

# BUILDING KNOWLEDGE



SPRING 2010



LIBRARIES

University of Oregon



library.uoregon.edu

*Southwest corner of Knight Library*

**FRONT COVER:** *Comic book covers from the Gardner F. Fox Papers, Special Collections and University Archives, University of Oregon Libraries*

**BACK COVER:** *Detail from entryway gate, Knight Library*

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**WRITER AND EDITOR** Ron Renchler, UO Libraries

**CONTRIBUTING WRITERS** Katie Brennan (pp. 12-13), Joni Herbst (pp. 6-11), Marilyn Reaves, Cassie Schmitt (pp. 2-5)

**DESIGNER** Alex Wijnen, Defteling Design

**PHOTOGRAPHERS** Jim Barlow (p. 12); Mandi Garcia (p. 7); Rick Gersbach (inside front cover, outside back cover, pp. 8, 11); David Loveall (p. 1), courtesy The Duck Store; Dean Walton (p. 14); Alex Weber (p. 6); additional photos and image production courtesy of Image Services, UO Libraries

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# MORE THAN THE BOOK

**IT IS COMMON** for professionals who work in libraries to talk about the “Book Brand.” When most people think about a library, they think about books and a quiet place of study and contemplation. Books have become our brand (along with the occasional “shushing” librarian) and that’s logical. *Liber* means *book* in Latin. Every definition of the term *library* starts with “a collection of books” or “a repository where books are preserved.” This connection between a library and books has endured for so long because for centuries most of the world’s recorded knowledge and artistic expression through language was captured in books. But the first great library, the Library of Alexandria, was not a collection of books at all. Books did not exist in the third century B.C. Rather, the library was a home for thousands of papyrus scrolls, in addition to gardens, dining rooms, lecture halls, and meeting spaces. The first great library was about content, learning, and knowledge. And that’s what libraries are about today. This is an important point, because scholarly content can come in many containers.



This issue of *Building Knowledge* is a tribute to some of those unusual “containers,” as well as the larger definition of a library as a place of learning, knowledge, and creative expression. Certainly, for at least the last three centuries libraries have stretched beyond the typical book to include journals, newspapers, manuscripts, and, more recently, sound recordings and digital collections. But comic books? What are historical comic books doing in a serious place like a research library? They are here because within those fragile and overly illustrated pages there are many stories reflecting the social, economic, and political history of the world during much of the twentieth century. The pages within include a description of the contents and the historical significance of the Gardner Fox Papers housed in the library’s Special Collections.

And what about a cinema lab with production capabilities? Isn’t that a far cry from a quiet place of study and contemplation? Yes, but libraries exist not just to store knowledge but also to provide the facilities and content to help students and scholars produce new knowledge. Today, even literature students are producing more than term papers; they are producing media.

Another theme that crosses over many of the stories in this issue is collaboration. Libraries, once envisioned as fortresses unto themselves, are actively collaborating with communities of instructors and students to achieve our shared mission related to teaching, research, and service.

The great Library of Alexandria still captures the spirit and range of purpose associated with all research libraries. After its tortured history and ultimate destruction, the new Bibliotheca Alexandrina opened in 2003. In addition to millions of books, it boasts a planetarium, nine permanent exhibitions, four art galleries, eight academic research centers, a visualization laboratory (for virtual reality displays), and a conference center. As such, it continues to be the role model for research libraries, which are all about content, learning, and knowledge.

Thank you for your generous support of the UO Libraries and the furthering of opportunities for research, discovery, and new knowledge.

Deborah A. Carver  
*Philip H. Knight Dean of Libraries*



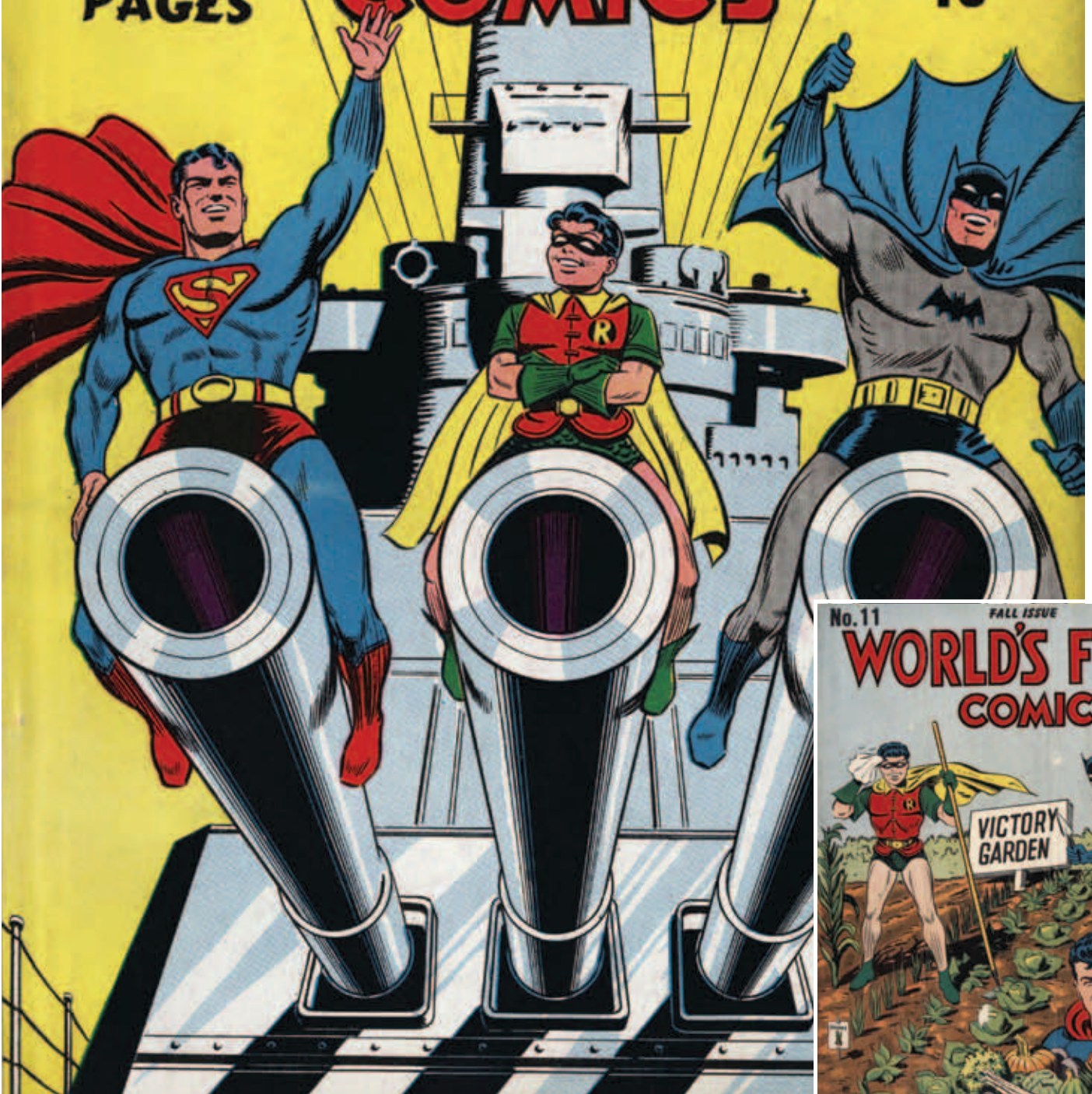
No.7 FALL ISSUE



# WORLD'S FINEST COMICS

96 PAGES

15¢



Iconic comic book covers signaled to the public that the country was ready for war at home and abroad.



