Resources Unlimited
By Judy Garrison

A library is no longer a collection bound by physical walls with books counted volume by volume to reach an acceptable quantity. Resource sharing has breached the walls and opened the way for users in one location to obtain almost any piece of information that is formally published. In a word—unlimited!

Sharing books and other materials is not a modern practice. As early as the seventeenth century, Nicolas Claude Fabri de Pieresc initiated an international system of lending by arranging loan transactions between the Royal Library in Paris and the Vatican and Barberini libraries in Rome. As libraries for all people developed in the next two centuries, a demand for items not found in a local collection also emerged. In 1876, Samuel Swett Green, director of the Worcester [Massachusetts] Free Public Library, wrote, in the first issue of Library Journal, that lending books "would add greatly to the uniqueness of our reference librarian. ..." Swett's idea became widely accepted, and, by 1915, between-library loans of books and other materials had increased to such a degree that the American Library Association published a code of regulations governing the interchange of materials between libraries.

Although a public librarian first described the loaning system, college and university libraries also saw the advantages of such loans. Academic libraries can never meet, through "inhouse" collections, the demands of the students and faculty whose individual study and research goals call for an almost infinite number of published sources. If chronological and international coverage is not required, as in history, English, philosophy, etc., then highly specialized, current, and, as a result, uniquely expensive, materials are essential, as in the sciences. No matter how generous the fiscal response to the demands, no institutional budget can provide for the purchase of, or subscription to, all the sources that users identify and wish to examine. As a result, resource sharing operations have shown massive global growth.

Western Michigan University is among the forefront of institutions that depend heavily on access to books, periodicals, and other publications found in libraries around the world. With the advent of university status in the late 1950s, and of a strong research advocacy in the mid-1980s, an ever-increasing need to read and review materials not owned by the University Libraries has created an entire unit, the Resource Sharing Center (RSC), to administer the interlibrary loan system. Located in Waldo Library, the Center provides service to all faculty, staff, and currently enrolled students. The Center's purpose is "to obtain materials to meet the informational needs of users when local resources do not meet those needs" ("National Interlibrary Loan Code for the United States, 1993," RQ 33[4] Summer 1994, p. 477).

The activity of the Center illustrates the world-wide trend in sharing resources. In the last ten years, the number of requests for loans at WMU increased 177 per cent. During 1994-95, 34,892 items were processed—some 2,200 more than the previous year. The service is extremely labor intensive and expensive. Currently, a coordinator, three full-time assistants, one part-time library assistant, and ten to

Continued on page 6
Friends’ President Mary Ann Bowman

From Seeking to Finding

A Friends’ Personality

[Gordon Eriksen, Professor Emeritus of the University Libraries has been the author of the “Friends’ Personality” profiles since their introduction in 1992.]

When asked to prepare a “personality profile” of Mary Ann Bowman for Gatherings, I was delighted since I knew her to be witty, articulate, bright, a woman with a ready smile and infectious laugh. All of this was reconfirmed in an interview that lasted over two hours and never quite came to closure since her life and work reflect Sophocles’ quotation, “Who seeks shall find.”

Mary Ann Bowman was born and grew up in Crawfordsville, a small college town in west-central Indiana. From this classic rural setting, Mary Ann grew and, when of age, chose a fine liberal arts school, The College of Wooster, in Ohio, where she graduated with a degree in German, worked first in a library, and met her future husband, Joel Bowman. Without a specific job available, she followed in the footsteps of many of her contemporaries and migrated west to California and Berkeley where she took a library position at the University of California. She also continued her relationship with Joel and, within a short time, they were married. Her library work motivated her to attend the graduate library school and obtain a master’s degree at the University of California, Los Angeles.

The early sixties were wonderful years to be a librarian in search of a position, since the demand far exceeded the supply. Mary Ann was hired by mail as Assistant Head of the Engineering Library at the University of Illinois, Urbana/Champaign campus. Not only was the transaction done without an interview, Mary Ann had little or no background in science, mathematics, or engineering. She was, however, an exceptional librarian with a dedicated following.

