

1-1-2010

## Rare Material in Academic Libraries

Susan Potter  
*Wayne State University*

Robert P. Holley  
*Wayne State University*, aa3805@wayne.edu

---

### Recommended Citation

Potter, S. & Holley, R. P. (2010). Rare materials in academic libraries. *Collection Building*, 29(4), 148-153. doi: 10.1108/01604951011088880  
Available at: <http://digitalcommons.wayne.edu/slisfrp/35>

This Article is brought to you for free and open access by the School of Library and Information Science at DigitalCommons@WayneState. It has been accepted for inclusion in School of Library and Information Science Faculty Research Publications by an authorized administrator of DigitalCommons@WayneState.

This is the author's post print originally appearing in *Collection Building*. v. 26 no. 2 (2010)  
pp. 48-53.

Available at: <http://www.emeraldinsight.com>

## Rare material in academic libraries

Susan Potter and Robert P. Holley

School of Library and Information Science, Wayne State University, Detroit, Michigan, USA

### **Abstract**

#### ***Purpose***

This paper summarizes the importance of rare materials for academic libraries including developments since the arrival of the Internet and the effects of declining library budgets.

#### ***Design/methodology/approach***

The authors reviewed the literature on the subject coupled with their experiences with collection development.

#### ***Findings***

Collecting rare materials remains important for scholarly research though harder to justify during a period of budget stringency. Academic libraries should discover creative ways to discover and add rare materials to their collections. Rare materials require special expertise in their acquisition, processing, storage, and use. Digitization is making rare materials more accessible but cannot substitute for the use of the originals in all cases.

#### ***Practical implications***

The authors provide a summary of recent thought on the status of rare materials in academic libraries for libraries that include such collections or for those interested in increasing their holdings of rare materials.

#### ***Originality/value***

The paper provides a summary of recent trends in collecting rare materials in academic libraries.

### **Keywords**

Rare materials, academic libraries, library theft, donations to libraries

## Introduction

This article will explore the academic libraries' role in special collections and more specifically rare materials. Rare material refers to any item included in a library's special collection because of the age, historical value, craftsmanship, rarity (as in the case of autographs, letters or diaries), and other items of varying significance. Special collections can also include generalized material not considered entirely rare such as an extensive collection of children's books on a specialized topic such as the urban experience. Waters (2009) defines special collections as "sometimes referring simply to rare books and manuscript materials, and sometimes more generally to materials that are used as primary sources of evidence as opposed to secondary sources." For the purpose of this essay we will focus on the former, rare material collections.

As one of the prime guardians of rare material including books, letters and maps, academic libraries often compete with private collectors and are hampered by their own budget limitations. Why should academic libraries continue to pursue rare material as budgets are slashed? What is the scholarly value and historical significance of special collections? How will access and preservation change in the digital age? The authors will explore the changing world of rare materials and the universities who seek to protect and provide access to this information.

## The Expert Collectors

Archivists and special or rare material librarians who collect rare books for the library must first consider their academic value and their role within the library as well as the larger institution. As budgets decrease and funds are needed elsewhere, special collection librarians are often seen as an unneeded luxury. But the absence of a knowledgeable rare materials librarian can hinder fully utilizing the collection and make it difficult to field questions from viewers and scholars. Rare book librarians acquire, catalog, preserve, provide access, and supervise the use of these material (Ray, 1988).

To become a successful rare book collector requires experience and expert knowledge. Many specialize in a specific area such as Victorian literature or African-American history, but others must have a general knowledge of everything that the library or individual collects. The collector must be savvy about details such as dates, printing methods, authors, binding techniques, and the historical significance of period of publication. The Rare Book School (RBS) founded in 1983 and

located at the University of Virginia has a condensed program that covers this material. Though most students are professionals seeking continued education, there are a wide range of attendees including both book sellers and librarians. Classes are scheduled over a period of five days from 8:30 am to 5:00 pm. Topics include binding, bibliographic history, and typography. While some classes are open to high school students, others require prerequisites like advanced AACR2 and MARC knowledge (Rare, 2009). This broad range of classes demonstrates the variety of people interested in this subject and that librarians are not necessarily the most knowledgeable individuals about rare books. Often some of the best materials for a university may come from or be suggested by scholars, faculty, hobbyists, or donors.

