First Forbidden Book

By Mary Schmich, Chicago Tribune

[Banned Books Week is sponsored each year by the American Library Association (ALA), the American Booksellers Association, the Association of American Publishers, and other organizations dedicated to the freedom to read. In 2002, during the last week in September, Chicago saw the gathering of more than 20 authors (headlined by Studs Terkel), artists, columnists, and librarians who participated in a read-out on the steps of ALA. Among the participants was Columnist Mary Schmich who wrote of her experiences for a September 25, 2002 column in the Chicago Tribune found in the Metro section, p. 1. Her column was titled “Flavor of First Forbidden Book Never Forgotten.” Ms. Schmich is reprinted here with the permission of the Chicago Tribune.]

You probably remember your first illicit book as vividly as you remember your first kiss.

By illicit, I mean a book you hoped no adult would catch you reading. A book for which you could be sentenced to a lifetime of school detention, toilet-scrubbing or scarlet shame. A heart-hammering book that confirmed your suspicions that there was a whole lot more to life than what you’d seen so far.

For me, that book was Theodore Dreiser’s “An American Tragedy,” the tale of a young man who comes to the big city, falls in love with a rich beauty then plots to murder his pregnant girl-friend so that he can join high society.

I’d heard something vague but titillating about Dreiser’s books when, in 7th grade, I mentioned him to my mother: “You might enjoy him when you get older,” she said. Older? I felt like a starving hobo as someone lifts the top on a fragrant pot of soup then slams it shut and says, “Not for you.”

I was respectably older—8th grade—when I went to the library and surreptitiously checked out “An American Tragedy.” At first, I read it just at night, by flashlight, then stashed it under my bed. Halfway through, I got greedy. Craving sex and murder in the daytime, too, I camouflaged my dirty book and began smuggling it to school. It would never occur to Sister Mary Carl to wonder what was wrapped in the Piggly Wiggly grocery bag, would it?

With Sister Mary Carl’s angry lecture about bad books still scorched in my memory, on Tuesday I went to the American Library Association’s “read-out” in honor of Banned Books Week. For a couple of hours, a variety of Chicagoans paraded to an outdoor podium on East Huron Street to read from a favorite banned book.

I chose “An American Tragedy”—not so much because it had been banned, but because it had been the first book I’d felt a need to read in secret. I asked some of the event’s other readers to name their first forbidden book, whether or not it had been officially banned.

“The dictionary,” said Nicole Hollander, creator of the “Sylvia” cartoon, recalling how she used to page through the school dictionary in search of dirty words, a pursuit she deems “ totally unsatisfactory.”

“Dracula,” said Richard T. Crowe, a ghost hunter (yes, that’s what his business card says), who in 6th grade routinely sneak ed into the library’s adult section to thrill in privacy to Bram Stoker’s tale of love and blood-sucking.

At 13, Haki Madhubuti, a Chicago writer and publisher, refused his mother’s order to go to the Detroit library and bring her back a copy of Richard Wright’s “Black Boy.” He didn’t like the idea of asking a white librarian for a controversial book, by a black writer, that had the word “black” in the title.

The day he eventually obeyed, he took the book to an isolated corner of the library and sat down. With growing awe, he read a third of the book right there. “It was the first time in my life I was reading words, language, ideas that were not an insult to my personhood,” he said.

When Chicago mystery writer Sara Paretsky was 13, her parents and her teacher worried that emotional books would aggravate her overly emotional nature. They were dismayed when, against their wishes, she did a book report on “The Last of the Just,” Andro Schwarz-Bart’s novel about the persecution of Jews through the centuries.

“My parents thought it would be too much for me,” she said. “I was going to prove that it wasn’t.” It was, but she survived.

As illicit books go, these are high-brow selections. (I would have happily read something trashier if I could have gotten my hands on it.) But whether your first forbidden book was a smut paperback, a teen romance, or a trashy classic, you surely remember it. And you remember it in part for the reason summed up by Ellen.
The System Sustains

By Mary Ross, Head, Systems Office

What lies on the lower level of Waldo Library behind a simply marked door located in the northwest corner? Few know that the electronic heart of University Libraries system is tied to the Systems Office found behind that door and depends on the people who work there. Even fewer understand the concept of what an electronic library system means in this day and age. One definition, based on Federal Standard 1037C, states that a system is “a collection of personnel, equipment, and methods organized to accomplish a set of specific functions.” In the University Libraries’ system, this includes everything that electronically supports the Libraries’ functions to collect, organize, preserve, and provide access to information in all formats.

