ON THE COVER: The Tippie College of Business, in partnership with donors Henry and Patricia Tippie and Kevin and Donna Gruneich, has invested in the new Biz Hub in the Marvin A. Pomerantz Business Library. Students pack this and all campus libraries during midterms and finals. Vibrant, tech-intensive library spaces such as the Biz Hub serve UI students with information resources, equipment, research consultations with librarians, and collaborative work spaces. A worthwhile investment, the seven campus libraries at the UI see more visitors in a year than all Hawkeye sporting events combined. (See our feature articles on investing in our research libraries on pages 16-29.) Photo by Justin Torner.
The pages of a book are held together by its binding. Sewn together, one after another, each page adds to the book.

*Bindings* represents the continuing relationship between the University of Iowa Libraries and those who use, benefit from, and support it.

**COVER FEATURE**

16  INVESTING IN A VIBRANT RESEARCH LIBRARY  *Serving scholars with people & resources*

**MESSAGE FROM THE JACK B. KING UNIVERSITY LIBRARIAN**

4  INVESTING WISELY IN OUR RESEARCH LIBRARIES  *UI Libraries responds to user needs*

**FEATURES**

5  ASSISTING OUR STUDENTS  *2019 Undergraduate Student Employee Scholarship winners*

10  VISITORS FROM MONGOLIA  *Hosted by UI Libraries*

14  MEDIEVAL MANUSCRIPTS  *On loan for use in the curriculum*

17  SCHOLARLY IMPACT  *UI Libraries introduces a new department*

18  ENSURING APPROPRIATE SPENDING  *Reducing costs for a more sustainable future*

20  MENTORING FUTURE LIBRARIANS  *Well worth the time for both mentor and mentee*

24  TEXTBOOK AFFORDABILITY  *Collaborative project eases burden on students' budgets*

28  GREATEST GENERATION  *Individuals with Iowa connections featured in exhibition*

32  HATCHING HERKY  *Celebrating 70 years of Herky the Hawk*

34  IN MEMORIAM  *Arthur Canter*

**MESSAGE FROM THE ASSISTANT UNIVERSITY LIBRARIAN FOR ADVANCEMENT**

35  THE POWER OF CHARITABLE GIVING  *Endowments make a significant impact*
Every fall, we welcome new students to campus. Some of them are exploring a research library for the very first time. Others are familiar with large libraries, but even they are pleased to learn about the unique breadth and depth of an academic research library.

All libraries are made of resources and people, but academic libraries offer a unique chemistry of information and expertise. Research library users have access to vast amounts of information, making librarians an even more crucial part of the equation. Our librarians help students discern which information sources are credible and reliable—a vital skill in our data-driven and information-saturated society. Our librarians also help faculty pinpoint the resources necessary for next steps in research, scholarship, and creative work in a rapidly changing information environment.

OUR FOCUS ON USER NEEDS
As a library system serving a research-intensive campus, our responsiveness focuses on our users’ needs. Our charge is to invest in crucial information resources while balancing those expenditures with investments in key staff, all within the shifting landscape of higher education. This issue of BINDINGS features several facets of our efforts to invest in a campus library system that serves our students, faculty, and community. (See feature articles about Investing in Our Research Libraries on pages 18-31.)

SCHOLARLY IMPACT
Last semester, the UI Libraries launched the Scholarly Impact Department. Designed to serve researchers and scholars at all career stages and across disciplines, the three librarians in the Scholarly Impact Department help navigate a complex scholarly publishing landscape. The department also helps researchers maximize the impact of their work by providing assistance with research data management and sharing, open access publishing, open educational resources, researcher profile systems and social media tools, bibliometrics and research assessment, and copyright and licensing. (See page 19.)

IN THE CLASSROOM
Our librarians are a conduit between library resources and classrooms across campus. Thirty-one liaison librarians coordinate and collaborate with faculty and instructors to connect students with unique materials and experiences. Last fall, our special collections department brought several medieval manuscripts to the University of Iowa through a special borrowing program called “Manuscripts in the Curriculum.” This program afforded the opportunity for Iowa students and others to see, touch, and learn about 21 rare volumes previously unavailable in libraries. (See page 16.)

MENTORING
Students gain valuable career skills as employees at the UI Libraries. With librarian Nancy Kraft as her mentor, Amanda Jenkins used knowledge gained working in the UI Libraries’ preservation and conservation department to land an internship at the Library of Congress. (See page 24.)

Libraries are made of resources AND people, knit together in ways that bring our users face-to-face with materials that pique curiosity, ignite imagination, and spark questions that lead to discovery. I hope you enjoy reading about the resources and people that allow the UI Libraries to nurture student learning.

— John Culshaw, Jack B. King University Librarian
Lou Barker is the recipient of the Dale M. and Mary Gail Bentz Libraries Student Employee Scholarship. Lou works at the Hardin Library for the Health Sciences.

“I came to the UI for violin performance—the chamber music program here is really inclusive and brings in a lot of amazing artists. Working at the Hardin Library for the Health Sciences desk helps me work on my people skills. The variety of tasks helps me be flexible and become more detail-oriented.

Working in the library has given me the skill of a greater sense of self; it has increased my self-confidence. As a violin performance major, it's important to have the skills to adapt, communicate, and feel secure in a place that feels somewhat out of my element. Through my library job, I have been able and will continue to transfer these skills to my life and my future goals.

I am so appreciative of the experiences that I have had and the opportunities this job has given me.”

Landry Boerhave is a recipient of the UI Libraries Student Employee Scholarship. She works at the Art Library.

“The library has become a provider of inspiration. As I began to understand my job, I learned how to use the resource that it is. During hours spent reshelving histories, biographies, and museum collections, I discovered art that I would not have crossed paths with were I not a library employee.

