



University of Wisconsin–Madison

LIBRARIES

Celebrating
Wisconsin Women
Making History



Basic Training: Library Outreach
to UW–Madison Student Veterans

Making an Impact: Celebrating
30 Years of Teaching and Learning



From the Vice Provost

This spring we have a lot to celebrate in the Libraries! We celebrate the difference the Libraries make in our students' lives, our scholars' research, and our community's culture. We celebrate those who have made a difference for the Libraries. Finally, we celebrate the legacies of those whose stories are told in our collections.

As I have gotten to know the Libraries and the university, I continue to gather stories about the enumerable ways in which the Libraries have made an impact. Across campus we witness, time and time again, people benefiting from our spaces, resources, programming, and especially the expertise of our dedicated staff.

From the long-held strength of our teaching and learning program, to our impassioned work with student veterans, from educating campus staff about Libraries resources, to preserving 4-H primary sources to unlock research into experiential education, the Libraries offer a world of opportunity and discovery. Some have been so appreciative of their experiences they've anonymously committed generous gifts to the Libraries this past year.

The celebrations haven't only been within the Libraries. With our colleagues across campus, we've enjoyed marking the 150th anniversary of the first women to receive degrees from UW. Our chance to share the stories of Mabel Raimey, the first African American woman to graduate from the university, and Dr. Nellie McKay who established African American

literature studies on campus, have helped us reflect on the incredible individuals who made an impact in our community. These trailblazers are documented via the Office of Gender and Women's Studies Librarian's amazing work with the Wisconsin Women Making History website (womeninwisconsin.org), and the UW–Madison Archives. The Archives and Special Collections are also the source for our current exhibit on the influential conservationist, Aldo Leopold, which I hope you will have a chance to visit (it runs through May 24, 2019).

As always, the steadfast support of our Friends and donors help us connect patrons to our collections and expertise. We are grateful for the continued investment of time, talent, and financial resources so many have made to support our work and our vision.

This rich tapestry of services, stories, collections, and commitment represent an ecosystem that enables the UW–Madison Libraries to achieve its mission to support excellence in teaching, learning and research. We thank those who have given to the Libraries Impact Fund (132541240) or made other investments which enable us to make a difference for the staff, students, and faculty of the UW–Madison and beyond.

On, Wisconsin!

Lisa R. Carter
Vice Provost for Libraries and
University Librarian

University of Wisconsin–Madison

LIBRARIES

SPRING 2019

Vice Provost for
Libraries and
University Librarian
Lisa R. Carter

Editor
Natasha Veaser

Design and Production
Daniel L. Joe

Co-Editors
Jules Arensdorf
Toni Good
Haley Griffith
JoAnne Lehman
Libby Theune

Contributors
Jules Arensdorf
Raina Bloom
Josh Calhoun
John Dillon
Jim Fleming
Haley Griffith
Kari Knutson
Rich Leffler
Jessica Newman
Isabel Pomplun
Alex Stark
Sheila Stoeckel
Karla Strand
Libby Theune
Amrys Williams

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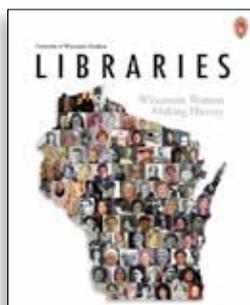
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On the Cover

Wisconsin Women Making History /
Womeninwisconsin.org

Circulating Goodwill

For many years, the University of Wisconsin–Madison Libraries have benefited from the generous contributions from donors. Recently, the Libraries received a \$10,000 gift through an annuity to the Libraries. The donor, who prefers to remain anonymous, gave this gift because of positive experiences with the circulation staff at College and Memorial libraries. The donor also noted the decision to give because of the donor’s attendance at the Friends’ Holding History event. They were impressed with undergraduate students’ work under the direction of Assistant Professor Joshua Calhoun, a member of the English faculty at UW–Madison and a member of the Friends Board.

“This is clearly testimony to the excellent customer service provided at our public services desks,” said Lisa Carter, Vice Provost for Libraries and University Librarian at UW–Madison. “The staff should be commended for treating every patron cordially and with respect.”

John Dillon, who serves as the President of the Friends of the Libraries, noted that the gift highlights the important role in the community played by those who work in libraries.

“People who work in libraries are routinely helpful and empathetic in nature,” said Dillon.

“We all work collectively to provide exceptional library experiences for those with whom we encounter.”

—John Dillon

“Perhaps precisely because the nature of helpfulness and empathy are so commonplace in libraries, recognition is less common than it should be.”

Carter agreed adding, “This gift attests to the deep and meaningful impact our events and interactions can have. In this case, enlisting and preparing those who work in our libraries to engage with the public with passion, knowledge, and contagious enthusiasm means a lot to the individuals with whom we work.”

The UW–Madison Libraries are grateful for this generous gift and for the employees who aim to do great work each day.

“Outstanding ordinary service and outstanding special programs or events are equally meritorious, equally worthy of mention,” said Dillon. “We all work collectively to provide exceptional library experiences for those with whom we encounter.”



Joshua Calhoun



Circulation desk at College Library.

The UW–Madison Libraries in Action

Since our last issue of the *Libraries* magazine, **Kalani Adolpho** and **Maij Xyooj (Mai Xiong)** have continued their work as Diversity Resident Librarians with UW–Madison. Kalani and Maij were among six individuals from around the country who received scholarships from the Association of Research Libraries (ARL) to attend the third National Joint Conference of Librarians of Color (JCLC) in Albuquerque, New Mexico.

Kalani has transitioned to the University Archives for the remaining two years of their residency. As Processing Archivist Resident in the Archives, their duties include participating in and actively contributing to the accessioning, arrangement, description, and cataloging of our collections, and developing and implementing preservation procedures and protocols. Kalani will be participating in cataloging efforts at Special Collections.

