I’m going to talk about numbers: 88,994, 248, 65, 175, 45,000, 83,373, 9,061, 1,651, 2,676, 52 and 580. My parents are shaking in their boots that their daughter is talking about numbers. The University Libraries have become places of destination on campus. Walk into either the Allen or Mortensen Library and you will see places that are buzzing with activity, creativity, serious studying, a little chess playing, conversations are taking place, and a host of other activities.

The gate count in Mortensen has increased by 88,994 since fy08 (26%) bringing last year’s count to 319,023 people entering the Mortensen Library. The Reference staff taught 248 bibliographic instruction (BI) classes with 65 BIs actually in academic classrooms which brings that total to 313 classes; the number of students in all the classes 4306. In Fall10 semester, the Allen staff managed 175 students in the HLM 02 Information Literacy in the Performing Arts with 77% passing. In Spring10 semester, the Allen staff managed 175 students in the same course with 80% passing.

In fy10 45,000 reference questions were asked of the staff. This figure is an increase of 7.1% from the fy09. That averages out to about 927 questions per week - this team would be great in Trivia Pursuit. Mortensen Library circulated 83,373 items during fy10, which is a 9% increase from fy10.

The Mortensen cataloging department added 9061 items to the collection. The Allen catalogers added 1651 additional items. These figures do not include the authority records and research that needs to go with every bibliographic record for every book. Then the Libraries discarded 2676 items.

There are 52 members of the Mortensen Board of Visitors, the Libraries advisory board. These are folks from the community, a few alums, University faculty and staff that understand the importance of our mission and help support the Libraries in many ways. Without their advice and support many of the Libraries’ projects would never get off the ground.

The President’s College has 580 members. They take courses on campus in a variety of subject areas with some of our finest faculty members. They use our libraries, attend student performances and become active within the University. The profits of the President’s College come to the Libraries to support the work we do.

So what! What do these numbers actually mean? At what point do these numbers match with student learning, faculty research, or the additional knowledge base on campus? Are we counting the right things? Each year we hope that the students retain information from the bibliographic instruction and use it to build upon during their college years; adding more complex searching strategies. The materials we add (scores, DVDs, videos, books, records, databases, journals) we hope will be used by our community as well as other institutions. We borrow and loan items through interlibrary loan with any institution.
Getting-it with GetIt: Our Vision

Kristina Edwards

I continue to work with our partners at LibLime to improve and mold GetIt to fit the University Libraries’ vision of the best acquisitions module possible. This process includes providing a way for users to perform a range of functions from suggesting a database to requesting a book for a research project. Our vision for GetIt is to integrate all the major facets of acquisitions including the submission of requests, placing the order, and providing order notifications to users into one easy seamless process.

To understand this vision a little better, we can follow a student/staff/faculty request through this process. Imagine the user in front of a computer looking at an online form. He or she would fill in their personal information (name, email, etc.) and all the information that they have on the book, periodical, sound recording, video recording, or database. They can check off the option to be notified when the material is available at the University Libraries or check off an option to have it put on hold for them when it is ready. It would even be possible for a faculty member to initiate a request to have the new material put on reserve for a particular class. For our example, we will pretend that the requestor decides that they would like it to be put on hold when it is ready. The next day, the requestor would be able to check the status of their request or suggestion to see if it has been reviewed and ordered by the library staff.

Next the request will become a part of the acquisitions process. It is now in GetIt, and available for the appropriate subject selector to review the request and add the pertinent information to the request before it gets sent to the Acquisitions staff (that’s me). Say the request was for a book that is on sociology, the system (based on handy information in the online form) will route this request to the subject selector for the libraries’ sociology materials. At this point, Margaret Mair (the subject selector for sociology materials) would take a look at the request to determine if we already have a copy of the book or an older edition of the book and what funds should be used to purchase the book. She can give the University Cataloger (Laurie Haggan) or the Technical Services Librarian (Jennifer Olson) any notes that might be helpful. Margaret may decide that the library has an older edition that is no longer needed when the new one arrives indicating that the older should be discarded. If, when she received the request, she found that the user was mistaken and it was really a book on psychology, then she could send the request to the subject selector for psychology (Nick Wharton). Also, if Margaret notices that we already own the book we could send the request back to the user with location and call number to let them know that we already have the book. We will pretend that she added notes for the cataloger and picked the appropriate fund to pay for the book and then submits the request to the acquisitions staff.