Being exposed to how to use the libraries at my job has been most advantageous in my academic and personal life. This is true for many people, so as others have come asking for help finding the information they need, I have enjoyed trying to meet their needs. I enjoy being able to share what I know, which is a very different type of communication than just social conversation.

These skills have served me well in working at different university organizations and events throughout the years, and, in this way, the library has become a provider of communication training, as well.”

—Continued on page 6
Jarod Concha is a recipient of the Dale M. and Mary Gail Bentz Libraries Student Employee Scholarship. He works at the Lichtenberger Engineering Library.

“As a civil engineering student, I greatly appreciate the convenience digitized standards has provided me when working on design projects. Design standards are just one of the many resources that is provided by the university library online catalog, and professors and students alike depend on this information.

Working for the library is better than I could have imagined. I love this job, and I have only started to realize the positive impact it has had on my academic career.

By working the front desk and answering questions on a regular basis, I have developed important soft skills that are invaluable in my future field. Designing, planning, and constructing a building requires many companies working together, and communication is key in order for that to happen.”

Jacob Edwards is a recipient of the UI Libraries Student Employee Scholarship. He works in the Hardin Library for the Health Sciences.

“Although most of my own course work is in the humanities, and not the sciences, my library skills have been instrumental to my personal scholarship.

My work at the library has allowed me to surround myself with books and people who love them. I am able to talk to my supervisors about different famous pieces of literature, and they take an interest in my studies.

I have learned the inner working of a library, which has been helpful for finding materials in other libraries for research papers and the like.

These skills will help me as a high school English teacher because I will be able to help my students find materials more quickly when they search libraries and library databases.”
Katelyn Foster is a recipient of the Dale M. and Mary Gail Bentz Libraries Student Employee Scholarship. She works at the Main Library in the Preservation and Conservation Department.

“When I first started working here, I couldn’t have guessed how much of a difference it would make in my time here at the University of Iowa. It was my position in the UI Libraries that made me recognize that there’s no difference between asking my supervisor how to do a task and asking my professor a question.

Being able to ask my supervisor any and every question about work without fear of completely embarrassing myself gave me the self-confidence to do the same in my classes with my professors.

This change in self-confidence, as small as it may seem, made all the difference to my life here at the University of Iowa as a student, employee, research assistant, volunteer, and person; and I have my job at the UI Libraries to thank for that.”

Ryan Greenough is a recipient of the UI Libraries Student Employee Scholarship. He works at the Pomerantz Business Library.

“My job experience at the Biz Hub desk has been a fantastic experience and one I plan to continue throughout my undergraduate education.

Not only have I learned about the inner workings of librarianship, but I am also surrounded by great people every day.

Working at the Pomerantz Business Library has helped my academic work by structuring my schedule and putting me in an environment with other dedicated students. The hard-working students and faculty that fill the Pappajohn Business Building motivate me to work harder in my classes.

Applying for a job in the library is the wisest decision I made last semester!”

—Continued on page 8
**LUPITA LARIOS**
**International Studies and Portuguese double major**
Washington, IA

Lupita Larios is a recipient of the Dale M. and Mary Gail Bentz Libraries Student Employee Scholarship. She works at the Main Library in the Iowa Women’s Archives.

“I was surprised to learn about all the types of documents that are archived in the Iowa Women’s Archives, which contain important facts and details on broad topics like history, education, sports, medicine, social issues, and migration.

Working at the Libraries has considerably improved my communication and networking skills. For instance, my work often requires that I hear oral histories, not only in Spanish but also in English. This has helped me to have more confidence when I speak in English. I have also expanded my knowledge of English vocabulary.

My job has made me more fearless when interacting with a group of people that I do not know; I now have determination and positivity when establishing a conversation with my coworkers or a new person.”

**MASON LYONS**
**Chemical Engineering**
La Motte, IA

Mason Lyons is a recipient of the UI Libraries Student Employee Scholarship. He works at the Lichtenberger Engineering Library.

“Working at the Libraries has familiarized me with the vast amount of resources available to students via the library. It has helped develop my ability to suggest the tools students will need to measure certain quantities in experiments.

I have discovered how much I enjoy helping other people. I help people every day at the library, whether it involves helping them find a book or assessing what they will need for a project. I thoroughly enjoy explaining the immense amount of resources we have for engineers.

Being selfless in the act of helping someone else has taught me to value others who lend their time to me, including teachings assistants, other librarians, and many other workers throughout the University of Iowa.”
Grace Oeth is a recipient of the Judy and Mike Greer Scholarship in Memory of Mary E. Greer. She works at the Main Library in Access Services.

“There is one patron who frequents the UI Main Library, and my experiences with her have always been the most memorable. I try to help her as much as I can, which has taught me patience and compassion.

These skills can be applied to helping others, for when a request or question takes a longer amount of time to accomplish, it is difficult to not be annoyed. Whenever these instances happen, I know that I should be compassionate and continue to help to the best of my ability.

It is my job, and a part of who I am, to try to help people with where they need to be or what they aim to understand. Along with compassion comes patience. Through working at the University of Iowa’s Main Library, with the many patrons who walk through those doors, my life has been changed.”
VISITORS FROM MONGOLIA toured the Libraries’ Conservation Lab where they learned about the UI Libraries’ partnership providing contract repair services to government agencies and other organizations in eastern Iowa. PICTURED (from the left): Erdene-Ochir Erdenechimeg, US Dept. of State contract interpreter; Giselle Simón, conservator; Tsuyoshi Harada, Japanese studies librarian; Bulgan Khorloo, US Dept. of State contract interpreter; Ms. Tsenduren Erdenetsogt, staff, American Corner, Central Library of Dornogovi Province; Ms. Altantsetseg Victor, librarian and program coordinator, American Corner, Public Library of Khovd Province, Jargalant Village.
This fall, the UI Libraries had the opportunity to host five librarians from Mongolia as part of the US Department of State’s International Visitor Leadership Program.

