

2007

Volume 13, Number 1: February/March 2007

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Recommended Citation

Zack, Suzanne, "Volume 13, Number 1: February/March 2007" (2007). *UConn Libraries Newsletter*. 11.
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February/March 2007

Building a “Learning Commons” in Homer Babbidge Library

Scott Kennedy

In pre-modern English villages, a commons, or centrally located space belonging to and used by the community as a whole, benefited both the individual and the group. In the context of a public institution of higher education, such as the University of Connecticut, a commons might be conceived as a space formally established to foster the learning of all.

The University library is an example of a common space where each individual is free to pursue his or her own learning. But the traditional library, with its focus upon catalogs, indexes, book stacks, and quiet study carrels, does not always meet the learning needs of today’s student. The millennial student functions more comfortably in a digital environment than a paper one and, as a result, embraces strategies for learning that differ significantly from those of previous generations.

The 20th century learning environment was primarily lecture and textbook-based; it

was directed, sequential, document-focused, rules driven, and individualistic. Today’s 21st century learners grow up in an environment that is hyper-textual, technology-focused, feedback rich, transactional, and

social. Students are now asked to take a more active role in their education, and collaborative and self-directed investigations are encouraged.

Colleges and universities are experimenting with

ways to engage these new learning styles in order to maximize student achievement.

One of the most successful experiments to date has been the establishment of a large, centralized area called a “Learning Commons,” a space deliberately designed to foster collaborative and interactive learning outside the classroom. The Learning Commons brings together, in one convenient environment, tools and support services that enable students to research, develop, enhance, produce and finalize their academic work assignments. These tools and services include computer workstations; printers and scanners; research databases; academic software programs; collaborative work areas; IT help; reference sources; research advice;



Students take advantage of tutoring assistance in the Quantitative Learning Center, or “Q Center,” in Babbidge Library’s Learning Commons.

Continued on page 4

Foster Gunnison Jr. Papers on the Nascent Gay and Lesbian Movement Cataloged and Available for Research

Melissa Watterworth and T.J. Kao

Foster Gunnison Jr. moved to Hartford, Connecticut in 1955 to pursue a master’s degree in psychology at Trinity College.

After completing a second master’s at Trinity, in philosophy, he visited the New York City offices of the Mattachine Society. The year was 1964, and, as Gunnison explained to receptionist Craig Rodwell, who would later emerge as a radical figure in the Society and an organizing force throughout the city, he had “known for some time that he was not developing into a heterosexual.” Gunnison, who was in his early 40s, was looking for opportunities to volunteer.

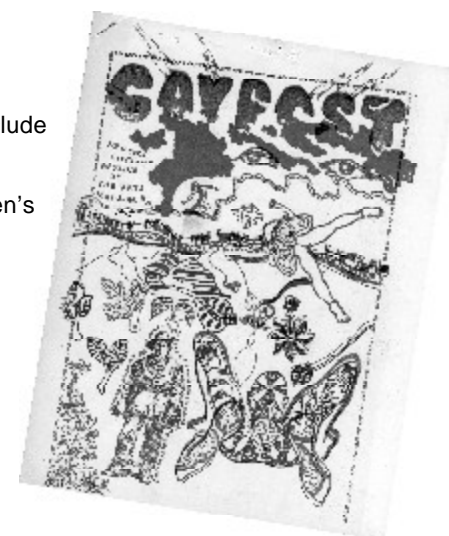
Gunnison’s decision to join the Mattachine Society, the nation’s oldest homophile organization that was established in San Francisco in the early 1950s, took place in the context of a growing public dialog about and resistance to the theories of Drs. Bieber and Socarides, namely that homosexuality was a pathological disorder. Within the rapidly growing and

increasingly active homophile movement, organizations such as Mattachine, ONE and Daughters of Bilitis were joined by new groups such as the Society for Individual Rights and the Council on Religion and the Homosexual. Groups shifted attention from the dialog about the origins of homosexuality to efforts aimed at opposing discriminatory practices and promoting social reforms. In the late 1960s, student leaders and campus groups emerged as facilitating forces for change, eventually bolstering the organizations’ membership and in many cases their radicalism. Yet amid calls for centralization and unity within the movement, the new ranks challenged the “old guard” — their leadership, agendas, and decisions on behalf of these organizations — and the number of splinter groups were on the rise.

In 1964, Gunnison began collecting the records of the Eastern Conference of Homophile Organizations (ECHO), an early coalition of organizations seeking the creation of a national homophile organization. Gunnison soon expanded the scope of his collecting

activities to include the records of several gay men’s organizations throughout the United States.

