



Kaleidoscope

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Rare Books and Horses . . .

By Susanne Whitaker

What do rare books and horses have in common, you say? Well, actually quite a lot. . . . Anyone browsing the shelves of the Rare Book Room at the Flower-Sprecher Veterinary Library will notice many early volumes dating from the seventeenth century related to horses and farriery, also known as horseshoeing. Prior to the introduction of trains, automobiles, and trucks, horses served as the primary means of transportation. This included pulling plows, stagecoaches, and wagons for agriculture and commerce, supporting riders for travel, sport, and pleasure, and carrying soldiers into battle. When lame or ill, they were often treated by farriers who had little or no formal medical training. It was not until the late eighteenth century in Europe and nearly twentieth century in America that the first veterinary schools were instituted.

The story of our rare book collection begins in the 1890's at the time the Library

was founded. And, ironically, a stubborn carriage horse placed a key role. According to Charles Ezra Cornell who was a grandson of Ezra Cornell, the then Governor of New York State, Alonzo B. Cornell, and former Governor Roswell P. Flower were being driven through campus in a carriage after attending the funeral of Henry W. Sage. Suddenly one of the horses balked in front of the newly constructed Veterinary College. Named James Law Hall, this building was located across from Day Hall where Uris Hall is today. While the groom was trying to get the horse to move again, someone suggested a visit to the new college nearby. Dr. James Law, the founder and first dean of the College, kindly provided an extensive tour of the buildings and equipment. As they were leaving, Governor Cornell asked Dr. Law about any further needs of the College. Dr. Law replied, "We need a good library." Governor Flower seized the opportunity, laid

his checkbook on Dr. Law's desk, and wrote a gift check for five thousand dollars. In reporting this event, *The Ithaca Journal* repeated one of Andrew Dickson White's frequently used phrases, "He builded better than he knew," by writing in the news article, "Perhaps the balky horse balked better than he knew."

Soon after the Cornell University Board of Trustees established



Carlo Ruini's volume contributed significantly to the early understanding of horse anatomy as illustrated by this figure (Fig. II, page 295) from *Anatomia del Cavallo, Infermita et suoi Rimedii* (Venetia, 1602).

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Tip of the Month

the Roswell P. Flower Library on September 21, 1897, a library committee was organized. It was chaired by Simon Henry Gage, one of the original six veterinary college faculty members, professor of histology, and author of an important text on microscopy. With the original \$5,000 gift from Governor Flower, one of the first tasks of the committee was the acquisition of some historically significant books. Among the 300 or so volumes initially purchased was the personal library belonging to Dr. John Busteed, a physician and founder of the now defunct New York College of Veterinary Surgeons in New York City. According to Professor Gage, "To the veterinarian it furnishes a valuable history of the science, while to the artist it provides the classic folios of Gurlt, Stubbs, Brunot, Leblanc and Trousseau, Snape, Blaine and Leisering, in artistic, descriptive and surgical anatomy" (Gage, p.350). Many of these early works featured none other than . . . the horse.

The oldest volume in the Library's Rare Book Collection is Carlo Ruini's *Anatomia del Cavallo, Infermita et suoi Rimedii* . . . [Translated: *The Anatomy of the Horse, Diseases and Treatment*] first published in Venice in 1598, then again in 1599, 1602, 1607, and 1618. Each of the major sections of his monumental

work is divided into several "books." Although he studied law, was a man of great wealth, and a senator in Bologna at the time of his death, little is known about Ruini's background. As a result, there is controversy about how much Carlo actually contributed to this work. Some scholars feel he might have hired a young doctor or even his nephew to conduct the anatomical dissections. The disease portion seems to have been largely taken from an earlier work by Giordano Rufo. There had been no serious study of horse anatomy prior to Ruini's volume even though Leonard da Vinci certainly had unparalleled knowledge of equine structure. Despite all of the uncertainties, there is no doubt that this work is one of the most original and scientific of the early veterinary treatises. Ruini's detailed description of equine anatomy, especially blood circulation, contributed significantly toward providing a solid foundation for the future understanding of disease and veterinary medicine.

