Oral History Project Takes Dramatic New Turn on Stage

In the spring of 2002, the College Archives began an oral history project to document the education and life experiences of two important groups of alumni: African-Americans and women who attended Lafayette in the late 1960s and early 1970s. Over two years, EXCEL scholars interviewed approximately fifty alumni, capturing the voices of those who witnessed a remarkable period of social change on campus. In October 2003, We Were Pioneers, an original play written and produced by the student interviewers and featuring excerpts from the oral histories, was performed over three nights on campus. This March, in honor of Women’s History Month and the fortieth anniversary of coeducation at Lafayette, the College Theater will present a readers’ theater adaptation of that play called Hear Me Roar: First Among Men.

Hear Me Roar has been adapted by Director of Theater Michael O’Neill and Kelcie Mohr ’11, and will be directed by Professor Mary Jo Lodge. Some of the original oral history transcript material that did not make it into We Were Pioneers has been resuscitated for Hear Me Roar, but O’Neill and Mohr also conducted new interviews with faculty and staff who were on campus in 1970, as well as with current students. Unlike the original play, which featured only words taken verbatim from interviews, the adaptation includes created scenes and characters that dramatize the oral histories. For example, a three-sentence reference to the different eating habits of men and women in the dorms. For more information, see page 2.

Library Catalog Goes Mobile

As smartphone users are painfully aware, the typical web site was not designed for a small screen. While an increasing number of web sites now offer versions for mobile devices, the prevailing assumption seems to be that it’s acceptable for scaled-down interfaces to offer a scaled-down user experience. The library rejected that assumption when deciding to offer a mobile version of the Library Catalog. While it’s reasonable to assume that few people do full-blown research on a handheld device, there’s no good reason to assume that Lafayette users are willing to do without the rich content of the Catalog just because they’re using a smartphone. For this reason, various third-party mobile interface applications were rejected in favor of a homegrown solution that uses CSS (Cascading Style Sheets) to alter the display of Catalog information when a small screen is detected. No “app” or special link is needed – simply point your phone’s browser to the Library Catalog at http://libcat.lafayette.edu and you should get the Catalog you’re used to, just formatted for your handheld device.

-Upcoming Events-

Feb. 17, 4:15pm—“Sodom on the Hudson: Crime & Corruption in Prohibition Manhattan”
Professor Donald Miller (History) will offer this year’s John L. Hatfield lecture. Sponsored by the Friends of Skillman Library. (Kirby 104)

Mar. 3, 4:15pm—Book Artists’ Panel: Nava Atlas, Maureen Cummins, Ann Lovett
The three artists whose work is featured in the Simon Room exhibition In Retrospect will speak on a panel moderated by professors Curlee Holton and Mary Armstrong about making books with themes that relate to women. Sponsored by the Friends of Skillman Library. A Women’s History Month Event. (Gendebien Room, Skillman Library)

Mar. 7, 12pm—Photographing Venice, a City in Peril”
Ewa Monika Zebrowski, whose photographs are on view in Skillman’s Lass Gallery, will talk about her various photography projects. (Gendebien Room, Skillman Library)

Apr. 1, 12pm—Edible Book Festival
Winners of the edible book contest will be announced and all entries will be eaten (see p.2 for more details). (Skillman Library)
Electronic Journal Collection Expands Significantly

At the start of 2011, the library expanded its collection of electronic journals by adding nearly all titles published by Wiley and Sage.

Most Wiley titles are now available on a pay-per-view basis, with the library paying $13.50 each time a Wiley article is retrieved. Faculty have immediate access to articles; students must request articles via an online form and are emailed PDFs within 24 hours.

The addition of Wiley access follows the success of pay-per-view access to Elsevier titles through ScienceDirect, which was implemented in 2009. In the last academic year, faculty and students accessed over 2100 ScienceDirect articles from more than 600 journals. Despite this high volume, the library paid significantly less to Elsevier than in the previous year when we subscribed to only 98 of their journals. We anticipate similar increased use and lower costs with the Wiley pay-per-view option.

Access to Sage titles, including all back issues to 1999, is provided through a consortial package arrangement similar to the one the library has used to provide access to all Springer journals since 2010. Although it’s possible that the price of these packages will become unsustainable when contracts expire in a few years, the library is gaining a more accurate picture of journal usage and will be in a better position to select titles of interest to our users for individual subscription, if that becomes necessary.

