

Carnegie Whitney Award Application Cover Sheet

Date: 11/06/2014

Project Title: Women Authored Science Books for Children 1790-1890: An Annotated Bibliography

Organization/Individual Applying: University of Florida

Address: 219 Grinter Hall
PO Box 115500
Gainesville, FL 32611-5500

Phone: 352-392-1582

Fax: 352-392-4400

Email: ufproposals@ufl.edu

Project Director (if organization): Suzan Alteri, George A. Smathers
Libraries, University of Florida

Phone: 352-273-2870

Fax: 352-392-4538

Email: salteri@ufl.edu

Summary of Proposed Project (2 or 3 sentences):

The Baldwin Library of Historical Children's Literature (hereafter the Baldwin Library) at the University of Florida requests ALA Carnegie/Whitney funding of \$5,000 to research and design a digital annotated bibliography of 200 primarily non-fiction science books written by women for children between 1790 and 1890.

Project Completion Date: February 20, 2017

Amount Requested: \$5,000

Woman Authored Science Books for Children 1790-1890: An Annotated Bibliography

The Baldwin Library of Historical Children's Literature (hereafter the Baldwin Library) at the University of Florida requests ALA Carnegie/Whitney funding of \$5,000 to research and design a digital annotated bibliography of 200 primarily non-fiction science books written by women for children between 1790 and 1890.

Project Need

As one of the largest historical children's literature collections in the world and the largest at any academic institution in the nation, the [Baldwin Library](#) is uniquely placed to undertake this project. The Baldwin Library has both the breadth and depth of early scientific materials for the home written by women for children, including comparative editions, to complete a digital annotated bibliography of this scope, about 200 books, each one analyzed individually. This will be the first attempt to create an annotated bibliography of an important topic within the collection. At a time when STEM initiatives seek to advance women in the sciences, this bibliography will underscore the long and important role that women have played in the development and dissemination of scientific knowledge. The topic will not only be intellectually and visually engaging to a wide variety of audiences, it also will serve as an important introduction to the vast collection at the Baldwin Library (over 100,000 books) which remains largely unknown among students, scholars, teachers, professors, and the public at large.

This project addresses the following needs:

1. Limited awareness by the public of scientific texts from 1790-1890, and the role of women in their creation;
2. Limited familiarity with the rich materials at the Baldwin Library, a non-circulating collection of children's literature, which includes books from the 1660s to the present;
3. Limited availability of primary sources from this period for use in the K-12 classroom and in distance education.

Because these titles are held within special collections and rare book libraries, the public as well as scholars, teachers, and professors have limited opportunities to see or read these books on science at the beginnings of science education. What's more, individuals rarely have the chance to access so many important titles in a single collection. The Baldwin Collection is thus a remarkable—and perhaps unique—educational and bibliographic resource for these materials. Although the books have remained hidden or ignored for centuries, they were instrumental in the development of science in their own time. This project, in bringing the books together, will go a long way toward making a cultural and historical statement about the early role of women in science. There is substantial need for information about these books to be made publicly available. Not only do they illustrate the pioneering role women played in the creation of scientific literacy for children (to say nothing

of adult readers), but they also demonstrate the emancipatory power of women during a highly restrictive era.

The importance of promoting science, women, and education to the public and others was brought to the applicant's attention during a two-day planning session in which a discussion was held among children's literature and humanities scholars from the University of Florida and other nationally prominent universities about the need for greater access and use of scientific texts from popular children's literature sources, particularly those written by women. It was noted that many of these early materials are held at a handful of US institutions, including the Baldwin Library, and in the British Library. This planning retreat was part of a broader discussion on how to make the Baldwin Library and its holdings more familiar to scholars in the humanities. The specific time period of 1790 – 1890 was chosen as the most important because it reflects a period when a large corpus of children's literature was published, and also a fruitful era in which women were permitted to write about science through the field of children's literature. It is worth noting that these "children's books" were also widely read by adults for their own edification, and as such, are among the most important popularizations of science available.

Purpose

The purpose of this project is to make discoverable the hidden and neglected scientific books written by women for children of this time period. The selected books and annotations will illustrate how the writing of these works empowered women by allowing an outlet for their knowledge and expertise and how the books enabled children to become scientifically literate. Through this bibliography, the evolution and history of women's roles in the sciences and education will be explored.

Therefore, the project objectives are as follows:

1. Select 200 titles from the Baldwin Library based on date, authorship, reputation of author, scarcity, cultural impact (if known), and condition;
2. Conduct research focusing on specific titles, themes, authors, and cultural significance through a contract with literature expert, Alan Rauch, Ph.D., professor of English at the University of North Carolina-Charlotte;
3. Design the format of the annotated bibliography to meet online user requirement needs;
4. Using research results, write annotations with notes for multiple editions where appropriate;
5. Promote the completed bibliography through various activities;
6. Evaluate usage and benefits once project is complete.

This project is critical to expanding the historiography of this dynamic era of exploration, industrialization, and education; children's literature; gender roles; popularization; and the history of science and education. If these textual sources are

visible to the public, teachers, college professors, and scholars through an enhanced digital annotated bibliography with full-text links, scholarship on this topic will increase. As well, these resources will be available for use in K-12 classrooms, and for online education in college and university programs.

After this project has been completed (including the digitization of the project's selected titles) it will:

- Create greater awareness of scientific texts by women from 1790-1890;
- Illustrate the significant role women played in science education;
- Illustrate the evolution of scientific thought and education of children;
- Introduce and inspire children and teachers to study women and their many roles in science publishing;
- Illustrate the paths to science that were available to women during the 18th and 19th centuries;
- Increase interest of the public for materials on women writers and the sciences.