The cohort’s visit was arranged by the Council for International Visitors to Iowa Cities (CIVIC), a community-based, member-driven non-profit organization that creates, supports, and sustains citizen diplomacy initiatives in eastern Iowa’s Creative Corridor. CIVIC is hosted at the UI by the Office of International Programs.

The purpose of the cohort’s visit to the UI Libraries was to familiarize them with the broad range of services offered by a research library and to highlight the ways we collaborate with public libraries and other community partners. In particular, we were asked to share how we serve our diverse population of students, staff, and faculty as well as how we have adapted to serving these communities in the twenty-first century.

We visited the Main Library Learning Commons and Gallery as well as Special Collections and our Conservation Lab. The visitors also had the opportunity to learn how we build and maintain our Asian and other international collections.

In Special Collections, our visitors were particularly intrigued by the Charlotte M. Smith Miniature Book Collection. They also enjoyed learning about some of the techniques and tools applied in our Conservation Lab to preserve not only our own print materials but also from other cultural heritage institutions and government agencies in the region and state.

During their five-day visit to eastern Iowa, the cohort also visited the UI’s School of Library and Information Science (SLIS), the Hoover Presidential Library and Museum, and the public libraries of Iowa City, Kalona, and Solon.

One outcome of the visit was especially fortuitous for the Libraries. Years ago, Special Collections received a donation of an unidentified woodblock. Recently we enlisted the scholarly assistance of Pranav Prakash, a Presidential Fellow of the Graduate College at the University of Iowa, and his national connections, who were able to identify the script on the block as Mongolian.

—Continued on page 12
The mirrored text indicated its purpose as a block used for printing. Our visitors were able to expand on this beginning, telling us that the item was likely from the nineteenth century based on the apparent age of the block and the time period that the particular Mongolian script would have been prevalent. Most important, they deciphered the script into modern Cyrillic characters, and then prepared a translation for us.

The piece has regularly been used by students in the UI Center for the Book, and now we’ll be able to share the translated text—just one benefit received from a morning spent in international cooperation. There is surely more to learn about this woodblock. If you have information to share, please contact the head of Special Collections, Margaret Gamm, at margaret-gamm@uiowa.edu.

BELOW: Jack B. King university librarian John Culshaw and head of Special Collections Margaret Gamm (holding the Mongolian text woodblock) with the visiting librarians. PICTURED (from the left): Ms. Altantsetseg Victor, librarian and program coordinator, American Corner, Public Library of Khovd Province, Jargalant Village; Mark Schoen, intern, Council for International Visitors to Iowa Cities (CIVIC); Ms. Bayaraa Ganbaatar, librarian and program coordinator, American Corner, Public Library of Khovd Province; Culshaw; Ms. Tsendsuren Erdenetsogt, staff, American Corner, Central Library of Dornogovi Province; Ms. Bulgan Basan, director, Central Library of Uvs Province; Gamm; Ms. Baigalmaa Tsedendamba, librarian, American Corner, Ulaanbaatar City Public Library.

OPPOSITE PAGE: A detail from woodblock with Mongolian text, Special Collections, University of Iowa Libraries.

CREDITS: Decipherment from old Mongolian script into new Mongolian language by Ms. Altantsetseg Victor, librarian and program coordinator, American Corner, Public Library of Khovd Province, Jargalant Village, Mongolia. Translation from Mongolian into English by E. (Chimgee) Erdenechimeg.
There is a superior scripture of spirits in the thousands scores of universe called a proud jewel of glorious kings for to defeat all enemies.

Praying to you, the Bogd hero.

Praying hands folded to you, the supreme Bogd.

There he disappeared. In the afternoon, triumphantly passed on Buddha from there declared to his monks:

- Monks! Take this scripture, a knowledge jewel, to the people. This will bring good to the universe with heavenly human beings in it and bring them peace.

- Monks! If you strike the rope warding the skeleton tree with the deed of my scripture then the leaves, flowers and fruits will bloom and, if sin comes back to body, karma inherited by the course of previous lives will disappear.

This is my declaration.
Suntur libellus gladiatorius ad finem denotatru. Luig simp. Capitolium est de Imitatricoe xii et stemptu omni variatur mih. Et quidam totu liber est appellat bxi liber de Imitatricoe xii. Si aut evangelui mateth aequat legionis xii. Xei in simpio capitulo sit menad de Generatricoe xii. Si nostrum tum est sequit Capitolium simu.

O rex qui me ne ambulant intenebris dies domini. Hec suum verba quae quibus amonest quas velam eum et mores hominem si veling verat coram et ab omni certare corde liberat Sumus xii. studium non sit mors thesa mediar doternix xii. omni dota. nas sanctorum pretiosa et quibus sper de ha. bent ibi manna absconditui imponent dei. Et pringet qu mla ex frequent auditi eos aegy. puin desideri sensuit qu quem de non hmt. Tin aut volit plene et sapide arista verba.
The University of Iowa Libraries is fortunate to have a small collection of medieval manuscripts, which are important primary sources for researchers. This fall, our holdings were broadened temporarily with 21 manuscripts on loan from Les Enluminures, a company with locations in Paris, New York, and Chicago. Through their program “Manuscripts in the Curriculum,” Les Enluminures offers a large and wide-ranging inventory of text manuscripts to educational institutions in North America.

From August to November, about 200 visitors viewed the visiting manuscripts—along with a couple of favorites from our own collection—at weekly open house events designed to share the rare documents with the campus community and general public.

Each of the borrowed manuscripts offered students unique insights, with topics ranging widely from monastic traditions to humanism. Students studying medieval bookmaking made frequent use of the borrowed collection.