The records, the bulk of which date from the early 1960s to the mid 1970s, document an important period in the history of the gay rights movement just prior to the Stonewall riots of 1969. The riots — open acts of defiance that erupted into a series of violent clashes between New York City police and members of the gay community — would become, in the years following 1969, the central galvanizing event in an evolving, worldwide movement. This rich collection has been cataloged and is now available for research



Continued on page 6



21st Century Student Learning

Forget the three “Rs.” Sure, reading,

Brinley Franklin, vice provost
University of Connecticut Libraries



(w)riting and (a)rithmetic are still important, but now there’s a fourth “R,” something like relational databases that students need to learn to be successful. Derek Bok, the interim president at Harvard, wrote in *The Washington Post* last year that “tests of writing and of literacy in mathematics, statistics, and computer technology suggest that many undergraduates improve these skills only slightly, while some actually regress.”

Many universities seek to address various facets of student literacy through general education requirements and competencies. Undergraduate students entering the University of Connecticut since fall 2005, for example, must complete new general education requirements in the arts and humanities, social sciences, science and technology, and diversity and multiculturalism. New competencies have also been established for quantitative and writing skills, computer technology, information literacy, and proficiency in a second language.

Many university libraries, including the UConn Libraries, support student learning initiatives by providing learning spaces and related services, alternatively known as an information commons, a learning commons, or just “the Commons.” At the University of Connecticut, our Learning Commons currently features: information cafés; a microcomputer lab; an electronic classroom; an undergraduate research classroom; a learning resource center for educational technology; a writing center; a quantitative learning center; a digitizing/scanning center; document delivery services, and research and instruction services.

George Kuh and Robert Gonyea described the role of the academic library in promoting student engagement in learning in an article published by *College and Research Libraries* in July, 2003. The authors concluded that library experiences of undergraduates correlate positively to “educationally purposeful activities, such as using computing and information technology....” They also note that “it takes a whole campus to produce an information-literate college graduate,” and that “librarians would do well to redouble their efforts to collaborate with faculty members, instructional development staff, and student affairs professionals.

As suggested, the UConn Libraries are collaborating with other campus units to develop state-of-the-art learning spaces for students (see accompanying article on page 1). Discussions are underway for Learning Commons spaces at some of the regional campus libraries as well. At Storrs, we are working with the Class Gift Committees from the UConn Classes of 1957, 1997, and 2007 this year to improve our Learning Commons in Homer Babbidge Library. These class gifts are expected to support improvements to the Quantitative Learning and Writing Centers, “i-studio” group studies, and a multimedia studio.

The University is dedicated to supporting student learning on many fronts and the Libraries are committed as well. Together, we will provide UConn students with the best possible 21st century learning spaces.

Goods’ Husky Dog Sculpture Installed in Bookworms Café



Vice Provost for University Libraries Brinley Franklin (center) watches UConn alumnus Peter Good '65 (left) and his son Jesse Good prepare to install their Husky sculpture “Transformation” in Bookworms Café.

Award-winning graphic artist and UConn alumnus Peter Good '65 and his son, sculptor Jesse Good installed their Husky sculpture “Transformation,” in Bookworms Café during Winter break.

Says Good of the work, “as our structured, but incomplete and unresolved Husky Dog leaps through the hoop, he is transformed into the recognizable mascot with whom we are all familiar — a fully formed, resolved, and educated fellow. Thus, our Husky becomes a symbol of the University experience. The student enters UConn unformed — open to all influences — and through exposure to knowledge and experience becomes a complete and mature graduate.”

The sculpture was permanently installed in Bookworms as part of the UConn Husky Trail art project sponsored by the UConn Alumni Association.

Franklin/Plum Article Proves Popular

An article co-authored by Vice Provost for University Libraries Brinley Franklin, “Successful Web Survey Methodologies for Measuring the Impact of Networked Electronic Services (MINES for Libraries),” published in *IFLA Journal* in March 2006, was among the top 10 articles downloaded from the Sage Publica-

tions Web site during 2006, with 301 downloads. The co-author of the paper, Terry Plum, was a member of the UConn Libraries staff in the 1990s and is currently assistant dean at the Simmons Graduate School of Library and Information Science in Boston.



Barry Feldman, (left), UConn's vice president and chief operating officer and a professor of public policy, Edward Silverman, managing director and head of public policy for RBS Greenwich Capital, and former U.S. Rep. Barbara Kennelly participated in a program on the role of business and nonprofit agencies in the creation of public policy at the Thomas J. Dodd Research Center on February. 8.



Susan Bivin Aller: *An Author Devoted to Reading, Learning, and Preserving Children's Literature*

Terri Goldich

I first met Susan Bivin Aller at the Connecticut Children's Book Fair in 1997 after the publication of her book *Emma and the Night Dogs*. Much to the delight of the children at the Fair (and me), Aller brought "Juno," the very large, very friendly Newfoundland who was the rescue dog depicted in her touching story, and who was a member of Connecticut Canine Search and Rescue, a volunteer organization that helps to locate missing persons.

Aller, the author of 13 works of fiction and juvenile biographies, and a familiar face at the Book Fair, says her canine interest "came about through friends, who brought their dogs to stay overnight in my cottage in the Berkshires and left behind the memory of a magical moment and a story to be told."

