

FINAL EVALUATION REPORT ON THE INSTITUTE FOR MUSEUM AND LIBRARY SERVICES, NATIONAL LEADERSHIP PROJECT GRANT LG-30-04-0245-04: “THE QUILT INDEX” AWARDED TO MICHIGAN STATE UNIVERSITY (MICHIGAN STATE UNIVERSITY MUSEUM AND MATRIX: CENTER FOR HUMANE ARTS, LETTERS, AND SOCIAL SCIENCES ONLINE).

REPORT PREPARED DECEMBER 2008 BY STEVE COHEN, MARSHA MACDOWELL, JUSTINE RICHARDSON, AND MARY WORRALL.

IMLS Quilt Index: Evaluation Report on Outcomes and Possible New Directions

The Quilt Index (QI) assessment to date has been based on the plan and measures developed at the initial IMLS assessment meeting. The measures have clear targets, and ranged from basic awareness of the QI to usability and community building. To collect data on the different measures a range of different instruments were used:

- Surveys at conference presentations
- Surveys on list serves
- QI site monitoring by AWStats (<http://awstats.sourceforge.net/#DOC>)
- Analysis of AWStats data with respect to QI measures and goals
- Targeted questionnaires to specific groups
- Follow-up question and answer with selected participants
- Organized review of unsolicited feedback

For the most part data collection methods and measures are true to the original design. Two changes are worth noting. First, some of the measures, which were to be assessed via survey data, have been modified to use data from AWStats, software for monitoring and analyzing web site traffic. For example, the original approach to measuring the percent increase of visitors from .edu domains included distributing surveys to a sample of QI users. Yet finding a suitable sample as the QI audience grew became a challenge. AWStats collects this kind of data on the entire population of users, unobtrusively, on a monthly basis. To the extent that AWStats data offered a more effective, efficient method for collecting assessment data, it replaced some survey based approaches, and provided a rich, overall picture of use and dissemination.

Secondly, data for two measures were difficult to come by. One was on QI citations. Originally the measure involved collecting data on the number of QI citations over time, with the goal being to see a healthy increase. However, searching publications and web sites for citations became unwieldy, and surveys at conference offered too small a sample with the respect to the size of the user audience. Consequently, the goal became to know that the QI was being cited, and via web based surveys, respondents have verified that the QI has been cited in scholarly work. Similarly, it became difficult to get reliable estimates of how often the QI was used in classes. Through surveys it was possible to establish the QI was used, but reliable estimates made gauging increases in classroom use beyond our resources.

In addition to evaluating the QI with respect to the initial set of outcome measures, formative measures (including regular reviews) discussions about data, and conversations revealed challenges and possible new directions for the QI. The discussions clustered into to six relatively distinct topics:

- A. Internationalizing the QI through all aspects of content and users
- B. Developing an extensive data collection and array of content for one specific state or region both to serve as a model for other regions and to offer a database suitable to answering regional questions in depth.
- C. Identifying needs and opportunities for user tools
- D. Public programming and museum displays using the index
- E. Adapting of the QI to another set of thematic collections

F. Expanding data about contributors

Following the section on Outcomes Results, a second section, Potential New Developments, will briefly review these directions in light of the data.

Outcomes Results

1. Educational access and use

Outcomes	Indicators	Data Source	Applied To	Data interval	Target
Educators and students (as above) visit the QI.	# of educators who visit the QI (and have a edu suffix on their internet address)	Electronic record of the visitors internet address	All visitors to the site with an edu suffix on their internet address	One year	A 50 % increase in the number of educators visiting the quilt index from year 2 to year 3
Educators and students (as above) use the QI.	# of educators visit the QI (have an edu suffix on their internet address) more than once in year.	Electronic record of the visitor’s internet address	All visitors to the site with an edu suffix on their internet address	One year	A 50 % increase in the number of educators using the quilt index from year 2 to year 3
3. Educators (as above) use the QI in formal and informal learning contexts.	# of educators who have made use of the QI in an educational setting	Survey sample from conference attendees that are educators at a major historical, quilt, and museum conference; sampled once per year.	Conference attendees who are educators	One year	A 50 % increase in the number of educators using the quilt index from the 1 st to 2 nd conference

Results

- Based on data collection via AWStats in October, 2007, 2079 QI pages were accessed from domains with an .edu suffix. A year later, the number rose to 3961.

