

# LIBRARY Update

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NEWSLETTER FOR THE WILLIAMS COLLEGE LIBRARIES

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## Architects Offer Bold Proposal

*By Dave Pilachowski  
College Librarian*

Architects from Bohlin Cywinski Jackson shared their current thinking about the Stetson/Sawyer project by presenting two options in a campus presentation earlier this fall.

Option A was not unexpected: replace the faculty offices in the present extensions to Stetson Hall with two new buildings. Each facility would incorporate improved offices, classrooms, and spaces for chance encounters of faculty, students, and staff. A technology center would also be included. Archives and Chapin Library would be physically combined and would share space, a concept common to Options A and B. A parking structure would be added behind Stetson to offset the loss of current parking space. Sawyer Library would be expanded modestly to the west, toward Baxter Hall, and would gain an additional floor to the top of the building. The entrance would be modified to bring people in on the main floor, and both light wells would be converted to interior space.

The big surprise was revealed in Option B. After studying the current condition of Stetson Hall and Sawyer Library and doing engineering studies and cost analy-

ses of Option A, the architects concluded that the cost of renovating Sawyer was beginning to approach the cost of new construction. Examining this situation further, Option B was created: first, a new parking structure would be built behind Stetson Hall. Next, the first faculty office/classroom building would be constructed slightly to the north of the current library. The 1957 and Roper additions to Stetson would be removed. A new library would then be constructed in the space behind or to the east of Stetson. Once completed, the library services, collections, and staff would move from Sawyer into this new space, with the historic Stetson building once again serving as the entrance to the library.

In Option B, it is likely that special collections would remain in Stetson. Sawyer Library would disappear except for the lowest level, which would serve as an underground on-campus storage facility. This would be invisible from the campus, as the space that formerly housed Sawyer would become an open green expanse.

The final project phase would be to construct a second faculty office/classroom building, probably to the south of the existing Sawyer building. This last building is the least well-defined ele-

ment of the project at this time.

Campus reaction to the two options has been nearly unanimous in favor of Option B.

An editorial in the *Williams Record* enthusiastically endorsed it, and there was excitement in the September Faculty Meeting when President Schapiro first shared the main points of Option B. This approach redefines the center of campus by creating new open green space. The buildings would be of a scale consistent with this portion of campus rather than being one or even two huge new buildings. The faculty buildings would be located between two student destinations, the new student center and new library, which would encourage the kind of student-faculty interaction in the faculty buildings that occurs in the new science center. Sawyer Library could remain open and functioning during construction of the new library. Option A's renovation of Sawyer would have required it to remain operational during the four-year period necessary to make the significant structural changes. The new library would be more logically arranged, efficient in storing collections, contiguous to stored collections, and comfortable for users.

— Architects *cont.* on page 2

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# eReserves Debut at Schow

*By Jodi Psoter  
Schow Science Librarian*

The Internet, electronic databases, electronic journals, and web based research guides – what’s next? Electronic reserves, of course! The Williams College Libraries debuted this new service at the Schow Science Library in Spring 2003. The eReserve system allows professors to put course materials on reserve electronically. With the traditional reserve system, print copies were housed at the Schow Services desk and checked out to students upon request. Now, materials are loaded into the reserve database electronically and students can access the materials from any computer with Internet access.

## Accessing eReserves is easy.

From the reserve listings within FRANCIS, students simply need to click “Access eReserves” and enter the course password to connect to the electronic course materials. eReserve materials are password-protected in order to comply with copyright law. In addition to accessing the items through the online catalog, faculty

can create a link directly from Blackboard into the eReserve module in FRANCIS.

## What types of materials can be put on electronic reserve?

Any material that can be placed on regular reserve can be added to electronic reserves. This includes links to web sites, images, and graphics. During the trial semester at Schow, professors included readings, problem sets, answer keys, scanned images, and web sites. One advantage of the eReserve system over traditional reserves is that the course page can be customized for each class. Materials can be grouped by topic, arranged alphabetically, or organized according to due dates.