# ZAP! WHAM! KA-POW!

## *The Gardner F. Fox Comics Collection*

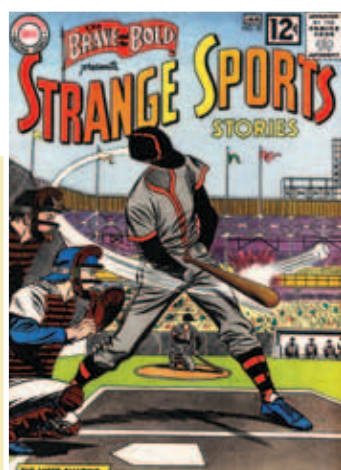
**IT MIGHT SURPRISE YOU** to learn that a collection of comic books is among the many rarities and treasures housed in the library's Special Collections, but the Gardner F. Fox Papers itself represents a rarity and treasure – and is much more than just an entertaining comic book collection.

Comic books are a visual and textual literary form that has captured the imagination of several generations of readers. For that reason, they reflect the social, political, and cultural milieu and events of the time in which they were produced. For example, profiling people of certain nationalities, ethnicities, races, cultures, and genders is evidenced in multiple genres of comics. Stereotyping can be clearly seen in many western comics, especially those

with Native American characters. Comic books set during times of war and national crisis vividly capture national attitudes in matters concerning international relations. They are rich storehouses of information for researchers interested in the sociological, psychological, and intellectual makeup of broad segments of the population.

### **THE GIFT OF THE COLLECTION**

The Gardner F. Fox Papers is distinctive not only for the number of comic books it contains—more than 950 issues—but also for the variety of other material that Fox donated to the library. Included are manuscripts, correspondence, fan letters, and research notebooks the author compiled over his long career.



*All manner of content was turned into comic book form as comics gained popularity.*

*“In one hour of working with the Gardner Fox Papers, my students can have a research and learning experience that I could never hope to give them in even ten hours of lecture time.”*

— Ben Saunders  
Associate Professor of English

Born in 1911, Gardner Francis Fox was an extraordinarily prolific writer whose work spanned multiple genres: westerns, science fiction, espionage, crime, swashbucklers, sorcery, historical fiction, erotica, women’s romances, fantasy novels—and comics. In all his efforts, Fox was a diligent researcher of details who maintained his own research files and a 2,000-book reference library in his home. At the time of his death in 1986, his work had appeared under some 36 pseudonyms, both male and female, in addition to his own name.

In 1967 Gardner Fox’s literary agent, August Lenniger, encouraged him to donate his papers to the University of Oregon. Fox followed Lenniger’s advice, thus giving later generations of students and scholars at UO the opportunity to study the social and cultural aspects of comic books and other literary forms popular in the mid-twentieth century. ■

## COMIC BOOK SUPERHEROES AT THE UO

In September 2009, the UO’s Jordan Schnitzer Museum of Art opened a ground-breaking exhibit called *Faster Than a Speeding Bullet: The Art of the Superhero*, which featured rare and valuable original art produced by early comic book artists, including Jack Kirby, the artist behind Captain America, The Hulk, The Fantastic Four, and The X-Men; and Steve Ditko, the first artist and designer of Spider-Man. Thousands of dedicated comic book fans throughout the area visited the exhibit, viewing original artwork in some cases never before seen by the public.

The exhibit was curated by Ben Saunders, an associate professor of English, who organized a two-day conference in October entitled *Understanding Superheroes*. The interdisciplinary conference examined the role of superheroes in society and offered insight into the superhero genre for novice and specialist alike. The UO Libraries was among the conference sponsors.

Last October, an exhibit of comic book materials from the Gardner F. Fox Papers was mounted in Knight Library. Special Collections staff members Marilyn Reaves and Cassie Schmitt curated the exhibit, which occupied four

display cases on the first floor of Knight Library. The exhibit included scripts, correspondence, notebooks, and other material Fox produced during his years as a comic book script writer and gave viewers a history of the development of comic books through their various “ages”—the Golden Age, Atomic Age, and Silver Age—as represented in the work of Gardner Fox, a superhero himself to many comic book fans.



*Control, power, and gender formed the subtext of many comic books.*

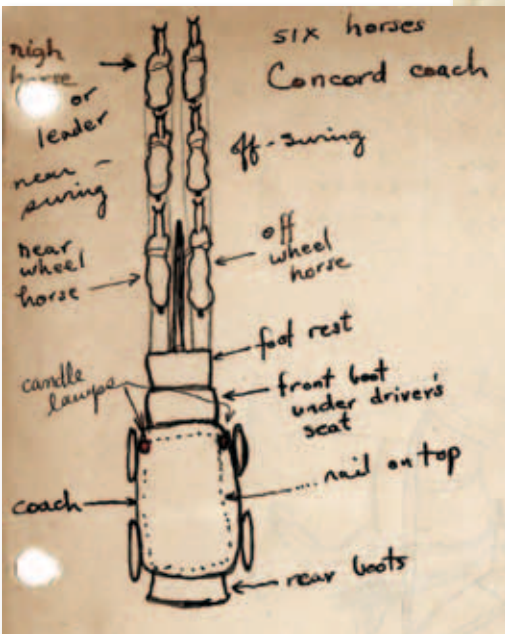


148 Wrenham Court South  
Tonawanda, New York

Dear Mr. Fox,

I have written a lot of comic book stories such as the one in the next paragraph, and if I do say so myself, I think its pretty good and as far as I know, original. Please don't laugh and rip up this paper, I am really serious. Suppose while Hawkman and Hawkgirl are on patrol they spot a Thanagarian spaceship landing. After investigating they find that Thanagard has decided to invade the Earth. The leader of The Thanagarian expedition shows Hawkman and Hawkgirl a official document ordering them to give him the secret formula for a "proton bomb" given only to Hawkman and Hawkgirl before leaving Thanagor. Thus Hawkman and Hawkgirl are faced with the decision of being responsible for the destruction of Earth, or being loyal to their native planet. After many hours Hawkman and Hawkgirl still have not made their decision. Suddenly they see another Thanagarian spaceship coming. After landing the Thanagarian soldiers inside the second ship quickly capture the crew of the first ship. The leader of the second ship explains that the crew of the first ship were really space Pirates who had stolen the ship and forged the documents in order to learn the formula of the "proton bomb". After the crooks are taken away The Winged Wonders fly off to new adventure.

Very Truly Yours,  
Robert Latona



The Gardner Fox Papers include fan mail, plot synopses, sketches, and other valuable research material.



Beginning about 1945, Atomic Age comics became a widespread form of mass entertainment. However, in the 1950s some citizens became concerned about their sexual innuendo and violent content. Hearings of the Senate Subcommittee on Juvenile Delinquency in 1954 focused on comics; and the industry, fearing government censorship, responded with its own code embodying many restrictions. The seal of the Comics Code Authority on a comics cover denoted approval.





# THE STUDENT CONNECTION: BUILDING ACADEMIC SUCCESS

Each fall, more than 1,500 freshmen begin their educational experience at the University of Oregon in an engaging way by participating in Freshman Interest Groups (FIGs).

