

# MOVEABLE TYPE

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

VOLUME 8, NUMBER 1

FALL 2000



David Lesniaski

## Central to the Academic Mission

By David Lesniaski

"CENTRAL TO THE ACADEMIC MISSION OF THE college" is a phrase we hope applies to our libraries. Is it just a slogan, or does it have implications for what our libraries should be and what librarians should do?

Sometimes these words appear in a goal or mission statement, disturbingly close to the terms "service" or "manage." Unfortunately, we often present ourselves in a manner that makes "service" seem dangerously close to "servant." Servants are not central to anything. They may be convenient, even essential, but not central. Ditto for managers, and both are in great danger of being downsized or outsourced. There are two sides to our libraries, and the service and management spirit applies most clearly to the "business enterprise" side. However, in an academic institution, it is the academic side that must be at the heart of what we do. This academic program should be focused by *leadership* and *partnership*, rather than service.

What distinguishes academic libraries is our mission as teaching libraries — as institutions devoted to teaching students resource-based critical thinking. We teach how to frame questions, research them and synthesize research results. We mediate these processes through the judicious selection and use of appropriate resources, and the application of relevant evaluative and cognitive skills. We do this within a curricular framework, and the framework of the materials we have selected and to which we provide access. While this description may seem merely a

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## Diversity at Willamette:

## New Initiatives, New Collections

By Larry R. Oberg and Joni R. Roberts

Earlier this year, President M. Lee Pelton created a Minority Graduate Fellowship that provides a minority scholar with the opportunity to complete his or her Ph.D. dissertation at Willamette during a year-long residency. The Fellowship offers minority scholars a supportive academic environment in which to prepare for careers in higher education. Underscoring the importance of diversity to the University, President Pelton notes that "Our aim is to achieve a community of diversity represented by talented and promising faculty, students and staff who recognize diversity not as an end in itself, but rather as the foundation upon which human understanding rests." The creation of this minority fellowship and several other new initiatives aimed at increasing diversity on the Willamette University campus is prompting a review of library resources that support these efforts.

For the first time, the University achieved its goal of enrolling 20 percent students of color in this year's entering freshman class. Dean Ken Nolley indicates that over the coming year the College of Liberal Arts expects to establish a faculty and student exchange program with an historically Black university and recruit a minority faculty member as the first step in establishing an ethnic studies program. In addition, the English Department is seeking to fill a position devoted to the literature of an American ethnic minority experience. With the support of film studies, CLA and Campus Life, a faculty-student committee is planning a film series for later this year aimed at highlighting the ethnic experience in America. In addition to screenings, it will include public lectures and workshops. And finally, a new faculty and staff support group has been formed to address concerns and issues of interest to the gay, lesbian and bisexual campus community. Both the newly formed faculty and staff group, and an active gay, lesbian and bisexual student group, support minority members of the campus community and present a range of public programs.

The need for libraries to build collections and offer services that support their parent institution's efforts to achieve a diverse community is emphasized by Richard H. Shintaku,

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## Library Scholarship Awarded

THE MARK O. HATFIELD LIBRARY IS PLEASED TO announce that Rebecca Eaton (CLA '96) is the first recipient of the Mark O. Hatfield Library Scholarship in Library and Information Science. Eaton is attending the Graduate School of Library and Information Science of Simmons College in Boston, Mass. The \$1,000 scholarship is awarded to exceptional Willamette University students or alumni who have chosen to pursue a career in library and information science. For more information about the scholarship, contact Alice French, 503-370-6312, afrench@willamette.edu, The Mark O. Hatfield Library, Willamette University, 900 State Street, Salem, OR 97301. ■

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restatement of the concept of information literacy, on a deeper level, it identifies our particular expertise and unique contribution to a student's intellectual development. Precisely because of our knowledge as librarians — because of who we are and our area of expertise — we can make this contribution more clearly and forcefully than others.

The particular way we implement meaningful instructional programs will vary from one setting to another. What will not change is the importance of our contributions and the reasons for them. We must believe that what we teach is no less central than the subject content or historical foundations of a course or a discipline. There still is a scholarly conversation — the great conversation — regardless of how fragmented or contentious it may seem. Our students will be best prepared to enter into that conversation — and shape it — with the tools, knowledge and wisdom that, together with our faculty colleagues, we can impart.

The sanctity of this conversation is not assured. Intellectual freedom is about more than banned books. Ultimately it is contingent upon the institutional and social structures that affect our ability to shape that conversation. Various social trends — the business model cold front currently sweeping across the academic world — threaten to subvert that conversation. When intellectual freedom is dismissed as incidental to focused marketing or customer satisfaction, we are obliged to challenge these trends and the assumptions that underlie them.

