

Bib·li·o·Tēch

NEWS FROM THE MIT LIBRARIES

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Photo by Richard Howard

FROM THE DIRECTOR

Edgar Bergen once asked Charlie McCarthy whether he would do anything differently, if he could live his life over again. "Nope," Charlie replied, "if I could live my life all over again I'd live it exactly the same way. I'd just start it a lot earlier."

The MIT Libraries feel the same way about the wonderful relationships that have developed with our friends and alumni since we started a resource development program several years ago. If we had appreciated and anticipated what great friends and supporters we have out there in the world, people who were just waiting to be asked, and who genuinely wanted to make a difference, the MIT Libraries would most certainly have reached out a lot earlier.

Happily, our friends don't seem to mind. This past year supporters of the MIT Libraries have continued to grow in number and in depth of interest, and they made a

critical difference to the strength and breadth of services and resources that we provide to the MIT community.

Our donors and sponsors are great friends of the Libraries and of MIT in many ways. They provide the resources that make good collections great. They support the renovation and furnishing of work and study spaces that are essential to an institution whose students work 24 hours a day, 7 days a week. They enable the Libraries to steward and conserve MIT's world-class library assets at a respectable level. They underwrite our technology, enable innovative services such as the Metadata Unit, and support our applied research into the future of libraries in the 21st century. In short, the supporters of the MIT Libraries provide the aerodynamic lift that helps the MIT Libraries sustain a level of excellence that is essential to MIT's mission.

And speaking of aerodynamic lift, "Ideas Take Flight" was the chosen theme of this year's MIT Libraries Week. In a celebration of both libraries and the 100th anniversary of flight, the MIT Libraries introduced MIT students to the many, evolving ways their Libraries help them expand their horizons and be successful. During Libraries Week

"I am deeply grateful to the many individuals and organizations who recognize the talent, enthusiasm, and commitment to the goals of MIT found among the staff of the Libraries, and who have stepped forward to support the work of the MIT Libraries over the past academic year."

we went out to meet students at the crossroads of the Institute, inviting them into the Libraries to explore. Activities as diverse as a paper airplane contest (from the balcony in the Humanities Library), an authors@mit reading from *Lives in Translation* edited by MIT's own renowned professor Isabelle de Courtivron, and a Centennial of Flight trivia and prize drawing at the Barker Engineering Library were among the highlights of the week.

Clearly, ideas do take flight within the Libraries' staff as well as among students. Our donors appreciate the vision and enthusiasm of staff who can develop a program such as MIT Libraries Week. And this is only one of many accomplishments we can celebrate in and about the MIT Libraries. As I composed my annual report of academic year 2003 activities for President Vest, I was once again amazed and gratified by the entrepreneurial enthusiasm and exceptional accomplishments of the staff of the MIT Libraries. Our world-class staff are flexible, creative, and phenomenally productive.

I am deeply grateful to the many individuals and organizations who recognize the talent, enthusiasm, and commitment to the goals of MIT found among the staff of the Libraries, and who have stepped forward to support the work of the MIT Libraries over the past academic year. While we might well have started our resource development efforts earlier than we did, we most certainly could have no better friends than those whose names are listed in the pages of this newsletter. I thank you, one and all, for your support.

Ann J. Wolpert, **Director of Libraries**
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LIBRARIES WELCOME NEW ARRIVALS

Orientation has taken on two different faces for the Libraries in the past couple of years. One is broader participation in the MIT-wide Orientation Week in late August and the other is MIT Libraries Week in mid-September. Both offer opportunities to reach out and let newcomers and others know about the Libraries' many services and resources.

ORIENTATION WEEK—AUGUST 25-30, 2003

The MIT Libraries held several successful events during this fall's orientation. Among the highlights of the week were the graduate student reception, Freshmen Explorations, and the new faculty social. The 4th Annual Graduate Student Reception was a big hit again this year, with over 380 students attending. This popular event, co-sponsored by the MIT Libraries and the Graduate Student Council, featured refreshments, music, lots of friendly faces, and the distinctive setting of the Barker Library Dome. Freshmen Explorations attracted new students who learned about the MIT Libraries catalog, Barton, last minute research strategies, and the "Top 5.5 Reasons to Use the Libraries." The Libraries Faculty Users Group hosted an informal coffee social for



Newcomers socialize at the Graduate Student Reception in Barker Library.

MIT LIBRARIES WEEK—SEPTEMBER 15-19, 2003

The theme of this year's MIT Libraries Week was "Ideas Take Flight"—chosen to commemorate the Wright brothers' first flight in December 1903. MIT and flight history go hand-in-hand (see *Archives column on page 5*).

