

# OFF THE SHELF

V5:1  
SPR  
10

## Thinking Spatially:

RESEARCH  
IN THE AGE  
OF MAPS





Aaron Welborn

**FOR AS LONG AS I CAN REMEMBER**, I have always loved maps. As a librarian, I appreciate maps as historical documents and works of art. As a frequent traveler, I depend on maps to get where I'm going. And as a technophile, I'm inspired by the power of maps when you put them online and give ordinary people the tools to be mapmakers themselves.

Anyone who has brought up a satellite image of their house on Google Maps is familiar with the pervasiveness of today's mapping technology. Such tools offer a fresh perspective on the spaces we inhabit. But they also expand our ability to visualize information in spatial terms, whether we're dealing with space on a cosmic or microscopic scale.

In this issue of *Off the Shelf*, we talk to some people who are taking spatial thinking to the next level, using high-tech mapping tools to re-imagine their teaching and research. In the process, they are also changing the way librarians work, inspiring us to take on new roles for new times.

Across the sciences and humanities, cutting-edge digital scholarship is generating untold quantities of "born-digital" information—from multi-layered maps to massive sets of scientific data, digitized texts, multimedia objects, and digital artwork. All this information has real intellectual value. But unless there's a way to preserve and manage it all, we are in danger of creating knowledge that disappears.

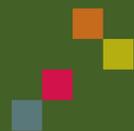
That's where libraries come in. In the past, librarians focused largely on capturing the end product of scholarship after it was published. Today's librarians must work hand-in-hand with faculty to capture and preserve new knowledge as it is created, in whatever form or medium it takes. You could say we're mapping the product and process of research itself, exposing new territory for future generations to explore.

Also in this issue, we introduce some of the people who keep us moving forward, even across the bumpy terrain of today's economy. The support of our friends and alumni allows us to support, in turn, the type of innovative research we highlight in these pages. Without their help, the going would be much tougher.

I'm excited to share with you this update on where the Libraries are heading. I hope you find something here that you've been looking for.

**SHIRLEY K. BAKER**

Vice Chancellor for Scholarly Resources & Dean of University Libraries



**02 A Look Back:**  
EVENTS & EXHIBITION NOTES

**04 Thinking Spatially:**  
RESEARCH IN THE AGE OF MAPS

**12 At Home in the Library:**  
GRADUATE BRINGS FUNDRAISING SKILLS BACK TO ALMA MATER

**14 Our Libraries, Our Spaces, My Chair:**  
WE'RE ALL A LITTLE TERRITORIAL

**16 Midwestern Exposure:**  
TRAVEL GRANT IS COMPTON RESEARCHER'S TICKET TO DISCOVERY

**18 In the Classroom:**  
A NEW PERSPECTIVE ON THE GRAND TOUR

**20 A Habit of Giving:**  
A CONVERSATION WITH DAVID AND PHYLLIS GROSSMAN

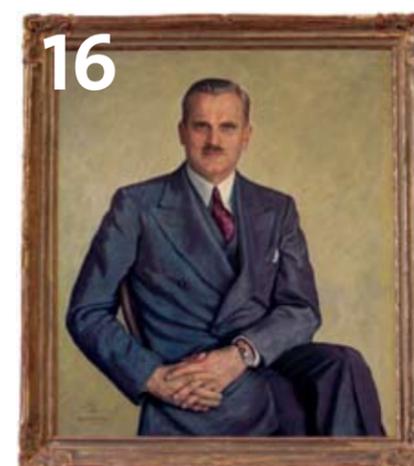
**22 Staff Picks:** NEW BOOKS & ACQUISITIONS

**23 Library News & Staff Notes**

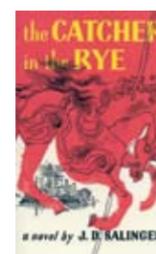
OFF THE SHELF



14



16



22

V5:1  
SPR  
10

# A Look Back:

## EVENTS & EXHIBITION NOTES



Visitors admire student work at last year's Book Studio Open House.  
Aaron Welborn



Featured authors, critics, and personalities from the recent exhibit on contemporary German literature at Washington University. Courtesy of Washington University Publications

### BOOK STUDIO HOSTS OPEN HOUSE MAY 4

Food lovers, students, faculty, and friends will gather Tuesday, May 4, from 5 to 7 p.m., to admire and celebrate work created this academic year by Washington University students of book design, bookbinding, and printing.

Free and open to the public, this annual open house for the Nancy Spirtas Kranzberg Studio for the Illustrated Book takes place in Walker Hall, on Washington University's Danforth Campus.

The Book Studio was founded in 1997, and is a collaboration by Washington University Libraries and the Sam Fox School of Design & Visual Arts. Crucial financial support was provided by Nancy and Ken Kranzberg.

The Kranzberg Book Studio provides an expansive workplace equipped with printing presses and other specialized tools, where students learn about book design, book making, authorship, and publishing. Students often visit the University Libraries' Department of Special Collections to gain knowledge and inspiration from a large collection of books about the book arts, typography, and printing history.

Every year at the open house, Nancy Awards—named for Nancy Kranzberg—are presented, one to a graduate student and one to an undergraduate, recognizing the year's most outstanding work in the Book Studio.

### EXHIBITION MARKS 25TH ANNIVERSARY OF UNUSUAL LITERARY COLLABORATION

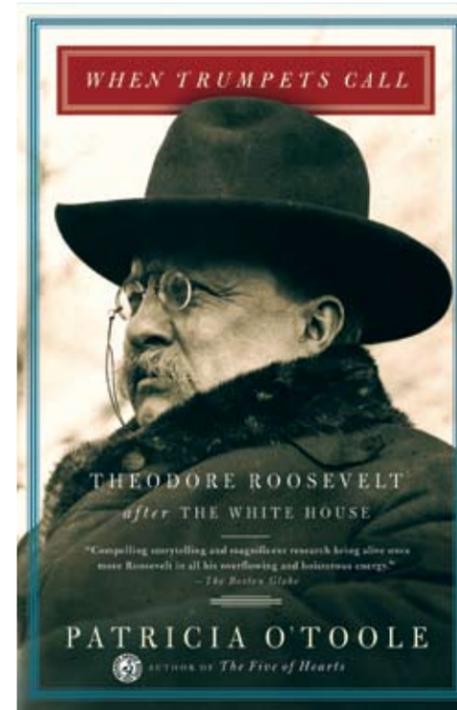
Here's something you probably didn't know: Washington University has one of the largest collections of contemporary German literature in the world, and certainly the largest in the United States.

Since 1985, most of the literary publishing companies in Germany, Austria, and Switzerland have donated copies of their new books to the Libraries as part of the Contemporary German Literature Collection. This unusual arrangement was the brainchild of Paul Michael Lützeler, the Rosa May Distinguished University Professor in the Humanities and professor of German and comparative literature in Arts & Sciences.

In the early 1980s, Lützeler brokered a unique partnership that still exists today between the leading literary publishers in the German-speaking world, the University Libraries, and the Department of Germanic Languages and Literatures.

A special exhibition highlighting that partnership was on display from January through March in Olin Library's Ginkgo Reading Room and Grand Staircase Lobby. The exhibit coincided with the 20th annual St. Louis Symposium on German Literature and Culture, held on the Washington University campus March 26-28.

The exhibit traced the history of the Contemporary German Literature Collection and the creation of the Max Kade Center for Contemporary German Literature at Washington University, another initiative launched by Lützeler. Sample books from the collection, excerpts, and photographs of Max Kade authors and critics in residence were also on display.



Patricia O'Toole's newest book examines the life of Theodore Roosevelt.

### BIOGRAPHER DELIVERS INAUGURAL PRESIDENTS DAY LECTURE

On February 15, presidential biographer Patricia O'Toole visited Washington University to speak about Theodore Roosevelt, 26th president of the United States, who held office from 1901 to 1909. This is the first in a series of annual Presidents Day lectures organized by the Center for the Humanities. Washington University Libraries co-sponsored this year's lecture.

O'Toole devoted six years to researching and writing her book *When Trumpets Call: Theodore Roosevelt after the White House*, published in 2005. She began her talk by saying what happy years those were: "TR is *great* company, even when he's exasperating and even when you think he's dead wrong about something. He's exuberant, open-hearted, funny, brave, and ready for anything."

Leaving office at just 50 years of age, Roosevelt kept up an energetic and ambitious pace in his last ten years of life. He sought to influence his political successors, traveled in Africa, nearly died exploring the Amazon, and even ran for president for a third term (something that wasn't yet prohibited), not as a Republican but as a candidate for the Bull Moose party.

O'Toole's biography of these later years has won widespread praise both for style and content. *Newseek's* Jon Meacham says, "O'Toole brings eloquence and keen psychological insight to a familiar subject; the result is a lovely, unpretentiously learned tale of a great man who could never master his own ambition."



Images from the current Olin Library exhibit celebrating women's history at Washington University.  
Washington University Archives



An earlier O'Toole book—*The Five of Hearts: An Intimate Portrait of Henry Adams and His Friends*—was a finalist for the Pulitzer Prize, the National Book Critics Circle Award, and the Los Angeles Times Book Award. She is now writing a book about Woodrow Wilson. O'Toole has written articles for *Time*, *The American Scholar*, *The Wilson Quarterly*, and many other publications.

O'Toole is associate professor at Columbia University. She teaches literary nonfiction in the creative writing MFA program.

### EXHIBITION CELEBRATES WOMAN'S CLUB

For the past 100 years, the Woman's Club of Washington University has been committed to service to the University community. To showcase its history and highlight accomplishments and contributions of women at Washington University, the Woman's Club is hosting a series of spring 2010 events, including an extensive exhibition on view in the John M. Olin Library Ginkgo Reading Room and Grand Staircase Lobby from April 7 to July 11.

The exhibit was created through a collaboration between University Archives (a unit of the Libraries' Department of Special Collections) and the Woman's Club.