Of course, collecting even general academic materials requires a special knowledge of the subject, audience, and types of material best suited for users. Collecting rare material requires much greater specialization. There is often an additional code of ethics for rare material (archivist) librarians to avoid any conflict between personal and institutional collecting. Acquiring rare materials can also be more stressful since each item added to the collection comes with additional expense, fragility, care, use and scrutiny from the university (Urness, 2003).

## The Quest for Rare Material

Sometimes finding rare books is as easy as checking the university's own library. During a library expansion at the Forbes Library's (also known as Library of Calvin Coolidge, formerly Smith College) some books were being appraised for sales to generate money. Many of the books in the rare book area dealt with local history. These items had great scholarly value for the history of the area but had little monetary value. Many items in the open stacks turned out to be much more valuable including Diderot's *Encyclopedie* and *Blaeu* maps from the 17<sup>th</sup> century. The library eventually raised thousands of dollars (Riley, 2008). A well written collection development policy should require regular audits that include the transfer of material deemed rare to special collections (Rinaldo, 2007).

Librarians may also discover valuable existing materials on their own when called to replace missing items or while inspecting circulation returns (Rinaldo, 2007). Older books with outdated information are often valued for their historical perspective. Historians, biologists, astronomers, and other scholars may be interested in the reasoning or viewpoint of the time when the material was published (Riley, 2008). This can be seen with maps or atlases from different periods such as when

the world was believed to be flat. Pliny the Younger's account of ancient law and order helps explain the foundations of modern law. Another example is Morgan's *American Beaver* (1868), an account of natural beaver behavior before being hunted to near extinction. There are also the astronomy books that cover the discovery of new planets and stars or theories of the earth's revolution. (Waddell, 2008)

In one study, rare book collectors (mainly scholars and librarians) were asked about fairs and trade shows that specialized in rare material. These particular types of exhibitions are specialized and marketed toward collectors of rare materials. The consensus was that, though entertaining, they tended to be rushed with few real big finds (Ray, 1988). These events, nonetheless, had their importance. Before the Internet, rare books were bought and sold within specialized circles. Relationships were formed during these exchanges that lead to future dealings. There was and still can be worldwide travel involved. Universities sometimes allot a sum of money for a knowledgeable librarian or faculty member to purchase desired types of material while traveling abroad. Collectors clubs, private collectors, dealers, auctions, networking, catalogs and now the Internet are other ways to purchase needed items. The Internet, in particular Websites like AbeBooks, Alibris, and Amazon give collectors and sellers unprecedented access to rare material and buyers. AbeBooks, for example, has a "virtual world of more than 80 million books" from all around the world (Dahlin, 2006, p. s10) and includes chat rooms. Sales from AbeBooks in North America alone were estimated at \$100 million in 2004 with half of these sales coming from out of print and collectible books (Mutter, Milllott, & Holt, 2004). Two meta-search engines, used.addall.com and bookfinder.com, search multiple Internet bookselling sites and can be used to find copies of rare books and also to discover the range of prices for these materials.

### **Rare Books for Sale!**

Several ethical issues are involved when libraries wish to sell rare materials. The library's collection development policy should give guidelines that discuss the relationship of scholarly value to possible sales, any conflict of interest in selling, and special obligations for donated material. This policy should also address donations or faculty requests for purchasing or selling rare materials. In universities, the purchase of rare material is usually more or less forever. Exchanging, selling, or trading for universities is often so complicated by regulations that it is not worthwhile (Urness, 2003).

## The Balance of Educational Value and Prestige

In universities, acquisitions of rare material is generally not done solely for show, status, investment, or other non-scholarly reasons. It is not to be denied, however, that an outstanding special collection tends to give the university prestige, especially if it attracts scholars from around the world. Some especially beautiful or rare items or those connected with famous people may have more value as museum artifacts than as scholarly resources. With the growth in the number of universities over the past century, the competition for a limited number of rare resources has increased. In some fields that depend upon access to rare materials, this competition has created a growing problem for scholars whose resources are scattered across the globe.