To do so successfully we must have intellectual credibility. If we are perceived as servants and our instructional contribution as serving course content only, we will shortchange our students and ourselves. We will be helpless to create programs central to student learning and we will waste our professional lives defending ourselves from trend-driven administrative assaults. In order to be leaders and equal partners with faculty, we require the respect of our academic colleagues. This respect will be manifested in proportion to the degree to which we participate in and influence the great scholarly conversation. As we create, discuss, quarrel, synthesize, present, publish and teach; as we defend, preserve and extend the boundaries of intellectual freedom; our actions and credibility will show us to be leaders in shaping our institution's academic mission. Only then will we truly be able to contribute meaningfully to students' intellectual and moral lives, and shape the futures of our institutions. ■

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## A View from the Library

### *Does Size Really Count?*

# Shelving, Access and the Death of Traditional Library Research

By Larry R. Oberg

In a move that has disturbed librarians, teaching faculty and researchers around the nation, Librarian of Congress James Billington is urging implementation of a plan that will see the Library of Congress' core book collections shelved by size, rather than subject. At first glance this may appear to be nothing more than a routine proposal designed to save stack space and appeal to federal and corporate sponsors. Its implications for the future of libraries and library research, however, are disturbing. Thomas Mann, author of *The Oxford Guide to Library Research* and *Library Research Models*, warns that Billington's plan "would directly undercut the ability of scholars everywhere to search book collections below the superficial levels of access provided by computerized catalog records."

Some argue that because LC has closed stacks — researchers are denied direct access to the books — shelving by size is of limited importance. Has Mann, in fact, set up a straw man? I think not. Even at LC, shelving by size will handicap librarians and hinder such processes as weeding books for remote storage. The truly troubling aspect of Billington's proposal, however, is the impact this decision could have upon other libraries. The creation and implementation of policy by our national library profoundly influences what librarians do elsewhere. All too many of us labor under the illusion of LC infallibility and follow its policies more-or-less slavishly. Placing the LC imprimatur upon shelving by size legitimizes an already questionable practice and inevitably will encourage similarly risky schemes for reengineering our libraries. As a result, researchers could find themselves handicapped, at least until all books and research materials are made available in digitized format. And the wait for full digitization of the nation's intellectual patrimony promises to be a long and agonizing one.

The Library of Congress administration's rationale for shelving books by size, not by subject category, will come as no surprise to those who have followed the process by which electronic technologies often are infused into our campuses. It goes like this: Libraries are evolving into digitized forms through an irreversible evolutionary process that, being a naturally occurring process, cannot be considered wrong. Mann faults Billington's model for positing change as inevitable and something that should be allowed to occur "regardless of rationally-foreseeable negative consequences." In Mann's opinion, Billington is placing uncritical faith in an inappropriate biological metaphor that removes such proposals "from the realm of professional judgment, insight and choice among alternatives."

Proponents of de-emphasizing traditional library practice, of which a move towards shelving books by size is but one example, tend to believe that everything is, or soon will be, digitized and freely available on the Web. This dubious assumption flies in the face of common sense and evolving copyright law. In an age of unbridled capitalism, is it likely that intellectual property, any more than any other form of property, will escape the process of privatization so grandly set in motion by Mrs. Thatcher and President Reagan? Some day "everything" may be available on the Web, but if and when this occurs, it is likely that the considerable cost will be borne by researchers, students and the poor.

Direct patron access to books organized by subject category is a defining characteristic of the modern library, distinguishing it from the restrictive and idiosyncratic monastic libraries of the Middle Ages and the bleakly efficient factories of the Industrial Revolution. Today's libraries are intellectually vital learning centers precisely because they allow patrons to have direct access to books. In an age when networking and digitization make unprecedented amounts of information available, libraries remain the best and the most democratic forum for accessing that information. The ripple effect of ill-conceived Library of Congress policy should not be allowed to compromise them. ■

#### Reference

Thomas Mann, *The Height-Shelving Threat to the Nation's Libraries*. <http://slis.cua.edu/slislslab/shelving.htm>

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# Building Collections in an Age of Change

By Rhonda L. Neugebauer

In recent years, the art of developing library collections suited to an institution's research, teaching and service priorities has become more complicated and demanding. Technology has driven changes in product offerings, packaging and pricing, and librarians have moved to take advantage of new electronic products that promise patrons more content and easier access. The ubiquitous and interconnected nature of electronic resources has created new opportunities for access and retrieval. At the same time, this new information environment has increased the need for professional and inter-institutional collaboration and cooperation, heightened technical competencies, customized access and delivery systems, better product evaluation and greater sharing of expertise among librarians, faculty, students and remote users.