Date	Group	Suffix	Pages	Hits	Bandwidth
October, 2007	USA Educational	Edu	2079	23992	87.09 MB
October, 2008	USA Educational	Edu	3961	35135	135.83 MB

- In October 2007, the number of repeat visits to the QI was 2797. A year later the number of repeat visits was 5709, well above the goal of a 50% increase. This increase represents the total number of repeat visits, not just those by users from an .edu domain. However, there is no reason to think that the percent increase of users from .edu domains would be less than the total percent increase. To the contrary, research projects and scholarship typically require more than one visit.

Date	Repeat Visitors
Oct 2007	2797
Oct 2008	5709

- Surveys were initially administered at two consecutive American Association of Museum conferences, first conference in spring, 2005 the second in spring, 2006. However, AWStats offers a population level look at the data, suggesting a deep increase use of the QI by educators in terms of pages used.

Date	Pages by .edu
April 2005	138
April 2006	1633

Sample comments from survey respondents re. educational use:

- a. Yes, always! Most recently at two Study Centers at the 2008 AQSG Seminar in Columbus.
- b. Yes - I refer students to the Quilt Index for inspiration and education in every class, especially machine quilting which is what I have taught most often since creating of the Index. I also refer guild members who are not necessarily quilt historians to the site and pretty much anyone else who will listen to me talk about quilts and quilt history for any length of time.
- c. Yes, I used the Index in what amounted to a cultural anthropology & art study for gifted 5th- and 6th-grade students as well as in literature classes for gifted high school students and college students.
 EXAMPLE (6TH GRADE) Its goals were 1) To promote critical thinking and research skills by teaching students to seek out and use similarities in identifying unified groups; 2) To provide practice in discerning between critical and discontinuous aspects within a group; 3) To provide practice in discerning patterns within groups; 4) To provide practice in hypothesis formation in non-scientific areas of research; 5) To provide practice in hypothesis testing in non-scientific areas of research; 6) To teach the use of genealogical resources and online genealogical tools in historical study; 7) To encourage risk and creativity in devising models for construction of a basic cultural research plan.
 Students were assigned 1) Scan quilts briefly and find design that pleased; 2) Analyze that design, noting its component shapes and any peculiarities of organization; list 10 identifying elements of design 3) Within the state from which the design comes, identify exact replicas and similar constructions 4) Review contiguous states if possible and locate patterns that bear high (6 points out of 10) relationship to original design. Then, students were asked to use Ancestry.com and similar genealogical tools available online to identify any possible relationships between the families of quiltmakers, any migration patterns associated with the makers' cultural group/families.
- d. I have used the Index as a resource and example in graduate presentations as a student at NYU in the Museum Studies Program. I will be incorporating the Index in my graduate class, Museums and Interactive Technologies at NYU. I am writing a research paper on the index.
- e. Continuing Education quilting classes at Haywood Community College at the College for Seniors at UNCA in Asheville
- e. undergraduate fiber arts class
- f. Preparing to teach a college class in spring of 2010.
- g. I have used the Index in my quilt related computer classes.
- h. Yes, for example I recently taught a class on crazy patch quilts and referred to it for background and examples.

2. Research Application Outcomes

Outcomes	Indicators	Data Source	Applied to	Data interval	Target
Researchers can develop a research project that would use the QI	Quality research plans developed during a workshop	Projects developed at a workshop	Researchers attending a workshop sponsored by the mgt team	None	90% of the researchers attending the workshop can develop an original research project using electronic archives/quilts
Researchers can develop a research project that would use the QI	Quality research plans developed by researchers during a workshop. Plans are assessed by the Quilt Mgt Team	Projects developed at a workshop	Researchers attending a conference workshop sponsored by a partner	None	90% of the researchers attending the workshop can develop an original research project using electronic archives/ quilts

Results

- At the American Quilt Study Group in October 2005 and the again in October 2006 a session on the QI session was offered to fulfill two purposes: (1) describe the QI and the goals of the project and (2) to ascertain whether, if after a QI training program, researchers and educators could devise a clear use for the QI. Our target was 90%.
- At the start of the meeting attendees were asked to fill out a survey indicating whether they were teachers, researchers or both, their primary institutional affiliation, and then asked to suggest an educational or research activity that might work well with a tool like the QI. A few appropriate activities were proposed.
- By the end of the session attendees were asked again propose an educational or research activity for the QI. Well over 90% were able to complete the task successfully.

