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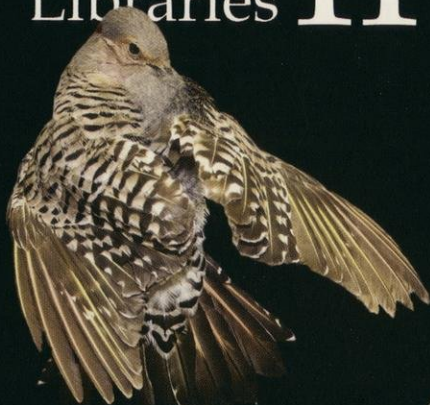
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Friends of the
Libraries **magazine**
University of Wisconsin-Madison



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How to Be a Great Library in Hard Times

We have never had a significant budget reduction during my eighteen years as library director. We've had a freeze here, some trimming there—but no real cuts. This is about to change. Hard times are coming. Wisconsin has a \$5.4 billion budget deficit that may deepen as our country slides further into a recession. State government, the University of Wisconsin, and the university libraries will have less money to spend for the next several years.

So what are we to do? My firm belief is that we should renew and reshape our goals—and never give up on our aspiration to being a great public university library. Why not? Hunkering down will only guarantee mediocrity.

We will still have a budget, albeit a smaller one. We will be able to hire new staff—but we will not fill all our open positions. One thing is certain, we will buy and process fewer books, journals, and documents. We may have to consolidate and streamline library services. But, perhaps this is not a tragedy.

I recently bumped into Professor Yi Fu Tuan at a café near the Library. He is a great library user and prolific author who writes books that the common reader (like me) can enjoy and appreciate. No one I have ever known can shift as smoothly from casual to seriously engaging conversation.

He commented that the most that anyone can reasonably expect to read in a lifetime is 5000 books. He did the math for me as we stood in the morning light of the Sun Room Café: Two books a week times 50 weeks per

year for 50 years equals 5000 books. (I pondered his sums realizing that there's no way I'll come close.)

Yet, he went on, UW—Madison Libraries contain 7.3 million volumes—making ours one of the largest university libraries in the world. Yi-Fu went on to say that he loves that we have all these books and does not want us to get rid of any of them. Indeed, we librarians have tied our professional self-image to counting how many thousand new volumes we add to the collections each year. But, really, is this any way to measure excellence or prosperity?

Quantity may have been a good rough measure of a research library when I started my career at Wisconsin in 1979—but not anymore. Counting volumes, or staff, or the number of libraries on campus is no way to measure the success of a university or its library system. For most academic disciplines, the size of the local print collection is absurdly irrelevant to the success of faculty and students.

Yes, we have great collections at Wisconsin—and we will continue to enjoy the benefit of these collections for generations to come. But, today, most of the world's knowledge and scholarship is created in digital text, images, and multimedia. Books and monographs are still hugely important to scholarship, but they, too, must be managed and organized in ways that fit with a 21st century vision of libraries and the university. And, really, we have no choice. All universities are facing difficult decisions about how best to use their limited resources. Libraries must adapt to the changing university environment or they will no longer be supported.



Recently, Deputy Director Ed Van Gemert and I developed a list of principles that we are using to guide our discussions about budget cuts with staff, university administrators, and library supporters. We see it not so much as a blueprint for the future, but rather as a way of using our shared values to shape the hard decisions we will have to make. We are calling this list "Looking Forward."

1. Maintain excellence. We will maintain our commitment to excellence in all that we do. We will not begin with an assumption that budget cuts necessarily require reductions in library hours, services to users, or access to information. Indeed, the pressure of budget reductions may allow the library to become more efficient and focused in the way it does its business while improving service to students.

2. Become smaller. We will become somewhat smaller in staff size, programs, and (perhaps) the number of physical libraries we operate. We can do this by taking a fresh look at how we deliver services, process collections, and manage technology. The truth is that we are a sprawling library system that needs to rethink how we support university teaching and research.

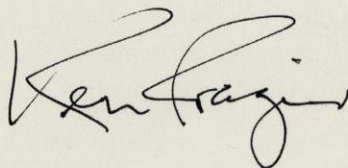
3. Do Cool Stuff. Nothing will protect the library's future more than a deserved reputation for creative collaboration with library users. We have survey feedback from students who say that "the Libraries rock"—primarily because we have worked with them to design services and work spaces that enable them to do their academic work better. Faculty appreciate

the Libraries' role in helping them develop new approaches to research and teaching. This is no time for "back to basics"—the Libraries must innovate or die.

4. Hire for the future. Our recent experience has shown that we are still able to recruit dazzlingly talented new staff members. We must never be afraid to hire people who are more talented than we are. We need a diversity of talent with the agility and adaptability to excel in a rapidly changing information environment.

5. Strengthen our relationships with friends. Our best collections were given to the Libraries—not bought. Our most innovative services were created in partnership with friends and library users who suggested new ideas for improving the Libraries. The Libraries are most supported and successful when it is trusted that we will use all of its assets wisely and effectively for the benefit of students and scholars.

Friends are the most precious thing a library has when times get tough. We need their advice as much as their support. If you have suggestions or comments, I would love to hear from you.



Ken Frazier, Director
University of Wisconsin–Madison Libraries
(kfrazier@library.wisc.edu)



Invisible Libraries

By Lee Konrad
Director,
Memorial Library

Browsing stacks of books or reading in quiet contemplative study spaces—these are traditional images that come to mind when thinking about research libraries. Throughout UW–Madison’s history, the Libraries have served a vital role in ensuring that the mission of the university could be successfully carried out. The Libraries were viewed quite rightly as the repository of materials which faculty, students, and scholars use to meet their teaching and research needs. Librarians, the heart of every library, provided the services to acquire, disseminate, and preserve those scholarly materials.

While millions continue to visit the UW–Madison Libraries each year for purposes of study and information gathering, it is clear that in response to the digital age, the UW Libraries and librarians have become increasingly technological and innovative in their approaches to ensuring access to information. As Professor Jon McKenzie notes elsewhere in this magazine, the libraries are ahead of the curve with respect to incorporating information technology into their work. I would argue that libraries, for all their traditions, have always been ahead of the curve when it comes to ensuring access to resources. As UCLA Professor Christine Borgman observed,

A paradox of the networked world is that as libraries become more and more embedded in the information infrastructure of universities, communities, governments, corporations, and other entities, the less visible they may become to their users, funders, and policy-makers.

It is an interesting conundrum and one that librarians have fretted about for a good many years. The better we are at what we do the more invisible we become to the community on whose behalf we work. The emergence and application of technology to library problems has long threatened to render libraries obsolete. And yet, we remain vital to the scholarly community, perhaps more now than ever.

At its core, the UW Libraries’ mission remains unchanged in the digital age. The Libraries exist to provide access to the widest array of trusted resources possible, to participate in international efforts to preserve the scholarly record, to provide environments conducive to research and learning, and to offer services designed to assist the scholarly community in their intellectual, artistic, and research endeavors.

Usage statistics of our collections indicate that we do this better and more efficiently than ever before. The Libraries are creating and developing vast digital collections, in terms of materials we purchase, and in our collaborations with Google and major research libraries around the world. The Libraries’ collection development experts actively work with scholarly communities to identify materials likely to be of greatest value to the scholarly community now and in the future, and the Libraries are actively engaged in developing a digital preservation framework to ensure that these materials endure. As a result, today’s scholar has access to a far greater number of resources than earlier generations could have possibly dreamed of. Through strategic partnerships and the application of technology, forward-thinking

“The better we are at what we do the more invisible we become to the community on whose behalf we work.”

librarians continue to further the Libraries' mission of getting materials into the hands of scholars.

The Libraries will continue to serve as academic bedrock long into the future. Why? Because the UW–Madison Libraries are the

intellectual heart of the university—a trusted repository and service-oriented organization on which faculty and scholars depend to provide the leadership and vision necessary to anticipate, reflect, and protect the interests of scholars now and into the future.

HUMANITIES SCHOLARSHIP in the DIGITAL AGE



The Libraries have been working for years to develop support networks and services to meet the needs of scholars and leaders in the field emerging as the “digital humanities.” We have learned that academics engaged in the digital humanities face many challenges, some political in nature, some due to funding, and all impacted by new modes of communication, new models of inquiry, and new systems of dissemination.

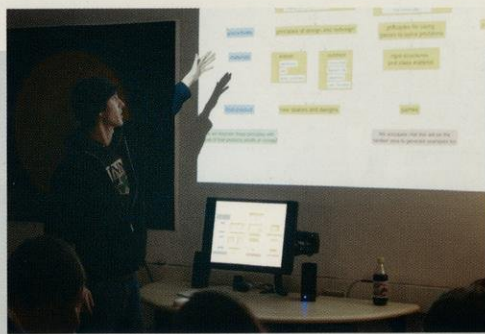
Scholars face a future with untapped potential for new types of inquiry and dissemination of their work. They also face tremendous pressure to “adapt” their approaches to the digital domain, a domain with potential for stress, conflict, and even disillusionment. These are scary times for emerging leaders in the digital humanities—not because they fear the use of technology, but because there are so many unanswered questions about the long-term preservation of their work.

There often exist enormous gaps between the knowledge and insights scholars have devoted a lifetime to developing, and their abilities to match appropriate digital tools to appropriate methodologies; identify trusted collections of digital materials and the tools necessary to exploit the content therein; develop and learn new approaches to teaching time-tested lectures; and manage and preserve

the digital content on which their digital research is based. Each of the areas of concern is a profession unto itself, and more than scholars can, or should be, forced to contend with as they strive to support the teaching and research mission of the university.

Enter the Libraries. As primary sources of academic advancement and support, they are positioned at the intersection of teaching, research, and learning, utilizing technologies of all sorts to advance scholarship and support the mission of the university. Library staff has an incredible range of subject and technical expertise, and continue to improve their skills and services in support of the university's scholars.

The Libraries have much to be proud of with regard to providing for the future of humanities research. We have taken a leadership role in the area of digital humanities, helping to advance scholarship by building collections, and developing strategic partnerships to provide the frameworks and resources necessary to advance digital inquiry, teaching, and the creation and preservation of recorded knowledge. We are recognized leaders in this arena, as evidenced by the degree to which we participate in helping to shape and support digital humanities initiatives now taking place on this campus and beyond. →



The Libraries are engaged in:

- Working with the College of Letters and Science and the Graduate School to develop a strategic vision in support of the Arts and Humanities; assisting in the development of an Arts and Humanities Web portal; and participating in the upcoming Year of the Arts and Humanities.
- Partnering with Professor Jon McKenzie (English) to develop a teaching studio at College Library to facilitate instructing students how to create and communicate using digital technologies.
- Participating in the development of a scholarly community led by Professor Michael Witmore (English) to bring together faculty, IT staff, and librarians to explore how digital technologies can enhance scholarship in the humanities.
- Working with the Division of Information Technology, to facilitate campus participation in Project Bamboo, an interdisciplinary effort in the arts and humanities.