Those staff members who work out of that hidden corner of Waldo have roles that cover an array of tasks that began when the first pieces of library technology were envisioned over a decade ago. Staff of the Systems Office developed and continues to develop the specifications for the majority of the electronic resources that are to be purchased or licensed. The staff of systems must be alert to the latest innovations and how such advances would augment and complement what we have in place. Once an order of hardware or software arrives in the building, the staff must inventory the items, then install and configure them, and, of course, continue to maintain them. Because of the short life span of modern technology, the System Office staff is never finished with this responsibility. There is an ongoing demand for the latest upgrade or innovation in both software and hardware.

The complex task of maintaining the electronic University Libraries system is comprised of an extraordinary number of functions that continue 24/7. Amazingly, only five staff members currently hold responsibility for the system maintenance of Waldo Library and the four branches. These five keep “online” the 95 FTE faculty and staff members, the 215 students who work for the Libraries, and the thousands of students, faculty, and staff who access the University Libraries’ Web site through terminals. Inside the Libraries’ physical locations, there are 170 computers for patron use, two classrooms with 50 PCs, and some 200 computers for the Libraries’ faculty, staff, and students. To make the task more complex, the computers are found in six locations, in four buildings, across campus: Waldo Library; the Music and Dance Library, Dalton Center; the Archives and Regional History Collections, East Hall; and in Sangren Hall, there are the Education Library, Visual Resources Library, and the Videotape and Film Collection.

In order to assure that the Libraries’ system does accomplish its functions, each member of the Systems Office must assume both unique and shared responsibilities. Mary Ross, Associate Professor and Systems Administrator, oversees all of the operations of the Systems Office, and is the prime mover behind WestCat, the online catalog that must provide multiple points of access to the Libraries’ vast collection of resources. Paul Howell is the Systems Manager, Nanci Aalsburg is the Systems Specialist, and Ed Holloway and Tim DeBoer are Systems Technicians.

The Catalog Controls...

Almost no one who uses libraries in the electronic world of the 21st century realizes the significance, complexity, and ongoing development required of online catalogs such as WestCat. In the University Libraries, Mary Ross has the key role in implementing and upgrading the WestCat system. WMU’s online library catalog is the electronic version of the information that, until a decade ago, would have been in a card catalog with drawers filled by 3 by 5-inch cards. Most users think of a catalog in terms of locating individual print and non-print titles by author, title, keyword, etc. In addition there are numerous subsystems that handle circulation, course reserves, recalls, fines, inventory control, and resource sharing—to name the most common ones. In 1998, WMU, under the hands-on direction of Mary Ross, implemented the software program called Voyager developed by Endeavor Information Systems, Inc.

One of the great strengths of Voyager is that it can be and has been tailored to the needs of any given institution. The WestCat that users navigate is the result of a Screens Committee working with the Systems Administrator to design information displays that will make the “catalog” easy to understand and use by both beginners and experts. However, new versions of the software are periodically produced by Endeavor and have to be brought online within the parameters of the University Libraries’ system. The process for upgrading is complex since each new software version isn’t received adapted to the Libraries’ customization. Once a new version is brought up, every function of the Libraries is impacted by the not yet customized update. Users and staff lose search methods that worked the day before; screens revert to discarded formats; whole access points disappear. As a result, the staff of the Libraries AND its users find themselves at a loss to retrieve information other than that built into licensed full-text sources or available through the public Web. At such times, the Systems Office staff and especially the Systems Administrator work overtime to restore the WMU customization. One special project of high priority is to implement a simple backup catalog that would reduce the loss of accessibility during periods of transition.

The System Supports...

The portion of WestCat that is used by the patrons to locate items in the Libraries’ collections is just the tip of the iceberg with much of the supporting structure done behind the scenes by staff in other departments of the Libraries. The work of those staff members, in turn, is organized through the Systems office. Ross, the Systems Administrator, must coordinate every facet of the Voyager software. One example is employee authorization. Each of the Libraries’ employees who inputs and maintains data in WestCat needs to be assigned a user name and password and the appropriate level of security to do his/her work. Location names, to let patrons know where the materials are shelved, must be created and then added to the employee’s security clearance, as well as other places in System Administration. The circulation calendar has to be established and “inputted” for each of the main and branch libraries including the hours of operation, and the days that the buildings are closed, so that patrons’ materials are not due on a day or at a time.

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when Waldo and its branches are not open.