Given the importance of Ruini's book, a number of translations or likenesses appeared in subsequent years. It was never fully translated into English, but Andrew Snape published a similar volume in 1681 titled, *The Anatomy of an Horse*. He is listed as "farrier" to King Charles II of England, but Snape was a well-educated veterinarian for the Court and did not actually shoe horses. Many plates were copies from Ruini's volume, but interestingly were printed in reverse.

Another early text on horses in the Veterinary Library's collection is *Markam's Maister: Peece* by Gervase Markam.

It was originally published in 1610 and followed by many editions. Markham was a prolific writer, but had no education or medical training. Thus much of the content of his volumes was taken from others. Nevertheless, his books were popular with grooms and horse owners for many decades and unfortunately perpetuated myths, quackery, and ignorance, and dangerous practices. Veterinary healing techniques were crude and primitive at that time in comparison with the level of medical knowledge and understanding available today. The title page of the 1668 edition includes a border of engraved illustrations showing various methods of treating and training horses.

Dr. Busteed's original collection also included an exquisite volume by the noted English animal painter and anatomist, George Stubbs, titled *The Anatomy of the Horse*. After studying equine anatomy with a surgeon, he took up residence in an isolated farmhouse for more than a year, obtained and preserved specimens for dissection, and produced very detailed illustrations of the anatomical structures of horses and other animals. These drawings generated commissions at exhibitions and were subsequently published in *The Anatomy of a Horse* in 1766. George Stubbs was certainly the most artistic of the early anatomists. He is respected especially for the overall quality of his drawings of the skeleton and musculature and talent for making dead specimens seem real. Stubbs' work is displayed in art museums around the world.

The Library's Rare Book Room contains many more treasures too numerous to describe here. Among these are many volumes on horses including *The Gentleman's Jockey and Approved Farrier* . . . (1674), *The Classical Farrier exhibiting the whole anatomy of the noble animal the horse* (1788) by William Merrick, *A New Treatise on the Diseases of Horses* (1754) by William Gibson, *The Gentleman's Farrier* (1756) by J. Bartlet, and *A Treatise on the Prevention of Disease Incidental to Horses* (1790) by J. Clark.

So, you see, horses and rare books do have a lot in common after all. We invite you to come and browse through the



The level of detail and Stubbs' skill as an anatomist are evident in this illustration from George Stubbs', *The Anatomy of the Horse* (London: Printed by J. Purser, for the Author, 1766).

The Business Writing Workshop



Figure 1 (page 291) from Ruini's monumental work shows another view of horse musculature.

glass-fronted cabinets in the Rare Book Room in person and visit these and other volumes on horses the next time you're in the vicinity of the Veterinary College.

Susanne Whitaker is Public Services Librarian in the Flower-Sprecher Veterinary Library.

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Yikes! Turn in samples! Discuss our work! Get someone to 'coach' us and subject our work to 'peer review!' With a great deal of trepidation I entered the pilot writing program sponsored by the Library."

This was the initial reaction of Katie as she volunteered to participate in an experimental writing program for library staff in fall 2001. Designed to make a significant and lasting improvement in the writing skills of the participants, the class members learned business-writing techniques through a combination of small interactive peer groups, one-on-one sessions with a writing coach, and on-the-job practice. The long-term goal of the program is to develop a peer network for support in writing and to encourage a collaborative relationship between supervisors and staff in planning for self-development and staff training. Participants have given us permission to share the following comments about the program with the Library community:

"Did you know you could write a negative letter in a positive way? Writing takes a lot of time and energy! My goal was to apply what I learned in this class to my everyday tasks. Six weeks later I feel I am starting to do that." (Anon.) "From the beginning it was clear that this was not going to be your routine, remedial course. It was to be based on topics deemed important within our everyday job experiences. This coupled with some topics presented by the instructor made the course not only interesting but also fun." (Jill) "The workshop was different in several ways from the ordinary ones that I took in the past. There were six, two-hour classes per week instead of one whole-day session." (Sung Ok)

