

inside information

INFORMATION SERVICES @ CONNECTICUT COLLEGE

Spring 2010

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Work by sculptor Michael Rees inside and outside Shain Library

This fall, Don Opatrny and Judith Tindal Opatrny '72 donated a sculptural work entitled *Putto 4 over 4*, by Michael Rees, to the College. The sculpture was installed between the Blaustein Humanities Center and the Charles E. Shain Library. An accompanying animation runs continuously on the first level of Shain, where you can also find a small exhibit that includes the artist's maquettes, statements about the work, and more general materials about Mr. Rees.

Michael Rees currently teaches at William Paterson University in New Jersey. His work is exhibited all over the world, and he has been written about in a wide range of publications: [The New York Times](#), [Art in America](#), [Flash Art](#), [New York Arts](#), [Sculpture Magazine](#), [The New Yorker](#), [Atlantic Monthly](#), [Wired](#), and more.

Mr. Rees is known for the integration of physical sculpture with digital imaging. In the words of donor Judith Tindal Opatrny, "His work captures

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Winter snowstorm at the college.



Michael Rees' sculpture outside of Blaustein Humanities Center.

Message from the VP

Google matters.

As this issue of Inside Information goes to press, we in Information Services are evaluating the advantages and possible complications of contracting with Google to provide Gmail for faculty and staff through their Google Apps for Education program. Students have been using Gmail on the Google Apps platform since last June and we've had no complaints or problems. (Really—none.) Among the advantages, it's free, amazingly. All Connecticut College users would have 7.3 gigabytes of file storage versus the 100 MB the college provides. Spam and virus protection is better than the college can offer as well. Email addresses would not change from the familiar @conncoll.edu. The version of Gmail we're considering differs from the commercial version, with which you may be familiar, in that no advertisements or data mining are allowed. This is specifically addressed in the Google Apps for Education contract, which stipulates that the data stored on Google systems belongs to the user, not the provider. College attorneys have recently reviewed the Google contract and we have their approval to move forward.

Approximately 40 faculty and staff are currently using Gmail in a pilot program to identify training or conversion issues that might arise if we adopt Gmail for a summer implementation. We recently held campus Information Sessions for all faculty and staff, demonstrating Gmail functionality in both PC and Mac environments and answering questions about the possible change. Though the turnout was light, attendees were very interested in the change and offered good suggestions about making a smooth transition.

From a financial and service point of view, the advantages of making Google the college's email provider are substantial. Not only would email servers and data storage devices no longer be required on site, but staff would no longer need to manage those devices and would be able to use their time supporting the many other systems in Information Services. With a network staff as small as we have at the college, this savings is important.

Google's motto is "Don't be evil," but they still apparently have trouble avoiding silly mistakes at times. Their recent foray into social networking is a good example: Google tried to use commercial Gmail customer address books to jump-start a service that would compete with Facebook. Google users were appropriately aghast at the company's presumption and lack of privacy concerns. Fortunately, and unsurprisingly, Google backtracked in the face of public condemnation. Hundreds of colleges and universities are now using Gmail and Google Apps for Education; that fact brings me equanimity in moving toward a substantial relationship with the company. There is some safety in numbers.

Though a decision has not been officially made, I am strongly leaning toward making this recommendation for the college. As I write this, the advantages seem to clearly outweigh the risks.

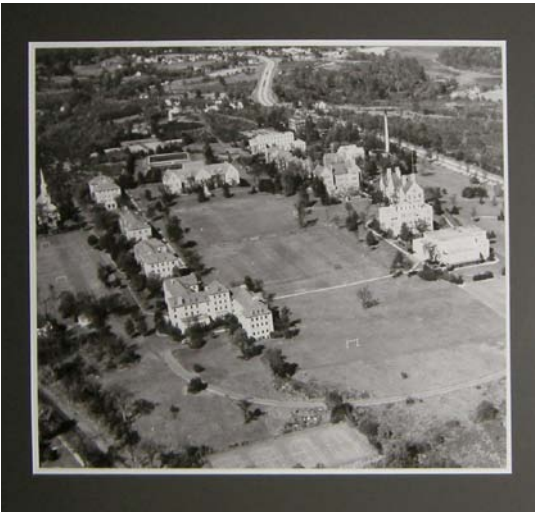


W. Lee Hisle, Ph.D.

*Vice President for Information Services
and Librarian of the College*

Historical images of the College grace the walls of renovated classrooms

In 2004 the College began renovating classrooms according to the design guidelines established in the newly developed Connecticut College Classroom Improvement Plan. The plan calls for the transformation of each of the college's 46 general access classrooms into a modern, flexible,



