

# **CROSS** **CURRENTS**



**BREAKTHROUGH IN ASTHMA RESEARCH**  
**RISING STARS OF THE ART WORLD**  
**WHEN THE CLASSROOM IS CHICAGO**  
**RESCUING ASIA'S MOON BEARS**



NORTHWESTERN UNIVERSITY  
WEINBERG COLLEGE OF ARTS  
AND SCIENCES

7  
Molecular Images  
Advance Breakthroughs  
in Asthma Research  
By *Marylee MacDonald*

9  
Shaping MFAs at  
Weinberg  
By *Lisa Stein*

13  
Student Interns  
Make Their Mark  
on Chicago  
By *Nancy Deneen*

20  
Gary Galbreath's  
Moon Bear Mission  
By *Nancy Deneen*

22  
Counter, Original,  
Spare, Strange  
By *Gary Saul Morson*

25  
The Freshman  
Mindscape: Points  
of Reference for the  
Class of 2005

DEPARTMENTS

1  
From the Dean

2  
Letters

4  
Awards

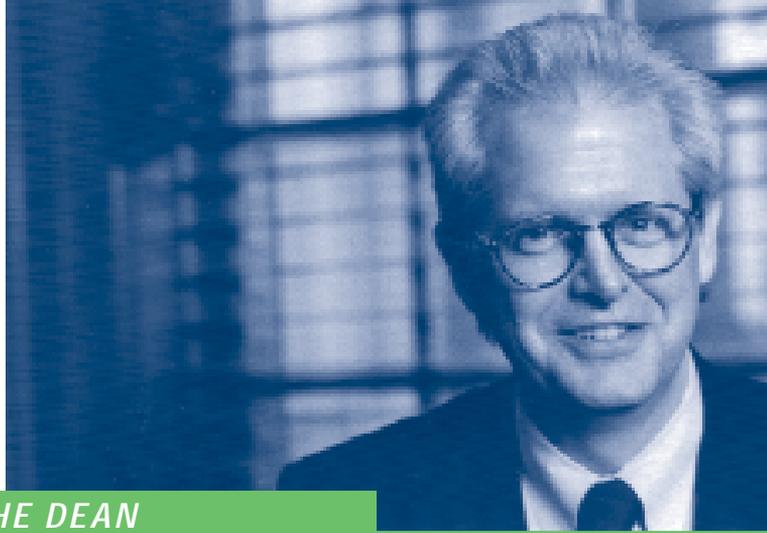
17  
Campaign  
Northwestern

# AN UPWARD

Cover photos,  
from top:  
Gary Galbreath  
and guides in  
Southeast Asia;  
artist Molly Briggs  
(*Sun-Times* photo  
by Jean Lachat);  
student interns  
behind the scenes  
at the Chicago  
Historical Society  
(photo by Jim Ziv)

CROSSCURRENTS IS  
PUBLISHED TWICE  
A YEAR FOR ALUMNI,  
PARENTS, AND  
FRIENDS OF THE  
JUDD A. AND MARJORIE  
WEINBERG COLLEGE  
OF ARTS  
AND SCIENCES,  
NORTHWESTERN  
UNIVERSITY.

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



## FROM THE DEAN

# COURSE

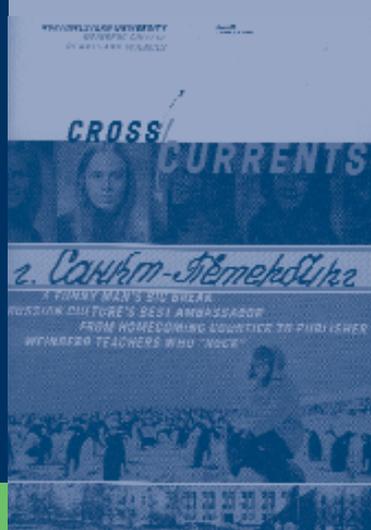
Many of you may have seen the *Wall Street Journal* article (March 30, 2001) about “The New Ivies” — universities that were once considered “back-up” schools for the very best students but are now highly sought after in their own right. Northwestern is squarely on that list of 10 top universities. This is a landmark acknowledgment of the University’s steady rise in quality of instruction and research, educational resources, financial health, and visibility. Such recognition necessarily arrives after the fact: External reputation has now caught up to campus realities. It validates Northwestern’s course over the past 20 years, both our achievements and our commitment to reviewing periodically the performance of each program and finding ways to make it better.

After the fact, too, is the acknowledgement of the accomplishments of Northwestern alumni. Your activities in professions, government, voluntary organizations, education, and other sectors demonstrate to the larger world the caliber of students recruited in the past — their energy, ingenuity, and intellectual strength. These qualities — the ones you demonstrate after you leave the campus — likewise contribute to raising the external

perception of Northwestern. Your commitment to supporting the College with your gifts has also contributed to our rise in national attention. In all of these ways, our alumni have helped Northwestern gain this increased recognition for educational excellence.

So what does this mean for us now? As you know, our applicant pool has grown steadily stronger over the years, and the University is highly selective in terms of our students’ academic and personal profiles. Our so-called yield rate — the proportion of admitted students who choose Northwestern — has risen as well. The combination of selectivity and yield means that we can focus more effectively on those high school juniors and seniors who will do well in our rigorous curriculum and benefit from our many interdisciplinary initiatives. At the same time, we are able to achieve our goal of cultivating a student body that is diverse intellectually, geographically, and ethnically, and diverse in their talents and goals. In doing so, we continue together to create an atmosphere that year by year draws more of the nation’s best faculty and students to the “third coast” on Lake Michigan.

Eric J. Sundquist, Dean

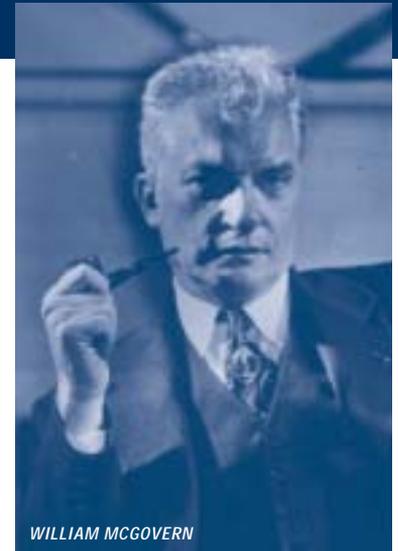


## LETTERS

### UNFORGETTABLE FACULTY

In the fall *Crosscurrents* Dean Sundquist requested stories about teachers who made a lasting imprint on our lives. I was in the 1948 class of the College of Arts and Sciences. **BERGEN EVANS** brought literature to life; **WILLIAM MCGOVERN**, political science; and **PAUL SCHILPP**, philosophy (he was a communist). **BILL BYRON** made sociology electric for me. Monsieur **ALPHONSE V. ROCHE** was a great French teacher, a native speaker. The women's dean, **RUTH MCCARN**, helped me over some rough spots. I went through on scholarships that had to be earned by grade point average, not merely need. When the men returned after World War II, we called them "DARs" (damned average-raisers). They made subjects such as economics difficult for the rest of us: They knew too much. I am proud of being a Northwestern alumna.

— Jean Norberg Eaglesong '48



WILLIAM MCGOVERN



BERGEN EVANS

**LARRY WRIGHT** was the English teacher who really shook me up as he challenged us students to question *everything* we had been brought up to automatically accept, whether it was religion, parental authority, morals, or whatever. We needed to do that if we were to mature and become independent thinkers, and the conclusions we were able to draw were entirely up to us. . . . **CLARK KEEBLER** was my Greek professor. Not only did he make that ancient language sound like music, he taught us to translate into English the great philosophical ideas and literature that have been handed down from generation to generation.

He was a great teacher for those who cherish language, words, and intellectual thinking. . . . Both of those wonderful teachers made an indelible impression on me and certainly influenced the rest of my life.

— June Tarnopol Packer '41

In the late '70s and early '80s I spent several happy years as a graduate student studying medieval poetry in Northwestern's French and Italian department.

**NORMAN SPECTOR** insisted that we approach poetry from its simplest base: Each word had to be examined to its third level of meaning; each phoneme had to be considered and then strung into words, phrases, lines, and verses. He taught us to relate sounds, meter, vocabulary, and images to the whole poem and to consider the normative values of the poet's time and culture. Breaking



NORMAN SPECTOR



poetry into its base components and then reassembling them led to a multilayered appreciation of what the poet had created. I have enjoyed poetry for many years, even sharing my delight with my three children, who grew up on tales of Roland, Beowulf, and Arthur.

Norman Spector died several years after I left Northwestern, but his insight into how to read a poem continues to guide my reading. *Merci mille fois*, Professor Spector.

— Shannon K. Hackett, French graduate student, 1979–81, and mother of Claire Adams '03 and John Patrick Adams '05



On the mornings of *R. BARRY FARRELL's* Soviet Policy class, a crowd would come early and fill every seat. A few minutes after the hour of class, R. Barry entered the big room in Harris Hall in a flurry. The flurry continued unabated throughout the hour, as R. Barry captivated the class with tales of his time with the highest reaches of the Politburo and at the Kremlin. He made it seem like the entire Cold War could have ended years earlier, if only he and his good friend Leonid Ilyich Brezhnev could have sat down, smoked cigars, toasted each other with high-quality Russian vodka, and been left alone to make peace.

R. Barry was well known on campus for his after-hours wine and cheeses with foreign dignitaries. On one occasion his guest du jour was René Lévesque, leader of the Québécois separatist movement. Labatt's was flowing freely, and R. Barry was feeling no pain. At just the opportune moment, while R. Barry was discussing foreign policy with René, I grabbed a Labatt's, stuck my head between the two foreign-policy dynamos, and with Mike Heeger, editor of *Syllabus*, at the ready, had my picture taken. R. Barry gave me a look that could have started World War III. The picture still adorns my wall 20 years later.

For better or worse, R. Barry Farrell's whole life revolved around his students and his university. Testament to this fact is that when he died in 1991, he left virtually his entire estate to Northwestern to reward and promote undergraduate teaching in political science.

