OLAQ

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OLA

Quarterly

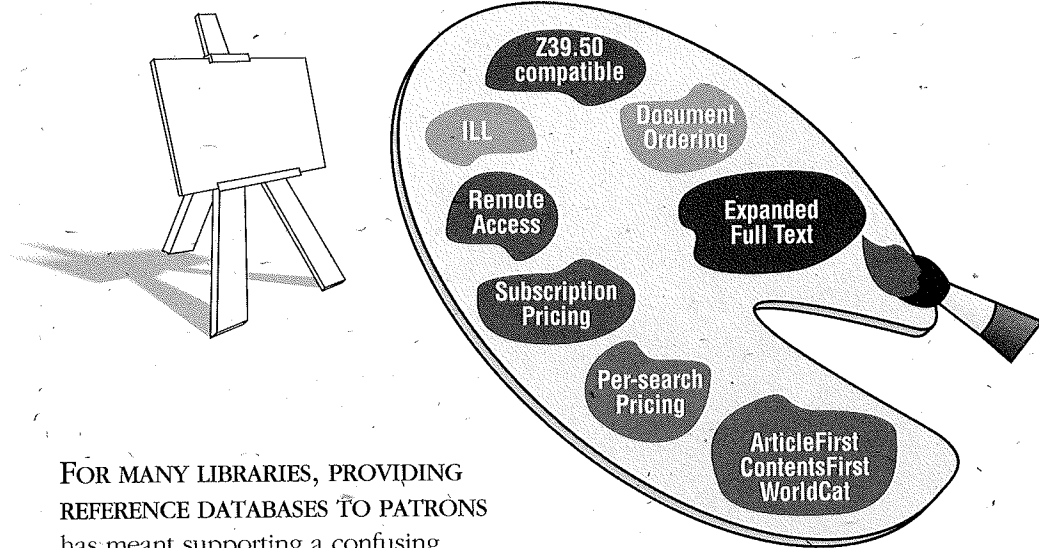*In this Issue*

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OLA QUARTERLY

This summer issue of the *OLA Quarterly* has been edited by Teresa Montgomery of Southern Oregon State College and Susan Barnes Whyte of Linfield College. Hence the academic orientation of many of the following articles, which cover various topics of high interest to academic librarians but which touch the working lives of all librarians in the state: the scholarly workstation, development of a library for the Coquille tribe, distance education, collection development, and the continual debate over instruction vs. reference. Also included are various reports from the most successful OLA annual conference this past April. Library land continues to be rich in the dynamics of change: changing technology, changing demands of our patrons, and changing work relationships. We trust that this particular issue finds you right in the middle of all this, but not losing the fervor in our historical mission to connect people with information.

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A t the beginning of Fall semester, 1994, the librarians of the Mark O. Hatfield Library at Willamette University introduced a prototype scholarly workstation that provides access to the Hatfield Library's electronic and print information sources.

The "Infostations," as the workstations are dubbed, are high-end 486s that use a Microsoft Windows interface to connect users to the library catalog, over thirty networked databases, and the Internet, through the library's gopher and World Wide Web (WWW) page.

Willamette's Scholarly Workstation

by Ford Schmidt
Willamette University

When users approach one of the Infostations, they see a screen that is divided into three vertical, rectangular compartments, each of which represents a type of resource: the left one contains Internet resources, with separate icons for the library's gopher and web page; the middle panel contains icons representing the library catalog, a hypertext library tour, and a menu of local library catalog connections; and the box on the right contains icons denoting online databases available from either CD-ROMs, tape-loads, or remote databases reached through the Internet.

By pointing and clicking twice with a mouse, the source represented by the icon is opened, and the user is then either taken directly into a resource, as with the library catalog, or presented with a menu listing the resources available in that area, as with the networked databases.

Initially, eight Infostations were set up. After the first semester, three more Infostations were set up in the reference area, and five other workstations were set up in a mini-computer lab near the audio-visual area on the library's second floor. The five stations in the mini-lab
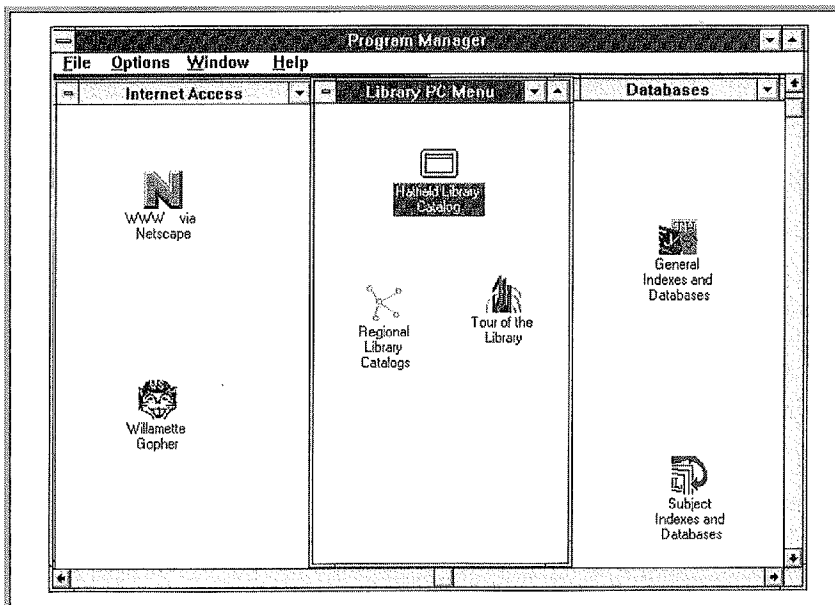
access the same resources that the other 11 Infostations do. In addition, they are able to make a direct link to the campus network. This allows students to access their email in the library without monopolizing the workstations in the reference area for personal usage.

The Infostations have generally met with approval from both staff and users. Users recognize that the ability to connect to the majority of the electronic resources made available from the Hatfield Library from any given workstation is a distinct advantage over moving from computer to computer in order to access different resources. The Windows interface is fairly user friendly, and except for a little practice with the mouse, there does not appear to be much difficulty for most users in adjusting to it. For the most part, initial success with the Infostations seems to rely on the user's experience and comfort with computers and the Windows interface.

If confusion occurs or problems do arise, the reason is usually that there are many resources available at one terminal. Those students or other users familiar with the Wyse terminals (a few of which remain for quick look-ups in the catalogs or for those unwilling or unable to grapple with the Infostations) are sometimes surprised or confused by the possibility of searching the variety of sources available. Students who were used to finding certain CD-ROM databases on stand-alone terminals are not always sure they have made their needs clear when they are referred back to the terminal they just used for a catalog search for another search in the MLA Bibliography. Obviously, a major factor in having a successful switchover to this or any new interface is to publicize it and provide instruction sessions in the use of the new capabilities.

The Infostations have proven to be a promising first step in our efforts to achieve the vision of a universal information workstation. Although there are many positive features about them, there is a continuing need for growth and improvement, both in the resources to which they provide access and in the platforms that enable users to connect to those information resources as effortlessly as possible. Future improvements may include a restructuring of the compartment containing database resources. At present there are only two icons: one for subject-specific sources and one for more general sources. Someone suggested that the resources accessed through these two icons would be more readily accessible if they were divided into subject areas, e.g., sciences, humanities, or social sciences. An even more substantial change could be with the interface used on the Infostations. A World Wide Web page as the initial screen could replace the Windows screen that currently greets users.

With continued improvements, upgrades, and innovations in hardware, software, and data sources, the only sure thing about the future of the Infostations is that they will change. It is the goal of the librarians of the Hatfield Library that the changes made will make the most of the technology available, and that these changes will increase the ease with which information is made available to our users. ▣

Users see this screen when they first approach the workstation.