Kalani was also recently awarded a travel grant to attend the first symposium related to

Project STAND, an online clearinghouse where academic institutions can provide researchers a centralized access point to historical and archival documentation on the development and ongoing occurrences of student dissent. Project STAND focuses on digital and analog primary sources that document the activities of student groups that represent the concerns of historically marginalized communities.

Maij has joined the International and Area Studies Librarians and Memorial Library for the coming two years as Resident Librarian for South Asian Studies. During her tenure in this position, Maij will educate herself about the intricacies of South Asia, as well as liaise with the faculty, staff, and students who make up the Center for South Asia. She will also teach library instruction classes, work to purchase items for our South Asian collections, and curate exhibits pertaining to South Asia as well as Hmong culture and history.

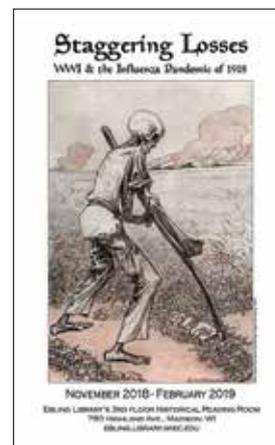


*Kalani Adolpho (top),
Maij Xyooj (bottom)*

Proving that she could pull off one exhibition within the 100-year anniversaries of WWI and the influenza pandemic of 1918, curator Micaela Sullivan-Fowler installed “Staggering Losses: WWI and the Influenza Pandemic of 1918” in Ebling Library’s Historical Reading Room. The installation ran through March 2019. A narrative fabric of military,



medical, nursing, pharmaceutical, African American, Native American, administrative, demographic, and cultural voices was included in the 13 display cases. For instance, did you know that more than 100 UW students were lost to either military engagement or influenza in 1918, mostly within a two-month period? Or a UW physician, Sarah Morris, set up the infirmaries on campus? Or the phrase “over the top” was coined during WWI to describe leaping out of the trenches and engaging with the enemy?



On November 21, Yoriko Dixon, Lesley Moyo, Mary Lin, Michael Cohen, Dianna Xu, and Larry Ashmun met with and gave a library tour to a delegation of 22 university presidents from institutions in central and western China.

Congratulations to our Information Specialist Internship Program (ISIP) graduate, **Alonso Del Rio!** A computer science major, he began his ISIP work in the spring of 2017.



Karla Strand, the Gender and Women’s Studies Librarian, recently signed a contract with Litwin Books/Library Juice Press to publish her first book which will be an examination of the 40+ year history of the Office of the Gender and Women’s Studies Librarian. The book will be

written from a feminist perspective and will interrogate the position using critical race and queer frameworks to address the necessity for librarians to work in, with, and for historically underserved and underrepresented populations. The book is scheduled for publication in 2020.



The WISCIENCE’s STEM Immersion Program was again based in the BioCommons in Steenbock Library this academic year. The program facilitates the transition of new students to UW–Madison, with a focus on welcoming and serving populations of students who traditionally struggle with the transition to college (e.g., first-generation college students and those from underrepresented groups). The incoming first-year students arrive on campus before classes start to take part in four days of programming. Students are placed into small groups with peer mentors for the duration of the program. Each day is full of information sessions, networking events, and activities designed for students to explore the many

facets of STEM disciplines as well as to discover the physical environment.

“Hosting STEM Immersion sessions in the Biocommons and Steenbock Library is a valuable introduction not only to where the STEM library is, but also, to the space itself and resources available to students,” said Sam Blanke, a senior in dietetics.

The BioCommons acts as a natural home base —allowing a flexible and cost-free space for hosting meals and events that helps new students feel at home at Steenbock Library. This relatively new program continues to grow rapidly under the guidance of Dr. Jerry Whitmore, with 300 students participating this year.



UW–Madison Librarians set up carts around campus for “First Day First Aid” during the first week of classes, encouraging students to ASK them questions—about libraries, campus, anything!



Vice Provost **Lisa Carter** meets with incoming first-year students during our summer session “Breakfast with a Librarian” event.



The Lands We Share (LWS) project, which our Oral History Program has been assisting with under the guidance of Troy Reeves, will hold a gala at the Madison Public Library, Central Branch, on May 16, 2019. The project features five diverse Wisconsin farm sites, with interactive traveling exhibits and community engagement events. Each event has food from a local “Farm to Table” vendor and includes robust conversations related to farming and community. Reeves is a co-principal investigator on the project.

The Libraries Celebrate Wisconsin Women's History

By Karla Strand, Gender and Women's Studies Librarian

During Women's History Month in March and all year long, the Libraries honor the historical achievements of Wisconsin women.

One way we do this is through Wisconsin Women Making History (WWMH). Coordinated by the Office of the Gender and Women's Studies Librarian, WWMH profiles over 90 women who have made significant contributions to Wisconsin's legacy. UW women featured on the site include playwright Lorraine Hansberry, activist Ramona Villarreal, suffragists Ada James and Clara Colby, and historian Ann Gordon. Wisconsin Women Making History can be found online at womeninwisconsin.org.

In addition, the Libraries join the campus in honoring the 150th anniversary of the first bachelor's degrees awarded to women at UW–Madison. Throughout 2018 and 2019, the campus is celebrating the contributions of women at UW–Madison and the achievements of our alumnae. This will also be a time to reflect on ways the UW can advance as a place for women to learn, grow, and thrive.

Events and initiatives across campus are commemorating this anniversary and celebrating lives marked by scholarly achievement and public legacy, as well as extraordinary lives devoted to family and community. These are some of the initiatives:

- **The Chancellor's In Her Honor giving program**
- **UW Women at 150 series profiling women such as Lorraine Hansberry, Grace Wahba, and Signe Cooper**
- **Articles in On Wisconsin and other media outlets**
- **Speakers and other events across campus**

Several library staff members were asked to take part in the campus planning committee, convened by UW Madison's 4W Initiative (4W: Women and Wellbeing in Wisconsin and the World), and a Libraries' planning group has been established.