The final major change that came with 2011 concerns JSTOR, which had previously provided only back issues of journals, but this year began offering current issues for some titles. The library has added 44 current issues to its subscription, which means that both current content and complete back runs are available in the same place for these journals.

Information about all electronic journals is available in the Library Catalog and via WebBridge. As always, reference librarians stand ready to provide assistance locating and navigating these journals.

-Terese Heidenwolf

Group Explores Campus Web Portal

Over Interim, a group of representatives from different areas of the College met to start work on the initial phase of online portal development. While the term “portal” has been used for many years, it has evolved from something as simple as a page of links targeted to a specific audience to a more robust online communication and collaboration platform that takes into account a user’s various roles and responsibilities in order to display appropriate content. The major focus of the portal discovery group is to help determine what a portal might be for Lafayette. Over the course of this semester, the group will solicit feedback from the campus community in order to develop a clear needs assessment and to advise ITS on a timeline for the project. Leading the portal project group is Courtney Bentley. Members are Bob Duncan, Michael Jordan, Shelly Keck, John McKnight, Jeff Metz, Julie Mule, Chris Tomik, and Becky Rosenbauer.

-Eat Your Words This April Fools’ Day

On April 1, the Lafayette College Library will mark the International Edible Book Festival, when bibliophiles, book artists, and food lovers around the world gather to celebrate the book arts and the (literal) ingestion of culture, with its own edible book contest and event. April 1 is the birthday of French gastronome Jean-Anthelme Brillat-Savarin (1755-1826), most famous for his book Physiologie du goût (The Physiology of Taste), a witty meditation on the pleasures of the table. Faculty, staff, and students are invited to participate in the library’s contest by creating an edible book, which can be inspired by a favorite tale, involve a pun on a famous title, incorporate text, or simply be in the shape of a book (or scroll, or tablet, etc). Information and inspiration can be found on the Festival’s home page at http://www. Books2Eat.com. All entries are due by 10am on April 1 and the awards will be announced (and then eaten) at 12pm. Watch out for more details about the contest and festival on the library’s web site.

-Bytes & Books
Lafayette grad reflects on her thesis research

Last year, Brittany Maugeri ’10 conducted an honors thesis in the History Department. Before starting her joint Ph.D. program in History & Women’s Studies at the University of Michigan, Brittany sat down with Bytes & Books to talk about her experience researching and writing her honors thesis, Relics of a Provincial Past: Masculinity, Rural Culture, and the Emergence of the Gaucho as a National Symbol in Late Nineteenth-Century Argentina.

Q: When did you start thinking about your thesis?

A: I made sure in my sophomore year that Professor Pite could work with me, but I didn’t start the research until junior year. I originally began research on the Mexican Revolution but became fascinated by the gaucho and Argentina during a class, so I refocused my project.

Q: How did you start tackling your project?

A: I talked with Professor Pite, who recommended readings, and set up a meeting with a librarian. I knew that Lijuan had worked with the history department, so I emailed her to discuss primary sources. She helped me narrow my searches and access trickier databases. My initial time was spent reading and figuring out what materials were available, then narrowing my project accordingly.

Q: Did your advisor explain the structure of a thesis to you?

A: Yes. All history majors receive a thesis information package. Professor Pite gave me a more detailed outline of her expectations. I developed syllabi for my thesis, and we reviewed when parts of the project would be due, how the research should evolve, and how to evaluate my progress.

Q: Did you remember receiving correspondence from the library?

A: I got an email in my junior year and made an appointment with a reference librarian. I discovered the special privileges that you get as an honors student – checking books out over the summer and for entire semesters. In addition to meeting twice with Lijuan, I met with Katherine, who helped to acquire books, and Terese, who fielded my reference questions.

Q: Were you able to access all of the research materials you wanted?

A: No. I wrote about a nomadic illiterate group, so finding something they had written was almost impossible. I couldn’t access materials in the Argentine archives. I had what I needed, but I dream of the sources I couldn’t get my hands on.

Q: What did you find most challenging?

A: Finding primary sources was difficult and so was narrowing my project. The constant revising significantly frayed my nerves.

Q: What did you find most rewarding?

A: I loved connecting all the things I’d learned. I’ve become attached and protective of my paper – it’s my academic baby. Everyone warned me I would be tired of my topic by the end, but I honestly am not.

Q: What kinds of support did you rely on, other than your department and the library?