Statewide Collection Development

by Terry Ann Rohe
Portland State University

L et us imagine that you and your brothers and sisters, all of whom live within twenty miles of one another, decide to buy vacation homes, planning to exchange keys with one another so that everyone in the family can enjoy them. Think how disappointed you would be if you did not consult with one another and each sibling bought a house at the coast. Obviously it would have been better had you talked to one another first, so that you could buy a house overlooking the Pacific Ocean, your older sister could buy a cabin on Mt. Hood, your older brother a fishing cabin on the McKenzie River, your little sister a condo in the marina in downtown Portland, and your baby brother a place in the beautiful hills near Ashland. After the closing papers were signed, then all you would have to do is learn to share!

For similar reasons, consultation and sharing are important for librarians engaged in collection development. In fact, librarians have been considering the merits of cooperative collection development for some time. We already know about sharing, and we are getting better all the time.

The Statewide Collection Development Steering Committee, an advisory committee to the state librarian, is meant to foster effective cooperation among libraries within Oregon. Cooperative collection development is one of the basics of resource-sharing; it increases access to information and allows us to use limited library resources as effectively as possible.

Committee members from different sizes and types of libraries have investigated cooperative collection development. The committee has considered such matters as local collection assessment, collaborative development of collections based on assessments, shared bibliographic access to collections, and the need for responsive delivery systems ensuring timely transfer of information.

The committee is dedicated to informing librarians about cooperative collection development issues and concerns. Committee members Cheryl Kern-Simirenko, Maureen Sloan, and Jan Fortier spoke and led a panel discussion of cooperative collection development at Online Northwest in February 1993.

The committee surveyed libraries in Oregon and created the Oregoniana Directory, which lists library collections of materials related to Oregon. The list was compiled and distributed in 1993 and is now available on the OrPAC from the Oregon State Library.

The committee was awarded an LSCA grant to hire a consultant to assist in the formulation of a collection development plan for the state of Oregon. It appointed Barbara McFadden Allen, who was networking consultant and coordinator of the Illinois Cooperative Collection Development Project at that time. The Illinois Project involves approximately 2,700 libraries.

McFadden Allen spoke on April 2, 1993, at the OLA conference. She said the basis of cooperative collection development projects are strong local collections. She also discussed the kinds of cooperative efforts that can result in successful programs, using the Illinois Project as an example. After her presentation, the audience divided into three groups to brainstorm three questions: What benefits do we expect to receive from cooperative collection development? What are the largest obstacles? What activities would be good for cooperative agreements?

In developing a plan for Oregon, McFadden Allen sought input and cooperation from librarians in all types of Oregon libraries.

A Cooperative Collection Development Leadership Retreat was held on June 6 and 7, 1993, at Silver Creek Falls Conference Center. Participants included members of the Statewide Cooperative Development Committee and a number of Oregon library leaders.

During the retreat, participants worked to define cooperative collection development, to create a statement of purpose for the statewide effort, and to write goals and objectives for the statewide program.

McFadden Allen used these concepts to develop a draft plan over the summer of 1993, and a first draft was submitted to the committee in September, 1993. The plan was reviewed by the committee, revised and then distributed widely and discussed at regional meetings in the fall. A final draft was developed and approved. This draft has since been distributed to libraries throughout the state and is also available on the OrPAC.

The plan is intended to be a starting document. It is not intended to dictate local procedures but rather to be flexible and to enable libraries of all types and sizes to participate and benefit. It supports cooperative decision-making and offers guidance to institutions pursuing cooperative plans. It is meant to be continuously changed and improved. Several suggestions have been made for revision and change, and the next draft of the plan will contain more specific guidelines and timelines for activities within the scope of the plan.

The Committee has recently written a grant proposal for funding to hire a consultant to work with libraries on several different kinds of cooperative projects. The projects would be set up as models that could be followed by other libraries. Documentation for the projects would serve as reference material for other libraries, and could be used in whole or in part as the basis for additional cooperative activities.

There are a number of cooperative projects already underway in the state. Some of these were discussed at the OLA conference presentation *Libraries Connect Through Cooperative Collection Development* held April 7, 1994, at Sunriver. William Abrams made a presentation on the cooperative agreement between Portland State University and the University of Washington concerning the collection of Arabic materials. The two libraries have a written agreement assigning areas of principal responsibility for the collection of monographic Middle Eastern language vernacular material. In addition, the libraries have coordinated acquisition efforts by sharing vendor evaluations, cataloging statistics, and other technical information. They have also promoted free access to unique Middle Eastern materials with a reciprocal borrowing agreement for interlibrary loans. The agreement is to be reviewed and its effectiveness calculated five years from the date of signing.

Jan Marie Fortier gave a presentation on the successful agreement between Marylhurst College and Mt. Angel Abbey for collecting books about sacred music and art. The librarians applied for and were awarded a grant from the Meyer Trust for acquiring materials. While Mt. Angel uses NOTIS and Marylhurst uses DYNIX, their plans are to make all bibliographic records for such items searchable from any site. Both systems are owned by the same company, and both libraries are members of Valley Link. The agreement has benefited both libraries by allowing them to acquire unique materials, including everything in *Books for College Libraries* on these subjects. Jan reported that they are currently working on expanding the grant to include books about religion.

A number of librarians who attended the presentations indicated an interest in working with librarians from other institutions on cooperative projects involving certain subject areas. Listed below are some of the topics.

Business materials and antiques: Mary Finnegan, Salem Public Library, 588-6165

Popular health materials: Deanna Cecotti, Multnomah County Library, 248-5123, ext. 4885

Fiction: Flora Persons, Multnomah County Library, 248-5123

Sheet Music: Jan Gorden, Jackson County Library, 776-7281; Aletha Bonebrake, Baker County Library, 523-9088

Architecture: Janet Wright, Portland State University Library, 725-4192

If you are interested in working cooperatively in any of the subject areas listed above, please contact the individuals whose names appear.

New technological means of assessment are providing tools for a number of other cooperative projects that are taking place within the state. PORTALS contracted with the Western Library Network for an electronic collection analysis of libraries in the Portland area and received four types of reports in 1994. The first report is a collection analysis report, in which the classification number from each bibliographical record was matched with a corresponding conspectus line number, counted by occurrence and reported by division and category levels. Results indicated 1,744,528 discreetly held titles. Some libraries have not completed retrospective conversion; the totals include, of course, only titles that have machine readable cataloging.

Title overlap reports were also generated. Uniquely held titles and shared titles were identified and the results summarized. 840,222 titles were identified as unique and held by only one library in the group.

A third report was a gap analysis with the University of Washington libraries, listing by subject category titles held by the University but not owned in the Portland area.

The final report was a comparison with the third edition of *Books for College Libraries*, which lists approximately 50,000 titles recommended for four-year undergraduate institutions. A miss list and a close list were created, the former listing books held in none of the libraries and the latter listing books which appeared to be close to matching but which could not be isolated by electronic means alone. There were exact matches on 91. 3 % of the titles in *Books for College Libraries* and a check of the miss list and close list against titles at Portland State University that have not been converted to machine readable cataloging records has yielded many more exact matches.

The PORTALS Collection Development Committee, chaired by Victoria Hanawalt of Reed College, is working on a project whereby all missing titles on the *Books for College Libraries* list will be purchased by member libraries if they are in print or available used and still considered standard works. Member libraries have agreed to the project, in which assignment for purchasing will be based on previous commitments to collecting in the subject areas. In December 1994, the committee used statistical sampling to determine the best way of discovering the level of commitments to collecting in the various subject areas. PORTALS staff is now using the collection analysis report to provide appropriate data

This project is comparable to one done by the 19 academic libraries in Montana, for which WLN provided a *Books for College Libraries* match in 1992. According to Mary C. Bushing, head of collection development at Montana State University, writing in the May/June 1993 issue of *WLN Participant*, the 19 libraries had 83% of the *Books for College Libraries* titles and were working on a commitment to increase Montana holdings to at least 90%.