At this point, the request would reach me, the Acquisitions Librarian. I would review the request to see where the best place to purchase the book would be and then place the request into a queue for that particular vendor. So, say that this book is available at Yankee Book Peddler (YBP) for 15% off, I would place it in the queue with all the other things that I need to purchase from YBP. Once I have a bunch of items in the queue, I can create an order for all items at once and provide all the important information like an account number and our shipping address and send it electronically to YBP. Once I have ordered the book from YBP, I could now find a catalog record for the book and have it display in our library catalog as “On Order”, so everyone knows that it is on its way. Also, I will be able to complete all the other aspects with purchasing the book (deducting funds, adding the gift lines, etc.)
The University community is asking more questions, they are taking out more materials, they are seeking better ways of searching, and the students have asked for longer library hours. This means we are getting the word out that the library is no longer your grandmother’s library, at least not here at the University of Hartford.

The one number that I have not talked about is 26 - the total number of staff in the two libraries. These are the folks who arrive in the morning and turn on the lights and when they leave at 1:30am turn them off. These are the folks who work with our students both as mentors, employers, and guides. These are the folks who cheer on and cheer up the students. These are the folks who purchase the materials, catalog the materials, and then pay our bills. Nor have I mentioned all the students it takes to help keep the libraries running smoothly. Later in this issue you will read about eight of best student employees, students that have gone beyond the call and responded to the needs of the Libraries. The eight students have received the Mortensen Board of Visitors Student Merit Awards. I hope you will be as proud of them as we are.

So, how do the above figures compare to the rest of Connecticut? In the last fiscal year 23,296,692 people visited the Connecticut libraries. The total number of reference questions asked 3,730,801. All while 33,157,602 items were borrowed - very impressive if you ask me!

So, next time you are in either of our libraries look around and get a sense of the rhythm, pay attention to what the students are doing, grab one of the new books and have a cup of coffee and relax for a minute. Then say to yourself - libraries are important: they are the heart of any campus or any town and are extremely important to me. ◆
It starts out with a simple question. “Can you teach my students how to use the library?” “Why can’t I browse for xyz more easily?” “Isn’t there an easier way to find this?” The answer often leads to additional questions, touching many areas of library work. Allen Library staff relish the opportunity to collaborate across specializations (reference, cataloging, circulation, acquisitions) since it helps them offer a richer suite of library services. Musical theatre is a great example of a question that blossomed.

In a recent outreach initiative to music theatre students, library staff quickly realized that enhancements to collections would likely increase use of the library’s resources. Allen Library Head Tracey Rudnick worked with faculty to identify and begin filling critical gaps in the collection. (Students were also consulted during classes.) A catalog enhancement project ensured that songs in musical theatre anthologies were actually findable in the library catalog. Staff relocated musical theatre scores and anthologies to one shelving location that can now be easily browsed. (Formerly scores were in several locations, and in some cases inaccessible.) Staff standardized call numbers for scores and recordings to make use easier. Technical Services staff Jennifer Olson and Jared Cowing completed much of this work.

Another part of the initiative focused on getting users connected with the materials. A re-vamped user guide for musical theatre highlights the collection’s features and provides search tips. These guides (and other resources) are designed to help students not just with coursework, but to prepare for careers (e.g., the library has audition preparation resources, casting calls in journals, books on producing community musicals, and carefully selected web resources) See this guide at http://library.hartford.edu/guides/guide.asp?subject=Music Theatre.

New students do not arrive at the university knowing about these resources, so now the library is trying reach students earlier so they can benefit from these resources sooner. Musical theatre classes visited the library to learn about resources and effective search strategies. Students also learned how illegal copying can undermine their own profession. They were excited to find the newest musicals in the library (and wanted to see more), but librarian Sam Cook explained that students need to demonstrably use the materials to justify continued collection growth.

Most important, students began thinking in more sophisticated ways about how to select *the right resource for the right job.* For example, sometimes an online music site offers useful or unique materials, but at other times, the library’s score collection is the superior option. One might assume students know all this, but it is common to hear “I wish I had learned this earlier” and students are more frequently seen in the library after these sessions. Several students checked out scores immediately after their session, and a number tried the library’s online chat reference, mentioning they heard about it in their library instruction sessions.

Indeed, establishing relationships with the users is an essential part of the process. During library instruction, the librarian and the students become acquainted with each other and start real dialogues about interests and needs. Students then know who to turn to in the future. These “personal librarian” relationships can last for the rest of a student’s career at the university (and sometimes beyond).
Two library science/archival interns have completed significant projects in the archives. Marie Jarry, a Southern Connecticut State University student, cataloged and scanned 100 images to be included in the Connecticut History Online database jointly sponsored by the Connecticut State Library, Mystic Seaport, Dodd Research center at the University of Connecticut, and the Connecticut Historical Society. Rolande Duprey, a Simmons student, has been updating our database of media materials. Both projects demonstrate how interconnected the University of Hartford is with the history of Hartford, CT, and the rest of the country.