While Mary Ann was successfully providing library service to engineering students, Joel was working on a master’s degree in English literature. But the mid-sixties were traumatic years in our history and, in 1966, Joel was called to serve in the U.S. Army and sent to Ft. Campbell, Kentucky, for basic training. Mary Ann followed him, and a library position as a cataloger was created for her at nearby Austin Peay University, in Clarksville, Tennessee.

Joel, however, had strong convictions about the war in Vietnam, and he refused to sign the military oath or to carry weapons. The Army, not accustomed to such resistance, did not know how to handle his adamant beliefs. After only ten months in Kentucky, Joel was transferred to Ft. Sam Houston in San Antonio, and Mary Ann again moved and was fortunate enough to have Trinity University, San Antonio, also provide her with a position. Another ten months passed, and this time Joel was sent to Viet Nam as a non-combatant. There, Mary Ann could not follow, and she decided to return to the Champaign/Urbana area where she found an acquisitions position in the University’s main library.

When Joel returned from overseas, in 1969, he began work on a Doctor of Philosophy in English literature at the U. of I. In January 1971, Mary Ann gave birth to their son, Joel. Joel David is a handsome学者 of Japanese, who spent a year as an exchange student at Nagoya Gakuin University in 1994-95, and graduated from WMU the following year. Earlier this year, Joel married Kazumi Sada, a NGU exchange student at WMU. Both then returned to Japan where he is Coordinator for International Relations in Nagai-Shi as part of the JET program.

The Bowmans came to Western Michigan University in 1975; prior to accepting a position here, Joel taught in the English department at the University of Florida, Gainesville. While in Florida, Mary Ann broadened her library experience even more by serving as a reference librarian. That general expertise was quickly utilized by the School of Librarianship at WMU where she was employed, also as a faculty member, to teach graduate classes.

While Joel progressed through the faculty tenure and promotion system from Assistant Professor to Professor and Chair of the Business Information Systems department in the Haworth College of Business, Mary Ann followed different interests. After first teaching in the library school, she took time to earn a Master of Arts in communication, and then taught thirteen years in the Communication Department. She was heavily involved in research, writing, and editing with the Center for Contemplative Studies where she prepared the 1978 volume entitled Western Mysticism: A Guide to the Basic Works (American Library Association), and, in an area of her own interest, Library and Information Science Journals and Serials: An Analytical Guide (Greenwood Press, 1985). She continues her active career of research and publication with special interests in instructional technology, mentoring of women in engineering, and leadership.

During the later years of her teaching career in the communications area, Mary Ann also completed a Doctor of Education in Educational Leadership. In the same year that she completed that degree, she was employed by the University to direct its Faculty Development Services office. This unit offers numerous opportunities for the faculty and graduate teaching assistants to enhance their teaching skills or disciplinary expertise, and provides assistance with professional advancement issues. In any given semester, the Office is responsible for more than two dozen workshops, seminars, and teleconferences that Mary Ann either organizes or presents. Topics range from the practical (obtaining tenure) to the sophisticated (effective use of instructional media in teaching).

Both Bowmans have several community interests. One of Mary Ann’s is the Humane Society, where she served as president and on the board of the local chapter. Joel and Mary Ann are pioneers in the use of computer technology as an aid to teaching, and are active in professional organizations at the regional and national level. Mary Ann has been a member of the Friends of the University Libraries since its inception, and, having completed a year as vice president, was elected president for the coming year.

An interview of two hours did not disclose “all” about Mary Ann Bowman who, obviously, has been a seeker throughout her life. From a time of immature misgivings, she has “almost” reached a point of certitude on some matters, although she is quick to admit that there is far more to pursue, to find, and to know. She awaits the next quest and a new adventure.
"We all quote."
—Ralph Waldo Emerson

By David Isaacson

Who said "nice guys finish last"? Most of you think that you know the answer and, if you look the phrase up in John Bartlett's well-known *Familiar Quotations*, you confirm that this is the title of a 1975 book by Leo Durocher, outspoken manager of the Dodgers. But, if you consult Ralph Keyes' *Nice Guys Finish Seventh: False Phrases, Spurious Sayings, and Familiar Quotations* (HarperCollins, 1992), you learn that on July 5, 1946, Durocher had a conversation about baseball with Red Barber. At one point, Leo made the statement that "nice guys couldn't be counted on." Barber challenged that comment and asked Durocher if he knew a nicer guy than Mel Ott, manager of the Giants, to which Durocher responded, "The nice guys over there are in seventh place. Well, let them come and get me." By the time this line was quoted a few months later, it had become "nice guys finish last." Possibly the oft-repeated phrase is what Durocher meant—at least Keyes thinks so—yet, he never said it!