**SPONSORED BY** the university's First-Year Programs, the FIG program has the goal of ensuring that incoming students have the opportunity to achieve academic success. FIGs provide freshmen with both an academic and social transition to the university by connecting them to a UO faculty member, an undergraduate FIG assistant, and other helpful members of the university community.

Each FIG consists of twenty-five entering students who take two general education courses together during fall term. These two classes are linked through a small, one-credit FIG class called College Connections, designed to



Library programs developed by Barbara Jenkins (left), director of instruction and campus partnerships, help students succeed academically by teaching them information literacy skills. University Historian and Archivist Heather Briston (back) is one of many librarians embedded in FIG classes.

allow students to understand the thematic relationship between the two subjects taught in the general courses. The UO Libraries, University Housing's Residence Life office, and other campus units contribute to the program by offering specialized support services that enable students to thrive academically during their first term at the university. Studies have shown that students who participate in transition programs like FIGs achieve greater levels of academic success throughout their college years.

### EMBEDDED LIBRARIANS

The library's chief goal in participating in the FIG program is to increase students' awareness of the connection between their academic success and the library. In fall 2009, twenty-one librarians had this goal in mind as they worked with first-year students in sixty-one different FIG classes over the course of the term. Librarians embedded in each FIG class are able to increase the students' understanding of how library services and resources can help them succeed in both their specialized FIG courses and in courses they take in the future.

For example, last fall Tom Stave, head of the library's Document Center, assisted students in a FIG College

*"Freshmen are greatly aided in transitioning into the academic community by the teaching and mentoring they receive from UO librarians. It's not only about how to find information; it's also how to think about it. Students soon learn that some very creative activities are going on in the name of research, and librarians give them the resources to join in."*

— Marilyn Linton  
Associate Vice Provost for Undergraduate Studies

Connection course called Shaping Society, which brought together themes from two general courses they were taking in international studies and geography. An assignment in the FIG class on the topic of immigration in Oregon allowed Tom to help students locate relevant articles for their research and to instruct them in navigating the complex Census Bureau website for population studies.

Similarly, Leslie Bennett, head of the library's music services, worked with freshmen in a FIG course entitled Shakespeare's Music. The course required students to use library resources to research a Shakespeare character they had been assigned to interpret, allowing Leslie to teach



Deborah Carver, dean of the UO Libraries (second from right), and Barbara Jenkins (far right), meet with FIG assistants to hear their views on the how the library can help students succeed.



The library's subject specialists are charged with helping FIG assistants develop customized library research tools for use by FIG students in College Connection classes. Annie Zeidman-Karpinski (far right), a subject specialist in computer and information science, human physiology, and math, helps students in the sciences.

students about the rich store of library materials in the fields of English literature, Renaissance music, and other areas. Leslie “was truly fantastic” in teaching students about library resources, a FIG assistant in the class reported.

Annie Zeidman-Karpinski, a science librarian, assisted students in a FIG course that explored themes from chemistry through an examination of the U.S. health care system. As a FIG assistant in the class put it, “Annie was a wonderful librarian. She was an integral part of this year’s FIG class because some assignments in the class were her idea; and she got the chance to read over the students’ project questions, help them with their research, and attend

their presentations.” Annie also put her technology expertise to work by helping students use the library’s teleconferencing technologies to conduct a long-distance question-and-answer session with a health insurance representative in Portland, Oregon.

Themes from ethnic studies and linguistics were combined in a FIG class called Pushing the Envelope, in which social sciences librarian Miriam Rigby directed students in hands-on evaluation of articles from journals, magazines, and newspapers. As a FIG assistant described it, “I thought Miriam’s presentation was great and very effective. She did a wonderful job of keeping students engaged.”

## LIBRARIANS EMBEDDED IN FIG COURSES

### REBECCA BELFORD

*Dangerous Bets* (German culture and music of Bach)

### LESLIE BENNETT

*All That Jazz* (music and philosophy), *Moving to MTV* (music and dance), *Shakespeare’s Music* (Shakespeare and music)

### HEATHER BRISTON

*Hidden History* (folklore and history)

### SARA BROWNMILLER

*Got Opinions?* (gender studies and journalism)

### PAUL FRANTZ

*Ancient Stories* (religion and literature), *Back Story* (comparative literature and journalism), *Get the Picture* (art and business), *Thinking Images* (philosophy

and film), *Two Thumbs Up* (journalism and film)

### HEGHINE HAKOBYAN

*War and Peace* (Russia and history)

### JON JABLONSKI

*Camels and Cowboys* (geography and anthropology), *Geography of Power and Prosperity* (geography and political science), *C:\MyPlanet* (geography and environmental studies)

### BARBARA JENKINS

*Adventures of the Mind* (society and philosophy), *Dark Self* (literature and psychology), *Media Mirror* (journalism and psychology), *World Within Us* (anthropology and psychology), *Distant Cousins* (psychology and anthropology), *Rock ‘n’ Science* (music and physics),

*Unlocking the Truth* (psychology and philosophy)

### KATY LENN

*Education and Social Services* (education and psychology), *Sorting Hat* (education and sociology), *Tomato Tomāto* (language and sociology), *Thinking about Teaching?* (education and ecology)

### CARA LIST

*Art of Expression* (art and acting), *Visual Lens* (art and design), *Creativity Toolbox* (art, media, and society)

### VICTORIA MITCHELL

*Electronic Nose* (chemistry), *Nano-Newton* (physics and chemistry), *Oregon Outside* (geology and geography), *Planetary Atmospheres* (chemistry)



## THE BENEFITS OF CONNECTING

Library participation in the FIG program each year benefits a second group of students: FIG Academic Assistants (FAs). These advanced undergraduates have previously demonstrated success in FIG courses they took as freshmen and are recruited to mentor incoming freshmen and assist UO faculty members in FIG classes. Sixty-one FAs are participating in the program this year.

Barbara Jenkins, director of library instruction and campus partnerships, coordinates all aspects of the library's involvement in the FIG program. In addition to serving as an embedded librarian in multiple FIG classes each year (seven last fall), Barbara coordinates the library's interactions with FAs, instructing them on how to facilitate the academic success of the freshmen they are mentoring by connecting those students with the excellent librarians and resources at the UO Libraries. FAs also learn about the unique treasures housed in Special Collections and University Archives so they can raise awareness among their freshmen counterparts about the opportunities for original research using these primary materials.

FAs put their knowledge of the library to work after being assigned to a FIG class, where they collaborate with librarians to develop customized research and instructional tools that make the library come alive for the freshman they are mentoring.

FAs also provide the library with creative ideas for connecting with other students, such as their suggestion that the library host a Study Break event at the beginning of finals week. Acting on their idea, the library began scheduling Study Break events in Knight Library's Browsing Room each academic term on the Sunday evening before finals week. These fun occasions feature light snacks and refreshments and are intended to provide a brief respite for the hundreds of students studying in the library during one of their most stressful times in the term. The most recent Study Break event attracted more than 200 attendees eager for some "downtime" from their studies.

