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November/December 2009

Streaming Video Now Available at UConn

Nicholas Eshelman and Jo Ann Reynolds

The University of Connecticut Libraries is offering a new service that enables documentaries, original productions, and some commercial feature films to be shown to an unlimited number of students on an on-demand basis.

The new service, which is free, eliminates the need for faculty to either set aside class time for screening a video, or else physically go to the library and place a DVD on reserve, and then have students line up for the opportunity to view it.

The Library “streams,” or presents video over the University’s computer network, material for which we can obtain streaming rights from commercially available productions, or material whose copyright is owned by UConn. Once videos are streamed, students can view them whenever they wish on either a PC or Mac. Special arrangements may be made to show streams on large screens.

The library is currently providing some 85 video streams. Users of the new service include the Litchfield County Writer’s Project, the School of Business, Women’s Studies, the Sociology Department, the School of Education, Psychology, Communications, General Education, Anthropology, Human Development and Family Studies, Continuing Studies, as well as for the Library itself. The video streams are used by 50 courses at three of the four regional campuses.

We are currently working with the Litchfield County Writers Project, based at UConn’s Torrington campus, to present streams of their series of author interviews. Interviews are being conducted by Davyne Verstanding, a lecturer there who heads the project. Authors who’ve been featured include Frank McCourt, Francine du Plessix Gray, and Frank Delaney. Thus far, 56 interviews have been digitized. More will be added as they take place. They may be viewed by going to: <http://www.lib.uconn.edu/lcwp/>

“As Director of the Litchfield County Writers Project (LCWP) at UConn Torrington, I’m delighted and grateful that UConn Libraries has chosen to stream the many literary discussions hosted here over the years,” says Davyne Verstanding. “My conversations with authors of international renown, such as Frank McCourt, Roxana Robinson, and Frank Delaney, will now be available as an educational tool for a much wider audience.”

In October alone, streams of conversations with the nationally known writers in the LCWP were viewed more than 500 times.

While streaming of special guest lectures are appropriate for this service, videos of class lectures may be more suited to podcasting and are not within the scope of this service.

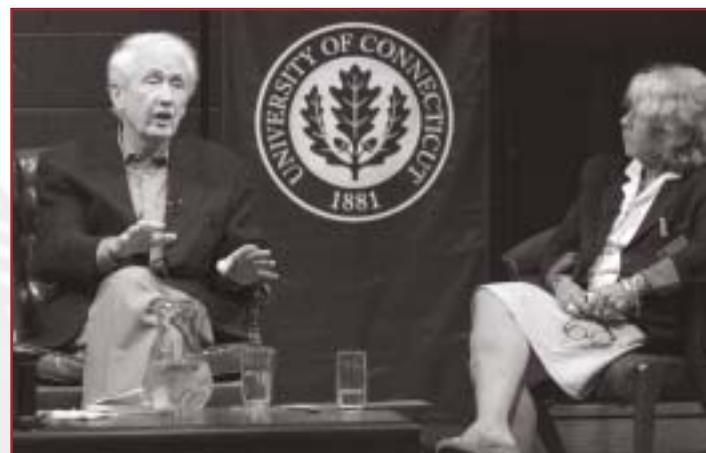
Among the videos the library has streamed or plans to stream are: “Stolen Childhoods,” a documentary on global child

labor for five courses in sociology, political science, human rights, and English, “Killing Us Softly,” which looks at gender representation in advertising, for 17 courses from women’s studies to anthropology, and the Academy Award-winning documentary “King Gimp,” which chronicles the life of a special needs child to college graduation for two classes in educational psychology.

To keep track of what videos are available for streaming, simply bookmark the “Streaming Media” page in the “Media Resources Guide to Video.” <http://classguides.lib.uconn.edu/mediaresource>.

If you wish to add one of the existing streams to your HuskyCT class, please contact Jo Ann

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Pulitzer Prize-winning author Frank McCourt speaks with Davyne Verstanding as part of the Litchfield County Writers Project at UConn’s Torrington campus. The conversation is available as a video stream.

Learning Commons Kickoff 2009

Barbara Cervera

About 100 people were on hand to celebrate the kickoff of the Learning Commons in Babbidge Library on September 24. The celebration featured remarks by Vice Provost for University Libraries Brinley Franklin and Vice Provost for Undergraduate Education and Regional Campus Administration Veronica Makowsky, an appearance by Jonathan the Husky mascot, a raffle for two iPod “Shuffles,” and cake. Winners of the two iPod Shuffles were Jason D. Baron, a 7th semester communication sciences major from Bethel, CT, and Xian Chen, a graduate student in computer science from Beijing, China. Jason comes to the Learning Commons to get help with papers in the Writing Center and Xian likes to use the iStudios, which contain white boards and computers for group use.

Others present won prizes donated by the Writing Center and the Q Center. UConn’s Agents of Improv provided an unexpected—and raucous—end to the event.

