

The Messenger

SPRING 2005

OREGON STATE UNIVERSITY LIBRARIES

VOL. 20 NO. 1



OREGON STATE UNIVERSITY LIBRARIES

The Valley Library
Main Campus, Corvallis

Marilyn Potts Guin Library
Hatfield Marine Science Center, Newport

OSU-Cascades Campus
Bend

THE MESSENGER

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ON THE COVER:

Cryptogramma cascadiensis, a specimen from the OSU Herbarium. Described in 1989 by Edward R. Alverson, then a graduate student at OSU.

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The herbarium digitization is one of eight projects toward which the library is directing energy and resources—guided by our strategic plan and the discussions we had with the Library Advisory Council, students and faculty.

Hello Library Supporters,

Tempus Fugit: Yes, it does seem like the time just flies away. Last year we were putting together OSU Libraries' strategic plan and this year we are implementing a series of projects that support the goals articulated in the plan. The herbarium project (article on pages 6 and 7) is one of these endeavors. This project addresses the strategy to "capture and preserve faculty and student intellectual capital to enable researchers to dynamically and easily work together." May Chau, reference librarian, chose the project and helped craft a proposal with Aaron Liston from Botany and Plant Pathology.

The herbarium digitization is one of eight projects toward which the library is directing energy and resources—guided by our strategic plan and the discussions we had with the Library Advisory Council, students and faculty.

Other projects include:

- providing better search tools that allow for rapid and targeted information retrieval;
- establishment of a digital institutional repository which will capture, organize, and disseminate the intellectual of the university's faculty, researchers, and students;

- developing virtual college libraries to deliver library services tailored to individual colleges or programs;
- acquiring and expanding our collections to align with OSU's five thematic areas; and
- developing information literacy skills that enable our students to find, access, evaluate, and use information resources appropriately.

Our strategic plan allows us to focus our strengths and assets on providing our students and faculty the resources they need to be successful in their teaching, learning, and research. We support, through our plan, the University's goal of becoming a Top 10 land grant institution.

Our library staff has been especially busy this year as well. Although they still find the time to do some recreational reading (article on pages 10, 11), you'll also see in this issue some staff accomplishments on a national and international level. Bonnie Allen has been selected as a UCLA Senior Fellow; Terry Reese has been chosen as one of the Library Journal's Movers

and Shakers; Janet Webster and her FAO colleague have published their work in an FAO Fisheries Circular; and Cliff Mead was invited to speak at an international gathering of archivists and scientists on the web activities of our Special Collections department. This is only a sampling of some of our staff accomplishments, and it gives me great pride to celebrate their achievements.

Finally, let me join others on campus in welcoming Sabah Randhawa to his position as Provost & Executive Vice President of OSU and also Michael Goodwin as the OSU Foundation President and Shawn Scoville as Senior VP of Development (in case you did not know Shawn started as a library fund raiser).

I hope you enjoy this issue of *The Messenger* and as always, please call me or if you are in the vicinity, stop by the library for a tour or just for conversation.

Kaye Butcher



Sabah Randhawa



Michael Goodwin



Shawn Scoville

New Employees:

Lori Davidson was recently hired as the reference night coordinator. Previously,



while working towards her masters in Family Resource Management, Lori began working as a student assistant with the Reference and Instruction Department. She found that she really enjoyed work-

ing in the library, and in particular, with the reference staff, so she decided to apply for the night coordinator position.

Ryan Ordway has begun duties as the Unix systems administrator in Library Technology. He moved from Vancouver, Washington where he was employed by @Once, a Portland company offering personalized e-mail marketing solutions. Prior to that, Ordway spent five years as the senior systems administrator for the Technology Systems team. He also worked in IP Operations at GST Telecommunications, now owned by Time Warner Telecom, as a Systems Administrator. X



Congratulations:



Bonnie Allen, Associate Uni-

versity Librarian, was one of fifteen top leaders in the college and university library field who were selected as a University of California Los Angeles (UCLA) Senior Fellow for 2005. Her selec-

tion followed a nationwide competition conducted by the UCLA Graduate School of Education & Information Studies. As a Senior Fellow, Bonnie will attend a three-week program conducted at UCLA during August. The program is designed to foster the focused investigation and advanced study of key topics related to research library administration through presentations by select faculty and invited speakers. Allen is the second librarian from OSU Libraries to be nominated to this leadership program. In 1995 University Librarian Karyle Butcher was a participant in the program. The Senior Fellows program was first established in 1982 with the support of the Council on Library and Information Resources, UCLA, and the institutions represented by the participating fellows. Over 150 academic library leaders have participated in the program. Held every other year, 2005 marks its thirteenth year of existence.