Membership in the Woman's Club is open to all those affiliated with the University, including faculty, staff, alumnae, and their spouses/partners, or widows, or friends of Washington University. See [womansclub.wustl.edu](http://womansclub.wustl.edu) for more information.



# Thinking Spatially:

## RESEARCH IN THE AGE OF MAPS

BY AARON WELBORN

Retailers use them to plan store locations, epidemiologists to track flu outbreaks, and first-responders to handle emergency situations. They are geographic information systems (GIS), and they are changing the way we visualize the world around us.

If you have ever looked up an address on Google Maps or used your cell phone to find the closest Starbucks, you have used a form of GIS technology.

In essence, geographic information systems combine computerized maps with information—names, numbers, addresses, images—any kind of data that can be linked to a point on a map. Unlike a traditional map, however, a map created

with GIS may contain multiple layers of data, like so many transparencies laid over it. The places where those layers intersect can reveal important information about a given area—say, the closest Starbucks in or near a bookstore.

Such technological wizardry can do much more than find you a cup of coffee. Take the local example of a high-security event that drew national attention: the 2008 vice presidential debate, hosted

by Washington University. Campus officials worked closely with local and federal law enforcement to make sure everything went smoothly and safely.

Managing all the contingencies required the ability to visualize the entire campus. Using GIS technology, University officials created digital maps that allowed them to monitor campus security from a single operations center. They could keep track of barricade positions, call up information about specific buildings, and even know the location of every police officer on campus in real-time. As one St. Louis police officer said, “This is the closest thing to *CSI* I’ve seen that actually works.”

Of course, computerized maps are not new. But as satellite imagery and mapmaking tools have improved, the amount of cartographic information at our fingertips has exploded. Global positioning systems and free mapping software like Google Earth and MapQuest empower us to pinpoint and describe locations with a level of detail never before seen.

Consider the sheer variety of maps we’re confronted with every day: weather maps, airplane seating charts, and coverage maps of wireless providers, to name a few. Cartographer Denis Wood, author of *The Power of Maps*, says ours is the Age of Maps. He estimates that 99 percent of all maps that ever existed were created in the last hundred years, thanks to dramatic improvements in mapmaking technology.

GIS is part of that development, and its uses go far beyond finding your way from point A to point B. As a tool for teaching and learning, it has applications in many disciplines. Historians and environmental scientists alike explore the effects of variables across time and space. So do economists, anthropologists, architects, physicians, and countless others. The need to understand, analyze, and represent information spatially isn’t limited to a single field. Whether analyzing the surface of Mars or the inside of a human skull, an economic pattern or the decline of an ancient language, it can be mapped. Today researchers across the academic spectrum are using GIS to see more, understand more, and engage more fully with their subjects.

That’s an exciting development for Aaron Addison, who, as the University’s GIS coordinator, is the first line of technical support for anyone working with GIS at Washington University.

Addison also advises on special projects, like the 2008 debate, teaches classes on GIS, and oversees the GIS Certificate Program in University College. He says the use of GIS is increasing as researchers realize it’s not just a tool for geographers.

“Although GIS is a relatively mature technology, it’s new in a lot of disciplines,” says Addison. “In general, the sciences have adopted it more quickly, although we’re starting to see some interesting applications in the humanities.”

Addison believes that thinking geographically today is about visualizing large systems and their interrelationships. That’s a key skill in this age of global interdependence, when our environments, our economies, and our lives are often connected in complicated ways.

“We need to equip our students with problem-solving skills—how to analyze data, how to look for trends and patterns,” Addison says. “People today are empowered to report on where they are and what’s happening around them. How do we deal with the explosion of information? How do we sort it all out, manage it, and store it?”

Perhaps not surprisingly, those are also questions librarians ask every day. Libraries have always collected, protected, preserved, and shared cartographic information, from the ancient parchment maps of early navigators to the latest updates from the U.S. Geological Survey.

So it makes sense that some librarians should venture into GIS—new territory, as it were. Cheryl Morton, Washington University’s GIS librarian, sees exciting opportunities for librarians to collaborate with faculty and students, helping them incorporate spatial information into their teaching and research.

“I see it as heralding a new trend of data librarianship,” says Morton. “That’s something that wasn’t a big role for librarians in the past. Today more librarians are being asked to work with researchers as they manage their raw data, not just finished products, like journal articles. It’s an exciting time to be in the field.”

In this issue of *Off the Shelf*, we look at some different ways people are using GIS technology in their work here at the University. This is just a small sampling of the innovative ways people are charting new territory across the curriculum. But we think you’ll find it an intriguing indication of the many frontiers left to explore.

FIND OUT MORE ABOUT GIS AT WASHINGTON UNIVERSITY

GIS Coordinator’s Office: [gis.wustl.edu](http://gis.wustl.edu)

GIS Certificate Program in University College: [ucollege.wustl.edu/gis](http://ucollege.wustl.edu/gis)

Library Resources for GIS Research: [libguides.wustl.edu/gis](http://libguides.wustl.edu/gis)

## READING NARRATIVES IN TIME AND SPACE: GIS AND HISTORY

Geography is sometimes described as the study of “where” and history as the study of “when.” But in truth, most historians are also amateur geographers. They are just as interested in where events took place as they are in when, who, how, and why. That’s why maps are fundamental to



» Nicole Last (right) with Professor Tim Parsons, Department of History, Aaron Welborn

to work with Professor Tim Parsons on redesigning his Introduction to World History survey course. The course is required for all undergraduate history majors, but it’s difficult to teach. “It’s impossible to cover everything that ever happened in the world in one semester,” Parsons says.

So Parsons decided to take a new approach, focusing on everything that was happening during one particular period of time. The period he chose—partly out of personal interest, and partly as “a shameless ploy to increase enrollment”—was World War II. Nicole’s job was to help make the course more engaging for students by devising an interactive component using maps and GIS.

Nicole didn’t know anything about GIS. She had no experience with the software. World War II wasn’t even her area of expertise. But she was willing to learn, and as a student of history, “I did know a thing or two about maps,” she says. “Maps I can appreciate.”

Parsons asked her to think of a few ideas for incorporating GIS into the course, which he would be teaching in the fall. He also enlisted the technical support of Aaron Addison, GIS coordinator for the University, and Keith Bennett, a research scientist in Earth & Planetary Sciences. “He basically told me, ‘Here’s the time period we’re looking at. Come up with something interesting,’” says Nicole.

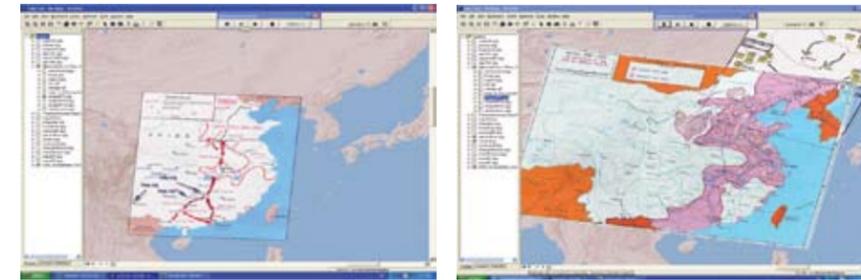
So she did. Over the course of the summer, as she became more familiar with the technology, Nicole hit on the idea of using maps to tell the story of how the war played out in China.

historical research. Maps capture the worldview of the people who made them and help us visualize the past in its proper context.

Geographic information systems facilitate that process, says Nicole Last, a graduate student in history. GIS can offer a fresh look at history, present evidence in new ways, and dramatically illustrate how historical processes unfold.

Last summer, Nicole received a fellowship from the Digital Humanities Workshop in Arts & Sciences

» Images from Nicole Last’s project using GIS to illustrate the history of World War II in China. Courtesy of Nicole Last



Why China? “Because frankly, World War II in Europe has been done a million times,” Nicole says. “Plus, I didn’t know a lot about China during the war. That part of the story got overlooked in my undergraduate history classes. I figured students here wouldn’t know much about it either.”

Nicole also has a personal interest in Chinese history and culture. She spent a year in the country teaching English after finishing her undergraduate degree, and the experience left her with a profound respect for the people and their past.

Nicole began gathering published maps showing the locations of various conflicts and activities in China throughout the war. Once converted to a digital image in GIS, each map became a layer which she could then superimpose on a base map of the entire country. Working with multiple maps at the same time, Nicole could illustrate how separate areas and events were related. She could also “georeference” the maps, stretching or shrinking them like a rubber sheet

to make their common features and boundaries line up with the base map. This allowed for a better understanding of actual distances and topography.

Nicole then worked with Parsons’ teaching assistants to develop

discussion sessions for the class. Such sessions typically involve a guided discussion of a particular historical document or primary source. In this case, the students would be “reading” the maps Nicole put together in GIS and decoding the visual story they told about the war in China.

“Maps are a great way for students to grasp certain information without having to know all the backstory,” Nicole says. “For example, it turns out the nature of the conflict in China had a lot to do with logistics, supplies, and movement, all of which is connected to geography. The maps told that story more quickly and effectively than I could have explained it in words.”

The exercise illustrated the need to contextualize and interpret maps as historical documents with particular authors and agendas. For example, students noticed that the disputed territories of Taiwan, Tibet, and Xinjiang were often represented differently, depending on who drew the map and which side of the dispute they were on.

## GIS IN THE NEWS

Geographic information systems are everywhere. Here’s a quick look at how people are using GIS to understand and shape current events.

### EARTHQUAKES

GIS technology is extensively used for emergency planning and response activities. After the recent earthquakes in Haiti and Chile, researchers all over the world mobilized to share their spatial data and satellite imagery in order to aid recovery efforts. The U.S. Geological Survey maintains a wealth of GIS data on both earthquakes on its website: [usgs.gov](http://usgs.gov).



