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The Next Major Hurdle

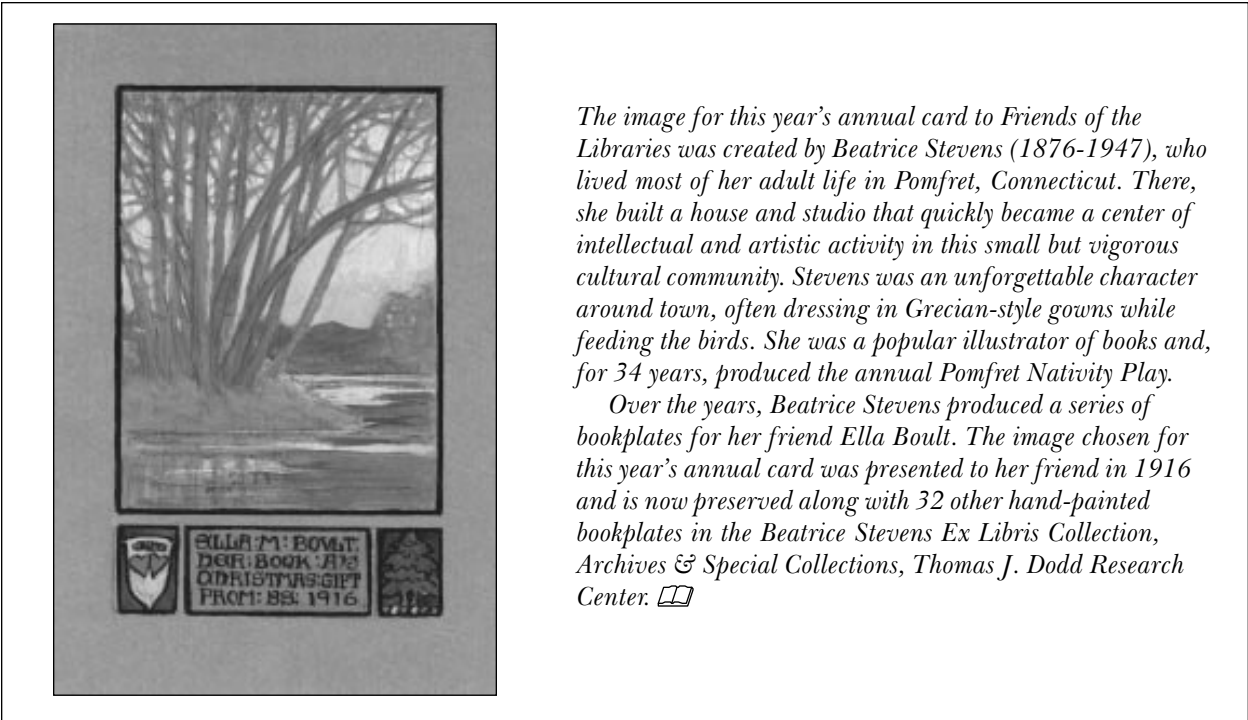
Paul Kobulnicky
Vice Chancellor for Information Services and
University Librarian


Research libraries have come a long way in the last five years in their efforts to provide faculty and students with a rich array of information resources in digital formats. Now, most of our major indexes and subject-based abstracts are available on-line for use at any time and from any place. We have made great strides recently in providing on-line access to journal literature and, in the coming months, we will begin to provide access to digital versions of contemporary books. Most importantly, we have moved access to these resources over to a common web interface. And that, ubiquitous web access, is the rub.

“On the Internet,” to quote the now famous *New Yorker* cartoon, “no one knows you’re a dog.” As you know, however, Internet addresses are organized into unique network domains. Addresses in the University of Connecticut domain always end in UConn.edu. If you are using any computer attached to UConn’s computer network, other computers will recognize you as emanating from the UConn.edu domain and will give you access only to services that the UConn.edu domain entitles you to use. But suppose you are a UConn student living off campus and connecting to UConn’s digital library services via your new cable modem? Now your domain will be something like “pipeline.com,” and the UConn library network, looking for “UConn.edu” may reject your request for services to which you are otherwise entitled.

