Western Michigan University Libraries has become a Regional Digitization Center for “The Making of Modern Michigan” digitization project funded by a grant from the Institute of Museum and Library Services. IMLS, located in Washington, DC, is “a federal grant-making agency that promotes leadership, innovation, and a lifetime of learning by supporting the nation’s museums and libraries” (http://www.imls.gov). Created by the Museum and Library Services Act of 1996, the Institute is a major force behind contemporary initiatives for all museums and libraries in the U.S.

“The Making of Modern Michigan” project was proposed by the Digitization Committee of the Action Team for Library Advancement Statewide (ATLAS) with the goal of empowering a wide range of libraries, smaller libraries in particular, to contribute to a digital collection focusing on Michigan history. The theme of the project fits into the K-12 Michigan Curriculum Framework and makes available unique collections of historical materials housed in smaller communities in Michigan. These unique collections will be available to scholars and lifelong learners as well.

The ATLAS Committee is chaired by Michael Seadle, Michigan State University, and has a larger charge to determine the level of digitization in the State of Michigan and then to propose projects and gain funding for digitization. A key result of their planning is “the making of Michigan” effort which is the first step to “creating the infrastructure necessary to ensure an integrated digital environment within Michigan” (http://www.michiganelibrary.org/about/atlas/digitize.htm). Among the members are Margaret E. Auer, University of Detroit Mercy; Jo Budler, Library of Michigan; Ruth Dukelow, Michigan Library Consortium; Sheryl Cormicle Knox, Clarus Information Architects; Bettina Meyer, WMU; Nancy R. Robertson, Library of Michigan; Kathleen M. Swanger, Macomb Intermediate School District; and Jeffrey G. Trzeciak, Wayne State University.

At Western Michigan University, there will be several internal digitization efforts. One of the first comes from the Archives and Regional History Collections: this library will be contributing images from photographer Ward Morgan. The Ward Morgan Collection includes 26,436 photographic negatives taken by Morgan, a Kalamazoo, Michigan, photographer, between 1939 and 1987. Images include architectural exteriors and interiors of Kalamazoo area businesses and industries, street scenes, exterior views of residences, portraits of local community leaders, and advertising.

The images are arranged both in chronological order and by subject, (e.g., Advertising, Business Products, Daily Life, Events, People at Work, etc.). Some major industries have been maintained separately. Within these categories, 156 images have been selected for presentation. Scans were made at a 303 pixels/inch resolution and saved in the tif format. Positive images were created for presentation. The next steps involve creating metadata for the collection and making decisions about the user interface. As an online collection, it will provide resources for several classes at Western Michigan University and serve patrons seeking regional images. On a larger scale, it will make a valuable contribution to visual resources for Web researchers.

Because of “The Making of Modern Michigan” project, and additional support from the Office of the Provost, a digitization center is under construction on the lower level of Waldo. Lou Ann Morgan has been employed part time to manage the digitizing lab and supervise the student workers who will be digitizing the documents and images. She will also assist and train people from regional libraries who are working on “The Making of Modern Michigan” projects.

The department of Special Collections is another unit in the Libraries that is already involved in the digital initiatives. Special Collections will be making high quality digital copies of rare books useful for research. Over the last few years, Special Collections has acquired a number of books in which the first printing of Old English appears, often using special fonts of type cast particularly for the printings. A testbed project involving a book printed in 1567, which will be accompanied by an introduction to the text written by a professor of Old English from another university, will be underway in late 2003. This effort will initiate a long-term collaborative project contribut-
"Damnit! How can you have a great university without a great library?" Janet McCue catches your attention as well as mine by her provocative chapter title Fundraising: Case Studies of Academic Libraries, American Research Libraries, 2001. More importantly, the exclamation captures the premier concern of the library in academe. Exactly ten years ago, as WMU trumpeted its future as a research university, my predecessor Lance Query had an article in Gatherings. Speaking as a new library dean, as I speak, he called his article "A Great University -- A Great Library." Query noted the leadership of Diether Haenicke in building a research university and also in "recognizing the importance of quality teaching" for all students. He concluded: "As our mission and stature as a great research and teaching institution evolve, we would do well to understand that there has never been a great university without a great library." Ten years later, "damn it," I am struck by the continuing challenge, an ever-increasing concern, that is before WMU's leadership of libraries and its support of a research AND teaching institution.

