

NEWSLETTER OF THE  
DREW UNIVERSITY LIBRARY  
ISSUE NO. 21, SPRING 2007

[HTTP://DEPTS.DREW.EDU/LIB/](http://depts.drew.edu/lib/)

# Visions

## BELA KORNIETZER BOOK AWARDS PRESENTED AT LIBRARY GALA

Amid the festivities of the Friends of the Library Benefit Dinner, two authors from the Drew community received the 2006 Bela Kornitzer Book Awards in recognition of their outstanding books of non-fiction. The faculty and alumni/ae prizes were announced at the January 27, 2007 gala by Andrew D. Scrimgeour, Dean of Libraries.

Assistant Professor of History, C. Wyatt Evans, received the faculty award for his book, *The Legend of John Wilkes Booth: Myth, Memory, and a Mummy* (Lawrence, Kans.: University Press of Kansas, 2004).

For his volume, *Nanofuture: What's Next for Nanotechnology?* (Amherst, N.Y.: Prometheus, 2005). J. Storrs Hall C'76,

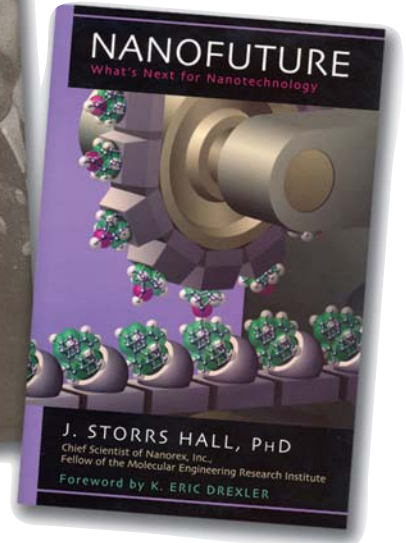
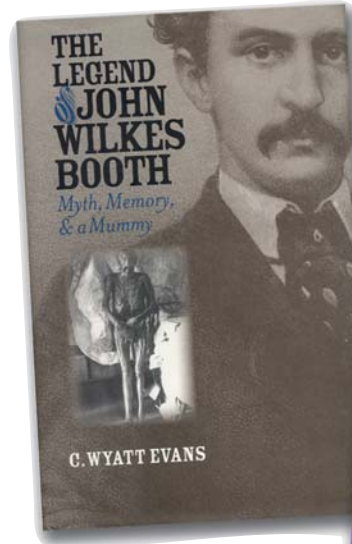
was awarded the alumni/ae prize

The award is given every few years to celebrate works of non-fiction written by Drew University faculty members and graduates deemed outstanding by a committee of Drew faculty. Mrs. Alicia Kornitzer Karpati presented the awards of \$1,000 each to this year's recipients.

The endowment for the Bela Kornitzer Award was created in 1992 by Mrs. Alicia Karpati and her late

husband, George Karpati, to honor Bela Kornitzer, Mrs. Karpati's brother.

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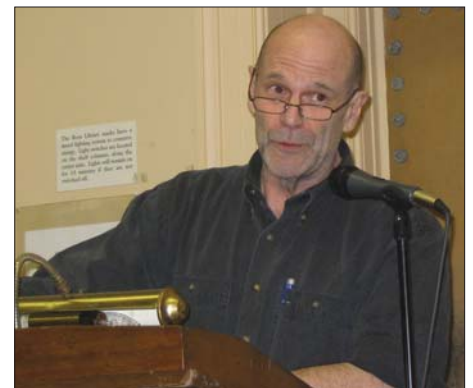
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### Georges Simenon Center at Drew University

## AUTHOR'S SON BRINGS PERSONAL REFLECTIONS TO DREW

Georges Simenon (1903-1989), the legendary Belgian author of psychological and detective novels, and one of the major novelists of the twentieth century, was the subject of an intimate portrayal by his son, John Simenon, on February 26. His talk, "Insights into the Life and Work of my Father, Georges Simenon," was a prelude to viewing an extensive exhibit devoted to Simenon's career, assembled from the Library's Georges Simenon Center collection. Reflecting on Simenon's career



*John Simenon captivated the Cornell Room audience with a personal view of his famous father.*

*continued on page 3*

## THE DEAN'S CORNER

### A STRATEGIC PLAN IN 25 WORDS OR LESS

Twenty years ago a university president in Colorado asked me to lead a strategic planning effort for the library. After working with librarians, faculty, students, and consultants for almost a year, I delivered a draft for his comments. They were quick in coming, but not quite what I expected: "This is fine, Andrew, but you should know that the best strategic plan fits on the back of an envelope." I then learned of his preference for absolute brevity as well his fear lest we fall in love with a plan that seemed good at that moment but then lost touch with the hurly-burly of technology, publication practices, classroom needs, and patron preferences. "The ink should never be dry on a vision document," he concluded.



Shelley Kuznetz

At the request of President Weisbuch, the Drew University Library has shaped a strategic plan; an abridged version appears as the center fold of this issue. As we debated the document through many editions, the pithy presidential words of long ago came to mind—could our vision fit on the back of an envelope? Such a challenge asks for clarity of purpose, a simple declarative statement.

So why does our plan advocate for stronger collections and better facilities? What is the value of technology and special collections? Why should the three schools integrate informa-

tion literacy into their core courses? What do all of our initiatives have in common?

The answer is provocatively suggested in a poem by Ted Kooser, recent Poet Laureate of the United States:

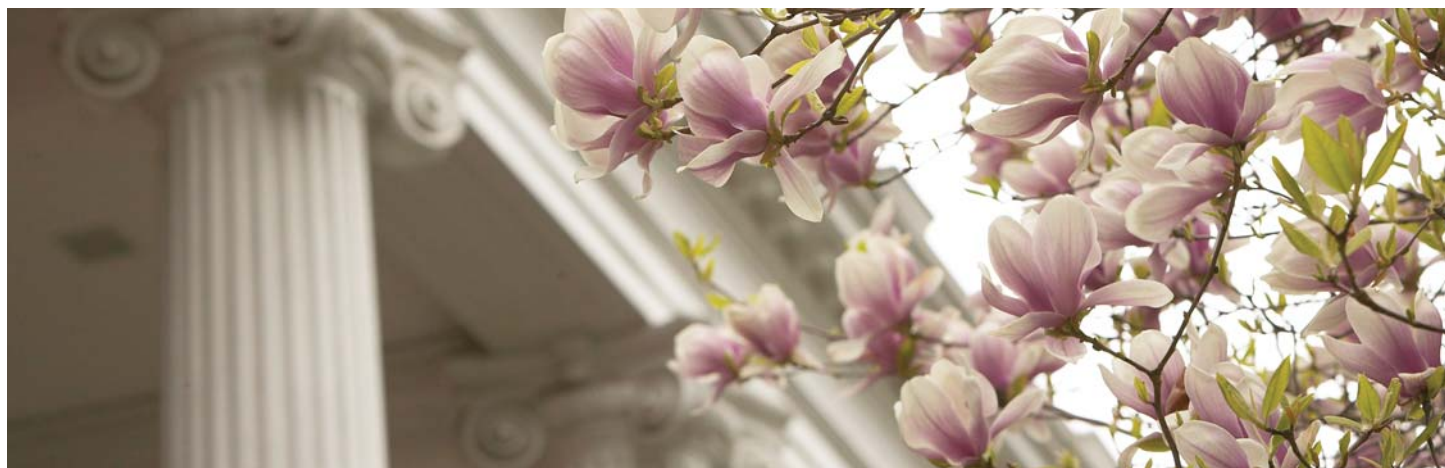
#### STUDENT<sup>1</sup>

The green shell of his backpack makes him lean  
into wave after wave of responsibility,  
and he swings his stiff arms and cupped hands,  
paddling ahead. He has extended his neck  
to its full length, and his chin, hard as a beak,  
breaks the cold surf. He's got his baseball cap on  
backward as up he crawls, out of the froth  
of a hangover and onto the sand of the future,  
and lumbers, heavy with hope, into the library.

What is the thrust of our strategic plan? We aim to provide the best possible resources and services to our students, heavy with hope, as they lean into their academic work.

There it is. Plain and simple. And just 23 words. I believe they fit on the back of an envelope.

<sup>1</sup> *Delights & Shadows* by Ted Kooser, p. 8 (Port Townsend, Wash.: Copper Canyon Press, 2004). Used with permission of the publisher.



Bob Handelman

## RECENT GIFTS

The Library gratefully acknowledges the following gifts.

### FINANCIAL SUPPORT

Mr. William S. Brockman G'86  
 Dr. Paul Drucker C'51  
 Susan J. Glaser  
 Miss Julia LaFalce  
 Dean Edwina Lawler G'81  
 Dr. Barbara D. Wright C'76; G'87, '89  
 Emma Lee Yu C'63

### BOOKS AND GIFTS IN KIND

Chinese Historical Society of  
 Southern California  
 Professor Emeritus Charles Courtney  
 Dr. Robert Crowther, Jr. T'56, '77  
 Emery Curry  
 Stuart Feld  
 Professor Emeritus H. Leedom  
 Lefferts  
 Karl Marx C'49  
 The Rev. John and Mrs. Nancy  
 McEllhenney T'59  
 [Ed. Note: Their gift of an  
 extensive R. S. Thomas Poetry  
 Collection will be featured in  
 the next issue of *Visions*.]  
 Professor Allan Nadler  
 Glen Olsen

Jim Owen C'68  
 Barbara Parker  
 Wendy K. Perriman G'00  
 David Rein C'56  
 Dr. Anneliese Sitarz  
 Norman Tomlinson

### IN HONOR OF...

Dr. Lynn Harris Heft G'91, '96  
 from Gail and Ken Jaffe  
 Dr. Lynn Harris Heft  
 from Marilyn and Michael Dee  
 Dr. Lynn Harris Heft  
 from Adrienne and Joe Silverstein

### GIFTS IN KIND TO THE METHODIST LIBRARY

Brian Brown  
 Center for Wesley Studies,  
 Methodist University, São Paulo,  
 Brazil  
 Louis Krupp  
 Dr. Richard Kuntz  
 Minnesota Annual Conference of  
 the United Methodist Church  
 Wisconsin Annual Conference of  
 the United Methodist Church



Professor Emerita Lucille Becker, John Simenon and Dr. Linda Connors at the Georges Simenon exhibit opening in February

### AUTHOR'S SON

*continued from page 1*

ambitions, and the effects of personal family tragedy on the author, his son spoke with pride of the literary stature his father had achieved, revealing that family figures and tragedy were intertwined with his work.

Items for the exhibit, "Inspector Maigrets' and the 'romans durs': Materials from the Georges Simenon Center of Drew University Library," were selected by Professor of French Emerita, Lucille Becker, who is a Simenon literary critic, and founder of the Georges Simenon Center here at Drew. Becker's books on the author include *Georges Simenon* (Boston: Twayne Publishers, 1977) and *Georges Simenon Revisited* (New York: Twayne Publishers, 1999, republished in Britain in 2006, by London Haus Books as *Georges Simenon: 'Maigrets' and the 'romans durs'*).

The Simenon Center is one of only two such archives in the world, the other located at the author's birthplace, in Liège, Belgium. The majority of Simenon's works, numerous translations which continue to be produced, documents, and films have been collected in the Center, and the collection continues to grow. Assisting in the preparation of the exhibit were Dr. Linda Connors, Elise Zappas, and Masato Okinaka. The event was a collaboration of the Library, Department of French, and the Friends of the Library.

## Visions

Andrew D. Scrimgeour, Ph.D.  
 Dean of Libraries  
 Drew University Library  
 Madison, NJ 07940  
 973/408-3322  
 ascrimge@drew.edu

Editor: Anna S. Magnell

On-Line Edition: Jennifer Heise

A complete online archive of past issues of *Visions* can be viewed on the library website at at: <http://depts.drew.edu/lib/visions/>

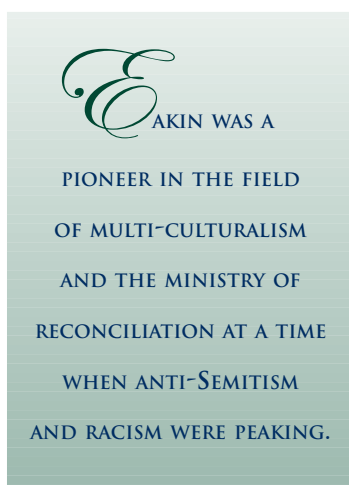
## MILDRED MOODY EAKIN: WHO IS MY NEIGHBOR?

By Dr. Sloane Drayson-Knigge and Dr. Janet Stafford

Mildred Moody Eakin (1890-1986) taught religious education at Drew University from 1932-1955. She was the first full-time female faculty member at the Drew Theological School, preceding Nelle Morton, who arrived in 1955.

