

**CROSS**

**CURRENTS**



**HISTORICAL TUGS ON THE CURRICULUM  
BASKETBALL'S CROATIAN SENSATIONS  
PUTTING WORDS IN THE PRESIDENT'S MOUTH  
CROWE HALL DEDICATED**



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**NORTHWESTERN  
WEINBERG  
COLLEGE OF  
ARTS AND  
SCIENCES**

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TUG-OF-WAR TEAM  
CIRCA 1890;  
DETAIL OF BASKETBALL;  
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DETAIL OF PHAROAH GRANDE  
BY ED PASCHKE.**

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WEINBERG COLLEGE  
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**FROM THE DEAN**



Students attend Northwestern to participate in the intellectual excitement of a research university. To take classes with professors who are making important discoveries, and then to go beyond the classroom and work directly with those faculty on research projects, can be a defining academic experience for undergraduates. The collaborative problem-solving fostered through research is a skill that is also vital in life beyond Northwestern.

Weinberg College has successfully brought undergraduates into research in a range of fields, sometimes helping to shape their career paths. For example, Sudhi Kurup and Jessica Kroeger, two recent students working with biologist Teresa Woodruff, had planned to go to medical school. Their work with Professor Woodruff in the field of molecular endocrinology convinced them to pursue joint MD/PhD degrees and combine medicine and research as careers.

Two social science departments — Anthropology and Sociology — require a senior thesis for the major. Recently, Brian Sandstrom and Anya Yakhedts in Anthropology went to Bolivia with support from a Research Experience for Undergraduates grant from the National Science Foundation. In Bolivia, they worked at a research site developed by Professor William R. Leonard and Assistant Professor Thomas McDade, where they collected data on the health and nutritional status of the Tsimane' Amerindian children.

In these and other examples, the teamwork of research carries many advantages for the juniors and seniors involved. In a laboratory, undergraduates work side-by-side with graduate students and postdoctoral fellows, learning how to carry out advanced experiments. The same is true in field projects where students may also have the opportunity to interact with host researchers who bring fresh perspectives to the problems under study. Because an undergraduate project likely represents just part of a larger, collaborative study, narrowly-focused achievements by one student can still lead to a publication and presentation at a conference. Finally, fellowships and grants often provide support for students'

full-time research in the summer before senior year. By concentrating solely on research for those three months, students are able to make significant progress on a project, which can lead to a successful senior thesis.

To stimulate more undergraduate collaborative projects in Weinberg College, we have initiated junior research seminars, which will bring students with different interests together to work on a common project. The students' varied backgrounds should lead to complementary contributions, and teamwork will encourage students to challenge the unknown and to confront a variety of perspectives. We expect that many of the students will use the seminar as a springboard into further research.

In 2003-04, we are testing this approach with two humanities seminars. One, offered by Jennifer Brody in English and visiting professor Judith Sensibar, takes up "20th Century Literature: Race, Sex, Modernism." Students are exploring concepts of "modernism" in terms of cultural perceptions about race and gender. Carl Smith in English and Brian Dennis in Computer Science have organized a seminar entitled "Using Technology, Making History" in which students will build computer models to explore Daniel Burnham's plan for the city of Chicago. Imagine historical photographs which overlay the sketches of the original plan, helping students "see" how the grand scheme evolved, while readings and discussion illuminate how cultural, economic, and political developments shaped the final outcome.

We will look to these seminars, and to those we are now planning for next year, to engage students in new ways of learning. I look forward to hearing your thoughts about this approach, and the importance that an involvement in research had for you as an undergraduate. I can be reached by e-mail at dean@wcas.northwestern.edu.

Daniel Linzer

# A TALE OF TWO SCHOLARS, OXFORD BOUND

## AWARDS

Tracy Carson can remind one of former Northwestern student leader Eva Jefferson Patterson in her warmth, humor, leadership ability, and debate background. In fact, civil rights attorney Patterson is one of her role models, Carson says; the other is the late Barbara Jordan, the first African American woman to serve in the U.S. Congress from the South. Before attending law school, Carson will graduate in June with a degree in history, then head to Oxford University in September to study South Africa's anti-apartheid movement on her Marshall scholarship.

The Marshall committee, according to Director of Northwestern's Office of Fellowships Sara Vaux, found Carson intellectually gifted and deeply committed socially, with a bright future. But Carson, one of about 40 Marshall recipients nationwide, says her award would not have been possible without the rigorous preparation provided by Vaux and her office and the encouragement and advice from many of her Weinberg professors.

The process began in spring of her junior year, when she was recommended by professors as a talented student, then "stalked" by the Office of Fellowships, says Carson, laughing. "The first application I turned in was mediocre at best," she admits. "But the product we came up with in September was phenomenal. Chris Hager [the fellowship office's assistant director] helped me revise the application seven times."

Vaux staged mock interviews to prepare Carson and the other Northwestern students applying for

major fellowship competitions. She assembled a diverse team of professors with perspectives like those the candidates would face at their real interviews. "There were even mock cocktail parties at Dr. Vaux's home," says Carson. "We were taught how to mingle, how to interrupt conversations nicely... We dressed up and professors were there. They advised us not to drink. They rang a bell when the session was over."

Carson and Rhodes scholarship winner Cristina Bejan quizzed each other on current events and prepared for the award interviews as rigorously as they would for a sports competition.

When the two first met, at a mock cocktail party, they both felt their chances of winning were slim because of the fierce competition for the



TRACY CARSON

awards. "Why are we even applying?" Carson remembers thinking. "But once we got to the interview stage, we thought winning was a possibility. It's an air of confidence you develop working with the Office."

History professor Nancy MacLean, Carson's honors thesis advisor, was also instrumental in her Marshall win. MacLean strengthened her student's skills at primary-source research and pushed her writing performance to its highest level. She also helped a distraught Carson see the folly of attempting too much when she was both studying for the law boards and completing her Marshall application. "Go to the Rock," she told Carson. "Calm down. Chill out. Try to figure out what it is you really want to do." That advice helped Carson decide to go all-out for the Marshall and put law-school plans on hold.

Carson came to Northwestern for its famed debate program and became the first African American woman to win a major national debate tournament. She has tutored at community centers and coached high-school debate teams. As president of the black student alliance, she helped organize a 500-person rally at the Rock in November to protest hate crimes on campus. [The Northwestern community found out later that day that two of the several alleged crimes. Her summer plans include coaching in the first high-school debate program offered at a traditionally black institution, Howard University in Washington, D.C. and, of course, packing for England.

When Cristina Bejan visited Weimar, Germany, in summer 2002, she noted that the area had produced many of the best minds of Germany—Bach, Goethe, Schiller, Liszt, Nietzsche, and Kafka, among others. But she also visited Buchenwald Concentration Camp, just five kilometers away, where 35,000 prisoners died from overwork, torture, and starvation before and during the Second World War. The juxtaposition of cultural richness and horror overwhelmed her, Bejan says.

But what makes this philosophy-and-theater major different from those of us who don't win Rhodes scholarships is that Bejan came back to Northwestern and wrote a play about the deep feelings the experience produced. The result is *Buchenwald*, a three-person dramatic exploration of what happens in 1946 when a former Nazi officer is imprisoned and tortured in his own camp by members of the conquering Soviet army. The play—one of nine Cristina Bejan has written since age 15—premiered in May on the Northwestern campus, at first stunning audience members into silence, then moving them to heartfelt applause.

"I think my play will shock people but that isn't my intention," says Bejan, who will graduate in June '04 and head to Oxford in the fall. "My most important goal in theater is to spread information that people wouldn't normally get, to expose a point of view. People can take it or leave it, but at least they'll think about it, experience it, for the 48 minutes that they're sitting in the theater."

In describing Cristina, the Rhodes

Scholarship Trust noted that she has become a passionate advocate for ethnic and religious tolerance, especially in Eastern Europe and her father's native Romania, a common theme in many of her plays. Her father, Adrian Bejan, one-time member of his country's national basketball team, won an academic scholarship to MIT during a softening of relations between the U.S. and then-communist Romania. He now teaches mechanical engineering at Duke University in Durham, North Carolina, where Cristina grew up. Her American-born mother, Mary Bejan, has a PhD in accounting.

Cristina's goal after high school was to become an actress. She says she chose Northwestern because of its renowned theater department, but discovered her zeal for philosophy shortly after arriving on campus.

She credits the philosophy faculty, especially her advisor, Professor Terry Pinkard, with her life-altering change of course. "I took a survey of political philosophy from him my freshman year," says Bejan. "I found his lectures to be so enlightening, I had this epiphany: I've got to be a philosophy major... Professor Pinkard started talking about ideas for my senior thesis when I was a freshman, and told me to go to Oxford my junior year. I've done everything he has told me to do and it's changed my life." She also praises as mentors Bachir Diagne, philosophy professor and advisor on her senior thesis, and Ingrid Zeller, lecturer in the German department, under whose guidance *Buchenwald* was produced as an independent-study project.