The library has long been acknowledged as the heart of the scholarly enterprise, organizing ideas past and present, and providing access through every possible means. An open and free library on campus prepares students to be citizens of an open and free society. Moreover, with virtually unlimited electronic access, physical barriers of all kinds are almost non-existent. Information, hopefully leading to knowledge and wisdom through our educational efforts, is everywhere. Be it in Alexandria, Oxford, or Kalamazoo, we should revere the library as a noble place. Its holdings are our treasures; and these are at the reach of anyone desirous of learning. The student or sophisticated researcher can find millions of local holdings, but also "reach out," at any time, from anywhere to everywhere on earth.

Western Michigan University has made great strides towards reaching its full potential as a Carnegie classed Doctoral/Research University—Extensive Institution. Millions of research dollars awarded and doctoral degrees earned have lifted us to this ranking. Increases in the number of doctorates offered and bestowed illustrate part of the academic thrust, legacies of the presidency of Diether Haenicke. The infusion of multi-million dollar research grants into several colleges has added to our luster. Most recently, new state appropriations supporting biosciences research at the University and tying us to the local community underscore WMU's commitment to innovation and discovery, our future path. This has been a promising mark for the early tenure of Judith Bailey.

But where does the University Libraries fit into this institutional agenda? What has been and should be our role? Do difficult economic times thwart our mission? Where do we go from here when here means taking some steps backward or, at best, barely maintaining our status quo?

Mission This past academic year, the University Libraries reformulated a mission statement and established goals that mirror the tenets of the University at large. We strive to provide the bibilographic and information resources and services that will lead us to "a student-centered research University." That said, we focus on the acquiring, cataloguing and preserving of collections in all formats and, just as importantly, we facilitate access for patrons on and off campus. In so doing, the University Libraries serves as an inviting portal to knowledge and learning, the essential components of a student-centered research institution.

For over a decade, the dedicated personnel of the Libraries have championed technology as an integral part of our raison d'etre. While technology is not an end in itself, it must exist as the means to achieve our mission. The Voyager library management system, our expanding Web presence, newly mounted e-reserves, the development of chat reference, growing numbers of e-books and e-articles, online tutorials, and electronic document delivery are some of the more readily visible means by which we serve better our patrons. Less visible to the student and scholar are the systems people who maintain and upgrade our virtual presence, and the technical staff who input, monitor, and maintain our multiple databases, both bibliographic and informational. More visible are the public service librarians who author and teach tutorials, subject guides, and "how to's" on research—and who are "here" for any kind of question in person, in class, by phone, and online electronically.

Not often recognized for their participation in instruction, the fact is that faculty librarians partner with departmental faculty to demystify the modern automated library for thousands of WMU students through classroom instruction sessions, hands-on practice, and one-on-one counseling. The symbiotic research team in public services far outpaces the most powerful search engines, e.g., google.com or altavista.com. These librarians make use of hundreds of "search engines" regardless of names such as periodical index, library catalog, directory, bibliography, full-text searching, search engine, or whatever needs to be used to find what is needed for a class, a paper, or a sophisticated research project.

Planning During 2002, an ad hoc library committee generated our mission and goals statement. During the same period, the Libraries' administrative and unit heads dreamed a dream of enhanced electronic development and maintenance, physical expansion and/or remodeling of our base facilities, more and better public services, and ever-increasing interactive resources: human, print, and electronic. Presented to the provost in November, 2002, our five-year plan would have increased the number of academic librarians in areas of electronic resources and instruction, renovated facilities for teaching and learning, provided essential storage space, delved deeply into the digitization of our unique holdings, and enlarged the ranks of student employees. This planning process attempted to focus the future growth of University Libraries.