In April, Head of Special Collections **Cliff Mead** was invited to speak to an international group of scientists and archivists at Cold Spring Harbor in New York. The gathering discussed specific challenges regarding archiving scientific collections and oral narratives. Mead spoke to the group about developing websites at OSU Libraries that draw in a wide audience of diverse constituencies—not just scientists, but students, scholars, and researchers at all levels. The websites “The Race for DNA,” “The Nature of the Chemical Bond,” and “Sickle Cell Anemia” are all widely acclaimed sites that Mead and his team have created. Available at: <http://osulibrary.oregon-state.edu/specialcollections/>



Terry Reese of Technical Services has been named one of his field’s Movers & Shakers in the Digital Masters category in the March 15, 2005 is-

sue of Library Journal, a leading journal of the library profession. Reese is being



recognized for his skills in developing programming applications that save staff time in performing routine tasks within the library’s online catalogs and services. His applications are freely available

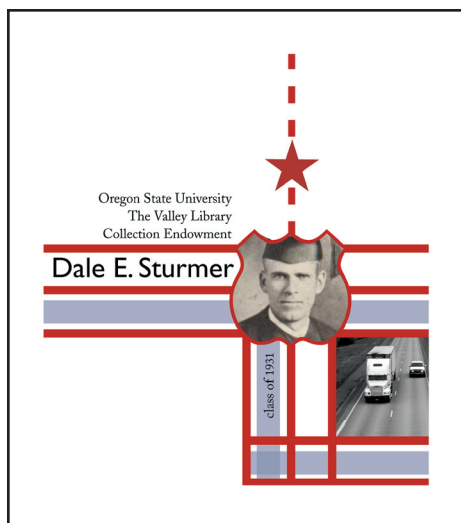
to any library and are currently in use in libraries world wide. Most notable is his improvement upon the Library of Congress’ MARC editing program available online as freeware which has been downloaded by more than ten thousand users. The Movers & Shakers nominations are collected annually from the library community to draw attention to those who are significantly impacting the way libraries operate and provide services.

During her sabbatical last year,

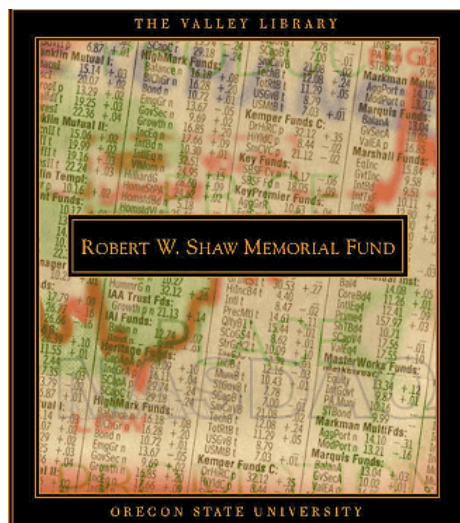
Guinn Library Director **Janet Webster** and her Food and Agriculture Organization counterpart investigated the role of information in fisheries management and explored ways that enhance access to the information needed to support implementation of the FAO Code of Conduct for Responsible Fisheries. Their work has been published in the FAO Circular No. 1006. The



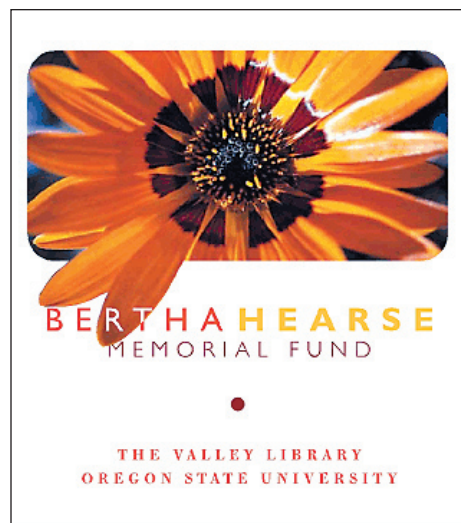
purpose of the publication is to address information issues required to support implementation of the code. The two librarians looked at issues such as securing access to information, cultural and linguistic barriers, information gaps in developing countries, and proposed strategies for improving the capture, dissemination, sharing and preservation of fisheries information. The circular is



The Dale E. Sturmer Endowment was established in December of 2004. Funds will go toward the purchase of books, journals, and other publications related to the field of civil engineering.



Established in 1985 by Harriet and Clayton Shaw in memory of their son, Robert, this fund is for the purchase of books and other materials in the field of business.



This fund was established in 1985 per instructions in the will of Bertha Herse that dedicate a portion of her estate to the OSU Libraries.

Establishing an Endowment for the OSU Libraries

by Jack Holpuch

You don't have to be royalty to have a lasting and significant impact on the quality of Oregon State University's programs. Endowments create lasting resources to enhance any special program, subject area, or college that you value. You can make a strong statement by supporting a particular collection of materials that support your program subject area or college. In addition, you will have the opportunity to name the endowed fund in honor of someone special or to create a legacy in your family name.

Endowments in the library work by adding to the overall support of the library, and by supporting your desired college or program. Common assets used to fund endowments include cash, securities, and real estate. Endowed funds can be set up now or in the future through a bequest. An endowment can be established for as little as \$10,000.

This amount will generate funds from the endowment's earnings that will be used to support the endowment's defined collection with the rest of the earnings re-invested to make the fund grow.

The OSU Foundation staff is available to help you with professional advisors that can design a giving plan that is right for you. Often a library supporter will create an endowed fund with an outright gift and then add to the fund through a bequest—allowing the donor to see the results of his or her giving and providing the satisfaction of knowing that those results will grow in the future. By making additional gifts to your endowed account, you may be able to spread charitable income tax deductions over many years.