Sample comments from survey respondents re. research use:

a. I try to find quilts that are "Patiable" to suggest designs for using Quilt Patis. (hexagon, diamonds &/or gemstones)

b. After establishing a set of parameters for a particular style of quilt I was studying, I compared my theory to quilts in the index.

c. As a quilt designer I use the Index to inspire my work and to see what the original quilts looked like so that I can reference some part of my design back to the origins work. Redefining the parameters of the original design leads to a greater awareness of what has gone before and I find this extremely valuable a reference on so many levels.

d. I frequently go to the quilt index to get a good feel for what quilts of a period were like or to see different ways specific patterns or styles were done.

e. Yes, to research Red and Green Quilts, pre-1830 quilts, WWII quilts and Connecticut quilts. I am also very impressed with the addition of ephemera.

f. Yes. When researching a particular regional history it is becoming more and more useful as information is added. I love the ever-expanding wealth of information about the quilts that includes materials, construction and quilting techniques plus the provenance of items when it is available.

g. Yes, frequently. I have used the Index to search for the origin and evolution of quilt patterns and preferred color combinations. I have used the Index in an effort to ascertain regional characteristics of quilts and textile use. I have used the Index to provide tentative grounds for inferring contemporary access to particular textiles within regions I have used the Index to trace construction peculiarities. I have used the Index to establish migration patterns of cultural groups.

h. I have used the Index and am currently using the Index for my graduate thesis research on quilts and quilt exhibitions. Specifically framing quilts as cultural documents looking at quilts with stories to tell or that have provided a voice for a group.

i. I never copy a quilt exactly when I design a pattern for one of my sites but I look at quilt in the index as well as books to get an idea of what would be typical and use EQ6 to design from there. Some of the patterns at <http://www.patternsfromhistory.com/> and http://www.womenfolk.com/baby_quilts/ were designed in part from view quilts in the index.

j. Yes. In order to understand the popularity of peculiar construction techniques found in some Southern quilts and the proclivity for multiples of triangles, I have copied the techniques. Always with more appreciation for the makers but also with questions regarding the sources of those techniques. *How I wish the Brits had a comparable Index!*

k. When validating provenance confirming pattern name and fabric types

l. IDENTIFYING PATTERNS OF FAMILY QUILTS THAT ARE DIFFERENT THAN THE "EVERY DAY" PATTERNS WE SEE IN BOOKS AND MAGAZINES.

m. for a history of patriotic American quilts; for a study of quilts and Web 2.0 that I presented at the midwest pop culture assn. in Cincinnati in 2008

n. Have sent museum representatives to the Quilt Index to research quilts held in the museums collection to help select quilts for upcoming exhibits.

o. BOOK: Quilts and Art, 1960-1980

p. just general interest in any history or stories behind a certain block

q. Dissertation research in History/Material Culture.

r. In conjunction with developing the La. Quilt Documentation Project

s. I work as a volunteer in Quilts at the NE Historical Society. I catalog the quilts and have used both index and quilt questions.

t. To look at different patterns and how they were put together as a whole

u. Various types of Sunbonnet Sue designs used, during what period.

v. Seeking pattern information on the Oregon Trail

3. Partnership development outcomes

Outcomes	Indicators	Data Source	Applied To	Data Interval	Target
Partners understand the Quilt Index technologies and data process.	Assessment by members of the QI mgt team and self assessment by members from the alliance groups.	Review by Mgt team members and survey of alliance members	All partners	None	90% of the attendees and management team member

Results

- All members of the QI management team were questioned regarding the ability of Alliance members to understand and meet technical standards following a training workshop and modest (under 2 hours) technical support. 100% of those questioned felt all of the members of the alliance demonstrated sufficient technical ability to carry out the project. No money was spent for remedial training.
- A self report survey was also administered to the members of the project who needed to learn and perform technical tasks. Results were consistent with the QI management team assessment. Regardless of prior technical background, all respondents reported that a 4-6 hour training program was adequate, and they understood and could use the technology and media to contribute to the QI.
- The respondents also unanimously suggested that unlike learning and using the technology, the longest and most tedious task was entering the data.