The Learning Commons has become a popular gathering place on campus. It brings together in one space the tools and support services that enable students to research, develop, enhance, produce and finalize



their academic work assignments. The tools included in the Learning Commons are: computer workstations, printers and scanners, research databases, academic software programs, collaborative work areas, even video editing capabilities in specially-equipped multimedia studios on the floor. IT help, reference sources, research advice, and tutoring help are available at various locations, including the Writing Center, Q-Center, HuskyTech desk, Learning Resource Center, and Learning Commons desks. (See pictures on page 4.)

Barbara Cervera, Undergraduate Education Librarian.

If You Build It, They Will Come!

*Brinley Franklin, Vice Provost
University of Connecticut Libraries*



It was a lively fall semester at the UConn Libraries. From the time classes started in late August until the last final exam in mid-December, the Libraries were overflowing with undergraduate students making use of the learning environments, collections, and services that 21st century undergraduate students need to be successful. It's not that graduate students and faculty don't also use the UConn Libraries, it's just that, like the overall academic population, the vast majority of our on-site users are undergraduates.

As part of the Libraries' strategic plan, we actively support our undergraduates with intellectually challenging and diverse resources, continuous improvements in services, excellent learning environments, and opportunities to engage in critical thinking and active learning.

As you'll read in this issue, this fall, HuskyTech, the Division of Student Affairs' technology support unit that helps students with their hardware problems, joined the Libraries' information and technology help desks, the Learning Resource Center, and the Quantitative and Writing Centers as partners in the overwhelmingly successful Babbidge Library Learning Commons. You'll also read how the Libraries continued to expand their streaming video services in support of undergraduate instruction and how the Map Library opened a GeoCommons.

Over the next several years we plan to expand the Learning Commons in Babbidge Library to include second language tutoring and multicultural initiatives. We continue to develop new services using Web 2.0 tools and emerging technologies to support undergraduate learning. We will continue to offer students a variety of learning spaces, including group studies, quiet studies, lounges, state-of-the-art teaching labs, and modern media facilities.

Oh yes, and in the spring semester, in response to student requests, we are re-instating the Friday evening and Sunday morning hours that had been reduced as the Libraries struggled with budget cuts earlier this year. Also in the spring, we'll be conducting a series of surveys, focus groups, and interviews with undergraduates. We have lots of good ideas—but it's important that we take the time to hear what the students have to say before we turn ideas into realities...especially when the learning-research landscape changes so quickly!

When we open the doors, the students come! We're working hard to make sure we're offering the kinds of learning environments, collections, and services undergraduates need to be successful.

Having Fun with Maps: A Faculty Learning Community Approach

Jeffrey Dunn & Michael Howser



The University of Connecticut Libraries' Map and Geographic Information Center (MAGIC)

has been developing a series of map mash-ups. What exactly is a map mash-up? If you have explored Google Maps or other Web-based mapping sites, you have used a map mash-up, which features road information, rivers, streams, and even aerial photography. Map mash-ups enable you to do everything from find a restaurant to explore a potential vacation destination.

This fall, MAGIC, in collaboration with UConn's Institute for Teaching and Learning (ITL), offered a Faculty Learning Community (FLC) titled "Maps, Mash-ups and Interactive Learning" for faculty who are interested in integrating custom maps within the classroom. This FLC focuses on how faculty can create customized map mash-ups for the classroom, which enable them to highlight geographic-related topics, allow their students to explore topics and interact with course-related data.

The 16 participants in this FLC explored mash-ups, creating customized mash-ups based on their course content, and investigated ways to foster collaborative learning utilizing maps. Creating mash-ups is fun, collaborative, requires minimal technology skills and is a great way to help students visualize course content.

By the end of the fall semester participants were able to:

- A. Incorporate map mash-ups within their own course content.
- B. Utilize map mash-ups for student assignments.
- C. Identify resources and data available to assist with the creation of mash-ups.

To support the development of map mash-ups, MAGIC added a GeoCommons Collaborative Learning Space on level 4 of Homer Babbidge Library that features a fully-equipped computer workstation with a 46-inch monitor to encourage group learning. What makes the GeoCommons unique is its ability to leverage MAGIC's ever expanding collection of digitized historic maps and geographic information systems data sets in a small group environment.

The potential capabilities of the GeoCommons Collaborative Learning Space can be seen on the MAGIC's blog "Outside the Neatline" <http://>

outsidetheneatline.blogspot.com. The blog was created by two geography graduate students to showcase digitized historical maps and resources with a focus on educational applications. Every story posted to the blog was published using the GeoCommons capabilities.

To share the value of mash-ups with a broader audience, on November 5 Michael Howser and Bill Miller, MAGIC's manager, presented on map mash-ups and 21st century scholarship at the EDUCAUSE 2009 conference in Denver, CO.