Another cooperative project among the PORTALS libraries is the serial weeding agreement. If a library is considering the withdrawal of a serial run, or the cancellation of a serial title, and if the title is the last or next to the last copy in the area, that library must notify the other libraries before taking action. Other libraries may approve the action, recommend reconsideration, offer to subscribe, or offer to house the items to be withdrawn.

Developing Distance Education

by David Bilyeu
Central Oregon Community College

College education is breaking out of the confines of campus buildings and crossing the state using every sort of technology available. Technologies range in how much they diverge from conventional classroom settings by challenging the barriers of time and place. Real-time broadcast video allows teachers to do what they have done in front of the classroom podium and makes it possible for students to gather in a classroom somewhere else—or even multiple classrooms in other places. Oregon ED-NET I is a satellite broadcast that allows the instructor to be seen in remote classrooms (students can be heard but not seen by the instructor). Oregon ED-NET II is a satellite system that allows these multiple classrooms to both "see" and "hear" each other. However, in "classrooms" that use a computer network, teachers and students need not work at the same place or time. An instructor can post a lecture in the morning that may be read by the student later that evening or the next day. Nevertheless, a genuine exchange of ideas takes place. Low-cost video delivery is sometimes used to eliminate the time barrier. A video tape of the instructor's class can be delivered by mail or courier services. Variations of these delivery systems are being used throughout Oregon.

The programs in Oregon provide a broad spectrum of types, from specific programs delivered to industry workers, to isolated individual courses, to complete degree programs delivered at a distance. These programs may originate from a single institution, or they may be the joint operation of several institutions who have combined expertise and other resources. The Oregon Center for Advanced Technology Education (OCATE) is a consortium of colleges and universities focused on delivering graduate-level engineering courses to part-time students who are currently working in the industry. The driving force behind this model is often a particular industry that sees a need to find access to continuing education for its employees.

There are examples of joint institution programs not so much industry driven, but with a specific discipline defined. For example, the Oregon Health Sciences University assumed the responsibility for coordinating statewide distribution of bachelor and graduate nursing programs so that a higher quality and more uniform training could be made available statewide. This is a kind of management efficiency. A collaborative multicampus degree program (bachelor through doctoral) in bio-anthropology is being considered. Resources from four cooperating sites will be combined to get an efficiency of larger numbers of students and other kinds of resources, such as laboratory specimens, expertise, and library resources. There is also a consortium of community colleges that has developed a statewide associate degree program.

There are many examples of individual institutions forming classes, some of which lead to degrees. Eastern Oregon State College has been a leader in Oregon in distance education, and Linfield College's business degree has often been pointed out as a model program. Oregon State University delivers a bachelor's degree in liberal studies at several sites.

A movement toward developing higher education alternatives in Oregon goes back at least to 1982 when the Oregon State Board of Higher Education called for "a centrally coordinated, institutionally based off-campus instruction program." (1:16) A big boost to fledgling programs came when the Annenberg Foundation and Corporation for Public Broadcasting funded seven technology projects around the nation through New Pathways to a Degree in 1991. The Oregon State System of Higher Education received one of these grants. Oregon State University, Eastern Oregon State College, Oregon Health Sciences University, and Central Oregon Community College were directly involved in the project. The New Pathways Project in Oregon built on the ED-NET networks authorized by the state legislature in 1989. Three degree programs, one in liberal studies, one in agricultural business management, and one in nursing were extended through the New Pathways Project. (1:18)

Meanwhile, the community colleges formed a group focused on telecommunications called Oregon Community College Telecommunications Consortium. Now interested more in the content rather than the delivery systems, this group has changed its name to the Oregon Community College Distance Education Consortium. It appears to be poised to tackle the management issues of distance education rather than just the technology to deliver programs.

Central Oregon Community College is the site of the University Center, which now coordinates bachelor's and master's degrees delivered from seven Oregon colleges and universities. New degree options are being developed in several fields. The University Center, originally created by the Oregon Legislature in its 1993 session, is an agency of the Oregon State System of Higher Education and is jointly funded and sponsored by Oregon State System of Higher Education, Central Oregon Community College, and the Office of Community College Services.

This is a thumbnail sketch of the activity in the state — it's not an attempt to be comprehensive, but to be illustrative of the diversity of programs. While some states have a comprehensive distance learning plan, Oregon's approach is a rather a loose-knit affair that has some elements of coordination and a little long-range planning. Programs are dependent upon initiatives of the individual institutions. This results in excellent local control over the programs — the marketing, choices in technological delivery, and con-

trol of the program can be hand tailored to fit the needs of the faculty and service region. But this can cause overlap and duplication. There is a level of institutional autonomy that can lead to encouraging local creativity and entrepreneurial activity. However, *Education Unbounded: A Vision of Public Higher Education Serving Oregon in the Year 2010* asserts, "the State System does not merely coordinate the activities of autonomous institutions; the System is responsible for ensuring that state needs are met in an integrated fashion." (2:9) The Higher Education 2010 Advisory Panel that wrote the report recommends a system that encourages the entrepreneurial approach, but also gives more authority to the Board of Higher Education to delegate resources to meet the expectations of the State. (2:8)

Various councils and committees within OSSHE are writing policy drafts and guidelines for distance education issues. The Office of Academic Affairs has a 26-page document in progress that suggests a statewide approach to course planning, student services, faculty issues, tuition and fees, student enrollment, and technical standards. (3:1) It attempts to create guidelines to foster cooperation in distance education programming and support and reduce duplication. Although the policies have not been formally adopted, the process of developing the documents has engaged practitioners of distance education and institutions in an important statewide discussion. This is a commendable effort to address 38 separate areas of policy concerns.

Loud voices from the Oregon library community have been effective in gaining the attention of OSSHE administration. This has resulted in including libraries in the basic planning and policy documents. Library support is addressed in *Distance Education Policy Recommendations* section 21. It states that, "Appropriate library services must be made available to distance learning students. ... Library staffs of both send and receive institutions must be prepared to support interlibrary loan, courier service, online access to catalogs and materials, and a growing array of facsimile tools." (3:12) It goes on to recommend that the *Interinstitutional Library Council's policy statement, Library Support for Distance Education Programs: Policy Statement and Recommendations* "serve as a guide for distance learning library services in the future." (3:21)

This policy statement comments on the importance of 1) library involvement early in the planning phases; 2) budget support for staff, materials, and technology; and 3) providing students access to library services. (4:1) It references *ACRL Guidelines For Extended Campus Library Services* (5) and recommends using this guide for planning library support. It also underscores the importance of various levels of agreements between libraries.

The policy statement is based on a report by the Interinstitutional Library Council. The council found that, "The critical need for library and information services receives insufficient attention both in terms of policies and procedures." (6:1) It recommends that the issues raised in the report be addressed from a statewide perspective. It sees the need for adequate planning and the "more than marginal costs" as the two fundamental issues to library support for distance learning. (6:3)

This brief discussion gives some sense of the place the development of library policy has in regard to the goals and directions of public higher education in Oregon. Regardless of the technologies used, students need access to library collections and services whether they are taking a class on a college campus, 200 miles away at a designated site, or in their homes. Students need everything they would have access to if the library were right next door: the book catalog, the journal collection, locally mounted databases (or privileged database access whether local or not), reference services, the reserve collection, and interlibrary loan services. I would encourage all Oregon libraries to closely follow the developments in distance learning in their regions. In order to prepare for working together, read the ACRL Guidelines, the state planning documents, and other materials like *A Guide For Planning Library Integration into Distance Education Programs.*(7) Make sure you know what your institution is planning if you work where distance education is being considered. Seek representation in local distance education planning discussions. Do not let the myths of the virtual library mislead those in planning extended education opportunities to think that the total library support needs of every student can be answered by plugging in a computer. **Q**

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Remembering the Rhinoceros

The Coquille Indian Tribe establishes a unique tribal research library on the southern Oregon Coast.

by Don Macnaughtan
Lane Community College

Once, a long time ago, a rhinoceros appeared on a beach in Oregon.