Medieval manuscripts in this visiting collection help UI students gain first-hand information about the development of western society. According to Les Enluminures, "to hold and to turn the pages of a manuscript is to touch hands directly with medieval Europe. Nearly everything we know about the early history of language, literature, the Bible, poetry, music, art, family life, medicine, travel, science, religion, philosophy, and piety comes to us through manuscripts and cannot be studied without them."

EXPERIENCE THE COLLECTION ONLINE
If you are intrigued by the image on the left (from a 15th century version of Imitatio Christi by Thomas Kempis), you can view it plus images of the other pages of the manuscript on Les Enluminures’ web site. The site is a treasure trove of information where you can read details about its condition and learn of its provenance. You can also read a summary of the text, consult a bibliography of literature about the manuscript, and more.

VIEW THIS MANUSCRIPT
bit.ly/kempis-imitatio

AT THE LEFT: Page from THOMAS A. KEMPIS, Imitatio Christi
In Latin, manuscript on paper
Austria (Tirol) or Southern Germany, c. 1469-1491

This is an attractive copy of one of the most enduring expressions of the spirituality of the Modern Devotion. Noted medieval scholar John Van Engen called The Imitatio Christi (“The Imitation of Christ”) “the most influential devotional book in Western Christian History,” and it has been the subject of countless scholarly works, many of which have been concerned with the lively and enduring debate about the identity of its author.
As good stewards of campus funds, the UI Libraries invests in information resources and expert librarians to make a cohesive research library system.

We work continually to monitor investments in both resources and staff to ensure an integrated balance for our scholars, who rely not only on access to information but also on librarians who:

- teach in the classroom
- help students access textbooks
- shed light on murky aspects of scholarly publishing
- promote Iowa researchers by increasing access to their work
- search for effective, open-access classroom resources
- find, assess, and implement data storage and data sharing practices
- collaborate with faculty to retain access to resources despite steep cost increases

The next four articles highlight examples of our work to invest in crucial information resources while balancing those expenditures with investments in key staff, all within the changing landscape of higher education. As a library system serving a research-intensive campus, we invest in responsiveness focused on our users’ needs.
The UI Libraries is pleased to introduce a new department: Scholarly Impact.

The department is led by Sara Scheib, formerly the Sciences Reference & Instruction Librarian, and includes Brian Westra, Data Services Librarian, and Mahrya Burnett, Scholarly Communications Librarian. Department offices are located in the northeast quadrant of the second floor of the Main Library.

Scholarly Impact was formed as the result of significant change in the ways scholarship is created, disseminated, and accessed. The Libraries can help new and veteran scholars understand these changes while leveraging technological and social advances in scholarly publishing and data management.

The Scholarly Impact Department offers a variety of services for scholars, supporting all researchers across disciplines regardless of career stage. Librarians in the new department can help researchers navigate an increasingly complex scholarly publishing landscape to maximize the impact of their work and increase public access to their scholarship. The department offers instruction, consultations, and public programming on:

- research data management and sharing
- author rights
- open access publishing
- open educational resources
- researcher profile systems and social media tools
- bibliometrics and research assessment
- copyright and licensing

The Scholarly Impact Department is also tasked with developing policies and infrastructure, and leveraging emerging technologies, to support these activities.

To learn more about the new department, including upcoming training opportunities, workshops, and events, please visit www.lib.uiowa.edu/scholarly-impact or contact us at scholarly-impact@uiowa.edu.
This fall, as part of ongoing measures that ensure good use of funds, the UI Libraries announced a collaborative project to find appropriate ways to cut spending on subscriptions (journals, databases, and e-books).

In consultation with faculty, the Libraries will identify specific titles to eliminate. The goal is to reduce spending by $600,000 beginning next fiscal year (July 2019). This reduction is necessary because subscription price increases far outpace budget increases. Subscriptions managed by the UI Law Library are not included in this reduction strategy.

A comprehensive review of current subscriptions will allow the university to identify subscriptions that can be eliminated due to:

- low use
- high cost per use
- lack of strategic importance to research areas

In recent years and continuing today, scholarly publishing companies have levied annual price increases of 5 percent to 7 percent, while for the last three fiscal years, UI’s annual budget for these materials has remained mostly unchanged. Such an environment diminishes our purchasing power, and these cost increases are simply not sustainable.

To address this, the Libraries has already reduced spending on printed books, eliminated duplication, and canceled underutilized subscriptions. In addition, we purchase many materials jointly with our peers in the Big Ten Academic Alliance to ensure we are receiving the best possible pricing. We also closely align ourselves with national efforts to encourage publication in and support for open access journals.

These cost-saving efforts have not been enough to offset subscription cost increases set by scholarly publishing companies. We must cut about $600,000 in annual subscriptions if we are to maintain access to the information resources that are vital to research and scholarship. Our strategy will be to reduce spending proportionately by discipline as follows:

- 10 percent: basic sciences, engineering, and health sciences
- 7 percent: social sciences
- 5 percent: humanities (including area studies and performing arts)
NATIONAL DATA ON LIBRARY SPENDING FROM THE ASSOCIATION OF RESEARCH LIBRARIES (ARL) SHOW A STEEP INCREASE IN SUBSCRIPTION EXPENDITURES.

Over the past 32 years, spending for ongoing resources (journals and e-books) has increased 521% while spending on one-time resources (books) has increased only 79% and the Consumer Price Index (CPI) has increased only 118%. According to the US Bureau of Labor Statistics, the Consumer Price Index is a measure of the average change over time in the prices paid by urban consumers on a market basket of consumer goods and services.
Each year, UI Libraries staff volunteer to mentor students in the UI’s School of Library and Information Science (SLIS). Students are paired with an academic librarian for a semester or more of hands-on, immersive learning in a large research library.

The mentoring program allows library staff to work with motivated students to enrich the experience of future librarians and to assist them in understanding the full spectrum of work in an academic library.