The images in this database are used by students and other researchers looking for documentary historical information about Connecticut. Some of the images selected are photographs of buildings that housed our predecessor schools: Hillyer, Hartford Art School, The Hartt School, and Hartford College for Women. These images will be used by students of the history of education in Connecticut as well as by historians of local architecture. Although the former Hartford College for Women campus still exists, the Hillyer and Hartt buildings were torn down many years ago.

Of particular interest are photographs from the Hillyer Institute when it was still an extension program of the Hartford YMCA. These images document classroom equipment, clothing styles, and pedagogical techniques at the turn of the century. These same photos preserve the legacy of the now-demolished YMCA building. By the time this issue of resources is printed you may be able to view many of these images at the Connecticut History Online website.

Our media collection contains several thousand video and audio materials including reel-to-reel, tapes, cassettes, several vhs formats, DVDs and phonodiscs. This database enables us to search for these resources by University school or college, speaker, performer, event, or date. Our collections include recordings of notable speakers such as Martin Luther King, Jr., Coretta Scott King, Henry Kissinger, John Kenneth Galbraith and many others. Additionally, the collection houses recordings of speeches, conferences, commencements, and other campus events.

Thanks to the efforts of our two hardworking interns, these important resources will be much more readily available to researchers both on and off-campus. ◆

Getting-it with GetIt ➔ page 2

Then the big day arrives, the book has come in the mail and it is ready to be received and sent to cataloging. I take a quick look to make sure that it is the correct book and that it is properly paid for and then it is off to our University Cataloger, Laurie, to make sure that the catalog record has all the important information (subjects, the title is spelled correctly, etc.) and the book is all dressed up and ready to be checked out (barcode, date due slip, etc.). As she does this she will have all the notes from the subject selector and the requestor of the book so that she knows where the book needs to go, (and if there is an older edition to discard when she has finished cataloging it). Laurie would then send an email to the subject selector and requestor of the book to say that the book is ready and waiting on the hold shelf for the patron to come and retrieve it.

Our vision is to take our acquisitions process from the weeks it can take now to just a few days. It is a great undertaking to create a system that does this, but we are already on our way, with several of these aspects being worked on as I write this article. In 5 years, we hope that our vision will be fully realized so that we can provide our users with the best materials in the most timely manner. ◆
Every April, the Mortensen Library Board of Visitors recognizes eight outstanding student employees from the University Libraries. This spring's winners represent the Allen and Mortensen Libraries. They received their awards and gift certificates from the University Bookstore at the April 19th meeting of the Board.

**Chelsea Tinsler** — Allen Circulation
Chelsea has been instrumental in accomplishing special projects because she has been willing to learn about new procedures that we as staff may be implementing. She is often the first to pick things up, and even helps in demonstrating concepts to other desk workers. Chelsea looks out for patrons who seem to be having trouble, and is able to help patrons calmly, quickly, and effectively. Chelsea has offered to fill in for numerous students who have scheduling conflicts, even when she herself is having a busy semester. She consistently asks what tasks need to be accomplished on her own accord and is always ready to offer her assistance even with projects which she is not expected to undertake. Chelsea has shown a continuing sense of high professionalism over the entire length of her employment at the Allen Library and we are very fortunate to have her with us.

**Kendra Emery** — Allen Technical Services and Circulation
Kendra goes above and beyond the call of duty in searching for answers, whether for patrons or as part of a project we have assigned to her. She shows an outstanding willingness to learn and has volunteered to be trained in all areas of the library. As such she is comfortable being deployed wherever she may be needed, be it technical or public services. She approaches each new task with enthusiasm and interest, and masters it quickly with a remarkable attention to detail. Kendra frequently finds projects that need to be done and then asks for permission to work on them. Her supervisors don’t need to tell her what to do, she just sees what needs to be done and does it. She truly loves our library and our patrons and it shows.

**Karen Alberding** — Mortensen Circulation
At the circulation desk, the work often comes in waves, and one mark of an excellent student worker is when he or she takes the opportunity during the quiet times to prepare for the busy times. Karen is particularly diligent and efficient through those quiet times, which means that the busy times run more smoothly for everyone. Our student workers are the first faces people see as they enter the library, and Karen is one of the most approachable and welcoming workers we have had on board. She is unflappable whether the task at hand involves book searching or chasing leaks with a bucket. Karen is self-motivated and has the rare ability and discipline to remember the small, regular maintenance tasks that keep the front desk at Mortensen operating at its best. She faces each new request with cheer and equanimity, and fulfils them with integrity and thoroughness.