— Jamie Rosenthal '81

As an economics major at Northwestern I had the opportunity to listen to and learn from some of the great minds in economics: *ROBERT EISNER*, *MARTIN EICHENBAUM*, *ROBERT J. GORDON*, *JONATHAN HUGHES*, and others. The training I received has served me well in my career in investment banking. However, despite my capitalistic inclinations, I must admit that some of my most enjoyable and memorable classes at the University were with *REBECCA BLANK* (Theories of Income Distribution) and *JAMES MONTGOMERY* (Economics and the Social Sciences). These professors taught me “compassionate economics” — why Adam Smith's “invisible hand” or utility maximization didn't always work in real life, that welfare for most wasn't a choice but a way of life. In truth, these are lessons I think I could have learned elsewhere . . . but isn't that something we can say for just about everything? The fact of the matter is, I learned it at Northwestern . . . and I am grateful to these people.

— Albert Chung '92

# WEINBERG WINNERS

## AWARDS

## EXTERNAL FELLOWSHIP RECIPIENTS (AS OF APRIL 2001)

Weinberg College produced a healthy list of major fellowship award winners again this year. “With two Marshall scholarships, a George Mitchell scholarship the first year a Northwestern student has competed, and one winner each for the Luce, Carnegie, and Truman awards, we’re in a great groove now,” says Sara Anson Vaux, director of Northwestern’s fellowships office. Her office has recently stepped up efforts to alert students to the awards and their requirements through a comprehensive handbook, a constantly updated Web site, and “a critical nag factor” to make sure students stay on top of deadlines. “We are being aggressive,” says Vaux, “and once we get students to apply, we know certain strategies to help them present themselves in the best light.”

### **BRITISH MARSHALL SCHOLARSHIP**

*Two years of graduate study at any of nearly 100 universities in the United Kingdom*

Richard P. Caldarone '01, political science and music  
Robert C. Johnson '00, economics

### **GEORGE MITCHELL SCHOLARSHIP**

*A year of graduate study in the Republic of Ireland or Northern Ireland*

Peter M. Frosch '01, American studies

### **LUCE SCHOLARS PROGRAM**

*A yearlong internship in East or Southeast Asia*

Leonardo Martinez '99, political science and economics

### **CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE JUNIOR FELLOWS PROGRAM**

*A yearlong internship as a research assistant at the prestigious Washington think tank*

Merritt R. Lyon '01, history and music

### **HARRY S TRUMAN SCHOLARSHIP**

*Funding for senior-year college tuition and for graduate study in public service*

Gwendolyn M. Kemper '02, sociology and urban studies

### **BILL AND MELINDA GATES MILLENNIUM SCHOLARSHIP**

*Renewable college scholarships for African American, American Indian, Asian Pacific American, and Hispanic American students*

Donde R. Anderson '02, chemistry  
Natasha R. Harvey '03, applied math and Hispanic studies

### **BARRY M. GOLDWATER SCHOLARSHIP**

*Grants to undergraduates in mathematics, the natural sciences, and engineering*

Donde R. Anderson '02, chemistry  
Donald R. Cantrell '03, math and chemistry  
Christopher H. Greer '02, physics

### **FULBRIGHT GRANT (IIE/USIA)**

*A year of study or research abroad*

Sarah Adamczyk '01, history and international studies, to Poland  
Khristine Crane '01, Italian, to Italy  
Evan Crutcher '00, environmental science, to Australia  
Alex Ortolani '01, American studies and English, to South Africa

### **ROTARY FOUNDATION AMBASSADORIAL SCHOLARSHIP**

*A year of study abroad*

Edward T. Ruble '01, sociology, to Australia

### **DAAD (GERMAN ACADEMIC EXCHANGE SERVICE) ANNUAL GRANT**

*A year of study at a German university*

David C. Brown '01, German  
Ina Ganguli '01, German (declined)

### **CONGRESS-BUNDESTAG YOUTH EXCHANGE FOR YOUNG PROFESSIONALS**

*A year in Germany, including four months at a university of applied science and a five-month internship at a German company*

Karen M. Commons '01, math  
Anthony M. Earley '01, English



## WHAT KIND OF STUDENTS EARN THESE PRESTIGIOUS AWARDS?

Here's what the British Council had to say about Northwestern's Marshall scholarship winners of 2001:

Robert Johnson '00 majored in economics. Armed with a vision of how governments, businesses, and nongovernmental organizations cooperate to manage the global economy, Johnson believes that the institutions of government must be reformed to ensure that globalization leads to widespread prosperity. His volunteer experience on a Sioux reservation in South Dakota helped focus his intellectual gifts on addressing economic injustice. In his present work with the Carnegie Endowment for International Peace, Johnson combines the theoretical and practical — both assessing

globalization's impact on inequality and proposing innovative reforms to make the international system more transparent and accountable. He will use his Marshall Scholarship to study at the London School of Economics and Political Science, taking him one step closer to his goal of formulating economic policy within organizations like the International Monetary Fund and World Trade Organization. A former member of Northwestern's Jazz Lab Band and Jazz Combos, Johnson is a jazz enthusiast who enjoys playing the alto saxophone.

Political science and music major Richard Caldarone '01 has been an exchange student to Japan in the Rotary International Program, served as speaker of the senate and in other

positions in Northwestern's Student Government Association, and is a member of the Deru Senior Honor Society and Pi Sigma Alpha Political Science Honors Fraternity. He is an accomplished musician and has served as musical director for local theater productions in Chicago.

Described by Northwestern's fellowships office as "a resilient thinker who moves quickly and easily through a labyrinth of arguments," Caldarone has formidable knowledge on a range of topics. His interest in government and politics, particularly citizen participation and apathy, will be the focus of his studies in philosophy, politics, and economics at Oxford University.

### **DEUTSCHER BUNDESTAG INTERNATIONALE PARLAMENTS-PRAKTIKA**

*A semester of study at Humboldt University in Berlin and a four-month internship with a member of the German parliament*

Anthony M. Earley '01, English  
Ina Ganguli '01, German

### **ROBERT BOSCH FOUNDATION FELLOWSHIP PROGRAM**

*A year of study and tutoring at a German university or technical college*

Karen M. Commons '01, math  
Anthony M. Earley '01, English  
Kate E. Hasler '01, English

### **NATIONAL SCIENCE FOUNDATION FELLOWSHIP**

*Three years of study toward advanced degrees in science, engineering, and math (Northwestern students received 12 NSF fellowships in total.)*

Frederica R. Conrey, PhD candidate, psychology  
Brian Mustanski '99, anthropology  
Anu Sawkar '00, chemistry  
Scott Winship '95, sociology

### **NATIONAL DEFENSE SCIENCE AND ENGINEERING FELLOWSHIP**

*Three-year awards for graduate study in science and engineering (14 total for Northwestern)*

Anu Sawkar '00, chemistry

FRONT ROW,  
FROM LEFT: VICTORIA NGUYEN,  
NEELA KALE, LAURIE EISENGART,  
ERICA SITKOFF;  
BACK ROW:  
DEAN ERIC J. SUNDQUIST,  
ASSOCIATE DEAN ROBERT COEN,  
MICHAEL MUELLER,  
KIRSTEN NELSON,  
SAMUEL TILSEN,  
ANANTH RAJA RAM;  
NOT PICTURED:  
UMASUTHAN SRIKUMARAN  
(PHOTO BY JIM ZIV)

## MARCY, JAMES, BONBRIGHT SCHOLARS HONORED

### CORO FELLOWS PROGRAM IN PUBLIC AFFAIRS

An intensive nine-month internship program in public affairs, policy, and politics

Seiji Carpenter '01, economics

Brian Harahan '01, biological sciences

### HUMANITY IN ACTION

Summer programs in Denmark and the Netherlands for undergraduates concerned with human rights

Gwendolyn M. Kemper '02, sociology and urban studies

Hawnyea A. Moy '98, English

### CENTER FOR STRATEGIC AND INTERNATIONAL STUDIES

A foreign-affairs internship with CSIS in Washington, D.C.

Hawnyea A. Moy '98, English

### ANNE ARMSTRONG LEADERSHIP AWARD

Funding for internships with the Center for Strategic and International Studies

Hawnyea A. Moy '98, English

### NATIONAL SECURITY EDUCATION PROGRAM (NSEP)

Grants for undergraduate or graduate study abroad

Anya Yakhedts '99, anthropology

### MORRIS K. UDALL FOUNDATION SCHOLARSHIP

Grants to undergraduates in environmental studies, Native American health, and public policy

Karey L. Fuhs '03, environmental science

Genevieve E. Maricle '02, environmental science

### ALPHA LAMBDA DELTA TROW SCHOLARSHIP

Grants from the academic honor society for undergraduate study

Ankur Srivastava '98, economics



## NINE WEINBERG COLLEGE SENIORS

### HAVE RECEIVED AWARDS FOR OUTSTANDING ACADEMIC

### ACHIEVEMENT IN THEIR JUNIOR YEAR.

In an October 2000 ceremony in his office, Dean Eric J. Sundquist presented the students with their prizes and checks for \$300.

This year's Oliver Marcy Award recipients for achievement in the natural sciences and mathematics were biology majors Kirsten E. Nelson and Umasuthan Srikumaran and Ananth Raja Ram, a major in the Integrated Sciences Program and computing and information systems. Oliver Marcy was a professor of natural science at Northwestern from 1862 to 1899 and acting University president for six years.

For the most distinguished junior-year record in the social sciences, the James Alton James Award was presented to Laurie Eisengart, who is majoring in psychology; Michael J. Mueller, in economics and political science; and Erica Sitkoff, in American studies. The award honors the former chair of the history department and the first dean of the Graduate School (1917-31).

The 2000-01 Daniel Bonbright Award for outstanding students in the humanities was given to Neela E. Kale, majoring in religion and history; Victoria D. Nguyen, in Hispanic studies and biology, and Samuel E. Tilsen, in English and linguistics. Daniel Bonbright was professor of Latin for 56 years and acting University president from 1900 to 1902.

