

MOVEABLE TYPE

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

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Deborah L. Jacobs. 1994 Library Journal Librarian of the Year.

Assuring Diversity in our Collections

By Deborah L. Jacobs

WHILE SPEAKING RECENTLY AT AN INTELLECTUAL Freedom Institute in Elko, Nevada, I was again struck with the realization that librarians are the number one censors of library materials. Librarians with their Library Bill of Rights and Banned Books Week celebrations? Yes, absolutely!

In 1992, the Oregon library community took a strong stand opposing the Oregon Citizens Alliance's (OCA) anti-homosexual ballot initiative. We did this because we believed that the legislation would have mandated censorship of library collections. Librarians around the state worked on the campaign and are justly proud of their role in defeating the initiative.

The following year, the OCA's communications director challenged the Oregon Library Association to a debate. While we handily "won" — after all, we had the First Amendment on our side — some of us squirmed when the OCA representative quite correctly pointed out that some of "their" materials weren't to be found in Oregon library collections.

As a profession, we haven't always done the world's best job of ensuring diversity in library collections. Libraries of all types are vulnerable to attack when their collections lack diversity and fail to represent the multiplicity of viewpoints that exist on all topics. There are myriad reasons for this type of library self-censorship. Of key importance is the fact that most libraries are continually underfunded, thus making acquisition of all needed and requested materials impossible. Also, many of the items that

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Library Instruction:

Changing Roles and Realities

By Eleanor A. Berry and Michael W. Spalti

Most of us know that reading and writing are interwoven activities, that when we write, we enter a conversation in which reading what others have said is a necessary and enabling part of the bargain. We naturally expect students entering the university to share in this experience of written conversation. Yet given assignments that require identifying, locating and using the texts of others, many students, especially new students, find that the library opens a kind of institutional chasm between reading and writing. And they are partially right in this perception, since throughout the history of print culture, the academic library has developed largely as a service to the *reader*. As a place set aside for maintaining and providing access to print collections, the library has had relatively little to do with helping students to bring reading and writing together, or to bridge the gap between access to information and its effective use.

This reader-centered vision of libraries is also reflected in our assumptions about library instruction — assumptions that are often shared by both teaching faculty and librarians. We tend to assume, for example, that because the library's purpose is to connect reader and text, what we call "library instruction" is defined and limited by this goal. We assume that the librarian's or instructor's "authority" as one suited to teach resides in his or her ability to use the library effectively, and that teaching information skills is the process of transmitting this basic knowledge to the student. At least until recently, we have also assumed that the typical instruction session takes place inside the library, apart from other classroom activities, and focuses primarily on finding information in the local collection.

While there is still merit to these assumptions, the information and learning environment at Willamette is changing in ways that might alter our understanding of the place and meaning of library instruction. The growth of networked computing as a means of

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Library Acquires ERIC Documents

IN SUPPORT OF THE DEPARTMENT OF EDUCATION'S reconfiguration into a School of Education, the Hatfield library has acquired the Educational Resources Information Center's (ERIC) microfiche collection. The collection, indicated by record numbers beginning ED in the ERIC electronic database, contains reports, papers and studies that would otherwise go unpublished.

The entire ERIC microfiche collection contains documents dating back to the mid-1960s. The portion of the collection now held in the library, however, covers 1985 to the present. At over 180,000 separate sheets of microfiche and growing, it is still a significant collection. The early ERIC documents not included in the local collection can be obtained through interlibrary loan.

In a related acquisition, ERIC on SilverPlatter has been added to the networked databases available on the library's InfoStations and the campus network. Indexing and abstracting both ERIC documents and journal articles related to education, ERIC on SilverPlatter includes citations from 1982 to the present. Indexing and abstracts for 1966 to 1982 will still be made available through the University of Washington's UWIN database. ■

Inside This Issue...

- Larry Cress on the CLA
- Project Muse
- Technology Task Force
- Washington Roundup
- Research Strategies

make collections diverse are not always of the highest quality in terms of content and construction. These factors alone provide librarians with at least a superficial rationale for overlooking a potentially controversial book in favor of a less controversial one. Harder to understand is the fact that some librarians say "Oh, no one here would read anything like *that!*"

At the Corvallis-Benton County Public Library we work hard to balance the collection to meet the varied and diverse needs and interests of the community. I personally find it much easier to defend a book in our collection when I can ask the patrons if they are able to find items that interest them. Invariably, they answer yes.

Last year, another staff member and I scheduled an appointment with the local Pastor Prayer Fellowship to talk with them about getting collection development assistance. They were amazed that we were interested in building the collection with items they might recommend. But even more amazing to them was the fact that we already owned most of the items on the lists they produced. Prior to this meeting they assumed we wouldn't have books of interest to them or their parishioners.