Through the mentoring experience, SLIS students gain opportunities to put into practice the theoretical framework provided in the classroom. They benefit from regular contact with a library professional while forming valuable professional networking ties. They also learn about various facets of academic research librarianship as they consider career options.

We sat down with Amanda Jenkins as she completed her final semester as a SLIS student to ask about her experience with mentor Nancy Kraft, head of Preservation & Conservation at the UI Libraries.

BINDINGS: You were enrolled in a library and information science program closely aligned with a large, research-intensive university library system. How did that affect you as a student?

AMANDA: It’s had a positive effect on my experience as a student. It means that there are so many opportunities to gain experience, to meet professional librarians who are doing what I want to do in the future, and who are so willing to share what they know. I have had several student assistant positions in the library system during my time here, and each one of them provided me with a different kind of experience that has added so much to my time here.

BINDINGS: What did you learn from Nancy? Of all that you learned from her, what surprised you the most?

AMANDA: Nancy arranged for me to meet with members of her department to get the big picture of preservation and conservation at Iowa, and I think those meetings were the most surprising for me. Preservation was not actually one of my areas of study, so much of what I learned from Nancy and the members of her department about preservation, digitization, and conservation was completely new to me. I didn’t realize there were so many moving parts in a digitization workflow, or just how much audiovisual preservation the library is involved in. And getting a tour of the conservation lab, seeing the kinds of materials and tools they work with, was also fascinating.

—Continued on page 22
BINDINGS: How did the mentoring program affect your success as a SLIS student?

AMANDA: Talking to my mentors over the past year has given me a much more rounded picture of my future career. Working with librarians who are willing to share their time and expertise has helped me learn about my chosen field. I’ve talked a lot about job searching with my mentors; I can’t imagine how the job search would have gone without their support.

BINDINGS: You’re a mentor yourself, working as a graduate student assistant in the UI Libraries’ program The SEAM (Students Engage At Main). How has Nancy’s mentorship informed your work mentoring undergraduates?

AMANDA: Nancy is a very easy person to talk to. She always made certain to ask me what I wanted to get out of our meetings. Those are definitely qualities I try to emulate. Students who come into The SEAM are often nervous about seeking help. It’s important to make them comfortable and let them know that the consultation is about them and what they need. Nancy approached mentorship from that point of view and was a great role model in that regard.

BINDINGS: What are your career goals, and how will the mentoring program help you achieve those goals?

AMANDA: I would love to be in an academic library setting, working with students and faculty to provide outreach, instruction, and research help. A lot of those positions involve teaching, committee work, and collaboration with other parts of the library and university. The mentoring program has given me a more holistic picture of how to succeed as an academic librarian.

BINDINGS: What will you do after you graduate?

AMANDA: I’ll be a librarian-in-residence at the Library of Congress for 6 to 10 months, working in the Moving Image and Recorded Sound Research Centers. I’ll be helping with public services in those reading rooms, promoting collections through events and materials, assisting researchers who visit the center, and helping with the online presence of the reading rooms.

BINDINGS: Given the opportunity, do you think you would mentor an LIS student in the future?

AMANDA: Yes! I would love to be in a position someday in which I can give back to future LIS students and help with their growth as professionals as Nancy has done for me (and for many other SLIS students).
We also spoke with Nancy Kraft, who has mentored six students over the course of five years. We asked what mentoring means to her and what she hopes students gain from the experience.

**BINDINGS:** What do you hope SLIS students gain? How is the mentoring program contributing to their success?

**NANCY:** It’s my hope students will get a peek at behind-the-scenes activity of a library and connect some of the dots of practice with what they are learning in class. During my first session with a mentee, we discuss her interests and then identify staff for her to meet throughout the semester. We discuss anything of interest or questions that may pop up during SLIS classes, during one-on-one sessions with other library staff and during conference attendance. Since I’m a department head, our sessions generally center around management of a department. We discuss whatever happens to be on my plate—budget, staff evaluations, candidate interviews, disaster response, grant reviews, equipment needs. I give background about the topic of discussion and describe my management approach.

**BINDINGS:** What do Iowa SLIS students gain by working in the UI Libraries?

**NANCY:** Getting to know how the UI Libraries is organized will help students navigate in their future jobs no matter the size of the library. Here at Iowa, students have an opportunity to take courses from the UI Center for the Book and learn about papermaking, book binding, printing, and other aspects of the book. In the *Topics in Preservation* class, students work with curators to develop a preservation plan for a particular collection. Of course, there is always the opportunity to work in the various areas of our department—conservation, book repair, marking, and digitization.

**BINDINGS:** Did you have a mentor who made a positive impact on you as a student?

**NANCY:** I had a mentor who had a very practical approach to resolving issues and navigating internal politics. I suspect this practicality has influenced the way I’ve structured working with a mentee.

**BINDINGS:** What are the primary challenges facing new librarians today, and how can mentoring help?

**NANCY:** Getting that first job is always a challenge as is breaking into established networks as a newbie. Mentoring can help by talking through some of the tactics for applying for jobs and discussing ways to network.

---

**SEASONED RESEARCH LIBRARIANS AT IOWA INVEST IN THE FUTURE OF LIBRARIANSHIP BY:**

- working with an average of 12 students each semester
- devoting hours to each student in one-on-one, team, and departmental meetings
- offering hands-on experience in many facets of librarianship
- assisting with job search preparation and providing networking opportunities
IT ADDS UP
Many courses require as many as 3 to 5 books.
Textbook Affordability

COLLABORATIVE PROJECT EASES THE BURDEN

BY MAHRYA BURNETT & JENNIFER MASADA

“How will I afford my textbooks this semester?”

“Can I pass this course even though I don’t have the book?”

“Is it illegal to download this PDF of the book that I found online?”