Eakin was a pioneer in the field of multi-culturalism and the ministry of reconciliation at a time when anti-Semitism and racism were peaking. She authored such curriculum materials as *Getting Acquainted with Jewish Neighbors* and the *Junior Teacher's Guide on Negro Americans*. With her husband, Frank Eakin, she co-authored the book, *The Sunday School Fights Prejudice*. The Eakins' study concluded that the Christian Sunday school could be a primary agent in the fight against racism and anti-Semitism.

At the center of Eakin's work are the questions: "Who is my neighbor" and "What does it mean to be a neighbor?" With these as her focus, she struggled to move theology out of abstraction and into practice—that is, into the community—through the use of drama, study, and practical activities designed to foster communication and understanding among people. Now, fifty years later, the issues to which she was so dedicated are still with us. Mildred Moody Eakin and her models of pedagogy are still challenging us to help positively reconfigure the American landscape.



### THE DREW STUDIES

School textbook content had been analyzed for racial prejudices and priorities since the mid-nineteenth century. In the 1930s, due to tensions arising from the Great Depression and racial and religious intolerance, renewed attention was given to the problem. Content analysis of religious texts also became of interest. In 1933, as Hitler came to power, Drew Theological Seminary was selected to begin a research project under the leadership of Dr. James V. Thompson, Director of the Religious Education Department.

Initially funded by the American Jewish Committee, the study evaluated Protestant Sunday School texts for their depiction of Jews and Judaism. The study was widened to include "Negro" material. Mildred Moody Eakin was central to this Drew Study, which was titled, "A Study of Official Protestant Church School Periodicals for Children, Young People and Adults, as Related to Inter-Racial, Inter-Cultural Attitudes, 1934-1935."

Mildred Moody Eakin's experience with the Drew Studies found its voice in her textbooks for children and guidance manuals for teachers, parents, and other adults. Almost all of her books and articles after 1935 dealt with two questions: "Who is my neighbor?" and "How can I be a neighbor?"



Mildred Moody Eakin

Eakin preferred the "project method" as a means of educating children. The method involved guiding learners into a problem or a question, and then facilitating them as they conducted and claimed their research—through creative arts, worship, and other activities. Within the project method, Eakin encouraged teachers to push children to learn about their communities, as well as people from other places. She believed that if children got to know, or at the very least develop an appreciation for people of differing races, ethnicities, and religions, then they would grow in love and compassion for all people. In short, they would develop a Christ-like spirit.

Eakin was also involved in the later research. The Drew Studies were influential in calling attention to the need for intercultural and intergroup relations in religious education. Regrettably, these studies have been virtually forgotten, despite the fact that they helped set the mark for later research on issues of prejudice and intolerance in religious education and Christian theological teaching.

*continued on page 14*

## REFERENCE DEPARTMENT OUTREACH TO SECONDARY SCHOOLS

By **Bruce Lancaster**, *Reference Associate*

For nearly twenty years, West Morris School District Advanced Placement students have attended literature research workshops in the Drew Library, and many of their teachers have taken or are taking graduate degrees in the Caspersen School. Student groups attending the annual research workshops at Drew have grown from a handful in the 1980s to groups totaling nearly a hundred in recent years, all working in areas of literature and related humanities. The purposes of the sessions have been simple and direct—expose these exceptionally bright students to college-level research methods, and allow them to use a large research collection with vastly greater holdings in journals and books than the libraries they have used before.

While the sessions have grown considerably over the years, our available resources and the constraints of time and geography have limited them to a small number of classes from Mendham High School, with no real possibility of directly reaching the rest of the West Morris student body with our information literacy and research training efforts.

The possibilities beyond our reach were great. These schools have exceptionally sophisticated and well educated faculties, strong student bodies, and an emphasis on preparing their students for top level colleges. They are in fact a microcosm of the world from which Drew draws much of its student body.

### HOLOCAUST AND GENOCIDE RESEARCH PRESENTED

Last summer we put the pieces together for a new school district emphasis on Holocaust and genocide education throughout the curriculum.

Our program to meet this new need was conceived as a simple extension of the older cooperative effort, a short library bibliographic instruction session to help teachers involved in Holocaust and genocide instruction across the curriculum in the high schools of the West Morris District in their preparatory research. Drew graduate students learned of the proposed program, and immediately volunteers from our little community of Holocaust and genocide scholars asked to speak at the session. As more faculty and students, representing the College, Theological School, and Caspersen School offered their materials, a session expected to last two hours grew into a two-day event held August 22-23.

Three survivor testimonies were soon offered—and we were on our way to a substantial workshop showcasing the variety of research and experience from our schools, almost all from people heavily involved in ongoing projects in the Library. Literature, sports, film history, medical research, and the intellectual history of eugenics were well represented. Suddenly we had the possibility of a series of presentations offering the West Morris teachers research and teaching materials in fields directly related to their diverse teaching disciplines. We had the people and materials to not only span the twentieth century and several of its vast genocides but to tie the events directly to academic work in the sciences, arts, humanities, sports, and social sciences. The survivor testimonies were all from people who endured genocides as teenagers—the same age as the high school students for whom the teachers were preparing class materials. Speakers for the event and their topics included:

**Dr. Sloane Drayson-Knigge**, Adjunct Faculty, Caspersen School of Graduate Studies and Drew Theological School: “Drama, Theatre, and the Arts within the Holocaust.”

**Hedy Brasch**, Holocaust Survivor: “Testimony of a Hungarian Survivor, with Jessica Blank, Carrying Memory into the Future: Auschwitz in 2045.” Hedy is a survivor of Auschwitz, Bergen-Belsen, and slave labor camps in Bremen; Jessica is a New Jersey high school student who appeared with Hedy as an essay contest winner on a national television show. Jessica is charged with the duty of carrying the memory of Hedy and her experiences to the hundredth anniversary of the liberation of Auschwitz in 2045.

**Elfriede Smith**, Coordinator of German, College of Liberal Arts: “The Clean-up Women of Bremen—Translation of a Literary Memoir.” This was interestingly connected to the reflections of Hedy Brasch, who was one of the clean-up slave laborers in Bremen, clearing bombing damage in 1944.

**Daniel Uhagaze**, Student, Drew Theological School: “Testimony of a Rwandan Survivor. Historical Notes on Origin and Chronology of the Events.” Daniel lived through the whole Rwandan genocide and ensuing wars, but lost most of his family.

**Elfriede Smith**: “The 1936 Nazi Olympics’: Race, Pageantry, and Ideology.” *Riefenstahl* film and discussion.

**Dawn Digrius**, Doctoral Candidate in Modern History and Literature, Caspersen School of Graduate Studies: “Nazi Science and Medicine in the Holocaust.”