**Alexa Parr** — Mortensen Circulation
Alexa does not wait to be asked; she asks if there are any special tasks before beginning the usual tasks of circulation. She listens with her undivided attention, and so when unusual tasks come up, staff can be confident that she understands how to do them properly. While the circulation desk is often busy, there are occasional “down times” during which Alexa seeks out those tasks such as shelf reading which must wait during the busiest of times. Frequently at the circulation desk there are special tasks that require student workers to drop everything and lend a hand, and Alexa is always very willing to help with a smile. It has been a joy for Circulation at Mortensen to have been able watch her grow and mature in her time working there.

**Jaclyn Passoni** — Allen Circulation
Jaclyn takes assignments very seriously and works hard to see them to their completion while focusing on the quality of the work. She is willing to learn new skills very quickly and is always one of the first students we think of when we have a new and challenging project. She often starts a shift out with the question “is there anything I can do?”, and if we have no special projects, she will start working on an ongoing task without having to be asked. Jaclyn is very helpful and friendly when working with patrons, always taking the extra step to make sure they find what they need, or at least the next best thing. She is highly reliable, provides excellent service to our patrons, and is always willing and eager to take on new assignments, providing high-quality work in a timely manner.
Daniel Crittenden — Archives
Daniel is very committed to the archives. He works steadily and productively and is able to process a large volume of material efficiently and independently with almost no supervision. Working in the archives requires learning many procedures that are unique to archives work. Daniel has been able to learn the basic requirements rapidly. He voluntarily attends lectures and other presentations related to the archives and helps out when needed. Daniel steps in when the unexpected happens whether it is a leak in the ceiling or a patron who needs help with doors and the elevator. With Daniel’s assistance we have been able to process and make accessible large volumes of material that urgently needed processing. As a result, our backlog has been significantly reduced and we are much better prepared to meet the needs of researchers. Daniel will be a senior next fall.

David Gerstenblith — Mortensen Reference
David consistently makes his shifts and fulfills the duty of Reference Assistant. He has a work ethic that is rare and continues to take on new tasks. The Reference Librarians who work with David have commented on how well he works with patrons and praise his commitment to providing strong information services. David has often filled in for other students who need a substitute. He also has taken on some of the more menial tasks in the library such as shelf reading, shelf shifting and cleaning tables to help keep the Library in order. David is one of the best Reference Assistants with whom we have had the pleasure to work with. His commitment to the patron is exactly the model we all hope to achieve in the Reference Department. Next year David will be working as an underwriter trainee at CIGNA across Bloomfield Ave.

Leah Isaac — Mortensen Circulation
Leah is always on time and arrives with energy and a smile. She knows the routine and gets to work immediately. She tackles every aspect of the student worker’s responsibilities with enthusiasm and vigor. New challenges are not problem at all to Leah. She enjoys learning anything new.

We often find ourselves deviating from the norm in Circulation including: various tasks for our Business Director; Library Director; mailings for the President’s College and Board of Visitors; lugging carts of computer paraphernalia to the IT Department; or picking up completed newsletters for the Library. From one minute to the next the duties of the Circulation department change and she tackles it all with enthusiasm. Leah has decided to go on to get her Master’s in Library Science with an emphasis on Archival studies.

Save the Date for the Presidents’ College Showcase
Sunday, September 18, 2011 is the date of this year’s University of Hartford Showcase sponsored by the Presidents’ College

A day-long program of lectures and discussions with some of the finest teachers in the University (and the Presidents’ College) on a wide range of topics in literature, the arts, technology, music, education, business, and more.

Enjoy an intellectual feast — and sample some of the courses that the Presidents’ College will be offering during the academic year.

Cost for the day long event - $90 Fellows, $140 Non-Fellows. $80 for Fellows who register before July 31; includes box lunch and President’s Reception Discounts for couples

Call 860.768.4269 to register.◆
The President's College - How do you move an Apostrophe?

How do you move an apostrophe? One way, of course, is with a couple of keystrokes. But maybe a better way is to give a party and invite three presidents. That’s what The President’s College did on Wednesday, May 4, when it renamed itself The Presidents’ College after twenty years under its old name. On hand for the event were two former University of Hartford presidents, Stephen Joel Trachtenberg (president 1977-1988) and Humphrey Tonkin (1989-1998), along with current president Walter Harrison. The occasion was a dinner, held at the Bloomfield home of Presidents’ College supporter Louise Wilder, to raise funds for the relocation of library offices to make room for a new state-of-the-art seminar and conference space in the Mortensen Library. The new room will serve as a home for the renamed Presidents’ College and will also be used as an additional teaching and conference space for other programs housed in the Mortensen Library. Included in its equipment will be full videoconferencing capability, allowing for the expansion of Presidents’ College programming to off-site locations.