comfortable, and effective space for teaching and learning. The design guidelines specify floor-to-ceiling renovations, including new carpeting, furniture, lighting, room darkening shades, extended blackboards, and electric wall screen and projection technologies, to support both traditional and new ways of teaching and learning. Each building has its own materials palette for carpeting, wood trim and furniture, which honors the architecture of that building and creates a unified style that flows from one classroom to the next.

The architect engaged by the College requested that artwork should be included in each room. We selected an artwork theme for each building based on historic photos of the College from the time the building was built. We tried to select images that are attractive, informative, and fun.

For example, in Blaustein 211, you'll find a beautiful panoramic photo of the College taken in 1920 from the site of the future Palmer Library, which was completed in 1923 (and subsequently renovated in the 1980s as the Blaustein Humanities Center). The photo shows a clear view down to the Thames River, past people, cars, ivy-covered Blackstone and Plant Houses, and New London Hall. In Fanning 301, we placed an aerial photograph of campus, including a newly completed Fanning Hall, taken in 1930 by the aerial photography business founded by the Wright Brothers.

Frederick Bill Hall was built in 1939. Many interesting photos from the 1930s and 1940s hang on its walls, both in the renovated classrooms and in the first floor hallway leading to the Silfen Auditorium. One photograph in Silfen, taken in 1939, shows the room just after it was built, forming an excellent contrast with the current, renovated room. Another photo in the room, taken in 1942, shows two students on the roof of the building with binoculars and clipboard. Connecticut College students, after completing aircraft identification training, served two-hour shifts as Civil Defense Spotters for the city of New London during WWII. In 1942, First Lady Eleanor Roosevelt came to Connecticut College on her way back from touring war-torn Europe; a picture of her visit to campus is in Bill 401. Most of the images are enlargements of photos from the Linda Lear Center



for Special Collections and Archives. The classrooms reflect the history of the campus through photographs.

We also use other artwork in the renovated classrooms as appropriate.



An 1866 etching by A. H. Ritchie, of *The First Reading of the Emancipation Proclamation before the Cabinet by Abraham Lincoln*, after the painting by F. B. Carpenter, hung in Fanning 301 before its renovation. We had the etching and wood frame professionally cleaned and returned it to the room. In Blaustein 212, the site of much Chinese language instruction, we placed a print of the campus map on a snowy day painted by the late Charles J. Chu, founder of the Chinese department at the College. In Cummings 307, there

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Writing Center tutors bring help to Shain

This fall, peer tutors from Connecticut College's Roth Writing Center began reaching out to students in a new location: the lower level of Shain Library. Students who need

help with writing assignments can stop by the Blue Camel Café on Wednesday evenings between 7 and 10 p.m. and find a tutor to work with them one-on-one.



David Liakos '12 is helping A'lays Rivera '12 with a writing assignment.

According to Steven Shoemaker, Assistant Professor of English and director of the Roth Writing Center, the peer tutors themselves came up with the idea for the new location after noticing how many students write their papers in Shain. "We try to approach tutoring as flexibly as possible to make sure we are meeting student needs," Professor Shoemaker commented. "Our AfterHours program, which includes tutoring in the residence halls as well as in Shain, is part of that flexibility. This past fall we did a record number of appointments, and in the last couple of years we have seen a dramatic increase (of about 50%) over what had been the norm previously."

For more information on the Roth Writing Center, visit their website at <http://write.conncoll.edu/>.

Banner and Self-Service systems get an upgrade

The campus marked Thanksgiving week with a major upgrade to the Banner and Self-Service systems. Information Services staff and representatives from core administrative departments worked over the holiday to complete this year-long project. The upgrade positions these administrative systems to adapt more readily and quickly to newer technologies, some of which will be presented in the coming year.



Pictured is the Administrative Information Services team. Standing from left to right: Brian Riley, Mary Vona, Linda Theodoru, Ted Viadella, David Fontaine. Seated: Pauline Zimmer, Shantie Rattansingh, Jean Swiontek, and Karen Arremony.