4. Dissemination

Outcomes	Indicators	Data Source	Applied To	Data interval	Target
1. Educators in the fields of quilting, history, and museum studies know about the QI.	# of educators who claim to know of the project and/or have visited the site at least once	Survey sample from conference attendees that are educators at a major historical, quilt, and museum conference; sampled once per year.	Conference attendees who are educators	One year	A 50 % increase in the number of educators using the quilt index from the 1 st to 2 nd conference

Results

- The first effort was to assess baseline awareness of and familiarity with the QI. At this point the work on the QI consisted of an initial project site with four contributor organizations. At the American Association of Museums’ annual meeting in spring 2005, a major conference for cultural heritage institutions, a survey of attendees at a relevant session showed virtually no familiarity with the QI. This result was expected. Our goal was to have more than 50% of those surveyed familiar with the Index.
- In an effort to reach the assessment target, the QI development team developed an outreach plan, using relevant Internet lists and conference talks to publicize the QI.

- A year later, at the American Association of Museums' meeting in Boston, the same survey showed 57% of those polled knew of the QI. Nearly all those who knew of the QI had also visited the project online, helping us meet related goals. Not as many as we hoped had formally used the QI in a classroom setting.

Overall, monthly data on QI use demonstrated regular increases in new users, repeat visits, and users from .edu domains. The data suggested that dissemination was not an issue.

Potential New Directions

A. Internationalizing the QI through all aspects of content and users

Data from AWStats suggest there is an extensive international audience, especial in Europe (Germany, Italy, and the Netherlands) and Australia, as well as significant traffic from other cultures. In one month traffic from Italy dwarfed use from the US. There is even regular, considerable, access by the US military. However, based on-volunteer self report results from surveys administered on scholarly listservs, use of the QI by non-US scholars/visitors seems to have differed from US scholars/visitors. US respondents reported research use and pattern mining as core activities. Three foreign users responded to the survey but despite comparable access to the listserv and extensive use of the QI only one foreign user indicated they had used the QI for their research. There is little or nothing to account for this gap except the absence of collections relevant to these researchers.

Sample comments from survey respondents re. internationalizing the Quilt Index:

a. Within a year I will be travelling to the USA to look at how this system works and hopefully be able to instrument something similar here in Australia as the quilt making history here in from a different context and we need to be looking at how we can achieve an Australian Index to share with quilt makers and researchers worldwide.

b. MY SUGGESTION WOULD BE TO WIDEN THE DATA BASE TO INCLUDE CANADIAN RECORDS.

c. How I wish the Brits had a comparable Index!

B. Developing an extensive data collection for one specific state or region

If the appropriate audience and research question can be formulated to take advantage of extensive regional collections, this seems like an ideal way to continue to grow the QI. Members of the Quilt Alliance that made contributions to the QI generally reported that only about four-six hours were required to teach/learn the necessary technology. That seems like a fair amount of time to learn how to contribute a small or modest collection. The relatively minor investment in time to learn the technology suggests that a distributed model for contributing to the QI might be best. Four-hour training sessions can be delivered at national and regional conferences, or even via the web. It might even be possible to use a train the trainer model, where those who are trained via a regional or national conference than become trainers/mentors to local quilter and collectors who want to contribute. This distributed model is more sustainable and shares the responsibility for the most mundane tasks over a wide audience.

C. Identifying needs and opportunities for user tools

As part of the assessment for the current QI project, a survey on use was administered via three listservs and a Survey Monkey launched from The Alliance for American Quilts home page. The results demonstrated that individuals were using the QI for several groups of research purposes,

including for the creation of new art work, mining data for dissertations, writing books and articles, genealogical searches, compiling family histories, cataloging collections, and preparing for lectures for many types of scholarly and lay audiences. Several respondents reported citing the QI in their work. With a database of over 18000 quilts with extensive metadata, it seems likely that exploring the potential for tools to serve research needs for different user groups is a sensible direction.