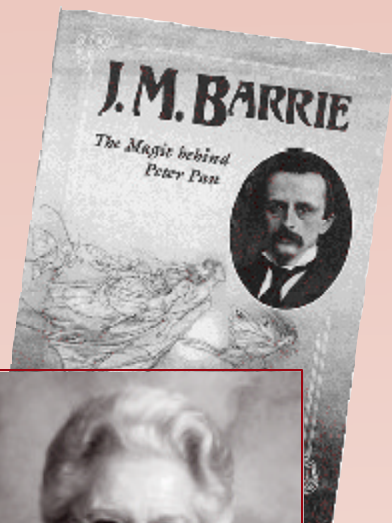
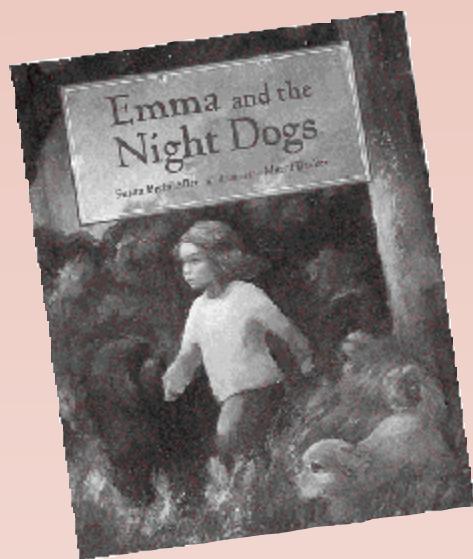
Aller's book tells the story of a little boy lost in the woods and a brave girl who, along with a team of trained rescue dogs that includes two Newfoundlands, finds him.

Beginning in 1994 with the publication of *J. M. Barrie, the Magic Behind Peter Pan* and continuing with the publication of four new books in 2007, Aller succeeds in not only entertaining her readers but in enlightening them by providing thorough and balanced accounts of sometimes controversial subjects, such as Christopher Columbus and Ulysses S. Grant.

She says her goal in writing biographies for children is to introduce them to important historical figures and ideas in a well-told, historically correct and accurate story, with no "created" characters, dialogue, or situations.

A resident of West Hartford, Connecticut, who is the mother of two sons and grandmother of six, Aller says her interest in children's book collecting began around 1990, when she was working on the biography of Scottish journalist, playwright and author, J. M. Barrie, who is perhaps best known for his play and story about Peter Pan.

"Over succeeding years, my acquisition of first editions of Barrie's



Susan Bivin Aller

works, fine bindings, inscribed books, and ephemera

formed a varied and entertaining collection.

Although I didn't intend to, I amassed more than 70 different editions of *Peter Pan*, illustrated by such renowned artists as Edward Ardizzone, Alice B. Woodward, F. D. Bedford, and Arthur Rackham," she explains.

How does one go about amassing more than 70 editions of anything unintentionally?

"People started giving them to me!" Aller says.

A native of Omaha, Nebraska, Aller grew up loving the "look and feel of books, as well as their contents," and remembers pleasant hours spent at the public library and an independent bookstore.

Her love of books continued at the University of Nebraska at Omaha, where she majored in creative writing and English literature. While studying British drama there, she was re-introduced to the plays of J. M. Barrie, having worked in high school productions of "Quality Street" and "Admirable Crichton." This new exposure to Barrie "engendered a lifelong affection for the man and his works," she notes.

In addition to her book on Barrie, Aller is the author of: *Beyond Little Women: a Story about Louisa May Alcott* (illus: Qi Wang); *Christopher Columbus*; *Emma and the Night Dogs* (illus: Marni Backer); *Florence Nightingale*; *George Eastman*; *Juliette Low*; *Living with the Senecas: a Story about Mary Jemison* (illus: Laurie Harden); *Madam C. J.*

Walker, Mark Twain, Sitting Bull, Tecumseh, and Ulysses S. Grant. She has also been featured

several times as a local author in the West Hartford cable television production, "Children's Books, Their Creators and Collectors," hosted by NCLC major donor and collector, Billie M. Levy.

Aller's interest in preserving and sharing her holdings has prompted her to become a generous donor to the Northeast Children's Literature Collection in the Thomas J. Dodd Research Center. She is depositing her personal papers in the collection as well as her extensive Barrie archive.

One of the most unusual items she has donated is the 1893 edition of *Jane Annie, or the Good Conduct Prize*, a musical written by Barrie with his friend Sir Arthur Conan Doyle. Peter Pan, of course, is well represented by a variety of exceptional illustrators, including Arthur Rackham in Charles Scribner's 1906 edition of *Peter Pan in Kensington Gardens*.