Employing librarians who are familiar with the bibliography and research methods of a discipline in order to develop our collections has been common practice in academic libraries of all sizes. Traditionally, full-time subject specialist librarians in large libraries have identified and acquired materials in support of university teaching and research programs. In college libraries, librarians have worked closely with faculty to build collections appropriate to their needs. In addition to developing collections, all librarians perform other duties to promote the use of their libraries. These additional duties include teaching students how to research topics and evaluate information resources and assisting faculty and students with specialized research, curricular and training needs. Until recently, this array of activities and skills served library constituencies well and resulted in highly developed and easily accessible campus library collections.

In recent years, however, library professionals, and especially collection development librarians, have been faced with a new information environment that presents new challenges. Changes in technology have been accompanied by changes in infrastructure. Information providers offer pricey new electronic products, many of which require specialized platforms and have deliberately fluctuating pricing structures. Librarians charged with collection development responsibilities must select appropriate resources for their libraries within a context of divergent pricing, fluctuating content, and the unpredictable survival patterns of companies, products and services. They must also address concerns of ownership and stability of purchased or leased information. In the current volatile environment, retaining a commitment to building in-depth, user-focused library collections while maximizing the judicious use of library assets can be a daunting task.

Many librarians have responded to the new information economy by collaborating with colleagues in other institutions for the group purchase of electronic databases and other information products that facilitate research and enhance teaching. Library purchasing power has been strengthened considerably through the development of consortia, the members of which share cost and access. Today, collection development decisions routinely involve cooperation between two or more libraries within a state or region. Librarians select mutually beneficial projects and choose appropriate partners with whom to share resources, expenses and expertise.

Effective consortial agreements require librarians to be sensitive to the needs of a diverse and often remote clientele in order to purchase databases and other materials that enrich a given field, serve a range of disciplines or are important for the enrichment of distant learners. The participation of the Mark O. Hatfield Library in Orbis, a cooperative project linking many of the academic libraries in the Pacific Northwest, is one example of an innovative, collaborative regional partnership that has greatly enhanced the resources available to the users of its member libraries. By working

together, librarians are not only achieving broader coverage, but also better access and lower prices for the high quality, expensive products that they might not be able to afford individually.

Collaboration among librarians stretches library budgets and expands information options for library users. But, it also creates a need to manage creatively and maximize access to these new information resources. Librarians have had to develop new technical and evaluative competencies in order to remain current of the new electronic tools, access technology and search protocols. They are also required to expand and reinvent services to users in order to

ensure the successful use of the new products. Librarians now expend considerable amounts of time evaluating the coverage and scope of the new information resources and their longevity, predictability, content-stability, permanence, ease of use and technical specifications. Even more time is spent coordinating and delivering the technical expertise needed to mount, maintain and service an electronic product and its accompanying software and hardware.

Because of the richness of the new research options, patrons are finding that there no longer may be a single response to their questions. Students and faculty are now routinely required to make choices related to depth of coverage, format, interface and access. Librarians are challenged to make certain that the school's user community is fully informed of the new resources. In order to help patrons exploit this complex electronic environment, librarians have increased their efforts to promote information literacy and critical thinking in our universities. Patrons need to know how to select and use an appropriate product in order to fill specific information needs. Librarians are required to respond with expert answers, provide remote as well as in-person guidance and tailor their instruction in a manner that informs patrons of their expanding options.

Teaching effective use and critical awareness of the new information products and services often presents more challenges than the acquisition of the products themselves. Fortunately, today's librarians are uniquely qualified to help patrons weigh their information access and delivery options and to create customized research strategies for them. It is true that library resources are more complex than they were in the past, but librarians have better tools and improved skills. Academic librarians are well positioned to help the university community to utilize effectively the new electronic products and services and fully integrate them into its repertoire of research, teaching and service duties. ■

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*“Teaching effective use and critical awareness of the new information products and services often presents more challenges than the acquisition of the products themselves.”*



### Video Collection Now Open to the Public

BROWSING THE MARK O. HATFIELD LIBRARY'S film and music collections has always been problematic. In the past, new films received on videotape were given simple non-descriptive accession numbers, which meant that they were arranged in random — not subject — order on the shelves. To complicate matters, both films and music compact discs were housed behind the audiovisual desk, an arrangement that required them to be paged. At the beginning of this fall semester, however, the audiovisual area was opened to the public. Today, library users no longer request videos, music compact discs or audiotapes from an intermediary, they make their selections directly from the shelves.

