Washington Book Publishers

Welcome to the 2011 Book Design and Effectiveness Awards Event

Wednesday, June 8, 2011

Commercial Publishers

Illustrated Text

2011 Awards

Lion Stone Books

Wolfley-O's

First Place

"Yes, Davey, on Monday you have to go back. And it's good to be smart."

"I wish I wasn't smart. I wish I couldn't read already," he muttered.

Davey got out his crayons, drew a picture of tall boys with ugly monster faces, and stuck his tongue out at the picture.

"So there!" he said.

Rowman & Littlefield Publishers, Inc.

Calder's Portraits: "A New Language"

Second Place

Figure 108. *Saul Steinberg* by Hans Namuth (1915–1990), gelatin silver print, 35.5 x 27.9 cm (14 x 11 in.), 1952. National Portrait Gallery, Smithsonian Institution, Washington, D.C.; gift of the Estate of Hans Namuth.

Hedda Sterne, and in 1952 the couple moved into a new apartment in Manhattan, where Calder was "a frequent visitor" (Figure 108).[94] Given Calder's generosity—and his penchant for marking significant events in the lives of his friends—this work may well have been a belated housewarming gift to Steinberg and Sterne.

Several years earlier, Steinberg had created a darkly comic tribute to his friend Alexander Calder. The drawing pictures a fashionable cocktail party at the precise moment when a Calder mobile dislodges itself from the plaster ceiling and crashes to the floor, felling several guests in the process (Figure 109). Cocktail glasses are sent airborne, and guests look on in disbelief. The drawing is from Steinberg's *Ex Voto* series, of 1951–1952, a series of "talismanic cartoons . . . meant to ward off modern anxieties."[95] The particular anxiety addressed here was apparently brought on by Calder's mobile. The drawing is captioned with five dense lines of absolutely illegible writing. Of course, words are not necessary in Steinberg's work—his drawings say it all. Furthermore, Calder's speech was often as undecipherable as Steinberg's writing; in the words of Arthur Miller: "If anybody could understand what Sandy Calder was saying, I would have cast him as God. As it is, I take him on faith."[96] But his works of art speak volumes about the character of his friends and his relationship with them.

After the war, many émigrés—Masson, Léger, and Chagall included—returned to France. So, too, the Calders began to resume their stays in France in 1946 after a nine-year absence. By 1953, they had purchased property in Saché in the Loire Valley, where they began to spend part of each year. The end of the war also opened up travel to America for those who had remained in Europe, including Miró, Le Corbusier, and many more. Others in the émigré community chose to

Figure 109. *Ex Voto* by Saul Steinberg (1914–1999), ink on paper, 29.2 x 36.8 cm (11½ x 14½ in.), 1951. Saul Steinberg Papers, Beinecke Rare Book and Manuscript Library, Yale University, New Haven, Connecticut.

settle in America, including Yves Tanguy, Saul Steinberg, and Marcel Duchamp. Consequently the international community of artists persisted in New York after the war had ended.

Calder summed up the rich diversity of the New York art scene during the postwar years in an unusual painting of 1949: *Miró, Tamayo, and Jeanneret* (Figure 110). His grouping of Joan Miró, Rufino Tamayo, and Charles Jeanneret, all of whom he knew well by 1949, mirrors not only the cosmopolitan New York art scene of the late 1940s, but also Calder's capacity to embrace disparate ideas and personalities. After all, what do the Catalan artist from Barcelona, the Mexican-Indian artist from Oaxaca, and the Swiss painter/architect from the Jura Mountains have in common? This intriguing group portrait elicits curiosity as to each subject's relationship to Calder at this time, and to the chain of events and thinking that motivated such a gathering of individuals. No documents pertaining to this work have come to light, but the painting itself—along with biographical chronologies—provides clues to a narrative for this unusual portrait.

Calder's closest friend among the three was, of course, Miró, with whom he had been in close contact since the late 1920s. In the next decades, the two artists were brought together by occasional projects: both were commissioned to create works for the Spanish Pavilion at the World's Fair of 1937; ten years later they were selected to create projects in a new hotel in Cincinnati, Ohio;[97] and the two were reunited once again when Miró returned to New York for two shows at the Pierre Matisse Gallery in 1949, the year of this portrait. Calder rendered Miró as naive, wide-eyed, and youthful; as such, the likeness suggests Miró's own early self-portraits—as well as Calder's wire portrait of 1930, here translated into oil paint.

As in the case of Miró, Calder's representation of painter Charles Jeanneret (1887–1965), better known as architect Le Corbusier—here shown on the right—evokes an earlier Parisian milieu, that of

Figure 110. *Miró, Tamayo, and Jeanneret* by Alexander Calder, oil on canvas, 76.2 x 106.7 cm (30 x 42 in.), 1949. Calder Foundation, New York.

Chelsea Publishing, Inc.

Alabama

Third Place

FOREWORD

My family has been in the pulp and paper business in America since 1944, when my father bought Parsons and Whittemore Enterprises Corporation. It was years later, while I was fulfilling my military service, that I was first introduced to the Southern sensibilities of men in my company.

I was an officer, and I discovered that during night maneuvers when fog settled thick over an area or clouds obscured the stars, the Southern soldiers in my company were the only men who could find their way in the darkness. They moved with silent grace unerringly toward the target. On those blind nights, I came to trust the young men who were often silent but could tell a yarn or enjoy a laugh. The woodland skills of these men impressed me greatly then, and through the past fifty years of association with the men and women I've met through my work in southern Alabama, my admiration for the people of this state has grown.

My links to Alabama are deep and multi-faceted. As we developed the Alabama River and Alabama Pine pulp mills, I was fortunate to spend a good bit of time in this state. My family also looked upon Alabama as a second home. In fact, my mother retired in Claiborne, which is in Monroe County. She loved the rural lifestyle, the people, and what she saw as the lack of a hidden agenda. I share that love, as do my children and grandchildren. We have a hunting camp where we've made many good memories. I love the mornings when I've made "smushed" eggs and bacon and the whole family gathers for breakfast, surrounded by such beauty.

The summers in Alabama are hot and humid and tax the endurance of even the most rugged individual. Usually the winters are mild, and the sub-tropical climate yields green even in the dead of the season. But for me, spring and fall are the two seasons to celebrate Alabama.

I love the silence of the woods in the spring, when the male turkey responds to the call of the female. These large birds perform a ritual that happens no matter what else goes on in the world. In the silence of the pine forests, listening for the gobble of the large birds, I find serenity and peace. It is enough to merely be. The spring flowers are bright against the dark pine trunks, and the breeze in the pine needles is a whisper.

Fall is football. In Alabama, football is a fever that runs through the state from top to bottom. I've learned that there are two types of Alabamians—those who support the University of Alabama's Crimson Tide and those who back the Auburn University Tigers. The rivalry between the college teams is legendary.

Serenity reigns at Gainswood, a plantation house in Demopolis. Completed on the eve of the American Civil War, it is the grandest plantation house built in Marengo County and is one of the most significant remaining examples of Greek Revival architecture in Alabama. The house began as an open-hall log dwelling, which owner and cotton planter Nathan Bryan Whitfield expanded into the mansion over eighteen years, beginning in 1843. It is now operated by the Alabama Historical Commission as a historic house museum.

Commercial Publishers ILLUSTRATED TEXT

Rowman & Littlefield Publishers, Inc.

Capital Portraits

Honorable Mention

29.

DELIA SPENCER CATON FIELD

By George Peter Alexander Healy (1813–1894)

Oil on canvas, 121.9 × 91.4 cm (48 × 36 in.) sight, 1876
Private collection

DELIA SPENCER (1853–1937),[1] the daughter of Chicago hardware tycoon Franklin F. Spencer, married Arthur J. Caton (1851–1904) on May 10, 1876. He was the son of state supreme court justice John Dean Caton, whose own wealth was a result of successful investments in the telegraph. After a lavish society wedding, the young Caton couple sailed for Europe on May 21, 1876, arriving back in New York on October 17.[2] On their return to Chicago they became the center of the city's social elite. Arthur Caton, a lawyer, was a well-known sportsman with a strong and lasting interest in horse racing. Delia, witty and outgoing, embraced her new life with energy and charm, entertaining friends at their home on Calumet Avenue, which became "one of the most fashionable in the city."[3] Her personal wealth soon merited her a positive report by the credit rating firm of R. G. Dun and Company.

Delia's husband commissioned her portrait from American artist George Peter Alexander Healy while the couple was in Paris on their honeymoon. Healy had painted portraits of Caton's parents and sister the previous spring in Chicago. Those of "Miss and Mrs. Caton" were exhibited at his gallery that May. One reviewer noted, "They are both works of art that possess a high degree of excellence."[4] One of the best-known and most admired American portrait painters of the era and himself a Chicago resident, Healy also maintained a studio in the French capital. The portrait exemplifies Healy's French training as well as Delia Caton's sophistication. She stands in an outdoor setting, her head turned slightly to the side, as she looks flirtatiously at the viewer. Her pose, with her arms crossed, and her pink silk dress, which is elegantly draped with white lace, call attention to her curvaceous figure. A small bouquet of flowers is tucked in the bodice of the dress, its bright colors a contrast to her dark eyes and hair. She wears fine gold jewelry: two bracelets, a necklace, rings, and earrings.

As Healy noted in a letter he wrote to Mr. Caton in November, the portrait was delivered to their Chicago home that fall. "We were all happy to learn that you and Mrs. Caton arrived home safely," he wrote, "and also that Mrs Caton's portrait was so promptly in place. I trust by the time I have the good fortune to be settled in Chicago that none of your friends may wish for any change in the work that gave me so much pleasure to paint." He enclosed a receipt for Caton's payment: "[T]welve hundred and fifty dollars in gold for a Bishop's half length portrait of his wife Mrs. Arthur J. Caton; painted in Paris."[5] He closed by stating, "Present me warmly to your family on both sides." Healy thought so well of the painting of Delia Caton that he painted a copy for himself, which can be seen in a photograph of Healy's Paris studio (Archives of American Art) taken in the 1880s.[6]

A Bostonian by birth, Healy had gone to Paris initially in 1834; he studied briefly with French artist Antoine-Jean Gros and became friends with Thomas Couture. As his fame grew, King Louis-Philippe commissioned him to return

Large Nonprofit Publishers

Illustrated Text

2011 Awards

Large Nonprofit Publishers ILLUSTRATED TEXT

Georgetown University Press

A History of Georgetown University

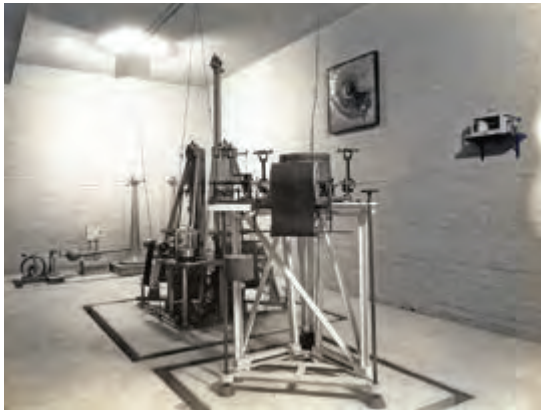
First Place

Fagan's report brought no pressure from Rome to change the provincial attitude toward Georgetown and to begin treating it as the special Jesuit institution in which public opinion held it. Gradually there was a downscaling of the graduate program at Georgetown. The number of students doing graduate work unsurprisingly plummeted with Richards's departure, from 41 in 1897 to 14 in 1901. In 1905, David Buel dropped all graduate scholarships. By 1906 seven students registered for courses. The following year the president's advisors recommended that the program be limited to a few courses supplementing "Senior work in the College."[57] That same year a new superior general, Franz Wernz, advised that they simply discontinue graduate studies.[58] Wernz had a vision of establishing one great Jesuit university in the United States, to rank with Jesuit institutions in Rome and Louvain. Unfortunately for Georgetown, Wernz thought that this major university should be, not in its political but its intellectual center, which meant New York—thus not Georgetown but Fordham. Wernz wanted Fordham to become "a great center of studies and publications," housing the Society's periodicals in the United States as well as a full range of graduate faculties, including the theologate.[59] Fordham, which had been struggling to survive as a college since the late nineteenth century, had only incorporated itself as a university a few years earlier when it had begun law and medical schools. Under Wernz's prodding, steps were taken to fulfill his vision. The *Messenger of the Sacred Heart* was relocated to Fordham in 1907; *America*, the weekly journal of opinion that the Society began in 1909, had its offices in New York. The Society purchased land to bring the theologate from Maryland to Yonkers. Wernz's death in 1914 prevented all the steps he had envisioned from being taken, but from 1905 on, resources began to be concentrated slowly but surely at Fordham rather than at Georgetown, a trend that would continue for decades, to the great detriment of Georgetown's development of higher studies.

Francis Tondorf, SJ, at the Observatory. (Georgetown University Archives)

From 1907 to 1914, there was no graduate education at Georgetown. When a fire in the North Building in 1909 destroyed the postgraduate library, it seemed to seal the fate of graduate education. There was a tacit recognition, even by Georgetown administrators, that the Catholic University was indeed a reality. In 1910 President Himmel, at the urging of Thomas Conaty, petitioned Jesuit authorities in Rome to send a German Jesuit biologist to teach at the Catholic University.[60] In 1914, however, the graduate program at Georgetown was revived but attracted only a handful of students over the next several years.