U.S. Geological Survey

### 2010 CENSUS

One of the biggest users of GIS is the federal government. Every ten years, the decennial census provides a wealth of complex data about millions of diverse Americans, all of it tied to geography. The Census Bureau uses GIS to keep track of field assignments, facilitate data collection, map statistics, and perform data quality control.

For more, check out [2010.census.gov](http://2010.census.gov).



U.S. Census Bureau

That's an important lesson for students getting started in history, Nicole says. Maps are more than attractive visual aids to the "real" information found in books. They are historical artifacts to be examined, questioned, and interpreted.

Nicole hopes to build on what she learned when Parsons teaches the course again next spring. And she's been coming up with a few ideas on how to use GIS in her own research on the movements

of refugees from religious wars in early modern England and France.

"Much of that information doesn't exist in map form, so I'll have to create it," she says. With GIS, historians like Nicole can be more than mere consumers and interpreters of maps. They can actively create their own historical geographies, charting new stories in time and space.

## MEET THE GIS LIBRARIAN



*Cheryl Morton is the geographic information systems (GIS) librarian at Washington University. Based in the Earth & Planetary Sciences Library, she works with students, faculty, and library staff on GIS-based research, including outreach, access, and instruction. Before joining the Libraries, Cheryl*

*worked as a GIS technician mapping fiber-optic cable for a telecommunications company. We asked her to say a few words about what a GIS librarian does.*

### FIND OUT MORE

Contact the GIS Librarian:  
Cheryl Morton  
314-935-4148  
cmorton22@wustl.edu

Check out our handy GIS research guide:  
libguides.wustl.edu/gis

As a librarian, I look at GIS from a somewhat different perspective than some GIS professionals. I'm concerned with the organization of spatial information and how to connect users to it.

I do a lot of one-on-one work with students and faculty, and I get questions about how to apply GIS to particular problems they're working on. I give them examples of ways it has been used in different disciplines and talk to them about the possibilities for their own research. I can also help them find a particular data source, evaluate its worth, and discuss whether it's really going to meet their needs.

That's a big part of what I do, and in many ways it's just like being any other librarian. The main difference is that I'm often working with raw data instead of a journal article, a map instead of a book. In a traditional library, books and journals are the bread and butter, and other forms of information flesh out the picture. For me, books are the exception—the norm is working with data, maps, tutorials, and computer applications.

Because GIS can play a role in so many fields, offering GIS reference services through the library makes sense. Since GIS doesn't fit neatly in any one discipline, we're a good centralized location for support.

The biggest challenge most GIS users face is the steep learning curve involved in understanding the software. Despite an increase in user-friendly mapping applications, it takes time to learn GIS well enough to do sophisticated research. Even when you have all the components you need—the data, the software, and the problem you're hoping to solve—getting the results can take time.

My job is to help people overcome that learning curve, and my interactions with patrons can go on over the course of weeks or months, as they dive into their projects and new questions arise.

One of the best things about my job is having the opportunity to develop these skills. Because it's a new and evolving field, I'm continually learning. I think in the future we're going to see librarians playing a bigger role in data management, especially in the sciences. We're already doing some of that, and as the technology changes and our services adapt, I think it will be even more important part of what we do.

— Cheryl Morton



≈ Associate Professor of Earth & Planetary Sciences Jennifer Smith  
Joe Angeles

## RECONSTRUCTING ANCIENT LANDSCAPES: GIS IN GEOARCHAEOLOGY

To the untrained eye, the fist-sized rocks that lay scattered across the valley on Croatia's Dalmatian Coast might not seem worth a second look. But to Jennifer Smith, associate professor of Earth & Planetary Sciences, they pose a geological conundrum.

"Generally you don't expect to find large chunks of rock in the middle of broad, dry valleys," says Smith. "There's not enough water around with the energy to move them." So how did the rocks get there in the first place? Were they scooped up by glaciers? Hurlled by volcanoes? Swept up and deposited here by some ancient cataclysmic flood?

One theory Smith is testing points at a less obvious force of nature: farmers.

In the early stages of agricultural civilization, she explains, human beings typically would have settled in flat valleys like this one first, because flat areas are easier to farm. "But as settlements grew and people started to clear the steep slopes around the valleys, they could often trigger some major erosional events. So we're asking, could these rocks have been flushed down into the valley as farming expanded up into the hills, and if so, what would it take to do that?"

Smith's specialty is geoarchaeology, which uses classic earth science methods and concepts to address questions of archaeological interest. She uses GIS to understand how humans and their environments interact—how both people and landscapes are altered by the forces of wind, water, and ice, but also by the technologies of plough, shovel, and axe.

Although Smith's research focuses on prehistoric people and their changing environments, her work offers some perspective on how we continue to change our environment today—and the consequences we might face in the future.



« Smith making field notes on a plateau near Abydos, Egypt. Courtesy of Jennifer Smith

"Much of what we know about human behavior comes from the archaeological record, and much of what we know about the environment comes from the geological record," says Smith. "GIS is the perfect framework for combining the two in order to understand what past landscapes looked like, where people were living, and what activities they were engaged in."

As a researcher, Smith says that GIS allows her manage field data, automate measurements, and perform complicated and otherwise time-intensive analyses of landscape evolution. As a teacher, it allows her to introduce her students to the complexity of natural systems in a dramatic way.

In Smith's class "Surface Processes," her students use GIS to learn about the chemical and physical processes that are constantly changing the earth's surface. Although she acknowledges the technology takes time to master, "I want students to be forced through that learning curve, so that they'll recognize how spectacularly useful this stuff is," Smith says. "It's also an employable skill, and I want to give them that, too."

While landscapes are her own focus, Smith says that GIS can be a powerful tool for teaching almost any subject. "The kinds of skills I'm teaching deal with terrain modeling. But you could be in social work or engineering or anthropology and be using an entirely different set of tools. There's room to incorporate this into a lot of different settings."

At its best, Smith says, GIS can support the whole learning process. It can give students hands-on experience with collecting and analyzing data. It can connect their studies with real-world problems. And it can help them share their results in an easy-to-interpret way.

Moreover, because GIS has applications in so many different areas, it can be a great way to form interdisciplinary connections. "You start to see how similar your questions are to those of people in wildly different fields," Smith says. "And you think, 'We're really looking at the same concept, only with people instead of plants, or rocks instead of animals.' That's one thing I've enjoyed learning. GIS a fun toy, but it also has the potential for fostering genuinely interdisciplinary interaction."

≈ A fossil waterfall in Egypt's Western Desert. Courtesy of Jennifer Smith



≈ Looking down into Danilo polje, a valley on Croatia's Dalmatian Coast. Courtesy of Jennifer Smith

## UNEARTHING OUR ANCESTORS: GIS IN PALEOANTHROPOLOGY



» Professor of Anatomy and Anthropology  
Glenn Conroy *Aaron Welborn*

“Any surface can be a landscape,” says Glenn Conroy, a renowned paleoanthropologist and professor of anatomy and anthropology at Washington University. “It might be as large as a desert, or it might be as small as a tooth.”

He isn’t kidding. Conroy has spent a career gathering teeth, skulls, and other valuable fossil remains of humans and non-human primates in some pretty forbidding landscapes—from the arid Middle Awash region in eastern Ethiopia to the badlands of Utah’s Uinta Valley.

He also co-developed a way to analyze fossilized skulls using computed tomography, or CT scans. The scans let researchers see inside skull fossils encased in rock and forensically reconstruct their features without destroying them—revealing the landscape of an ancient face, as it were.

It’s all part of an effort to understand our earliest ancestors and how they adapted to a changing environment millions of years ago. To get a clearer picture of that process, Conroy uses GIS.

Although GIS is used widely in business and industry, Conroy notes that it has been slow to catch on in his own field. That’s partly because the software is expensive and takes time to learn. But when it comes to finding and studying ancient human fossils, the potential benefits of the technology are enormous.

“As a paleoanthropologist, one of problems you have is that often the areas you’re exploring are huge,” like the fossil-rich Great Divide Basin, which spans some 4,000 square miles across southwestern Wyoming. “You need a way to winnow down the possibilities and find just those sites that might be amenable to discoveries,” he says.

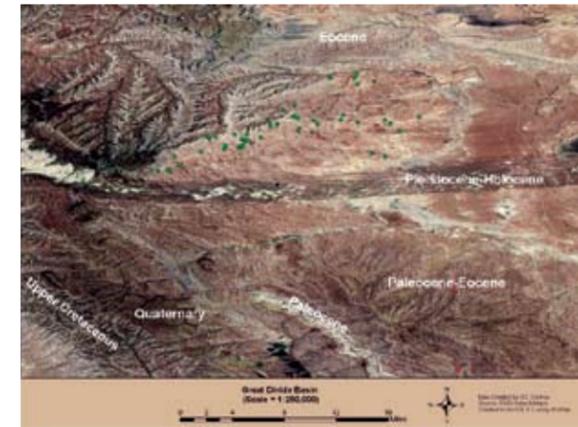
Conroy likens the process to the way ecologists track down endangered species. When looking for an endangered bird, you might start with the last known sighting of that bird and investigate the

environment around it. What kind of vegetation is present? What’s the climate and elevation? Once you know all the environmental variables, you know the environment that bird likes. Then you move out in concentric circles looking for other environments that share those variables, and try to predict where else the bird might be.

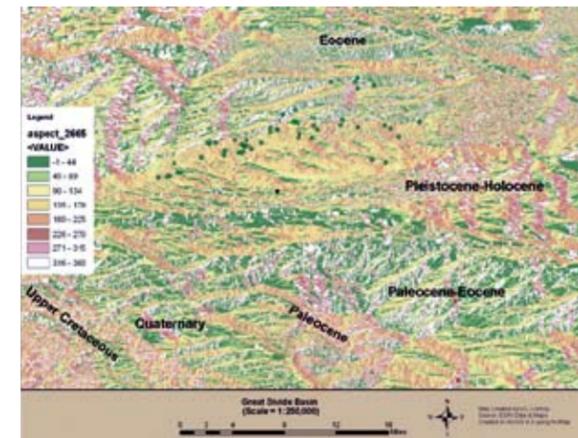
Scientists call this predictive modeling, and it’s a big part of what paleoanthropologists do. When a fossil is discovered, every detail about it and its environmental context gets noted in a field catalog. The difference is that the kind of environments Conroy works in no longer look the way they did millions of years ago. That’s why he needs good maps, and lots of them. Geologic maps, topographic maps, contour maps, aerial photos and satellite maps—they all help the fossil hunter piece together a landscape our early hominid ancestors called home.