Over the past summer, the Hatfield Library staff began the task of reclassifying the video collection from a non-descriptive numbering scheme to the more standard Library of Congress alphanumeric classification system. This new system organizes film collections into broad subject areas, thus enabling cinephiles to browse the shelves by topic. Now, English-language feature films receive their own call number (PN 1995.9), which in turn is subdivided by genre — for example, westerns, war films, drama, comedy and literary masterpieces. Filmed versions of the works of Shakespeare are classified under the same call numbers assigned to the print versions of his works (PR 2802–PR 2873). Foreign-language feature films are grouped by language (PN 1995.91) regardless of genre. Documentary, performance, classroom use and other non-feature films are assigned a separate classification number that corresponds to their subject matter and are shelved together regardless of language.

The shelves housing the videorecording collection will be labeled and an information sheet explaining the new organizational structure is available. This major reclassification project is expected to be completed within a reasonably short period of time. In the meantime, two different systems of classification will be in effect. The Library's film collection includes more than 3,500 titles. So, feel free to step behind the audiovisual counter — which itself may disappear in the near future — and choose your favorites from the Library's rich collection of film and music that is now directly and conveniently available. ■

# The Hallie Ford Museum of Art

By John Olbrantz

In 1842, Methodist missionaries founded Willamette University, the first university in the West, in Salem, Oregon. Over the years, Willamette accumulated a diverse collection of European, Asian, American, Native American and historic and contemporary regional art. In order to showcase its growing collection, Willamette University opened a new facility in 1998 — the Hallie Ford Museum of Art.

#### A DIVERSE COLLECTION

The first objects to enter Willamette's art collection were Native American baskets. In the late 1840s, one of the earliest baskets, a "wallet" featuring three rows of elk and topped by a row of birds, was given to the Rev. J.L. Parrish, one of Willamette's founders, by the Clatsop Indian tribe. The Native American collection was enriched in the 1940s with the donation of several hundred baskets from the E.C. Cross and M.E. Polleski families (fig. 1).

Over the years, a number of objects have been donated to Willamette. These include:

- Works by Barbizon painters Camille Corot, Charles-Francoise Daubigny, Victor Dupre and Diaz de la Pena.
- Works by Constance Fowler and Carl Hall (fig. 2), both of whom taught at Willamette.
- Works by American and European artists, which include James Abbott McNeill Whistler and Larry Poons.
- A variety of items by historic and contemporary Oregon artists, including Harry Wentz, Louie Bunce, Jack McLarty and Jan Zach.

In 1990, Mark Sponenburgh and his wife, Janeth Hogue-Sponenburgh, donated their collection of European and Asian art to Willamette. The Sponenburgh gift consisted of wonderful examples of Ancient, European, Middle Eastern and Asian art. The Sponenburgh's felt that their collection would be valued and appreciated at Willamette — be used as a teaching tool in the classroom and not locked away in a storage vault rarely seen.



Fig. 1. Gift Basket, Pomo (or possibly Patwin), ca. 1900.

#### A DREAM IS BORN

In 1992, Dan Schneider, a Willamette law school alumnus,

suggested to Roger Hull that Willamette should have a museum of art on campus. Schneider had helped his alma mater, St. Olaf College in Minnesota, establish an art gallery and felt that Willamette, with its large and diverse collections, ought to do the same. Hull, who has taught at Willamette since 1970, agreed and began to advocate for a museum of art on campus.

In 1994, Hull made a presentation to Willamette's board of trustees. The following year, a portion of his sabbatical was spent visiting small, liberal arts colleges in the East and their respective art galleries. Slowly, a vision for a museum of art at Willamette began to emerge; a vision based on the models that Hull had seen in the eastern United States. Emphasis would be placed on collections, research, scholarship and student involvement.

#### THE DREAM BECOMES A REALITY

In 1996, US West Communications approached Willamette with an offer. Their Salem office, located on the corner of State and Cottage Streets, was available for sale. Constructed in the 1960s, for Pacific Northwest Bell, the building was designed by Salem architect James Payne and had the potential to be a marvelous university museum of art. It featured a screen wall of brown brick that enclosed a garden on the ground level, marble panels on the second level and 27,000 square feet of floor space. Willamette approached long-time benefactor Hallie Ford, and through her foundation, the Ford Family Foundation, she made a significant gift to acquire the building and begin the interior renovation.

Once the building was purchased, Willamette hired the architectural firm of Soderstrom Architects based in Portland. Under the supervision of architect Jon Wiener the office building was transformed into a museum, complete with permanent and temporary galleries, offices, a lecture hall, and work and storage space. Warm colors, natural materials and curves



Fig. 2. Carl Hall, *The Slough*, 1948.

were used throughout the building to create a warm, dynamic and lively interior space. By adding windows, Weiner enlivened and animated the building, especially the cubelike, double height Atrium Gallery, by opening it up visually to every other space.