To kick off the Libraries' involvement in the 150th and in honoring women at the UW more broadly, this group decided to honor the first African American woman to be awarded a degree at UW–Madison, Mabel Watson Raimey, who studied English. 2018 marked the 100th anniversary of the awarding of her bachelor's degree. Raimey is now also featured on WWMH.

The planning group for the libraries is meeting this semester to coordinate our continued support of the 150th anniversary with campus and to discuss other opportunities to continue honoring the extensive legacies of women at UW–Madison and throughout the UW System. Please contact me at karla.strand@wisc.edu with questions or feedback.

Mabel Watson Raimey

1895 – 1986

City: Madison, Milwaukee

County: Dane, Milwaukee



Mabel Raimey was the first African American woman to graduate from the University of Wisconsin–Madison, attend Marquette University Law School, and practice law in Wisconsin.

Mabel Watson Raimey was born on December 12, 1895, in Milwaukee, Wisconsin. Her parents were Nellie and Anthony Raimey. Because they and their ancestors were free, the Raimeys had been able to settle in Milwaukee in the 1840s. They were among the first African American families to do so.

Raimey studied English in college and graduated in 1918. She was the first African American woman to obtain a bachelor's degree from the University of Wisconsin–Madison.

Because several of her ancestors were white, people often assumed that Raimey was a white woman. After she earned her bachelor's degree, she was hired to teach in the Milwaukee public school district, but after only three days she was fired because her employer found out she was African American. After that, she worked as a legal secretary while attending night classes at Marquette University Law School.

Raimey was the first African American woman to attend Marquette University Law School. In 1984 she was asked about how she had been treated at Marquette because of her race. She answered, "Nobody asked me [and] I never told." In 1927, she became the first African American woman to practice law in Wisconsin. The next African American woman to enter the Wisconsin Bar—Vel Phillips—wouldn't do so until 1951.

Raimey chartered the Epsilon Kappa Omega Chapter of the Alpha Kappa Alpha sorority in Milwaukee in 1949. She also helped start the Northside YWCA (now known as the Vel Phillips Center), and she became a board member for the Milwaukee Urban League, where she served for 25 years. Raimey was also a trustee of the West Allis Tabernacle Baptist Church. The Milwaukee chapter of the National Association of Black Women Attorneys is named in her honor.

Mabel Raimey's law career ended abruptly in 1972 when she suffered a major stroke. She died on December 1, 1986, of complications from pneumonia.



Influencing Change

Spotlight on Nellie McKay

By Haley Griffith

Doctor Nellie McKay, an influential professor at UW–Madison, helped to establish African American literature studies on campus, and more broadly, around the world. Through her work, she helped highlight important African American literature that many scholars of the time rarely found important enough to teach, study, and research.

McKay published more than 60 essays, a book, and journal articles on black women writers such as Ida B. Wells and Alice Walker. One of her greatest professional accomplishments came in 1996 when she co-edited with Dr. Henry Louis Gates *The Norton Anthology of African American Literature*, a comprehensive collection of African American literature that features more than 120 writers, with works covering more than 200 years. It encompasses fiction, poetry, short stories, drama, autobiographies, journals, and letters.

McKay returned to graduate school late in life and withheld information on her age, marital status, and parental status throughout her career. As with her peers, her generation was among the first people of color integrated into classrooms, which created challenges at times.

McKay never used these as an excuse to not advance her work.

“McKay knew that she had to do the work, and not just good work, excellent work, in order to succeed,” said Shanna Benjamin, Associate Professor of English at Grinnell College and author of *Half in Shadow: The Life and Legacy of Nellie Y. McKay*. “Her influence cannot be overstated.”

During her time at UW–Madison, McKay worked to create the Bridge Program, an academic partnership between the MA in the Department of Afro-American Studies and the PhD in the English department. It is designed for students to enter the Department of Afro-American Studies and transfer to the English department to complete a PhD.

Today, we are lucky to have acquired her faculty papers, including McKay’s editing manual



Images courtesy of the UW–Madison Archives, Nellie McKay papers

January 31, 1983

Ms. Alice Walker
15 Galilee Lane #6
San Francisco, California 94115

Dear Alice Walker:

Thank you for your response to my letter of December 6. Your wishes will be respected, and I believe I understand your position. I hope, however, that at some convenient time for both of us, that we may have a chance to talk about some of your work. I'll be teaching The Color Purple for the first time this semester, and expect it to go well.

Best wishes for you and Rebecca.

Sincerely,

Nellie McKay
Assistant Professor of Literature
NM:lg

15 Galilee Lane #6
SF CA 94115

Jan 28, 1983

Dear Nellie McKay,
I didn't know that's
who you were / was! Haven't
had met?

What a lovely idea,
The ending of your class
and a Purple party. I'm
thrilled.

And how happy and
beautiful everyone is!

Love, to all,
Nina Bayliss

for her contribution to *The Norton Anthology of African American Literature*.

“These notes are an important tool that highlights the work of women of color at UW–Madison,” said Alex Krensky, Processing Archivist with University Archives at UW–Madison. “It is important to display McKay’s work and make the collection more accessible, as it is the reason why so many Black authors came to be household names in America.”

Benjamin also noted, “When you do not have someone to say these materials are important, they may lose their visibility. We need future scholars that are prepared and have resources available to ensure they can educate future generations. She proved herself not only as an inspirational academic, but as a profound leader of her time.”

Expanding Access: Educating UW–Madison Staff about Library Resources & Services

Jules Arensdorf, Outreach & Instruction Librarian



Top: Jules Arensdorf hosts a UW staff instruction session.