Does this mean, for example, that libraries should buy Scott Lively's (of the OCA) *The Pink Swastika*? Most likely, yes. For those who may not be aware, this book explains that "homosexuals created the Nazi Party," and "everything we think about the Nazis comes from the minds and the perverted ideas of homosexuals ..." It concludes by suggesting "If someone calls you a Nazi, they are calling you a homosexual sadomasochistic pedophile."

Does collection diversity mean that all sides of all issues will be represented equally on the shelves of our libraries? Most likely, no. Balance will never mean having a circumscribed number of books on each side of a controversial issue. However, it *does* mean that continuing to build strong, diverse, and balanced collections must remain our number one priority.

Finally, the best way to celebrate the First Amendment and the role of librarians as nurturers of the public good is to offer our patrons a broad range of materials. And, the best way to minimize the effect of those who would mandate censorship in our libraries is to work in an inclusive way with all members of our communities. By so doing, we will not only build stronger libraries, we will build stronger communities as well. ■

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Educational Goals and the Infusion of Technology

By Larry R. Oberg

In late fall of last year, the University Planning Committee established a Task Force on Information Technology. At President Hudson's request, I agreed to chair the group. By creating the Task Force, the Planning Committee hoped to develop further the process by which instructional and administrative technology evolves on our campus.

The charge of the Task Force is to clarify Willamette's educational and institutional goals associated with technological advancement and develop a recommended vision and plan for future improvements. In other words, it is concerned with such questions as

- how the new technologies impact teaching, learning and research in educational programs and the organization, management and administration of the University;
- how the University might best allocate finite resources for technology; and
- how we identify and measure the putative value of these technologies against our educational and support services goals?

"...The infusion of the new technologies should not be driven by some nameless technological imperative."

No fewer than 15 people have been appointed to serve on the Task Force. They represent the College of Liberal Arts, the schools of management, law and education, and most administrative areas. None of the representatives are what we commonly think of as techies. And this was a conscious decision. From the beginning, it was felt that the group should be faculty driven. The Task Force could hardly do its work, however, without the advice and counsel of those who clearly know more about the new technologies than the members. Therefore, 10 representatives from the computing center, the campus libraries and Institutional Research serve as members of a resource group.

For much of the spring semester, the Task Force was in the proverbial learning mode. At an all-day retreat held last summer, however, the group began to lay plans for the fall and to assess the areas of agreement and disagreement. We agreed, for example, that Internet availability and the infusion of the new technologies into the library has created a significantly enlarged resource base. We also agreed that the implications of this enhanced resource base for research and teaching are clear. Here is a representative sample:

- Many of us are now enabled to design and teach courses, make assignments and undertake research that would have given us pause in the pre-networked era;
- the responsibilities of teaching faculty and librarians alike will change as both groups place more emphasis on teaching how to evaluate critically and select wisely among the many disparate information sources now available to our students; and
- plagiarism will become increasingly easy to accomplish, while tracking it back to its source will become increasingly difficult.

We also agreed that the infusion of the new technologies should not be driven by some nameless technological imperative. We felt, rather, that decision-making in this arena should be based on desired outcomes and a conscious effort to ensure a positive contribution to student learning. And, certainly, we agreed that any new technology we adopt must reinforce and support the values that are reflected in the University's role-and-mission statements.

While these are probably observations with which few would disagree, areas of concern have nonetheless arisen. Some of them are provocative. Should we, for example, require some degree of computer literacy of faculty and students? Should faculty, administrative staff and students be required to adopt the new technologies provided by the University? Should the University routinely issue computers to incoming students or perhaps require that they purchase them? Should the University wire individual residence hall rooms for cable television reception?

The Task Force is now turning its attention to data collection and to a series of focus group meetings with faculty, administrative staff, and students to learn more about their level of computer use, their expectations and, indeed, their apprehensions. We also expect to make several site visits and to bring consultants and speakers to campus. Early spring semester, 1996, the task force will begin writing its final report and recommendations. ■

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Academic Libraries and the Winds of Political Change

By Carol C. Henderson

How are academic libraries affected by the winds of political change sweeping through Washington and the country? The congressional elections of November 1994 reversed majority and minority parties and ushered in new priorities. Libraries fit well into this new vocabulary of empowerment, individual responsibility and enthusiasm for technology as a democratizing force. Further, library political support has always come from both sides of the aisle.

On the other hand, the new agenda is about shrinking the federal role and budget, and library programs cannot get much smaller. Moreover, contemplating the information superhighway brings some policy-makers to the superficial conclusion that libraries will no longer be needed.