"I was drawn to philosophy because

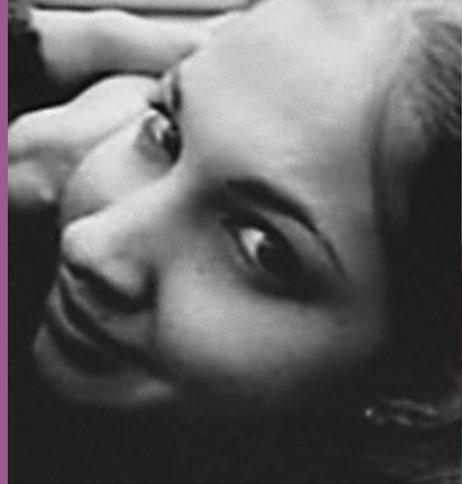
I needed the tools to investigate these big looming questions of existence. We can depict them in a theatrical piece, but I wasn't getting any answers. I felt that philosophy gave me a vocabulary by exposing me to the great minds of the past"—for example, German philosopher Emmanuel Kant, whose writing, she says, expresses many of her own thoughts. For her senior thesis, entitled "The Autonomy of the Individual in a Newly Free Society: The Problem of Freedom in Romania," she used Kantian texts on enlightenment theory to explore ways and means of inspiring people to embrace their newfound freedom.

She says she is thrilled that the Rhodes scholarship will allow her to return to Oxford University. At Oxford, another of her plays, *To Those*



CRISTINA BEJAN

*Who Have Not Stopped Thinking*, was the most successful new writer's play ever produced in the city's famed 50-seat Burton Taylor Theatre. In the fall she will study philosophy, politics, and economics toward the equivalent of a master's degree in the U.S., learning which, she feels confident, will provide a sound basis for her playwriting aspirations. But first she will teach English in a village in Romania this summer. She plans to spend at least part of her future in her father's homeland working to eliminate ethnic prejudice.



### OTHER AWARD WINNERS

KATE ELSWIT '02 (FAR LEFT) ALSO WON A MARSHALL SCHOLARSHIP AND WILL STUDY EUROPEAN DANCE THEATER AT LABAN IN LONDON. AT LEFT ARE ANDREA ALLEN, WINNER OF AN ANDREW W. MELLON FELLOWSHIP, AND FROM THE OFFICE OF FELLOWSHIPS, DIRECTOR SARA VAUX AND ASSISTANT DIRECTOR CHRISTOPHER HAGER.

Photo by Cary Cochran

At a ceremony in Dean Daniel Linzer's office last fall, nine Weinberg seniors received Marcy, James or Bonbright awards for outstanding academic achievement in their junior year. From left: Kenneth Kehl, biological sciences; Caitlin Fausey, psychology and Spanish; Dean Linzer; Katie Althen, Slavic languages and literatures; Tali Zechory, French and philosophy; Kenley Barrett, economics and religion; Craig Bina, associate dean for undergraduate studies; Sarah Bierig, economics; Fiona Wong, MMSS, mathematics, and economics; and Gregory Laun, philosophy and psychology. Not pictured is Theodore Kouo, biological sciences.



### IN MEMORIAM

**SHERMAN LEWIS**, 67, vice chairman of Lehman Brothers and founding member of Weinberg College's Board of Visitors, died March 11 in New York City.

A 1958 graduate of the College of Arts and Sciences, he was an early member of its Visiting Committee, now known as its Board of Visitors, whose members advise the Dean of the College. According to Lawrence Dumas, Northwestern provost and former Dean of WCAS, Lewis was a loyal and dedicated member of the Board, hosting meetings of its executive subcommittee in New York City. "He gave me very good advice on strategic thinking and planning," said Dumas. "He was always positive and upbeat about the College and eager to help me find ways to make it better for its students and faculty."

Lewis' long and distinguished career in investment banking included positions as president and co-chief executive with Loeb Rhoades, Hornblower & Company, president

and vice chairman of Shearson Loeb Rhoades, and vice chairman of Shearson American Express.

**JOHN POPLÉ**, Nobel Laureate and Board of Trustees Professor of Chemistry, died March 15 in Chicago at the age of 78.

Pople, a native of England, received three degrees in mathematics from Cambridge University, including his doctorate in 1951. He became an adjunct professor at Northwestern in 1986 and joined the faculty full-time in 1993. His life's work was developing mathematical methods to calculate molecular properties. With the advent of sophisticated computer technology, Pople's techniques began to have enormous impact on drug and environmental research. The user-friendly software he developed enables researchers to predict the interplay of atomic particles while reducing the need for costly laboratory experiments.

He was awarded the Nobel Prize

in 1998. In 2003 he was knighted by Queen Elizabeth II.

**LEFTEN STAVROS STAVRIANOS**, 91, renowned world historian and former history professor, died March 23 in La Jolla, California.

An authority on the history of modern Greece and the Balkans, he taught at Northwestern from 1946 to 1973. After leaving the University, he became adjunct history professor at University of California at San Diego, where he taught for many years. He wrote 18 books and monographs including *Lifelines from our Past*, presenting a new approach to the study of history. His basic tenet—that the key to understanding contemporary political events was the study and interpretation of history from a global perspective—left its mark on a generation of students through his widely-read texts for college and high-school students.

# CHARLIE MOSKOS RETURNS



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### DEVELOPMENT

BY NANCY DENEEN

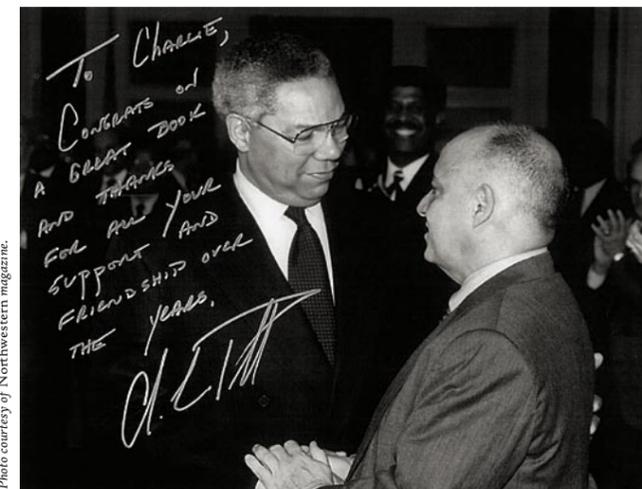
Charlie Moskos, the nation's preeminent military sociologist, has been packing 600-plus students into his Introduction to Sociology class for decades at Northwestern. Word of his impending retirement last year caused a near-panic among students who thought they had lost their chance to learn from the legendary professor. So it was with great relief that the campus community learned that the now-officially-retired Moskos would head back to Evanston from San Diego in the fall to teach. A generous gift from the Van Dusen Bradley family—in the spirit of the Great teachers' Campaign—provides partial support for an emeritus professor to return to the classroom and challenge a new generation of Northwestern students. Says Dean Daniel Linzer, "This gift is unusual, and perhaps unique at Northwestern, in supporting teaching by emeritus faculty. These funds will be of great benefit to students, who will continue to be able to learn from some of our most outstanding scholar-teachers even after they retire."

During a free-wheeling interview with Moskos recently, it became readily apparent why taking his class is akin to writing on the Rock or panting the night away for charity at Dance Marathon.

*One never knows what he is going to say or how he's going to say it.* He calls our nation's reaction to September 11 "patriotism lite": much flag-waving but little substance. "I don't think [the terrorist attacks] have changed America that much, except that we buy more Humvees. That's the scandal—people are buying bigger automobiles, trucks, and SUVs ('Saudi urban vehicles') than ever before." The colorful, irreverent delivery with which he renders his opinions—based on a lifetime of interviewing soldiers in the field, from Viet Nam to the Gulf War to the current war in Iraq—is one of the ways Moskos keeps students off-balance long enough to hear him. He also makes class interactive through frequent hand polls, asking students to comment, and thus to think about their perspectives, on their origins, their political leanings, and plans for the future.

It's hard to pin a political label on Charlie Moskos, a Greek-American who admits to looking like the late actor Telly Savalas. While calling himself "an economic liberal and a social conservative," he gleefully takes jabs at both major political parties. He favors a bill, for instance, which links federal aid to college students with mandatory government service (civilian or military), but admits, "The Republicans didn't like it because it's going to cost money; their philosophy is 'every man for himself.' And the Democrats didn't like it because you're asking somebody to do something; their philosophy [involves] getting something for nothing." He claims the last President he liked was Harry Truman.

