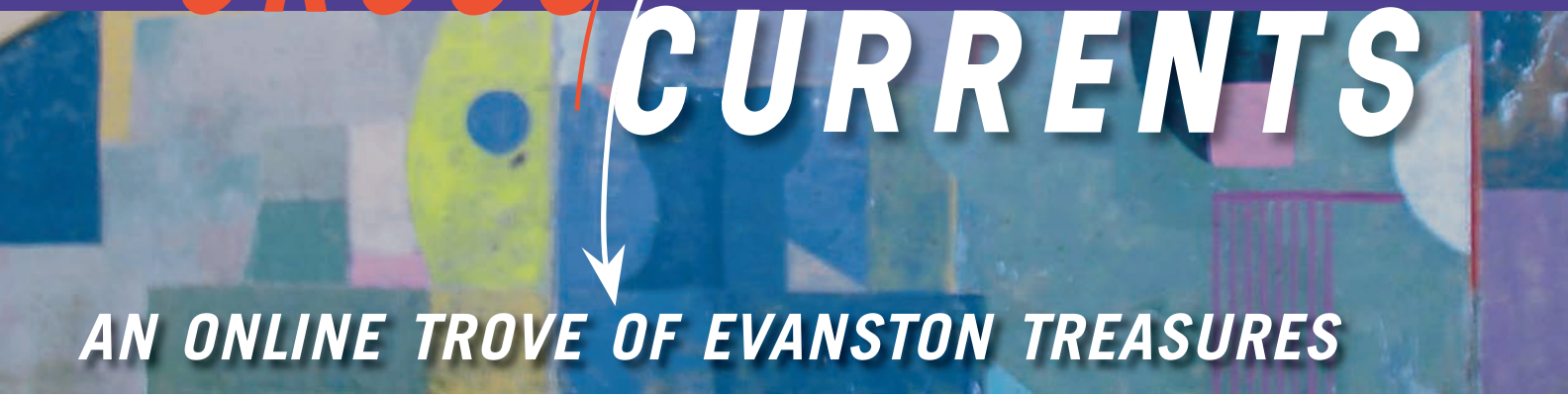
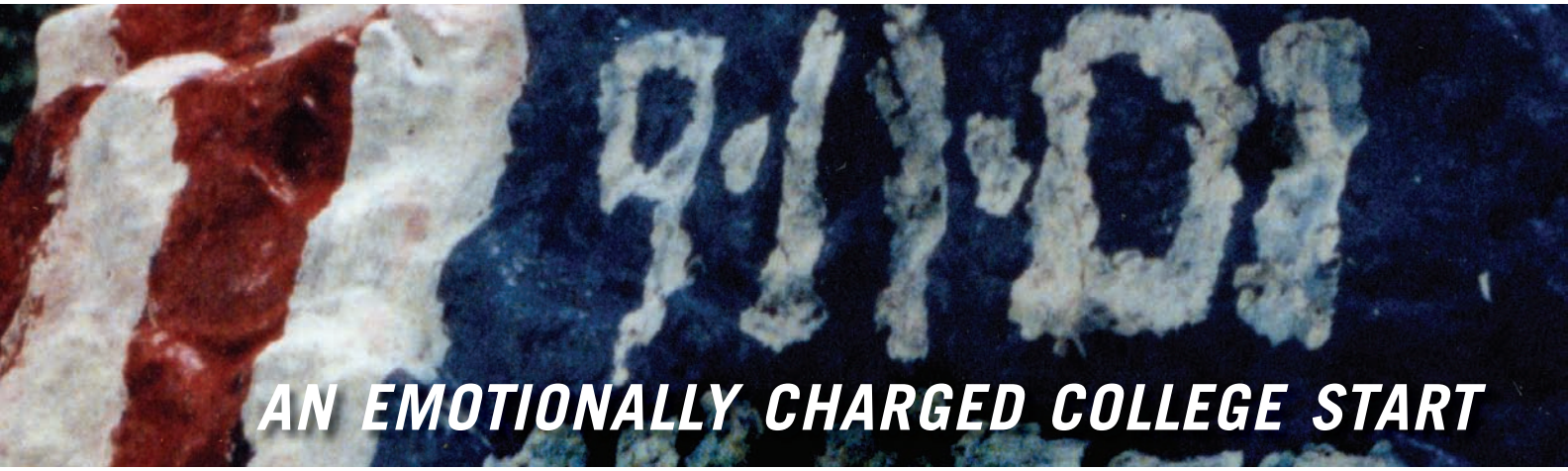
NORTHWESTERN UNIVERSITY
WEINBERG COLLEGE
OF ARTS AND SCIENCES

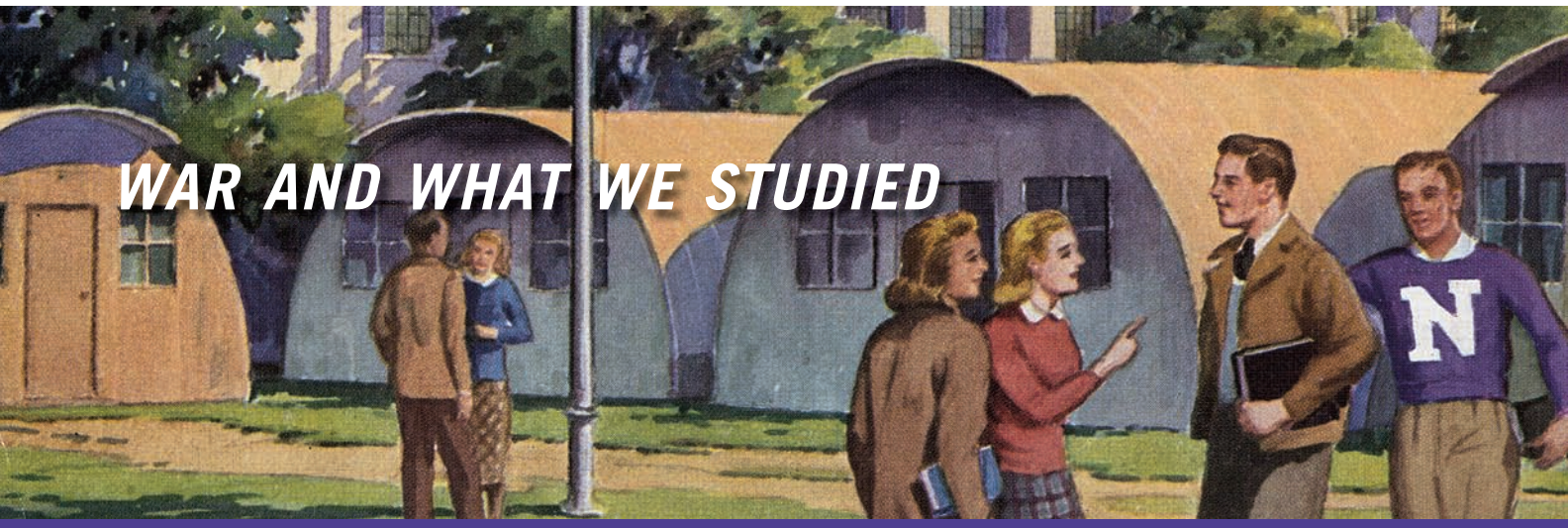
CROSS CURRENTS



AN ONLINE TROVE OF EVANSTON TREASURES



AN EMOTIONALLY CHARGED COLLEGE START



WAR AND WHAT WE STUDIED

THE MAGAZINE OF ARTS AND SCIENCES

FALL/WINTER 2005/06
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WEINBERG COLLEGE OF ARTS
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WE'D LIKE TO HEAR FROM YOU. SEND LETTERS AND STORY IDEAS TO NANCY DENEEN, CROSSCURRENTS, WEINBERG COLLEGE, AT ADDRESS ON BACK COVER, BY FAX TO (847) 491-4289, OR BY E-MAIL TO CROSSCURRENTS@NORTHWESTERN.EDU

POLIO PLUS BY GLENNA GOODACRE, 1991 AT ROTARY INTERNATIONAL, EVANSTON. A ROTARY MEMBER ADMINISTERS POLIO VACCINE TO INFANT.

FROM THE DEAN

In this issue you will read about Lyrica, an exciting new medication that emerged from the laboratory of Northwestern chemist Rick Silverman. The long, slow path from the eureka moment to a product on the shelves is as exceptional as it is gratifying.

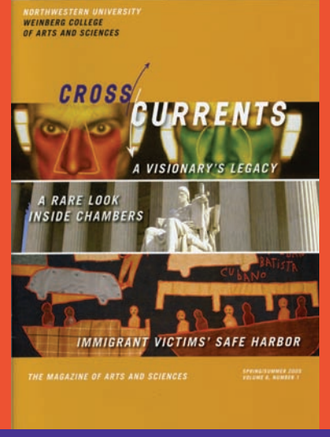
Most good ideas and initial discoveries in chemistry and the life sciences do not lead to pharmaceutical products that will reach the market. Indeed, the driving force for scientific discovery in a university is typically not to find a cure or to develop a health care treatment. Instead, the driving force is curiosity. Scientists in Weinberg College build research programs based on their sense of what questions are most likely to yield exciting insights into nature. Insights into how nature works then may provide opportunities to develop new therapies. By investing in basic research, universities build the strongest foundation for advances in health care, but those advances can then take many years of hard work and take unpredictable tangents.