The FIG partnership is just one of many examples of how UO librarians are taking on new roles as active participants in the education of students. Barbara Jenkins says that library collaborations and partnerships profit the entire university community. "Partnerships allow our librarians to work closely with faculty members to integrate library resources and technology into teaching," she explains. "They introduce beginning and advanced students to the challenges and rewards of conducting research in a top-tier research library. Our librarians, the library's collections, and library facilities combine to play an integral part in helping the UO fulfill its core mission of providing a superior education to its students." ■

### MIRIAM RIGBY

*Cultural Encounters* (sociology and geography), *International Outlook* (culture and international development), *Pushing the Envelope* (ethnic studies and language), *Tales and Traditions* (folklore and cultures)

### JOHN RUSSELL

*How Noble in Reason* (Shakespeare and philosophy), *Silk Road* (East Asia and religion), *World Community and Conflict* (war and international relations)

### JEFF STAIGER

*Intersections of Expression* (art and literature), *Bella Italia!* (culture and language), *Papas o Patatas?* (Spanish culture and language), *Stories We Tell* (philosophy and literature interpretation)

### TOM STAVE

*Big Issues, Small World* (ethnic studies and value systems), *Shaping Society* (geography and international studies), *Value and Values* (value systems and values)

### ED TEAGUE

*Setting the Stage* (theater and design), *Urban Garden* (landscapes and ecology), *Inside Architecture* (history and architecture)

### DEAN WALTON

*The Examined Life* (philosophy and the environment), *Animal Behavior* (monkeys and apes), *Animal Planet* (animals and the natural environment)

### BRIAN WESTRA

*Forensic Science* (chemistry), *Honors Science—The Human Genome* (chemistry)

### ANNIE ZEIDMAN-KARPINSKI

*Pen the Xtreme* (human physiology and mass media), *Footprints We Leave* (biological anthropology and human physiology), *Molecules and Medicine* (chemistry), *Physiology of Diversity* (exercise as medicine and human physiology)

### KAIPING ZHANG

*As the World Shrinks* (international development and business)

# THE EMBEDDED LIBRARY: OTHER COLLABORATIONS AND PARTNERSHIPS ACROSS CAMPUS

The library is committed to engaging in collaborations and partnerships with many different members of the local and campus community to advance educational and research opportunities for faculty, students, and community members. Here are just a few of the ways the library supports this effort.

## FRESHMAN SEMINARS

This outstanding program offers first-year students the chance to dive right into some of the best learning opportunities the university has to offer. Sponsored by the UO's First-Year Programs, Freshman Seminars are small, interactive courses on thought-provoking, challenging, and interesting subjects. To teach a Freshman Seminar, faculty members must submit proposals that are judged competitively by a selection committee. Barbara Jenkins, the library's director of instruction and campus partnerships, provides library support for the program. Her



*James Fox, Mark Watson, and Dean Walton have taught Freshman Seminars for the library.*

contributions range from reviewing proposals to creating customized resource information for each of the thirty-three Freshman Seminars taught during an academic year. UO librarians periodically teach Freshman Seminars as well. One very popular course has been How to Do Baseball Research, cotaught by librarians Mark Watson and Ted

Smith. Dean Walton, a science librarian, taught a seminar called Disastrous Inquiries: Research into Catastrophes and Crisis Situations. In spring 2010, James Fox, head of the library's Special Collections and University Archives, and Marilyn Reaves, also from Special Collections, will teach History and Art of the Book.

## COMMUNITY CONVERSATIONS

Librarians have served as panelists, mounted exhibits, and prepared reading lists in support of this weekly series of presentations and discussions on controversial topics. The events are invariably of keen interest to students since students themselves are responsible for suggesting topics and staging the events. Sponsored by Residence Life and University Housing, Community Conversations offers up a range of topics that keep students in various living-learning communities engaged in current events, world issues, and academic interests outside the classroom environment. The discussion panels have included many prominent faculty members, community members, and administrators—including university presidents and provosts—who have offered their perspectives on topics such as health care policy, academic freedom, gender roles, the effects of video games, and school safety. Dance, music, theater, and cultural performances are part of the mix, too. The library's Center for Media and Educational Technologies (CMET) films and provides postproduction services for Community Conversations; these sessions are broadcast on a local public television channel and streamed as video on the UO Channel. The library also supports Community Conversations by providing website and promotional support.

## INSIGHT SEMINARS

These college-level, noncredit seminars are designed for adults in the local community who want to improve their reading and thinking habits by studying great books and important ideas in a university classroom environment. English Professor Jim Earl directs the program; the library provides administrative, logistical, and promotional support.



# THE FIG EXPERIENCE: WHAT OTHERS SAID

*"You make the library relevant in students' minds, and that is a critical function given all of the competition for information sources out there."*

— Mark Blaine  
Journalism Instructor

*"The students seemed excited about the skills they had learned, and it was apparent in their bibliographies that they had really understood and taken to heart the information Barbara Jenkins imparted to them."*

— FIG Assistant

*"Paul Frantz did a nice job of clearly showing the students where to go online and physically in the library to have access to the resources."*

— FIG Assistant

*"I was amazed by the variety of resources the science library has, ranging from video games to the technology for holding videoconferences. You did a superb job in organizing the videoconference for the FIG class."*

— FIG Assistant

The library serves as a center of intellectual activity on campus by hosting Insight Seminar classes and many other university events in Knight Library's Browsing Room.

## RUSSIAN CULTURAL AWARENESS SERIES

This year, the library's Slavic librarian Heghine Hakobyan and staff members and students from the Russian and Eastern European Studies Center, University Housing, and UO School of Music and Dance have developed a cultural education and awareness program called Sounds of Russia, featuring eight music events over the course of the year. Each session showcases a different genre of Russian music, with faculty, students, and others selecting favorite tracks for listening and discussion in an informal setting in campus residence halls. Footage of concerts by Russian bands and musicians is also screened. Last year, a similar series entitled Taste of Russia was offered, focusing on Russian food and culture.

## CAREER CENTER

For the past two years, the library has partnered with the UO Career Center, UO Alumni Association, and the College of Arts and Sciences to present a panel discussion called "So You Want My Job." Held in the Browsing Room, this lively event features UO graduates who have become successful in both the public and private sectors. The library videotapes the sessions and makes them available to students through the Career Center as a job-search resource.

## TECHNOLOGY COLLABORATION AND SUPPORT

The library is well known as a "go-to" place for technology services that benefit every segment of campus. The library

is the administrative home of Blackboard, the university's course management system. The Center for Media and Educational Technologies (CMET) offers a full suite of technology services for students and faculty, including installation and maintenance of instructional media equipment in more than 100 classrooms campus wide; faculty and student checkout services for HD video cameras, digital cameras, and other multimedia equipment; broadcast video production and streaming; drop-in consulting for instructors; high-resolution scanning and reproduction for digital and print output; and design and development of multimedia instructional tools for faculty wanting to integrate innovative teaching methods and concepts into their courses. The Metadata Services and Digital Projects (MSDP) department organizes collections of UO materials and makes them available to a global audience. Recent collaborative digital collection projects have provided global access to materials in the African Studies Program, art and architecture, psychology, Asian studies, archaeology, music, and more. MSDP also developed and hosts Scholars' Bank, the university's open access repository for the intellectual work of faculty, students, and staff at the UO. ■



# A Window into the Past: Digitizing Oregon Newspapers



VOL. V.