**Bruce Lancaster**, Drew University Library Reference and Research: “Research Methods in the Study of Genocide and the Holocaust.”

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## ARCHIVAL PAPERS READIED FOR RESEARCH

By Cheryl Oestreicher, *University Archives Associate*

Several collections in the University Archives have recently been made available to researchers. These collections have been processed by Michael Maziekien, Emily Andresini, and Anna Henderson, Rutgers School of Communication Information and Library Studies, and Cheryl Oestreicher, Drew University Archives.

### GEORGE KELSEY PAPERS

George D. Kelsey was the Henry Anson Buttz Professor of Christian Ethics at Drew University, where he taught for twenty-four years. Prior to teaching at Drew, Kelsey taught at Morehouse College, where he became a mentor to Martin Luther King, Jr., then a student. The collection consists of academic papers, agendas, books, brochures, bulletins, certificates, correspondence, conference and seminar papers, drafts, examinations, lecture notes, magazines, manuscripts, newspapers, off-prints, outlines, photographs, published works, research notes, resumes, sermons, sheet music, speeches, surveys, syllabi, and yearbooks.

### BELA KORNIETZ PERS PAPERS

Bela Kornitzer was a Hungarian-born journalist who documented the lives of prominent American men during the middle of the twentieth century. After fleeing both the Nazis and the Communists in Hungary, Kornitzer left

his established career as a journalist and came to America in 1947. The collection includes correspondence, manuscripts, audio and transcribed interviews, newspapers, magazines and photographs that document both the affairs of Kornitzer and his research on American families, democracy and fathers and sons.

### LYNN HAROLD HOUGH PAPERS

Lynn Harold Hough was a Methodist minister and scholar who devoted much of his career to Drew University, as a student, professor, and dean. Topics include Methodism, the Bible, humanity, America, evolution (for which he was accused of heresy), World War II, and the poet Robert Browning. The collection includes sermons, newspaper articles, photographs, scrapbooks, and correspondence.

### HENRY ANSON BUTZZ AND CHARLES FREMONT SITTERLY

Thanks to a donation from Jeremy and Phyllis Rogel, the Drew University Archives acquired a small collection of papers, photographs and books that belonged to Henry Anson Buttz and Charles Fremont Sitterly. Henry Anson Buttz was the fourth president of Drew Theological Seminary, later Drew University. Buttz was one of "the Great Five" revered professors who led Drew for decades. For thirty-two years, the longest term in Drew's history, Buttz

guided a superior faculty and an ever-growing student body.

Charles Fremont Sitterly began his career at Drew in 1892 as assistant to the president. In 1891, Sitterly married President Buttz's daughter, Julia, and he stayed at Drew as an adjunct professor. In 1895, he was appointed Professor in Biblical Literature and Exegesis of the English Bible. Sitterly retired in 1935. Three years later he published a history of Drew titled "The Building of Drew University."

### NEAL RIEMER PAPERS

Neal Riemer was an Andrew V. Stout Professor of Political Philosophy at Drew University. A prolific writer, he lectured and wrote about genocide, democracy, politics, religion, James Madison, Alexis de Tocqueville, Karl Marx, and numerous other topics. His co-authored book, *The Challenge of Politics*, is now in its sixth edition and is one of the standard political science college textbooks. The collection contains correspondence, conference papers, articles, book drafts, research, course syllabi, and lectures.

### CARL MICHALSON PAPERS

Carl Michalson was a Professor of Systematic Theology for 22 years until his tragic death in a plane crash in 1965. Known as "Dr. Mike," he was revered as a professor and in his field. As a student, Michalson was most influenced by Edwin Lewis and Lynn Harold Hough at Drew, and by H. Richard Niebuhr and Robert Calhoun at Yale. His studies led to an intense interest in two intellectual movements, the philosophy of existentialism, and the theology of the Word of God, and then to his system of doing "theology as history." The collection includes correspondence, research, lectures, course syllabi, student papers, and audio of some lectures.

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*More information about these collections can be found online:*

George Kelsey Papers: <http://depts.drew.edu/lib/findingaids/kelsey/index.php>

Bela Kornitzer Papers: <http://depts.drew.edu/lib/findingaids/kornitzer/index.php>

Lynn Harold Hough Papers: <http://depts.drew.edu/lib/findingaids/hough/index.php>

Henry Anson Buttz and Charles Fremont Sitterly Collection:

<http://depts.drew.edu/lib/findingaids/Buttz/buttzsitterly.php>

*For more information please visit the University Archives Web-site at:*

<http://depts.drew.edu/lib/archives/> or contact Cheryl Oestreicher at [coestrei@drew.edu](mailto:coestrei@drew.edu) or 973/408-3532.

# THE INTELLECTUAL CROSSROADS OF THE UNIVERSITY

## THE EXPANDING ROLE OF THE DREW UNIVERSITY LIBRARY

*President Weisbuch asked the Library to think boldly about the future of the Library and create a visionary planning document to shape the direction of the Library for the next decade. This abridged report is a distillation of the spirited conversations held over the past year. The full document is available at <http://depts.drew.edu/lib/libraryvision>.*

## CONTEXT

The Drew University Library is often compared to those of the Oberlin Group, an elite group of eighty national liberal arts colleges, of which Drew is a member. Yet, only three of them have doctoral programs (Bryn Mawr, Wesleyan, and Middlebury), only one has a theological school (University of the South), and none has both. Drew occupies a unique niche, and that distinctiveness shapes the work of the Library. Collections and services are developed to support the specific needs

of undergraduate, graduate, and professional programs.

The greatest single influence on the Library over the past decade has been the impact of digital technology and the corresponding changing expectations of students and faculty. It suffuses every aspect of how the Drew Library does business. It is reshaping collections and services, and it is changing the DNA of the Library's users. In short, the Library has become a virtual destination with

unlimited hours as well as a geographic destination with limited hours.

While it is futile to predict the future with any precision, it is safe to suppose that the digital revolution is still in its infancy. Yet even in the Google era, the Library serves at once as the home of and portal to the world of scholarship for the Drew community. As such, the Library has a distinctive role as a physical location that has not been fully realized.

## I. THE LIBRARY AS PLACE

The three buildings that comprise the Library complex—the Rose Library, the Learning Center, and the Methodist Center—provide space for study and collaboration, collections, and services. However, they have not been shaped as optimal learning environments.

