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September/October 2006

## Babbidge Library Outgrowing Space Selective Weeding of Collection to Occur

Peter Allison

**H**omer Babbidge Library is running out of space to house its growing book and journal collections. Significant sections of the stacks are too full to permit routine shelving of new or returned materials. We, literally, have had to mind our P's and Q's — the Library of Congress designation for literature and science — and have shifted some of these volumes to alternate locations within the building.

Although we are becoming an increasingly digital library, we continue to circulate more than 180,000 items per year. Most printed books are not currently available in digital form, nor would we choose a digital version in every instance. Even as we increase our acquisition of electronic books, we expect to continue to acquire close to 10,000 printed books per year for our Storrs collections.

Adding more stacks is not a solution. The library is

an important venue for individual and group study and is emerging as a center for teaching and learning activities for the entire campus. The library often reaches seat occupancy rates above 90 percent on weekday evenings in the latter part of each semester. The demand for group study space consistently exceeds availability. Plans call for combining reference and technology services at a combined service point on our first floor. As more of our reference sources become available online, further downsizing and selective relocation of our older print reference collections away from the first floor will be necessary.

We began several years ago to move rare and threatened materials from several HBL collections into the more secure and environmentally friendly confines of the Dodd Research Center. We will continue to do this, but the Dodd Center's space is also finite and must allow for expansion of its own collections.

Many ARL libraries manage collections growth by

developing off-site storage facilities for low-use material. We do not intend to follow this course. The development of an offsite storage facility requires both significant capital expenditure and significant staff engagement in planning and implementation. Once a facility is operational, limited staff resources must be diverted to serve extremely under-utilized collections. We think such a facility isn't a wise investment for the University of Connecticut in our current environment. We believe that almost all the material we would be comfortable moving off-site can, in fact, be accessed in a much more cost-effective manner from other libraries.

We have expressed an interest, within the Boston Library Consortium (BLC), a group of New England institutions to which we belong, and among cooperating Connecticut libraries, in the collaborative construction and maintenance of a storage facility dedicated to maintaining one best available print copy on which

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## Culpeper Media Library Shifts to Self-Service DVDs and Videos Now Available for Seven-Day Loan

Barbara Oakley

**U**sers may now browse the video and DVD collection in the Culpeper Media Library and borrow items for seven days as of August 10, 2006.

This change, which entailed removal of the service desk, consolidates staff resources and provides more open access to media collections, particularly videos.

Over the last several years, use of the microform collections has dropped significantly as more resources are available electronically. As the cost of videos comes down, especially popular titles, libraries are less fearful of loss and are more willing to allow them to circulate outside the library to all users and through interlibrary loan. A number of UConn's peer universities have similarly closed their media libraries and shifted their resources in response to these trends.

One important change will be the ability of *all* patrons to borrow non-reserve video materials for a loan period of seven days and to take the material out of the Babbidge Library. Up to now, faculty, staff and graduate students have had seven-day loan period, but undergraduates and community borrowers had been restricted to a three-hour, in-house use loan policy. This change will make the collection substantially more available to these user groups.



George Ambenge, an economics and political science double major from Kenya, browses the videos and DVDs in the Culpeper Media Collection. All users can now borrow videos and DVDs for seven days.

The videos and audio cassettes and microform journals, newspapers and research collections, will all remain in their current locations on Level 3 of the library. The microform collections have long been available to patrons who wanted to browse and select their own materials. This change will similarly open up the video and audio collections to patron browsing and self-selection. The viewing equipment for all media formats will also remain in their current locations on Level 3.

Assistance in identifying and locating microform, video and audio holdings will be available from the Information Desk on the Plaza level or by phone at 486-2518. Assistance in using the viewing equipment (including the Video Theaters) will be provided by the IT Services Desk at 486-5949. A phone will be located in the area to allow patrons easy access to assistance. Dial the number and someone will be available to assist you.

Reserve requests for videos and theater bookings will continue to be handled by Lisa Hendricks ([lisa.hendricks@uconn.edu](mailto:lisa.hendricks@uconn.edu) or 486-3276) for the Fall Semester. Over the coming months, the reserve process will be integrated into the workflow of the Reserve staff who

handle traditional and electronic course reserves. Starting this fall, media reserves will be located on the Plaza Level with the traditional course reserve collection and will circulate from the Information Desk on that level. The loan period for reserves will continue to be three hours.

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## Diversity Counts

Brinley Franklin, vice provost  
University of Connecticut Libraries



Diversity is an important characteristic of modern America culture and an important component of contemporary college campus life. According to the 2000 census, 31 percent of the U.S. population was comprised of Asians, blacks, Hispanics, Native Americans, and Native Hawaiians. Of the 15 million Americans enrolled at colleges, 30 percent were Asian, black, or Hispanic.

Moreover, the U.S. population is becoming even more diverse each year. In 2000, there were 849,000 immigrants to the U.S. Of these, 31 percent were Asian and 45 percent were from Mexico, Central or South America, or the Caribbean.