The Presidents’ College is an outreach program of the University Libraries offering short non-credit courses to members of the Greater Hartford community. Operated in part by volunteers, it describes itself as a learning community for adult learners. It also aims to build audiences for events on campus and to create stronger links between the University and the larger community.

The fundraising effort is part of a larger multi-year Library Renewal Program, which has already seen the creation of the Woods Family Classroom in the Mortensen Library, the creation of the i-Commons, a computer center on the main floor of the Library, and the building of the increasingly popular Dorothy Goodwin Café, named for a former Regent of the University and Library supporter. The Program has also allowed for significant strengthening of the University Libraries’ acquisitions. Funds are currently being raised to expand the University’s holdings of reference databases and other electronic materials.

The fundraising dinner became more than just a celebration of the first twenty years of The President’s College when President Harrison unexpectedly announced the successful completion of the current phase of the program - relocation of library offices and construction of the seminar space - thanks to numerous generous contributions from President’s College members and Library supporters, plus major gifts from two donors to fund the seminar and conference space itself. Harrison also announced that the libraries were already halfway towards their funding target for the acquisition of databases. Dr. Randi Ashton-Pritting, director of university libraries, later announced that work on the seminar and conference room will begin immediately, with September 1 as target completion date.

The renaming of the Presidents’ College, explained Tonkin, its current director, signifies that the College has become an important part of the legacy of its various presidents. The space to be occupied by the new seminar and conference room was added to the library when the Gray Center was built during the presidency of Stephen Trachtenberg, the Presidents’ College was founded during Humphrey Tonkin’s presidency, and the College owes much of its continued expansion to the support of President Harrison.

Referring to his time as president, Trachtenberg remarked, “What was clear then to the pioneers in the school’s development, and even more evident today is that universities are organisms that must constantly renew their spirits. On the one hand, we teach history, philosophy, mathematics, and appreciate age-
Aaron Hollander Fund
Elizabeth Abbe
Abraham Krasne Foundation
Aetna Foundation, Inc.
Sergey Ambartsouman
American Mental Health Foundation
J. Danford Anthony
Nora Anthony
Art History Department
Art School
Randi L. Ashton-Pritting
Kathy Bade
Ted Bade
Deborah K. Baker
Janet M. Barstow
Lorraine C. Bauer
Melanie Bazer
Helen Risom Belluschi
Priscilla G. Berghethon
Eleanor Bielak
Anna Bigazzi
Robert Black
Louise Blalock
Peter Blum
Mary Beth Bobish
Edward G. Borgens, Jr.
Deborah Boyle
A. Richard Brayer
Peter Breit
Nancy A. Brennan
Bridge Publications, Inc.
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Paul Bugl
Elizabeth Burt
Jason Cady
Eleanor Caplan
Catherine Certo
Susan Coleman
College Board
Connecticut Library Consortium
Connecticut Partners in Action
Prison Arts Program
Dorothy Cook
Wayne Cook
Ann Courtney
Patricia Cremins
Michael Crosbie
Bernard denOuden
Barbara Dessureau
Devin Devasto
Carolyn Diamond
Ralph Diamond
Diane P. Reeve Literary Trust
Edward Diemente
Roz Dischiante
Thomas Dorer
Dubois Associates
Nancy Dudek
Tani Eckstrand
Kristina Edwards
Bruce Esposito
Alycia B. Evica
Chris Farnham
Tom Feazell
Barry Feldman
Clare Feldman
Fidelity Charitable Gift Fund
Sue Fitzgerald
Aaron A. Flagg
Rebecca Flannery
David Fox
Samuel S. Fuller
Eugene R. Gaddis
Francis J. Gagliardi
Judith Merritt Gaston
Jean L. Gianopoulos
Lloyd Glasson
Stephen B. Goddard
David Goldenberg
Warren Goldstein
Laurence Gould
Jonathan Gouthier
Helen B. Gray
Christine Greene
Evelyne Haldimann
Virginia Hale
Dee Hansen
Walter L. Harrison
Sally Henowitz
Hermit Kingdom Press
Emily G. Holcombe
Shepherd M. Holcombe
Joan Howard
Barbara Intrigilator
Harvey Jassem
Judy Kacmarcik
Alexia R. Kalogianes
Lynne Kelly
Daniel L. King
Kohn Joseloff Foundation, Inc.
Katie Lansdale
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Janet M. Larsen
John Leard
George Lechner
Lin, Chong-Ming
James B. Lyon
Anita MacDonald
Anita Marchant
Susan Mardinly
Antonie Martin
Nancy Mather
Walter Mather
Kodo Matsunami
Donna Menhart
Arthur Meyers
Sandra W. Morgan
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Louis Pelosi
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J. Lee Peters
Steven Petke
Pat Pinell
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Christina Placilla
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Jean Prescott
Richard Provost
Eleanor Raines
Emily W. Rankin
Anthony T. Rauche
Martha Reingold
Belle Ribicoff
Kristen Richards
John Riege
Sali Riege
Celia A. Roberts
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John Schloss
Barbara T. Sergi
Paula Shulman
Edward K. Sikov
Simon Hollander Fund
Harvey Spaunburg
Mary Joan Spaunburg
St. Gregory the Enlightener Church
Theofanis G. Stavrou
Keith Stevenson
Theresa Stores
Jean Sziklas
John Sziklas
Basil B. Talbott
A New Seminar & Conference Room