FEDERAL LIBRARY PROGRAMS

Higher Education Act (HEA) title II library programs are disappearing for reasons not unique to libraries. Small (under \$10 million) single-purpose programs have long been at risk, considered too expensive to administer, too duplicative and too small. HEA II has fallen victim to the Administration's policy of "reinventing government" down-sizing, congressional budget cutting, and the reality that small programs usually have small constituencies.

HEA II-A and II-C programs of college library technology assistance and research library grants were zeroed out in the previous Congress. The Senate Appropriations Committee, chaired by long-time library champion Senator Mark O. Hatfield of Oregon, continues to try to keep the II-B fellowship program alive, as well as the II-B research and demonstration program. However, in recent years, II-B R&D funds have been earmarked for specific projects. For FY96, the Senate committee has included \$1 million for continuation of Portals, the Portland, Oregon, area library project.

Academic libraries also benefit from Library Services and Construction Act funds for interlibrary cooperation. Future funding depends on the passage of ALA's proposed Library Services and Technology Act (LSTA). The House passed a block grant version; the pending Senate LSTA bill would take library programs out of the Education Department and place them in an independent Institute of Museum and Library Services.

The Senate's S.856 retains a kernel of the HEA library programs, which would otherwise be repealed. Eight percent of LSTA funding would be used for library education, training, research, demonstrations, digitization and preservation of library resources.

HIGH PERFORMANCE COMPUTING AND NETWORKING

In recent years, federal science and technology agencies such as NSF, NASA, and NIH supported digital library projects and applications of high performance computing and networking, some of which involved academic libraries. Higher education institutions have been involved in a new and immediately popular Telecommunications and Information Infrastructure Assistance Program. TIIAP stimulates community partnerships through matching grants for the electronic delivery of social services and information.

Ironically, despite a congressional embrace of "third wave" technologies, many of these programs are threatened because they are considered undesirable "industrial policy," because they are too closely identified with the Clinton-Gore administration or, in the case of TIIAP, because it is also caught up in attempts to eliminate the Commerce Department.

GOVERNMENT INFORMATION POLICY

Congress is determined to reduce spending in its own branch of government and sees electronic information as a way to save money in the Depository Library Program (DLP) while still supporting public access. The Government Printing Office has been asked by appropriators to develop a strategic plan to achieve a less costly electronic DLP. Meanwhile, the library community, including the American Library Association (ALA), has been doing some creative thinking on ways to reinvent the DLP.

The issues are a microcosm of the larger information technology debate. If agencies are making electronic information available to all, what is the depository library role? How do librarians better articulate the important role of libraries in the life cycle of information in all formats?

INTELLECTUAL PROPERTY ISSUES

The Commerce Department recently released its long awaited white paper on Intellectual Property and the National Information Infrastructure. The report emphasizes the economics of copyright and recommends certain changes to the

copyright law that Congress is likely to consider in the months ahead. Some improvements recommended by the ALA and others were made to an earlier draft. However, the report could make it difficult to carry forward into the electronic environment concepts such as fair use and educational and library exemptions essential to the balance among interests embodied in current statute.

CONGRESSIONAL CLIMATE

The House Republican majority has maintained remarkable discipline under Speaker Newt Gingrich (R-GA). More than half of the House is new since 1990, and many of these Members are more committed to the House leadership agenda than they are to particular programs or constituencies. The Senate retains its traditional function of cooling off the passions of the House, although major change is evident. The "conscience" vote cast by Senator Hatfield against a constitutional amendment to balance the budget almost cost him his chairmanship of the Appropriations Committee.

Moderate Republicans like Senator Hatfield have been among the strongest library champions, but their ranks are dwindling. Some moderates now in positions of leadership are clearly uncomfortable with their new agendas, but moderates hold the balance of power on close votes and have influence beyond their small numbers.

Of the 15 Democratic Senators up for reelection next year, a record seven have already announced retirement, including such stalwart library supporters as Claiborne Pell (D-RI) and Paul Simon (D-IL). A challenge for the library community is to develop newer and younger congressional supporters.

ALA WASHINGTON EXPANSION

A major upheaval in the political climate provides an opportunity for needed change as well as unwanted change. Useful results may emerge if libraries help shape that change. Recognizing the major impact of technological change on government policy affecting libraries, and committed to implementation of the ALA's new five-year Goal 2000 to promote the public interest in a free and open information society, the ALA is in the process of doubling its Washington presence and has established a new Office for Information Technology Policy. ■

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Teaching Students Research Strategies

By Joni R. Roberts

LIBRARIANS HAVE LONG BEMOANED THE shortcomings inherent in the typical one-shot library instruction session. One 50-minute session per semester does not allow the librarian time to establish rapport and trust with the students or cover the increasingly complex world of library research. When Carol Long, professor of English, approached librarians Joni Roberts and Carol Drost with the idea of team teaching a half-semester course in the spring of 1995, they excitedly, if apprehensively, accepted the challenge.