EDUCAUSE promotes the use of technology in higher education. This presentation outlined the initiatives at MAGIC which enabled the development of the faculty learning community and increased the interactivity for maps and data available to the public on MAGIC's website. For more detail, visit MAGIC's website at: <http://magic.lib.uconn.edu>.

Jeffrey Dunn, MAGIC Mapping & Data Specialist.

Michael Howser, Undergraduate Education/Geographic Information Systems Librarian.



Streaming Video

(Continued from page 1)

Reynolds, reserve services coordinator, at jo_ann.reynolds@uconn.edu or 486-1406.

If you wish to create a stream of a video, please contact either Nicholas Eshelman, electronic resources librarian at nicholas.eshelman@uconn.edu, 486-3363 or Jo Ann Reynolds.

The Library will negotiate rights for you, if needed, and may pay for streaming rights, especially if the videos will be used by more than one class.

Our ability to provide any given stream is based on available resources (disk space, staff time) and what other videos are in the queue. Advance notice is highly recommended.

Videos that need to be password protected due to copyright considerations will be presented through the Library's online course reserve system.

The Library will soon be streaming UConn football games from the 1930's that are in the archives at the Dodd Research Center due to their historical and general interest to the campus community. Without streaming, because the films are archival in nature, they currently can only be viewed in the building. When they are streamed, they will be available to anyone, at anytime.

Nicholas Eshelman, Electronic Resources Librarian.
Jo Ann Reynolds, Reserve Services Coordinator.



Travel Grants Bring Researchers from Around the Globe to the Dodd Research Center

Terri Goldich and Melissa Watterworth

The Thomas J. Dodd Research Center offers three annual grant programs that bring scholars from throughout the United States and abroad to use Archives & Special Collections' rare and unique materials.

Two grants are funded directly by the Northeast Children's Literature Collection: the *James Marshall Fellowship* and the *Billie M. Levy Travel and Research Grant*.

The Marshall Fellowship, in partnership with the Society of Children's Book Writers and Illustrators, offers children's authors and illustrators funding in support of new writing and illustration projects. The grant, named in honor of the children's author and illustrator, is awarded to promising authors or illustrators at the beginning of their career in the creation of text or illustrations intended for a children's book, magazine, or other publication.

In recognition of the substantial contribution Ms. Billie M. Levy has made to the Northeast Children's Literature Collection and the genre of children's literature in general, the *Billie M. Levy Travel and Research Grant* was established to facilitate the use of the Collection by worthy applicants.

In addition to the grants that support the Northeast Children's Literature Collection, the Dodd Research Center also offers *Rose and Sigmund Strochlitz Research Travel Grants*, which also bring scholars from far-flung places to Archives & Special Collections.

In April 2009, Dr. Adrienne Gavin, a Reader in English and Language Studies at Canterbury Christ Church University, Canterbury, UK, conducted research at the Dodd Center after being awarded a Billie M. Levy Travel and Research Grant. Also a recipient of a 2003 Strochlitz Grant, Gavin researched the children's classic *Black Beauty* collection, which led to her publication of *Dark Horse: a Life of Anna Sewell* in 2004. She has taught in New Zealand, Canada, France, and Britain.

In June 2009, Claudia Rueda, an author and illustrator of nine picture books, books in which illustrations and text complement each other to tell the story, came to the Dodd Research Center from Bogota, Colombia as the third recipient of the *Billie M. Levy Travel and Research Grant*. While here, Rueda explored the dynamics between visual and verbal narratives in traditional and modern picture books.

A native of Colombia, Rueda has won multiple awards for her work and is currently in the M.F.A. Program in Creative Writing at Lesley University. After attending law school and art school in Colombia, she moved to the U.S. in 1997 to study illustration at the University of California at Berkeley.

In May 2008, Thea Guidone, a children's writer living in Hamden, CT visited the Dodd Center as the second recipient of a James Marshall Fellowship. Using novels for girls, books for school children, and the



Clockwise, left to right: author and illustrator Claudia Rueda (far right), a Billie M. Levy Travel Grant and Research recipient from Colombia, examines artist's books in the Dodd Center's Reading Room; Ph.D. candidate Reitha Pattison from the University of Cambridge, a Strochlitz Travel Grant recipient, delights in seeing Edward Dorn's publication "Bean News," Claudia Rueda with one of her books; Anna Joujan from Chattanooga, TN, a Levy Travel Grant recipient reviews materials in the Dodd Center Reading Room with Terri Goldich, curator of the Northeast Children's Literature Collection at the Dodd Center.

Eleanor Estes Papers, Guidone looked at attitudes about wealth, privilege, and class in the 1920s for a middle grade novel she's writing set in New Haven in 1925.