As Weiner and others worked on the design of the interior spaces, other donors stepped forward to lend their financial support. Maribeth Collins, a long time benefactor of Willamette, made a significant gift to the capital fund drive. Melvin Henderson-Rubio, a Willamette alumnus, endowed the major temporary exhibition space on the first floor. Another alumnus, who wished to remain anonymous, endowed the lecture hall on the second floor in honor of Roger Hull and his many years of service to Willamette. Slowly, enough funds were raised to complete the first two floors of the facility, and in October 1998 the Hallie Ford Museum of Art was opened.

#### THE ROLE OF THE MUSEUM

From its inception in 1998, the Hallie Ford Museum of Art has existed to support the liberal arts curriculum of Willamette University. It also serves as an intellectual and cultural resource for the entire region, through the collection, exhibition and interpretation of historical and contemporary art, with an emphasis on regional art. Central to the Museum's mission is its role in serving as a laboratory for faculty, staff and students to conduct research on collections and exhibitions.

Over the past four years, faculty and students have extensively researched the collection. As the facility prepared to open in the fall of 1998, faculty curators and students conducted research on the objects in the collection and prepared the accompanying label text. Over the past two years, several students have written their senior theses on objects in the collection, while others have worked on cataloging and documenting pieces that have been purchased or donated. Still others have been involved in organizing and matting the 1,000s of works on paper in the print study center. These kinds of work assignments have provided students with an introduction to collection care and management, an important and fundamental aspect of museum work.

In addition to creating opportunities for faculty, staff and students to work on collections, the Museum supports the liberal arts curriculum of the University through temporary exhibitions and educational programs. Over the past two years, a number of the exhibitions have been organized specifically to support and enhance what is being taught in the classroom. In the fall of 1999, the Museum presented a major loan exhibition of American works on paper from the collection of the Washington Art Consortium. The exhibition was timed to coincide with Roger Hull's 20th century art class. While the exhibition was organized and objects selected, Hull and his students wrote the label text. This provided students with an opportunity to research objects in an exhibition and get a taste of what it's like to prepare didactic material for an audience.

A major loan exhibition of Greek and Roman art from the Museum of Fine Arts, Boston was presented this fall. (fig. 3)



Fig. 3. *Head of Domitian from a Relief*, Roman, Imperial, 75-90 CE.

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## New Databases Added

THE SUMMER OF 2000 SAW THE ADDITION OF A new general index and abstract service, and the exit of a similar service that had been in place for the last three years. In 1997, the Hatfield Library had acquired four full-text databases as part of a statewide agreement negotiated by the Oregon State Database Licensing Group (SDLG). Because this was the final year of that agreement, SDLG sent out a request for proposals from vendors interested in providing a general, business and health database to all Oregon libraries.

Ebsco Information Services, a periodicals subscription service and database provider, was awarded the contract. A group of electronic databases suited to the needs of the various types of libraries involved is offered, with four databases being of particular interest to the Willamette community. *Academic Search Elite* is the general, scholarly database, offering indexing, abstracts and some full text. *Business Source Elite* provides access to business and economic articles, *Health Source Plus*, offers health and medical information and *Masterfile Premier* provides news and current affairs information.

Other new databases have been added as well — *BIOSIS Previews*, *Music Index* and *Bibliography of Asian Studies*. Although students and faculty have long had access to the print version of *Biological Abstracts*, the electronic *BIOSIS Previews* is more than just a replacement. In addition to the more than 5,500 biological journals indexed in *Biological Abstracts*, *BIOSIS Previews* includes proceedings, books and book chapters, reviews and monographs, many of which are not indexed elsewhere. *BIOSIS Previews* also offers a flexible user interface with interesting search capabilities. Researchers can now search by scientific name of an organism, specific chemicals or biochemicals or even a particular methodology that was used in the research. The new electronic versions of the *Music Index* and *Bibliography of Asian Studies* replace the library's print editions.

## MOVEABLE TYPE

*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; Assistant Editor: Karen Cristobal, Acquisitions Manager; Graphic Designer: Carrie DeMuniz. Contributors to *Briefly Noted* include Carol Drost, Linda Maddux and Ford Schmidt. *Moveable Type* is available in preprint and Adobe Acrobat versions on the Hatfield Library's home page at <http://library.willamette.edu/home/pub/mt>.

## Diversity Resources

The library's collection contains a wide assortment of diversity materials in a variety of different formats. Below is a sampling of some of these resources.