A: My roommate and best friend, who was not writing a thesis, acted as a sounding board for my ideas and supported me when I freaked out. A lot of my friends were working on theses and we met to commiserate. My family was sympathetic, though for the most part, they had no idea what I was talking about.

Q: What advice would you offer other honors thesis students?

A: Set up a plan with deadlines and stick to it. Also, it is more manageable to think of the thesis as smaller sections. Use the resources at your disposal: your advisor and the librarians are there to help. Talk to other thesis students and recognize that they are working just as hard and are just as stressed out as you. It’s your project, make yourself proud.
Staff Accomplishments
Library and ITS staff members are advancing Lafayette College and their respective professions through publications, service, and educational presentations at conferences and meetings.

Reference Resources Coordinator Amy Abruzzi published an article in the May 2010 issue of the journal *Parasitology Research* with Bernie Fried, Professor Emeritus of Biology, called “Food-Borne Trematode Infections of Humans in the United States of America.” Amy also gave a talk last October to Rebecca Kissane’s A&S 220 course “Who Gets What and Why” on “How Epidemiologists use GIS to Assess Health Inequities.” Amy teaches a course in Epidemiology every semester at Rutgers University to undergraduate public health majors.

Systems Librarian Bob Duncan taught a workshop in October at the MAIUG (Mid-Atlantic Innovative Users Group) annual conference on online library catalog customization. In April, he will present two sessions at the annual conference of the Innovative Users Group, an international organization of member libraries who use the Innovative Interfaces integrated library software—one on data manipulation in the catalog and one on how to replicate Lafayette’s ArticleLink mechanism.

Katherine Furlong, Associate Director for Access & Administrative Services, was elected Vice President of the Board of Directors for the Pennsylvania Interlibrary Delivery Service. At the Association of College & Research Libraries conference in March, she will present a co-authored paper, “When Interdependence Becomes Codependence: Knowing When and How to Let Go of Legacy Services” and speak on a panel titled “Traveling Librarians – Building Campus, Community and International Relationships Through Support and Leadership of Off-Campus Programs.”

Acquisitions & Serials Librarian Michael Hanson and Terese Heidenwolf, Associate Director for Research & Instructional Services, co-authored an article in the December 2010 issue of *College & Research Libraries News* titled “Making the Right Choices: Pay-Per-View Use Data and Selection Decisions.”

Both Erich Hammerstone, Evening/Weekend Supervisor, and Lori Young, User Services Specialist, recently won Leopard Awards, which are presented to staff members who have made an exceptional contribution to the College. Lori’s nomination was based in part upon her many years of service to the International Students Association.

Neil McElroy, Dean of Libraries & Information Technology Services, addressed the Oberlin Group of Liberal Arts Colleges last September on Lafayette’s digital scholarship services.

Reference & Instruction Librarian Rebecca Metzger will teach for the second time this March a 4-week online course on “Marketing Your Library” for Simmons College’s Graduate School of Library & Information Science Continuing Education Program.

John O’Keefe, Senior Director of ITS, currently serves on the Steering Committee of the InCommon Federation, a group of organizations dedicated to creating operational support for federated identity management (a common online authentication process) in higher education. In October, he presented at an Educause Annual Conference Pre-Conference Seminar on “Identity and the Cloud: Preparing Your Campus” and will give a presentation in April on “Making Federation Happen” for InCommon’s Identity and Access Management (IAM) Online education series.

Diane Shaw, Special Collections Librarian & College Archivist, presented on a panel at the *Slavery and the University* conference at Emory University. Her talk was titled “‘Two Youths (Slaves) of Great Promise’: The Education of David and Washington McDonogh at Lafayette College, 1838-1844.”

New Staff

Hannah Tatu took over Alan Johnson’s position and now serves staff and users of Skillman Library as Library Technology Assistant. Hannah is a 2000 graduate of Temple University with a BA in Philosophy. Her previous position was as IT Specialist for the financial firm Valley National Group.

Recently-hired evening supervisors are Nancy Amacker, Catherine Hanson, and Christina Wallitsch.
iPad Users Group Exploring Campus Uses for Mobile

This academic year, members of the Library and IT Advisory Committees have been given a unique challenge: each was handed a 16 GB Wi-Fi enabled Apple iPad and asked to incorporate it into their life. The goal is to get the group of faculty and students experimenting with the possibilities for mobile device use on a campus where wireless Internet access is now ubiquitous.