In many respects, the role of the UW–Madison Libraries in advancing digital humanities and scholarship is a simple one: continue to do what we do best. Acquire, disseminate, and preserve information, and do so in ways that take advantage of emerging trends in technology while paying close attention to factors that might put library assets, and the institutional mission, at risk.

Trends in Learning:



By Jon McKenzie
Associate
Professor of
English

During the past year, I have been meeting with faculty, students, administrators, and staff to discuss ways to enhance the UW's profile in the area of digital humanities. Digital humanities grows out of humanities computing—the application of information technologies to humanities research and teaching—but adds two important dimensions: media studies (research into digital culture) and media practice (the production of new media, media defined by a digital infrastructure).

Much of my task has been simply identifying and connecting people. The UW has many individuals working “in” and “on” new media—including faculty and students in Art, Design Studies, Communication Arts, English, History, Library and Information Sciences, Political Science, Theater, and Visual Culture. Of special note is the Games, Learning, and Society program in Education, that hosts a major conference here each summer. In addition, the Libraries, DoIT, the Graduate School, and various colleges and departments employ staff who facilitate the use of IT in humanities teaching and research. Beyond this, almost everyone at the UW works “with” digital technology including, email, search engines, or word processors.

THE DIGITAL HUMANITES

This last point and the wide range of disciplines just listed, demonstrate the challenge of defining digital humanities as a traditional academic field with specific objects and methodologies. What's at stake is understanding digital technology as an infrastructure steadily transforming the production and study of written, visual, aural, and performative forms; and as a metatechnology that has come to overcode the design, manufacture, and distribution of virtually all technologies. Whether it will become as powerful an infrastructure and metatechnology as (alphabetic) writing is difficult to gauge, in part because writing has both enabled the emergence of digital technology and been largely "swallowed" by it through word processors, layout programs, laser printers, e-books, and the digitalization of entire libraries. The humanities have a critical role in understanding and shaping these transformations.

The UW–Madison Libraries play a crucial function in the emergence of digital humanities. Libraries remain ahead of the technological curve with respect to the humanities, whose embrace of IT has been much slower than the sciences and the arts. Though controversial, the replacement of card catalogues by computer terminals and paper journals by e-journals reveals how profound the changes have already been. Libraries also offer relatively neutral sites vis-a-vis disciplinary specializations and departmental turf battles, thereby enabling inter- and transdisciplinary collaborations. In short, the UW–Madison Libraries are literally opening up new spaces for digital humanities research and teaching.

With the support of Ken Frazier, the Director of the General Library System, the Libraries are building a "StudioLab" in College Library. This space will enable faculty and students to experiment pedagogically

in digital humanities. I will be teaching an undergraduate course this spring titled "Digital Media and Future Learning" that will approach the Libraries as a database (of knowledge), a platform (for production), and a screen (for presentation). The course's major assignment: use digital media to invent future learning, in particular new forms of learning characterized by the mashup or mixing of subject matters, media, and skill sets. We'll seek to capitalize on students' "wild" interdisciplinary research. Undergrads have the most interdisciplinary experience of anyone on campus, yet beyond the Freshmen Interest Groups, they have few opportunities to reflect on and make use of this experience. Thus the course's main content will be determined by students' other courses, while the forms their research takes will emerge from collaborative, hands-on exploration of new media.

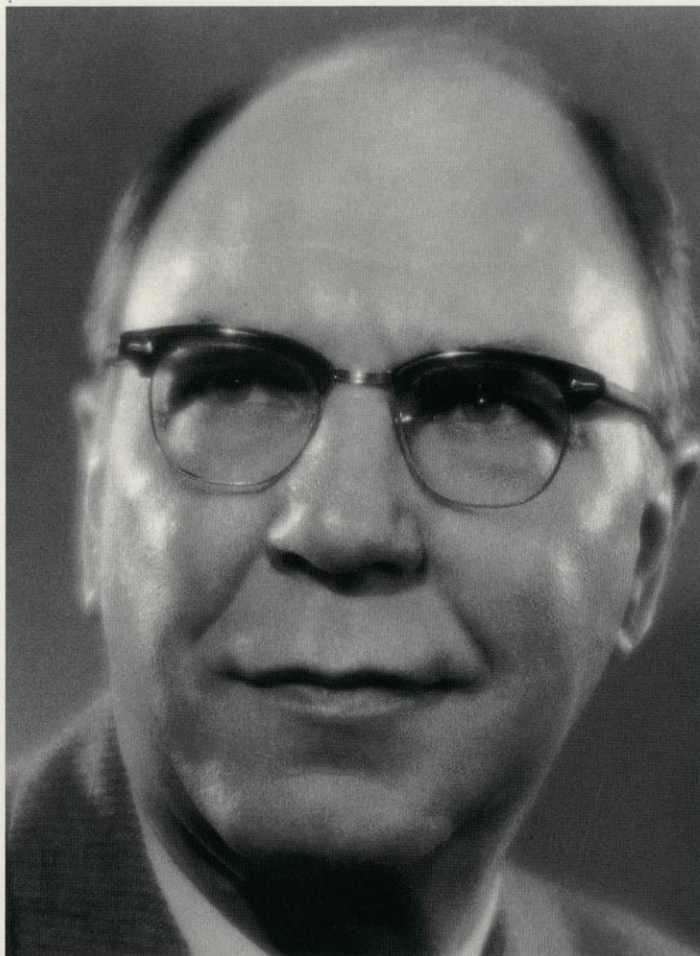
At the faculty level, I will also be running a Faculty Development Seminar, sponsored by the Center for the Humanities and the Institute for Research in the Humanities, with additional support from the Libraries and DoIT. The seminar will pursue three goals: first, an historical consideration of interrelation of the humanities and technology; second, a critical understanding of digital humanities proper, the field's contours and defining issues; and third, the forging of a network of UW–Madison faculty and staff currently working on, with, or through digital media and technology. Anyone interested in more information about this seminar should visit <http://humanities.wisc.edu/programs/Faculty-Development-Seminars/digital-humanities.html>.



“Libraries remain ahead of the technological curve with respect to the humanities, whose embrace of IT has been much slower than the sciences and the arts.”

The Charles Wedemeyer Papers

By David Null
Archivist



If there were a physical representation of the Wisconsin Idea, it would probably be the University of Wisconsin–Extension. In the 1880s, years before the Wisconsin Idea was articulated as such, the University established institutes for farmers, teachers, and mechanics, and created the agricultural experiment station. In 1890 Extension added three new programs: lecture courses in general subjects, courses on industrial subjects for working people, and correspondence courses. The latter could be said to be the beginnings of distance education in Wisconsin.

Given that Wisconsin has long been an acknowledged leader in extension services, there has always been broad interest in the history of UW–Extension. Just this year, Atsuko Goshima, an associate professor of English at Nanzan Junior College in Nagoya, Japan, published *University Extension in the United States: The Emergence and Development of the University Extension Division of the University of Wisconsin*, in Japanese. Much of the book is based on her research in the Extension administrative holdings in the University Archives.

Recently there has been a surge of interest in the history of distance education and Charles Wedemeyer in particular. Born in 1911 in Milwaukee, Wedemeyer received his BS in education from the UW in 1933 and an MA in English in 1934. He taught in the public schools for several years and served in the U. S. Navy during

WWII, helping to develop naval training courses. In 1946 he became director of the Extension Center in Racine, and in 1954 he was appointed head of the correspondence study program in the Extension Division. In 1964

Wedemeyer took on dual roles of directing instruction and evaluation for Extension and directing the new Articulated Instructional Media (AIM) program. The latter, funded by a Carnegie Corporation grant, looked at innovative ways of providing instruction to people in Wisconsin who needed education but could not come to a campus. The AIM project led to new models for higher education institutions in many foreign countries, probably the best known being the British Open University.

In 1966 Wedemeyer was appointed Director of Instructional Media for Extension, and the following year he was named the William H. Lightly Professor of Education in both the University and Extension. It was as Lightly Professor that Wedemeyer developed the field of non-traditional learning, and he is perhaps best known for his efforts to extend education to groups that traditionally had little access to formal education. His class on distance education, taught in the Department of Continuing and Vocational Education, was the first in the world.

In the summer of 2008 a PhD student from Penn State University, who was considering doing a biography of Wedemeyer as his dissertation, spent a week in the University Archives going through the Wedemeyer materials. There was another recent inquiry from a faculty member at the University of Missouri who is researching Wedemeyer's life and work. Locally Wedemeyer will be recognized at the 25th anniversary of the Annual Conference on Distance Teaching and Learning in August, 2009.

Wedemeyer's groundbreaking work is perhaps more relevant than ever in today's environment of providing online courses, often with multimedia components, not just within the state but also now, around the world. His papers are part of the UW–Extension holdings in the University Archives in Steenbock Library, especially series 18/3/1/2 and parts of series 41. For more information contact University Archives at 262-5629 or see <http://archives.library.wisc.edu/>.



Wisconsin's Buried Treasures

By Ken Frazier
Director, General
Library System



It is sometimes said of China that there is more treasure under the ground than above it. Great research universities are not so different. Even those of us who know the UW–Madison well are routinely amazed to discover academic treasures that are, for all practical purposes, hidden within our departments, schools, and colleges.

How many libraries are there at UW–Madison? In reply we would first have to say “define library”—but, with some qualifiers, we could confidently answer: “There are forty-one collections represented in the UW–Madison online catalog and campus library directory.” Here is a different question, perhaps equally

important. How many museums and curated collections of research materials are to be found at the UW–Madison? The best answer, the honest answer, is that we really don’t know.

This is a shame and potentially a tragedy.

Academic museums and research collections contain resources of incalculable value. And, nearly all of them are struggling for survival, particularly as universities are forced to make budget cuts. When academic museums fail, their future prospects are bleak: acquisition stops, collections are no longer maintained, eventually they are put in storage, dispersed, and sometimes discarded.

Perhaps most troubling, the decline of academic museums might not happen if researchers and teaching faculty only knew what treasures our museums contain.