To celebrate this special week, the Libraries were visible throughout the campus, with events and table displays to publicize services, resources, and staff. Each of the eleven libraries created a display highlighting flight-related collections and a Libraries Week poster. The Dewey Library's exhibit focused on the aeronautics industry and Barker Library on the technical and engineering aspects of flight. The Humanities Library featured books on the history of flight as well as popular fiction and non-fiction about planes, pilots, and flying. The Rotch Library displayed items on planning and building airports and the Aero/Astro Library showed materials on the history of flight and flight technology.



Photos by Joshua Touster

At coffee social for new faculty members, (left) Vladan Vuletic, Assistant Professor of Physics, learns about library services from Physics Librarian Jennifer Edelman; (right) David Ciarlo, Visiting Professor of History, meets staff and finds out about library resources.

The Libraries' booth in Lobby 10 featured Tim the Beaver, MIT's mascot, who joined library staff to welcome passers-by to the table, and to be digitally photographed with anyone willing to smile. Photos were then emailed out to each person photographed with a message from the Libraries. The Humanities Library sponsored a paper airplane contest—"Real Complex Planes"—now part of the Libraries' history as the first time flight has ever taken place off the west mezzanine. Prizes were awarded in three categories—Classic (8.5 x 11-inch paper), Freestyle (any size or type of paper), and Aesthetic—and were judged by distance (in smoots), duration of flight, and creativity. Library staff greeted students during the week in the Student Center lobby, giving out MIT Libraries customized balsa airplanes, answering questions, and offering informational handouts. The Barker Library held a Centennial of Flight trivia and prize drawing, a lighthearted event to challenge students' knowledge.

These are just a few examples of the Libraries' programs and activities to welcome new students, faculty and staff to campus. For more information about ongoing activities, visit the MIT Libraries online at <http://libraries.mit.edu>.

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METADATA SERVICES

SUPPORT FACULTY PROJECTS

Recently you may have heard the term “metadata” and wondered what it meant. Sometimes the term is defined as “information about data.” In the library world, metadata is information describing a resource, such as a book, a web site, or a video. Metadata can describe a wide variety of information such as the subject matter of the resource, who created the resource, the technical information to store and access the resource, and who owns its legal rights. Critical to the documentation and maintenance of interrelationships between information resources, metadata improves searching and makes retrieval within a single collection and across multiple collections more reliable. Metadata helps ensure the integrity of the resources over time, especially as digital formats evolve and application software becomes obsolete.

As more MIT faculty become involved in digital projects, the need for metadata increases. Metadata needs to be created either by a person or by a computer program designed to “harvest” information from the resource.

Libraries have years of experience organizing and classifying information. Utilizing this experience, this spring the MIT Libraries created a new service to meet the evolving information needs of the MIT community. The Metadata Unit, a division of Bibliographic Access Services, consists of Robert Wolfe, Metadata Specialist, and Max Fleischman, Metadata Production Assistant. The mission of the unit is to provide metadata consulting and products to MIT faculty who are creating and maintaining digital collections.

Newer standards for metadata differ from classic library metadata in their scope and variety. The standard that libraries relied on in the past tried to cover all subject areas and all types of media; many newer metadata standards focus on one type of format or subject area, such as digital images or archival materials. The underlying principles, however, are the same ones that libraries have practiced for generations.

The creation of the Metadata Unit was made possible by the Libraries’ collaboration with MIT’s Open Course Ware project (OCW). With tens of thousands of digital resources to organize, OCW sought the Libraries’ help at the outset in the selection and creation of metadata for OCW material; the Libraries helped plan workflows and participated in content management system design. OCW and the Libraries then decided to partner on metadata creation; this is now an ongoing collaborative process.

During course creation, OCW staff make preliminary metadata records. The OCW staff have direct contact with the designers of the course, providing an advantage in



Open Course Ware Faculty Liaison John Dennett (left) confers with Robert Wolfe, MIT Libraries’ Metadata Specialist.

All photos by Joshua Touster

gathering the information. Before the course is published on the OCW website, the metadata records are sent to the Libraries, where staff ensure that the metadata meets appropriate standards, add subject headings, and verify that the names of course contributors are in the correct format. The Metadata Unit also has participated in designing the search screen for OCW in order to take full advantage of the available metadata for a powerful search tool.

The Metadata Unit is available for consulting and creating metadata for MIT projects. Robert Wolfe is very enthusiastic about the new unit. He says: “The work is the perfect blend of traditional library sensibilities and information age forward thinking. It has been a pleasure to work with the staff of the Open Course Ware project and to make first connections with MIT faculty. I look forward to many rewarding collaborative endeavors with the creators of the Institute’s electronic educational objects.”