The course, called Writing and Research, was designed for the intermediate writer. The goal was to help students develop high level research skills and to communicate the results of their research through writing. The class met twice weekly; typically in the University's writing laboratory on one day and in the library classroom on the other. Long focused her attention on such areas as analytical reading, paraphrasing, summarizing, documenting, writing and revising. The librarians addressed common problems students encounter when asked to write a research paper, for example, selecting and focussing a topic and developing a research strategy. The librarians also exposed the students to other library related topics including specific subject resources, the Internet, the ethics of information, critical thinking and intellectual freedom. The students were asked to complete five short assignments, a research log and a final 10 to 12 page paper. During the last few class sessions, students presented their research.

Preparing, planning and participating in this experimental course was a rewarding experience, although it took much time and energy. Certain activities worked better than others and if the class were to be taught again, some changes would be made.

It is perhaps self-evident that in order to write better papers, students need to develop their research skills and search strategies. As libraries and the information environment become more complex, this need becomes increasingly acute. The one-shot presentation may no longer always be the best approach. Today, librarians are pursuing other creative ways to reach students. Librarian involvement in classes such as Writing and Research, or in such programs as that of the Writing Center (see Eleanor Berry and Michael Spalti in this issue of *Moveable Type*), provide useful new opportunities. ■

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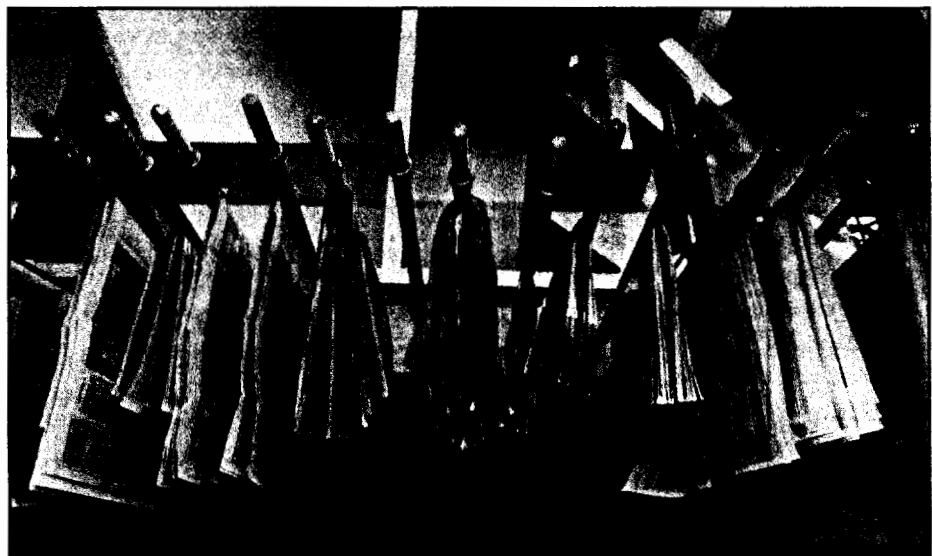
Scholarship in Willamette University's College of Liberal Arts

By Lawrence D. Cress

Over the past year I have had numerous conversations with faculty members about scholarship in the College of Liberal Arts. Pleasantly, those conversations were not about how to develop an interest in scholarship, but rather how an already strong tradition of faculty scholarship could be sustained and enhanced. Over the years, the faculty has created a climate receptive to original research in the disciplines and to pedagogical inquiry. For many faculty members, in fact, disciplinary and pedagogical scholarship seem comfortably entwined. Nevertheless, some faculty worry that disciplinary work, whether research or performance, detracts from teaching and undermines the sense of intellectual community in the College. Others see the disciplinary work as a positive addition to an environment where undergraduate research is both valued and encouraged. These contrasting views suggest not a division among the faculty, but rather a healthy and useful discussion about the intellectual vitality of the College of Liberal Arts.

That the College's faculty should be pondering the role of scholarship is not surprising. We are heirs to a long American tradition in higher education rooted in the education and development of students. But we also are products of an educational system shaped by the emphasis on research that gave rise to the Ph.D. in the second half of the nineteenth century. Our disciplinary identities, our system of majors, and our organization by department are rooted in that tradition, too. Neither is it surprising that this discussion should be talking place now. The time has long-passed when deans actively discouraged research; and faculty members no longer consider a liberal arts college appointment incompatible with scholarly aspirations. Moreover, technology has revolutionized access to information and expanded the opportunities to communicate with professional colleagues around the country.