“What GIS allows us to do is take all that information and pull it together in one interactive package,” says Conroy, “fusing entire sets of maps into one multi-layered whole.” And since field data can be tied to precise geographic coordinates, GIS makes predictive modeling as simple as searching an online library catalog. Simply plug in your search terms, and the maps reveal the “sweet spots” where the variables intersect, like so many X’s marking potential fossil discoveries.

GIS can also save valuable time with logistics before a researcher even heads out into the field. Detailed satellite and terrain maps offer indications of how accessible fossil sites are—



« A satellite image (top) of a fossil site in the Great Divide Basin, Wyoming, and the same terrain rendered as an aspect-slope map in GIS. *Courtesy of Glenn Conroy*



whether they’re near roads or trails, on difficult or easy terrain. “So you know how much water and equipment to bring,” Conroy says.

Perhaps best of all, Conroy can share his findings easily with people who don’t know anything about GIS technology. By simply dropping his data into Google Earth, a free program available to anyone with internet access, he can send it around the world as easily as sending someone an email.

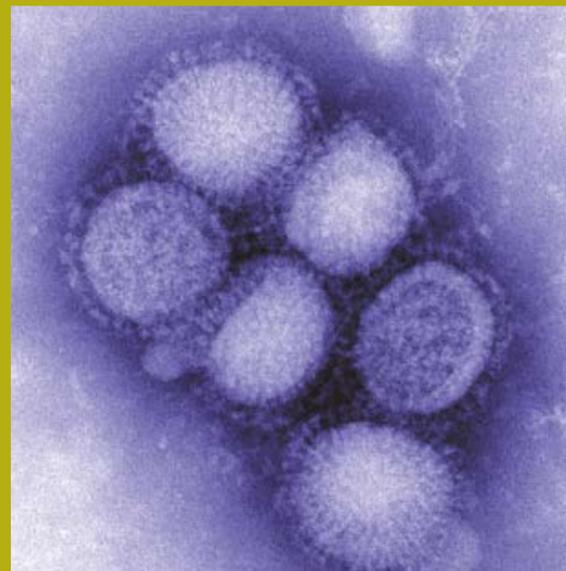
That kind of speed, power, and efficiency must have been hard to imagine 30 years ago, when Conroy was making his first important research discoveries in remote African deserts. Since then, paleoanthropology has added immensely to what we know about the origins of human life.

The early hominids and primates Conroy studies evolved through many species. Some of them overlapped in time. All but one—us—ended in extinction, and we haven’t been here that long, relatively speaking. Still, it’s easy to feel a little smug looking at these powerful computer maps and digital models. Conroy and his field both have come a long way in a short period of time. With GIS, perhaps they will go a little further still.

## GIS IN THE NEWS

### H1N1 FLU

GIS plays a critical role in helping physicians, scientists, and public health officials track the spread of infectious diseases like the H1N1 influenza virus. The Centers for Disease Control and Prevention works with public health organizations across the country to maintain up-to-date information on where the flu is occurring, how it affects different segments of the population, and where the next outbreak might occur. Learn more at [cdc.gov](http://cdc.gov).



*Centers for Disease Control and Prevention*

### RECESSION

Bankers, retailers, insurers, government agencies, and media professionals use GIS to understand the effects of the global recession, track stimulus spending, and make informed decisions about the economy. One example is GeoFRED (Geographic Federal Reserve Economic Data), an online interactive mapping tool created by the St. Louis Federal Reserve Bank that lets users create unemployment, labor force, and population graphics for every county in the U.S.

To learn more, go to [geofred.stlouisfed.org](http://geofred.stlouisfed.org).





# At Home in the Library:

## GRADUATE BRINGS FUNDRAISING SKILLS BACK TO ALMA MATER



⌘ Maria Schlafly  
Aaron Welborn

Even before she became the director of development, Maria Schlafly was no stranger to the Washington University Libraries.

As a young girl, she used to sit in the back of her mother Shannon Schlafly's cinema classes, which met in Olin Library. Later, as an undergraduate here (LA 1997), Maria majored in literature and history, with a double-minor in German and

economics—"So I was in the library a lot," she jokes. And as the former administrative director of Opera Theatre of Saint Louis, she regularly scoured the Music Library for material to use in program notes.

Now, as the Libraries' fundraiser-in-chief, Maria has no trouble explaining to people why they should support an institution she holds dear. "It's easy to talk about a place you have benefited from personally, both as a student and community member," she says. In fact, Maria is a longtime donor to the Libraries herself.

Maria stepped into her new role this January, succeeding Pamela Dempf, who directed the Libraries' development efforts for more than a decade. Maria brings to the job a wealth of fundraising experience gained with Opera Theatre of Saint Louis. For the past 11 years, she worked closely with the Opera's general director, board of directors, and volunteers to increase support for one of the most prestigious opera companies in the nation. She also served as a special consultant to the Santa Fe Opera for six years.

The transition from the world of music to the world of academics has been a happy one, Maria says. "One reason I enjoy living in St. Louis is the number of great cultural and academic institutions we have. I feel very fortunate that I've been associated with two of the very best—first Opera Theatre and now Washington University. There's an extraordinarily generous group of people who are committed to St. Louis institutions because they know what important resources they are for the city and the region. It's gratifying to be a part of such a supportive community, which certainly isn't the norm everywhere."

Maria is delighted to be back at her alma mater, and in a position to help others take advantage of the same great academic opportunities she had. She is a *summa cum laude* graduate of the University, a member of Phi Beta Kappa, and a former Fulbright Scholar who spent a year after graduation teaching English in Würzburg,



### WHAT SHE'S BEEN READING LATELY

We asked Maria about some of the best books she's read this year. Here are some of her top picks...

- Country Driving*, by Peter Hessler (Harper, 2010)
- A Gate at the Stairs*, by Lorrie Moore (Knopf, 2009)
- Drive*, by Daniel Pink (Riverhead, 2009)
- Too Much Happiness*, by Alice Munro (Knopf, 2009)
- This Book Is Overdue: How Librarians and Cybrarians Can Save Us All*, by Marilyn Johnson (Harper, 2010)
- A History of Reading*, by Alberto Manguel (Penguin, 1997)
- Two Lives*, by Vikram Seth (Harper, 2006)

Germany. That experience prompted her to get involved with the American Council on Germany, which promotes German-American cooperation in business, government, and cultural affairs. She is still an active member of the Council and has taken trips with the young leaders group to Berlin and Munich.

Maria is passionate about music. She has played the violin since the age of five, and for many years she has been a violinist with the St. Louis Philharmonic Orchestra. Her husband, David Aholt, is also a musician. He runs his own technology company and plays keyboards with several St. Louis bands. Maria and Dave live in Webster Groves.

"We're thrilled to have Maria on board," says Shirley K. Baker, dean of University Libraries. "She combines intelligence and experience with a passion for this University and its Libraries. I'm looking forward to introducing her to all of our friends and supporters."



"I've already met so many wonderful, supportive people here, and it's an exciting time to be involved with the Libraries," says Maria. She especially enjoys meeting people who are passionate about learning.

"Library donors are unique," she says. "They have very strong feelings about the importance of the Libraries, both to the University and to the community as a whole. Many of them have spent a lot of time here, just like I did. So it's great that we already have that in common."

### WAYS TO SUPPORT THE LIBRARIES

Gifts play a vital role in helping Washington University Libraries provide books, journals, and other library resources needed by students and faculty. The Libraries provide donors with many options for giving.

#### Annual Fund Options

Donations to the annual fund help maintain and improve collections and resources. All donors are recognized in the University Honor Roll of Donors. In addition to helping the Libraries, donors benefit in other ways:

- Gifts of \$50 or more can be directed to honor relatives, friends, colleagues, faculty members or others:

*Honor with Books* supports the purchase of new materials for the Libraries.

*Legacy of Books* funds the repair or digitization of damaged, deteriorating, or rare library materials, thus extending their usefulness.

- Gifts of \$100 or more qualify the donor for Century Club membership. Benefits include a subscription to the Libraries' biannual magazine, invitations to library events, and borrowing privileges at the University Libraries.

- Gifts of \$1,000 or more qualify the donor for membership in the University's Eliot Society, which carries additional benefits, including a permit for occasional parking on campus.

#### Endowed Funds

For a gift of \$25,000 or more, donors can establish an endowed library fund that reflects an individualized legacy. Like endowed professorships, endowed library funds support resources in a chosen field or subject area far into the future. Some of the Libraries' strongest collections are endowed by generous friends.

#### Planned Giving

Donors may support the Libraries through their will, trust, beneficiary designation, or life income plan. The University's Office of Planned Giving can help donors and their advisors design a plan that reflects the donor's personal and philanthropic wishes.

#### To make a gift online

[gifts.wustl.edu](http://gifts.wustl.edu)

#### For More Information

Contact the Libraries' Director of Development:  
Maria Schlafly  
[maria.schlafly@wustl.edu](mailto:maria.schlafly@wustl.edu)  
314-935-7128

Contact the Planned Giving Office:  
[plannedgiving@wustl.edu](mailto:plannedgiving@wustl.edu)  
314-935-5373  
800-835-3503

Visit the Libraries' Alumni and Friends website:  
[library.wustl.edu/alumnifriends](http://library.wustl.edu/alumnifriends)



David Kilper



# Our Libraries, Our Spaces, My Chair: WE'RE ALL A LITTLE TERRITORIAL

PHOTOS BY GEORGE LYLE IV



« **OLAYINKA HAMZA**  
Graduate Student, Law

Favorite Spot:  
Law Library Reading Room

Why he likes it:  
“There’s no one around  
to distract me.”