## Is anyone using this new service?

Statistics show that during the trial semester, Schow processed a total of 204 eReserve items for classes in astronomy, biology, chemistry, cognitive science, and psychology. Of those items, 134 were copyrighted materials and 70 were web links, problem sets, images, or answer keys. Students in classes using eReserves were

given instructions on accessing the electronic version, but a back-up print copy was also available on regular reserve. Reviews of the eReserve statistics show that at least some materials from each class were accessed electronically, and in many cases, the print copies were not checked out at all. Students preferred using the electronic version due to the ease of access.

## Why use eReserves?

For students, eReserves means no more photocopying, no more waiting for an item that is already checked out, and being able to access eReserves from any computer with Internet access. For faculty, eReserves have the benefit of providing an archive of materials for future use, and perhaps easier access to materials will mean more students will use them!

If you are a faculty member interested in using eReserves, please contact your library liaison for more information. The liaison list is at <http://www.williams.edu/library/workshops/refappt.html>.

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And there is one more surprise: Option B would be roughly **10% less expensive** than Option A.

Much work remains to be done during the present pre-design phase of planning. Members of the library staff continue to refine the program for the project while the Stetson/Sawyer Building Committee and college administration work on reconciling the overall project program with the budget.

All of this work will be time-consuming and difficult, particularly if the goal of presenting the pre-design recommendations to the Board of Trustees in January 2004 is to be realized. The vision of a new Stetson/Sawyer as defined in Option B provides an exciting context in which to continue to develop the project.

October 2003

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## First Days Fun

By *Lori A. DuBois*  
*Reference and  
Instruction Librarian*

What do yo-yos, “Big Morty,” Tom Garrity, and Pepperidge Farm cookies have in common? They were all big hits during the Libraries’ 2003 First Days orientation activity. For this year’s event, we decided to try something different: instead of using masking tape on the floor to move students through Sawyer and Schow or having librarians walking backward and pointing out various library locations, we designed a fictional mystery tour.

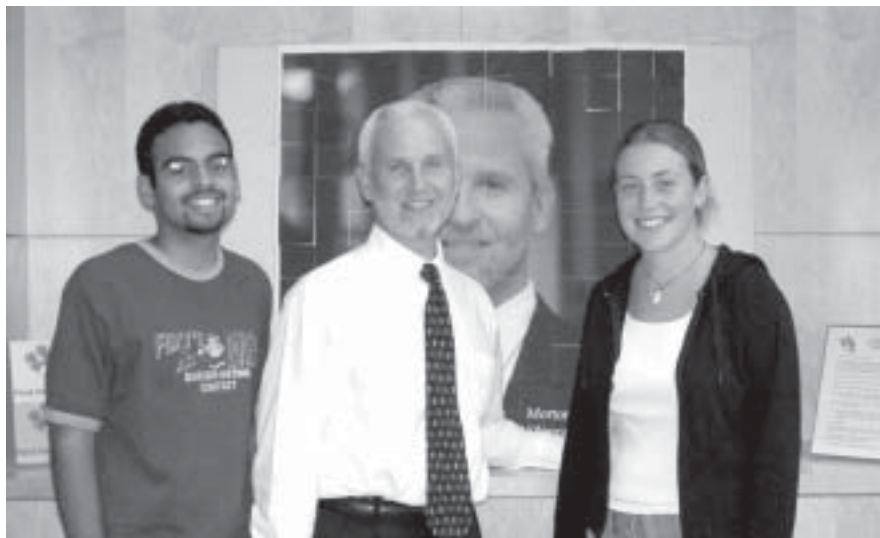
The mystery tour began every fifteen minutes between designated times during First Days (August 28 & 29). Students started the activity with a little social time in the lobby of Sawyer, meeting new people, eating cookies, and drinking lemonade. After socializing for a while, a group of twenty was escorted upstairs to the reference area. Sitting in the comfy Aeron chairs, the first-year students learned that an object important to College history was missing. Their mission was to find out what the object was, who was involved with its disappearance, when it disappeared, and where this object is at present. The group of twenty was split into four color-coded

groups of five, and each sub-group followed a different route to solving the mystery.