*When he talks, heads of state listen.* Perhaps he is not afraid to speak his mind because he is accustomed to being heard by those at the highest levels. Students know that the same voice they hear in class has advised U.S. presidents, Army generals, and Congressional leaders on military policy for three decades. He is best known as the author of President Clinton's controversial "Don't Ask, Don't Tell" policy concerning gays in the military. He admits that the ten-year-old policy is imperfect, but more tolerant than the previous total ban on gays. He is responsible for helping shape other programs, including



MOSKOS WITH U.S. SECRETARY OF STATE COLIN POWELL, A LONGTIME FRIEND AND ADMIRER

Photo courtesy of Northwestern magazine.



Photos courtesy of Northwestern magazine.

**“I’VE ALWAYS HAD FUN WITH NORTHWESTERN STUDENTS, WITH THEIR INTELLIGENCE AND WIT, BUT THE CURRENT GENERATION HAS BEEN THE MOST EXCITING AND MOST INTERESTING OF ALL.”**

**—CHARLES MOSKOS, PROFESSOR EMERITUS**

the 1984 GI Bill for the all-volunteer force, and the formation of AmeriCorps, a network of national service programs that engage more than 50,000 volunteers each year.

*His common-sense approach to military service continues to challenge the established order—especially after September 11.* His latest solution to what ails this country (“We have this homeland security crisis now and we’re asking people to do nothing”) is a three-tiered approach to mandatory government service: men could choose jobs in the military, homeland security, or civilian services like Teach for America, while women could choose opportunities in the latter two categories. For the military, a universal draft would be a boon both practically—bolstering our understaffed forces in Iraq—and morally—asking for sacrifices from families at every economic level. Moskos notes with alarm that the current

**ABOVE, FROM LEFT: MOSKOS WITH FORMER PRESIDENT BILL CLINTON; THE SOCIOLOGIST NOTING THE GRAFFITI ON WALLS IN KUWAIT.**

all-volunteer force, a legacy of the Viet Nam War, allows the nation’s elite to escape the dangers of combat, while a disproportionate number of the poor fill the ranks. He says that in his Princeton graduating class of 1956, 450 of 750 men served, while last year, only 3 of Princeton’s 1,000 graduates joined the military. He put forth these views in an Op Ed piece in the *Washington Post*, co-authored with *Washington Monthly* editor Paul Glasstris, who is also featured as a speechwriter in this issue on page 16.

*The observations he brings to the classroom are as fresh as his most recent visit to a world trouble spot.*

The “bloody face” he received in Iraq last December, when hitting the ground after hearing distant mortar fire, has long since healed, but the opinions he gleaned from his field research are still very much with him, ready to be discussed with his classes next fall. He traveled at the personal invitation of General John Abazaid, commander of U.S. forces in the Middle East, and has recently briefed Defense Department officials on what he found:

- “The morale of the active duty forces was higher than I had anticipated. They were getting a better reception from the Iraqis—especially the kids—than they had anticipated. They weren’t talking about weapons of mass destruction. They were talking about doing good for Iraq.” During our April interview, however, Moskos expressed concern that armed forces’ morale would plummet in light of the increasing Iraqi resistance to U.S. occupation of recent weeks and the heavy casualties inflicted on American soldiers and civilians. He also worried that a downturn in U.S. public support for the war would affect troop morale.
- “The reserve components were in the dumps because they thought they were being treated like second class citizens by the U.S. Army. I told the Chief of Staff that is good in one way because it’s fixable. It wasn’t the mission in Iraq that turned them off, it was the way



**MOSKOS INTERVIEWING COMBAT ENGINEERS IN SOMALIA, 1993.**

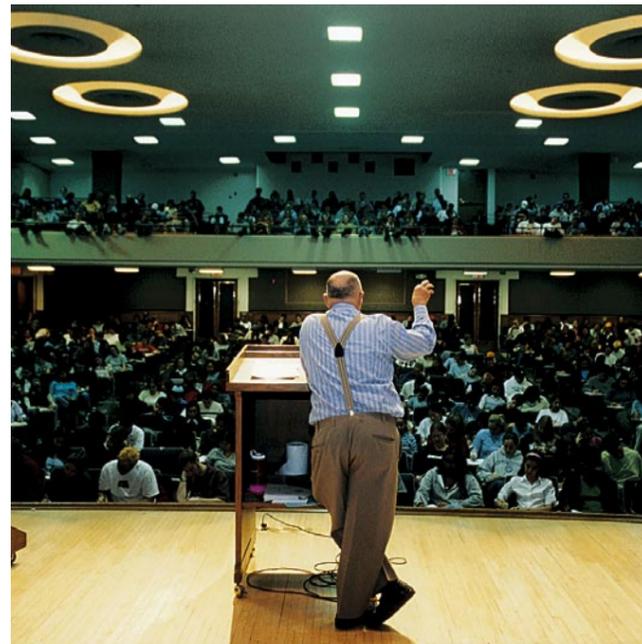
- they were being treated.”
- “I thought the soldiers would say more about the heat. But their [complaint] was more that they thought they were going home at a certain time and now they’re not. They also had a lot of anti-Jessica Lynch feeling—not against her as a person, but the way the Pentagon and media played up her role. She was the Audie Murphy of the Iraq war, pretty and blond, while her fellow soldier, Shoshanna Johnson, got hardly any attention.”

*He relates better to his current students than to any he’s had in the past.* He finds today’s students more like his contemporaries, the Silent Generation of the ‘50s, than any he has taught in the past. “It seems like we’ve skipped over generations and we’re back on the same wavelength: somewhat conservative socially, but wanting new experiences. Not trying to revolutionize or change the world à la the ‘60s, but doing good for people and at the same time, doing good for themselves.” He calls the new crop of students more intellectually curious about other cultures and countries than the preceding generation. “I’ve always had fun with Northwestern students, with their intelligence and wit,

but the current generation has been the most exciting and most interesting of all...Also, I can ask them about things like current movies and it’s one way I can keep young.” When he’s not teaching Northwestern students, he speaks to audiences around the world—Slovenia, Switzerland, Japan, Australia, Israel, Germany, England, and Turkey—and works on his next book on the heritage of Greek Americans.



**WITH FORMER PRESIDENT GEORGE BUSH.**



**SIX HUNDRED STUDENTS JOCKEY FOR SPACE IN MOSKOS SOCIOLOGY LECTURES.**

© Kevin Weinstein for Northwestern magazine, Spring 2002.

*A fund is being established to recognize Professor Moskos and his many contributions to Northwestern and beyond. For information please contact the Weinberg College Development Office at 847-467-5401 or [weinberg-development@northwestern.edu](mailto:weinberg-development@northwestern.edu).*

# ART LECTURES MARK DEDICATION OF CROWE HALL



Mary Jane McMillen Crowe Hall

Photo by Stacia Kozlowski

Janine Spencer, Multimedia Learning Center director



The builders: from Pepper Construction Group, J. David Pepper, Bill Bober, and Brian Healy

Photo by Cary Cochrane

Photo by Mary Hanlon



Hans Belting, Mary Jane Crowe Visiting Professor of Art History

From left, University President Henry S. Bienen; Leigh Buchanan Bienen; Ed Paschke, Mary Jane Crowe Professor of Art and Art History; Dean Daniel Linzer

Photo by Mary Hanlon



Photo by Cary Cochrane



The Barbara and Richard Franke Courtyard



Images of Paschke's paintings were on view



Ed Paschke (second from left) and MFA students Alex Herzog, Zach Buchner, Michael Ellis and Joseph Pflieger

Photo by Mary Hanlon

Faculty, students, administrators, alumni, and friends gathered for the dedication of Mary Jane McMillen Crowe Hall, an addition to Kresge Hall on the south campus, on May 18. The spacious new four-story structure connects Kresge's two wings, forming an open-air courtyard. It contains offices for 125 faculty members, seminar rooms, art studios, and a café.

In use since last fall, Crowe Hall houses faculty offices for African American Studies, Asian American Studies, Art Theory and Practice, Art History, French and Italian, Gender Studies, German, Philosophy, Religion, Slavic Languages and Literatures, Spanish and Portuguese, and the Writing Program. It became an immediate campus center for study and discussion of the humanities.

Festivities began with a talk by Ed Paschke, long-time member of the Department of Art Theory and Practice and the new Mary Jane Crowe Professor of Art and Art History, who spoke on "Ideas in Transition." Paschke showed slides of his vivid, sometimes-startling paintings by way of illustrating the artist's journey from original intention to final product, often via unforeseeable bypaths and detours.

Hans Belting, distinguished German scholar and Mary Jane Crowe Visiting Professor of Art History, gave the second lecture of the day, on "Art History and the Art Museum." In historical terms, he said, art museums are youthful institutions, dating only from the French Revolution, built on the confiscated collections of the aristocracy and the Church. At one time

centers for artists to study, museums have changed their focus to become centers for every kind of art-related activity, with increasingly prominent roles for art conservationists, single-exhibit curators, and marketers, working to attract masses of spectators.