SUMPTER, OREGON, AUGUST 17, 1904

NO. 51

## GOLD SULPHIDES FOUND IN THE STANDARD MINE

This Many-Metalled Proposition Furnished  
Another Surprise Party  
Last Week.

The Standard mine is showing high grade gold sulphides in the face of the Cleveland-Willie Boy drift. This is, rather an unexpected turn in this gold-copper bearing vein.

Zooth Houser, who has charge of the development work, and Professor E. Nicholson, of the University of Minnesota, who has been doing some special work at the mine, came in last night. Professor Nicholson will leave Thursday for Minneapolis.

The gold sulphides referred to first came in the drift as a thin seam but has now widened to between two and three feet. This was an unexpected distance something over 500 feet from the point from where the main Standard drift cuts the Cleveland-Willie Boy vein. It is rather unprecedented in the opinion of the property and process the statement hitherto made that it is a many-metalled proposition.

But this is not all. To the left of the Cleveland-Willie Boy drift, and evidently paralleling the Standard system of veins, a gold-cobalt lead has been broken into. For the last

seven feet this character of ore has been appearing, and while the evidence may not be conclusive, the opinion is that it is a blind lead, belonging to the Standard vein system. From previous Standard it will be recalled that the Standard is the gold-cobalt system and the Cleveland-Willie Boy, cutting it at an angle of about thirty degrees, which is a part of the copper vein system. No cobalt ore has ever yet appeared in the latter, and the only conclusion reached is that the cobalt encountered in the drift referred to comes from an unknown vein lying parallel to the Standard. This goes far toward proving the theory that gold-cobalt ore may be expected in all the veins of the Standard system.

Gold-cobalt, Mr. Houser says, is showing in the face of Standard drift No. 1 for the full face, and that general development work is being pushed right along.

Mr. Houser returned on this morning's train to Tipton, where he has a team with which to make the rest of the trip.

Humboldt placer mine, have temporarily suspended work at their mine for the present. While they had ample water to operate two giants, the supply was too low to handle the amount of rock that they had to contend with. To the Blue Mountain Eagle they stated that the amount of gold taken from their placer mine was very satisfactory, considering the fact that much was lost during the early part of the season in moving their giants from place to place. Messrs. Hart and Yorgensen expect to resume work as soon as the fall rains begin, which will be about the last of September or early in October. In the meantime, they will let the Empire Gold Dredging company have the use of the water in the Humboldt ditch to enable them to prospect the large tailing piles along Canyon creek between Canyon City and John Day.—Blue Mountain Eagle.

## MAY BUILD TO THE JOHN DAY

W. H. Wattis, of Ogden, manager-in-chief of the Utah construction company, which has just completed the Tipton extension of the Sumpter Valley railroad, accompanied by A. Bowman, also of Ogden, local manager, went through to Tipton this morning. This company will probably have the contract for the John Day branch, if it is decided to start this work this fall. Speaking of this matter, Mr. Bowman to a Miner man said:

"Concerning the proposed extension, cannot speak definitely. I know that it is the intention of the company to proceed if the timber reserve proposition is satisfactorily adjusted in Washington this fall. In this particular there has been no definite advice. Mr. Eccles, president of the Sumpter Valley, is expected here Thursday of this week, and then we will probably know just how matters stand. In the meantime, the preliminary survey is proceeding and the company will be in a position to immediately

## INJUNCTION AGAINST THE MORNING MINE

Sheriff Harvey Brown served an injunction issued out of Judge Fekins' court on the Morning Mine or taking pending a settlement against the company.

The injunction was issued in the instance of Clark and Peter Basche, who claim the mine, taking the people against the property this business is an adjustment.

This is only a matter of time, and what no man knows, the game will be The Morning Mine and sundry of the mine, but when it comes is a failure. Davidson, of development of money in the for the last of the property standing owners.

## WILL START WORK AT THE MERCURY

Rev. W. J. Hughes, of the Equity Quartzburg district, and the Durkee.

## WORK AT REX GROUP ON ROCK CREEK

Hank Monte and Dr. Graffl, the latter of Hamilton, Ohio, owners of the Rex group in the Rock Creek district, returned last night from the district, where they have been



Karen Estlund oversees digital projects, including the library's participation in the National Digital Newspaper Program.



**FOR MANY YEARS**, anyone wanting to do in-depth research on some facet of Oregon's past usually headed to Knight Library to use one of the finest collections of historical state newspapers in the nation. Papers in the Oregon Newspaper Collection date from 1846. A look at the library's online index of Oregon newspapers listed by county makes apparent the depth and breadth of the holdings.

Most individual newspapers in the collection have been microfilmed for preservation and easier user access under a library program established in 1953 with the Oregon Newspaper Publishers Association. This program continues to preserve current Oregon newspapers on microfilm for future use. However, since online search features are not available for microfilm technology, users still have to visit the library, identify the appropriate microfilm reels, and read through multiple pages to locate articles on their topics of interest.

Much of this will change in the next two years with the recent announcement from the National Endowment for the Humanities (NEH) that the UO Libraries has been awarded a \$365,393 grant to have selected Oregon newspapers digitized and added to a national database of state newspaper collections as part of the National Digital Newspaper Program (NDNP). Newspapers included in the database can be searched by keyword, and the relevant articles can be displayed and read on any networked computer worldwide.

The NEH and its program cosponsor, the Library of Congress, selects just one institution in each state to receive

federal grant funding for the newspaper digitization project, called *Chronicling America: Historic American Newspapers*. The strength of the library's newspaper collection and

*“Oregon newspapers provide a window into the life of local communities a century or more ago, covering early environmental preservation, industry, agriculture, urban development, Native American and race relations, the establishment of statehood, and more.”*

— Karen Estlund, digital collections coordinator and director of the Oregon Digital Newspaper Program

staff experience with similar projects were major factors in the library's selection to participate in the program.

With matching grants totaling \$145,000 from the Oregon State Historic Preservation Office and Oregon Heritage Commission through the Oregon Cultural Trust, the library

will be able to digitize about 150,000 pages of newspapers in the project's first phase. Additional grant funding of \$170,763 from the Institute of Museum and Library Services, Library Services and Technology Act, enabled the UO Libraries to hire a project manager and develop a program aimed at increasing the use of the newspaper resource by K-12 students throughout Oregon.

The library's contribution to the newspaper digitization project will allow generations of Oregonians and others throughout the world to connect with local histories online from their home, business, or library. The range of topics covered in historic Oregon newspapers is vast, including everything from the Homestead Act in 1862 to records of rural high school athletic events in 1910. Researchers, faculty members, students, genealogy hobbyists, historical novelists, and those just curious about Oregon history will be able to access information on births, deaths, marriages, politics, and economics. Some may also enjoy looking over vintage gossip pages or early advertisements for insights into sociological history. ■

*For information on supporting the Oregon Digital Newspaper Program, contact Lisa Manotti, library development director, (541) 346-1823, lmanotti@uoregon.edu.*

[library.uoregon.edu/diglib/odnp](http://library.uoregon.edu/diglib/odnp)