"The set-up of the workshop allowed the participant to spend time on different writing assignments. The time in between sessions allowed for the participant to meet with coaches and review and discuss writing assignments." (Anon.) "Class activities consisted of

individual participation as well as group involvement. I personally found the group sessions enjoyable as well as informative. I found the sessions beneficial in my daily writing." (Linda) "Most of all, I liked the discussions in class, being in groups and exchanging ideas with each other." (Tsedal)

"I enjoyed the set-up of the class . . . and the relaxed atmosphere. I liked the fact that my classmates were able to critique my work and give input on my writing. I feel that many different perspectives are better than just one. I also like the idea of having a coach to ask questions and seek support from." (Anon.) "My coach has been a great help. I really enjoy the group setting, but being able to practice and get feedback on a one-to-one basis really helps the learning process." (Anon.) "Deb Hover, the instructor, did an excellent job. Her unique teaching style raised the comfort level in the class, giving the feeling that she was having a conversation rather than a teaching session." (Linda)

"Strategies for writing were a great contribution to my tools for tackling my job." (Leah) "The classes made me more aware of what I was writing and how it sounded. I take more time reviewing what I have written before sending it out." (Susan) "I believe that we all learned some different and new vocabulary, grammar, and modern business writing strategies." (SweSwe) "It enabled everyone to experience how people from different backgrounds view writing and demonstrated that everyone is different and we need to position our writings to a very wide audience." (Jill)

"The course will be well-suited to people who are just starting in a position that requires writing on a frequent basis. However, the course also played well as a refresher course." (Jill) "This pilot writing program came in the right direction, and was an opportunity not to be missed for a novice writer. At the beginning of the session when

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My Dinner With Andre & Anya

By Milly Acharya



It was a celebration dinner. And you might well ask, what were we celebrating? A much desired job. Why and how was I involved, you wonder? According to Andre, “In Russian we have this expression: it’s all your fault, meaning it’s thanks to you,” he explains.

Some months ago he had contacted Literacy Volunteers for coaching in job interview skills, and I was his partner in this venture. Andre has a remarkable memory and he gave me a verbatim account of his unsuccessful first interview which made him realize that manipulation of language was just as important as command and fluency. So we analyzed the questions he was asked and his responses, we thought hard about what the interview panel wanted to hear, and we considered a variety of options that made for a better fit. Andre would take notes and practice with voice modulations that were a vast improvement on his habitual staccato manner. His enthusiasm for new, unfamiliar words, especially colloquialisms and idiomatic expressions, kept our meetings lively and fun. All the while I was a martinet about his deportment, how he stood, how he sat in a chair, where he placed his hands, his feet, shoulders, and elbows. No detail went unchecked—slouching, cracking knuckles, fiddling, or fidgeting—all were strictly verboten.

When Andre received an interview call we did a final dress rehearsal and the confidence he exuded convinced me that if there was a position and the search was genuine, he would get it. And yet, oddly enough, I was more anxious for him than he was!

So YES, a celebration was definitely called for when he got the job. “Why don’t you choose a place and we’ll check our calendars,” I proposed.

A little shy, a little hesitatingly, he clears his throat and says, “YOU choose. I don’t know any.”

“Fine,” I answer. “Just tell me what kinds of food you enjoy . . . Vietnamese,

Chinese, Thai, pasta, Mexican . . . maybe pizza?”

“Do you know any French restaurants?” he enquires.

“The ones that come to mind are rather pricey—in fact horribly overpriced,” I say, knowing that his income supports his wife Anya and their three very young sons.

“Please, you pick really nice place. I don’t mind if expensive. After all this is first time,” he responds.

“You mean you haven’t eaten out in a restaurant since coming to Ithaca?”

“No, never been.”

“So you must really miss all the thousands of places you could choose from in Moscow?”

“I’ve never been to restaurant. Not when I lived in Moscow even.”

I swallow to disguise my disbelief. “Tell you what I’ll do,” I say. “I’ll come up with a list of places and then you can select from those.” And I hope my surprise isn’t too obvious.

It occurs to me that Banfi’s might be a great place for someone who is unfamiliar with the CU campus. We could view the lake from our table and take a post-prandial walk by certain landmark buildings. Andre is delighted. “I’ll make reservations,” I tell him. “And I’ll watch what you do and follow exactly, so I’ll learn . . . How to dress? Must I wear a suit?” he asks.