Once you have decided to create an endowment, the OSU Foundation will work with you to develop a fund agreement. This document will be a permanent record of your intentions for the gift, and will govern the purposes for which the fund can be used. This is the document that allows the library to only spend the monies earned from the endowment on your specific, defined wishes. Throughout the coming years, both the foundation and the library will report back to you about the good things your endowment is doing for the OSU Libraries and the campus, giving you the joy of seeing the direct benefits of your philanthropy. ☛



Botanical Type Specimens—Online!

By Kevin Bokay, Executive Assistant to the University Librarian

O SU Libraries and the Botany and Plant Pathology Department have embarked on a joint venture that will highlight Oregon State University's Herbarium and give it a world-wide audience. The treasures of this collection will soon be accessible to anyone in the world with an Internet connection.

Dr. Aaron Liston, Director of the Herbarium, and Michael Boock, Head of Technical Services at OSU Libraries, are heading the project. The OSU Herbarium will provide subject specialty and descriptive content. The OSU Libraries is providing expertise in digitizing, copyright, metadata and search interface development.

Although the ultimate goal of the digitization project is to put all 145,000 Oregon plant specimens of the herbarium online, this project will digitize 1,400 original type specimens and the original specimen descriptions that ap-

peared in floras and journal articles.

This project will give students of science and botany an unprecedented resource by making available the digitized original descriptions alongside the original type specimens of the species. These 1,400 type specimens are the most important specimens in the collection, representing the plant on which the original description of the species was based. A total of 225 of these are holotypes, the primary specimen kept by the botanist who described the plant.

The project will serve as a model and catalyst for other major state and regional herbaria in the United States, with the goal of leading to a networked resource that would serve local, regional, and international interests.

The herbarium is similar to a library. Shelves are tightly packed into compact shelving units and specimens are cata-

logued and filed according to family, genus, species and geographic range. The herbarium houses approximately 405,000 vascular plant, bryophyte, algal, and fungal specimens. The collections are worldwide in scope, with a focus on the state of Oregon and the Pacific Northwest. A type specimen is a pressed plant specimen on which the original description is based. When a botanist names a new plant, he/she must designate a herbarium specimen which is representative of the new plant. The holotype is deposited in the botanist's



home herbarium, and duplicate specimens, called isotypes, are distributed to other herbaria.

Occupying a large space on the first floor of Cordley Hall, the herbarium traces its origin to Oregon Agricultural College in the 1880s. In the 1980s the Willamette University herbarium moved to Oregon State, followed by the University of Oregon herbarium in the early 1990s. The combination of these three herbaria created the world's largest collection of Oregon plant specimens, and biological and geographic information for approximately 85% of our 145,000 Oregon plant specimens are now online.

The botanical biological diversity of the Pacific Northwest is a well-noted fact appreciated by the people of the Northwest and the world, and is central to our economy and culture. This project will document that diversity. Each specimen in the collection is classified according to biological nomenclature. Each unique name traces to an original description, published over the past 250 years. The earliest valid names trace to



the seminal works of Linnaeus. The vast majority of names originated with the 19th century exploration of the American West. However, new species continue to be discovered and described today. Any research into the application of biological nomenclature requires an evaluation of the original description.

What is the significance of description? The herbarium assists in identifying two or three new species per year. That is, new species to Oregon. This identification can help trace the origin of a species and allows officials to take preventive measures against invasive species, identify methods for controlling species, track evolutionary patterns, record global climate change, and other helpful biological data.

As many will remember from their science and botany classes, plants are given botanical names based on an international system for naming each individual plant. This system was developed by Carl Linnaeus, an 18th century Swedish botanist. This cataloging system is still in use today. A genus refers to a group of plants which share certain structural characteristics. This name may come from mythology, literature, people, places, or something the

plant resembles. The species name usually refers to a place where the plant is native, the plant's appearance, or the name of the person credited with discovering it.

For instance, on the cover of this issue of the Messenger there is an image of *Cryptogramma cascadenis* (Greek, *cryptos* – hidden; *gramme*, a line, alluding to the lines of sporangia, and *cascadenis*, referring to the Cascades Range). This genus of ferns is common to the Northwest region and also widely distributed in temperate regions of the southern hemisphere.

While he was a graduate student in 1989, Edward Alverson discovered through his analysis of chromosome numbers and morphological data that this fern, that despite the fact that it had been described and classified since 1904, should be recognized as a separate species. Populations of *Cryptogramma cascadenis* were previously identified as *C. acrostichoides*. By describing differences in *C. cascadenis* and *C. acrostichoides*, Alverson successfully described a new species of fern.

The herbarium database to date has employed a team of more than 40 students and research assistants conducting data entry, specimen curation, quality control activities, and specimen and archive research. Some of these students have received funding from the NSF Research Experience for Undergraduate program. This digitizing project will provide even more oppor-



tunity for student participation.