In Connecticut, 24 percent of its 3.5 million residents are non-white. UConn has made tremendous strides in recent years to recruit and retain minority faculty, staff, and students. Last year, 19 percent of UConn's undergraduate students were non-white, as were 17 percent of the faculty, 15 percent of the non-faculty staff, and 14 percent of the graduate students.

Clearly, there is still work to be done at UConn to recruit and retain a campus population reflecting the diversity that makes up Connecticut's population. UConn also needs to take better advantage of the rewards that a more culturally diverse student body can offer to the student experience. Toward that end, the Provost asked each academic affairs unit to submit an annual diversity plan to take effect beginning in June, 2006. Each unit was asked to create goals, objectives, strategies, and measures regarding: recruitment and retention; marketing and communication; diversity education; and campus climate.

The UConn Libraries' initial Diversity Plan was completed in May, 2006. Our goals in each dimension of the plan were as follows:

- **Recruitment and Retention** – Develop search committee training, including attention to diversity issues, ADA requirements, and state and federal regulations, for the purposes of increasing diversity among the library staff.
- **Marketing and Communications** – Demonstrate the UConn Libraries' commitment to diversity through newsletters, public exhibits, and our World Wide Web presence (one of our stated objectives, a diversity-related column in each issue of this newsletter featuring guest columnists, debuts on page five).
- **Diversity Education** – Expand educational experience for all library staff to deepen our understanding and respect for diversity.
- **Campus Climate** – Assess the current climate in the Storrs and regional campus libraries with regards to diversity (a diversity climate survey was administered to all library staff in June, 2006 and results indicate in part that library staff generally value diversity and that we should do more to attract qualified applicants from under-represented groups).

## Francis D. Donovan Railroad Collection Comes to Dodd Research Center

Laura Katz Smith

Francis D. Donovan was not your ordinary railroad fan. He had an extensive knowledge of his favorite topic – the railroads of New England in general and of the New York & New England Railroad in particular. He was a prolific writer, an intelligent and savvy collector, and a talented photographer of railroad locomotives, stations, and scenes. In his lifetime he amassed a collection of photographs, research files, timetables and publications almost beyond parallel. He was known among his circle as the go-to guy for any information about the history and impact of the railroad in the region and he generously shared his knowledge and his collections with other railroad researchers.

After his death at age 88 in December 2005, his wife Mary chose to donate her husband's considerable collection to the Railroad History Archive in Archives & Special Collections at the Thomas J. Dodd Research Center. The archive is now the beneficiary of Donovan's lifetime passion with the railroad.

Francis D. ("Fran") Donovan was born in Norfolk, Massachusetts in 1917. His love of railroads was fostered by his father, Daniel F. Donovan, a section foreman on the Wrentham branch of the Old Colony Division of the New York, New Haven & Hartford Railroad (better known as the New Haven Railroad). Although Daniel Donovan ended his employment with the railroad to become a security guard soon after his son was born, he retained his own interest in the railroad and friendships with railroad employees, particularly with the legendary Gene Potter, engineer of the famous "Ghost Train" of the New York & New England Railroad in the 1890s.

Fran Donovan began working for the New Haven Railroad when he was 14, sweeping the floors of Switch Tower 232 in Walpole, Massachusetts. He became a tower operator when he turned 18 and worked there until he left for his service in the U.S. Army during World War II. He was a tank sergeant in Europe and was awarded a Bronze Star for his heroic actions for gallantry under fire. When he came home in 1945 he decided that railroading was on its way out and became a sales representative for an industrial firm selling metal castings. He and his family moved to Medway,

Massachusetts, in 1945 and in 1970 he became the Medway town clerk, retiring in 1990.

Donovan was an avid and lifelong collector, photographer and historian of the railroads of southern New England, particularly the New York & New England Railroad, a late 1800s predecessor railroad line of the New Haven Railroad. He wrote several articles for *Yankee Magazine* and railroad publications about railroad history. He was a national director of the Locomotive and Railway Historical Society and a member of many railroad societies, including the New Haven Railroad Historical and Technical Association.

Donovan's interests and activities did not just stop with railroad history. As town clerk of Medway he resurrected the local historical society and wrote extensively about the town's history. He served as the official Medway area climatologist and weather observer for the U.S. Weather Bureau. He was an amateur radio operator and an avid stamp collector. He had a passionate interest in the works of Samuel Johnson and amassed an extensive collection of Johnson's writings. He repaired old clocks and watches.

Donovan was held in great esteem by his fellow railroad fans and historians throughout the region. J.W. Swanberg, author of *New Haven Power*, a history of the New Haven Railroad's locomotives, wrote "Francis Donovan accumulated a treasure chest of photos and data on the New Haven Railroad and its predecessors throughout his long life, as well as recorded oral recollections from old railroad employees going back to the 1880s. Fran was equally generous in providing his photos and extensive railroad records to innumerable rail authors, including myself. He was a gentleman of the old school. Fran's generosity has continued to the end and beyond, with the donation of his collection to the University of Connecticut."

*Laura Katz Smith, curator for business, railroad, labor & ethnic heritage and immigration collections*



The inaugural run of the "Air Line Limited," successor to the "Ghost Train," in 1895.