More and more faculty, staff and students work from off-campus sites, accessing the UConn.edu domain from cable modems, DSL lines, or other advanced on-ramps to the Internet. We will have to find ways to distinguish which requests for our web services are from fully entitled UConn faculty, staff or students as opposed to those requests from other visitors who are entitled to access some, but not all, of our resources. Over the course of the next several years, we will deal with these issues of access and security by developing a single “sign-on” that will, once per session, authenticate each visitor and the services that he or she is authorized to access. Implementing “authentication” is an enormous challenge. There is no solution that we can “just buy,” and getting the process to work reliably will be very difficult. While we work on it, and until it is just right, we will be begging your pardon if, from time to time, we treat you like a dog. 

You can contact Paul Kobulnicky at paul.kobulnicky@uconn.edu or at 860-486-2219. Brinley Franklin, Director of Library Services, who usually writes this column, will return to this space in the next issue.



The image for this year’s annual card to Friends of the Libraries was created by Beatrice Stevens (1876-1947), who lived most of her adult life in Pomfret, Connecticut. There, she built a house and studio that quickly became a center of intellectual and artistic activity in this small but vigorous cultural community. Stevens was an unforgettable character around town, often dressing in Grecian-style gowns while feeding the birds. She was a popular illustrator of books and, for 34 years, produced the annual Pomfret Nativity Play. Over the years, Beatrice Stevens produced a series of bookplates for her friend Ella Boulton. The image chosen for this year’s annual card was presented to her friend in 1916 and is now preserved along with 32 other hand-painted bookplates in the Beatrice Stevens Ex Libris Collection, Archives & Special Collections, Thomas J. Dodd Research Center. 

It’s a Great Time to Be a UConn Undergrad

Kathy Labadorf
Undergraduate Services Librarian



Kathy Labadorf

It’s a great time to be an undergrad at the University of Connecticut. The last four years have seen tremendous growth in programs that target the development and welfare, both intellectual and physical, of the largest segment of UConn students.

The relatively new Office of Undergraduate Education and Instruction has been a catalyst for great change on campus, especially in the lives of incoming freshmen. Northwest Experience, where 900 new students form a community along with their upper-class mentors, began this fall. The Academic Center for Exploratory Students provides guidance and support for the particular needs of students undecided on their major. The First Year Experience seminars, begun in 1996, bring together small groups of students and help them to feel part of the greater community.

Enhancing and improving the quality of the undergraduate experience in higher education has always been important. But it has become a top priority since the 1998 publication of *Reinventing Undergraduate Education: A Blueprint for America’s Research Universities* or “Boyer Report,” <<http://notes.cc.sunysb.edu/Pres/boyer.nsf>>, produced by the National Commission on Educating Undergraduates in the Research University, and funded by the Carnegie Foundation.

The Homer Babbidge Library has responded to this call for excellence in service to

all undergrads. In April 2000, the undergraduate services librarian was added to the roster of UConn librarians. This position includes an exciting array of components, including campus outreach, constituent advocacy, development of a curriculum to ensure that all graduates have the skills needed to be able to supply their future information needs in the outside world, creation of educational web tutorials, and classroom instruction.

In addition, the undergraduate services librarian puts a friendly face on the imposing structure that is Babbidge Library. Libraries can cause anxiety in the heartiest of people. Freshmen, most of whom have used only school or public libraries, can easily feel overwhelmed by Babbidge’s sheer magnitude, its two million books, its seven acres of materials. So, an

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UConn and the University of Fort Hare

Transforming a University; Transforming a Nation

Deborah Stansbury Sunday
Administrative Librarian/Head, Regional Campus Libraries

Apartheid became the law of the land in South Africa in 1950. The law, which legislated separation of the races and categorized its citizens into racial groups, was abolished in 1994. Though legally in existence for only 44 years, apartheid has left a legacy which will take generations to reverse.

In 1999, with grants totalling more than \$1 million from several sources, the University of Connecticut established formal partnerships in South Africa to accomplish three projects. The first project, in cooperation with the Dodd Research Center, will archive and make available the papers of the African National Congress (ANC). The second, an oral history project conducted in conjunction with the Center for Oral History, will document the lives of scores of exiled ANC members most closely associated with the struggle to abolish apartheid in South Africa. The third project, supported with a three-year, \$460,000 grant from the United Negro College Fund, links UConn with the University of Fort Hare. The goal of this last partnership is to contribute to the internationalization of education by creating opportunities for faculty, staff and student interactions and exchanges between the two institutions.