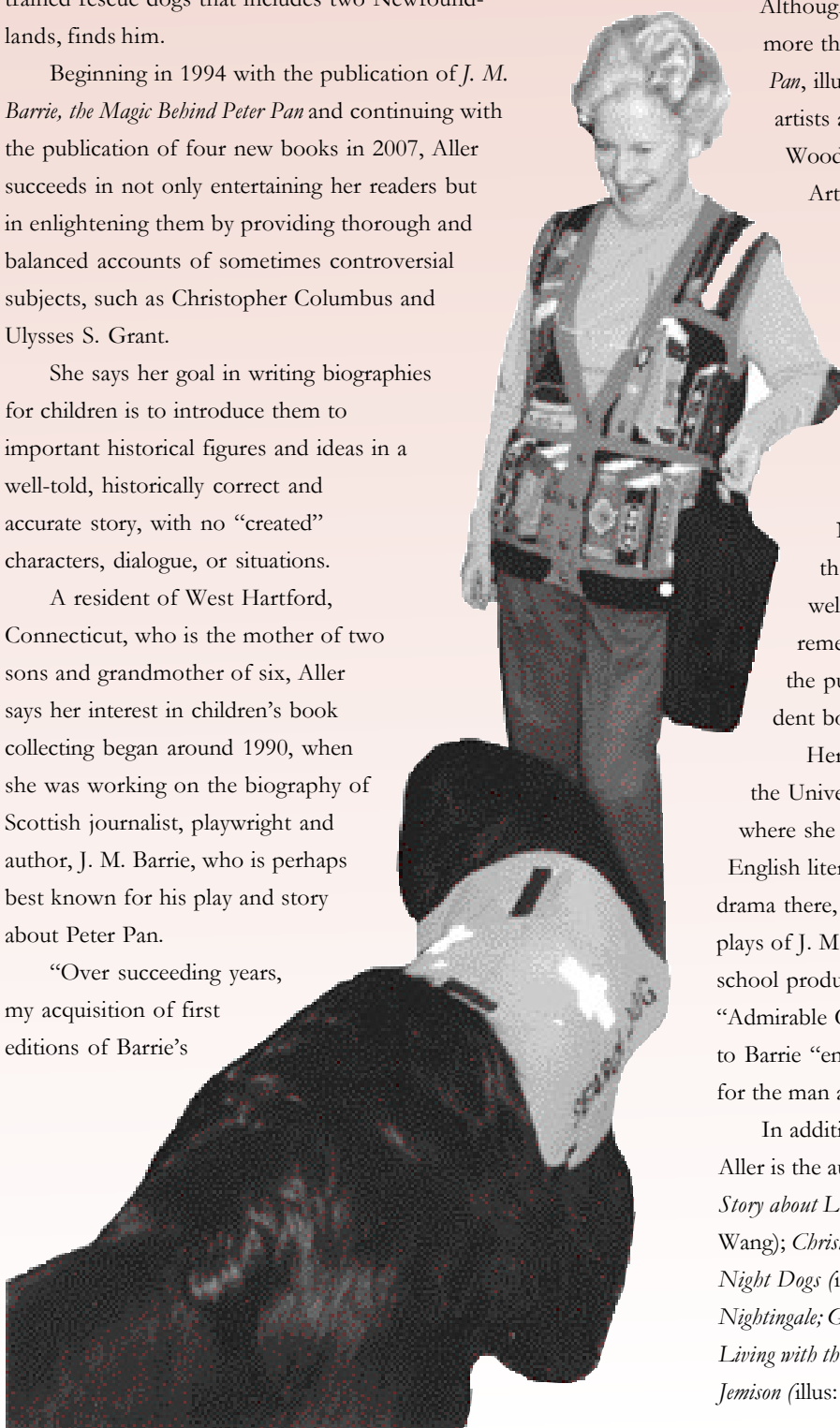
Aller has found that books written for today's children often depart from those that captivated her when she herself was a child.

"In my childhood, children's books were often wordier — not necessarily longer — than books today. We didn't need lots of pictures or an abridged text to engage our interest. And we didn't have the other media to compete with books. The good news is that children are still reading and loving books, just as we did."

Aller actively works to promote a love of reading by serving as Chair of the Advisory Council for the Connecticut Center for the Book and judging for the Connecticut Book Awards Biography and Memoir panel.

She also served as a co-chair for the NCLC Endowment Fund Campaign from 2002-2004, and continues to appear periodically at the Connecticut Children's Book Fair, where it all began.

Terri J. Goldich, curator, Northeast Children's Literature Collection.



Learning Commons
(Continued from page 1)

and tutoring assistance. Libraries are supporting this transformation by dedicating prime real estate for this purpose.

In late May of 2006, a project team made up of staff from the University Libraries, the Institute for Teaching and Learning, and the Center for Undergraduate Education was established to develop a plan for a Learning Commons at the University of Connecticut.