### Diversity Counts (Continued)

I would like to personally thank Phara Bayonne, Tiffani Conner, Barbara Mitchell, Shikha Sharma, and Deborah Stansbury Sunday for working with me on the Diversity Plan Task Force to create the Libraries' first Diversity Plan. As always, their efforts were strongly supported by the contributions of our other colleagues on the UConn Libraries' staff.

A growing body of research indicates that a diverse campus environment benefits students and better prepares them for life and work in our increasingly diverse state and nation as well as the global community. We feel the Libraries have an important role to play to ensure that a culture of diversity is one of the University of Connecticut's defining characteristics.

# Learning How History is Written

## Students Discover Clues in Dodd Center's Collections

Suzanne Zack

They may not wear deerstalker hats like Sherlock Holmes, or apply forensic techniques like those used in the hit TV series "CSI: Crime Scene Investigation," but students in Assistant Professor of History Charles McGraw's classes are detectives just the same.

Last semester, students in McGraw's "Social Movements in Post-World War II U.S." course, History 297, spent much of their class time delving into letters, journals, memos, newspapers, and ephemera at the Thomas J. Dodd Research Center in order to learn what constitutes hard evidence, versus the interpretation of evidence, and in the process, discovered how history is written. The History Department designed 297 as a variable topics course that allows senior majors to put their accumulated classroom knowledge into practice.

"I try very hard to get students to look at the past as something very foreign, to actually try and recover the experiences of people whose lives were extraordinarily different from ours," McGraw says. "That sense of distance rather than similarity is where students

should be starting from as they think about what history is. The study of the past does provide some sense of the limits and possibilities for change in the present, particularly as it relates to the kinds of things that my students studied in terms of social and political justice."

Students began their inquiry into the historical record by learning to distinguish between primary material and archival material. McGraw believes that students encounter primary material quite frequently in their courses, although in a reproduced, heavily excerpted form, or they may encounter materials that are available in a variety of different places.

"The idea that you're seeing something in its original form and that it only exists in one place can give students a very different experience of encountering the past."

Initially, McGraw spent time in class teaching his students how to locate documents in archives using such tools as the National Union Catalog of Manuscript Collections (NUCMUC), *ArchivesUSA*® and other online finding aids, including the one for the Dodd Center.

Although he is a U.S. historian acquainted with the Dodd Center's collections, McGraw says he sought to identify what area might support 20 different research projects that could produce something that was potentially of professional quality. "That's something that historians, regardless of whether they're curators or archivists, teachers or researchers can do," he notes.

McGraw worked with the Dodd Center's curators and identified second-wave feminism and women's activism in the post-war period, African-American freedom struggles, and gay liberation as the focus of his students' research.

"Several of the students were blown away, not necessarily by the

content of the documents, but by their age and by actually touching things. A number of the students thought very differently about what historians do once they had that reaction and they thought it was very exciting. I had one student who actually was a little troubled by it; she felt like she was reading somebody's mail," McGraw said.

Many of the students who major in history at UConn typically pursue pre-collegiate teaching careers, McGraw notes. "Some of the students started to think a little bit differently about how they could use history after going through the archives. One student, in particular, stayed and talked to the archivist because he really became interested in a career working in archives. That was also an interesting experience to come of the assignment, one that I hadn't anticipated."

History major Ross Martin, who graduated in the spring and will be teaching in North Carolina, had used primary documents before in McGraw's "Historian's Craft" class. Last semester, focusing on politicians and

civil rights leaders in New Haven during the 1950s, Martin examined the correspondence between the late U.S. Sen. Thomas J. Dodd and New Haven NAACP President John Barber.

"In one of the books we read an author made the claim that in the south there were instances where the local NAACP chapters conflicted with the national NAACP. My research, however, showed that it was not just in the south, but there were many instances in New Haven alone where the national NAACP and the New Haven chapter disagreed. At one point, the New Haven chapter president had to be removed for his radical views."

"The ability to critique and challenge people who are experts in their field was the most enriching experience I have had at UConn in my four years here," Martin said.

Pam Tavares, a history major who graduated in May, focused on the Black Panther Party and its relations with the traditional Left by researching "Auto Workers' Focus" and the "Black Panther," both of which were published by the Black Panther Party.

"I realized that writing a history is an enormous task. The historian essentially works as a detective, looking for evidence to develop a viable argument. Oftentimes, as many in the class discovered, one can find counterevidence that contradicts a historian's argument. It makes you wonder if we can ever develop a true, objective history."

Mathew Moura, a history and literature double major, who graduated in May, had prior experience with primary materials, though this was the first time he had worked with materials that had never before been available to the public.

"I looked at how the gay rights organization known as "ONE" failed in forming an umbrella organization on a national scale due to its desire to be validated by heterosexual mainstream society, and thus alienated its members. I looked at masses of meeting minutes, publications made by the organization, letters, memo proposals, and flyers. The most surprising aspect of my documents was that they really did paint a picture of how minority groups attempt to define themselves and find a place in mainstream society."

The Foster Gunnison Papers, which Moura used, include materials from the gay and lesbian movement of which Gunnison was an early pioneer. These papers consist of records of the Institute for Social Ethics, a communication center for many gay and lesbian organizations in the United States in the 1960s onward.