Guidone studied children's literature with Francelia Butler at UConn, and creative writing with Matthew Proser, Elaine Scarry, and Feenie Ziner. She won Connecticut's 2006 Tassy Walden Award for New Voices in Children's Literature and is the author of the forthcoming *Drum City*. She holds her bachelor's and master's degrees, both in sociology, and a master's degree of philosophy from Yale University.

In June 2008, Anna Joujan of Chattanooga, TN visited the Dodd Research Center as the first recipient of a Billie M. Levy Travel and Research Grant and used the papers of Natalie Babbitt, Tomie dePaola, Eleanor Estes, Barbara Cooney, Oliver Butterworth, Rosekrans Hoffman, and the records of the Bookstore Press and the Bread and Puppet Theater. Joujan, who holds a bachelor's degree in French literature and master's degree of Library and Information Sciences, is also studying children's literature at the University of Maryland. In 2005 she participated in Roehampton University's Children's Literature Summer School and Symposium in Reykjavik, Paris, and London as an International Children's Literature Delegate.

Sandra Ure Griffin of Marengo, WI was the first recipient of a James Marshall Fellowship Grant in November 2008. Griffin utilized the Northeast Children's Literature Collection to study woodcuts, engravings, linocuts, and scratchboard illustrations in

published works by Rockwell Kent, William Morris, and Lynd Ward among others, and the manuscript collections of Leonard Everett Fisher and Barry Moser. After receiving a B.F.A. from the Kansas City Art Institute, she published a black and white illustrated book *Earth Circles* in 1989 and has another work forthcoming entitled *Quinn and Bristol*. She has facilitated artists' workshops at the Center of Creative Arts in St. Louis and Kennedy Center for the Arts.

This past July, Reitha Pattison, a Ph.D. candidate in English Literature at the University of Cambridge, and a recipient of a Strochlitz Travel Grant, visited Archives & Special Collections to conduct research for her dissertation "Time, Space, and Capital in the Writings of Edward Dorn."

Pattison used literary manuscript collections and the personal papers of Edward Dorn, an American poet often associated with the Black Mountain poets, to explore representations of time and space in Dorn's writings. Pattison

studied early drafts of writings, notebooks, rare, experimental little magazines and publications, such as *Bean News*, and other source materials to discern Dorn's creative processes. Pattison further examined letters from Dorn, Jeremy Prynne, and Tom Raworth in the Charles Olson Research Collection.

Another Strochlitz Travel Grant recipient, Jesse Johnson, a Ph.D. candidate in the Department of English at the University of California, Los Angeles, visited the Dodd Research Center in September. Johnson examined the Allen Collection of Frank O'Hara Letters and related materials from the literary collections for his dissertation research on portraiture and self-representation in the work of the poets John Ashbery and Frank O'Hara and the visual artist Larry Rivers.

According to Johnson, "taken together, these friends and contemporaries encompass in their work a range of innovative and influential attitudes toward selfhood, and in particular toward the ways in which contemporary American culture understands the self in visual terms." Johnson presented his research findings in a talk to University staff and students during his visit.

For a full description of each grant, please visit the Dodd Center's web site at <http://doddcenter.uconn.edu/research/travelgrants/index.htm>.

Terri Goldich, Curator, Northeast Children's Literature Collection.
Melissa Watterworth, Curator, Literary, Natural History, and Rare Books Collections.



Kindles Coming to Babbidge Library

Homer Babbidge Library will soon offer users a new way to access published information via "Kindles," Amazon's wireless reading device.

In January, the library will begin a pilot Kindle lending program. The pilot includes four Kindle devices, three of which will be the newer DX model. With these devices, a book can be requested, downloaded, and made available for checkout within minutes. Kindle readers have access to over 360,000 books available at Amazon.com, and, with the built-in PDF reader, the Kindle also has access to over one million books available through Google.

Thin and portable, Kindles feature non-glare screens, adjustable text size, built-in dictionary, text-to-speech on select books, text annotation, highlighting, searching, and bookmarking. They also offer experimental features, such as a basic Web browser and PDF document viewing. The DX model enables the user to view full-width maps, graphs, tables, and web pages in landscape mode.

Kindles may be requested from Babbidge Library's Information Desk, Monday-Friday, 8 a.m. - 5 p.m. The new devices will circulate for two weeks and allow for one renewal. Visit the desk to check one out. For further information, contact David Avery at david.avery@uconn.edu.

Armed Forces Exhibit in Babbidge Library

This year, the University Libraries marked Veteran's Day with an exhibit of military memorabilia, including a UConn ROTC uniform from the 1930s, drawn from the collections in Archives & Special Collections at the Thomas J. Dodd Research Center.

Mounted by University Archivist and Interim Dodd Research Center Director Betsy Pittman, the exhibit on the plaza in Homer Babbidge Library, also features color and black & white images of servicemen on campus and a program of Military Day activities.

Pittman helped to produce a "Roll of Honor," a listing of more than 130 University of Connecticut alumni who sacrificed their lives while in the armed forces, which was unveiled at the Alumni House this past June.

