

Bindings

NEWS FOR SUPPORTERS OF THE UNIVERSITY OF IOWA LIBRARIES

SPRING 2006

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Out of the Library and into the Classroom

Librarians have always been a part of the “academic team,” but over the last couple of decades the role of the librarian has begun to shift from behind-the-scenes support to front-of-the-classroom instructor. Historically, much of a librarian’s teaching was one-on-one at the reference desk complemented by an occasional “bibliographic” instruction session with a class.

This model works well because individualized instruction with students engages them on a much deeper level than a larger lecture session can. The problem however is that one-on-one instruction doesn’t scale well when a limited number of librarians are serving a student population as large as that of the University of Iowa. During the last fifteen years the information landscape has changed dramatically, as

has the way students use the library. Fewer students are coming to the reference desk today than they did in 1990.

Ironically, students have even greater need for information now than they did fifteen years ago. This information and publication landscape has increased in complexity and expanded exponentially. Formal instruction is a logical extension of the library’s reference desk. Over the last ten years the number of participants in our instruction sessions has increased to more than 12,000 per year.

Staff in the University of Iowa Libraries considers instructional services for our student, faculty and community users as one of the most important things we do. Helping our students become intelligent information consumers is the essence of librarianship.

*The pages of a book
are held together by its binding.
Sewn together, one after another,
each page adds to the book,
creating a whole.*

*Bindings represents the
continuing relationship between
alumni and other supporters of the
University of Iowa Libraries,
its students, and faculty.*



THE UNIVERSITY
OF IOWA

This publication is printed with private funds.



Engagement and the Libraries’ Mission of Service

Nancy L. Baker, University Librarian

President Skorton has declared this academic year as the Year of Public Engagement by saying the “The University of Iowa continues its strong tradition of engagement with the people of Iowa, the nation and the world as we conduct our trifold mission of education, research and service.”

Although the UI Libraries have long offered a wide range of services to users beyond its current students, faculty, and staff, many of these activities are not so apparent. I would love to share some of them with you.

- The UI Libraries offers free borrowing privileges to Iowans who wish to have a community borrower’s card. Over 1,000 individuals take advantage of this service each year.
- The Libraries lend over 15,000 items each year to the public, academic, corporate, hospital and other libraries throughout Iowa.
- Our conservators have offered workshops throughout the state on book repair and other conservation techniques.
- Our Head of Preservation, Nancy Kraft, is leading a statewide effort to create an Iowa Digital Heritage website of digital artifacts pertinent to Iowa and found in the state’s many libraries, museums and historical societies.

- Marianne Mason, our Federal Depository Librarian, has offered training around the state in the use of the publications of the U.S. government.
- Librarians at the University have participated in History Day each of the last few years, working with junior high school students to acquaint them with primary and other specialized resources on that year’s topic.
- The health sciences librarians, in partnership with the College of Public Health, created the Iowa Public Health Initiative and trained public health professionals throughout the state in its use.
- *Hardin MD*, created by the Hardin Library, has over 1 million hits each month.

And the list goes on. Libraries have long been collaborative agencies, eager to share their resources, expertise and services with those who need them. This has been especially true at the University of Iowa. Even after the “Year of Public Engagement” comes to an end, the UI Libraries will continue to look for ways to share our wealth of resources with others.

Roadtrip to Recovery

Saving Our Heritage from the Ravages of Hurricane Katrina

Gary Frost, UI Libraries Conservator
Randy Silverman, Preservation Librarian, University of Utah

Editor's Note: On September 22, UI Libraries Conservator, Gary Frost joined a Heritage Emergency Assistance Recovery Team to assess collection damage to cultural institutions following Hurricane Katrina in the Gulf Coast region of Mississippi.

Televised images depicted communities in ruin, refugees homeless, and a stunned population wading waist-deep in flood waters in sodden New Orleans. In the wake of the storm, communication concerning the state of heritage collections was fragmentary. With little factual information to go on, the American Association for State and Local History (AASLH) initiated a plan to organize two mobile units to assess conditions in the collecting institutions of Louisiana and Mississippi. This assessment program was funded by the generous support of the Watson-Brown Foundation of Thomson, Georgia and the History Channel. Each team was led by a museum professional and staffed with conservators vetted by the American Institute for Conservation (AIC).