In addition to the Carnegie/Whitney project objectives described above, the project results will be enhanced by the availability of full-text links of the selected books. Funding for the digitization of the 200 selected works has been approved by way of the Baldwin Library's endowment funds which can be used for this purpose. This will provide a mediated solution to the limited access of the physical materials by creating a virtual "circulating" collection that may be used anytime by anyone, anywhere in the world.

Description of Books

The four books described below are authored by well-known English writer, Priscilla Wakefield. She had considerable knowledge of natural history and botany and produced a total of 11 books for children on science. Her most famous, *Introduction to Botany*, reached 11 editions by 1841.

Title of Work	Description	Editions
<i>Domestic Recreation, or, Dialogues Illustrative of Natural and Scientific Struggles</i>	Printed in London, 215 pages with five numbered plates and an engraved frontispiece. Conversations between a mother and her daughters on microscopes, botany, and meteors.	1805 1806 1813 1818
<i>Instinct Displayed in a Collection of Well-Authenticated Facts: Exemplifying the Extraordinary Sagacity of Various Species of the Animal Creation</i>	Printed in London, 311 pages. A series of letters between two girls discussing gradations of intelligence in the animal kingdom, natural history, classification of animals both on land and in sea.	1811 1816 1821 1831 1836

<i>Introduction to Botany, In a Series of Familiar Letters, with Illustrated Engravings</i>	Printed in London, 184 pages with 11 engraved plates. A series of familiar letters regarding the study of nature and botany as a way to employ their 'faculties' rationally.	1796 1798 1803 1811 1831
<i>Mental Improvement, or, The Beauties and Wonders of Nature and Art: In a Series of Instructive Conversations</i>	Printed in London, 2 volumes, vol. 1: 195 pages; vol. 2: 188 pages. Conversations between a man, his wife, and five children regarding scientific observation, sea life, oceans, sugar cane production, trees, and fruits.	1795 1797 1799 1804 1810 1840

Target Audience

The project will target the audiences and groups identified below through dissemination of the enhanced annotated bibliography. The bibliography will reside online, as a link and description on the landing page of the [Baldwin Library's Digital Collection](#) at the [University of Florida's Digital Collections](#) (UFDC).

Currently, the Baldwin Library's Digital Collection contains 6,000 individual full-text titles. Since the digital collection was launched in March 2006, the collection has received 9,890,895 total views and 8,550,423 title views.¹ In the past year (August 2013-August 2014), there have been a total of over 1.8 million title views. The Baldwin Library Digital Collection is a well-known resource not just for scholars, but also for the public and K-12 teachers. Of the reference requests received regarding searching and use of the digital collection, about 40-45% are from the public or teachers.

This project will serve the following groups:

- Public and children;
- Students;
- K-12 classroom;
- Higher education classroom and distance education;
- Scholars from multiple disciplines.

Due to the ability to place the 200 selected texts in an open access environment, they will be accessible for use in projects, scholarly annotations, educating children, and satisfying public interest. Once found, these texts will allow for manipulation and use in a variety of ways whether accessed separately or appreciated collectively in the context of the bibliography's theme. Since all items in the Baldwin Library Digital Collection are in the public domain (pre-1923), no permissions or costs for access or use are required.

¹ Views include every query against the site excluding robot searches and reflect true human views.

Evaluation

Evaluation activities will be performed during and after the project is complete and accessible online. During the project, evaluation will be conducted through quality control procedures. In May 2015, a student assistant will check the bibliographic data provided by the Cataloging and Metadata department against items in hand. Beginning in November 2015, Alan Rauch, Ph.D., professor of English at the University of North Carolina – Charlotte (see biography below) will visit both the curator and the student assistant to ensure the appropriate research has been conducted. It also is anticipated that Rauch will consult via email and virtual meetings during and after the research and writing process to review project progress and make recommendations for improvements.

Upon completion of the annotated bibliography, both quantitative and qualitative measures will occur to evaluate the success of the project. Quantitatively, the curator will be able to assess how many patrons viewed these titles through use-statistics provided by the UFDC both on a monthly and yearly basis. As well, the Baldwin Library keeps statistics on all patron requests for digital materials, use of physical materials, and reference requests via email, correspondence, or phone. This information will be gathered and shared with ALA through a subsequent report, if applicable. Qualitatively, the project will be assessed by the curator through evaluation surveys performed during Baldwin Library lectures to the public, students, during courses (in-person and online), and for K-12 teachers either on campus, at the public library, or through virtual presentations. The increase in scholarship and the variety of scholarship within the Baldwin Library can be monitored by reviewing newly produced scholarship in children's literature journals and monographs.

In addition, the curator will publish an article either on the process of creating the enhanced annotated bibliography or on the materials themselves.

Knowledge, Expertise and Qualifications

Suzan Alteri, M.L.I.S. – Project Director

As the Curator of the Baldwin Library of Historical Children's Literature, Suzan Alteri serves in a variety of roles, including collection development, instruction, teaching, outreach and promotion, reference, project management, and supervision of student volunteers and interns from the Department of English. As part of her position, Alteri creates public exhibitions, organizes the Bi-Annual Baldwin Library Speaker Series, assist researchers from national and international universities on various topics within the collection, such as adoption and orphans, early 18th and 19th century texts written by women, comparative editions of *Alice's Adventures in Wonderland*, and women and science.