One of the most fascinating myths of the Coquille people relates the story of a fierce one-horned beast with a thick hide, which appeared one day and rampaged amongst the canoes and houses of the people, smashing everything. Spears and arrows were useless against the giant, until it was finally lured into a pit, defeated and killed.(1) Is this a memory of a time when the Ice Age ancestors of the Coquille hunted mastodons and woolly rhinoceros in a primeval North America? Nobody knows for sure, but the Coquille have been in Oregon for a very long time indeed.

Between 12,000 and 30,000 years ago, the Siberian ancestors of the Coquille crossed the Bering land bridge and began the first discovery of the New World. About 10,000 years ago, they appeared along the Oregon coast, following the receding ice into the rich valleys and bays of a new home. These people called themselves *Miluk*, and they settled along the southern margins of Coos Bay and around the mouth of the Coquille River. About 4,000 years ago, a second migration of North Asians paddled across Bering Strait and colonized northern Canada. These people were Athapaskans, known in their language as *Dene*. Some Athapaskans moved south, mostly to Arizona and New Mexico to become the Navajo and Apache, but one Athapaskan band inexplicably broke away and made a thousand-mile detour to Southern Oregon, where they settled on the upper Coquille River. Descendants of these two groups — the Miluk and the Dene — make up the modern Coquille tribe.

The Coquille lived in an area of amazing wealth and diversity. Wildlife was abundant, and the Miluk and Dene lived well on salmon, deer, elk, camas, shellfish, and sea mammals. Timber was plentiful and easily worked, and the villagers were able to construct substantial plank houses and rugged ocean-going canoes. The cultural landscape was also extraordinarily diverse. In a stretch of coast that today can be driven in an hour, people spoke four completely different languages. The 40 Coquille villages maintained a complex set of relationships with their neighbors to the north and south, through marriage, trade and political alliances. Warfare sometimes disrupted daily life, but the Miluk in particular had a reputation for being peaceful people. Religious and spiritual life was also very rich and complex. The mythological pantheon was filled with a host of earthy, funny, and terrifying characters, the most famous of which was Five-Generation Trickster, sometimes called Coyote or World-Changer, who was the hero of a great myth cycle that was told once a year at mid-winter.
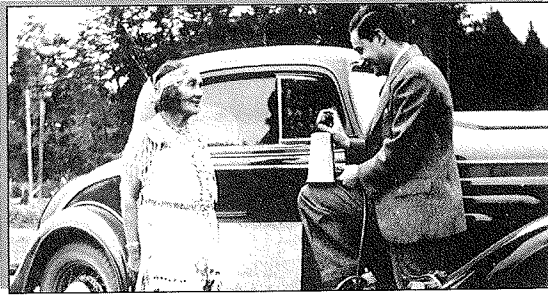
Although their world was relatively isolated, outsiders would sometimes appear in Coos Bay. Alsea and Chinook traders paddled down from the north coast, bargaining with dentalium shell, the money of the Northwest Coast. Occasionally, more sinister fleets of slavers would raid the Coquille villages from as far away as Vancouver Island. Other strange vessels appeared — lost galleons from the Manila run and drifting junks from East Asia. On one such junk, a boatload of Miluk apparently joined the trip back to Asia, and a nineteenth century Miluk-speaking sailor on a visit to Japan was startled to hear his language spoken by a very old man, the last survivor of the emigrants.

But none of the intruders had the devastating impact of the final arrivals. First, deadly epidemics ravaged the coast as American and British ships arrived. Between 1851 and 1855, miners looking for gold repeatedly attacked the Coquille village at Bandon, massacring the inhabitants. By the mid-1850s, the American Indian population in Coos and Curry counties had plummeted from 8,000 to a few hundred. In 1856, troops rounded up the survivors and deported them to concentration camps at Yachats and Siletz, where they were virtually abandoned and left to starve, along with most of the other native peoples of West-

Inset: In 1934 renowned anthropologist Melville Jacobs recorded the stories of Annie Miner Peterson, a fluent Miluk speaker, on his mobile wax-disc recording studio.

Text: One of Mrs. Peterson's stories, in English and Miluk, telling of a Coquille voyage to Japan, the land of the "braided hair people".

ern Oregon. Not only were the people physically exterminated, but a unique culture was lost. An intricate metaphysical, political and social system, built up over millennia, was effectively demolished and discarded. The very landscape of the Coquille was destroyed. Old village sites were plowed under, and canoes and house timbers were converted to horse troughs and fences. Even the Coquille's sacred Grandmother or Tupper Rock at Bandon, a gigantic monolith, was demolished to build the Coquille River jetty.

The survival of the Coquille is from this point almost miraculous. Some Coquille and part-Coquille families remained in the Coos Bay region — the Wassons, the Neds, the Tanners, and others. Through these families, Coquille traditions were kept alive, even though the Federal government declared the tribe extinct in 1954, along with 60 other Western Oregon tribes. However by 1989, the tide had turned, and after a long campaign, federal recognition was again extended to the Coquille.

Federal recognition has opened new doors for the Coquille. The tribe has established an economic development arm, the Coquille Economic Development Corporation, which has initiated a large number of ambitious projects. The most visible is "The Mill," a casino on the North Bend waterfront, which will eventually provide 1,000 jobs. However, CEDCO is also developing forestry, cranberry production, 100 units of tribal housing, a 400-acre business park, and other projects worth millions to the south coast economy.(2) Eventually, the tribe expects to clear about $25 million each year from various investments, all in Coos County. About 30% will be plowed into social, cultural, and educational programs for tribal members, and the remainder reinvested in economic development. By the turn of the century, the Coquille tribe should be one of the biggest business enterprises in southwest Oregon.

On the Bandon waterfront, the tribe has opened a retirement home called Heritage Place; this will also house the Dene-Miluk Cultural Center, a library and museum dedicated to the culture and history of the Coquille and the 60 other native tribes of Western Oregon. A primary reason
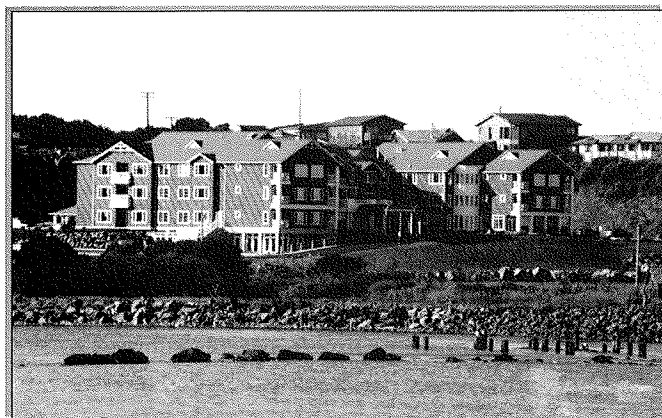
The Dene-Miluk Cultural Center at Heritage Place, Bandon.

for the library is to enhance and develop Coquille cultural identity. Much had been lost over the last 150 years, although quite a lot of traditional information has survived. Many stories and traditions have remained privately in families, but there is also much information locked away in distant libraries and museums, a treasure that has been called a "captured heritage."(3) Between 1880 and 1970, a number of academic researchers had worked with the surviving elders of the Coquille tradition. For example Coquille Thompson, perhaps the last Dene speaker, had worked with three generations of anthropologists, tirelessly passing on the riches of a long traditional life. He lived for over 100 years, and valuable manuscript archives of his work with anthropologists still exist. Many others had also contributed their knowledge, especially Annie Miner Peterson (who spoke English, Miluk, and Hanis Coos), Ida Mecum, and Susan Ned. Like many other contemporary tribes, the Coquille decided that this cultural trove should be repatriated, and that it was time for the "captured heritage" to be identified and brought home. In May 1994, I was asked by the tribe to assist in this process.