Cold reality struck in December 2002 and throughout early 2003. That reality impacted the nation, the State of Michigan, the University, and the Libraries. "[O]ur library acquisitions budget will be seriously curtailed," President Bailey in a letter, dated July 24, 2003, and sent to students and parents, apprising them of an increase in fall...


"Damnit!"... 

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tuition and other responsible actions that would be taken to balance the budget. Unfortunately, this action compounds a four-year history of net losses to the acquisitions budget that pays not only for print and non-print purchases, but also for licensed access to electronic databases. Next year, the projected 3% increment to the acquisitions budget will obviously not cope with the inflation-based 11% required to maintain even the status quo. When the same resources cost 11% more and the Libraries receives 3%, then book purchases must be cut back in some areas, subscriptions must be cancelled, and electronic resources must be curtailed. And, this reality is further accelerated by the fact that the Board of Trustees approved a University budget in July that also includes a base-budget cut to library personnel and operational expenses of some 2.75%.

"Damnit!" The process of downsizing has been, needless to say, far less pleasurable than our fine dreams of the future. Inevitably, we must step back from a position that, in and of itself, was to be enhanced and expanded. To meet the anticipated cut to the base budget, some public service fiscal-year faculty have gone to academic year appointments, thereby reducing the quality and degree of public services offered during certain time periods such as the summer sessions. Student work hours have been reduced, and, as a result, some work will be delayed significantly or simply not done. Maintenance and upgrades to essential technologies have been delayed. Faculty development and travel funds have been eliminated. We anticipate gaps in service to departments; less flexibility in scheduling instructional sessions; shorter open hours of Waldo and all branches; closure of public services during breaks; delays in reshelving books, journals, and other materials; and an overall loss in service both in person and online. These are not only possible, but known outcomes of the first cutbacks in 2003.

The reductions have necessarily focused our attention on daily operations, infrastructure, workflow, and patron relations. We have been reexamining what we have done and had to do, but now must postpone or modify or reposition. The veterans on the University Libraries' faculty and staff remind us that, on other occasions, state budgets have been inadequate, and notable holes (missing titles or years) have developed in our collections, especially in journal collections. Moreover, the entire University community is undergoing budget reverses and cutbacks. Indeed, because the University Libraries is an academic service, we have not suffered the greater losses of our non-academic, non-instructional colleagues.

What will be? The mission and goals of Western Michigan and the University Libraries will guide us through these times as we continue to serve the academic enterprise. Despite the immediate consequences and ongoing implications of the present economic climate, the morale of our faculty and staff is high. More than ever, we have been functioning as a team. The many members who comprise the advisory group for collections will use acquisitions dollars wisely. Their decisions will reflect the specific needs of advanced study and research, but will never bypass our teaching mission. We will move soberly ahead in purchasing technologies and resources that will enhance instruction and research. Still on our priority list are the image management system and the establishment of our digitization center that is described elsewhere in this issue. We have been able to fund replacement of terminals in the Libraries bringing the latest technology to one of our classrooms as well as all public terminals. In the short term, we will draw upon endowment monies to provide travel and development support to faculty in the tenure track and faculty desirous of promotion. We will support research and continuing education for all of our faculty and staff, whenever possible, for a knowledgeable and strong faculty and staff are a conduit to excellence in service for all of WMU's students, faculty, and staff. I might also add that our Friends of the University Libraries organization, which is now helping to publish Gatherings, has established a development fund for staff members to improve and add skill sets.

Mobilizing ourselves under the banner of our mission, we will identify metrics that will offer us a truer picture of where our University Libraries fits among the members of the Association of College and Research Libraries and the reputable Association of Research Libraries. Comparisons to peer institutions will assist in assessing the relative size of the library staff, volumes held, number of current serials, and dollars spent on monographs and serials. Such documentation will guide our planning and underpin requests to the central administration for future funding. Commercial evaluation instruments assessing library services and patron satisfaction will be employed to give us an indication of our effectiveness in rendering essential support to the student and faculty users in areas of service, collections and technology. We, must, to paraphrase William Faulkner, "not only endure, but prevail."