Throughout her career as a librarian and archivist, Alteri has produced various annotated bibliographies and subject guides for both courses in higher education and to assist students with their research as well as the finding aid for the [AFSCME Office of the President: Gerald W. McEntee Collection](#).

Alteri was designated as an ALA Emerging Leader in 2010, and is currently appointed to the Committee on the Status of Women in Librarianship and the Advisory Committee for Public and Cultural Programs in ALA as well as the Article Award Committee for the Children's Literature Association. Her research focuses on children's literature in the non-children's literature classroom, the materiality of the book, the role women played in developing children's literature collections, and the writing of early children's literature.

In addition, Alteri has:

- Successfully completed a course Introduction to Bibliographic Description at Rare Book School, Charlotte, VA;
- Successfully completed an internal Mini Grant titled [Forging a Collaborative Structure for Sustaining Scholarly Access to the Baldwin Library of Historical Children's Literature](#);
- Workshop presentations at national and regional conferences on the Baldwin Library and its Digital Collection;
- Published articles on digital scholarship, special collections and the classroom, education libraries and curriculum materials centers, and the changing role of a special collections librarian;
- George A. Smathers Libraries Research award to study children's literature during the Puritan era.

Alteri has specific qualifications for leading this particular project as presented. Her publications demonstrate significant research in the history of education, especially education libraries, special collections librarianship, and use of special collections in the university classroom. Alteri will hone her previous experience on the history of education and children's literature to focus specifically on science books for children, setting a capacity-building model for other collections to identify important scientific materials they hold. Having recently completed a grant awarded project to develop a scholar's council for the Baldwin Library, Alteri's current access to national scholars and educational institutions ensures the project results will be broadly promoted.

Alan Rauch, Ph.D. – Project Consultant

Alan Rauch, Ph.D. has a wealth of expertise and publications on women's involvement in the creation of scientific books for children and on knowledge creation and dissemination in the nineteenth century. Rauch is a Professor of English at University of North Carolina – Charlotte, after having spent 13 years as a faculty member in the School of Literature, Communication, and Culture at the Georgia Institute of Technology. In addition to his position in the Department of

English he holds an adjunct appointment as Adjunct Professor of History and is also affiliated with Women's Studies. His research in the cultural studies of science deals primarily with the dissemination of knowledge in the nineteenth century and its impact on the novel. Due to his successful publications over the past 26 years, Rauch is a widely recognized, renowned scholar on science, culture, and the nineteenth century.

In addition, Rauch is series editor (with Martin Willis) of *Intersections in Literature & Science*, a book series published by the University of Wales Press. The first book in the series, *Scientific Americans: The Making of Popular Science and Evolution in Early Twentieth-century U.S. Literature and Culture* by John Bruni, is available through University of Chicago Press. Rauch has also edited *The Mummy! A Tale of the Twenty-Second Century* [1827] by Jane Webb Loudon who was also a well-known popularizer of horticulture and science...

While at Georgia Tech, Rauch helped develop the undergraduate degree program in Science, Technology, and Culture (STAC), and was a founding editor of *Configurations: A Journal of Literature, Science, and Technology*, which is published by Johns Hopkins University Press.

Currently, Rauch is completing his manuscript, tentatively titled, 'Private Reading: Public Knowledge,' which deals with the history of private libraries and the knowledge industry in the nineteenth century. He has served as President of Council of Editors of Learned Journals as well as the Society for Literature and Science. He has received Fellowships from the NEH, the Huntington Library, the Boston Athenaeum, and the Harry Ransom Center. As Chair of the Faculty Advisory Library Committee at the Atkins Library at UNC Charlotte, he is working to increase faculty and student awareness of library issues including book history and digital literacy. His professional memberships include The History of Science Society, the Modern Language Association, and the American Library Association.

Selected relevant publications include:

Rauch, A. (1989). "A World of Faith on a Foundation of Science: Science and Religion in British Children's Literature." *Children's Literature Association Quarterly*, 14 (1), pp. 13-19.

Rauch, A. (1997). "Parables & Parodies: Margaret Gatty's Audiences in the *Parables from Nature*." *Children's Literature*, 25, pp. 137-152.

Rauch, A. (1997). "Cultivating Literature: Science, Knowledge, Education, and Readers." *Nineteenth Century Studies – Charleston*, 11, pp. 159-171.

Rauch, A. (2001). *Useful Knowledge: The Victorians, Morality, and 'The March of Intellect'*. Durham, NC: Duke University Press.

Rauch, A. (2005). "Mentoria: Women, Children, and the Structures of Science."
Nineteenth-Century Contexts: An Interdisciplinary Journal, 27 (4), pp. 335-351.

Rauch, A. (2011). "The Pupil of Nature: Science and Natural Theology in Maria Hack's Harry Beaufoy." In L. Talairach-Vielmas' (Ed.) *Science in the Nursery: The Popularisation of Science in Britain and France, 1761-1901*. Cambridge: Cambridge Scholars Publishing.

Rauch, A. (2015). "Women and the Matrix of Science in the Nineteenth Century."
In Isabel Zilhão, Ed., *The Cradles of Nineteenth Century Science: Women Writers, Curious Children, and the Dissemination of Knowledge*. London: Pickering and Chatto, (forthcoming).