One example of this is that in each year that Professor William Cronon teaches environmental history, it is very likely that he will mention extinction of the passenger pigeon, a bird that once darkened Wisconsin skies as they migrated by the millions. Though deeply acquainted with library books, journals, and historical documents that provide insights about the passenger pigeon, he did not know, until recently, that the UW–Madison Zoological Museum (UWZM) has carefully preserved specimens. The museum has records of the time and place they were collected, feathered bird skins, and mounted specimens.

The UWZM collections also contain the DNA of thousands of other living and extinct animals. This is an outcome never imagined by the people who collected the specimens. Indeed, new biological discoveries are being made using museum specimens in ways that were previously thought impossible by the scientific communities that created the collections. Professor Mark Barres is just one of UW–Madison’s talented early career faculty who are beginning to exploit these collections in creative and innovative new ways.

He and other museum professionals have taken initiative in reaching out to the UW Libraries to ask for our help in developing better access to museum collections. Laura Halverson, the energetic young Registrar of the UWZM, has taken on the role of coordinating the emerging partnership between academic libraries and museums. It is a relationship so promising in its potential that it may open a new era for cooperation between academic libraries and all of the university’s “other” research collections.

The common ground that we will build upon may sound surprisingly traditional—it is the library’s catalog. Catalogs, as it turns out,

are still very useful things. Terminology varies considerably, but museums, libraries, and archives must have catalogs, usually featuring records, fields, and a subject vocabulary.

The modern search and discovery tools being developed by academic libraries are remarkably flexible and agnostic about the “catalog” they can manipulate. Most significant for the collaboration with museums, these search tools are able to search across different types of collections, exposing connections that would be difficult, probably impossible, to make through a manual search.

Of course, this is not to say that using bibliographies, browsing, and serendipity have lost their place in research—far from it. At the same time there is really no longer any doubt about the usefulness of digital tools to research and scholars. For many of our



students, if the collection isn’t discoverable on the Internet, it doesn’t exist.

This wonderful opportunity for improving the university research environment originated in our efforts to work more closely with UW’s faculty and academic staff—and develop a better understanding of their aspirations and challenges. From the beginning, this exciting new area of library/museum cooperation was much less about technological advancements than a renewed commitment to our core mission of supporting research and teaching.

If we succeed, we not only develop a new model for accessing and preserving universities’ “buried treasures,” but we will also introduce a new generation of students and scholars to the rich content of our campus museums and collections.

Rediscovering Zoological Museum Treasures



By Professor Mark Berres
Department of Animal Sciences



Numerous studies have indicated the need to improve both the general level of science literacy among students and the number of students electing science as a career. These studies also recommend improved access to and involvement in authentic research experiences for college students—and the earlier the better. At the same time, natural history museums, which contain extensive sources of unique biological data, are under-utilized for research and mainstream educational activities. Surprisingly, when students and even instructors find out about the natural history museum collections on the UW-Madison campus—of which there are seven—the most common response is that they were simply unaware of their existence! How could this have happened?

The decline of patronage associated with the Victorian Era and the Age of Discovery contributed to the waning use and social importance of museums—likened perhaps to only a passing fad—and troublingly reminiscent of a student named Max Planck who was advised not to pursue a career in physics since the important discoveries had already been made. These days, people often think of museums as rooms filled with collections of dusty items having an antiquarian value limited to only a few individuals and little more than a passing interest to most. Moreover, our educational system has shifted away from hands-on

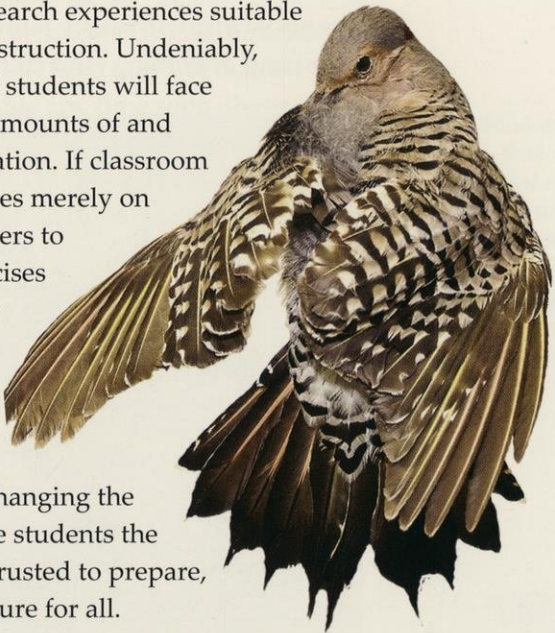
learning and instead emphasizes fact-based learning. If we as instructors expect students to meet the challenge of solving novel problems in an ever-changing world, then we must provide them with the means to experience science as a process and as a method of learning.

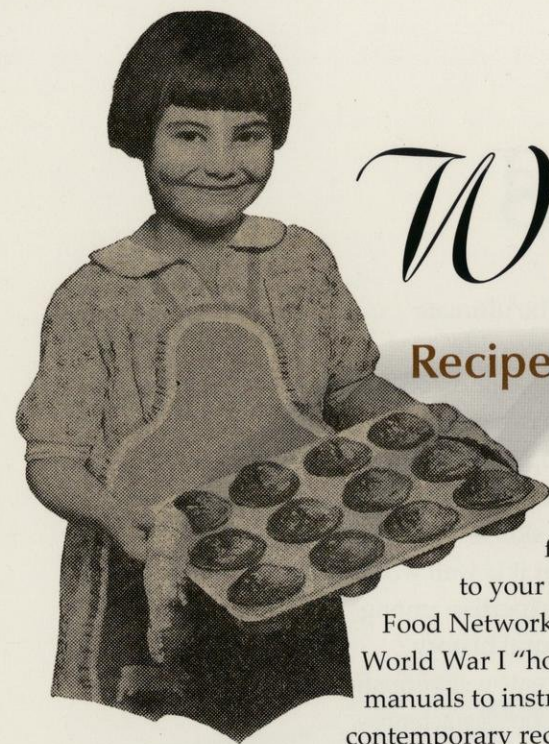
Historically, museums have played major roles in academic research, contributed to the learning experiences of countless individuals, and assisted local and national research studies. For example, many people are familiar with the book *Silent Spring* by Rachael Carson and know that she brought attention to the dangers of DDT in 1962. Yet how many know that by utilizing the egg collections at the UW-Madison Zoological Museum, researchers Joseph Hickey and Daniel Anderson first documented the relationship between DDT exposure and eggshell thinning in birds and the plummeting of many hawk populations?

Although natural history museums continue to serve a number of important research and educational functions, they can also uniquely serve the broader needs of the student community. A developing partnership of professionals from the UW-Madison Libraries and the natural history museums led by the Zoological Museum researchers and educators is creating a powerful system that merges the diverse non-bibliographic information resources of natural history museums with the library

system's vast infrastructure. The ultimate goal of this collaboration is to provide authentic learning experiences—minds-on learning—so that students can design and conduct investigations, develop observational, inferential, and quantitative abilities, and enhance their communication skills.

The challenge is unique, but it is well worth the attempt, as the merger of expertise among institutional departments, natural history museums, and libraries will create a synergistic effort aimed specifically at enhancing science education. This partnership will provide unprecedented access to invaluable resources and serve to establish an effective mechanism for authentic research experiences suitable at any level of instruction. Undeniably, future cohorts of students will face unprecedented amounts of and access to information. If classroom instruction focuses merely on calculating answers to predictable exercises or provides only fact-based learning experiences, we are most certainly short-changing the potential of those students the University is entrusted to prepare, as well as the future for all.





By Melissa McLimans,
Meridith Thompson,
and Vicki Tobias

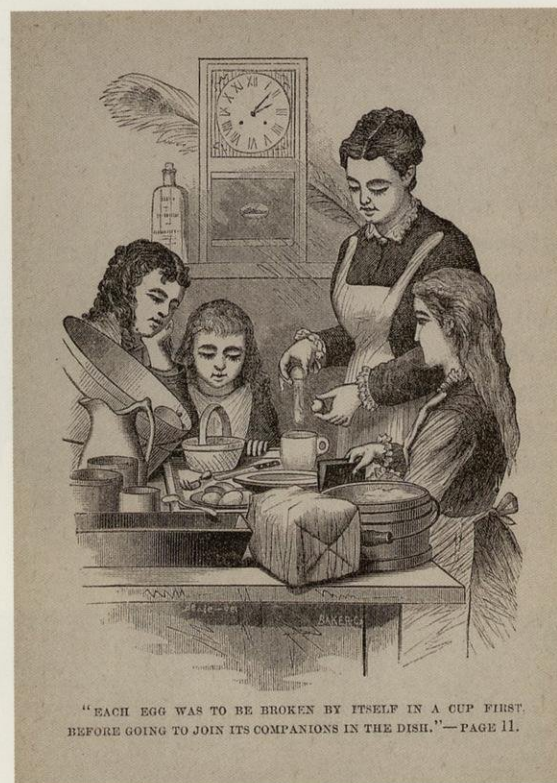
Betty's scrapbook of little recipes for little cooks: saved from Wisconsin Agriculturist and Farmer Racine, Wisconsin: Wisconsin Agriculturist and Farmer, [Between 1930 and 1939?]
[28] p. : ill. ; 38 cm.

<http://digital.library.wisc.edu/1711.dl/HumanEcol.BettysScrap>

What's Cooking?

Recipes for Success at the UW Digital Collections

Are you a retro "foodie" looking for an innovative addition to your meal plan? Forget the Food Network or Martha Stewart. From World War I "homefront" cookbooks and manuals to instruct the "little cook" to more contemporary recipes from our own state and campus, the UW Digital Collections Center (UWDCC) has digitized and made available online, a variety of recipes and cooking resources that will satisfy both the inquisitive mind and discerning (and courageous!) palate.



"EACH EGG WAS TO BE BROKEN BY ITSELF IN A CUP FIRST, BEFORE GOING TO JOIN ITS COMPANIONS IN THE DISH."—PAGE 11.

Playing House: Homemaking for Children

This collection presents homemaking manuals designed to assist the "woman of the house" and educate future homemakers. Published in the late 19th and early 20th centuries, these resources offer unique insight into domestic education and culinary training for children. *Six Little Cooks or Aunt Jane's Cooking Class* (1877) offers a two-week cooking "course," in light-hearted narrative form, for aspiring homemakers. Distributed in the 1930s by the Wisconsin Agriculturist and Farmer, *Betty's Scrapbook of Little Recipes for Little Cooks* is a veritable treasure trove of dishes familiar to young and old.