# MOLECULAR IMAGES ADVANCE BREAKTHROUGHS IN ASTHMA RESEARCH

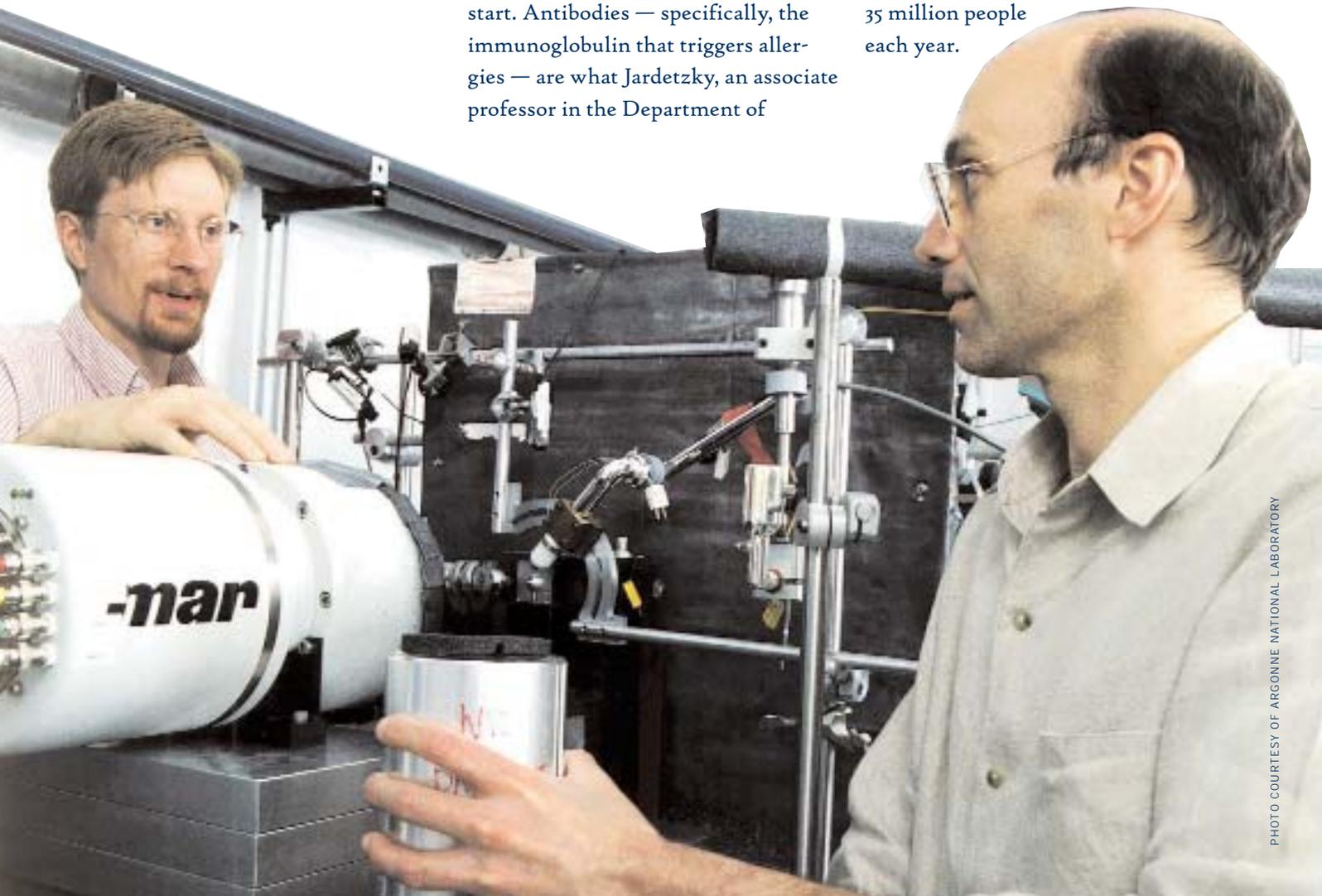
BY MARYLEE MACDONALD

*Allergic reactions have skyrocketed in the past two decades. Northwestern's Ted Jardetzky (below, right, with postdoctoral fellow Scott Garman) does not know why, but his molecular images will help pharmacologists develop treatments for asthma and other allergies. He's not promising a cure, just new tools to help develop therapeutics for those who suffer from this growing health problem.*

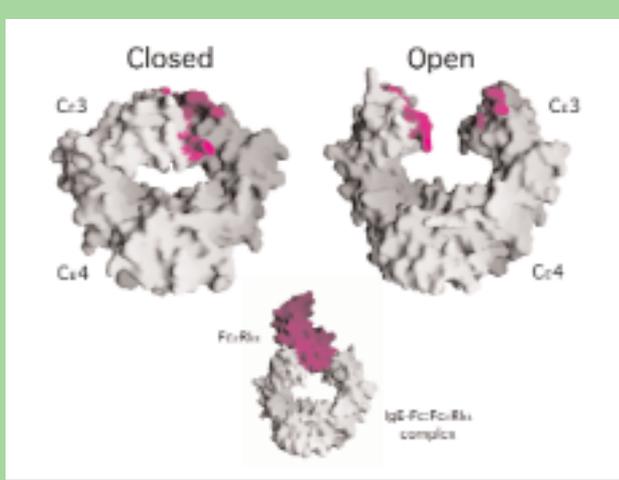
Between 1980 and 1993 the death rate from asthma in the United States doubled, according to the *Journal of the American Medical Association's* Asthma Information Center. There is no cure for asthma, which affects 4.8 million children under 18. Until recently, doctors have prescribed anti-inflammatory agents and bronchodilators, treating the symptoms, not the cause. Antibody therapy, in contrast, stops asthma attacks before they start. Antibodies — specifically, the immunoglobulin that triggers allergies — are what Jardetzky, an associate professor in the Department of

Biochemistry, Molecular Biology, and Cell Biology, is working on.

Asthma attacks are triggered when allergens such as animal dander, dust mites, mold, food additives (sulfites), medication (penicillin), or pollen constrict and inflame the airways of asthmatics. Similarly, hay fever sufferers endure a season of sniffles and itchy eyes. Chronic sinusitis, an inflammation of the nasal passages due to allergic reactions, affects 35 million people each year.



## JARDETZKY CAME UP WITH THE FIRST 3-D IMAGES OF THE HUMAN ALLERGIC RESPONSE.



And, in 5 percent of the population, the allergic response is so severe and sudden, it is fatal.

The human body fights off allergens the same way it fights off infections: with antibodies. There are five kinds of antibodies — known technically as immunoglobulins — that act as the body’s defensive line. Only one of these antibodies — the one that fights off parasites and causes allergic reactions — seems to be working overtime. For decades researchers have studied the structure of the four other antibodies, including those that combat infection, but no one had come up with a good picture of the molecules involved in allergic reactions.

Jardetzky set about trying to build a three-dimensional model of the molecular coupling that initiates the allergic response. The antibodies and their receptors were tiny: 1,000 times smaller than a cell. To make his model, Jardetzky needed to use X-rays to image the receptor — antibody complexes in a crystal — in order to figure out the details of their structures.

Jardetzky and his team found their way through the maze. Magnifying crystals of pure protein with the help of the synchrotron beam at Argonne National Laboratory, Jardetzky came up with the first three-dimensional images of this

central interaction in the human allergic response, showing the receptor on the surface of mast cells (white blood cells) that are concentrated on the skin, in nasal passages, and in the lining of the lungs.

“I’ve been waiting 15 years for this,” said collaborator Jean-Pierre Kinet, professor of pathology at Harvard Medical School and director of the Laboratory of Allergy and Immunology at Beth Israel Deaconess Medical Center. Kinet, who had cloned the gene for the receptor 14 years ago, was astonished. “The crystals and the structures they show us are fantastic.”

The receptor had a hinged elbow at about the nine o’clock position. “Other antibodies — the IgG antibodies that fight off bacterial and viral infections — are structurally similar to the receptor-bound IgE antibody. This arrangement of the antibody structure has been observed many times over the past two decades,” said Jardetzky. “But in the absence of the receptor the immunoglobulin E structure was observed to change to a shape never seen before on any other antibody.”

Now researchers can study the complete chain reaction of an allergic response from the moment the allergen prompts the immune system to produce an antibody. They can observe how the antibody (immunoglobulin, or IgE) binds to a receptor

and how the antibody docks to the receptor in only one of its possible shapes. Once docking takes place, the cell can react to allergens to produce histamines and other substances that cause the allergic reaction — wheezing in asthmatics, sneezing and itchy eyes in those allergic to pet dander, and conditions as severe as anaphylactic shock in people stung by bees.

Antibody therapy of the type Jardetzky is helping to advance blocks the docking part of the IgE antibody by using an “anti”-antibody. This is a bit like wrapping duct tape around the notches of a key. Just as the the lock fails to recognize the key, the cell fails to produce an allergic reaction. This type of drug therapy has proven effective in clinical trials, and patients receiving the monthly shot have seen their asthma attacks drop dramatically.

There’s just one hitch. The “anti”-antibody blocks *all* reactions, including some that may be beneficial. Jardetzky thinks that the site where the antibody hinges open might be a better place to intervene. Tinker with the lock, in other words, not the key.

Jardetzky summed up his research this way: “High-resolution images speed up the design of new drug therapies. Pharmaceutical chemists can go right to the most promising site, tweak it, and if that doesn’t work, see the effect quickly, then go back to work. We have the tools to make medication a lot better in 5 to 10 years.”

# SHAPING MFAs AT WEINBERG

BY LISA STEIN

**THE PHRASE**  
**“SUCCESSFUL ARTIST”**  
**MAY NOT BE AN**

**OXYMORON, BUT ITS USE IS RARE. WHAT CAN A STRUGGLING ARTIST DO  
TO ADVANCE HIS OR HER CAREER?**



MOLLY BRIGGS

For a select few the answer is to return to school to earn a master’s degree in fine art (MFA) through the program offered by Weinberg College’s Department of Art Theory and Practice.

The department accepts a small number of graduate students each year, ensuring that each receives a high degree of attention from faculty members who are celebrated artists in their own right and devoted to helping students in their creative growth. The department provides several teaching fellowships each quarter to help defray the costs of graduate school and prepare artists for teaching positions in higher education.

According to department chair Jeanne Dunning, “It’s exciting for artists to be at Northwestern because they’re surrounded by people working at the top of so many different fields. That’s a great opportunity as the visual arts become more and more interdisciplinary.”