The first step was to create a library building. This process is still underway, and the library will occupy the ground floor of Heritage Place in Bandon. The site for Heritage Place was the most sacred place in tribal tradition, known in Miluk as *umnatL qwLai* or Grandmother Rock, near the site of the old village of *nasomah*. The site is on a bluff overlooking the mouth of the Coquille River, with a spectacular view beyond to the coastal dunes and the Pacific surf. The library is a new 6,000 sq. ft. facility with room for print, microform and manuscript material, artifacts, computer terminals, display cases, as well as video and audio facilities. The library should be open in late 1995.

My assignment was twofold: to locate and repatriate the documented cultural record of the Coquille and to work with the tribe to outline a set of principles governing the operation of the library. The first part of the task was fairly straight-forward. Up to the present, I have acquired about 400 books, theses and dissertations, manuscripts, government documents, audio and video recordings, articles, microfilm sets, maps, and charts. The material covers everything from folklore and the oral tradition to archaeology, linguistics, and ethnology. Some of the more unusual items include rare tape recordings in the Miluk language, the complete papers of anthropologists John Peabody Harrington and Melville Jacobs, and a nine-foot-long, hand-lettered family chart tracing Coquille lineages back to pre-European times. Other information is being systematically gathered from the major archives of Pacific Northwest anthropology, especially from the Smithsonian Institution (6,000 pages of photocopied manuscripts) and from the University of Washington.

Much of the information will be immediately useful. For example, the tribe is recovering the Miluk language through classes, and archaeological site data is critical for protecting important tribal locations from vandals, artifact hunters, and thoughtless construction projects. The tribe

feels strongly that this process is one way of recovering their own past and bringing back to the Dene and Miluk the culture that is rightfully theirs. Additionally, the tribe intends that the collection will become a unique, comprehensive resource for and about all the American Indian tribes of Western Oregon.

The other aspect of this project has been rather more challenging. What sort of library did the tribe want? I was asked to write a policy manual for the library, and this brought up some fundamental questions about the nature of the library. Would this be a library for the Coquille only, or would it be open to all? What would be the status of sacred traditions that had been held within families, sometimes for generations? Some families felt that the voices of their ancestors, including important rituals that had been originally recorded on wax sixty years ago, should not be heard outside certain traditional contexts, if indeed at all. As another example, the myth cycle of Five-Generation Trickster should only be narrated in winter: Is it right that it be replayed on tape at other times of the year? None of these questions has an easy answer, and all will be debated within the tribe for years to come. For the present however, the tribe has taken a direction toward an open library, available to the general public. Anybody may walk through the doors and use the library's facilities for research and exploration, although materials will be non-circulating. There will also be special protocols connected to rare and sensitive resources, such as some recordings and texts. Additionally, some archaeological information is legally embargoed to protect sites from looters.

This approach has opened up the risk of exploitation or abuse of the tribe's cultural materials, but it has also created enormous opportunities for greater understanding and for cooperation and growth through contact with the rest of the community. For example, this approach has permitted the library to plan on adding its holdings to Coastline, the Coos County regional database, accessible throughout the region on an Innovative Interfaces system. The complete library holdings, including many unique records, will also be added to the OCLC database. In creating an open and accessible library, the tribal leadership is looking ahead to the nature of the tribe's relationship with the broader community in the Coos Bay region. This will be especially important as Coquille economic development begins to have a greater local impact. At a time when the tribe is looking at areas where it can create local goodwill, a freely accessible library may be a valuable contribution.

There are also plans to convert to electronic format some of the extensive text and visual information about the Coquille and other Western Oregon tribes. Where copyright restrictions allow, this material could then be published as World Wide Web documents on the Internet. The academic and research communities will adapt well to this, but only experience will show how well tribal members in general use these innovations. Some studies do indicate that American Indians use Internet resources more intensively than any other ethnic group(4), and Web sites already exist for the Oneida and a few other tribes. Nevertheless, this will be an untested and revolutionary approach to disseminating cultural materials, and it raises some questions of appropriateness and sensitivity.

How will this library be used in the future? We hope that it will be useful to a variety of communities, including amateur and academic researchers, other American Indian people, local Coos and Curry residents and other interested Oregonians, and especially the members of the Coquille Tribe. Fortunately, the library has a strong built-in constituency: Coquille people are intensely interested in their heritage and traditions, and the library will do much to reflect this pride. Like any library though, the Dene-Miluk Cultural Center will still need to make itself relevant to its users. An important task for the tribal leadership will be to encourage tribal members to understand that they have a stake in the library, and that it is relevant for them as well as for the scholarly community. This will be a significant challenge for the future of this unique Oregon library. ◘

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Elizabeth Mannarino, reference librarian at Corvallis-Benton County Public Library, Ruth Vondracek, coordinator of reference services at Western Oregon State College, and Shirley Williams, reference librarian at Chemeketa Community College were panelists for the September 1994 Reference Roundtable at Lane Community College in Eugene. With 19 reference librarians from public and academic libraries in attendance, an animated discussion of the responsibilities of academic and public librarians to their patrons ensued.

Instruction vs. Information on Demand

How can academic and public libraries work together?

by Barbara Valentine
Linfield College

Elizabeth began the program with a literature review that analyzed how college students use both academic and public libraries in their communities. (Bibliography included below.) Several surveys have been conducted among college students to determine how often they use public libraries, their primary reasons for using them, and the extent to which public library collections are used for course-related purposes.

A New York study showed that more than 75% of college students use public libraries to supplement the resources provided at their academic institutions (Haas 1962). A figure nearly as high (67%) was reported in a similar study done in Australia (Grosser 1988). Reasons typically cited include perceived inadequacy of their home institution's collection, geographic proximity, convenient hours, skill of staff, and comfortable surroundings of the public library. Liberal arts and education students use other libraries more frequently than do students in engineering, business, and other professions (Haas 1962, Grosser 1988).

The three panelists then discussed the ways in which academic and public libraries can cooperate more effectively in Oregon to serve their patrons. Elizabeth noted that Corvallis-Benton County Public Library serves many of the students who attend Oregon State University (OSU) and Linn-Benton Community College (LBCC). LBCC students use the public library because it has more open hours. Some of the reasons university students give for using the public library are its proximity to OSU, crowding at OSU's Kerr Library, and a general perception that OSU's collection is "difficult to use."

While reference librarians at the public library try to give all patrons good services, Elizabeth said that rather than simply answering a question, they tend to teach students how to use the resources more often than they do with other patrons. She concluded by suggesting several ways in which the public and university libraries can cooperate to better serve their mutual clients: cooperative collection development, participation in the regional reference referral program (a.k.a. Oregon Reference LINK), and familiarity with each other's resources, hours, and services.

Ruth Vondracek shared a college library's perspective on service to its clients. Western Oregon State College Library has a strong commitment to teach students how to conduct library research. The six professional librarians share reference desk responsibilities in addition to their other duties. All public service staff, including Access Services staff and student workers, receive some reference training in order to provide a higher level of public service. The library emphasizes one-on-one reference service, course-related instruction, and specialized faculty and staff instruction.