Level 1 of the Homer Babbidge Library was identified as the area of focus because many of the

The Learning Commons brings together, in one convenient environment, tools and support services that enable students to research, develop, enhance, produce and finalize their academic work assignments.

elements of a Learning Commons are already in place and readily available to the community late into the night. These include: a large computer lab offering access to a variety of licensed academic software; Internet cafés for information exploration and retrieval; hands-on information technology training rooms; wireless Internet; IT support; and reference and research services. Other Learning Commons features currently under development in this space include the Learning Resource Center, a computer competency tutoring area; a writing tutoring area; and a quantitative skills tutoring area.

Phase 1 of the Learning Commons planning—a



Students study in the Learning Resource Center, part of the Learning Commons, which assists students with their computer technology needs.

review of the literature; an environmental scan for best practice; virtual and in-person visits to selected Learning Commons sites; and a consolidation of what has been learned—was completed over the summer.

Phase 2 of the planning process called for the team to share this information with the University Community and to gather new ideas, suggestions, and other feedback from student groups, library staff, undergraduate education service managers, University enterprise managers, faculty, and administrators, so that the Learning Commons at UConn becomes as useful as possible for our local community. Over the Fall semester the team met with a variety of University

groups. Not surprisingly, the most excited and engaged were those representing the undergraduate student body. They immediately saw the impact a learning commons could make on their success as students. The commons space they envisioned would be: easily accessible; entirely self-service; provide the physical and virtual resources one would need to complete assignments; offer quiet study spaces, collaborative study spaces, and social spaces; provide a technology-rich work environment; accommodate both individual and group learning; provide comfortable furniture; provide technology assistance when needed; offer tutoring, advising, and research assistance when needed, and be attractive, clean, and welcoming.

It was uncanny to see how exactly our student wish list matched those documented in reports of successful learning commons we had researched.

Phase 3 of our Learning Commons development is underway. In this phase we will undertake a comprehensive review of current services and staffing on Level 1 of the Homer Babbidge Library and complementary spaces and propose a new layout and service plan. We will pay particular attention to the Learning Commons elements that have proven to be most successful at other institutions. These include: 200 + freely accessible computer workstations for both individuals and groups; technology enhanced group study rooms; a digitizing lab for creating multi-media presentations; reference and research assistance; tutoring services; technology assistance; hands-on computer training rooms; lounge and social spaces; academic and career advising; and, of course, a café.

As the digital age unfolds, the library can no longer be viewed as a quiet sanctuary reserved for housing books and other cultural artifacts; it has become a very active place where all manner of learning is valued and academic life is refreshed.

Scott Kennedy, area head, research & instruction services.



Roper Center to Move to Babbidge Library

The Roper Center for Public Opinion Research will move to the third floor of the Homer Babbidge Library during the summer of 2007. Roper Center staff and operations will be housed in the space previously occupied by the Culpeper Library.

“The Roper Center is a strong complement to existing library services,” according to Brinley Franklin, vice provost for University Libraries. “They have been receiving Library of Congress digital archiving grants in conjunction with the Inter-university Consortium for Political and Social Research (ICPSR) at the University of Michigan, which is an integral part of the infrastructure of social science research. In addition, the Roper Center iPOLL database is perhaps the strongest polling information print and digital archive in the world.”

The Roper Center, founded in 1947, moved to the University of Connecticut in 1977. It is one of the world’s leading archives of social science data, specializing in data from surveys of public opinion. Data held by the Roper Center dates back to the

1930s, when survey research was in its infancy, and continues to the present. Most of the data are from the United States, but more than 50 nations are represented.

The Libraries already house the Archives of Pioneers in Survey Research collection in the Thomas J. Dodd Research Center. Thomas Wilsted, the Dodd Center director, serves on the Roper Center Board of Directors. The Libraries co-hosted the International Association for Social Science Information Service and Technology (IASSIST) annual conference here with the Roper Center in 2002 and are partnering with other centers like the Connecticut State Data Center and the UConn Center for Geographic Information and Analysis to optimize social science and geospatial data services at UConn.

Although the Library will initially only house the Roper Center, Franklin said he and the Roper Center Executive Director Mark Abrahamson have agreed to look for potential ways to partner further, leveraging each unit’s strengths, and to seek potential efficiencies.

The Native American Cultural Society Office Celebrates Its First Official Anniversary

Theo. Van Alst

I just got off the phone with Ardis at *Indian Country Today*, a Native-owned online and print newspaper in its third decade of operation. She had called for information about the pow wow at UConn.

"I see that last year you had the 15th annual 'Light the Lodge Pow Wow,'" she said.

"Yes," I replied.

"So this year would be the 16th annual Light the Lodge Pow Wow...."

"Wow," I thought, after I had hung up. It *is* the 16th year of the pow wow.

At times we need to thank and honor those who have come before, those who are not here yet, and those who are with us now. Ricki Berg, who was the president of the student-run Native American Cultural Society and oversaw the pow wow for a number of years, is to be commended and remembered.