“I OFTEN READ ALOUD TO MYSELF IN MY WRITING CORNER IN THE LIBRARY, WHERE NO ONE CAN HEAR ME, FOR THE SAKE OF BETTER SAVORING THE TEXT, SO AS TO MAKE IT ALL THE MORE MINE.”

— ALBERTO MANGUEL, *THE LIBRARY AT NIGHT*

We all have one. That special nook, or chair, or hiding place in the library that we like to think of as *ours*. And we’ve all experienced the disappointment—no, let’s be honest, the *indignation*—of coming upon some stranger sitting in *our spot*.

Maybe it’s the coziness of the furniture, or a certain quality of light, or the view from a window that keeps drawing us back to that particular corner of the library, until it begins to seem like our own little private sanctuary.

Whatever their reasons for being there, people often have definite opinions about their favorite place to read or work in the library. We asked a few library regulars to share their favorite spots with us, with the assurance that no reader of this magazine would ever slip in and make them find a new one. (You won’t, right?)

Their choices reveal a lot about the way we think of libraries as spaces. Or rather, as *our* space—a space we share in common, even as we lay claim to our own little piece of it.

So, where’s *your* spot in the library?

» **ANTONYA GONZALEZ**

Freshman,  
Undeclared Major

Favorite Spot:  
Olin Library Level 3, east hall  
overlooking atrium

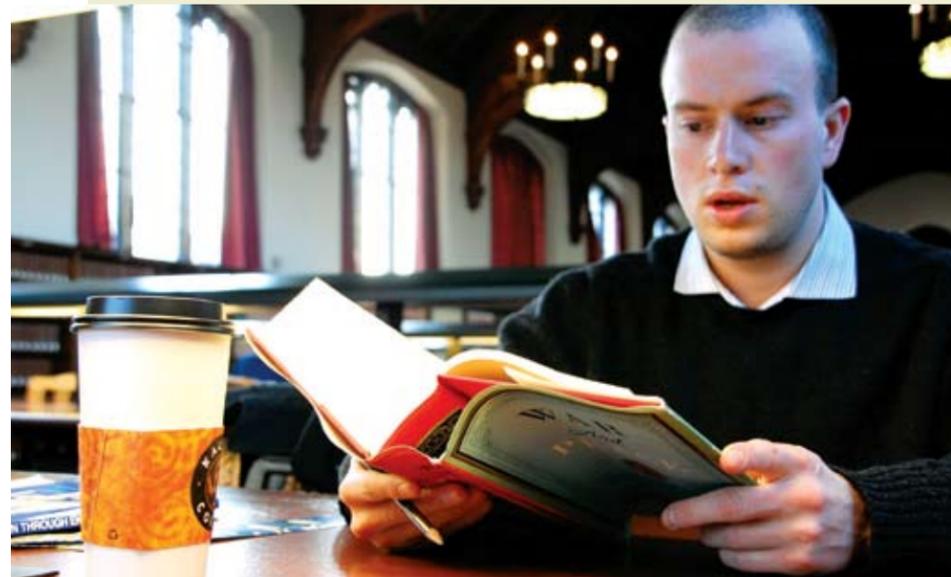
Why she likes it:  
“There’s fewer people, and  
I like having more light.”

» **MARTIN WHEELER**

Alumnus  
(B.A. in Classics, 2003)

Favorite Spot:  
East Asian Library  
Reading Room

Why he likes it:  
“It’s the most stately and  
serene library. It’s conducive  
to thought.”

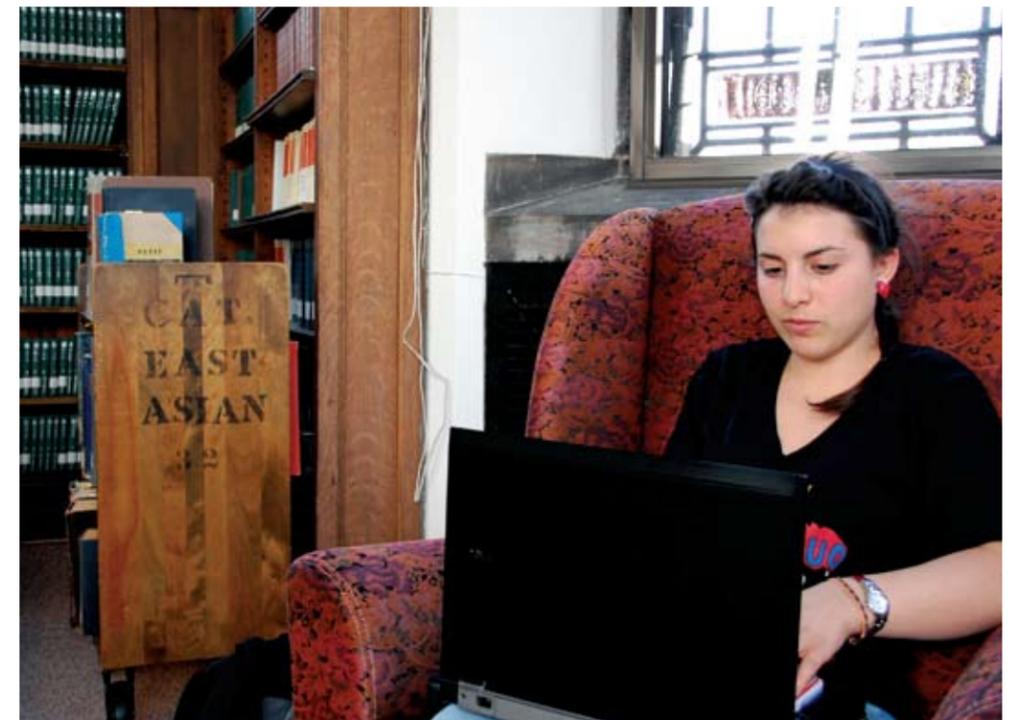


» **RACHEL BINSTOCK**

Freshman,  
Undeclared Major

Favorite Spot:  
East Asian Library, comfy  
chairs by the big window

Why she likes it:  
“The regular library is a  
social place. Here I don’t  
know anyone, and I get a  
good vibe from this room.”



» **YANNIC DOSENBACH**

Sophomore,  
Psychology Major

Favorite Spot:  
Study carrel, Olin Library  
Level B

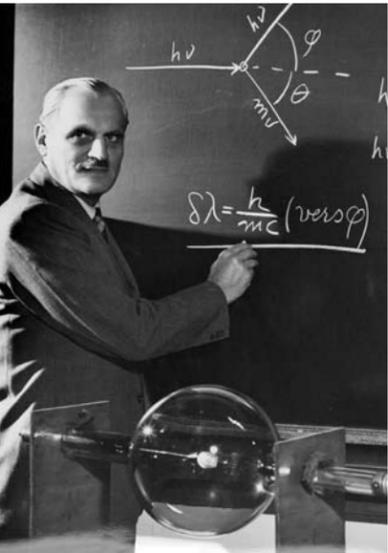
Why he likes it:  
“It’s quiet, empty.”

George Lyle IV is a graduate student in the Washington University School of Law who works part-time in the Libraries.

# Midwestern Exposure:

## TRAVEL GRANT IS COMPTON RESEARCHER'S TICKET TO DISCOVERY

BY AARON WELBORN



Arthur Holly Compton explaining the theory of X-rays, 1955. Washington University Archives

Notes by Compton about a research problem he was working on in 1920, when he was appointed Wayman Crow Professor of Physics and head of the Physics department at Washington University. Washington University Archives

Indianara Silva isn't the first person to walk into University Archives and ask to see the papers of Arthur Holly Compton (1892-1962), the renowned physicist, Washington University chancellor, and Nobel laureate who helped develop the atomic bomb. But she might be the first to come all the way from Brazil.

Indianara is a graduate student at the Universidade Federal da Bahia, a public university in the city of Salvador on Brazil's northeastern coast. In January, she was in St. Louis doing research on Compton's scientific career. It was her first time in the United States, and her visit was made possible in part by a travel grant from the Libraries' Department of Special Collections.

Hundreds of researchers from other institutions visit Special Collections every year, but this is the first year the department has invited them to compete for funds to offset travel costs. Indianara was one of ten visiting researchers who were chosen for support.

The grants range up to \$1,000, and recipients must reside at least 50 miles outside St. Louis. In Indianara's case, make that about 5,000 miles.

Her interest in Arthur Holly Compton goes back to her undergraduate years. As a physics major, she took a class on the history of science, which introduced her to the idea of scientific discovery as a product of historical and cultural forces, not just natural ones. Eager to learn more, she enrolled in the graduate program in the Teaching, Philosophy, and History of Science, a joint program with the Universidade Estadual de Feira de Santana. Last fall, Indianara completed her master's thesis on Compton's pioneering research on X-rays. She is now working towards her Ph.D.

Among physicists, Compton is best known for his experiments on the changing wavelengths of X-rays when they collide with electrons in matter. The so-called "Compton effect" confirmed the seeming paradox that electromagnetic radiation could behave as both wave and particle, violating the laws of classical physics. His work helped establish the legitimacy of quantum physics and eventually earned Compton a leading role in the top-secret Manhattan Project, which led to the first atomic bomb.

According to Indianara, one of the most interesting things about Compton's X-ray research is how long he sought an approach to the problem that made sense in terms of classical physics. He didn't embrace quantum theory until the evidence clearly pointed him there.

"Some textbooks only present Compton's work in the context of quantum physics, so he's always associated with that," she explained. "But I realized that to do research on the period prior to his big discovery could contribute to a more realistic view of his contributions, interests, and motivations. That's a story that hasn't been told in the scientific literature in Portuguese."

