

Harvard University Library *letters*

November 2002



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On the Cover:

Great Mosque, Cordoba, Spain

This photograph provides a view through a dramatic polylobed arch of the double arcades added by the grand vizier, al-Mansur, to the Great Mosque of Cordoba at the end of the 10th century. It is a recent print from an old negative belonging to the premier Spanish photographic studio, MAS. The Visual Collections of the Fine Arts Library contain thousands of MAS photographs documenting the architecture of Islamic, Jewish, and Christian Spain. The same collections contain 171 photos of the Great Mosque—the single most important remaining monument of Islamic Spain, first established by Abd al-Rahman I in 785 CE. Of these, 20 are 19th-century albumen prints that provide important insights into the history of the monument. The library also has 472 slides of the mosque in all of its aspects.

The mosque, expanded and embellished by its Umayyad patrons over two centuries, followed by a succession of Christian intrusions into its fabric across three centuries, provides a palimpsest of styles and meanings of profound significance to the understanding of the religious, political, and artistic history of Spain. A course on the Islamic art and architecture of Spain will be taught for the first time in years during the Spring term 2003. It will address the visual culture of a time and place which, although marked by its share of conflict, also admitted to a thriving *convivencia*—permitting the representatives of three religions to engage one another symbiotically and productively.

The extraordinary richness in breadth and depth of the Visual Collections enhances the teaching process and the learning that attends it and allows research to progress far from the source. A great many of the photographs are candidates for digitization and provide challenges for preservation to insure that those already old will last very much longer.

A Letter from the Dean of the Faculty of Arts and Sciences



William C. Kirby

Dear Friends—

Like me, you know—by way of rich personal experience—that the Harvard Library is one of the great libraries of the world. We are among generations of scholars, librarians, Harvard graduates, and friends who have worked to make the Library an unparalleled resource for teaching and research.

In my new job as Dean, I have rediscovered what I first saw as department chair: just how essential this Library is to attracting the best faculty and students to Harvard. The Library's sheer scope and depth enable us to recruit and retain extraordinary faculty colleagues. They draw heavily on the Library for their research and teaching, and they attract the most talented community of students anywhere. In turn, these students—undergraduate and graduate alike—are also dependent on the Library, and they use it in new and exciting ways to advance their scholarship.

The Library is indeed the center of our academic community. Michael McCormick, the Frances Golet Professor of Medieval History, provides this perspective* on the library: it “centers on research and teaching, and on making connections: connections in research, connections in teaching, connections between research and teaching.” Our librarians have a powerful role in making those connections. They operate comprehensive systems for electronic reserves, they develop “courseware,” and they provide us with the tools to access our collections—in ways that we couldn't have imagined even a few decades ago.

While other institutions have experienced a decrease in onsite library use—likely due to the growing number of resources available online—Harvard has seen an increase in onsite use in many areas. For example, the circulation of Widener materials has increased by 44 percent in the past ten years. Undergraduate use of Widener materials has increased by 37 percent during that same period of time.

The University owns 14.5 million books. These volumes comprise the foundation of the Library, and as we embark on the 21st century, it is clear that the role of books is neither diminished nor supplanted. But the library is no longer just about books. The number of digital objects is growing daily. These include “born-digital” journals—for which no formally printed copy exists—as well as digital copies of rare print materials that are now too fragile to circulate. They range from our vast photographic holdings to geospatial data and biomedical images that a generation ago might never have found a place in the library. The means for transmitting knowledge is also changing—through new technologies and imaginative uses of the Internet. Within the University, the Library is a leader in adopting new technologies and delivering knowledge in new ways.

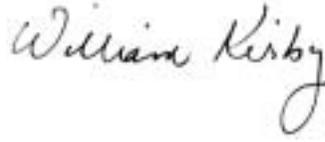
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* See “Research and Teaching: Making Connections in Widener Library,” *Harvard Library Bulletin*, Volume 6 Number 3.