## Donations, Networking, and Friends

Libraries acquire much material, often whole collections, through donations. To give an example, the late Gordon Ray, professor of Victorian literature and author of *Books as a Way of Life* (1988) donated his entire life collection to the Morgan Library. As a lifetime “bookman”, expert book collector, traveler, and English literature scholar with specialization in the Victorian era, his substantial collection is a valuable scholarly resource. A lifelong collection like this would probably have been difficult if not impossible to duplicate by a library. By donating the collection to a library, he assured that his collection would remain intact and that scholars would benefit from the richness of the resources.

In the United States, the donor can claim tax deductions for donation of rare material. Living donors sometimes take advantage of this as a way to lessen the cost of their passion and often expensive pursuit. Donors are allowed continued access to their materials while sharing them with the scholars of the world and having their material edited, studied, published and acknowledged (Ray, 1988).

Networking and building relationships with private collectors can establish new donors. This is particularly true of collectors with similar subject interests as the library. That is not to say it will always work out perfectly. Ray (1988) illustrates one story of a scholar’s attempts to view a private collection. All the letters went unanswered until finally upon the private collector’s death, his wife allowed the scholar access before the material was sold at auction. Ray (1988) has coined the

term, “the stockholders”, for an unfortunate group who collect for profit. They tend to have incomplete, subpar scholarly material. Their collecting efforts can, nonetheless, pose a problem when seeking a complete collection as their holdings are often private and (Ray, 1988) and difficult to access since the stockholders store them in secure locations to protect against theft. Stockholders and others who collect rare books as only investments are generally looked down upon in the rare book world. Nevertheless, beyond this group, a consistent theme is that relationships and a sense of community exist in the specialized world of the rare book business (Urness, 2003).

University libraries should not underestimate the power of Friends of the Library volunteer groups. The Rare Book School (RBS) “friends group” boasts over 800 volunteer members (Rare, 2009). The groups deserve much praise for their efforts on behalf of the rare and regular collections. Often made up of “passionate volunteers [and] generous alumni”, they are open to the libraries needs, provide a “far reaching impact,” and often make excellent rare book purchases in cooperation with the librarians (Battin & Lohf & Ellenbogen, 1985).

## **The Price**

Material prices vary greatly depending on the dealer, auction house, overhead costs, and service fees so the more direct relationships a library has, the better chance of a reasonable price. While it is possible to negotiate the price, the library should definitely purchase material that is deemed important for the collection since it may not to be seen on the market again for a long time (Urness, 2003). Supply and demand and level of interest also dictate book prices, which are dependent on the seasons, time, the economy and many other issues. The Internet has created a competitive, accessible market that is sometimes cheaper and has made it easier to find a value for items though with varying results depending on the site or market (Riley, 2008). Sites like Kessinger Publishing, ABE Books, Alibris, BookFinder, and Biblio.com can offer purchasing opportunities as well as information about values, cataloging, and rarity (Hertz, 2008).

## **Building the Collection**

Libraries should work closely with rare book dealers and private collectors. It is rare that an academic library will happen upon a donation that perfectly fits the collection (Urness, 2003). Outreach and continued partnerships in the rare book world, especially with potential donors with



interests similar to those of the library, is a wise strategy. Winning grants, building endowments, and emphasizing tax benefits, especially as funds for academic universities are cut, are all important steps. Librarians should continue to cultivate donations and build upon the existing strengths with help from the university scholars and faculty with expertise in specific areas of the different rare book collections.