Along the way, multimedia clues guided students to the next location. Professors Leyla Rouhi (Romance Languages), Bill Darrow (Religion), Julie Cassidy (Russian), and Tom Garrity (Mathematics) showcased their acting talents by appearing in video clues, which played on computers located in the areas of Sawyer and Schow related to the professors’ research and teaching interests. All groups interacted with reference librarians, and one group chatted online with a librarian through the BLC ASK 24/7 reference service ([http://](http://www.williams.edu/library/askalibrarian/)

[www.williams.edu/library/askalibrarian/](http://www.williams.edu/library/askalibrarian/)). As the final clue, each group received a piece of a giant 3’ by 3’ puzzle. After all groups finished the activity, the puzzle revealed a larger-than-life picture of Morty Schapiro, affectionately called “Big Morty” by the librarian who created him. Each student also got a yo-yo with a maze on one side and the reminder “Research got you Puzzled? Ask a Librarian.”

Students used many library resources while pursuing clues and the challenge to solve the mystery was embraced with enthusiasm, judging by the determination and speed with which many groups reached the finish!



The real-life Morty presents grand prize-winners Rafael Frias and Kate Durlacher with gift certificates to Water Street Books.

### Mission of the Williams College Libraries

As an active partner in the educational mission of the College, the Williams College Libraries provide physical and intellectual access to resources that support learning, teaching and research.

Collections in appropriate formats are developed, organized, maintained and preserved for present and future library users. The Libraries embrace their educational role by providing research and instruction services to support the curriculum, and to foster critical thinking and lifelong learning. We strive to provide comfortable physical space and state-of-the-art facilities for users. The Williams College Libraries seek to share resources with other libraries and to enter into cooperative agreements that improve access to research materials that are not available locally. Our guiding principles are to provide excellent and innovative services as well as quality resources for our users.

## IN CASE YOU MISSED THE “PERSONAL CLASSICS” DISPLAY...

A recent display in Sawyer lobby highlighted four faculty members’ long-loved personal classics; the quotes below are excerpts of their accompanying notes.

**Joe Cruz ’91**

Assistant Professor of Philosophy and Cognitive Science

James Joyce. Ulysses. Random House, 1961. [originally published in 1914]

*“Reading Joyce was for me like seeing for the first time a thousand colors that I had not seen before. We all have a sense of what language is and what it can do, but that sense is fundamentally, explosively, divinely changed after Ulysses.”*

Explorer Atlas of the World. Hammond Incorporated.

*“When I trace my finger along my route through Morocco, for instance, my eyes can still sting from the smoke rising from the central square in Marrakech and I can still feel the textures of the woodwork of the ancient mosques.”*

Virginia Woolf. To the Lighthouse. Harcourt, Brace & World, 1955. [originally published in 1927]

*“On page 194, we learn that Mrs. Ramsey has died. On precisely that page my own love of literature, a love that I had in college but lost in grad school, came alive again.”*

David Hume. Dialogues Concerning Natural Religion. Hackett Pub., 1980. [originally published 1779]

*“If my philosophical library could consist of only one book, this would be it.”*

Edgar Rice Burroughs. The Gods of Mars. Ballantine Books, 1973. [originally published as a five-part serial in *All-Story Magazine*, 1913]

*“...the book represents for me a range of surface themes in my life: a lifelong indulgence in the guilty pleasure of reading science fiction, my current research interests in the intersection between philosophy and science, and my love of adventure in far-off places, to name a few.”*

**Tom Garrity**

Professor of Mathematics

Ayn Rand. Atlas Shrugged. Random House, 1957.

*“Of course, by sixteen I had begun to see past her stridency, but still hold true her underlying claims that ideas matter, that life should be exciting and that creativity is what counts.”*

Immanuel Kant.

