Plus ça change...

As philosophers have said for centuries, change is part of life, and the history of Waldo Library reflects that perception. Only a few months ago, it appeared—after months of disruption that involved moving every book out of the old Waldo and then bringing every book back into the new Waldo—as if peace and quiet and constancy was ours. Alas, such did not occur when a key decision was made, in the fall of 1993, to integrate the collections and services of the Physical Sciences branch of the University Libraries into Waldo Library. Moreover, the materials had to be incorporated in a logical fashion in the fall of 1993, to integrate the collections and services of the Physical Sciences branch of the University Libraries into Waldo Library. Moreover, the materials had to be incorporated in a logical fashion into the new Waldo—as if peace and quiet and constancy was ours. Alas, such did not occur when a key decision was made, in the fall of 1993, to integrate the collections and services of the Physical Sciences branch of the University Libraries into Waldo Library. Moreover, the materials had to be incorporated in a logical fashion into the new Waldo. As philosophers have said for centuries, change is part of life, and the history of Waldo Library reflects that perception. Only a few months ago, it appeared—after months of disruption that involved moving every book out of the old Waldo and then bringing every book back into the new Waldo—as if peace and quiet and constancy was ours. Alas, such did not occur when a key decision was made, in the fall of 1993, to integrate the collections and services of the Physical Sciences branch of the University Libraries into Waldo Library. Moreover, the materials had to be incorporated in a logical fashion into the new Waldo. As philosophers have said for centuries, change is part of life, and the history of Waldo Library reflects that perception. Only a few months ago, it appeared—after months of disruption that involved moving every book out of the old Waldo and then bringing every book back into the new Waldo—as if peace and quiet and constancy was ours. Alas, such did not occur when a key decision was made, in the fall of 1993, to integrate the collections and services of the Physical Sciences branch of the University Libraries into Waldo Library. Moreover, the materials had to be incorporated in a logical fashion into the new Waldo.

The committee began its work in December 1993, and the actual moving of the materials was scheduled for the end of the Spring term—in June 1994—a period when fewer patrons would be using either library. The committee immediately realized that the incorporation of the physical sciences collection on the lower level demanded that some materials located there had to be moved elsewhere. Two substantial areas or mini-collections were identified as being open to movement to other locations that would be easily accessible. The bulk of the general periodicals were found in the "A" classification that was on the lower level; these could be moved to the first floor, but then the "Zs", located on the first floor and containing many bibliographies, would have to be shifted and some items placed in storage. Thus began a major domino effect that eventually forced a weeding of the "As" and "Zs" with the resulting placement of the "weeded" material in the storage facility located in North Hall—on the old campus. One result of that weeding was the storage of some general periodicals published prior to 1970s, such as Life, Time, Redbook, and Reader's Digest. Selected national and specialized bibliographies found in the "Z" classification, along with many library science books, were also placed in storage. All of the stored materials can be retrieved by request at the Circulation Desk. Moreover, stored material is always noted in the online catalog along with citations to materials found in Waldo and the other branch libraries.

However, the planning could not stop with these two decisions. A variety of other issues, big and small, had to be addressed. An environment that mixed open areas, seating and study areas, and sight lines for patrons and staff had to be re-created on each floor as thousands of books and bound periodicals were moved here and there. One small collection, the business annual reports previously found in the general stacks on the first floor, was moved to that floor's central reference section, and a "new books and browsing collection" found on the first floor was moved to the lower level where appropriate seating had to be provided. Current newspapers were separated from the current periodical collection that had expanded significantly with the addition of the physical sciences periodicals, and a special service desk was placed in that area to provide assistance—not only with newspapers and periodicals, but with a growing microform collection located on the lower level. During this period, Mike Buckner was rarely seen without a yardstick or a tape measure in his hands, and blueprints and plans on his desk. He laid out plans of the two floors to scale, and created templates of every area to determine that the "movable" collections would fit into the space assigned. Adequate lighting, visual perspectives, and the necessary seating were reviewed and built into the master plan. To quote him, "most of the time involving the move was in the planning, measuring, and walking around."

The actual transfer of the books and other materials took place during a two-week period at the end of the Spring semester, 1994. The library again contracted with Red Ball, the firm that had handled the earlier moving of materials when Waldo had been vacated for remodeling. During this period, the key library staff members who supervised the details of the plan were Regina Buckner, Director of Operational Services and Alison Thor, Stacks Supervisor. Amazingly, all library services were maintained without interruption and minimal disruption to patrons. Between 450 to 500 runs of periodicals were moved and 66,107 volumes and microforms were transferred to Waldo.