“No, you don’t **have** to . . . semi-formal trousers and a button down shirt with a jacket should be fine,” I answer. Then I have second thoughts. “No, wait a minute . . . do you have a suit?” I ask. “Yes . . . but I wear it hardly ever.” “Well then this will be a perfect opportunity. Yes, **do** wear a suit and ask Anya to dress up too,” I suggest.

What a red-letter day in one’s life—a FIRST visit ever to a restaurant. It is a celebration and much, much more—a novel experience, a brand new adventure, a reward for a hard-won achievement. And it is a red-letter day for me as well. I am touched and honored by their trust. Their confidence that I’ll show them the right manoeuvres, so they can do this again on their own, unchaperoned, leaves me feeling marshmallow-y. I want every

moment to be delightful and memorable for them.

Andre warns me that Anya speaks only a smattering of broken English (she has resisted all his encouragement to attend ESL classes), and furthermore she is painfully shy. A challenging evening ahead!

They pick me up in their spanking new SUV, and in deference to my advanced years, insist I sit in the front, while Anya elects to occupy the back seat. While Andre drives I navigate and before long we’re up the hill. An earlier career as a stonemason makes Andre keenly appreciative of the older buildings and their fine architectural details.

We find a parking space easily enough and I remark that this is quite atypical—possible only during the dormant semester breaks, with students away and no major events scheduled. We enter the Statler and make our way to the cloakroom to shed our coats. Anya stands petite and gamine with her delicate, almost fragile, loveliness. “I’m very cold,” she confides when her husband is out of earshot. “It’s because I so nervous. I tell Andre you go, I don’t want, I stay home, but he say no, no, you come . . . I look OK?” she asks, a little shyly.

“You look wonderful!” I assure her. “A glass of wine and some warm food, Anya, and you’ll forget you were ever nervous.” A visit to the restrooms and then we walk into Banfi’s. I give Andre’s name and remind our host that we’ve requested a table with a view of the lake. They have indeed made sure we can look out at all the many twinkling lights that sparkle in the distance.

Our waitperson, Matt, is a student—attentive, courteous, and most obliging. Matt informs us of the evening’s specials and presents us with menus. Andre insists on appetizers and we select wines by the glass. He enquires whether or not we’re offered a complimentary complementary wine with the entrée. How does it all work?

We now begin the serious study of the menu, actually Andre and I do while Anya declares, “I not understand.” But I urge her to hold on to hers and promise to describe every single item so she doesn’t

feel left out. Andre wants a full explanation of each detail so he can make a more informed choice and also grasp the kinds of things that are served in restaurants.

"I will have something with meat," he declares. And when I turn to Anya she says, "I take same as he."

"So you both like lamb?"

"Not so much as fish, any fish, but I don't know how to . . . I have same as him."

"Anya, you choose what **you** enjoy most of all . . . there's shrimp and there's salmon and there's swordfish. Quite a bit of variety. Which do you like most?"

"I love salmon, it be my favorite . . . I once buy and cook at home, but . . ."

"No buts . . . you have salmon, Anya, because that's what **you** like." I was sounding like Reverend Mother Superior from my schooldays!

Matt returns and notes Andre and Anya's selections and then asks what I'd like. "I'll have the grilled portabello, but could you request the kitchen to use olive oil in lieu of butter and hold back on the cheese, please?"

"I'm sure it won't be a problem," he assures me.

Andre knows I'm a herbivore, but the dairy rejection is incomprehensible to him. I try desperately to change the subject. We focus on the necessity of learning English—Anya could select from the menu and order for herself, she could look for interesting work, she might attend college and learn new subjects and/or skills, make friends . . . innumerable advantages. But this topic seems highly charged, a frequent domestic debate, unresolved. I beg Andre to curb his enthusiasm for translating or speaking for Anya and leave us to communicate with zero Russian at my command and limited English at Anya's. We do remarkably well with the few words we have in common, with lavish gesticulation, of course! We aren't eloquent, but we make ourselves understood.