Although this collection of manuals is fun to peruse, it has real teaching and research applications. Students in American Girls and Popular Culture, taught at Indiana University, are asked to write a paper using *Playing House* to analyze, "what kind of 'girl' (or woman) do [the texts] teach girls to be, and what significance do you see in this kind of 'education'? What are the implications for the girl, and for the culture?"

From mastering the "basics" such as a Fluffy Puffy Omelet and Toasted Cheese Sandwiches to more daring delights like Yum Yum Pudding and stuffed prunes, *Betty's Scrapbook* is more than a kiddie cookbook. For any young would-be Rachel Ray, this resource also offers additional gems of wisdom such as "Can we eat candy and be healthy too?" and "How little cooks can prepare their own school

lunch." And don't forget to wash your hands first. To learn more about this collection see <http://digital.library.wisc.edu/1711.dl/HumanEcol.ChildHomeEc>.

World War I Recipes

The demands of World War I greatly increased the need for food by both American troops and our foreign allies. The newly created Food Administration, rejecting the notion of food rationing, went directly to the nation's households to ask for help in food conservation. The Administration went door-to-door asking American housewives to make pledges limiting their family's amount of wheat and meat consumption. As a result, American housewives had to become inventive regarding the entrées they served daily.

"Mock fish" made out of hominy grits, mixed nuts, and hard-boiled eggs? You bet!



Or a recipe for "Arrowroot Gruel" served by nurses to patients during "this war of 1914"? In fact, these peculiar offerings represent a small part of the many World War I-era recipes that will be available in the UW Digital Collections' Human Ecology Collection in the coming year. For more information go to <http://digital.library.wisc.edu/1711.dl/HumanEcol>.

And while this cuisine may not make it to your dinner table any time soon, these culinary curiosities illustrate the ingenuity of the human spirit in times of trial and provide important information to researchers here at UW and around the world. Steenbock librarian



Barb Hamel, the conceiver of this project, says this soon-to-be-completed project, "Recipe for Victory," documents an important slice of our country's history. Hamel states that, Although the materials in the collection were published nearly a century ago, we can draw parallels between current problems and trends such as our economic troubles and organic, vegetarian, and local food movements to equivalent experiences surrounding the World War I food situation. Whether constrained by economic or wartime conditions, food preparation in either situation requires thrift, resourcefulness, and a willingness to take gastronomic risks in order to feed a family or an army. Other practices adopted during World War I are also applicable in modern times. Comments Hamel, Because World War I occurred prior to widespread use of chemical fertilizers and rapid air transportation of agricultural commodities to market, wartime food conservation and gardening information developed at that time are still relevant and valuable today.

The Carson Gulley Cookbook Collection

For some UW–Madison alumni, the name Carson Gulley evokes fond memories of a heavenly chocolate and custard dessert, his famous Fudge-Bottom Pie. Gulley spent 27 years as head chef of Food Service for the UW-Madison's Division of Housing. This collection offers five titles that represent Gulley's vast knowledge of meat cookery, salad dressings, and, of course, his favorite recipes including the legendary pie, created through the course of his career. When it comes to UW–Madison traditions, Gulley's fudge-bottom pie is older than Bucky Badger, the Fifth Quarter, or the Terrace sunburst chair, and it has fueled more all-nighters than any mochaccino or latte on the block.

(On Wisconsin, Spring 2006, page 40)



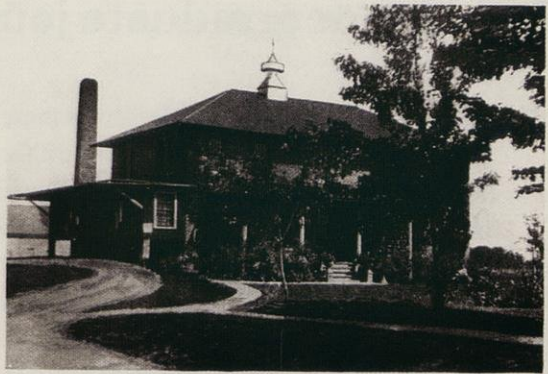
Gulley was also renowned as culinary master and authority on herbs and spices, a reputation that led to his development of the University's program to train U. S. Navy cooks and bakers for service during World War II. To see more about the collection go to <http://digital.library.wisc.edu/1711.dl/HumanEcol.CarsonGulley>.

The History of Wisconsin Agriculture and Rural Life Collection

The state of Wisconsin is well known for its dairy and agricultural industries. This collection contains publications from Agricultural Extension, booster clubs, and state associations. In the *Proceedings of the Sixteenth Annual Convention of the Southern Wisconsin Cheesemakers' and Dairywomen's Association* are recipes for, "Cheese Canopee's, O'Brien Augratin Potatoes, Cheese Sauce, [and] Cheese Muffins." Meanwhile, the 1896 *Wisconsin Farmers' Institutes: A Handbook of Agriculture* offers a cooking school session that provides such things as recipes for boiling eggs and preparing omelets. Also included — after "many experiments" — is cooking advice like the best size for a bread pan is "ten inches long, four inches deep, and from three and a half to four inches wide at the top." For more such interesting information see <http://digital.library.wisc.edu/1711.dl/WI.USAIN>.

Cookbooks instructing the nation on how to save during wartime, manuals instructing young girls on how to prepare for womanhood, and materials that highlight the resources and industries of Wisconsin are all examples of the breadth of the University of Wisconsin Digital Collections. It is an excellent resource for both the curious browser and the scholar. Digital resources included in the "Recipe for Victory" project have a potential audience of researchers studying World War I in general as well as those with a more refined research focus such as the World War I home front, care and feeding of World War I

Beautiful Wisconsin Cheese Factories, 1924

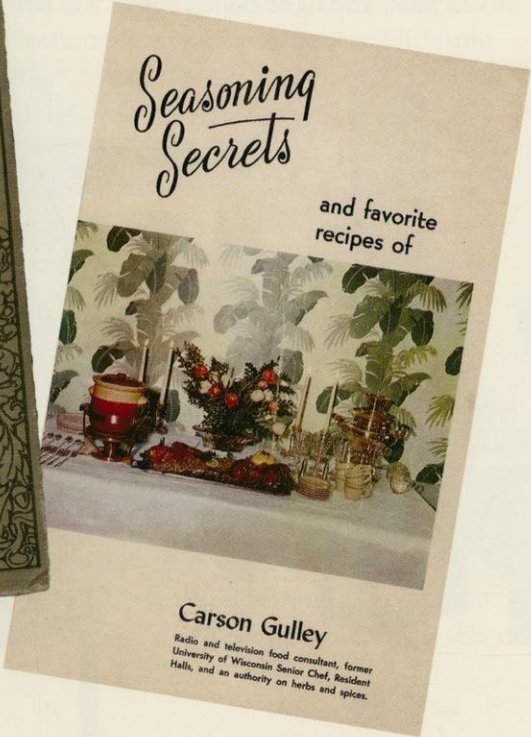
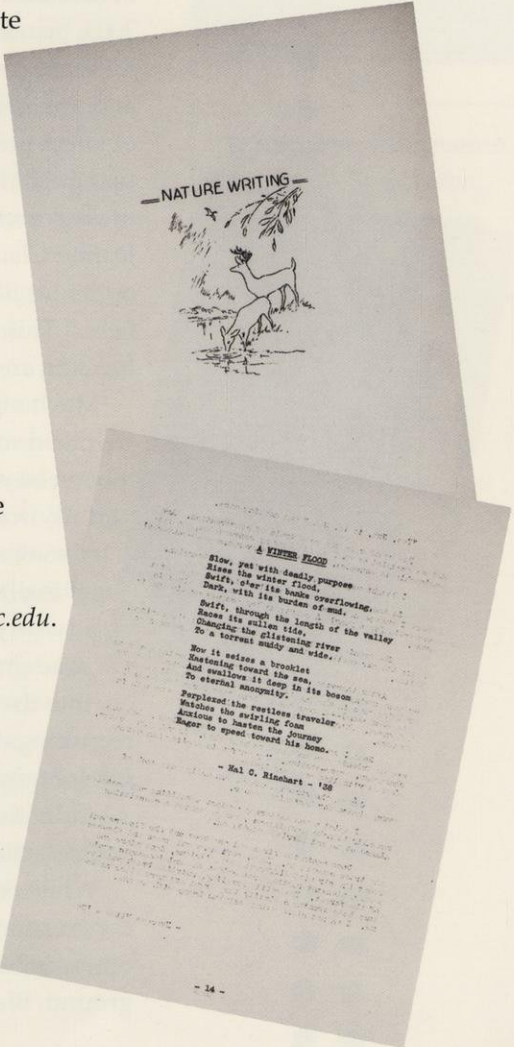


Rozellville Cheese Factory
Marathon County

soldiers, social and economic history, government propaganda, women's studies, or nutrition education.

Others may have more immediate interest and practical application for information found in these resources. "Contemporary homemakers may use these resources to find recipes to stretch the family budget, accommodate special diets, or make use of home-grown ingredients. Further, gardeners will find information about growing productive gardens and preserving their bounty," comments Hamel.

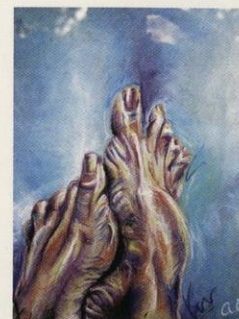
For more information and online access to these and other digital collections, visit the UW Digital Collections at <http://uwdc.library.wisc.edu>.





illumination

the undergraduate journal of humanities



By Sandra Knisely
Illumination
Editor-in-chief

The Friends of the UW–Madison Libraries have been supporting scholars and the campus libraries in many ways throughout their sixty-year history. However, during the last few years the Friends began working directly with students interested in launching new creative endeavors—one of the most successful was the publication of *Illumination: the Undergraduate Journal of Humanities*.

The initial backing and encouragement for the undergraduate journal was campus-wide thanks to the work of a couple of highly energetic and motivated students. When Adam Blackburn transferred to UW–Madison in 2004, he noticed there were few opportunities for undergraduates to publish their writing and artwork. “It was clear that there was a lot of talent going unnoticed. I wondered how that might be remedied,” says Blackburn, now an archivist/librarian for Christo and Jeanne-Claude. “There was no truly viable outlet for the thousands of talented students here.” This was a void he decided to fill by forming an entirely student-run journal.

Much of the initial work in the first year involved communication and marketing to obtain buy-in from faculty and staff, forming an advisory board, soliciting students for content—writing and artwork—and getting help with journal production. The advisory board comprising faculty and academic staff was essential for outreach into the campus leadership community. In recruiting the “board” Adam displayed a true gift for networking and relationship building. As individuals they offered ideas, suggestions, and direction, but provided no oversight.