The University of Fort Hare is an institution with a distinguished history as the oldest and most prestigious black university in South Africa. It is the alma mater of Nelson Mandela, where he developed the roots of his activism; of Robert Mugabe, the current president of Zimbabwe; and of the father of Thabo Mbeki, the current president of South Africa. It is where the ANC rallied and recruited students in Freedom Square, and where Marian Makeba sang her protest songs during the 60's, 70's, 80's and 90's. Under apartheid, the university suffered profoundly, but it is now fully engaged in the process of transformation—restoring itself as an institution of national significance.



UConn's delegation to the University of Fort Hare, July, 2000.

Last July, a delegation from the University of Connecticut visited South Africa for ten days. The 12 delegates represented various UConn departments, including Admissions, the University Libraries, and the School of Agriculture. During our stay in South Africa, we met with our counterparts from the University of Fort Hare to listen, learn and share experiences, which may make the next steps in the transformation process easier. Under the strong leadership of vice chancellor Derrick Swartz, Fort Hare's Strategic Planning Committee has prepared a comprehensive strategic plan. The ambitious plan identifies areas of the university needing immediate attention, with the goal of revitalizing its curriculum, making it more relevant for students, the community, and the nation.

The University of Fort Hare is suffering from reduced student enrollments, as more and more university-bound students opt for technical and trade training to get jobs. Although there has been a slight increase in the past year, the university's budget is allocated based on enrollments of two years prior, resulting in serious funding issues.

The library, for example, has had to choose either to keep serial subscriptions current or to purchase monographs. It has kept its subscriptions and, as a result, the library has not purchased a book in more than four years. In our discussions with Fort Hare faculty and graduate students, they expressed concern about the impact of this decision on the quality of undergraduate education. They speculated that

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Staff News




Heidi N. Abbey was recently selected as the University of Connecticut Libraries' first digital collections librarian. She began her new position in the Thomas J. Dodd Research Center on November 1. Heidi earned a B.A. in art history and biology from Juniata College, Huntingdon, PA; an M.A. in art history from the University of Maryland at College Park, and an M.L.S. from the University at Albany-S.U.N.Y. Since 1994, Heidi has served as the Art & Design library assistant and brings a wide range of experience to this position. She has been a frequent instructor for the Homer Babbidge Library's Electronic Workshop Series, chair of the Research & Information Services' Web Developers Group, and webmaster for the Art & Design Library's website. Heidi is especially interested in digital imaging projects as well as the design and application of information technology initiatives within academic libraries. ■



Tessie Naranjo has resigned from the University Libraries following 23 years of service to the Libraries to accept promotion to the position of assistant finance director for the Greater Hartford campus. Tessie played an important role in the consolidation of undergraduate, business and social work libraries into a single library for the Greater Hartford campus. More recently, she lent her considerable financial skills to the management of the University Libraries system as one of our two fiscal managers. ■



Fred Service, a retired former employee of the the University Center for Instructional Media and Technology, has joined the staff of the Dodd Research Center. Fred will help to organize the the historical photographic collections of the university. 


Electronic Document Delivery Update

Joseph Natale, Document Delivery/Shared Resources Librarian

During the past summer, and continuing into the fall semester, the Document Delivery/Interlibrary Loan team has been testing its new Electronic Document Delivery (EDD) service. Currently, more than 250 individuals are participating in EDD, representing all UConn campuses and classifications. The testing has gone successfully, and once hardware upgrades are in place later this fall, we will offer this service system-wide.

In many cases, we've calculated turnaround time for electronic delivery to be significantly less than traditional delivery, i.e., pickup at the Babbidge Circulation Desk, campus mail, US Mail, Regional Campus delivery, etc.. Most articles are made available within 48-72 hours; in a few cases, articles have been delivered on the same day they were requested. Once a document has been received by the DD/ILL office, it is processed and made available for the user in just minutes.

- Three software applications are supporting the test phase of the EDD service:
- **Ariel** This Internet fax software delivers black and white documents to us in TIFF format from other libraries or suppliers. Color is not yet supported with Ariel.
 - **Prospero** A TIFF-to-PDF file converter, Prospero captures each page of the TIFF document with minimal resolution loss. True quality resolution, however, rests with the supplier performing the initial copy, so in some cases, we're at the mercy of the lender/supplier's hardware. Prospero converts the document to PDF format, stores it on one of the library's servers and sends an email message containing retrieval instructions to the user.
 - **Adobe Acrobat 4.0** Occasionally, documents have to be "cleaned up," cropped, and edited. Acrobat is used to make these modifications after we receive them via Ariel and before

Prospero makes them available to users. Not all documents are delivered to us electronically via Ariel. For those documents that come to us via US Mail, fax, etc., we can scan most directly into Acrobat 4.0, edit, and then use Prospero to complete the process. We have excellent gray scale resolution and can just about reproduce the quality of the original copied document. Documents are stored on a library server from which they can be retrieved by users. Each document "magically" disappears after five viewings or the passage of two weeks, whichever occurs first. We plan to increase the two week period to four weeks when the service becomes permanent. We are recommending that participants have Internet connection speeds of at least 56K bps to facilitate smooth and quick retrieval experiences. And we do hope to eventually provide color graphics, as well. 