We should also thank all those who made things possible before her in the Society. That Society was started more than 10 years ago to serve the needs of Native American students. The number of Native students (100+) here at UConn (and indeed in colleges and universities across the country), continues to grow. Recent U.S. Department of Education figures show that American Indian and Alaska Native student

enrollment in higher education has more than doubled over the last 20 years. UConn has recognized this trend, and my position is due to the efforts of the Office of the Vice Provost for Multicultural and International Affairs. The people I work for and with (Dr. Ronald Taylor, Dr. Cathleen Love, Dr. Damon Williams, Kathy Moore, Peggy Hollister and, Gisele Russo) have been wonderful and supportive.

The Native American Cultural Society Office (NACSO) is meant to serve the needs of UConn's Native students. It is also in place to help raise the profile of our Native student body. This charge takes many forms. Whether in conversation with area Tribal Nations or networking with UConn's many academic departments to bring speakers and events that might appeal to wide audiences, NACSO works everyday to remember and honor those who have come before, those who are not here yet, and those who are with us now.

Reflecting on our first year of official existence, we would like to note some highlights. In September, 2006, we were fortunate to host a one-time screening of "A Thousand Roads," the signature film of the Smithsonian Institution's National Museum of the American Indian. The film played to a packed house at Konover Auditorium. Its visit here was the result of the support of the Departments of Modern & Classical



WELCOME
to the



Native American
Cultural Society
Office

Languages, the Program in Comparative Literary and Cultural Studies, English, and of course, Multicultural and International Affairs.

Native American Heritage Month in November saw visits from Charmaine White Face, coordinator of "Defend the Black Hills," a group whose mission is to ensure that all of the provisions of the Fort Laramie Treaties of 1851 and 1868 are upheld by the U.S. government. Those treaties, which were variously signed by representatives from the Great Sioux,

Cheyenne, Arapahoe, Shoshone, Mandan, Hidatsa, Arikara, Assiniboine and Crow Nations and the United States promised control of virtually all of the Great Plains to these indigenous nations and their descendants forever. The Native nations, in turn, guaranteed safe passage for settlers on the Oregon Trail in exchange for an annuity in the amount of \$50,000 annually for 50 years. Those annuities materialized either in part for some, or not at all for others. The treaties themselves were repeatedly broken by the U.S. government shortly after their signings.

The same night, we were also fortunate to have with us Professor Joe Opala, one of the nation's foremost experts on the Black Seminoles. His work with their history and their contemporary communities as well as the Gullah people and culture of the southeastern U.S. is now making its way to wider discussions.

Both of these exciting speakers reached a broad and diverse audience. We thank them for their visits as well as the support of all the previously mentioned departments along with Women's Studies and History, as well as the Institute for African American Studies, the UNESCO Chair in Human Rights, the African American Cultural Center, the Human Rights Institute and Undergraduate Student Government. This coming year we hope to bring both the film "Trudell," about John Trudell – one of Indian Country's foremost activists, speakers, and artists – and possibly the man himself. A proposal for joint support of this important visit is being developed between our office and the Mashantucket Pequot Tribal Nation, even as I write today.

As we finalize preparations for the 16th annual "Light the Lodge Pow Wow," we realize that it takes hard work and dedication from many people to make it happen. We look forward to having members of the campus community join us as we dance, sing, visit, renew old friendships and make new ones and preserve our rich heritage.

The 16th annual "Light the Lodge Pow Wow" will take place at Gampel Pavilion on Saturday, March 31, 2007. The Grand Entry is at noon. *All* are welcome. Hope to see you there!

Theo. Van Alst, who is of mixed
Sibasapa Lakota and Cherokee heritage, is the
coordinator of UConn's Native American
Cultural Society Office.



Deborah Stansbury Sunday



Deborah Stansbury Sunday has been named Assistant Vice Provost for University Libraries. In her new position, Deb will continue to administer the Libraries' budget, facilities, and human resources/labor relations programs, while phasing down her leadership of the Regional Campus Libraries.

Sunday earned a bachelor's degree in sociology, while receiving a Secondary Teaching Certification from California State University, Fullerton in 1977. After receiving a Master of Library and Information Science degree from the University of Texas at Austin in 1986, she began her career in the Research Libraries Residency Program at the University of Michigan. At the conclusion of the two-year program, she became the Diversity Librarian, serving in that capacity for two years. She joined the University of Washington in 1990 to begin the library at the new branch campus in Tacoma, and joined UConn Libraries in 1997.

Valerie Love



Valerie Love has been named the new Curator of Human Rights Collections at the Thomas J. Dodd Research Center.