For more information, Rob can be contacted at 617.253.0604 or rwolfe@mit.edu.

Having its own metadata service puts MIT Libraries at the frontier of information organization and access. In addition to providing a valuable service for the MIT faculty, the Libraries are currently creating best practices that will set important precedents in the field.

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FROM THE ARCHIVES...

The Libraries welcome Thomas Rosko who arrived at MIT in the spring to become Head of the Institute Archives & Special Collections. Tom will be writing a regular column for BiblioTech.

This year marks the 100th anniversary of the Wright brothers' flight at Kitty Hawk. As with so many scientific and technological advancements of the twentieth century, MIT has several noted connections to developments in aviation, and the Institute Archives & Special Collections maintains an array of collections related to the topic.

Of particular interest, the papers of Professor Jerome Hunsaker (*collection MC 272*) aid in researchers' understanding of the growth of aeronautical engineering. In 1919, as an officer in the U.S. Navy, he oversaw the design of the NC-4, the first plane to complete a transatlantic crossing. In 1939 Hunsaker helped establish at MIT the first aeronautical engineering department in the country. Hunsaker carefully documented all of his research and academic projects and also left a body of writings, course notes, speeches, and reminiscences, making this collection a valuable and frequently-used resource for academic historians, amateur historians, and even high school students. Topics include the early history of flight and the start of aeronautical engineering as an academic discipline and as a profession.

The first structure on MIT's Cambridge campus was a wind tunnel, built in 1914. A subsequent wind tunnel, built in 1939, was named for the Wright brothers, the records of which (*collection AC 144*) contain test data of aircraft research performed by MIT faculty and students for commercial manufacturers. Because of



Battle Fleet photo: First fighting plane squadron, Battle Fleet (TS), 1923, designed by MIT Professor Jerome C. Hunsaker.



Photos courtesy of the MIT Institute Archives & Special Collections.

Project Daedalus flight, Crete to Santorin, 1988; an MIT exploration of human-powered flight.

the completeness of its documenting the development of aeronautical machinery over time, this collection has been a great asset to historians studying aircraft design as well as for hobbyists who restore old airplanes.

The Vail Collection of rare books includes numerous prints of designs and achievements in ballooning, a precursor to modern aeronautics. The Department of Aeronautics and Astronautics' records (*collections AC 43, AC 401, AC 277*) contain information about the evolution of the teaching of aeronautical engineering as well as topics such as the growth of research laboratories after World War II, material of great value for graduate students engaged in doctoral research. Oral history transcripts in the Charles Stark Draper collection (*collection MC 134*) shed light on the Instrumentation Laboratory's research on guidance systems, which included significant work for NASA and the U.S. Air Force. The records of the Daedalus Project (*collection AC 183*) document the developments that triumphed in breaking the record for human-powered flight (see *Object of the Month*, September 2003: <http://libraries.mit.edu/archives/exhibits/daedalus/index.html>). This brief listing is but a sample of the diversity of the resources in the Institute Archives & Special Collections.

The Institute Archives & Special Collections serves as MIT's "memory," collecting, preserving, and making accessible records that document MIT's history. The collections chronicle the founding and growth of MIT. They also provide insight into current issues of the Institute as well as MIT's impact on the world. The Archives also administer MIT's records management program, advising administrative and academic offices on records-keeping practices and records retention and disposition. In addition, the Institute Archives & Special Collections assists the Institute's oral history efforts, an important complementary resource for historical textual documentation, and maintains rare and special books collections.

Although established only 40 years ago, the Archives has become one of the premier primary source repositories for documenting twentieth century science and technology because of the critical role MIT has played in these areas. Researchers from around the globe utilize the MIT Archives, which has become a respected national leader among archives.

Tom Rosko, Head, Institute Archives & Special Collections

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Meet Anna Gold—New Head of the Engineering and Science Libraries

Anna Gold joined MIT as Head of the Engineering and Science Libraries, on July 1. Most recently Director of the Science and Engineering Library at the University of California, San Diego, Anna was an active participant in the development of their digital library program. Earlier she held positions at the National Science Foundation and the Library of Congress. Anna has an MS in Science and Technology Studies from Virginia Tech, an MLS from Catholic University, and a BA from University of California, Santa Cruz.

What are your first impressions of MIT and the MIT Libraries?

The first thing is that people are smart and friendly. They appreciate being here. It's not just the great weather! Being here is important primarily because it allows them to work with other people committed to taking intellectual risks; they work very hard and they aim not only for high quality but also for breakthroughs of all kinds.