Scholarship takes place on campus today that could not have been imagined even five years ago. Electronic indexes and databases have greatly expanded research opportunities. Over the next three years, The Johns Hopkins University Press's Project Muse will publish online 43 journals in the humanities, social sciences, and mathematics, revolutionizing the price, appearance, and distribution of scholarly journals (See story on page 6). Online indexes in a wide range of fields are available as well. CARL/Uncover, for example, lists the current contents of over 14,000 journals. ABI/Inform provides citations and abstracts of articles from over 800 journals devoted to business, economics, and management. Arts and Humanities Search references articles from over 1,000 of the world's arts and humanities journals, while the MLA International Bibliography cites critical material on modern language, literature, linguistics, and folklore contained in over 3,000 journals as well as book chapters, proceedings, and working papers. Newspaper Abstracts indexes contemporary newspapers, and GPO Access includes a wide variety of U. S. federal government information. Economic and



Library Still-life.

JENNA CALK

demographic statistical databases are easily accessible, too.

Many of these electronic resources can be consulted by faculty members through their office computers, and all are available in the Mark O. Hatfield Library. Also available in faculty offices and the library are a wide range of college and university library catalogs. Orbis, a shared statewide academic library catalog, includes the holdings of 11 Oregon institutions, but the catalogs of many other university and research libraries across the country are available with only the click of a mouse. Finally, virtually every discipline and many sub-disciplines maintain Internet listservs that facilitate communication among scholars. While the quality of these exchanges varies significantly, the size of the travel budget no longer defines the opportunities for professional development for faculty members at Willamette.

Expanded institutional support has enhanced the opportunity for scholarship in the College of Liberal Arts, too. We have a strong sabbatical program, good summer research support, a growing travel fund, and a new program created specifically to encourage the completion of scholarly and creative projects. Nevertheless, we are a teaching faculty: liberal arts faculty members teach six courses a year. Moreover, our faculty's scholarly interests are not limited by the discipline in which they received the Ph.D. Indeed, our freshman seminar program, World Views, depends on a faculty willing to work outside their academic disciplines. Thus, faculty are pulled in a number of directions. The interest in research and the opportunity to carry it out has expanded even as we have reaffirmed our mission as undergraduate teachers. The challenges we face arise not from a tension between teaching and research, however, but rather from the inescapable link between good teaching and the search for new knowledge.

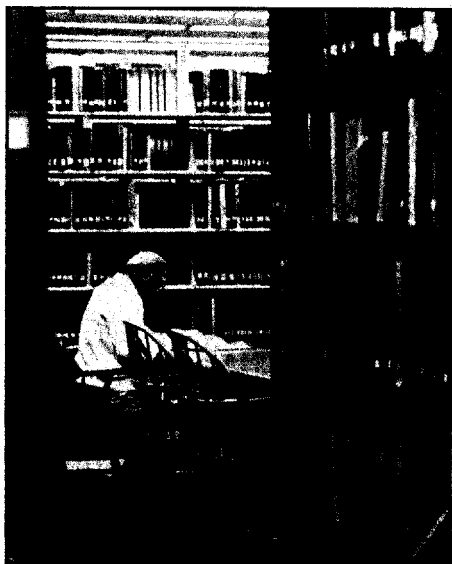
This situation has left the faculty struggling to articulate both the dimensions and the contributions of scholarship in the College of Liberal Arts. Clearly, we lack the resources and a reason to define scholarship in the terms we knew at our graduate institutions. We are a small liberal arts college dedicated to the teaching of undergraduates, and our scholarship should reflect that reality. At the same time, scholarship is at the heart of Willamette's commitment to maintaining an intellectually vital faculty and to enhancing the learning opportunities of our undergraduate students.

While the conversation continues, faculty members, it seems to me, have evolved an understanding of the place of scholarship in the College of Liberal Arts; an understanding similar to that outlined in Ernst L. Boyer's Carnegie Foundation report of a few years ago, *Scholarship Reconsidered*. We celebrate the original research and creativity of our colleagues that take the form of books and articles, poems, compositions, and essays, and works in the fine and performing arts. The aspiration to create new understanding defines us as scholars. Integrative, interpretative, and interdisciplinary work is valued too among faculty who regularly move across traditional disciplinary boundaries in teaching and research. The *Willamette Journal of the Liberal Arts'* recent special bilingual issue, *MesoAmerican and Chicano Art, Culture, and Identity*, grew directly out of World Views: Latin America, and exemplifies the broad-based interdisciplinary, interpretive, and integrative scholarship that is natural to and essential for a vital liberal arts faculty.