Bottom: Librarian Jessica Newman talks to staff during a campus Employee Benefits Fair.

Many librarians conduct outreach and provide instruction for students and faculty on campus, but how do staff members, especially those not affiliated with an academic department, learn about all the Libraries have to offer? After encountering several UW–Madison staff members who were unaware that they were even allowed to use the campus Libraries' physical spaces, let alone their myriad resources and services, library staff decided to employ some targeted outreach to campus staff. Adopting a multipronged approach, including a collaboration with new staff orientation, tabling at the Employee Benefits Fair, and instruction for staff in an English Language Learner class, library staff have been able to reach hundreds of staff on campus and address critical resource access and equity issues in the process.

There could be any number of reasons why staff members at UW–Madison may be unaware that they have access to the Libraries' resources—common misconceptions, a lack of familiarity, or perhaps policies encountered at another institution. For some staff members who have not attended college themselves, they may feel they do not belong in an academic library, or that this space is only for students and faculty. Unfortunately, these misconceptions and feelings of exclusion can have very real material consequences. While staffing an information table for the Libraries for the first time at the Employee Benefits Fair in 2015, library staff spoke with several campus staff members who were paying out-of-pocket for subscriptions to journals and magazines to which the Libraries provide free access. Over the course of the day, library staff interacted with hundreds of campus staff members, many of whom had worked at the university for a decade or more, who were shocked and delighted to discover they could check out books, movies, games, and equipment, and access the Libraries' wealth of online resources. The Libraries have since had a presence at every annual Employee Benefits Fair, and continue to encounter staff members who are unaware that the Libraries are a benefit intended for them, too.

Building on the success of this initiative, library staff followed up with the Office of Human Resource Development, which organize new employee orientations. Knowing that a packet of information is distributed to all new faculty and staff members who participate in the orientation, the Libraries were able to add targeted promotional materials about lesser-known library resources and services that might be of interest to campus staff. By collaborating with an already successful campus initiative, the Libraries were able to reach even more people who might not otherwise think of the Libraries as a valuable and accessible resource on campus.

In February of 2018, library staff were contacted by an instructor for a written and verbal communication class for English Language Learning employees at UW–Madison, asking if a librarian could attend class to inform staff member students about the many resources available to them. Library staff developed a hands-on workshop for both day- and night-shift staff members, many of whom work as custodians (including in campus Libraries), and the response has been overwhelmingly positive. Library staff members are learning, too, about what resources and services are important to UW–Madison employees and how best to communicate about these resources. For example, being able to request or return books to College Library, which is open 24 hours a day, five days a week, is especially important for university staff members working second and third shifts.

Beyond the obvious social justice and equity consequences of expanding outreach and instruction to campus staff, this type of engagement can also expand the Libraries' reach to students and faculty, as department administrators, student life staff, and employees in other academic support units often have greater opportunities to interact directly with students and faculty and are more than happy to spread the word about a valuable campus resource. By working to ensure campus staff are aware of the Libraries' wealth of resources and the various means of accessing our services, we can better serve the entire UW–Madison community.

Celebrating 30 Years of Teaching & Learning at UW–Madison Libraries

The University of Wisconsin–Madison Libraries Teaching & Learning Program recently celebrated its 30-year anniversary! Educating students about information literacy has been a major priority for the Libraries since 1988. Decades of strategic work and collaboration across campus have led to UW–Madison students having a wealth of resources to embark on a lifetime of learning.

Prior to 1988, library instruction was a grassroots affair teaching librarians organized informally. Then, in recognition of the increasing importance of instruction, the Director of the General Library System (GLS) created the Office of Library User Education and hired a Campus Coordinator for instruction.

Abbie Loomis, Coordinator of Library User Education/Library & Information Literacy Instruction from 1988 to 2007, recalled that during her hiring interview at Memorial Library she was shown the Reference room and was told “this is where we teach.”

“In those early years, students who came to us for instruction sat on the floor because there was no dedicated space to teach,” notes Loomis. “Today many of our campus Libraries have several spaces to teach the more than 2,000 sessions to over 30,000 learners every year.”

Those statistics give UW–Madison some of the highest participation metrics among ARL libraries.

In 1995, the campus Library & Information Literacy Instruction Program took on a new initiative by implementing the information literacy component of the Undergraduate General Education Communication-A requirement. About 70 percent of incoming first-year students were (and are still today) required to take the course.

In 2014, the program was rebranded as the Teaching & Learning Programs (TLP). As well as supporting students and instructors on campus, instruction staff support the Wisconsin Idea by teaching research skills to healthcare clinicians and lawyers across the state, helping to promote research to students from pre-kindergarten through high school (ask Memorial Library

folks about teaching pre-K kids!), and aiding researchers with data information literacy skills.

“This program was built by innovative and committed library staff,” says Sheila Stoeckel, current Director of TLP. “It’s been sustained by quality instructors who are strong campus collaborators, and who have strong reputations as partners in education. This program has iteratively adapted and thrived through cycles of rapid changes over the past three decades.”

Online and blended learning are key changes making an impact today in higher education. The Libraries are evolving in this area by creating micro-courses aimed at graduate students on topics such as copyright and research data management, videos for undergraduates on scholarly reading and academic integrity, and immersive experiences allowing students to actively search through online guided instruction.

“The long-held advocacy of innovative teaching and learning in the Libraries has been critical to the success of our related programs,” says Loomis. “It has also been crucial in stressing the tenets of research and information literacy and lifelong learning: You need to think critically and analyze sources to make good, sound decisions.”

The Libraries’ continued success with instruction is the foundation for several strong partnerships across campus that impact learning in and out of the classroom. From partnerships that resulted in collaboration on the Teaching & Learning Symposium, of which the Libraries were one of two founders, to working with the Center for the First-Year Experience bringing SOAR Advising permanently into College Library, the Libraries are leaders in impactful campus collaboration. It’s a legacy Stoeckel deeply appreciates and is inspired to continue.