Based on assessment data and user comments at least three other kinds of tools also seem worthy of consideration:

- The first would be a tool or display to engage the casual user/visitor. Despite increased traffic and repeat use, many visitors stayed at the QI for a short time, as is the case with most sites. A tool that would help immediately engage casual visitors and convey “why quilts matter” should benefit the QI and appreciable increase its value.
- Secondly, the QI is a spatial data base, with a great deal of demographic information attached to individual quilts and collections. However, for the most part, the interface and tools for reviewing quilts and collections is alpha-numeric. There is an opportunity to build in map-based interfaces that illustrate how the population of quilts in the QI are distributed over and across the US, as well as offering opportunities to investigate subsets of quilts based on variables of interest (when they were made, added to a collection, etc). A GIS tool, or set of tools, could add an important dimension to the QI, both for the casual user as well as scholars.
- Finally, the social networking dimension of the web offers the potential to integrate social design to quilting at an unprecedented scale. Quilting has historically been a local community and individual art. Even when it has been a community effort designs have emerged from relatively homogenous perspectives and experiences. The QI can change that—by offering a social design tool for quilters, from around the world, to collaborate on quilt designs. Consequently there will be a chance to compare the design of socially designed quilts to the historic designs already in the QI.

D. Public programming and museum displays using the index

Displays of images and data have been transformed by digital technologies. Public programming and museum displays of the QI should take advantage of the technologies, one example of which is shown at the following URL. Projectors and screens offer movie theatre size displays that can allow visitors to examine hundreds of quilts at a time in detail.

http://www.ted.com/index.php/talks/blaise_aguera_y_arcas_demos_photosynth.html

E. Adapting of the QI to another set of thematic collections

Adapting the QI infrastructure to other thematic collections (baskets, etc) is a question that should be considered hand in hand with the other possible directions under discussion. Preliminary discussions have been made on adapting the infrastructure to collections of Native American baskets and to samplers.

F. Expanding data about contributors

This extension makes sense – understanding quilts also means knowing the quilters. However, given the extensive number of social networking programs already in place, due diligence

suggests a thorough review of the social networking applications in operation, careful consideration of how well they would support quilter profiles, and whether they could connect seamlessly with the QI. Starting with Facebook is one option.

Sample comments from survey respondents re. future use and new tools:

a. I would like to see image CD's of many levels compiled so that there is a chronological 'visual lecturing' reference available broken into 100 year periods i.e. to show the design influences, fabrics available, purpose of the quilt, the makers story and lastly where it is today. Most our state shows are now recorded as image CD's and many past show are now being converted to show the influences followed over the years and even though our guild is only 28 years old we already have a valuable resource and research data bank.

b. I have been interested in quilt history since I first attempted to make my own quilt - when the 'classics' written by authors like Ickis, Hall and Kretsinger, and Florence Hartley were the only books to be found on library shelves. Since the 1980's I have volunteered when I can in a variety of quilt documentation projects and since I have had the good fortune to live in a variety of areas within the US I am keenly aware that the information available in books can only cover a very small percentage of the quilts and related information that is actually available and continually being uncovered daily. The Quilt Index is a great opportunity to pool information from a variety of sources in a format readily available to everyone.

c. As I seek to locate and test notions about regional eccentricities and trends, the Index will be my most valuable tool. I also continue to call attention to it to those who teach American history and cultural studies in both university and high school levels.

d. I would like to be able to search by quilting pattern and to find information on the quilting pattern in the description. Ideally the pictures would show quilting but they don't always. I would love to see a picture of the quilt back and binding. Not a full picture but a close up. I am interested in how bindings were done, backing materials, etc.

e. I would love to be able to scan and deliver to you my own collection of ephemera which includes the 19th Century history of the Connecticut textile industry in the form of trade cards, pamphlets, broadsides, magazine articles, etc. before these items are donated to the Connecticut Historical Society.

f. Because of the vast amounts of quilts and related information in individual collections I am hopeful that an opportunity for such collections to be included will be available some time in the future. As a participant in quilt study groups I've seen items in private collections that would be of serious interest to anyone using the Quilt Index and could add to the collections that are already included and planned for inclusion. Additional update of information as research continues beyond publication of state documentation books, etc. is also most helpful.

g. I find the design superb and the search categories have proven useful to me. I cannot conceive how it might be done, but it would be useful to be able to input certain construction methods or style qualities as search tools. That would pull up quilts of similar design but different names. In my current research such an accidental discovery (on the Index!) opened a critical door for me.

Sometimes once-in-a-lifetime exhibits occur, and to have those documented, even though many of the quilts might be in private hands, would be helpful indeed. For instance, while the Carrie Hall blocks are now recorded in book form, it would be nice to have them accessible online while one is searching the Index.

h. I wish more small museum collections were part of the Index. For instance, I have been working with several in Eastern Tennessee that provide tremendously important information re southern quilts, but their contents are not indexed. More cross-referencing would also be helpful.