While Adam was the driving force behind the creation of the journal, he credits many others in helping to get the journal off the ground. Blackburn especially recognizes

fellow student Marieka Brouwer; Kathleen Sell, Integrated Liberal Studies Senior Lecturer; Ken Frazier, Director of the General Library System; and then-chancellor John Wiley. Sell’s enthusiasm was immediate. “She was the impetus for getting things going,” Blackburn says. “And Ken became the ‘patron saint’ of *Illumination*; the journal wouldn’t have happened without him.” Ken Frazier commented that having “John Wiley as the ‘Godfather’ of *Illumination* was much more useful.” Wiley’s support was crucial to the success of the journal.

Finally in spring 2005 the idea came to fruition with publication of the first issue of *Illumination*.

Initial financial resources came from the General Libraries System, the Office of the Provost, the Cartographic Laboratory, University Communications, the Wisconsin Alumni Association, and the Center for the Humanities. In fall 2005 the Office of the Chancellor provided substantial funding for printing and distribution. The next year Blackburn instituted a partnership between the journal and the Wisconsin Union Directorate (WUD), the student programming board of the Wisconsin Union, and in 2007 *Illumination* joined the newly-created WUD Publications Committee.

The Friends became involved in spring 2006 when they awarded \$200 honoraria to authors of one essay, one poem, and one short story. Faculty members reviewed the *Illumination* selections to determine the honorarium recipients. When other entities took over the granting of monetary awards, the Friends continued with non-cash certificates. The Friends also helped defray production cost shortfalls, as it did in spring 2008 when they contributed \$1,000 for printing expenses.

Adam graduated in 2005 but stayed in Madison for another year to help *Illumination* become more established. In 2006 he moved to New York City leaving the journal in the care of a fresh and enthusiastic staff. The WUD provided some funding for the journal and helped write grants to secure additional support. Persistence paid off in 2008 when Chancellor Wiley, provided the ultimate vote of confidence for a student-led publication by selecting *Illumination* as a recipient of an endowment from the estate of Lemuel R. and Norma B. Boulware, to help with printing and dissemination costs.

Friends liaison, Thomas Garver, remembers when Frazier first told him about the new undergraduate journal. “This showed there was energy from students to promote good writing and artworks,” Garver says. “The Friends agreed that sponsoring certificates of recognition for the students who produce the best work would be encouraging.” *Illumination*’s presence on campus demonstrates that students are capable of a sustained endeavor that extends past one semester or year, according to Garver. “It will continue successfully as long as students are committed to it.”

This year, the journal staff includes 40 undergraduate students who will produce 3,000 copies of a new issue each semester. The team is especially interested in developing an online version of the journal that will allow more students a chance to publish.

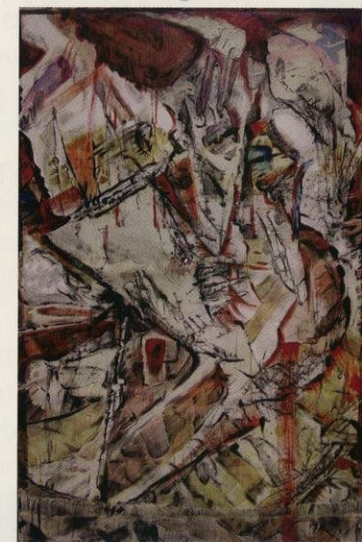
In its five-year history, *Illumination* has published approximately 180 student writers and artists from many academic disciplines. Jamie Uthall, one of the students published in spring 2008, had spotted a copy of the journal while visiting UW–Madison. The professional look of the publication impressed her. When

she transferred from UW–Eau Claire she submitted a couple of short stories one of which, “Pleasure, Rhode Island,” was selected for publication. Uthall recalls feeling excited, yet anxious, about having her work in print. “I felt really self-conscious and exposed because I knew *Illumination* was well circulated, but after a while I felt proud every time I walked into College Library and saw the journals at the desk,” she says. “It was affirming to know I was on the right track by being recognized in such an accessible publication for something I love to do.”

This year, Uthall deepened her connection with the journal by joining the staff as an essay reviewer. Although she is a secondary education major, Uthall is interested in learning more about careers in editing or journalism. “I also like seeing what other local artists and thinkers are currently creating and contemplating,” she says.

While she has never met Adam Blackburn, Uthall echoes the founder’s original commitment to undergraduate writers and artists. “I’m taking the responsibility of providing my campus with a collection of expressive voices very seriously, as what we select represents the talent, concern, and ingenuity of the entire student body. I want to be able to deliver the best of the voices that might otherwise go unheard.”

The Friends realize that connecting with students is good for the Friends as well as the Libraries and fits well within both missions. And, it is fitting that students are beginning to see the value of the Friends organization. The Friends now not only help support *Illumination* but also provide resources for FELIX: A Series of New Writing, another program that connects students, libraries, and literature.



For more information about *Illumination*, visit <http://illumination.library.wisc.edu>.

The Friends Support Rare Book School Attendance

By Beth Kubly



In 2004 David Pavelich, co-founder of the FELIX series, requested financial assistance from the Friends of the University of Wisconsin–Madison Libraries to attend one of the week-long workshops of the Rare Book School (RBS) held at the University of Virginia in Charlottesville. The Friends along with the General Library System agreed to fund a share of David's participation in the "History of the Book 200-2000" seminar. After David returned from Virginia he related that in the course of a conversation with Rare Book School founder Terry Belanger, it came to light that "the Friends" was unique in being the only auxiliary library group to subsidize attendance at the RBS.

The Rare Book School

Terry Belanger, book historian and collector, played an early role in a developing new field of study with the overarching designation "The History of the Book." He founded the RBS in 1983 as an expansion of the Book Arts Press, which he had created in 1972 as a hands-on complement to Columbia University's School of Library Service. The first year of RBS consisted of eight five-day long offerings, two a week for four weeks. Much of the initial curriculum covered areas fundamental to the history of the book, and many of the courses continue to be offered.

With the first year having been an unqualified success, the Rare Book School expanded the number of programs in 1984 to twenty. It was in this second year that the loveable lion logo, based on an early nineteenth-century watermark, was adopted.

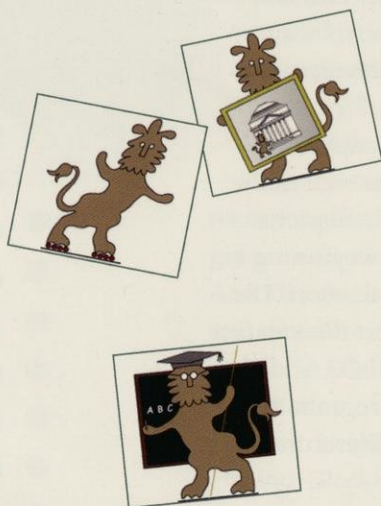
The last RBS instruction at Columbia University took place in the summer of 1991 due to the School of Library Service being phased out. The University of Virginia offered Dr. Belanger the positions of University Professor and Honorary Curator of Special Collections. He took the 1992 season off to relocate the Book Arts Press with its myriad extensive collections of teaching tools, and the Rare Book School to Charlottesville. The RBS is not part of the university per se, but rather a symbiotic independent, non-profit entity fostering the study, training, and scholarship of the history of books and printing.

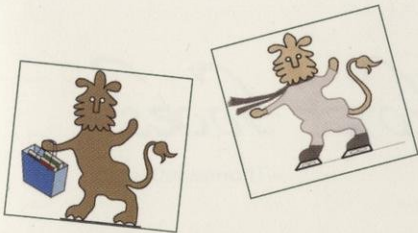
General themes of the courses include: Descriptive and Textual Bibliography; Manuscripts; History; Illustration and Printing Processes; Binding; Typography and Book Design; Collecting and Collection Management; and Libraries, Archives, and Electronic Resources. Within this framework the individual seminars are as varied as "Introduction to Paleography, 800-1500" and "Electronic Texts & Images;" "Introduction to the History of Illustration" and "The Art of the Book in Edo and Meiji Japan, 1615-1912;" and "Designing Archival Description Systems" and "Introduction to the History, Collection, Description, & Use of Maps." Some of the fundamental courses are presented annually. More specialized classes are offered less frequently.

In 1998 the Rare Book School expanded to offer two winter courses in January and two in March. Seven years later in 2005 the RBS took to the road, holding both summer courses and "off season" programs in New York City, Baltimore, and Washington D.C. For



Terry Belanger





2009 twenty-four five-day programs are scheduled throughout the year in three different venues, though the majority continues to be held in Virginia during the summer.

The excellence of the Rare Book School could be attributed to three factors: the expertise of the teaching staff; the wide-ranging instructional collections, which provide students with hands-on experience to reinforce classroom concepts; and an on-going evaluation process. Instructors at RBS are highly regarded authorities in their respective fields. They come from both universities and institutions such as the Library of Congress, the Getty Research Institute, the Grolier Club, and the American Antiquarian Society. Professors include experts from as far away as England and Belgium.

Reflecting that the offerings extend from broad to specific, participants in the RBS also range from garden-variety students to high-level professionals. There are book collectors; conservators and bookbinders; antiquarian booksellers; students of the history of books and printing; archivists and rare book librarians; and curators. Rare Book School students tend to be older—in their late thirties and forties—and many have students of their own.

The Experience

I became aware of the Rare Book School at the American Printing History Association's conference in New York in the fall of 1994. At the opening reception I heard more than one person fondly referring to "Rare Book Summer Camp" and pinned down an antiquarian book dealer from Philadelphia for more information.

Little did I realize the diligence that belies the affectionate, halcyon nickname.

In spring 1995, searching for opportunities to fill gaps in my Ph.D. course work, I looked over the offerings of the RBS. I found the perfect program, "The American Book in the Industrial Era: 1820–1914," but I had to apply to attend and enrollment was limited. I scrambled to submit my application, received a letter of acceptance, and was eagerly anticipating a leisurely summer learning experience.

Mail arrived from Charlottesville: what kind of housing did I prefer? I could vie for one of the little cabins on Jefferson's original campus, but the bathrooms were elsewhere. (People roaming the "academical village" in their bathrobes turned out to be a not-uncommon sight.) Or, I could opt to stay in a dorm with air conditioning and a bathroom shared with the adjacent room. I chose comfort over adventure. In June more mail arrived, this from the instructor: the pre-course reading list and an assignment. My fantasy of a relaxed week in Virginia was rapidly fading.