The need for a new and very different seminar room within the Libraries has been growing for the past several years. The Woods Family Classroom for Learning and Instruction was a wonderful addition to the Mortensen Library. The Reference staff held 248 bibliographic instruction sessions with a total of 4306 students. Other departments used the space bringing the total of people using the room to over 7100 for FY10. The demand has been increasing to a point we can no longer accommodate the campus needs.

The Mortensen Board and the Presidents’ College understood the need for more creative learning spaces and supported the new seminar room. Both classrooms will hopefully answer the growing needs of our campus community.

The pictures are concept ideas proposed by the architect Peter Chow from Oak Park Architects. The room is being built around the technology and not the other way around. The committee had to see into the future on how this space will be used presently and many years out. The committee decided very early in the planning that the room needed to be built with flexibility in mind. Construction will start on May 31 and the room should ready for the first day of class.

I think I smell a ribbon cutting and a party in the works . . . ♦

The Passing of a Dear Friend – Patricia A. Cremins

Patricia A. Cremins, 73, of Hartford passed away peacefully April 12, 2011. Born in Boston, MA, April 16, 1937, daughter of the late Patrick and Mary (Coady) Cremins, and sister of the late Maureen Cremins. Patricia received her BA from Emmanuel College in Boston, MA, and her Master in Education from Boston University and Oxford University in Oxford, England. As an educator and administrator, she held positions in New York, Rhode Island, and Pennsylvania. In 1983 she began her affiliation with the University of Hartford. She was one of the founders, and for many years was the director of the President’s College, a non-credit program for adults at the University. She continued at the University as a teacher in the All-University Curriculum. Patricia is survived by many cousins of the Cremins and Coady families, and by many friends.

Funeral services were held Saturday, April 16, 2011 at 2:00pm at The Ahern Funeral Home, 180 Farmington Ave., Hartford. In lieu of flowers donations may be made to the “President’s College in memory of Patricia Cremins”. Please send donations to University of Hartford, President’s College, c/o Toni Robinson, 200 Bloomfield Ave., West Hartford, CT 06117. ♦
The Circulation Departments of the University Libraries recently offered our patrons a wonderful alternative to paying their Library fines: Food for Fines. For every nonperishable food item they brought in for donation to local food pantries during National Library Week, April 11-17, we waived $1 of their fines. To get the word out, there was an announcement and article in UNotes, a cool entry on the new electronic boards around campus, an announcement on the Center for Community Service’s website as well as flyers posted in the Libraries and all on-campus housing units.

The donations were collected in boxes our Circulation Student Workers had decorated. The week before, we pointed out the upcoming events to individual patrons coming to the desk who had overdue books and fines. We all won: the local food pantries received the donations, the students had their fines waived, and the Libraries got back their books!

The drive was coordinated with the Center for Community Services who distributed the food to the pantries the following week. National Library Week brought in over 400 food items during our Food for Fines drive.

*Win – Win – Win*

– Marian Smith

Gathering food donated for Food for Fines are sophomore Scott Klasner and Jessica Zalagens, a library student worker.
Subject Heading Proposals – Submitted and Added – Laurie Haggan

The Library of Congress subject headings, the controlled vocabulary that libraries have used for over 100 years to describe topics, have once again been expanded thanks to the hard work of our graduate students and current events going on all around us!

Recently submitted subject headings include “nanomanufacturing” and “nanolithography.” The only current suitable heading to use would have been “nanotechnology.” Through the creation of these two new headings, libraries will be better able to shelve these materials by individual specialty, rather than group them into one broad category of nanotechnology. Some fantastic works done by our students on using animals to help treat children exposed to trauma and other forms of violence inspired the idea of submitting the subject heading of “animal assisted therapy” to the Library of Congress. The current subject heading of “animals, therapeutic use” seemed too ambiguous. This form of therapy would also be applicable to use for cataloging materials dealing with everything from using animals in nursing homes to assisting children with autism.