In good times and in bad, every great university should have an equally great library. No "damnit" needed!

"...Modern Michigan"

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ing to academic research in Medieval Studies.

In serving as one of two Regional Digitization Centers for Western Michigan, WMU will also be training and working with seven public libraries, recipients of incentive grants, to digitize unique collections housed in their respective libraries. Participating libraries are: Buchanan District Library, Lincoln Township Public Library (Stevensville); Maud Preston Palenske Memorial Library (St Joseph); Niles District Library, Van Buren District Library (Decatur); Calvin College, Hekman Library (Grand Rapids); and Loutit District Library (Grand Haven). Library staff will be trained in digitization techniques, metadata standards, and copyright issues to empower them to digitize their own local and unique materials relevant to the 19th and 20th century Michigan history.

Not only does "The Making of Modern Michigan" provide access to Michigan history to a broader audience, but it has become a catalyst to preserve unique historical resources across the state of Michigan as well as the preservation of other extraordinary documents and records of our civilization—time truly made memorial.
Archives of University History

By Sharon Carlson, Director, University Archives and Regional History Collections

With Western's Centennial Celebration long awaited and now in full swing, the records of the University Archives, which are, ipso facto, the history of WMU, have been and are in greater demand than in years past. The Centennial has motivated all of us involved in library and record management to reflect on the history and mission of the archival program at Western Michigan University. Not to be confused with the better-known Regional History Collections, the archival program deals solely with records created in the course of Western Michigan University business.

In 1956, President Paul V. Sangren asked Professor James O. Knauss, the retired chair of Western's Department of History, to sort and arrange the papers of Western's first president, Dwight B. Waldo, and those of Ernest Burnham, head of the Rural Education Department. Sangren, with this action, initiated the activities that would ultimately lead to the creation of an archival program at Western. While the library had housed both sets of papers since the late 1940s, by 1956 the papers had not been processed in any way. The library director claimed that the "pressure of regular work had prevented any attention being given to them," despite inquiries from outside-of-the-institution researchers about the collections.

The Western Michigan University News Magazine, Spring 1957, summed up the sorry state of affairs that existed before Knauss began the project, noting that the "material was so poorly sorted and arranged that it was practically impossible to answer the inquiries . . . unless the [researchers] were willing to spend weeks scrutinizing the thousands of documents."

In selecting Knauss to process the papers, Sangren made an excellent choice. Knauss had a broad knowledge of Western and had already written two institutional histories. As he worked with the hodgepodge of papers, Knauss became the leading proponent for a permanent archival program to handle the University's records. He argued that the growing complexity of the institution was one of the reasons that both an archivist and an archival program were desperately needed. The lack of an archival program had resulted in lost records and Knauss made the first appeal to alumni and friends holding historical records relating to Western to turn them over to the institution.

Knauss retired for a second time in 1959, and Alan S. Brown of the Department of History was asked to take over the work. Brown continued teaching on a part-time basis and devoted the rest of his time to the administration of the University Archives. In 1960, the mission of the Archives grew to include establishing a collection of regional materials—today known at the Regional History Collections. It became more formalized in 1962 when the Michigan Historical Commission designated the Regional History Collections as a depository of the State Archives. This is how the unit began collecting some of the more popular regional documents, such as diaries, letters, and local business and organizational records.

Wayne C. Mann began as the Archives Field Representative in 1963 and was appointed University Archivist in 1967. It was under Mann's direction that systems and schedules for developing the management, maintenance, and retention of the archival program began. In 1968, the University adopted a retention and disposal schedule for all records created by the University.

Today the Archives collects records in paper and other formats. Records may include any paper, book, photograph, microfilm, map, drawing, or any other document that has been made by the University in the transaction of public business. Increasingly, the Archives deals with issues of electronic records and documents in a variety of formats.