Maritime and Seafood Industry Museum

Broken trees, stripped or toppled billboards and ruined buildings grew more pronounced as we approached the coastline. Approximately six-miles from the Gulf, evidence of the storm surge greeted us. Debris was deposited on the shoulder of the raised roadbed as we reached Interstate 10; plastic bags, shredded fabric and multicolored household goods were strewn in the tree limbs 12 feet from the ground revealing the high-water mark's crest.



Adding a farcical twist to the tragic scene, an antique piano remained suspended high in a tree caught on a branch where the storm surge had left it.

Passing through a military checkpoint, we located the Maritime and Seafood Industry Museum on the waterfront facing the destroyed bridge that once spanned Biloxi Bay. Only the facade of the 1934 National Register building, a portion of roof, and a section of the second story remained standing. Trees had been driven torpedo-like through the outer walls by a 26-foot storm surge; collapsed brick and mortar were strewn across the grounds. Two of the museum's historic fishing boats, evacuated upriver to the head of Biloxi Bay, sustained above-deck damage. Another was located and recovered from the middle of a pile of rubble half a mile away. Others remained unrecovered while the bulk of the museum's collection was scattered in a several-block radius in what was termed the

“artifact field,” now exposed to outdoor weather conditions, or were buried under the museum's collapsed slab roof.

Beauvoir, Jefferson Davis's Home and Presidential Library

Further down Beach Boulevard through another military checkpoint we reached Beauvoir, the Jefferson Davis Home and Presidential Library, situated 500 feet from the Gulf of Mexico. The raised cottage-style residence, constructed between 1848 and 1851, has weathered 22 previous hurricanes. Its brick pilings are high enough that even Katrina's tidal surge couldn't topple the structure, restricting damage to the wraparound porches (missing except in the back), the roof (now patched with a

(continued on page 9)



Dick and Rina Sjölund are longtime Iowa City residents and Libraries' Friends.

The Love of Discovery

From Reading Grows Knowledge

Dr. Richard Sjölund grew up in a blue-collar family in Milwaukee. He was the first person in his family to have a library card, and the local public library is where he fell in love with reading, words and knowledge. From an early age, Dick was interested in biology, electronics and photography. He discovered these passions in the books at the library.

He earned an undergraduate degree from the University of Wisconsin-Milwaukee. Dick worked as a biologist for NASA on the Biosatellite Project in California and eventually earned a Ph.D. from the University of California-Davis. He joined the faculty of the Biological Sciences Department at the University of Iowa in 1968, conducted research in the area of cell biology, and taught courses in electron microscopy and human biology.

“The library was one of the reasons that I came to the University of Iowa,” said Sjölund. “Access to the literature at the library was absolutely essential for a faculty member. It was the way we learned what was going on in our field and where the cutting edge research was.”

Dick and his wife Rina are longtime supporters of the University, and they began supporting the Libraries directly nearly fifteen years ago. Dick believes that the Libraries helped him accomplish what he wanted to teach his students. Using the information resources and working with librarians helped teach students how to learn. They were able to develop an appreciation for past research and get real data, which is the first step to becoming professional researchers.

Biologist Turned Photographer

Photography played a major role in his research, especially in the production of images from light and electron microscopes. He taught photography to biology and medical students at Iowa and maintained a university darkroom. In the early 1990s he began to equip his microscopes with digital cameras and was an early adopter of digital image production using computers.

Today he devotes his time to creating photographs and to being part of the digital revolution in photography. Though Dick retired from full-time teaching in 2002, he still makes his way to the front of the classroom occasionally for a digital photography course he teaches through the Senior College in the Libraries' Information Arcade® and a local camera shop.

“The story of my life has been built around reading,” said Sjölund. “My hope is that children today will have those same opportunities to discover new worlds that I had at the library.”

Dick and Rina live just north of Iowa City where they share an acreage of forest and ferns with the abundant wildlife. They think of Iowa City as a home base from which to launch their adventures. To see some of Dick's photographs, you can check his website at www.naturephotostudio.com.