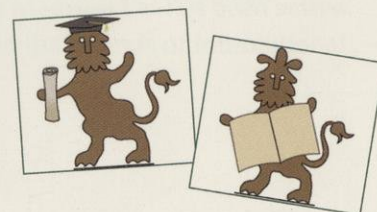
My time in Charlottesville mirrors the general rhythm of the Rare Book School. I arrived Sunday, registered, settled into my room, and then attended the opening reception and dinner. Monday through Friday there were four ninety-minute sessions per day with a break for lunch and a half-hour coffee break morning and afternoon. Monday evening there is traditionally a lecture of broad interest, which is followed by a reception—I listened to G. Thomas Tanselle on "The Future of Primary Records." Tuesday was Bookseller Night when local antiquarian and used

booksellers stayed open for RBS students to peruse their stock.

The next two evenings provided the opportunity to inspect and use items selected from the vast teaching collections. At the end of classes on Friday, we wrote our evaluations. No matter how often a program is offered, it always finishes with this exercise. The Rare Book School places importance on the assessments and uses them to keep the individual courses, as well as the RBS in general, at the highest possible caliber.

In retrospect I remember my "rare book summer camp" as rich and dense. The course work was thorough and organized. Readings and lectures were complemented by class discussions and hands-on experience. I went away with countless handouts, bibliographies, and notes of ideas to pursue. The RBS used every moment of non-class time to enhance the general bookish experience. And the various breaks, meals, receptions, etc. provided students from the disparate programs a chance to be together and network.

When, in an early 2004 Friends Board meeting, the question of funding David Pavelich to attend RBS arose, I spoke out in favor of the idea. The following year the Friends codified ongoing support for Rare Book School participation. We have subsequently subsidized a dozen students; we intend to continue doing so; and we are still the only auxiliary library group nationwide to make the singular experience of Rare Book School available to university students.



"I cannot live without books."

—Thomas Jefferson

Rare Book School at Mr. Jefferson's University

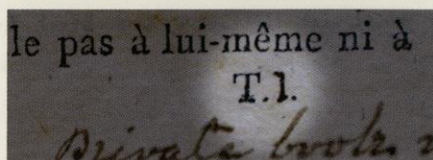
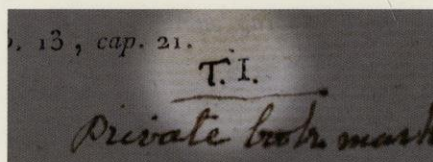
By Cindy Lundey

A summer seminar at the University of Virginia (UVA) provided a unique study of rare books as well as an unexpected primer on "Mr. Jefferson's University."

To augment my master's degree class work in the School of Library and Information Studies, in July 2006 I attended a session of Rare Book School (RBS) in Charlottesville, Va. The opportunity was made possible through a subsidy by the Friends of the UW-Madison Libraries. My class, entitled "The History of the Book, 200-2000," was taught by Mark Dimunation, Chief of the Rare Book and Special Collections Division at the Library of Congress in Washington, D.C., and John Buchtel of Georgetown University. The instructors peppered their classroom sessions, as well as our visit to the Library of Congress rare book room, with interesting, germane stories about exceptional, extraordinary, and exciting books. My favorite was the story of how Thomas Jefferson "marked" his books.

The specific "marking" of Jefferson's books was a simple method of using a printer's signature/mark that was provided for ease of gathering quires. It was common in Jefferson's day to use the 23 letter Latin alphabet for signatures, which meant the letters J, U and W were not used. So, in identifying Jefferson's books one simply has to pay close attention to that fact.

Images shown are from Jefferson's copy of N. La Grange, translator. *Oeuvres de Sénèque le Philosophe* (Paris: J.J. Smits, third year of the Republic) and were provided by the Thomas Jefferson Foundation at Monticello



Upon his marking of his books, to show ownership, Jefferson would write a cursive T before an I-signature and a cursive J after the T-signature. This changed after 1815 when Jefferson's collection was sold to the Library of Congress when he went to using a block T before an I-signature and a block I after the T-signature.

This story not only fit in well with the Jeffersonian aspect of UVA as part of the week-long seminar, but also came in very handy during my residence on the campus.

Jefferson conceived his plan for the university in 1800 and established the school in 1819. In doing so he sought to create an alternative lifestyle for students and establish a community intended to encourage commerce and communication.

The core of the University of Virginia is "Mr. Jefferson's Academical Village," a large quadrangle—"the Lawn"—flanked by small cabins for student housing interspersed with several two-storey buildings which housed faculty and contained classrooms. At one end of the quadrangle is Jefferson's Rotunda, a reconstruction of the Pantheon in Rome. Due to the intact nature of its original core, UVA is the only university in the United States designated a World Heritage Site by UNESCO.

I was fortunate to be housed in a cabin on the Lawn. As a consequence I became a *de facto* guide assisting tourists visiting the school. Thus, not only did I read and study book history while in Charlottesville, I was able to use my new-found knowledge as well as information about Jefferson and his university.

My seminar at Rare Book School has greatly enhanced my master's degree in the School of Library and Information Studies and bolstered my continuing pursuit of rare book history.

Cindy Lundey is currently a student assistant at the UW-Madison Rare Book and Special Collections Department.

Spotlight On A Friend | Pat Bender



When Pat Bender was invited to join the Friends of the UW–Madison Libraries she never thought that her involvement would last for almost twenty years and that it would include serving as President of the Friends Board and shaping the Libraries’ volunteer program. Pat has been active with the Friends of the UW–Madison Libraries since former Friends President and UW–Madison Emeritus Professor of French, Lorin Uffenbeck, invited her to join in 1991. Uffenbeck, a distinguished scholar who passed away this past September, taught Pat French language and literature at the University of Wisconsin–Madison. She had studied in Paris and at the University of Nancy II, France, prior to this while her husband was conducting research in France as a Fulbright Scholar.

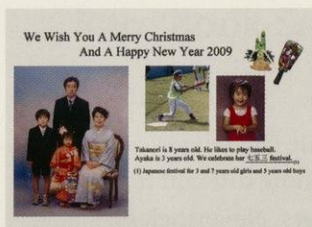
Pat began serving as President of the Friends during the 1995–96 academic year. Her role as President allowed her to become more involved with the campus libraries, and she became aware of the growing resource needs of the Libraries. As a result, in the early 1990s, she proposed and developed a volunteer program for the Libraries. Although that program no longer exists today, many of its participants are still actively volunteering at campus libraries.

Pat’s job as Volunteer Coordinator for the UW–Madison Libraries involved creating and posting volunteer opportunities, interviewing potential volunteers, and coordinating services with the respective departments. Her participation allowed her to learn more about the Libraries and various programs and services including: library education classes, preservation, student workshops, and the Silver Buckle Press. Pat was pleased with the volunteer program overall, but she says that

it did not come without some challenges. Specifically she discovered how difficult it is to recruit prospective volunteers. Nevertheless, Pat persevered with a positive attitude, because she viewed the volunteer program not only as an opportunity for the Libraries, but also as a way for the Libraries to help the volunteers. She was able to include many spouses of foreign students and researchers as volunteers, who typically were unable to work on campus due to U.S. visa restrictions.

The work of Pat’s husband, Todd, a professor emeritus of English at the University of Wisconsin–Madison, has allowed them frequently to travel and live abroad, including three years as a Fulbright Scholar in England, Greece, and France. They have participated in three “Semester at Sea” programs that have taken them twice around the world and once around the Pacific Rim. Pat, who received a secondary teaching certificate with a BA in sociology during her undergraduate years at Denison University, was able to assist the teaching program and to participate in language classes herself during her travels abroad. They first participated in the Semester at Sea program in the fall of 1973. During this voyage Todd taught literature and creative writing, and Pat served as a staff member aboard the ship. Most recently, in spring 2008, Pat and Todd participated in the Semester at Sea program sponsored by the University of Virginia–Charlottesville under the auspices of the Institute for Shipboard Education. They were lucky to have visited such places as Puerto Rico, Brazil, South Africa, Mauritius, India, Malaysia, Vietnam, China, Japan, Hawaii, and Costa Rica.

Back home in Madison Pat has been active for many years in the Friends of International →



Students, serving as chair of the International Women and also the Host Families programs. She sees the work of the Friends of the Libraries in a similar way, as a point of contact among diverse people, and the coming together of many different cultures to learn through understanding.

Pat's eighteen years of participation with the Friends have allowed her to watch the organization develop from just a few participating members to a much larger organization that touches the local and international community in many different ways. She views the Friends program as an opportunity to "foster outreach into the Madison community and involve people from diverse backgrounds." She has especially enjoyed "meeting visiting scholars and attending Friends' lectures."

One of Pat's greatest pleasures is hearing from former volunteers and co-workers from all corners of the globe, who remember with pleasure their former association with the University Libraries, for example the Christmas card she recently received from Japan (pictured) of Kaori Sakagami's family. Kaori volunteered over ten years ago in the Music Library translating Japanese and working on preservation of documents while perfecting her English.

While Pat says that she has enjoyed her years of involvement as a Friend, it is the Friends organization that has been lucky to have had such a dedicated and energetic volunteer who has shown such a commitment to the organization and to the Libraries. We all hope that Pat continues her involvement for many years to come.

Friends and Their Books Keep on Giving

Cleaning out her grandfather's house, Beth Kubly discovered caches of all kinds of printed matter belonging to her grandparents and to generations of other family members. The items ranged from a collection of "miniature books" to such titles as *Do Cats Think?* What to do with the resulting four-dozen boxes? Beth decided to give them to the UW Libraries. Some of the donated items were claimed by the Department of Special Collections; some were placed in the stacks; and the rest were given to the Friends of the UW-Madison Libraries for their semi-annual book sale.

Later, when her parents moved to an assisted living facility, Beth had the opportunity to help cull their books and again donated many to the Friends for their sale. As a book sale volunteer, Beth saw many of her father's long-held volumes leave in the hands of new owners. Any twinge of nostalgia was replaced by pleasure that the books had found a new home. Most recently Beth helped her uncle with his many books when he, too,

moved into assisted living. After she dismantled his collection and packed up more than 130 boxes, library bibliographers happily hauled away more than thirty boxes for the campus libraries. Beth also set aside some special volumes that she continues to donate to Special Collections, one of which, the *De sactorum martyrum cruciatibus*, she provided for the current "Religion in Print" exhibit in the Department of Special Collections.

Beth typifies how all levels of giving improve the UW-Madison Libraries: rare volumes enhance the Department of Special Collections, other volumes fill in the stacks, and many of the books provide the Friends with inventory for their sales. For information about donating books contact the Friends at (608) 265-2505 or friends@library.wisc.edu.



