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

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

Adding more stacks is not a solution. The library is literally out of space on all floors, and diverting to serve extremely under-utilized collections. We think such a facility isn’t a wise investment for the University of Connecticut in our current environment. We believe that almost all the material we would be comfortable moving off-site can, in fact, be accessed in a much more cost-effective manner from other libraries.

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

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

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

Reserve requests for videos and theater bookings will continue to be handled by Lisa Hendricks (lisa.hendricks@uconn.edu or 486-3276) for the Fall Semester. Over the coming months, the reserve process will be integrated into the workflow of the Reserve staff who handle traditional and electronic course reserves. Starting this fall, media reserves will be located on the Plaza Level with the traditional course reserve collection and will circulate from the Information Desk on that level. The loan period for reserves will continue to be three hours.
D iversity counts

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

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

Diversity Counts

Laura Katz Smith

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

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

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

Fran Donovan began working for the New Haven Railroad when he was 14, sweeping the floors of Switch Tower 232 in Walpole, Massachusetts. He became a tower operator when he turned 18 and worked there until he left for his service in the U.S. Army during World War II. He was a tank sergeant in Europe and was awarded a Bronze Star for his heroic actions for gallantry under fire.

When he came home in 1945 he decided that railroading was on its way out and became a sales representative for an industrial firm selling metal castings. He and his family moved to Medway, Massachusetts, in 1945 and in 1970 he became the Medway town clerk, retiring in 1990.

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

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

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

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

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

Diversity Counts (Continued)

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

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

Students Discover Clues in Dodd Center’s Collections

Suzanne Zack

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

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

“I try very hard to get students to look at the past as something very foreign, to actually try and recover their accumulated classroom knowledge into practice. My students do this by analyzing a specific set of primary materials, though this was the first time he had worked with materials that had never before been available to the public.”

“In my research, however, showed that it was not available to the public. I looked at masses of meeting minutes, publications made by the organization, letters, memo proposals, and flyers. The most surprising aspect of my documents was that they really did paint a picture of how minority groups attempt to define themselves and find a place in mainstream society.”

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

“These papers are extraordinarily significant,” McGraw says. “They’re probably going to turn out to be one of the most important collections on gay activism in the country. They were the basis of Martin’s research.”

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

Culpepper Media Library

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

If you have any questions about media collections, equipment or services, please contact Barbara Oakley at 486-3990 or oakley@uconn.edu.

Barbara Oakley, area lead, access services
University’s Research a Click Away
7,500 UConn Doctoral Dissertations Added to HOMER

Francine DeFranco

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

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

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

Dissertations represent a significant portion of the University’s research and are important tools for research investigation and exploration. These manuscripts present original research findings, extensive research investigation and exploration. These manuscripts are part of the rich research history of doctoral students at the University of Connecticut. Two copies of each dissertation are held on the Storrs campus. The Babbidge Library contains a copy of their dissertations are now represented in the online catalog. From 1949 until 2005, the University graduated approximately 8,897 doctoral students and nearly all of their dissertations are now represented in the online catalog.

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

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

Francine DeFranco, area head, collections services and liaison to the Neag School of Education
Revisiting the Issue of Diversity at UConn

Ronald L. Taylor

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

The Diversity Action Plan was widely distributed and reactions were uniformly positive and supportive. The administration and the Board of Trustees embraced the plan and approved funds to implement many of its recommendations. Last spring, in a document entitled “Focus on Equity and Excellence,” my office chronicled the progress we have made in implementing the recommendations presented in the 2002 document, particularly in the compositional diversity of the University’s students, faculty, and staff, and in other dimensions of the Diversity Action Plan. For example, the enrollment of African-American and Latino students is at an all-time high and we are retaining and graduating minority students at rates that are among the nation’s highest. There has also been a modest increase in the racial and ethnic diversity of faculty. As I noted in the introduction to that report, when I speak with many of my counterparts around the country, I am buoyed by our efforts at UConn and believe that we have made significant strides and are poised to achieve unprecedented results in the area of diversity in the future. Unlike many institutions, which are just beginning this work, the University of Connecticut has engaged in a sustained dialogue about how to achieve deep and meaningful change as it relates to access and equity, campus climate, infused diversity into our curriculum, and preparing all of our students to live and work in an increas-ingly diverse world remains a major priority here at UConn and across the country. This is especially important when you consider that our white students and students of color come to the University from quite different places and have virtually no experience with each other when they arrive on campus as freshmen.

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

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

Ronald L. Taylor, vice provost, multicultural and international affairs, and professor of sociology
McChesney Retires After More Than a Quarter Century of Service

Barbara Cervera

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

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

Dave is already immersed in projects that will keep him busy. A garage/apartment addition to his home is nearing completion. Having a tenant on the property will enable Dave and his wife Judy, who is also retiring after more than 30 years of teaching—most of it at Mansfield Middle School, to do more traveling. A trip to Italy in October is in the planning stages. Dave and Judy will accompany Judy’s father on that trip back to the home country that every Italian is supposed to visit. Although parts of their third floor serials collection are currently overcrowded, we do not intend to move to Level A, based on date. Interfiling of compact shelving on Level A in Babbidge will be increasing his volunteer hours at the library of the Marine Biological Laboratories and Oceanographic Institute in Woods Hole, and Brown University.

Providing resources for our users from other libraries has always been one of our central services. We believe we can more cost effectively borrow or acquire materials including newspapers, journals, and books. Dave once worked with a collection of old film, but the local fire marshal ordered them destroyed due to their volatile composition. Dave will be volunteering at the museum one day a week.

Along the things Dave says he’ll miss are “the collegiality of the staff” and the collaborative work experiences he’s had. He’ll miss some of the faculty members he’s worked closely with and one “exceptional” manager here in the library. And we’ll all really miss you, Dave! Congratulations and best wishes!

Barbara Cervera, Staff Development Coordinator and liaison for psychology and educational leadership

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

Babbidge Library Outgrowing Space (Continued from page 1)

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

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

We recently signed an agreement through the BLC for affiliate status with the Five-College storage facility in Granby, MA. Initially this agreement will give us backup access to the print versions of all JSTOR titles. UConn users can visit the facility to consult the volumes stored there and, in the event of any disruption to our online access, articles will be copied or scanned there and provided electronically to our users. It is our intention to pursue similar agreements to back-up core resources with other cooperating libraries which have their own or shared storage facilities. Within the Boston Library consortium this would include MLT, the Marine Biological Laboratories and Oceanographic Institute at Woods Hole, and Brown University.

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Barbara Cervera, Staff Development Coordinator and liaison for psychology and educational leadership

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

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

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

Peter Allison, Principal Bibliographer

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The vice provost for University Libraries explains the Libraries’ role in the campus diversity initiative.

Assistant Professor of History Charles McGraw and his students discover how history is written by delving into the Dodd Research Center’s collections.

The Library achieves a landmark by placing 7,500 UConn doctoral dissertations in Homer, the Libraries’ online catalog.

In a guest column the vice provost for multicultural and international affairs discusses the University-wide focus on diversity.

Staff News: librarian David McChesney retires after more than a quarter century of service.

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

Editor: Suzanne Zack
Contributors: Peter Allison, Barbara Cervera, Francine DeFranco, Brinley Franklin, Terri Goldich, Patrick McGlamery, Peter Morenus, Barbara Oakley, Laura Smith, and Ronald Taylor.

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