Students and faculty are the library's first priority, but reference service is extended to everyone. Efforts to serve the community include issuing guest cards and cooperating with other regional libraries. Western is engaged in several cooperative projects. One is Valley Link, a consortium of mid-valley public and academic libraries, created to facilitate interlibrary loans among participating libraries. Valley Link reference libraries meet regularly to discuss reference issues in an effort to improve reference service for their mutual patrons. Western's collection will also be included in the Orbis union catalog, along with the University of Oregon, and five other academic libraries.

Shirley Williams, reference librarian at Chemeketa Community College (CCC), articulated the advantages and disadvantages of membership in the Chemeketa Cooperative Regional Library Service (CCRLS), a library consortium in which Chemeketa is the only academic library along with the seventeen public libraries of Marion, Polk, and Yamhill counties. Advantages include a shared online catalog, reciprocal borrowing, and a two-day courier delivery with all collections easily accessible to students. In addition, there is a gateway providing Internet access to other library catalogs, including Western Oregon State College, Oregon State University, and the University of Oregon.

Chemeketa's library is small, both physically and in terms of staff. It is just 18,000 square feet and has a collection of 50,000 volumes and 800 periodicals to serve the 9,000 FTE students who attend classes. Three reference librarians cover the desk for the 63 1/2 hours a week the library is open. There is little off-desk time. The library's philosophy is lifelong learning, so the librarians spend most of their time teaching library research, both in formal course-related classes and individual instruction. The scheduled classes fluctuate during the year with the majority at the beginning of each quarter. During the first month of the fall quarter, two librarians completed 53 classes, reaching a total of 1,154 students.

Shirley contended that there are many advantages in working with students. They want to learn, they are familiar with computers, they can come back, and they are usually tolerant and appreciative. The college librarian is familiar with the assignments, the collection is already geared to the curriculum, the required texts are on reserve, and the instructor can be called for help. She admitted, however, that expensive books are often requested by faculty and

Creating New Connections

Reports from the 1995 OLA Conference

Introduction

by Teresa Montgomery
Southern Oregon State College

In spite of deafening construction noise during the Wednesday preconference and Thursday morning sessions, the 1995 OLA Conference was successful. Drawing 686 attendees and 62 exhibitors to the Portland Hilton, the conference program featured many excellent sessions from all segments of the Oregon library profession. One of the many high points of the conference was Urban Libraries Council President Eleanor "Joey" Rodgers' address at the First General Session. Peppering her speech with quotes from *Harvard Business Review* articles and Mary Oliver's poetry, Rodgers urged librarians to examine closely our values and functions. By being clear and focused on these, we can concentrate our efforts on what we do, not on the building. In her words, "It's the water, not the well." She sees the shift to networked information as analogous to piping water to houses. Libraries are a means, not the ends. As a profession, librarians should be concentrating on library services, not the building. She concluded that there surely is a future for librarians for the world "needs our skills and values to get the water of information ... to people."

The *OLA Quarterly* guest editors for this issue asked OLA members to send us the following short reports on some of the programs presented at this year's conference.

Developing the Electronic Library
Issues and Decisions

by Ruth Vondracek
Western Oregon State College Library

Over one hundred people gathered to listen and discuss issues raised by the guest speaker Peggy Johnson, the assistant director of the St. Paul Campus Libraries and the strategic planning officer for the University of Minnesota Library System. She recently co-edited *Collection Management and Development: Issues in an Electronic Era.*

Peggy Johnson's main point came through clearly: librarians need to react not to the technology itself, but to its consequences. She emphasized the importance of writing and expanding collection development policies to address electronic products. Many of the considerations for collection development of electronic resources mirror the concerns for collection of traditional resources. Basic selection criteria for electronic resources should not vary greatly

from selecting other types of sources. Libraries should continue to develop policies that reflect the primary mission of library and information centers, to organize information, and to make it accessible. A few of the common issues for collection development of traditional sources and electronic sources are developing clear evaluation and selection criteria, designating sufficient funding, preservation and archival responsibilities, and determination of responsibility for collecting materials.

Unique aspects encountered in the collection of electronic resources are licensing agreements and variable pricing structures. Electronic products present greater financial risk because of their high cost and the accompanying need for specialized equipment and facilities modification. Criteria for evaluation and selection of products must consider continuing vendor support and reliability. Because formats and operating hardware change rapidly, it is also difficult to confidently address future needs. As Ms. Johnson said, "The future is a moving target."

Some questions librarians must ask themselves and address in collection development policies include the following: What percentage of funding should be devoted to electronic resources? Who is responsible for collecting electronic resources? How do you integrate the decision-making that must take place concerning the user interfaces and the hardware and system requirements for specific products?

Following Peggy Johnson's lecture, the audience broke into discussion groups organized around key issues such as electronic collection development policies, evaluating electronic products, instruction, and processing electronic materials.

After discussion group reports, Johnson suggested that they could be distilled into six major points: 1) The electronic environment is one of rapid change, which can cause stress in the workplace. 2) Librarians need more information, skills, and guidance to make decisions about electronic resources. 3) The local environment should determine the decisions that are made concerning electronic products. 4) There must be a move to standardization of hardware and software. 5) The creation and implementation of collection development policies continues to be of utmost importance. 6) User expectations have increased and will continue to increase in the electronic environment.

Connecting with Your Government

by Jane Appling
Newport Public Library

Attendees of the Public Library Division's *Connecting with Your Government* preconference emerged ready to win the hearts (and dollars and political support) of the people they work for and with. Newberg City Manager Duane Cole, Assistant to the Canby City Administrator Sarah Jo Chaplen, and Canby Library Directory Beth Saul exhorted us to "know what's important to your council;" to be visi-

ble in unexpected places; and to shamelessly use library assets like "neutral ground" meeting space, volunteers, and computer skills when they can to win over someone whom information services will never touch. Librarians Amy Kinnard of Jackson County and Jane Kirby of Salem then described their experiences with structured municipal information services at Pasadena, California, and Salem libraries. Larry Calkins, Jackson County, provided samples of "service to government" promotional materials from several libraries. Pasadena's special services for government workers, for both personal and job-related needs, have proven a very successful strategy in making the library indispensable.

Among the many ideas coming from the session were: Make the library a Block Home or Neighborhood Watch member; use paycheck envelopes to get library information to all city employees; offer to purchase other departments' training materials to take advantage of library discounts and jobbers; put the library on every employee's desk by using email and hooking catalogs/databases into city computer networks; use fire substations as book return points; and, of course, invite everyone from the sewer plant foreman to the county commissioner to storytime!

Volunteers! Public Library Division

by Ed House
Albany Public Library

The program presenters covered the central elements of setting up, running, and managing a volunteer program. One of the most important things you should do at the very beginning is talk to your risk management officer to find out what type of liability coverage your organization has for volunteers. We must be aware that we are in a litigious society and see that we and our organization are protected. (Refer to Oregon Revised Statutes 656.004, which defines a covered worker "for remuneration;" .027, which defines non-subject workers; and .031, which defines elective coverage.) Train your volunteers on safety and incident reporting and have them sign a waiver form acknowledging that they are responsible to work safely. Place your volunteer coordinator on your safety committee. Treat your volunteers as employees. Consider the breadth and depth of potential risk. Again, always remember we are in a litigious society.

The key elements of volunteer management were discussed, including planning, job description, recruitment, placement, orientation, training, supervision, recognition, program evaluation, and record keeping.

Organization of Technical Services

by Teresa Montgomery
Southern Oregon State College

In front of a packed house, Mark Watson, head of cataloging at the University of Oregon, led off the program with some blue-sky ideas of technical services operations in the 21st century, when catalogers will telecommut via DNA-based computers. He then moved on to highlight some of the more likely immediate trends such as spending more library funds on access to materials rather than the materials themselves, more electronic ordering, modular construction of bibliographic records, and expanding the domain of cataloging to encompass works not held by the library. Within Oregon, he foresees more cooperative cataloging and cooperative collection development now that Orbis has arrived.