Michael Rees' sculpture (continued)

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the transcendent moment between virtual existence and real matter.”

Mr. Rees' work is often controversial. Most people understand art that strives to achieve visual beauty; his work is more complex. It does not always strive for traditional aesthetic qualities. Rather, it seeks to generate intense emotional reactions, reactions that are not always easy ones.

For more information on Michael Rees and his work:

<http://ww3.wpunj.edu/coac/art/fRees.php>

http://www.michaelrees.com/Michael_Rees/home2.html



Maquettes for *Putto 4 over 4* on display in the Shain Library.



Michael Rees's animation of sculpture on the first floor of the Shain Library.

Historical images of the College (continued)

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are informative pieces about the building: a model of the proposed Cummings Art Center and an architect's drawing presenting a cutaway view of the unique room design.

We have had many questions about the pictures, so this spring we are completing a project to describe each picture with an art card, to be placed on the wall next to the artwork. If you have any questions about the artwork in the classrooms, please contact Chris Penniman, Director of Instructional Technology, who manages the project; Janet Hayes, Instructional Designer/Developer, who scans the images and has them enlarged; or Nova Seals, College Archivist, who provides the images and information about them.



Original Bill 106 before renovation.

Sarah Hammond '10

My name is Sarah Hammond and I am a member of the class of 2010. At the beginning of my freshman year, Information Services hired me to work as a Circulation Desk assistant in Shain Library. I was lucky enough to have been given a highly coveted, on-campus job in the



Sarah with Ben Peck, Access Services Librarian

library, and I have continued to work at the Circulation Desk for about eight hours each week over the past four years. Aside from learning the technical skills necessary for library work, I have acquired valuable customer service techniques and research abilities. By interacting with students, teachers, and staff members in the library on a daily basis, I have achieved a greater sense of community on this campus than I had previously thought to be possible. In addition to facilitating personal connections with patrons of the library, my position at the Circulation Desk

has strengthened my own knowledge of how to perform library research, knowledge that has simplified my research-intensive coursework.

Outside of my work at the Circulation Desk, I am a double major in Psychology and Human Development. After studying abroad at the University of Edinburgh (Scotland) in the spring of 2009, I had the opportunity to apply this coursework in a practical setting by interning as a community youth organizer at Dorchester Bay Economic Development Corporation in Boston, MA. Throughout the summer, I supervised the work of fourteen low-income, inner-city youth as they worked on community action campaigns, requesting that the city of Boston increase funding for city-sponsored youth jobs. Sparking my interest in social policy and youth work, this internship prompted me to apply for Teach for America. Recently, I was selected as a 2010 Teach for America corps member and after graduation I will begin my two-year commitment in Chicago as an early childhood educator in low-income schools. Until graduation, I plan on continuing to work at the Circulation Desk, serving as the co-captain of the Women's Club Soccer team, and assisting in a preschool classroom at the Connecticut College Children's Program.



Sarah working in the stacks behind the Circulation Desk.

Alex Marcus '10

Hi! I'm called Marcus by most people on campus, but my real name is Alex Marcus. I am a Computer Science major and an Art minor at Connecticut College, and a member of the class of 2010. I am captain of the alpine Ski Team and coordinator of Humans Vs

help of coworkers at the desk, I moved up to the status of Student Network Administrator, where I worked with the very knowledgeable John Schaeffer.

These positions have each offered me unique and invaluable opportunities. The Help Desk gives me the chance to meet and interact with a large cross-section of the campus community (the section with computer problems). Being Student Network Administrator gives me experience with managing and maintaining a large campus network, as well as coding for large-scale projects such as the switching of student accounts to Gmail. Both jobs have given me communication and interaction proficiencies which serve me well every day.

Thanks to my time in Information Services I've gained skills which will prove extremely worthwhile when I enter the "real world." The nurturing and friendly environment offered by IS and Conn as a whole has prepared me for a career where I will hopefully continue to expand my knowledge and experience into the future.



Marcus fielding questions at the Help Desk.

Zombies, as well as an avid skateboarder, video gamer, and artist.