The material will be digitized and digital content maintained by the OSU Libraries. It will be accessed by links from the OSU Herbarium databases and from an OSU Libraries digital content management system. The Libraries will create a web page, a browseable interface to the content, and the ability to search the content. The Libraries have created a number of digital collections including the Pacific Northwest Stream Survey collection and various Linus Pauling digital collections. The digitized Herbarium content will add content to an expanding natural resources digital library. Right now, the OSU Herbarium and Libraries databases receive thousands of hits each month. Soon these users will have a new resource—access to the over 1,400 original described species of the Pacific Northwest region.



An Intern's Story

by Katherine Cunnion, student intern,
OSU Libraries

Even as a child, I was always enchanted by books. When I was in second grade, my teacher called my parents in for a conference and, throwing up her hands in frustra-



tion, confided: "I don't know what to do! I'm supposed to encourage the children to read, but your daughter won't stop. She keeps hiding books behind her math text, and

I'm afraid what kind of message it will send to the other students if I punish her for reading!" I guess my eventual choice to pursue librarianship as a career was not so odd, after all.

This last summer, after the first year (of two) in my information and library science program at UCLA, I knew that I wanted to go into academic librarianship, but I lacked the hands-on experience of working in a university library. While searching through summer opportunities, I thought about how nice it would be if I could return to the Valley Library, because as an undergraduate at Oregon State University I had come to appreciate how versatile and innovative the library was in its service to its community. Finally, I built up my courage enough to call Karyle Butcher (who I knew from sitting in as a student member of a library committee my senior year) to ask if an internship might be possible. Happily it was working with the Children's Library collection.

In early July, I arrived in Corvallis and met Paula McMullen, the subject librarian in charge of the collection. Over the next two months, Paula helped me navigate the maze of meetings, events, and commitments that are the librarian's lot; made a point to introduce



me about; and generally tempered my inexperience with wisdom and timely suggestions. (Thank you so much Paula; I can't ever say it enough!)

Reflecting on my coursework and discussing the project with Paula early on established that we wanted to evaluate the collection's variety. The notable and classic titles of children's literature in the Children's Library support the OSU School of Education's courses in teaching instruction, as well as being used by children in the larger Corvallis community itself, and the last evaluation on the collection had been done in the early 1990s. In order to review the current contents of the Children's Library, Paula helped me contact Debbie Hackleman, who generously offered her wizardly abilities with the library systems to create a printed list of the books in the Children's Library according to the catalog. Armed with this, I began to compare the collection on the shelves with the list in hand, making notes on subject areas which seemed well covered or less well represented.

Standing in front of a row of bookshelves with a pen in one hand and a pile of computer printouts in the other probably isn't everyone's idea of a

perfect summer vacation, but my internship definitely had its own wonderful moments of discovery. One afternoon, for instance, I pulled a book with a plain blue cover from the shelf and found—instead of the language dictionary I (and the catalog list) had expected—William Pene DuBois' 1948 Newbery Medal-winning *The Twenty-One Balloons* with its appealing illustrations in soft pencils. Another new favorite of mine from the collection, accidentally discovered while double-checking the collections' holdings of titles illustrated by Mercer Mayer, is *Everyone Knows What a Dragon Looks Like* by Jay Williams, with its playful drawings of friendly dragons. And a great read I would recommend to anyone is Nancy Farmer's novel, *The House of the Scorpion*, which won so many awards the original cover art is hardly visible for the medals. (I could continue on like this all day—there are so many great books in the collection!)

Around the middle of August, as our understanding of the contents of the Children's Library grew, I began to work on a list of books the collection could acquire. Some were replacements of important titles that had gone miss-

ing, while others would fill areas where the collection needed to complete its coverage. For example, a representation of the titles winning major children's literature awards, such as the Caldecott and Newbery medalists. In order to assess what titles might be best for the Children's Library, I consulted a number of resources on children's literature in the library's general collection, such as bibliographies like the *Children's Catalog* that provide listings of recommended books for juvenile collections by subject together with brief reviews of each title. While I uncovered various resources that supported research in the field, I kept notes. By the end of my internship in September, with Paula's help, I was then able to create a research guide for children's literature that could be included with other, similar guides for students and scholars on the OSU libraries website.

During my internship, I was able to also experience many facets of an academic library, just as I'd hoped the spring before. In my time in the library, from July to early September, everyone was wonderfully generous in allowing me to observe the 1001 impossible things librarians and staff manage to do to keep a library running everyday. I'd like to thank Katy Bidwell for showing me first-hand the wonders of repairing an old, over-loved book, Cheryl Middleton for arranging schedules so I could shadow on the reference desk, and, most especially, everyone who took time and effort to answer my questions, respond to my emails, and to teach me about the profession in such an open and encouraging way.