General Education and Information Literacy

Scott Kennedy
Head, Research & Information Services

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information about it.
— Samuel Johnson

On March 27, 2000, the governor of Washington signed House Bill 2375, that state’s Higher Education—Information and Technology Literacy Act. This act asserts that “to be prepared to meet the challenges of the work force and society, students must be able to effectively manage and apply information from a variety of sources. In addition, the legislature finds that institutions of higher education have the opportunity to provide students with a framework and approach to use information and technology effectively.”

The proposed new general education program for the University of Connecticut also acknowledges the increasing importance of information literacy in our society by adding it to the competencies that the new general education program is intended to foster: computer technology, writing, quantitative skills, second language proficiency, and information literacy.

What Is Information Literacy? Information literacy implies a general understanding of or a competence in three integrally related processes:

- *Knowledge Generation:* An understanding of how knowledge is created, disseminated, and organized
- *Knowledge Access:* An understanding of knowledge communication processes and a facility with the tools required to tap into these processes
- *Knowledge Integration:* An ability to evaluate, synthesize, and incorporate information into written, oral, and media presentations.

Why Is Information Literacy Important? Twenty years ago, undergraduate students entered an environment where both pedagogy and scholarly communication were relatively staid and familiar. Most courses were lecture/text/laboratory-based, making use of established works and standard assignments. Students demonstrated learning by means of examinations or assigned papers. Knowledge generation appeared orderly and gradual and was duly recorded in the literature of conference papers, refereed journals, scholarly monographs, and synthesized texts. Basic information access was relatively straightforward and could be achieved through an understanding of card catalogs, reference books, and annual indices to the literature.

Today’s student encounters a vast array of information options offering extraordinary opportunity, but dizzying in their variety and proliferation. The Information Age has not engendered simplicity of engagement. In addition to traditional resources, we now have networked databases, Internet sites, search engines, full-text journals, e-prints, collaborative databanks, audio streaming, electronic course reserves, digital collections, document delivery, and so forth.

In a paper prepared for the Association of Research Libraries entitled “New roles and responsibilities for the university library: advancing student learning through outcomes assessment,” Professor of Economics Kenneth R. Smith notes that we are in the midst of a shift in education models from one of “packaged knowledge,” based on the expertise of faculty, to one based on learning outcomes realized by students. “For over a decade, institutional and professional accreditation bodies have been shifting their attention from input measures (faculty, courses, books) to outcomes measures (what students learn).” In this environment,

“educators need to identify not only what they want students to know, but also what capabilities and competencies they intend their students to develop.” <www.arl.org/stats/newmeas/HEOSmith.html>

Educators are challenged to create new pedagogical tools. The dominance of textbook and lecture diminish, and new strategies employing collaborative, project-based, inquiry-based, and distance learning evolve. Authentic assignments, investigative research, and online interactivity increasingly supplant traditional modes of study. “Their ability to apply knowledge in new situations, their communication, teamwork, information and technical literacy skills, and the values and attitudes that affect how they work have become more critical factors in determining how effective graduates are as they apply themselves throughout their careers.” <www.arl.org/stats/newmeas/HEOSmith.html> To succeed, students now have to become actively engaged in a learning process that demands a high level of information literacy.

Why Should Information Literacy Be Part of the General Education Program? The general education program of a college or university sends a message to those on the outside: we believe these elements to be fundamental to the education of our students. No requirement in the current general education program ensures that students are exposed to the concepts, tools, and applications of scholarly communication. Like rhetoric, like critical thinking, scholarly communication is fundamental to every discipline; and, as a result of its universality, has no specific pedagogical home.

Of the three components of information literacy outlined above—knowledge generation, knowledge access, and knowledge integration—only the third is actively represented within the general education program UConn students experience today. Yet for students to succeed at the university and to fully engage the potential of active and research-based learning, a practical understanding of the divisions of academic knowledge, of how knowledge is generated, and how information and knowledge can be accessed is vital—particularly in an age when traditional knowledge structures are being rapidly superseded.