In the last few years the department has been sought out by more of the best and brightest artists working in a variety of media. Three recent MFA graduates were

featured last fall in a *Chicago Sun-Times* article profiling the rising stars of Chicago’s art scene.

## **MOLLY BRIGGS: CELLULAR MAGIC**

While most Chicagoans get more than their fill of gray days, Molly Briggs (MFA ’98) learned to appreciate overcast skies as a graduate student. “My studio on the second floor of Kresge had huge, beautifully constructed windows that went across the whole wall. On sunny days there was almost too much light, but gray light was perfect. I still love it,” she says.

The daughter of two painters, Briggs is well aware of the importance of light. Her own abstract paintings and prints explore degrees of translucence and a wide range of tones. Her most recent works depict vaguely cellular forms as if magnified, in both high-octane colors on Mylar and in round blue prints called photograms. “Different colors absorb light to different degrees,” Briggs explains. “I like to look at how the paint impedes light, whether the color is purple or hot red or blue.”



SUSAN GILES

Briggs studied painting and printmaking as an undergraduate at the University of Illinois at Urbana-Champaign, earning her degree in 1991. A few years later she moved to Chicago and, after surveying the city's MFA programs, decided to apply to Northwestern. "I knew a lot of artists who had gone to art schools downtown, but I was impressed by what Northwestern offered in terms of faculty and facilities."

Although she considers herself first and foremost a painter, at Northwestern Briggs concentrated on printmaking, wanting to take advantage of the University's state-of-the-art equipment and enhance her opportunities for teaching. Her commitment paid off: After graduating she found teaching jobs first at Chicago Printmakers' Collaborative and, most recently, at the University of Illinois at Chicago.

Briggs also has made big strides in her art career. In 1998 she received a grant from Northwestern's Center for Interdisciplinary Research in the Arts to complete a collaborative project with writer David Daskal. Called *Habitat*, the work joined Briggs's images inspired by scientific photography with Daskal's monologues on

topics such as Heisenberg's Uncertainty Principle and cyberspace. *Habitat* caught the eye of Ingrid Fassbender of Fassbender Gallery in Chicago, who staged a month-long exhibition of the work in 1999 and has represented Briggs ever since.

Looking back on her years at Northwestern, Briggs recalls in particular the guidance of William Conger, Pamela Bannos, Judy Ledgerwood, James Valerio, and, most of all, Jeanne Dunning. "Jeanne knew how to take in what students were doing and push them to a higher level of understanding. That's what I hope I can do with my students."

### **SUSAN GILES: VIDEO REVELATIONS**

Although many of her video works focus on people talking, Susan Giles (MFA '01) is just as interested in what her subjects don't say.

Two of her most recent videos, for instance, show Giles herself in self-conscious pauses just before speaking. "I've edited out everything except the spaces in between words," she explains. "There's a lot of anxiety in those moments when you're about to say something."

*"I'VE EDITED OUT EVERYTHING  
EXCEPT THE SPACES IN BETWEEN WORDS...  
THERE'S A LOT OF ANXIETY  
IN THOSE MOMENTS  
WHEN YOU'RE ABOUT TO  
SAY SOMETHING."*  
— SUSAN GILES

*Mother/Daughter*, a video that was exhibited recently at Vedanta Gallery in Chicago, expands on her theme of distorted communication. In the first half of the video Giles speaks to the camera about herself and her childhood — but from her mother's perspective. Assuming a tone of maternal disapproval, Giles tells stories about her messy room when she was growing up and her doubts about an artist's ability to earn a decent income. In the second half Giles's mother discusses herself from her daughter's point of view. In contrast to Giles's critical voice, her mother's takes on a kind of wide-eyed disbelief.

Watching the video is as unnerving as rummaging through a stranger's closet. Even more revealing than their stories are the women's nonverbal clues — the shrugs, sighs, and glances they affect as they adopt each other's identities. "The main reason I film myself and my family is that it adds another layer of meaning to the work," Giles says. "The work is partly about how we define ourselves by what we say and how we are defined by what our friends and family say about us."

Giles began working in video fairly recently. She earned her undergraduate degree in sculpture and



ANNA KUNZ

# "I WAS APPROACHING PAINTING AS A PERFORMANCE, AS AN EXTENSION OF A GESTURE." —ANNA KUNZ

ceramics in 1992 from the University of Colorado and has used such offbeat materials as chipboard and spices. "But my work is conceptually based, and I've found that video and photography are more conducive to my ideas."

Giles accomplished a lot before gaining admission to Northwestern. She has taught art classes for elementary school children and developmentally disabled adults, and she led a workshop at the Field Museum in Chicago. She received a master's degree in art education in 1997 from the School of the Art Institute of Chicago and soon after won a Fulbright scholarship to serve as artist in residence in a gallery in Bali for a year.

When she returned home she decided to enroll in an MFA program. She chose Northwestern, she says, for its "excellent, diverse faculty. They've helped me think about my subject matter and encouraged my work in video. It's been great to have two years to really focus on making art. Now I'm ready to find a tenured teaching job."

## **ANNA KUNZ: PAINTING AS PERFORMANCE**

Were it not for a wheeled cart, painter Anna Kunz (MFA '00) might still be pursuing a career in performance art.

After receiving her undergraduate degree with a concentration in performance art from the School of the Art Institute of Chicago, she spent time creating theatrical monologues that dealt with the coming-of-age themes explored by many young artists. But one day in her studio Kunz decided to stage an experiment. She set up several small wooden panels around the room and wheeled herself across the floor from one to another on a platform that her husband, artist Bryan Schuetze, had made for her.

"I would make a mark on one panel and move on to

another until I was spinning a web of images around the room," Kunz recalls. "I was approaching painting as a performance, as an extension of a gesture."

Pleased with the results of her experiment, Kunz poured her energy into painting. Viewers responded well to her paintings, which were abstract works depicting natural shapes and geometric forms floating in fields of sensuous color. Kunz says that it was important to her that her paintings were aesthetically appealing — not a common goal in much contemporary art. Before long, a Chicago gallery began representing her, and her works appeared in group shows around the city.

After painting professionally for seven years, however, Kunz felt she needed some feedback to continue her growth as an artist. "It was a huge risk to go back to school," she admits. "My career as a painter was pretty much in place at the time. But I wasn't really a part of the art community in Chicago, and I thought it would be a good thing to invite a critical perspective on my work."

At Northwestern Kunz found the supportive community she had been looking for. "I learned something from everyone in the department. It was clear to me that they all really wanted to see students succeed in the art world, and they always tried their best to answer our questions and challenge us."

After finishing her MFA, Kunz resumed her successful career without a hitch. She will have an exhibition at the Elmhurst Art Museum outside Chicago in July, and her last three solo exhibitions at the Thomas McCormick Gallery in Chicago have sold out. "Selling is not a big motivation for me, but it is a sort of validation," Kunz remarks. "It's a big compliment when people choose to live around my work day in and day out."

# STUDENT INTERNS MAKE THEIR MARK ON CHICAGO



BY NANCY DENEEN

Discussing the problems of big-city public education in a college classroom is one way to learn about them; experiencing them firsthand in the schools is another. Even better is getting the opportunity to devise plans to improve things and to put those plans to work.

Not every student intern sees the dramatic results Weinberg's Ryan Crosby (profiled later in this story) did in his field work with the Chicago public schools, but scores of Northwestern students each year are taking advantage of their proximity to Chicago and enrolling in internships with organizations as diverse as the Chicago Public Schools system, Amoco Foundation, the Chicago Cubs, Steppenwolf Theater, and Goldman Sachs. The pedagogical rationale for internships is that students better grasp the significance of their academic training by seeing how ideas from the classroom work in real-world contexts; the practical reason is that graduate schools and employers have come to expect undergraduate-degree earners to come with work experience under their mortarboards.

## **SHARON BAUTISTA AND RHIANNON CARABAJAL: AN INSIDE LOOK AT MUSEUM LIFE**

Minority groups have been underrepresented in positions of authority in the nation's museums. The National Museum Fellows Program, sponsored locally by the Chicago Historical Society and the Knight Foundation, hopes to begin to change that by demystifying what museums do and involving students in the engrossing work that goes on behind the scenes.

Rhiannon Carabajal '02 and Sharon Bautista '01, two of the Chicago Historical Society's first fellows, are finding the 12-month program of study, apprenticeship, and travel both fascinating and fun. They also get paid — a \$1,500 stipend and \$4,500 for summer work/study, plus academic credit.

Carabajal, a junior from Santa Fe, New Mexico, and Bautista, a senior from Des Plaines, Illinois, belong to a small group of college students who have met once a week since last fall with experts in museum work. They've

PREVIOUS PAGE: TIM LONG, CHICAGO HISTORICAL SOCIETY COLLECTIONS MANAGER, EXPLAINS THE FINER POINTS OF GOWNS FROM THE 1930S TO SHARON BAUTISTA (LEFT) AND RHIANNON CARABAJAL. (PHOTO BY JIM ZIV)