In preparation for iPad Users Group meetings, members are asked to accomplish certain tasks so there are common threads for discussion, but the best discoveries have come from personal exploration. “The most surprising thing I’ve found is how I use the calendar,” said Polly Piergiovanni, Chemical and Biomolecular Engineering professor. “I’ve always wanted my paper calendar so I can see one week at a time, but the iPad is big enough that I can see one week or one month at a time. Plus it’s color-coded for home, teaching, and research.” Piergiovanni also braved a professional conference with only her iPad. “I didn’t miss my laptop. Everything I needed to do while away worked fine on the iPad.”

In addition to lightening the load when traveling, iPads can be used for transporting documents to meetings, taking notes, preparing for courses, reading, watching videos, checking email, web searching, and using iPad applications. “I find new ways to use the iPad every day,” said English professor Bianca Falbo. “When I read, I now take notes on my iPad. I have most of the documents I need for committee meetings and, increasingly, for teaching, in Dropbox (a web-based file hosting service). It’s not only less paper to carry around, but easier to organize.”

Piergiovanni and Falbo have also brought the iPad into their classrooms. “I’ve passed my iPad around for students to look up information when something unknown comes up in discussion,” said Falbo. Piergiovanni found an iPad app that helps her students read psychrometric charts—a combination of horizontal, vertical, diagonal, and curved lines. “They can type two numbers into the app and immediately read all the necessary information instead of trying to follow the correct line to the axis.”

Both agree that the iPad has changed the way they do things. “After a couple months with an iPad,” said Falbo, “I now can’t imagine not having one.”

For more about the iPad pilot, visit the project blog at http://sites.lafayette.edu/ipad/. Two iPads are available for loan to faculty and staff for up to two weeks at a time. Contact Courtney Bentley at ext. 5504 or bentleyc@lafayette.edu if you are interested.

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Gendebien Room Gets Projection Upgrade

The projection system in Skillman Library’s Gendebien Room was upgraded over the Interim with new projection technology.

The design of the room, with floor-to-ceiling glass on two walls, creates a very difficult projection environment. Working with engineers from Stewart Filmscreen Corporation and NEC Display Solutions, a new rear projection system was installed utilizing a custom-built, 6x8 ft. Stewart CrystalView screen and three NEC NP-3250 projectors. Thanks to NEC’s new “Stacking Correction Tool” software, the images from each of the three projectors are precisely aligned to create a single, 15,000 lumen image.

The result is a clear, bright image that is viewable even on a sunny morning. This new system should make the Gendebien Room an even more popular location for presentations and events.

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New Electronic Acquisitions

Literary Research Guide
Selective, annotated guide to reference sources essential to the study of British literature, literatures of the United States, other literatures in English, and related topics.

Play Index
Index of plays written from antiquity to the present and published from 1949 to the present. Searchable by title, author, subject, style, genre, cast type, and more.

Women Writers Online
Full-text editions of texts by English and American women published between 1400 and 1850.
**Students’ Research Skills Lag Behind Their Confidence**

To find out what information literacy skills students have when they arrive at Lafayette and how they compare with students from similar institutions, the library has been distributing the Research Practices Survey to incoming first year students since 2008. Administered by the Higher Education Data Sharing Consortium (HEDS), the survey assesses students’ research practices in four areas: experiences, attitudes and beliefs, familiarity with research strategies, and approach to evaluating sources. The findings from all class years have been similar.

When asked about their perceived difficulty performing different steps in the research process—narrowing topics, developing thesis statements, and finding and using sources—most students respond with “easy.” However, students’ skills don’t match their perceptions. For example, in 2010, 89% of students said it was “somewhat” or “very” easy to determine whether a source is appropriate for a research project, but the majority selected the wrong answer from a list of definitions of a peer-reviewed journal. Only 17% recognized articles published in *Time* and *U.S. News & World Report* as non-scholarly. Lafayette’s findings are comparable to those from other participating institutions. Full reports of the data can be found at http://library.lafayette.edu/instruction/rp-survey.

- Lijuan Xu

**Computer Upgrades for Academic Support Staff This Summer**

Academic support staff (department secretaries and technicians) will have office computers upgraded during the summer and early fall of 2011. This upgrade is part of the College’s four-year replacement cycle for computing hardware.