Too many library buildings unwittingly reflect an era when educational pedagogy and a nineteenth century sense of decorum dictated spaces where students largely studied alone in uncomfortable chairs in quiet rooms and alcoves, bereft of the comforts of food, beverage, music, and conversation that would otherwise be readily available in the dorm or at home. The care of books was given priority over the nurturing of young scholars. Such constraints are no longer acceptable in the academic library of the twenty first century. The successful venture of Barnes & Noble Bookstores with Starbucks Coffee offers important cultural clues to connections that should be exploited in the university library. Increasingly, areas once

unthinkable in the precincts of the library are being created in libraries to help them flourish as campus centers for scholarly exploration.

Not surprisingly, colleges and universities that have completed major renovations, expansions, and new buildings report that student use of the library increased dramatically. Attractive, comfortable, flexible facilities promote scholarship.

### CHALLENGES

While the Drew collections and services are strong and competitive and the exterior look of the buildings is attractive, the interiors communicate a contrary message—these spaces have not been well cared for, nor have they kept up with the times.

The Library must be a much more welcoming place, sensitive to the needs of students and to the environmental elements that promote intellectual activities. To that end an experimental café is being created in the lobby of the Learning

Center and is scheduled to open in September 2007. No longer will students need to leave the building to eat. Tables and chairs will be placed in the lobby as well as outside the Library, creating places to gather, eat, drink, converse, and study in a wireless environment.

### RECOMMENDED SHORT-TERM PROJECTS

- Engage an architect that specializes in libraries to create a master plan for the renovation and expansion of the library.
- Redesign the main floor of the Learning Center. It would be a welcoming, stunning first impression, providing a quality study environment, and contributing to attracting new students and retaining current students.

### RECOMMENDED LONGER-TERM PROJECT

- Completely redesign, renovate, and expand the Library buildings.

## II. A DYNAMIC CONTINUUM OF RESOURCES

The explosive expansion of electronic databases and texts, as well as global interconnectivity, may be the greatest change in learning since collections of books replaced oral traditions. Many librarians were amazed to see the use of libraries jump dramatically after the displacement of the card catalog by the electronic catalog and the addition of online abstracting and indexing services. Few understood that the card catalog and paper indexes had been formidable barriers to the collections for many students. Now electronic resources are trumping paper when it comes to journal literature. And the new publications of the U.S. Government are now almost exclusively digital.

What then of the book? Despite prognostications in the popular press, the book is flourishing and will continue to have its distinctive and distinguished niche in the pantheon of knowledge. Much authenticated scholarship is still published on paper; nevertheless, the size of the average print runs of academic book publishers has decreased. Google's massive digitization of the book collections of major research libraries

will certainly have ramifications for us, but in yet undetermined ways. If faculty in the humanities and many areas of the social sciences were told that the Library would no longer be investing in books in their areas and that they were to depend exclusively on electronic resources, they would have proof certain that the Library did not understand the primary modes of scholarly communication in their areas.

Clearly, the variety of resource formats is rapidly expanding. In this dynamic environment the library's role is not to be a professional lobbyist for any single type of information and knowledge, whether print or digital. Its mission is to provide the resources that its constituencies require, regardless of format. That mixture is different for each area of scholarly inquiry and is constantly shifting.

### CHALLENGES

- An obstacle to optimum use of the Library's print collections is the Dewey Decimal System. The lengthy string of letters and numbers that comprise the call number makes it a challenge to actually find a book in the stacks.

- A greater percentage of the Library's materials budget will need to be allocated to purchasing access to content, rather than the content itself.
- In the electronic environment, journal subscriptions are increasingly acquired in large bundles of subject-related titles, rather than as individual titles. Typically, the Library is paying for access to the titles and no longer owns the titles. Electronic books are likely to be acquired in similar fashion. Reliable electronic archives are required to ensure this access over time.

### RECOMMENDED PROJECTS

- The Library of Congress Classification System should be adopted and the collections converted from Dewey to LC.
- A proposal to a major foundation, such as Mellon, should be written that would enable Drew, perhaps in partnership with a few other libraries in universities of our size, to explore the practical implications of progressively having several million volumes of scholarship accessible by computer over the next decade.

## III. A TEACHING INSTITUTION

The Drew Library takes a dim view of stockpiling books, journals, media and electronic texts as an end in itself. Resources that languish on shelves or in databases do not contribute to a student's education. Our students must become highly skilled in determining pertinent resources for their assignments. Knowledge of the structures of scholarly communication and their cognate technologies is essential to academic success and is the badge of the lifelong learner. The eruption of digital resources has complicated the task of searching for authenticated scholarship rather than simplified it.

The goal of the Library's instructional program is to assist students in forming an intellectual framework for identifying, finding, understanding, evaluating, and using information. A Library research component is built into each First Year Seminar as well as into each section of English 2. These sessions are taught by the Library faculty. An elective course in research methods for theological students is taught by the Theological Librarian. In addition, course-integrated instruction continues to grow throughout the curricula of the three schools.

### RECOMMENDED PROJECTS

- The College is reviewing its General Education requirements. It is a critical opportunity to integrate information literacy more fully into the liberal arts curriculum of the twenty first century.
- Collaborate with the Curriculum Committee of the Theological School as to how information literacy might be integrated into its curriculum.
- Investigate the development of online information tutorials to complement the classroom teaching program.



## IV. A DISCRIMINATING CONSUMER OF TECHNOLOGY

The Library strives to be a discriminating user of technology, always asking if a technological option significantly increases student access to valuable resources and services. Despite its inherent allure, the Library sees information technology as a tool for dramatically enhancing scholarship, not as a goal in and of itself.

The Library's vision and needs have always reached far ahead of its means. With the recent advances in partnership with Computer Network Services, the Library has kept reasonable pace with current technological developments. A number of bold initiatives would build on our gains and deepen the academic resources of the community. All of them are dependent upon the continuing ability of CNS to support technological innovation.

