

Creating A Learning Environment

Brinley Franklin
Director of University Libraries

As the University of Connecticut strives to become one of the top twenty public research universities in the United States, one of our challenges is to create campuses that focus on and support a modern academic program. UConn's libraries, strategically located on each university campus, are positioned to play a key role in establishing a more intellectual environment for the community.



The library has always endeavored to provide students and faculty with an intellectually stimulating environment. In addition to its extensive research collections and other information resources, the libraries showcase changing exhibitions and permanent works of art. The Dodd Research Center hosts regular public programs on a wide range of significant topics, including human rights, the environment, and the economy. We provide private research studies for eligible faculty and graduate students. We design our facilities to enable students to engage in a variety of learning environments: individual study spaces, group study rooms, meeting rooms, electronic classrooms, video theatres, computing clusters, and informal group settings such as cafes and comfortable lounges.

In recent years, we have housed the Instructional Resources Center and a satellite of the Writing Center within Babbidge Library to promote intra-institutional cooperation and to support the teaching and learning experience. Many librarians teach First Year Experience (FYE) classes, and most FYE instructors schedule a library session for freshmen to discover the libraries' resources.

The library also seeks to enhance the academic environment on campus through generous service hours. Last year, Babbidge added additional hours to its weekend and final exam service

Continued on page 4

Inside UCONNLibraries

PAGE 2 Collections & Services

PAGE 3 The Hog What? • Exhibits: *Classical Muse(ings)*, *Poetic Journeys™*

PAGE 4 Staff News

PAGE 5 Learning From Each Other

PAGE 6 Upcoming Events

PAGE 7 Donors to the University Libraries

PAGE 8 Exhibits: *Botanical Metamorphics*, *The Naturalist's Eye*, *Witness to War 1941-45*



AN EVENING WITH PHOTOGRAPHER ANN PARKER

For more than thirty years, celebrated photographer and author Ann Parker has explored and recorded the cultures and arts of lesser-known corners of the world. In a radical and exciting departure from her earlier work, "Botanical Metamorphics," an exhibit on display in the Babbidge Library from March 24 through May 25, explores the beauty and wonder found in our own backyard—in fruits, flowers, and vegetables. Ms. Parker will present an illustrated presentation about her career and her new work.

April 22, 2003, 7 pm, Konover Auditorium, Dodd Research Center

Photograph: Orange Poppy, May 15, 2002

Will Your Favorite Journals Still Be Here Next Year?

Carolyn Mills, Reference Librarian/Liaison to the Life Sciences
& Jonathan Nabe, Reference Librarian/Liaison to CANR

The University of Connecticut Libraries has cancelled more than 1000 journal subscriptions over the last ten years. If your research hasn't yet been affected, it will be.

You can take action to save access to research that is important to you by attending "The Crisis in Scholarly Communications," a forum sponsored by the Chancellor's Library Advisory Committee on March 12 from 4-5:30 pm in Konover Auditorium, Dodd Research Center.

Jean-Claude Guedon, Professor of Comparative Literature at the University of Montreal and a noted authority on scholarly communications issues, will address the history of scholarly communication leading to the present crisis and the related issue of copyright ownership: How did we get where we are? Who owns scholarly information?

Heather Joseph, President and CIO of BioOne, a collaborative online biological sciences publisher that has created a new business model to challenge the traditional boundaries among scholars, publishers, and librarians, will address the ramifications of the crisis: What does the future hold if the current trends continue? What options are open to us with respect to both commercial and non-profit publishing?

The deepening crisis in scholarly communication is defined by the loss of access to research literature as rising costs for journals far outstrip library budgets. Over the last 15 years, the price of research journals has risen over 200% (compare with the CPI, up 57% over the same period). Consequently, academic libraries are subscribing to fewer titles and slashing book buying as well. In many humanities and social science fields, finding a publisher for a scholarly monograph has become virtually impossible for anyone but an established scholar.

At UConn, science journals routinely inflate an average of more than 10% per year. For the last eight years, except this one, the library has

received a 5% increase. Much of the increase has gone to increasing access to electronic journals and databases. Journal inflation has largely been managed through cancellations.

Journal inflation is caused by a number of factors; most significantly, the control by commercial publishers of an increasing percentage of titles at the expense of scholarly societies and university presses. Typical profit margins for commercial publishers are at least 20%, with the profits coming from university libraries. Mergers and acquisitions exacerbate the trend to the point where five publishers now produce over 50% of the science journals received at UConn.

At the University of Connecticut, in the sciences alone, there are at least 450 journals that cost \$1000 or more per year, 20 that cost more than \$5000 per year, 16 that cost more than \$10,000 per year, five that cost more than \$15,000 per year, and one that costs more than \$20,000 per year. With an annual inflation rate of only 10% (below the average for science journals), a \$5000 journal subscription increases \$500 per year *just to maintain the subscription!*

To inform yourself about this crisis and to give you ideas about ways to respond, visit the library's Scholarly Communications Crisis web page at <http://www.lib.uconn.edu/ris/scholarlycommunication.html> where you will find:

- Background information on the causes of the crisis
- The financial impact at UConn, including the price list for science journals
- Alternative publishing ventures worldwide
- "What Can Faculty Do?" Suggested ways for you to help secure affordable access to scholarly information as an author, reviewer, editor, member of a professional society, or faculty member

Continued on page 7

Teaching Students to Engage the Modern Research Library

Scott Kennedy, Director, Research & Information Services

A university library may measure success in many ways: by the relevance of collections to the educational and research mission of the institution; by the physical condition and long-term stability of collection materials; by the comprehensiveness and accuracy of the catalog; by the comfort and utility of its facilities.

Of increasing interest for those who look for accountability and utility at every turn are measures that record the use made of collections and services: *How many people enter the library each day? When is the library busiest? Which databases are used most? What titles are consistently borrowed from other libraries?*

Most recently, libraries have begun to measure students' success in finding books, articles, scores, maps, records, and data relevant to the subject they are investigating. This last measure is of growing importance in an age where information options are dizzying in their variety and daunting in their sheer mass. Research libraries are wonderful repositories of knowledge and information and will always have value in their own right. But, if students remain (however blissfully) unaware of the purpose, scope, and value of their library's collections, or do not understand how to tap into and make

use of the information in them, we will have failed in our fundamental mission.

Traditional academic libraries were relatively simple to navigate. Like the Wright brothers' aircraft, the basic mechanisms of operation could be grasped through a relatively brief orientation. Contemporary research libraries are more like 747s. To understand how they work requires familiarity with several complex and inter-related systems and the ability to process the information they provide. You do not have to be a rocket scientist to fly an airplane but you do need to know a considerable amount about flight systems just to take off.