Despite the odds, a large number of basic research projects in our laboratories hold promise for future applications. One example is in the Department of Biochemistry, Molecular Biology, and Cell Biology, where Professor Rich Carthew has been studying how small copies of genetic information are produced in cells, and how these small copies then interfere with the ability of cells to produce full copies of these genes. The result is that cells are prevented from making the proteins that are coded for by these genes. This discovery proves to be a key to understanding how multi-cellular organisms (including humans) develop from a fertilized egg, and also now promises a previously unrecognized approach to treating disease. Imagine a cell infected with a virus such as the human immunodeficiency virus that causes AIDS (a virus is a small package of genetic information that dictates to the cell to synthesize a few extra proteins that make more virus and that often harm the cell), and now having a tool to tell the infected cell not to make those particular viral proteins. Or imagine a cancer cell that makes a modified protein causing the cell to divide, and now preventing that protein from being made.

Another example is Professor Teresa Woodruff's research on the factors that lead to the maturation of the egg in the ovary. As the knowledge of this process deepened, Dr. Woodruff, in the Department of Neurobiology and Physiology in Weinberg, began a collaboration with Professor Lonnie Shea in the McCormick School of Engineering and Applied Science. They realized that it might be possible to remove and preserve pieces of the ovary from young cancer patients before they undergo chemotherapy (which typically causes infertility as a side effect), and then later treat these fragments so that mature eggs form which can be fertilized in vitro. Many years of basic research have brought us to a new initiative organized by Dr. Woodruff, *Families After Cancer*, that offers the potential to maintain the fertility of young women after undergoing treatment for cancer.

A major spark in moving discoveries from the university laboratory to the health care market was a change in federal law three decades ago giving universities the rights to inventions made with government funding. The partnership of the federal government and the university—including the many supporters of the university who help us build the laboratories, pay the salaries of the faculty, provide fellowships for the graduate students, and maintain state-of-the-art equipment in shared research facilities—is working extremely well. Lyrica is one result. Northwestern's investment in basic research in Weinberg College promises many more such results in the future.

Daniel Linzer



CHARON LUEBBERS'S STONE CARVING, THE ANNOINTED ONE: ED'S HEAD

LETTERS

I really enjoyed the last issue with its lovely tribute to Ed Paschke. I took my first studio art classes during my senior year—a sculpture series with Maryrose Carroll and drawing with Ed Paschke. At the end of the term, Ed took the class to his studio on Howard Street and showed us his latest works. Years later, our paths crossed again in New Smyrna Beach, Florida when Ed came to the Atlantic Center for the Arts as a Master Artist in Residence and I was an associate artist in residence. We focused on self portraits during those three weeks and Ed was so very generous with his time and advice.

I remember one subsequent studio visit in particular when Ed, in his understated way, commented that my stone carvings of cracks in the sidewalk designs were like "urban fossils." Ed had such an amazing way of getting to the heart of the matter. The comment stuck in my mind and I named my continuing series "Urban Fossils." Last November, when I heard the news that Ed had died, I began a new stone carving in Grey marble that I called *The Annointed One: Ed's Head* and dedicated to him. Ed was a great artist and a most memorable teacher. He is certainly missed!

Charon Luebbers '80

I most remember Irving Klotz [whose memorial tribute appeared in *Crosscurrents*, Spring '05] for his little gem of a book, *Energetics in Biochemical Reactions* (Academic Press, 1957). Years later, I team-taught a one week crash course at Michigan State University for incoming medical students, HM590, a.k.a. "Everything You Should Have Learned as an Undergraduate," using his approach and slides taken from his book. Students said, "I could name every enzyme and cofactor in the Embden-Meyerhoff pathway (Glycolysis) but had no idea why the damned thing worked...until now."

KLOTZ

Don Weinshank '58
Professor Emeritus
Computer Science & Engineering
Michigan State University

I just wanted to let you know how much I enjoyed the "What Students Studied and Why" piece by William Haarlow [*Crosscurrents*, Spring '04]. Along with WCAS alumnus Robert Ultimo, I founded The Feltre School in 1992, not long after we graduated from Northwestern. Most of our courses are derived from the Classical Trivium (as were those taught at NU in the early years) of grammar, logic, and rhetoric. These subjects are taught in English, but each year we enroll a dozen or more students who want to learn classical Latin and Greek (though we teach Latin much more than Greek). The name of our school, in fact, is taken from Vittorino (Rambaldoni) da Feltre, the early Italian Renaissance humanist, who also taught these subjects to both the wealthy and poor in Mantua in the early Renaissance, and is historically one of the most influential individuals to shape modern education.

Many of our students (we enroll several hundred per year now) come to believe the same thing expressed in the pull-quote attributed to Acting President Oliver Marcy in Haarlow's article: "Liberal learning... develops the whole man" (of course today we would say "the whole person"). Our impetus to found The Feltre School came as a direct result of the good education we received at Northwestern and our desire to spread those "core subjects" to an even wider segment of the populace.

My colleagues and I were delighted to read the article, and hope that you might pass that sentiment along to the author.

Lawrence J. Lenza, S '88, G '92
Assistant Director, The Feltre School

THE WINNING FED CHALLENGE TEAM, LEFT TO RIGHT, DEREK MOELLER; ADITYA DAMANI; MARK WITTE, COACH; ROSA LI; ALEX LEUNG

AWARDS BY ANDY NELSON

ECON TEAM WINS FED CHALLENGE

Derek Moeller gets to be Alan Greenspan again.

Moeller reprises the role of the man who has driven American monetary policy for the past 18 years, as part of Northwestern's Federal Reserve Challenge team. NU beat out other prestigious schools to win top honors last November, including a large trophy and $25,000 for the students and Northwestern's Economics department. Now, as the team's new captain, Moeller hopes to repeat the performance.

In the Federal Reserve Challenge, college students portray members of the Federal Reserve Board in a simulated meeting to demonstrate their knowledge of the nation's economy. At the national level, economists from the Federal Reserve itself judge the contest, in the room where the real board members make their decisions.

Moeller said the team must prepare 20 to 30 scenarios describing possible directions for the economy. The competition takes the form of a scripted conversation, which the team prepares well in advance. But then the team must endure questions from Fed economists—the part of the competition that makes or breaks a team.

According to Moeller, the strength of Northwestern's team was their knowledge of each other's competencies and willingness to defer to other team members that helped them answer questions smoothly. No one knew every answer.

The team also excelled at weaving different strands of data into a coherent story, Moeller said. "If you've just got the data and you can't present the story behind the data, then you can't go anywhere."

Professor Mark Witte, the team's coach, said that the team's victory is all the more impressive for their lack of formal training in monetary policy, a course that at the time of the win, none of the team members had taken.

What the team did have was a diverse background in other disciplines, like statistics and engineering. Witte said that unlike other teams with "hardcore business majors or Fed groupies," Northwestern doesn't have an undergraduate business program, but "[our interdisciplinary approach] really showed Northwestern in a good light."

CHINESE LANGUAGE STUDENTS SHINE IN COMPETITIONS

When Hyun Lee went to Beijing last summer, he knew he would be delivering a speech and answering a slew of trivia questions in Chinese. But he didn't know he'd be leading an army.

Lee, one of a group of students who have performed well in Chinese language competitions this year, found himself in the role of a comical commander in a scene from a Beijing opera. His scene was just one facet of the international Chinese Bridge contest, which also asks university students from around the world to deliver prepared speeches and answer trivia questions—all in Chinese.

The opera scene was Lee's way of fulfilling the contest's talent show component. To prepare, he went to China early and enrolled in a class at a prominent opera school. For the performance, he found students to play his flag-bearing soldiers.

"It was a little more spectacular than other people's performances," said Lee, a Weinberg senior.