### RECOMMENDED PROJECTS

- Establish a Learning Commons. The term "Learning Commons" refers to areas in libraries where computing, tutorial, and library assistance and resources come together. Incorporating space and resources for group work, Learning Commons facilities also bring together assistance from varied departments, such as the library, the computing helpdesk, writing center, peer tutoring, disability services, study support staff, media services, etc. These spaces are best located on the main floor of the library.
- Create an Experimental High Tech Group Study Area. CNS and the Library would like to collaborate on an experimental group study area that would be equipped with projection capability. This would enable students to plug laptops into a simple projector to project images, PowerPoint presentations, and the like from their laptops onto a clean wall or a screen. Given the increased use of technology in classroom presentations, students need multiple places to create, practice, and discuss such assignments.
- Participate in Campus Courses Electronically. As students and faculty become accustomed to using Course Management Software (CMS), such as Blackboard, as a portal for all course-related materials, including syllabi, homework assignments, reserve readings and other materials, the Library will increase its presence in those courses. Subject specialist librarians will be able to provide faculty with online training materials and links to be incorporated into their courses, as well as to help them make links from within their CMS courses to electronic resources for student study and research.
- Pursue the Next Generation of an Integrated Library System (ILS). Integrated library systems, like the current SIRSIDynix system at Drew, enable staff to organize, manage and circulate our materials, and enable users to search for and find materials. The integrated library systems of the future will incorporate:
  - More powerful and flexible searching and display options
  - The ability to do a single search across our electronic databases and resources and sort the results
  - Links from the library catalog to book review sources, catalogs of other libraries, and related resources
  - Interactive updates on library resources and services via tools like blogs, wikis, and newsfeeds
  - Tools to save, organize, and output citations from database search results

## V. A STEWARD OF DISTINCTIVE COLLECTIONS

The Drew Library houses a rich range of special collections and archives. They encompass the world-renowned Methodist collections, the celebrated Willa Cather collections, the Governor Thomas H. Kean Archive, the Walt Whitman collection, the Chesler Collection of Cartoon Art and Graphic Satire, the Haberly Collection on the Book Arts, the Georges Simenon collection, the archives of the Society of Biblical Literature, the Drew University Archives, and many more. While Drew has many more special collections than many universities of similar size, that is not Drew's mark of true distinction.

What truly sets Drew apart from many libraries is its insistence that

special material be used—and used by student and scholar alike. The use of primary source material can be an educationally transforming experience. Increasingly, college classes, and not just doctoral students and visiting scholars, are using these collections.

As recommended by the Library of Congress, the Library is creating collection-level cataloging records that describe entire collections, so that students and scholars searching the Web will be led to the special material at Drew. Finding aids for these collections are also placed on the Library's Web site. The Library has begun to digitize some of the special collections, as well as its special exhibits, and to participate in cooperative national

and international projects that interlink subject densities of unique material.

### CHALLENGES

- The special collections are scattered throughout the buildings. Few of them enjoy proper climate-controlled environments and appropriate security.
- Keeping pace with the demands for the use of these collections has become a major challenge to the Library due to limited staff.
- The Wilson Reading Room in the Methodist Center, where all special material is used under supervision, is too small, not appointed in a style worthy of the collections, and is insufficiently staffed for optimum security.

### RECOMMENDED SHORT-TERM PROJECTS

- Increase the digitization of special collections and archives.
- Establish a formal department for special collections and archives with additional staffing.
- Mark the opening of new exhibits with special programs and receptions. Provide digital access to all exhibits.

### RECOMMENDED LONGER-TERM PROJECTS

- Consolidate all special collections and archives in the Methodist Center that is designed as a building for special collections and archives.
- Build a new stack module for special collections in the unfinished basement area of the Methodist Center without compromising the work space of the Commission on Archives and History.

- Establish an endowment for a Special Collections Librarian position.
- Enlarge the Wilson Reading Room, creating a handsome space in which students and scholars can consult Methodist material, special collections, and archives.

## VI. THE PLACE TO CELEBRATE SCHOLARSHIP

The Library is strategically located between the residential and classroom buildings of the campus. It is the academic place where students and faculty of the three schools regularly intersect. The coming of the café to the main lobby will increase the opportunity for people to informally gather and exchange ideas. The Library should also take an enlarged programmatic role in the promotion and celebration of campus scholarship in partnership with the provost and the faculties.

### RECOMMENDED SHORT-TERM PROJECTS

- Host programs in coordination with the provost that celebrate the publications of faculty and staff.
- Use the Library Web site to focus on faculty publications.
- Encourage faculty to direct their students to special collections for research projects, honors theses, and doctoral theses.
- Encourage faculty to design class projects that culminate in a special exhibit

in the Library. Public programs and receptions would be part of these exhibits.

- Enlarge the program of the Friends of the Library to include more lectures and presentations related to the Drew collections.

### RECOMMENDED LONGER-TERM PROJECT

- Establish a Library endowment that would provide annual prizes for the best student papers, the best honors theses, and the best doctoral dissertations.

## VII. CAMPAIGN PROJECTS

The imminent comprehensive campaign of the University is an opportune time to fund several of the major initiatives outlined in this report. We would especially recommend:

1. Redesigning the main floor of the Learning Center
2. Establishing an endowment for a Special Collections Librarian
3. Creating a centralized place for special collections

## CONCLUSION: THE LIBRARY AS THE INTELLECTUAL CROSSROADS OF THE UNIVERSITY

The Library sits on a major intersection of the campus. The users of the Library come through the physical doors and they come through the virtual doors. It is the place where students and faculty from the three schools come to garner resources, secure assistance in their research, and collaborate with other learners. It is a place of intellectual exploration and discovery aided by talented librarians and the magical efficiencies of technology. It is a place where books, media, electronic resources, special collections, and archives are brought together as dis-

tinctive, coherent collections in support of the programs of the three schools. It is a place where technology expands the range of available scholarship and frees it from a single location. It is a place where students and faculty meet and celebrate the scholarship of the University.

The Library is eager to enlarge its contribution to the intellectual life of the campus.

Implementing the recommendations of this report will ensure academic vitality, excitement, and intensity at the intellectual crossroads of Drew University.

## BELA KORNIETZER BOOK AWARDS

*continued from page 1*

The award pays tribute to his achievements as a journalist and author in Hungary and the United States. Two years ago, the endowment was increased to fund the presentation of both Faculty and Alumni/ae awards.

Professor Karen McCarthy Brown was the first recipient of the Award for *Mama Lola: A Vodou Priestess in Brooklyn* (University of California Press, 1991). Professor Janet Handler Burstein won the prize in 1997 for *Writing Mothers, Writing Daughters: Tracing the Maternal in Stories by American Jewish Women* (University of Illinois Press, 1996). Professor Johannes Morsink received the 2000 Award for *The Universal Declaration of Human Rights, Drafting and Intent* (University of Pennsylvania Press, 1999), and Professor Jonathan Rose was

the 2002 recipient for his book, *The Intellectual Life of the British Working Classes* (Yale University Press, 2001). Professor Catherine Keller received the 2004 Faculty award for *Face of the Deep: A Theology of Becoming* (New York: Routledge, 2003), while Dr. Brian Regal was presented with the first Alumni/ae award for his book, *Henry Fairfield Osborn: Race and the Search for the Origins of Man* (Aldershot/Burlington, Vt.: Ashgate, 2002).