Acquiring the skills and knowledge to engage today's academic library requires more than a brief orientation. It requires multiple learning sessions, sequenced throughout the student's university career, so that content and skills training are introduced when most relevant and meaningful, with each new session building upon material the student has learned before.

One still hears, on occasion, students say to their instructor: "Oh I've done a library session already," as if there were but a single simple and static skill set to learn. Information literacy is not so easily attained.

Continued on page 6

Jazz Recordings Added to Charters Archive of African American Vernacular Music

Samuel and Ann Charters, who donated their archive of blues and vernacular African American musical culture to Archives & Special Collections in 2000, have expanded the scope of the archive with a jazz component. Recordings by artists such as Louis Armstrong, Bix Beiderbecke, Duke Ellington, Billie Holiday, and Jelly Roll Morton are included in the addition. These performers are considered by the Charters to be "the major creative figures of jazz history" and make up the section of the component called "The Jazz Makers." The Charters also arranged for a significant donation by Bill Belmont of Fantasy Records of re-releases of that company's Original Jazz Classics series.

These recordings cover the period of the late 1940s to the early 1950s. "They are an invaluable time capsule of this crucial period of jazz's development," says Sam Charters. Future additions to the jazz component will include recordings by artists such as Cab Calloway, Miles Davis, and Charlie Mingus, among many others. Avant-garde jazz of the last decade and a half will also be included.

A study/listening station is available in the multimedia room of Archives & Special Collections Monday 10-7, Tuesday-Friday 10-4, and Saturday 12-4.

The Fantasy Original Jazz Classics recordings are being processed and should be available for use by April. For more information about the Samuel and Ann Charters Archive, contact Kristin Eshelman, Curator of Multimedia Collections at kristin.eshelman@uconn.edu or 860-486-4506. ■

SNET Company Records Donated to Archives & Special Collections

January 28, 2003 was the anniversary of the world's first commercial telephone exchange, launched by the New Haven District Telephone Company, predecessor of the Southern New England Telephone Company. A few weeks later, on February 21, 1878, the company published the world's first phone directory, consisting of 50 residential and business listings printed on a single sheet of paper. In the years that followed, the company established itself as a provider of critical services to residents of Connecticut. SNET products and services kept the state connected through population explosions, natural disasters, economic booms (and busts), and world wars.

As part of the commemorations surrounding the company's 125th anniversary, at a press event on January 28, UConn President Philip Austin and SBC SNET President and CEO Bill Blase joined Dodd Research Center Director Thomas Wilsted to announce the completion of its archive donation to the Thomas J. Dodd Research Center.

The mammoth donation, numbering some 1.8 million items and valued at \$3.8 million, covers the period from 1878 to 1998 and includes more than 50,000 historical photographs, artifacts, town telephone histories, promotional materials, financial records, and correspondence, notably letters from and about Mark Twain and his sometimes antagonistic experiences with the telephone.

SNET first entered into a partnership with the Dodd Center in 1998. Since then, project archivists Cynthia McElroy and Stephen Showers have organized the collection and created the finding aid for researchers.

The collection is an extraordinary research tool and historical record. Students, faculty, and scholars in the fields of business, telecommunications, and Connecticut history use it for research, and the general public has access to the collection both in person, and for an increasing portion of the materials, online.

Commenting on the company's donation, President Austin said, "Over the years the University of Connecticut and SBC SNET have established a close and cooperative partnership. This donation takes that collaboration a giant step further and we are grateful that SBC SNET views us as the appropriate steward for this invaluable archival material."

"I am extremely pleased that we have been selected as the permanent home for SNET's archive," Thomas Wilsted remarked, "My colleagues and I continue to be amazed at the vast amount of useful historical data contained in this archive. We are proud that our efforts will help preserve these documents so that current and future scholars can gain a greater understanding of our state's history and its telecommunications industry."

For more information see <http://www.lib.uconn.edu/DoddCenter/ASC/SNET/snetmain.htm> 



Dodd Research Center Director Tom Wilsted (left) talks with SBC SNET President and CEO Bill Blase and UConn President Philip Austin at the presentation of SNET company records to Archives & Special Collections.

Digital Audio Reserves Pilot Project

The University of Connecticut Libraries has launched a pilot project to investigate the expansion of Electronic Course Reserve (ECR) to include audio reserve material. Web-based ECR enhances access to reserve materials by enabling simultaneous use of reserve items via WebCT. Reserve items are available anytime, any place for students enrolled in courses that use the materials.

During the Spring 2003 semester, the pilot project team is providing students in three music courses with access to digital sound recordings placed on reserve by their instructors. Dr. Glenn Stanley's "Music History and Literature 1700-1830" students have access to classical recordings from the Music & Dramatic Arts Library collections. For students in his "Music in World Cultures" class, Dr. Robert Stephens has reserved African, blues, and gospel music from the Samuel and Ann Charters Archive. Dr. Philip Marcus' "Virology" students can listen to his recorded lectures throughout the semester. As Dr. Marcus points out, advances in virology are so great that the instructor must balance the basics of virology with what is new. His lectures contain material that may not be covered in textbooks, making them popular study tools during exam time.

The pilot project team includes Steve Bustamante, Digital Reserves Coordinator; Kristin Eshelman, Curator of Multimedia Collections; Tracey Rudnick, Music & Dramatic Arts Librarian; Heidi Abbey, Digital Collections Librarian; and Steve Wieda, Web Systems Integrator.

The team is monitoring the use of audio reserve material by reviewing online feedback forms and responding to inquiries from users. Upon completion of the semester, the team will assess the quality of its product and viability of a

Continued on page 4

The Hog What?

The Birth of a Regional Cultural Heritage Journal

Janice Mathews, Social Sciences Librarian, Trecker Library

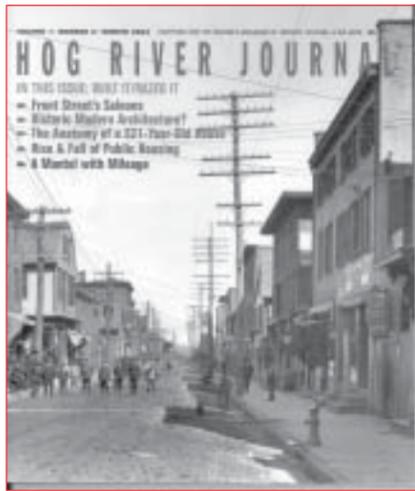
Some of you may have heard about the *Hog River Journal*. This new quarterly explores the lesser-known, yet fascinating, aspects of Central Connecticut's history. The first issue, which appeared in the Fall of 2002, included articles on Connecticut's Puerto Rican tobacco farm workers, the genesis of Hill-Stead in Farmington, the importance of a photograph for one Connecticut family, and a photo essay on the Park River, which used to run through downtown Hartford and now runs under it. The theme of the second issue, in bookstores now, is "Built It/Razed It," a look at some of Greater Hartford's significant historic structures and their surprising sagas.

