



# LIBRARY PERSPECTIVES

*A Newsletter of the  
Oberlin College Library*

NUMBER THREE

MAY 1992

## Library Capital Campaign Approved

At their March 1992 meeting the Oberlin College Board of Trustees approved a capital campaign for the library of up to \$4 million dollars. This five-year fundraising effort, which will begin with the 1992-93 academic year, will be one of several "mini-campaigns" planned by the college to meet specific development needs in the years following the recently completed Campaign for Oberlin.

The Campaign for the Oberlin College Library will attempt to raise substantial new endowment support for library acquisitions as well as funding for preservation of the collections, newer information technologies, and renovation of the Science Library and the Carnegie storage facility. It is also expected that the completion of the 1988 addition to the Conservatory Library will be a goal for both the Library and Conservatory of Music constituencies.

The Library Campaign Steering Committee, chaired by William G. Roe '64, held its first meeting on April 24 at Johns Hopkins University in Baltimore. The Committee will work with the library administration and the Development Office in planning and coordinating the Campaign.

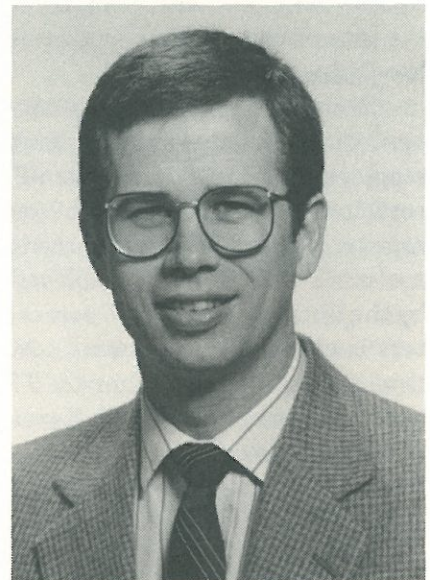
## Moffett Lectures on Scrolls

William A. Moffett, former Director of the Oberlin College Libraries, and current Director of the Huntington Library in California, recently returned to Oberlin to speak to a capacity audience in King 306 about his role in the release of the Dead Sea Scrolls. His enthusiastically received talk, "Standing up for Intellectual Freedom: Opening Access to the Dead Sea Scrolls," was full of anecdotes, humor, and references to Oberlin, as well as insight into the issues surrounding the release of the Scrolls last September.

Moffett began by remarking that he was very happy to be returning to Oberlin under the auspices of the Friends of the Library. Speaking of his move to assume the directorship of the Huntington Library nearly two years ago, he noted that "it is possible to reinvent oneself and become a Californian late in life." In referring to the ex-Oberlinians on his staff at the Huntington and to the visitors he's had there, he said "Oberlin is all around you," and that "you don't leave it behind, you bring it with you."

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## Boyd Appointed Associate Director



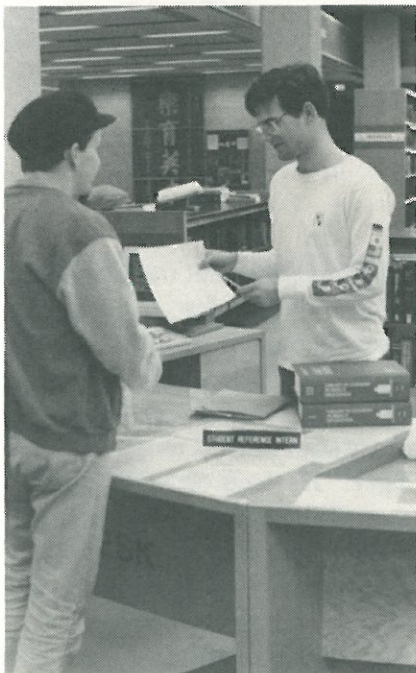
Alan Boyd has recently been appointed Associate Director of Libraries. Boyd received his BA in Russian and his MA in librarianship from the University of Iowa. Following an initial professional appointment at the Virginia Polytechnic Institute Library he joined the Oberlin College Library staff in 1981 as Senior Cataloger. He took on additional responsibilities for library systems in 1987 and later in that year was named Head of Cataloging and Library Systems. As Associate Director, Alan will be responsible for the library budget, issues involving library-wide planning and analysis, and a variety of administrative duties.