At the Valley Library, I was fortunate enough to be able to combine both my education for my future career and my past love of children's literature

into one amazing summer experience that has continued on into the present—during the winter holidays, I returned to the Valley Library to use the knowledge gained from a combination of my summer work and classes I had taken at UCLA in the fall of 2004 to finish evaluating the Children's Library against the printed catalog list and subject guides, and this spring I am collaborating with Paula (by email from Los Angeles) to work further with the collection. As a would-be librarian, working with the Children's Library at OSU Libraries continues to be a unique and wonderful opportunity which has allowed me to contribute to my future profession and enriches my studies even today. ☼

Make Lemonade and *True Believer*

by Virginia Euwer Wolff

Reviewed by Paula McMillen

Read any good books for young adults lately? It may seem an odd question for the adult readers of this publication, but I've recently become acquainted with several outstanding authors and books through my classes in the PSU graduate certificate program for children's and young adult literature. As noted in one of my class texts, "like the best of literature written for adults, good novels written for adolescents possess themes that merit and reward examination." They are sometimes so true, so well-written, that I find myself reading them out loud to my husband or anyone else who will listen! Take for example two books by Oregon author, Virginia

Euwer Wolff. The first two books of an intended trilogy, *Make Lemonade* and *True Believer* feature teenager LaVaughn, who has made up her mind to leave the poverty which surrounds her and go to college. Her widowed mother is working hard to make a life for them and periodically reminds LaVaughn of her decision.

And another thing. My mom sat me down last night and she said, "Verna LaVaughn. You remember your college plans." This was not a question. She used both my names...

"'Cause I can't pull you out of any mess, Verna LaVaughn," my mom aims her eyebrows at me. "You got your work to do, I got mine. There's only just so much of me to go around."

At this moment I love my mom real much knowing so much of her has been going around me my

whole life. Then in the next minute she says, "I seen many youngsters change their minds, forgetting their life plan or they pretend they never had one. You need a long memory, LaVaughn. You can't go forgetting the minute it gets too hard."

There's advice we can all take to heart.



Paula McMillen

Looking for a Good Read?

Suburban Safari: A Year on the Lawn

by Hannah Holmes

Reviewed by Deborah Dombrowski

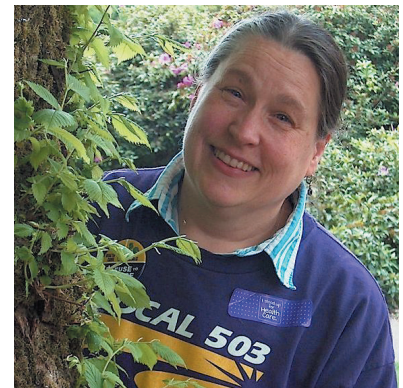
Hannah Holmes grew up on a self-sustaining farm, occasionally visited by city dwellers who “pleaded with us to show their children how the carrots grew right out of the dirt.” She left her native soil to live in cities and foreign climes, becoming a science and travel writer, drifting away from her early life to such an extent that one day while sitting in the office of the environmental magazine for which she worked, she failed a quiz: “Name five resident and five migratory birds in your area...What direction do your winter storms come from?...Exactly how far have you fallen, young lady?”

Too far! She decides to go back to the land. Two-tenths of an acre, to be precise, in South Portland, Maine. A suburb, near the ocean, quite a change from Madagascar and Mongolia, two

places she had reported on in her career. To expend the same sense of discovery in her own back yard, to delve and peek and study, to investigate the lives of the natives, ah, now that’s a worthy project for a year, armed with a lawn chair and a great deal of patience and curiosity.

Hannah meets crows sporting maroon mustaches—bark stripped from grapevines to weave into nests; a chipmunk she names Cheeky who learns to barge right in and take his sunflower seeds from his own cup and to whom the book is dedicated; a woodchuck named Big Fat Momma; hummingbirds that duel over the nectar at the feeder; deermice who hang patiently by the tail while being checked for fleas; skunks whom Hannah calls the “Japanese beetle eradication corps;” Babette the spider; and a pair of house finches nesting in a hanging planter she calls Mr. and Mrs. Birdlesman, among a cast of thousands (counting the sow bugs.) There’s a host of human visitors as well: botanists, biologists, ecologists, gardeners, extension agents, and Hannah’s mother, all adding to the mix.

Her language is delightful, her facts are plentiful, her experts are full of expertise, her lawn is chockfull of excitement and adventure. Reading this book was a real hoot. I learned a lot, and I was highly entertained. I would recommend it to anyone who is interested in nearby nature. You might find yourself taking a lawn chair out back and sitting down to start your own suburban safari!



Deborah Dombrowski works in the Serials Acquisitions Unit of the Technical Services department. She has worked for OSU Libraries for more than 16 years.

The Companions

by Sheri Tepper

Reviewed by Evelyn Anemaet

This book is science fiction, but explores a lot of very relevant ideas for our modern society. I have enjoyed most of her previous works, and heartily recommend this author to everyone. She’s both a humanist and an environmentalist, and she can entertain with her writing while provoking you to really think about the underlying concepts. This book touched a particular chord with me, because I recently lost a pet who had been my beloved “companion” for 19 years, and I can truly empathize with the heroine of the story. The villain of the story is all too plausible, and we can

see how some present-day demagogues and political extremists are reflected in this character. This book asks us what it really means to have a life worth living, and to think about our place in the world and the universe. The story explores both sides of the pro-life argument, and asks us to really think about the implications of human-centered chauvinism. Some of the plot threads in the middle of the story become a bit convoluted, and I found this section to be a bit too rushed, but otherwise her pacing is very good. If you find it as enjoyable a read as I did, you’ll want to track down her book *The Family Tree*, which was just as insightful and has a delightful twist, and for a story that is set in our modern world I recommend

The Fresco, with some more trenchant commentary on our political system. Happy reading!