With that in mind, she has been poring over boxes in University Archives of Compton's personal correspondence, lectures, research notes, diaries, publications, and various memorabilia. While she was on this side of the equator, she also paid a visit

in December to the archives at the Massachusetts Institute of Technology, where Compton's brother Karl once served as president. After Washington University, she was traveling to Washington, D.C., to do research at the American Institute of Physics.

One thing Indianara has been trying to clarify is Compton's little-known connection to her homeland. In 1941 he traveled to Brazil, officially as part of a world-wide scientific effort to study the effects of cosmic rays. But Indianara has discovered Compton had unofficial reasons for being there as well, reasons that had more to do with global politics.

"He was there as part of a systematic program of scientific collaboration with Latin America, organized by the Office of Inter-American Affairs

under Nelson Rockefeller," Indianara said. "Their goal was to align the Latin American scientific community with the Allies rather than with Nazi Germany." Such diplomatic efforts paid off in the end, Indianara points out. Brazil was the only Latin American country to send troops to fight in Europe.

To Indianara, it's one more example of how science illuminates history. Ultimately, she says, working with Compton's papers firsthand has been an eye-opening experience. "This is my first time consulting original archives. I've learned that to analyze Compton's life and his scientific career is to learn about physics, philosophy, religion, sociology, and the history of the United States. I think that all history of science students should have an opportunity to do this."

Compton researcher Indianara Silva (left) with University Archivist Sonya Rooney. Aaron Welborn

### SPECIAL COLLECTIONS AWARDS TRAVEL GRANTS

Indianara Silva is one of ten lucky researchers to receive travel grants from the Department of Special Collections this year.

The travel grants provide financial support for faculty, graduate students, undergraduates, and independent scholars to visit Washington University's principal repository for rare and unique scholarly resources.

"We hope this competition creates opportunities for scholars throughout the academic world to do original research here at Washington University," said Anne Posega, head of Special Collections.

The Department of Special Collections is comprised of five units: Rare Books, Manuscripts, University Archives, the Film & Media Archive, and the Modern Graphic History Library. Holdings range from ancient papyri and medieval manuscripts to contemporary documentary film archives and 20th-century commercial illustration.

This year's other recipients, their research topics, and the units they will be working with, are:

#### MANUSCRIPTS

**James Davis** (associate professor of English, Brooklyn College), for his research on author and Harlem Renaissance figure Eric Walrond.

**Joe Moffett** (associate professor of English, Kentucky Wesleyan College), for his research on spirituality in the poetry of James Merrill.

#### UNIVERSITY ARCHIVES

**Donna Ward** (graduate student in History, University of North Carolina, Charlotte), for her dissertation research on activism of African-Americans in St. Louis in the 1930s.

#### FILM & MEDIA ARCHIVE

**Heather Caldwell** (graduate student in Afro-American Studies, University of Massachusetts, Amherst), to support

her dissertation research on representations of African-American women in the 1940s.

**Gail Drakes** (graduate student in American Studies, New York University), for her dissertation research on copyright issues and the historical record of the civil rights movement in America.

**Gordon Mantler** (visiting assistant professor of History, Duke University), for his research on Martin Luther King, Jr., and the Poor People's Campaign of 1968.

**Barbara McCaskill** (associate professor of English, University of Georgia), for her research on the race films of early 20th-century African-American cinematographer J. Richardson Jones.

**Zebulon Miletsky** (assistant professor of Black Studies, University of Nebraska, Omaha), for his research on civil rights activism in Boston prior to the busing crisis of the 1970s.

#### MODERN GRAPHIC HISTORY LIBRARY

**Laurie Selleck** (associate professor of Visual Communications, Cazenovia College), to support her research on the art of Robert Weaver and his place in the history of illustration.

#### WHAT NEXT?

Plans are underway to continue the travel grant competition next year. For more information, visit [libraries.wustl.edu/units/spec](http://libraries.wustl.edu/units/spec).



# In the Classroom:

## A NEW PERSPECTIVE ON THE GRAND TOUR



RUSSIA



NORWAY



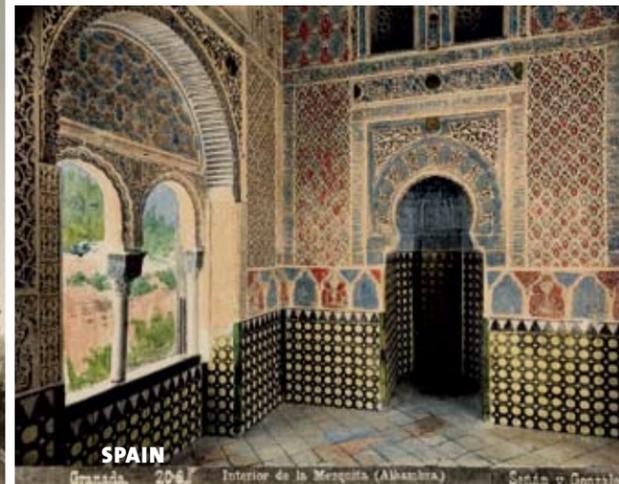
FRANCE



ITALY



GERMANY



SPAIN



FRANCE

≈ Clockwise from upper left: Temple of Concord at Agrigento; Canal scene, Hamburg; Church of Saint-Jacques at Dieppe; the Alhambra.

≈ Left to right: Cathedral of Saints Peter and Paul; Fantoft stave church; Amiens Cathedral.

**BEFORE THE SEMESTER ABROAD, THERE WAS THE GRAND TOUR**—that long and leisurely ramble across Europe soaking up the best of classical art and Continental society. No aristocratic education was complete without it.

For 18th- and 19th-century students of architecture in particular, the Grand Tour was an important rite of passage. How else could they build the edifices of the future without a solid foundation in the past?

In these days of budget travel and museum podcast tours, the Grand Tour might seem like a quaint page out of history's scrapbook. But its effects on popular ideas about art and architecture can still be seen all around us, according to Paula Lupkin, assistant professor of architecture in the Sam Fox School of Design & Visual Arts.

Every year, undergraduates in Lupkin's Architectural History I class do a research project examining some aspect of world architecture from the oldest monuments to the first skyscrapers. This year, they're doing their own Grand Tour of sorts, but with a contemporary twist.

Lupkin brought her class to the Kranzberg Art & Architecture Library to show them a set of unusual

souvenirs from one architect's roving education. Russell Sturgis (1836-1909) was one of the foremost art historians and architectural critics of his day. He was also an avid believer in the power of photography at a time when that art was still in its infancy.

Throughout his European and world travels, Sturgis amassed thousands of photographs of iconic buildings, monuments, and landscapes, which he routinely employed in his teaching and writing. The result is "an incredible artifact of a long-standing architectural tradition," Lupkin says, documenting everything from Roman ruins to Japanese shrines to the gothic splendors of France.

Nineteen albums of bound and geographically organized photographs illustrate Sturgis's wide-ranging interests in the built environment of his day. An additional 20,000 unbound images and 4,000 large gravure plates are housed separately in University Archives. The University acquired the collection after Sturgis's death.

Lupkin's students pored over the volumes of sepia-colored prints, noting which kinds of structures Sturgis included—not to mention which ones he left out. "I'm particularly intrigued by how

the albums illustrate the process of choosing, of selecting an architectural canon, in the tradition of the Grand Tour," Lupkin says.

With that in mind, Lupkin assigned her students to pick one of the albums and analyze which architectural sites Sturgis included and why. Their goal was to identify certain patterns or rules governing this particular Grand Tourist's thinking—to critique the critic, as it were.

In the second half of the assignment, the students used those rules as a basis for devising their own Grand Tour, updating Sturgis's albums with architectural examples from the last hundred years, which they chose themselves.

"It's a way of connecting history to contemporary practice," Lupkin says. "But it's also a way of connecting architectural theory and practice to travel, which is a big part of the Sam Fox School curriculum."

To aid them in their quest, Lupkin's students used online versions of the Sturgis travel albums, which were digitized in 2006, thanks to a collaboration between the Libraries and the Visual Resources Center in the Department of Art History and

Archaeology. The online project, known as the 19th-Century Architectural Photography Collection, is available through the Libraries' Digital Gateway website.

Lupkin was one of the pilot users of the digital collection when it was being developed. She worked closely with staff in the Visual Resources Center and the Libraries on how to incorporate Sturgis's photographs into the classroom setting. She says she's excited to see such a rich resource turned once again into a vibrant teaching tool.

"I wanted the students to see the original albums and appreciate their tactile qualities, but having them digitized makes them so much more accessible," she says. "It's a great way of using primary source material that the University owns."

Sturgis himself would surely agree. The world he traveled no longer looks the same, but the visual record he left behind continues to present new things to explore.

**FIND OUT MORE ABOUT THE 19TH-CENTURY ARCHITECTURAL PHOTOGRAPHY COLLECTION:**  
digital.wustl.edu

# A Habit of Giving:

## A CONVERSATION WITH DAVID AND PHYLLIS GROSSMAN



Washington University Photo Services

David and Phyllis Grossman made their first gift to the Libraries in 1983. Earlier that year, David's mother had passed away, and a donation to the Libraries was one of many ways they wanted to honor her memory. It was a modest gift, but it had "a particular agenda," says David.

The Grossmans wanted to support research by new faculty members in history, political science, and anthropology by funding the acquisition of books those faculty needed. And so, with an initial gift of stock, the Grossmans established a library book fund and named it in memory of David's parents, Joseph and Ida.

That could have been the end of the story, but David and Phyllis had more long-range plans in mind. They kept adding to their fund over time, making another stock transfer here, a cash contribution there. "We're not what you'd call wealthy people," says Phyllis, "but giving is important to us."