Debbie Weisman

Authors J. Storrs Hall (left) and C. Wyatt Evans (center) were recognized at the January 27 Library Gala during the presentation of the Bela Kornitzer Awards. The alumni/ae and faculty book prizes were announced by Andrew Scrimgeour, Dean of Libraries, and presented to the authors by Mrs. Alicia Kornitzer Karpati, in memory of her brother, Bela Kornitzer.

## REFERENCE DEPARTMENT OUTREACH

*continued from page 5*

**Franklin K. Wyman**, Doctoral Candidate in Modern History and Literature, Caspersen School of Graduate Studies: “Nazi Genocide of Disabled Persons, Origins and Results. Intellectual and Cultural History of the Eugenics Movement in the United States and Europe.”

**Agnes Melkon**, Doctoral Candidate in Arts and Letters, Caspersen School of Graduate Studies: “Armenian Genocide—a Family History.” Agnes is the daughter of two survivors of the 1915-16 Armenian genocide.

The twenty-five or so teachers who attended responded with enthusiasm to scholars and witnesses alike, appreciating the diversity of scholarly endeavors presented and the opportunity to see and discuss genocide from multiple perspectives intended to foster their own research and lecture approaches appro-

priate to their actual classes. Most of the speakers distributed bibliographies of important works and research tools available in the Drew Library for specific areas of Holocaust and genocide research, and the Library presentation was geared to demonstrating the many different disciplinary research routes available for recent scholarly materials and the primary materials generated during the genocides of the Twentieth Century. Jane Brooks, Librarian of Mendham High School, commented after the sessions that she was “... moved, changed, drained, exhilarated by the last two days.”

Drew can be proud of its scholars studying Holocaust and genocide issues and of their commitment to spreading their findings and research methods into the greater educational community.

### BIBLIOGRAPHIC NOTE

*Drew University Library has a substantial array of materials supporting Holocaust and genocide research. On the Holocaust, we have not only a considerable collection of modern commentary and recently compiled memoirs, but early works written during the 1930s, the early Nazi period, and through the war and aftermath. The periodicals collection spans this entire timeline, and we have the available modern and Holocaust era indexing needed to locate materials. Researchers interested in any of the major genocides of our times can move smoothly from the first news accounts to recent commentaries and methodologies of understanding.*

FRIENDS OF THE DREW UNIVERSITY LIBRARY

*Gala 2007*  
Photographs by Debbie Weisman



Alicia Karpati (front), the Neidorff family, and Daniel Mendelsohn (right)



*Among Friends ...* Members of the Friends of the Library Advisory Board, pictured from left to right, are Dr. Andrew Scrimgeour, Dean of Libraries; Dr. Epsy Farrell Weatherbee; Professor Merrill Skaggs; Professor Jonathan Rose; Dr. Lynn Harris Heft, President of the Friends Board; Dr. Ashley Carter, Director of the Charles A. Dana Research Institute for Scientists Emeriti; and Mrs. Bertha Thompson



Desserts as far as the eye can see!



Dot and Andrew Scrimgeour with President Robert Weisbuch



Bela Kornitzer Award presented to alumnus, J. Storrs Hall C'76



Marie and George Eberhart



Honorary dinner host, Candy Cooper, with author, Daniel Mendelsohn, whose evening talk inaugurated the George Karpati Lecture series at this year's Library Gala

President Weisbuch



Paul and Yasuko Grosjean enjoy the evening with John Baruch



An elegant setting



Neighbors and friends



Lynn Harris Heft in good company



Vice President Ron Ross, Professor Merrill Skaggs, Sarah Chapman, and Dean Andrew Scrimgeour

**MILDRED MOODY EAKIN**

*continued from page 4*

The questions we most receive are: “Why haven’t we heard of the Drew Studies?” and “What happened to them?”

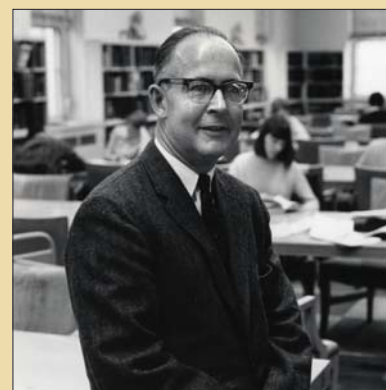
**RESEARCH HISTORY**

As scholars we find it interesting how people come to their work—What starts someone on a particular research path? We first worked together in the mid-1980s when we were Theo students in Harold Dean Trulear’s course on the sociology of the African-American Churches. As for Mildred Moody Eakin, our adventure began with a portrait.

On the man floor of Seminary Hall, before the recent renovation, there were several portraits of former professors, Mildred Moody Eakin and her successor, Nelle Morton, the only women among them. Our attention was drawn to Eakin, because unlike Nelle Morton, few people knew of her or what she taught. If they did refer to her subject area, she was often dismissed, because she taught religious education. Everyone spoke of Nelle as the first woman on the

Seminary faculty which, we too, assumed was true.

Our curiosity sharpened, we grumbled about another woman’s history being forgotten and decided that, “Someday,” we would check out ‘the unknown woman.’ Several years later, we began the hunt for Mildred—but not before other tantalizing questions were raised. In one of our many conversations about anti-Semitism, Dr. Michael Ryan asked if I knew about “The Drew Studies” with the suggestion to look into them. I had heard the phrase somewhere, but shelved the idea of tracking them until that beleaguered point in time—post-dissertation. Dr. Kenneth Rowe added the next bit of intrigue. Waiting for the line of march to begin one May commencement, Ken brought up some material that he had seen and asked if I knew about it. “No, but I know of Mildred Moody Eakin.” As the saying goes, the rest is history—or rather, the reclamation of Mildred’s history. Little did we know when we began our research that she was at the center of “The Drew Studies,” and a true pioneer in her field.



University Archives

**DR. ARTHUR E. JONES, JR.**

As these pages went to press, we learned of the passing of former Library Director, Dr. Arthur Edwin Jones, Jr., 89, on March 23, 2007, in Davidson, North Carolina. Dr. Jones was a long-time member of the Drew community, serving on the Drew University faculty for fifty years. His wife, Rae Jones, predeceased him in 2000. He is survived by a daughter, Carol Rae Jacobus, and several grandchildren and great grandchildren. A tribute to Dr. Jones will appear in the fall issue of *Visions*.