The most significant change will be for PC users who are being upgraded to Windows 7 from their current Windows XP Pro operating systems. Mac users will be upgraded to OSX Snow Leopard (10.6). The computing hardware for both Windows and Mac systems is significantly more advanced, offering more RAM, larger hard drives, and improved video adapters.

ITS will contact academic support staff soon to begin the planning phase of the upgrade. Introductory Windows 7 workshops are being offered throughout this semester. Consult ITS’s workshop calendar for dates and to register: http://its.lafayette.edu/pages/calendar/.

-Chris Koch

**How to Protect Against Network ID Compromise**

A recent security breach at Gawker Media resulted in the compromise of 1.3 million account credentials. ITS was informed by a third party that the Gawker account information posted online included credentials for three Lafayette students. Since password reuse—the use of the same password for multiple online services—is a common practice, ITS made the decision to temporarily disable those students’ Network IDs as a precaution.

Not only did the breach invade the users’ privacy, it interrupted their access to Gawker sites and disrupted their access to the Lafayette network. ITS highly recommends that you refrain from password reuse. Never use your Network ID password for other accounts (on- or off-campus) and use a unique password for each account you have.

For more information on Network ID compromise, please see http://its.lafayette.edu/help/passwords/netidcompromise.

-ITS Security Working Group
Chris Phillips...in the Spotlight

Assistant Professor of English Chris Phillips talks with Bytes & Books about incorporating information literacy into his courses. Previous interviews in this series can be read at http://library.lafayette.edu/instruction/interviews.

Q: Why is information literacy important to the study of English?

A: With English, you have to be able to find texts and know what you’re looking at. Is this a Petrarchan or an Elizabethan sonnet? Am I looking at Emily Dickinson’s first or last version of this poem? Students learn to think through the research process in logistical as well as in epistemological terms.

Q: ENG 212: American Literature and Its Backgrounds is not an obvious candidate for an information literacy grant, being a survey. Why did you select it to apply for the grant?

A: Information literacy liberated me from focusing so much on coverage. I decided to emphasize two things in terms of how American literature is mediated. First, how does the library mediate students’ experience? For example, why is a book shelved in American literature if the author was born in England and emigrated here? The second thing we focused on was the anthology. You can’t do a survey without an anthology, yet anthologies mask much on coverage. I decided to emphasize two things in terms of how American literature is mediated. First, how does the library mediate students’ experience? For example, why is a book shelved in American literature if the author was born in England and emigrated here? The second thing we focused on was the anthology. You can’t do a survey without an anthology, yet anthologies mask as much as they give. I wanted students to ask questions about the pieces we didn’t read. Why does our anthology include Common Sense but not poems by women in the Delaware Valley? It’s important to have the canon but also to investigate how we got that canon. Information literacy is helpful as a conceptual tool.

Q: You assign a lot of non-traditional homework. How do you develop your assignments?

A: The first question I start with is ‘what would I want to grade?’ Then I think about how I can build that into the course goals. My FYS students do projects based out of Special Collections. Since the class is on different ways of writing history, they write both academic and creative narratives based on a specific collection. The last time I taught it, one student looked at former biology professor Beverly Kunkel’s letters and journals to learn about the College during WWI. As the student was going through, she found references to Kunkel’s zany teenage daughter. The student wrote her academic narrative on Camp Lafayette, when the College turned into a training facility, but decided that her creative narrative would be about the daughter—why was she climbing trees and bursting in on her dad’s classes? When Lafayette was an all-male campus, there were still women and girls around. This student found a great example of that presence and gave voice to it. It was wonderful to read.

Q: What do your students gain from interacting with Special Collections material?

A: Special Collections can feel like a club. When I was a graduate TA, one day the rare books librarian was giving my class a guided tour. I noticed a student getting visibly upset, so I walked over to inquire. The student said, “I’m a senior and I never even knew this library existed before today.” That began my commitment to bringing Special Collections work into my classes. It’s empowering for students to feel they have enough membership in an academic community to get to work with these things. Beyond that, it helps students think differently about research processes. You can pretend today that research doesn’t involve other people. You log onto a database or pull a book off a shelf. As much as we tell students to talk to reference librarians, students can sidestep that. In Special Collections, you can’t sidestep. You have to go through someone. My students come back from visits with Diane Shaw, Elaine Stomber, or Pam Murray and say, “I couldn’t believe how much they listened. There were five items they pulled that I never would have known to ask for.” There’s this revelation of the social capital involved in library work.

Q: You obviously had good experiences with libraries before coming to Lafayette.