Georgetown's locus of scientific research, the observatory, also declined during this period. John Hagen continued to do original work, train other astronomers, and



Seismological station under the quadrangle. (Georgetown University Archives. Photo by Harris and Ewing)

publish the series on the observations of variable stars. In 1906, Hagen was called to Rome to assume the directorship of the Vatican Observatory. In his place at Georgetown the provincial superior appointed a Maryland Jesuit astronomer, John Hedrick. Hedrick proved a disappointment, failing to keep up the publishing that Hagen had established and refusing to train other astronomers. Officials continued to seek in vain for the endowment for the observatory that Richards had first tried to establish a generation earlier.

Through the grant of an alumnus, Patrick H. O'Donnell (**C** 1892), the university in 1909 established a seismological station on campus, initially in the south end of the Healy Building, then under the quadrangle. The station was part of an effort of a midwestern Jesuit, Frederick L. Odenbach of John Carroll University in Cleveland, to create a network of seismographic stations at Jesuits institutions throughout North America.[61] Directed by Francis Tondorf, SJ, the Georgetown station, with its two astatic horizontal seismographs and two Bosch-Omori pendulums as well as two conical pendulums, registered motions of earthquakes around the world. Over the next fifteen years it became the most active in the country in reporting observations of quakes on land and at sea and made Tondorf a leading figure within the seismological community.[62] In 1918, at the request of the government of Honduras, Georgetown established a seismographic substation in that country.[63]

Johns Hopkins University Press

Maritime Maryland

Second Place

800 percent. In 1919, the Sparrows Point yards launched sixteen ships, and Baltimore's other yards provided ten, most of them intended for naval service. Beyond this, maritime activity had increased with the opening of the Panama Canal in 1914, which strengthened Maryland's traditional ties with South American, West Coast, and Asian ports. With the deepening of the Chesapeake and Delaware Canal, Baltimore's connections with northern ports were expanded. By 1939, the city ranked seventh in the nation industrially, was second to New York in terms of foreign trade tonnage, and was second in the United States for total volume of imports. A total of sixty-five different shipping lines made Baltimore a port of call, and in 1940, Baltimore was the third-ranking port in the country in total waterborne commerce.[13]

Bethlehem Steel's Sparrows Point shipbuilding intensified during World War II. From 1938 the plant's workers built 127 vessels ranging from freighters (Types C1 to C3) to tankers (T2 to T3) for private firms as well as the U.S. Maritime Commission. Many of the larger C3 freighters were later converted to U.S. Navy cargo ships (AKs) or troopships (APAs) to deliver soldiers overseas. Others saw service as light-escort carriers, or submarine, seaplane, and destroyer tenders. The navy converted the larger T3 tanker hulls to either U.S. Navy oilers (AOs) or to hulls for escort aircraft carriers (CVEs). Smaller than the navy's Essex class aircraft carriers, these ships measured 525 feet in length, 75 feet of beam, and had a draft of 30½ feet. Equipped with boilers able to produce 4,450 pounds of steam pressure per square inch, and two propeller shafts, the engines developed 13,500 horsepower and drove the ships at 18 knots. This was a relatively high speed for the time and was essential for ships assigned to the fast-carrier task forces of World War II.

After World War II, Bethlehem Steel returned to building ships for commercial use. Out of 214 vessels constructed from 1948 to 1986, there were 89 oil tankers, 19 crude carriers, 23 break-bulk cargo ships, 11 tank barges, 7 tunnel tubes, 7 ammunition ships (USS *Nitro, Pyro, Haleakala, Suribachi, Mauna Kea, Santa Barbara,* and *Mount Hood*), 2 container ships, and 27 barges of various types. Bethlehem Steel abandoned new construction at Sparrows Point in 1986, after losing the competition for the T-AO program second-source contract, but continued in the ship-repair business, moving a large floating dock from its Key Highway yard to Sparrows Point for this purpose. Uncompetitive in the repair business because of its high-cost structure, Bethlehem sold the shipyard to Veritas Capital in 1997, which renamed it Baltimore Marine Industries (BMI).[14]

From the 1950s through the mid-1970s, Maryland stood out well in the competition with other North Atlantic ports in foreign trade. New York, Philadelphia, Norfolk, and New Orleans offered stiff competition, but Baltimore usually stood third or fourth, nationally, in terms of the total tonnage and value of foreign commerce that entered and cleared the port during this period. Quantities of exports and imports rose steadily at Baltimore as the port authorities worked to modernize the port, with containership loading and unloading docks and distribution networks receiving most of the attention. During the mid-1940s, there was a near equality of volume in imports and exports, but in 1947, imports surged

The SS *Patrick Henry*, shown sliding down the ways at the Bethlehem-Fairfield shipyard, was the first Liberty Ship launched, September 27, 1941. She and many other Liberty Ships carried much of the cargo that helped the Allies win World War II. Courtesy, Maryland Historical Society, MC 2179.

ahead of exports, with Baltimore importing more than twice as much tonnage as she exported. In the mid-1970s, imports hit a plateau, while exports rose to nearly equal volume. Certainly, the sinking value of the dollar with respect to foreign currencies stimulated U.S. exports as a whole during this period, but so too did certain fluctuations in the oil market. Oil shortages and higher prices in the mid-1970s produced a 30-40 percent increase in U.S. coal exports, a trend that definitely benefited coal-exporting ports like Baltimore.

With the weaker buying power of the dollar in the early 1980s, Baltimore's imports showed signs of faltering in the foreign commerce market.[15] Total foreign commerce (exports and imports combined) for the port of Baltimore fluctuated during the 1980s. Over ten years, Baltimore's share of the commerce enjoyed by U.S. ports dropped from 4.1 percent to 3.2 percent. This is a trend that Baltimore will have to struggle to reverse. The total of exports from Baltimore dropped considerably during the period, from 5.4 percent of U.S. exports to 3.3 percent, while

Johns Hopkins University Press
Saving Sea Turtles
Third Place

3

RACE TO THE SEA:
COATIS, CRABS, AND NIGHT HERONS—OH MY!

One day the embryo is ready. It will soon enter a new world, that of the hatchling. Its new life begins with a subtle announcement: detectable changes in temperature, sound, and smell. Stephen Morreale, Ed Standora, and I discovered the temperature signal in 1980 during our experiments on temperature-dependent sex determination (TSD) at Tortuguero, Costa Rica. We saw that clutches of green turtle eggs showed a rapid rise in temperature when they neared hatching. In fact, the change of temperature overnight was so great that at first we thought our thermocouples were broken.

There are often problems related to temperature readings from a thermocouple on the beach. Sometimes the wires loosen on the terminals of the thermocouple connector that is plugged into the thermocouple meter, which can cause the temperature reading to fluctuate. Sometimes the wires get twisted from all of the plugging and unplugging of the connector into the meter. If there is any bare wire exposed inside the connector, the wires can touch. When you get a strange and unexpected temperature reading, the first thing that you do is to check the connector. That means you have to take the connector apart on the beach, try not to drop the little screws holding it together, check the wires, tighten the screws holding the wires to the terminals in the connector, and put the connector back together. And as long as you are working on the connector you might as well take out your piece of steel wool and clean off the oxidation on the connector leads, to be sure the leads are getting a good contact, and brush the sand off the connector so that you don't get it into the thermocouple meter.

After rechecking we saw that the temperatures were up a degree from the previous day. The next day they would increase another two. Soon after, the temperature started to drop, and the next day out popped the hatchlings. What's happening? When the hatchlings begin to crawl out of their eggs, their metabolic rate goes up. When they are all out of their shells they start to move around in a hurry as they climb up out of the nest. The temperature in the center of the nest rises until the hatchlings crawl above the thermocouple, and then it drops. In another day or two the hatchlings reach the surface. So we learned that by watching temperature you can accurately predict when the hatchlings will emerge.

Another way you can tell the hatchlings are on their way out of the nest is to listen. I just learned this fact in 2008, when Barbara Bergwerf and Mary Alice Monroe visited our project at Playa Grande in Costa Rica. Bibi Santidrián was telling them about studying the behavior of hatchlings and Barbara said that in North Carolina, where they are volunteers on a sea turtle project, people listen to the nests to tell when the hatchlings are going to emerge. They rigged up a microphone and amplifier and placed it on the surface of the sand above the nest. You can actually hear the hatchlings as they squirm around and crawl up through the sand.

Finally, you can *smell* the hatchlings coming. I learned that trick from another volunteer. We were sitting in the hatchery at Playa Grande with some volunteers, guarding the nests and waiting for hatchlings to emerge. We knew from the tem-

Small- To Medium-Size Nonprofit Publishers

Illustrated Text

2011 Awards

Small- to Medium-Size Nonprofit Publishers ILLUSTRATED TEXT

Smithsonian American Art Museum

To Make a World: George Ault and 1940s America

First Place

the year the war ended as the backdrop for delicate gestures of native yearning.[4] The lifting of the kites seems a peace sign, a first tentative gesture of hope lifting from the graveyard on a still-bleak day. The communications, affirmative yet fragile, travels in two directions. The kite flyers not only send a message into the sky, a semaphore like a flare shot up by castaways on a desert island. They also receive the sky's power in the way that the rippling of the wind, gathered down from the universe, becomes the force the boy on the right steadies himself against, planting his feet to sense these powers of an upper sphere.

Ault's *Cable Station* is also concerned with receiving mystical messages, though in a different way. On its moribund dark beach, the station is a historical structure akin to Fearing's hilltop towers, and the wires of communication stretch into the sky. In Ault's case, however, the wires are relics of the human world of dead ends he wished to transcend. The powers he would commune with out there are not subject to the control of human actions, as they are, however tentatively, in Fearing's picture. Instead they exist out there, in the shape of that lone cloud, as a force dominant, unmistakable, yet incapable of being harnessed in the way that Fearing's kite flyers capture the wind. In the unusual endeavors of their innocence, the kite flyers believe that they can shape the world by their designs, that they can come to some accord with the cosmos—offering their kites as a bouquet like the one the little boy brings along the road at left—and that they will receive, in exchange for this votive gift, a measure of these vast powers outside themselves. By contrast, Ault, working meticulously—operating by infinitely exacting standards of design, tidying his studio, sweeping the floor, steadying his hand—made pictures such as *The Cable Station* that depict forces outside his control.

Those forces are literally occult. Ault's painting *Old House, New Mexico*, of 1943, shows a house alone in a virtually empty landscape at twilight (ill. 40).[5] Reminiscent of Charles Addams's cartoons from the 1940s (ill. 50), Ault's picture comes from a wartime moment when horror movies and stories were popular, and when various artists, including Utter and Fearing's Fort Worth colleague Veronica Helfenstiller, portrayed haunted houses and other spooky phenomena. Helfenstiller's *Three Guardians* (ill. 51) shows the old St. Ignatius Academy in downtown Fort Worth swept back among shivering trees and moonlit

Art Services International

Object of Devotion: Medieval English Alabaster Sculpture from the Victoria and Albert Museum

Second Place

1 The Fifth Sign of the Last Judgment

c. 1440–1470
38.5 x 23.2 cm
(15 1/8 x 9 1/8 in.);
V&A inv. no. A.118–1946

Given to the V&A by W.L. Hildburgh in 1946, having been on loan since 1926. Acquired by Hildburgh from Philip Nelson. Formerly in the collection of G. MacNeil Rushforth.

LITERATURE
Nelson 1918a; Cheetham 1984, no. 240; Boldrick, Park, and Williamson 2002, no. 10 (entry by David Park); Marks and Williamson 2003, no. 342a (entry by James Robinson); Cheetham 2003, 145

NOTES
1. Marks and Williamson 2003, no. 342.
2. Ibid., nos. 342b, 342c and 342d. The V&A also has two fragmentary panels of the fifteenth sign: see Cheetham 1984, nos. 241 and 242.
3. Nelson 1918a, 70.

This English alabaster is unique, as no other panel of the Fifth Sign of the Last Judgment has been recorded. The fifteen "last signs" or "last things" signify the coming of the Last Judgment and probably originate in the teachings of Saint Jerome.[1] The fifth sign, as shown here, is when the grass will ooze with a dew of blood and all species of bird will gather together in fear. The scroll toward the top of the panel, to which two angels gesture (their heads are missing), would have borne text identifying the scene. Amid the surreal undergrowth flecked with blood, three men witness the terrifying omens. Around them congregate birds, including an owl peeping from a hole in a tree.

Most surviving medieval alabasters have lost much of their painted and gilded decoration. This work is rare in that it survives with exceptionally rich color and gilding, providing us with a glimpse of an English alabaster panel almost as it would have been seen by medieval audiences. It likely formed part of an altarpiece depicting signs of the Last Judgment, and four other panels of signs, all possibly made by the same workshop, survive: in the British Museum are associated panels of the sixth, tenth, and thirteenth signs, while the Museé des Antiquités in Rouen has a similarly composed panel of the thirteenth sign; other panels are also known.[2] In 1534, the Guild of Saint Mary in Boston, Lincolnshire, was described as owning "a table of Alabaster with the story of the dome [doom]," while an "altar of Doomsday" was displayed in the church of Saint Mary the Great, Cambridge, until 1550.[3] If the panel illustrated here came from such a "Doomsday" altarpiece, as seems likely, it was probably dismantled during the Reformation.