The focus of festivities then moved to the courtyard enclosed by Crowe and Kresge Halls, where President Henry Bienen and Dean Daniel Linzer expressed the gratitude of the Northwestern community to the family of the late Mary Jane McMillen Crowe for providing the lead gift for the building of Crowe Hall. Her grandson Eric Tresslar, Communication '96, was in attendance. A plaque in the new Hall will read: "In honor of Mary Jane McMillen Crowe (WCAS '33 and Life Trustee) for her and her family's lifelong generosity and devotion to a grateful Northwestern University."

The Barbara and Richard Franke

Courtyard now became the site for a reception with international cuisine and bluegrass music. The courtyard is the gift of Barbara Franke, who graduated from the College in 1954, and her husband Richard Franke. Ellen Wright, lecturer in the Writing Program, and John Wright, Professor of Classics Emeritus and bluegrass specialist, played guitar and banjo and sang. The menu reflected the myriad language and literature departments housed in Crowe and Kresge - falafel and feta cheese for the Middle East, empanadas from Spain, galettes from France.

Images of Paschke's paintings were on view in a room in the new building. The Crowe Café on the first floor became an impromptu smart classroom, with demonstrations of technologies created by the Multimedia Learning Center's director Janine Spencer, colleagues, and students to enhance teaching at Northwestern. A favorite was Weinberg senior Molly Harnischfeger's project, "Français à dire et à chanter," which uses a variety of French poems and songs performed

by hip-hop artists to encourage correct pronunciation of the language.

At the conclusion of the festivities, one professor whose overcrowded Kresge office has been replaced with a new one in Crowe Hall, was heard to remark, "The only thing nicer than this celebration is the addition itself."

The architects and designers: from DeStefano & Partners, Avram Lothan, AIA, and Alexandra Shinewald; from Northwestern facilities management, Andrew McGonigle and Bonnie Humphrey

Photo by Mary Hanlon



# EARLY NORTHWESTERN: WHAT STUDENTS STUDIED AND WHY

THE COLLEGE CURRICULUM FROM 1855 TO 1900 BY WILLIAM N. HAARLOW



All Images: Northwestern University Archives

When a backpage chart on changes in the curriculum (Spring 2002) brought a flurry of responses, we decided the subject was worth a closer look. After all, the history of the College can be told by highlighting curricular changes and evolving conceptions of what constitutes an educated individual. Some issues deep in Northwestern's past are remarkably similar to those hotly debated today. We are pleased to present this first of a three-part series.

Ten young men, required to be at least fifteen years of age, made up the first class at Northwestern when it opened on November 5, 1855. In that inaugural year the new university consisted entirely of what was to become the College of Arts and Sciences. The whole university fit into Old College Hall, the institution's sole building, situated among the oaks that dotted the low bluff overlooking Lake Michigan. Because only gentlemen, scholars, and ministers sought a college education (training for law, medicine, and business in those days came primarily via apprenticeship), fewer than two percent of Americans went to college at that time. College men—college women were extremely rare—experienced a curriculum concerned far more with the development of character and piety than with the acquisition of knowledge and skills.

**CLASSICAL COURSE WAS THE "GOLD STANDARD"** Northwestern's original curriculum in the 1850s reflected the latest thinking on undergraduate education. Like other antebellum schools, Northwestern offered two courses of study: a classical course for the Bachelor of Arts and a scientific course for the Bachelor of Science. The classical course had been offered in North America since the founding of Harvard College in 1636. According to

historian Frederick Rudolph, the colonial curriculum was part medieval with its scholastic concerns, part Renaissance with its interest in producing a governing class and a gentlemanly refined culture, and part Reformation with its dedication to Protestant Christianity. During the 18th century the addition of belles lettres, modern languages, history, and especially the sciences increasingly crowded the classical study of Greek, Latin, and mathematics. By the early 19th century an ever-increasing number of subjects meant that important choices had to be made. Although the old classical—and prescribed—curriculum for the Bachelor of Arts had expanded, the trend could not continue unchecked. Gradually antebellum colleges and universities developed parallel programs that emphasized practical knowledge. Completion of these new scientific or "English" (vernacular) programs was recognized by a Bachelor of Science degree, but the classical curriculum remained the gold standard in higher education.

### LITTLE CHOICE IN EARLY CURRICULUM

From 1855 until the 1880s students in the classical course at Northwestern studied a prescribed curriculum consisting of Greek, Latin, mathematics, physics, chemistry, anatomy, physiology, ancient history, natural history, political science, elocution, belles lettres, philology, aesthetics, and proofs of Christianity. Students concluded their four years with a capstone course in moral philosophy, usually taught by the college president, intended to demonstrate the unity of knowledge and God's designs. Initially, all these subjects were taught by five faculty members, headed by the Reverend Randolph Foster, President of Northwestern and professor of moral philosophy and logic, who held the highest degree

in the land: Doctor of Divinity.

### GREEK AND LATIN BUILT CHARACTER

The famous Yale College Report of 1828 had argued that study of the classics provided both "the discipline" (pedagogy) and "the furniture" (subject matter) most appropriate for a gentleman citizen, irrespective of vocation. Antebellum faculty believed the mind had to be exercised, like a muscle. Latin and Greek were the languages of scholarship, of course. But learning to parse them in their written form was also beneficial because of its difficulty. The difficulty of the exercise meant that classical languages built character, like a coat and tie on a young boy. Reading and parsing were supplemented with oratory and elocution, which were developed through declamations, or student speeches, sometimes given in Greek or Latin, sometimes in the vernacular.

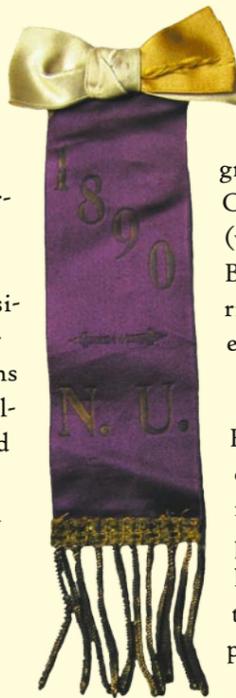
### BACHELORS OF SCIENCE SIT IN THE BACK OF THE CHAPEL

The 1858 Circular of what was then called the "North-Western University" noted that the degree of Bachelor of Arts was conferred "only on those who complete the Classical Course." The Scientific Course was thought inferior. Students seeking the Bachelor of Science degree at Northwestern studied French and German instead of Latin and Greek, as well as more mathematics and science. At this stage, the B.S. degree was perhaps more practical, and was initially offered in the United States as an accommodation to those who clamored for greater relevance in higher education. Yet when these courses had been introduced in the early 19th century, they did not command much respect from educators. Students who were studying for the B.S. at Yale, for example, had to sit in the back of the Chapel, behind the B.A. students, during daily prayer. B.S. students

at Northwestern were afforded greater regard, but as late as the 1870s the Catalog had to note that although "especial attention" was "given to practical knowledge" in the Scientific Course, pursuing that course was legitimate: "The old culture courses hold the first place in order of time; but the courses for the application of science are equally honorable."

### CHAPEL EVERY DAY AND TWICE ON SUNDAY

Pursuit of all branches of knowledge in the College was greatly enhanced in 1868 with the completion of University Hall, "a substantial and elegant edifice." In addition to lecture halls, it housed a chemistry lab, rooms for various societies, a chapel, a library, and even its own museum of natural history. By this time the "College" was known as the Department of Science, Literature and the Arts. Central to all these pursuits was a dedication to Protestant Christianity. While the emphasis on religiosity may strike modern



TOP OF PAGE: OLD COLLEGE, NORTHWESTERN'S FIRST BUILDING, FACING SOUTH CIRCA 1874. ABOVE: THE SYLLABUS BOARD, CLASS OF 1889.

readers as quaint or at least extracurricular, in fact, most 19th century colleges, including Northwestern, cannot be understood outside of their deeply religious character and mission. The early curriculum at Northwestern reflected this dedication, as did its policies and publications. The 1866-67 Catalog noted that “devotional services are held daily in the University Chapel. All students are required to be present, and also attend public worship twice on Sabbath.” While Northwestern’s mission as a college was to add “luster” to the Methodist Church, the modus operandi of the university was pan-Protestant. A signal piece of evidence of the College’s dedication to Christian ideals was that “students preparing for the Christian Ministry are admitted to instruction, without charge for tuition.”