Few people realize that such a complex activity doesn't end with the physical transfer of the materials. Almost every guide to the use of the library, maps located throughout the library, signage, and a variety of other resources (location cards, videotapes, news releases, the hypermedia program, etc.) had to be changed; all references to the branch library had to be eliminated and instructions as to new locations integrated. Finally, the following actions summarize the major changes in location and services: (1) All books and periodicals classified as "QA" through "QC" are on the
His “Infinite Variety”
A Friend’s Personality

The majority of us are characterized by a single profession or enthusiasm in life. Such is not true of Robert Hegel who was born in Chicago to parents who had immigrated to this country from Sweden in the early part of the century. He was not old enough to serve during World War II, but enlisted upon graduation from high school and served in a special unit of the 82nd Airborne Division as a glider trooper. Having then qualified for educational benefits, he was able to attend Knox College in Galesburg, Illinois, where he earned a B.A. in English and made the tennis team. This was followed by further academic study at Northwestern University, Evanston, where English turned to a master’s degree in political science with an emphasis on public administration. Then, for twenty-eight years, he served as a public administrator; ten of those years were as a city manager. For some that would be a career in and of itself. However, that was only the beginning.

In 1981, Robert Hegel decided on a new career, and a very different life. He came to W.M.U. to earn a second M.A. in English/Professional Writing. With this degree in hand, he was invited, in 1983, to join the faculty of the Business Information Systems department in the College of Business at the University. He has been teaching in the Haworth College ever since. And what does he think of this radical change in his life? “Teaching is the most fulfilling activity I can imagine,” is his response to the question.

When asked about other lifelong pursuits, his answer is prompt and succinct: music. Robert is married to Peggy, an accomplished pianist and teacher with a large studio of students. He frequently helps her organize student recitals and competitions. The Hegels have two daughters, both of whom have degrees in music from the University of Michigan. Anne, the elder, graduated magna cum laude in viola performance. To this specialization, she has added a master’s degree in library science from the State University of New York at Buffalo. Susan, the younger, studied oboe, but has also earned a Ph.D. in Communication Disorders from the University of Oregon. Since Robert will admit that he plays the alto recorder, one can easily visualize the family musical quartette with a piano, a viola, an oboe, and an alto recorder—a variety of wonderful instruments and sounds.

Music is not the sole point of harmony in Robert Hegel’s life. Peggy Hegel is originally from Boulder, Colorado where her family inherited an authentic mining supervisor’s cabin built in 1887. The cabin is located above Nederland at an elevation of 8,650 feet. For those who do not know, Nederland is some twenty miles west of Boulder and 3,000 feet higher. It is a place where sky and mountains and peace create a unique harmony of their own. The Hegels, young and old, have traveled there every summer to refresh themselves and to delight in the special environment.

No one will be surprised to learn that Robert is an avid reader. His favorite interest is Norse literature—Danish, Finnish, Icelandic, Norwegian, Swedish. He has read most of the primary works that have been translated and is well into the criticism.

Besides Colorado, music, reading, and tennis—his college sport—Robert has two projects to pursue when he retires. First, he wants to learn to read Swedish so that he can study the Norse literature that has not yet been translated—no small task to undertake. He also intends to study music theory; this ambitious goal is based on the thought that if he knows how music is composed and performed, then he will enjoy it to an even greater degree. And if those additions to his interests are not enough, he can always turn back to the Friends of the University Libraries. Robert was one of the first to answer the call for people to assist in forming such a group at W.M.U. He not only came to the organizational meeting, but became a member of the Steering Committee that did the “nuts and bolts” designing to establish the foundation for the organization. At the first election of officers, Robert was selected as a member of the Board of Directors and is currently serving as the Vice President.

Numerous adjectives might be used to characterize Robert Hegel but when put together, there is unusual variety and breadth of interest—a remarkable Friend, indeed.

G.E.

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Be a little careful about your library. Do you foresee what you will do with it? Very little to be sure. But the real question is, What it will do with you? You will come here and get books that will open your eyes, and your ears, and your curiosity, and turn you inside out or outside in.