Our mission stands: to educate young people in the arts and sciences and to enable them to use that education well in the world beyond Harvard. To fulfill that mission in this new century will involve innovation and excellence on the part of the administration, the faculty, and the librarians. It is particularly important that we reach students at the earliest stage of their academic careers to help them use Harvard's library resources in the most helpful ways. We will be judged not just on the preservation of knowledge but also on

its use, and on access to intellectual content and intellectual capital. This is a challenge that will offer many rewards, and the libraries at Harvard are central to our success.

Sincerely,



William C. Kirby

At Harvard Law School: Martin Named Henry N. Ess III Librarian and Professor of Law

Harry S. Martin III has been named the Harvard Law School's first Henry N. Ess III Librarian and Professor of Law. Martin's newly named position—in a role that he has filled since 1981—honors Ess, a 1944 graduate of Harvard Law School who was regarded generally as one of the 20th century's most important American collectors of early common law.

The naming also reflects Ess's magnificent bequest, received by the Law School in April 2001, of some 500 rare works of pre-1601 law along with a substantial portion of his estate.

Henry N. Ess III served as book review editor for Volume 57 (1943–44) of the *Harvard Law Review*. His interest in early English law books was sparked in the Harvard Law School Library as he checked a review by Harold D. Hazeltine of Associate HLS Librarian Robert Bowie Anderson's *A Supplement to Beale's Bibliography of Early English Law Books* (1943). Over the next half-century, Ess formed his own exemplary collection, purchasing books at auction and from booksellers both in England and the United States. Ess, a partner in the New York law firm of Sullivan and Cromwell, died in 2000.

According to Martin, the Ess gift “doubled the number of legal incunables in the Law Library, adding 500 books printed before 1501, the first half-century of printing in the West. Harvard is now unquestionably the premiere resource for research on the origins of common law.”



Henry N. Ess III



Harry S. Martin III is Harvard Law School's first Henry N. Ess III Librarian and Professor of Law.

Hewlett Foundation Awards \$1.25 Million For Harvard Library Open Collections Program

The William and Flora Hewlett Foundation of Menlo Park, California, has awarded \$1.25 million to the Harvard Library (HUL) to support the Library's new "Open Collections" program. The new, Harvard-wide program reflects the University's long-term commitment to the creation of comprehensive, subject-based digital resources that link throughout the Harvard library system. Once created, these new digital resources will be made available to scholars and researchers world wide. "The major goal," said Verba, "is to create a new model for digital collections that will benefit the Harvard community and that can be open to the general public in ways that are simply not feasible with traditional collections. As valuable as it may be to digitize a single collection of books or manuscripts," Verba continued, "the greatest potential will be achieved if we use technology to unite key aspects of related collections across the University."

The Open Collections pilot, supported by the Hewlett Foundation, will link materials—in a variety of media held in numerous Harvard repositories. The subject of the pilot project is women in the American economy and society. This new digital "collection" will link holdings in many of the Harvard libraries, including the Schlesinger Library at Radcliffe, Baker Library of the Harvard Business School, the Harvard Law School Library, and the Harvard College Library. The pilot will establish and test the model for a series of similarly constituted, subject-based resources that Harvard will create in the years to come.

Thomas Michalak, executive director of Baker Library at the Harvard Business School, will serve as project director of the entire Open Collections initiative. Nancy F. Cott, Carl and Lily Pforzheimer Foundation Director of the Schlesinger Library and Professor of History in the Faculty of Arts and Sciences, will chair an inter-faculty committee that will determine the intellectual content on women and the American economy, which is the basis for the initial digital resource funded by the Hewlett grant.

Nancy M. Cline, the Roy E. Larsen Librarian of Harvard College, noted the importance of the pilot program in addressing a long-range concern within the University's libraries, making some of Harvard's distinctive resources more accessible to scholars and educators. "Today," Cline stated, "scholars anywhere in the world may search Harvard's online catalogs but only a small number of research items are available as digital objects. We are excited by the opportunity provided by the Hewlett grant to lay the groundwork for important change in the way our collections can be used."