**FRIENDS OF THE LIBRARY**

Enclosed is my/our gift to the Drew University Library at the level of:

- Friend .....\$ 50       Patron .....\$ 1,000
- Donor .....\$ 100       Benefactor .....\$ 5,000
- Sponsor.....\$ 500
- A check for \$ \_\_\_\_\_, payable to “Drew University Library” is enclosed.
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Please return this form to:

**Friends of the Library  
Office of the Dean  
The University Library  
Drew University  
Madison, New Jersey 07940**

*For more information, please call the Library at 973/408-3471. Donations are tax-deductible to the fullest extent allowed by law.*

## CHRISTOPHER ANDERSON JOINS LIBRARY FACULTY AS METHODIST LIBRARIAN

By Ernest Rubinstein, *Theological Librarian*

The Drew University Library is pleased to announce that on January 15, Dr. Christopher Anderson assumed the post of Methodist Librarian. Anderson holds his Ph.D. from Drew's Caspersen School of Graduate Studies, where he wrote his dissertation on the 1919 Methodist World's Fair. Those who attended the presentation he made as part of the interview process enjoyed his evocations of that festive event, which also appear in his published article, "Missionary Expositions and the Protestant World's Fair Movement, 1867-1919" (*International Bulletin of Missionary Research* 4:2 (Fall 2005):

108-121). Ongoing research interests center on areas of intersection between religion and popular culture, especially media, film, and sport. Anderson is founding editor of the new periodical, *The International Journal of Religion and Sport*, the first issue of which should appear within the year. He is committed to expanding the services and outreach of the Methodist Library, to which end he has already extended its open hours. Drew faculty, as well as researchers from afar are quickly learning of his presence, and members of the Library staff are delighted to have him among us.

## PROFESSIONAL NEWS

**Christopher Anderson**, Methodist Librarian, has published two encyclopedia articles: "Richard Allen" in *The Encyclopedia of Slave Resistance and Rebellions*, ed. Junius Rodriguez (Greenwood Press, 2007) and "Jarena Lee" in *Encyclopedia of African American Women Writers*, ed. Yolanda Page (Greenwood Press, 2007).

**Jeevan Gurung**, Preservation Assistant, has a current publication in the *Willa Cather Newsletter and Review*, Winter 2007, entitled: "The Mother within the Fictional Dialogue between Faulkner and Cather."

**Cheryl L. A. King**, Cataloging Associate, is the coeditor with Baldwin King and Kenneth John of *The Quest for Caribbean Unity: Beyond Colonialism* (KINGS-SVG Publishers, 2006). This is the second volume of a trilogy of essays and commentaries that originally appeared in *Flambeau* magazine between 1965 and 1968 in St. Vincent and the Grenadines.

**Ernest Rubinstein**, Theological Librarian, published a review of the book, *Christ Killers: the Jews and the Passion from the Bible to the Big Screen*, by Jeremy Cohen (Oxford, 2007) in the March 9, 2007, issue of *Commonweal* magazine.

**Andrew D. Scrimgeour**, Dean of Libraries, gave the "State of VALE" address to the annual VALE Users' Conference at Rutgers in January. VALE (Virtual Academic Library Environment) is the consortium of the academic libraries of New Jersey. Scrimgeour is Vice Chair of the Executive Committee.

**METHODIST  
LIBRARY HOURS**  
MONDAY-FRIDAY  
9:00 A.M.-5:00 P.M.

Look it up... without leaving your desk!

## NEW LIBRARY DATABASES

Along with standard works like Encyclopedia Britannica's Britannica Online, Oxford English Dictionary, and many others already in the Drew repertoire, several recently acquired databases are accessible from the Research section of the Library's Web page. Look for "Databases by Name" for a complete list of all online databases at <http://depts.drew.edu/lib/eresources/namelist.php>

*Encyclopaedia Judaica*

*Encyclopedia of Evolution*

*Encyclopedia of Global Change*

*Encyclopedia of the Middle Ages*

*Oxford Encyclopedia of Children's Literature*

*Oxford Encyclopedia of Latinos and Latinas in the U.S.*

*Oxford Encyclopedia of Mesoamerican Cultures*

*Oxford Encyclopedia of the Reformation*

*Oxford Encyclopedia of Theatre and Performance*

*Thesaurus Linguae Graecae [TLG]*

The Library has also added links to the newly free Middle English Dictionary.

The Drew University Library provides access to a wealth of online and print resources. If you would like to know what resources we have in your area of interest, contact the Reference Librarians for more information:

**Bruce Lancaster**, Humanities  
973/408-3487 • [blancast@drew.edu](mailto:blancast@drew.edu)

**Beth Patterson**, Social Sciences  
973/408-3480 • [epatters@drew.edu](mailto:epatters@drew.edu)

**Cathy Ryan**, Sciences  
973/408-3483 • [cgryan@drew.edu](mailto:cgryan@drew.edu)

**Ernie Rubinstein**, Religion and Theology  
973/408-3472 • [erubinst@drew.edu](mailto:erubinst@drew.edu)

**Jennifer Heise**, General and Technology  
973/408-3675 • [jheise@drew.edu](mailto:jheise@drew.edu)

## LIBRARY EXHIBITS

### MAIN LIBRARY

#### **Who is My Neighbor? The Life and Work of Mildred Moody Eakin**

*March 26-May 31, 2007*

An exhibit of materials drawn from the Drew University Archives reflecting the recent research of Dr. Sloane Drayson-Knigge and Dr. Janet Stafford.

#### **Faculty Publications: 2005-2007**

*September-October, 2007*

This exhibit continues the Library tradition of celebrating the scholarly accomplishments of Drew faculty, with a display of recent books, journals, articles, Web-based publications, exhibit catalogues, performance programs, and recordings.

### METHODIST LIBRARY

#### **Sacred Harmony: The Musical Wesley Family**

*September 15-  
November 15, 2007*

This exhibit coincides with the tercentenary of Charles Wesley's birth and explores the development of British eighteenth-century church music in the Wesleyan style. Attention is given to the musical interests and contributions of several members of the Wesley family. Curated by Carlton R. Young, Professor Emeritus of Church Music at Emory University and Editor of the *United Methodist Hymnal*, it is accompanied by a handsome catalogue and



*Autographed manuscript, Charles Wesley, Jr.  
"Sonata per il Cembalo in F minor," 1781*

Bridwell Library, Perkins School of Theology,  
Southern Methodist University

displays many items on loan from the United Methodist Archives. It will travel from the Perkins School of Theology's Bridwell Library, to Duke University in the summer, and then to the United Methodist Archives Center here at Drew in the fall.

## DREW

Drew University Library  
36 Madison Avenue  
Madison, NJ 07940