David Van Kleeck, M.L.I.S. – Cataloger

David Van Kleeck has eight years of original and copy-cataloging experience in both academic and public library settings. Van Kleeck has extensive knowledge of RDA, MARC, LCSH, Dublin Core, MODS, and XML. In his current position at the University of Florida, Van Kleeck handles full original or copy cataloging for the Baldwin Library of Historical Children's Literature, including descriptive metadata with all related notes, subject headings, authority-controlled name and series headings, classification numbers, and relevant information for rare materials.

Student Assistant

The Baldwin Library has employed student assistants for various projects in previous years. These students have been recommended by the Department of English and the [Center for Children's Literature and Culture](#) at the University of Florida. The Department of English has a nationally ranked, robust graduate program in the field of children's literature administered by three internationally recognized scholars in children's literature: John Cech, Ph.D., Dr. Kenneth Kidd, and Anastasia Ulanowicz, Ph.D. The student assistant working on this project will be a student in the children's literature graduate program. He/she will be recommended by the Department of English. Students will be asked to apply and go through an interview process prior to employment to ensure the best candidate is chosen.

Planned Project Activities

Timeframe	Activity	Persons Responsible
March, 2015	Hire Student Assistant Develop full title list of books written by women for children in sciences (1790-1890) Cataloging report/spreadsheet Narrow spreadsheet of possible candidates for inclusion	Alteri, Curator Student Asst./Alteri Van Kleeck, Cataloger Student Assistant
April – May, 2015	Selection criteria Selection of titles WorldCat training for Student Assistant Review of materials for scarcity Develop final list of 200 titles (incorporating comparative editions)	Alteri Alteri/Student Assist. Alteri Student Assistant Alteri
May – June, 2015	Check all bibliographic data to make sure it matches with the material in hand	Student Assistant
July – December, 2015	Research on general time period and cultural significance Research on specific titles and authors Design format of bibliography Type all titles with bibliographic data into the Bibliography template Meet with consultant	Alteri/Student Assist. Student Assistant Student Assistant Student Assistant Student Assistant Alteri/Rauch
January – July, 2016	Write all annotations for items included in annotated bibliography, note when there are multiple editions of the same title Meet with consultant	Alteri/ Student Assist. Alteri/Rauch
August – October, 2016	Proofread annotated bibliography for content and grammatical mistakes	Alteri/Rauch/Van Kleeck
November, 2016	Upload finished product in UFDC	Alteri/ UF Digital Production Services

Budget

Grant period: March 1, 2015 to February 28, 2017

Expense Category	ALA Carnegie/Whitney Program Request	Cost Share Contribution provided by the State of Florida
Suzan Alteri, Project Director, Baldwin Library (.05% FTE for year one and two)	-0-	\$6,736
OPS Student Labor (320 hours X \$12.03/hour plus fringe benefits of 3.9% in year one and two)	\$4,000	
Consultant fees for Alan Rauch, Ph.D. (year one and two)	\$1,000	
Subtotals	\$5,000	\$6,736
Total project cost: \$11,736		

Budget Justification

Project Director, Suzan Alteri (.05% FTE for year one and two, totaling \$6,736 in contributed cost share) will provide project management and intellectual control throughout the two-year grant period. Funding for Alteri’s salary and benefits is allocated from state appropriated funds.

Student Labor (320 hours X \$12.03/hour plus fringe benefits of 3.9% in year one, totaling \$4,000) is necessary to support Alteri in developing framework, conducting basic collection research, and creating the bibliography template that is web-based and user friendly. The project set-up work mandates the additional labor not available through other means.

Consultant fees for Alan Rauch, Ph.D. (\$1,000) covers Rauch’s time contributions during a site-visit to UF to view titles, discussion of bibliography, and recommendations for additions or deletions based on his vast experience with the subject matter. Rauch will cover his own travel expenses. Additionally, Rauch has agreed to consult throughout the project to provide quality control reviews, and editorial services.

Planned Dissemination Activities

Timeframe	Activity	Persons Responsible
March, 2015	Publish and distribute press releases announcing the award	Director of Communications
April 2015 – November 2016	Publish project updates on the Baldwin Library website	Alteri/Student Assistant
November 2016	Write and publish article in the George A. Smathers Libraries Newsletter	Alteri/Director of Communications
November 2016	Write project description with project link for the Departments of English (UF and UNC), and the Center for Women's Studies and Gender Research (UF)	Alteri
November 2016 – January 2017	Mail and/or email press release of completion of project to peer universities and colleges	Alteri
June 2017	Promote project at the annual Children's Literature Association conference and annual Rare Books and Manuscripts conference (promotion materials and possible presentations)	Alteri Members of Baldwin Library Scholar's Council
January 2017	Prepare Baldwin Library Scholar's Council to promote completed project to colleagues and at other academic conferences	Alteri Members of Baldwin Library Scholar's Council
December 2016	Post project in the Teachers Resource Collection (UFDC) to reach interested teachers	Digital Production Services
November 2016	Expert presenter on the project's topic during the Baldwin Library Speaker Series that reaches students, faculty, and the Gainesville community	Alteri/Director of Communications
July – August 2017	Send information packages to curriculum designers within school districts in Florida for distribution to appropriate K-12 classroom teachers	Alteri

October 13, 2014

Dear colleagues,

My colleague Suzan Alteri has asked me to write in support of her application for a Carnegie-Whitney Grant, and I am extremely pleased to do so. Several years ago, Suzan assumed the position of Curator of our Baldwin Library of Historical Children's Literature (after a competitive national search), and has been developing exciting new research programs and outreach initiatives. I've worked with Suzan on a number of projects, most recently, a UF Libraries mini-grant initiative to kick start a Baldwin Scholars Council, which was enormously productive, involving curators and scholars from a number of other institutions. Right now, Suzan is co-teaching a graduate seminar on the children's literature archive based on the Baldwin collection. She quickly made herself indispensable not only because she knows the collection well, but because she's knows so much about the history of children's literature and print culture. It is a joy as well as a professional boon to collaborate with Suzan. I know, too, that Suzan is actively involved in a number of other research efforts, many if not all interdisciplinary, and that I'm only seeing a small part of her activity.