An online version of the "Roll of Honor" augments the University's "Ultimate Sacrifice" Memorial, which was dedicated in 2008, and is located between the College of Liberal Arts and Sciences and Beach Hall.

The online "Roll of Honor" (<http://uconnalumni.com/>

rollofthonor/) contains information about the memorial and brief profiles of UConn alumni who have died while in the military.

Anyone with additional information about any of UConn's alumni who have died while in the U.S. Armed Services is encouraged to submit the information for consideration. Instructions for submitting names may be found at: http://uconnalumni.com/rollofthonor/adding_names/.



Tony Esposito, assistant professor, military science, in UConn's Army R.O.T.C. program examines the armed forces exhibit with Katherine Wilburn, a first semester math major.

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:

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- Fellow ----- \$250-\$499
- Curator ----- \$500-\$999
- Patron ----- \$1,000-\$4,999
- Benefactor ----- \$5,000-\$9,999
- University Librarian's Circle ----- \$10,000+

Total Amount Enclosed \$ _____

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Please make checks payable to the UConn Foundation and send with this form to:
Leslyn Clark, Assistant Director of Development, Babbidge Library, 369 Fairfield Way, Unit 2005-A, Storrs, CT 06269-2005.

Learning Commons Kickoff *Continued from page 1*



Dozens attended the Learning Commons Kickoff on Sept. 24 including, clockwise, top, left to right: a student mime from UConn's Agents of Improv; Brinley Franklin and Thomas Deans, director of the Writing Center, flank Jonathan, the Husky mascot; Q Center Director Tom Roby, the gathered crowd, Steve Jarvi, assistant vice provost, and Veronica Makowsky, vice provost for Undergraduate Education, and Regional Campus Administration, enjoy the Agents of Improv performance; center, library staff members Barbara Cervera and Kathy Banas-Marti serve cake.

A Trip to Kenya Opens a Door to the World

Marcel Dufresne

When my wife and I accepted an assignment from *The Hartford Courant* last summer to report on the work of Connecticut-based American Friends of Kenya (AFK), I viewed it mostly in professional terms. After 20 years away from daily journalism, it afforded a chance to sharpen old skills and try a new one — digital photography.

Bethe, a freelance journalist, and I would report daily, filing stories and photos electronically on deadline from a continent half way around the world, where the news is almost always bad. But this assignment also promised the chance to report good news.

For the past six years, AFK has taken working teams to Kenya. This year 38 volunteers, ages 17 to 70, from across the U.S. — doctors, librarians, nurses, weavers, teachers, parents, and students — traveled at their own expense to work in remote rural villages and Nairobi's biggest slum, Kibera.

In the rush to prepare, I didn't think much about how the work might inform my teaching and even less about how it might meet goals of the University's ambitious Academic Plan — to imbue students with values like broad-based diversity, environmental awareness, and global citizenship.

But with the help of students, I later discovered linkages to both.

The assignment seemed far removed from my classroom teaching, where I focus on preparing students for investigative reporting, ethical decision-making, and a rapidly evolving media marketplace.

Discussions of diversity center on students' understanding and acceptance of people with lives, experiences, and beliefs unlike their own. I try to nudge

— occasionally shove — students outside their comfort zone in search of cultural, intellectual, and emotional growth as journalists. It never occurred to me that the Kenya assignment might achieve that goal better than any abstract classroom lesson.

AFK began six years ago as a book collection project for Kenyan libraries. This year it played a crucial role in opening the first free school for girls in Kibera and, many kilometers away, a modern regional library in Thika.

Volunteers also delivered medical care, influenced school curriculums, slapped mud on new school walls, and helped open and modernize several other libraries. At each stop, they worked side by side with Kenyans of different ages, tribes, and status.

There were snags and frustrations, but ultimately these were uplifting stories, a privilege to witness and a pleasure to report. A colleague aptly described the *Courant* series as “a story of good-hearted people setting aside their comfortable lives to help people who've never known comfort.” Of course, AFK's work is much more, but that assessment clearly was reflected by students in a colleague's feature writing class where I spoke this fall.

For an hour, students peppered me with questions about AFK's work, our reporting, the long drought in Kenya, and the Kibera slum. They were especially curious about the hardships and joys of Kenyans, whose lives seem so different from their own.

Students observed that my photos showed few

stereotypical images of hunger and poverty, instead focusing on the quiet dignity of Kenyans and of their apparent satisfaction at hosting and working with their American partners.

That emphasis wasn't planned, I said. It was simply the story we witnessed. Surely, we saw hunger, sickness, and poverty, but we also saw hope — measured, incremental and not always easily detected — but still evident. I was gratified students saw it in our work and that they seemed genuinely interested in Kenya's people and problems.