Harvard President Lawrence H. Summers lauded the Hewlett Foundation's support of this new library initiative. "Harvard's library holdings are extraordinary and indispensable resources for teaching and research at Harvard," Summers noted. "But they must also serve as a resource for a global scholarly community. The support of the Hewlett Foundation is visionary in establishing digital collections at Harvard that will be open to scholars around the world."

The Harvard University Library had its beginnings in 1638, when John Harvard left his library and half of his estate to the college that would bear his name. The goal of the fledgling institution was to create a "learned ministry" in the New World, and the basis of such learning was books. Over time the Harvard University Library has evolved as the largest academic library in the world. John Harvard's 400 volumes have grown exponentially into a library system of over 14.5 million volumes, millions of manuscripts and archival records, and an ever-increasing number of audio, visual, and—especially—digital holdings. The role of the Harvard University Library has expanded greatly since 1638: beyond supporting scholarship at Harvard, the Library collects and preserves recorded knowledge on a global scale. As advancements in technology expand the media used for recording knowledge, the multimedia nature of library collections continues to bring additional challenges to the task of ensuring the long-term durability of the collections.

Reaching and Serving Harvard Students: The Rise of Instructional Services in the Harvard College Library

“Librarians,” Sidney Verba recently noted, “are more closely connected to the teaching process than ever before.” Verba, Harvard’s Carl H. Pforzheimer University Professor and Director of the University Library, makes a clear statement of fact that is a commonplace of today’s Harvard. Across the University, librarians have expanded greatly on traditional reference services and public service functions. Now, in addition to quiet consultations in the reading room—a library tradition from time immemorial—Harvard librarians provide classroom instruction in research, create class-specific “webliographies” and other resources on line, conduct individual, in-depth research consultations, and—most important—have a new and dynamic relationship with the Harvard faculty.

In the words of Nancy M. Cline, Roy E. Larsen Librarian of Harvard College, “The Library’s programs and services are founded on excellent collections: acquired, organized, preserved, and made accessible through an able and talented staff. The staff bring their knowledge, skills, and

understanding of the Library’s role in research and learning into a continuously changing environment, bridging the most contemporary technologies with some of the world’s oldest means of recording knowledge.”

Of course, knowledge has changed in form as well as in content. As the boundaries around the Western canon have collapsed, as scientific and technological inquiry has exploded, the amount of information that students have available to them has expanded vastly. And much information is outside the walls of the library and beyond its ability to store or authenticate or catalog. Much of the knowledge that is new is found on the Internet.

“Once the Internet explosion hit,” Lynda Leahy says, “there was a moment of truth. We no longer knew what was out there.” The now critical role of electronic resources has brought with it a new form of librarianship—instructional services—that was scarcely heard of at Harvard even a decade ago. Leahy, the associate librarian of Harvard College for research and instruction, oversees HCL’s growing program of instructional services. “If even the brightest student doesn’t get to the right resources,” Leahy remarks, “the paper, the research, the work that’s done is not going to be as good as it could be. And that’s the real advantage that librarians can provide. The instruction program is really geared



Cheryl LaGuardia, right, is head of instructional services for the Harvard College Library. She is shown here in the Larsen Room in Lamont with 10 of the 43 HCL librarians who provide instructional services to Harvard students.

towards establishing and maintaining relationships between the library and the faculty to support teaching and research.”

Cheryl LaGuardia heads instructional services for HCL. From her office on the second floor of Widener, she facilitates the work of the 43 librarians who, in careful consultation with the faculty, provide instructional services in the libraries. Of that number, 11 serve as primary liaisons for research instruction in reference in specific areas of the humanities. These cover a range of specialties from African-American studies to Slavic languages and literature. The liaisons are skilled librarians with scholarly credentials. They have earned the confidence of students and faculty. They know the University’s library holdings. And they need an especially acute knowledge of the Internet and the World Wide Web.