Several professional organizations have identified information literacy as a major

challenge of our times and have developed standards for educational institutions to recognize. The Association of College and Research Libraries (ACRL) defines an information literate individual as one who is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Based on this definition, the ACRL adopted a set of information literacy competency standards for higher education in January 2000 <www.ala.org/acrl/ilcomstan.html>. These standards were subsequently endorsed by the American Association of Higher Education and many institutions across the nation. Here are some examples of information competencies drawn from the ACRL document:

The information literate student... knows how knowledge is produced, organized, and disseminated • understands the types of information sources available • recognizes the difference between scholarly periodicals and popular periodicals • differentiates between primary and secondary resources • recognizes that information may need to be constructed from raw data • knows where to find information • knows the information avenues available • understands search systems (catalogs, indexes, Web search tools) • understands that controlled vocabularies may apply • understands that classification systems may apply • knows where to get assistance, i.e. that information experts are available • understands how to assess the quality and quantity of information received • identifies gaps in information received • understands technologies available for information retrieval • understands how to interpret bibliographic records and the importance of their elements • understands how to identify and the differences between authoritative vs. non-authoritative sources • understands issues of censorship, freedom of speech, copyright, intellectual property, and fair-use • understands citation formats, documentation styles, permission notices • respects the integrity of information sources, facilities, and systems.

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The striking new Music & Dramatic Arts Library was dedicated on October 14 as part of day-long festivities celebrating the School of Fine Arts’ renovated and expanded music facilities. In a separate ceremony, the library dedicated the second-floor reading room to the memory of Frank B. Cookson, first dean of the School of Fine Arts. Music librarian Tracey Rudnick (above) thanked UConn’s Class of 1949 for its fiftieth-reunion gift to the library. Other speakers included Robert F. Miller, head of the Music Department Head; and Matthew Cookson, son of Frank B. Cookson (seated, left to right). David G. Woods, Dean of the School of Fine Arts; and Paul Kobulnicky, Vice Chancellor for Information Services and University Librarian, also spoke. The day’s events also included the dedication of Jackie Ferrara’s sculpture, “Copper Tower,” a dedication ceremony of the new music facilities, a rousing concert featuring several large ensembles, and a “progressive” tour and reception.

It's a Great Time to Be a UConn Undergrad

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important part of the job is to help undergrads understand the organization of the materials and to encourage them to utilize their most valuable resource, the librarians.

But perhaps the most dramatic part of this position is participating in the change from traditional teacher-centered bibliographic instruction to a dynamic, user-focused concept of information literacy. The American Library Association's *Report of the Presidential Committee on Information Literacy* <www.ala.org/acrl/nili/nili.html> defines the term this way: To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

It then goes on to say: Producing such a citizenry will require that schools and colleges appreciate and integrate the concept of information literacy into their learning programs and that they play a leadership role in equipping individuals and institutions to take advantage of the opportunities inherent within the information society.


The Association of College and Research Libraries (ACRL) has established standards for information literacy competencies. Although created by a library association and concerned with information, a logical domain of the library, the accomplishment of the objectives can only be assured by a cooperative effort among faculty, administration, and information specialists. For students to reap the full benefits of information literacy, responsibilities must be shared across the spectrum of university service providers and integrated into the curriculum.

This fall, over forty First Year Experience seminars have scheduled library sessions. In the library's electronic classrooms, freshmen have engaged in interactive, hands-on research using online databases. Activities involve developing a search string using subject keywords, Boolean operators, truncation, and wildcards—universal database tools and strategies.


A Native American proverb says, "Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand." If understanding is the goal and involvement the path, effort must come from both sides, teacher and student. From the start, undergrads at UConn must accept responsibility for their own education and future. Their years as undergraduates

can fly past, especially for students who passively await the arrival of knowledge. They need actively to involve themselves in the learning experience, questioning, challenging, seeking, reflecting, learning how to learn. Learning in this manner is a co-operative effort, not a contest or power struggle, but a win-win situation.

Connecting with students outside the library is a natural extension of the library's efforts to bring resources to the user. Focusing on online database use during the first library session is a necessity. With this experience, students will more successfully access and utilize the hundreds of electronic databases made accessible to them over the network at home, dorm, or lab. During the next few months, regular reference hours will be set up at several computer clusters on campus to provide additional assistance. Continuation will depend on usage by the students. Asynchronous outreach via the Web, including the Library Information Literacy Tutorial <www.lib.uconn.edu/LILT> and the library's Information POWER! modules on WebCT <<http://webct.uconn.edu>>, will continue to evolve with the changing information needs of users.