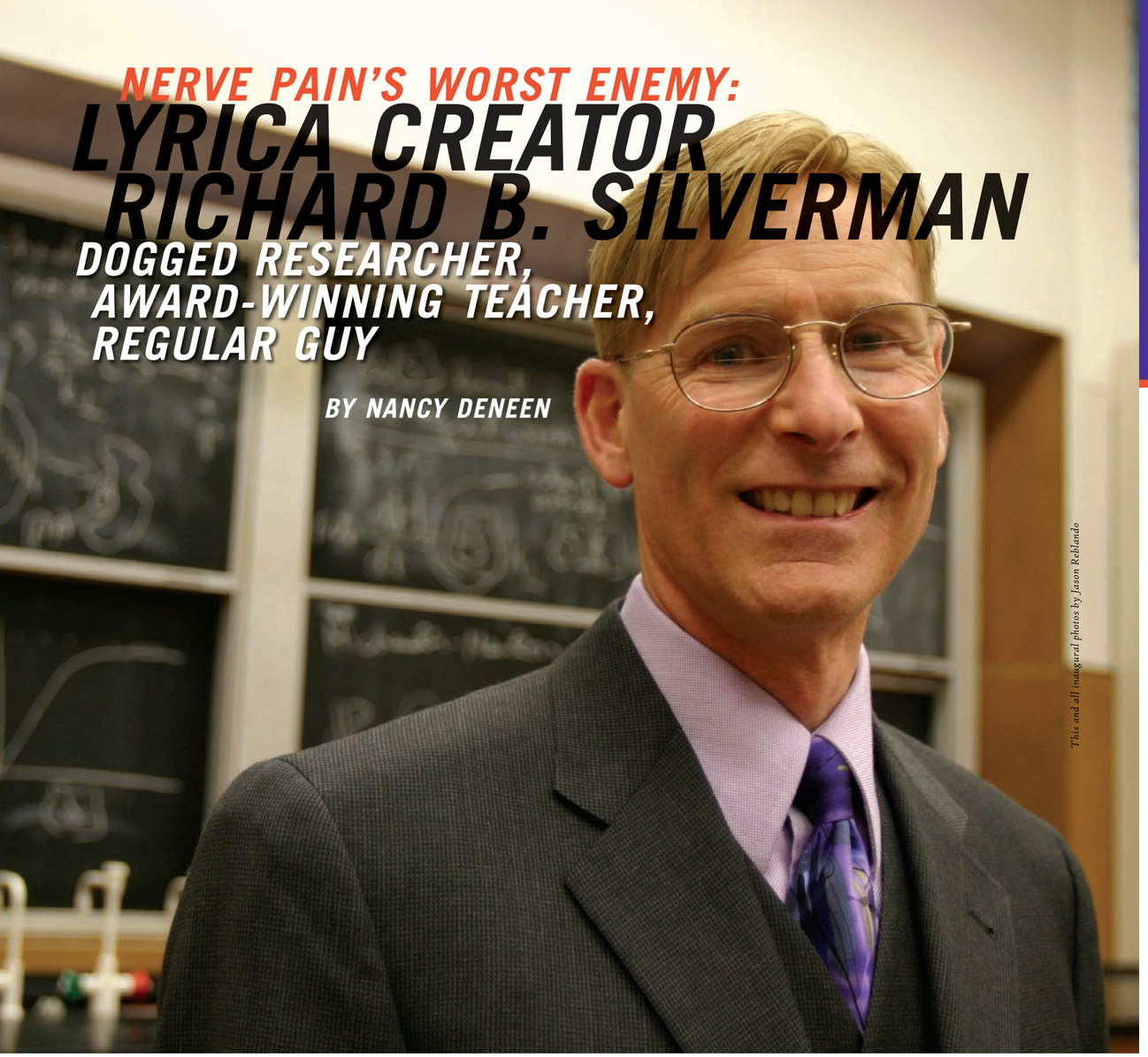
Lee had earned the right to compete in Chinese Bridge by taking first place in a regional competition organized by Professor Licheng Gu, head of Northwestern's African and Asian languages program.

Also in China was Christina Liao, a Weinberg senior who excelled in another challenging event: Liao won one of three first prize awards in an essay contest organized by Harvard University in Beijing.

The topic of Liao's essay was growing up as a Chinese-American in California. But she says her essay stood out because of the martial arts metaphor she used to unite it. In many martial arts films, the heroes discover a hidden text describing a new fighting technique. In Liao's case, she said the hidden text was the wisdom of her parents, who are ethnically Chinese but grew up in Taiwan and the Philippines.

While both the Chinese Bridge and the Harvard competition are relatively new, Northwestern's Chinese program has seen steady growth for more than a decade. When Gu came to Northwestern in 1992, about 80 students were enrolled in the Chinese language program each quarter. Now he regularly sees enrollments of about 200. He said Northwestern excels because of its emphasis on fundamentals, particularly pronunciation, and its hardworking students.

Andy Nelson is a Weinberg senior majoring in History and Science in Human Culture. He recently completed an internship with the American Medical Association.



This and all inaugural photos by Jason Reblando

NERVE PAIN'S WORST ENEMY:

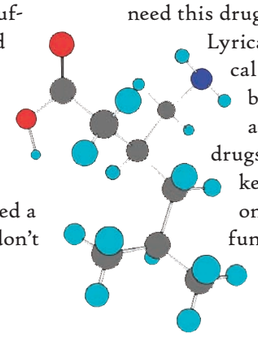
LYRICA CREATOR RICHARD B. SILVERMAN

DOGGED RESEARCHER, AWARD-WINNING TEACHER, REGULAR GUY

BY NANCY DENEEN

Sixteen years is a long time to remain excited about anything. But yes, pioneering chemistry professor Richard B. Silverman says, he is still excited about Lyrica, the drug he discovered in 1989 at Northwestern. And well he should be. The drug, finally available in the U.S. as of mid-September, promises to relieve suffering from nerve pain in the extremities caused by certain chronic diseases like diabetes and shingles. It is also FDA-approved as an adjunct treatment for epilepsy and has shown promise in clinical trials of relieving general anxiety disorder.

"In pharmaceutical research if you've discovered a drug and it's on the market treating diseases, I don't know what else you could ask for," an enthusiastic Silverman, 59, told *Crosscurrents* recently in his well-ordered office in the Technological Institute. "I had no plans of that happening [discovering something commercially viable]. But since it did, I'm just so ecstatic for people who need this drug."



Lyrica, generic name pregabalin, is a close chemical relative of the pain reliever Neurontin, but is said to be five to ten times stronger, and therefore is needed in lower doses. Both drugs are available by prescription and marketed by drug giant Pfizer, Inc., whose patent on Neurontin recently expired. As for the funds expected from Lyrica, market analysts frequently have projected the figure of $1 billion a year for Pfizer, which holds the license, but it's too soon to be specific. Northwestern University, as patent holder, will receive six percent of revenues.

Such successful drug discovery is a well-documented rarity. Only about one in 1,000 screened compounds makes it to clinical trials and only about one in 5,000 meets FDA approval. But perhaps it's not so surprising that the discovery happened at Northwestern, where Silverman has been teaching and doing research since 1976.

"There's much more collaboration here than at [other research universities]," Silverman explains. "The faculty is superior. We know we can't do everything ourselves, so we depend on our colleagues to help us. This is a great place to do that. I think Northwestern really has a uniqueness in its collaborative, interdisciplinary nature." As if to illustrate the point, Silverman also holds an appointment in biochemistry, molecular biology, and cell biology.

After receiving a PhD in organic chemistry from Harvard and doing two years of postdoctoral research in enzymology at Brandeis, he has spent his career at Northwestern applying the principles of organic chemistry to the design of enzyme inhibitors. In the case of Lyrica, he was trying to find an anticonvulsant agent for possible use in the treatment of epilepsy. The disease can be caused by an imbalance between the neurotransmitter that excites nerve cells and one that inhibits them. Silverman was focusing on an inhibitory neurotransmitter—blocking its breakdown—in order to balance the nerve-exciting neurotransmitter. His experiment worked brilliantly, but not in the way he expected.

Silverman recalls, "I thought it would be a nice, short project for a visiting professor from Poland, Ryszard Andruszkiewicz, to synthesize a series of analogues of GABA, an inhibitory neurotransmitter, make them with different sizes and shapes, and test them with our target enzyme, GABA aminotransferase, and with the enzyme that precedes it, glutamate decarboxylase. When he showed me the results I thought he had made a mistake: he was a chemist but had never done biochemistry. The results were the opposite of what we would expect—these compounds were making more GABA rather than preventing its degradation by GABA aminotransferase. So I sent him back to the lab; he repeated it and again got the same results. It was totally unexpected.

"I thought, 'Wow, this is a new mechanism for raising GABA levels. Instead of inhibiting GABA aminotransferase to prevent its degradation, we could activate glutamate decarboxylase to make more GABA. The new [compounds] should be anticonvulsant agents."

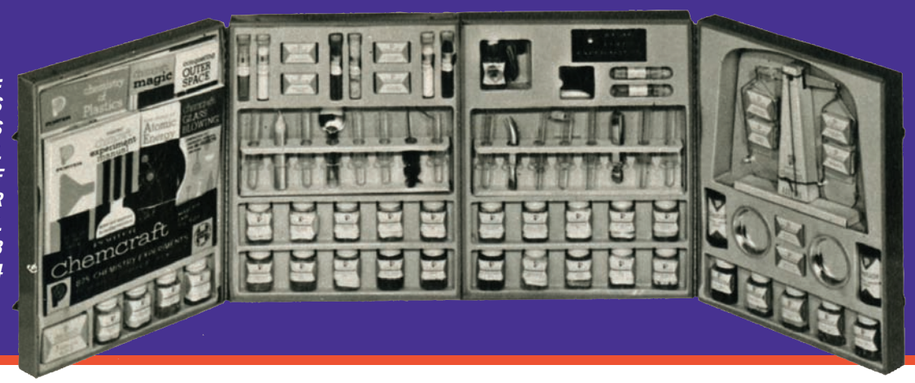
After months of further lab tests, Silverman called Northwestern's Technology Transfer office, which arranged for two pharmaceutical companies to test the compounds in mice. One wanted Silverman to send only the most promising compound, which turned out to be ineffective. The second, Parke-Davis, tested them all. According to Silverman, the company said all the compounds had weak anticonvulsant agents except one, "which was just phenomenal." That one became Lyrica.

At that point, Parke-Davis (later purchased by Pfizer) became interested in developing the compound. Licensing agreements were signed, and Silverman, the "father" of the drug compound signed away any further control over its future.

"Once this happened, I was done with

RICHARD SILVERMAN, HERE AND AT LEFT, AT HIS INAUGURAL LECTURE AS JOHN EVANS PROFESSOR OF CHEMISTRY. THE DRUG HE DISCOVERED, LYRICA, BECAME AVAILABLE IN THE U.S. THIS FALL.