"Wouldn't you feel empowered if you could read and understand what was on the menu and ask the waiter yourself for what you liked? More importantly, when you have concerns or questions about your children's school, wouldn't you like to discuss these matters with their teachers? Or help the boys with their homework? It's wonderful that they speak Russian at home so they are always in good practice, but your learning English wouldn't undermine their Russian." I sound like a proselytizing missionary in my zeal and insistence. But I'm quite unashamed.

"There's a huge establishment out there, an office with people and volunteers who want to serve you, to help you learn a language so you can live a fuller life and can participate in everything around you. Give it a try, Anya. I'm not saying it isn't hard, but you **can** do it. You'll be more independent, you'll have a wider circle of friends, you won't hesitate to pick up the phone, call the doctor, schedule appointments, or to go places by yourself."

Matt arrives with our dinner plates and all conversation ceases for a bit as we admire the attractive presentation with contrasting colors in the accompanying vegetables, and some witticisms with the garnish. We clink glasses to mark the occasion and wish each other a hearty appetite before we sample our fare. I will never forget Anya's expression of pure bliss as she throws her head back, rolls her eyes up and around, and sighs, "Ooooo . . . so good . . . best I have . . . is heaven!" Perversely I ask, "Tell me, Anya—you still nervous?" A sweet, shy smile while she shakes her head by way of answer.

We manage to converse despite language barriers and I'm amazed at how such a major obstacle is surmounted. When Matt comes to clear the table and tempt us with desserts Andre expresses disappointment that ice cream isn't offered and Anya contravenes, "Ice cream? You have ice cream at home, when you like. Try different." Andre insists he's really in the mood for ice cream . . .

nothing else seems as appealing. So I ask Matt if ice cream might be obtainable, with chocolate shavings, even though it doesn't show up on the menu. He's most obliging and conjures up an elegant confection, which the smiling Andre happily accepts.

"Where are you folks from?" Matt asks us. "Moscow," Andre answers. "I'm originally from North India. Where are you from?" I ask. "My parents came from Singapore . . . but that was a long time back," he answers. Four people from three different countries at one dinner table — only in Ithaca, only at Cornell!

Then it's time to clear our bill. Much to my embarrassment Andre refuses to go dutch. "I invite you. I owe you one," he insists. So I've to be content with leaving the tip and make it as generous as I can!

Meanwhile I haven't stopped urging Anya to pick up the phone and call Literacy Volunteers where she'd be able to locate a tutor to work with her on her express needs. She would set the agenda, state her goals and priorities, select her own pace, and the tutor would tailor/design a plan specifically for her. "But she can't say to them all this on phone," Andre objects.

"Listen, Andre, if Anya doesn't do it herself and you call instead, it'll be like previous times. But if she does it, not for you, but for herself, because it's important for **her**, she'll be better motivated, she'll be exercising initiative instead of feeling pressure from you. I'll call you Monday to find out how it goes. But Anya, please, please, PLEASE, just remember to pick up that phone!"

We reclaim our coats and venture into the cold. It's been an unforgettable evening and when I call Monday evening I speak to Anya and learn that she's made an appointment at Literacy Volunteers. I'm so elated . . . "Hurrah!" I exclaim.

Milly Acharya is a cataloger in CTS and has volunteered with Literacy Volunteers for nearly two years. In that time she has worked with five different people and all three of her job-seekers were successful.

(Watercolors painted by Milly)

2001 CUL Holiday Party



Events committee (front from left): *Bronwyn Mohlke, Margie Ditmars, Christina Bucko, and Barbara Berger.* Back from left: *Andrea Barnett, Carol Buckley, Sarah Blaas, Milly Acharya, and Michael Esposito.*



People News

December 1-December 31

WELCOME

David Davies is the new manager of projects in Library Administrative Operations. He has a degree from SUNY Oswego in industrial arts and design and in music performance and composition. Previously he owned a contracting and remodeling business.

Thad Dickinson has been appointed public services librarian at the Hotel Library. Thad received his MLIS from the University of Texas at Austin and most recently worked as reference and instruction librarian/business bibliographer at the Julia B. Lewis Library at Loyola University in Chicago.