Critique of Pure Reason. St. Martin’s Press, 1965. [originally published 1769-1780]

*“Certainly this book is worth serious study.”*

Nevil Shute.

Trustee from the Toolroom. Ballantine Books, 1967. [originally published in 1960]

*Shute describes, in the context of a simple adventure story, a convincing portrait of a supremely happy man.”*

Constance Reid. Hilbert. Springer-Verlag, 1970.

*“While I was already committed to doing mathematics, this book and Hilbert’s underlying passion helped to crystallize my belief that mathematics is the language of the universe (whatever these words mean).”*

Karl Popper. The Open Society and its Enemies; vol. 1, The Spell

of Plato. Princeton University Press, 1971. [originally published 1945]

*“I only started reading Popper during my last sabbatical but was surprised at how many of my own beliefs and attitudes found clear and clean expression in Popper’s writings.”*

**Leyla Rouhi**

Associate Professor of Spanish

Shamsuddin Muhammad Hafez. The Divan of Hafez. N.I.L. Publishers, 1957.

*“...a 14<sup>th</sup> century lyrical poet from Persia (Iran). His ability to sort through the paradoxes, ambiguities, and confusions of life is unsurpassed.”*

Georges Rémy (Hergé). Les Bijoux De La Castafiore. Casterman, 1963.

*“This is my favorite of all Tintin comics, all of which I read obsessively on a regular basis when I could be doing other infinitely more worthwhile things.”*

Miguel de Cervantes.

Don Quijote. Clasicos Castalla, 1978.

[originally published 1605]

*“This book manages to embrace and challenge all the possible interpretations that you might like to impose on it, and it generously invites new ones with every reading.”*

Juan Ruiz.

El Libro De Buen Amor (The Book of Good Love). Editorial Gredos, 1973.

*“Drawing on Muslim, Jewish, Latin, Greek, and Biblical mod-*

— Personal Classics cont. on page 6

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# GIFTS AND GIVING

By Sylvia Kennick Brown, College Archivist  
and Sandra Brooke, Head of Acquisitions

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*“ . . . It is little more difficult reciting here than at old Pembroke. Prof comes in without any text book and does not allow us to have one and if we cannot stand up and recite it is all flunk with us. It is not very pleasant to fail before a class of 50 or 60 . . . ”*

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Sophomore James Hervey Reed’s March 1850 letter to his brother contains a rare view of the mid-19th-century Williams classroom. Rarer still is the 1847 5-cent red-brown stamp on this folded letter. It is the only one known to bear the Williamstown postmark.

How do such wonderful pieces enter the College Archives’ collections? This recent gift came from two visitors to our area: a professor from another institution and his spouse, a Bennington graduate. Other donations—of books, photographs, scrapbooks, reminiscences, and artifacts—come to the Archives and the College Libraries from generous alumni, faculty members, townspeople, staff and administrators.

For example, recent gifts have included more than a thousand books in the area of British romantic literature, a group of 80 art books of the Hudson Hills Press donated by an alumna and the Press, and a choice group of books on Balkan history. Donations of objects have included a 1926 Kodak camera used by a Williams student to capture snapshots of campus activities, and the Addiator calculators he sold to his classmates.

These gifts greatly supplement the Libraries’ purchases, and are

accepted for various reasons. Most often they enhance our existing collections, and support the current curriculum and research interests of our faculty and students. Sometimes gifts extend the strengths of our collections, or anticipate future research trends. Donations often comprise items that the Libraries could not afford to purchase.

Can we accept everything? Because the process of selecting, cataloging and housing new materials is costly, we need to make sure that gifts are valuable additions to the collections. It is also very important that items be in good physical condition.

Ideally, our librarians like to receive a description and inventory of a proposed donation. This

allows us to determine the relevance of the material to the College’s collections. Visits to potential donors to review the content and condition of the material are often helpful. We can also determine within which library or department your donation would best reside. Portions of Prof. Dudley Bahlman’s collection, for instance, found a home in Sawyer Library, his personal and professional papers came to the College Archives, and rare titles entered the Chapin Library of Rare Books.