“I’m fortunate to work with great educators who have a genuine desire to teach and support research, teaching, and learning,” she says. “I cannot emphasize how often I get to hear about our staff’s impact across campus and in the community. It just reminds us of the difference we can and are all making with our work.”

Here’s to another 30!



Aldo Leopold: Life, Land, Legacy

Natasha Veeseer, Head of Communications, UW–Madison Libraries

“**Our lumber** pile, recruited entirely from the river, is thus not only a collection of personalities, but an anthology of human strivings in upriver farms and forests. The autobiography of an old board is a kind of literature not yet taught on campuses, but any riverbank farm is a library where he who hammers or saws may read at will. Come high water, there is always an accession of new books.”—*Aldo Leopold, A Sand County Almanac (1949)*

Writers have often compared libraries and archives to wildernesses. But for Aldo Leopold, the metaphor was reversed. To him, a woodpile was as rich in meaning as a library of good books.

A first-ever, large-scale exhibit of Aldo Leopold’s manuscripts is now on display in the UW–Madison Libraries’ Department of Special Collections (January 22–May 24).

“This is an opportunity to revisit Aldo Leopold’s evolving legacy on the 70th anniversary of his book *A Sand County Almanac*,” says Curt Meine, Senior Fellow with the Aldo Leopold Foundation. “That book’s first publication was a landmark in the way we understand the development of our moral responsibilities to our communities, to the land, to other species, and to future generations.”

Leopold, considered by many the most influential conservation mind of the 20th century, was an author, professor, and public intellectual. In 1933, the University of Wisconsin appointed him to a chair in Game Management, and he subsequently became the world’s first Professor of Wildlife Management, a position he held until 1948.

“The exhibit reveals many seemingly incongruous facets of Leopold’s complex relationship with nature,” notes Stanley Temple, who served in the same position from 1976 to 2008 at UW–Madison and is a Senior Fellow at the Aldo Leopold Foundation. “He was a bird watcher and a bird hunter, an advocate for protecting wilderness and a proponent of sustainable use of natural resources, a guardian of public wild lands who also understood the central importance of individual responsibility for the health of private lands. The exhibit reveals Leopold’s genius in navigating these complexities by constantly evolving his thinking about critical issues.”

Leopold’s papers came to the UW–Madison Archives in several installments beginning in the early 1960s. The majority of his surviving manuscripts are found in the Aldo Leopold Papers, a collection held by University Archives in Steenbock Library. Leopold published more than 500 articles, essays, and reports. His papers also include another estimated 500 unpublished items, such as extensive correspondence, field journals, research records, photographs, and other materials.

Another major collection, the R.A. McCabe Collection of the Writings of Aldo Leopold, has a home in the Department of Special Collections. Leopold’s papers were fully digitized by the Library between 2007 and 2009 and are available online at no cost through UW Digital Collections.

“For those who may be less familiar with Aldo Leopold, I hope the items chosen for this public exhibit will make them want to learn more about him,” says Temple. “For those who already know something about Leopold, I hope the exhibit reveals new insights that strengthen their appreciation of his timely and timeless contributions. For everyone who visits the exhibit, I hope it makes them want to explore the trove of additional material available online in the Aldo Leopold archives.”

Aldo Leopold



A Message from the Friends President

Dear Friends of the UW–Madison Libraries,

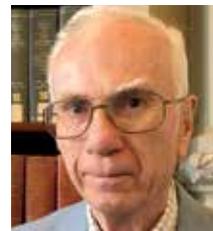
The University Libraries help make our campus a special place for the pursuit of knowledge and for sharing the inspirational and practical outcomes of discoveries. Perhaps less well known is the significant teaching and learning aspect in much of what the Friends do. Our public events are designed to expand the knowledge and intellectual horizons of our audiences while highlighting the Libraries' holdings. We've captured some moments we'd like to share:

- UW–Madison professors Steve Carpenter of the Center for Limnology and Sarah FitzSimons of the Art Department shared an art–science collaboration and how each of their disciplinary research practices actively embraces the other's. The event was co-sponsored by Wisconsin's Water Library with refreshments provided by the Friends. Participants were treated to a stunning array of works of art utilizing the form of a book.

- A valued component of Memorial Library's internationally renowned holdings in German language and literature, the structurally complex Deutscher Sprachatlas ("Linguistic Atlas of German") became badly deteriorated through heavy use. Its Friends-funded physical restoration was celebrated in the Rathskeller in Memorial Union with German-style refreshments and music.

- The Saint John's Bible is the first handwritten, illuminated Bible of its scale in more than 500 years, and a copy is held by the Libraries through the generosity of Dick Cable, UW Class of '55. Jim Triggs, executive director of the Saint John's Bible Heritage Program, delivered a Friends-sponsored talk in Special Collections showcasing the endeavor of creating this very special work.

- In a Wisconsin Book Festival event at Madison's Central Library, co-sponsored by the Libraries and the Friends, the poet, playwright, and journalist Jabari Asim read passages from his book of essays



We Can't Breathe. A former longtime editor of the NAACP's journal of politics and culture, *The Crisis*, Asim discoursed on the resilience of Black culture as it has survived in an oppressive and often violent America.

In other instances of outreach, our grant-supported visiting scholars gave talks and workshops arising from their research. Public presentations from Friends-supported special projects fascinated students and encouraged further exploration. Also, I'd like to make note of our annual Schewe Lecture, memorably given by 2018 Pulitzer Prize winner Caroline Fraser, editor of the Library of America edition of the *Little House* books by Laura Ingalls Wilder.

Programming of this sort is only possible with your support. Please keep the ball rolling by giving to the Friends at library.wisc.edu/friends/about/support. We look forward to seeing you at the Library.