“We view the web lovingly but with just a little suspicion,” LaGuardia says. “It’s like a relative that you welcome into your home gladly but with reservations: you know the



Blair Smith

Lynda Leahy is associate librarian of Harvard College for research and instruction.

downside as well as the up. And that’s the way that the web functions for us. Everything is shifting constantly in the web environment. Documenting or doing a bibliography is very different when you’ve taken information from a web site. You have to note the exact date that you accessed information because the web is like a river: it’s going to keep flowing and changing. You’re talking about that fluid an information environment that gives students great power and great responsibility.”

Unlike books on a shelf, information found on the web is susceptible to alteration and corruption. While a web site carries the imprimatur of its owner, the owners are far more various than is true of book and journal publishers. The imprimatur, then, may be a government, a corporation, a private individual.

As of November 1, Harvard University’s libraries offered 4,672 electronic resources through the “Harvard Libraries” web site at <http://lib.harvard.edu>. Of those resources, 4,327 are E-journals. These are the resources that the University has vetted, licensed, and paid for. But Lynda Leahy is quick to point out that the web holds many millions of other web sites about which we know little and to which students may ultimately look for research. According to Leahy, “Students are potentially using resources that are not authenticated, that have a bias they may not recognize, and that may be inaccurate or at least highly suspect.”

Students need to ask the right questions, LaGuardia says, and establishing those questions, more and more, is the province of instructional librarians. “Is it an authoritative resource? Is there an overt bias? Is the site kept current? Is the information well-documented? Is the factual information trustworthy? If students can apply that ABCD—authority, bias, currency, and documentation—to a web site, and have it pass, then presumably the information is reliable. LaGuardia’s ABCD approach applies across the board: even to the 4,000 plus resources that are licensed for use on the “Harvard Libraries” site and presumed reliable. LaGuardia warns, “Only the first level of connectivity is assured. That is, we have vetted all those sources at the first level. As soon as you go one click beyond that, we cannot guarantee the authenticity or the authority, the bias, the currency, or the documentation. And that’s why students must learn to assess these resources well on their own.”

A critical path for these inquiries is found in the close collaboration of the HCL’s librarians with the Harvard College Expository Writing (or Expos) program. An Expos class has been required of every Harvard student since 1872. Expos classes cover the gamut of research topics from A to Z. After teaching hundreds of Expos classes in consultation with preceptors for a

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number of years, HCL Instructional Services developed “Threading the Maze” (<http://hcl.harvard.edu/research/guides/expos/index.html>), which is the Expos student’s guide to research in the Harvard libraries. “It’s not a tutorial,” LaGuardia is quick to note, “where you have to work through stage by stage. It’s an online resource that outlines how to find the magazines and books, where you’re going to be able to study, and where you’re going to be able to get help. It also raises all of the right questions about the web.”

While HCL’s Expos collaboration effectively reaches—and serves—many first-year students, HCL’s web site found at <http://hcl.harvard.edu/research> offers a comprehensive guide called “Conducting Research” that students and faculty use, according to LaGuardia, “on a 24/7 basis.” The site is simply and intuitively organized in eight areas:

Start Your Research

Online advice on how to select and refine a research topic, and how to find materials that support research.

HOLLIS Catalog Instruction

Information on the Harvard OnLine Library Information System (HOLLIS) and on the instruction—both classroom and individual—that HCL provides on it.

Ask a Librarian

For online reference requests 24 hours a day.

Initial Research Contacts

Individual, in-depth research consultations for students.

Research Guides

Web-based research guides for research at Harvard, plus information on evaluating web sites navigating the “Harvard Libraries” site at <http://lib.harvard.edu>.

Resources for Instructors

Specifically on class-specific library instruction and on helping students make maximal use of Harvard’s library holdings; both traditional and online.

Linking Course Pages to Library Resources

Instructions for faculty on linking to online library resources from course web pages.

Common Questions

A compendium of frequently asked questions.