The Park River was popularly known as the Hog River; it gives our journal its name. The tenements and tanneries that dotted its banks, and gave the river its nickname, were torn down to make way for Bushnell Park in the second half of the 19th century. Though picturesque, the river was prone to devastating floods and thus was buried in a conduit in the 1940s. The Hog River is our symbol for the lost (buried) stories of our region.

Cynthia Cormier, education director at Hill-Stead Museum, was familiar with the common lament of local historians: so many interesting research projects and so few venues in which to publish them. She was the first to propose the idea for a new journal. Such ideas usually are greeted with "great idea" all around and little follow-through, but one person who heard Cindy's idea had follow-through aplenty. Had Elizabeth Normen, former interim director of Hill-Stead Museum, known exactly how much follow-through it would take to realize the journal, it probably wouldn't have happened. But luckily, Elizabeth and the team that formed were blissfully ignorant of the persistence needed to start such an endeavor; they plunged right in.

Cindy and Elizabeth invited regional historians, educators, museum professionals, archivists, and librarians to Hill-Stead to discuss the idea, and a core team emerged from those early meetings: Elizabeth, Cindy, photo editor Nancy Albert of Wesleyan University, Connecticut State archivist Mark Jones, Joan Jacobs, and Sandra Wheeler of Trinity College's Hartford Studies Project, editor Clarissa Ceglie, and myself, then curator of the Hartford Public Library's Hartford Collection.

We wanted our journal to be lively, well written, and richly illustrated, accessible to non-



Hog River Journal,
Winter 2003

scholars yet intellectually satisfying, a way to bring focus to the many great historical collections and institutions that surround us. Professional, amateur and student historians would have a forum in which to publish their work, institutions would have a place to feature the "cool stuff" that too few people know about. We were energized as we realized how much research was being done in the region, how much of the historic record was preserved in our institutions. All we needed was a way to disseminate the stories. How hard could that be?

First we needed a name. There were many suggestions including Harriet (as in Beecher Stowe), What Happened Here, Hartford Heritage, and HARTFORD. "H" was even on the table at one point, though we soon decided that the association with heroin was a tad too problematic. *Hog River Journal* finally won because it's a local name that has symbolic merit (the buried story), it's memorable, and, we hope, an attention grabber. People either love the name or hate it. At least it doesn't generate indifference.

Next we pulled together articles, photographs, and features for a prototype. That was the easiest part of the endeavor. As we were all associated with heritage sites, research institutions, and regional studies programs, we had knowledge of wonderful papers and images on all sorts of under-documented subjects. Our theme for the prototype, which with minor changes became the first issue, was "A Sense of Place." We wanted the features to explore a variety of the themes that we intend to cover: social, ethnic, architectural, labor, gender, and leisure histories, all within the region of Central Connecticut.

We also discussed recurring departments, and decided on four:

- **Re:Collections** focuses on the contextual importance of an object from the collection of an area institution. (An *Uncle Tom's Cabin*-inspired vase from the Harriet Beecher Stowe Center, which nearly defies description, is highlighted in our first issue.)
- **Shoobox Archives** features a first person account of a notable past event. (In the next issue we learn why drunken Trinity College students in 1906 were dressed up as Native Americans to the delight of Hartford's finest.)
- **Destinations** features a locale in the area that may not get as much foot traffic as it merits.
- **Soap Box** is an opinion column.

Once we had the contents, graphic designer John Alves put it all together in a beautiful prototype that Elizabeth used to raise interest and, more importantly, money.

It will probably come as no shock to anyone that raising money was the most difficult part. A grant from the Connecticut Humanities Council helped with market research, and the Greater Hartford Arts Council was financially supportive, but early ideas that the journal could be grant funded proved unrealistic. People loved the prototype, but funding a journal did not fall within the missions of most grantors.

Our organizational partners, Trinity College, Wadsworth Atheneum, Hill-Stead Museum, Antiquarian and Landmarks Society, Amistad Foundation, and Hartford Public Library, provided seed money and in-kind support to get us off the ground. Long-term financial viability, we soon realized, would come from ad sales and subscriptions. Elizabeth, tirelessly knocking on doors and pursuing leads, eventually found Hometown Marketing, a local company that sells ads for playbills and, now, cultural heritage journals. Through ad sales, subscriptions, and individual and institutional support Elizabeth was able to raise enough money to fund our first year.

With the second issue under our belt, we are well into the planning of issue three. The *Hog River Journal*, years in the making, is finally a reality. We think of the journal as "a meeting place in print" and we encourage anyone to propose story ideas and writers. For those of you who are interested in the fascinating, seldom told stories of our region, this is your journal.

The *Hog River Journal* is available through area museum shops and bookstores. To subscribe, send an email to HogRiverJrnl@aol.com.

EXHIBITS MARCH 23 - MAY 25, 2003

Classical Muse(ings)

As our society becomes more and more engrossed in popular culture, it is easy to disregard the substantial influence that earlier civilizations exerted on the art, literature, and science of the past. More often than not, that influence is only a fragment taken from the past to illuminate a contemporary idea. Sometimes it is only a name; sometimes it is a concept; sometimes a myth.

This exhibit celebrates fragments: fragments of ancient architecture appearing in 18th and 19th century art; fragments of the Greek and Roman classics emerging as motifs in the literature of past centuries; fragments of ancient science reappearing as new discoveries in the Renaissance and early modern periods of discovery.

Drawn from the visual collections of the William Benton Museum of Art and the book collections in the University Libraries' Archives & Special Collections, Classical Muse(ings) provides the viewer with an opportunity to reflect on the surprising variety of references to earlier cultures that artists, writers, and scientists employed to connect their works to the traditions of the past.

Dodd Center Gallery



From *Antiquitates sacrae & civiles Romanorum explicatae*, 1726

Poetic Journeys™

Poetic Journeys™ was developed by the Creative Writing Program at the University of Connecticut and was inspired by the MTA New York City Transit's *Poetry in Motion®* series. The UConn series features poems written by university students, faculty, and staff on placards designed by students in the School of Fine Arts' Design Center.

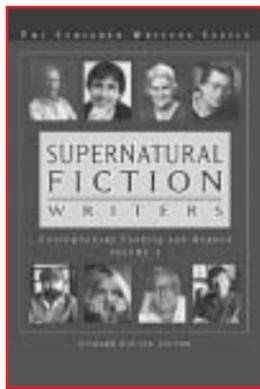
The first poetic journey began in 2000 when graduate student Stephanie Roach's poem "Birdlimed" appeared on all of the campus buses. Poems have since appeared in elevators in the Homer Babbidge Library and the College of Liberal Arts building, and on postcards, mugs and t-shirts.