Were I granted funds for improvement, I would endeavor to include more collections. Sometimes, it is the smallest, least well kept that needs to be saved and can be saved by this medium.

I am happy to see this trend at work. Just wish it were speedier.

i. I hope some day The Index has a special section on just Signature quilts with a Data Base capturing all the names on pre-1946 quilts, including, of course, Signature Quilts.

j. Allow users to have a Boolean search, e.g. chronology AND type of quilt -- or allow a secondary search within the primary search results. This would be extremely useful, especially as the collection is growing and so many quilts result from most of the searches.

k. Have you designated a place for computer graphic quilts, such as those of Barbara Webster and Gloria Hansen, in the Index?

l. There is a unique collection of 40 freedom quilts made by the collaborative effort of Japanese and Texas quiltmakers housed at the UT-Austin Winedale Center for the Quilt at Round Top, TX which I would dearly love to have included in the Index by September 11, 2011. Is there any better way to honor those who perished during the terror attacks on the United States on September 11, 2001?

m. I hope we can find a way to get more and more private collections added, not just the museum collections. But this all takes a great deal of money, I know. However, in time, technology may make it easier and easier for members, for example of organizations such as AQSG, to add their own collections to your Data Base.

n. I would like to see the index be a nation wide reference site. Dividing up the country by quilting styles and historical perspectives

o. I love the idea of quiltmakers registering their quilts online with the Index as their quilts are completed.

p. Perhaps a block index with the various names documented. For example the Single Wedding Ring we also know as Crown Of Thorns. I learned another name when working on my quilt at a show in Oklahoma in 1996 or 1997... I was told "I'm 89 years old and my Granny always called that pattern 'Nest & Fledglings'" So I figure about the Civil War era in Oklahoma that was the regional name for the same patten we call Single Wedding Ring.

q. Broaden the search capability to just about any quilt descriptor - size, color, date made, state made in, state found in... etc.

r. To find quilts by color, style or time period. By line fabric if known and by pattern.

s. Maybe an occasional pattern or templates.

t. If a quilt in index has blocks that would be considered in the 'public domain' stating that would be helpful.

General comments from survey respondents:

a. I always give a very strong promotion for the Quilt Index. As the author of a state documentation book and a researcher of all of them, I know that the quilts making it to print are just a glimpse of the entire documentation. As anyone from my two Study Centers, I strongly promoted the Quilt Index at AQSG this year. I believe that we are just at the infancy of quilt history research. With the expansion of the Quilt Index, we have an incredible opportunity to both expand and focus our research. You won't find a better cheerleader for the index!

b. When I started to write about quilt history for my website in 1998 I could only dream of such an index and I want you to know I did hope such a thing would come to be. You folks made it all possible. I can't thank you enough! I am so thankful for your site!

c. Keep up the amazing work. I can't wait until Connecticut is included in the database.

d. THANKS FOR SPENDING TIME ON SUCH A GREAT PROJECT.

e. Thank you for one of the finest tools currently available for investigating women's history! I love it! I use it! It's become a bad habit! This is a wonderful service. Highly innovative. I cannot imagine working without it.

f. As a designer I not only love just looking at images of quilts, but also the stories of how and when they were made and looking at what was going on in the world at that time and what influences the maker drew upon for design inspirations and how this was interpreted using the fabrics of the period. The Index puts images to

descriptions hinted at in lots of publications that do not have pictorial support for a lot of their subjects. Many images in books are only briefly supported by minimal text but from the Index I can find clues which give me many more avenues to explore in order to find what I am looking for as a designer and someone that wants to understand the lives of quilters who have gone before me.

g. May I thank you for a wonderful catalogue of quilts. All the information, re materials used, history of the quiltmaker and the photographic presentation; I can only say how much I appreciate all that gathered information, it is so meticulous and fascinating.

h. The body of quilts and that they are searchable through a variety of qualities. I value being able to search a state or region's quilts. But where can anyone find such a comprehensive, easily updated, well researched data base for American quilts? As I have worked with this Index, I find myself repeatedly amazed at its very existence. I simply could not execute the necessary kind of research on a quilt pattern such as "Whig's Defeat" without the Index. It would require years to visit museums and archives across the country.

I also like the "wiki," wherein quilt study and quilt construction communities are linked and sites for locations of articles and textiles needed in quilting are included.