CLOCKWISE FROM RIGHT: A CHEMISTRY SET LIKE THIS ONE "SPARKED" SILVERMAN'S INTEREST IN THE SUBJECT. WITH KELLY MAYO, CHAIR OF BIOCHEMISTRY, MOLECULAR BIOLOGY, AND CELL BIOLOGY. WITH STUDENT IN HIS LAB IN 1984



AT RIGHT, SILVERMAN AT HIS INAUGURAL LECTURE WITH CHILDREN MATTHEW, PHILIP, AND MARGARET. BELOW, WITH HIS WIFE, BARBARA

that compound," says the scientist. "Done to the point where they weren't telling me anything." From the animal testing through the three phases of clinical trials, Silverman could find out no specifics about the drug's progress, except the information already in the public domain.

But in the ensuing decade and a half the busy researcher has had many other demands on his time: new discoveries, thousands of undergraduate students (majors and nonmajors alike) to intrigue with chemistry, scores of graduate students and post docs whose lab work he guides, and many, many meetings to attend.

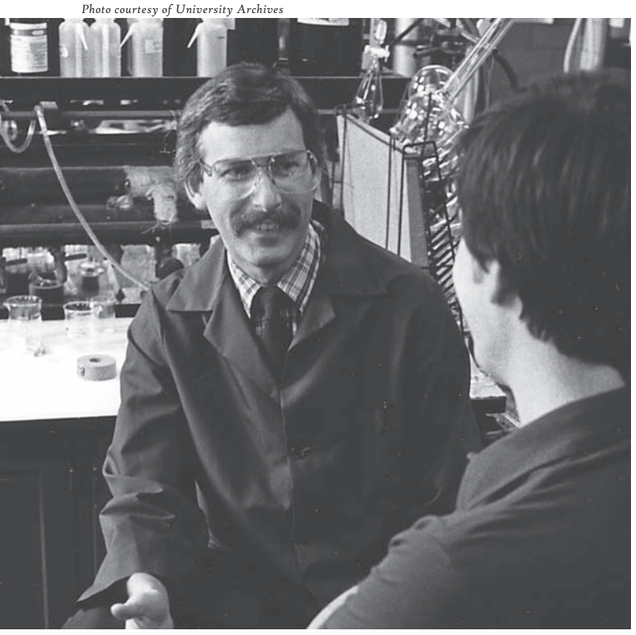
"I'm almost never in the lab," he says with a laugh, refuting the image of the heavily-goggled scientist bent over test tubes. "You're looking at where I work [at his desk, in his office, beside his computer]. I conceive and design the research projects, bring the necessary collaborating investigators on board, then try to convince new graduate students (and postdocs) to work on these projects. I see two of my research students a day about their progress in research. We discuss what's been going wrong, what's been going right, what to change, how to change it, and what direction to take in the research. I also review a lot of papers and grant proposals and I write my own papers and grant proposals. I'm on lots of committees, including trying to get this new Chemistry of Life Sciences building built, so I go to a lot of all-day meetings with architects and lab planners."

He is still working on the enzyme that led him to the discovery of Lyrica, GABA aminotransferase, this time with new implications. It is, in fact, the same enzyme which was the focus of one of his early grants here at Northwestern in 1979, making different classes of molecules with the goal of inhibiting the enzyme.

"Now they're finding that inhibiting that enzyme not only has an anticonvulsive effect but it's important in treating drug abuse," says Silverman, who has a molecule at the NIH drug abuse screen in animals. "It seems to be looking pretty good [in reducing the craving for addictive substances], at least at the beginning stages.

"The class of molecules we're making for GABA aminotransferase is both for epilepsy and addiction. It's a common mechanism that they're finding—that raising the GABA levels can have two effects through two different brain systems." Another compound in animal trials from Silverman's lab has shown promise in reducing the brain damage caused by neurodegenerative diseases such as Parkinson's and stroke by lowering the concentration of nitric oxide.

Photo courtesy of University Archives



Silverman's fascination with chemistry began at age eight, when he and his older brother performed an experiment in their bedroom.

"In those days [mid 1950s] with chemistry sets you could actually make explosions," says the chemist, sounding like a boy again. "The experiment was called an invisible flame. We didn't see the flame but all of a sudden our bedroom curtain was on fire. At that point, Mom walked in...."

The chemistry set became forbidden fruit and was quickly taken away. For five years, the longing to do more "cool" experiments grew, until Silverman reached high school and could legitimately study the subject. At Pennsylvania State University, it was organic chemistry which captivated him. It still does.

In "Orgo," he explains, students memorize a set of theorems or rules, then are given new problems and are asked to find which rules will solve them.

"You can't learn just by memorizing. Memory has to lead to an understanding. Then you'll know how to apply the rules, when to apply them, when you can't apply them. That's an analytical process. That's why I have students who end up in management consulting—they can solve problems." Former students have also used their chemistry background in careers like patent law. Of those who stick with chemistry, he speaks with pride of his former graduate student Kent Gates, chemistry professor at the University of Missouri-Columbia. Gates' work investigating the medicinally useful biological effects of anticancer agents has been featured multiple times in *Chemical and Engineering News*.

Silverman is as passionate about teaching—organic and medicinal chemistry to undergraduates and enzyme chemistry to graduate students—as he is about drug discovery. He says he enjoys the interaction with students and the feedback. The feeling is mutual, as evidenced by the glowing evaluations he receives from students—"Silverman is amazing!!! It's worth getting up at 8 a.m. just for his class"—and the numerous excellence-in-teaching awards he has won. Teaching also has had an effect on his research, he says. In designing a course on medicinal chemistry, for instance, he started thinking more broadly about the subject. That larger perspective prompted him to write a widely-used text, *The Organic Chemistry of Drug Design and Drug Action* (Academic Press, San Diego, 1992; in its second edition as of 2004). He is author of two other books and 220 articles on organic chemistry, medicinal chemistry and enzymology. He holds 38 patents.

Lest one think he spends all his time on campus, his life is rounded out by a family whose pictures are proudly displayed in his office. He likes to spend time with his wife, Barbara, a speech therapist and children, Matthew, 31, Margaret, 28, and Philip, a 21-year-old senior in college. Not one is a chemist, nor were his parents (a typing teacher and a fundraiser) but then, one Rick Silverman would be enough for any family. After all, this is a man who applies scientific principles even to golf.

"I'm not that great, but I like to play. I think that it's because I'm a scientist that I've stuck with it. It's not supposed to be, but can be, a very analytical sport. You determine what went wrong in your swing and why and then try to change it. You're doing an experiment every time."

RESCUING EVANSTON'S PUBLIC ART

STUDENTS CREATE ONLINE INVENTORY AS A GIFT TO THE CITY

BY NANCY DENEEN

"The real voyage of discovery consists not in seeking new landscapes but in having new eyes."

—Marcel Proust

A year ago, Katie Jefferis would have walked right by the mural of geometric shapes beneath the Davis Street Metra tracks in downtown Evanston. In fact, for about twenty years, she says, she had been passing without noticing most of the city's public art—the stately Lions of Artemis and the Blue Star War Memorial on Sheridan Road, the post office's bronze Mail Handler, the cascading wire sculpture at the library—about 50 treasures in all.

But that has changed, the Evanston native says, since she took "Promise and Problems in Public Art" last fall. The advanced art history class combined art conservation, historical research, on-site inspection, and digital photography with state-of-the-art Web technology.

"The course opened my eyes to actually see the different pieces of public art in my every day life, and to see them with a scholarly perspective," says Jefferis, who graduated in June in performance studies, with a Weinberg minor in art and technology. "It also broadened my view of what constitutes public art," she says, marveling at the range in artistic expression and intention—from a World War I sculpture which used to inspire a Memorial Day parade to the ever-changing graffiti mural behind the Prairie Moon Café.

In creating the class, Christine Bell says, one of her intentions was to expose students to possible careers in art, especially in the field of conservation, which combines science and art, and increasingly, technology. "But even those who choose other fields won't look at a work of public art the same way again," says Bell, a lecturer in art history.

It is not surprising, then, that in addition to the appealing swirl of pastel shapes on the Davis Street mural, Katie Jefferis also noted its trouble spots—white streaks from calcification and mold along the bottom. That was precisely what the course trained her and her classmates to do: to see not only the beauty of Evanston's public art, but in many cases, its deterioration. And then they were taught how to go that critical one step further—to document the art and its condition in the hope of raising public awareness.

KATIE JEFFERIS AND UNTITLED MURAL BY MICHAEL MONTENEGRO AT NOYES CULTURAL CENTER

UNTITLED MURAL AT DAVIS ST. EL STOP BY TALIA GREENLAND, KATHLEEN RATTEREE, AND BENJAMIN SCHWARTZ, PART OF ARTSKILLS '98 PROJECT EXPOSING HIGH SCHOOL STUDENTS TO CAREERS IN ART

Photo: Kelly Daniels

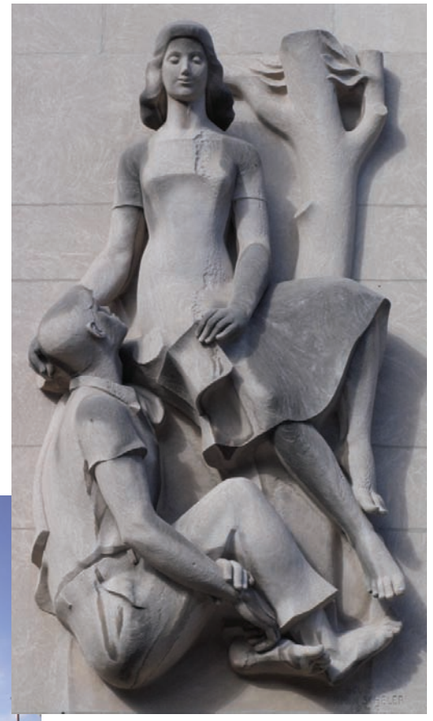
CHRISTINE BELL, LECTURER IN ART HISTORY

"The course was responding to a growing problem for many municipalities," says Bell, who drew upon her expertise in textile conservation and American art in designing the class. "The city of Evanston, like many cities, today finds itself in possession of deteriorating objects with very limited funds available to maintain and restore them." This includes murals, paintings, and sculpture from the Depression era, commissioned by the Works Progress Administration (WPA), to the plethora of '60s and '70s art, to that of today.