### REFERENCE RESOURCES:

Africana: the encyclopedia of the African and African American Experience. Editors, Kwame Anthony Appiah, Henry Louis Gates, Jr. — Ref. DT14 .A37435 1999.

Gale encyclopedia of multicultural America. Contributing editor, Robert von Dassanowsky. — Ref. E184.A1 G14 2000.

Gay histories and cultures: an encyclopedia. George E. Haggerty, editor. — Ref. HQ75.13 .G37 2000.

The encyclopedia of aging: a comprehensive resource in gerontology and geriatrics. George L. Maddox, editor-in-chief. — Ref. HQ1061 .E53 1995.

Encyclopedia of disability and rehabilitation. Arthur E. Dell Orto, Robert P. Marinelli, editors. — Ref. HV1568 .E53 1995.

Encyclopedia of world cultures. David Levinson, editor in chief. — Ref. GN550 .E53.

The Garland encyclopedia of world music. Advisory editors, Bruno Nettl and Ruth M. Stone. — Ref. ML100 .G16 1997.

Encyclopedia of world literature in the 20th century. Steven R. Serafin, general editor. — Ref. PN771 .E5 1999.

### REFERENCE DATABASES:

Alternative Press Index, America: History and Life, Bibliography of Asian Studies, HAPI Online (Hispanic American Periodicals Index).

### BOOKS:

Zweigenhaft, Richard L. Diversity in the power elite: Have women and minorities reached the top? — HN90.E4 Z94 1998.

American families: A multicultural reader. Edited by Stephanie Coontz with Maya Parson and Gabrielle Raley. — HQ535 .A583 1999.

Citizenship in diverse societies. Edited by Will Kymlicka and Wayne Norman. — JF1061 .C57 2000.

Yang, Alice. Why Asia?: Contemporary Asian and Asian American art. — N7260 .Y36 1998.

Walker, Alice. By the light of my father's smile: A novel. — PS3573.A425 B9 1998.

The "Racial" economy of science: Toward a democratic future. Edited by Sandra Harding. — Q175.55 .R3 1993.

### SOUND RECORDINGS:

Musics of multicultural America: A study of 12 musical communities. Edited by Kip Lornell and Anne K Rasmussen. — SCHIRMER 01.

Smithsonian folkways world music collection. — SFOLK 40471.

### VIDEO RECORDINGS:

Eyes on the prize: America's civil rights years, 1954-1965. — E185.615.E94 1986.

My family = Mi familia. — PN1995.9.D7 M9 1995.

Smoke signals. — PN1995.9.C55 S55 1999.

### MULTIMEDIA:

Eck, Diana L. On common ground: World religions in America. — BL2525 .E252 1997.

Days of the dead. — GT4995.A4 D39 1999.

### PERIODICALS:

The Advocate, Africa Today, Cultural Survival Quarterly, Journal of American Ethnic History, Journal of Asian and African Studies, Journal of Latin American Studies, Journal of Learning Disabilities, MultiCultural Review, Race & Class, Teaching Tolerance.

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Willamette University's Associate Dean of Campus Life and Director of Multicultural Affairs. Shintaku states that, "If we are to build a truly inclusive academic community, we must attract and retain a diverse student body and faculty." The library, he suggests, "can play an important role in this process by building collections that support, both academically and socially, an increasingly diverse campus community."

How well does the Mark O. Hatfield Library support the growing minority presence on campus and the curricular initiatives that aim to teach the minority experience? The librarians believe that the response is positive, but mixed. The collection is diverse in many areas, but less so in others.

Librarians have traditionally defined diversity broadly. In addition to visible ethnic minorities, they include gender, sexual orientation, religion, age and disabilities in their definition. They also include material format. For example, over the years, Willamette faculty and librarians have developed a strong documentary and feature film collection. Additionally, strong print collections in such interdisciplinary areas as East Asian studies, Latin American studies, women's studies and gender studies anticipate new programs and classes and increased faculty and student interest. Faculty and librarians working together also have built diverse collections in the traditional disciplines, such as anthropology, sociology, politics, history, foreign languages and literature. Librarians maintain helpful subject resource Web pages in all of these fields.

Other curricular and programmatic initiatives have contributed to diversifying the collection. World Views, the freshman common experience, has encouraged the development of collections that support its changing topics. In this manner, Latin American, Middle Eastern, Victorian Britain and Fifth Century Athens collections have grown considerably.

Tokyo International University of America, with a campus contiguous to our own, also contributes to the diversity of the community and the library's services and collections.

