Hatfield...continued from page 1*

and they have always proven to be a valuable community resource. Unfortunately, at a time when state and local governments and private colleges are tightening their budgets, libraries will inevitably suffer. Sustaining and expanding our libraries by taking advantage of the emerging technology, however, must be a priority. The investment is an investment in the progress of the nation.

With a \$4.5 million federal appropriation, we are already helping to build a high speed computer network in Oregon, linking public institutions of higher education. But there is more to do. Eventually, Willamette and other institutions could be linked through the same information infrastructure. The possibilities are endless.

The United States is on the forefront of developing the great information superhighway, and the resources available to libraries, businesses, and home computer users are growing rapidly. This is an exciting, but expensive, development. We must continue to work to assure that traditional library services remain intact. ■



## Orbis Launched

# A Shared Academic Database for Oregon

By Gary D. Jensen, Library Director, Western Oregon State College.

**I**magine being able to use a computer to search your local library's catalog for research materials and then, with a single keystroke, repeat your search in a large combined statewide catalog that uses the same screen menus and search commands.

Library users at a number of academic institutions in Oregon will soon be able to do just that when they want to determine which books are in Oregon libraries. A new computerized statewide library union catalog, based on the successful OhioLink model, will be established in 1994. The catalog, called Orbis, is being funded by a generous grant from the Meyer Memorial Trust of Portland and will initially include the holdings of the libraries of the University of Oregon, Western Oregon State College, Eastern Oregon State College, Southern Oregon State College and the Oregon Institute of Technology.

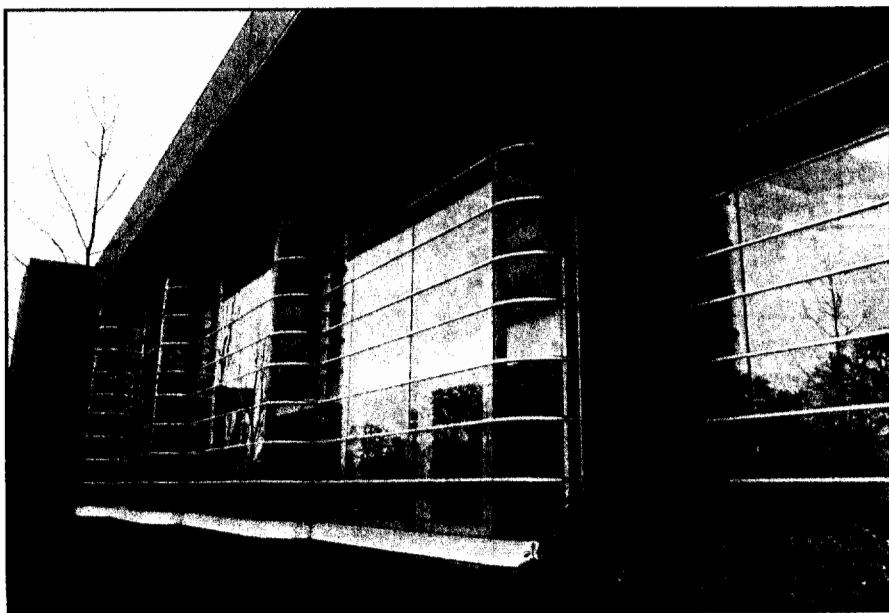
When Orbis is up and running, users will be able to access listings for the two million volumes held by the University of Oregon and an additional 650,000 volumes held by the regional colleges. During the first phase of the project, the union catalog will list the books in the participating libraries and also indicate whether they are currently checked out or available for borrowing.

In the second phase, as yet unfunded, patrons will be able to request the books directly through the union catalog. The development of the union catalog is a key element in the Oregon State System of Higher Education (OSSHE) and statewide cooperative library activities. George Shipman, university librarian at the University of Oregon, states that the goals of the Orbis project are to support instruction and research by making it easier to search library holdings at member libraries and, importantly, to support cross-institutional resource sharing.

Two private schools, Willamette University and Linfield College, are also committed to participating in the Orbis project as soon as possible. Administrators at both Willamette and Linfield wrote strong letters of support for the grant request. Those two schools and the five OSSHE schools listed above have all automated their public catalogs with the Innovative Interfaces library automation system. Because they share a common system, participation in the Orbis project will be made easier for them.

The other state schools, Portland State University, Oregon State University, the Oregon Health Sciences University, as well as a number of other private institutions, have also expressed interest in the Orbis project. Because some of those institutions have purchased library automation systems from vendors other than Innovative Interfaces, their participation may be delayed.

Orbis will be headquartered and maintained at the newly renovated University of Oregon Knight Library. In addition to funding the union catalog, the Meyer Memorial Trust made funds available to the University of Oregon to develop the Technical Services Center which will house Orbis hardware and staff. The member institutions hope to have the catalog available before the beginning of the 1994 school year. ■



The south facade of the Mark O. Hatfield Library.

*Rare Books...continued from page 6*  
dissertation Donna Reid notes that "In 1961 or 1962 Willamette was given three fifteenth century books by Melville Eastham of Cambridge, Massachusetts, among which was apparently one of the two existing copies of the Hours of the Usage of Langres, c.1502." The donor of *Praeces Piae* is presumed to be Charles E. McCulloch.

Other volumes of great interest and value in the collection include a second folio edition of Shakespeare's plays (1632) and a first edition of Johnson's dictionary (1753). There is a public record of the last gift in *The Willamette Collegian*, November 1, 1946, in an article by Ethel Close under the amusing headline "Library Acquires Aged Copy of Dr. Johnson's Dictionary."

One wishes there was more information about the acquisition of the rest of these texts. Informal tradition has it that not just the manuscript book of hours and Johnson's dictionary but many of the other texts in the collection were given over a period of several years (mainly during the 1940s) by Charles E. McCulloch, then chairman of the board of trustees, but it is hard to find specifics. Trustee McCulloch's previous donation of \$50,000 for an athletic field was reported in *The Oregonian*, March 10, 1935, but there was a feeling among librarians of the 1960s and 1970s that he wished in general to avoid publicity over his many other generous gifts to the University, specifically the rare books, and so information is lacking.

In the beginning the rare texts did not really "belong to" the library; in the 1940s they were kept in the vault in the Business Office in Eaton Hall, as Ethel Close mentions in her *Collegian* article. At some unknown time they were moved to a new vault in the old library, known today as Smullin Hall. In the view of the librarian of the period they were not "new acquisitions" at that time, and consequently no acquisition date was given to them, nor was any information about them noted in the card catalogue.

It is hard to complain about the lack of a definitive record of their origin, purchase history and donation, when the texts seem at least to have been well guarded, and now that they have been made available for study and appreciation by a later generation of interested professors, librarians and students.

If anyone would like to offer further information on the volumes themselves or the questions raised here, please write to me at the English Department or Larry R. Oberg, university librarian, at the Mark O. Hatfield Library. ■

PHOTO BY JENNA CALK