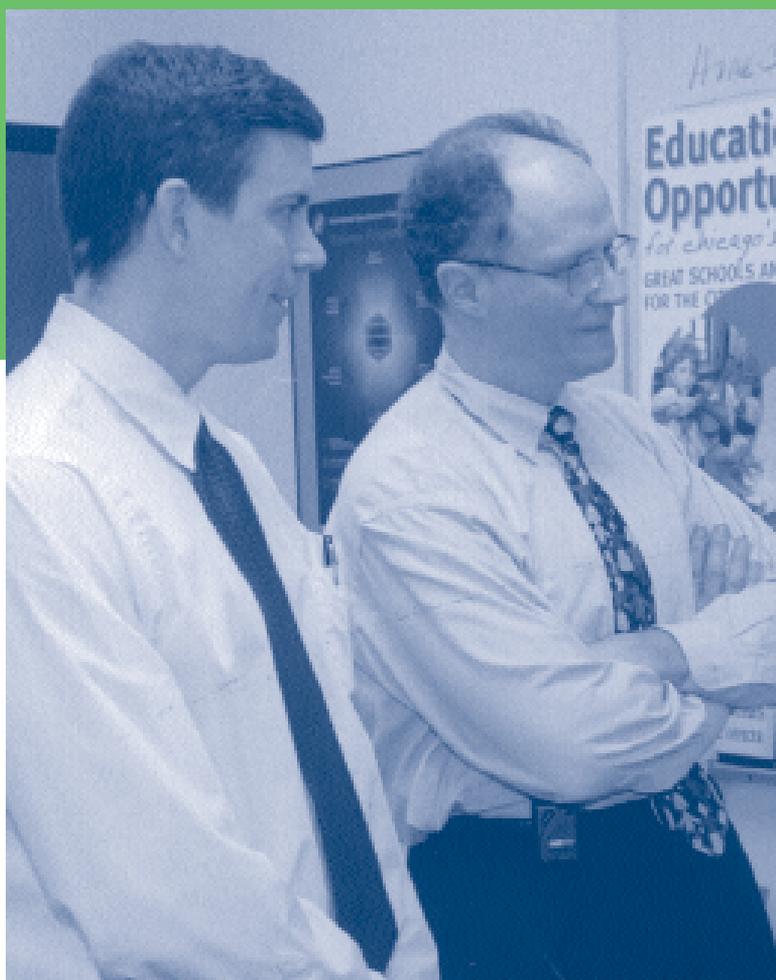
RIGHT: RYAN CROSBY (FAR RIGHT) CONSULTS WITH FORMER CHICAGO PUBLIC SCHOOLS CEO PAUL VALLAS (CENTER) AND DEPUTY CHIEF OF STAFF ARNE DUNCAN. (PHOTO BY RUSS BERKMAN)

toured all the departments of the Chicago Historical Society and gained hands-on experience with everything from acquisitions and collections care to fundraising and staging an exhibit. This summer they hope to produce something concrete, perhaps a portfolio or a CD-ROM, as evidence of what they have learned.

Carabajal, who is double-majoring in political science and history, hopes to work in education-related public policy after she graduates. She says the most intellectually stimulating part of her museum studies has been learning how to create an exhibition that is clear and interesting without diluting the educational content. "Museums are first and foremost prime educational institutions, but they also have a responsibility to interpret and present educational material in an interesting and interactive way," she says.

For art history major Bautista, the biggest draw has been exhibition development. "I wouldn't have said that before the fellowship," she says. "I've gotten a better sense of what the public expects from museums. The public's expectations are changing, and museum professionals have to change the way they do their jobs. They have to keep in touch with people's concerns and appeal to publics that are broader than those of the past." On a more hands-on level, she's enjoyed her close contact with the Chicago Historical Society's renowned Lincoln collection. "I've been able to photograph the cloak that Mrs. Lincoln wore the night the president was shot, and Lincoln's own comb and brush."

A plus for Carabajal has been justifying her passion for history. "I hear people say you can't really do anything with a history degree. My response to them is, 'Well, I am doing something, and I'm having a fabulous time doing it.'"

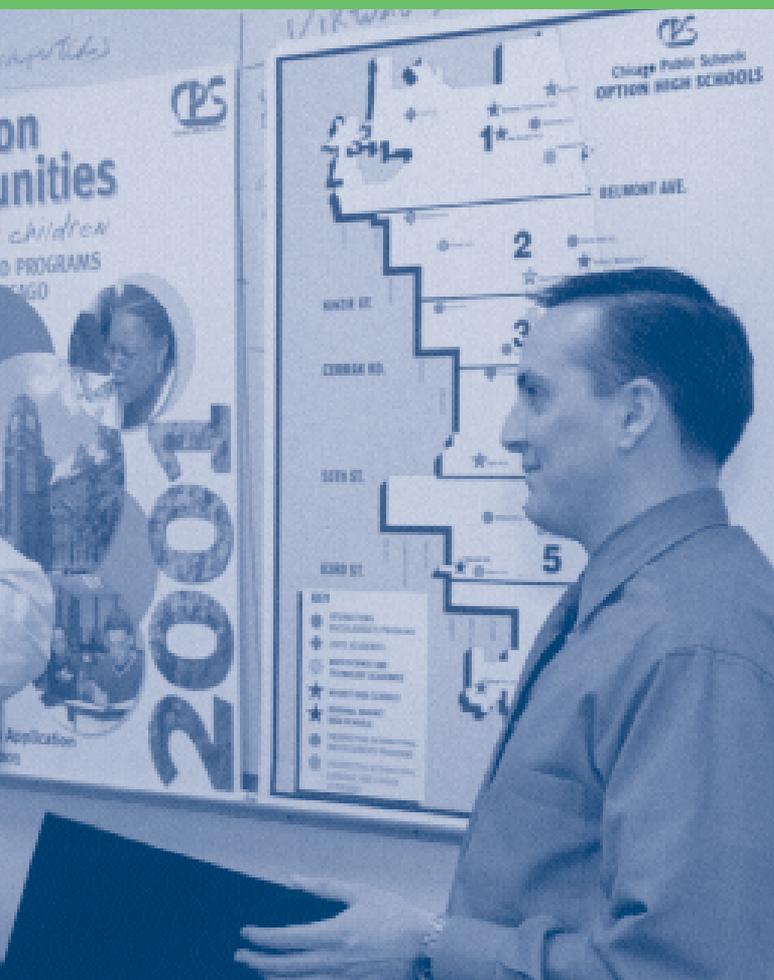


### **RYAN CROSBY: MAGNETIC FORCE AT THE CHICAGO PUBLIC SCHOOLS**

How did a Northwestern junior with little relevant work experience become a vital force in shaping programs for the Chicago Public Schools (CPS) during the course of a two-month internship? During his brief initial stint in the offices of former schools CEO Paul Vallas, Ryan Crosby '00 helped figure out how to bring enhanced learning opportunities to tens of thousands of students who would never get to step into one of the city's 33 highly desirable magnet schools.

For Crosby, Vallas's first Northwestern intern, success stemmed from the convergence of timing and opportunity with skills and desire. Crosby credits Lucy Millman, program assistant of the 20-year-old Chicago Field Studies Program at Northwestern, with making the connections that brought his name to the attention of decision makers at CPS.

"I had a 10-minute interview," recalls Crosby, who double-majored in sociology and history. "[CPS officials] were really happy to see someone from a school like Northwestern. They definitely had a role for me."



## *RYAN CROSBY HELPED FIGURE OUT HOW TO BRING ENHANCED LEARNING TO TENS OF THOUSANDS OF STUDENTS.*

elementary schools were uneven in quality and far less effective. It was Duncan's idea — an idea that Crosby's research backed up — to organize neighborhood schools in clusters of four to six. Each school in the cluster would develop excellence in one of four areas: math/science, fine and performing arts, world language, or the International CPS Scholars' Program, modeled on a Swiss program for diplomats' children. Students, with guidance from parents, would then have a set of high-quality programs to choose from without having to leave their neighborhood.

“Rather than focusing on those 33 schools that everyone wants to get into, we wanted to show people that we are building up viable programs in the neighborhood schools as well,” said Crosby.

Crosby conducted his own research on the programs that existed to show where resources were being used effectively and where they were not. “Ryan is very bright and got up to speed on the issues in a very short time,” said Duncan. “He's thoughtful and analytical in his approach. He isn't shy about asking questions.” The results of his work highlighted a lack of accountability for the additional funding schools had received and a corresponding lack of achievement. The intern then helped map out a plan for structured and systematic change.

The results? In the first year of the program, beginning in fall 2000, there were 20,000 applicants for cluster programs in schools other than their own. “Kids who never had the chance before are learning world languages,” said Duncan. “They're in dance and drama; they're being prepared for the rigorous International Baccalaureate programs in high schools.” As for Ryan Crosby, he now has a full-time job with the Chicago Public Schools. “We'd hire lots more Northwestern grads if we could,” said Duncan.

Although the intern started out doing correspondence for Vallas (“thank you for the clock you sent”), he was quickly snatched up for more meaningful work by CPS deputy chief of staff Arne Duncan. A believer in running an office with “entrepreneurial spirit” — beliefs that Duncan says he shares with the school board and Vallas himself — Duncan became Crosby's mentor.

“There was so much work going on that the opportunity to make a substantive contribution was there,” says Duncan. “Also Ryan was so good. He was uniquely skilled and committed to seize the opportunity and run with it. And hours were never an issue for him — he did far beyond what an intern would be expected to do.”

When Crosby first entered the CPS offices in the old Edison building at Clark and Adams in spring 1999, Duncan was already at the drawing board fleshing out his idea of magnet clusters. The problem to be solved was this: While the city's magnet schools were sought out by many parents, they served only 8 percent of the system's students. Magnet programs in hundreds of neighborhood

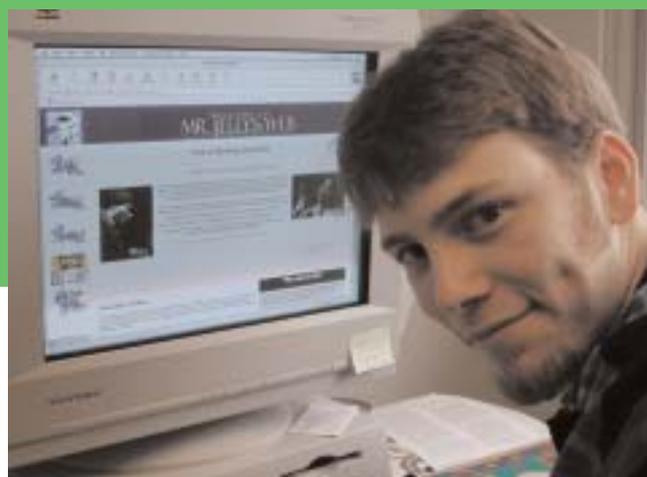
*"JELLY ROLL MORTON  
EMPLOYED RHYTHMS  
AND HARMONIES  
THAT ARE STILL NEW."  
— JONATHAN KATZ*

### **JONATHAN KATZ: GIVING JELLY ROLL MORTON HIS DUE**

Not long ago jazz enthusiast Jonathan Katz '02 regarded Jelly Roll Morton as a relic of the jazz era of the '20s and '30s whose music seemed a bit staid: "Like your grandfather, he might have been cool once, but you just couldn't see it." Then a summer internship at the Chicago Humanities Festival led Katz to a deeper understanding of the composer's innovations — "he employed rhythms and harmonies that are still new" — and an increased respect for his role as a founder of the all-American art form. It led, in fact, to Katz's creating what may be the definitive Jelly Roll Morton Web site.