“Today,” says LaGuardia, “Harvard students go online 24/7/365. We say that students do their research from 9 to 5. That is, 9 pm to 5 am. As a liaison to a number of departments, it is routine for me to get queries on email between 11 pm at night and 3 in the morning. That’s very typical. While we’re not usually personally accessible at that hour, we’re providing on the web site a wide range of tools that are.”

HCL’s many online resources have not reduced the number of student visits to the libraries nor are they expected to supplant personal contact with librarians. As Nancy Cline wrote in a recent annual report, “Contrary to the trends reported in many academic libraries, Widener’s Research Services has experienced an 11% increase in the number of inquiries over the previous year. This increase occurred at both the Information Desk on the first floor and the Reference Desk in the Loker Reading Room. Consistent with the national trend, the interactions between librarians and users have continued to increase in complexity and length, likely reflecting the growing proliferation and sophistication of resources—print and electronic—that are available to Harvard users.”

As knowledge proliferates, HCL’s instructional program will continue to expand and to deepen. Connections to individual faculty will grow in strength and importance. More classes will be offered: many in the state-of-the-art Larsen Room in Lamont Library, the development of which first drew Cheryl LaGuardia to Harvard. “Students,” she says, “are remarkably entrepreneurial in their research. So we inculcate them with some traditional methods. We introduce them to the “Harvard Libraries” web site. We make them aware of the best research tools that are available. We show them how to delve into one of the richest resources in the world: the Harvard library system. But we also work to ensure that they question everything they learn and anything they come across in the research process, whether in print or online. That is their ultimate responsibility as students at Harvard.”



Terrence Gilchrist, a first-year student in the master of public policy program at the John F. Kennedy School of Government, explores the refined and expanded search functions of the new HOLLIS catalog. Harvard launched the new HOLLIS system on July 8.

The Harvard Year Begins with a New HOLLIS

Students, faculty, and staff returning in September to Harvard's libraries found a new, web-based HOLLIS catalog online at <http://lib.harvard.edu>. Launched in the relative quiet of July, the new HOLLIS benefits students, faculty, and staff by providing refined and expanded search features and by allowing holders of current Harvard IDs and valid PINs to renew or recall items; to renew books from multiple libraries at the same time; to view a list of items checked out; and—alas!—to check fines online.

Harvard President Lawrence H. Summers commended the libraries highly—for the magnitude of the overall project, for the impressive level of interfaculty collaboration that it represents, and for the relatively seamless way that it was implemented. “The launch this summer of the new HOLLIS marks the culmination of years of research, planning, and large-scale collaboration,” Summers noted. “Hundreds of librarians and IT specialists across the University took part in this massive restructuring, and the effort that has gone into creating the new HOLLIS has yielded impressive results.”

HOLLIS has always been a University-wide collaboration. The public catalog and all of its “back room” operations—finance, cataloging, circulation—provide services to faculty, students, researchers, and staff everywhere in the University. The new HOLLIS operates on a client/server model that has brought about an extraordinary level of collaboration between the University Library's Office for Information Systems, which operates the system, and IT services throughout the University.

The new HOLLIS is based on integrated library system software known as Aleph. Harvard contracted late in 2000 with Aleph's developer, the Ex Libris company, to license the software to Harvard and to make substantial upgrades and adaptations reflecting the complexity and the magnitude of Harvard's vast library holdings. Like the original HOLLIS—launched in 1985—the new HOLLIS will be upgraded and refined constantly. As Sidney Verba, Harvard's Carl H. Pforzheimer University Professor and Director of the University Library, commented, “This summer's launch is but the beginning. The new HOLLIS may challenge us for awhile as we learn to use it. We will monitor it and adjust it—and improve it on a constant basis. If users find problems, we ask that they inform us right away.”

Giving to Harvard's Libraries

From John Harvard's founding bequest of 400 books, Harvard University's library collections have grown to include more than 14.5 million books and journals, as well as millions of other manuscripts, maps, photographs, recordings, and digital objects. The Harvard system of more than 90 individual libraries is one of the world's five greatest libraries—and the most comprehensive academic library in existence.