"Evanston public schools built in the '20s and '30s had a lot of public art," says Bell. "Dr. Frederick Nichols, for whom Nichols middle school was named, was on the regional board of the WPA. He was responsible for finding and employing artists, so Nichols school was filled with works of art—stained glass windows, murals, ceramics, sculpture." Some of that art has been lost or painted over, says Bell, but students in the class were able to document what remains.

First, students studied the basics of conservation and preservation. Especially helpful was Andrzej Dajnowski, international conservator and Art Institute consultant, who is noted for, among other projects, restoring Buckingham Fountain. He walked students around the Blue Star war memorial while documenting the landmark's condition.

MTUK BY FRED NAGELBACH, 2004, AT LEVY SENIOR CENTER



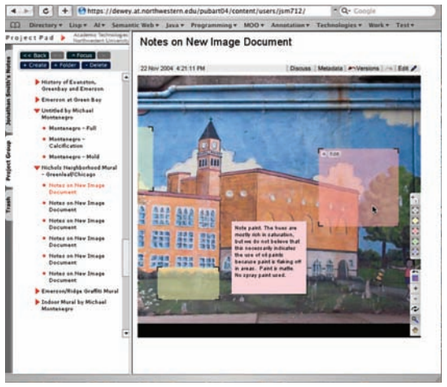
THE ANSWER BY ARMIN A. SCHELER, 1940, EXTERIOR OF EVANSTON POST OFFICE

"I showed [students] how I look at a sculpture," says Dajnowski, "how a piece is made, what the problems are with each material. It may have structural damage, trouble with connections, cracks, corrosion...." The Polish-born Dajnowski studied chemistry and physics as well as architecture, painting, and sculpture before beginning his career, a comprehensive background still important for the field's decision-makers. He says he's glad that the course's students—tomorrow's civic leaders—have developed an appreciation for public art, since his biggest challenge today is dealing with "bureaucrats who tend

to shut restoration projects down because they don't understand them."

A crash course in digital photography followed the lessons in conservation. Cameras purchased for the class were powerful enough to provide high-resolution images even from a distance, so that students didn't need to climb ladders to document damage found at significant heights.

In teams, students inspected work all over Evanston—the Post Office, the Fire Station, Fountain Square—then were prepared to post their condition reports, catalogue essays, and photos online. It was here that the traditional discipline of art conservation was given an enormous boost by modern technology. An innovative Web tool called Project Pad, developed by Northwestern's IT Academic Technologies, allowed students to annotate images with "sticky notes" and to communicate with one another in real time. Students could add notes from wherever they worked, on or off campus. Messages were color-coded according to the type of comment they contained: water damage was noted in blue, graffiti and vandalism in yellow, structural damage in red. A special zoom-in feature made possible the online inspection of corrosion on a lion's face, for example, or a very small crack in a mural. Bell and her students could discuss their projects online, in a separate panel adjacent to their reports.



PROJECT PAD, CREATED BY IT ACADEMIC TECHNOLOGY'S JONATHAN SMITH AND TEAM

Collaboration among students was one of the best parts of the project, according to both teacher and students. Of the four or five students who worked together in one group, a studio artist took pictures, a tech-savvy student downloaded images, and a budding scientist provided knowledge about the effects of chemicals and metals on the art in order to write an insightful report.

KNIGHTS AND DAMSELS, *A WPA MURAL CREATED AT OAKTON SCHOOL BY CARL SCHWEITZER IN 1935-36*

Charlotte Wong says the class made her realize that in public art, issues of funding, maintenance, and copyrighting are by nature more complicated. "Researching the provenance of a city-commissioned graffiti wall, for example proved quite frustrating, since records, if they existed, were poorly maintained. On the other hand, the lack of such records was rather refreshing, since it suggests that community produces art for its own benefit." Wong, a recent Weinberg graduate, says the class took art and art history out of the purely cerebral realm and highlighted art careers outside academia. Her goal is to pursue a career in either arts administration or art law.

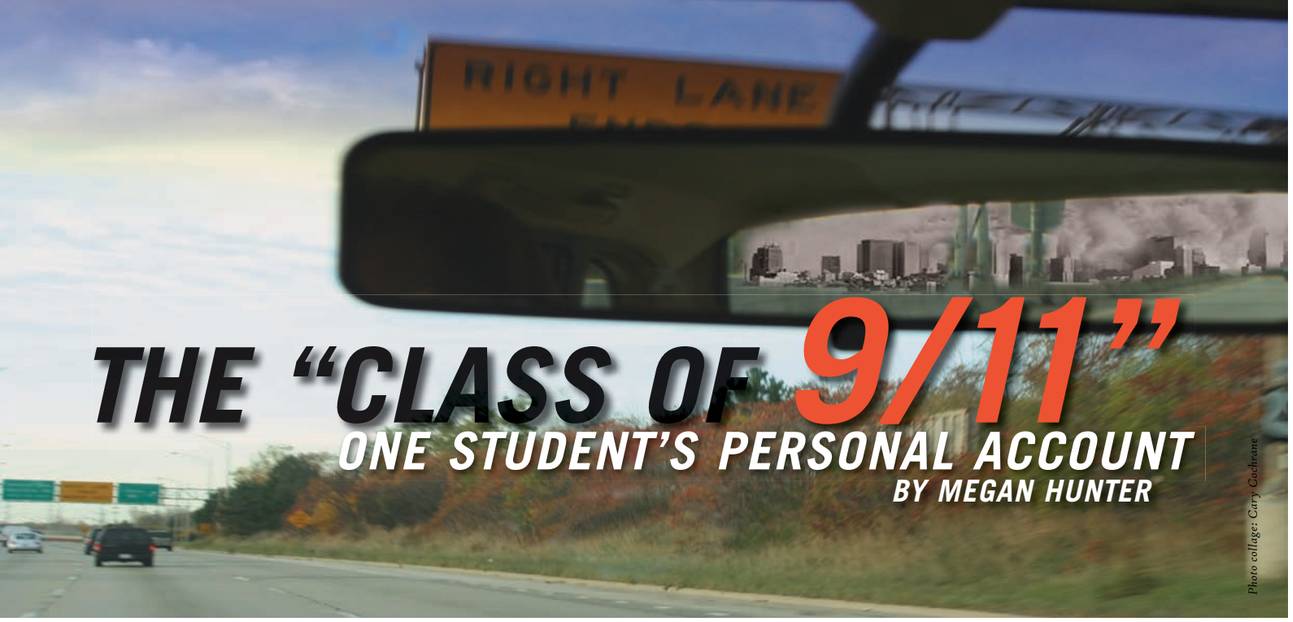
Regardless of their career path, students say they are gratified to have provided a gift to the city of Evanston, a gift which may leave a lasting legacy.

It is hoped that the inventory will serve as a springboard for fundraising efforts. It already has proved valuable to Evanston. "It has created a higher visibility, awareness, and advocacy for public art," says the city's director of parks and recreation, Douglas Gaynor. Student inspections have resulted in a schedule of regular maintenance for the artwork, says Gaynor, noting that a heavy plaque hanging precariously from the memorial in Fountain Square was immediately secured after a student noted the danger in his report. Public sculptures documented by the class will be registered with the Inventory of American Sculpture at the Smithsonian American Art Museum in Washington, D.C., as part of the national Save Outdoor Sculpture program.

PANEL OF GRAFFITI ART BEHIND PRAIRIE MOON RESTAURANT. ART CHANGES OFTEN, THANKS TO ANONYMOUS LOCAL ARTISTS.

For former student Katie Jefferis, the satisfaction runs deep. "So often you write a paper that one person reads and puts a grade on, and then you forget it," she says. "This was something for Evanston and for the people. Growing up here, it felt like a pretty small town. Now, with all this development and commerce, the art reminds us of our humanity. We are members of a very strong community—real people who need to make art and to see it and to preserve it."

AT BOTTOM AND BENEATH HEADLINE ON PAGE 8, UNTITLED *WPA MURAL BY CARL SCHEFFLER, 1936, IN MUSIC ROOM AT HAVEN MIDDLE SCHOOL, FEATURES SYMBOLS OF AGRICULTURE AND INDUSTRY.*



THE "CLASS OF 9/11"

ONE STUDENT'S PERSONAL ACCOUNT

BY MEGAN HUNTER

Photo collage: Gary Cochrane

Four years ago this fall, members of Northwestern's class of 2005, newly-minted freshman, were on their way to campus or moving into their dorm rooms when two planes crashed into the World Trade Center, changing perhaps forever their view of the world and their place in it. Most of those students graduated this past June, but they carry with them the effects of beginning college at that cataclysmic time.

Everyone has their own heart-wrenching story about the events of September 11, 2001. For me, the tragedy quite literally hit close to home. As the second plane crashed into the World Trade Center, my parents and I were pulling out of our driveway in Summit, New Jersey, headed to Northwestern for my freshman year of college. We listened in stunned silence to the first accounts on the radio.