This exhibit features placards from UConn's *Poetic Journeys™* series and presents a representative selection of posters from poetic adventures conducted by other transit systems, including Dallas, Iowa City, London, Los Angeles, and New York. It provides an opportunity for viewers to examine and learn more about the ways in which encounters with poetry in everyday settings enable us to think about poetry while we move through space and time. It helps demonstrate that such encounters make us more aware of the greater world of which we are an integral part.

Dodd Center, West Corridor

Staff News

Richard Bleiler is the editor and a major contributor to *Supernatural Fiction Writers: Contemporary Fantasy and Horror* (Scribner's 2002), a work that has garnered rave reviews. It received an American Library Association award as "Outstanding Reference Source," and in their February 2003 issue, reviewers for *Locus: The Magazine of the Science Fiction and Fantasy Field* called the work "the outstanding reference book of the year—and easily the most important of the non-fiction this year."



Kathy Labadorf, Undergraduate Services Librarian, has been honored for her work with undergraduates. In 2002, she received the Outstanding First Year Experience Teaching Award. And as testimony to her effectiveness, during the Fall semester, a UConn Connects student under her tutelage won a \$500 scholarship for the greatest improvement in GPA in a semester. The First Year Programs Office presents both awards.

Promotions

The following librarians, all of whom were promoted in 2002, were honored at a library reception on February 6.



Richard Bleiler
Humanities Reference Librarian/
Liaison for English & German
To University Associate Librarian



Stephen Fairfield
Reference Librarian/Liaison for
Computer Sciences, Engineering,
Mathematics, & Statistics
To University Librarian II



Kathleen Labadorf
Undergraduate Services Librarian/
Liaison for Women's Studies
To University Librarian II



Tracey Rudnick
Music & Dramatic Arts Librarian/
Liaison to Music and Dramatic Arts
To University Librarian III

Rutherford Witthus
Curator, Literary Archives & Natural History
Collections & Coordinator, Dodd Technical Services/
Automation. To University Assistant Librarian

Longevity Awards

Ten library staff members were recognized at a reception on February 6 for their years of service to the university. Joe Scott (25 years) remarked that his award represented 50 years of service to UConn from the Scott family; his father taught physiology and zoology at the university for 25 years. Lynn Cote (30 years) began work in the Wilbur Cross Library, then the main library, on October 29, 1971.

30 years



Lynn Cote
Cataloger
Serials Receipt Coordinator

25 years



Terri Goldich
Curator,
Children's
Literature &
Alternative
Press Collec-
tions



Joseph Scott
Assistant Music
Librarian

20 years



**Kathy Banas-
Marti**
Reference
Specialist/
Liaison for
Family Studies



Lois Fletcher
Operations
Manager,
Culpeper
Library

Darlene Hull
Reference
Librarian/
Liaison for
Latin Ameri-
can & Carib-
bean Studies; Puerto
Rican & Latino Studies;
Political Science; French,
Italian, Spanish, Portu-
guese



Donna Levine
Coordinator
Monographic
Binding & Shelf
Preparation

15 years



**Tamra
Coleman**
Floor
Monitor



**Paulette
Traichel**
Information
Desk Specialist

10 years

David Moroch
Lead Buildings & Grounds Patrol Officer

result of the untimely death of UConn faculty member David Shuldiner, and the other from a retired Professor of History at Trinity College, Philip Charles Farwell Bankwitz.

David Shuldiner taught in the UConn School of Family Studies for many years, principally as an adjunct professor. Trained as an oral historian, he had wide-ranging interests in all aspects of historic and contemporary folk culture. His publications include work on folk ideology and the Jewish labor movement, aging political activists, folklore and aging, and humanities programming for older adults. He was deeply engaged in research on the cultural role of elderly women in their communities, with a particular emphasis on Native Americans. His library included substantial sections devoted to anthropology; blues and folk music; African American, Native American, and women's studies; folk art; folk lore; gerontology; history; and social theory.

Ann E. Schick, Director of Graduate Medical Education at the UConn Health Center, graciously offered Babbidge Library first review of her late husband's library. Peter Allison, the library's Principal Bibliographer, checked the collection against library holdings and selected more than one hundred titles to be added to the UConn collections. These have been processed and are available to researchers.

Professor Bankwitz's gift, an extensive collection of books, pamphlets, and copies of archival records, reflects his career as a well-known historian of twentieth century France. Random checking indicated that much of the French language material that constitutes the majority of the collection was not available in the UConn Libraries. Professor of History Joel Blatt, UConn/Stamford, who also pursues research on France in the interwar years, reviewed the collection inventory and was enthusiastic about the potential value of the collection.

This collection now resides in Archives & Special Collections. Processing this gift will require close coordination between subject review and library preservation operations. Very few French books are issued in bound format, and the paper quality of much of this collection may rule out binding as an option. If regular use is anticipated, we will probably photocopy the text onto acid-free paper and bind the resulting book. Other titles, particularly where national holdings seem sparse, will be reviewed for possible preservation microfilming and/or digitization. ■

Online Guide to UConn Libraries & Info Centers

The tenth edition of *A Guide to the University of Connecticut Libraries and Information Centers* is now available at <http://webapps.lib.uconn.edu/InfoCenters/>. It includes all sites that provide information, either remotely or on site, to the university community. The alphabetic arrangement takes one from A—Air Force Library to W—Women's Center Library. The guide is the key to libraries and information sources spread across the university and includes phone numbers, email addresses, and web site URLs. A keyword search engine makes it easy to search for a particular library or subject.

Creating A Learning Environment

Continued from page 1

schedule. In the coming year, we plan to be open on Labor Day and hope to move the Sunday through Thursday closing hour from midnight to 2 am.

A contemporary learning environment, however, includes more than just stimulating physical facilities. The university's new general education requirements stipulate that all students must achieve a functional level of information literacy before graduation. The ability to access a world of information beyond the library's walls has challenged library staff to provide appropriate search engines, gateways, and portals to deliver information to users wherever they may be. Library staff are working diligently to create the best online tools for learning in this new electronic environment.

In addition, UConn librarians have developed a carefully structured model program for teaching information literacy skills, beginning with freshmen and extending through graduate students. That program is described in Scott Kennedy's article on pages 2 and 6.