We honor pedagogical innovation, too, for its role in extending and transforming knowledge. Our chemistry faculty recently received national attention for their innovative introductory chemistry curriculum, but many other faculty members in less noticed ways have expanded their own understanding of old and new teaching areas through research in original and secondary materials. Finally, we respect applied research. This aspect of scholarship is less obvious in a liberal arts college, but faculty and students in economics, mathematics, and psychology, to mention only a few disciplines, are regularly involved in applying the insights of the academy to the broader world.

This definition of scholarship has evolved naturally out of the work and interests of the faculty. It serves our faculty and our students by recognizing the full range of activities that constitute academic life in the College of Liberal Arts; it reflects the variety of interests that come and go in an academic career; it accentuates the importance of active and engaged minds; and it is based on the idea that the point of scholarship is the enhancement of learning — for faculty and students. ■

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Quiet time in the library. (Al Kaelin, Institute for Continued Learning).

JENNA CALK

Briefly Noted

Library Creates Web Page for World Views

THE ADOPTION OF THE MIDDLE EAST AS THE new World Views topic has presented the Mark O. Hatfield librarians with a unique opportunity to demonstrate the World Wide Web (WWW) to freshman students. Arlene Weible, library liaison to the World Views faculty, has created a WWW page that provides links to a variety of Internet resources related to the Middle East.

Using a standard WWW browser such as Netscape or Mosaic, students connect to a wide range of sites in the Middle East. These sites provide detailed information about individual countries and the region; for example, those maintained by the Israel Information Service and the Model League of Arab States. Others offer maps, photographs, statistics and a variety of information resources.

The World Views Internet resource page can be accessed at the following URL address: <http://nemesis.willamette.edu/mideast/>. ■

Catalog Software In New Release

A NEW VERSION OF THE LIBRARY'S ONLINE catalog software was recently installed. Release nine, from Innovative Interfaces, Inc., the catalog vendor, includes many new features.

Of greatest interest to catalog users will probably be the ability to send book and periodicals records from the catalog to one's own e-mail account. This function, called "export records," allows researchers to copy records as text in a word processing document or as database records into personal bibliographic software like ProCite.

Release nine also gives catalog users the ability to reverse words in a failed author search, limit searches by four additional parameters, and use parentheses in a keyword Boolean search. After retrieving a record for a book, patrons now have the option of seeing other books by the same author with a single keystroke. Keyword searches now permit truncation, offering flexibility when exact subject vocabulary is not known. ■

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Journal Holdings Available Online

THE MARK O. HATFIELD LIBRARY'S PERIODICALS holdings statements can now be found in the library's online catalog. The serials subsystem, implemented in August 1994, allows for individual issues of journals to be "checked in" electronically and listed in the catalog as they are received. Entering the holdings in the catalog requires the creation of an individual record for each title. Erica Miller, periodicals and government documents manager, has worked diligently over the past several months to create the more than 2,000 unique records for the catalog.

To locate the holdings information for a journal, a catalog user simply initiates a title search in the catalog. A holdings statement, listing the latest issue received as well as the date the subscription began, automatically appears on the screen. Users will also find a summary of the library's holdings including information about missing issues and issues at the bindery. ■

Phi Beta Kappa to Visit WU

WILLAMETTE UNIVERSITY WILL BE VISITED during the current academic year by representatives of the Phi Beta Kappa Committee on Qualifications, which has approved Willamette's preliminary application to found a chapter of this highly respected honors society. The three-member delegation will meet with students, faculty and administrators, including the university librarian.

In preparation for the site visit, the Willamette University members of Phi Beta Kappa must prepare a detailed report, demonstrating the University's fitness and commitment to uphold the ideals of Phi Beta Kappa and to encourage liberal learning. This comprehensive study describes the University and the College of Liberal Arts, the system of governance, the faculty, staff and student body, the curriculum and the library. The Mark O. Hatfield Library staff is cooperating fully in the preparation of the self-study and has prepared an assessment of the library's holdings, staffing, and the services provided to meet the instructional and scholarly needs of the faculty and students.

Phi Beta Kappa will consider Willamette's application and the recommendation of the Committee on Qualifications at the triennial Council meeting in 1997. ■

Project Muse:

Enabling Networked Access to Full-Text Journals

By Larry R. Oberg and Arlene Weible

In their first venture into the provision of full-text online access to traditional print resources, the Mark O. Hatfield librarians are participating in Project Muse, a bold new initiative that enables worldwide networked access to the full text of the Johns Hopkins University Press's scholarly journals. A joint venture of the press, the Milton S. Eisenhower Library and Homewood Academic Computing, Project Muse will publish online more than 40 of the press's journals in the humanities, the social sciences, and mathematics over the next three years.