These are the kinds of questions students ask at the beginning of the semester. The solutions they find are creative. Sometimes a whole group of roommates will share a book. In other cases, they will find a dubious copy for free online. Other times, they skip textbooks entirely. For some students, it’s a matter of buying food or buying books.

UI Libraries and UI Student Government are easing some of this burden with a collaborative project called the Textbook Affordability Pilot (TAP). Under TAP, a committee of library staff and student government representatives collect donated textbooks and purchase new ones for “high impact courses.”

A HEFTY PRICE TAG. The books pictured at the left are a randomly-selected collection of titles held for student use in the Main Library course reserves. Students can access these books free of charge. A price estimate for each (from Amazon) is shown to the right. The total cost of these books is $970.00, showing how quickly the dollars add up. The average college students spends $1,240 per year on textbooks and supplies.

—Continued on page 26
High impact courses are those for which the cost of books is high and more than 100 students are enrolled in the course. These books are placed on course reserves in Main Library and the branch libraries for students to use free of charge.

**HOW THE PROJECT STARTED**

Plans for TAP began in the summer of 2017, when student government approached the Libraries with questions about making textbooks more affordable.

The UI Libraries encourages faculty to bypass traditional textbooks where possible by using books from the Libraries’ collection and using open educational resources. The Libraries also keeps copies of some textbooks on course reserve. Despite these efforts, librarians and students realized more could be done.

UISG Director of Academic Affairs, Tristan Schmidt, and Scholarly Communications Librarian, Mahrya Burnett, along with interested colleagues, began to explore the idea of purchasing textbooks and collecting donated copies. There was broad interest on both ends.

Eventually, UISG and UI Libraries both allocated funds, which totaled $17,000 for the one-year pilot. The committee drafted a set of criteria for books to be included in TAP and identified objectives for success.

Then they started buying and collecting books.

**HUGE RESPONSE FROM STUDENTS**

As TAP began accepting donations last spring, the response from students was overwhelming. They donated hundreds of books, filling the UISG offices at the IMU.

The committee is now working with faculty, students, and librarians to finalize its purchase list in order to get new books processed and on the shelves.

TAP aims to have 100 books available for student use through course reserves at the Main Library and several other campus libraries by spring semester 2019. Their hope is to see the program grow over time so that more and more books are available for the students who need them.

One of the more expensive textbooks offered through TAP is this text on human anatomy, which costs $273.80. Even if only 35 students use the TAP textbook instead of purchasing the book, those students’ savings would total $9,583 in just a single semester.

**FOR STUDENTS**

“Can I access my textbooks for free?”

Find out whether your textbook is in course reserves by searching with InfoHawk+. Search by course name, instructor, or book title.

bit.ly/infohawk
RECENT STUDY RESULTS

The Student Public Interest Research Group conducted a two-part study in 2013 to investigate the effect of high textbook costs on students and higher education, as well as to evaluate student interest in alternatives to the traditional textbook. The study consisted of a survey of 2,039 students from more than 150 different university campuses across the country. Report author Ethan Senak outlines three key findings:

Finding 1: High textbook costs deter students from purchasing their assigned materials—despite concern for their own grades. In this survey, 65% of all respondents said they decided against buying a textbook because it was too expensive. In fact, 94% of students who had foregone purchasing a textbook were concerned that doing so would hurt their grade.

Finding 2: High textbook costs have ripple effects on other academic decisions. Nearly half of all students surveyed said that the cost of textbooks impacted how many or which classes they took each semester.

Finding 3: Students believe that free online alternatives to the traditional textbook would improve their performance. Additionally, 82% of students felt they would do significantly better in a course if the textbook was available free online and buying a hard copy was optional.

FACTS ABOUT TEXTBOOK COSTS

The College Board found that the average college student spends $1,240 per year on textbooks and supplies. According to the study by the Student Public Interest Research Group, that’s about 39% of tuition and fees at a community college or 14% at a four-year public institution.

Just five textbook companies control more than 80% of the $8.8 billion publishing market, giving them near market monopoly and protecting them from serious competition.

READ THE COMPLETE STUDY REPORT
bit.ly/textbook-cost-study

TAP (TEXTBOOK AFFORDABILITY PILOT) IS A COLLABORATIVE PROGRAM TO REDUCE TEXTBOOK COSTS FOR UI STUDENTS.

FOR FACULTY

“Are my course textbooks eligible?”

Faculty, instructors, and teaching assistants can complete a form to determine whether their textbooks are TAP eligible.

bit.ly/tap-lib

FOR FRIENDS

“Can I help fund TAP?”

Your support helps students access textbooks without having to skip meals or miss classes to work an extra job. To help, please contact:

mary.rettig@foriowa.org

In the exhibit, original papers, artifacts, and photographs documented the events leading to World War II, shared the experiences of those who fought on foreign and domestic fronts, and revealed the research used to create the bestselling book. Drawing from the collections at the University of Iowa Libraries as well as collections from other eastern Iowa archives, *Stories Worth Telling* has brought to our current moment a generation both familiar and overlooked, offering opportunities to consider what “The Greatest Generation” means today.

When Brokaw's book, *The Greatest Generation,* hit the shelves 20 years ago, it became a quick best seller. The book stirred something within the memories of American citizens, and soon letters poured into Brokaw's office, letters sharing readers’ thoughts and personal stories about their time on the battlefield or on the home front.

These letters eventually made their way to the University of Iowa Libraries when Brokaw donated his papers to Special Collections in 2016. Elizabeth Riordan was hired as the Graduate Research Assistant responsible for processing the newly donated materials.

While processing the material, Riordan found a lot of interesting objects, including rocks from the Great Wall of China and a poem about the lunar landing. However, her favorite part of the collection is the letters from readers who wrote Brokaw in response to his book *The Greatest Generation.* These letters became the focal point of the exhibit in the Main Gallery. “So many people shared their personal stories of triumph and tragedy through manuscripts and letters,” says Riordan. “It opens a different window into a moment of time not always seen in our history books.”