Libraries have a critical role to play in transforming the University of Connecticut. Modern library facilities like Babbidge Library, the Dodd Research Center, the Music and Dramatic Arts Library, the Jeremy Richard Library in Stamford, and the new Waterbury Library are important milestones. As learning takes new forms we will seek to stay in the forefront, helping to enhance the campus learning environment.

Collections & Services

Continued from page 2

full-scale service. The team will prepare a report for the library administration with suggestions for staffing, workflow, equipment, software, interfaces, content, and user/staff training. For more information, contact a team member at <http://www.lib.uconn.edu/music/darpp/feedback.htm>. ■

Donated Collections Strengthen Holdings in Folk Culture and French History

The University Libraries received two significant book donations in the Fall of 2002, one as the

Learning From Each Other

University of Fort Hare Librarians Visit the UConn Libraries

Francine DeFranco, Reference Librarian/Liaison to the School of Education & Interim Director, Collections Services

The University of Fort Hare in South Africa is the first institution of higher education in that country to admit students without regard to race or sex and to employ a multi-racial faculty. Founded in 1916, it is the oldest historically black university in South Africa and has educated political leaders such as Nelson Mandela, Robert Mugabe, and Oliver Tambo. From 1948, when apartheid became official policy, until 1991, when it officially ended, the University of Fort Hare attempted to provide a first-rate education to its students, despite its having fewer resources than were available at all-white universities. Today, in collaboration with neighboring institutions, the university serves as an extraordinary example of an institution determined to preserve its historic inheritance while developing new academic programs that serve South Africa's contemporary needs.

In 1999, the University of Connecticut signed an historic partnership agreement with the African National Congress (ANC). Initial efforts, funded by the Andrew W. Mellon Foundation, focused on preserving the ANC's archives from the apartheid era and recording oral histories of ANC members and leaders. Because the ANC records are to be housed at the University of Fort Hare, the UConn/ANC partnership was expanded to include Fort Hare. A second grant, from the United Negro College Fund, supported an initial exchange of faculty and professional staff between the University of Fort Hare and UConn and provided for future exchange opportunities among students, faculty, and staff.

During December 2002, three library staff from the University of Fort Hare (UFH) left balmy South Africa to visit the UConn Libraries. Undaunted by the snow that greeted their arrival, Yolisa Soul, University Librarian; Robin Trehaeven, Deputy University Librarian; and Suzette Oosthuizen, Senior Librarian for Information Services; spent two weeks in Storrs. They were eager to continue the conversations begun in the Spring of 2001 when Yolisa Soul first visited the University Libraries.

Soul's first visit focused on learning about the Libraries' Academic Liaison Program and work related to the preservation of the ANC documents. The 2002 visit provided for more extensive discussions regarding liaison roles and responsibilities, and an opportunity to share ideas about information technology and access issues, information literacy programs, digital collections, online reference services, and archival facilities and technical practices.

ANC Archives: Storage and Access Once the ANC archives have been fully processed, they will be shipped to UFH for storage and use. Additional space will be needed to house the collection. Thomas Wilsted, Director of the Dodd Research Center (DRC), and Yolisa Soul discussed how existing UHF archival facilities might be renovated and expanded to provide the needed storage space. They reviewed building blueprints and made trips to the Mashantucket Pequot Museum and Research Center and the Mystic Seaport Museum, which provided first-hand review of recently erected archival facilities. This experience will help inform decisions regarding equipment needs and storage areas for housing ANC materials until new facilities can be built.



David McChesney, UConn Reference Librarian/Liaison to the School of Business, demonstrates a database for visiting librarians from South Africa's University of Fort Hare. From left to right: Suzette Oosthuizen, Senior Librarian for Information Services; Yolisa Soul, University Librarian; Robin Trehaeven, Deputy University Librarian

Another important issue discussed was the provision of access to archival materials. University Archivist Betsy Pittman and Rutherford Witthus, DRC Coordinator of Technical Services/Automation Librarian, discussed current standards and procedures for developing documentation and finding aids for researchers and for providing Internet access to archival records. UFH staff also met with Kristin Eshelman, DRC Coordinator of Readers' Services, to discuss research procedures and reviewed policies and computer software used to track collection use.

Finally, the UFH team met with Digital Collections Librarian Heidi Abbey to discuss the creation of such collections and how to provide online access to them. This discussion was particularly important because UFH and UConn plan to make the ANC archives available via the Internet.

Library Liaison Program: Faculty-Librarian Collaboration Since its inception in 1989, the Academic Library Liaison Program has aimed to develop close working relationships between the teaching faculty and librarians. Subject specialist library liaisons have worked diligently to strengthen communication and cooperation with the faculty and to improve library service to academic departments.

Library liaisons provide instruction, research consultations, collection development, and information access. These efforts have generated strategies for initiating joint endeavors and building collaborative environments with faculty and students.

UFH library staff are eager to develop similar library services that would enable them to play a more active role in their university's educational process. Meetings with Scott Kennedy, Director of Research and Information Services and team leader for the Liaison Advisory Team, along with library liaisons, provided an opportunity to investigate questions of common concern: How do liaisons assist faculty and students in the research process? How can they help to develop information literacy skills? How can liaisons suggest strategies for integrating technology and information-seeking behaviors into the curriculum? What print, electronic, and web resources can liaisons provide to assist faculty and students? How do information technology and access issues impact liaison work and public services? How can online reference service assist in public services and liaison responsibilities?

Our discussions revealed that these questions are not unique to UConn. Despite our differences, both UConn and UFH staff are working towards the same goals and experiencing similar successes and challenges. What emerged were mutual suggestions for expanding faculty participation in the liaison program, training sessions that demonstrate ideas and techniques for improving instruction; and tips for developing collegial relationships between faculty and librarians. The partnership will develop skill sets in these areas and provide a forum for sharing information about research techniques, assessment efforts, and innovative instructional technology.

Development of Information Literacy Skills

Information literacy has become an increasingly important issue on university campuses, and the acquisition of information literacy skills is now a requirement for UConn undergraduates. (For a detailed description of the UConn program, please see the article by Scott Kennedy on pages 2 & 6.)

One of the primary goals of the UFH staff was to learn more about the UConn Libraries' information literacy program. Conversations centered on how such skills are taught and how this instruction helps students use information more effectively. The structure of the library's information literacy course and the concepts it introduces represent a working model for the UFH library staff. According to Suzette Oosthuizen, this kind of instruction is needed to "improve UFH students' ability to become critical thinkers." We hope that continued discussion, reciprocal learning, and collaboration in this area will enhance our ability to develop effective information literacy programs, both at UConn and at UFH.

Future Communication and Collaboration

There is still much progress to be made in liaison work, information literacy instruction, and archival management, and it is important for librarians from both universities to continue to share knowledge and expertise.