In addition to catalog use of the WestCat system, there are several special functions that have been added. One of the early successes was the Endeavor ImageServer module that allows the Visual Resources Library’s slides to be displayed for users of WestCat. There is also a Media Scheduling program that permits faculty and students to schedule a time for using educational video and film collection resources. These “extra” modules, while enhancing WestCat, do involve time-consuming efforts by the systems staff and staff of the affected area.

In July of 2002, the latest version of the Voyager software was installed. During December 2002, the bibliographic records for the Superintendent of Documents' publications that are housed in the Libraries’ depository collection were added to WestCat making thousands of “new” (not currently found in WestCat) sources accessible to searching by author, title, keyword, subject, etc. Searching by subject will be enhanced by a project in progress that involves special records to make it easier to do official subject searches in WestCat. The Systems Office is also working with the University Archives and Regional History Collection staff to integrate their newly created online catalog of selected materials into WestCat.

The Manager Maintains...

Although the Voyager software is essential to the Libraries overall system and demands great amounts of time, the Systems Office staff has multiple tasks and duties required to keep the entire library system functioning through a variety of additional components. Paul Howell has overall responsibility for the management and operation of all of the Libraries’ hardware and software, other than WestCat with which he assists when the Systems Administrator is out of the office. As Systems Manager, he approves the Libraries’ employees’ special requests for hardware and software to be sure that what is purchased will work with the University’s network and be supportable by the Systems Office. His expertise about the latest in computer technology also aids employees in making decisions as to upgrades. Howell works with vendors to develop the specifications for the hardware and software purchased to support daily operations, and patron access to our Libraries’ resources. A current major project is to find a reliable replacement for the 170 patron terminals that have been in use for up to six years and are beginning to fail.

Because Paul Howell had special experience in printing and graphics before joining the University Libraries, he has been instrumental in obtaining equipment for the University Libraries’ fledgling digital imaging program. The Libraries hope to preserve fragile materials, such as rare Nazi newspapers from World War II, and make them more accessible by digitizing them. The digitalization project will begin with selected collections in the Archives and Regional History Collections, Special Collections, and the Visual Resources Library. Yet another responsibility of Howell relates to the University’s strategic plan development. He serves as the Libraries’ representative to the Strategic Planning Information Technology Architecture and Standards Committee. This group is developing the standards for hardware and software that the University will support. This “system” will affect the use of information technology by all departments—not just the Libraries.

Within the last year, the Libraries purchased several new software programs to support the work of Resource Sharing, to provide course reserve materials in electronic form for both Access Services and Resource Sharing, and to offer online (virtual) reference assistance (both e-mail and chat) through Central Reference and other reference services. These three services (document delivery, electronic reserves, and online reference) will help patrons locate online information that they need while not physically in the Libraries. The programs are housed on a new server with an operating system (Windows 2000 server) that was new to the University Libraries. Paul Howell and Nanci Aalsburg both received training in this operating system, with Paul being the primary support person for these programs.

The LAN Links ...

Nanci Aalsburg supports the University Libraries’ operations and serves as the Novell LAN (Local Area Network) Administrator. Novell is the operating system of the server that houses specialized library software, such as that used by the Cataloging Department, as well as storing documents related to every aspect of the Libraries, e.g., policies, procedures, meeting minutes, Web pages, official communications, staff communications, etc. The LAN enables all of the staff to share documents and have networked printing. Nanci and Paul Howell are Certified Network Administrators, but Nanci has primary responsibility for this server. As Ross authorizes Libraries’ employees in the WestCat Sys Admin, Aalsburg adds employees to and assists them in the use of the Novell NetWare.

The Libraries are part of the campus-wide Novell “tree,” as the Novell system administration data organization is described. Aalsburg also coordinates the Libraries’ GroupWise e-mail accounts with the campus GroupWise administrator. Through the Novell NetWare Administrator, employees learn account login procedures, how to access the software on the server, and how to use the e-mail system. In addition, each employee is given information on the University and Libraries’ policies regarding computer usage, as well as the Systems Office Help Desk policy and procedures. In turn, both Nanci and Paul Howell are members of the campus-wide LAN Managers group so that they have access to and help create the campus-wide policies and procedures on LANs that are used in the Libraries.

Another important responsibility of this network administrator is to manage the inventory software program. There is a continual tweaking of the process of tracking hardware and software from order, through purchase, receipt and inventory, and installation. These steps are then coordinated with the Help Desk module for the maintenance phase of the item. At the end of the item’s useful life, it is taken out of inventory, library software is removed from the PC, and the item is sent to the University’s surplus sale.