"These papers are extraordinarily significant," McGraw says. "They're probably going to turn out to be one of the most important collections on gay activism in the country. They were the basis of Martin Duberman's book *Stonewall*, but Prof. Duberman actually used them in Gunnison's home. The papers have not been used by researchers since the donation. From that standpoint, this was really exciting."

*Suzanne Zack, marketing and communications specialist*



Assistant Professor of History Charles McGraw discusses the findings of his students Mathew Moura (left) and Ross Martin (right) during a "Social Movements in Post World War II U.S." class at the Dodd Research Center.

## Culpeper Media Library (Continued from page 1)

Library staff understand the importance of the media collection to the teaching and research activities of the University. These changes are being made in order to continue to support those needs for media which remain vital and to allocate our resources so that users are effectively assisted in their work. Service for media is not going away. The Culpeper service desk is closing so that a new window can open on media for the future. We look forward to your continued use and support of the media collection.

If you have any questions about media collections, equipment or services, please contact Barbara Oakley at [barbara.oakley@uconn.edu](mailto:barbara.oakley@uconn.edu) or 486-3990.

*Barbara Oakley, area head, access services*



# University's Research a Click Away

## 7,500 UConn Doctoral Dissertations Added to HOMER

Francine DeFranco

In 1880, Charles and Augustus Storrs offered the State of Connecticut a gift of 170 acres of farmland, barns, a building that had been used as a Civil War orphanage, and \$5,000 for minimal supplies. The State accepted the gift and in 1881 established the Storrs Agricultural School. Over time, Storrs Agricultural School became Storrs Agricultural College, Connecticut Agricultural College, Connecticut State College, and the University of Connecticut.

The reorganization of the University in 1939 established the Graduate School, as a separate entity along with other schools and colleges, under the direction of Nathan Whetten, a professor of rural sociology who served as the first dean. At that time, graduate studies conducted by 18 departments offered coursework in education, engineering, agricultural economics and farm management, agronomy, animal diseases, bacteriology, botany, chemistry, dairy industry, economics, English, foreign languages, forestry and wildlife, history, physics, psychology, sociology and zoology.

From its inception, the Graduate School attracted many students from within and beyond the United States, a point of great satisfaction to Dean Whetten. The first doctoral degrees were awarded in 1949 to Rowland H. Mayor and Samuel Steingiser, both in chemistry and to Tso-Kan Chang, a student from China, in agriculture. But diversity in graduate student populations is only part of the contribution doctoral students make to University life; their diverse research accomplishments, documented in each dissertation, live on long after they have graduated and gone on to pursue professional work.

Dissertations represent a significant portion of the University's research and are important tools for research investigation and exploration. These manuscripts present original research findings, extensive literature reviews, rich bibliographies, and frequently survey instruments and methodologies useful to topical research. Faculty, students, and researchers often consult dissertations for these reasons using the Libraries' catalog and databases to identify appropriate manuscripts. Often researchers are interested in locating a physical copy of a doctoral dissertation for in-depth review and analysis and turn to the Libraries' catalog as a first step in investigating these materials.

In 1999, the Libraries implemented a new online catalog. The advent of the new catalog provided extensive search capabilities for materials in the Libraries' collections and while most materials were represented in the catalog, a large portion of dissertations submitted prior to 1972 was not. While this advance augmented users' abilities to locate needed resources, the majority of dissertations was not represented in the catalog and was therefore unknown and inaccessible to

## Wireless Available in Babbidge Library and the Dodd Research Center

The Homer Babbidge Library and the Dodd Research Center will begin the fall semester with a new, updated network featuring wireless access to the Internet throughout all the public areas of both buildings.

Over the summer, University Information Technology Services (UITS) Network Services worked with library staff to upgrade the computer network which will now allow students, faculty and staff to surf the web or send e-mails without connecting their laptop computers to a hard-wired system.

Users are reminded that UITS prohibits downloading large files and streaming audio via the wireless network. For additional information about the new service, please visit <http://wireless.uconn.edu/> and <http://itpolicy.uconn.edu>.

faculty and students. Bibliographic information existed for books, journals, reference materials, maps, dating back to the 18<sup>th</sup> century, but not so for dissertations. Information about dissertations prior to 1972 was limited to the use of shelf list cards that contained minimal bibliographic information and were located, along with the dissertations, in the Dodd Research Center. Access to the University's doctoral research via the online catalog was incomplete. Recognizing this gap, the University Archivist, Betsy Pittman, consulted with Sandy Gallup, catalog and metadata services team leader, to develop a project plan to make these resources available. In 2001, Ellie Kress Penn, a member of the team, was asked to undertake this work, and, in addition to other team responsibilities, worked steadily over a five-year period to develop records for approximately 7,500 dissertations and entered them into HOMER, the Libraries' online catalog. According to Ellie Penn, "dissertations were input in alphabetical order by the author's last name regardless of publication year. Thus, last names beginning with A were started in fall 2001 and the Z's were reached on June 21, 2006." The last dissertation cataloged was "Levels of plasma cortisone in mice and rabbits treated with bacterial endotoxins," submitted in 1965 by Flora Sue Zimmerman, a student in the Bacteriology department.