Changing Lives

**Chris Collins, libraries' liaison and associate director of gift planning,
University of Iowa Foundation**

Since the University of Iowa Libraries system first opened its doors to students in 1855, it has been connecting people to a world of life-changing ideas. That is why I have found it so gratifying to work as a fund raiser on behalf of such a transformative and far-reaching UI resource.

There are few other places on campus where teaching and learning intersect with every student, every faculty and every staff member. The UI Libraries has learned to serve them all.

It has been even more rewarding to do my job during this momentous Sesquicentennial Celebration year. Throughout numerous generations of users, the UI Libraries has educated and inspired, enlightened and engaged—first through books and now also through additional modern-day resources and technologies.

This wouldn't be possible without alumni and friends like you, many of whom I've met during my work for the UI Libraries. I feel privileged to have worked with many of you—and with the UI Libraries—and I will miss this role, since I now have been asked to assume a new fund-raising position at The University of Iowa Foundation.

Though I will no longer be working with the Libraries, my UI Foundation colleague, Randy Rumery, director of gift planning, will be taking over my role as the UI Libraries fund raiser. He looks forward to meeting many of you during his work on behalf of the UI Libraries.

It has been a historic year for the Libraries—and for The University of Iowa. In addition to commemorating 150 years of the UI Libraries, the UI also is celebrating the successful conclusion, on December 31, 2005, of its unprecedented \$1 billion fund-

raising initiative, *Good. Better. Best. Iowa: The Campaign to Advance Our Great University.*

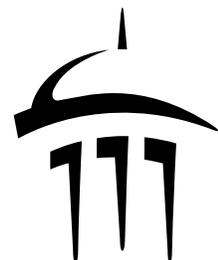
This campaign shows that private support can make a real difference for the UI students and faculty—and other users—who access our 12 libraries on campus, across the state and around the world. Nancy Baker, the University librarian, and her staff ensure the excellence of this UI Libraries system. They serve our UI community with the kind of expertise and commitment that should make all Friends of the Libraries proud.

However, Nancy and her staff cannot provide these outstanding Libraries resources on their own. Exceptional libraries are built and sustained by people like you, who understand how the power of ideas can change the world. Thank you for allowing me to work with you in making change possible at the UI Libraries and beyond.

For information about how to give to the UI Libraries, contact Randy Rumery, director of gift planning at the UI Foundation, at randy-rumery@uiowa.edu or at 319-335-3305 or 800-648-6973. To make a gift for the Libraries online, go to www.uiowafoundation.org/libraries.



Randy Rumery



The Librarian as “Teacher”

A Growing Role for the Next Generation of Librarians



Ericka Raber works with Michelle Reinke, a senior communication studies major from Paullina, Iowa.

I Was a High School Language Teacher

Ericka Raber, Reference and Instruction Librarian

Then I found a career that let me mesh my teaching skills with my knowledge of information resources: a reference and instruction librarian at the UI Libraries. I had just completed my M.L.S. at the UI School of Library and Information Science and in 2001, when I first came to the Libraries, new positions for instruction librarians were popping up across the country. Librarians and other educators were recognizing a need among students who were barely treading water in the sea of online information. Within a year of being hired, I began staffing the reference desk and working on collection development for Russian Studies.

Working with instructors to tailor class sessions to students’ needs is the best way to connect students to the myriad resources the library provides. I know a session will be good when we get a list of sample topics to use for our in-class demonstrations. It’s amazing how students perk up when they see their ideas generating discussion in class.

I expected to enjoy the classroom experiences with students when I came to the Libraries, but what I also found satisfying are the teachable moments in one-on-one situations at the reference desk. What I love about working with students at the desk is seeing the immediate impact of point-of-need, specific instruction.

We are living in an era of information overload, and I see a continuing need for librarians to work with students, teaching them new ways to identify and evaluate information for their own purposes. Though it is challenging to show students a variety of methods and resources and let them construct their own meaning, it is a challenge for which librarians are ready.