Another is that things happen fast here: they take less time because there's a big investment at MIT in informal talking and brainstorming, and also because people are willing to try new things. Just look at the layout of the campus, and the intense number of social and scholarly events that take place here. All that informal communication allows MIT and MIT Libraries to evolve programs quickly, by launching experiments, gathering experience, and correcting course if need be.

Also, MIT, and the MIT Libraries, have a great sense of timing—they have a knack for deploying resources at the right time in new directions, with big payoffs in terms of developing partnerships. DSpace is a prime example of that. So is Open Course Ware.

There are grand challenges facing libraries. I'd like to think that some of the solutions we come up with will be based on ideas and discoveries of MIT faculty and students!



Photos by Joshua Touster

How can the libraries best serve the needs of the School of Science and the School of Engineering? To this end, what are some new directions we should consider?

We're at an incredibly important set of junctures in scholarly communications. First of all, scholars and students desperately need integration, filtering, and speed in order to keep up with relevant information. So an important new direction for us is to bring our information skills to users at their point of need. Increasingly, that's in their classroom or office or at their desktop, not in the library.

Another new direction for libraries is to provide support for linking technologies such as SFX, which links researchers from database entries to full-text articles. Linking technologies will some day give scholars an infrastructure that allows them to knit together ideas, discoveries, methods and data in powerful new ways. For

example, electronic journals can provide direct links to data files. But are there other ways that libraries can help people discover data sources they need? That's an interesting question we should consider.

We need to do what we can to increase the speed of information delivery to faculty and researchers for materials that are still in print. MIT Libraries already have several great digital document delivery

programs; Web-Docs, for articles from MIT library collections, and ED, electronic delivery of articles borrowed from non-MIT libraries. But we need to look for many more ways to save researchers time with their research.

Another important direction for the libraries is to support scholars in their efforts to recapture the right to reproduce and control the distribution of their work. Not only MIT's DSpace, but new national initiatives like Public Library of Science will help us understand how that can work. Bringing the costs of disseminating scholarly publications under control could have a profound positive effect on library budgets. It's critical to do that, because the opposite is also true: not bringing those costs under control will have a profoundly negative effect on our ability to sustain broad and deep library collections.

What do you hope to accomplish in your first year here?

Planning for a new, combined Engineering and Science Library has been going on since long before I arrived. But we're now at an exciting time with that plan, and I look forward to participating in developing the vision and space plan that we'll be taking to faculty this year.

I am enjoying getting to know about MIT research and teaching programs, and meeting people here. Becoming more familiar with the enormous array of science and engineering work here will take a long time, but I hope to meet faculty, staff, and students from a wide variety of programs.

One of the first things I plan to accomplish is to expand the support available for Geographic Information Systems (GIS) and data services geared to needs of science and engineering research. We have some interesting ideas in play right now about how the engineering and science libraries can provide more support for the wonderful GIS and data services programs MIT Libraries have established in the last couple of years.

I also plan to address an idea several people here are working on now, to develop a proposal for funding a new science and engineering library internship program. There are some great models for this kind of thing, but none that I know of right now in the Boston/Cambridge area. So it would contribute to the profession—libraries are always looking for experienced science and engineering librarians—and it would allow us to undertake new projects and services without adding staff.

What are some of the longer range issues and projects you expect to address?

The new Engineering and Science Library plan will address many longer range issues: bringing the majority of the print collections back to central campus; improving spaces for study; developing the capacity to assist the research community with GIS and data services; supporting interdisciplinary research and teaching.

Dealing with changes in the business model and policy environment for scholarly communications will be a critical long range issue.

We will be developing a strategy for identifying and carrying out a long-term responsibility for archiving the digital and print scholarly record.

There are grand challenges facing libraries. I'd like to think that some of the solutions we come up with will be based on ideas and discoveries of MIT faculty and students!

Anna Gold, Head, Engineering and Science Libraries
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SUPPORTING THE LIBRARIES: *Unrestricted Gifts Strengthen the Libraries*

Development of the *Ask Us!* reference service, books for the collections, and equipment for the Digital Instruction Resource Center (DIRC)... can you guess what these items have in common? All were supported with unrestricted gifts to the MIT Libraries. In other words, individual donors helped to make them happen!

In the mid-1990's, the MIT Libraries tried an experiment; alumni and friends were asked to support a new unrestricted fund—*The Director's Fund for Library Excellence*. The experiment was a success; people responded positively, and to this day they continue to respond. This Fund has enabled the Libraries to develop innovative services like *Ask Us!*, to upgrade library technology for the benefit of students and faculty, and—just as importantly—to make a critical difference in the depth of the traditional collections.