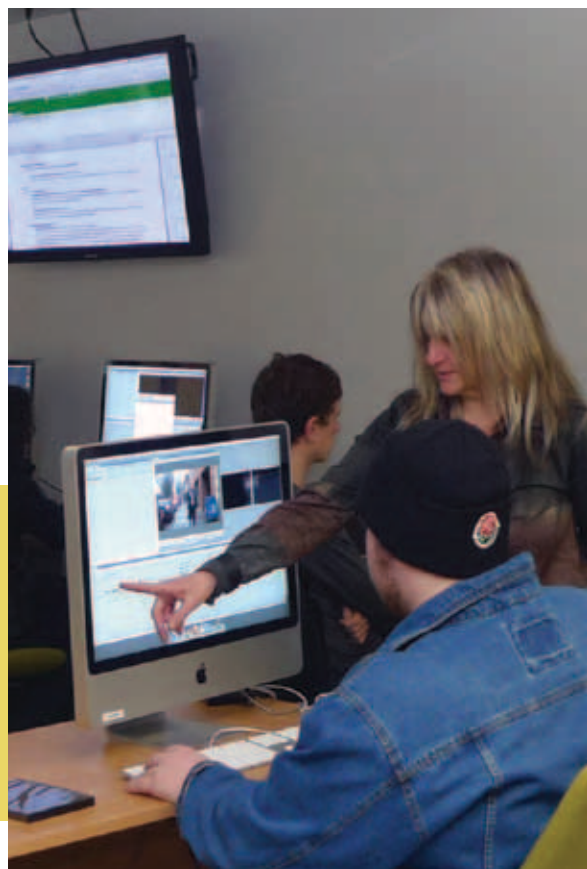
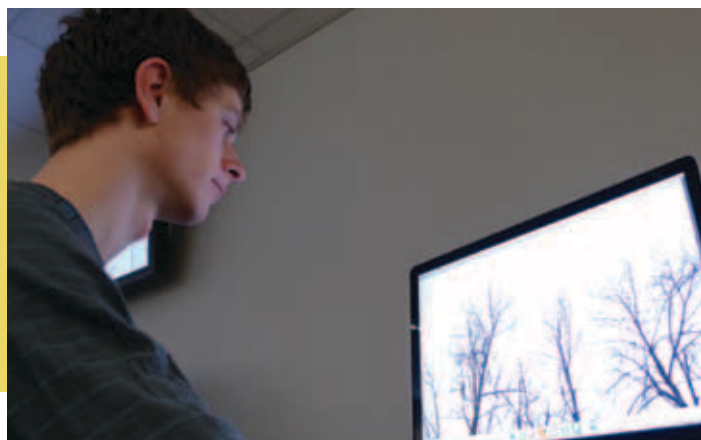


# CINEMATIC TRANSFORMATION

## A New Cinema Studies Lab



Scene 1: Suspense builds as the new state-of-the-art Cinema Studies Lab nears completion on the second floor of Knight Library ...





**SCENE 2: IN FALL 2009**, the lab was up and running in time to host classes, providing instructional space and film-viewing and editing stations in support of a new cinema studies major at the UO.

The interdisciplinary major will be the first on the UO campus to span the College of Arts and Sciences, School of Architecture and Allied Arts, and School of Journalism and Communication.

The major focuses on the study of moving-image media, including film, television, video, and other emerging digital forms, from the perspective of history, theory, aesthetics, and production. The new program will include classes on media from around the world, including Japan, China, Russia, France, Italy, and Latin America.

Thanks to donor support, the Cinema Studies Lab is equipped with twenty-two workstations for film production and screening. Specialized equipment, including high-definition cameras, will be available to cinema studies majors through the library's Center for Media and Educational Technology. The library is also providing technology support for the lab.

The lab complements the library's effort to build its holdings of film titles and other film resources for instruction and research. A gift from Phillip and Jill Lighty has allowed the library to purchase more than three hundred international film titles. Funding from the Stanley B. Greenfield Awards Endowment has been used to purchase microfilmed back issues of *Variety* from 1905 to 1940, the journal *American*

*The UO's reputation as a filmmaking hotspot is based in part on the numerous movies made on or near campus over the years. Films made at the UO include Ed's Coed (1929), Animal House (1978) (cast photo below), How to Beat the High Cost of Living (1980), Personal Best (1982), Finish Line (1988), Pre (1996), and Without Limits (1998).*



*Cinematographer*, and back issues of the film periodical *Photoplay*. The library is also developing a digital collection of film-related work by UO faculty members and graduate students in Scholars' Bank, the university's online repository for academic work at the UO. For more information on supporting the library's efforts to strengthen its film holdings, contact Lisa Manotti, (541) 346-1823, [Imanotti@uoregon.edu](mailto:Imanotti@uoregon.edu). ■

*The library's Special Collections counts among its treasures the professional papers of award-winning filmmaker and UO alumnus James Ivory '51, shown below on the set of Mr. and Mrs. Bridge, as well as the papers of his partner Ismail Merchant.*

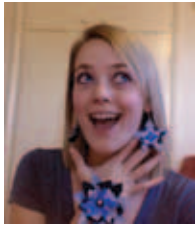


*“Films and books have many similarities. It is important for students to make those connections and feel encouraged to come to the library to search for knowledge both in the theory and practice of filmmaking. The library provides an ideal environment for learning, and the new Cinema Studies Lab fits naturally within this environment.”*

— Gabriela Martinez  
Assistant Professor, School of  
Journalism and Communication

# THE LIBRARY:

## A STUDENT'S PERSPECTIVE



During the 2008-2009 academic year, the UO's Annual Giving Program offered ten students the chance to enter the blogosphere and tell their personal stories about the "life of a Duck at Oregon." One of the bloggers, Korrin B, wrote several blog entries about the UO Libraries. Here is her entry from February 24, 2009.

### MY FRIEND, THE LIBRARY

I have to do this research project for a class I'm taking called Visualizing Queerness. It is an Honors College colloquia class, so it fulfills one of my requirements. I have to admit that it has been about what? Nine weeks now? Yes, nine. I still don't get this class. I don't really know what's going on in it or what precisely I'm supposed to take away from it, but nevertheless, I march onward! I am determined to make something out of it even if it is just a good grade! However, this post is not about the class. It is about the UO Libraries and how libraries are actually kind of cool.

My freshman year, I had to write a fifteenish-page paper for my spring term of the Honors College history sequence. I began this project not at all knowing what I wanted to do. Somehow I decided on focusing on something to do with civil rights. Still, that was pretty broad. That term, I discovered Special Collections and University Archives in Knight Library. This library contains rare, and often original, documents from way back when. I started to explore this place and soon found all of these amazing pamphlets and letters of correspondence and newspaper articles and more concerning civil rights in Portland, Oregon, during the World War II and post-World War II era. Soon I found myself completely enthralled in these resources. How cool was it to be actually holding a pamphlet that was distributed during this time of change? I would spend my time in the Special Collections Archives from the moment they opened until the moment they closed most days. I was such a nerd about it, but it was because it was so interesting! I ended up writing a paper entitled "The Urban League of Portland: Ending World War II Discrimination in the Name of Democracy." I got the highest grade in my class on it and received an honorable mention in the Honors College History Essay Contest for it.

I have the library to thank for that. That was the first time I realized how much you could find in that place!

However, after that, my relationship with the library quickly turned back to what it was before. I would stop by occasionally if I needed a quiet space to study, but there was no way that I was going to look at any books. Therefore, I soon forgot how helpful and resourceful it could be. That is, until this week!