Reflecting on her work in this project, Ellie commented, “Occasionally a famous name in a particular field would be noted and it was exciting to see what the researcher chose for his or her disserta-

tion. Also, terminology in various fields underwent changes, particularly in the social sciences. What may have been acceptable in the 1940s or 1950s would not be so today. One could also trace, time wise, new scientific or medical developments or political history unfolding.”

From 1949 until 2005, the University graduated approximately 8,897 doctoral students and nearly all of their dissertations are now represented in the online catalog.

Two copies of each dissertation are held on the Storrs campus. The Babbidge Library contains a copy of most dissertations that can be borrowed like other library materials. The Dodd Research Center contains an archival copy which does not circulate but can be used in the reading room.

Now, the University's rich doctoral research can be found in HOMER, the Libraries' online catalog, searching by author or title, or by topic using a keyword search and setting the "Limit to" feature to *UConn dissertation*. Commencing in 2004, dissertations can also be accessed by advisor name or academic department. UConn dissertations are also available via WorldCat, OCLC's international bibliographic database. Visit HOMER via the Libraries' home page at <http://www.lib.uconn.edu/> and explore the rich research history of doctoral students at the University of Connecticut.

*Francine DeFranco, area head, collections services  
and liaison to the Neag School of Education*



# Connecticut Children's Book Fair Set for November

Terri J. Goldich

The 15<sup>th</sup> Annual Connecticut Children's Book Fair, scheduled to take place on November 11 and 12, 2006 in Rome Commons, will feature an award-winning lineup of authors and illustrators and activities sure to appeal to both the young and the young at heart.

Among the prominent authors and illustrators scheduled to appear are:  
Michael Buckley, Tonya



Golden, Mordicai Gerstein (winner of the 2004 Caldecott Award for *The Man Who Walked Between The Towers*), Salley Mavor, Wendell and Florence Minor, Heidi Stemple, Robert Andrew Parker, Eric Velazquez (winner of the 1999 Coretta-Scott King/John Steptoe award for new talent for *The Piano*

*Man*), Walter Wick (creator of the amazing images for the popular *I Spy* series), Hans Wilhelm, and Jane Yolen (winner of multiple awards such as the Nebula Award, the Golden Kite

Award, the Association of Jewish Libraries Award, and two Christopher Medals).

Co-sponsored by the Northeast Children's Literature Collection and the UConn Co-op, the Connecticut Children's Book Fair brings together authors and illustrators and the public in this event designed to foster the enjoyment of children's literature and literacy. Presentations and book signings, storytelling, crafts, holiday shop-



# Revisiting the Issue of Diversity at UConn

Ronald L. Taylor

The most recent evidence shows that institutions of higher education across the country are enrolling a larger and more diverse group of students than ever before in our nation's history. And demographic projections indicate that increasing racial and ethnic diversity will continue well into the 21<sup>st</sup> century. It was in this context that more than three years ago, a committee appointed by President Philip Austin and then Provost John Petersen, which I co-chaired with Dean of the College of Liberal Arts and Sciences Ross MacKinnon, presented the Board of Trustees and the central administration with a strategic plan for diversity that included more than 130 recommendations, ranging from campus climate issues to issues of accountability for implementing the committee's recommendations.

The Diversity Action Plan was widely distributed and reactions were uniformly positive and supportive. The administration and the Board of Trustees embraced the plan and approved funds to implement many of its recommendations. Last spring, in a document entitled "Focus on Equity and Excellence," my office chronicled the progress we have made in implementing the recommendations presented in the 2002 document, particularly in the compositional diversity of the University's students, faculty, and staff, and in other dimensions of the Diversity Action Plan. For example, the enrollment of African-American and Latino students is at an all-time high and we are retaining and graduating minority students at rates that are among the nation's highest. There has also been a modest increase in the racial and ethnic diversity of faculty. As I noted in the introduction to that report, when I speak with many of my counterparts around the country, I am buoyed by our efforts at UConn and believe that we have made significant strides and are



John Wrighton, a Ph.D. candidate at the University of Wales and recipient of the Rose and Sigmund Strochlitz Travel Grant, used manuscripts, letters, notebooks, photographs, audio recordings and newspapers from the Literary and Alternative Press Collections at the Dodd Research Center for his doctoral research on the ethics and politics of modern American poetry. Of particular interest to him during his visit in July was the poet Charles Olson. Here, Wrighton and Melissa Watterworth, curator of literary and natural history collections, examine maps that contain hand-written annotations by Olson illustrating the poet's historical knowledge of Gloucester, MA and provide clues into the poet's vision as reflected in *The Maximus Poems* and other works.



poised to achieve unprecedented results in the area of diversity in the future. Unlike many institutions, which are just beginning this work, the University of Connecticut has engaged in a sustained dialogue about how to achieve deep and meaningful change as it relates to access and equity, campus climate, infusing diversity into our curriculum, and preparing all of our students to live and work in an increasingly diverse world.