Plugged in and Online

Laura Leavitt, Business Reference Librarian

For the last seven years, business librarians have been teaching a one-credit course on basic business research to undergraduate students in a traditional classroom setting. We found that the skills students take away from this class can give them a competitive edge in their future careers. As a result, we wanted to reach more students earlier in their business curricula and thought that using the platform they are most comfortable with, the internet, might help us to do just that. So, we took it up a notch and offered the class online for the first time last fall.

I had participated in “webinars” and other online learning sessions, but I had never taught one so I started reading about this unique teaching and learning environment. In library school, I had taken a class with Lisa Hinchliffe, a well-known coordinator of instruction. We learned how to make lesson plans and incorporate information literacy skills into our sessions. But always our focus was on the learner. Still today, after every class I ask myself “did the students learn anything?” rather than “how well did I present the material?”

Teaching in an online environment provided different challenges from our traditional classroom. Since students are not there in the room with me, I need to make the class very interactive to help keep them engaged and interested. With the software, I was able to do in-class demonstrations of business resources and students could follow along. Our discussions were “chat” sessions, and students were able to test their skills in online quizzes.



Laura Leavitt leads the on-campus section of “Competitive Intelligence.”

Our initial goal was to reach more students than we might in the typical face-to-face class. While this proved to be possible, our experience has revealed a large demand for the course from different audiences. We are considering changing the course to enhance its appeal to business students who are already taking the majority of their courses online. We also decided to change the name of the course to “Competitive Intelligence” and have found this to have wide appeal as well.

Teaching and Learning

Kären Mason, Curator, Iowa Women's Archives

We all have preconceived notions about others drawn from TV, newspapers and even our own upbringing. But often these ideas are inaccurate. Life and history are more complex than we can accommodate with simple labels. This is what I've learned from working in the Archives and what I hope to teach.

Whether it is a class of undergraduate history students working on an assignment or a group of junior high students preparing for National History Day or seasoned scholars looking for that one piece of information that will open a new line of questions, I enjoy sharing my enthusiasm for documents with them. Once they start digging around in the Archives, I often learn from them as they make discoveries in our collections.

Lately, I've been talking to women's groups around the state about our *Mujeres Latinas* project. What I find so exciting about these visits is uncovering another piece of the mosaic that makes up the history of Iowa. I often have a chance to share some stories I've collected. Though my job involves teaching people about archives and history and why they matter, what I'm really doing is teaching communities about each other.

The projects we undertake in the Iowa Women's Archives are helping to preserve the history of those who are denied it because the records aren't available. As the collections grow, so does the understanding. I don't think that libraries and archives are purveyors of knowledge, I think we work together—teaching and learning—to create knowledge.



Rachel Carreon, Janet Weaver and Oskra Nuñez met many people at the Latinos Unidos Fiesta in Clive, Iowa.

Friends Celebrate Libraries' 150th

It's a milestone that doesn't happen every year: the UI Libraries' Sesquicentennial. Throughout the fall, Libraries' staff celebrated with students, faculty and Friends at a variety of events.

Libraries Day at Hawkeye Football



When the librarians took the field at Kinnick Stadium on Saturday, September 3, cheers rang out. President David Skorton opened his box to Libraries' Friends and librarians from around the state to watch the Iowa Hawkeye football team take on the Cardinals from Ball State in this "kickoff" celebration. After the game, Libraries' volunteers passed out bookmarks that recognized the Libraries' partnership with Hawkeye Athletics.

Branch Libraries Open Houses

Even within a large institution like the University of Iowa, there are small communities. Our branch libraries are one place where these communities converge. To celebrate the special relationship with students, faculty and staff our branch library staff enjoys, we hosted open houses at the engineering, chemistry, business, physics, psychology, biology, geoscience, Hardin and math libraries. Each branch library encouraged students to sign up for an iPod Shuffle drawing. In total we gave away Shuffles to 10 lucky students.

Campus Party

The groovy rhythms of DJ Brian Thompson (who also works as a Systems Librarian) and the smell of food brought the students to the Main Library to party. We served up more than 40 dozen cookies, 37 gallons of lemonade and 30 large pizzas. Nancy Baker announced the winners of the Essay Contest and drew names for an iPod Shuffle and community gift certificates.