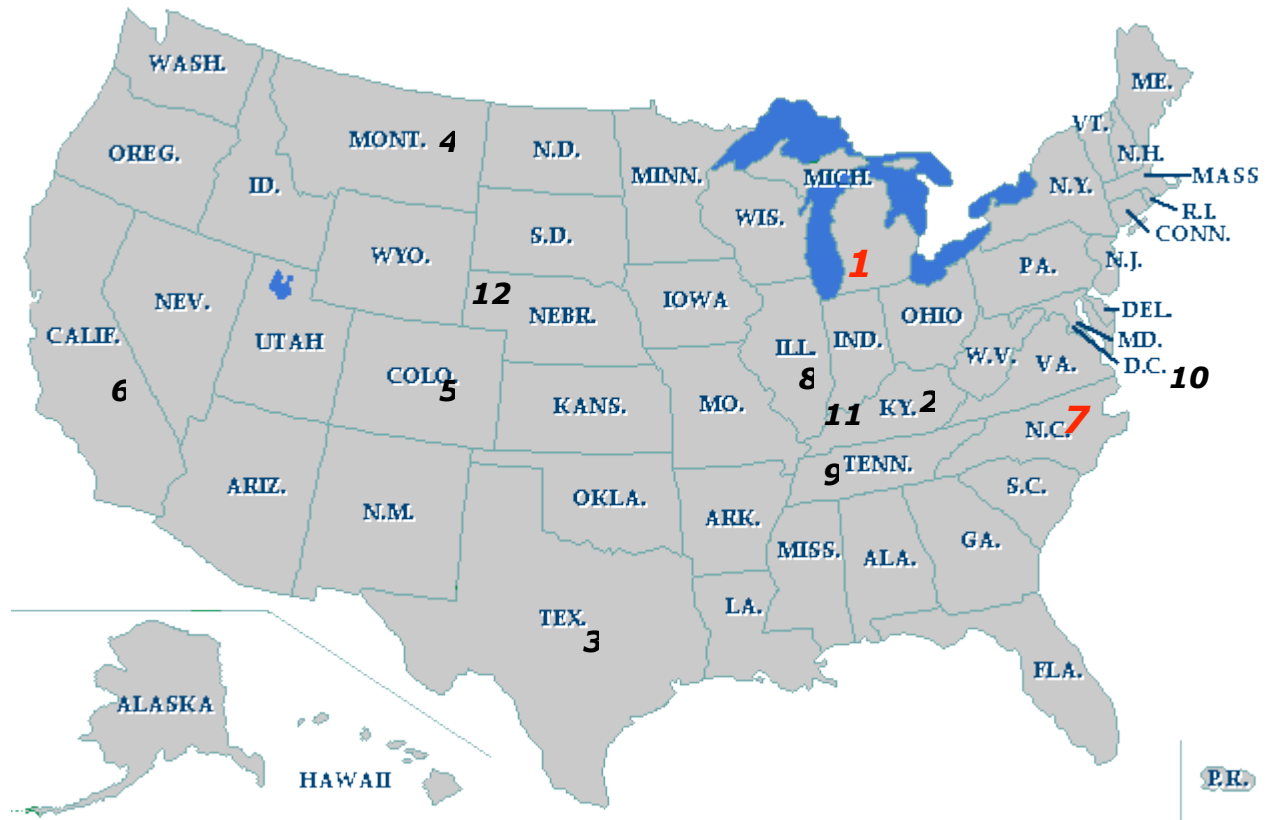
i. Keep up the good work so that we quilters can see and appreciate all the work that goes into quilt projects. I love it.

j. This is such a great project, I am looking forward to watch the progress and get involved at some points when all my kids are in school. Best of luck.

k. I cannot fathom the editing and time it takes to put 18000+ quilts online

l. THANK YOU FOR YOUR HUGE EFFORT.