**EVANSTON “FREE OF IMMORAL INFLUENCES”**

In addition to prescribed chapel attendance and specific courses such as moral philosophy, proper moral character was developed by Northwestern’s location and faculty. According to the 1872 Catalog, Evanston “is as free from immoral influences as any in the land; and nearness to the city of Chicago affords the advantages, without the moral dangers, of city life. The

high character of the people, churches of several denominations, and the social advantages, add much to the educational value of the University.” Likewise, the faculty could be counted on by anxious parents to serve dutifully in loco parentis. The 1878 Report of the President noted that the faculty comprised “generally Christian men. We believe that the moral difference between the influence of the instructions of a man of deep religious convictions, and the instructions of a skeptical man, on the life and the character of the pupil is immense...”

**WOMEN ADMITTED, EVENTUALLY BECOME HALF OF STUDENT BODY**

In the decades following the Civil War, however, the old college curriculum and its philosophical assumptions were increasingly challenged, at Northwestern and across the country, by coeducation, public land-grant institutions, the German research model of university education (and its baby, the Ph.D.), and the introduction of the elective curriculum. Northern social proscriptions against women’s education began to relax and Northwestern’s trustees voted to admit women in 1869, although the number

of female students remained small. Then in 1873, a separate institution, the Evanston College for Ladies, presided over by Frances Willard, consolidated with Northwestern. With Willard as dean of the Women’s College of Northwestern University, coeducation on a significant scale became a reality. Further, education itself, gentility, and social status had always been part of the reason that a fortunate few women attended college in the antebellum era. During the 50 years after the war, social service, the feminization of elementary teaching and other job opportunities outside the home, such as working as a “typewriter,” had become additional reasons that young women pursued higher education. By 1900 fully half of Northwestern’s undergraduates were women.

**ELECTIVES: A REVOLUTIONARY IDEA**

The rise of the large public university, with its largely practical curriculum, brought challenges to the established collegiate order. The pure and applied

research and professional emphases of the newly founded and expanded universities were inspired by German higher education ideals and fueled by philanthropic largess as well as increased public funding.

Both the land-grant institutions, made possible by the Morrill Act of Congress in 1862, and the newly emerging research universities gained acceptability in a society increasingly impressed by claims made for practicality, social service and scientific investigation provided by higher education. These changes eventually broadened the appeal of higher education in an American society that,

throughout much of the 19th century, had not considered higher education to be of much practical value. These changes also created a clash between curricula



**ABOVE: CLASS OF 1880 IN OLD OAK TREE. BELOW: AN ENGRAVING OF EVANSTON AND THE CAMPUS IN 1874. MOST PROMINENT BUILDING IS UNIVERSITY HALL.**



RIGHT: THE MUSEUM OF NATURAL HISTORY, ON THE TOP FLOOR OF UNIVERSITY HALL, ENHANCED INSTRUCTION IN THE EXPANDING SCIENCE CURRICULUM IN THE LATE 19TH CENTURY.



**“LIBERAL LEARNING DIFFERS FROM SPECIAL OR SCIENTIFIC LEARNING SO MUCH IN VOGUE AT THE PRESENT TIME IN THAT IT DEVELOPS THE WHOLE MAN.”**

**—ACTING PRESIDENT OLIVER MARCY, 1880**

with mostly prescribed courses and ones in which choice was encouraged.

Although the elective system had first appeared at Jefferson’s University of Virginia in the 1820s, electivism was not widely accepted until the 1870s, under the promotion of Harvard president Charles W. Eliot. He believed that Harvard was doing American higher education a great service by allowing students to select some of their courses from a set of options, that such freedom was the mark of a true university, and that by relieving the student of curricular mandates, he or she would learn self-discipline. Reaction throughout higher education was swift. Most educators, led by President James McCosh of Princeton, vehemently opposed the idea. McCosh and others put forth the perennial arguments that electivism assumed a maturity that students did not possess, that students would avoid essential subjects not to their liking and, in the process, lose the unity of knowledge that colleges had always sought to provide.

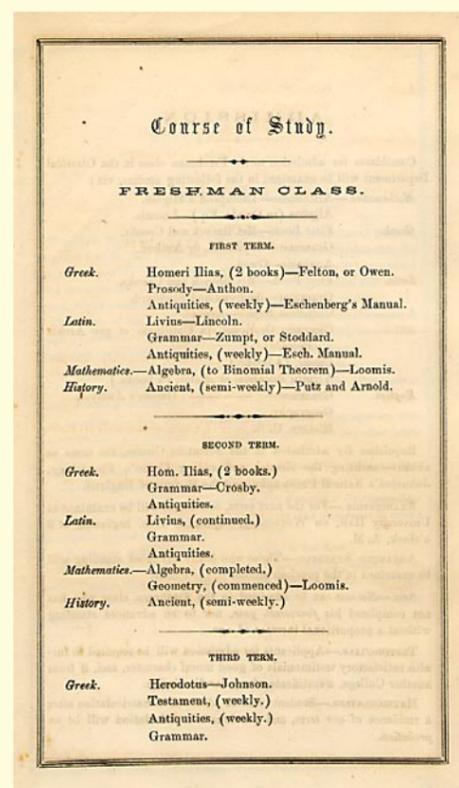
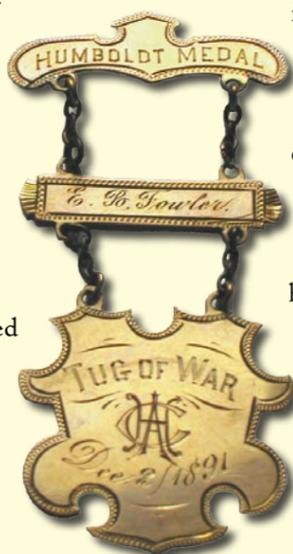
At first the older ideal held sway at Northwestern. When the College changed its name to the College of Liberal Arts in 1880, Acting President Oliver Marcy suggested that “this change expresses a conviction of the Faculty in regard to the object for which this College should be maintained...liberal learning.” It was a widespread belief in the older colleges, and Northwestern considered itself in this group by 1880, that practical skills were rightly attained through apprenticeship and on-the-job training, not learned pursuits. Marcy continued:

To teach the trades, to make artisans, engineers, book-keepers, merchants and farmers is not directly the purpose of this College. It contributes to this end,

indirectly, by developing the mind of the pupil, by giving him language, which is the greatest instrument of thought and expression, by making him acquainted with the laws of matter and the laws of mind, which every practical man must understand whether he be in the senate or in the shop, by training the logical faculties, exercising them vigorously in the deductive processes of mathematics and metaphysics, and in the inductive processes of the chemical and physical laboratories, and in psychology. Liberal learning trains the pupil for no one occupation in particular, but tends to make him a more successful man in any occupation than his uneducated fellow. Liberal learning differs from special or scientific learning so much in vogue at the present time in that it develops the whole man.

Many of Marcy’s arguments in favor of a liberal education are still made today. Marcy posited “a college of liberal arts should cultivate all the faculties” of the human mind: the intellectual, the moral, and the aesthetic. Although only a few elective choices were offered to upperclassmen, Marcy could rightly claim, “The scope of the College of Liberal Arts of the Northwestern University is much wider than the scope of any of the colleges in the country thirty years ago.”

That wider scope meant that, while there was intense debate at colleges around the country about what constituted a proper college education, the old-style required curriculum with its emphasis on the discipline of the classics and the moral emphasis of its pieties was losing sway. Marcy was followed by Joseph



Cummings, Northwestern’s last minister-president, who in 1883 began to introduce more electives—especially in history, the sciences, and German—at the expense of requirements in Greek and Latin.

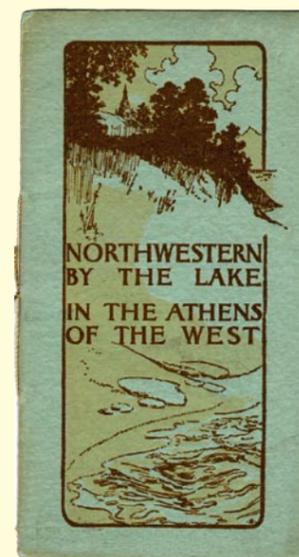
**GREEK NO LONGER AN ADMISSION REQUIREMENT**

In 1890, at the age of thirty-seven, Henry Wade Rogers became president, and during the next 10 years Northwestern’s curriculum began to enjoy significant growth. The manifestations of this change are numerous. In 1892 the College dropped Greek as an admission requirement. In 1895 college advisers, who acted effectively as major advisers, were introduced. Whereas the College of Liberal Arts offered only 41 courses in 1890, by 1900 fully 177 courses were offered, and almost

all of them were elective, including the courses in Christianity. Rogers did not take exception to religion, but he did want to move Northwestern in concert with changes being made by other leading universities.