## Students Make It All Happen

Within the Art, Science, Conservatory, and Main libraries at Oberlin College, there are about 190 student assistants working at any given time during the academic year. Student assistants are involved in virtually all library operations, everything from shelving books to updating catalog records to serving patrons at the circulation and reference desks. Since the Library could not function without student assistants, the importance of their work can hardly be overstated.

Each spring the Library recognizes its outstanding student employees with "Keyes D. Metcalf" certificates of excellence in library service. Any graduating student assistant who has been employed by the library for at least 5 semesters is eligible for the award. At this spring's Metcalf dinner, 17 students were honored with Keyes D. Metcalf awards.



*Eric Novotny*

To illustrate the variety and depth of the work and talents typical of our student assistants, we

have profiled three of the many outstanding students currently working in the libraries. All three are graduating seniors, and recent Metcalf award recipients.

**E r i c Novotny**, a history major, has worked in the Main library's reference department as an intern for six semesters and also as an assistant in the Science Library for four of those semesters. As an intern, Eric's primary responsibility is to work, along with a librarian, at the reference desk, helping patrons with basic reference inquiries. Reference interns must first take a winter term course offered by the reference department which familiarizes them with some of the basic issues and resources in reference work.

What Eric finds most rewarding about his work in libraries is the contact with patrons, and providing assistance to fellow students. He notes that "people appreciate you here, and respect the library." In addition, Eric has found that his own research skills and library know-how have improved greatly with his library work experience, giving him an edge academically.

Based in large part upon his experiences as an intern, Eric has decided to make librarianship his career. He is planning to attend the University of Illinois' program

in library and information science starting in the fall. Eric is looking forward to taking coursework in academic librarianship, and he



*Nancy Reau*

hopes to do research on automation in libraries and issues in public service.

**Nancy Reau**, a major in neuroscience, began working in the Reserve Room of the Main Library during her first semester on campus, and continued there for seven semesters, through graduation. She started out as Reserve Room Desk Attendant, which included checking materials out and helping students find reserve readings, and moved on to participate in the processing of reserve materials and the training of new student employees. What she most enjoyed about her work was the "people contact" and the opportunity to make connections with fellow students. Nancy will soon be starting medical school, and feels that her library experience has provided excellent training for her future career, particularly in having taught her how to organize her work, budget her time, and interact well with people. The most valuable skill Nancy gained during her time with the library is the

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## High Tech in the Conservatory Library

Computer technology in libraries is moving into some exciting new areas. Online public access catalogs such as OBIS (Oberlin Bibliographic Information System) are now commonplace; their ease of use, speed, and powerful search capabilities have quickly rendered the traditional card catalog obsolete.

More recently, CD-ROM (Compact Disc-Read Only Memory) technology has begun to provide easy public access to bibliographic databases previously available only via telephone connection at high hourly rates. In the area of music, for example, *RILM Abstracts of Music Literature*, a most important index to writings about music, is now available on CD-ROM in the Conservatory of Music Library. Oberlin students and faculty members are able to search this entire index at the computer rather than working through a series of printed volumes. Search

results, such as citations for journal articles, are easily printed out rather than laboriously copied by hand.