Preparing all of our students to live and work in an increasingly diverse world remains a major priority here at UConn and across the country. This is especially important when you consider that our white students and students of color come to the University from quite different places and have virtually no experience with each other when they arrive on campus as freshmen. By and large, our students of color come to campus from urban schools that are mostly black and Hispanic, while most of our white students hail from small towns and suburbs. This difference has important implications for how these students subsequently interact on campus over time.

With little or no background and preparation for interacting with people who are different from themselves, it is little wonder that our 18-year-olds are not anxious to reach out and develop relationships with individuals from diverse racial and ethnic backgrounds, given the challenge this often presents. In fact, it is possible, indeed common at UConn, for the average white student to spend four or five years here with virtually no contact with students of color, whether in the classroom, residence and dining halls, or other places on campus. The same is not true for students of color—they simply cannot avoid such interactions. As I pointed out in a recent presentation to the Board of Trustees, the irony here is that despite frequent expressions of concern regarding the need to do more to integrate our students of color into mainstream campus life and activities, the reality is that after four or five years, most of our students of color leave the University far more prepared to work and live in a more diverse society than our white students. Hence, it is not our students of color that are being shortchanged in this regard but the vast majority of our white students.

To be sure, this is not an issue unique to UConn but is common across the country. However, it remains a challenge to find creative ways to enhance the multicultural experiences of all of our students. For most of them, the University is the first opportunity they will have to interact with people of diverse backgrounds, experiences and perspectives. The University environment gives them an opportunity to explore a variety of personal, interpersonal, and political issues, and most students react well when they have the chance to reevaluate the attitudes and opinions with which they grew up. We can help them respond to the complexities of difference by building a campus environment in which respect for one another is a valued norm.

*Ronald L. Taylor, vice provost, multicultural and international affairs  
and professor of sociology*



## November 11 and 12

ping, and storybook characters will be available throughout the two-day fair.

Sponsored by TD Banknorth Charitable Foundation, SBM Charitable Foundation, Inc., the Connecticut Library Association, Mohegan Sun, and David and Billie Kapp, this year's event will again offer the popular "Breakfast with the Characters," featuring Clifford the Big Red Dog Saturday and Sunday from 8:45 a.m. to 10 a.m. The event is free, but reservations are required. Space is limited.



Please call 1-800-U-READ-IT to R.S.V.P.

Since 1992, approximately 15 of the best authors and illustrators in the field of children's literature and literacy have been invited each year, including such wonderful participants as Tomie de Paola, Eric Carle, Wendell Minor,

Cyndy Szekeres, Trina Schart Hyman, Jane Yolen, Robert Sabuda and many others. Proceeds from the event are used to



support the Northeast Children's Literature Collection in the Archives & Special Collections at the Thomas J. Dodd Research Center, University of Connecticut Libraries.

The Fair needs the efforts of many volunteers, so anyone wishing to help may do so by going to the event's new Web site <http://bookfair.uconn.edu>, click on the "Volunteer" box. Volunteer shifts generally run about two hours, between 9 a.m. and 5 p.m. Responsibilities may

include working at the information desk or children's arts and crafts activity tables, storytelling, serving as a greeter, or working as a costume character or assistant to characters. Costume characters for 2006 will be: Brother & Sister Berenstain, Strega Nona, Tacky the Penguin, Wild Thing, Winnie the Pooh, and Clifford the Big Red Dog. See you at the Fair!

*Terri Goldich, co-chair, Connecticut Children's Book Fair.*

# McChesney Retires After More Than a Quarter Century of Service

Barbara Cervera

David McChesney, reference librarian and liaison to the School of Business, retired at the end of June after more than 27 years at the UConn Libraries.

Dave arrived in 1979 fresh out of library school at Rutgers, but having worked in several libraries in New Jersey. He even ran the bookmobile in Piscataway for a while. As liaison to the School of Business, Dave began early — building relationships with faculty and pioneering what we now call outreach to the campus. In his e-mail to staff announcing his departure, Dave notes the progress we have made in this area: “I am impressed by how far we have come in service to the UConn community . . . I am seeing joint planning with campus units and more partnerships with faculty at the course level.” Dave can take credit for being among the best at doing that and for serving as a model for the rest of us.

Dave is already immersed in projects that will keep him busy. A garage/apartment addition to his home is nearing completion. Having a tenant on the property will enable Dave and his wife Judy, who is also retiring after more than 30 years of teaching—most of it at Mansfield Middle School, to do more traveling. A trip to Italy in October is in the planning stages. Dave and Judy will accompany Judy’s father on that trip back to the home country that every Italian is supposed to

make. The McChesneys also hope to find a place in the Southwest where they can spend a couple of months in the winter. That will put them closer to their daughter who now lives and works in Los Angeles. Their son is working in Naugatuck.