In the coming days, students volunteered more impressions and experiences. One student wrote me about a photo called “Sharing the Air,” showing a California librarian and a Maasai woman in traditional dress smiling as they blew bubbles together. “Though it seems that the volunteers and the Maasai are in totally different worlds, they share similarities. Above all, these two women are human... sharing a fun moment together.”

Another student wrote about “Two Views,” showing a modern apartment building on a hill overlooking children in the Kibera slum. “It stuck with me ... because of the contrast between the slum in the foreground and the overlooking buildings in the distance. [It] conveys the hardships the people are facing while others stand idly by.”

Other students asked how they could help raise money and supplies for the Kibera school. Another student told how working with a church group in poor areas of the South last year had deeply affected him.

It struck me these students weren't simply receptive to the experiences that genuine diversity and global awareness offer — they seemed hungry for it. Our work, it seemed, may have opened for some a door from the classroom to the world.

I hope their journalism education helps them step through.

Marcel Dufresne is an Associate Professor of Journalism.



Marcel Dufresne shows school children at the Igamba school photos of them that he'd just taken.



Left: The most popular toys AFK distributes to children are often the simplest - balls, bubbles and Frisbees. Here librarian Lia Ladas of California blows bubbles with an equally young-at-heart Maasai woman.

Bottom: Three generations of Maasai women welcomed American Friends of Kenya to their remote village in August. AFK brought toys for the children and set up a makeshift clinic where its medical team saw patients of all ages and genders. The Maasai are the Kenyan tribe that has changed the least, but today their pastoral existence is threatened less by encroaching modernity than by years of drought.



An exhibit of these images and many others taken by Dufresne in Kenya is now traveling to public libraries in the state and will be at Avery Point's Alexey von Schlippe Gallery of Art in 2011.



Barbara Cervera Retires

Longtime librarian Barbara Cervera will retire on January 1, 2010.



Cervera joined the University Libraries in 1989 as UConn Associate Director for Technical Services and Systems from the University of Texas at Austin. During

her 21 years with the library, she served the UConn Libraries' users and its staff in a variety of ways.

As Associate Director for Technical Services and Systems, she oversaw the first successful implementation of an integrated library system at UConn, (NOTIS), utilizing an inclusive approach that involved staff from the Libraries and what was then UCC (the University Computer Center).

When the Libraries reorganized in 1996, she became the Liaison to the Communication Sciences and Psychology Departments. She took an active role in teaching and meeting these departments' information needs as well as other Research & Information Services' activities. Always mindful of library staff and their best interests, Barbara next took on the role of Staff and Organization Development Librarian.

She coordinated the Libraries' involvement in ClimateQUAL™, was an original member of the Boston Library Consortium's (BLC) Staff Development Committee when BLC left Nelinet, and she also took a lead role in helping to organize a number of staff development opportunities for UConn Libraries staff, including the Libraries' annual Day of Learning and an Interaction and Leadership Program for Supervisors.

Most recently, she has been a half-time Undergraduate Education Librarian.

Faculty Lecture Series

Sociology Professor Gaye Tuchman makes a point during her talk titled, "How American Universities are Changing," on November 18 at Homer Babbidge Library as part of the Libraries' ongoing faculty lecture series "Research Highlights at Noon." In October, Tuchman published her book "Wannabe U: Inside the Corporate University," in which she contends that higher education in the U.S. is being more businesslike in its approach by stressing the goals of efficiency, economy, and effectiveness.



11th Annual Raab Associates Prize in Illustration

Bug Games
by Jane Yolen

Grasshopper,
Dragonfly,
Lady bug,
Flea,

How many
Bugs
Hopscotch
On a tree?

Centipedes,
Crickets,
Earwigs,
Flies,

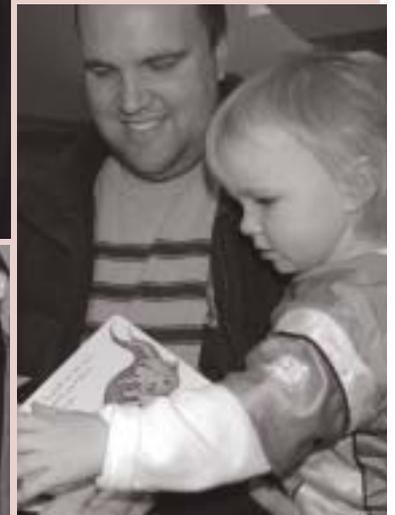
Who plays
Tag,
Who wins the
Prize?

Cabbage Worm,
Beetle,
Earwig,
Grub,

When games
Are over,
Who's first
In the tub?