The rapid increase in the availability of networked Web resources and the library's participation in consortial resource sharing projects have expanded considerably the breadth and scope of available resources. Our participation in Orbis, the regional Pacific Northwest academic library consortium, for

*"The library's aim is to build collections that are representative of the cultures of the world and the minority experience within our own society." ❁*

example, makes a research collection of more than eight million items on all topics available rapidly and conveniently to our students and faculty.

Work, however, remains to be done. Areas of collection weakness are being identified and formal assignments charging individual librarians with responsibility for correcting these weaknesses are being made. Ethnic studies collections in particular require strengthening, and Web pages that guide students and faculty to local and remote resources must be developed. In the future, both librarian and faculty selectors will need to look beyond the traditional mainstream publishers and resource suppliers to seek out materials that satisfy the increasingly diverse research needs of students and faculty alike.

Still, librarians are uniquely qualified to address these issues. The Mark O. Hatfield Library formally subscribes to the policies of the American Library Association that endorse and support diversity. These policies are codified and have withstood the test of time and legal challenge. The ALA *Freedom to Read* statement states, for example, that "It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority." *Diversity in Collection Development: An Interpretation of the Library Bill of Rights* reminds librarians that they "have a professional responsibility to be inclusive, not exclusive, in collection development ..."

The library's aim is to build collections that are representative of the cultures of the world and the minority experience within our own society. By providing access to a wide range of materials, we help to prepare all students to live and succeed in a multicultural globalized society that is no longer dominated solely by traditional Western European values. ■

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# JSTOR: Turning Information from the Past into Knowledge for the Future

By Gary M. Klein

Are you interested in the early origins of a particular phrase? Are you determined to find who were some of the earliest researchers of a specific theory? Have you ever wanted to know precisely when a certain process came into use, was discovered, or germinated into a something that turned the world upside down?

If you have ever been tempted by any of those historical research projects, now you can perform exactly that type of research without having to turn to Sherman and Mr. Peabody's wayback machine. With the recent introduction of JSTOR to the Willamette community, traveling backwards in time is no longer a visionary concept.

The answer to your time machine prayers comes from the Mark O. Hatfield Library, which now provides access to an online database named JSTOR.

JSTOR is more than just a journal database. It is a journal storage system that redefines access to scholarly literature by opening up journal archives and providing high quality scanned images that are unmatched by any other database. JSTOR is also unmatched in terms of image resolution — both on screen and in the output tray of your computer's printer. JSTOR is unmatched in its depth of historical coverage, which is now available over the Internet. And it is unmatched in terms of its ability to empower you to search for specific words or phrases of your choice — throughout every page of every participating journal.

JSTOR ([www.jstor.org](http://www.jstor.org)) lets you go back to 1895 in the *American Historical Review*, or back to 1872 in the *Journal of the Royal Anthropological Institute of Great Britain and Ireland*. You can reach into 1886 with the *Quarterly Journal of Economics*, or 1878 with the *American Journal of Mathematics*. If you are more philosophically inclined, you can search both *Ethics* and the *Philosophical Review*, since 1892. If you are more interested in statistics, then you can search all the way back to 1838 with the *Journal of the Royal Statistical Society*.

There are many professional societies and disciplines that have not yet celebrated their centennial anniversaries. That is why JSTOR covers younger organizations as far back as 1913, with seven journals covering African-American studies, five journals on Asian studies and six journals focusing on ecology. There are more than a dozen

academic disciplines in which JSTOR offers University faculty and students online access to decades of research. There are 60 titles where JSTOR's coverage exceeds 50 years.

All of this information is organized in an easy-to-use online format that is accessible wherever you can tap into the

Web. JSTOR lets you browse through a specific journal title, or scan the entire database for every article that contains a certain word. You can focus your search on just one discipline, or any combination of disciplines you choose.

The Andrew W. Mellon Foundation created JSTOR to alleviate the growing problems of inadequate shelving space at libraries that maintain long runs of bound journals. The Mellon Foundation recognized that — although microfilm copies of journals have been available for over 50 years — researchers have never accepted

that space-saving, but hardly user-friendly format. Rather than attempting to coerce people into feeling more comfortable with microfilm, the Foundation suggested that libraries employ electronic technologies to solve the growing need for more storage space. Computer systems could also be used to improve access to the content of library journal collections. Five libraries participated in the pilot project, starting with 10 academic journals in economics and history. The initial response to the pilot project was highly enthusiastic.

Over the years, JSTOR has digitized the complete contents of many more than the original 10 journals. Coverage, made possible through participation agreements with some 60 academic publishers, now exceeds 120 core academic journals, and JSTOR continues to expand coverage across a range of disciplines.