The Humanities Festival brings respected artists and scholars to Chicago each November to take part in lectures, concerts, panel discussions, dramatic performances, and film screenings organized around a theme of universal interest. Each year Northwestern sends interns to the festival through the Alice Berline Kaplan Center for the Humanities. Last November's program included a section on the genius and influence of Jelly Roll Morton that was prompted by recent discoveries of remarkable Morton scores and an investigative report by *Chicago Tribune* writers Howard Reich and William Gaines on how the music industry cheated Morton out of fame and royalties. While working on some routine tasks like designing an invitation and writing press releases, Katz found himself growing fascinated with Morton and pondering what project he could undertake to fulfill the internship's requirements.

"I wasn't going to do groundbreaking research — Howard Reich and William Gaines had just done that,"



says Katz, a junior from Louisville, Kentucky. "I found it was better to point people to information already out there. It didn't make sense to write a paper that's going to get put in a file and not help anyone. This is where the Web comes in — it's a library to the world. You need a navigating portal to get through all the material: Some of it's funny, some useless, some deceptively useful. Creating a Web site was the one thing I could do to make any sort of difference."

Working with Michael Kocour, a lecturer in the School of Music, Katz spent countless hours using search engines to piece together the best of academic, commercial, and cultural Web material on Morton.

Katz expresses pride in the site's lively graphic design and the narrative he wrote to thread Morton's story together: "The site has a voice. It has cohesion and there's a story." He regrets not having the time to research and include sources other than those found on search engines.

He hopes the site will help enhance Morton's reputation. "Louis Armstrong gets his due because he was such a major figure on the world stage. Jelly Roll doesn't because he came along before LP records were invented," Katz explained. "A little of that is also not-so-latent racism. The white establishment saw him as a prototype of an African American entertainer, not a composer. . . . I'll be pleased if this site contributes to giving him his due." (Check out Katz's Web site at <http://pubweb.northwestern.edu/~jmk941/jellyroll>).

YOUNG WILSON MEMBERS:  
GIVING THANKS FOR THE DEGREE THAT  
"TAKES YOU WHERE  
YOU WANT TO GO"

Whether it's the (until recently) healthy economy, an increase in the number of successful young entrepreneurs, or a simple case of loyalty to one's alma mater, university development officers say they're seeing more recent graduates give back to the schools that helped them succeed. There is even a course in creative philanthropy that teaches MBA students at a West Coast university to give responsibly. Even without a formal course in philanthropy, many young Weinberg graduates have decided not to postpone charitable giving. Case in point: In fall 1999, the first year in which recent graduates were designated a separate category from others, 59 young alumni became members of the Wilson Society, contributing to the College's Alumni Fund.

"Like students working for programs such as Habitat for Humanity, young alumni want to contribute to worthwhile causes," says Matthew TerMolen, Weinberg's director of development. In addition to the strong economy of the recent past, he mentions as influences on giving an appreciation for education and scholarship, opportunities for networking, and the desire to stay connected to Northwestern. Assistant director Jennifer Bryant says she hears the following from young alums:

- They recognize the value of their degrees is enhanced as the University gains stature, so they view their gifts as investments in themselves as well as in the University.
- They simply feel a strong sense of loyalty to their alma mater and often to a specific professor, department, or program within Weinberg College.

We've selected a random handful of young Wilson Society members and asked them to reflect on their careers, their time at Northwestern, and their philosophies of giving.

## NICKOL ROBINSON '92, HISTORY

Vice president, investment banking,  
Bear, Stearns & Company

### *CURRENT OCCUPATION'S JOYS AND FRUSTRATIONS:*

In investment banking I have observed how rapidly business models evolve in all industries. I am often involved early in the dialogue as management contemplates the direction of the company and evaluates the course. I am able to help companies by identifying the appropriate capital solution and the right strategic partners. Often companies are reluctant to change despite the competitive pace of their industry. In those situations not even the most compelling ideas and business economics can convince a company to embrace change.

### *HOW NORTHWESTERN PREPARED ME:*

Northwestern offers a strong cross-disciplinary curriculum that emphasizes education rather than vocation. At Northwestern I was encouraged to challenge and dissect ideas and develop my own theses on a range of subjects. The scope of the curriculum, programming, and experience played a tremendous role in shaping my analytical framework and ability to tackle complexity. This has been an important factor in my career as well as in preparing me for graduate school. I have found that many experiences throughout my career have been an extension of my learning at Northwestern.

### *MEMORIES THAT BRING A SMILE:*

I have many fond memories of Northwestern, particularly from my freshman year. I still miss munchies at the Plex, movie nights at Tech, and the featured protest of the week at the Rock. Dillo Day my freshman year



NICKOL ROBINSON



JOHN MCCAREINS



OMAR DAGHESTANI

was the only Dillo Day with sunshine and good temperatures I can remember. My best memory was my senior year when the rap group A Tribe Called Quest performed and hung out with us after the show at one of the parties at the Shack. It nearly turned into a block party as it spilled outdoors. It really capped off a great four years. Many of my friendships from Northwestern remain strong, and I am proud to witness the many accomplishments of my classmates.

**WHAT THE FUTURE HOLDS:**

My long-term plan continues to evolve, being shaped by my collective experiences. I try to keep it flexible because the opportunities usually surpass my expectations. Ultimately, I plan to assume a principal position in my own venture but look forward to many things along the way as well as setting a strong foundation for my family.

**ON GIVING:**

My Northwestern experience was very rich. I know that the generosity and involvement of others touched my life at Northwestern, enabling me to pursue my interests without limitation. I want to contribute to the quality of experience of students in the same way through giving, mentoring, recruiting, and programming to help others take advantage of all that Northwestern has to offer.

**JOHN MCCAREINS**  
**'98, PSYCHOLOGY**

Investment services account manager,  
The Northern Trust Company

**THE BEST AND WORST OF CAREER LIFE:**

What I love: the client contact and being in a position to advise my clients on the appropriate course of action for their investment products. What I don't love: the client contact when the market isn't cooperating or technological difficulties halt all productive activities.

**HOW LIBERAL ARTS HELPED PAVE THE WAY:**

Although I didn't get the traditional financial background from Northwestern, the well-rounded liberal arts education offered an opportunity to develop and apply people skills and problem-solving skills across varying situations. That has helped in my current position because my perspective and appreciation for the bigger picture complement the perspectives of many of my colleagues, who tend to be more detail and analytically oriented."

**WHAT I REMEMBER FONDLY:**

Dorm life, complete with afternoon naps and no dishes to wash after meals.

**THE CRYSTAL BALL SAYS:**

I will be attending the Tuck School of Business at Dartmouth this fall. Who knows from there?

**WHY THE WILSON SOCIETY?**

I've got fond memories of student life, and Northwestern has done a lot for my career up to this point. Got to give a little back from time to time.

**OMAR DAGHESTANI**  
**'96, ECONOMICS**

Graduate student at Harvard University, working toward a master's in public policy in June 2002

**BACK TO SCHOOL:**

I'm working toward a degree in public policy with a focus in business and government. Being a student again has been a significant change compared with working and was a big shock during the first months. The academic grounding that I received from faculty like Mark Witte, Bob Coen, Lou Cain, Henry Binford, and others served as excellent preparation for the program here, and I appreciate it.

# ***“THE GENEROSITY AND INVOLVEMENT OF OTHERS TOUCHED MY LIFE AT NORTHWESTERN . . . .”***

— NICKOL ROBINSON



## ***ON THE DEGREE THAT TRAVELS WELL:***

As my career progressed at First USA, the world’s largest credit card bank, I found myself pushed outside the comfort zone in taking on responsibilities in areas like marketing strategy, compensation policy, and operations management. Northwestern really helped me meet those challenges, giving me the ability to think critically and to work well with others. Northwestern credentials and experience take people wherever they want to go.

## ***WHAT I NEVER THOUGHT I’D LIKE AT NORTHWESTERN:***

Much as I embraced talk of the new global economy, I had no interest in taking a foreign language at Northwestern, considering that I was lucky to squeak through two years of high school French. Convinced that I might be able to circumvent the requirement, I went to talk with Dean [Richard] Weimer, and he assured me that I didn’t have to take a foreign language — unless I wanted my degree to say “Northwestern” on it. He advised me

to take German with Denise Meuser, which I did. Studying with her and the German department faculty ended up as the best academic experience I had at Northwestern and one that I wouldn’t trade for anything.