Participation in Project Muse makes unlimited HTTP access to journal articles on the project's file server available to Willamette University faculty and students. Access to the journals is available through the Hatfield library's InfoStations, via the library's World Wide Web homepage or from laboratory, office and residence hall PCs or Macs linked to laser printers and equipped with most standard World Wide Web browsers, for example, Netscape or Mosaic. For the moment, only current issues of the journals are available, although new issues are released online approximately four weeks earlier than the appearance of the print versions.

Willamette's charter membership in Project Muse is made possible through an agreement reached between the Oberlin 50 Library Directors' Group and Johns Hopkins University Press. The agreement includes a 50 percent reduction in the subscription costs for Oberlin Group members. The Hatfield and Law libraries currently subscribe to the print version of 22 of the 43 Johns Hopkins Press journals.

Project Muse is a precursor of things to come and it is to be expected that electronic publishing will become increasingly important. Although numerous electronic journals without print counterparts have become available in the past few years, Project Muse is among the first attempts by a major commercial or university press to make established scholarly research journals available in electronic format.

To explore Project Muse connect to the Mark O. Hatfield Library's World Wide Web homepage at <http://nemesi.willamette.edu/>. ■

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PROJECT MUSE: THE JOURNALS AND THEIR AVAILABILITY

All 43 print journals currently published by the Johns Hopkins University Press will be made available in electronic format by Project Muse over the next three years. These journals are listed below by the year of their availability:

1995

fifteen journals in American studies, literary studies, and mathematics:
Configurations
MLN (Modern Language Notes)
ELH (English Literary History)
Modern Fiction Studies
Reviews in American History
American Journal of Mathematics
Callaloo
The Lion and the Unicorn
NLH (New Literary History)
Diacritics
Henry James Review
Literature and Medicine
Modernism/Modernity
The Yale Journal of Criticism
American Quarterly

Performing Arts Journal
Theatre Journal
Theatre Topics
Wide Angle
Arethusa
American Journal of Philology

1997

fourteen journals in political science, history and culture, and Judaic studies, including:
Human Rights Quarterly
Journal of Democracy
Philosophy and Public Affairs
World Politics
Eighteenth-Century Studies
Eighteenth-Century Life
American Imago
Bulletin of the History of Medicine
Journal of Early Christian Studies
Late Imperial China
Modern Greek Studies
American Greek Studies
American Jewish History
Modern Judaism
Prooftexts

1996

eleven journals in philosophy, performing arts, and the classics:
Journal of the History of Ideas
Kennedy Institute of Ethics Journal
Philosophy, Psychiatry, and Psychology
Philosophy and Literature
Griffithiana

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Seniors Matt Filpi and Jennifer Olson make use of the new Writing Center at Willamette.

communication and information access is altering in pervasive and sometimes dramatic ways our actual practices of reading and writing, research and publishing. At the same time, the transmission of knowledge from expert to non-expert, through the lecture or other means, is no longer taken for granted as the best approach to formal instruction, and is giving way to instructional methods that address the needs of the learner through a variety of innovative methods. Finally, here at Willamette, we have begun to explore writing-centered approaches to the teaching of disciplinary concepts and process-oriented approaches to the teaching of writing, particularly in the context of freshman World Views

seminars. Together these developments suggest the need for an alternative model of library instruction, one that addresses not only what library instruction might mean in this new context, but also *where* it occurs, and *who* is responsible for making it happen. The new relationship between the Mark O. Hatfield Library and the Willamette Writing Center is a particularly fertile place to begin this project.

THE WRITING CONSULTANT AND THE INFORMATION CONSULTANT

The separation of reading questions (as the province of libraries and librarians) from writing questions (as the province of writing centers, writing consultants, and writing instructors) is at odds with the actuality of writing as it has come to be understood in the past 25 years of composition research and theory. Actual research-based writing is intertwined with reading, as effective reading and research are intertwined with writing. To do effective research, one often needs first to write a draft that represents one's current understanding of the subject. Writing such a draft reveals one's assumptions and hypotheses, what one needs in order to confirm or disconfirm them, and the location of gaps in one's knowledge; it suggests questions that can be answered through research. The librarian who is approached by a would-be researcher who lacks well-formulated questions might advise the person to write a "zero" draft.

On the other hand, a person trying to work out an approach to a piece of writing may be stymied by lack of background on part of the subject for the piece, and may need to get some questions answered through research before proceeding further. This problem might well emerge during discussion with a writing consultant. When such discussions occurred in writing centers of even the recent past, writers had to leave the center, go to the library, and there seek information to fill in the lacunae in their mental pictures of their subjects.