Small- to Medium-Size Nonprofit Publishers ILLUSTRATED TEXT

National Gallery of Art, published in association with Lund Humphries

The Pre-Raphaelite Lens: British Photography and Painting from 1848–1875

Third Place

Smithsonian Books

A Guide to Smithsonian Gardens

Honorable Mention

Enid A. Haupt Garden

The Quadrangle: Arthur M. Sackler Gallery, National Museum of African Art, and S. Dillon Ripley Center

Andrew Jackson Downing quickly rose to become America's foremost landscape designer during his short professional career. Just thirty-seven years old, he died in 1852 in a steamboat accident at the height of his career.

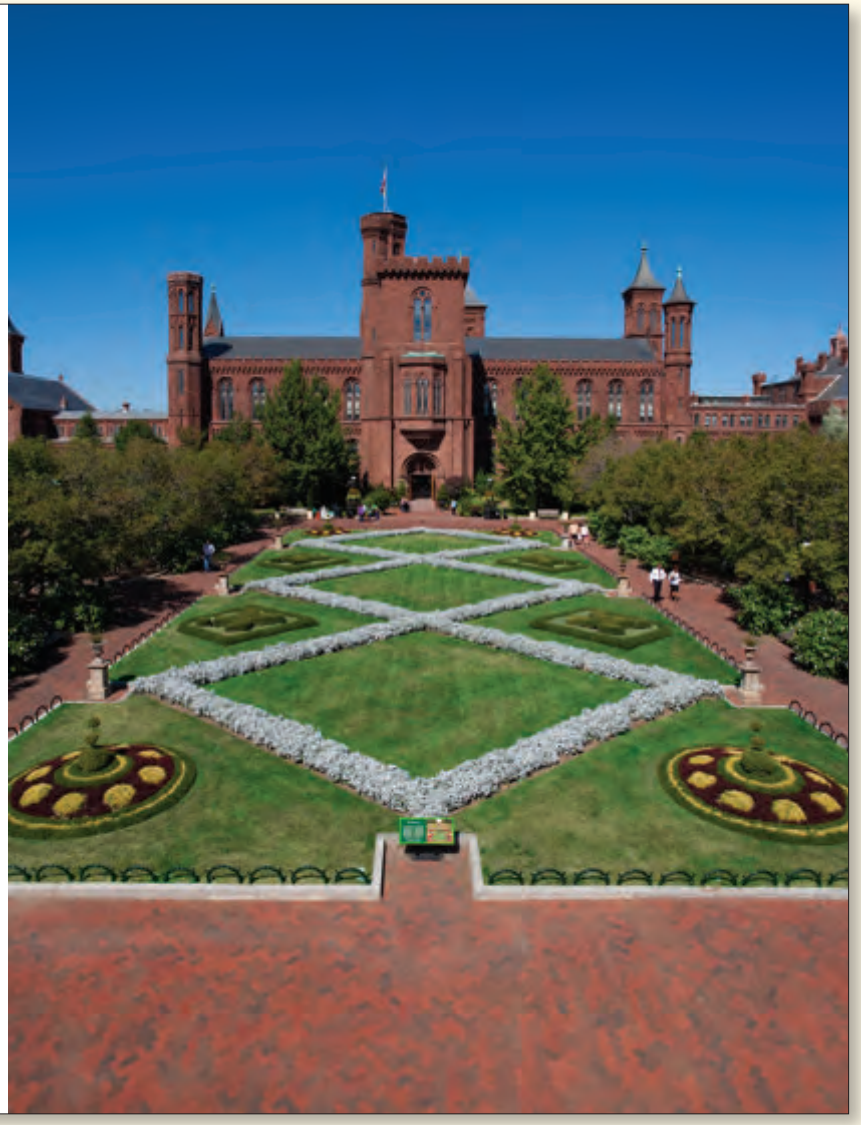
On May 22, 1987, the day the Enid A. Haupt Garden opened to the public, eager visitors entered, stopped, and gazed in awe. Spread out before them was a fully mature garden. A central parterre blazing with hundreds of pansies was flanked by *allées* of twenty-foot-tall pink saucer magnolias (*Magnolia × soulangiana*). A pair of tall ginkgos (*Ginkgo biloba*) framed the Castle's south entrance, and a giant European linden (*Tilia europaea*) dominated the northeast corner.

One question loomed. How was it possible that this garden—on a rooftop, no less—had grown to this extraordinary fullness when just four short years earlier it had been a giant hole in the ground?

Although this garden had not enjoyed the luxury of gradual growth, the notion of green space on the Castle's south side harkened back to the original plan. In the 1840s, when the architect James Renwick Jr. (1818–95) designed the Smithsonian's first building, he placed the main entrance on the Mall side and intentionally left the area behind the Castle as green space. At the time, acres of open land stretched all the way to the Potomac River. A later plan for the Mall by the landscape designer and horticulturist Andrew Jackson Downing (1815–52), drawn around 1850 but never fully implemented, similarly addressed mainly the Castle's north side.

James Renwick Jr. designed the Smithsonian's first building with towers, turrets, and chimneys that call to mind universities of the Old World. Although the south side of the Castle was left as open space, this 1858 photograph shows that its north entrance was wreathed in a romantic carpet of wildflowers.

The intricate parterre on the Castle's south side (opposite), enhanced by rows of saucer magnolias (Magnolia × soulangeana), is the heart of the Enid A. Haupt Garden.

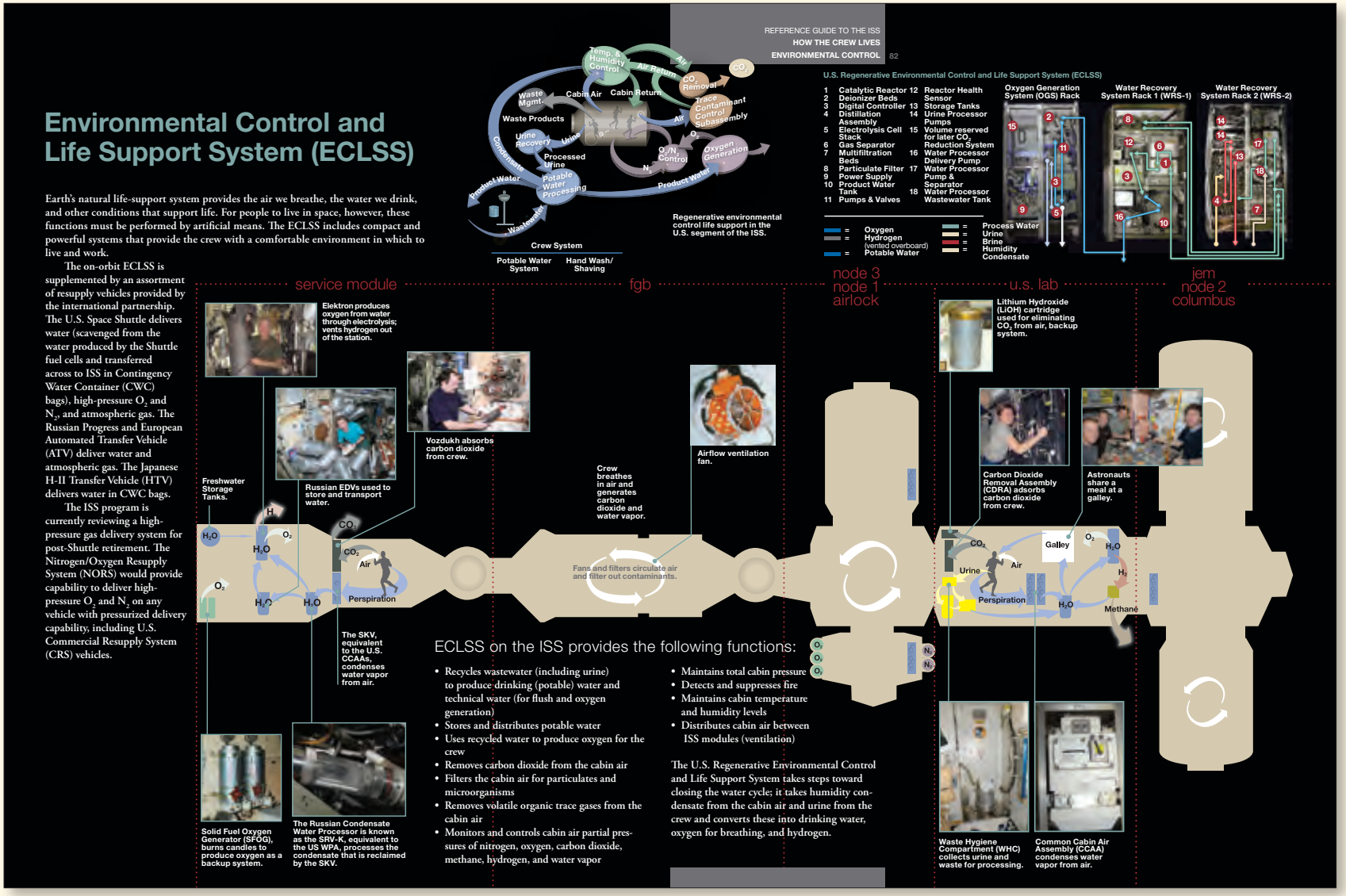


Small- to Medium-Size Nonprofit Publishers ILLUSTRATED TEXT

National Aeronautics and Space Administration

Reference Guide to the International Space Station

Honorable Mention



Large Nonprofit Publishers

Technical Text

2011 Awards

Georgetown University Press
Alif Baa: Introduction to Arabic Letters and Sounds, **Third Edition**
First Place

>> Vocabulary and Conversation: Introductions

New Vocabulary 1 (At home)

In this vocabulary section you will find masculine and feminine nouns referring to people. How do they differ? In Arabic, nouns referring to human beings reflect the natural gender of the person. All other nouns are either masculine or feminine, which means there is no ungendered word for *it* in Arabic, and the words huwa *(huwwa, huwwe)* or hiya *(hiyya, hiyye)* refer to both human and nonhuman nouns. Remember that you will see words whose letters you know only in Arabic script, without transliteration. You should put this into practice too: From now on, stop using transliteration for all the words whose letters you know. Listen to and learn these expressions.

Meaning	maSri	shaami	Formal /written
please come in, go ahead (to a male)	اِتفَضَّل itfaDDal	تفَضَّل tfaDDal	تَفَضَّل tafaDDal
please come in, go ahead (to a female)	اِتفَضَّلي itfaDDali	تفَضَّلي tfaDDli	تَفَضَّلي tafaDDalii
please come in, go ahead (plural)	اِتفَضَّلوا itfaDDalu	تفَضَّلوا tfaDDlu	تَفَضَّلوا tafaDDaluu
my (male) friend; my boyfriend	صاحبي SaHbi	صاحبي SaaHbi رفيقي rfii'i	صاحِبي SaaHibii
my (female) friend; my girlfriend	صاحِبتي SaHbiti	صاحِبتي SaaHibti رفيقتي rfii'ti	صاحِبَتي SaaHibatii
he/it (masc.)	هو huwwa	هو huwwe	هُوَ huwa
she/it (fem.)	هي hiyya	هي hiyye	هِيَ hiya

Meaning	maSri	shaami	Formal /written
his his name	-u اسمُه isma	-o اسمُه ismo	-hu اسمُهُ ismuhu
her / hers her name	-ha اسمها ismaha	-a اسمها isma	-ha اسمُها ismuha
student (male)	طالِب Taalib	طالِب Taalib	طالِب Taalib
student (female)	طالِبة Taaliba	طالبة Taalbe	طالِبة Taaliba
professor, teacher (male)	أُستاذ ustaaz	إستاذ istaaz	أُسْتاذ ustaadh
professor, teacher (female)	أُستاذة ustaaza	إستاذة istaaze	أُستاذة ustaadha
the university of...	جامعة gam^{c}it ...	جامعة jaam^{c}it ...	جامِعة jaami^{c}at ...

Drill 4. Scene 4A: *izayyak?/kiifak?* and Scene 4B: *al-Hamdu Lillah/l-Hamdilla* (At-home preparation; in-class activation)

After you have studied the expressions in New Vocabulary 1, watch scenes 4A and 4B.

1. First listen: What is the situation? Do these people know each other? What are they doing?
2. Second listen: What new and old expressions do you recognize?
3. Third listen: Before listening, focus your attention on the parts you want to understand better. What do you want to learn this time?
4. In class: After discussing the scenes with your classmates and teacher, listen once more for final details and prepare to use what you have heard to introduce your classmates to each other.

Large Nonprofit Publishers TECHNICAL TEXT

Johns Hopkins University Press

A Patient's Guide to Heart Rhythm Problems

Second Place

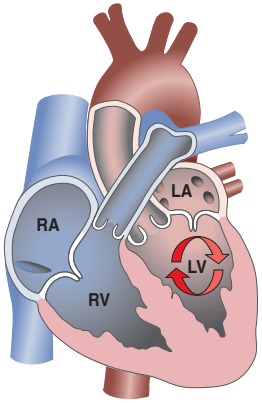


FIGURE 8.1. Ventricular tachycardia, originating from the lower chamber of the heart (the ventricle). The red arrows demonstrate the starting point of this rapid rhythm (in this figure, the ventricular tachycardia originates in the left ventricle). LA = left atrium, LV = left ventricle, RA = right atrium, RV = right ventricle.