When our South African colleagues departed, implicit in our farewell was a promise for ongoing support and communication regarding liaison activities, information literacy, instruction and learning outcomes, library and programmatic assessment, and library marketing strategies. Despite the thousands of miles that separate us, we are motivated by the same purposes: to support the educational mission of our respective institutions and to contribute to students' academic and professional success.

Francine DeFranco and Tom Wilsted coordinated the University of Fort Hare visit. They gratefully acknowledge the following UConn Libraries staff who participated in discussions and presentations.

Administrative Services: Brinley Franklin, Deb Sunday; **Access Services:** Nancy Orth, Lois Fletcher, Lisa Hendricks; **Collection Services:** Peter Allison, Eva Bolkovac, Carole Dyal, Sandy Gallup, Jane Recchio, Deb Sanford; **Dodd Research Center:** Heidi Abbey, Kristin Eshelman, Terri Goldich, Jean Nelson, Betsy Pittman, Rutherford Witthus; **Information Technology Services:** Peter Murray, David Brethauer; **Research and Information Services:** Scott Kennedy, Steve Batt, Richard Bleiler, Barbara Cervera, Sharon Giovenale, Kathy Labadorf, Jill Livingston, David McChesney, Carolyn Mills, Meredith Petersons, Tracey Rudnick 

Teaching Students to Engage The Modern Research Library

Continued from page 2

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.

For undergraduates, this translates into a series of competencies to be learned: some elementary and easily grasped, others requiring investigation and exploration.

The information literate student, for example, 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 significance of their elements • understands how to identify 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.

To ensure that all UConn students learn about information resources and how to engage them,

the University Libraries has established a series of instruction sessions, each with specific learning outcomes in mind.

Undergraduate Students

UConn freshmen typically arrive without prior exposure to a research library or training in the scholarly communication process. It takes several hours of active learning before they become competent to fully engage the resources of their major field of study. *Basic competencies* fall under the purview of the Undergraduate Services Librarian and are essentially the same for all undergraduates. *Advanced competencies* fall under the purview of subject-focused liaison librarians, and therefore the specific elements vary according to the needs and aims and literature of the program being served.

Basic Competencies

- **First Year Experience** (two modules): *an overview of research library facilities and services and library resources accessible from student residences.* FYE classes may choose between an active-learning overview of the modern research library and an overview of the most heavily used full-text resources. *Contact: Kathy Labadorf, Undergraduate Services Librarian, 486-1253, kathy.labadorf@uconn.edu*
- **Freshman Writing** (English 110/111): *library research basics.* This class session is the first formal engagement students have with the scholarly research process. After a brief overview of their library's resources and organization, students learn how to construct and implement an effective information search; how to locate, retrieve, and evaluate targeted materials; how to cite resources in a paper or presentation; and where to go for further assistance. *Contact: Richard Bleiler, Humanities Reference Librarian, 486-1246, richard.bleiler@uconn.edu or Kathy Labadorf, Undergraduate Services Librarian, 486-1253, kathy.labadorf@uconn.edu*

Advanced Competencies

- **Research Competency within the Major** Writing and research within the major are fundamental to university education and a cornerstone of the university's new general education program. Liaison librarians, information specialists assigned to each academic department, offer multiple subject-based research training classes each semester and provide assistance in building effective information literacy training into each major's curricu-

lum. *Contact: Your departmental Liaison Librarian* <http://www.lib.uconn.edu/liaison/>

- **Course Specific Research Assignments** Preparing students for a library research assignment is more critical today than ever before. Library subject specialists and special collections curators provide a focused overview on the research topic at hand and assist in making the research assignment a successful and engaging learning experience for novice researchers. *Contact: Your departmental Liaison Librarian* <http://www.lib.uconn.edu/liaison/> or *the appropriate Special Collections Curator* <http://www.lib.uconn.edu/DoddCenter/ASC/pages/staff.htm>

Graduate Students

Most graduate students arrive with a general understanding of the research process and the role of libraries in the scholarly communication process. However, all benefit from three types of sessions: an early overview of local resources and services that will aid them in their course of study; an in-depth orientation to the library resources and research methods in their field of study; an individual consultation in preparation for a thesis, dissertation, presentation or publication.

- **Library Orientation** Departments should arrange for all entering graduate students to meet with their liaison librarian to learn about local resources and services that will aid them in their course of study. *Contact: Your departmental Liaison Librarian* <http://www.lib.uconn.edu/liaison/>
- **Library Research Methods** Most graduate programs have a required course in research methods. Liaison librarians offer advanced research training classes each semester and will provide assistance in building effective library research methods training into each graduate program. *Contact: Your departmental Liaison Librarian* <http://www.lib.uconn.edu/liaison/>
- **Individual Research Consultations** Graduate students are encouraged to request one-on-one research consultations with their liaison librarian when preparing their theses, dissertations, or major research papers. *Contact: Your departmental Liaison Librarian* <http://www.lib.uconn.edu/liaison/>
- **Course Specific Research Assignments** Preparing students for a library research assignment is more critical today than ever before. Library subject specialists and special collections curators provide a focused overview on the research topic at hand and assist in making the research assignment a successful and engaging learning experience for graduate level study. *Contact: Your departmental Liaison Librarian* <http://www.lib.uconn.edu/liaison/> or *the appropriate Special Collections Curator* <http://www.lib.uconn.edu/DoddCenter/ASC/pages/staff.htm>

General Training

- **Online Tutorials** Online tutorials provide students of any age with an opportunity to learn about the library's collections, primary information access tools, and the research process. Online tutorials range from the overarching Library Information Literacy Tutorial for beginning students to brief Web-delivered instruction videos illustrating simple steps such as title or key word searching in the library catalog. Online tutorials are linked from relevant areas of the Libraries' Web site, from the university's WebCT template, and are also listed at <http://webapps.lib.uconn.edu/InfoLit/tutorials.cfm> Requests for new online tutorials should be made to the Undergraduate Services Librarian. *Contact: Kathy Labadorf, Undergraduate Services Librarian, 486-1253, kathy.labadorf@uconn.edu*
- **Workshops** The University Libraries offers a series of open workshops once each semester and once during the summer. Each series generally includes sessions on using HOMER, the library catalog; searching the Internet;

Continued on page 7

Upcoming Events

Peter Fisher, Under Secretary of the U.S. Treasury for Domestic Finance, will present the fifth Greenwich Capital Economic Seminar: "Issues Relevant to President Bush's Economic Plan" Under Secretary Fisher is the senior advisor to the Treasury Secretary and the Deputy Secretary on all aspects of domestic finance. *March 10, 1:15 pm, Rome Commons Ballroom, South Campus*