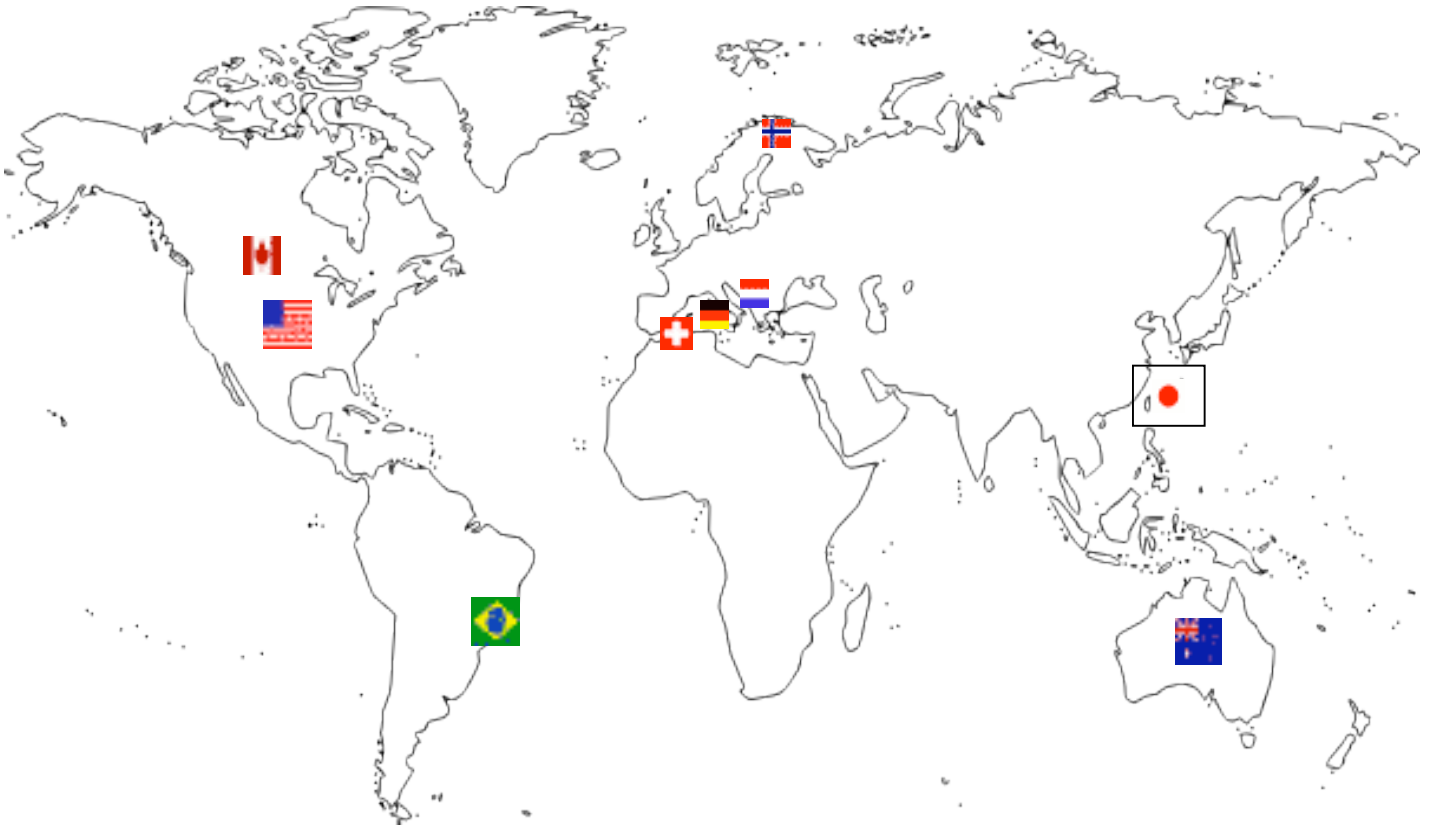
Quilt Index Collection Contributors Online



1. Michigan State University Museum (Project Co-Leader)	7. Alliance for American Quilts (Project Co-Leader)
2. Kentucky Quilt Project	8. Illinois Quilt Research Project
3. Windale University of Texas, Austin	9. Quilts of Tennessee
4. Mountain Heritage Center	10. Daughters of the American Revolution
5. Rocky Mountain Quilt Museum	11. Museum of the American Quilters Society
6. The Mary Gasperik Quilts	12. Nebraska Quilt Project

Sample of Quilt Index Global User Community Top Ten Number of Visits by Country Domain

As of 12/31/08, based on AWStats



In addition to visits from domains registered to these 10 countries, the next 10 include Poland, Austria, Czech Republic, Italy, France, Hungary, Portugal, United Kingdom, New Zealand, and the Russian Federation.