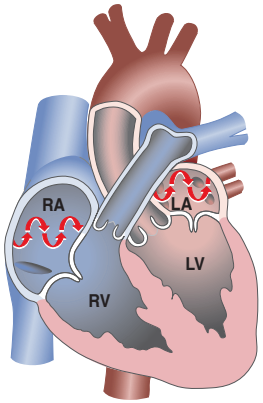


FIGURE 10.1. Atrial fibrillation is a fast rhythm that originates in the upper chambers of the heart, or atria. In many cases, atrial fibrillation may be caused by triggers that start from the pulmonary veins and then proceed into the left atrium. Catheter ablation in which the pulmonary veins are isolated from the left atrium can help treat some forms of atrial fibrillation. The arrows depict the fibrillation of the top chambers. LA = left atrium, LV = left ventricle, RA = right atrium, RV = right ventricle.

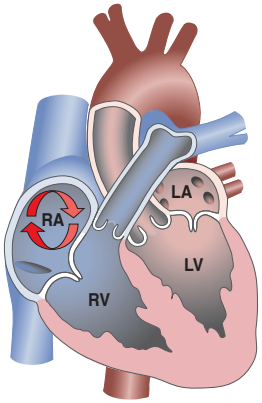


FIGURE 11.1. Atrial flutter is a rapid abnormal heart rhythm that originates from the upper chambers (atria). This figure illustrates typical atrial flutter, which originates in the right atrium. The arrows depict a larger, more organized rhythm than found with atrial fibrillation (see figure 10.1). LA = left atrium, LV = left ventricle, RA = right atrium, RV = right ventricle.

CHAPTER 11

Atrial Flutter

Atrial flutter is similar to atrial fibrillation in that the atrium beats very rapidly. However, the atrial rhythm usually has a more organized pattern than that of atrial fibrillation. Atrial flutter arising from the right atrium of the heart is depicted in figure 11.1. An ECG tracing of atrial flutter (figure 11.2) demonstrates jagged, or sawtooth, waves (regularized atrial activity, or P waves) between the ventricular events (QRS complexes; see chapter 14).

The electrical waves causing atrial flutter move in a circular rhythm through a funnel-like structure called the *isthmus*. If a line is drawn by catheter ablation across this critical area, the rhythm can easily be cured (see chapter 23 for a thorough discussion of catheter ablation). This circumstance makes ablation of this condition comparatively simple. In typical atrial flutter, which occurs in the right atrium, there is no need to perform a more risky transseptal puncture to get to the left side of the heart (as is true for atrial fibrillation ablation).

Catheter ablation of typical atrial flutter can be performed by placing a catheter across the tricuspid valve and ablating down to the inferior vena cava. The clinician's experience often dictates how long this procedure will take and how effective it will be.

Alternatively, medications can be used to treat and control this arrhythmia. People who require cardioversion (breaking of the rhythm) and people with risk factors for stroke (see chapter 10)

ASCE Press, American Society of Civil Engineers

History of the Modern Suspension Bridge: Solving the Dilemma between Economy and Stiffness

Third Place

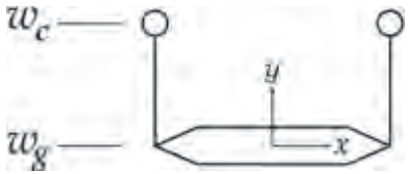
TABLE 6-2. *Dimensions and Stiffening Conditions used in the Trial Calculations for the Severn and Forth Bridges*

	Severn	*Forth*[a]	*Severn (M)*
Dead Load			
Cable and hanger (tonnes/m/bridge)	2.76	3.90 (4.0)	4.80
Suspended structure (tonnes/m/bridge)	9.55	11.50 (17.0)	17.00
Total (tonnes/m/bridge)	12.31	15.40 (21.0)	21.80
Wind Load			
Wind load acting on cable, W_c (tonnes/m/bridge)	0.217	0.256	0.284
Wind load acting on girder, W_g (tonnes/m/bridge)	0.238	1.080	0.238
Stiffness			
Area of cable (m^2/bridge)	0.324	0.452	0.556
Moment of inertia in vertical direction, I_x (m^4/bridge)	1.126	4.7 (3.5)	1.126
Moment of inertia in lateral direction, I_y (m^4/bridge)	48.070	38.0 (27.0)	48.070
Torsional stiffness factor of girder, J (m^4/bridge)	2.898	1.3 (1.3)	2.898

Severn indicates Severn Bridge model, prototype of the Severn bridge stiffened by lightweight box girder. *Forth* indicates Forth Bridge model stiffened by truss with orthotropic steel deck. *Severn (M)* indicates Severn Bridge model stiffened by lightweight box girder with addition of mass proposed by Hirai and Kawada (1985). The weight in this model is the reinforced concrete deck used in the Forth Bridge.

[a]Parameters in ( ) are for the side spans when they differ from the main span.

Source: Hirai and Kawada (1985).



tion of deflection in the streamlined section by 23%. In the same way, the maximum lateral bending moments shown in Fig. 6-22(*bottom*) indicate the superiority of adding mass to the box section [*Sev.(M)*].

As seen so far, the addition of mass improves resistance against static wind loads, but this mass addition also influences a span's dynamic properties. Although the mass added in this study did not influence frequencies, as shown in Fig. 6-23, their amplitudes in terms of vortex-induced vibration and oscillation from buffeting—as well as critical wind speeds—were significantly reduced, thus exhibiting an improvement (Hirai and Kawada 1985; Nomura et al. 1985).

The shortcomings in the Severn Bridge as observed so far, and the valuable lessons obtained from this bridge, were reflected in the construction of subsequent suspension bridges. The difference is seen in the illustrative examples of two spans designed by Freeman Fox and Partners, the First Bosporus Bridge (completed in 1973) and the Second Bosporus Bridge (completed in 1988) in Turkey.[3] Both bridges were built across the Bosporus Straits, not far from one other (Fig. 6-24), and feature very similar proportions with almost identical main spans and unsuspended side spans. In addition, both employed a Severn-style aerofoil section for their stiffening girders. However, although both bridges appear at first glance to be twins, there is an essential difference in design principle. First, the diagonal hang-

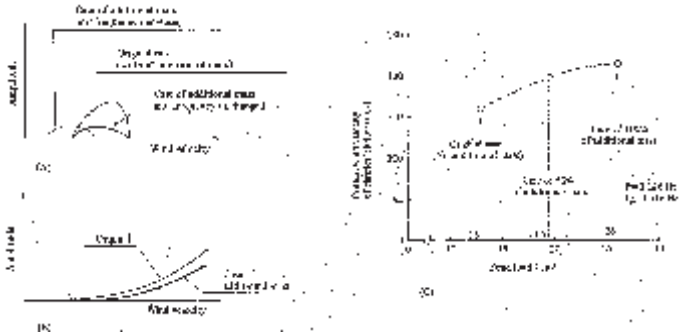


Figure 6-23. Improvement in dynamic properties of suspension bridges by the addition of mass.

(A) tendency in vortex-induced oscillation; (B) tendency in buffeting (gust response); and (C) critical wind speed.

Source: Hirai and Kawada (1985), courtesy of Tadaki Kawada.

ASCE Press, American Society of Civil Engineers

Moray: Inca Engineering Mystery

Third Place

Muyu A, with 5.8 acres of land surface and beautiful circular and oval terracing, is the centerpiece attraction at Moray.

The pollen research study by Esther Pumaccahua Rocca (2001) included numerous soil samples from the four quadrants of Muyu A which were then tested for pollen types for potential identification of crops.

Early Hypothesis

We had commenced our agricultural research with the widely held hypothesis that the main crops on the Moray *muyu* circular terraces during Inca times were quinoa and maize. This hypothesis, however, could not be proven even though 2001 field studies by plant ecologist Esther Pumaccahua Rocca (2001) resulted in high percentages of these two crops on the lower circular terraces of Muyu A. The pollen collected by Pumaccahua Rocca likely represented modern agricultural efforts.

In our early attempt to prove the *muyu* crop hypothesis, we observed present-day crops of the Misminay community, analyzed the 2001 report of Pumaccahua Rocca, and collected and tested our own soil samples for pollen. We learned from the 1931 Shippee-Johnson aerial photographs and the 1942 Rowe photographs that the area was agrarian then; crops which did not require applied irrigation water were planted on the Moray terraces in modern times; and there might have been up to five centuries of post-Inca grazing and farming activity which would have overshadowed pollen evidence from Inca times.

Nevertheless, to be as exhaustive as possible, we performed a comprehensive analysis of our pollen samples from Muyus B and C and found a significant lack of maize pollen throughout. For

TABLE 7-1. **Cultivated Plants at Moray Muyus B and C**

Scientific Name	Common Name
Brassicaceae	Mustard
Cactaceae	Cactus
Canna-Type	Ornamental or Edible Roots
Fabaceae	Bean
Furcraea	Cord Fiber
Poaceae	Grass
Polygonaceae	Knotwood
Solanaceae	Chile Pepper, Tomato or Ornamental
Zea mays L.	Corn (very low frequency)
Unknown C	Unidentified, but significant
Anona	Guanabana
Myrtaceae	Myrtle
Sambucus	Elderberry
Sapotaceae	Sapote
Schinus Molle	Peruvian peppertree

instance, in the 24 soil samples collected from Muyus B and C, maize pollen was found in only 6 samples and in frequencies not exceeding 1.0 percent. As a result, we concluded that maize was not grown by the Inca on the terraces of Muyus B and C. We did not sample for pollen from Muyu A because of the previous work of Pumaccahua Rocca in 2001 and because of the known modern crops grown there.

The 24 soil samples that we collected, and resulting laboratory pollen testing from Muyus B and C, provided evidence of cultivated plants as listed in Table 7-1. However, any post-Inca farming would have also been represented in the pollen samples.

However, for the purpose of analyzing potential irrigation water demands, that is, how much additional water would have been delivered to the *muyus* if the Inca had decided to grow crops there, we decided to use maize as the hypothetical crop. Maize was a high-status crop and the Inca used to grow it in important, high-profile locations.

The Muyu A crops on the lower four levels were well established in January 2006. The white areas on the right are tourists' paths via the two alignments of flying stairs.

Our 2005 soil samples from two *muyus* that were not previously sampled resulted in only a little maize pollen. Here, Esther Pumaccahua Rocca, Chad Taylor, and a local *machetero* examine the GPS reading for the sample hole. This site is on Terrace 1 of Muyu B.

Soil samples for pollen testing were carefully bagged and labeled for laboratory analysis in the United States.

Small- To Medium-Size Nonprofit Publishers

Technical Text

2011 Awards

American Society of Health-System Pharmacists
Manual for Pharmacy Technicians, Fourth Edition
First Place

from Radiation.[10] It is critically important that employees who handle radioactive materials as part of their daily duties be allowed to work in an environment in which they can ensure their personal safety. Handling radioactive materials while preparing, dispensing, and transporting radiopharmaceuticals requires that practitioners be exposed to some amount of radioactivity.

Safety First Women can safely work in nuclear pharmacy, even if they are pregnant or nursing. Additional monitoring and safety precautions are used to assure that the fetus of pregnant women have little to no exposure to radioactivity.

One of the major tenets of nuclear pharmacy practice is the concept of ALARA—the practice of keeping exposure to radioactivity As Low As Reasonably Achievable.

✔ There are three major factors that influence the amount of exposure that is received by nuclear pharmacy staff and that nuclear pharmacy practitioners use to maintain ALARA: time, distance, and shielding.

Obviously, *time* is one of the easiest factors to control; the more time spent handling radioactive materials, the more exposure occurs. Generally, nuclear pharmacy staff members are encouraged to use time wisely. Procedures and dispensing functions should be planned out ahead of time to provide organization to the workflow and minimize the amount of contact time with the radioactive material.

Distance is a unique aspect of practice that should be considered in the techniques of any person who practices in a nuclear pharmacy. By increasing the distance from the source, radiation exposure can be decreased. This is carried out in nuclear pharmacy practice by utilizing tongs and other remote handling devices whenever radioactive materials must be handled. This aspect of practice can easily be incorporated into compounding and dispensing techniques.

The most substantial factor used to decrease radiation exposure to the radiation worker is *shielding*. A large amount of shielding materials are present in various areas of nuclear pharmacies. Figure 6-4 shows examples of some of the shielding materials that are used in most nuclear pharmacies. To be effective, shielding material is made of very dense materials such as lead and tungsten. The dense shielding serves to prevent the penetration of radioactive emissions from the source to the person handling the radioactive materials; i.e., it is a barrier between the user and the radioactivity. Shielding materials surround any area where radioactive materials are stored in the pharmacy and are used in the compounding and dispensing process as well to minimize exposure to the pharmacist and the pharmacy technician.