Nathan Rupp has been appointed metadata librarian at Mann Library. Nathan received his MLIS from San Jose State University in California and was the catalog/electronic access librarian at Bucknell University in Pennsylvania before coming to Cornell.

Peter Schlough is the new preservation assistant in Preservation and Conservation. Previously he worked as a designer and illustrator at Porous Materials, Inc. and Perfect Screen Printers, both in Ithaca. He has an associate's degree in commercial illustration from the University of the Arts in Philadelphia.

PROMOTIONS

Jesse Koennecke has been promoted to access services librarian at Mann Library.

GOOD-BYE

Good-bye and good luck to **Steven Adkins**, O/K/U Collection Management, who recently left the Library.

RETIREMENTS

Robert M. Braude



After a long and distinguished career that spans more than thirty-seven years, Robert M. (Bob) Braude retired as librarian and assistant dean at the Samuel J. Wood Library/C.V. Starr Biomedical Information Center, Weill Medical College of Cornell University in New York City. His achievements, coupled with quick wit and humor, set him apart as a leader in the profession. His career began at the University of California-Los Angeles Biomedical Library for the Health Sciences, where he served as reference librarian and head of the MEDLARS Search Station. Over the years he served as director of the Denison Memorial Library in Denver, CO, and director of the McGoogan Library of Medicine at the University of Nebraska Medical Center. His high level of energy took him in many directions, and the National Library of Medicine and the Medical Library Association (MLA) benefited greatly from his contributions and commitment.

—Based on an announcement that appeared in the Nov/Dec 2001 issue of the MLA News.

Yoshiko Lange



Yoshiko Lange, Japanese Searcher in the Wason Collection on East Asia, retired on November 30 after twenty years of service to the Library and University. During those twenty years, Yoshiko was a major participant in the growth of the Japanese collection from infancy to its current size of approximately 125,000 volumes. She also was there when the collection entered the electronic age, with the development of technology that enables the incorporation of essential bibliographic information in East Asian scripts into machine-readable records.

Yoshiko was a true pioneer, and her contributions have been invaluable. Yoshiko was fiercely loyal to the Japanese collection and a very hard worker; she performed all manner of services, from the physical act of opening parcels from Japan, to quite sophisticated bibliographical searches. She can look back with pride on what she helped to create and nurture.

—Frederic Kotas



Business—continued from page 3

participants were asked to write a few sentences, I was struck blind where to begin. As a non-native speaker of the language, writing and a refresher course like a workshop helped in developing better writing at the job.” (Sonam)

“Taking the class made me aware of my writing. Better writing is a continuous process. I am in transition from the collegiate world to the professional world and this class was one thing that is helping that process go smoothly.”

(Sarah)

“I found this program helpful for my writing in many ways. Business writing in this type of environment is a daily event, and successfully framing a message a basic skill.” (Leah) “I feel I have more confidence in my ability. Not only has this boosted my self-esteem but it has also given me a great opportunity to meet other library employees from throughout the Cornell community.”

(Anon.) “My final recommendation: offer this class to as many people as possible!” (Sarah)

Many thanks to the participants for their positive comments. We are improving the course based on their continuing feedback and will be offering it again in 2002. If you are interested in participating, please e-mail Linda Bryan at lgb4@cornell.edu. Here is Katie’s final word at the end of the program: “I must say that it has been fun and since I know that I will never be another Faulkner, business writing will keep that paycheck coming.”

Class participants included Ann Augustine, Sarah Blaas, Susan Bristol, Carrie-Lee Buchanon-Pierce, Sonam Dongtoe, Nichole Joos, Sung Ok Kim, Grace Lin, Linda Mapes, SweSwe Myint, Leah Solla, Cynthia Sweet, Jill Ulbricht, Teresa Whitaker, Katie Williams, Cara Yates, and Tsedal Yeshak.

Unit in the Spotlight

Photocopy Services, Administrative Operations



Linda Sczepanski and Allen Phillips.

TIP OF THE MONTH

from the Team for Injury Prevention

Pain—get rid of it! Contrary to the ‘I’ll live with it’ discomfort and pain on the job, be your own best advocate: do something about it. Life is short. Live well and as comfortable as possible.