"The Crisis in Scholarly Communications," a forum sponsored by the Chancellor's Library Advisory Committee with Jean-Claude Guedon, Professor of Comparative Literature, University of Montreal and noted authority on scholarly communications issues, and Heather Joseph, President and CIO of BioOne. See article on page 1. *March 12, 4-5:30 pm, Konover Auditorium, Dodd Research Center*

Dr. Peter deMenocal, Columbia University Earth Institute, will present an Edwin Way Teale Lecture: "African Climate Change and Human Evolution." Dr. deMenocal's research interests focus on the deep-sea sediment record of past changes in ocean circulation and terrestrial climates. *March 27, 4:00 pm, Konover Auditorium, Dodd Research Center*

A Special Poetic Journey Jenny Spinner, UConn Creative Writing Program, and Edwin Yegir, UConn Design Center, will discuss the Poetic Journeys™ program on the UConn campus and the concept of art on the move. Poets who have contributed to the series will read from their work. *April 2, 7 pm, Konover Auditorium, Dodd Research Center*

Dr. Nancy N. Rabalais, Louisiana Universities Marine Consortium, will present an Edwin Way Teale Lecture: "Linked Watershed/Ocean/Human Ecosystem: Mississippi River and Gulf of Mexico Water Quality." Dr. Rabalais' research interests include how biological oceanography-continental shelf ecosystems are influenced by large rivers. *April 24, 4:00 pm, Konover Auditorium, Dodd Research Center*

An Evening with Photographer Ann Parker Celebrated photographer and author Ann Parker will present an illustrated talk about her career and her new work. *April 22, 7 pm, Konover Auditorium, Dodd Research Center* 

Donors to the University Libraries July 1 - December 31, 2002

\$25,000 - \$50,000

Susan B. Aller
Philip Farwell Bankwitz*

\$10,000 - \$24,999

Billie M. Levy
William E. and TimAnn Parker*

\$5,000 - \$9,999

UConn Co-op

\$1,000 - \$4,999

William E. Blankenburg, Jr.
James E. Blozie
Terry S. Capshaw
Mark Catalina*
Mr. and Mrs. Theodore S. Chase
George F. and Joan L. Cole
Barbara Alden DiOrio*
Ann L. Dubois*
Brinley Franklin and Cheryl Hillen
Tom Herbert*
Sermin Kardestuncer*
Barbara Nessim*
Jos. A. Smith*
Norman D. and Nora B. Stevens

\$500 - \$999

Connecticut Library Association
Joseph R. Ertl
Siri Feeney*
Walter and May-Wo Foo Giger
Dean L. Goss
Agnes Haddad
David L. and Billie M. Kapp
Kenneth Kerslake*
Susan Kiss*
Paul Kobulnicky
Simon Konover
Ken Langworthy*
Harriet Maclean
Richard L. and Laverne H. Mahoney
Thomas McVety*

Phyllis K. Medvedow
Barbara Mosley*
Dianne Tuttle*
Diane Ursin*
Celia W. Wheeler

\$100 - \$499

George E. Aubin, Jr.
Dr. Alphee A. Babineau
Kenneth S. and Nancy J. Barber
Nancy S. Bartoes
Jacek and Hanna Bigosinski
Craig A. and Patricia MacKown Bossi
Theodore Busky and Jeannette Picard
Katherine G. Chiappetta
John E. Clark
Jeanne F. Cobey
Marshall Cohen
Ann M. Curran
Mr. and Mrs. George DeGregorio
Donald K. Deitch
Thomas Dillon
Bertram Dunn
Kevin A. Edwards
Robert J. and Carol Enright
Yakira H. Frank
Peter J. Friedmann
Ann L. Galonska
Arthur L. Gandelman
Robert A. Gardner
Anthony Girasoli
Fred Gray
Patrick G. and Janet T. Harrington
Raymond A. and Leanne H. Jaworski
Thomas L. Kaczynski
Roanne K. Karzon
George D. Kolvek
Dennis C. Landis
John V. Leffingwell
Sandra A. B. Levis
James S. Locicero
Richard L. MacLean

Marvin Maskovsky
Kenneth J. Metzler
William F. Mignault
Barbara A. Mitchell
Ralph O. Moyer, Jr.
Valerie B. Oliver
William J. and Sophie Parizek
Ernest J. Pickhardt, Jr.
Ann M. Randolph
Joan Riley
Antonio H. and Marjorie J. Romano
Tove and Gabriel Rosado
Peter G. Rose and Erika Gadomski
Dr. Jane W. Ruck
Barbara M. Rudolph
Joseph Ruffo*
Victor Schachter
Mr. & Mrs. Charles F. Shelton, Jr.
Frank and Marie Simeone
Winthrop W. and Anne K. Smith
Carol L. Sonne
Katherina E. G. Sorrentino
Dr. Andrew Starrett
Robert A. and Elizabeth Subkowsky
Cyndy Szekeres*
Susan E. Tulis
Roy W. Tulp
Rosemary A. Wall
Allen M. Ward, Jr.
Morton I. Weinberg
Carolyn A. Werge
Thomas C. Whiteford
John K. Williams
Thomas P. and Mary R. Wilsted

\$50 - \$99

Morton W. Appleton
Stanley M. Barall
Nancy L. Bardeen
Louise W. Blaney
Bert Boyson
Mr. and Mrs. Dwight Royal Carlson

Hugh Crane
Edward A. D'Agostino
Irma R. De Bruyn
Joseph C. Delahunt
Clifford E. Desch, Jr.
John T. and Susan B. DeWolf
Barbara C. Forgione
Mark J. Gentry
N. W. Gibbons
Simeon L. Gillman
Edwin and Eileen S. Greenberg
James C. Hartigan
Fred L. Hecklau
Roger C. Hinman
Denise E. Isaac
Albert C. Johnson
Thomas H. W. and Alison S. Jones
Richard K. Kiyomoto
Paul Krell, Jr.
Dr. K. Narayan Kutty
Rosemarie Lane-Lopez
Dr. Wei-Tsun Lee
Joel Lefkowitz
George W. MacDonald
Margaret and Eric Malmberg
Beverly Manning
Michael C. Montante
Nancy E. Page
Laura L. Palmer
John N. and Eleanor B. Plank
Kenneth H. and Fern D. Rabinowitz
Norman and Harriet Rashba
David H. Rhineland
Edmund A. Rubacha
George and MaryJo Scott
Joan M. Soulsby
Diane R. Tomasko
Nancy E. Wallace
David A. and Martha R. Yutzey

* Gifts in kind

Teaching Students to Engage The Modern Research Library

Continued from page 6

finding full text resources online; finding images on the Web; citation searching; Geographic Information Systems; and using reference citation management software.