The Technicians Triumph ...

In addition to serving as a technician, Ed Holloway is primarily responsible for managing the Libraries’ Help Desk module. Or to put it more directly: When anything stops working, a staff member calls the Libraries’ hot line or e-mails for “help.” Within minutes, Ed is on the way—perhaps he will contact the appropriate person in the Libraries or the Office of Information Technology to resolve the problem. Sometimes the problem is with a database vendor off campus. The vendor may not be aware of the problem, or may already have posted a message about the problem, and this vendor information is relayed to the Libraries’ departments experiencing the problem.

A major and never-ending responsibility of the Libraries’ technicians is installing new or replacement computers, monitors, attached printers (the printer on the desk connected directly to the computer), and the keyboards and mice for every one of the Libraries’ employees. There is more to this than meets the eye. An “image” for each computer model is created, which means that Systems sets up all of the basic programs that the Libraries’ personnel use, including Voyager (for WestCat input and maintenance), Microsoft Office, and browsers.

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(Netscape and Internet Explorer) for accessing information over the Internet. When installing a replacement computer, the employee's work files must be saved, so that they can be reinstalled on the new computer that has already been set up with the basic image and programs. This also includes installing the printer drivers (software that lets the computer communicate with a printer) for the printers that each employee uses. As an important subsystem to this individualized employee and patron service, it should be noted that Ed also services the Libraries' public access CD-ROM databases, e.g., African American Artists On Disc, Census of Population and Housing, CETADOC Library of Christian Latin Texts, etc. As updates are received, Ed must install the new disks in the machines, and test to see if they are working correctly.

Assuring that the dozens of public computers found in the Libraries “work” for users is another large undertaking of the technicians. This involves several sets of images, because there are several models of computers. These computers have security software to prevent patrons from changing the original configuration that was installed, and software that will return the computer to its original image when the computer is turned off and back on. Among the 170 computers in daily use are some of the oldest in the Libraries. Although there is a plan to replace the computers within the next couple of years, Ed Holloway and Tim DeBoer deal daily with failing and, in some instances, failed computers.

Tim DeBoer, the latest addition to the staff in the Systems Office, came to work at the Libraries as a contract employee from an outside employment agency. His position is essential to continue the level of services that Systems has provided for the Libraries' other employees and its users—all of whom must use computers to do their work. In addition to his one-on-one work installing employee computers and his maintenance of public terminals, this technician does much of the data input for the inventory system. His growing background in trained computer maintenance is, as with the other members of Systems, a crucial element in the overall functioning of the office.

“Organized to Accomplish”

One final task of the Systems Office needs to be noted since, without it, the University Libraries would not communicate electronically—either internally or externally. The key word for this achievement is “connectivity.” All of the Libraries' computers and network printers have Ethernet connections. Ethernet refers to the “wiring” that ties together each computer to the server housing WestCat, all other electronic resources, network printers, AND the rest of the world. In 2001, the Systems Office radically improved connectivity by installing new wiring for the entire staff and in 2002, the same faster connectivity was made available for the online public access catalog, the OPAC terminals. Also in 2002, Waldo Library became one of the first buildings on campus to have wireless connectivity and today all of the University Libraries' main and branch locations are wireless. The bottom line is that a wireless or wired environment—seen or unseen—must be sustained by a Systems Office that maintains, behind the scenes, all of the electronic components that comprise the University Libraries' system.

The Systems Office of the University Libraries is, according to definition, a “collection of personnel, equipment, and methods.” This “collection of personnel” enjoys the ever-changing challenges of the information age and strives to make everyone’s mountainous computer problems into level playing fields—not just small molehills waiting to erupt. Electronic change is recognized as constant, necessary, and inevitable. The goal of the staff of the Systems Office is to facilitate the work and respond to the needs of all who work in and use the University Libraries: faculty, staff, students, and community users alike.