We drove west, and as we got on the highway I caught a glimpse of the towers burning behind us. All of a sudden, after years of wanting so desperately to leave Summit, I became desperate to stay. How could I leave my home at a time like this? I sat with my head tilted back to hold in my tears.

I don't know why I had been so driven to leave Summit. I just sensed that I lived in a bubble and wanted badly to break through it. I wanted thrills and excitement, and my hometown of 20,000 citizens just wasn't cutting it. Though the commuter town is just about 20 miles from Manhattan, I felt isolated from the action of the city. I wanted to get out, and Northwestern was my first chance to escape.

I asked my dad later why we left when we could have stayed another day. He reminded me that we had no idea the day would escalate to such extreme horror. That the towers would fall never occurred to us. In fact, when the radio reporter proclaimed that the first building had collapsed, we didn't believe him. As we heard the same report over and over again, we finally came to grips with the fact that the New York City skyline had changed forever. We drove along Route 80 through the Heartland, frantically phoning family and friends. Finally my mother was able to reach my sister in lower Manhattan—she was safe. But then the bad news began bleeding in. "Todd Ranke is missing." "Clive worked on the 89th floor."

In all, ten people from Summit died in the attacks. My bubble had thoroughly burst. As we drove, I wrote in my journal: "My false sense of safety is gone. I now realize the vulnerability of my life and my country. I will no longer take it all for granted. Until now, I had thought of the U.S. as invincible but I see that that is not true. I can finally understand why people would die for this country or do all they could to help.... I don't know how I'm supposed to go to Northwestern now and be excited and party and meet new people. I feel weakened and drained."

THE ROCK, AS PAINTED BY STUDENTS AFTER THE TERRORIST ATTACKS OF SEPTEMBER 11, 2001

My parents and I drove up to my dorm. This was supposed to be a happy time but I couldn't help but perceive the hidden grief that lurked among us. We unpacked. We put up posters and pictures. We drove to Osco to pick up some last-minute necessities. I met my new roommate and many fellow dorm-dwellers. All the while, I wanted to scream and cry.

I wanted to talk about it but it seemed that no one else did. "I'm from New Jersey... you know... right outside of New York City," I would say to a new acquaintance, trying to start a conversation. But the only response I got was, "New Jersey? What exit?" I was downhearted and felt more alone than I've ever felt. I went for a walk around campus to get away from these unfamiliar people.

And then I saw the Rock. I had heard so much about it—as a publicity poster for plays, a bragging board for frats, a reminder of holidays. But on my first day at Northwestern, it was my biggest comfort. It was painted as the American flag and proclaimed, "UNITED WE STAND." I suddenly felt closer to these strangers, my fellow students and future friends. I was ready to start my new life at Northwestern.

THE AUTHOR MOVING INTO HER DORM ROOM AT NORTHWESTERN

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Not even Northwestern, however, could return to life as usual. Many freshman dorm rooms were left empty for days because the students from far away and overseas could not get a flight into Chicago.

History lecturer Lane Fenrich, coordinator of Northwestern's freshman program, recently commented on the anxiety of the week: "Like everyone else, we had no idea what to expect, or even how to behave that week. There was a great deal of uncertainty both about [whether the students would arrive on time] and about what would happen when students arrived. Would they be scared? Would they be able to concentrate? And what should we, as a university, do to help them understand a very complicated situation?"

But by that Friday, the first day of New Student Week, Professor Fenrich noted that, "University Drive was choked with new students and with moms and dads who were both excited and, probably, more than usually anxious about saying goodbye."

New Student Week went according to plan—all students attended orientation classes, met with advisors, and went to dorm events. But the University recognized the need to make some changes, starting with the Evening with Weinberg, the students' first college lecture.

A few days prior to the event, the featured speaker, political science professor Edward Gibson, suggested that he instead chair a panel discussion on the likely ramifications of the terrorist attacks. Many of Northwestern's specialists on international relations, including President Bienen, agreed to speak. More than 600 people packed into Coon Forum for the event and stayed for well over two hours, intently listening to the presentations and asking thought-provoking questions. According to Fenrich, "It was the University at its very best."

Many students seemed to find solace in their Northwestern peers' open-mindedness and eagerness to learn. Sarah Ansari, a Muslim student in my advisory group and later a good friend, had been in a hair salon in her

Photo courtesy of University Relations

MOVING IN DAY HAD A LIGHTER FEELING IN 2003

Indiana hometown during the attacks, and heard someone comment, "I can't believe those *Muslims*."

"It was then that it actually hit me," says Sarah. "Things are going to be very different for regular Muslims in America and all over; people are going to think very differently of us from now on, in a BAD way." Sarah and her family did hear ignorant comments from some people in their home town. "But most people at Northwestern are educated and not so close-minded, so coming to school was actually really amazing—I didn't feel different and when I had discussions with my friends, everyone was open and sympathetic. So being in an academic environment was really helpful after 9/11."

MEGAN SETTLED INTO HER ROOM WITH HER MOTHER, SUSAN HUNTER

Other classmates did not have as smooth a transition into the post-9/11 era. Shaska Venumbaka, an ethnically Indian British citizen, was presented with many new obstacles because of the terrorist attacks. "I was surprised at how well the country responded and came together, but I was also taken aback at how easy it was to target and alienate certain religious and cultural groups," said Venumbaka. She and her family began to dread the "not-so-random" security checks at the airport, and, because of the added restrictions on foreign travel, her parents were only able to visit her twice during college.

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I myself was infuriated that thousands of innocent people were slaughtered. I wanted to go after those "faceless cowards" responsible for planning the attacks. I wanted to force them to choose between jumping from a building or burning alive. I didn't care who they were or for which cause they were fighting. Who could be so cruel? We need revenge!

The Northwestern community soon began its first and most important job in my four years in Evanston—prying my mind open and planting seeds of new and foreign ideas in my brain. A granola-crunching friend of mine dragged me to the first NOWAR (Northwestern Opposing War and Racism) meeting and we listened to the anti-war, peace-loving rants typical of newly "enlightened,"all-knowing and opinionated college kids. I must admit they brought up some points that caught my attention. Did the United States really fund Osama bin Laden during the Cold War? And what are the ties between the U.S. and the strictly Sunni Saudis? Could a flawed U.S. foreign policy actually have had something to do with the attacks? I began to seek answers. I like to think that all Northwestern students, like me, became more active in trying to understand global politics, cultures different from our own, and the value of diversity within our own society.

There is some evidence that students were indeed driven to learn more about these issues: Classes focusing on the Middle East are still experiencing a "boom" in attendance, International Studies director Frank Safford told the *Daily Northwestern*. The Arabic language program's recent growth could be attributed to the war in Iraq as well as to 9/11, said Lynn Whitcomb, coordinator of Arabic language instruction.

The Iraq war, which began in spring of my sophomore year, was a pivotal event of a different nature for many students. While the outrage of 9/11 brought forth a spirit of unity, the war stirred more polarizing debates.

MEGAN'S FRIEND TESS BITTERMANN AT GRADUATION

Tess Bittermann, an American raised in Paris, felt targeted after the war began because, as she claims, "it virtually destroyed Franco-American relations." During her time in Evanston she often found herself put on the spot to defend "those French cowards" for not joining the "Coalition of the Willing" in "Operation Iraqi Freedom."

Camilla Leikvoll, a student from Norway, says her opinions were easily dismissed during debates at school. "My being against the attack on Iraq was frequently countered by 'Well you don't understand, it wasn't your country that [the terrorists] attacked.'" Camilla, however, had resided in Manhattan for the past few years and truly felt that it was her second home. "I was there when it happened and I think I feel 9/11 more personally than many Americans."

Photo courtesy of Chappell Graduation Images

WEINBERG COLLEGE CONVOCATION, JUNE 2005

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As the years went on, and my friends and I became juniors and then seniors, the emotional intensity of September 11 and its aftermath seemed to fade into history. The war in Iraq had taken over the newspapers; classes and the search for summer jobs took over our lives. But any time someone mentioned 9/11, each person in the room felt compelled to tell his or her own story about that day. I remember one night on spring break in 2004, one of my friends brought up the subject, and we spent over an hour retelling our 9/11 memories instead of hitting the bars. We realized that night that no matter how much time passes, September 11 will always be emblazoned in our minds.

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While writing this article, I've been trying to quantify the effects of September 11 on Northwestern students and myself, using surveys to try to obtain solid statistics. I've learned that's almost impossible to do. Most responses to my inquiries were deeply personal accounts. Not many students seem to have switched political parties, or revised their choice in studies or in career paths; however, they have all acknowledged that September 11 changed forever the way they view the world.

For me, the results of September 11 are quite intangible as well. The day that I left my little hometown in New Jersey was the beginning of a new era in my life, as well as a new era in our country and the world. I cannot possibly measure how much I've changed since my first day at Northwestern. But I do know that the attacks blew apart my complacency and stirred deep feelings of patriotism I hadn't known existed. Like my classmates, I began to ask questions, trying to make some sense of it all—questions that continue to this day. We have sought answers from our professors, friends, fellow students, those in our home towns. We have listened and have read, discarded some old opinions, added some new ones. We have spoken up, and finally, we have grown.