Librarian Film Series

The librarian is a pop-culture icon, which makes "her" a great character for the feature film. With literally hundreds of films to choose from, library staff narrowed the field to three: *Desk Set* with Spencer Tracy and Katharine Hepburn, *Party Girl* with Parker Posey, and *Black Mask* with Jet Li. Free and open to the public, the film series drew students, librarians and Friends.

Sesqui Celebration



To mark the Libraries 150th Anniversary, we hosted a celebration event that included remarks by President Skorton and Nancy Baker and a screening of the video “Two Boxes, Fifty Books and a Dream: A Short History of the University of Iowa Libraries.” For the public lecture, we invited Mark Edmundson, author of *Why Read?*, to share his thoughts about reading, the liberal arts and the role libraries play in educating students. After his thought-provoking discussion about how reading can change lives, Libraries’ Friends enjoyed a dessert reception in the North Exhibition Hall of the Main Library.

University Librarian's Club Dinner



President David Skorton and Robin Davisson welcomed the University Librarian's Club to their home for the final Sesquicentennial celebration. In his opening remarks, President Skorton thanked Nancy Baker and her staff for their dedicated service to the University community. Chef Barry Greenberg prepared a wonderful feast based on recipes from the Libraries' Szathmary Collection of cookbooks.

Roadtrip to Recovery

(continued from page 3)

tarps), and several front windows that had admitted water to the front rooms.

The new Jefferson Davis Presidential Library, dedicated in 1998, sustained major damage to the first floor. The storm surge swept the collection through the museum's shattered walls and windows and scattered artifacts beyond the property's 52 acres.

Old Spanish Fort Museum

The following morning we headed southeast to Pascagoula to assess the Old Spanish Fort Museum. This one-room local museum had been inundated by approximately two feet of water, but the building had not been opened up since the storm. An oozy layer of mud covered the museum's floor and standing water remained inside ceramic pitchers and iron kettles, marking the flood's high-water mark. The surfaces of many organic objects such as leather bookbindings, cotton carpetbags, and a leather saddle were coated with five or six varieties of thickly conjoined fungi forming a fuzzy mosaic in rusty red, olive brown, ocher, raw sienna and black. Far greater microorganism growth was observed inside closed exhibit cases. Wearing respirators and nitrile gloves, we opened the glass doors and moved organic materials to staging areas to air dry.

Biloxi Public Library

Inside the modern concrete and glass Biloxi Public Library situated one block from the Gulf, our guide, Jamie Bounds Ellis (Local History and Genealogy Librarian), cautioned us to keep a sharp lookout for snakes. A couple of windows, staved in during the storm surge and now boarded up, had admitted six to eight inches of pine needles, leaves and other botanic flotsam, carpeting the first floor. The snakes (rumored to be water moccasins) proved impossible to spot, but the interior space was surreal: the soft layer of brown pine needles transformed the soggy



carpet into an indoor primordial jungle.

After weeks of negotiations, Head Librarian Charline Longino convinced the city council to support her need to stabilize the collection. Packed onto freezer trucks, the local history and circulating collections would travel to Chicago for vacuum freeze drying and sterilization using gamma radiation.

A National Safety Net for Collections

Dealing with collections offered little reprieve from experiencing the effects of human tragedy. Mississippi's local population was in crisis. People had died, both immediately and as a result of interrupted critical care services. Many residents had lost their homes, belongings and employment. Many stood in long lines near Red Cross tents seeking water and food rations. It was disheartening to see the social and cultural infrastructure so wounded.

We visited many libraries, museums and other cultural institutions. We helped to write four Letters of Inquiry for submission to the National Endowment for the Humanities for various restoration projects, all of which were funded. We were pleased to have had the chance to help out a little, but we left knowing much more needs to be done.

Library: A Collage

Andrew Stallings, *Writer's Workshop*

Editor's Note: *To celebrate its 150 years at the University of Iowa, the Libraries sponsored an essay contest open to all students. This essay was the winning entry.*

A gray, slate sky, the clouds moving half as fast as the ground-wind, the wind in the trees. The first day of autumn. Library weather. I've drained the last of my coffee from its paper cup, deposited it in a trash can. Now through the North Entrance, into the warm indoors. I remove my knit cap and head for the reference room.