Digitizing 100 years of bound journals is not an easy process. JSTOR starts by identifying libraries that own entire runs of each title. They then inspect the individual volumes, replacing missing or damaged pages with cleaner, more complete copies. Each page is then scanned twice in order to create both a full-text file and an image file. Quality control procedures are applied at various stages. JSTOR also creates a table of contents file for each issue that contains complete bibliographic citation information and an item type identifier (full-length article, book review, opinion piece, etc.). If an article has an abstract, that is also added to the bibliographic file. This complex process is repeated for every page of every issue.

In JSTOR, students and faculty have a powerful new research tool that can reach back into 100 years of a discipline's literature, and retrieve the full text of articles unfettered by mutilation or deterioration. JSTOR is a uniquely valuable resource that enhances our ability to analyze almost any topic and enables us to turn information from the past into knowledge for the future. ■

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*"JSTOR is a uniquely valuable resource that enhances our ability to analyze almost any topic and enables us to turn information from the past into knowledge for the future." ∞*

## Class of 1950 Fund Established

THE CLASS OF 1950 HAS ESTABLISHED an endowed fund to be disbursed annually for the purchase of library materials. In the planning stage for over five years, the fund was established with gifts from class members in honor of their 50th reunion held at Willamette University on September 23, 2000. The committee that spearheaded the all-class effort was chaired by Tom Yates and includes JoAnne Yates, Russ Tripp, Bob and Doris O'Neill and Joe Brazie. The amount of the gift was just under \$60,000 and will be used at the discretion of the University Librarian. ■

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The exhibition explored human and divine realms in classical art and was timed to coincide with World Views, the freshman course that focused on fifth century Athens. The exhibition had been in the works for nearly two years and is an example of how an art exhibition can support, enhance and enrich Willamette's curriculum.

Finally, in conjunction with the temporary exhibitions, a wide variety of educational programs designed to enhance and support the scope of exhibitions are planned. These include lectures, films, tours, demonstrations, symposia, readings, concerts and performances designed to inform and educate. As with the temporary exhibitions, the lectures and films often fulfill the dual function of supporting what is being taught in the classroom.

In January, the Museum presented a major exhibition of prints by American artist Jacob Lawrence (fig. 4), one of the foremost African-American artists of the 20th century. Swept up in the vigorous social and cultural milieu of Harlem during the Depression, Lawrence drew upon Harlem scenes and African-American history for his subjects, portraying their lives, hopes, dreams and aspirations. The exhibition was timed to coincide with Black History Month and several courses being offered on American art and culture that spring.

In conjunction with the exhibition, David Driskell was invited to campus to lecture. Driskell is the distinguished university professor of art, emeritus, at the University of Maryland and one of the foremost authorities on African-American art. Driskell delivered the 2000 Hogue-Sponenburgh lecture on the history of

African-American art, presented a second lecture on Jacob Lawrence and participated in a fascinating dialogue in Roger Hull's American art class on his career as an African-American painter and art historian. Those who



Fig. 4. Jacob Lawrence, *Aspiration*, 1988.

had an opportunity to hear Driskell speak heard a scholar who has literally written the history of African-American art and whose career as an artist and art historian has spanned the entire Civil Rights era.

In addition to what has already been done to engage and involve students, the hope is to eventually offer a course in museology for Willamette students. Among the topics planned will be the history and philosophy of museums, collection care and management, temporary exhibitions, exhibition installation and design, museum

education and outreach, registration methods, nonprofit leadership, financial management for nonprofits, resource development, public relations and marketing, museum law and ethics.

Students from a wide variety of disciplines, from art and history to anthropology and the natural sciences, might enroll to explore the possibilities of a museum career.

#### THE FUTURE OF THE MUSEUM

Since it opened in 1998, the Hallie Ford Museum of Art has grown tremendously. The Confederated Tribes of the Grand Ronde endowed the Native American Gallery and Maribeth Collins endowed the director's position. Significant donations have been made to the permanent collection, including a small selection of Greek, Etruscan and South Italian pottery; a superb Tlingit basket from southeast Alaska; and a number of works by contemporary Oregon and Washington artists, including Rick Bartow, Dennis Cunningham, Jacob Lawrence and Michael Spafford. A wide variety of temporary exhibitions have been organized to instruct and delight, ranging from Greek and Roman art to the contemporary art of the Northwest region. Both attendance and memberships are on the rise.

As we enter the new millennium, the Hallie Ford Museum of Art can look forward to a bright future of service to Willamette University, the City of Salem and beyond, mindful and respectful of its past and eager to fulfill the promise and potential of its future. ■

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## MOVEABLE TYPE

*The Newsletter of the Mark O. Hatfield Library*

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