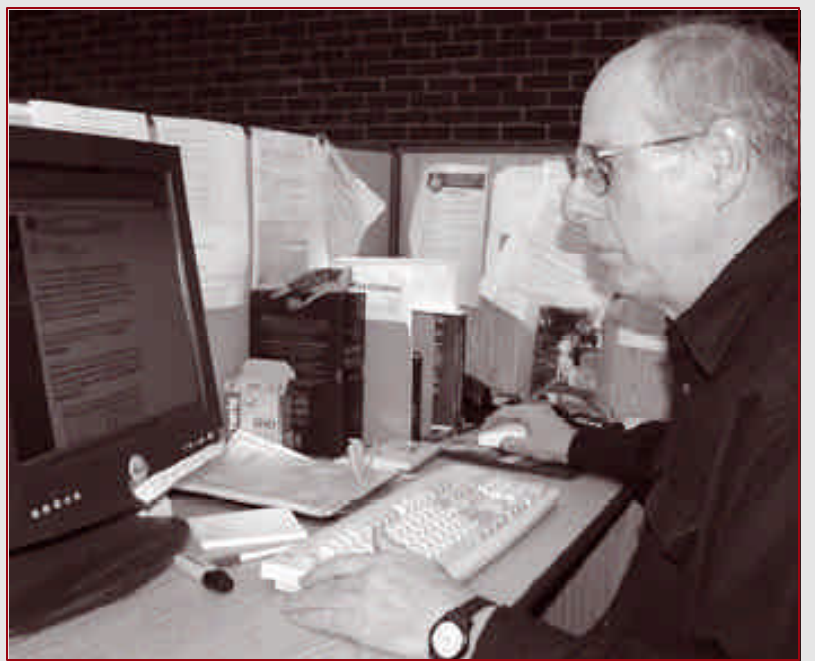
Dave will have more time to devote to his aviation interests. He expects to be doing more flying and he will be increasing his volunteer hours at the library of the New England Air Museum in Windsor Locks, “the best aviation museum in the Northeast” according to Dave. The library is a research facility open to anyone with an interest in aviation. Its collections are made up of donated materials including newspapers, journals, and books. Dave once worked with a collection of old films but the local fire marshal ordered them destroyed due to their volatile composition. Dave will be volunteering at the museum one day a week.

Among the things Dave says he’ll miss are “the collegiality of the staff” and the collaborative work experiences he’s had. He’ll miss some of the faculty members he’s worked closely with and one

“exceptional” manager here in the library. And we’ll all really miss you, Dave! Congratulations and best wishes!

*Barbara Cervera, staff development coordinator and liaison for psychology and educational leadership*

(Reprinted from “The Innocent Bystander,” the Libraries’ online employee newsletter.)



## Babbidge Library Outgrowing Space (Continued from page 1)

every participant could exercise a claim. Ideally, any material withdrawn from our library would be maintained in our region under good archival conditions, or transferred to such a repository. We will promote this vision, but its realization is dependent on the commitment of a significant number of other libraries and rethinking the connection between library prestige and local collection size.

Initially, we will withdraw sets and serials to gain the most space with the fewest number of decisions. Although parts of our third floor serials collection are currently overcrowded, we do not intend to move additional journals to Level A, based on date. Interfiling new material into fully loaded compact stacks is extremely time-consuming and costly. We believe we can manage the third floor for the foreseeable future by continuing to replace print holdings with electronic content. Beginning with our most reliable direct suppliers of electronic content, such as *JSTOR*, an online archive of scholarly journals, we intend to withdraw print content that is now duplicated in electronic form.

We recently signed an agreement through the BLC for affiliate status with the Five-College storage facility in Granby, MA. Initially this agreement will give us backup access to the print versions of all *JSTOR* titles. UConn users can visit the facility to consult the volumes stored there and, in the event of any disruption to our online access, articles will be copied or scanned there and provided electronically to our users. It is our intention to pursue similar agreements to back-up core resources with other cooperating libraries which have

their own or shared storage facilities. Within the Boston Library consortium this would include M.I.T., the Marine Biological Laboratories and Oceanographic Institute at Woods Hole, and Brown University.

Providing resources for our users from other libraries has always been one of our central services. Technological advances and a commitment to resource sharing by the Boston Library Consortium and the Center for Research Libraries, a consortium of more than 200 North American research libraries and universities with shared collections of primary materials, have made resource sharing an easier, faster and more flexible process. We routinely make acquisition decisions to forego buying or licensing titles that we believe we can more cost effectively borrow or acquire on demand. The time is now ripe for us to apply this same logic to the management of existing holdings that appear to receive little or no use.

Potential targets for withdrawal from our collections include:

- Journal volumes already available through direct electronic licensure, where our ongoing rights are not dependent on the continuing licensure of new content or a continuing subscription to a database;
- Print back runs of indexes and abstracts now adequately covered by electronic databases;
- Superseded or outdated encyclopedias and other recurring reference works;
- Selected U.S., foreign, and international documents;
- Selected runs of dead or cancelled older journals that no longer seem pertinent to University programs.



Student workers Mary-Elizabeth Lough (left) and Mary Volkert (right) helped to alleviate overcrowded conditions in the literature section on Level 4 by moving books to compact shelving on Level A in Babbidge Library.