I come to the reference room when I need facts. If it's true that the value of facts has declined in the last hundred years, then the reference room, with its tiers of large, sturdy volumes, is our bastion of pre-Modern credulity; and the *Oxford English Dictionary* one of its most trusted components.

•••

Catalog Card

The Oxford English Dictionary. -- Oxford: Clarendon Press;

New York: Oxford University Press, 1989. 20v.; 31 cm.

Main Reference Collection FOLIO PE 1625 M7 1989 Second Edition -- Vol. V --

Dvandra-Follis pp. 339

•••

Tomorrow night, I will teach twenty-two undergraduate creative writing students about the lyric essay. What is an essay? What has it been? What is it now?

•••

essay, n. (se), sb. [OF *essai*]

I. The action or process of trying or testing. c1600 SHAKS. *Sonn. CX*, *Worse essays proved thee my best of love.*

•••

Stop here. There are many entries (ten, actually) under this heading, some of which I will copy out and read to my students—later. Right now, I'm going to let the library take me where it will.

The concept of hypertext, a supposedly modern phenomenon, is nothing new to the regular library patron. If a thought begets another thought, then a thought in the library begets ten subject headings and a hundred books. An afternoon in the library, therefore, becomes primarily an exercise in the balancing of opposites: the fecundity of possibilities and combinations sets the imagination off at a gallop, while the practical intellect, with an eye to the size of a backpack, prioritizes and selects.



Woodcut illustration by Agnes Miller Parker in "Poems of Shakespeare" in *Special Collections*.

The same combination of restraint and release is required to write a poem or ride a horse.

•••

Catalog Card

Shakespeare, William, 1564-1616.

[Selections. 2002]

The complete sonnets and poems / edited by Colin Burrow. -- Oxford; New York;

Oxford University Press, 2002. ix, 750 p.; 23 cm. (The Oxford Shakespeare)

Main Library PR 2841 B8 2002, cop. 1

•••

Entering the Stacks is an aesthetic experience not unlike entering a Baroque cathedral or looking a long time at the stars on a dark night—the mind gives in, concedes full comprehension. I walk quickly along a row of shelves, the white flags of call numbers surrendering individuality to a larger blur.

I come to the section my book is in, slow down, locate a particular shelf. It is packed tight. I slide the book from between two other books, open it carefully to the middle, start to read . . .

•••

pp. 601

Sonnet 110

Alas, 'tis true, I have gone here and there,

And made myself a motley to the view,

Gored my own thoughts, sold cheap what is most dear,

Made old offences of affections new.

Most true it is that I have looked on truth

Askance and strangely; but, by all above,

Those blenches gave my heart another youth,

And worse essays proved thee my best of love.

Now all is done, have what shall have no end.

Mine appetite I never more will grind

On newer proof, to try an older friend,

A god in love, to whom I am confined.

Then give me welcome, next my heaven the best,

Even to thy pure and most loving breast.

•••

A library is a mnemonic device, a memory-jogger without peer. A single quotation in the *Oxford English Dictionary* will, before I glance at a clock and remember to meet my wife on Capitol Street, have delivered three books into my possession that I needed but had forgotten. James Galvin, the instructor of my "Form of Poetry" class, has asked each student to

bring one of Shakespeare's sonnets in to our next class meeting and say something interesting about it. As I stand in the fourth floor Stacks reading the sonnet I will take to class, I am reminded that I've been meaning to read one of Galvin's books. It would also be wise to read a scholar's thoughts on Shakespeare's sonnets.

• • •

Catalog Card

Auden, W.H. (Wystan Hugh), 1907-1973.
Lectures on Shakespeare / W.H. Auden;
reconstructed and edited by Arthur Kirsch.
-- Princeton, N.J. : Princeton University
Press, c2000.

xxiv, 398 p.; 24 cm. (W.H. Auden --
critical editions)

Main Library PR 2976 A93 2000

Catalog Card

Galvin, James.

Lethal Frequencies / James Galvin. -- Port
Townsend, Wash. : Copper Canyon Press,
c1995.

viii, 62 p.; 22 cm.