Thanks to a generous gift by Harry L. Thomsen '32 in memory of his sister Maren T. Stewart '26, the Conservatory Library is now able to provide access to yet another type of computer technology, one that utilizes the capabilities of CD-ROM in conjunction with a computer software product known as HyperCard. With the combination of HyperCard software and CD-ROM technology it is possible to combine music, graphics, and text into a single learning package for individual use. The student seated at the computer will hear music, played from the compact disc through a pair of headphones, and simultaneously see on the computer screen various kinds of graphics or text: for example, a portion of the score or diagrams and text that help to explain the

music being heard. In fact, the student can interact with this learning package and make choices—repeat a particular passage, see a diagram of an entire movement of a symphony, or read text providing historical details concerning the composer, the work itself, or the historical period from which it dates.

Two factors distinguish such a CD-ROM/HyperCard package from the other two library computer applications mentioned here. First, unlike the online catalog or CD-ROM index, the student is not obtaining bibliographic information but actually studying a particular musical composition. Second, the student can interact with the learning package by choosing various pathways to study the composition. In this way, CD-ROM/HyperCard packages present unique opportunities for individual, self-paced study.

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### Students... *continued*



*Rebecca Schweigert*

ability to "get information you need out of a person" in order to help

them find what they're looking for. Nancy hopes to find work within the library at Ohio State University when she begins the medical program there this summer.

**Rebecca Schweigert** will graduate this spring with a double degree in English and oboe, and a minor in politics. Becky has worked in the acquisitions department of the Conservatory Library since starting at Oberlin in 1987. She assists with the processing of gifts and other incoming library materials.

(Becky is also responsible for seeing that the plants in the conservatory library are watered and

healthy—a job she doesn't belittle!).

Becky particularly enjoys sorting through gift materials, as she is never sure what she will discover in the way of interesting or valuable items. She feels that her experience in the library "has helped develop a good instinct for research," and instilled her with "an attitude towards getting a job done" that she thinks will be very beneficial in terms of her future plans, which include attending law school. Her work experience has also helped her understand "how things are connected" in a library. Now that she has the inside view on "how it all works" she will never again be impatient with library processes.



## Moffett... *continued*

Moffett's discussion of the release of the Dead Sea Scrolls was both informative and informal. He noted that the Dead Sea Scrolls affair was simply one example of the "role of freedom of access to information in our society." In a self-deprecating tone characteristic of his talk he emphasized his own lack of expertise in scrolls scholarship and made light of the role he played (he is known, amongst some Huntington staff as "the liberator of the Scrolls") by paraphrasing a letter from Erwin Griswold in which Griswold teased Moffett for having been shown on the front page of the *New York Times* holding up a document which he could not read.

Moffett discussed issues of possession, ownership, and copyright in relation to the Scrolls affair, and said that the highly restrictive access to the Scrolls prior to the recent events amounted to "an academic scandal" in which possession of the Scrolls was used

as a form of power by a privileged elite.

In taking questions from the audience about how the Dead Sea Scrolls affair came to light, Moffett noted that it was somewhat serendipitous, as the photographs of the Scrolls were simply taking up space in an old vault which he wanted to remove, and it was not until he and his staff began investigating the contents of the vault that the true value of the photographs stored there became known to him.

Moffett also spoke to the "efficacy of media announcements," describing the precise and fortuitous timing of the Huntington's decision to make the photographs of the Scrolls available at a time "when absolutely nothing was happening anywhere else in the world." Within a matter of days of the Huntington's announcement, access to the Scrolls was already being relaxed by the Israeli Antiquities Commission, and within a few weeks the Scrolls were being made completely available.

## High Tech... *continued*

These HyperCard programs are being produced in increasing numbers. The Conservatory Library has purchased programs focusing on Beethoven's *Ninth Symphony* and Stravinsky's *Rite of Spring*, both produced by Robert Winter, Professor of Musicology at the University of California, Los Angeles. As more of these learning packages become available, our students will have ever greater opportunities for utilizing this particular type of computer technology to enhance their musical education. Not only will such programs further our students' knowledge of individual musical compositions, they will also acquaint student musicians with a very important and promising technology. In the very near future, faculty members and students will doubtless be preparing their own HyperCard-based music instructional packages.

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