With thanks,

John Dillon, President
Friends of the University of Wisconsin–Madison Libraries

Spotlight on a Friend: Joshua Calhoun



Joshua Calhoun's first book *The Nature of the Page: Poetry, Papermaking, & Ecology in Renaissance England* is forthcoming from the University of Pennsylvania Press in 2019.

Joshua Calhoun, current vice president of the Friends of the UW–Madison Libraries, is an Assistant Professor of English who specializes in Shakespeare, 16th- and 17th-century poetry, and the history of media. He also teaches courses in environmental humanities and is a faculty affiliate at the Nelson Institute's Center for Culture, History, and the Environment (CHE). In his teaching and research, he gets to explore three things he loves: Shakespeare, old books, and nature. Friends member Jim Fleming had the pleasure of sitting down to talk about the many activities Joshua is involved in at UW–Madison.

JF: You're an Assistant Professor in the Department of English at UW–Madison, as well as a faculty affiliate with the CHE and Interdisciplinary Theatre Studies. That's an unusual combination, isn't it?

JC: Thinking across traditional boundaries is at the heart of the Wisconsin Idea. I love those unexpected, intriguing conversations that allow me to make connections I haven't noticed before. So I'm lucky to know I'm supported by UW when, say, I go to the Bodleian Library in Oxford to collaborate with conservators and book historians and zoologists and biomolecular archaeologists.

JF: Well, let's talk about Holding History, your project with Sarah Marty. On your website, holdinghistory.org, it says, "At its core, Holding History is the Wisconsin Idea in action: the program welcomes the public into the university's Special Collections." Share the kind of events Holding History does.

JC: Our core event is a science fair experience. You walk into a room and students are seated behind tables and they each have a book that has fascinated them. They've had some training with me but they're not experts, and most

aren't even English majors. They're students in astrophysics, pre-med, biochem or biology, and they're showing you old books and inviting you to reach out and turn the pages and to wander into conversations about big ideas and the objects that have carried those ideas forward 400 years.

JF: There are other physical forms of holding history. Tell us about those.

JC: We worked with local papermaker Robert Possehl to set up a free-for-all papermaking event on Library Mall. 150 people came by and made a sheet of paper. They reached into a vat filled with water and local wheat straw and recycled bedsheets from local thrift stores. We dried the fresh sheets of paper and sent them over to Sooper Dooper, where Chris and Abbie were willing to do something a lot of letterpress printers wouldn't even consider: they used an 1899 Chandler & Price press to print blank forms onto amateur-quality handmade paper. Holding History then hosted another event where we set up a half dozen typewriters in Der Rathskeller and invited people to use the handmade, letterpress-printed sheets to type a letter to a friend. We sent them all over the U.S., to China, Dubai, Canada, and the Netherlands. We even had one addressed to Hogwarts. (I'm not sure it was received.) The students got a crash course in using typewriters and within fifteen minutes they were engaging other students, adults, children, saying, "Here's how you do this."

JF: You've given the Wisconsin Idea a whole new meaning.

JC: Madison is a special place in terms of its environmental history and the knowledge that is held here. Special Collections is filled with plants and animals in book form. The native peoples who dwelled and moved through here left records in the earth in the forms of burial mounds that are still visible. The Lakeshore Preserve is a record of a long history of conservation. Even the algal blooms in the lake are a record.

Uncovering “What 4-H Club Work Has Meant to Me”

Amrys O. Williams, Ph.D. 2012

Nora Thornton loved school. Unlike many farm girls in the late 1920s, she had her heart set on a college education. But in seventh grade, her eyes began to trouble her, and by the time she reached high school in Oregon, Wisconsin, they were so bad she had to leave school altogether. She was despondent until her parents suggested she join a 4-H club. Over the next four years, Nora raised a dairy calf and a flock of sheep and took up canning and baking. By 18, she was helping to lead the Oregon 4-H Live Wires. “When I had to leave high school, our county superintendent told me not to feel discouraged but stay in 4-H work and I could receive an education,” she wrote in 1933. “I feel his words indeed have been true.”

Hundreds of stories like Nora’s are detailed in the essays these young people wrote when they applied for national 4-H prizes in the 1930s. A grant from the Friends of the UW–Madison Libraries allowed me to come to Madison to pore over these materials in the UW Archives. The personal accounts of these club members are an unparalleled source as I complete work on a book about how 4-H clubs changed farming and rural life in the twentieth century.

Few people know that 4-H began in the 1910s as a government effort to encourage farm families to adopt systematic practices based on scientific research in agriculture and home economics. By working with children to demonstrate the latest techniques in barns, fields, and farmhouses across the national, the Extension Service hoped to plant the idea in recalcitrant adults that perhaps their county agent was worth listening to. World War I expanded 4-H and extension work, and by the 1930s

there were nearly a million children enrolled in what remains the largest youth organization in the world.

4-H involved both top-down rural reform and grassroots community organizing. The top-down story is easy to find: just pick up any USDA bulletin, Extension Service circular, or 4-H project guide. The bottom-up story can be harder to discern, but you can find it in county agent reports and the correspondence of state 4-H club offices. The experiences of individual club members are harder to find. Occasionally, a kid’s project report will end up in a manuscript collection, or get appended to a report, but most club members’ accounts end up back in their hands. This can make it hard to answer fundamental questions about 4-H. Why did young people join 4-H clubs? What did they get out of it?

This is why Wisconsin’s collection of “Standard Report Forms for 4-H Club Contestants” is such a treasure for historians. The 10-year run of applications provides a unique window into the motivations, aspirations, challenges, and achievements of the individuals who enrolled in 4-H clubs during the Depression. As the crisis strained many who were already struggling from the agricultural slump of the 1920s, 4-H proved a crucial tool for young people seeking to further their education and get an economic foothold.