Ralph Waldo Emerson
The "Sage on the Stage"—
A New Design
By Lance Query, Dean

A centuries-old institution is at a crossroads. Our most important resources, our faculty, our "sages" have not brought about the predicted transformation of higher education by the application of instructional or educational technology. Despite a decade of experimentation, with innovative and exciting results in certain areas, colleges and universities have failed to take advantage of a communication technology that is powerful and provocative. By using the technology of contemporary instructional design, the culture of the classroom and the relationship between students and the teacher can produce greater individualization of instruction, can support collaborative learning, and can provide effective distance education. Unfortunately, it must be admitted that most colleges and universities have not fundamentally changed their curricula, or instructional priorities, or, indeed, the historical structures of the institution itself to respond to educational needs of the students who currently attend classes. We have failed to meet the needs of the majority of our students whose characteristics match the model of the non-traditional student and who find that the traditional classroom-based approach to instruction is neither educational nor acceptable.

Ironically, the major institutions of post-secondary education are the very ones which have managed to overlook the economic and demographic realities that exist. A few, the Harvards of the world, will survive regardless of these factors, because there will always be a market for their elitist and old-fashioned modes of education. On the other hand, most academic institutions, of which Western Michigan University is one, ignore contemporary warnings and face a growing challenge of serving more individuals with less money. A major competitor, the community college, is clearly focusing on teaching and cost effectiveness. These colleges, along with some rapidly evolving private firms, are leaders in innovative applications of instructional technology. Equally responsive to the times, the private sector is offering a highly viable alternative to the long monopoly that colleges and universities have held. For example, Jostens Learning Corporation now has 700 highly skilled and credentialed content specialists and instructional designers writing curricula that represent an entire range of general education skills from elementary to post-secondary education. Before long, it will be feasible to provide these curricula directly to consumers, bypassing colleges and universities. Another organization, Communication Curriculum Corporation, which began as an entrepreneurial enterprise of Stanford University, is now part of Paramount Communications and stands ready to deliver education directly to the mass market. The venerable sage on his or her stage is no competition for what is offered by either the community colleges or the private sector. It's time for a new design that will incorporate all of the available technology in its new instructional delivery systems—in fact, the stage needs replacement with the virtual reality of a learning environment that can reach throughout the world as we know it today.

In its broadest configuration, current educational technology is not simply computers and video discs, but an instructional design that extends the technology of machines. Such technology enhances the presentation of content and stimulates the information-processing capabilities of every student—regardless of his or her learning behavior. Moreover, instructors learn alongside their students with an effective integration of an automated, mediated expert, an interactive, realistic, complementary, and context-based computerized application. Needless to say, our "sages" are not necessarily comfortable with this brave new world. Faculty need expert support and the right equipment. In the beginning, a considerable investment of time and resources is essential. A new division of the University Libraries, Instructional Technology, is now available to offer support to faculty in the development and implementation of selective phases of classroom technological design. In addition, the University Libraries offer the latest forms of visual and verbal information with computer, CD-ROM, online, and print resources that enable students to access information on specific topics rapidly. Other units in the University, including the University Computing Services, also are standing ready to assist in responding to equipment, training, and classroom/laboratory needs. Moreover, for those who dare to walk from the circumscribed and old-fashioned stage with the lecturer's podium to the world of technical instructional enhancement, there must be recognition and continued advocacy. These are the faculty who have seen the future of effective instruction and know that future is here and now; it is their future as well as the future of our colleges and universities.

Plus ça change...
Continued from page 2
lower level of Waldo and reference materials in the same range are included in the general science reference collection also located on the lower level. (2) Two science reference librarians, Michael Buckner and Linda Rollins, have assumed service responsibilities to students and faculty in the areas previously handled by the Physical Sciences Library staff including bibliographic instruction, database searching, faculty presentations, etc. (3) The general periodical collection, classified in the "A" category is found on the first floor; selected titles have volumes prior to 1970 placed in storage with retrieval possible through a special request. (4) A periodical/microform service desk has been added to the science reference area to handle the particular demands of the patrons for these resources.

Alphonse Karr, writing in 1849, said "Plus ça change, plus c'est la même chose" ("The more things change, the more they are the same.") Such is not true when speaking of many things; the integration of an entire library collection within another collection does make a difference. However, the transfer of the Physical Sciences collection and services to Waldo has been a positive experience that is expected to expand services to previous patrons and to increase use of the entire library system. Or, as Edmund Burke has said, "A state without the means of some change is without the means of its conservation." (Reflections on the Revolution...1790).

L.R.

God forbid that any book should be banned. The practice is as indefensible as infanticide.

Rebecca West