This example is only one of many that occur in the frequent process of misquotation and of misrepresentation. Nearly everyone, for example, thinks that W.C. Fields said, "Any man that hates dogs and children can't be all bad." But, according to Keyes, Leo Rosten first used this line when introducing Fields at a banquet in 1939. Fortunately, most patrons who take the time to verify or check a quotation at the Central Reference Department in Waldo Library are not trying to confuse; they simply wish to locate the source or wording. However, even when people think they know the correct source and phrasing, they can be wrong. It turns out, for example, that William Congreve, not Shakespeare, said that "music has charms to sooth a savage breast" Shakespeare did say that "music oft hath such a charm to make bad good and good provoke to harm." Take note, however, that neither of them said, "Music has charms to sooth a savage beast."

The University Libraries has numerous quotation books besides such familiar titles as Bartlett's. An assiduous quotation finder usually needs to examine several of the sources to verify some quotations. Much preferred, of course, are the books that have keyword indexes rather than those which arrange the quotations by topic or by author. Such indexes make it relatively easy to match "music" and "breast" rather than scan the hundreds of entries assigned to music or taken from Shakespeare.

Of course, some perusers of quotation books are doing so because of the amusing, varied, and intriguing examples that they find. Others want to locate something that will "spice up" a presentation, or to identify a famous individual's memorable lines that also support a key theme of a speech or paper. Some come because they have seen a quotation and want to find out more about the author. Reference librarians are occasionally stumped because the quotation was originally created for a poster, a T-shirt, or a card—and not excerpted from a famous book or speech. However, Waldo Library includes general collections of quotations as well as those that focus on a time, a place, a subject, or even a type. Some are highly reliable; others are clearly whimsical, unsystematic, and unscholarly. Here, for your future examination and use, are a representative sample of the diversity that exists in one library collection:

- *Dictionary of Quotations* (Delacorte Press, 1968)—compiled and annotated by Bergen Evans, the Northwestern University English professor who hosted a number of radio and early TV programs about language;
- *Respectfully Quoted: A Dictionary of Quotations Requested from the Congressional Research Service* (Library of Congress, 1989)—unusually useful because its quotations are verified for Congressmen and staff by reference librarians at the Library of Congress;
- *The Quotable Woman* (Facts on File)—three broad-ranging compilations of quotations made exclusively by women from the time of Eve to the latest revision in 1992.
- *The Cynic's Lexicon* (St. Martins Press, 1984) by Jonathan Green and *The Devil's Dictionary* (Stemmer House, 1978, first published in 1906) by the sharp-tongued Ambrose Bierce—nice contrasts to the preceding titles since cynics and satirists will have their say; and
- *Soul Doctors: The First Dictionary of Psychological Quotations* (Being Books, 1994)—one of many collections devoted to a particular discipline or subject.

Another way to find quotations, if you are confident as to the author, is to see if the library owns a concordance to that author's works. These tools include all the key words used by an author, arranged alphabetically, with reference to the specific titles in which the words are located. Heavily used are the concordances to the Bible and to Shakespeare, which have been in existence for decades. With the advent of the computer, dozens of new concordances have been produced including those for William Faulkner, Joseph Conrad, George Bernard Shaw, Emily Dickinson, T.S. Elliot, and other well-known writers.

Moreover, if you'd like sage advice from a retired reference librarian who devoted a great deal of his professional life to hunting down quotations, Anthony W. Shipp's *The Quote Sleuth: A Manual for the Tracer of Lost Quotations* (University of Illinois Press, 1990) is highly recommended. The book is a cornucopia of reference librarian "trade secrets" that Mr. Shipp has graciously shared with anyone who opens its covers.