Unrestricted gifts are always important, and in uncertain economic times, they are among the most powerful gifts a donor can make. The flexibility of unrestricted gifts enables Libraries Director Ann Wolpert to respond quickly to unanticipated challenges and to act on new opportunities.

This issue of *BiblioTech* celebrates Libraries' donors and acknowledges their generosity. So this seemed like a good opportunity to express the Libraries' gratitude to the many friends who have provided discretionary funds. Some gifts are substantial, and some are small, but their combined strength has made a great deal of difference for MIT's students and faculty.

Many alumni remember the work they accomplished as students using the Libraries. They want to make sure current students can find the resources they need for their research and have new facilities and services, such as the DIRC, required by today's "information revolution."

Science Library Instruction Coordinator Angela Locknar noted, "The DIRC has

been essential to the growth of our instruction program. In 2003, our IAP sessions nearly doubled, due in part to the ease of scheduling our own instruction room. It has also enabled instructors to rethink their approach to teaching by adding hands-on components or workshops for students to learn resources. The Introduction to Psychology (9.00) course scheduled 22 workshops in the DIRC this fall, enabling library staff from Humanities and Science to work with students on their writing assignments. It would have been difficult to find the space and time to schedule this many workshops in another setting."

Fortunately for our students, unrestricted funds from alumni and friends were available to help get the DIRC up and running!

M.J. Miller, Director of Development
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MIT Libraries' Digital Instruction Resource Center

WITH APPRECIATION: *Donors to the MIT Libraries*

July 1, 2002 - June 30, 2003



Photo by L. Barry Hetherington

Integrated service desk at Hayden Library

Gifts to the MIT Libraries are critical to the success of the Libraries' mission, and make a significant difference in the quality of resources and services that are available to the MIT community. It gives me great pleasure to recognize the alumni, faculty, staff and friends who chose to support the work of the Institute through gifts and pledges to the Libraries during Fiscal Year 2003.

Ann J. Wolpert, *Director of Libraries*

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Photo by Tony Pulsonne

24-Hour Study Room

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Treatment sink in the E. Martin and Ethel Wunsch Conservation Laboratory

Photo by L. Barry Hetherington



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WHAT'S NEW IN THE LIBRARIES?

UK SEMINARS

With the common objective of disseminating information about the DSpace project, the Cambridge MIT Institute (CMI) and the MIT Libraries are offering a series of seminars for universities in the UK. The series is designed to assist others in building sustainable business models for the development of "institutional repositories." Announced at the Spring 2003 Society of College, National and University Libraries meeting held at Lancaster University, LEADIRS (Learning About Digital Institutional Repositories) was completely booked in a matter of days. Some participants include The British Library, Edinburgh University and The National Library of Scotland. Plans are currently underway to offer a second series to accommodate those who remain on the waiting list.

For more information see: www.lib.cam.ac.uk/UKseminars or contact Mary Barton, mbarton@mit.edu. For more information about CMI see: www.cambridge-mit.org.

FACULTY FAQ

How can my students learn about the MIT Libraries? Can I use the Libraries' electronic resources from off campus? Can my assistant check out books for me? How do I recommend materials for purchase by the Libraries? These and many other questions about teaching support, research support, and obtaining materials are answered in the recently created *Faculty Frequently Asked Questions on the Libraries* web site <http://libraries.mit.edu/about/faqs/faculty.html>. Faculty are encouraged to send their comments as well as suggestions for other questions to the Libraries' Faculty User Group, facultyusers@mit.edu

Added Resources for Patrons with Disabilities

Along with the Science and Dewey Libraries, the Barker Engineering Library is the latest to house an adaptive technology workstation to assist patrons with physical disabilities, such as those who use a wheelchair. These workstations consist of a computer on an adjustable table, an adjustable chair, as well as a scanner and special software. Alternate keyboards are also available.

In September, the Hayden Circulation Desk became the home to some additional adaptive technology tools, both high tech and low tech: AlphaSmart 3000, a communication device for the hard of hearing; colored cellophane windows, a reading aid; a flashlight to illuminate call numbers in the stacks; a clamp with flexible arm and hand-held magnifiers; and a canvas bag to assist patrons to carry materials. See <http://libraries.mit.edu/research/adapt-equip.html> for a complete list of adaptive equipment and software, including Braille writers and text-to-speech software. The library staff are pleased to continue working with the Disabilities Services Office to improve methods of serving patrons with disabilities.



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