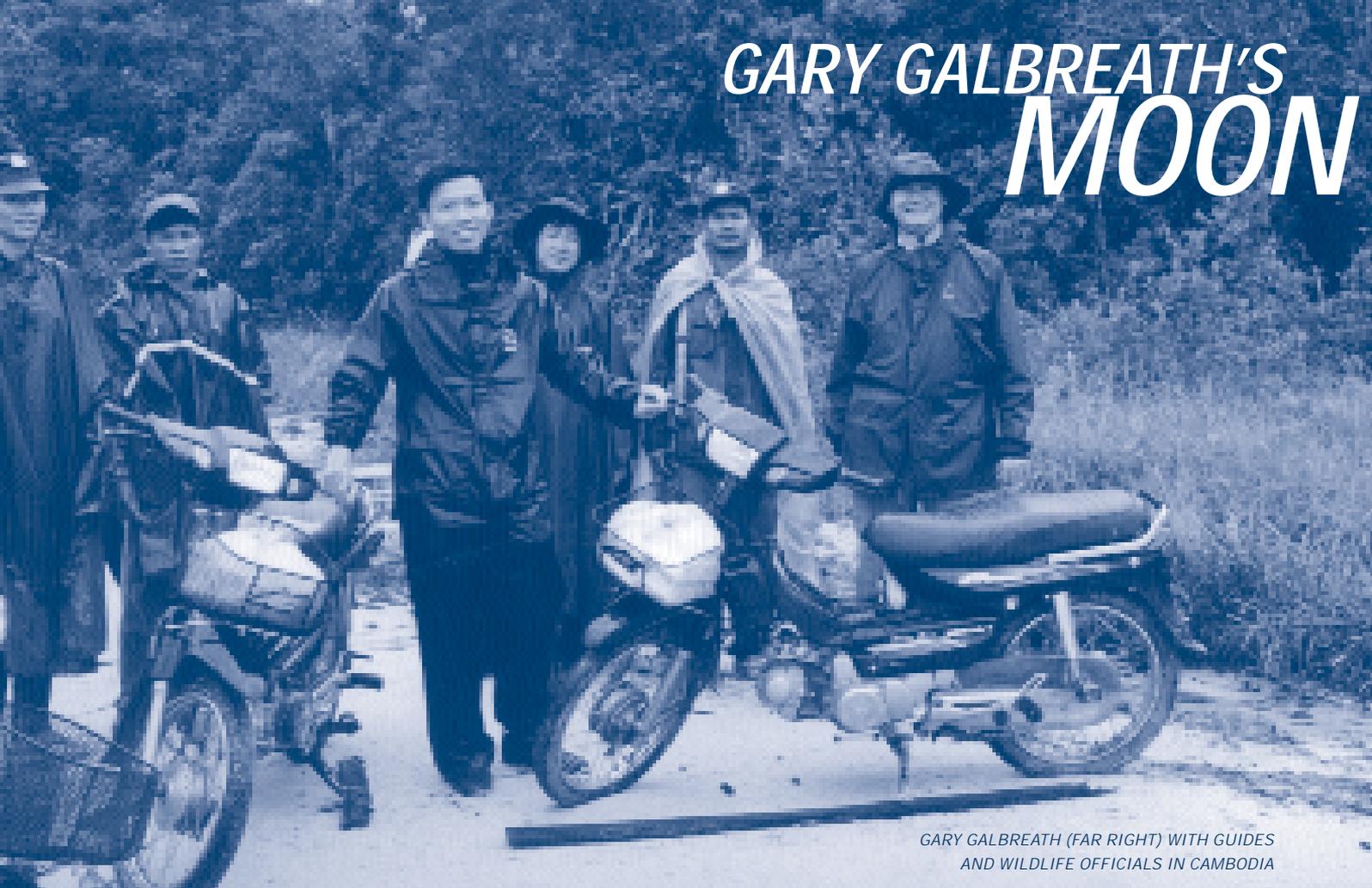
## ***WHAT’S NEXT:***

This summer I am looking forward to an internship with Booz, Allen & Hamilton in their New York financial services strategy practice. More long-term, it’s harder to say, but I think that more of my work will take me abroad, and I look forward to that challenge.

## ***ON GIVING BACK TO NORTHWESTERN:***

It seemed like the right thing to do, and I am glad I did it.

# GARY GALBREATH'S MOON



GARY GALBREATH (FAR RIGHT) WITH GUIDES  
AND WILDLIFE OFFICIALS IN CAMBODIA

The moon bears of Southeast Asia — large coal-colored creatures with white crescent-shaped fur on their chests (thus their name) and lion-like manes — are the most primitive of bears. They retain, for example, short, curved claws for tree climbing, unlike the long, relatively straight claws of the grizzly, which are specialized for digging. In recent years they have lost much of their natural habitat and have become easy prey for poachers. The bears' dramatically dwindling numbers have made them an endangered species.

But the bears have a champion in Gary Galbreath, college lecturer in biological sciences at Northwestern. Galbreath travels twice a year to remote places in Thailand, Laos, and Cambodia with the twofold goal of learning more about the bears and helping government officials return them to their natural environment. Wildlife workers are able to rescue hundreds of bears; Galbreath then uses mitochondrial DNA analysis to match hair samples of bears in captivity to those of bears in the wild in order to locate the captive bears' original homes.

We spoke with Galbreath about his work — both its impact on the bears' welfare and its broader scientific implications, such as the mapping of bear migrations that took place thousands of years ago.

## HOW DID YOU GET INVOLVED IN BEAR CONSERVATION IN SOUTHEAST ASIA?

I was in China in the late 1980s and thought I saw a unique bear — like a moon bear but with totally different coloring. I was unable to find more information at the time, but 10 years later I learned of a similarly colored bear in Cambodia, and the deputy director of that country's wildlife program arranged for me to visit. Everything followed from that. Although the animal turned out not to be a new species, I learned a lot about conservation efforts, took many DNA samples of moon bears, and have been involved ever since. I work with Sy Montgomery, a science journalist and author of *Walking with the Great Apes: Jane Goodall, Dian Fossey, Birute Galdikas*.

## AS AN EVOLUTIONARY BIOLOGIST, WHAT IS YOUR BROADER SCIENTIFIC INTEREST IN RESCUING MOON BEARS?

I study mainly mammals: their adaptations, relationships, and paleontology. I hope eventually to combine knowledge of moon bear migrations derived from DNA studies with the fossil record of moon bears. One of the neatest aspects of this sort of mitochondrial DNA work is that data collected from living animals in a single snapshot of time (the present) can be used to reconstruct events such as the crossing of river or mountain barriers,

# BEAR MISSION

BY NANCY DENEEN

**“MOON BEARS ARE GOING FAST.  
LESS THAN 1 PERCENT  
OF THE NUMBER THAT EXISTED  
IN THE WILD 50 YEARS AGO  
STILL REMAIN.”**

long-distance migrations, the severing of gene exchange between populations, etc., that took place thousands of years ago.

## HOW WOULD YOU DESCRIBE A TYPICAL DAY IN THE FIELD?

It all depends on the country. Last time in Laos we traveled by four-wheel drive to remote villages, where we asked people if they knew of any bears in captivity or in the wild. But while Laos means bumping along muddy roads, Thailand means zipping along modern highways. You can hire a driver and a Mercedes and cover much of



the country for less cost than a cab ride from Evanston to O'Hare. Much of my work in Thailand entails taking hair samples of bears that have been rescued by the Thai Royal Forest Department and whose care is overseen by the Thai Society for the Conservation of Wild Animals, both very active and effective groups. Traveling in Cambodia can be very tricky. One day I was a passenger on a motorcycle going over rough logging roads; we hit rocks and tree stumps and fell off three times. The next day I was walking like a robot. I don't want to repeat that.

## WHAT IS THE HARDEST PART OF YOUR WORK?

Seeing the environmental destruction and how few animals are left. There are an awful lot of “empty forests” where you can walk for a long time and not ever hear a bird sing.

## DO MOON BEARS BELONG IN ZOOS IN DEVELOPED NATIONS?

While Thailand, Cambodia, and Laos are overflowing with rescued moon bears — some government workers are even keeping them in their backyards — Western zoos are not very interested in them. Zoo officials are afraid of being accused of taking bears out of the wild. The story I'm trying to get out is that many of the bears are already in captivity and will die if zoos don't take some of them. Zoos could promote conservation of the species by pursuing captive breeding programs with animals sent from Southeast Asia.

## WILL RESCUED BEARS BE RETURNED TO THE WILD?

We're hoping some of the bears will be released this year, first into a seminatural habitat with fences, so they can get used to acquiring food naturally. Since most of them were rescued as cubs, some are too tame to be released, and the rest have almost no experience in the wild. They'll be radio-monitored to make sure they keep away from villages.

## WHAT ARE THE CHIEF REWARDS OF YOUR WORK?

The best scientific result is the wonderful data we've collected on the migrations of the moon bear over the last million years. The work we do also has a real conservation aspect. If we can correlate genetic variation with morphological variation, we may be able to define distinct subspecies within the moon bear species *Ursus thibetanus*. Once the subspecies are identified and named, the animal becomes the subject of conservation work, and then its chances of survival greatly increase. Moon bears are going fast: Less than 1 percent of the number that existed in the wild 50 years ago still remain.

We are also saving many individual bears we find in captivity, moving them to better facilities where they won't starve. As an animal lover, I am very pleased.

# COUNTER, ORIGINAL, SPARE, STRANGE

BY GARY SAUL MORSON

GARY SAUL MORSON IS  
FRANCES HOOPER PROFESSOR  
OF SLAVIC LANGUAGES AND LITERATURES.

*WE ARE PLEASED TO PRINT AN EXCERPT FROM AN ADDRESS HE DELIVERED  
TO SENIOR CONVOCATION IN JUNE 2000. MANY STUDENTS ENROLL IN PROFESSOR MORSON'S  
COURSES ON DOSTOEVSKY AND TOLSTOY. THE COLLEGE'S STUDENT ADVISORY BOARD  
RECOMMENDED THAT HE SPEAK AT THE CONVOCATION.*

When — too many years ago to mention — I was a newly appointed department chair at the University of Pennsylvania, and filled over the brim with things I wanted to accomplish, I was fortunate to have a colleague in the economics department who had once served on the Soviet Union's top planning unit. Once Aron posed a question to a group of faculty: Nature, he began, has designed fabulously complex structures — think of the eye or the liver. It can engineer things far beyond human capacity. Why, then, has it never designed an animal that moves with wheels? As we all pictured a wheeled cheetah accelerating towards a turbo-rhinoceros, and conjured an arms race of gears between predator and prey, Aron explained why wheels would not contribute to survival after all: "Because the world isn't paved."

If things were smooth like I-94, wheels would be an advantage. They are highly specialized and in the appropriate conditions are far better than legs. Who would walk from here to San Francisco? But what if there is a fallen tree in your way? What about the hundred thousand obstacles, from a ditch to a stone, that one cannot predict? In an uneven world, a world of radical uncertainty, legs and flexibility are better than wheels and specialization. Aron's parable teaches us something fundamental about life: Do not expect the orderly, the familiar, or the symmetrical.

Think of how we are made: Our hands have a built-in tremble, or we would not need tripods; our eyes scan without our willing it; we are always shifting our position and find it hard to focus our attention. It's as if our bodies and our minds were continually attuned to perceiving the unexpected before it is too late.

Everywhere, the world is telling us not to be too sure of ourselves, not to take our sometimes helpful oversimplifications for fact. You know the old story about the social scientist who begins a talk: "Now, assume a square cow." How many right angles have you seen in living creatures? How many with a single color or regular geometric shape? I confess to having a soft spot for the gourd, the walrus, and the ostrich. And how many social institutions are not rife with asymmetries, inefficiencies, and excrescences? Anyone who expects an institution or a reform to accomplish its supposed purpose without constant tinkering is in for a surprise. No one can guess the consequences of consequences of consequences.