Today, almost 30 years later, the Joseph and Ida Grossman Junior Faculty Book Fund has grown into a sizable endowment, allowing the Libraries to purchase hundreds of needed titles in support of new faculty in various disciplines. It's a classic example of how small acts of generosity can add up to a big impact.

### UNIVERSITY DAYS

The Grossmans loved their years at Washington University. For Phyllis, who grew up in St. Louis, it was the school she always dreamed of attending. As a student at University City High School in the early 1960s, she would sneak over to Washington University to catch Assembly Series lectures that "exposed me to people and ideas I would have never had contact with otherwise," she says. She also spent a lot of time hanging out at the library, even before she was a student here.

In her senior year of college, Phyllis met David, a graduate student from New York working on his Ph.D. in American history. They met in Holmes Lounge, which had only recently been converted from the main reading room in Ridgley Library into the most popular gathering spot on campus.

"Holmes Lounge was this wonderful, open environment where faculty, undergraduates, and graduate students all hung out together," Phyllis remembers. "You could sit down next to anybody, whether you knew them or not, and have the most interesting conversations."

Those were heady times. David had a faculty office in the library where he put in long hours on his dissertation, assisted by a team of reference librarians "who practically leapt out of their chairs to help you." Phyllis took courses in French and political science and spent a year studying abroad at the University of Strasbourg, France, and at the Council of Europe. They married shortly after she graduated.

### NEW DIRECTIONS

In the early 1970s, not unlike today, the country was in a deep recession. The academic job market was in a slump, just as David was entering it. Tenure-track positions in American history were scarce and competition fierce. Seeking an alternative, he took a job with the University of Maryland's continuing education program in Europe, teaching history to U.S. military officers and enlisted men and women. It turned out to be a fortuitous move.

Over the next 35 years, David became a leader in the field of adult and distance education. He held teaching and administrative positions at Northern Illinois University, the University of Minnesota (where he directed independent study for many years), and Florida International University, where he was dean of continuing education and professional studies. Most recently, he was vice provost and dean of professional and continuing education at Thomas Edison State College in New Jersey, until his retirement in 2009.

Meanwhile, Phyllis's career was taking her in some surprising directions. After several years as a social worker, she "sort of fell into the world of corporate finance," she says. A company in Chicago needed someone to help them communicate with their office in France. With her liberal arts background and fluency in French, Phyllis was well prepared.

She found the financial sector to her liking and quickly moved up, eventually working for several Fortune 500 companies, including Norwest Bank (now Wells Fargo) and General Electric. She retired in 2007.

Through the years, the Grossmans kept giving to the Libraries, and their fund continued to grow. So did their belief in the importance of the Libraries to the University as a whole. "Every school at the University has its own built-in constituency in the form of alumni," says David. "But the library, though fundamental to the university, does not. And yet it must be supported for the entire university's sake. Our hope is that more alumni will recognize that fact and support the Libraries, just as the Libraries supported them."

### THE GIFT OF EXPERIENCE

The Grossmans have showed their support in other ways. Since 1997, David has served on the Libraries' National Council, an advisory group that meets twice a year. When Phyllis's parents, Ben and Faye Wilson, passed away, the Grossmans made a gift to the Libraries to support a popular literature section in their honor.

Though life's demands left them little time for reading, Phyllis's parents knew how important reading was. "When we were young, my parents hardly ever read anything. But they made sure my brothers and I had a library card. When I got older, I found out my mother actually loved to read. She would get a bag of books delivered to her apartment by the University City Public Library every couple of weeks."

In retirement, David and Phyllis find they have more time to read. Phyllis likes reading literary fiction and mysteries, as well as the occasional

### FUNDAMENTAL FACTS: DAVID AND PHYLLIS GROSSMAN

#### Home

New York (Chelsea), New York, and Miami, Florida. "We're not snowbirds. We're more like weekend birds," Phyllis says.

#### Education

##### David

City College of New York, B.A. 1964  
The Johns Hopkins University,  
M.A. 1965  
Washington University, A.M. 1968,  
Ph.D. 1973

##### Phyllis

Washington University, A.B. 1966  
Northern Illinois University, M.S. 1978

#### Careers

David, retired historian and higher  
education administrator  
Phyllis, retired financial executive

#### Children

Serge Grossman, 29  
Yale University, B.A. 2003  
University of Michigan, J.D. 2009  
Management consultant,  
McKinsey & Company, New York

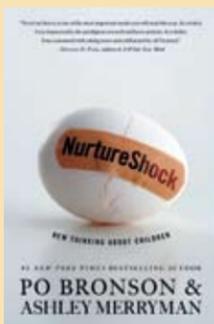
novel in French, "just to keep my skills up." David is catching up on the best American history books of the last few decades. Throughout the year, they commute between homes in Miami and New York.

The Grossmans both traveled to St. Louis last fall for the annual Washington University Faculty Book Celebration, which is organized by the Center for the Humanities, with support from the Grossmans and University Libraries. Phyllis serves on the Center's advisory board. Each year, the Center hosts a talk by a distinguished writer, scholar, or artist. This year, it was Louis Menand, a Pulitzer Prize-winning author and *New Yorker* staff writer.

The Grossmans also sponsor the Center's International Humanities Prize, awarded every other year to a distinguished writer, scholar, or artist whose life and work exemplify courage and excellence. Past winners include the Turkish novelist and Nobel laureate Orhan Pamuk and acclaimed food writer Michael Pollan.

Phyllis sees the speaker series and Humanities Prize as another way to give back to the institution that has been so instrumental in their lives. "We want to make sure students continue to be exposed to men and women of ideas," she says. "Often the things you experience outside the classroom make the biggest difference in your education."

Experience is still the best teacher, the Grossmans believe, and giving is still the best feeling. Little by little, they both add up to a lot.



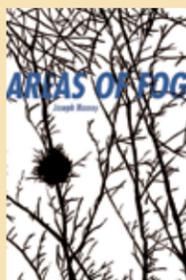
**NURTURESHOCK: NEW THINKING ABOUT CHILDREN**  
by Po Bronson and Ashley Merryman  
(Twelve Books, 2009)

*Nurtureshock* offers some interesting insights about childhood behavior that go against what most parenting books assert. But Bronson and Merryman draw on the latest research in neuroscience and psychology to back their claims. Among their more shocking findings: praising children for their intrinsic gifts may cause them to try less hard and accomplish fewer things; even small amounts of sleep deprivation can cause children to perform below grade-level and contribute to obesity; and encouraging honesty in children can actually make them more skillful liars.

The authors also assert that self-control can be taught, aggressiveness in children is normal, and sibling arguments are healthy so long as children also spend time bonding. Similarly, it's not necessarily bad for children to see their parents fight, especially if they also see them work through their differences. One of the most interesting chapters deals with prejudice and how parents need to talk with children directly about race in order to avoid racial stereotypes. Simply pretending there are no differences among people can have the opposite intended effect.

This brilliantly researched book shows that while most parents mean well, many of their strategies for raising sensitive children with high self-esteem are backfiring.

Reviewed by Gail Wright  
Library Web Services Architect



**AREAS OF FOG**  
By Joseph Massey  
(Shearsman Books, 2009)

The poems in this collection are sparse, sculpted slivers that rely on line breaks every few syllables. Lines like "Honeysuckle / scent like / an open vowel / wrung out / in the rain's gloss- / olalia," from the poem "Property Line" seem to maximize this form. However, the rapid pace can be too much, as in: "This / insists / winter's / bruise / in you; / a word, / love, / a wind." For the reader, moments are slowed down. Tension builds. The result is a collection of poetry that asks to be read again. Tension is also evident in the way nature is both detailed and generalized. The most obvious example is in "Without a Field Guide" which follows, "Memory / skids across / daylight's / edges. / Moon / mistaken / for a / cloud." Massey invites us to explore these areas of light and shadow; see a spider's web across flower petals we cannot name.

Reviewed by Tim Lepczyk  
Metadata Librarian



**COLD: ADVENTURES IN THE WORLD'S FROZEN PLACES**  
By Bill Streever  
(Little, Brown, 2009)

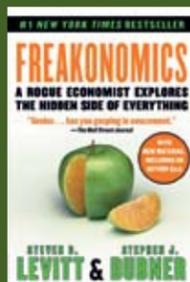
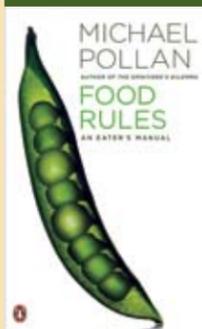
Here's a cure for the dog days of summer. Streever, a biologist and resident of Anchorage, Alaska, turns the heat way down with this cold, hard look at the history, ecology, and mystery of the world's most frigid climes. The result is not the bleak environmentalist manifesto you might expect. In prose as solid and intricately structured as ice, Streever takes us on a journey spanning glacial epochs, tunneling through ground frozen for over 40,000 years, swimming with Japanese ama divers in water cold enough to kill most people, and accompanying physicists in the lab on their quest to attain absolute zero. It's a fascinating, poetic tribute to the power—and importance—of cold to the earth and its inhabitants, reminding us how tepid life would be without it.

Reviewed by Aaron Welborn  
Writer/Editor

**FLYING OFF THE SHELF AT WU STORE**

An interesting mix of old and new, fiction and non-fiction, the current bestsellers' list at the Washington University Campus Store puts humor front and center.

1. *Nightlight: A Parody*, by the Harvard Lampoon
2. *Food Rules: An Eater's Manual*, by Michael Pollan
3. *Freakonomics*, by Steven D. Levitt & Stephen J. Dubner
4. *The Mental Floss History of the World*, by Erik Sass and Steve Wiegand
5. *Are You There, Vodka? It's Me, Chelsea*, by Chelsea Handler
6. *Pride and Prejudice and Zombies*, by Seth Grahame-Smith
7. *Catcher in the Rye*, by J.D. Salinger
8. *Superfreakonomics*, by Steven D. Levitt and Stephen J. Dubner
9. *Catch 22*, by Joseph Heller
10. *Alice's Adventures in Wonderland*, by Lewis Carroll



**Grant Project Supports South Asian Studies**

*Intermediate Urdu* is a grant project at Washington University, funded by the South Asian Language Resource Center at the University of Chicago. The project will build an online Urdu language learning website featuring audio-visual clips, interviews with Urdu literary figures, and reading passages that emphasize learning about South Asian cultures while building language skills. The project will be completed by December 2010.