I understand I am to verify her ability to carry out the project. I can do this with great confidence. She is supremely qualified to undertake the project she outlines in her application, which strikes me as exciting and timely. Recently, Victorianist scholar Alan Rauch visited our collection and gave a terrific presentation on nineteenth-century biology and science books by women authors. We have a large collection in the Baldwin, and no one's bothered to study most of these materials. The ability to do so will change our understanding of how women authors created a literature for children and young adults, broadly understood, and how they thus participated not only in the literary world but in the project of making educated citizens. Suzan has been looking into this topic further, drawing on her own training in rare books and gender studies, and she has already identified a substantial archive with which to work. She proposes a digital annotated bibliography, with full-text links, to women-authored materials published in both the eighteenth and nineteenth century. Many of these books focus on natural history and the life sciences, but they extend to other topics that we might not now think of as "science" more properly, such as psychology, philosophy, and religion. Not a few of these materials negotiate the science-religion relationship in interesting ways. This bibliography will be of great interest to anyone working in literary studies and interdisciplinary childhood studies, especially, but also to researchers of social and cultural history. Many of these texts are illustrated, as well, sometimes by the author, and that's another fascinating dimension. In short, the bibliography could be a very



significant research tool for researchers across many fields. I expect important scholarship will come of it.

Please let me know if you need more information from me, and thank you for your consideration of this compelling proposal.

Sincerely,

A handwritten signature in blue ink that reads 'Kenneth Kidd'. The signature is written in a cursive style with a large initial 'K'.

Kenneth Kidd
Professor and Chair
<kbkidd@ufl.edu>



George A. Smathers Libraries
Department of Special and Area Studies Collections
Chair, Elizabeth Haven Hawley, Ph.D.

208 Smathers Library
PO Box 117005
Gainesville, FL 32611-7005
352-273-2765
352-846-2746 Fax
www.uflib.ufl.edu/spec/

November 6, 2014

Carnegie-Whitney Grant Program
American Library Association
50 E. Huron Street
Chicago, IL 60611

Dear Carnegie-Whitney Grant Reviewers,

I write to offer my strongest support as a historian of science and technology to commend the "Woman Authored Science Books for Children 1790-1890: An Annotated Bibliography" project for grant funding through the Carnegie-Whitney Foundation. The project will establish an important resource for educators and scholars working to understand the historical role of women in science and cultural factors shaping female participation in STEM (Science, Technology, Engineering and Mathematics) fields. I wish this type of resource had been available last year when I taught the course "Gender, Women and Science" at the University of Minnesota.

In childhood, girls engage as enthusiastically in science activities as boys. Yet by undergraduate study in college, female participation in physics, math and computer science notably drops, with biology the chief field in which women outnumber men. The paring of qualified women from STEM fields becomes even greater with advanced degrees and has been called a "leaky pipeline." We have come to understand that even when a pipeline of potential female scientists is generated in early childhood, cultural factors quite apart from individual intelligence play a significant role in reducing women's long-term presence in STEM fields. While completing my Ph.D. in the History and Sociology of Technology and Science at the Georgia Institute of Technology, I worked with the Center for the Study of Women, Science, and Technology on examining these issues. My attention to the field over more than a decade convinces me that Suzan Alteri's project will make an impact on how we study the relationship of culture, science, and gender over time.

The proposed project will make available primary sources about the historical practices in children's literature and science education that have encouraged and sustained female participation in certain fields (such as botany and biology) while discouraging interest in others. This annotated bibliography identifies resources that can be accessed by educators at all levels, as well as by scholars ranging from educational curricula to the history of science.

This past year, I left my position as visiting faculty in the History of Science and Technology Program at the University of Minnesota to chair the Special and Area Studies Collections Department (SASC) at the University of Florida. I was drawn to University of Florida because of the interdisciplinary configuration of the department, the commitment of the Smathers Libraries to digitization and access, and the exceptional library faculty of SASC. Each of these elements is a strength of Suzan Alteri's proposal and supports her proposal for specificity and quality of content, the ability of the project to support work across many fields, and public access to historical materials not held in such quantity or breadth by other institutions.

I have great confidence in her abilities as a bibliographer and project manager who can complete this project successfully and with the highest quality. I met Suzan Alteri in 2012 while serving as an instructor for descriptive bibliography students at Rare Book School at University of Virginia. I taught her personally in a Rare Book School intensive summer course on the topic. She was brilliant, quite frankly, and able to grasp complex bibliographical points quickly and fully.

The Foundation for The Gator Nation

An Equal Opportunity Institution

She excelled at mastering new concepts and fine points of bibliographical analysis, as well as placing specific works within historical context. In conversations during the course and since then, she has shown a deep knowledge about children's literature to a range of topics, with remarkable facility in working across disciplines. She has a very good track record for planning, implementing and concluding projects with quality deliverables.