Rare material is often considered as “resources of unequalled value to scholarship worldwide” since many scholars travel around the world to consult original texts (Osburn, 1979). Special collections should promote what Ray (1988) refers to as “original research.” Librarians must also work closely with the scholars at their own university to develop rare material collections that can be of use to faculty, students, and independent researchers worldwide. This also includes developing and adding pertinent information to existing collections. As for subject focus, librarians should be aware of graduate and faculty research (Urness, 2003). This is especially true for foreign or ancient language material. This focus leads to less waste and more use of the information. Ray also noted the need to avoid items with little research value including “erotica, trifling limited editions... [and] signed copies, many of no significance” (Ray, 1988). Let the stockholders collect these type of materials in their quest for financial gain. Challenges for rare material purchases will continue as journal costs continue to rise as well. Ray highlights a potential problem when a professor is denied a \$40 journal for research to later learn that the university purchased a \$4000 rare book (Ray, 1988). Librarians must again address these issues clearly in collection development policies to fairly support all users of the library. This often means keeping separate budgets for special collections.

To give an example of a creative way for a library to acquire a valuable collection, Basler’s (2008) article discusses William Gates, a printer and Mayan scholar, who sold his formidable Mesoamerican collection to Robert Garrett who then donated the collection to his alma mater, Princeton University in 1949. Gates had made it a lifetime hobby and arguably an obsession to collect what he thought to be about half of all original Mayan language manuscripts. In the end, he owned over 7000 items, a unique resource for the study the linguistics of the language. Even the copies and facsimiles Gates was sometimes forced to make were artistically done due to his printing skills. Both Gates and Garrett were interested in preserving the material and in making it available for scholarly research. In the years after this donation, Princeton continued to collect on the subject and amassed a specialized collection which includes the history of the indigenous people and the European invasion and its effects. (Basler, 2008)

Abraham Lincoln is attributed as having said:

Writing, the art of communicating thoughts to the mind through the eye, is the great invention of the world . . . enabling us to converse with the dead, the absent, and the unborn, at all distances of time and space. (New Atlantis, 2009)

Thus, the significance of rare material is not merely that it is old or original but that it “reflects the power of the human mind, flourishing through-out history” (Battin, et al., 1985). There are many questions to be considered in building special collections. What is the historical significance of the item and what academic value will it bring to the school? The RBS definition includes material that is a classic literary first edition, “initial reports of scientific discoveries or inventions,” skillful binding or illustration, printing press methods, autographs, censored material, inscription or “marginal notations of a famous person” (Rare, 2009). It is not just what was written but how, why, when it was created as well as the printing and binding techniques.

An impressive collection of William Makepeace Thackeray may in fact include not just first editions but journals, letters, report cards, and anything else that refers to the author’s life experiences and his creative endeavors. The novel *Vanity Fair* (1847-48) cannot fully be understood as a “protest against shoddy fiction that dominated the literary scene in the 1840’s” unless one has actually read the often out of print literature being written at that time (Ray, 1988).

Letters and journals are another area of interest for a special collection. They are truly “one of a kind” items. For example, Francis Scott Keys’ letters home provide the “earliest known account” of the event that inspired the Star Spangled Banner (Battin, et al., 1985). During World War I, Ernest Hemingway experienced the grim aftermath of a bomb explosion that occurred in Milan in 1918. He refers to the incident and how the company had to clean up the remains of their fallen comrades. Studying such personal experiences of the author helps a scholar understand Hemingway’s often dark, depressing writings about war. In addition, the existence of a fellow serviceman’s diary that refers specifically to this incident and Hemingway’s role gives scholars further evidence of the link between the author’s life and his work (Ray, 1988). Academic libraries should therefore pay special attention to any materials that can help scholars understand a famous author’s work, psyche, or history of how the material was written.

## Theft and Security

Trained staff or librarians are essential to provide access to the material for scholars. They ensure the safekeeping and proper handling of the material as well as explaining the significance. But it takes time, expertise, training, and knowledge on behalf of the librarian or other staff so that providing appropriate access can be costly. Depending on the item, various levels of security will be required as well. Signup sheets with photo identification and obvious or hidden surveillance of the room are the first steps. Even more stringent methods make sense for particularly valuable items.

Theft has long been an issue in the library for all types of materials, but the concerns are even greater for rare items with their higher monetary value. Rare material thieves are often collectors themselves and take the trouble to become knowledgeable about the market to identify items worth stealing. There is even a brand of thief that scours library shelves in academic libraries looking for books of value referred to as “medium rare” or “newly rare” (Riley, 2008) or that fall within the “gray area of rarity” (Rinaldo, 2007). These “poachers” then simply take or even interlibrary loan such items and resell them. Whereas library markings were once “the kiss of death” (Riley, 2008) for resale, this is no longer the case on Internet selling sites.