It is the primary mission of Harvard University's libraries to support teaching, learning, and research throughout the University. Individually, Harvard's libraries respond to the needs of the faculties that support and use them. Simultaneously, Harvard's libraries work collaboratively to build, to preserve, and to house great collections, and to ensure comprehensive access to those collections over time.

The sustained growth and the long-term excellence of Harvard's libraries are dependent on increased levels of support from alumni/ae, friends, corporations, and foundations. Specifically, Harvard seeks to increase funding for the libraries in five crucial areas:

*Preservation and Conservation
Access and Technology
Collections
Positions
Renovations and Capital Projects*

Donors have the unique opportunity to link gifts to the Harvard libraries with areas of personal interest or intellectual commitment. Whether you give to an individual Harvard library or to the programs that benefit the entire library system, Harvard's library professionals will work closely with you to develop a gift that is meaningful to you and of importance to Harvard and its libraries over time.

Tax Benefits

You may receive tax benefits by making a gift of securities. For more information, contact Melissa Baran of the Harvard University Recording Secretary's Office. The toll-free phone number is 1.866.845.6598.

Planned Gifts

You may achieve greater tax savings by making a planned gift. To learn more about planned gifts or including the Library in your will, contact University Planned Giving at 1.800.446.1277 or <http://www.haa.harvard.edu/pgo>.

Memorial Gifts

Memorial gifts to the library are a thoughtful way to honor a friend or relative while providing meaningful support to the Library. Please make your check out to Harvard University, noting the name of the person you wish to honor. If you want us to acknowledge your gift (not the amount) to the honoree's family, please include the appropriate name and address.

How to Contribute

You may send your gift or pledge commitment to:

*Peggy Davis Molander
Director of Development
192 Widener Library
Harvard University
Cambridge, MA 02138*

Checks should be made out to Harvard University. For more information, contact Peggy Davis Molander at 617.495.8062 or molander@fas.harvard.edu.

W. Jackson Bate Memorial Book Fund Established in Widener Library

Since the death of Walter Jackson Bate, A. Kingsly Porter University Professor *Emeritus*, in 1999, his colleagues, friends, and former students have established the W. Jackson Bate Memorial Book Fund in his memory for Widener Library to purchase books on English literature in the extended eighteenth century (1660–1820).

Although the Bate Book Fund has not been widely advertised, dozens of Professor Bate's many admirers have made donations in honor of his distinguished career as a scholar and teacher at Harvard. In the "Memorial Minute" on the life and services of W. Jackson Bate read at the April 11, 2000, meeting of the Faculty of Arts and Sciences, he was rightly characterized as "one of the leading biographers and humanists of the 20th century [whose] . . . *John Keats* (1963) and *Samuel Johnson* (1977) . . . both attracted the highest accolades, a Pulitzer Prize for each . . ." Bate also won the Christian Gauss Award of Phi Beta Kappa three times, for the Keats biography, for *The Achievement of Samuel Johnson* (1955), and for *The Burden of the Past and the English Poet* (1970).

The "Memorial Minute" also noted that "hundreds if not thousands of undergraduates and dozens of graduates still regard Bate as the best, most generous, most memorable teacher they knew. Doctors, lawyers, accountants, scientists, and people in business, even though they did not receive degrees in literary studies, remark on the lifelong impact of his teaching."

An anonymous donor has pledged \$5,000 for the W. Jackson Bate Memorial Book Fund if Harvard can raise an additional \$10,000. Now seems an opportune time for those undergraduates and graduates who studied with Professor Bate in his courses, notably his legendary "The Age of Johnson," to contribute to the Memorial Book Fund that bears his name and honors his memory.

Contributions are tax deductible and can be sent to Peggy Davis Molander, director of development for the Harvard College Library, Widener Library, Harvard University, Cambridge, MA 02138.

Harvard University Library Letters

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