Material from Special Collections, Iowa Women's Archives, African American Museum of Iowa, and the State Historical Society of Iowa added to the WWII narrative. “The letters share where we were as a country and where we can still go,” Riordan comments. “Brokaw called them ‘The Greatest Generation.’ I hope the exhibit made visitors think about what that term means.”

**EXHIBIT CENTERPIECE.** This art installation—facsimiles of letters that poured into to Brokaw's office in response to *The Greatest Generation*—cascaded from the gallery's ceiling to depict Brokaw's description of the “avalanche” of mail he received and the letters' emotional expressions about the direct impacts of war. The eight columns represents the eight chapters in *The Greatest Generation* and are also reminiscent of the pillar-style design of the World War II Memorial in Washington DC. The installation was designed by exhibit curator Elizabeth Riordan and local artist Hannah Givler.
EXCERPTS FROM THE EXHIBIT  These are four of the ten men and women highlighted by Stories Worth Telling to share details about those whose everyday lives were turned upside down by the war. All ten individuals had a connection with Iowa, bringing home the far-reaching implications of war and what the human spirit can truly accomplish. These are tales of ordinary people, but their stories show just how powerful ordinary people can be.

GLENWOOD TOLSON

Technician Fifth Grade,
544th Port Company

507 Port Battalion, retired as Technician Sergeant

Originally from Missouri, Glenwood moved to Mt. Pleasant, Iowa in 1936. He pursued a degree in teaching at Iowa Wesleyan College, graduating in 1940, but racism prohibited him from teaching in the state. Glenwood was drafted in 1943 and placed in an all-black brigade that was led by white officers. He served in a port company for the remainder of the war. A noted and celebrated community leader, Glenwood shared stories of his war experiences, even keeping this ration box from his days in the army. "I tried to enjoy everything I had to do. And thank the good Lord, I made it."

EVELYN CRARY BACON

2nd Lieutenant, U.S. Army Nurse Corps

298th General Hospital, 45th & 5th Evacuation Hospitals, retired as Captain

Born in Grundy Center, Iowa, Evelyn Crary graduated with a degree in nursing from the University of Iowa in 1940. In June 1942, she entered active duty in the Army Nurse Corps, deploying to the 298th General Hospital based in Bristol, England, where she was later promoted to 1st Lieutenant and transferred to the 45th Evacuation Hospital. With canteen in hand and her helmet donned, Evelyn and the 45th landed at Normandy on June 16, 1944 and followed the First U.S. Army through France and Belgium. Evelyn went on to teach at the University of Iowa, UCLA, and the University of Virginia, where she established the School of Nursing.
RICHARD “DICK” KAORU HAYASHI
Sergeant, 442nd Infantry Regiment, 3rd Battalion K Company
Later 441st Counter Intelligence Corps Detachment, retired as Captain

Dick Hayashi’s number for the U.S. draft was drawn during a 1940 lottery, but his army career changed paths with the attack on Pearl Harbor. With Executive Order 9066, Roosevelt forced the incarceration of over 110,000 people of Japanese ancestry, including Dick’s family, who were interned at the Rohwer Relocation Center in Arkansas. Dick visited them in 1942. In a letter to his Iowan friend, Evelyn, he relays his mother’s response to him going overseas to fight: “Give those Japs over there holy hell.” Her strong statement showed support for her chosen country—typical among Japanese Americans at the time. The 422nd Regiment is the most decorated unit in American history; active from 1944-46, nearly all the unit were Nisei, children of Japanese-born immigrants.

BLANCA VASQUEZ GAINES
Women’s Army Corps

Blanca Vasquez was born in Puerto Rico in 1918. During WWII, she joined the Women’s Army Corps (WAC) and trained at Fort Des Moines, just south of Des Moines, Iowa along with several other women from Puerto Rico. It was at Fort Des Moines that Blanca first witnessed snow. During this time she also met her future husband Harold Gaines of Buxton, Iowa, a predominately African-American coal mining town that no longer exists. She returned to Puerto Rico in 1956 and taught English and American literature at the University of Puerto Rico. Despite moving back, Blanca and her family made visits back to Iowa every summer to visit family.
Herky is pictured here during a special visit to the UI Libraries Special Collections to see his 70th birthday exhibit. He's sporting a Dick Spencer Herky button and holding the University of Iowa Hawkeye yearbook from 1948, the year he was hatched.
Hatching Herky

CELEBRATING 70 YEARS OF HERKY THE HAWK

The University of Iowa Libraries holds all records of the university in its University Archives—a comprehensive store of books, artifacts, photos, letters, and more that chronicles all aspects of campus life, including the story of Iowa’s beloved mascot, Herky the Hawk.

Herky turned 70 in 2018, and the UI Libraries was pleased to celebrate this birthday with an exhibit filled with items from the University Archives. The exhibit was curated by Chloe Waryan, who was a student in the School of Library and Information Science at the time. As part of her degree program, Waryan was awarded an internship at the UI Libraries Special Collection where she was tasked with creating an exhibit celebrating all things Herky.

The exhibit included original drawings of Dick Spencer, the artist who hatched Herky the Hawk in 1948, and those of Jim “Hutch” Hutchinson, who reimagined Herky a quarter-century later.

WATCH THE VIDEO WITH JANE ROTH
bit.ly/herky70

TRACING THE STORY OF THE HERKY DRAWINGS
Herky was born through the efforts of UI director of athletics Paul Brechler. Brechler, seeking ideas for a University of Iowa mascot, invited the public to submit drawings. Iowa journalism professor Dick Spencer answered the call, and his drawings were selected.