While the major function of the Archives is to preserve records, the unit also works with campus departments to identify records slated for destruction. Records recording routine business transactions often need to be retained for only 3 to 7 years. Careful destruction of documents has taken on a greater importance in the last few years as privacy laws place more responsibility on the institution in the handling of confidential information, and identity theft has become a major white-collar crime.

The process of handling University papers requires departments to place records in boxes and send them to the Archives according to the records retention and disposal schedule. Inventories are prepared by the departments and the Archives to track the records. Copies of the inventories are retained by departments and the Archives. Most records are placed in acid free document boxes. Some records receive extra preservation measures, including replacing folders with archival quality folders and removing potential contaminants from the files such as rubber bands, post-it notes, staples, or paper clips.

Some records of the University Archives are not open to all researchers. Human resource and other confidential materials may be viewed only by the department of origin. Other researchers must obtain permission from the originating department to view records. In some instances, researchers have filed Freedom of Information Act requests to gain access to University records.

Many records are open to researchers and there are gems in the archival collection of interest to internal and external researchers. The University Archives has an extensive photographic collection dating to 1904 when construction began on East Hall and the first classes were conducted. The earliest oral histories include accounts by students, faculty, and friends dating back to the beginnings of the institution. Scrapbooks provide personal records of individual students and their experiences at Western. Records exist for many of the campus buildings and sometimes include architectural drawings. Frequently consulted publications include Western's student newspaper, the Herald, which dates back to 1916 and that is now indexed through 1940. Alternative newspapers representing more radical viewpoints, such as the Western Activist, are also regularly consulted by researchers. The Archives has a full run of Brown & Gold yearbooks, which span the history of classes from 1906 to 1985.

The institutional interest in the records is obvious, but external users also consult the University Archives records. There are regular inquiries about the landscape drawings by the Olmsted firm, which developed the initial plans for the East Campus. Due to financial constraints, Olmsted's plans for Western never materialized to any significant extent. The firm is known for its more famous projects such as Central Park, N.Y., and the U.S. Capitol grounds in Washington. Another recent research inquiry involved examining the history of how several Michigan

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Dwight B. Waldo on Liberal Education

Recorded By David Isaacson, Humanities Librarian

"I am grateful for this second opportunity, during WMU's centennial year, to say a few words about the mission of the University. It has been a pleasure for me to step out of my portrait in Waldo Library, and talk a bit with David Isaacson. (If I understand current student slang, he really should 'get a life' but I am happy for his company at night after the library closes.)

"I want to focus today on the liberal arts tradition of interdisciplinary learning we tried to instill in our students even when we were "merely" a teacher training school. I address these observations not only to the faculty and students at WMU, but also to all of those involved in academic administration and especially to its new President Judith I. Bailey, who comes, as I did, from the snowy slopes of Northern Michigan.

"Right from its formative years, Western tried to give its students something more than training in effective methods of teaching. In 1924, I asked the faculty to tell me three things that, in their judgment, were essential to our academic enterprise as a normal school. Some of the responses were the kind of platitude you might expect teachers to say to their President. But I valued most the independent thinkers, the ones truly dedicated to our common goal of encouraging students to think for themselves. I was especially pleased with the forthright opinions set forth by Dr. William McCracken. (I note, with pleasure, that the building next to the one named after me has been named after McCracken. No one is probably alive now who remembers that William was acting President during the college year of 1922-23, as well as a thoughtful leader of the faculty).

"Here, for instance, is part of what McCracken described as the 'sine qua non' for a first class 'Teacher Training Institution': A conscious effort to turn out brave men and ladies fair who know folks as well as books, who can play as well as pray, who can walk sedately when this seems advisable, or shake a mean ankle under propitious circumstances. Emphasis on moral and spiritual values as opposed to mere scholastic or financial or social. The inculcation of the idea that man does not live by bread alone.