Ok, now we are back to the beginning. This really has nothing to do with my Honors College essay, but instead my beautiful reunion with the library. I was recently in a similar situation as I was my freshman year. I am required to do a research project for my Visualizing Queerness class and we can pick, really, whatever we want as a topic. I had no idea what I wanted to do. At all. So, I finally just picked an artist and decided to go find a couple of books on him. Andy Warhol. I went onto the library website and searched the catalog. It looked as though there were several books of interest located in the Architecture and Allied Arts library. I had never been there before. This would be an adventure.

So, I finally went one night and it was incredible! I found so many books that gave me so many ideas! I was thrilled with myself for using the library, my resources here at the UO, to do research! I felt so cool! Reading books and actually getting ideas from them! In the end, I still have a long way to go to pull this project off in time, but I do have to hand it to the library for sparking my interest, sending me in the right direction. Libraries have everything you need to do research right inside them! I'm glad that we've been reunited. My suggestion to all students – the library is your friend, use it! Don't put off getting introduced to it until it's too late! ■



## ..... Our Readers Respond.....

### Dear Editor,

I feel as though you pulled a bait and switch on this poor reader. I am referring to your recent article about the University Archives, but before I go on about that let me say that as a retired librarian who was on the staff of the UO Libraries for over thirty years I am quite impressed with the contents and layout of *Building Knowledge*.

I settled into reading the lead article, “University Archives: Better than Ever at Sixty,” in the summer 2009 issue. I thought it was going to be a history of the University Archives, but it suddenly turned into a profile of Heather Briston, present University Archivist.

I certainly agree Ms. Briston deserves kudos for the great work she is doing in the archives and for imaginatively promoting the use of the archives. However this article has a few disconcerting leaps—from one paragraph about the founding of the archives, skipping ahead eighteen years for a couple of paragraphs and then another leap of forty-three years to the present archivist. Not one syllable about the twenty-five plus years Keith Richard spent as archivist. What is even more ironical is that a few pages further on, Keith is identified as the former University Archivist and he is credited for, within the past year, having been an “extraordinary asset” in John Roman’s award-winning Undergraduate Research Project.

I hope in the future you will make your historical accounts more balanced, even the short ones.

Sincerely yours,  
Richard Heinzkill

Richard,

*Thank you for pointing out our oversight in not mentioning Keith Richard and his decades-long contributions to University Archives in the article. Keith achieved legendary status in his years at the university. In our attempt to keep library supporters apprised of how their investments in the library are being put to good use, we should not have foreshortened the history of University Archives to such a degree that we didn't acknowledge Keith's prominent role in strengthening it. It is a testament to his spirit of commitment that, as you point out, he continues to serve the university community by helping students such as John Roman with their research.*

Ron Renschler, Editor

*We welcome your comments and questions about the people, programs, and services profiled in Building Knowledge. We also encourage you to share your personal experiences in using the library. Send your letters or anecdotes to Lisa Manotti, Development Director, UO Libraries, 1299 University of Oregon, Eugene OR 97403-1299, or lmanotti@uoregon.edu.*



## IN MEMORIAM: TED SMITH

The UO Libraries lost one of its finest with the death of Ted Smith in December 2009 following a long and courageous fight against cancer. As documents reference librarian and assistant head of the document center, Ted served UO students, faculty, and the general public for fifteen years, joining the library staff in 1994. He led program teams in creating several online resources that gave users increased access to public information, and he cotaught one of the library's most popular Freshman Seminar classes: How to Do Baseball Research. But Ted's personal qualities—his warmth, kindness, and positive spirit—are equally a part of his legacy. His character and his service to the campus community will be greatly missed.

# Three Smart Giving Tips

## from the Office of Gift Planning



**A GIFT TO** the UO Libraries touches every student at the UO. Your gift can help enrich the student learning experience and encourage exploration and research at all levels.

Here are three ways to show your support.

- 1. Put the library in your will.** Making a gift through your will is easy and it won't affect your current cash flow or assets.
- 2. Make the library a beneficiary of your retirement account.** Retirement accounts are heavily taxed when they are inherited. If you donate a retirement account to charity, 100 percent of the value will be used, and the tax burden will be removed from your estate.

- 3. Establish a charitable gift annuity.** With this type of annuity, you can:
  - Receive guaranteed income for life
  - Save on taxes
  - Support the library

The chart on the right reflects sample payout rates for charitable gift annuities for single donors. Payout rates differ for couples.

For more information, please call our office at (800) 283-2354 or visit our website at [www.giftplan.uoregon.edu](http://www.giftplan.uoregon.edu).

AGE	PAYOUT RATE %
65	5.3
70	5.7
75	6.3
80	7.1
85	8.1
90+	9.5

Senior Director, UO Office of Gift Planning

## YOUR GIFT CAN HELP

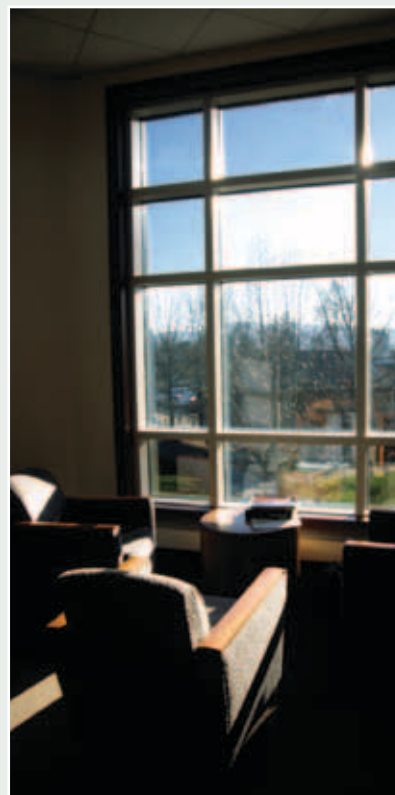
**Support the Library's Journal Collections.** The library has launched a new program, Adopt-a-Journal, which allows you to purchase library subscriptions to selected journal titles. Since the journal title is housed in the library, the entire campus community benefits. You can even pick the journal you'd like to sponsor. Contributions to the program are tax deductible and can be made online. Visit <http://libweb.uoregon.edu/giving/index.html> and click the Adopt-a-Journal link for complete information. (\$10-\$500)

**Add to the World Religions Collections.** Faculty members in the Department of Religious Studies are scholars in Christianity, Judaism, Buddhism, Islam, Taoism, Confucianism, and other traditions. Books in these subject areas are

published throughout the world and sometimes require special ordering. Your gift dedicated to the purchase of these materials will advance research and teaching in these important areas. (\$150-\$2,500)

### Give the Gift of Film.

The university's growing African Studies Program would benefit from the acquisition of a series of award-winning documentaries on African genocide, reconciliation, justice, and experimental judicial systems. *Gacaca: Living Together Again in Rwanda?* is the first in a series of documentary films about families dealing with the realities of genocide in Rwanda. Three companion films explore the painful process of genocide healing. (\$1,200)





# NEWS FROM THE FUNDRAISING FRONT

With the successful completion of Campaign Oregon, many of you might be wondering if the library's fundraising staff has taken an extended vacation.

No, contrary to popular belief, the fundraising continues unabated! Why is that, you may ask, when so much money was raised to address the library's top priorities: collections, technology, faculty support, and facilities? How can you possibly need more?