Babbidge Library has been transformed both as a place and as a service. As a place, the building invites use. Even though only 9% of the freshmen in the FYE seminars had come to the library for a previous class, fully 70% had come for their own purposes on their own time. Constant change brings with it anxious excitement, sitting on the edge of your seat. What next? It's a great time to be the undergraduate services librarian at the University of Connecticut. 

Online Access to Westlaw

The University Libraries has recently subscribed to Westlaw, the most comprehensive online access to legal resources currently available. The staff of the Libraries will be working with WestGroup to improve access by academic users to the database, originally designed for lawyers and law students. As we do so, we are seeking assistance from faculty and students who use legal resources on a regular basis. If you are having problems with the new legal database, or wish to work with librarians in helping to improve the service, please contact Ellen Embardo, at 486-1262; or ellen.embardo@uconn.edu. 


General Education and Information Literacy

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Peggy Seiden et al demonstrate, in "Undergraduate students in the digital library: information seeking behavior in an heterogeneous environment," that information literacy skills are best learned through activity-based instruction within academic courses <www.ala.org/acrl/paperhtm/c26.html>. The University Libraries is currently engaged in defining an information literacy curriculum with information literacy components that can be introduced effectively and mastered at the appropriate stages of the undergraduate career.

- *Basic competencies* under the purview of the undergraduate services librarian, and essentially the same for all undergraduate students, will be taught during Summer Orientation; First Year Experience; and Freshman Writing
- *Advanced competencies* under the purview of the subject-based liaison librarians, and varying according to the needs and aims and literature of the program being served, will be incorporated into introduction to research and upper level writing classes (i.e. within the student's major).

Conclusion Just as we see the new outcomes-based pedagogy focusing less on input measures and more on learning, so too we see the focus of librarianship centering less on collections building and more on information literacy. For what use is even the grandest library collection, if we lack the awareness and the skills to find within it the information we are seeking?


The public image of the work of librarians is embodied in our traditional collections-based mission statement—select, acquire, organize, preserve, and provide access to collections. But that statement no longer accurately describes the world in which we labor or the future that is before us. Increasingly, our focus is not so much on building collections—we know how to do that effectively and efficiently—rather, it is on preparing an environment that supports and fosters research and learning, on seeing that every student acquires the requisite skills to take advantage of the materials and services the library offers. To put it most boldly, our mission is to develop whatever services are necessary to create the most robust information learning arena we can afford. 

UConn and the University of Fort Hare

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enrollments will continue to decline unless this policy is reversed, as students may choose to continue their education elsewhere. They also noted that the policy of apartheid, which defined the nation's "official" history for many years, also has resulted in glaring gaps in the collections.

At the end of our visit, the recommendations of the UConn delegates were shared with the Strategic Planning Committee of the University of Fort Hare. In addition, representatives from UConn committed to providing on-going assistance and expertise to the University of Fort Hare in every area represented by the delegation. While Fort Hare faculty focused on resources—funding—as the most pressing library issue, library staff saw some of their intangible needs as equally important. They cited the need for training in technology and information literacy, customer service, work ethic, and similar, job-related issues. UConn library staff have reviewed these requests and made commitments for assistance in several areas.

As the University of Fort Hare transforms itself, the country also is in the process of changing. The goal has always been to create a society which is truly inclusive, and the University of Connecticut has stepped up to support the nation in its endeavor. 



A day-long event on October 20, "Celebrating Shout and Song," honored the donation of the Samuel and Ann Charters Archives of Blues and Vernacular Music to the Dodd Research Center. Jointly sponsored by the Dodd Center and the Institute for African American Studies, the day included a dedication of the Samuel and Ann Charters Multi Media Room in the Dodd Center; and lectures, discussions and performances, all focusing on blues music. The Charters Multi Media Room will be equipped with a state-of-the-art listening station and group work stations for the use of the recordings, videos and sheet music from the Charters Collection. The collection consists of personal books, field notes, musician contracts, photographs, recordings, videos and sheet music and will be available to users as of January 2001. Shown above are (left to right) Tara Hurt, curator of the collection, Ann and Samuel Charters.