Libraries should also take care that they are purchasing legally obtained material and ask for proof of provenance in doubtful cases. For maps, libraries can consult the Missing and Stolen Map Database at [www.missingmaps.info](http://www.missingmaps.info). This resource dates back to 1987 and includes items stolen from academic universities including Yale, Harvard, and the University of Virginia and even from the U.S. National Archives (Ascher, 2009). University libraries are especially targeted because of their open doors, level of public access, and renowned rare material collections (Ray, 1988). The American Library Association’s (ALA) division of special collections suggests a separate “security policy” be written to clarify use, access, surveillance video, theft response and any other steps that should be taken to insure the safety of the material (Ascher, 2009).

In the end, insuring rare materials against theft presents a paradox. The material technically has a price but is actually irreplaceable, especially if it is extremely rare and not available on the market. Accountants often have difficulty understanding why a library puts a \$1,000 reference source on the open shelves while locking up a \$200 rare book in the vault. The best method is thus prevention. The ALA site provides links to many sources for securing and providing safe access for rare material.

## Preservation

Beyond the initial purchase cost, rare materials requires special housing not only to protect against theft and but also to provide a suitable physical environment including regulation of temperature, light, and humidity. The cost of a poor versus mint condition first edition Huck Finn (in 1977) ranges from \$10-\$1500 so special care must be taken of the special collections (Matthews, 1977). (The price for this item has increased substantially since 1977, but the principle remains the same. According to used.addall.com on June 5, 2010, the lowest price for the first American edition is \$454 in “acceptable condition while the highest price is \$20,350 in “VG+ condition.) Libraries are not as concerned with mint condition as a private collector. In fact, they sometimes label rare items during processing (Rinaldo, 2007). Protection provides challenges for accessibility and, of course, increases costs. How will the rare item be stored and who will be allowed access? In the age of digitization what steps can be taken to preserve its value to the university while providing access to scholars worldwide?

## Digitization

The increased remote use of digital materials has encouraged the digitization of all types of library resources. The term, “preservation originals,” refers to the rare material stored away in safekeeping as the digitized material is sufficient for normal access (Dooley, 2009). Depending upon the scholar’s need and the rarity of the item, libraries have varying rules for having access to the original once a digital copy exists. Another factor is the availability of staff to oversee the use of the original item. Fewer staff may result in more restrictions on access for safekeeping (Nelson & Frantz, 1998). Librarians must carefully juggle the user’s needs and the protection of the material.

Before digitization, microfilm has long been a preservation tool for libraries. Oxford and Cambridge University libraries realized they needed to have some sort of back up, particularly after the air raids of World War II (Martin, 2007). The librarians of the ancient library of Alexandria would have appreciated access to this modern technology. Digitization may have even more impact on rare materials than microfilm did because the quality of the reproduction is better and keyword searching may be available through optical character recognition (OCR). Though digitization can increase the use of rare books without risk of damage (Oyler, 2007), digital copies cannot totally replace access to one of a kind items like a handwritten George Washington journal or to materials

where the physical format of the original item is important such as is the case with fine bindings, artist books, visual imagery, typography, texture, and other design elements (Ray, 1988).

While more academic research libraries are digitizing their collections, restrictions often limit physical access for those who wish to see the actual item after viewing its digital surrogate. Academic libraries most often do not lend rare material through interlibrary loan although digital borrowing is becoming more common. Libraries may even digitize material to fill a special request. Often the borrower must pay a fee. Fortunately, the digital version is often sufficient for research needs.

Displaying rare materials even in a protected museum-like setting where visitors can only view the objects on display can cause problems if scholars wish to use them. This can be seen in the Library of Congress' recent display of Galileo's first edition books, "Siderius Nuncius" and "The Starry Messenger" (Allen, 2008) Original material is often awe inspiring and part of the reason many scholars and patrons travel to view it, but the issues of access continue to be thorny as libraries try to balance simultaneously protecting and allowing access to the collection.