Superseded, duplicate and little-used monographs are also candidates for withdrawal. However, the high staff cost of individual title review will probably limit this activity to areas where no other space generating alternatives exist. We expect in the future to get lists from OCLC of UConn owned titles that are in permanent storage at other research libraries and to use these lists as a basis for our own retention review.

Withdrawal of print scholarly journals won’t begin before January, 2007 at the earliest with most large scale shifting likely to occur at the end of the spring semester, in May, 2007.

During the first semester activity will center on U.S. foreign and international documents on Levels A and B and on consolidation and review of our microfilm holdings due to the closing of the Culpeper service desk.

*Peter Allison, principal bibliographer*



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# What's INSIDE

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- Page 4** *The Library achieves a landmark by placing 7,500 UConn doctoral dissertations in Homer, the Libraries' online catalog.*
- Page 5** *In a guest column the vice provost for multicultural and international affairs discusses the University-wide focus on diversity.*
- Page 6** *Staff News: librarian David McChesney retires after more than a quarter century of service.*

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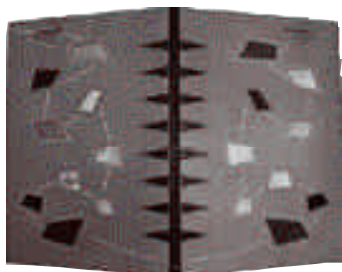
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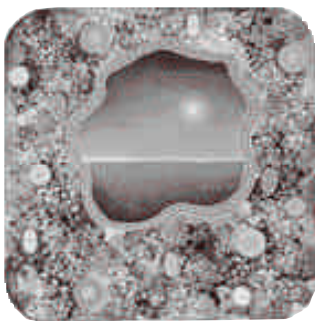
### Documenting Human Rights Violations



Dodd Research Center, West Corridor

### Places Imagined

*Recent Paintings by Anthony Klotz*



Babbidge Library, Gallery on the Plaza

### The Consequences of War

*The Life & Death of a Carpathian German Community, 1200-1945*

*Drawings and Paintings by Hans Weiss*



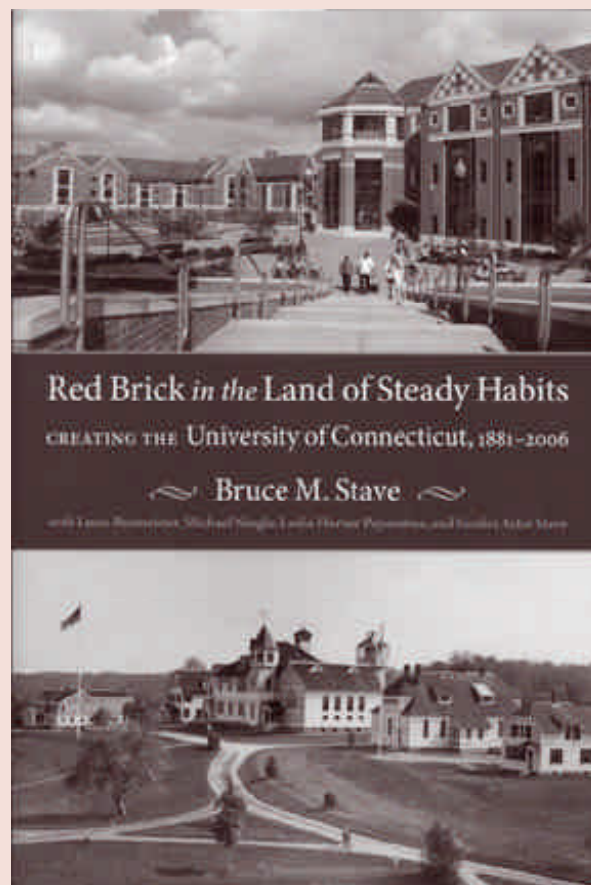
Babbidge Library, Stevens Gallery

University of Connecticut  
INAUGURAL PERFORMANCE

**“Six Huskies in  
Search of an Author”**  
and Book Signing

**October 21, 2006**

Jorgensen Auditorium



Created solely for the University's 125<sup>th</sup> Anniversary, and co-sponsored by the UConn Libraries, this multi-media cabaret-style performance celebrates the unveiling of the UConn history “Red Brick in the Land of Steady Habits.” The performance will be followed by a book signing by author and Board of Trustees Distinguished Professor of History Emeritus and Director of UConn's Center for Oral History Bruce Stave. For more information contact University Events at (860) 486-1038.

### — SPECIAL EVENTS —

#### Gallery Talk with Hans Weiss

Wednesday, September 27, 3:00 p.m., Babbidge Library. Mr. Weiss will be present in the Stevens Gallery to talk with visitors about his drawings and paintings and to discuss the history of the community that inspired his exhibit.

**Terry Buckley** will be on campus as a UConn Art Department Artist in Residence from September 12-24. If you are interested in a demonstration of his bookbinding techniques, please contact the Print Shop at 486-8561.

#### Reception for the Artists

Sunday, September 17  
2:00 – 4:00 p.m.  
Dodd Research Center.  
The public is cordially invited to attend.

**Volume 12, Number 3**

**September/October 2006**

**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](mailto:ann.galonska@uconn.edu) or 860-486-6882.

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