Ms. Love served most recently as Archivist at the Benjamin L. Hooks Institute for Social Change at the University of Memphis. While at the University of Memphis, she led a Katrina Task Force to help people of New Orleans preserve records damaged during the hurricane. She received a B.A. degree from Smith College and a MLIS from the University of Wisconsin-Madison. During her career, she also served as an archival consultant to the W.E.B. DuBois Memorial Centre for Pan-African Culture in Accra, Ghana, and served as a Teacher/Librarian at the Mzila School in Mseleni, Kwa Zulu Natal, South Africa.

Valori Banfi



Valori Banfi has been named the new Reference Librarian/Liaison to the School of Nursing.

Valori received her B.A. in History from Western Connecticut State University and her Master's in Library Science from the Catholic University of America.

She worked as a Clinical Librarian for the Department of Medicine at the Hartford Hospital Health Sciences Libraries from 1981 – 1987, then moved to Houston, Texas, where she worked as a Hospital Services Specialist / Information Services Librarian at the Houston Academy of Medicine's Texas Medical Center Library. In 1993 she returned to the Hartford Hospital Health Sciences Libraries and worked again as a Clinical Librarian there until October, 2003, when she became Senior Clinical Librarian / Education Librarian.

She is a member of the Medical Library Association, the Special Libraries Association (where she serves as Membership Chair), the North Atlantic Health Sciences Libraries Association, and the Connecticut Association of Health Science Librarians.

Gunnison Papers

(Continued from page 1)

in Archives & Special Collections at the Thomas J. Dodd Research Center.

Personal letters, conference proceedings, student organization materials, posters and fliers, buttons, newspaper clippings, and a large series of rare periodical publications, reveal the range of voices that shaped the activities and the aims of organizations involved in the struggle. Alliances among organizations in the movement as well as divisions based on personal politics, race, gender and class, emerge from collection materials. Topics such as equal opportunity in education and employment, law reform, health care, AIDS, and efforts of community churches and religious groups (both for and against the movement) can be explored in-depth with the primary sources available in this rich collection.

The periodicals in the collection document the activities of various gay and lesbian organizations in United States and Canada. Included are newsletters from well-known groups and their lesser-known local chapters, such as the Philadelphia Chapter of Daughters of Bilitis, Gay Liberation Front in Dayton, Ohio, the Mattachine Society in Cincinnati, and the Athenaeum Society of America in Florida. Represented also are publications of gay student organizations, some from the northeast region of the United States. The student

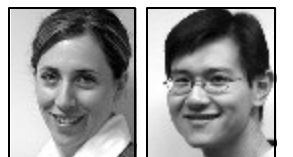


publications illustrate how various civil rights issues intersected and intertwined at this time in the movement. All these periodicals are cataloged and now searchable via the Library's online catalog (HOMER).

The Foster Gunnison Jr. Papers are being used by history faculty and undergraduates at the University studying social movements. The collection is also attracting attention from scholars across the country. Prior to it coming to the Archives, the collection was one of the few then-private bodies of primary source material used by the acclaimed author and playwright Martin Duberman for his 1993 book *Stonewall*. Foster Gunnison is featured in Duberman's book and the transcriptions of his personal interviews with Gunnison reside in the collection.

For more information regarding the Foster Gunnison Jr. Papers, contact Melissa Watterworth, by e-mail at melissa.watterworth@uconn.edu or by telephone, (860) 486-4508.

Melissa Watterworth, curator for literary, natural history, and rare book collections, T.J. Kao, serials cataloger, Archives & Special Collections, Thomas J. Dodd Research Center.



Digitization Subject of Libraries' Spring Forum

The University Libraries will sponsor a special forum on digitization on April 3 at 1 p.m. in Konover Auditorium in the Thomas J. Dodd Research Center.

Digitization, or the conversion of print and audio materials to electronic format in order to make it available via computer, is a hot topic these days, especially if a library oversees unique or aging collections, or wants to expand the use of its collections through online access.

There are a number of initiatives underway in this area. The most visible is Google's digitization project, a program with a number of research libraries in the U.S. and the U.K. aimed at ultimately scanning all the books in their collections. The result of the multiple-year project would be an online digital library of what could number as many as 30 million volumes. The program will encompass books in and out of print, in copyright, and in the public domain—all available for full-text searching and, for the public domain items, full-image viewing. (For more information, go to: <http://www.infotoday.com/newsbreaks/nb041220-2.shtml>.)

A second project is Open Content Alliance (OCA), which represents the collaborative efforts of a group of cultural, technology, nonprofit, and governmental organizations around the world that will help build a

permanent archive of multilingual digitized text and multimedia content. Content in the OCA archive will be accessible soon through this Web site and through Yahoo! (see <http://www.opencontentalliance.org/>).

How are these projects evolving? Are they different in intent and scope? How are they supported? With what issues are they wrestling? What digitization projects are the UConn Libraries involved in, and how will these projects impact the Libraries' operations?

Representatives from a Google digitization project (Dale Flecker, associate director of planning and systems at Harvard University Library), and the Open Content Alliance (Cathy Norton, librarian at Woods Hole Oceanographic Institute), will present brief overviews of their initiatives, including the history, scope, support, and philosophy, which will be followed by a 30-minute conversation between the speakers.