As an example of a digital initiative, Southern Methodist University's (Central University) Libraries' have recently begun a plan to digitize their special collections and allow free access to the "national resources" (Boeke, 2009). This includes images, text, audio and video on World War II, the American Civil War, the Mount Vesuvius eruption and the San Francisco earthquake. (Boeke, 2009) To provide effective access, the digital collection is extensively cataloged using keywords, descriptions, date material was digitized, Dublin Core and MARC mapping (SMU, 2009).

To give an example of a cooperative initiative, the University of Michigan (UM), Oxford University, and Proquest, a commercial publisher, have teamed together to create a searchable database of rare early English language material. (Golderman & Connolly, 2008) The Text Creation Partnership (TCP) will search across four other online collections:

- Early English Books Online (EEBO)
- Early American Prints (EAP)
- Women Writers Online (WWO)
- Eighteenth Century Collections Online (ECCO) (Golderman, et al., 2008)

The search technique uses “at least five components” including bibliography, microfilm, electronic, images, e-text, and scholarly projects (Martin, 2007). The plan is to keep costs low and to negotiate the price with individual universities with the vision of eventually making them accessible freely to all (Golderman, et al., 2008).

While digitization goes a long way in providing worldwide access, it does so at great cost. Many resources remain non-digitized. Digitizing also creates other costs such as maintenance of the records and fees for computer storage. Some material that can really only be seen in person. Illustrated maps and fine bound books frequently include beautiful illustrations that cannot be duplicated adequately in microformats (Ray, 1988) or even through digitization. Digitizing rare materials risks losing details from cropping, distortion, or excluding material (Martin, 2007). The Google book project, for example, has been known to have inaccuracies in details such as edition, volume, and publication date (Waters, 2009).

As mentioned before, digitization is costly in both time and money. In 1999 The Medici Archive Project (MAP) of New York created a “names identity database – prosopography” of the Medici Granducal Archive in Florence, Italy, an exceptional collection on the Italian Renaissance. This was made possible by organizing research fellowships which require scholars “to spend a portion of their time cataloging the files they were researching” (Waters, 2009). A decade later MAP is revamping the fellowships program to include residential and long-distance fellows so scholars can update and digitize files. The time-consuming work of digitization is vital for future access and protection of these collections.

## **Costs**

The funding required for special library collections can be high, especially for cash strapped universities. The library needs to consider many issues from the purpose of collecting to the cost of these items. There is also a responsibility that comes with purchasing these items. As libraries continue to stretch their budgets, they should consider alternative funding for all areas. Acquisition of material by private donations is an excellent alternative to buying whole collections outright. Gifts of rare collections are more common than many think. Courting, outreach, exhibitions and promotion of tax benefits with private collectors will be an important avenue in the future. The library should also promise the maximum publicity for those donors who wish to be recognized for their generosity. Committees and membership in rare book clubs will allow networking with

potential future donors. Universities should work with each other as well as with museums to offset the costs. One possibility might even be a shared collection that travels among the cooperating institutions. Grant funding for digital collections is also becoming increasingly available. As more and more regular material is available online, “special collections define...the distinctive character of each research library” (Prochaska, 2008).

## **Conclusion**

The appeal of special collections is not limited to lovers of history, literature, and the humanities. Rare materials have a museum aspect. Our education system and intellectual culture promote field trips for schoolchildren to local museums or to Washington D.C. to see the cultural treasures, including rare books, as an educational tool. For scholars, access to material to rare and often unique materials is vital to original research. The best photography or digitization cannot adequately present the awesomeness of some cultural treasures. In one of Ray’s essays from the 1970’s, he questions the future of the rare book. “A sense of past has declined while literacy has increased” and acknowledges the questions that arise when academic libraries fund rare collections: “learning and sophistication is required to even see the point of it” (Ray, 1988). But it is important for academic libraries to continue to develop special collections because of their mission, vision, and commitment to preservation and accessibility for everyone to these cultural resources.