By the time I accepted the position at University of Florida this year, she already had formed a strong interest in women in science and established a network of scholars to engage in the examination of gender, science and children's literature in the Baldwin Library. Before I began discussing the project with her, she already had read and analyzed key publications on this topic; she has evidenced an understanding of key issues and coordinated her work with that of gender and science/technology scholars quite well. As a scholar myself in this field, I am quite confident that she will produce high-quality results and complete a project that will deepen our ability to understand historical aspects of women's participation in STEM.

With funding from the Carnegie-Whitney Foundation, the project "Woman Authored Science Books for Children 1790-1890: An Annotated Bibliography" will provide a premier resource for better understanding women's participation in STEM fields through historical children's literature. I offer my strongest recommendation in favor of this proposed project.

Sincerely,



Elizabeth Haven Hawley

SUZAN A. ALTERI

Curator, Baldwin Library of Historical Children's Literature – Special and Area Studies
Collections

George A. Smathers Libraries, University of Florida

ADDRESS: GEORGE A. SMATHERS LIBRARIES TEL: 352-273-2890
 P. O. Box 117005 EMAIL: salteri@ufl.edu
 University of Florida
 Gainesville, FL 32611-7005

EDUCATION:

M.L.I.S.2005 Wayne State University, Library & Information Science

RECENT POSITIONS HELD:

2012 - Curator, Baldwin Library of Historical Children's Literature, Special and Area
 Studies Collections, George A. Smathers Libraries, University of Florida
2007 – 2012 Social Sciences Librarian and Juvenile Collections Manager, Information Services,
 Wayne State University Library System, Wayne State University
2005 – 2007 Archivist, Walter P. Reuther Library, Wayne State University Library System,
 Wayne State University

PROFESSIONAL AFFILIATIONS:

Member, Children's Literature Association
Member, Association of Library Services to Children, American Libraries Association
Member, Rare Books and Manuscripts Section, American Libraries Association
Member, Association of College and Research Libraries, American Libraries Association

RECENT AWARDS, FELLOWSHIPS, AND GRANTS:

George A. Smathers Libraries Research Award (UF, 2014)
"Developing Librarian," Digital Humanities Pilot Training Project. (UF, 2014)
"Establishing Scholarly Connections," Baldwin Library Scholars Council Project (UF, 2013)
Liaison, Digital Humanities Collaboratory (WSU, 2010-2012)
ALA Emerging Leaders Project (WSU, 2010)

PUBLICATIONS:

Referred:

Alteri, S. (2013). "The Classroom as Salon: A Collaborative Project on Daniel Defoe's *Robinson Crusoe*." *Digital Defoe*, 5 (1), 2013.
Alteri, S.A. (2009). From laboratory to library: The history of Wayne State University's Education Library. *Education Libraries*, 32(1), 12-16.

Non-referred:

- Alteri, S. (2014). "We are not alone: the changing role of the curator in special collections," in *Emerging Roles in Librarianship*, McFarland: North Carolina.
- Alteri, S.; Ingram, J. & Santamaria-Wheeler, L. (2013). *When Phantasie Takes Flight: The Art & Imagination of Arthur Rackham*, exhibition catalogue, November 12 – December 11, 2013, Smathers Library Exhibition Gallery
- Alteri, S. & Sensiba, M. (2010). No Passport Needed: Border Crossings in the Academic Library. In Witt, S. W. & Rudasill, L. M. (Eds). *Social Science Libraries: Interdisciplinary Collections, Services, Networks*. De Gruyter: Berlin.
- Alteri, S. & Golodner, D. (2008). I Can See the Light: Using Web-based Exhibits to Enhance Interactive Archival Scholarship Opportunities. In Marta J. Deyrup (Ed), *Digital Scholarship*. Routledge: New York.

Reviews

- Alteri, S.A. (in press). Review of the book *Boundaries of the Literary Archive*. Rare Books and Manuscripts.
- Alteri, S. A. (2010, March 1). Social Sciences [Review of the book *Wild Romance*]. *Library Journal*, 135 (4), p. 88.
- Alteri, S. A. (2009, September 15). Social Sciences [Review of the book *Abigail Adams: A Life*]. *Library Journal*, 134 (15), p. 63.
- Alteri, S. A. (2009, April 15). Social Sciences [Review of the book *Abigail and John: Portrait of a Marriage*]. *Library Journal*, 134 (7).
- Alteri, S. A. (2008, December 15). Social Sciences [Review of the book *The Woman Behind the New Deal*]. *Library Journal*, 133 (20), p. 135.
- Alteri, S. (2005). A New Approach to Archival Methods? [Review of the book *Archives & Justice: A South African Perspective* by Verne Harris], *Archival Issues*, 30 (1).

SELECTED PRESENTATIONS:

"University of Florida's 'Developing Librarian' Digital Scholarship Pilot Training Program," presentation with Dr. Blake Landor and Dr. Richard Freeman, Florida ACRL, October 24, 2014

"Diverse Approaches to Archives in the Classroom," Panel chair & presenter, Children's Literature Association Annual Conference, June 18, 2014

"Virtual Tour of the Baldwin Library of Historical Children's Literature's Digital Collections, virtual presentation. North Eastern Florida Library Information Network (NEFLIN), September 5, 2013.

"Archives Alive! Caldecott at 75," panel presentation, American Library Association's Annual Conference, June 30, 2013.

“The Baldwin Library and Digital Foundations,” virtual presentation for “Future of Collections Part 1: Creating and Managing Digital Content,” Lyrasis, April 26, 2013.