FRIENDS SHASKA "CHESS" VENAMBAKA AND DAN BAILEY

Megan Hunter, who graduated in June with a degree in psychology, has begun work at a charitable foundation allied with a global manufacturer of communications equipment. She continues to collect from her classmates personal accounts of what it was like to begin Northwestern shortly after 9/11 and whether the events have had any lasting effect on their career aspirations and personal goals. Please e-mail Megan at crosscurrents@northwestern.edu. We will print replies, space permitting.

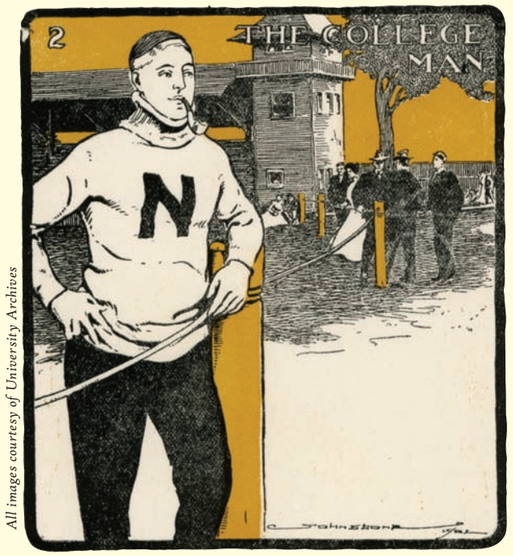
WHAT STUDENTS STUDIED AND WHY: PART TWO

OPPOSITE PAGE: IMAGE OF THE COLLEGE MAN ON FLYER ANNOUNCING ANNUAL SPRING "TRIG" CELEBRATION, 1902. FAR LEFT, AMBULANCE DRILL ON NORTH CAMPUS, 1917. LEFT, WORLD WAR I RECRUITING. BELOW, FACULTY WIVES WORKING FOR AMERICAN RED CROSS IN FISK HALL, 1917

THE COLLEGE CURRICULUM FROM 1900 TO 1950

BY WILLIAM N. HAARLOW

In 1931, Addison Hibbard, Dean of Northwestern's College of Liberal Arts, wrote that: "We must recognize that the College is entering upon its third stage of development. The first period, that of a simple curriculum consisting of 'logick,' 'rhetorick,' and the 'classicks' is gone; the second, that of a complicated curriculum offering almost complete freedom of electives, is passing...." Part One of this article (*Crosscurrents*, Spring 2004) recounted the growing freedom offered students in choosing their courses of study between 1854 and 1900. The story of the next half century tells a very different tale; of a period when monumental social change and political events, especially World Wars I and II, propelled an increasing propensity toward curricular prescription. Ironically, it was often in the name of promoting education for freedom—to secure the hard-won victories of the wars—that course options were increasingly restricted. To understand the paradox of the College's curriculum during its second fifty years, one must begin with the relative curricular liberty of the early 1900s.



All images courtesy of University Archives

THE TWILIGHT OF BROAD STUDENT CHOICE

Nationally, only five percent of white men ages 18 to 21 pursued higher education in 1900; all other groups, including women, remained a minor presence. Northwestern students, especially the young women, thus belonged to an elite group of young Americans. Northwestern's College of Liberal Arts underwent tremendous enrollment growth early in the new century. College students, who numbered 600 in 1900 but over 1500 by 1917, were educated in increasingly crowded quarters until the opening of Harris Hall in 1915. These students were able to choose from several hundred courses—most of them elective. Northwestern had begun wading into the elective ocean in the mid-1880s, and curricular options had continued to expand for College students after 1900. There were, of course, degree requirements. In 1903 the successful BA candidate in the College of Liberal Arts had to complete one course in mathematics, two in English, one in science, one in history, economics, or philosophy, and master two foreign languages: one had to be classical, but the second could be modern. The particular course, or courses, in these areas were at the students' discretion. The BS student had the same requirements, with two exceptions: additional work in mathematics and science was required, but a classical language was not. He did, however, have to possess reading knowledge of both French and German, the languages of modern science. All other courses were elective, although students pursuing either degree had to have both a major and a minor as well. If this does not seem overly liberal in terms of choice, recall that all courses were prescribed when the College opened in 1854. Abram Winegardner Harris, who served as president from 1906 until 1916, captured the elective spirit of his time when he wrote that these requirements provided for a strong course of study, "while still leaving the student large liberty in the choice of subjects."

That choice was abetted by ever-more subjects. The College had only five departments (and five professors!) in 1854, but by 1910 the College of Liberal Arts comprised departments in: Biblical Literature, Botany, Chemistry, Economics, English Language, English Literature, Geology, German, Greek, History, Latin, Mathematics, Philosophy, Physics, Romance Languages, and Zoology. Curricular choices also came with the growing number of students not of Yankee stock. More students of German descent prompted the College to establish the American Institute of Germanics in 1903. Growth in the number of students of Scandinavian descent led to a Department of Scandinavian Languages which offered courses in Swedish, Norwegian-Danish, and Old Icelandic. In the interest of promoting liberal culture in all its students, the College also added courses in Art History in the early years of the 20th century.

WORLD WAR I: MEN MARCH OUT, MILITARY SCIENCE MARCHES IN

When America entered "the Great War" in spring 1917, over 200 men left the university for national service. In the 1917-1918 school year over 500 men signed up for courses in infantry drill and the elements of military training offered by the newly created Department of Military Science. At the request of the War Department in Washington D.C., students around the country were encouraged to stay enrolled, "with a view to making them more valuable to the nation either as soldiers or as citizens." Increasing enlistments in 1918, however, necessitated dropping the time required for a Northwestern bachelor's degree from four to three years for those students planning to enter national service. After the war, the NROTC, Military Science, and Physical Education and Hygiene were all made permanent features of the college curriculum so that students would be better prepared for military service.

RAMIFICATIONS OF THE GREAT WAR

The First World War brought wide-ranging changes to curricula nationally, and to Northwestern. While the Allies had been victorious in 1918, there was widespread concern among faculty, administrators, and alumni in the early 1920s that the values of freedom, responsibility, and moral rectitude so painfully defended during the war were receding with the spread of Jazz Age nihilistic hedonism. In response, the Victorian leaders of Northwestern, like

their counterparts around the country, came to believe that greater structure was needed in the curriculum—a structure which would highlight the values of western liberal democracy. The resulting effort was manifest in several ways around the country: in the rise of concentrations and distribution requirements, the development of honors work, and in the promotion of a common general education. The victim of these developments was the widespread electivism that had been gaining in collegiate curricula since the late 1800s with its implication that all subjects and courses were of largely equal value to the undergraduate.

As a Methodist institution, Northwestern's first response to post-war culture was to establish in the College in 1919 a new department of Religious Education, funded in part by the Methodist Church. Combined with the existing departments of Biblical Literature and the History of Religion, this new department, which had significant enrollments, built on Northwestern's ability "to offer instruction to both undergraduate and graduate students who may have in mind religious and social leadership as a life work."

CLOCKWISE, ON THESE TWO PAGES, FROM LEFT, DEBATE TEAM, 1924; MORE THAN 1,000 NAVY MEN PARADED ON DEERING MEADOW FOR VISITING OFFICERS IN 1944; WILLY THE WILDCAT'S WARTIME LOOK ON A FOOTBALL PROGRAM; STUDENTS ON CAMPUS, 1938; LUNT LIBRARY INTERIOR, 1932

The College also started to offer honors courses and guided independent study for the strongest students—and adopted selective admission—beginning in 1925. The first honors programs had been tried at several Ivy League colleges prior to the war, but none had survived. The honors program established by Swarthmore College in 1922, which exists to this day as an Oxbridge-style tutorial program, was the first to persevere. Northwestern's decision to follow Swarthmore's lead, coupled with the implementation of selective admission (which meant that not all the students who could pass the entrance requirements could be matriculated), placed it in the forefront of schools interested in developing courses of study for the superior student. Although it is true that these innovations in one sense increased the College's curricular offerings, these courses nevertheless established formal, prescribed programs of study, rather than open election, for the upper-class years. Honors work was the capstone to an otherwise overhauled undergraduate curriculum that would, as noted by Dean Kent in his 1927 report, provide training in oral and written expression, economics, proper physical care and mental health, citizenship, and aesthetics, as well as promote a cogent philosophy toward life. These courses illustrate the College's increasing concern with its graduates' role in the world--not just in developing a cultivated life for its students.

INNOVATION IN THE DEPRESSION

University enrollment fell by almost 20 percent during the early years of the Great Depression. In partial response to this decline an early 1930s College curriculum committee proposed changes which suggested "a time of individualized curricula and of coordinating many diverse and specialized fields." Adjusting to new needs, such as providing for honors courses, reading periods, and independent study, while avoiding the compartmentalization of knowledge represented by departments, had to be done "without giving up those values in the liberal arts college of a hundred years ago which were permanent." As a direct result of the committee's work, and in response to the general education and liberal arts movements of the time—both of which argued that a liberal arts education was the best preparation for any career (not an insignificant matter in those years)—in 1932 the College added survey courses to the curriculum. The faculty also instituted Honors and Pass degrees to emulate the prevailing pattern at Oxford and Cambridge: another typical manifestation of the liberal arts movement. And, in an attempt to break down departmental barriers and promote a more holistic conception of the curriculum, starting in the 1933-34 school year the College departments were grouped into three divisions: the Natural Sciences, the Social Sciences, and the Humanities—the same divisions the College uses today. While enrollments recovered by the late 1930s, most of the curricular innovations made during the decade were retained as sound advances in curricular organization, even as gathering signs of impending war suggested even greater changes in the curriculum were in the offing.