Contact: Sharon Giovenale, Pharmacy Librarian, 486-2518, sharon.giovenale@uconn.edu

- **Reference Assistance** The most effective learning takes place when students are highly motivated. This is generally the case when students approach the reference desk for research assistance. It is an opportunity for the information specialist to make significant inroads with an individual learner. Today's reference desk is equipped as a research training area, with instruction workstations, training tools, and research guides all immediately on hand. Contact: Homer Babbidge Library Reference Desk, 486-2513, scott.kennedy@uconn.edu 

Will Your Favorite Journals Still Be Here Next Year?

Continued from page 1

- A list of the highest priced journals—primary targets for individual action such as refusing to submit to, review or edit for
- Author manuscript language to use in order to retain some copyright—a simple way to control local costs of access
- Sample letters to publishers to register dissatisfaction with journal pricing

The crisis in scholarly communication has already affected the holdings of the University of Connecticut Libraries negatively, and thus the quality of support provided to faculty and researchers. Innovative solutions to this problem are underway at many institutions worldwide, both large and small. This problem involves you and all academic researchers. The solution must too. We invite you to get involved today. 

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:

- | | |
|--|-----------------|
| <input type="checkbox"/> Associate | \$50-\$99 |
| <input type="checkbox"/> Fellow | \$100-\$499 |
| <input type="checkbox"/> Curator | \$500-\$999 |
| <input type="checkbox"/> Patron | \$1,000-\$4,999 |
| <input type="checkbox"/> Benefactor | \$5,000-\$9,999 |
| <input type="checkbox"/> University Librarian's Circle | \$10,000+ |

Total Amount Enclosed \$ _____

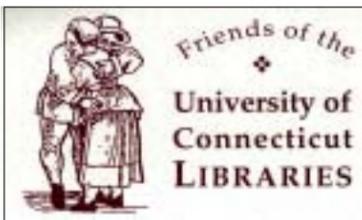
Name _____

Address _____

City _____ State _____ Zip _____

Phone _____

Please make checks payable to **The UConn Foundation** and mail to:



Friends of the UConn Libraries
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.

Homer Babbidge Library

Monday-Thursday 8 am -Midnight
Friday 8 am - 10 pm
Saturday 10 am - 10 pm
Sunday 10 am -Midnight

Dodd Center,**McDonald Reading Room**

Monday 10 am - 7 pm
Tuesday-Friday 10 am - 4 pm
Saturday Noon - 4 pm

EXHIBITS MARCH 23 - MAY 25, 2003

Botanical Metamorphics by Ann Parker

Trained as a painter, graphic artist, and photographer, Ann Parker holds a BFA degree from Yale University. For the past decade she has been experimenting with a new imagery that is artistically and technically a dramatic change from her former photographic career. She calls this new body of work *Botanical Metamorphics*.

Without using either film or camera, she passes light directly through fruits, flowers, and vegetables. When projected onto color sensitive paper, the resulting photograms reveal the inner essence of plant life with extraordinary clarity.

Ms. Parker believes that we are increasingly out of touch with nature. Although the marketplace provides us, both in and out of season, with an unprecedented variety of produce, it comes to us dyed, bleached, waxed, gassed, saturated with chemicals, dehydrated, reconstituted, and frequently tightly cocooned in plastic.

Her exquisitely provocative botanical interpretations counter this trend to amaze, delight, and reinvolve the viewer with the absolute beauty of botanical forms. About her *Botanical Metamorphics*, Parker says, "I am reaching into the very center of familiar plant life and presenting my discoveries in a compelling and contemporary graphic manner. I want viewers to imagine they are bees, intimately exploring deep inside the fruits, flowers, and vegetables that I have chosen to depict. I strongly believe that what I am doing is valid botanical recording presented with a new and different technique. Although I crafted these works to be looked at as fine art, they give an extraordinary amount of scientifically correct botanical information."

Ann Parker's work can be found in public, private, and corporate collections, including the Boston Museum of Fine Arts; the Boston Public Library; the Center for Creative Photography; Hood Museum, Dartmouth College; the Metropolitan Museum of Art; the Museum of Modern Art; the San Antonio Museum of Art, and the Whitney Museum of American Art.

In the past decade, she has had major exhibitions at the Sonoma Valley Museum of Art; the Lyman Allyn Art Museum; Tower Hill Botanical Gardens; the Sony Gallery, American University, Cairo; the University of Massachusetts Medical Center; and the Worcester Art Museum.

Ann Parker lives in North Brookfield, Massachusetts with her husband Avon Neal. She is represented by galleries in the United States, Europe, and Australia. 

Babbidge Library, Stevens Gallery



Lady Slippers, June 7, 1997

**The Naturalist's Eye:
Four Centuries of Botanical Illustration**

Caspar Commelin, 1667?-1731. Praeludia botanica. 1703

Complementing Ann Parker's extraordinary photograms, *The Naturalist's Eye: Four Centuries of Botanical Illustration* presents a selection of herbals, travel accounts, and scientific botany books from the University Libraries' Archives & Special Collections in the Thomas J. Dodd Research Center. The botanical illustrations found in these volumes are intended to provide precise details of a plant so that it can be recognized and distinguished from other species. Although some botanical illustrations approach the level of fine art, their primary purpose is scientific rather than aesthetic. Modern technology has moved us beyond the limited edition woodcuts and engravings of earlier centuries to

beautifully illustrated volumes available to most nature enthusiasts.

Babbidge Library, Gallery on the Plaza

**Witness to War 1941-45:
The Soviet Jewish Experience**

In this exhibit, a project of the Jewish Historical Society of Greater Hartford, forty Connecticut residents describe their experiences as Jews in the Soviet Union during World War II. Through oral history, photographs, and historical documents, they speak compellingly about courage, patriotism, compassion, and endurance in the face of catastrophe. They also convey the powerful identification with their native country felt by many Jews during this era—and their dilemma when fellow citizens treated them as outsiders.

After a brief overview of the changing situation of Jews in the Soviet Union prior to World War II, the exhibition focuses on five main topics: Defending the Motherland, Rescuing the Wounded, Fleeing the Nazis, Surviving in Hiding—Ghettos and Camps, and Fighting in the Forests. Most of the survivors portrayed came to Connecticut as refugees from the Soviet Union in the 1990's, and the exhibit includes a brief update on each of them.

Also on display is a video of some of the interviews, and a copy of the Memorial Book compiled by one of the survivors, the original of which is housed at Yad Vashem, a Holocaust museum, archive, and memorial in Jerusalem. 

Babbidge Library, Plaza Level, West Alcove



Julius Rytman (lower left corner) and the partisan band to which he belonged during World War II. Courtesy of Julius Rytman