American Memory Historical Collections (http://memory.loc.gov/amhome.html) are a superb place to continue our journey through historical cyberspace. American Memory is a major component of the Library of Congress’ National Digital Library Program. The “historical collections” are multimedia libraries of digitized documents, photographs, pamphlets, sound recordings, maps, moving pictures, and written text from the Library's Americana collections. There are currently over 70 collections in the American Memory Historical Collections, including “The Emergence of Advertising in America: 1850-1920”; “Civil War Maps”; “From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909”; “Voices from the Dust Bowl”; “American Indians of the Pacific Northwest”; “Mapping the National Parks”; “The Church in the Southern Black Community, 1780-1925”; “Votes for Women: Selections from the National American Woman Suffrage Association Collection, 1848-1921”; and “Baseball Cards, 1887-1914”—just to name a few! American Memory includes a wide variety of social history collections. One of my favorites is “An American Ballroom Companion: Dance Instruction Manuals, ca. 1490-1920,” presenting a collection of over 200 social dance manuals owned by the Library of Congress. The list begins with a rare 15th century French work on dance and ends with the 1929 publication by Ella Gardner titled Public Dance Halls, Their Regulation and Place in the Recreation of Adolescent (U.S. Childrens Bureau). Along with the actual dance manuals (including theatrical dance), there are treatises on dance etiquette, dance histories, and anti-dance discourses. Another interesting collection, this one in film, is the “Fifty Years of Coca-Cola Television Advertisements: Highlights from the Motion Picture Archives at the Library of Congress.” It presents an assortment of television commercials, never-broadcast outakes, and experimental footage recounting the historical development of television advertising for this well-known beverage.

Closer to home, American Memory has a
collection titled "Pioneering the Upper Midwest: Books from Michigan, Minnesota and Wisconsin, ca. 1820-1910." The collection describes the states of Michigan, Minnesota, and Wisconsin from the 17th to the early 20th centuries through first-person accounts, promotional literature, ethnographic texts, biographies, colonial archival papers, and other works from the Library of Congress' collections. The Library has digitized 138 volumes portraying the land and its resources; conflicts between Native Americans and the European settlers; accounts of pioneers, missionaries, reformers, immigrants, and soldiers; the development of local communities and cultural traditions; and the growth of regional and national leadership in business, medicine, politics, journalism, law, agriculture, the role of women, and education. For students and others interested in Michigan history, this is a resource not to be missed!

One of the best things about the Internet is the plethora of quality Web sites sponsored by the federal government. Of special interest to historians is the National Archives and Records Administration (NARA) Web site at http://www.archives.gov. We all know that the National Archives houses the great documents of our country, including the Declaration of Independence, the Constitution of the United States, and the Bill of Rights, but NARA is so much more. The Archives helps to preserve our nation's history by supervising the management of all federal records and documents. And when one thinks of the amount of paper generated each year by the federal government, this is a gargantuan task!

The National Archives allows citizens and researchers alike to examine for themselves the record of what the government and its federal officials have done. It truly is a national democratic resource and for those of us who cannot visit it in person, NARA has digitized a phenomenal amount of information easily accessible on the archives.gov Web site. You can begin your adventure by taking a virtual tour of the National Archives. You will learn that in its 33 facilities across the nation, NARA contains approximately 21.5 cubic feet of original text materials—this is more than 4 billion pieces of paper from the legislative, executive and judicial branches of government. The Archives' multimedia collection also includes motion pictures, maps, architectural drawings, charts, sound and video recordings, aerial photographs, still pictures and photographs, and computer data sets. The amount of information is mind-boggling even to the most steadfast librarian, archivist, or historian!

One of the most interesting parts of NARA's Web site is the Exhibit Hall section (http://www.archives.gov/exhibit_hall/index.html) that currently contains digitized images from 32 online exhibits featuring the many documents and visual materials held at the Archives. There is something to interest everyone on this site, from presidential diary entries to the treasures of Congress to the legends of Christmas to the day when Nixon met Elvis in 1970. One of the exhibits I found especially interesting is "Picturing the Century" which includes photographs from life in 20th century America. One can click on the photographs to enlarge them, and then visit Fifth Avenue in turn-of-the-19th-century New York City on Easter Sunday, observe children picking sugar beets in the fields of Nebraska during the Depression, and see the determination on the face of a young civil rights demonstrator in Washington, DC, in 1963.

In another intriguing glimpse of reality, "Powers of Persuasion: Posters from World War II" displays compelling wartime images that helped unify and mobilize our country during that challenging conflict. Besides the famous poster of Rosie the Riveter proclaiming "We Can Do It!," one can see posters that urged conservation of resources such as gasoline and rubber, Norman Rockwell's posters on the "four freedoms," images showing the deadly repercussions of gossip and loose talk, and a series of posters that played on Americans' emotions and their real fear of the enemy.