Giving Matters



Niki Graham
Development Officer
University
of Wisconsin
Foundation

While the concept of charity may be traced to the ancient world, philanthropy and volunteerism remain uniquely American endeavors. Andrew Carnegie set the modern standard when he suggested that surplus personal wealth be returned for community benefit. Carnegie's philanthropic focus included building free public libraries and improving their services. Indeed, in this country free libraries exist almost everywhere.

However, they thrive and flourish as a result of private gift support as well as the work of volunteers who offer their time and expertise. Nowhere is that more evident than the University of Wisconsin-Madison Libraries. Gift money is used to enhance collections, improve physical space, and offer services that would not otherwise be available. Even against the backdrop of a poor economy, gifts from friends, alumni and the parents of undergraduate students arrive daily and make a huge impact on library operations.

For that we are deeply grateful. Competition for philanthropic dollars is stronger than ever, so each gift, regardless of size, is appreciated and well used. There are many ways to contribute to the future of campus libraries and the vibrant intellectual community they serve:

The Fund for Books. Remember or honor someone through support of new purchases. With a gift of \$50 bookplates are affixed to an acquisition in a subject area selected by the donor.

Friends of the Libraries. Give to one of the oldest university library friends groups in the nation. Friends advocate for the Libraries, sponsor distinguished lecturers, assist with rare book preservation, conduct book sales, offer grants-in-aid for use of collections, publish an annual magazine and a bi-annual newsletter.

Endowed Funds. Establish a source of ongoing, dependable support with a gift of \$10,000, invested by the UW Foundation. Donors name their fund and direct how income will be spent. These generous gifts are commemorated on the honor wall in Memorial Library.

Planned Giving. Take advantage of tax, financial and estate planning techniques to make a substantial gift commitment, realize tax savings, or provide lifetime income.

For more information please contact Niki Graham, UW-Foundation (608-263-0372) or Ken Frazier, Director, General Library System (608-262-2600).

SNAPSHOTS

A brief description of just some of the more than forty professional and special purpose libraries that serve the UW–Madison campus.

The UW–Madison has the 12th largest research library collection in North America, according to the most recent survey by the Association of Research Libraries.

Our Vision

We are vital to the teaching, learning, research, and outreach mission of our great University.

Our Mission

We meet the changing needs of the academic community by providing:

- Leadership for the selection, organization, access, and preservation of sources of knowledge in all formats;
- Exemplary information services designed to fulfill the needs of a great public university;
- Inspirational environments for collaborative and individual discovery, study, and learning.



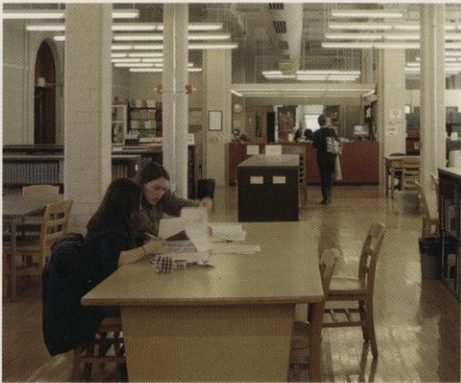
Kohler Art Library
*Conrad A. Elvehjem Building, Room 160
800 University Avenue*
The Kohler Art Library supports the teaching and preservation of the visual arts. The library documents a broad range of traditional and non-Western art history and the making of art. The subjects covered include painting, drawing, architecture, sculpture, graphic arts, photography, and decorative arts. The types of materials include monographs, periodicals, exhibition and collection catalogues, museum guides, sales and auction records, catalogue raisonnés, Festschriften, and a growing array of electronic resources and image databases such as ARTstor. The library is a hands-on laboratory for one of the largest artists' books collections to be found in a public university in North America. In addition, it houses a number of other special collections such as Medieval and Renaissance illuminated manuscript facsimiles.
<http://art.library.wisc.edu>



Biology Library
*Birge Hall, Room B164
430 Lincoln Drive*
The Biology Library collects at the research level in four areas: ecology, evolutionary biology, systematics, and animal behavior. These areas are broadly defined to include many related disciplines such as biogeography, conservation biology, and landscape ecology. In addition to these core areas, the library collects at the instructional and reference levels in general botany and zoology, plant and animal anatomy, morphology, and physiology. The collection consists primarily of print materials in book and serial formats. Increasingly, the library provides access to electronic subject databases and journals, Internet resources, audiotapes, and computer software. The library has a Rare Book Room which houses botanical and zoological monographs from the seventeenth through nineteenth centuries, as well as a number of nineteenth-century journals and the complete run of the Zoological Record.
<http://biology.library.wisc.edu>



College Library
*Helen C. White Hall
600 N. Park Street*
As the library with primary service to undergraduates, College Library has 24-hour service, a large computing facility, a variety of study spaces to meet group and individual needs, a café, and browsing collections serving introductory research needs across all disciplines. College Library provides materials on a wide range of topics to support discovery and learning, especially for those new to academic research. Emphasis is placed on current materials that will support and enrich class assignments and projects. In addition to academic resources, College Library offers a recreational collection including: popular fiction; graphic novels; nonfiction books in areas such as travel, hobbies, self-help, and entertainment; audio books; music CDs; movies; video games; and popular magazines.
<http://college.library.wisc.edu>



Geography Library
*Science Hall, Room 280
550 N. Park Street*
Celebrating its 80th year, the Geography Library is one of the primary earth science libraries on the University of Wisconsin–Madison campus. Located in Science Hall, it provides a unique setting for personal research services and excellent study spaces including wood floors, a mezzanine annex, glass floor balcony, and many working windows with views of Bascom Hill, Lake Mendota, Langdon Street, and the Wisconsin State Capitol. The library houses the primary print collections in the academic disciplines of geography, cartography, and geographic information science. Resources include monographs, journals/serials, atlases, and government publications. The library is fully equipped with computer access for online resources, coursework, and research. Exceptional collections include resources for the history of cartography, physical geography, and climate change. The Geography Library also houses a seminar room which contains a special collection of Geography Department dissertations, master's theses, and senior honors theses.
<http://geography.library.wisc.edu>



Memorial Library
728 State Street
Memorial is the largest library at UW–Madison and is among the largest in the United States, facilitating interdisciplinary scholarship in cooperation with more than 40 campus libraries. As the major research library in the state, Memorial also aims to serve the local community and beyond. Memorial is the principal research library on campus for the humanities and social sciences, housing more than three million volumes on 78.5 miles of shelving. The collection includes books, journals, dissertations, newspapers, government documents, electronic resources, and other media selected to meet the needs of the UW–Madison teaching, learning, and research communities. Memorial Library's unique and rich collection includes materials in more than 350 languages.
<http://memorial.library.wisc.edu>

Photos by Eric Ferguson



Charles H. Mills Music Library

Memorial Library, Room B162
728 State Street

The Charles H. Mills Music Library, a member of the General Library System, is the primary resource for music materials and information on the UW campus and in the state of Wisconsin. Over the course of its history, Mills Music Library has grown from a 2,500-item departmental collection to a research library of more than 250,000 titles, with special collections containing an additional 250,000 items in all formats. Special strengths include Americana, musical theater, recorded sound, and ethnomusicology. The Music Library houses staff offices, open stacks, a seminar room, a special collections facility, and the Audio Facility. Music Library study carrels and reading tables provide seating for about 50 users.

<http://music.library.wisc.edu>



Steenbock Memorial Library

550 Babcock Drive

Steenbock Library provides access to a research-level collection of agriculture, life sciences, veterinary medicine, and human ecology materials. The library collects in the areas of bacteriology, biochemistry, biotechnology, entomology, food science, forestry, genetics, human and animal nutrition, landscape architecture, natural resources, rural sociology, wildlife and fisheries management, and veterinary medicine in addition to traditional agricultural subjects such as horticulture, dairy science, and soil science. The library supports teaching and research in the College of Agricultural and Life Sciences, the School of Human Ecology, and the School of Veterinary Medicine. The library holds more than 124,000 books, more than 493,000 government publications, and has current subscriptions to hundreds of print and electronic journals.

<http://steenbock.library.wisc.edu>



Wendt Engineering Library

215 N. Randall Avenue

Wendt Library serves the College of Engineering and its research centers, as well as the Departments of Statistics, Computer Sciences, and Atmospheric and Oceanic Sciences. Through innovative tools and services, in collaboration with the campus libraries, it offers powerful information discovery, access and management solutions for its learning and research community. The library provides access to print and online books, journals, government documents, technical reports, standards, and patents and trademarks, as well as online databases. Expert staff facilitate lifelong learning and the discovery, use and communication of technical information through reference, instruction and personalized liaison services. Students make full use of library space for group and individual study, supplemental instruction and tutoring. Computing resources include three Computer-Aided Engineering (CAE) labs, a CAE/DoIT Infolab, and a library instruction computer lab.

<http://wendt.library.wisc.edu>



Facts & Figures

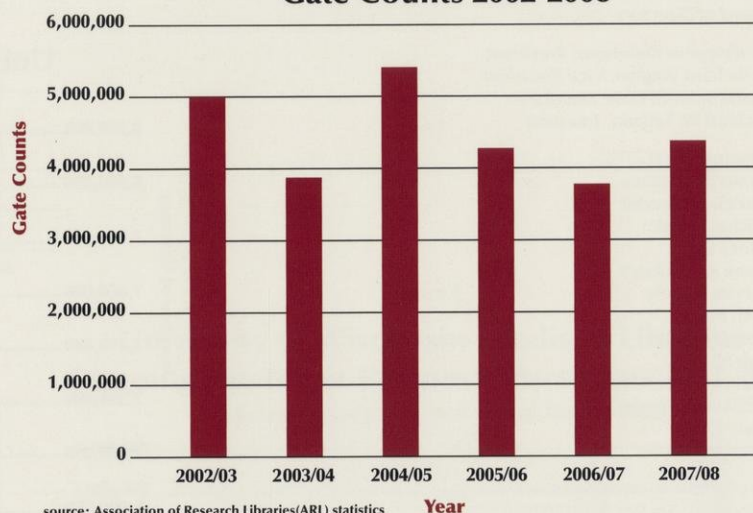
Changes and improvements in UW–Madison Libraries' services and spaces continue to have an impact on library performance measures. The gate counts graph (Figure A) shows that visits to campus libraries increased nearly 15 percent between 2006/07 and 2007/08. Library collections remain strong with more than 8 million volumes, 2 million items in the Libraries' Digital Collections, and 1,200 databases listed in the e-resources gateway, in addition to the thousands of electronic journals and ebooks.