“Roadmap to Success: Scholarly Communications at Wayne State University,” presentation with Jonathan McGlone, e-Cornucopia Conference, May 26, 2011.

“iPals: International Partnership for Library Services,” presentation with Stephanie Carr, Jasmina Jursic, Lucas Mac, and Valeri Moltena, American Library Association’s Annual Conference, June 26-27, 2010.

“Around the World in 80 Seconds,” poster session with Joshua Neds-Fox, Association of College and Research Libraries, March 17, 2009.

“No Passport Needed: Border Crossings in the Academic Library,” International Federation of Libraries Association Satellite Conference, August 7, 2008.

“Gimme My Papers Back,” Michigan Archival Association Annual Conference, June 21, 2007.

EXHIBITS:

“Bigger, Better, Best: Children’s Literature on the Panama Canal,” Latin American & Caribbean Collections Library, August 17, 2014 – December 12, 2014.

“When Phantasie Takes Flight: The Art & Imagination of Arthur Rackham,” Smathers Library Exhibition Gallery, November 12, 2013 – December 13, 2013.

“Grimm Changes: From Folk Tale to Fairy Tale,” Smathers Libraries Special and Area Studies Collections, October 4, 2012 – December 14, 2012.

David A. Van Kleeck

3611 SW 34th Street #130 Gainesville, FL 32608

(352) 682-3830

dvankleeck@earthlink.net

SKILL SUMMARY

- 8 years original and copy-cataloging experience in academic and public library settings
 - Work experience with RDA, AACR2, LCSH, MARC, ISBD and recent coursework experience with Dublin Core, MODS, EAD, XML, RDF, and other metadata schemas
 - Academic and public library experience with ILS and OCLC Connexion Client/Browser
 - 8 years of customer service and team oriented experience in academic and public libraries
-

EDUCATION

- Master of Library and Information Science Dec. 2013
San Jose State University, San Jose, CA
 - Library and Information Services Certificate
Highline Community College, Des Moines, WA
 - Bachelor of Arts, History
Florida State University, Tallahassee, FL
-

RELATED EXPERIENCE

Original Cataloger-Library Associate 2 – University of Florida

Jul. 2014/Present

Library Technical Assistant - Asheville-Buncombe Technical Community College

Oct. 2009/Jul. 2014

Library Associate - Port Townsend Public Library

Oct. 2006/Nov. 2008

Academic and Public Library Experience

- Specific experience for the University of Florida's Baldwin Library of Historical Children's Literature - Full original or copy cataloging as required, including descriptive metadata with all related notes, subject headings, authority-controlled name and series headings, classification numbers, and relevant information for rare materials.
- Develop and adjust workflows for Special and Area Studies Collections (SASC) material in consultation with the Cataloging and Metadata

Department liaison to SASC and curators. Collaborate with curators to provide robust metadata for digitized special collections.

- Responsible for original and copy-cataloging duties for all types of materials (extensive experience with RDA, AACR2, LCSH, MARC, LCC, DDC, ISBD)
- Performed regular maintenance of library catalog database for authority control of bibliographic data in academic and public library settings.
- Provided training and coaching of library technical assistants, work-study students, and volunteers in copy-cataloging and other technical services duties in academic library.
- Performed reference and circulation duties on scheduled and as-needed bases in both academic and public libraries.
- Faculty liaison for all aspects of Course Reserves collection at A-B Tech.
- Responsible for analysis and reporting of usage statistics to academic library director via Microsoft Office Excel spreadsheet tool
- Served on various academic and public library committees
- Shared responsibilities for acquisitions, technical services, and interlibrary loan services in academic and public library environments
- Executed opening and closing duties for the library – building key holder in both academic and public libraries
- Worked closely with the Port Townsend Public Library Director on a variety of special projects, including the drafting of public library standards for the state of Washington and the selection and implementation of fundraising software for the library's support organizations
- Training to national standards and experience in emergency management procedures in a library setting – currently serve as the A-B Tech Holly Library's representative for the college's emergency management team
- Volunteer cataloging experience for archives and special collections materials at Mars Hill University
- Provided quality service for students, faculty and staff on a daily basis

Member – American Library Association, Florida Library Association, Society of North Carolina Archivists, and Society of American Archivists Student Chapter (San Jose State University)

ALAN RAUCH

DEPARTMENT OF ENGLISH
UNC CHARLOTTE
CHARLOTTE, NC 28223

TEL: (704) 687-6158

ARAUCH@UNCC.EDU

FAX: (704) 687-3961

HTTP://WEBPAGES.UNCC.EDU/~ARAUCH/

EDUCATION

Ph.D. <i>English Literature</i>	Rutgers University	1989
M.A. <i>English Literature</i>	Rutgers University	1982
M.A. <i>Zoology</i>	Southern Illinois University	1983
B.Sc. <i>Biology</i>	McGill University	1977

EMPLOYMENT HISTORY

UNC Charlotte:

Professor, Department of English	2013-
Associate Professor, Department of English	2002-2013
Affiliated position in History (2003-)	
Affiliated position in Women's Studies (2005-)	
Director of Graduate Liberal Studies	2005-2008

Georgia Institute of Technology:

Interim Chair School of Literature, Communication, and Culture (LCC)	1999-2000
Associate Chair LCC Georgia Institute of Technology	1997-99
Associate Professor LCC	1995-2002
Coordinator Program in Science, Technology, & Culture (STAC)	1993-1996
Assistant Professor LCC - Georgia Tech	1989-95

North Carolina State University

Visiting Assoc. Professor English Dept.,	1996-97
--	---------

Emory University

Visiting Assistant Professor	1994
------------------------------	------

Rutgers University

Program Director - Center for the Critical Analysis of Contemporary Culture	1988-89
Teaching/Res. Asst.	1980-86
Consultant Educational Testing Service	1983
Teaching/Res. Asst. Southern Illinois University	1977-79

PUBLICATIONS

Books

Dolphin. Reaktion Press/U. Chicago, 2014.