At the conclusion of the program, there will be a 30 minute panel discussion featuring both speakers, as well as representatives from UConn's Copyright team, Scholarly Communications team, and the Institute for Teaching and Learning.

Light refreshments will be served following the event. All are welcome.

Gifts to the University Libraries

7/1/2006 – 12/31/2006

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Every effort has been made to review all of the information included in this report. However, errors and omissions may still occur. Please accept our apologies if your information appears incorrectly, and please bring it to our attention.



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Library donors may now simply log on, select which area of the library they wish to support, and electronically make a gift right then and there, through a secure connection with the University of Connecticut Foundation.

Those who visit the site will be informed of ways in which gifts may be targeted, see how gifts have been applied, as well as view profiles of other donors.

Questions about the new site may be directed to Linda Perrone, director of library external relations at (860) 486-0451 or linda.perrone@uconn.edu.

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What's INSIDE

Page 2 *The vice provost for University Libraries examines how the libraries are responding to 21st century student learning.*

Page 3 *Children's author and donor to the Northeast Children's Literature Collection Susan Bivin Aller is featured.*

Page 5 *In a guest column on diversity issues, Theo. Van Alst describes the events sponsored by Native American Cultural Society Office.*

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Exhibits January 16 through May 11, 2007

Night Flyers: Digital Prints of Moths by Joseph Scheer

Joseph Scheer's work is both hallucinatory and edifying, a close encounter with species often eclipsed by cultural preference: [his] are moths rendered light and dazzling, mysterious and beautifully strange. Scheer's prints—richly saturated images realized in outrageously oversized or elegantly attenuated formats—warrant such accolades.

The choices Scheer makes in composing his images and installations, combined with the historical precedents on which they rely, and the ways in which the images gather meaning in the world—situate his work unusually, in a realm where art and science overlap. That Scheer depends on a tradition of naturalistic precedents (the professional practices of fieldwork, species capture and careful identification, and of museum presentation) is clear. But his artistic practice makes so much more of beings commonly pinned under glass; he expands our encounter with the unseen and dismissed, now writ large and sublime. Moreover, mapped in the brilliant beauty of these moths is our inability to see the world we inhabit—without assistance, without the aid of art, of science, say. And as Scheer's work so adeptly demonstrates, the experience of seeing is fundamentally one of transformation.

Dr. Lisa Fischman, chief curator, University of Arizona Museum of Art, in "Nothing," (University of Arizona Museum of Art & Institute for Electronic Arts, Alfred University, 2006)

Joseph Scheer's exhibit will be in the Stevens Gallery, Homer Babbidge Library, through May 11.



Joseph Scheer

Joseph Scheer is professor of print media and co-director/ founder of the Institute for Electronic Arts at the School of Art and Design, Alfred University. He has published two books about his work: *Night Visions: The Secret Designs of Moths* and *Night Flyers*. His work has been written about in more than 120 books and periodicals including: *National Geographic*, *The New York Times*, *ArtNews*, *ArtForum*, *Science*, *Nature*, *Forbes*, *American Photo*, *DER SPIEGEL*, and *The Chronicle of Higher Education*.

Joseph Scheer will show images of his work and discuss his ongoing efforts to document the moths of the world in a special presentation entitled, "Nothing," on Sunday, March 25 at 1:30 p.m. in the Konover Auditorium, Dodd Research Center. A reception will follow his talk. The public is cordially invited to attend.

Coming in March

David Sibley's Birds of New England and Beyond

March 12 - May 11, 2007

This is the first showing of noted ornithologist and illustrator David Sibley's artwork which focuses on New England birds.

The exhibit brings together paintings from the Sibley guides and from the syndicated *New York Times Special Features* column produced by Sibley in collaboration with Chris Elphick of UConn's Ecology and Evolutionary Biology Department and Barny Dunning of Purdue University.



Northern Goshawk

(*Accipiter gentilis*)

by David Sibley

Dodd Center Gallery & Babbidge Library, Gallery on the Plaza

Volume 13, Number 1

February/March 2007

University of Connecticut Libraries is published four times each year to provide current information about collections, services, and activities to those interested in the welfare of the Libraries. If you do not wish to receive the newsletter, please contact Ann Galonska at ann.galonska@uconn.edu or 860-486-6882.

Editor Suzanne Zack

Contributors Brinley Franklin, Esther Gillie, Terri Goldich, T.J. Kao, Scott Kennedy, Megan Reynolds, Theo. Van Alst, and Melissa Watterworth.

As part of UConn's Edwin Way Teale Lecture Series on Nature and the Environment, David Sibley will speak on "Birds and Bird Guides," April 12, 2007, at 7:30 p.m. in Konover Auditorium at the Thomas J. Dodd Research Center. The public is cordially invited to attend this free event.