**SAMUEL WRIGHT**, South Asian Studies & Anthropology librarian, co-wrote the grant proposal and is co-principal investigator with **DR. M. J. WARSJ**, Hindi-Urdu lecturer in the Department of Asian and Near Eastern Languages and Literature. Sam will oversee the site's technical design, ensure best practices, supervise student assistants, and hire a web designer.

Washington University teachers and students at the intermediate level will use the website for activities both inside and outside the classroom. Anyone with internet access may use the site.

**Hudson Receives Travel Stipend**

Engineering librarian **CYNTHIA HUDSON** was recently awarded a \$1,000 stipend from the Institute of Physics and the Physics, Astronomy, and Math section of the Special Libraries Association (SLA). The stipend will fund travel expenses to the association's annual conference this summer in New Orleans. The SLA is a nonprofit global organization for information professionals. SLA has almost 11,000 members in the information profession, including corporate, academic, and government information specialists.

**Straight Publishes Two Articles**

Fall 2009 saw the launch of a new regional magazine called *The Confluence* (Lindenwood University Press) which seeks to present scholarly information in a lively way. Librarian **DAVID STRAIGHT**'s article "Against Pain" is a case in point.

Straight traces the history of a pain medication called "Antikamnia" (Greek for "opposed to pain") developed in the late 1880s. The drug made its owner wealthy but, by 1907, its potentially fatal side effects attracted the attention of the Food and Drug Administration. By 1914, the Supreme Court ruled against the Antikamnia Company for its misleading advertising, a landmark ruling that supported Progressive Era reforms.

David Straight manages Washington University's West Campus Library. He is vice-president of the American Philatelic Society and serves on the Museum Advisory Council for the Smithsonian National Postal Museum. Late in 2010, another of his papers—"Cheap Postage, A Tool for Social Reform"—will appear in *Select Papers from the Postal History Symposia* (Smithsonian Institution Press).

**Scharff Takes on Leadership Roles**

In March, music cataloger **MARK SCHARFF** taught an all-day "Basic Scores Cataloging Workshop" for local and regional librarians. The workshop was sponsored by the Missouri Library Network Corporation and included participants from the Missouri History Museum, the St. Louis Public Library, the Lewis and Clark Library System, and William Woods College.

Music cataloging is a highly specialized process, and Scharff is a recognized leader in the field. He is a longtime member and former chair of the Music OCLC Users Group, a professional organization that focuses on the cataloging needs of music libraries, music materials, and music users.

Scharff was also recently named coordinator for the Name Authority Cooperative Program Music Project, a nationwide program involving 50 to 60 music catalogers and institutions. The aim of the project is to provide accurate, standardized catalog information for names of composers and musicians and titles of musical works to the Library of Congress Name Authority File. Libraries around the world refer to the Name Authority File in order to catalog their holdings in a widely agreed-upon style and format.



≈ Samuel Wright



≈ Cynthia Hudson



≈ David Straight



≈ Mark Scharff



≈ Tim Lepczyk

## Lepczyk Joins Editorial Board

**TIM LEPCZYK**, metadata librarian in Digital Library Services, was recently appointed to the editorial committee of the online publication *Code4Lib Journal* ([journal.code4lib.org](http://journal.code4lib.org)). The open-access journal covers “the intersection of libraries, technology, and the future,” featuring articles on innovations in digital scholarship and improvements in library technology, written by professionals in the field. Editorial committee members collectively manage the business of the journal, from reading submissions to taking a turn as the journal’s coordinating editor. Lepczyk also regularly writes about libraries and technology for the Washington University Libraries’ Digital Gateway blog: [wulibraries.typepad.com/digitalgateway](http://wulibraries.typepad.com/digitalgateway).



≈ Andrew Rouser

## HEC-TV Taps into Hampton Collection

HEC-TV (St. Louis’s “Arts, Culture & Higher Education Channel”) produces a series called *Impact* to show how St. Louis colleges and universities are shaping the world. A recent feature entitled “Untapped Treasure” focused on the Libraries’ Henry Hampton Collection, a massive and largely unexplored archive of materials used or created during research and production of documentaries by Henry Hampton and his production company, Blackside, Inc. The films include the legendary *Eyes on the Prize* civil rights documentary as well as documentaries on democracy, social justice, the African American experience, arts, and religion.

To view the segment online, visit [hectv.org](http://hectv.org) and look for *Impact* under the Programs menu. “Untapped Treasure” appears about 12 minutes into the January 2010 episode.

The Henry Hampton Collection is held at the Libraries’ Film & Media Archive, located at West Campus Library, 7425 Forsyth Boulevard. Anyone with internet access may learn more by visiting: [library.wustl.edu/units/spec/filmandmedia](http://library.wustl.edu/units/spec/filmandmedia).



Cynthia Hudson

### ≈ LIFT OFF!

Students showed off their paper airplane flying skills during Engineers Week (February 14-20), a week of special events organized by the School of Engineering & Applied Science to inspire current and future engineers. The paper aviator who could accurately hit a bull’s eye across a room won a \$100 Visa gift card. The contest was organized by science librarians Cynthia Hudson, Rob McFarland, Chris Goodman, and Cheryl Morton.

## Rouser Evaluates Digitization Grant Proposals

**ANDREW ROUSER**, director of the Digital Library, became an expert in digitization through his work on digital projects at the University of Virginia and University of Richmond, and, since 2006, at Washington University Libraries. Digitization has multiple uses and purposes, including preserving rare or deteriorating materials and making them available online.

Rouser’s expertise puts him in demand as a peer grant reviewer, and he has served in this capacity a number of times in recent years for the Nebraska Humanities Council and the Institute for Museum and Library Services (IMLS), a federal agency.

## Biermann Joins Libraries as Stacks Supervisor

Washington University Libraries welcomed new staff member **STEPHANIE BIERMANN** in March 2010. As supervisor of stack management and retrieval, Stephanie’s responsibilities are spread literally all over Olin Library’s five floors—which house millions of books, journals, AV materials, maps, and other research materials. Stephanie will supervise several staff members, with a focus on keeping materials findable when they’re in-house and getting them back to their proper shelf space after use. Stephanie previously worked as editor and project coordinator in Washington University’s African & African American Studies program. She has been a library assistant both at Emory University—where she earned her B.A. in English—and at Southern Illinois University in Carbondale.



≈ Joy Lowery



≈ Aaron Welborn

*Off the Shelf* is a publication of Washington University Libraries, published twice yearly for our faculty and friends.

**Dean:** Shirley K. Baker

**Editor:** Joy Lowery

**Managing Editor:** Aaron Welborn

**Contributors:** Tim Lepczyk, Joy Lowery, Cheryl Morton, Maria Schlafly, Aaron Welborn, Gail Wright

**Photographers:** Joe Angeles, Cynthia Hudson, George Lyle IV, Aaron Welborn. Some images courtesy of Glenn Conroy, Nicole Last, Jennifer Smith, Washington University Publications, Washington University Photo Services, and Washington University Archives. Special thanks to Miranda Rectenwald and Sonya Rooney for photo research and assistance.

**Comments, Questions,**

**Address Changes:**

Email [offtheshelf@wumail.wustl.edu](mailto:offtheshelf@wumail.wustl.edu) or write to Aaron Welborn, managing editor, at:

Washington University Libraries  
Campus Box 1061  
One Brookings Drive  
St. Louis, Missouri 63130-4899

**Visit the Libraries’ website:**

[library.wustl.edu](http://library.wustl.edu)

To see past issues of *Off the Shelf* online, visit: [library.wustl.edu/offtheshelf](http://library.wustl.edu/offtheshelf)

© 2010, Washington University Libraries

This issue of *Off the Shelf* was designed by designlab,inc and printed by Trio Printing Company, St. Louis, Missouri.



Aaron Welborn

### TEACHING MOMENT

Faculty and graduate student instructors get a lesson in leading effective class discussions from professor emeritus of English Dan Shea (right) and Barbara Baumgartner, senior lecturer in Women, Gender, & Sexuality Studies (background, behind podium). The presentation was part of the fifth annual ITeach Symposium, January 14, 2010. The symposium, held every other year, brings together faculty from across campus to share insights and ideas on teaching and technology. Launched in 2002, ITeach is coordinated by the Washington University Teaching and Technology Partnership, with representation from the University Libraries, the Teaching Center, and Arts & Sciences. Newsletters, symposia programs and presentations, and other information are available at [iteach.wustl.edu](http://iteach.wustl.edu).

facebook

### FIND US ON FACEBOOK

Become a fan of the Washington University Libraries and stay connected with updates on events, services, tutorials, archival photos, trivia, and more: [facebook.com/WUSTLLibraries](http://facebook.com/WUSTLLibraries)



### FOLLOW US ON TWITTER

Get the inside scoop with a personal touch. Our librarians tweet daily for your edification and amusement at [twitter.com/WUSTLLibraries](http://twitter.com/WUSTLLibraries)

*Change service requested*

FSC LOGO

FROM THE ARCHIVES



**MCMILLAN COURTYARD, CA. 1909**

Opened in 1907, McMillan Hall was the first, and for many years, the only women's dormitory on campus. This image comes from "A Celebration of Women at Washington University in St. Louis," an exhibition in Olin Library running April 7 – July 11. The exhibit, curated by Sonya Rooney, university archivist, and Miranda Rectenwald, archives assistant, is one of many events and activities this spring marking the centennial of the Woman's Club at Washington University. For more about the centennial and the exhibit, see p. 3.