The books cited in this brief commentary are available in Waldo although most of the books are located in the non-circulating reference collection—along with several dozen other titles! Finally, consider well Charles Spurgeon's advice, "He who never quotes is never quoted." On the other hand—and there is always another hand and another quotation—Rudyard Kipling shrewdly observed, "He wrapped himself in quotations—as a beggar would enfold himself in the purple of emperors."
Information Literacy — Revisited

By Lance Query

Nearly three years ago, I stated: "We must educate our students and faculty in the use of the powerful tools that enable them to obtain the information they need not only for today, but also—and equally important, for their future roles as productive and fulfilled members of our society." Today, I have to ask a key question in response to that ambitious intention: "You can surf the Net, but are you information literate?" Some three decades ago, students would often say, "I searched and searched, but I couldn’t find anything on this subject." Not believing that answer, I would take them to the available indices and catalogs and, after applying all of my skill, had to admit that they were right—not much that was relevant was there. How the information universe has changed! Contemporary students seldom complain that nothing is available. A combination of an exponential increase in the amount of data "created" and the enhanced electronic searching tools has brought information overload.

Today’s problem is far more difficult to resolve. The extensive coverage found in a variety of electronic databases coupled with new search mechanisms produce multiple responses to research queries. Moreover, rational retrieval structures have not been incorporated in the Internet. The blessing and the curse of resources such as the World Wide Web is its lack of logic. The Web is a non-linear database that purposefully tries to take you to where you had never thought to go. Although one search engine after another has been created to respond to rational approaches, to date most users find that an information glut seriously hinders their identification and location of the "right answer at the right time." When the number of hits to the key word(s) inserted in a search box numbers in the thousands and the resultant citations are unclear as to content and validity—must less reliability—the seeker of answers is overwhelmed.

A solution to this quandary may still be found if one returns to my original point, that is, students, faculty, all searchers must become literate in accessing information. However, not one but two key skills are involved. First, the information seeker must learn to search for information independent of an intermediary such as a librarian, teacher, or fellow student. A base level of competence in the common guidelines or principles that manage information retrieval is essential. This doesn’t mean that the experts are not needed; rather, each searcher needs a fundamental knowledge of general bibliographic/data sources and how information is cataloged, indexed, organized, and, in turn, retrieved in the different systems that are available.

My generation felt fortunate to use a general index such as the Readers' Guide to Periodical Literature. Eventually, we added a significant number of discipline-specific bibliographic tools—most of them in print format. Today, the primary tools include a number of computer data bases such as InfoTrac and an electronic Readers' Guide that permit an introductory approach to a topic. Then, a world of electronic and other types of search tools becomes available through multiple-search sources such as FirstSearch with 60-plus differing data bases, as well as the almost infinite universe opened within the Internet. Among them are highly specialized, up to date electronic indices and abstracts, and full-text online as well as direct communications with researchers who are creating new knowledge even as one searches. Today’s users have so much more to access that they have, almost without thinking, stopped using more traditional tools that may be equally valuable. And, consequently, a significant and dangerous issue emerges, and adds a second component to information literacy.

The unbelievable wealth of potentially useful information is a serious and critical problem for society as a whole—not just students. All of us must be information literate because we know that the end result of our actions is to transform information into knowledge and knowledge into wisdom so that we may continue to improve the quality of life in general. The process of transformation of information to knowledge begins with a selection between appropriate and inappropriate information sources. The "fast food" analogy is readily apparent; a diet built on quick and easy access to something basically non-nutritious will weaken rather than nourish the consumer. Similarly, we, and our students, have a current perception that data seen on a computer screen provide the correct and essential ingredients to a healthy wisdom. However, in many cases, judgment is missing; value is undetermined; knowledge is never obtained. Somehow, somewhere, but beginning now, we, and our students, must bring to bear not only our understanding of what exists and how it is organized, but we must make an informed and discerning selection from that vast, unregulated, inaccurate, untested information universe.