**THE MODERN NORTHWESTERN BEGINS TO EMERGE**

By the time Rogers retired in 1900, Northwestern had begun to take the shape that would be recognizable to today’s viewer. In 1901 a large banquet was held at the Auditorium Hotel in Chicago to celebrate the Fiftieth Anniversary of the signing of the University’s charter. Acting Northwestern President Daniel Bonbright, who had been one of the original five faculty members in 1855, presided over the dinner. Of Northwestern’s enormous progress Bonbright noted: “That every year more than two thousand young men and women gather to the University, in its various schools, to fit themselves for whatever they may find to be their work in after-life, is a tribute to the wisdom that founded the institution fifty years ago; it is a reward and incentive



also to those whom the good work of the founders has come as an inheritance and a trust.”

Bonbright’s speech marks the close of Northwestern’s collegiate era. While the university, with the College of Liberal Arts at its core, moved into the twentieth century with a strong sense of its past, it was clear that the new century would bring great opportunities.

ABOVE LEFT: A PAGE FROM THE FIRST CURRICULUM GUIDE  
ABOVE: BROCHURE FROM 1901 PROMOTING NORTHWESTERN

# THE BEST PREPARATION FOR SPEECHWRITING?

OUR ALUMNI EXPERTS WEIGH IN

**LEE HUEBNER**, BA in history, Northwestern; PhD in history, Harvard. Speechwriter for President Nixon. Now a Northwestern professor.

Northwestern's fabled debate program drew Huebner to Northwestern, and it was diplomatic historian Richard Leopold who impressed him while here and brought him back to teach many years later. "Dick Leopold was my mentor and still is. He was just so very interested in the students and so clear about the standards that he expected everyone to meet. One had to be very thorough and accurate and conscientious....My whole history background was immensely useful in speechwriting. You could be called upon to write about so many different subjects. A good generalist background was critical."



**DAN PINK**, BA in linguistics, Northwestern; JD, Yale Law School. Speechwriter for Vice-President Al Gore. Now an author.

Pink says Judith Levi and Rae Moses were terrific teachers and friends and linguistics was an enormously useful major. "Linguistics touches on the whole range of liberal arts disciplines that are unified by the fact that human beings have made their way on our planet thanks to language. Linguistics is in many ways the quintessential liberal arts major because it touches on so many different things.... the social sciences with areas like sociolinguistics; the hard sciences with introductory neuroscience, psycholinguistics, and phonology; and the humanities—I had an entire course on metaphor... You begin to have a deeper respect for the power of language and the intricacy of language. That informed not only my job as a speechwriter, but also who I am as a human being."



**PAUL GLASTRIS**, BA in history, MFA in radio/tv/film, both from Northwestern. Speechwriter for President Clinton. Now editor in chief of *The Washington Monthly*.

"I learned a ton in college that I apply every day and always have in both speechwriting and journalism. History was excellent training for this because it's essentially non-fiction research and writing that stresses logical argument backed up with evidence. And that's what a speech is....We had a lot of professors who were very, very fine prose stylists. I took a couple of David Joravsky courses on the intellectual history of Europe, which I loved. Joseph Epstein taught essay writing. He has become a friend and has contributed pieces to [*The Washington Monthly*, where Glastris is editor-in-chief.] He more than anyone else got me hooked on the writing profession."

# SPEECHWRITERS FOR THE NATION'S LEADERS

BY NANCY DENEEN

Responding to pagers in the middle of the night. Hopping aboard Air Force One (or Two) for a trip into history. Ripping pages out of a printer seconds before a televised speech. As three former speechwriters—all Weinberg graduates—described their jobs to *Crosscurrents*, the swirl of activity sometimes resembled scenes from NBC's "The West Wing." But for all of them, speechwriting provided a chance to be in the room as history was made and sometimes even to shape policy in the process of putting language to their boss's ideals and goals.

The pressures of speechwriting make the job both exhilarating and exhausting. Speechwriters especially earn their keep during times of crisis. Lee Huebner worked for President Richard Nixon from January '69 to January '74, his last months on the job coinciding with the Watergate investigation. Paul Glastris' time on President Bill Clinton's team—September '98 to January '01—included the darkest hours of the Monica Lewinsky scandal. Daniel Pink was chief speechwriter for Vice President Al Gore from '95 to '97, when the administration was under fire for Whitewater and 'travelgate.' "You do burn out and you are a slave to your pager," says Glastris of the long and unpredictable hours. "But government service at that level you take whenever you can get it."

And their bosses aren't the only ones who aged on the job. As Pink

laughingly put it during a telephone interview, "When I started the job, I was 31 and when I ended two years later, I was 57."

All three have gone on to successful careers in communications post-speechwriting. Lee Huebner was publisher of the *International Herald Tribune* before becoming a professor at Northwestern. He teaches courses on speechwriting, the Nixon presidency, and presidential rhetoric in the School of Communication, and in the Medill School of Journalism, courses on international media and global journalism. Paul Glastris '81 is editor-in-chief of *The Washington Monthly*, a widely-quoted liberal magazine, and a senior fellow at the Western Policy Center in Washington, D.C. Dan Pink '86 has written one book, *Free Agent Nation*:

*The Future of Working for Yourself*, and is working on another, *A Whole New Mind*, about the six essential aptitudes white-collar workers must master in an outsourced, automated, upside-down world.

Though Nixon and Clinton/Gore were on opposite sides of the political fence, their speechwriters had much in common. They all toiled in the Old Executive Office Building at the corner of 17th Street and Pennsylvania Avenue, just steps away from the West Wing of the White House. They knew the frustrations of writing by committee and having their phrasing end up "on the cutting-room floor" of the Oval Office. They experienced the joy of hearing their words used by the nation's leaders to persuade the American

FORMER PRESIDENT BILL CLINTON CONFERS WITH PAUL GLASTRIS, NOW EDITOR-IN-CHIEF OF THE WASHINGTON MONTHLY



public. We invite you to compare and contrast their experiences as they recalled them for us in separate interviews recently.

**WHAT WAS THE REALITY OF HAVING CLINTON/GORE/NIXON FOR A BOSS VERSUS HIS PUBLIC IMAGE?**

**GLASTRIS:** Clinton was great. I never saw but an occasional flash of his storied anger. More than once he rewrote everything I gave him. But mostly he was a dream to work for because he was a great wordsmith and deeply involved in the policies behind the speech. He knew an amazing amount of detail about the policies. He had a vision of where he wanted to go and these policies

all fit into that...He wasn't a lot different from his image. He had an astounding ability to remember our last conversation or a book I'd recommended...My Mom once brought some Greek sweets. He wasn't there when she dropped them off, but she got a thank you note. He was a classy politician in that way.

**PINK:** Having had Al Gore as a boss, the public image is almost unrecognizable. The Vice President happens to be a very, very funny guy which often doesn't come through. We ended up doing a number of comedy routines during my time there, including a "mockumentary" slide show about the history of the Vice Presidency. I enjoyed working

for him, in part because, before he went into politics, he was a newspaper reporter and editorial writer. He'd written a book himself. So he had a greater respect for the writer's job than the typical politician.

**HUEBNER:** I think Nixon was in many ways two people. He had a very dark, insecure, angry, resentful side. And that's the one that's probably remembered best and it's not inaccurate. It's there. You hear that Nixon on tape sometimes. But he was multi-layered and many of the layers were very attractive. Most people who've ever worked for him talk quickly about how kind and pleasant he was with his staff, polite to the point of being almost formal

in his politeness, probably because of his shyness and reserve. He was very solicitous and attentive, nice to work for in that way...It's probably the side his family saw most often.

**DID YOUR BOSS'S WORKING STYLE ALLOW YOU MUCH FACE TIME WITH HIM?**

**HUEBNER:** Nixon probably spent less time with his speechwriters than earlier Presidents had, but then, he spent a lot less time with anyone than previous Presidents had. He was such a loner kind of President. We [speechwriters] were all together in the Executive Office Building, and he would be on the same floor in his hideaway office. This didn't mean we were in and out of his office all

the time. He preferred to work with people on paper or even on the phone.

**GLASTRIS:** I don't think I ever had a phone conversation with Clinton. We were in his presence quite a bit, but didn't have much one-on-one time with him. I wasn't an intimate in the inner circle of the West Wing. But for every third speech you wrote for him, you'd be with him in the briefing before he gave it, answering questions, watching interaction between him and his staff, gathering changes from the staff to put in a last-minute rewrite. You'd watch him work the room, give the speech, work the room afterwards. He'd come back and pat you on the back and say, "Good work." You really

were part of the whole thing.

**PINK:** Unlike the President, the Vice President doesn't have a whole fleet of speechwriters, so I found myself in fairly frequent contact for someone who had absolutely no power or influence. But for most speeches, we'd say to him, "We're speaking at this meeting, this gathering, here's why you're doing it, here's what the event is like, here's what we think you should say. Does that make sense to you? Do you have anything to add?" We'd do this by e-mail because Gore is a ferocious e-mailer. And that worked incredibly well. That allowed him to focus for literally 30 seconds of his time, rather than schedule a meeting.