Today, however, a consultant in the Willamette Writing Center can lead writers to the center's computer room and help them search a wide variety of resources made available by the Hatfield library and other libraries in the region, or search the vast territories of information available via the Internet. As writers move seamlessly into the role of researchers, writing consultants likewise shift smoothly into performing some of the functions traditionally reserved for librarians. Indeed, the writing consultant may be a librarian, fulfilling part of the functions of his or her position through working in the Writing Center with student writers. The new position of Electronic Resources and Instruction Librarian entails just such responsibilities — carrying library instruction into the Writing Center, contributing to the preparation of student writing consultants, modeling the merging of writing consultant with information consultant.

Today all of us at Willamette University — students, librarians, teaching faculty in all disciplinary fields — are immersed in a new information environment that subsumes our traditionally separate functions — indeed, subsumes even separate institutions of higher learning. The practical division between library instruction and other learning opportunities makes increasingly little sense. Faculty, writing consultants, and librarians have a common responsibility to cultivate, in themselves and in the students they encounter, critical thinking skills adequate to the work in this new environment. As students carry on their writing and research in the Writing Center and the library, the consultants and librarians they work with may, appropriately, be assisting them in many of the same ways. ■

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Orbis Adds New Members

ORBIS, A CONSORTIUM OF SEVEN OREGON academic libraries that includes Willamette, recently added four new members, Reed College, Lewis and Clark College, George Fox College and the University of Portland. The holdings records of these new member institutions, to be added to the shared Orbis catalog this fall, brings the total number of unique bibliographic records in the database to over two million.

The Orbis catalog is a powerful research tool that offers access to participating libraries' book and journal records and a range of other information resources. It serves as a vehicle for coordinating the development of member library collections and the rapid delivery of materials between libraries. As a resource available to all Oregonians, Orbis contributes directly to the cultural and economic development of the state. ■



MOVEABLE TYPE

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Liaison and Subject Responsibilities

Librarians have responsibility for the development of specific subject areas of the collection as well as liaison responsibilities to departments and schools. The following table lists all Hatfield librarians, their titles, telephone numbers, e-mail addresses and subject and departmental liaison responsibilities.

D=Departmental Liaison, S=Subject Responsibility.

CAROL A. DROST

Telephone: 370-6715

E-mail: cdrost

Title: Associate University Librarian for
Technical Services

Departmental Liaisons/Subject Responsibilities:

English (D/S)

Foreign Languages and Literatures (D/S)

Music (D/S)

Children's Literature (S)

Fiction (S)

JONI R. ROBERTS

Telephone: 370-6741

E-mail: jroberts

Title: Associate University Librarian for Public
Services and Collection Development

Departmental Liaisons/Subject Responsibilities:

Art (D/S)

Music Therapy (D/S)

Psychology (D/S)

Sociology/Anthropology (D/S)

Oregon/Pacific Northwest (S)

MICHAEL W. SPALTI

Telephone: 370-6525

E-mail: mspalti

Title: Electronic Resources and Instruction
Librarian

Departmental Liaisons/Subject Responsibilities:

American Studies (D/S)

Biology (D/S)

Chemistry (D/S)

Writing Center (D/S)

GARY KLEIN

Telephone: 370-6743

E-mail: gklein

Title: Management/Business Economics
Librarian

Departmental Liaisons/Subject Responsibilities:

Atkinson (Management) (D/S)

Economics and Business Economics (D/S)

FORD SCHMIDT

Telephone: 375-5407

E-mail: fschmidt

Title: Head of Reference Services

Departmental Liaisons/Subject Responsibilities:

Education (D/S)

Exercise Science (D/S)

History (D/S)

Math (D/S)

Physics/Astronomy (D/S)

Theatre (D/S)

TIUA (D)

Film Studies (S)

General Science (S)

ARLENE WEIBLE

Telephone: 375-5343

E-mail: aweible

Title: Periodicals and Government Documents
Librarian

Departmental Liaisons/Subject Responsibilities:

Earth Science (D/S)

Environmental Science (D/S)

Politics (D/S)

Rhetoric and Media Studies (D/S)

World Views (D/S)

LARRY R. OBERG

Telephone: 370-6561

E-mail: loberg

Title: University Librarian

Subject Responsibilities:

Ethnic Studies (S)

Gender Studies (S)

Interdisciplinary (S)

Librarianship (S)

Video (S)

CARL WINGO

Telephone: 375-5342

E-mail: cwingo

Title: Systems Librarian

Departmental Liaisons/Subject Responsibilities:

Computer Science (D/S)

Philosophy (D/S)

Religion (D/S)

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