Current events have also led to the creation of other subject heading proposals. Take for instance, “microblogging.” People who “tweet” are technically “microblogging.” Works on the subject of “tweeting” are currently classified under the subject of “blogging” or under the corporate subject of “Twitter.” As technology continues to spin its enormous web, it is important for libraries to keep up with it all. One way this can be accomplished is in subject heading and authority record maintenance. Since “tweeting” is a product of the company “Twitter,” a subject heading could not be created for it. However, if this subject heading is approved, when patrons look up the term “Tweeting,” the recently-proposed subject heading is structured in such a way that they will be referred to “see also ‘microblogging.’”

Other proposed headings include “MyPyramid”, and “conductive education.” “MyPyramid” is the new USDA nutritional guide replacing the outdated 1992 “food guide pyramid,” and “conductive education” is a new form of therapy being used to treat those afflicted with cerebral palsy.

The University of Hartford’s submissions to the Library of Congress are quite noteworthy. As an example, “intimate partner violence,” which was submitted over a year ago, is now being used by places such as Amazon, Oxford University Press and Sage. The Centers for Disease Control have also adopted its use in classifying its materials. The subject itself has been subdivided fifteen times and its use spans across the globe from Brazil to Malawi. We continue to contribute to the best of our abilities to the Library of Congress Subject Headings in an effort to keep tabs on the wealth of knowledge at our fingertips.
Sam Cook, Allen Library Public Services Librarian, gave a brief presentation on “Reference Screencasting with Jing” at the February 2011 Music Library Association meeting. Sam was one of several presenters in a session called “Music Librarians in La-La Land: Where Do Technologies Go When They Finally Emerge?,” sponsored by MLA’s Emerging Technologies & Services Committee, of which Sam is a member. Sam showed attendees how to use Jing—a free online software—to create quick video tutorials on using the library catalog, research databases, or other resources. Tutorials can be emailed to patrons, which can be very helpful after a reference transaction. In July 2010 Sam also became a member of New England Music Library Association’s Instruction Committee.

Kristina Edwards and Ben Ide have been working with the Council of Connecticut Academic Library Directors (CCALD) to establish a database committee. This new committee will explore the options and challenges involved in acquiring, hosting, and maintaining electronic resources for college and university libraries throughout Connecticut.

Ben Ide presented on Koha, the open source catalog program, at the annual conventions of the Association of College and Research Libraries, in Philadelphia, and the Connecticut Library Association, in Stamford. The University of Hartford Libraries have been using Koha since July of 2009.

Benjamin Klein, Allen Library Public Services Coordinator, helped launch a pilot project on Digital Audio Reserves, a service that allows students to listen to assigned music through Blackboard. (This was a joint pilot between the Allen Library and Hartt School, and was supported by a grant from the Voluntary Parents Fund. Look for a more detailed article in a future newsletter.) Outside of work, Ben organizes the Harford Phase Shift, a concert series devoted to the promotion of experimental and improvised music in Hartford. He also continues to present his own work for tuba and electronics on various concerts in Hartford area.

Jennifer Olson, Allen Library Technical Services Librarian, was appointed to the New England Library Association’s Publications Committee, which oversees NEMLA’s publications, including a web site, a wiki, newsletters, and a Directory of Music Libraries and Collections in New England. Jennifer was also inducted into the Beta Phi Mu Library International Library & Information Studies Honor Society in April 2011. Please join us in congratulating Jennifer!

Tracey Rudnick, Allen Library Head, finished a four-year term (two of those years as chair) on the Music OCLC Users Group’s executive board. She continues her work with the Music Library Association’s journal, NOTES, and takes on new committee work for both organizations. At this year’s MLA/MOUG meetings she gave business reports and a brief presentation on matters related to electronic publishing.

Reference librarian George Lechner recently gave two presentations at Yale University. He spoke at the 17th Annual Association for Core Texts and Courses conference sponsored by Yale on April 15th. He was part of a four person panel discussing “The Origins of the Liberal Arts and Humanistic Traditions” and presented a paper entitled "From Eros to Charis: Boccaccio’s ‘Decameron’ as Humanist Gateway”.