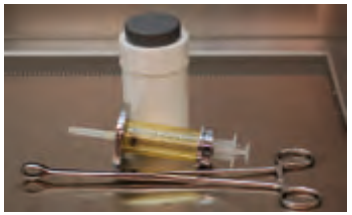


Figure 6–4. Radiation safety tools. Shown are examples of the most common radiation safety tools used during the preparation and dispensing of radiopharmaceuticals. In the back is a vial shield, designed to hold the bulk radiopharmaceutical kit from which all single doses are withdrawn. In the middle, a syringe properly placed in a syringe shield. The leaded glass protects the user from excessive radiation exposure, while still allowing visualization of the syringe markings. In front, a pair of tongs, used to move the syringe containing radioactive material when removed from the syringe shield. The increased distance between the unshielded syringe and the user's fingers helps to keep the exposure to the fingers as low as possible.

In the compounding and dispensing hoods, all radiopharmaceutical kits are shielded by a lead or tungsten vial shield, and every dose should be drawn up using a syringe shield, which is a specially designed hand-held shield made of leaded glass. The syringe is placed inside the shield to provide radiation protection while allowing visualization of the markings on the syringe. An example of dose drawing using these shielding tools is shown in figure 6-5. As with the use of tongs to increase distance, the incorporation of shielding materials during the compounding and dispensing processes has a significant impact on the safety of the pharmacist and technician, making them an integral part of nuclear pharmacy practice.

Although it is not possible to completely eliminate radiation exposure when working in a nuclear pharmacy, there are mechanisms for monitoring the amount of radiation exposure received and the total dose of radiation

Figure 6–5. Dose drawing with shielding. The above photo shows the proper technique and shielding tools used when radiopharmaceutical unit doses are drawn. Note the white shielding container which houses the prepared radiopharmaceutical kit held in the left hand. In the right hand, a syringe is shielded using a device called a syringe shield made of leaded glass, which provides protection to the hand while allowing the user the ability to see the markings on the syringe for accurate dose dispensing.

that is deposited. Any person working in a nuclear pharmacy must wear a film badge to estimate the dose received by the whole body and ring badges on the fingers to determine the dose to the fingers and hands, the areas most likely to receive the highest exposure to radioactivity. The film badges are worn at the collar to give a general estimate of the dose to the torso of the worker, and the ring badges are worn on the fingers that receive the highest radiation dose to most closely reflect the total radiation dose to the hands. Examples of common monitoring tools are shown in figure 6-6.

The film and ring badges are worn for a preset period of time; then they are returned to the manufacturer for developing and reporting of the radiation dose received during the monitoring period. Each worker's radiation dose reports are maintained in the pharmacy and must be made available to the employee and regulatory inspectors to ensure that appropriate radiation safety measures are being followed. The NRC has set limits for the maximum permissible dose that can be received for each part of the body each year.

Part 1

Safety First A key part of nuclear pharmacy practice is continuous monitoring of the amount of radiation that each employee receives during working hours.

Using Specialized Instrumentation

It is impossible to see, hear, taste, smell, or touch radioactivity. As a result, it is difficult to monitor for the presence of radioactive material, either intentional or unintentional. Specialized instruments are necessary to determine how much radioactive material is present in a given location, identify the location of radioactive materials that may have been spilled to assist in clean up, and ensure that the amount of radioactive material in a patient dose matches the amount that was ordered for the patient. These instruments can be used to detect, identify, and quantify radioactive materials present in the pharmacy. There are several instruments that have been designed to take advantage of the methods by which radioactivity

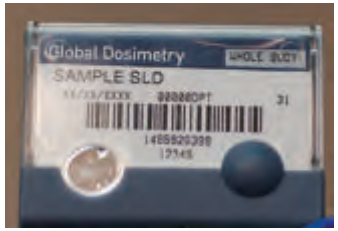


Figure 6–6. Radiation dosimetry. The film badge (left) is worn on the collar to provide an estimate of whole body exposure. The ring badges (above) are generally worn by pharmacists and technicians on both hands. Ring badges come in various sizes to assure correct fit and comfort.

NSTA Press, National Science Teachers Association

Predict, Observe, Explain: Activities Enhancing Scientific Understanding

Second Place

Teacher's Notes: ***Solutions Under the Mega Microscope*** SOL5T

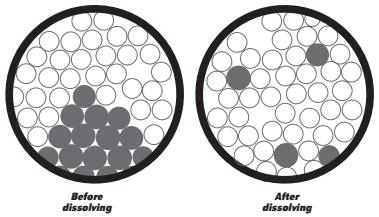
Topic: Solutions **Concept:** The particulate interpretation of dissolving

Scientific Explanation

Before dissolving: Notice how the solid particles are regularly spaced, with no gaps between them. Solids are like this. In contrast, there are holes between the particles of liquids. It is the presence of these holes that gives a liquid its runny quality.

After dissolving, the solute particles are now fairly evenly (randomly) scattered throughout the solution. This explains why it appears to be evenly colored all the way through.

Note: In this simplified explanation, copper sulphate is considered to consist of one type of particle.



Students' Explanations: Field Experience

An earlier version of this POE was used with 30 grade 7 students. Seventy-five percent (75%) predicted that Dr. Y would see a homogeneous mixture under the "mega microscope":

The particles all moved around and mixed up.

Dr. Y saw that the particles were mixed with the Jolly Rancher (candy) particles.

I think Dr. Y saw tiny dots floating around in the water.

The water broke up the particles and spread them around.

Students' Explanations: Research Findings

Prieto, Blanco, and Rodriguez (1989) asked students to portray in drawings their images of what a substance in solution would look like. More than two-thirds of grade 7 students perceived solutions as being homogeneous. However, more than half reflected a continuous vision of the dissolved substance.

Stepans and Veath (1994) asked grade 7 students what they would see if they viewed a salt solution through a "giant microscope" that showed the smallest particles. Hardly any students were able to apply particle theory in a scientifically acceptable way.

Apparatus and Materials

- 2 beakers
- Copper sulphate (or any other colored water-soluble substance, such as candy)

Solutions Under the Mega Microscope

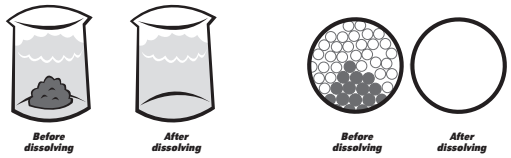
Scientists think all substances consist of very tiny particles. This idea helps them explain many of the things they see happening in this world: water boiling, ice melting, crystals forming, and substances dissolving.

Scientists think these particles are very small indeed. You can't see them—not even with a very powerful microscope. Microscopes can only magnify about 1,000 times. You would need to magnify a million times to be able to see them.

A Future Imaginary Experiment!

In the year 2030, Dr. Y invented the new mega microscope. It magnified a million times! He decided to check up on the way scientists thought substances dissolved.

He took some copper sulphate and put it in some water. He focused the microscope on the edge of the solid. Wow! Check below to see what he saw. Then he stirred the mixture. The copper sulphate dissolved. He looked down the mega microscope again. ...



Predict

What do you think Dr. Y sees under the mega microscope when he looks at the copper sulphate solution? Very carefully, complete his view down the mega microscope (far right).

_____

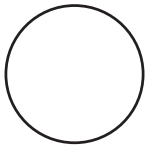
Observe

Describe what happened when we stirred the mixture to dissolve the copper sulphate.

_____

_____

Complete the diagram after your teacher tells you what Dr. Y saw.



Explain

Use the idea of particles to explain what happens when something dissolves.

_____

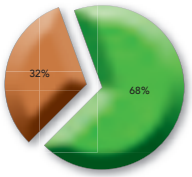
_____

Society for Human Resource Management

Advancing Sustainability: HR's Role

Honorable Mention

Figure 1 | Organizations with an Approach for Defining Sustainability



(n = 728)
Source: Advancing Sustainability: HR's Role (SHRM, 2011)

Table 1 | Organizations with an Approach for Defining Sustainability (by Organizational Demographics)

Organization Staff Size	Organization Sector	Operation Locations
Large, medium > small	Publicly owned for-profit > privately owned for-profit, government	Multinational > single country

Note: Only significant differences are shown.
Source: Advancing Sustainability: HR's Role (SHRM, 2011)

The Sustainability Maturity Curve

There are three phases in the Sustainability Maturity Curve: compliance, integration and transformation.[ii]

Phase 1: Compliance

Compliance has to do with meeting environmental and social codes of conduct and regulations and frequently represents mandatory action required by companies. Frequently, these regulations and codes of conduct have come into existence due to stakeholder activism and pressure and over time became law. Compliance is viewed by many corporations as a necessary cost of doing business and is relegated to an auditing function with no deemed positive impact on business or innovation. Compliance is an important first phase in any corporation's journey toward dynamic business sustainability precisely because it introduces a corporation to the environmental and social aspects of sustainability.

Phase 2: Integration

As the name suggests, integration is the practice of integrating sustainability into the regular functioning of the business. In this practice, environmental, social and governance factors are woven into business operations. It has been found that operating with these factors in mind will allow a business to generate more profit. This is because more customers and stakeholders—from the public to the investment community—expect this behavior from businesses and therefore reward it. Consideration of these factors tends to minimize a variety of production and operating

costs while also providing stimulus to redefining and creating new products. Hence, it is the business case of integration that is beginning to drive the viability of sustainability practices and melding them into existing business models. Integration is a vital phase in arriving at sustainability maturity. It often requires that such initiatives be on an equal footing with any other mainstream high-priority business imperative. Many corporations have run into formidable problems during this phase. A common example that corporations have struggled with is that of dealing with the perceived contrary drivers of managing supplier procurement costs and supplier compliance with social codes of conduct. HR can play a key part in the integration of sustainability into the corporation. It can ensure that sustainability is a key consideration at every point in the employee life-cycle, from hiring the next generation of sustainability-savvy leaders, to managing the development of sustainability leadership, to developing organizational sustainability capital through ongoing project efforts and opportunities, to maximizing corporate learning through the mining of sustainability efforts.

Phase 3: Transformation

Transformation relates to altering the primary reason for a corporation's existence so that sustainability becomes a key part of this reason. This represents the final phase in the Sustainability Maturity Curve and requires that leadership actively awaken to the game-changing possibilities inherent in environmental and social considerations. Transformation is less common precisely for the reason that such an awakening amongst leadership is not a common event. As a result of fully comprehending the possibilities inherent in environmental and social factors, corporations can create new products and new markets and reap revenues an order of magnitude higher than what is possible with integration. Whereas in integration, environmental and social factors are embedded into existing business processes, with transformation, the business model and business processes have to be remade to address the game-changing possibility inherent in environmental and social considerations.

Where Are Companies in the Sustainability Maturity Curve?

Organizations engaged in sustainable workplace practices were asked to report which phase from the Sustainability Maturity Curve best described their level of maturity. Overall, 48% of companies were in the compliance phase, which is the first phase and often characterizes mandatory acts required by companies. Forty-five percent were integrating sustainability into the everyday operations of the business, and only 7% of companies reported being in the transformation phase—the final phase within the curve, where sustainability becomes a key part of reason for existing. These data are illustrated in Figure 2.

Commercial Publishers

Typographic Text

2011 Awards

Commercial Publishers TYPOGRAPHIC TEXT

CQ Press

Keeping the Republic: Power and Citizenship in American Politics, Fifth Edition

First Place

mass media means of conveying information to large public audiences cheaply and efficiently

Where Do We Get Our Information?

Increasingly from a combination of sources

Media is the plural of *medium*, meaning in this case an agency through which communication between two different entities can take place. Just as a medium can be a person who claims to transmit messages from the spiritual world to earthbound souls, today's ***mass media***, whether through printed word or electronic signal, convey information cheaply and efficiently from the upper reaches of the political world to everyday citizens. And what is just as important in a democratic society, the media help carry information back from citizens to the politicians who lead, or seek to lead, them.

The news media in the twenty-first century increasingly rely on new technology. The printing press may have been invented in China over a thousand years ago, but almost all of the truly amazing innovations in information technology—telegraphs, telephones, photography, radio, television, computers, faxes, cell phones, and the Internet—have been developed in the past two hundred years, and most of them have come into common use only in the past fifty. What that means is that our technological capabilities sometimes outrun our sophistication about how that technology ought to be used or how it may affect the news it transfers.

Understanding who gets information, where it comes from, and how that information is affected by the technology that brings it to us is crucial to being a knowledgeable student of politics, not to mention an effective democratic citizen. In this section we examine the sources that we in America turn to for the news and the consequences that follow from our choices.

Who Gets What News From Where?

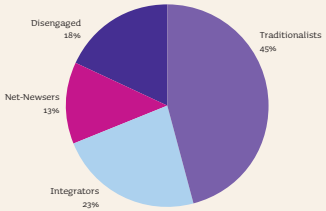
In a recent study, most Americans (84 percent) reported that they enjoyed keeping up with the news, and a bare majority (52 percent) even enjoyed it a lot. Young people were less likely to feel this way—only a third of those aged eighteen to twenty-four fell into the "a lot" category, compared to nearly two-thirds of those aged fifty and older—but even a majority of them enjoyed the news at least somewhat.[7] Even though about 80 percent of Americans will get some news on a given day, only 34 percent say they get it from reading a newspaper (down from 48 percent ten years earlier). Television news

Welcome to the Information Age: 24/7 News and Views
In 1968 President Lyndon Johnson was able to watch all of the national news with three television sets tuned to the three networks: ABC, CBS, and NBC. Today, cable stations, blogs, and other 24/7 outlets provide a wealth of news and views to inform, satisfy, challenge, and frustrate almost every opinion or stance on the political spectrum.