The collection expenditures graph (Figure D) shows that spending on traditional print materials (books, journals, etc.) declined from the previous year; the electronic resources graph (Figure E) shows that expenditures on electronic resources now account for nearly half of the Libraries' total collection spending.

While circulation of print resources declined (Figure C), total collection usage has steadily increased as measured by access and downloads of electronic resources. On-site use of campus libraries has also increased as a result of reference and instructional services, and the demand for comfortable and technologically updated study spaces.

Figure A

University of Wisconsin–Madison Libraries Gate Counts 2002-2008

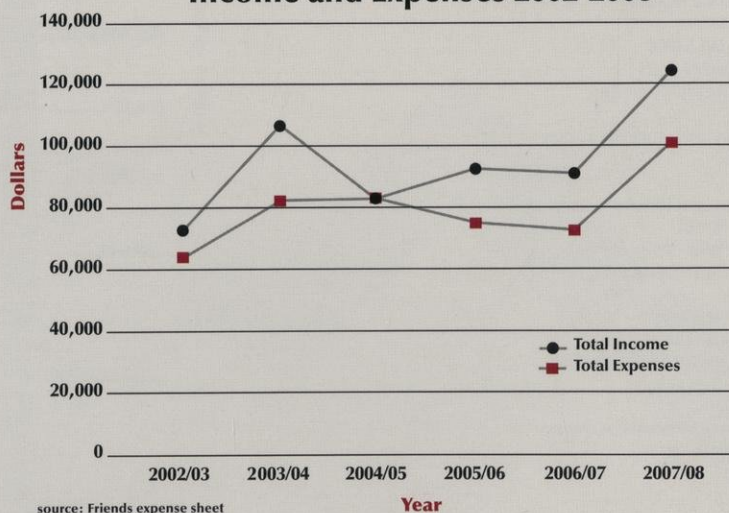


The Friends

Historically the majority of the Friends' income has come from the semi-annual book sales, memberships, and donations. In the latest fiscal year, the first significant income was received from a recent endowment gift of \$1.2 million from Douglas Schewe.

Traditionally, primary expenditures for the Friends include direct grants-in-aid to the UW–Madison Libraries, grants-in-aid to visiting scholars using the Libraries, the Friends' Magazine, and speakers for Friends and Library events throughout the year.

Friends of the UW–Madison Libraries Income and Expenses 2002-2008



Friends of the Libraries
magazine

Number 49, 2009

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Volumes and Circulation

Figure B

University of Wisconsin–Madison Libraries Total Volumes in Libraries 2002-2008

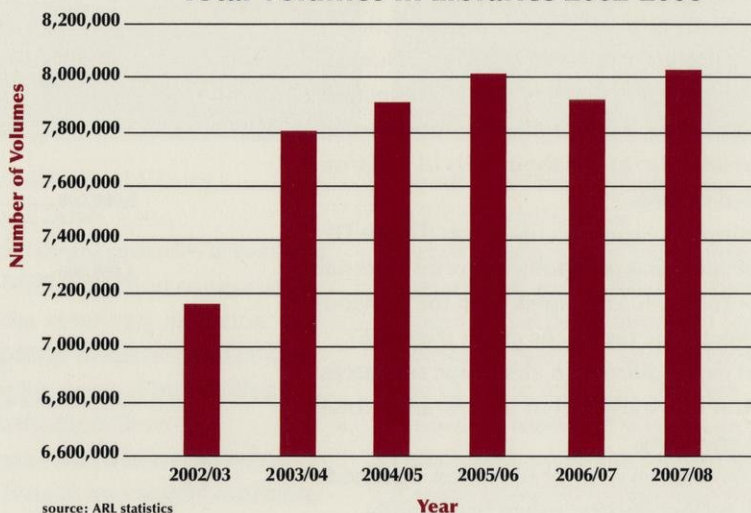


Figure C

University of Wisconsin–Madison Libraries Circulation 2002-2008 (includes renewals)

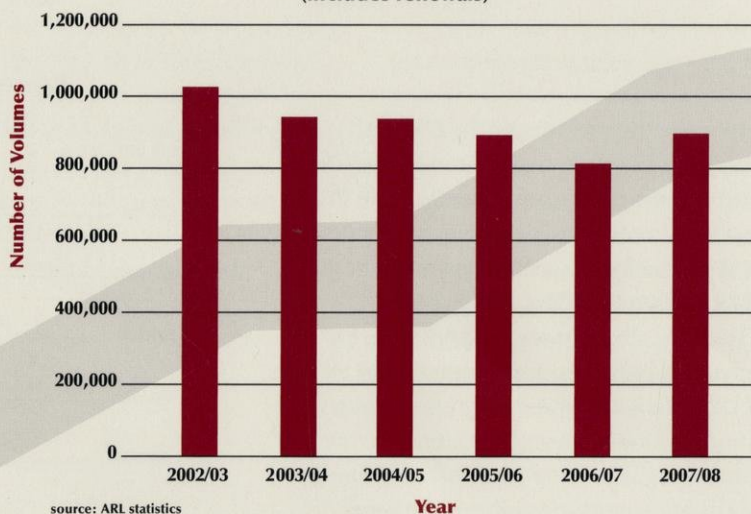


Figure D

University of Wisconsin–Madison Libraries Collection Expenditures 2002-2008*

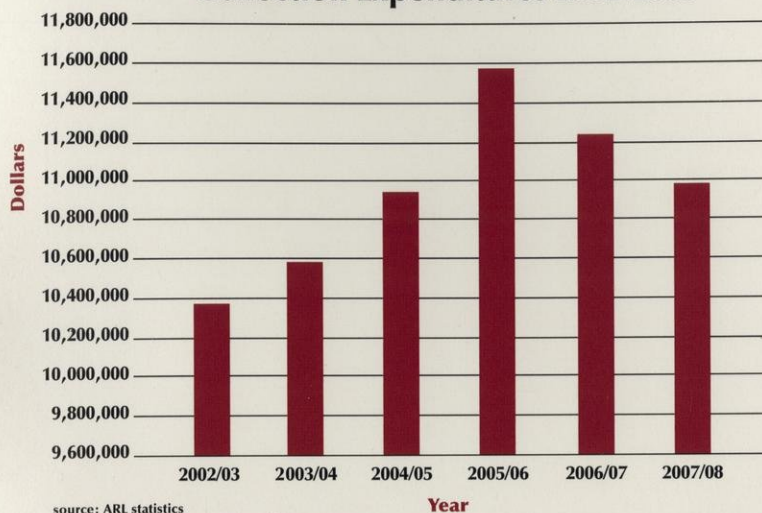
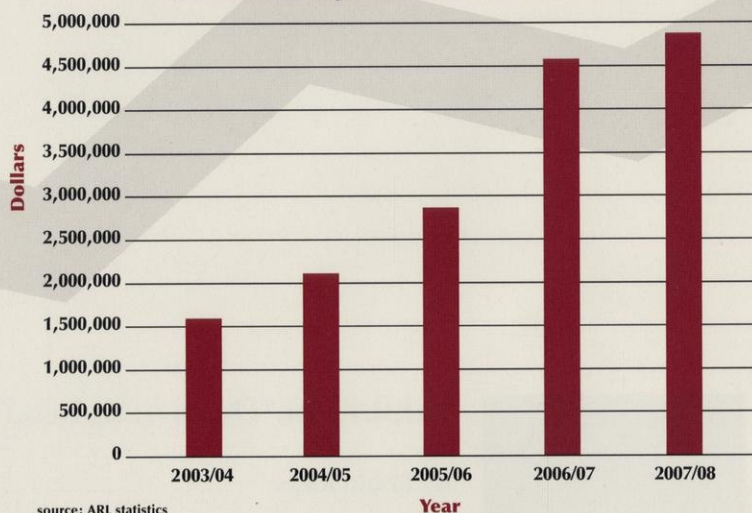


Figure E

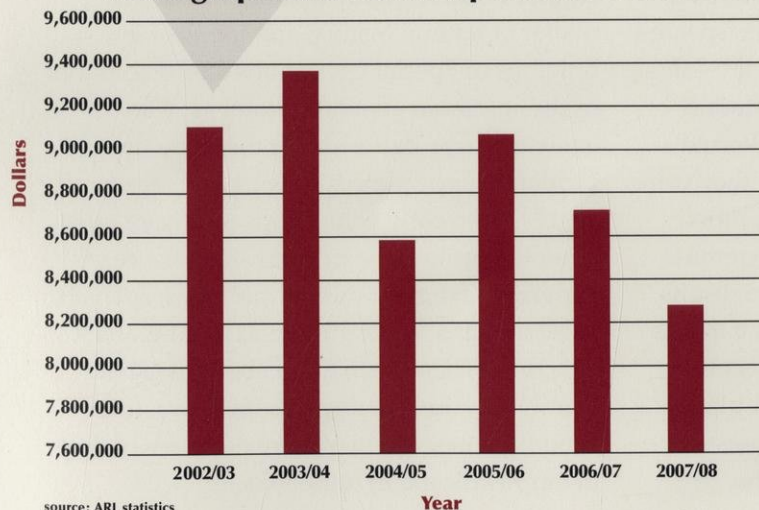
University of Wisconsin–Madison Libraries Ongoing Electronic Resource Purchases 2003-2008 (includes subscriptions and annual license fees)



Expenditures

Figure F

University of Wisconsin–Madison Libraries Monograph and Serial Expenditures 2002-2008





Opens April 27, 2009
976 Memorial Library

Exhibit on “Dogs in Special Collections”

By Robin Rider

“In shape of dogs and hounds,” wrote Shakespeare, and varied indeed are the representations of dogs. Drawing on a wide variety of works—from books of Shakespeare’s time to little literary magazines of today—this exhibit showcases images of dogs as found in Special Collections. I have long collected references to these images as though they were treasured tennis balls, with the cooperation of many colleagues and students (even those more inclined to cats than dogs!). The results depict dogs, singular and plural, in a baroque courtyard or Victorian parlor, Arctic camp or western ranch. Some of these dogs played important roles in the narratives in question; others added local color, danced to the

busker’s command, served human masters, or stood for Nature’s creations, wild or domesticated. Dogs, of course, figure among the subject matter of natural history, and the strong holdings of Special Collections afford accounts of the species in general, as well as of an evolving array of breeds. At the same time, incidental appearances of dogs in a variety of spaces, from early print shops to private girls’ schools, speak to the cultural significance of “hounds, and greyhounds, mongrels, spaniels, curs, shoughs, water-rugs, and demi-wolves.” At a time when speculation about the First Family’s choice of a dog fills the news, this exhibit invites you to explore the place of dogs in our hearts and in our books.