And what if your gift doesn’t ‘fit’ with our collections? We’re good at determining other possible libraries or manuscript repositories that might be very happy to receive your donation.



1850 letter by sophomore James Hervey Reed to his brother.

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Jodi Psoter, new Science Librarian at Schow Science Library

## Meet Jodi Psoter

By Rebecca Ohm

Jodi Psoter, recently appointed Science Librarian at Schow Science Library, didn't plan on a library career when she was growing up, although choosing a science-based occupation *was* a natural for her. Consider her family: her mother is a radiology technician, her sister is a nurse, her aunt is a pharmacist and her father, before earning his PhD in Epidemiology in 2000 (the same year Jodi earned her Master of Library Science degree) was a practicing dentist for many years. He now teaches at NYU. When asked what it was like to be surrounded by all these medical professionals, Jodi confesses, "I do have a tendency to self-diagnose".

But growing up in this atmosphere did give her an appreciation for the logic of the scientific method; to Jodi, understanding and knowledge come from identifying a problem, gathering relevant data, then formulating and testing hypotheses.

After earning her undergraduate degree in Biology, Jodi found herself looking at the future with a fair amount of uncertainty;

when her father sent her an article about librarianship being an up-and-coming profession, Jodi decided to take the plunge; still, she didn't think that she would enjoy the one-on-one experience of being a reference librarian as well as she might like working in systems or in another technical capacity. But a stint at Baystate Medical Center Library as a student intern, helping medical students, patients, and the public find needed medical information convinced her that this was the right path.

Jodi's education represents a new way of approaching graduate studies; her MLS degree from Southern Connecticut State University was earned in part online. She says that she thrived on this independence and flexibility and worked very efficiently that way. The "in-class" communication was very much a part of the experience, with students and professors constantly emailing queries and comments back and forth.

Outside the library, Jodi enjoys yoga, playing billiards ("a lot"), watching Virginia Tech football, and exploring the Berkshire area with her three dogs: Velvet, a bloodhound mix, Molly, a border collie mix, and a purebred Bichon Frise named Alexander.

Jodi's enthusiasm and spontaneity have already made her a hit among students and faculty at Schow – so if you have a chance, drop in and say "hello" to our new colleague!

**Library Update is published by the Williams College Library, Williamstown, Mass. Your comments and suggestions are welcome. You can contact us by calling the reference desk at (413) 597-2505, or sending an e-mail to: Reference@williams.edu**

## Personal Classics

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*els, Juan Ruiz constructs a mosaic of the joys and dilemmas of artistic production."*

Armistead Maupin.

Tales of the City. Harper perennial, 1994.

[originally published 1978]

*"Light, colorful, and often downright silly, it's just like your favorite TV show, only a lot better."*

Morton Owen Schapiro

Professor of Economics and President of the College

Adam Smith. An Inquiry into the Nature and Causes of the Wealth of Nations. Random House, 1937. [Originally published 1776]

*"...a far more subtle and complicated book than most would ever imagine given how it has been appropriated by "free market" economists who seem to miss its main points."*

Ayn Rand. The Fountainhead. Penguin Books, 1994. [originally published 1943]

Irving Stone.

The Agony and the Ecstasy: A Novel of Michelangelo. Doubleday & Co., 1961.

*"...two books I read back in high school that had a tremendous impact on the way I think about life—they celebrate artistic creativity and entrepreneurial spirit, two of my favorite human qualities."*

John Rawls. A Theory of Justice. Harvard University Press, 1971.

*"...presents a brilliant foundation to evaluate how we can define a 'just' society."*

Thomas Kuhn. The Structure of Scientific Revolutions. University of Chicago Press, 1970. [originally published 1962]

*"...a beautiful little book that completely altered my view of science and the pursuit of truth."*