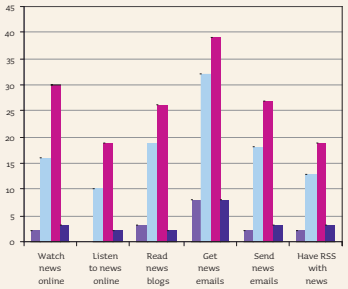
▶ Who Are We?

Consumers of the News

All news-getters are not the same. Many of us are old-fashioned when it comes to technology, some are on the cutting edge, and still others are caught in between. Which profile fits you? How does that affect what you know about the world?



Online News Use by Audience Segments



Traditionalists

- Older, less educated, and less affluent
- Heavy reliance on television news
- Most have computer, but few get news online
- Understand news better by seeing pictures
- Strong interest in weather; little interest in science or technology

Integrators

- Middle aged, well educated, and affluent
- Television is their main source of news, but they also get news online on a typical day
- Spend the most time with the news on a typical day
- Greater interest in political news and sports

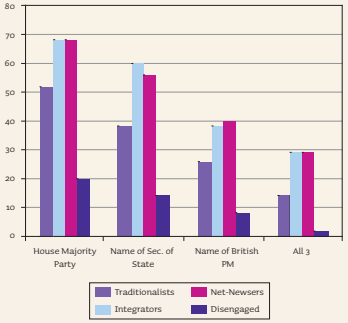
Net-Newsers

- Relatively young, well educated, and affluent
- Regularly read political blogs and watch television news
- Web news use soars during the day
- Frequent online news viewers
- Strong interest in technology news

Disengaged

- Less educated and less affluent
- Do not follow the news closely on a daily basis
- More likely to follow weather and local news

Knowledge of Current Events by Audience Segment:



Source: Pew Research Center, "Key News Audiences Now Blend Online and Traditional Sources," August 17, 2008, http://pewresearch.org/pubs/928/key-news-audiences-now-blend-online-and-traditional-source

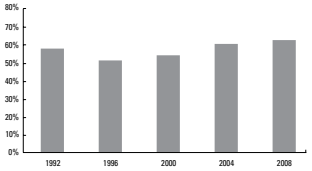
Commercial Publishers TYPOGRAPHIC TEXT

CQ Press

Voter Turnout in the United States 1788–2009

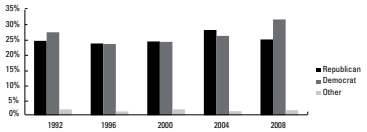
Second Place

United States Presidential Turnout, Election Years 1992–2008



YEAR	VOTING AGE POPULATION	TOTAL	%
1992	180,116,000	104,425,014	**58.0%**
1996	187,437,000	96,277,872	**51.4%**
2000	194,327,000	105,396,627	**54.2%**
2004	201,780,000	122,265,430	**60.6%**
2008	209,332,000	131,300,047	**62.7%**

Partisan Turnout Presidential Years Based on Aggregate House Turnout, Election Years 1992–2008



YEAR	VOTING AGE POPULATION	REPUBLICAN TURNOUT	%	DEMOCRAT TURNOUT	%	OTHER TURNOUT	%
1992	180,116,000	43,806,043	**24.3%**	48,846,568	**27.1%**	3,437,963	**1.9%**
1996	187,437,000	43,965,860	**23.5%**	43,680,193	**23.3%**	2,334,105	**1.2%**
2000	194,327,000	46,860,119	**24.1%**	46,608,240	**24.0%**	3,756,420	**1.9%**
2004	201,780,000	56,223,235	**27.9%**	52,339,515	**25.9%**	2,670,807	**1.3%**
2008	209,332,000	51,844,289	**24.8%**	65,533,826	**31.3%**	3,484,135	**1.7%**

UNITED STATES PRESIDENTIAL GENERAL ELECTIONS

Election Years 1992–2008

	1992			1996			2000			2004			2008		
State	Voting-age population	Turnout	%	Voting-age population	Turnout	%	Difference from 1992*	Voting-age population	Turnout	%	Difference from 1992	Voting-age population	Turnout	%	Difference from 1992	Voting-age population	Turnout	%	Difference from 1992
ALABAMA	3,048,000	1,688,060	**55.4%**	3,174,000	1,534,349	**48.3%**	-7.0	3,284,000	1,666,272	**50.7%**	-4.6	3,343,000	1,883,415	**56.3%**	1.0	3,402,000	2,099,819	**61.7%**	6.3
ALASKA	383,000	258,506	**67.5%**	405,000	241,620	**59.7%**	-7.8	425,000	285,560	**67.2%**	-0.3	453,000	312,598	**69.0%**	1.5	480,000	326,197	**68.0%**	0.5
ARIZONA	2,778,000	1,486,975	**53.5%**	3,114,000	1,404,405	**45.1%**	-8.4	3,437,000	1,532,016	**44.6%**	-9.0	3,800,000	2,012,585	**53.0%**	-0.6	4,166,000	2,293,475	**55.1%**	1.5
ARKANSAS	1,782,000	950,653	**53.3%**	1,876,000	884,262	**47.1%**	-6.2	1,958,000	921,781	**47.1%**	-6.3	2,015,000	1,054,945	**52.4%**	-1.0	2,073,000	1,086,617	**52.4%**	-0.9
CALIFORNIA	18,781,000	11,131,721	**59.3%**	19,460,000	10,019,484	**51.5%**	-7.8	20,154,000	10,965,856	**54.4%**	-4.9	21,306,000	12,419,857	**58.3%**	-1.0	22,475,000	13,561,900	**60.3%**	1.1
COLORADO	2,541,000	1,569,180	**61.8%**	2,791,000	1,510,704	**54.1%**	-7.6	3,007,000	1,741,368	**57.9%**	-3.8	3,118,000	2,129,630	**68.3%**	6.5	3,233,000	2,401,349	**74.3%**	12.5
CONNECTICUT	2,414,000	1,616,332	**67.0%**	2,408,000	1,392,614	**57.8%**	-9.1	2,408,000	1,459,525	**60.6%**	-6.3	2,466,000	1,578,769	**64.0%**	-2.9	2,525,000	1,649,399	**65.3%**	-1.6
DELAWARE	515,000	289,735	**56.3%**	544,000	271,084	**49.8%**	-6.4	571,000	327,622	**57.4%**	1.1	603,000	375,190	**62.2%**	6.0	634,000	412,398	**65.0%**	8.8
DISTRICT OF COLUMBIA	441,000	227,572	**51.6%**	425,000	185,726	**43.7%**	-7.9	408,000	201,894	**49.5%**	-2.1	388,000	227,586	**58.7%**	7.1	367,000	265,853	**72.4%**	20.8
FLORIDA	9,754,000	5,314,392	**54.5%**	10,487,000	5,303,794	**50.6%**	-3.9	11,205,000	5,963,110	**53.2%**	-1.3	12,124,000	7,609,810	**62.8%**	8.3	13,051,000	8,390,744	**64.3%**	9.8
GEORGIA	4,938,000	2,321,125	**47.0%**	5,345,000	2,299,071	**43.0%**	-4.0	5,718,000	2,596,645	**45.4%**	-1.6	6,028,000	3,298,790	**54.7%**	7.7	6,344,000	3,924,454	**61.9%**	14.9
HAWAII	786,000	372,842	**47.4%**	817,000	360,120	**44.1%**	-3.4	847,000	367,951	**43.4%**	-4.0	885,000	429,013	**48.5%**	1.0	923,000	453,165	**49.1%**	1.7
IDAHO	741,000	482,142	**65.1%**	824,000	491,719	**59.7%**	-5.4	900,000	501,621	**55.7%**	-9.3	967,000	598,376	**61.9%**	-3.2	1,034,000	655,032	**63.3%**	-1.7
ILLINOIS	8,124,000	5,050,157	**62.2%**	8,269,000	4,311,391	**52.1%**	-10.0	8,393,000	4,742,123	**56.5%**	-5.7	8,466,000	5,275,415	**62.3%**	0.1	8,546,000	5,523,051	**64.6%**	2.5
INDIANA	4,146,000	2,305,871	**55.6%**	4,292,000	2,135,842	**49.8%**	-5.9	4,421,000	2,199,302	**49.7%**	-5.9	4,509,000	2,468,002	**54.7%**	-0.9	4,599,000	2,751,054	**59.8%**	4.2
IOWA	2,067,000	1,354,607	**65.5%**	2,109,000	1,234,075	**58.5%**	-7.0	2,147,000	1,315,563	**61.3%**	-4.3	2,175,000	1,506,908	**69.3%**	3.7	2,205,000	1,537,123	**69.7%**	4.2
KANSAS	1,818,000	1,157,335	**63.7%**	1,865,000	1,074,300	**57.6%**	-6.1	1,906,000	1,072,218	**56.3%**	-7.4	1,939,000	1,187,756	**61.3%**	-2.4	1,972,000	1,235,872	**62.7%**	-1.0
KENTUCKY	2,793,000	1,492,900	**53.5%**	2,909,000	1,388,708	**47.7%**	-5.7	3,013,000	1,544,187	**51.3%**	-2.2	3,085,000	1,795,860	**58.2%**	4.8	3,158,000	1,826,508	**57.8%**	4.4
LOUISIANA	3,017,000	1,790,017	**59.3%**	3,117,000	1,783,969	**57.2%**	-2.1	3,207,000	1,765,656	**55.1%**	-4.3	3,278,000	1,943,106	**59.3%**	-0.1	3,349,000	1,960,761	**58.5%**	-0.8
MAINE	920,000	679,499	**73.9%**	942,000	605,897	**64.3%**	-9.5	965,000	651,817	**67.5%**	-6.3	1,010,000	740,748	**73.3%**	-0.5	1,054,000	731,163	**69.4%**	-4.5
MARYLAND	3,524,000	1,985,046	**56.3%**	3,621,000	1,780,870	**49.2%**	-7.1	3,723,000	2,020,480	**54.3%**	-2.1	3,906,000	2,384,214	**61.0%**	4.7	4,090,000	2,630,994	**64.3%**	8.0
MASSACHUSETTS	4,416,000	2,773,700	**62.8%**	4,446,000	2,556,785	**57.5%**	-5.3	4,479,000	2,702,984	**60.3%**	-2.5	4,556,000	2,905,360	**63.8%**	1.0	4,635,000	3,080,985	**66.5%**	3.7
MICHIGAN	6,807,000	4,274,673	**62.8%**	6,972,000	3,848,844	**55.2%**	-7.6	7,131,000	4,232,711	**59.4%**	-3.4	7,323,000	4,839,252	**66.1%**	3.3	7,517,000	5,001,766	**66.5%**	3.7
MINNESOTA	3,252,000	2,347,948	**72.2%**	3,390,000	2,192,640	**64.7%**	-7.5	3,525,000	2,438,685	**69.2%**	-3.0	3,685,000	2,828,370	**76.8%**	4.6	3,847,000	2,910,369	**75.7%**	3.5
MISSISSIPPI	1,881,000	981,793	**52.2%**	1,974,000	893,857	**45.3%**	-6.9	2,056,000	994,184	**48.4%**	-3.8	2,107,000	1,139,826	**54.1%**	1.9	2,158,000	1,289,872	**59.8%**	7.6
MISSOURI	3,858,000	2,391,565	**62.0%**	3,989,000	2,158,065	**54.1%**	-7.9	4,110,000	2,359,892	**57.4%**	-4.6	4,227,000	2,731,364	**64.6%**	2.6	4,345,000	2,925,205	**67.3%**	5.3
MONTANA	598,000	410,611	**68.7%**	635,000	407,261	**64.1%**	-4.5	671,000	410,997	**61.3%**	-7.4	703,000	450,434	**64.1%**	-4.6	736,000	490,109	**66.6%**	-2.1
NEBRASKA	1,160,000	737,546	**63.6%**	1,193,000	677,415	**56.8%**	-6.8	1,221,000	697,019	**57.1%**	-6.5	1,233,000	778,186	**63.1%**	-0.5	1,244,000	801,281	**64.4%**	0.8
NEVADA	982,000	506,318	**51.6%**	1,168,000	464,279	**39.7%**	-11.8	1,339,000	608,970	**45.5%**	-6.1	1,500,000	829,587	**55.3%**	3.7	1,664,000	967,848	**58.2%**	6.6
NEW HAMPSHIRE	838,000	537,943	**64.2%**	873,000	499,175	**57.2%**	-7.0	910,000	569,081	**62.5%**	-1.7	968,000	677,662	**70.0%**	5.8	1,025,000	710,970	**69.4%**	5.2
NEW JERSEY	5,543,000	3,343,594	**60.3%**	5,599,000	3,075,807	**54.9%**	-5.4	5,659,000	3,187,226	**56.3%**	-4.0	5,787,000	3,611,691	**62.4%**	2.1	5,918,000	3,868,237	**65.4%**	5.0
NEW MEXICO	1,084,000	569,986	**52.6%**	1,165,000	556,074	**47.7%**	-4.9	1,238,000	598,605	**48.4%**	-4.2	1,296,000	756,204	**58.3%**	5.8	1,354,000	830,158	**61.3%**	8.7
NEW YORK	12,410,000	6,926,925	**55.8%**	12,447,000	6,316,129	**50.7%**	-5.1	12,474,000	6,821,999	**54.7%**	-1.1	12,563,000	7,391,036	**58.8%**	3.0	12,659,000	7,637,318	**60.3%**	4.5

United States Presidential General Elections (continued)

Commercial Publishers TYPOGRAPHIC TEXT

AltaMira Press

Designing and Conducting Ethnographic Research

Third Place

population in an organization or existing group to which the researcher has access.