The 11th Annual Raab Associates Prize in Illustration was awarded to Katelyn Fox. Initiated in 1999 by alumna Susan Salzman Raab and her husband, David, the prize, a partnership between the Dodd Research Center and the School of Fine Arts, gives students in Professor of Art Cora Lynn Deibler's illustration class the opportunity to illustrate an original work by poet and author of award winning children's books, fantasy, and science fiction Jane Yolen. This year also marks the first Raab Associates Prize in Writing. As with the illustration prize, students in the College of Liberal Arts & Sciences were invited to submit an original short work for consideration. The winner this year was John Allie, a senior art major, with his short story "Captain Hero."



Right: Children of all ages flocked to the 18th Annual Connecticut Children's Book Fair on Nov. 14 and 15 at UConn's South Campus in Storrs. Enjoying the festivities from top, left to right are: Zoe Cashmere-Everton; storybook character "Chet Gecko;" Madeleine van Gelder with "Maisy"; David Galonska and his daughter, Kendall; author Florence Minor and her illustrator husband Wendell Minor visit with Terri Goldich, curator, Northeast Children's Literature Collection; Matthew Turner, who volunteered at the fair, takes a peek at a new book; author and illustrator Hans Wilhelm signs a book for a fan; center, Yuria Yamamoto, delights in her first fair.

New Art Installation is a Visual Feast of “Words”

Suzanne Zack

Friends of the Library and donors, students, along with current and former library staff gathered on October 20 to celebrate Linda Foster’s new art installation titled “*Hamlet: A Cast of Shadows*” on Level 3 of Homer Babbidge Library.

The project employs 36 different translations of the word “words” cut from vinyl letters, and affixed to the inside of four west facing windows. When the afternoon sun casts its rays upon the glass, legible shadows are produced on the flooring below, changing with the time of day, year, and weather.

The California artist’s project draws its inspiration from an exchange in Shakespeare’s play between

“Seeing words as shadow rather than in their usual printed form offers the opportunity to reexamine the ordinary, and opens discussions about the nature of reality and the passing of time,” Foster says.

Using languages into which the play, *Hamlet*, has been translated, Foster selected those with particular aesthetic appeal, creating a visual feast of “words” ranging from Afrikaans to Korean to Vietnamese that celebrates their beauty and the power of language.

Foster used two sign companies to handle the technical part of the project. “Anacapa Signs in Santa Barbara was my local



translations,” Foster says.

Foster’s research entailed spending considerable time at the library at the University of California at Santa Barbara (UCSB), which is near her home and from which she earned her M.F.A.

“Words’ is a simple concept,” she says, “but the word itself can be used to convey different concepts, such as the physical text on a page, a code of honor, or a guarantee, as in, ‘I give you my ‘word.’”

Foster wanted her translations to be accurate, so she sought confirmation from two sources in each language. Friends and others who assisted with the translations

went out of their way to get the letter forms exactly right. “Farsi was one of the difficult ones to nail down, but I satisfied both of my sources,” she happily notes.

Her first experience with a translation came aboard the plane while en route home to California after visiting Connecticut and the installation site last December. “My seat mate was from India and spoke Urdu,” she recalls. “We spent several hours talking about the translation, letter forms, India, cultural ways, and historic sites. I was disappointed that I could only verify the singular form of word in Urdu, so I didn’t use his plural version, but the singular is there!”

In addition, she sought assistance from the International Student Services at UCSB, a couple in her church who knew a number of local international students, the local high school Latin teacher, friends of friends, people she saw in coffee shops, and her own circle of friends who speak other languages.

“Gathering the translations really expanded the project and brought in a human element that was unexpected, but so rich,” she says.

In the process of working on the project, she discovered that many languages have forfeited their traditional alphabets and adopted the Roman alphabet for convenience or because of political changes in the country.

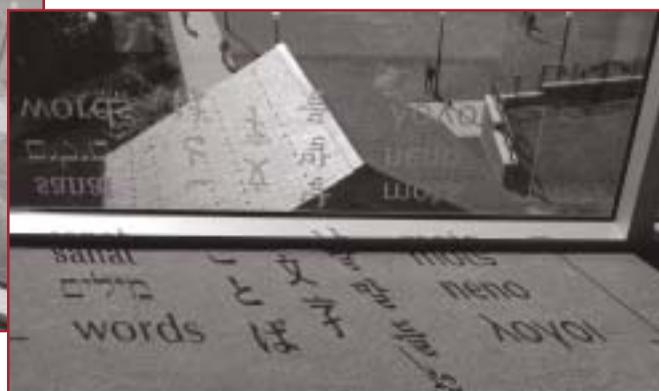
“For instance, Turkey used to have a lovely variation of the Persian alphabet. Following a political reform, the Ottoman script was replaced with a variant of Roman alphabet. Vietnamese used to have some cool characters, but now it doesn’t. For the installation, we used the vertical orientation for the Asian languages, but most of them are now written horizontally.”

“So, the world is getting smaller and more homogeneous,” the artist observes. “In a very practical way, shadows mark time, and from ancient civilizations to the present, humanity has used structures of one sort or another to interrupt the sun, making solar timekeepers. In this case, 36 languages are the timekeepers of a small sample of the world’s languages. I wish I could have used them all.”