Great question. Many answers. There are, on average, 8,000 students

entering the libraries every day during the academic term. The academic curriculum continues to evolve. Technology is changing at an exponential rate. Faculty members are experimenting with new ways to teach. Students are collaborating more than ever before. Information needs to be available quickly and efficiently. And at the center of all these wonderful and challenging advances is the library.

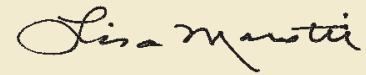
Simply stated, we need to provide the rich breadth of scholarly resources our students and faculty need. We must keep up with the technology that enables students to access and create new information. We need to continue upgrading our facilities so that students and faculty are comfortable and well-equipped as they conduct research,

quietly reflect on their work, and make new discoveries.

Your gift supports the library's greatest priorities: collections, technology, and facilities. Ultimately, your gift touches each and every student and faculty member on this campus, as well as the broader community.

Thank you for giving so generously to support the education of one of our nation's greatest resources: our students.

With much gratitude,



Lisa Manotti  
Director, Library Development  
lmanotti@uoregon.edu • (541) 346-1823

## UO LIBRARIES ADVANCEMENT COUNCIL

*Three times a year, the UO Libraries Advancement Council meets to discuss strategies for raising funds and increasing outreach to library supporters. Many thanks to council members for their commitment to promoting and supporting the UO Libraries.*

Walt Barger '68  
John Bentley '52  
Kelly Kilkenny Hale '78  
Tom Hartfield '75  
Jodi Kahn  
Tina Lamb  
Phillip Lighty '68  
Sally Linman  
Jeffrey J. Morgan '88

Erick Paulson '00  
Pam Saltenberger '66  
George Scherzer '74  
Robert Scherzer '74, J.D. '78  
Janet Wasko

**ALUMNI MEMBERS**  
Ann Baker Mack '70  
Albert Poston '69  
John A. Richardson '61, M.S. '65  
Debra Wetle '76

## YES, I am interested in supporting the UO Libraries!

- Please call me to discuss gift planning. I may be reached by phone or e-mail at \_\_\_\_\_
- I have included the UO Libraries in my estate plan through my will, living trust, IRA, life insurance, other: \_\_\_\_\_
- Please send me information about including the UO Libraries in my estate plan.
- Please send me information on how I can support the UO Libraries and receive lifetime income through a  charitable gift annuity  charitable remainder trust

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

Please clip and send to: University of Oregon Libraries • Development Office • 1299 University of Oregon • Eugene, OR 97403-1299

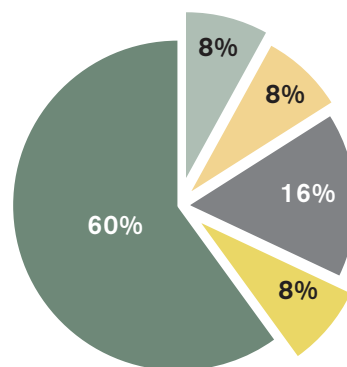


# By the Numbers *UO Libraries*

## PURPOSE OF GIFTS

Fiscal Year 2009

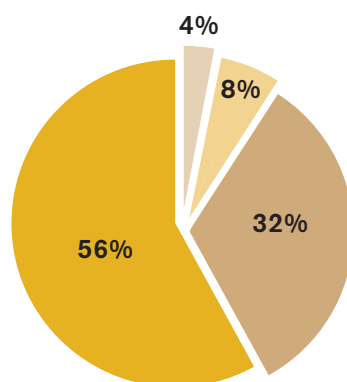
Deferred Gifts & Bequests.....	\$1,418,328
Collections .....	\$178,972
Technology & Facilities.....	\$195,276
Gifts in Kind .....	\$369,962
Unrestricted (for greatest current priorities) ...	\$202,809
<b>TOTAL .....</b>	<b>\$2,365,347</b>



## LIBRARY EXPENDITURES

Fiscal Year 2009

Faculty & Staff (salary & benefits) .....	\$11,280,708
Collections (including electronic content) ..	\$6,453,914
Student Staffing.....	\$905,790
Technology & Operations .....	\$1,536,149
<b>TOTAL .....</b>	<b>\$20,176,561</b>



## THE IMPACT OF GIFTS: 2009 Greenfield Awards

Each year the UO Libraries uses funding from the Stanley B. Greenfield Awards Endowment to purchase several new resources. UO faculty members nominate titles for purchase. Additional purchases in 2009 were made possible through the generosity of Cordelia Saylor.

**Variety** (1905-1940), nominated by Michael Aronson and Priscilla Pena Ovalle, English. *Variety*, one of the oldest trade magazines devoted to popular entertainment, has been published since 1905 when it was launched as a weekly periodical covering vaudeville. This set of microform reels will assist those conducting research and teaching about the history of the American movie business, including research into the production of films starring Latinas such as Dolores Del Rio and Rita Cansino (Rita Hayworth).

**Complete Piano Music of Earl Wild**, nominated by Alexandre Dossin, School of Music and Dance. Earl Wild is one of the few representatives of the great Romantic school of pianists still alive and can be considered a direct link to Franz Liszt. This purchase will provide students access to Wild's piano works in the library's Music Services Collection.

**Synopse zum Talmud Yerushalmi**, nominated by Deborah Green, Religious Studies. This seven-volume set is a primary source synoptic critical edition of the Jerusalem Talmud. These volumes are indispensable for those conducting research on rabbinic texts from the third through fifth centuries.

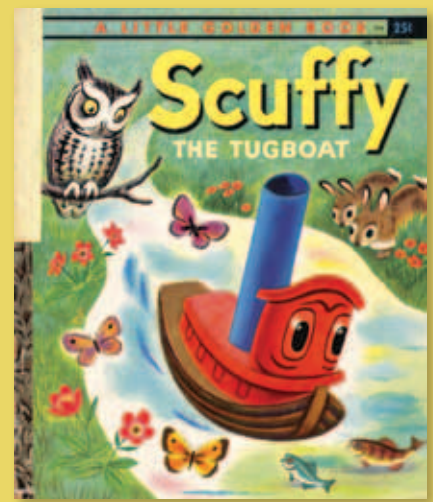
**American Cinematographer**, nominated by Daisuke Miyao, East Asian Languages. *American Cinematographer* is an essential

primary source for scholars interested in the technologies of cinema and the historical development of cinematography in the Hollywood film industry.

**Soren Kirkegaard's Skrifter's Writings**, nominated by Michael Stern, German and Scandinavian. This 25-volume set is the only acceptable primary source material on Soren Kirkegaard, one of the most important philosophers of the nineteenth century. Access to these volumes is critical in Kierkegaard studies.

**Comprehensive Organometallic Chemistry III**, nominated by David Tyler, Chemistry. This series of books provides a comprehensive overview of the field of organometallic chemistry. The acquisition of the series will have an immediate impact on both research and teaching in the field.





**IN 1942**, Simon & Schuster published the first twelve books in the Little Golden Book series, which went on to become one of the most successful enterprises in publishing history. The covers of the Little Golden Books shown here are drawn from a set of more than one thousand titles in the series given to the UO Libraries by children's book editor and author Lucille Ogle. As an editor at several publishing firms involved in producing Little Golden Books, Ogle played a key part in shaping the success of the series. The Lucille Ogle Papers, housed in Special Collections, provides a unique insider's view of the children's book-publishing industry from 1934 to 1973.



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