Strategies for Selecting Populations

Definition: Criterion-based selection involves choosing study participants because they possess characteristics relevant to the study

Ethnographic researchers use a number of systematic, nonrandomized approaches to select the populations they want to study. The first strategy is called ***criterion-based selection*** (LeCompte and Preissle 1993), in which researchers choose individuals to study because they possess a set of characteristics that match those of interest to the researcher. An initial set of criterion-based selection procedures—theoretical, extreme, typical, and unique case selection—is used to determine patterns of difference between members of a population. A second set of criterion-based selection strategies—reputational, bellwether or ideal case, and comparable case—then are used if they will further illuminate the research questions. Below we list and define the principal types of criterion-based selection used in social science research.

TYPES OF CRITERION-BASED SELECTION

- Theoretical sampling or selecting for conceptual considerations
- Extreme or dichotomous case selection
- Typical case selection
- Unique case selection
- Reputational case selection
- Bellwether or ideal case selection
- Comparable case selection

Definition: Theoretical sampling involves choosing units because they help the researcher test a theory or explore a phenomenon of conceptual or theoretical interest

Theoretical case selection. The researcher chooses specific units because they exist within a context, possess certain characteristics, or act in ways that will permit the researcher to empirically test, modify, or generate theories.

Extreme or dichotomous case selection. The researcher first defines a characteristic of interest and then creates a scale by which individuals can be arrayed in accordance with how much of that characteristic they possess. The result is a continuum—for example, the range of academic performance among eleventh-grade students. Extreme cases are those selected for study at either end of the continuum—in this case eleventh-grade dropouts versus those who win academic awards. Studies of geniuses, psychopaths, musical child prodigies, or Nobel Prize winners are extreme case studies.

Definition: Extreme cases are those representing the ends of a defined population continuum

Typical case selection. The researcher finds the mean or average set of characteristics of a population, and then locates subjects to study who match the mean portrait. Studies of the average housewife, teacher, factory worker, chat group, or typical diabetic exemplify typical case studies. Typical case selection requires that the population already be well-enough known that a mean or average can be identified.

Definition: Typical case selection involves selection based on a known average for the population

Unique case selection. The researcher finds and studies a case or event set apart from the normal flow of events—and generally not replicable. Studies of the impact of the *Challenger* spacecraft explosion or the election of the first African American president in the USA on schoolchildren or of city dwellers' response to an earthquake, hurricane, or sudden influx of immigrants exemplify unique case studies.

Definition: Unique case selection means selecting for study a nonreplicable event or situation

Reputational case selection. Researchers solicit recommendations from experts about people who best exemplify the kind of person the researchers want to study. Studies of competent administrators, expert mechanics, trustworthy drug dealers, talented music students, or uncooperative geriatric patients can be constructed using reputational case selection.

Definition: Reputational case selection involves the selection of a study group from recommendations by experts

Bellwether or ideal case selection. The researcher describes a "recipe" for a situation in which the researcher can say, "These are the ideal conditions in which to observe the phenomenon in which I am interested." The researcher then seeks out an example that matches that recipe or description. Studies of so-called effective schools

Definition: Ideal case selection involves choice of a case because it possesses all the necessary components for program success or maximum presence of characteristics of interest to the researcher

Large Nonprofit Publishers

Typographic Text

2011 Awards

Johns Hopkins University Press
The Bestiary
First Place

La chenille

Le travail mène à la richesse.
Pauvres poètes, travaillons!
La chenille en peinant sans cesse
Devient le riche papillon.

Caterpillar

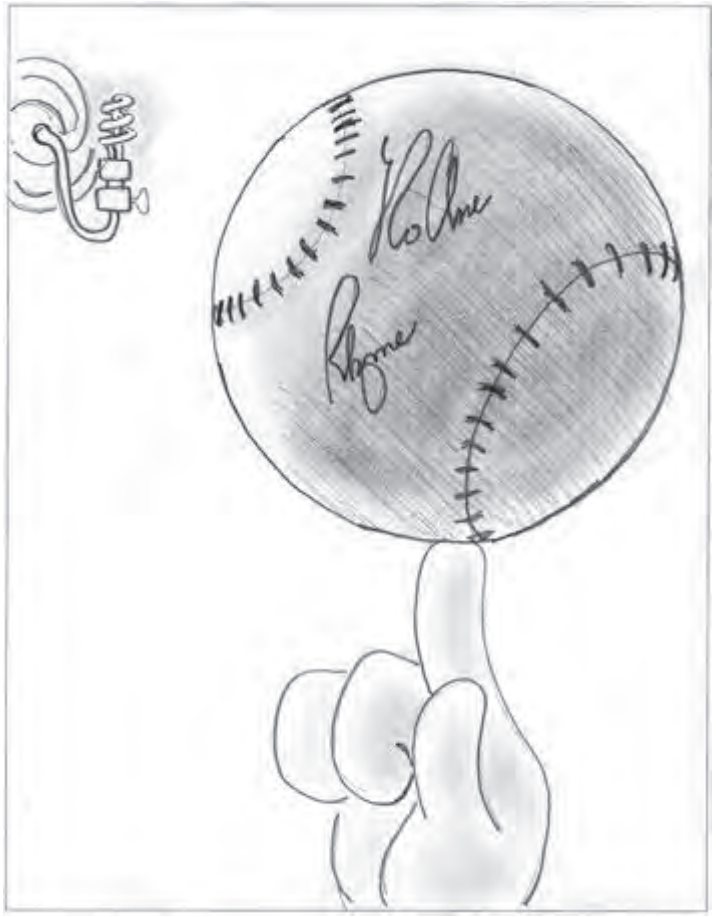
Toil leads to wealth. Poor poets,
Let's toil on! By and by
The worm that keeps on striving turns
To a monarch butterfly.

Large Nonprofit Publishers TYPOGRAPHIC TEXT

Johns Hopkins University Press

Seven Wonders of the Universe That You Probably Took for Granted

Second Place



As you demonstrate the situation, a fountain of eager questions spills forth from the child's mouth: "Why does the baseball spin? What would happen if it didn't spin? Why does that bigger ball shine so brightly? Is it plugged in like the lamp? Why aren't there other things out there that shine so bright? Why is space so black? Who is NoOne Rhyme?"

Baseball still in hand, you stare blankly at the child. "How about some ice cream?" you suggest, and the lesson on Earth's day-night cycle is cut short. But those questions nag at you, keeping you awake during the very night that you're puzzling over.

1.1 Of Snowballs and Ice-Skaters

Well, it is the spin,' you think triumphantly as you toss in bed for the third hour straight. But how it got that motion is no clearer to you than the bizarre dreamlike vision of a gigantic basketball player spinning Earth on his finger, each flick of his astronomically large hand helping to maintain its speed.

The Universe is filled with spinning objects, though, and you know there can't possibly be enough colossal basketball players to go around. The solar system itself has scores of rotating things: pretty much everything from the Sun, a blazing ball in which you could fit a million Earths, all the way down to the puny half-mile-wide asteroids rotates. All the planets (yes, even the recently demoted—er, I mean, reclassified—Pluto) rotate. So do the moons around those planets.

But why?

A tiny clue about the underlying source of that rotation can be found by looking at how fast each planet rotates. We think we're pretty zippy here on Earth, whizzing around on our axis every 24 hours. That means that a person standing on our equator goes riding along at a decent clip of 1,000 miles per hour!

Few of us actually live at the equator, though, so we don't make quite that big a circle every 24 hours. In fact, the farther

Large Nonprofit Publishers TYPOGRAPHIC TEXT

The Catholic University of America Press

Augustine in His Own Words

Third Place

vent anyone from listening to it in safety or choosing it voluntarily. Do not hiss and stir up your minds; think tolerantly, if you can, over what we say; call to memory the deeds of your Circumcellions and the clerics who have always been their leaders, and you will see what brought this on you. Your complaints are baseless because you forced the enactment of all these decrees. Not to go back over numerous past instances, consider, at least, your recent conduct. Mark, a presbyter of Casphaliana, became a Catholic of his own free will, without compulsion from anybody; thereupon your people pursued him and would almost have killed him, if the hand of God had not restrained their violence by means of some passersby. Restitutus of Victoriana came over to the Catholic faith without any compulsion, and was dragged from his house, beaten, rolled in the water, clothed in reeds, kept in custody I-don't-know-how-long, and would probably not have been restored to liberty if Proculeian had not seen himself threatened with a showdown, largely on his account.[47] Marcian of Urga chose Catholic unity of his own free will, and when he went into hiding, your clerics took his subdeacon, beat him almost to death, and stoned him. For this crime their houses were destroyed.

(2.4) What is the use of saying more? Lately, you sent a herald to proclaim at Sinitus: "If anyone remains in communion with Maximinus, his house will be burned down." Why? Before he had been converted to the Catholic faith, when he had not yet returned from overseas, why else did we send there a presbyter of Sinitus, except to visit our people without troubling anyone, and, from his lawful dwelling, to preach Catholic unity to those who were willing to hear him? But your people expelled him, and did him a great wrong. What other purpose did we have when one of ours, Possidius, bishop of Calama, was traveling to the estate of Figulina to visit our flock, few as they were, and to give an opportunity to any who wished it to hear the word of God and return to the unity of Christ? But while he was on his way, they lay in wait for him like a band of brigands, and, failing to catch him in their toils, they attacked him violently at the farm of Oliveta, left him half-dead, and tried to burn down the house from which he had escaped. They would have done it, too, if the tenants of that same farm had not three times put out the flames that endangered their own safety. Yet when Crispinus was convicted in the proconsular court as a heretic of this very deed, he was let off the fine of ten pounds of gold, at the request of this same Bishop Possidius.[48] Crispinus not only showed no gratitude for this kindly indulgence, but he even went so far as to appeal to the Catholic emperors. This is what has brought down on you

47. Proculeian was the Donatist bishop of Hippo.

48. Crispinus was the Donatist bishop of Calama, and thus Possidius's local rival. The fine of 10 *librae* of gold, a formidable sum, was a fine associated with the heresy laws. On this and other attacks Possidius faced, see Hermanowicz, *Possidius of Calama*, 108–20, 132–87.

the wrath of God with greater force and persistence, and you complain of it!

(2.5) You see, you are suffering from your own evil deeds, not for Christ, when you stir up violence against the peace of Christ. What kind of madness is it to claim the glory of martyrdom when you are being justly punished for your evil life and your deeds of brigandage? If you, private citizens, so boldly and violently force men either to accept error or to remain in it, how much greater right and duty have we to resist your outrages by means of the lawfully constituted authority, which God has made subject to Christ, according to His prophecy, and so to rescue unfortunate souls from your tyranny, to free them from long-continued false teaching, and to let them breathe the clear air of truth![49]

An Assassination Plot

The Circumcellions once tried to assassinate Augustine during one of his trips outside Hippo. From Possidius of Calama, Life of St. Augustine:

(12) These armed Circumcellions frequently blocked the roads even against the servant of God, Augustine, when, upon request, he chanced to visit the Catholics whom he frequently instructed and exhorted. It once happened that, although the heretics were out in full force, they still failed to capture him. Through his guide's mistake, but actually by the providence of God, the bishop happened to arrive at his destination by a different road. He later learned that, because of this error, he had escaped impious hands. Thereupon, together with his companions, he gave thanks to God, his Deliverer.[50]

Augustine himself refers to the incident on several occasions. Here is one example. From Enchiridion (On Faith, Hope, and Charity)*:*

(5.17) Benefit, likewise, has come to some through mistaking the road—but in traveling, not in morals. For example, it once happened that I took a wrong turn at a crossroads and thus did not pass by a certain place where an armed band of Donatists lay in wait for me, expecting me to come. The result was that I reached my destination, but by a long detour. On learning of the plot, I congratulated myself on my mistake and gave thanks to God. Who would not choose to be a traveler who made a mistake like this rather than the highwayman who made none?[51]

49. *Ep.* 105.2.3–2.5 (CSEL 34.2:596–98); trans. Parsons, FOTC 18:197–99. See *ep.* 28*.7 (Divjak), which reports that a bishop named Rogatus had his hand chopped off and tongue cut out.

50. *Vita* 12 (Geerlings, 46); trans. Muller and Deferrari, FOTC 15:86.

51. *Enchiridion* 5.17 (CCL 46:57); trans. Peebles, FOTC 2:382 (modified). In one of the Dolbeau sermons,

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NSTA Press, National Science Teachers Association

Yet More Everyday Science Mysteries

First Place

Rick and Jeannie were walking through the woods one morning. Suddenly, Jeannie stopped in her tracks and said, "Rick, look at this tree! It has white bark. I don't know of any trees that have completely snow-white bark, except maybe a birch. But this isn't a birch!"

Rick took a closer look and exclaimed, "Wow! You're right. This is no ordinary tree."