"I couldn't agree with William more. No teacher worth his salt taught only a subject. And I like the forthright way McCracken writes. He spoke to his students in the same way. Teachers always teach an attitude toward life as well as their subject. In my day we were not afraid of the word 'character.' Moral education was just as important as intellectual training. We tried to build leaders who wanted to improve society by the force of their actions as well as their ideas. We didn't always succeed, of course, but we knew a liberal education was meant to liberate young men and women from hidebound thinking. I hope I am not alone in recognizing that this liberal cause is also profoundly conservative - that a solid liberal education conserves the best that has been thought and said. (As a matter of fact, a conservative liberal education should also be radical - from the Latin, radii, meaning to get at the root of what really matters. But I digress...)

"I was especially pleased to see the tradition of the liberal arts continued when the college became a university and established the General Studies curriculum as well as the Honors College. Our first mission when we were a teachers college was to educate young men and women to think critically and to make informed moral decisions. Teaching students how to create lesson plans or plan 'learning outcomes' are important, but distinctly less important goals of a well-founded curriculum.

"Again, although I was not physically present to give it my blessing, this community should know that I was an enthusiastic supporter of the famous report by Professor Emeritus Ernst Breisach's All-University Committee on Liberal Education that deliberated during 1977 and 1978. (I have wanted to converse with Dr. Breisach about this - he frequents the library - but he has been too preoccupied finishing another book to take a few moments to leave his library carrel on the third floor, stop at my portrait on the first floor, and have a chat. I could then give Isaacson a night off.)

"But, above all, it is too late, in 2003, to continue to try to implement the recommendations of Breisach's famous report. I am especially fond of this document because it used clear, honest language. Note this description of the value of a liberal education: 'Open societies encourage their members not only to work productively at a chosen vocation, but also to imagine that things might be otherwise. Such societies need Liberal Education and we must concern ourselves with Liberal Education because, if genuine, it:

- awakens the mind to hitherto unthought possibilities;
- adds to the individual human life the insights of generations past, and by expanding our own limited experience enables us to lead an examined life;

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Waldo on Liberal Education...

nurtures creative potentials and capacities for understanding as well as inducing respect for the rights of others and a sense of responsibility for the world we inhabit;

provides the necessary basis for all intellectual discourse and thus for the enhancement of knowledge; and

highlights the fact that at the heart of human decisions and actions stand moral choices.'

"It gladdens my spirit to read such words. But let them not be mere rhetoric. Pay as much attention to these words as you do to the new athletic facility and you will have a true university, one that honors scholars as much as athletes.

"I look around me in amazement at the giant university that has grown out of our modest little teacher's college that opened its doors 100 years ago. But size does not guarantee quality. And while money is always necessary to erect buildings and pay professors, we also need dedication. You cannot buy dedication; you have to inspire it. I hope you continue to have many professors, like William McCracken, with the courage and conviction to talk back to their President. I hope you really mean not merely to expose students to the 'finer things in life' but that you liberate their minds and spirits with a true liberal education.

"I wish you well in your next 100 years."

Dwight B. Waldo

[Special thanks to John Winchell, in the University Archives, for retrieving documents from which the quotations are taken. They certainly helped Dr. Waldo refresh his memory of years past.]

Archives...

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universities began providing on-campus housing for students. This researcher found detailed information about Walwood, Spindler, and Vandercook Halls in President Paul Sangren's papers. Some may argue that the need for an Archive will diminish as we become a paperless society and information is retained on the Internet. Anybody pondering that may want to consider the presidential papers as a case study. President Dwight B. Waldo's (1904-1936) papers encompass 6 document boxes or about 3 cubic feet. His successor, Paul V. Sangren (1936-1960), left about 42 boxes. President James W. Miller (1961-1974) accumulated 110 boxes during his presidency. President John T. Bernhard (1974-1985) followed and routed 204 boxes to the Archives over the course of his presidency. President Haenicke and President Floyd averaged about 15 to 20 boxes annually. The presidential papers illustrate the changing role of the presidency and the increasing complexity and growth of the institution as well as the justification for a University Archives program. The Archives are open to public researchers Tuesday through Friday, 8-5, and Saturdays, 12-4, in the Fall and Spring semesters. Inquiries about University history are always welcome.