*Photo by Ray Price*



**PRESIDENT NIXON (FAR RIGHT) AND HIS WRITING STAFF BRAINSTORMING ON FEBRUARY 20, 1970, FROM LEFT RAY PRICE, LEE HUEBNER, PATRICK BUCHANAN, WILLIAM GAVIN, JAMES KEOUGH, AND WILLIAM SAFIRE. IN BACKGROUND, H.R. HALDEMAN, CHIEF OF STAFF**



FORMER VICE-PRESIDENT AL GORE DISCUSSES A SPEECH WITH DAN PINK

**HISTORICALLY THE INFLUENCE OF SPEECHWRITERS IN THE WHITE HOUSE HAS RANGED FROM BEING MERE WORDSMITHS TO SHAPERS OF POLICY. WHERE ALONG THAT SPECTRUM DID YOUR JOB FALL?**

**PINK:** It's often hard for me to find a boundary between what is wordsmithing and what is making policy. But accepting that, I was not making policy in any fashion. The policy was basically handed down and my job was to describe it, defend it, explain it, justify it, hide it [laughter].

**HUEBNER:** The two are intimately connected. I think inevitably if one is dealing with words, one is dealing with policy and vice versa...Every President has had a different style. Carter and Bush are described as having a good working relationship with others on their staffs, but they shoved speechwriting aside and had high turnover because writers didn't feel involved. I don't think that happened with Nixon. Nixon's staff felt involved. ...The interesting thing about being a writer is that you'd send out drafts and a day or two later they would come back heavily marked up; the writer would

coordinate the pile of suggestions from all around the government and that was a policy-influencing role.

**GLASTRIS:** I came [to the job] after some years in journalism with an idiosyncratic interest in policy solutions and I just worked the channels. The White House, at least the one I was in, had any number of people who are open to ideas if you have good ones. Most of mine didn't go anywhere but a couple of them stuck [such as raising the value of cars the working poor were allowed to have and remain eligible for food stamps, and getting federal employees involved in volunteer efforts like Americorps]. I would just find people who shared my enthusiasm and write memos, send e-mails, bug them, and occasionally get invited to meetings and voice my interests. Nobody gave me anything; I didn't have any power at all. I just took an interest and made myself a pest.

**WHAT WAS THE PROCESS INVOLVED IN WORKING ON A SPEECH?**

**PINK:** For a convention speech or speech about a big policy, we would often begin a month or two before. I would go in with some other policy

staffer or chief of staff and [Gore] would get our thoughts and give us our assignments: "I want you to look at this book because it has some good stuff we can use. I want you to call my friends because they had some good ideas for this speech..." There would often be multiple meetings afterwards. I'd write a very short memo about some ideas for themes and he'd say, "I don't like this or that" or "Let's go with this idea." For big speeches, I'd come in with a draft a couple of weeks before and he'd go through it and immediately send me on a massive rewriting job.

**GLASTRIS:** ...When the hour came [to give a minor speech], you'd go over to the West Wing and Clinton would be in the Oval Office probably reading the speech for the first time and marking it up with a Sharpie. The senior staff would say, "Mr. President, in the room today there are going to be two senators you've got to mention; you're going to get peppered with questions about this." And the President would ask you why this statistic was 5.2 percent three months ago and 5.5 percent now and you'd have to explain. That's the kind of granular detail he knew about. And the more he'd mark up the speech, the more your heart would drop. And then he'd go out there, and if he delivered 70 percent of what you wrote and added 30 percent of his own, that was a good day.

**HUEBNER:** The more important a speech, the more likely that Nixon was to have slaved over it in 10, 12, 14 drafts. Usually there would be one writer to a speech. Our function was to present ideas and outlines and maybe some language and then to step back and see how much would actually be used...It was properly his speech and we were there to provide raw material. For another category of material—suggested remarks—he spoke without notes. And for those occasions what he wanted from us wasn't so much polished language as anecdotal material, stories, humor, statistics, personal references, all the colorful material that helped dress up a speech.

He would put his hands behind his back, use a single microphone, and have the podium taken away. He had a photographic memory which would allow him to give a very orderly speech without any notes at all—he was very proud of that.

**WHAT WAS THE MOST FRUSTRATING ASPECT OF THE JOB?**

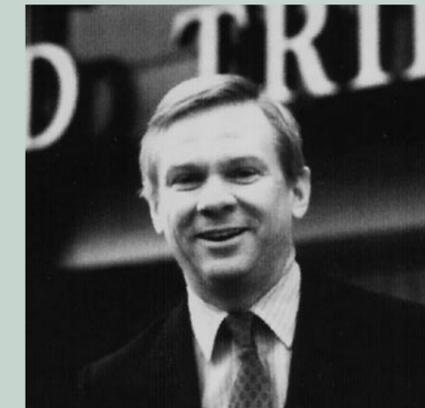
**HUEBNER:** I think any speechwriting job at some point involves explaining decisions that other people are making. You're helping to make them, perhaps; you touch a little bit on every issue, but you don't have control of any one. One day it's foreign policy and the next it's the economy and then it's jokes for a state dinner. And we were the people who provided the connective tissue, the language that bridged all these gaps and made it all seem part of a whole overview, a whole philosophical approach. But in none of these areas could we say, "Gee, I worked on this for two years and got that bill through Congress."

**GLASTRIS:** There was more pandering to interest groups than I would have liked. But you appreciate the need for that when you're there.

**PINK:** Speechwriters should come with a date of expiration stamped on their foreheads. If you do it for too long, you start reverting to stuff you've already done, you stop thinking fresh and you stop serving your boss. And that's ultimately what you're doing. You're not saying what you think, but what someone else thinks, in as compelling a way as possible. You are giving voice to someone else's thoughts, not your own. You are really the housepainter, not the architect. You should try to paint the house as fabulously as anyone could possibly paint it. But you're not constructing the house and deciding where the rooms go. If you couple that with the intense pressure, then people just don't last very long. And I agree with Paul about the pandering. That got on my nerves, too.

**WHAT WAS YOUR BEST OR MOST MEMORABLE DAY ON THE JOB?**

**HUEBNER:** The day Nixon arrived in China. I was not on that trip, but back in Washington there was a sense that this was truly historic, that it truly changed the world. It was a proud kind of day, just being part of an administration that had served the country well on that particular occasion...I think Nixon was extremely far-sighted in terms of history and global politics.



LEE HUEBNER BECAME PUBLISHER OF THE HERALD TRIBUNE AFTER HIS DAYS IN NIXON'S WHITE HOUSE

**PINK:** At 5 p.m. the night before a commencement speech at MIT, the Vice President decided to tear up everything we had worked on for about six weeks. We gathered in his ceremonial office in the Old Executive Office Building at about 6:30 p.m., knowing we had to leave at 4:00 a.m. for a 10:00 a.m. speech in Cambridge, Mass. So there I was with my laptop and a couple of policy staff members and the Vice President was pounding down Diet Cokes and offering lines and even trying to grab the keyboard because he's a pretty fast typist. All of us were struggling to stay up with it. So, in terms of memorable, pulling an all-nighter with the Vice President of the United States was memorable.

**GLASTRIS:** I wrote the speech Clinton gave in Athens in November of '99. I had been a journalist in the Balkans as well as being Greek American so

it wasn't unusual. You may recall we landed in Athens after Kosovo, and the communists had orchestrated a demonstration that turned violent. They tore up the streets and torched the downtown. Clinton's approval ratings were low when we got there. There was very tight security—we almost didn't go...We crafted the speech around an appreciation of Greece's pivotal role as the strongest economy and biggest military power in southern Europe and the beacon of democracy in an area that had not seen democracy in a long time...He actually mentioned my name in the speech because he was bragging that he had Greeks working for him and he knows that nothing will please the Greeks more.... When he left, people loved him. It was one of those occasions where you see one speech really, really, really turn things around.

**WAS SPEECHWRITING A HUGE HIGHLIGHT OF YOUR CAREER?**

**GLASTRIS:** It's the high point of almost anybody's life to have worked in the White House. But speechwriting is curious in that it's not a route to anything unless you want to be a professional speechwriter and there are not that many of those. For me it was a diversion from the path I'd been on and an absolutely splendid one. But it's not a stepping stone to anything. It's not like if you had been White House chief of staff you can go on to be the top lobbyist in town or the president of a university. It's kind of *sui generis*.

**PINK:** It was a great experience. Something I'm very grateful to have done. But I consider it just another great experience in what I hope will be a long line of great experiences. Speechwriting at this level attracts people who are looking for an intense, exhilarating, once-in-a-lifetime experience where you're putting in long hours for low pay and doing nothing else. That's the only way to do a job like that.