After sparking the audience's interest with his vision of the future, Watson challenged it with these questions: "Is your technical services operation change aware? Are you confronting, molding, and managing change? Are you training and upgrading your skills?" He asked us to consider what role cataloging will play in helping users to maneuver around full text to find the nuggets of information they need and want. Traditionally the methods for distributing materials and for supplying access were separate, but the new electronic media, such as the World Wide Web's hypertext links, are blurring that separateness.

At the same time that technical services faces new and ongoing technological challenges, new theories of management are affecting the organization of departments. Libraries are moving to flat structural models often based on teams and focused on the "customer." At the University of Oregon they have recently implemented teams in cataloging, each team composed of a librarian and a paraprofessional. Watson concluded with the thought that technical services will "reinvigorate itself by taking on the technological challenges of electronic media."

Dee Iltis spoke of the organizational changes at the State Library brought on by its change of mission and budget reductions since 1993. It too has moved to a team approach in its organization of technical services. As part of the reorganization, the staff wrote up a team charter, including a mission statement, a statement of accountability, performance measures, their resources, team leadership, and the team members' responsibilities. Iltis emphasized planning and training as the two overriding components of a successful reorganization.

During the second half of the program, a lively discussion among the audience and panel focused primarily around personnel issues—especially equity—and on the philosophical direction of technical services.

Children's Report

by Rebecca Cohen
Newport Public Library

The 1995 OLA Conference provided a variety of offerings for library staff working with children and those interested in doing so. Presentations ranged from award-winning ways to stretch the Children's Services Improvement Grants monies to the impact of Oregon's Education Act for the 21st Century on public libraries. There were also Summer Reading ideas, stories, and an author presentation.

A capacity crowd jammed the meeting room to learn the

answer to the question "Oregon's Readiness-to-Learn Benchmark: Are Public Libraries in the Picture?" Dr. Rebecca Servereide, Oregon Department of Education director of early childhood strategies, presented compelling national and state statistics about children's readiness to succeed in school. She explained that children who live in poverty have tremendous difficulty in the area of school readiness. Clarifying the connection between school success and a parent's stimulation of a child's emergent literacy skills, Dr. Servereide pointed out that parents experiencing financial stress often have limited time to spend with their preschoolers, and a drop in school readiness results. These same parents do not have the financial resources to enroll their children in preschool programs. In Oregon, Head Start and Oregon Prekindergarten Program, the state's program modeled on Head Start, serve only 29% of the eligible three- and four-year-olds. In one county, Tillamook, a full 84% of the eligible children are unserved.

Ellen Fader, public library consultant at the Oregon State Library, provided an overview of noteworthy Oregon and national programs that address the needs of the early care and education community — the agencies, professionals, and programs partnering with families to serve children from birth to eight. She exhorted libraries to reach out to others in their communities concerned with supporting families. Ideas to explore for enhanced library service include working with parents (especially fathers and teen parents); home care providers; and client families in Healthy Start, Even Start, Oregon Prekindergarten Program and Head Start (especially unserved families on the program's waiting list). Ellen also described the groundbreaking activities of a new LSCA-funded program in Oregon, Reading for a Healthy Start. The answer to the program title's question is that some Oregon public libraries are definitely in the picture of helping children develop the skills they need to succeed in school. Others need to be implementing ways to provide essential materials and services that assist families and caregivers. She reminded public libraries that funding these services can be accomplished through Children's Services Improvement Grants or by applying for other grants, such as Library Services and Construction Act funds and foundation grants. Ellen Fader welcomes calls from public libraries seeking assistance in improving service to youth.

Friday morning brought author Nicole Rubel to the Hilton with a slide show presentation and talk about her metamorphosis from a shy, non-verbal twin to a successful writer and speaker. Rubel provided the audience with insight into the processes involved in her writing. Powell's Books for Kids was on hand with copies of her newest book, *Cyrano the Bear*, giving the audience the chance to buy an autographed copy before it was available in the stores.

Oregon's Education Act for the 21st Century, CIM (Certificate of Initial Mastery), and CAM (Certificate of Advanced Mastery) are terms often heard but not always understood by those of us who are not teachers. Friday afternoon's session, *Oregon's Education Act for the 21st Century and Its Impact on Libraries*, provided insight from educators Dawn Billings, education specialist with the Oregon Department of Education, and Martha Stewart, Dayton High School librarian. Billings put the act into layman's terms that we could all comprehend and provided an excellent packet of materials for leisurely perusal. Those who could not attend but would like a packet may contact her at (503) 378-8004. Stewart, a children's librarian at Seattle Public Library for two years prior to the fifteen years that she has spent in Dayton schools, addressed the impact of the act on school library collections and reference service. Because the act serves to encourage stronger critical thinking skills in students, the types of research being done have changed dramatically from the days when an entire class had a report due on elephants. Students must now use multidisciplinary resources when researching a topic and approach it from angles not served by simple tables relating population and the type of food an elephant eats. Stewart spoke very highly of the staffs at McMinnville Public Library and Northup Library of Linfield College, to whom she often turns for assistance.

Kim Thompson, school/library liaison at Corvallis-Benton County Public Library, clearly explained the excellent program she administers, Assignment Alert/Homework Alert Center. An article in the fall OLA Quarterly will provide details of this program, which calls for close cooperation between schools and the public library. All three of these speakers served to alert the audience that Oregon's Education Act for the 21st Century will have a strong impact on public libraries and the types of service that students will need in the coming years.

Friday evening of the conference saw the debut of what will hopefully become a tradition for OLA, a story swap. Long a part of ALA conferences, the swap was a time for novice and experienced tellers to share their favorites. About twenty people took part in telling and listening to all kinds of tales, both traditional and personal, reaffirming how many talented people work in Oregon libraries.

The Children's Services Division Annual Breakfast gave all who attended the opportunity to honor the 1995 Evelyn Sibley Lampman Award recipient, Sandi Olmstead. The Lampman Award is given annually to an Oregon author or librarian for their contribution to children's literature and library services. Sandi, children's coordinator at Newberg Public Library, exemplifies the qualities inherent in a wonderful children's librarian: professional skills, boundless enthusiasm, sense of humor, and a terminal case of optimism. Congratulations, Sandi!

The Publishing Connection
From Idea to Article

by Barbara Valentine
Linfield College

In this very informative session, three panelists discussed practical ways to develop research ideas and get them published. Larry Oberg (Willamette University), an experienced writer and editor of the Research Notes section and member of the Editorial Board of College and Research Libraries, offered advice from the editor's perspective. Tim Klassen (University of Oregon), who recently published an article in *Reference Services Review,* recounted the process from inception of idea to acceptance of the completed manuscript. Finally, Anne Christie shared her experiences as a member of the Research and Writing Group sponsored by the Oregon State University Libraries.

Larry began by summarizing a panel discussion on the state of publishing in librarianship presented at the recent Association of College and Research Libraries conference (April 1995) in Pittsburgh. At this session, the panelists agreed that the rapid technological changes in the library field have probably contributed to the plethora of practice-related (i.e., "how I done it good") articles that seem currently to dominate professional literature. Larry noted that librarians must continue to conduct and publish substantive research or we risk losing the foundations of our profession. He suggested that administrators need to support the research interests of librarians with adequate time, recognition, and rewards as is the norm in other professions.