October 29-December 31, 2000

WinterFest 2000


Exhibit & Sale of Fine Crafts to Benefit the Library

Join us in celebrating the joys of the holiday season and the pleasures of fine crafts.

WinterFest 2000 presents the work of seventeen distinguished craftspeople from Connecticut, Maine, Massachusetts, New Hampshire, New York and Vermont. This invitational exhibit and sale highlights the quality of contemporary crafts being created in our region of the country. A variety of affordable work in clay, cloth, metal, paper, and wood will spark your imagination and offer an abundance of gift-giving ideas.

Participants include: *Ceramics* Anne Elliot, Robbie Lobell, Kathy Hanson, John Macomber, Louise Harter, Richard Palan *Cloth* Susan Cryan *Metal* Anne Behrsing, Jafar Shoja, Ann M. Pedro *Paper* Susan Jaworski-Stranc *Wood* Donald Cadoret, Gunther Kell, Kenneth Dubai, Shirley Mensch, Dan Dustin, Judy Tripp. Information about each participant, and his or her work, is available at the exhibit.

The exhibitors are donating a portion of their proceeds to benefit the University Libraries' art and exhibits programs. Enjoy the beauty and quality of the work. Purchase presents for your family and friends—and perhaps, for yourself. Lend your support to our ongoing effort to make the library a very special place on the beautiful, new UConn campus.


Items in the exhibit are available for “open case” inspection and sale at the following times: Saturday November 18, 1-3 PM; Wednesday November 29, 4-6 PM; Saturday December 9, 1-3 PM; and Friday December 22, 3-5 PM. At other times, purchasers may fill out a purchase form, and the object will be held for later pick-up. 

Babbidge Library, Gallery on the Plaza

The Givers

A Tribute to Donors

As is the case with many of the Libraries' finest collections, the Northeast Children's Literature Collection relies to a great degree upon donations of books and related materials. The library is fortunate to have a group of munificent individuals who are dedicated to the development of this collection. Year after year, they search out and send along wonderful examples of the best children's literature, including both current and out of print publications. By virtue of their continuing interest, they have helped to create a collection of national significance.

The Givers highlights some of the extraordinary books donated by this special group of people. It is a tribute to their generosity and to their ongoing support for the collection and the library. 


Dodd Research Center Gallery

The Intimate Print

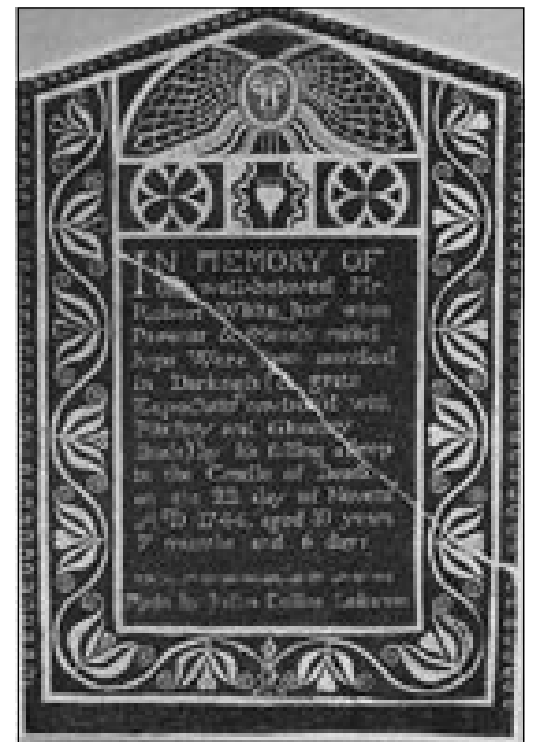
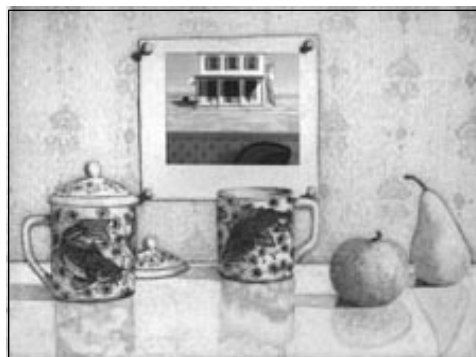
Printmakers Network of Southern New England

Printmaking has long had a strong appeal to visual artists who see their art as something “for the people,” as differentiated from that in which a single painting, sculpture or other unique work is customarily found within an individual or group context. Contemporary printmakers and the visual artists have now pulled closer together, and the blurring of the area between the two has produced some of the most exciting visual imagery of our time.