Evelyn Anemaet has worked in Access Services as a library technician II for almost 2 years.

The Well-Educated Mind: A Guide to the Classical Education You Never Had

by Susan Wise Bauer

Reviewed by Sarah Thompson

When I was figuring out what to study in college, the romantic in me wanted a thorough reading of the “Great Works” in a quiet monastery with a great vegetable garden. The practical part of me went with a history degree. When the degree was done, I still hadn’t read the classics, so I started with Susan Wise Bauer’s *The Well-Educated Mind*.

Bauer divides the classics into five genres: the novel, autobiography, history, drama, and poetry. The first four chapters outline a simple plan for wrestling with these books and remembering that you read them a year later. The later chapters outline each genre

and provide a short chronological selection of titles.

Bauer’s style is very conversational and, one might even say, forgiving. Of her own reading habits, she admits that she has never been able to finish *Moby Dick*. Her reading plan has some good advice mixed with encouragement. Her book list is a wonderful starting point, complete with recommended editions based on portability, affordability, and print legibility. She also touches on translation issues for any works written in a language other than English.

The most difficult part of taking on a book like this is finding the time to really make the most of it. If this book was a vegetable in my monastery garden, I think it would grow best as a bushy head of cut-and-come-again lettuce—harvested fresh in small amounts and tossed with other goodies. I do recommend *The Well-Educated Mind*, especially if you’re looking for a book of

books or want to start a terrific reading group. (Also makes a great companion to Harold Bloom’s *How To Read And Why*.)



Sara Thompson is a library technician II in Access Services where she has worked for almost 2 years.

Maus I and Maus II: A Survivor's Tale

by Art Spiegelman

Reviewed by Lori Davidson

While at work one day, my co-workers were having a lively discussion about various books and the subject of *Maus I & II* came up. These people became very excited and animated, which, in addition to the subject matter, peaked my interest. I was told, “...like, ya gotta read these books!” Now mind you, these books are written in comic book format, so I was a wee bit skeptical whether they would hold my attention. But hey, these books came highly recommended and I was game to try something new.

Wow! While not sugar coating (maybe it seemed that way because of the comic book format) Spiegelman delivers a compelling tale of his father and mother’s lengthy evasion and capture,

due to deceit by German Nazi’s. His father’s daily struggle to survive and maintain hope for liberation while living in concentration camps, and how he and his mother were able to maintain contact, sending messages of support and love, all while under threat of death for doing so. Then their sense of loss and disorientation for what seemed like endless wandering when they lost contact when they were liberated until they found each other again.

What captivated me most was how Spiegelman expertly wove his father’s tale of survival during the rise and fall of Hitler’s regime, with his own story of how he obtained his father’s story. And the boldness he displays of his sometimes hot-tempered relationship with his father—all while laying bare his own struggle with grief over the suicide of his mother. *Whew!*

Definitely a compelling story for children and adults alike, I found myself completely engrossed, frequently losing

track of time (Oops! Gotta get to work!) The only place I became queasy and had difficulty moving forward was when Spiegelman’s father shared how Jewish children were treated. No, I’m not going to tell you. You’ll have to borrow these books and find out yourself.



Lori Davidson has recently begun her new duties as the library technician II reference night coordinator for the information commons. Previously she worked for reference as a student assistant.

Dale E. Sturmer

by Jack Holpuch, OSU Libraries
Development Officer

Dale E. Sturmer has lived a life full of many exciting and challenging stories. Dale grew up in Madras, Oregon. Although he has lived in other areas he considers that his home town. He was in his words, “a poor ox farm boy.” He started his wonderful journey at Oregon Agricultural College during one of the most difficult times in U.S. history, graduating in four years during the Great Depression and accruing no large debt by the time he finished. He worked throughout his college career, both in the summer and through the school year, paying his way in school with hard work and dedication.

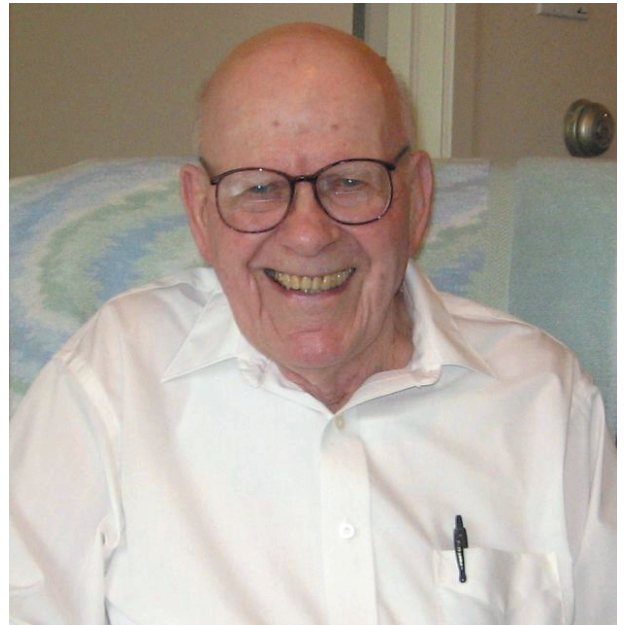
Dale chose OAC because they showed an interest in him. Dale’s family migrated from Switzerland in 1890. Having been farmers in Switzerland they carried on that tradition and upon arrival in the U.S. they started on a farm west of Portland in the Bethany area and then later in Madras. In those days farmers got very little education and Dale stated he doubts, with one exception, if any of his extended family advanced past the 4th grade. While in high school, he came to feel that college was only for the rich kids. As a senior at Franklin High School in Portland he had a chance to visit OAC. The college was interested in Dale and he was interested in attending. Upon graduation from Franklin he worked for a year to save for college and enrolled in the fall of 1927.