Lechner was also invited to give a presentation at the Connecticut Art Docents’ Symposium held at the Yale Center for British Art on May 9th. His talk was entitled “Portraits of Pride and Power: A Mirror of the Tudors”. Focusing on miniatures as well as large-scale paintings in the Yale collection, he analyzed Tudor portraiture as a vital pathway to comprehending the social, religious, and political values of the times.
MLA Conference 2011, Philadelphia

This year’s Music Library Association conference was much closer to home than last year’s San Diego conference, taking place in Philadelphia. This conference was not only the first that I could reach by train instead of airplane, but was also my first opportunity to participate in a presentation as a member of the Emerging Technologies & Services Committee, in which we discussed a number of technologies and their applications to libraries. It was a very enjoyable session presented to a standing-room only crowd.

One of the main topics discussed at the conference was the growing prevalence of licensed content. A license is essentially an agreement between two parties in which the licensor maintains ownership of the content and provides the licensee access to that content under specified conditions. A license is what allowed Amazon to remove eBooks from users’ Kindles, as the eBooks were not owned by the users, but were being licensed to them.

I first heard of this issue at the conference two years ago in regards to a Los Angeles Philharmonic recording that was only available through iTunes. As with a great deal of content acquired online, this was licensed content and came with stipulations that prohibited libraries from adding it to their collections. Since there was no CD version, libraries were neither able to provide patrons with access to this recording nor to preserve it for posterity.

At this year’s MLA conference, with heightened concern, this topic came up in at least three sessions that I attended. The number of recordings only available online has expanded, with little reason to believe that the licenses will change in the near future to allow libraries to collect them. This conversation did not end with these online-only recordings, but continued into similar discussions on streaming audio databases, eBooks, audio books, and even periodical databases, all of which tend to be licensed content that libraries only have access to while subscribing, never truly owning the content.

Some models are emerging that allow for actual ownership of this content, including one wherein the library pays for the content but only one patron can use and keep the content, but they are still far from perfect. When it comes to online-only recordings, the best solution discussed seems to be a conversation with the content creators on the ramifications of agreeing to release their content with this type of license. If that fails, we can always hope that the publishers will release these recordings on CD when the online sales start to diminish. Regardless of the outcome, this topic is sure to be discussed for years to come.

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Philadelphia has many charms: historic sites in the center of downtown, vibrant markets, a working replica of Ben Franklin’s printing press, and of course the Liberty Bell. This year’s Music Library Association and Music OCLC Users Group meetings were just as attractive, bursting with information about new technologies, resources, library management strategies, and music. Two themes emerged: (1) exciting developments to make it easier to find materials and (2) licensing, licensing, and more licensing.

A plenary session on digital rights featured three attorneys from very different backgrounds: an electronic rights organization, an entertainment legal firm, and Duke University. The message was mixed: did the attorneys tell a bleak story of court cases that ruled in favor of the publishers, or are we on the cusp of sea change when it comes to licensing and copyright? One attorney remarked that copyright changes in the 1970s took about thirty years to bring to fruition, and we are now at the end of another thirty-year cycle, right in the midst of great technological and social change.

Another attorney suggested that we turn some assumptions on their heads: right now, contracts and licenses (to one’s chagrin) take precedent over copyright law. For example, when people click “Agree” while downloading online content, they may be waiving their federal rights to claim “fair use” for teaching, study, or research; they may even be waiving their rights to give away or sell the item. The attorney suggested that it should be the opposite: federal law should be changed so the law takes precedent, at least in the case of non-negotiable licenses such as “click throughs.”

Another theme dominated the meeting: improving “findability” of music in our libraries. For example, older “sheet music” (usually single popular songs purchased one at a time) can be difficult to find. To help with this, Indiana University unveiled an online tool that helps libraries describe their sheet music and share the descriptions in a searchable web site that is available nationwide. I also attended a presentation in which “testers” reported their experiences with new cataloging methods that take advantage of today’s technologies. Testers said it was relatively easy to learn the rules. Despite some issues that still need to be resolved with music, seasoned music catalogers were pleased to see that they can provide more detailed descriptions and show relationships between items (e.g., a song’s composer, poet, and performer).

Finally, there was the ongoing “title problem.” As an example, Stravinsky’s The Rite of Spring (Le sacre du printemps) is actually filed under the original Russian title, Vesna svyashchennaya, in library catalogs. Librarians have long wished for a tool that would allow users to search for works using the more familiar titles. Dr. Barbara B. Tillett, Chief of the Policy and Standards Division at the Library of Congress, presented a new web tool that will eventually do just that: this “Virtual International Authority File” lists composers’ names and works in many languages, and will let libraries select the language that makes sense for their users. This tool will be useable by libraries, museums, agencies, and maybe even web sites.

Otherwise, I had responsibilities that included brief business presentations, administrative matters, and committee work. Between sessions I found discounted books, worked with vendors to resolve problems, and caught up with colleagues. The best was saved for last: seeing Ben’s printing press in action!
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