Printmakers, however, like to get together to support one another and to share interests, concerns and discoveries; then to initiate projects that highlight the talents of the individual artist as well as produce a beautiful and unique group effort. Thus it was, in 1982, that a group of regional printmakers joined together, with the help of the Connecticut Commission on the Arts, to organize the Printmakers Network of Southern New England.

The Intimate Print, a boxed portfolio of twenty four original prints, is the Network's second group production, and already it has had four showings in galleries and museums in New England. It will travel to Canada this fall. For this project, the group assigned themselves the technical—and aesthetic—challenge of the technique of *chine colle* or *papier colle*. This is the term given the process wherein a thin sheet of paper is printed and mounted simultaneously on a larger and heavier sheet. The members of the Network have been highly creative in their utilization of this technique, whether applied to an historic and traditional technique—the woodcut—or to a contemporary variant—the xerox transfer. 

Dodd Research Center, West Corridor



Robert White, Jr., 1746, carved by Julius Collins. Old Stafford Burying Ground


An Art for Remembrance

18th & 19th Century Connecticut Gravestones

This exhibit celebrates our earliest colonial American art form. It is our hope that the photographs, rubbings, historic documents and stone fragments on display will serve to inspire and educate the viewer as to the historic importance of our ancient “places of sleep.”

Every community has its very own “bookmarks of time”—“a tangible census” of their predecessors, and a significant manifest of its heritage. Early burial grounds and old cemeteries are not only rich in examples of art styles from the past, but also provide us with insight into almost every discipline of study imaginable, from the obvious history and genealogy, to English literature and statistics.

Let us introduce you to our stone pages, share some of their stories, interpret some of their symbols and tell you about the men who carved these works of art and why this rapidly fading part of our heritage needs to be recognized and protected. We promise you'll make new discoveries and never look at an old burial ground in the same way again.

Items for this exhibit have been acquired with the support and labors of the members of the Connecticut Gravestone Network and other volunteers. 

Homer Babbidge Library, Stevens Gallery

Receive Exhibit Announcements by Email

The Homer Babbidge Library and the Thomas Dodd Research Center present fifteen to twenty exhibits each year. If you would like to be notified about new exhibits by email, please subscribe to Exhibit Announcements as follows:

To subscribe to Exhibit Announcements send email to: maiser@lib.uconn.edu and type in the text area:

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exit

Ancient Burial Grounds of the Mansfield Area

Slide/Lecture

Sunday

November 19, 2-4 PM

Babbidge Library

Class of 1947 Meeting Room



UConnLibraries
Homer Babbidge Library
U-1005A
Storrs, CT 06269-1005

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Babbidge Library Hours
Monday-Thursday 8 am - Midnight
Friday 8 am - 10 pm
Saturday 10 am - 6 pm
Sunday Noon - Midnight

Dodd Research Center Hours
Monday 8:30 am - 7 pm
Tuesday-Friday 8:30 am - 4:30 pm

Yes, I want to be a Friend!

I want to make a tax-deductible contribution to support the University of Connecticut Libraries in the amount of level of:

- ☐ Associate \$50-\$99
- ☐ Fellow \$100-\$499
- ☐ Curator \$500-\$999
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- ☐ Benefactor \$5,000-\$9,999
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Please make checks payable to **The UConn Foundation** and mail to:



Friends of the UConn Libraries
University of Connecticut
Thomas J. Dodd Research Center
U-1205
205 Babbidge Road
University of Connecticut, Storrs, CT
06269-1205

If you wish to discuss annual giving opportunities, long term commitments, or your interest in a special project or specific area, please contact Linda Perrone at linda.perrone@uconn.edu or (860) 486-0451.



State Senator George Jepsen, running for re-election, met recently with students in the library on the UConn/Stamford campus.

Special Offer Reluctantly Retracted

As you all have seen in the on-going discussions of NAPSTER, the issues of intellectual property and fair use as impacted by Internet technologies are exceedingly complex. In the last issue of *UConn Libraries*, I made an offer to library donors of \$1000 per year or greater to enable them to have access to the library’s on-line databases. After further consideration, I must inform you that we are unable to deliver on that offer at this time. A number of our databases are so contractually restricted to “faculty, staff and student” access that we cannot provide access to even a small number of honored guests. Since computer access to our databases is an “all or nothing” proposition, we must default to nothing. I apologize for unduly raising expectations on the part of our Friends.