I have been working at the computer help desk in the basement of Shain Library for four years now, and I've been the Student Network Administrator on campus for two. I came upon these positions by being active in Information Services since my earliest days at Conn. In fact, one of the places my parents and I stopped on my first day of orientation was the Help Desk, where I met my future boss and generally awesome person Ruth Seeley. Through her and the



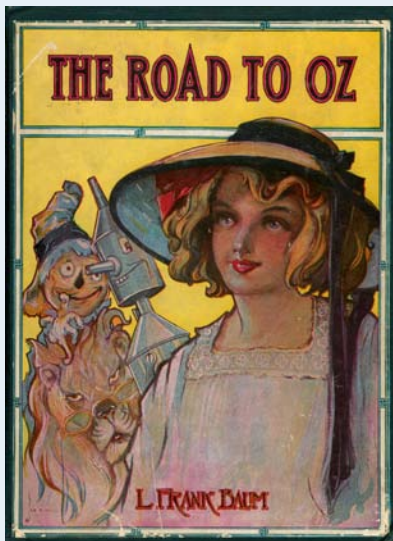
Marcus and Phil Fritzsche discussing software problems.

Exhibits and Events

The following public exhibitions and events will take place in Shain Library during the spring semester:

Exhibitions:

“Another China: Contemporary Prints from the Ethnic Southwest” will be displayed February 25 to April 1 in the Charles Chu Asian Art Reading Room. An exhibition featuring contemporary prints from China’s Ethnic Southwest. On display will be some 40 works of ten artists from China’s densely ethnic Guizhou and Yunnan provinces, and ethnic minority attires.

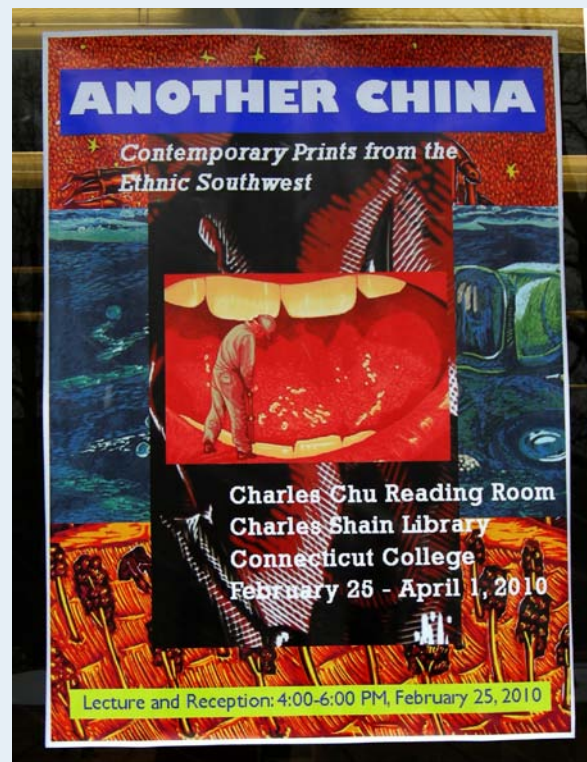


The Wonderful Wizard of Oz exemplified the morality of modern education. Baum’s stories created a fantastical world of wonder brought to life through colorful illus-

The “Illustrations of Oz” will be exhibited March 19 to April 23. In the display cases on the main floor. The turn of the twentieth century marked a transformation in the attitude towards children in American society. The rising sentimental value of children led to a growing concern with fostering healthy childhood. L. Frank Baum’s

“Illustrations of Oz” will display selections from Baum’s stories, placing them in the historical and cultural context of the changing notion of childhood at the turn of the century.

“Signs, Seals, and Symbols: 100 Years of College Iconography” will be displayed on the main floor March 19 to June 30. This exhibit will look forward to the coming centennial celebration by examining the development of College icons, especially the College seal from its first design by President Sykes to the modern version. Drawing on material from the College Archives and other departments from across campus, the exhibit will show how the ways the College chose to present itself reflected contemporary aesthetic styles.



Inside Information is published by Information Services twice a year and is distributed to the Connecticut College faculty, administrative offices and other interested members of the campus community. Comments and suggestions are welcome and should be sent to Amanda Watson, editor, at amanda.watson@conncoll.edu. It can also be read online on the Information Services Home Page at <http://www.conncoll.edu/is/>.

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