The essays contain countless examples of how farm youth—especially young women—used 4-H to get an education when family circumstances made it impossible for them to continue in school. These young people used 4-H as a substitute for classroom learning, raised money through their projects to pay their own way to school, or parlayed the skills they learned into domestic service



positions that gave them room and board to attend high school in town.

The essays also show how 4-H helped young people launch their careers at a time when jobs were scarce. Many club members turned their projects into remunerative sidelines that could help support their families and give them an income to build their future. In 1939, at the age of 20, Robert Geise of Waterloo, Wisconsin, was renting a 118-acre farm and operating it entirely on his own. He proudly attested that “I have gained this all through my 4-H club work.”

4-H was as much a social tonic as an educational program or economic booster. Jacob Rosenow of Waumandee, Wisconsin, wrote, “Club work has in my case meant a closer relationship with my parents. They have enjoyed my winnings and encouraged me when I have lost.” Other members echoed this sentiment.

I’ve been researching and writing about 4-H Clubs for more than a decade, but no materials I have consulted have been as helpful as these essays in painting a full and textured picture of what it meant to be a club member in the early twentieth century.

All quotations are from “Standard Report Forms for 4-H Club Contestants,” Series 9/5/2, Wisconsin 4-H Club Records, University of Wisconsin Archives, Madison, WI. Nora Thornton and Jacob Rosenow appear in Box 1 and Robert Geise in Box 11.

Friends Who Made a Difference

As the leaves began to fall last year, two individuals passed away who had made a tremendous impact on the Madison community and the Friends of the UW–Madison Libraries. Both men had found that becoming involved with the Friends enabled them to stay engaged with the university and the world of literature after retirement. They generously donated their skills back to their community.

The Reverend Max Gaebler was a minister at the First Unitarian Society from 1952 to 1987. He was also a major public figure in Madison, seeking peace and justice at a time when his services were badly needed. He worked assiduously during the 1960s and 1970s to preserve the peace during the passionate antiwar and civil rights movements in Madison and at the University of Wisconsin. He shared his message at the Unitarian Meeting House, on a Sunday morning radio program, and in a twice-monthly newspaper column in the *Capital Times* newspaper. In 1969 he declared that “it is essential that those who value freedom and who are eager to maintain the great traditions of this University should unite in support of its present leadership” (*Capital Times*, Feb. 17, 1969, Courtesy of Stu Levitan). In September, shortly after his passing, Dave Zweifel of the *Capital Times* described Rev. Gaebler as “this vibrant and, yes, gutsy minister” (Sept. 14, 2018). A longtime member of the Friends of the UW–Madison Libraries, he served on the Friends board from 1985 to 1993.



Mark Foster died unexpectedly in October while tending his garden in rural Blue Mounds, WI. His wife, Kathy Foster, wrote that “Mark was an intense gardener and loved to bestow vegetables and books on all who were receptive. He especially enjoyed matching a book to a person’s interest.” As a systems analyst for the University of Wisconsin, he was instrumental in designing the automation of Memorial Library. Many people will remember Mark for his “leisure work,” creating his own online book business and being a valued member and volunteer for the Friends of the UW–Madison Libraries, as well as the Madison Public Library and Paul’s Bookstore. Jim Dast, donations supervisor for the Friends, admired Mark’s extensive understanding of literature and music, saying, “His knowledge of book values, both monetary and intellectual, was encyclopedic.” Mark donated countless hours to the Friends, unpacking gifts and shipments from campus and community donors. Dast will miss talking about books with Mark. Although others will help him sort books, Dast mused, “No one will ever be able to replace Mark’s energy, knowledge, and good spirit.”



Both Max and Mark demonstrated that becoming actively involved in an organization that reflects one’s passions makes a lasting impact. The Friends will long remember their contributions, which strengthened the Libraries and created lasting bonds in the community.

From Wisconsin to California with Love

Ask a Librarian. Little-known fact (okay, it's not really a secret): Librarians love to help people find answers to their questions. We recently received a letter from a fifth grade class in Albany, California, requesting our assistance on a class project, and we were delighted to "jump around" and help.

The student shared some fun facts about California and his class, and then he added, "Can I ask for your help? I have included in this letter a self-addressed and stamped postcard from your state and I'm hoping you'll send it back with a note telling me a bit about where you live." He continued to share that in his part of the country, the weather is moderate, "it rarely ever snows" (wait, what??), and that "all we have to worry about are earthquakes and wildfires." (Okay, we'll take the snow.)

He finished by writing, "Now it's your turn! Will you tell me about where you live? Maybe you can write a note about the geography, climate, natural disasters, or culture of your state/area since we are trying to learn all about what different parts of our country are like."

Can we share more about Wisconsin?! The excitement was almost too much. But, naturally,

we thought, "With a great request like this, one does not simply send back JUST a postcard."

This called for a Wisconsin care package.

Included: A list of 20 fun facts about Wisconsin, a Bucky Badger READ poster (because libraries!), a Harry the Steenbock Library cow, Bucky READ bookmarks (also because libraries!), the original postcard with a note back from Bucky, an additional postcard with more information about our fine state, and another one with a photo of a couple of our own Wisconsin cows wishing the best to the Happy Cows of California. Also, thanks to the UW-Madison Office of Campus and Visitor Relations, we were able to provide Bucky Badger stickers, banners, pencils, stick-on tattoos, more bookmarks, and kid-friendly information packets. We rounded out the fun with some Haribo gummy bears, an official forecast graphic of Wisconsin winter weather from WKOW (one of our local news stations), and of course, a cheesehead key chain.

Too much? We don't think so!

On, Wisconsin!