Main Library PS 3557 A5723 L48 1995

• • •

As it turns out, Auden doesn't have
much to say about Sonnet 110. Galvin's
book is checked out, so I settle for one of
his four other available books.

Disappointment is always temporary in the
library, and only lasts as far as the next
interesting title. The only true
disappointment is leaving empty-handed.

Like a lot of other institutions, libraries
have changed a lot in the last fifteen years.
I walk by computer labs, snack bars and a
media center on the way out of the
building. I have used each of these services
at some time. For me, though, the library is
about the mind—loosening it up, giving it



W. H. Auden portrait from *The Table Talk*
of W. H. Auden in *Special Collections*.

reign, letting it make the connections it's
always trying to make; and about standing
in a narrow corridor, surrounded by
thousands of books, reading one and
thinking about another.

• • •

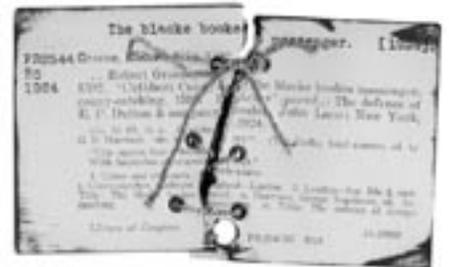
My books, scanned, stamped and
desensitized, are ready to go. I place them
in the large pouch of my backpack and zip
it up, then tug my knit cap back down over
my forehead and walk back through the
doors, into the cold air.

Events

Teacher Training Workshop

March 18-19, 2006

With funding from Humanities Iowa,
the UI Libraries is cosponsoring with UI
International Programs and the African
American Historical Museum and Cultural
Center of Iowa a teacher training workshop
in the use of a cultural kit. The workshop
and cultural kit derive from the exhibit
"Iowa in Ghana" and are based on the
research of the late D. Michael Warren,
professor at Iowa State University and a
noted Africanist cultural anthropologist.
Professor Warren's research materials were
donated to the UI Libraries in 1998.



cARTalog - Spring Friends Event

Friday, April 7, 2006 at 7:30 p.m.
Shambaugh Auditorium

Join us for an evening of cARTalog. The
festival of activities will include readings
based on the pulled cards; performance of
a children's play written about the library;
an installation artwork created by Robert
Possehl. Other card artists will be on hand
to talk about their work. Friends will also
be able to view the exhibition of visual art
submissions to the cARTalog project. For
more information about cARTalog, check
online at www.lib.uiowa.edu/pr/cartalog.
A reception follows in the North Exhibition
Hall of the Main Library.

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56037/2-06

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History through Deaf Eyes

When Dr. Richard Hurtig, UI professor of speech pathology and audiology, learned about the traveling exhibit “History through Deaf Eyes,” he wanted to bring it to the University of Iowa. In due course he contacted Ed Holtum at the Hardin Library for the Health Sciences, and together they worked out a strategy for hosting the exhibit at Hardin.

The exhibit, developed at Gallaudet University and displayed at the Smithsonian Institution, reveals two centuries of American history through the perspective of deaf people and the deaf community. Doug Baynton, Ph.D., UI associate professor of history and American Sign Language, was a principal researcher and writer for the exhibit.

“History through Deaf Eyes” illustrates family life, education and work, as well as the divergent ways in which deaf people see themselves, communicate and pursue opportunities and goals. In addition to video, artifacts and images from around the country, the exhibit was designed to accommodate local materials. Gathering materials from the Iowa School for the Deaf, Hurtig was able to create companion panels that highlight the history of deaf culture in Iowa.

“Working with Ed and the staff at Hardin was wonderful,” said Hurtig. “When the exhibit finally came they unpacked crates and helped the professional installer pull it all together quickly. I was so pleased to find space at Hardin, because it seems like a natural partnership.”

The exhibit is free and open to the public during regular library hours through February. It was made possible by a major grant from the National Endowment for the Humanities and generous support from the Motorola Foundation, the John S. and James L. Knight Foundation, SBC Foundation, The Rockefeller Foundation and Goodrich Foundation.



Amanda Dohrman, third-year law student from Sioux City, studies a three-dimensional model of the sign alphabet.

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