## References

- Allen, E. (2008). Rare finds and special acquisitions: Division display additions to premiere collections. *Library of Congress Information Bulletin* 67 (12 D).
- Ascher, J.P. (2009). Rare Books and Manuscripts Section: American Library Association. Retrieved from <http://www.rbms.info/index.shtml>
- Attar, K. (2006). UK bibliographic standards committee of the CLIP Rare Books and Special Collections Group. *Catalog & Index* 154, 6-7.
- Basler, T.T. and Wright, D.C. (2008). The making of a collection: Mesoamerican manuscripts at Princeton University. *Libraries & the Cultural Record* 43 (1), 29-55.
- Battin P. and Lohf, K.A. and Ellenbogen, R. (1985). *The Rare Book and Manuscript Library of Columbia University*. The Harbor Press: New York
- Boeke, C. (2009). Southern Methodist University's digital collections: Bringing Central University Libraries' special collections to the world. *D-Lib Magazine* 15 (5-6)
- Dahlin, R. (2006). On Track for Online Selling. *Publishers Weekly* [253, 38](#), S6-S10
- Dooley, J. (2009). Ten Commandments for special collections librarians in the digital age. *RBM* 10 (1)
- Golderman, G. and Connolly, B. (2008). Oldies but goodies: Old book resources e-reviews. *Library Journal Net Connect: Reed Business Review*, Spring 2008.
- Hertz, L. (2008). Cataloging a botanical rare book collection at Denver Botanic Gardens' Helen Fowler Library. *Colorado Libraries*, 34 (2).
- Martin, S. (2007). EEBO, microfilm and umberto eco: Historical lessons and future directions for building. *Microfilm & Imaging Review*. 36 (4), 159-164.
- Matthews, J. (1977). *Collecting rare books for pleasure and profit*. New York: Putnam Press.



Mutter, J., & Milliot, J., & Holt, K. (2004). What Price Used Books? *Publishers Weekly* 251, (39), 31-4

Nelson, A. and Frantz, P. (1998). Accessing closed collections: the librarian holds the key. *Technical Resources Quarterly* 17 (1), 31-36.

Osburn, C.B. (1979). *Academic research and library resources: Changing patterns in America*. West Port, CT: Greenwood Press.

Oyler, E. (2007). Japanese cultural treasures at the Library of Congress: Digitization of the rare books. *Journal of East Asian Libraries*, 143, 11-22

The Editors of *The New Atlantis*, "The Inventor President," *The New Atlantis*, Number 23, Winter 2009, p. 131.

Prochaska, A. (2008). On the need for a new, open access, online directory of special collections: a response. *ARL* 260 October 2008

Rare Book School. (2009). University of Virginia. Retrieved from <http://www.rarebookschool.org/>

Ray, G.N. (1988). *Books as a way of life: Essays by Gordon N. Ray*. Lunenburg, VT: Meriden- Stinehour Press.

Riley, J.D. (2008). Library marketplace: Medium rare books, POD wars, instant books brought to you by algorithms: Here's the scoop. *Against the Grain*, 20 (3), 55-58.

Rinaldo, K. (2007). Evaluating the future: special collections in art libraries. *Art Documentation* 26 (2), 38-47.

SMU Libraries. (2009). Southern Methodist University. Retrieved from <http://smu.edu/libraries/>

Sommer, T. (December 2009). *UNLV Special Collections in the Twenty-First Century*. *Information Technology and Libraries*, 28, 4 (184-6, 190).

Urness, C. (2003). Acquisition of rare books, manuscripts and maps: A curator's commentary. The James Bell

Ford Lectures Number 40. University of Minnesota.

Waddell, G. (2008). Using rare books to inspire learning, part 1: Anthropology, Diaries. *Against the Grain*, 20 (1), 70-72.

Waters, D. J. (December 2009). The Changing Role of Special Collections in Scholarly Communications. *Research Library Issues* 267 (30-42).

Wang, C. (2007). Badly wanted but not for reading: The unending odyssey of the complete library of four treasures of the Wensu Library. *Library Trends*, 55 (3), 387-403.