Librarians are justifiably proud of the success achieved in facilitating students' access to and understanding of how information is organized in many different formats—traditional and electronic. But, if we and our students are really to become information literate, the faculty in all of the teaching disciplines and programs must also be a part of the process. They must partner librarians, if not lead, in order to develop the students' sense of what is the "best" information in the midst of the almost infinite array that has been opened to them. No one else, alone, can bring about achievement of this unique goal.

Information literacy is a concept, I believe, on which our society’s future is built. If we do not bring it to each and every student, we will have been as ignorant as we were those many years when we did not advocate reading, quantification, writing, and computer skills. Western Michigan University became a leader among academic institutions when, in the 1980s, we made these competencies requirements for graduation. The University Libraries is committed to information literacy as essential to every graduate. As dean, I have explored the concept of an information literacy component of the curriculum with a number of deans, department heads, and administrators. While we acknowledge that the computer is a unique resource that has changed society forever, we now recognize that the computer is only the vehicle. We remind ourselves that computer literacy is not the answer; information literacy is. Information, knowledge, and wisdom are the goals. Only information literacy can bring us, and our students, to the attainment of those goals.
The Road Less Traveled: The Coller Collection

By Sharon Carlson

Let's take a moment, journey leisurely along the old routes, and discover the treasures along the road less traveled. Visit with us a valuable source of local history found in card file format instead of a computerized database. Browse the Ross Coller Collection found in the Archives and Regional History Collections of the University Libraries.

The Coller file contains a wealth of information about late nineteenth and early twentieth century Kalamazoo and Calhoun counties. Among the references are materials related to Calhoun County residents who served in World War II, and records of the Kalamazoo County Pioneers Society. The best known and most widely used portion of the Ross Coller Collection is a 28 drawer set of 3 x 5 cards that totals approximately 23 feet or about 20,000 cards. The cards are arranged in alphabetical order; among them are both handwritten and typewritten entries related to people, events, places, and topics of Kalamazoo County spanning a period from the 1850s to the 1950s.

The Ross Coller Collection found a permanent home at the Western Michigan University Archives and Regional History Collections in 1982. The file had surfaced in the attic of a home in Battle Creek. Earlier, the cards relating to Battle Creek had been separated from those relevant to Kalamazoo, and are now found in Willard Public Library in Battle Creek. The remaining cards were brought to the WMU Archives where Dr. Peter Schmitt, Professor of History, was serving as a Faculty Associate. He undertook the task of processing the collection, and transformed it from chaos to its original order.

The Kalamazoo County file reflects Coller's career as a newsman, and illustrates his broad interest in Michigan history in general. Born in 1892, in Battle Creek, Coller's career included positions as reporter or editor for several Michigan newspapers in Kalamazoo, Battle Creek, Lansing, Detroit, Jackson, and Dowagiac. Even a brief examination of the collection uncovers the range of Coller's interests as references to numerous people, places, and events that shaped the development of Kalamazoo County are revealed.

The Kalamazoo County card file leaves many unanswered questions about its provenance. The user does not know whether Coller began compiling the information for the preparation of the 1937 100th anniversary issue of the Kalamazoo Gazette, or if he simply were an ardent organizer of facts. Certainly, the success of the special edition celebrating the centennial resulted in public acclaim for Coller's authority as a local historian. On the other hand, its publication did not stop his efforts since there are entries that continue into the early 1940s. Coller often cites local newspaper sources and other works such as county histories. His subject headings were unique to him; no known authority list is implicit. Rather, the topics appear to indicate Coller's personal interests and his own vocabulary, although he was careful to keep distinct categories and provide cross referencing.

Researchers typically turn to the Coller Collection in consultation with other resources. However, because of the depth of the material, there usually are additional references to be found in the card file. Coller included both the well known citations as well as the obscure ones, which is why the card file proves to be so valuable for local history researchers as well as genealogists. The file holds, for example, cards and an envelope about the Alphadelphia Society, the only known Fourieristic association in Michigan, which existed in Kalamazoo County between 1844 and 1848. He referenced Kalamazoo Gazette articles, and included clippings describing the utopian community that formed near the Kalamazoo River.