Over the years, Spencer gave Frank Havlicek, business manager of athletics under Brechler, many of the originals. Havlicek and his wife Bunny saved these original drawings, keeping them safe until their daughter, Jane Roth, donated 54 of them to the UI Libraries’ University Archives.

VIEW & DOWNLOAD THE DRAWINGS ONLINE
bit.ly/herky-spencer
I first met the late Arthur Canter about five years ago, shortly after arriving in Iowa City. He would come to the library every few months and check out a stack of recordings and books to aid in his writing of program notes for a number of performing organizations around town.

The first thing I learned about the Canters was that they went to just about everything: Symphony concerts, faculty recitals, Hancher performances, art shows, Libraries’ Friends events, all with a fervent interest. I was surprised to learn that Arthur was not a practicing musician. His knowledge and experience of music came from listening to recordings, attending concerts, and reading books and articles. Arthur was well versed in Western art music repertory but was aware of its exclusivity. To that end, he often donated sound recordings of underrepresented or lost works to the Music Library, including music by women composers and Holocaust victims and survivors.

In 2014, I learned that a group of friends had raised funds so that the Rare Book Room could be named in honor of the Canters. Arthur walked up to me soon afterwards with a twinkle in his eye and pronounced, “I’m a rare book!”

Arthur was accurate in a more literal sense; he is the author of a book in the Rare Book Room titled *Tonight’s Program*, which includes twenty years of his program notes, written for performances at Hancher Auditorium. I remember unlocking the door of the Canter Rare Book Room two years later in 2016 so Arthur and Miriam could see it for the first time. Arthur was wearing musical suspenders and both he and Miriam were beaming. I made sure to show him *Tonight’s Program*, his rare book, on the shelf.

In the last year or so, Arthur and Miriam attended few programs around town. Arthur’s hearing was in serious decline, and it broke his heart that he could no longer hear the music he loved. He returned to exploring the visual arts, mostly producing pencil sketches and watercolors, several with musicians as their subject. Arthur believed that the visual and musical arts are more deeply entwined than most believe and would talk at length about the role of color or timbre in musical perception. Even when he couldn’t hear music, he never stopped thinking about it or wanting to talk about it.

This dogged curiosity and thirst for knowledge, for connection, is what I will miss most about Arthur. To my mind, there could hardly be a more fitting space to bear the Canter name than a room that melds together music, libraries, and a persistent pursuit of learning. It will be a privilege to share Arthur’s story and passion for music with Library patrons for many years to come.

The family of Arthur Canter has requested that memorial gifts be directed to the Canter Rare Book Room. Contact Mary Rettig at mary.rettig@foriowa.org or Katie Buehner at katie-buehner@uiowa.edu.
As I write this column, “Giving Tuesday” recently took place and the year-end bustle of giving has just concluded. That’s caused me to ponder the impact—or power—of charitable giving. Whether the gift is a few coins tossed into a collection container or the “gift of a lifetime,” gifts are made for the impact the funds can make.

Gifts used to establish an endowment have the power to continue making an impact into perpetuity—far beyond the length of the donor’s lifetime. Therefore, they offer a wonderful opportunity to ensure good things take place long after the initial gift is made.

For example, the Jack B. King University Librarian fund created an endowment that will continue to make an impact into the future. That’s because the dollars are invested into the University of Iowa Center for Advancement endowment and proceeds from the endowment (not the corpus) become available for use on a quarterly basis. This endowment is also powerful because it offers unrestricted support to the UI Libraries meaning that funds can be directed to initiatives that have the power to create a positive impact for UI students, faculty, and the greater UI community. (More on the use of this fund shortly.)

Another endowment, the Robert A. and Ruth Bywater Olson Graduate Assistantship, began awarding assistantships in 2005. Since that time 13 GAs have fulfilled important responsibilities for Special Collections which helped launch careers. (Read more about the Olson legacy and their recipients at bit.ly/olson-fellow)

Our Iowa Women’s Archives (IWA), the vision of Louise Noun and Mary Louise Smith, came to be through the endowment these women funded. By creating an endowment, their foresight helped to ensure their vision would continue to perpetuity because that’s exactly what an endowment does: dollars are invested, and the earnings generated are used to carry forth the mission of the organization.

At the Libraries, we also have endowments for the purpose of materials and resources. For example, the Henry and Marjorie Albers Endowment supports online resources and books for the Biz Hub in the Business Library and the Art Library.

And now, back to the King Endowment: John Culshaw, the Jack B. King university librarian has chosen to re-invest in the Libraries by funding advancement opportunities for UI Libraries—programs with a focus on engagement, outreach, and giving—both financially through collections and by volunteering. I invite you to contact me if you have questions about how you can become more engaged with the University of Iowa Libraries.

Thank you,

— Mary Rettig, Assistant University Librarian for Advancement mary.rettig@foriowa.org
MAIN LIBRARY GALLERY

FEBRUARY 1 - MARCH 15, 2019
SEEING SEEKING FEELING READING: Granary Books

APRIL 5 - AUGUST 9, 2019
WALT WHITMAN: A Bicentennial Celebration

Exhibitions in the Main Library Gallery are open to all and free of charge.

SAVE THE DATE

APRIL 16, 2019 6:30 pm, Hancher Auditorium Stanley Café

ANNUAL FRIENDS OF THE UI LIBRARIES EVENT

Fold, Cut, Repeat: The Art and Engineering of a Pop-Up Book Join acclaimed, award-winning artist Matthew Reinhart as he takes you on the journey of creating his gravity-defying pop-up books. Learn how you can turn your ideas into pop-up reality with simple paper engineering techniques taught by the master himself. Matthew reveals the untapped potential that a single piece of paper can hold with a pop of imagination! Email with questions about this event: lib-friends@uiowa.edu


THANK YOU

for helping to boost our students’ success through the UI Libraries!

GIVE TO THE UI LIBRARIES

www.givetoioawa.org/libraries