Graduating from OAC in 1931 with a degree in Civil Engineering, Dale embarked on his journey into the real world of work – when it was very hard to come by. But Dale’s talent was recognized early on, and one of the many highlights in Dale’s life was his acceptance by the Commission Corp

of what is now NOAA. He was informed they had 265 applicants for twelve openings and he was one of the chosen few to be offered a position. This was a blessing for Dale since it was four months after graduation and the Depression was in full swing. Dale stated that it was “a job of good prospects” and the experience there served Dale well throughout his life.

Sturmer suffered a setback in 1946 when he lost his hearing while serving as a gunnery officer aboard the NOAA survey ship the *Lydonia*. This prompted a retirement from the agency and a new life in the civilian world. His next step was to start investing in the financial world with the encouragement and aid of his wife, Beulah, which coincided with Dale’s employment as an engineer with the Oregon State Highway Department where he was the Chief Designer of the Metropolitan Division. This move enabled Dale financially to do many things in life he never envisioned in his earlier years.

Nowadays Dale enjoys spending time with family and friends. His family consists of two children and four grandchildren, all of which are college graduates, most with advanced degrees, two with PhD’s. You might say he started the college trend in his family with his choice to attend OAC. He is very proud of the success his family has found in higher education. “Oregon State started me on a reasonably good life and I have been determined to give something back for the next scrawny kid. Oregon State is not a rich school but if each of its alumni can give a little back then we can make a difference” Dale said. One of Dale’s favorite quotes is “The greatest risk is not taking one” This stems



from a mutual fund commercial years ago, and it is a fitting quote for a man who has taken many risks in life and succeeded.

Dale supports the OSU Libraries because he knows that libraries are a very important element of one’s college education – in many ways the foundation of an education. Dale states “Donor money tends to support certain schools in the university and athletics with many times the library being overlooked. But in this computer age of ever increasing information libraries are more important than ever.”

This article only scratches the surface of what Dale E. Sturmer has accomplished in his life. He is a Registered Professional Civil Engineer, a Veteran of World War II, a retired Lieutenant of NOAA, a member of the Military Officers Association of America, National Association of Uniform Services, Engineering Employees of Oregon, OSU Foundation Council of Regents and a Phi Kappa Psi fraternity brother. Not bad for a “poor ox farm boy” from Madras, Oregon. ☛

The Library as Place:

Where students can study, meet with their friends, and attend engaging readings. The following events were well-attended and very successful during the spring term.

Kathleen Crane, a 1973 OSU graduate, spoke in the Willamette rooms about her new book, *Sea Legs: Tales of a Woman Oceanographer* on 19 January of this year. Her life story takes the reader on exhilarating deep-sea Alvin dives, international expeditions in the Arctic, and the search for the Titanic. Her tales include



battles between scientific empires at the Scripps Institution of Oceanography and Woods Hole Oceanographic Institution, and run-ins with the FBI and latter-day KGB. Crane is an author, explorer, teacher, and mother, who traverses between disparate worlds with an uncanny sense of balance. Currently working as a program manager for NOAA's Arctic Research Office, she was previously a professor of oceanography, marine geology, geophysics and environmental issues at Hunter College of the City University of New York.

On 4 April, **Peter Turchi**, who directs the MFA Program for Writers at Warren Wilson College near Asheville North Carolina, read from his book, *Maps of the Imagination: The Writer as Cartographer*. With this book, Turchi has brought together wide-ranging sources to create an inspiring writing instruction manual. He takes for his extended metaphor the relationship between mapmaking and the creation of literary art, mostly fiction and poetry. Some of the more fascinating moments



in the talk had to do with the history and theory of mapmaking. He writes, "To ask for a map is to say tell me a story." Turchi displayed many maps that conveyed different stories with their peculiar distortions, omissions, or points of reference.

Don Quijote: Spanish language students and other lovers of Span-



ish culture and literature waited their turn to recite lines from the Miguel de Cervantes novel *don Quijote de la Mancha* in this picture from the event in the Valley Library. The event, labeled a marathon reading of the work, was held from 9am to 5pm on 21 April in the gallery of the library. The occasion celebrated the 400th anniversary of the publication of Miguel de Cervantes classic work in 1605. Readers volunteered to read in Spanish or English and the gallery contained a continuous crowd of students, professors, and citizens who listened attentively, smiled, and sometimes laughed out loud at the 400-year-old prose.