Now, Jeannie and Rick never took a walk in the woods without their magnifying glass and so they decided to look more closely at the strange tree with the white bark.

"It looks like it is one big white scab," said Rick, "and it completely covers the trunk of the tree."

"If you look at it closely, you can see that there are little bumps on it and some little black lines that look like they are raised above the surface!" Jeannie added, peering through the glass. "I wonder if we can peel it off and take some home for a better look under strong lights?"

"Let's try," said Rick. "Oh, man, this stuff is stuck right to the bark of the tree and won't come off unless we take some bark too."

"Well, I don't think we will hurt the tree if we take just a little bark," said Jeannie. And so they did.

But the walk was not over and they began to see all sorts of interesting things growing on the trees. But they were not all alike! Some looked like little flowers but were green all over. Some looked like plants that had overlapping scales. Many resembled the white stuff they had spotted on the first tree, but were red, pink or yellow. Once they began to notice them, it seemed like they were everywhere. They were on leaves, rocks, and even on the ground! They took a lot of samples and found that some of the little green things came off the trees where they were growing without much, if any bark. The ones on the rocks would not come off easily at all and the same was true of the ones on the leaves. When they got home, they found some on the door of the woodshed. Now they began to see them almost everywhere.

"Why haven't we noticed them before, I wonder?" asked Rick. "Now that we have noticed them, it seems like we can't find anything that doesn't have some of them growing on it. Look, there is even some on the railing of this stair up to the house. I wonder what they are?"

Jeannie and Rick knew Rebecca, a biologist at the local nature center and went to ask her. She looked at their samples and immediately said, "Those are lichens."

"Like-ums?" said Rick, "That's a funny name, but we do like 'em."

"No, lichens," said Rebecca. "L-I-C-H-E-N-S. They are very special kinds of organisms that are made up of two different kinds of living things. They live together, dependent on each other, in a way."

"How can we find out more about them?" the two young scientists asked together.

"Well, I can help you some, but I think you can learn a lot just by looking at them under a microscope or a magnifying glass. You can keep on collecting them. Maybe drawing them will help too."

Purpose

Lichens are everywhere, yet most people fail to notice them because they are so familiar. This story was written to help persuade teachers to acquaint their students with these unique forms of life. Many biology teachers, including myself, tend to gloss over the study of lichens and many of the other simple plants, even though lichens are universally available in virtually every environment, including urban centers. I hope that this story will help more students appreciate and become interested in them.

Related Concepts

- Fungi
- Algae
- Symbiosis
- Spores
- Reproduction
- Life cycles

Don't Be Surprised

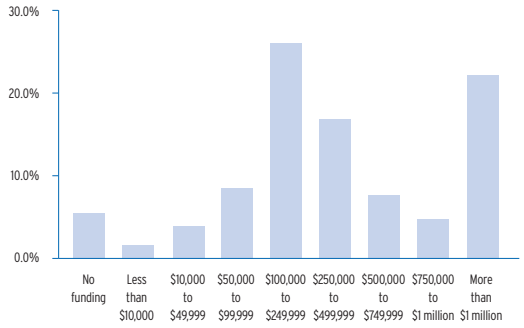
Don't be surprised if your students have never noticed or expressed interest in the lichens. Lichens are not usually flashy, although some of them have beautiful patterns and colors. Your students are probably not aware of the kind of relationship the fungi and the algae have. Older students will probably have some knowledge of plants or animals living together in some form of mutually dependent relationship (*symbiosis*) such as the bacteria and protozoa in the guts of termites. But the association between the fungi and algae in the lichens is an entirely unique relationship, well worth studying.

Content Background

A *lichen* is a composite of a fungus and another organism that is capable of producing food through photosynthesis. The latter may be green algae or *cyanobacteria* (blue-green algae) or sometimes both. When two organisms have a biological relationship it is called *symbiosis,* and the partners are called *symbionts.* In lichens, the fungal part is called the *mycobiont,* and the algae the *phytobiont* or sometimes a *photobiont.* Lichens are named after the fungus partner since observing and classifying the algae is not practical because they are hidden within the *thallus*, or the body of the fungus. It was not until 1867 that anyone even thought that the lichen might be symbiotic, because the idea of two organisms living together as such was unheard of. It took until 1939 before the true nature of the lichen was proved and then accepted by the scientific community. You might find *Lichens of North America* (Brodo, Sharnoff, and Sharnoff 2001) of interest.

International City/County Management Association
***Homeland Security: Best Practices for Local Government*, Second Edition**
Second Place

Figure 14-1 Amount of federal and/or state homeland security grants received***



"Approximately, how much has your city government received in federal and/or state homeland security funds in 2005?"

Note: ***Significant difference with full-time equivalent (FTE) at the 0.01 level.

Organizations/agencies that city governments collaborate with on homeland security issues

Table 14–5 provides information on what organizations/agencies city governments tend to collaborate with on homeland security issues. Not surprisingly, the most common is their state government, with 94 percent of cities collaborating with this level of government. The second highest was 91 percent of cities that collaborated with other local governments. A regional organization was the third most common collaborating entity with 83 percent of cities working with them. Some of the responses for the 9 percent of cities that indicated "other" were collaborating with the Red Cross, the Department of Energy, and the Centers for Disease Control [and Prevention]. The χ^2 statistics indicate that larger-sized cities are more likely to collaborate with their state government and with local military installations.

Homeland security information assessment

Homeland security information that cities receive is critical for effective preparedness and response. In terms of the current information received by federal and/or state agencies on terrorist threats, 48 percent of city managers believed that this was effective (Table 14–6). The survey results showed that 24 percent of cities believed that federal and/or state information received was ineffective. The χ^2 statistics indicate that as the size of the city increases, this will have an impact on views of city managers on the effectiveness of information received. The color-coded homeland security advisory system was not viewed by city managers in their planning efforts

as extremely effective, with only one-quarter of them believing this was the case. Indeed, 32 percent actually believe that the advisory system is ineffective. Compared to the responses to some of the previous questions in this article, there is a more negative perception of the homeland security advisory system.

Table 14-5 Organizations/agencies that city governments collaborate with on homeland security issues

	Frequency	Percent
Your state government**	118	93.7
Other local governments	114	90.5
A regional organization, such as a regional planning agency	105	83.3
FBI/Department of Justice	98	77.8
DHS/FEMA	93	73.8
HHS (Health and Human Services)	67	53.2
Nongovernmental organizations	65	51.6
Local military organizations**	59	46.8
DOD (Department of Defense)	34	27.0
Other state governments	21	16.7
Other	11	8.7

Note: **Significant difference with full-time equivalent (FTE) employment at the 0.05 level.

Table 14-6 Homeland security information assessment

For your city government, how effective is the…	Very effective, %	Effective, %	Neither effective/ ineffective, %	ineffective, %	Very ineffective, %	Median response
Current information received by federal and/or state agencies on terrorist threats***	4.8	42.9	28.6	19.8	4.0	0
Homeland Security Advisory System (the color-coded system developed by the U.S. Department of Homeland Security) in your planning efforts.	1.6	23.8	42.9	23.0	8.7	0

Notes: Very effective = 2, effective = 1, neither effective/ineffective = 0, ineffective = –1, and very ineffective = –2.
***Significant difference with full-time equivalent (FTE) employment at the 0.01 level.

American Diabetes Association

15-Minute Diabetic Meals

Third Place

ARTICHOKES AND ROASTED PEPPER CHICKEN

Serves: 4 • Serving Size: 3 ounces cooked chicken and about 1/3 cup artichoke mixture

- 2 tablespoons extra virgin olive oil
- 4 4-ounce boneless chicken breasts, rinsed and patted dry
- 1/2 13.75-ounce can quartered artichoke hearts, drained
- 2 medium garlic cloves, minced
- 1/2 cup chopped roasted peppers
- 2 tablespoons chopped fresh basil leaves, or 2 teaspoons dried basil leaves

1. Heat 1 teaspoon of the oil in a large nonstick skillet over medium-high heat. Cook the chicken 5 to 6 minutes on each side or until no longer pink in center. Place on serving platter, and cover to keep warm.
2. Add 1 tablespoon of the oil to the pan residue in the skillet. Cook the artichokes and garlic 1 minute, stirring constantly. Stir in the peppers and basil and cook 15 seconds. Spoon over chicken and drizzle with the remaining oil.

Exchanges/Choices

1 Vegetable
3 Lean Meat
1 Fat

Calories	210	
Calories from Fat	90	
Total Fat	10.0	g
Saturated Fat	1.7	g
Trans Fat	0.0	g
Cholesterol	65	mg
Sodium	225	mg
Total Carbohydrate	4	g
Dietary Fiber	1	g
Sugars	1	g
Protein	25	g

CREAMY CHICKEN WITH ROSEMARY

Serves: 4 • Serving Size: 3 ounces cooked chicken and about 1/2 cup sauce

Exchanges/Choices

1 1/2 Starch
1/2 Carbohydrate
4 Lean Meat

Calories	330	
Calories from Fat	65	
Total Fat	7.0	g
Saturated Fat	3.2	g
Trans Fat	0.0	g
Cholesterol	80	mg
Sodium	430	mg
Total Carbohydrate	34	g
Dietary Fiber	3	g
Sugars	4	g
Protein	30	g

- 2 cups frozen precooked brown rice
- 8 (about 1 pound total) chicken tenderloins
- 1 10.75-ounce can reduced-fat cream of chicken soup
- 6 tablespoons light sour cream
- 4 medium green onions, chopped
- 1/4 to 1/2 teaspoon dried rosemary leaves, crumbled

1. Prepare rice according to the package directions, omitting any salt or fats.
2. In a medium mixing bowl, combine soup, sour cream, all but 2 tablespoons of the onions, and the rosemary. Set aside.
3. Place a large nonstick skillet over medium-high heat until hot. Coat skillet with cooking spray, add chicken, and cook 1 to 2 minutes or until lightly browned. Turn pieces over and spoon the soup mixture evenly over all.
4. Bring to a boil, reduce heat, cover tightly, and simmer 10 minutes or until chicken is no longer pink in center, stirring midway. Top with remaining green onions and serve over rice.

Cook's Note

This recipe is also great served over 2 cups of no-yolk egg noodles.

American Diabetes Association

Stress-Free Diabetes: Your Guide to Health and Happiness

Third Place

When it is difficult to assert yourself, to demand the regard and respect of another, consider these ***mindful questions***:

What frame is keeping me from asserting myself in this situation?

Is what I am feeling caused by a faulty, irrational frame?

What frame will enable me to stand up for myself despite any uncomfortable feelings?

Generally, frames have matching feelings and actions. If the frame for being assertive is threatening, you will feel afraid and avoid the encounter. Choosing a frame that contests the fear can be effective. Here is an example: "I feel scared because I am connecting this person with someone from my past. The feeling is real; the reason is not. I am more than the feeling. I will assert myself and whatever happens, I can handle it." This frame is positive, it is rational, and it instills the confidence to act. See "People Skills in Action—Being Assertive" (p. 105–106) for more examples of being assertive.

RESOLVING CONFLICT EFFECTIVELY

Disagreements between two or more individuals occur often. The dispute may have to do with what to fix for supper or what movie to see or the disagreement can be serious. A conflict is a disagreement for which the stakes are higher. For our purposes, a conflict involves the perception by one or more parties to the disagreement that their needs or interests are in jeopardy. The greater the value of the need or interest, the more intense the conflict will be if one or more parties believe their interests are being disregarded. Conflicts can be psychologically, physically, and materially costly; therefore, resolving the conflict is necessary.

A conflict can be quite complex; it can be intense and highly emotional. Two or more individuals in conflict involve multiple

PEOPLE SKILLS IN ACTION—BEING ASSERTIVE

Harris has been unable to maintain control of his diabetes. His blood glucose levels tend to be above 250 mg/dl. His family physician treats him. Harris has an appointment with the doctor every three months, at which time adjustments are made to his medications based on routine blood work. Not feeling well most of the time, he is frustrated, but he has also been reluctant to share this with his doctor. Harris does everything he can to avoid disapproval. However, at the most recent appointment, Harris questions the treatment plan.

Harris: ***Dr. Keller, my treatment is not going well. Is there something else I can be doing to get better control of my diabetes?***

Motivated by his frustration, Harris is able to change his passivity-driven frame from "disapproval is dangerous and to be avoided at any price" to the self-respecting frame, "I deserve better, and I have a right to stand up for myself."

Dr. Keller: ***I'm doing everything there is to do to help you. I can't follow you everywhere and watch what you do, so I don't know what the problem is. If you don't do what I tell you to do, then you can't blame me.***

The doctor's reaction is defensive and hostile. He believes Harris is questioning his competence, and he responds by accusing his patient of being at fault by not complying with his instructions.

Harris: ***You have been very helpful. I would be a lot worse off if it wasn't for you. I just thought there might be something new I could try to get better control of my blood glucose levels.***

The doctor's hostile manner has scared Harris, and he is backing down. His belief that "disapproval is dangerous" has been revived, and he is momentarily unable to hold his ground.

Harris: ***I have been attending a diabetes support group, and everyone there is treated by an endocrinologist.***

Still intimidated by his doctor's displeasure, Harris is not able to directly state his desire to see a diabetes specialist. Instead he put the onus on members of the support group—if anyone is at fault for this idea, it is not him.