Larry concluded by noting seven reasons why editors reject manuscripts and suggested ways to improve the odds of getting a piece published:

*   Content is not generalizable enough to serve as a model. Start with a general problem, describe the specific study, then return to the general problem.
*   Poor writing and grammar. This is easy to fix. Reread and rewrite. Solicit input from a literate colleague.
*   Poor scholarship. Make sure the citations in the bibliography are accurate.
*   Poor fit with journal. Design the paper to fit a particular journal. Read the guidelines. Call the editor and discuss the idea.
*   Poor statistical methodology. Make sure the study includes a hypothesis, explain the importance of your study, and make sure it is not too simplistic. Collaborate with colleagues and/or students to gather statistics.
*   So What factor. Make sure the issues raised matter to the intended audience.
*   Underanalysis of data and timid conclusions. Be explicit. Don't make the audience supply conclusions and connections among the data.

The ideas for Tim's article, entitled *Usenet as a Reference Tool,* originated from his experiences looking at usenet postings. He noticed that many people used the news-groups rather than the library to answer reference questions and thought a little research on this issue would make an interesting article. He started by evaluating the small number of articles in the library literature on newsgroups and decided he had something to contribute. He attributed his success in getting published to five key points:

*   He attempted to add value to articles written on this subject before by including his experiences and observations in an instructional framework.
*   He evaluated his audience, concluding the piece would have wide appeal among librarians in both the public and technical services areas.
*   He wrote and rewrote the outline, soliciting colleague advice.
*   A reader skilled in grammar and writing helped him write and rewrite the paper.
*   He wrote the paper over a period of time in short sessions, starting each new session with intensive revision of what had been written before.

He concluded that the technological changes in the library field and elsewhere provide many new opportunities to develop and publish research and ideas of value to the profession.

Finally, Anne Christie shared her experiences in the professional Research and Writing Workshops organized by the Oregon State University Libraries. Although subject to the same scholarly pressures as other faculty members at OSU, librarians tend to lack experiences in the research culture of their peers who have written dissertations. To remedy this problem, the Libraries initiated the OSU Library Faculty Seminar Series where members could present papers and share ideas. Although successful, the series eventually became unsustainable because it was conducive only to completed works, with many librarians feeling uncomfortable sharing works in progress.

The Research and Writing Group arose from a need to provide a more informal environment for the collegial critique and brainstorming. A senior library faculty member moderates the "workshops," which draw a core group of librarians each month. Here librarians share, evaluate, and further develop ideas, manuscripts, works in progress, posters and other professional research. Works developed in the Research and Writing Group can then later be presented in the more formal Seminar Series. Together these programs offer librarians at OSU a rich source of collegial support and research development opportunities. **Q**

A Year of Challenges & Opportunities

by Anne Billeter
Jackson County Library

W hen I left the OLA Conference at Sunriver last year, I had just been handed the gavel, five months early. I wasn't particularly concerned, because my impression was that after conference the president's major responsibilities were at an end. Little did I know.

The issue of *Oregon Library News* which arrived immediately after the conference contained the resignation not only of the editor, but also of the rest of the news staff.

I tried to find an editor for *Oregon Library News*, but everyone rightfully perceived it to be an overwhelming job, with some factors built in that almost guaranteed the membership's dissatisfaction.

One day I had a revelation: Yes, this is a crisis, but it's not my crisis, it's our crisis. So I talked the *Oregon Library News* staff into doing just one more issue, met with them to gather their recommendations, and made publications the focus of the Leadership Retreat in August. The result, of which I am very proud, is the *OLA Hotline*, which you have been receiving twice a month since October, and the *OLA Quarterly*, the first issue of which arrived in April. It has taken a while for the membership, and the leaders, to communicate quickly with OLA members. But with every *Hotline's* timely arrival there has been an increasing sense of confidence: it keeps coming, twice a month, and if something is sent in by the deadline (the first and the fifteenth of each month), it appears in the next issue, which arrives two weeks later.

I would like to give a special thanks to those who have made *Hotline* happen: Carolyn Peake and Ruth Kratochvil, who struggled with the initial design and produced the first two issues; Aletha Bonebrake and Colleen Bell, who are alternating as editors; and Jan Gorden, who is our proofreader par excellence.

I have to admit that when people in Southern Oregon asked me that first week how it was to be president, I used a bad word: I said, "Well, I already have my first crisis."

A week later, riding up in the elevator to Senator Hatfield's office in Washington D.C. on National Library Legislative Day, my second "crisis" was revealed. Ginnie Cooper and I were just becoming acquainted, and she said, "Isn't it wonderful that PLA is coming to Portland in '96?" "Yes," I answered, "I marked my calendar in May, but what are the exact dates?" "March 26 through 30," she answered blithely. "No," I moaned. "That's when OLA will be at Seaside. We just signed the contract." Thanks to the phenomenal abilities (why was I surprised?) of Deborah Jacobs, we bowed out of our contract with Seaside without disgrace. We redesigned our usual conference format in order to take maximum advantage of the opportunity to attend PLA's national conference here in our own state and recruited Kit Dusky to chair the 1996 Conference Committee.

After the second crisis "emerged," I realized I was going to have to change my attitude and vocabulary. "Crisis" surely has some negative connotations and creates a mindset that actually damages efforts at successful resolution. I quickly determined that we do not have "crises." Instead, we have "challenges and opportunities."

Another major challenge this year has been our legislative agenda. House Bill 2172 passed both houses and was signed by the governor. The sunset clause has been repealed. We owe an enormous thanks to Deborah Jacobs, chair of the Legislation and Development Committee; to our lobbyist, Nan Heim, and her associates, Jody Fischer and John Donovan; to our state librarian, Jim Scheppke; and to all who testified, wrote letters, and made phone calls to our legislators.

House Bill 2172, publications, and the 1996 conference are but three of the activities which have taken OLA's time and attention this year. Each of the OLA committees has worked hard to achieve its goals. For example, the Resource Sharing Committee, chaired by Lynn Chmelir, utilizing a thorough and exhaustive process, crafted guidelines for implementing net lender interlibrary loan reimbursement. These guidelines were approved by the OLA board and forwarded to the State Library as recommendations to assist the State Library in developing administrative rules.

At the 1995 Conference's First General Session, I asked everyone who currently had a formal role in OLA to stand and remain standing. I then asked everyone who had ever had a formal role in OLA to stand. Most of the room was standing. Perhaps my most important realization this year is that it takes many people, all of the members of OLA in fact, to create the accomplishments of OLA. ❑

Anne Billeter

Collection Development

In defining cooperative collection development, it is well to keep our goals in mind. The Collection Development Committee of the Oregon State System of Higher Education libraries has stated that their mission is "to facilitate cooperation in collection management and development and to share information in order to maximize the value of OSSHE resources." Periodic meetings for discussion provide a setting for sharing information among the eight OSSHE libraries. Similar arrangements among groups of libraries exist throughout the state.

If you have a comment on the work of the Statewide Collection Development Steering Committee or ideas for projects, please let a member of the committee know. Co-chairs are Deanna Cecotti of the Multnomah County Public Library (248-5123 ext. 4885; e-mail deannac @nethost.multnomah.lib.or.us) and Karyle Butcher of Oregon State University Library (737-7300; e-mail butcherk@ccmail.orst.edu). **Q**

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Information on Demand

then hardly used and that courses are changed before the library is prepared.

Shirley reiterated the advantages of belonging to CCRLS: the shared collection, shared expertise, mutual checkout and interlibrary loan services, and a speedy delivery system. Problems do arise, however, when libraries have different hours (CCC is seldom open on the weekend), when unprepared students descend on the public libraries, and when public patrons expect to find popular fiction at the academic library.

In conclusion, Shirley offered some encouragement for all of us. Accept our differences and do not try to do it all. Concentrate on what you do well. The key is in finding information whether by instruction or information-on-demand. **Q**

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Oregon Library Association
PO Box 2042
Salem, OR 97308-2042