# SPLIT

## INFINITIVE: TO SUCCESSFULLY PLAY BASKETBALL

BY EMILY KRONE

THREE CROATIANS BRING THEIR UNIVERSAL LANGUAGE TO THE GAME

JULY, 2001, SPLIT, CROATIA

*There was no chatter—that’s what struck coach Bill Carmody first.*

*No trash talk smack mouth get that \$#%! out of here.*

*No “Coach, I need some water.”*

*No cheering or crowing or backslapping.*

*Just sneakers on hardwood, the bounce of the ball, the occasional whistle.*

*The temperature in the old gym, the American coach estimates, had climbed to 115 degrees.*

*You could sit in the bleachers sipping a cold glass of lemonade and still wilt in this heat, and the recruits had been hustling up and down the court, full-tilt, for the past ninety minutes.*

*Carmody, one year into his tenure as Northwestern’s head basketball coach, was impressed. “They just played so hard,” he remembers.*

**“LANGUAGE IS A SKIN:  
I RUB MY LANGUAGE  
AGAINST THE OTHER.”**

—ROLAND BARTHES

*Carmody had come to Split on a tip from former Northwestern basketball player Pat Baldwin, who was playing professionally in Croatia. Named as the replacement for Kevin O’Neill shortly before the 2000–2001 season, Carmody had missed most of the previous year’s recruiting period. He was looking for some big bodies to plug the gaps in his roster.*

*But this scrimmage promised more than just big bodies. Here were 6-foot-8 forwards who could rebound, pass, and dribble—crucial to the new offense Carmody had brought with him from Princeton. Here were players excited by the prospect of playing basketball in America, and undaunted by*

*Northwestern’s status as Big Ten cellar dweller. And, perhaps most importantly, here were athletes with high school transcripts that would impress even the most truculent admissions officer.*

*There was only one problem: The players didn’t speak English.*

### THE APARTMENT

Ivan Tolic, Vedran Vukusic, and Davor Duvancic recline on the couches in the living room of their Evanston apartment, watching a tennis match on the television with mild interest. Tolic’s leg is in a brace after having undergone knee surgery earlier in the week. All three drink from two-gallon jugs of orange juice, which appear strangely proportional in their hands. Duvancic and Vukusic are 6-foot-8. Tolic is an inch taller.

They banter with each other in English, and their vernacular is indistinguishable from that of the average American college student. For a recent assignment for his public-speaking class, Tolic had to interpret a movie scene in his own words. He chose a Samuel L. Jackson scene from *Pulp Fiction*.

IVAN TOLIC, VEDRAN VUKUSIC, AND DAVOR DUVANCIC.



Photos courtesy of Northwestern Media Services



IVAN TOLIC

of 2001.

“Now you can’t stop talking,” teases Tolic, who joined them the following year.

The three had taken English language courses since elementary school, but Carmody said it took them about two months of total immersion before they felt comfortable speaking it aloud.

After multiple interviews about what it’s like to leave Croatia and play basketball in America, the players have perfected their interview patter. “We have all our answers ready,” they joke.

Yes, Evanston’s inclement winters sometimes make them long for the balmy currents of their hometown, Split, a port city on the Adriatic Sea.

No, they could not have pursued both athletics and academics in Croatia. European colleges do not field sports teams, and professional athletes are discouraged from taking classes.

Yes, Vukusic’s mom cried when he told her he wanted to leave home and play basketball in America.

No, they didn’t know much of anything about Northwestern or Chicago before they arrived, but the transition was easier because they came together.

Yes, they remember the war that besieged their homeland after Croatia declared its independence from Yugoslavia in 1991.

No, they didn’t lose any family members, though the war changed them in ways that falling bombs and air raid sirens and televised images of slain countrymen change people.

Yes, Vukusic and Davoric really did travel 18 hours to take the SATs in Vienna, Austria, because the exam had already been administered in Croatia. They drove through the night and took the exam at 7:00 the following morning.

They have all come a long way since their early days in America, when Vukusic’s patchy vocabulary limited him to a rambling exposition on hamburgers during an interview with NBC Channel 5 Chicago.

“When I first got here, the biggest challenge was the language. I thought someone was going to laugh at me,” says Vukusic, who arrived with Duvancic in Evanston in the fall

No, they haven’t decided what they will do after graduation. It depends on where their basketball careers take them. Tolic has been hampered by knee problems his entire Northwestern career, and Vukusic red-shirted during the 2002–2003 season due to a shoulder injury.

Yes, they like Northwestern—a lot.

“Coming to America was a dream,” Duvancic told the Daily Northwestern. “[Northwestern] is a great school in a great community. I am super glad I came.... It was the best move I’ve ever made.”

The trio’s manifest enthusiasm for the university—for its students, professors, classes, coaches, and fans—is a dominant theme in nearly all their interviews.

“You know how they put you in a room with similar people?” Tolic is describing his freshman year roommate with the enthusiasm he brings to every aspect of his Northwestern experience. “Well, they put me in a room with this little Jewish boy from Boca Raton, Florida. He was so scared when he walked in the room for the first time,” Tolic laughs. “But we became the best friends ever. It was a great thing.”

Vukusic credits his teammates with smoothing his transition to America. “The guys in the locker room made it easy on me. They taught me all the good words,” he grins.

### THE BASKETBALL COURT

In this season’s 51–49 victory over Iowa on March 4, Tolic started and played 11 minutes. Duvancic had a career night, grabbing nine rebounds and netting 14 points. And Vukusic, the Cats’ second leading scorer, hit the game-winning shot with 0.7 seconds remaining. It was the kind of night Carmody envisioned when he watched them play in Split.

“They all have good basketball sense, probably from playing soccer,” Carmody said. A high basketball IQ is a prerequisite for Carmody’s intricate offense. Its signature is the “back-door pass,” which requires a passer and a cutter to coordinate their movements so that the passer delivers the ball at the precise moment the cutter sheds his defender and streaks towards the basket. If the



DAVOR DUVANCIC



**VEDRAN VUKUSIC**

backdoor is properly executed, the cutter never breaks stride and the defender looks like a fool. Tolic had an assist on a backdoor layup in the first minute of his first game as a Wildcat.

The offense came naturally to the trio, even before they mastered English. “It’s not about

language,” Vukusic said. “You don’t even have to learn the name of the plays once you understand it.”

Tolic concurred, “Once you get the basic principles, it just flows.”

The language of basketball is universal enough to compensate for the fact that at times this season no one on the court for Northwestern was speaking English.

“If it’s Mohamed [Hachad], T.J. [Parker], me, Vedran and Davor on the court, you will not hear a single word of English,” Tolic said. “The two of them talk in French and the three of us talk in Croatian.”

### **THE CLASSROOM**

Tolic and Vukusic name Linguistics 222, senior lecturer Elisabeth Elliott’s course, Language, Politics, and Identity, among their favorite classes at Northwestern. The class focuses on linguistic issues in various Balkan languages, including Croatian, Serbian, Bosnian, Macedonian, and Albanian. Students study Balkan history through the prism of language, exploring connections among language, politics, nationalism and identity. For the Croatians, Bulgarians, and Albanians enrolled in the class, this is more than an academic exercise.

Elliott explains: Language became a propaganda tool during the Croatian War for Independence, which began in 1991 and ended in 1995 when leaders from Croatia, Bosnia and Serbia signed the Dayton Peace Accords. Both sides attempted to eradicate foreign borrowings from their languages in an attempt to fashion a more “pure” form of Serbian and Croatian. Croatian expressions were expunged from the Serbian language, and vice versa. People could be jailed—or worse—for word choice.

Elliott said she was a bit nervous when she saw who

was enrolled in the class. “I knew we were going to talk about some really sensitive issues,” she said. “The country they were born in no longer exists. In their lifetime their neighbors became their radical enemies.”

She said their response to the class has been gratifying. “They have been extremely generous and open with their opinions, ideas and experiences,” she said. “It’s been a wonderful experience for the rest of the class to see people who are really struggling with these issues on a personal level.”

Elliott said Tolic asked last week in class, “What’s so bad about sharing words?”

Carmody speaks with obvious affection when he reflects on his three Croatian basketball players. “They wanted to make it work,” he said. “They’re from a war-torn country. So that made them push through some of the little stuff that happens. Maybe a kid from California would say, oh, man, I’m not going home for Christmas. They play through that.”

Tolic said adjusting to America wasn’t as hard as some people imagine. “The whole barrier was language,” he said. “But, you know, chicks dig accents.”

*AUTHOR EMILY KRONE PLAYED WOMEN’S VARSITY BASKETBALL AT PRINCETON FOR TWO YEARS, WHEN BILL CARMODY WAS COACHING THE MEN’S TEAM. AFTER GRADUATING IN 2001, SHE EARNED A MASTER’S DEGREE IN JOURNALISM FROM MEDILL.*

**DAVOR DUVANCIC AND IVAN TOLIC.**



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