Three cards in the file reference "celery," once Kalamazoo's most famous export. In gathering information, Coller often paraphrased and gave brief citations to Gazette articles such as "June 26, 1886 Gazette says Joseph Dunkley has largest celery garden in world...30 acres." He provided notes with corresponding article citations about celery shipments and technological improvements in the production of this famous Kalamazoo crop.

Ross Coller created thousands of cards, many with single entries, about individuals; he noted births, marriages, deaths. Some provide more extensive information such as one for early Oaklands resident, Daniel Denison Streeter. The card lists his business affiliations as well as a wealth of family information, and there are separate cards for his wife and one of his daughters.

Found in the file are hundreds of cards about Kalamazoo businesses. The one for "Peter Pan Bakers" has a supplementary envelope containing several clippings describing the history of the firm. A 1933 citation notes that the bakers had adopted the National Recovery Act Code with hours and wage scales, establishing a 40-hour work week, and a minimum wage of 40 cents an hour.

Coller did not restrict his collection of information to businesses, places, and individuals. In addition, there are cards that cover a general topic such as "Music" with subheadings of "Newspapers," "Orchestras," "Chamber," "Business," and "Clubs." Browsing the file, a researcher gains a broad picture of the variety of entertainments and social/professional clubs that were found in Kalamazoo County at the turn of the century. Here and there are cards that are unexpected, such as a single file entry on "Haunted Houses." On that card, Coller cited two references to articles that appeared in the Kalamazoo Gazette about unexplained phenomena, including an 1889 article describing a house on South Street that had problems with "noises, rappings & lights."

The Ross Coller Collection provides a unique source that complements print and electronic databases that include Kalamazoo history. The files are heavily used by students from the University's public history courses as well as individuals who are researching and conducting site surveys for historic district and national register nominations. The majority of the information in the Coller card file simply doesn't exist elsewhere and has no other record. Ross Coller, undoubtedly, would be amazed and pleased that his personal card file would, for more than half a century after its creation, benefit an array of researchers in ways that few compilers could ever envision. An original "road less traveled" is a necessary detour on today's information highway.
Resources Unlimited
Continued from page 1

Twelve students keep the Resource Sharing Center operating in accord with the national guidelines. Each request averages about 30 minutes of time to process. According to a 1992 study by the Association of Research Libraries (The Association, 1993), the average cost of a "filled" request is $30.00. The expenses, however, are still not equivalent to the cost of attempting to purchase the actual materials and process them solely for use in Kalamazoo.

Interlibrary loan services must begin with a precise citation to a specific piece of data found in a particular source. Each request must be verified and a lending collection(s) identified. Users regularly misinterpret or leave the form incomplete, or have information that is either incorrect or incomplete. Staff members in the Center consider themselves to be the "detectives" of the elusive citation. In addition, WMU's Libraries must acquire, keep, and/or have access to many unusual bibliographies, indices, abstracts, and databases in order to certify the requisite information.

After verifying the request, the loan process requires additional complexities including adherence to copyright law; the actual document delivery (e.g., format, packaging, transmission) from the lending library to the individual who requested it; turnaround times; regulations imposed by the lending library; and varying costs of different types of materials "borrowed." If not available in one location, the staff in the Center selects up to four alternative lenders and will, if necessary, search even farther afield. Moreover, every library has an equal responsibility to provide materials as well as borrow them. Requests for materials owned by the University Libraries come from all over the world. Among the countries to which we have loaned our resources are Tasmania (Australia), Tanzania (once known as Zanzibar), Italy, Japan, New Zealand, Poland, Singapore and Saudi Arabia.

The Resource Sharing Center is essential to the existence of the University and its constituencies. The challenge to respond to faculty, staff, and students is an exciting and rewarding one. The credo of the contemporary user is often "the more you see, the more you want," and the University Libraries offers multiple opportunities to find worldwide resources. As a result, service in the interlibrary loan Center is interpersonal, interdepartmental, interlibrary, international, and never ending: "resources unlimited; a library without walls."