Creating a Badger Nation, One Classroom at a Time

*Natasha Veeseer, Head of Communications,
UW-Madison Libraries*



Basic Training: Library Outreach to UW–Madison Student Veterans

Jules Arensdorf

As part of my role as the Outreach and Instruction Librarian in the Teaching and Learning Programs office, I represent the Libraries on the campus wide Transfer Advocates Working Group (TAWG). Through this group, which brings together academic support staff from across campus, we learn about the variety of issues faced by transfer students and often have the opportunity to hear directly about a transfer student’s experiences on campus. At a TAWG meeting during the spring of 2018, a transfer student who is also a veteran was invited to share her experience with the group. As she shared the many challenges she encountered in trying to obtain the resources necessary to be successful at UW–Madison, I couldn’t help but note the role the Libraries could play in alleviating some of these challenges—issues that impact many students on our campus, not just student veterans. For example, for students who need accommodations, it can be traumatic to be compelled to disclose the reason their accommodation is needed—something many students with ‘invisible’ disabilities undoubtedly experience. Another instance this student noted was her difficulty in obtaining e-books for class and for research, which can be a necessity for someone with physical disabilities trekking across campus on a daily basis.

As I reflected on the many implications for library resources

and services, from service desks to collections to instruction, I thought it might be helpful for me and other library staff to have a baseline level of familiarity with issues commonly faced by student veterans on our campus. Even as someone relatively acquainted with issues that affect veterans—my brother was in the army and served two tours in Iraq—I found that I hadn’t really considered the needs of this specific population when thinking about library resources and services.

Inspired to take action, in the spring of 2018 I reached out to Dennis Trest, who, in addition to being the GLS Shelving & Storage Coordinator and Memorial Library Stacks Manager is an active member of the Wisconsin Army National Guard. We decided to collaboratively develop a hands-on workshop that would help library staff members develop an awareness of the diverse identities and experiences of student veterans and the myriad issues and challenges they face on campus. We also hoped to support library staff in identifying resources and services that potentially pose challenges or barriers to access for student veterans and identify strategies to mitigate these challenges. This was a tall order for a one-hour workshop, but we felt it was important to start somewhere.

During the workshop, attendees learned about common characteristics of student veterans both nationally and at UW–Madison, and had the opportunity to directly compare this with the idea of a “typical student veteran” they held prior to participating in the workshop.



Attendees were also made aware of common strengths held by student veterans, as well as some of the challenges they face. They then had the opportunity to apply this knowledge by collaboratively examining real-life scenarios in library settings—an activity that generated a lot of discussion. While there weren’t always clear answers, attendees appreciated the opportunity to reflect on this particular patron population.

After talking with Veteran Services Coordinator Joe Rasmussen, we decided that as a follow-up to the staff workshop it might be helpful for library staff and others to be able to hear directly from student veterans. So often, what the general public knows about the experiences of veterans is learned through sensationalized stories or stereotypes. We thought it was important for veterans to be able to tell their own stories, especially since underrepresented populations are often overrepresented in the military.

Working with the UW–Madison chapter of Student Veterans of America, we organized a Human Library event on November 6, 2018, to coincide with a week’s worth of Veterans Day events on campus. Recognizing the potential for conversations among strangers to go awry, we took great care to develop a structure that would support meaningful and respectful dialogue among the student veteran “human

books” and their “readers.” This included clearly communicating the goals for the program to all involved, outlining guidelines for participation with readers as they entered the space, and providing sample questions as well as questions that should not be asked. Although attendance was a bit light (it was Election Day, after all), we found through debriefing with the volunteer “human books, they had really enjoyed the experience and ultimately felt we were successful in creating an intentional space to support genuine connections between service members and the broader UW–Madison community.

Through outreach to student groups and learning opportunities for staff, the hope is to bridge divides and challenge perceptions, stigmas,

and stereotypes that people in our community may hold about student veterans. Since they are a smaller group on our campus, it’s easy for student veterans to blend in and get lost in the crowd. However, their identities and the challenges they face intersect with those of so many other groups on campus that making changes to support student veterans ultimately creates a more inclusive community that respects a diverse range of experiences and supports student success.

If you would like to learn more about student veterans, please check out these resources:

- www.veterans.wisc.edu
- uws.kognito.com (interactive scenario-based training)



DID YOU KNOW?

Nationally:

- 30% of post-9/11 veterans have a service-connected disability
- People of color represent 31% of currently serving military members
- People who are transgender are overrepresented in the military
- Some service members/veterans are not U.S. citizens

At UW–Madison:

- Approximately 500 student veterans enroll each year
- Undergraduate veterans are more likely to enroll as transfer students (57%), and more likely to be first-generation (47%)
- Undergraduate veterans are more likely to enroll in College of Engineering and less likely to enroll in the School of Business



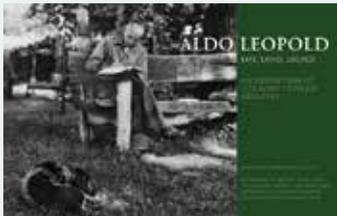
LIBRARIES

University of Wisconsin–Madison
330D Memorial Library
728 State Street
Madison, Wisconsin 53706

Nonprofit Organization
U.S. Postage
PAID
Madison, WI
Permit No. 658

Exhibits: 2019

SPECIAL COLLECTIONS EXHIBITS



Spring 2019: **Aldo Leopold: Life, Land, Legacy**
January 22, 2019, through May 24, 2019

Summer 2019: **Pollinators!**
June 10, 2019, through August 9, 2019

Fall 2019: **Italian Exhibit**
August 26, 2019, through December 13, 2019

library.wisc.edu

This fall, the UW–Madison Libraries will offer an award for undergraduate, library-based research. Undergraduate students who intend to make creative and intensive use of library resources as part of a semester or year-long research project (capstone, independent study, thesis, performance, exhibit, etc.) during the 2019–2020 academic year will be encouraged to apply.

The selected student will receive \$2,000 upon completion of a series of requirements. For more information visit go.wisc.edu/libraryaward.