Suzanne Zack, Marketing & Communications Specialist.



Artist Linda Foster examines her installation in Babbidge Library.



Polonius: “What do you read, my lord?” and Hamlet: “Words, words, words.” Those precise words were shared with those attending during a brief reading by retired UConn librarian David Garnes.

Norman Stevens, director emeritus of the University Libraries, who invited Foster to UConn, collaborated with her on the project.

Casting the translations as shadows is a significant component of the project, and brings together the literary world, represented by the books in the library’s stacks, and the natural world of light and shade.

consultant. Ken Kirkpatrick is a very creative designer with impeccable craftsmanship. I was in his shop often to work through the details of the project, and I’m sure he ended up donating much of his time,” Foster says.

ARTfx in Bloomfield, CT handled the fabrication and installation of the project and underwrote a significant portion of their costs. “Working long distance had many challenges including trying to “translate” handwriting into computer fonts. “Anita Gold, the project manager was indispensable, as was her daughter, Leah, who helped to verify some of the

On October 5, the Dodd Research Center awarded the fourth biennial Thomas J. Dodd Prize in International Justice and Human Rights to the Committee to Protect Journalists (CPJ). Clockwise, from left to right: Sen. Christopher Dodd with journalists from the central Asian country Tajikistan, who were on campus as part of Open World Program, an initiative of the U.S. Congress to build mutual understanding between the United States and Eurasia; Sen. Dodd with guest speaker Mariane Pearl, a journalist, author, and wife of slain *Wall Street Journal* reporter Daniel Pearl; Sen. Dodd presents the Dodd Prize to CPJ Executive Director Joel Simon; media covering the event and audience members; Joel Simon, left, talks with Nina Ognianova, CPJ’s Europe and Central Asia Program Coordinator and Terry Gould, an author and investigative journalist. All three participated in a panel discussion on journalistic impunity following the presentation of the Dodd Prize.



What's INSIDE

- Page 2** *The Vice Provost for University Libraries looks at how undergraduates are being supported by the library. • Faculty learn the nuances of making map mash-ups for their classes.*
- Page 3** *Scholars come from throughout the U.S. and abroad to research at Archives & Special Collections at the Dodd Research Center.*
- Page 5** *A trip to Kenya by a journalism professor opens a door to the world for his students.*

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Nature's Faces in Familiar Places

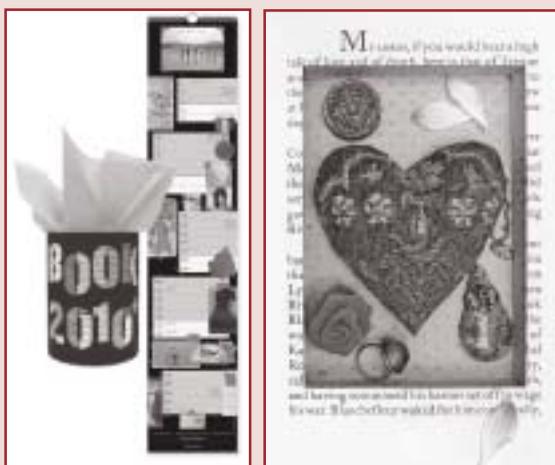
By Susan Peifer



Homer Babbidge Library Stevens Gallery
Curator: Jane Recchio

The Design of Time: 10 Years of Cummings & Good Calendars

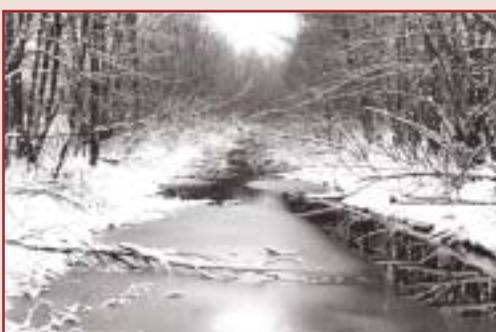
by Jan Cummings and Peter Good



Dodd Research Center Gallery and Corridor
Curator: Suzanne Zack

The Black and White Season

Photographs by Susan Forbes Hansen



Homer Babbidge Library Gallery on the Plaza
Curator: Jean Nelson

COMING

MARCH 15 – MAY 7, 2010

Huskies on the Homefront

Erika Toto

Thomas J. Dodd Research Center Gallery

Jia Xie: Chinese Ancient Dye Art

Qi Lu

Homer Babbidge Library, Stevens Gallery

Contemporary Renaissance Realism

Alex Gnidziejko



Babbidge Library, Gallery on the Plaza

*The public is cordially invited to attend
an opening reception on
Sunday, January 24 • 2:00-4:00 p.m.
in the Dodd Research Center and in
Homer Babbidge Library.*