England in 1815. A Critical Edition of *The Journal of Joseph Ballard*. Alan Rauch, Ed. Palgrave MacMillan. December, 2009.

Useful Knowledge: The Victorians, Morality, and the March of Intellect, Duke University Press, 2001.
[Choice Outstanding Academic Book, 2001]

The Mummy!: A Tale of the Twenty- Second Century (1827), by Jane Webb Loudon, Ann Arbor, MI: University of Michigan Press, 1994.

One Culture: Essays in Science and Literature. George Levine, Ed., Alan Rauch, Asst. Editor. Madison: University of Wisconsin Press, 1987.

Essays, and Articles

- Afterword: "Dream Baby Dream," *Essays on Bruce Springsteen*, Bill Wolff, ed., Palgrave, 2015.
- "Science and Literature." *Blackwell Encyclopedia of Victorian Literature*. Dino Felluga, Linda Hughes, and Pamela Gilbert, Eds. London, 2015.
- "*Ecce Emendator*: The Cost of Knowledge for Scholarly Editors," *Chronicle of Higher Education*, [https://chroniclevitae.com/news/285-ecce-emendator-the-cost-of-knowledge-for-scholarly-editors].
- "Scholarly Publishing: Hindsight Toward a Digital Future." *J. of Scholarly Publishing*, Vol. 42, Number 1 / October 2010, 56-67.
- "The Pupil of Nature: Science and Natural Theology in Maria Hack's "Harry Beaufoy." Laurence Talairach-Vielmas, Ed., *Science in the Nursery*, Cambridge: Cambridge Scholar's Press, 2011.
- "The Sins of Sloths: The Giant Ground Sloth as a Paleontological Parable," *Victorian Animal Dreams*, Deborah Morse, Martin Danahay, Eds. Aldershot: Ashgate Press, 2007. Pp. 215-228.
- "Mentoria: Women, Children, and the Structures of Science." *Nineteenth Century Contexts*, Volume 27, Number 4, Number 4/December 2005, pp. 335-351.
- "The Lacunae of Science: Observing the Unobserved in the Practices of Knowledge." *Interdisciplinary Science Reviews*, Volume 28, Number 3, September 2003, pp. 209-216.
- "Victorian Poetry and Science." In *The Blackwell Companion to Victorian Poetry*, ed. Richard Cronin, Antony Harrison, and Alison Chapman. London: Blackwell, 2002.
- "Cetacean Culture: Resisting Myths and Addressing Lacunae." *Behavioral and Brain Sciences*, 2001 Vol. 24 (2): 352-353.
- "Parables and Parodies: Mrs. Gatty's Interpretations of Nature," *Children's Literature* (Yale University Press), edited by Mitzi Myers and U. C. Knoepflemacher, Vol. 25 (1997):137-152.
- Forum on Interdisciplinarity. *PMLA*, March 1996: 273-274.
- "Looking for Home: Canada and the Major Leagues," in William Humber and John St. James, eds. *All I Thought about was Baseball* Writings on a Canadian Pastime. Toronto: U. Toronto Press, 1996. 246-249.
- "The Monstrous Body of Knowledge in Mary Shelley's *Frankenstein*." *Studies in Romanticism*, Vol. 34. (Summer, 1995): 227-253.
- "The Tailor Transformed: The Notion of Change in Charles Kingsley's *Alton Locke*." *Studies in the Novel*, Summer 1993, Vol. 25(2): 196-213.
- "'Preparing the Rising Generation'; Romanticism and Sir Richard Phillips's 'Juvenile Library.'" *Nineteenth-Century Contexts*, 1991, Vol 15 (1): 3-27.
- "A World of Faith on a Foundation of Science: Science and Religion in British Children's Literature, 1761-1878." *Children's Literature Association Quarterly*, Spring 1989, Vol. 14 (1): 13-19.
- "Bruce Springsteen and the Dramatic Monologue." *American Studies*, Vol. xxix (1), Spr. 1988: 29-49.

PROFESSIONAL AND HONOR SOCIETIES

American Association for the Advancement
of Science
American Association of University Professors
American Cetacean Society
American Library Association
American Print History Association
Association for Eighteenth-Century Studies
Association for the Study of Literature
and Environment
Bibliographical Society
British Association for Victorian Studies
British Society for Literature and Science
Children's Literature Association
Canadian Association of University Teachers
History of Science Society

Modern Language Association
NCHC: National Collegiate Honors Council
NAVSA (North American Victorian Studies
Association)
North American Society for Studies in
Romanticism (NASSR)
OΔK–Honor Society - Georgia Tech
Sigma Tau Delta
Sigma Xi Research Society
Society for the History of Authorship,
Reading, and Publishing (SHARP)
Society for the History of Natural History
Society for the History of Technology (SHOT)
Society for Literature, Science, and the Arts

LANGUAGES AND SKILLS

French, Hebrew
Illustration & graphic design
Electronic and desktop page design, layout

10/19/14