These observations have a moral — in fact, more than one: Keep in mind that what you most believe may prove false, and, whenever possible, act as if flexibility and self-skepticism are virtues: because they are. If there is a point to the novels of Jane Austen, it is that our pride and prejudice, our habits of

perception, and our egotistic desire not to see what might prove us wrong lead us to constant mistakes. And that is especially so if the people we most like all think the same way.

Knowing a lot is not the same as thinking, and, when you forget all your Spanish grammar and chemical formulae, I hope you remember this: If, in examining a social or moral problem, it appears to you that people on the other side must be either ill-intentioned or stupid, then you aren't thinking. A few weeks ago I attended a ceremony in which a prominent sociologist here, Professor Nicola Beisel, described how, though a committed feminist, she found herself working one-on-one with a pro-life Catholic, and how she learned to see the world and the issue in question better precisely by encountering someone intelligent and well-intentioned who disagreed with her. That is what thinking is about. Take your favorite issue: If you can't imagine how a decent person with different experiences from yours could be on the other side, then see that lack of imagination as your own deficiency and find out. If you're a liberal, make a point of reading *The Wall Street Journal* and *Commentary* frequently, and if you are a conservative, at least *The New York Times* and *The New Republic*.

Keep in mind the following golden rule: There are the same proportion of swine to decent people on your side of the issue as on the other. And so imagine not only how an opponent might have motives as good as yours, but also how someone on

your side might be entirely self-interested. Every issue has its tobacco companies, on both sides. And if the reform is passed, those are the people who will control how it is administered — after all, with their interests at stake, they will persist long after the idealists.

Democracy depends on a strong appreciation of opinion. Do not imagine that we are in a battle of good and evil, right and wrong, which for some historical reason is determined by elections. In that case, you don't really believe in democracy and would not be troubled by simply being able to impose your point of view. No, recall that the world is not paved, that many times in the past the most intelligent and well-intentioned people on your side have been eventually proven wrong. Think of all those people who became communists for the good of humanity, and the tens of millions of corpses they wound up apologizing for. In Tolstoy's *War and Peace*, the hero realizes what is wrong with a man he has idolized: It had never crossed that man's mind that all he believed might be utter nonsense.

The reason to know different cultures is the same as the reason to read realist novels: They allow us to see the world through a different set of eyes. Once one can see a set of values from the perspective of a different culture, and understand how we look to them, how they notice things that aren't even an issue among us, we can no longer think



## *"IF THINGS WERE SMOOTH, WHEELS WOULD BE AN ADVANTAGE."*

that the way we divide up the world is the only reasonable one. It's like stereoscopic vision: Just as we can only judge distance because we have two eyes, so knowing two cultures helps us to see things we otherwise couldn't. So here's a plea: Those of you who are fortunate to speak a language other than English at home, do your best to keep and improve it. It's not just another language, but also another set of eyes.

And let me also make a plea for the great realist novels. Their main premise is that it is possible to get inside the mind and feelings of a person very much unlike yourself — someone from another class, of the opposite sex, of a different personality complex and different era. No one could be more unlike me than the upper-class beautiful heroine of Edith Wharton's *House of Mirth*, but I grew so to identify with her that her death brought me to tears. Once you have had that experience, you see other people differently. And yourself, as well.

God willing, you will change your mind many times in your life. The only way not to is to shut out inconvenient evidence. The world does not go according to plan. If it did, we wouldn't need insurance. The world is not smooth or monochromatic; no, it is motley, dappled, patchy — *pie'd*, like the clothes of the pied piper. And if you don't want to be like the children the pied piper led to destruction, never think a single song has all beauty.

Creativity happens when one loves an activity, a process, and is totally immersed in it, so that one wants to play with all the possibilities and invent new ones. The same is true with knowledge in general: One needs to know a lot to know reasonably specifically the next thing one wants to know. The more one knows and wants to know, the more this circle of informed ignorance expands.

At least, that is true if one loves the very process of learning, which, more than any specific knowledge, is what I hope Northwestern helped you foster. Students often come to me to talk about what occupation to take up when they graduate. To my great pleasure, they often mention choosing work that is meaningful, with idealistic goals, which demonstrates their good character — but also their youth. The problem is, that if one chooses an occupation with goals one values but day-to-day work one does not like, one will not advance even the goals. Take it from an old professor: Choose an occupation where you love the process of day-to-day work, what you are doing when you are not even thinking of the goals. Love the work itself!

Life is not smooth, but that is a good thing. It is an endless source of wonder. Think of all those odd shapes you will see: A trip to a hardware store, no less than a field set off in odd-shaped plots, or the asymmetrical markings on a fish can be a source of wonder. Oh, maintain your sense of wonder!

I would like to close by reciting my favorite short poem in English, "Pied Beauty," by Gerard Manley Hopkins:

*Glory be to God for dappled things.  
For skies of couple-colour as a brindled cow.  
For rose-moles all in stipple upon trout that swim;  
Fresh-firecoal chestnut-falls; finches' wings;  
Landscape plotted and pieced-fold, fallow and plough;  
And all trades, their gear and tackle and trim.  
All things counter, original, spare, strange;  
Whatever is fickle, freckled (who knows how?)  
With swift, slow; sweet, sour; adazzle, dim;  
He fathers-forth whose beauty is past change:  
Praise him.*

# POINTS OF REFERENCE FOR THE CLASS OF 2005

## THE FRESHMAN MINDSCAPE:

When a colleague's 10-year-old asked her, "What's a typewriter?" we started thinking about how most American students today may have never used typewriter erasers or gotten inky fingers from changing the ribbons. In fact, their entire frame of reference — at least insofar as technology, politics, history, and entertainment are concerned — radically differs from that of their parents and many of their teachers. Then we came across a list entitled "Mindset of First-Year Students" from Beloit College. We've borrowed from that list (items marked \*) and come up with some observations of our own about the world — the United States in particular — inhabited by the incoming freshman class, most of whom were born in 1983.

### WHAT THIS FALL'S WEINBERG FRESHMEN HAVE ALWAYS KNOWN:

**A WORLD DOMINATED BY COMPUTERS.** In 1983 *Time* magazine named not a person as "Man of the Year," but the personal computer as "Machine of the Year."

**A NATIONAL HOLIDAY HONORING MARTIN LUTHER KING JR. \***

**SAFETY-SEALED OVER-THE-COUNTER MEDICINE BOTTLES.** The seals were mandated after seven people died from swallowing Tylenol capsules laced with cyanide.

**"COMING OUT" PARTIES THAT CELEBRATE MORE THAN DEBUTANTES\***

**THE SCOURGE OF AIDS.** The virus was first discovered in 1981.

**CABBAGE PATCH KIDS AND RUBIK'S CUBES.** These were 1983's "must have" toys

**THE ROUTINE LAB-TESTING OF DNA\***

### WHAT THEY'VE NEVER KNOWN:

**LEADED GASOLINE.** It was banned in 1985.

**DRIVE-IN MOVIES, 8-MM HOME MOVIES, 3-D MOVIES**

**BEAR BRYANT AS COACH OF ALABAMA\***

**BERT PARKS AS EMCEE OF THE MISS AMERICA PAGEANT.** Parks's 25-year reign as host ended in 1980.

**NEEDING TO GET UP TO CHANGE THE CHANNEL**

**REFERRING TO THE RUSSIANS AND CHINESE AS "THE REDS"\***

**LPS, 45s, AND 8-TRACKS**

**NATALIE WOOD, JACKSON POLLACK, JOHN BELUSHI, BUCKMINSTER FULLER, AND ELVIS PRESLEY WHILE THEY WERE ALIVE\***

**THE E.R.A. WHILE IT WAS ALIVE\***

**THE SMELL OF MIMEOGRAPH SHEETS**

**AT LEAST ONE WOMAN ON THE U.S. SUPREME COURT**

**THE POPULARITY OF JOGGING**

**THE DANGERS OF PASSIVE CIGARETTE SMOKE.** Former Surgeon General C. Everett Koop issued the first warning in 1984.

**ATMs**

**POLITICALLY CORRECT LANGUAGE**

**SCANNERS READING BAR CODES IN GROCERY STORES**

**THE HIGH COST OF REAL ESTATE.** The average price of a single-family home first reached \$100,000 in 1984.

**THE LEGAL VCR-TAPING OF TV SHOWS**

**THE NAME GEORGE BUSH ON EVERY NATIONAL TICKET BUT ONE SINCE 1983\***

**THE TENNIS PLAYING OF BJÖRN BORG.** The Swedish champion announced his retirement in 1983.

**DRESSING UP FOR A PLANE FLIGHT\***

**JANE FONDA AS "HANOI JANE."** If Weinberg freshmen remember her at all, it's for the Fitness Revolution.\*

**WIND-UP WRISTWATCHES**

**NEW EPISODES OF M\*A\*S\*H.** The popular series' last episode, "Goodbye, Farewell and Amen," aired February 28, 1983.

**FATHERS PACING IN THE WAITING ROOM INSTEAD OF CAMCORDING IN THE DELIVERY ROOM**

**HURRICANES WITH ONLY WOMEN'S NAMES.** The first "male" hurricane was Bud, which hit in 1978.\*

**THE SPACE RACE, GOLFING ON THE MOON, SPACE-FOOD STICKS**



JUDD A. AND MARJORIE  
WEINBERG COLLEGE OF ARTS  
AND SCIENCES  
NORTHWESTERN UNIVERSITY  
1918 SHERIDAN ROAD  
EVANSTON, ILLINOIS  
60208-4020

EDITOR  
NANCY DENEEN

PRODUCED BY  
UNIVERSITY RELATIONS

EDITORIAL  
ROSEANN MARK, LEANNE STAR  
DESIGN  
KEN PAGNI

© 2001 NORTHWESTERN  
UNIVERSITY.  
ALL RIGHTS RESERVED.  
5-01/50M/RM-KP/9222

---

*NORTHWESTERN UNIVERSITY*  
**WEINBERG COLLEGE OF ARTS  
AND SCIENCES**

NONPROFIT  
ORGANIZATION  
U.S. POSTAGE  
PAID  
NORTHWESTERN  
UNIVERSITY