Natalia Rachel Singer, whose book *Scraping by in the Big Eighties* combines memoir with political commentary, spoke and read from her work on May 11 in the rotunda. Singer said her book is dedicated to "everyone who lived through the 80s convinced that the whole world had gone crazy—and who are feeling a very uncomfortable déjà vu now. My hope is that it will provide solace to people who thought they were the only ones who felt this way." Singer delighted her audience with her trav-

elogue-like, post college tales and gave a cautionary warning to writing students who may have aspirations to live a bohemian lifestyle. She is currently an associate professor of English at St.

Lawrence University in New York.

Robbins, William G., Papers (MSS) 1966-2004; 8.2 cubic feet. Materials



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generated and collected by Professor William Robbins constitute this collection. Documenting Robbins' career in the History Department as instructor, researcher, and author, these records also reflect Robbins' role as advisor. Papers and research notes generated by Robbins as a graduate student are also included among these materials. William Robbins came to OSU in 1971 to serve as an assistant professor in the History department. Specializing in the examination of the Western U.S. from an economic and environmental perspective, Robbins has authored a number of books on Oregon history which include: "Landscapes of Promise: The Oregon Story, 1800-1940" and "Hard Times in Paradise: Coos Bay, Oregon, 1850-1896." Robbins has also taught coursework and published research on the history of Native Americans in the expansion and settlement of the Western United States. He became Professor Emeritus in 1999. ❧

Royal Nebeker

by Mona Hinson, student intern,
OSU Libraries

OSU Libraries recently received a generous gift-in-kind from library supporters Bill and Alice Sibley. The Royal Nebeker painting, *Drom Pike*, is a welcome addition to the



library's collection and complements another piece by the artist titled *In France* that is currently part of the permanent NW Art Collection. The staff and faculty appreciate the Sibley's good taste in art and

big-hearted support of the libraries.

Drom Pike is currently displayed in the university librarian's office.

Royal Nebeker is a well known painter that also teaches art at Clatsop Community College in Astoria, Oregon. Although born on the West Coast, Nebeker spent many years studying in his mother's native Norway. While there, attending the Royal Art Academy in Oslo, the young artist immersed himself in the work of Norwegian Symbolist Edward Munch, and associated with Neo-Expressionist artists working in Germany. Although influenced by these formative experiences, Nebeker's work is not derivative of any one style but is genuine and relevant to contemporary society.

Nebeker is best known in the U.S. for paintings in which archetypal figures act out universal themes such as life and death, love, and self realization. He also devotes his energies to a small series of still lifes producing six to twelve images per year. The central theme of these works is almost always a single vase containing a simple floral arrangement. Some have suggested that the artist uses the vase to stand for the human figure that holds the flowers—as the body

contains the soul. In traditional art history, the flowers of the still life painting are often seen as representing the fragility of the human condition. The viewer is both moved by the passionate blooms and yet aware of their ultimate passing. The appeal of the still life resides in its ability to capture and hold that fullness of life in everyday objects and everyday moments of reflection.

Nebeker often utilizes paper and/or printmaking for the smaller still lifes. The delicate monoprint, *In France*, is well complimented by the intimate scale of the print medium and the more subtle effects of ink and paint on paper. Nebeker adds to this sensibility by adding written words, and bits of printed ephemera such as ticket stubs and candy wrappers, all collected from his travels.



The artist sees collage as a metaphor for the creative process, it involves the collection and integration of disparate elements that may appear random until they are processed and integrated into a meaningful personal narrative. This is perhaps parallel to the process by which the artist defines himself in relationship to his surroundings by transforming experience into the visual language of his art.

Both Nebeker images in the collection share the still life theme, however, *Drom Pike* differs in many ways from *In France*. While *In France* is a quiet image that is divided into warm and cool pastel hues that resemble the early morning, *Drom Pike* suggests the night in deep shadow, the neon lights of the city, or a dream. The jewel colors and dark background of *Drom Pike* render a shallow, theatrical space in which all elements compete for center stage. Graffiti, expressive lines and gestural marks activate the space, giving the piece the energy and intensity of a night on the town. The title translates to Dream Girl in Norwegian. It appears frequently in Nebeker's paintings, referring to the dreams that inspire him.

Nebeker intentionally leaves evidence of the creative process in the finished piece. The images may represent narrative themes or symbolize ideas such as the relationship between a flower and the human soul. Following winding paths and detours, he eventually leads us to the final resolution, and thus deepening our understanding of the creative process. This residual evidence of creation in the scribbles, scratches, and erasures that mark the surface makes Nebeker's work exciting and inspiring. Beyond being beautiful, work such as this gives the viewer permission to cook without a recipe and reminds us that progress is not always linear and predictable. ❧



Drom Pike by Royal Nebeker

A note on technique: The monoprint is created by painting with a viscous ink onto a sheet of plexiglass called the matrix. The ink is applied with a brush or a roller depending on the desired effect. The background of *In France* was created by rolling two colors of ink onto the surface and then scraping away to create white. Passages like the flowers were painted with a brush. Subtle variations can be created by adding solvents or oils to thin the ink. After the image is painted onto the surface, the plate and the paper are run through a press that forces the ink to transfer from the plate to the paper. As there is only a short window before the ink begins to dry on the plate, monoprints tend to be simple images done with loose, open brushstrokes rather than fine details. *Drom Pike* is a mixed media piece that uses several materials and techniques including printmaking, painting, and collage.



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