If one has an involvement in education, the Digital Classroom portion of the site (http://www.archives.gov/digital_classroom/index.html) offers a bonanza of marvelous teaching materials. NARA has partnered with ABC-CLIO to produce "Teaching with Documents," a 13-unit curriculum series using primary documents from the Archives' collections. Although designed primarily for students in grades 7 to 12, the activities and documents can certainly be adapted for use with elementary and college students. This site contains reproducible copies of primary documents from the holdings of NARA, and teaching activities that correspond to the National History Standards and National Standards for Civics and Government. There are tips on how to conduct research using primary documents and how to cite them, ways to celebrate National History Day, and how to build a school archives. The site also contains document analysis worksheets, developed by the education staff at NARA, to help students and researchers analyze written documents, maps, artifacts, cartoons, posters, photographs, motion pictures and sound recordings.

Just two sites, but these two incorporate an immense number of unique historical collections that eliminate barriers of time, space, and location for the beginning or sophisticated historian—or curious explorer of the past in the present. Let me also remind you of the University Libraries' History Web Resources page (http://www.wmich.edu/library/sr/history-web-resources.html), and Primary Sources on the Web page (http://www.wmich.edu/library/handouts/primary-sources.html); both are found on the University Libraries' site. These two guides provide dozens of other links to sites that offer primary research data. And, finally, remember that a computer terminal and Internet access now provide an almost infinite assortment of full-text primary source materials. Happy researching redux!

First Forbidden Book

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Wadey, executive director of the Guild Complex, who in 7th grade leafed through Shakespeare's plays looking for the bawdy, violent parts.

"I realized there were things I could find out in books," she says, "that my parents weren't going to tell me."

It remains a good reason for reading books others don't want you to read: to find out things they don't want you to know.

What was your first forbidden book? Send the title, reason, and result of opening the pages of a banned or challenged book to the editor of Gatherings. Future issues may contain your contribution to the right to read.

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Joe Reish Appointed
Dean of Libraries

Joseph G. Reish was appointed Dean of the University Libraries by President Elson S. Floyd effective July 1, 2002. Dean Reish had served for two years as Interim Dean of Libraries as well as continuing as Dean of the Lee Honors College. Floyd announced Reish's appointment and stated "Dr. Reish has done an exemplary job leading the libraries these past two years, and I was delighted when he accepted my invitation to assume the position permanently" (Western News, September 19, 2002, p. 1).

As Dean of Libraries, Reish will be the primary administrator of the complete system, which includes Waldo Library and four branches including the Education Library and Visual Resources Library located in Sangren Hall, the Maybee Music and Dance Library in Dalton, and the Archives and Regional History Collection in East Hall.

Prior to his appointment, Dean Reish had written to President Floyd and reflected on his two years in the Libraries. He commented on the "professional expertise and efficiency of the personnel" of the Libraries, but noted that personnel, resources, and facilities must be significantly enhanced if the University Libraries is to respond to "rising student enrollments, the needs of a teaching faculty, and a diversity of research agendas at the doctoral level."

In October, Reish was interviewed for WMU's student newspaper, the Western Herald, and identified several challenges that he hopes to address in the coming years. (The entire October 2, 2002 article can be found in the Western Herald Online archive located at www.westernherald.com.) Reish began by stating that a primary and very evident problem is that of housing and maintaining the actual materials found in Waldo and the four branch libraries. "We have to find better quarters for all of the information stored here." A second major concern was developing a strategic plan that would "assess who we are now, who we want to be in five or 10 years, and what we can do now to get us there."

Another aspect of development that Reish noted is the means by which the Libraries becomes student-centered. "We want to facilitate student learning with the tools that information technology makes available. ...This means more and more students have to know how to access, evaluate, and employ the information that we are able to provide for them."

Reish then commented that the Libraries provided information services to several other important constituencies. Faculty and staff of the University are served both in terms of their teaching and research interests—and personal reading or information demands. "As a state university and state library, we also serve the citizens of the community and [are] a federal government depository. ... Also we are here to serve businesses. ..."

Dean Reish came to Western Michigan University as a faculty member in the Department of Foreign Languages and Literatures in 1972. He continues to hold appointment as a professor of French in that Department. He was appointed assistant director of the Honors College in 1987 and became associate dean the following year. In 1992, he was named the interim dean and permanently named Dean of the Honors College in 1993. In accepting the appointment as Dean of the University Libraries, (and resigning as Dean of the Lee Honors College), Reish said, "The libraries are a support unit for the University as a whole. We must be welcoming and accessible to both undergraduate and graduate students as well as faculty and staff, providing them with the wide-ranging resources they need to carry out their research. ...I'm excited about this venture and relish the chance to use my administrative skills in a new way to serve the University" Western News, September 19, 2002, pp. 1,3).

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