WORLD WAR UPENDS THE CURRICULUM AGAIN

As had been the case with the Great War 25 years earlier, the approach of war had turned a bright light on the university's mission. President Franklyn Snyder recorded in 1941 that "in a world which is fast becoming habituated to brutality, and in which material force sits at the controls, [universities] must reassert and reestablish those spiritual values which give life its highest meaning." At the same time, the national emergency made specific demands on the university, and the university was eager to do all it could to help the nation achieve victory. After Pearl Harbor, Northwestern lost hundreds of faculty and students to the armed services. To these dislocations were added dramatic shifts in registrations. The mathematics, physics, and chemistry departments saw enormous increases in student enrollment as the College set up special courses to give young men the background needed for wartime careers as aviators, bombardiers, and meteorologists, among others.

In addition to the temporary changes necessitated by the war, there were three major curricular innovations in the College of Arts and Sciences during the 1940s. The first was switching from semesters to the quarter system in the autumn of 1941 so that students could take a greater number of courses, and thereby achieve a greater general education. The second major change was the introduction of a new BA curriculum for the 1944-45 school year. "This widely discussed program," wrote President Snyder, "eliminates the trivialities that sometimes intrude themselves into a liberal education, and focuses the students' thinking upon fundamentals." Like many of their colleagues around the country, the College faculty at Northwestern became increasingly convinced, as put by Dean Addison Hibbard, that "it is the responsibility of the faculty to define what constitutes a liberal education" and not, by inference, be left to the elective caprice of students. Around the nation some colleges had instituted completely prescribed curricula; others had introduced great books courses of study and extensive survey course requirements. At Northwestern the College faculty decided to restrict further student choice for those pursuing the BA and ensure that students were introduced "to the great currents of ideas which over the years have proved of greatest interest to men and women." Out of sixteen "year-units," BA students had six prescribed general education survey courses, such as "Modern Society" and "The Nature of Language," six elective units in their major, and four entirely elective units. Similar plans for the BS were likewise being entertained by the faculty by the end of the 1940s.

The end of war in 1945 brought burgeoning G.I. Bill enrollments, and Quonset huts, to Evanston. Yet the G.I. Bill, which flooded America's colleges and universities with returning war veterans, was not viewed as the path Northwestern wanted to take long-term. "By refusing to compete with state universities in their great task of mass education," stated President Snyder, Northwestern could instead

AT RIGHT: REGISTERING FOR CLASSES, 1947. BELOW: STUDENTS IN CLASS IN 1949

concentrate its efforts "on a relatively small group of men and women in whom we see the capacity for intellectual and spiritual leadership." As early as 1947, College dean Simon Leland noted happily that the incoming College freshman class had decreased to only 644 out of a total enrollment in the College of 2811. The large enrollments fostered by the G. I. Bill represented, not Northwestern's future (so it seemed), but an aberration.

Finally, during the 1940s the College implemented a third major innovation: a Common Freshman Year curriculum, which was designed to provide young undergraduates "with the tools and basic knowledge needed by all educated men." This knowledge included a year of: Freshman English; a modern or classical language; basic science, or mathematics, or a laboratory science; and Modern Society or other humanities or social science course, including Western Civilization. The rise of the Cold War

had shown that defeat of the Axis in 1945 had not guaranteed victory in the realm of ideology; indeed post-war political developments prompted beginning Russian to be offered for the first time in the fall of 1948. Underlying these curricular changes was the increasingly urgent belief that undergraduates needed, as had been the case after World War I, renewed instruction in citizenship and the values of western liberal democracy.

THE COLLEGE REACHES ITS CENTENARY

As the University reached mid-century the College of Liberal Arts comprised two dozen departments. Since 1910, Anthropology, Art, Astronomy, Geography, History and Literature of Religions, Home Economics, Naval Science, Physical Education, Political Science, Psychology, and Sociology had been added to the College's departmental offerings. College students still chose between the BA and the BS degrees. But while there were more departments and subjects, the opportunities for free-ranging choice had been dramatically reduced with the implementation of the new BA curriculum and the Common Freshman Year. Not since the 1880s had so much of the College's curriculum been prescribed for students.

At the close of President Snyder's administration in 1949, his pressing concern was to maintain a balance between the humanities and social sciences on one hand and the laboratory sciences on the other. "We will not neglect or disparage science," wrote Snyder, "...for it lies at the heart of some of our most distinguished work. But I hope we will emphasize, especially to our undergraduates, the values to be found in literature and philosophy and art history, and in all the other disciplines which deal with man in his relation to his fellow men, even though practical people sometimes fail to understand the enduring significance of these 'useless' subjects."

In spite of these challenges Snyder concluded his presidency optimistically, opining that the University's second 100 years "will be better in every way if, as Dante put it, we follow our star and remain true to our destiny as a center of humane learning."

Bill Haarlow is Director of College-Admission Relations and Lecturer in the American Studies Program. His book, Great Books, Honors Programs, and Hidden Origins: The Virginia Plan and the University of Virginia in the Liberal Arts Movement, *was published by Routledge-Falmer in 2003.*

THE WILSON SOCIETY

WHO ARE WE?

The Wilson Society was founded in 1992 to recognize donors who give $1,000 or more annually to the College to help maintain the high standards of a liberal arts education at Northwestern. Today we number about 500, a diverse group of alumni, parents, and friends of Weinberg College who take pride in our school and support its mission.

WHY JOIN US?

- Help our students enjoy exceptional opportunities. Your Wilson gift supports undergraduate research, partnerships with Chicago institutions, interschool collaboration, graduate education, and much more.
- Participate in the vibrant intellectual life of the College through special invitations to lectures on campus. Recent speakers have included Nobel Prize laureate Toni Morrison and political commentator Fareed Zakaria.
- Exchange ideas with faculty at book club

events where some of the College's most fascinating faculty discuss their latest work.
- Network with an interesting group of other alumni and campus leaders at programs such as the recent "Using Technology, Making History" at the Chicago Club and "Race, Sex, and Modernism" at Chicago's Museum of Contemporary Art.

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FOR MORE INFORMATION, please contact the Development office at (847) 491-4583 or a-washington@northwestern.edu. You may also visit us online at www.giving.northwestern.edu. *Thank you for your continued support of the College!*

Steven C. Preston '82
Co-Chair

Carol Browe Segal '60
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J. Paul Lussow '98
Young Alumni Chair

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Northwestern's fiscal year runs from September 1 to August 31.

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THE "CLASS OF 9/11" OPINES

ACROSS THE NATION, HERE'S WHAT THE COLLEGIATE CLASS OF 2005 SAID ABOUT THE EFFECTS OF THE TERRORIST ATTACKS

From a survey of more than 800 students, conducted by Partnership for Public Service, a non-profit agency

- ***MORE PATRIOTIC.*** More than three-quarters described themselves as patriotic and almost half said the events of September 11 increased these feelings.
- ***ALTERING CAREER PATHS.*** One in five said they became more interested in government service. Fewer than that said they were moved to consider joining the military.
- ***9/11 VERSUS THE WAR IN IRAQ.*** Students were evenly divided when asked which event had a bigger impact on their view of their country. However, while more than two-thirds of those citing 9/11 said it gave them a more positive view of the U.S., more than three-quarters of those citing the Iraq war said it gave them a more negative view.
- ***WHAT THEY FEAR MOST.*** The vast majority expect a similar terrorist attack in the next five years, but they are more worried about being unemployed or going into debt.

AND HERE AT NORTHWESTERN, SOME CHANGES PARTLY ATTRIBUTABLE TO 9/11

THE CURRICULUM:

- ***EXPANSION OF PROGRAM.*** "Asian Studies" became "Asian and Middle East Studies" in 2003.
- ***FACULTY.*** Since 9/11 the following experts in Middle Eastern or Islamic studies have been hired as tenure track faculty: Soulemayne Diagne, Philosophy; Katherine Hoffman, Anthropology; Elizabeth Hurd, Political Science; Nasrin Qader, French and Comparative Literature; Rüdiger Seesemann, Religion; Rudolph Ware, History.
- ***INTERNATIONAL STUDIES*** now lists a wider range of courses on the Middle East including "Eroticism and Sensuality in the Literature of the Islam World" and "Music and Islam."
- ***HISTORY.*** Six history classes on the Middle East are offered this fall. Enrollments in his Middle Eastern-themed classes have increased across the board, says history professor Carl Petry. The course on the classical period, 550-1250, C.E., for example, has closed at 70 students, instead of its formerly-customary 30. "Pressure on my survey of the modern period is intense," says Petry, "but students are [also] clearly interested in classical foundations of Islamic civilization, and in the formation of the Islamic religion and community."
- ***RELIGION.*** In fall 2005, seven courses relating to Islam were offered, compared with four in 2000.
- ***LANGUAGE.*** More students now study Arabic than ever before, necessitating four sections of first-year, two of second-year, and one of third-year. (Turkish and Persian have been added since 2000.)

AND A GROWING SPIRIT OF SERVICE:

- ***STUDENTS VOLUNTEER.*** Student attendance spiked dramatically at the first Martin Luther King Public Interest job fair following 9/11: 468 students versus 225 students the year before. Lonnie Dunlap, director of University Career Services, says numbers remain significantly higher than before 9/11.
- ***CAREERS.*** Eight percent of Weinberg's "Class of 9/11" responding to a Career Services survey said their first destination after graduation was Teach for America, AmeriCorps, the Peace Corps or World Teach.

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EDITOR
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