A: I worked in my college’s library. I would help the head of circulation--a political scientist--do research on California legislators. I also did interlibrary loan work. If there was stuff at the UC library, we would drive across town and fan out through the library with a list of items to pull off the shelves and Xerox. I got used to browsing around stacks as a way of figuring out what there is to know about things, like fish eyes and medieval history. In my master’s program at Stanford, I got a job paging materials in Special Collections. I would lock myself in a cage, where I would be surrounded by an amazing array of materials—first edition King James Bibles, artists’ books, facsimiles of Da Vinci’s notebooks, papers from the Stanford family. There was even an urn. That sense of discovery was formative.

Q: Is there anything you’d like to add?

A: I experience these information literacy projects as team teaching. For my FYS, Diane and Elaine spent their summer generating a list of collections for students to research. Terese not only helped my 212 students use the MLA database but volunteered to conduct meetings with every student in order to direct them. If I didn’t have librarians working with me, I wouldn’t have the time, resources, or energy to ask big questions and assign the sorts of things I do.
Spring Exhibitions

*In Retrospect* Exhibit Spotlights the Works of Three Women Artists

Spilling out of the Simon Room onto Skillman Library’s main floor is *In Retrospect*, an exhibit of vibrant artists’ books and other works on paper by three accomplished artists—Maureen Cummins, Ann Lovett, and Nava Atlas. At first glimpse, it may be hard to find common threads among the vintage comic books, modern photographs, and old documents that appear in these works. However, all three artists use elements from the past as a way to make sense of contemporary culture. By rearranging and combining historical images, text, and ephemera with new material, they create provocative new works that challenge assumptions about race, gender, and memory.

The work of Maureen Cummins is inspired by old letters, documents, and photographs that she collects from flea markets. She creates quilts, photo albums, and ledgers that deal with wrenching subjects (slavery, insanity, torture), subverting the traditional values and gentility usually embodied in these ordinary objects. Ann Lovett draws source material from historical archives and museum collections, as well as from her original photography. Her work explores individual and collective memory, the culture of memorials, and institutional control of sites of war, trauma, and loss. Nava Atlas collects everyday ephemera—pinup photos, advice columns, vintage food images, old comic books—and arranges them in ironic juxtapositions that question traditional assumptions about gender.

The artists will be on campus during Women’s History Month to participate in a panel discussion about their work, moderated by professors Mary Armstrong and Curlee Holton. The program will take place on Thursday, March 3 at 4:15pm in the Gendebien Room. The exhibit will be on view through March 11. Exhibition catalogs are for sale.

Beginning March 21, the Simon Room will be the venue for an exhibition by another book artist, Lois Morrison: *Oblivion Lost and Found.*

Images of Venice in the Lass Gallery

This spring, as part of the 2011 Roethke Humanities Festival on “The Renaissance Spirit,” Skillman offers a photographic tribute to the city of Venice with the exhibition *vedute di venezia.* The photographs are the work of Ewa Monika Zebrowski, a Montreal photographer, who has been photographing Venice for many years.

The title of the exhibition makes reference to 18th and 19th century landscapes (vedute) of Venice by painters such as Canaletto, Monet, Sargent, Turner, and Constable. “And yet,” says Zebrowski, “my photos are not landscapes. They are details suspended in time: fragments and moments. They represent a portrait of a city threatened by water, the portrait of a city whose very existence is endangered because of its geography.”

Zebrowski’s photographs capture the haunting beauty of Venice—its brilliant lights, dark waters, and frescoed hues. On display, too, is her 2006 artist’s book, also called *vedute di venezia*, which has the feel of a small jewel box, filled as it is with exquisite, tiny images and an essay about Venice’s precarious future.

Zebrowski turned to photography in 1997 after a long career in the film industry. Since then she has had ten solo shows and been awarded numerous grants and residencies. In 2007, her *Ode à Venise* was named best photo essay by the Québec Magazine Association. Her photographic artist’s books are in the collections of numerous libraries, including the National Library of Canada, Brown University, Smith College, the University of Pennsylvania, Wellesley College, Yale University, the University of California Berkeley, and Lafayette.

Zebrowski will talk about her various photography projects on Venice, including a series called “Remembering [Joseph] Brodsky,” on Monday, March 7 at noon in the Gendebien Room. Lunch will be provided. The exhibit will be on view through June 30.

-Diane Shaw