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THE NEWSLETTER OF THE COLLEGE OF LETTERS AND SCIENCE AT THE UNIVERSITY OF WISCONSIN–MADISON

We Helped Each Other Move Forward

First-Year Interest Groups Build Base for Success

JEFF MILLER

The UW–Madison campus became a bit smaller and friendlier thanks to four First-Year Interest Groups.

Do you remember your first week at UW–Madison? If you were fortunate, you understood the campus's geography, customs, and classroom expectations. You signed up for your ideal class schedule without a hitch. You made friends quickly and sailed confidently into the adventure of new teachers and ideas.

It is more likely that you remember that first week as an overwhelming and sometimes lonely turning point in your life. Perhaps you were on your own for the first time, faced with a sprawling campus and the rapid pace of college classes. Perhaps you stood in long registration lines only to find courses closed or canceled. And then there was the challenge of dormitory life and living in close quarters with people who you'd never met before.

This past year, thousands of first-year students arrived on the UW–Madison campus. Although they didn't always know it, they faced a common challenge. The student who comes from a large city and is unused to life in a Midwestern college town shares a basic dilemma with the student from a farming community where "the big city" had ten thousand people or less: how to make friends and build a sense of community as one person among forty thousand students.

The campus became a bit smaller and a bit more personal this fall thanks to the new "First-year Interest Groups," or, "FIGs" program, says Judi Roller, associate dean of student academic affairs in the College of Letters and Science. Funded through the Wisconsin legislature's appropriations for the Madison Initiative, first-year interest groups are part of a larger effort to improve undergraduate education.

FIGs operate as small learning communities in which groups of fifteen to twenty students register for the same three courses and course sections under a coordinated theme or pre-major set of topics. Members of the group also participate in weekly meetings with a peer advisor.

FIGs were inspired by Madison Plan 2008, which seeks to strengthen diversity across UW–Madison. The plan recommended establishment of a campus committee to explore and, if appropriate, plan for a first-year seminar experience "as a way to improve academic performance, retention, and multicultural understanding for all students."

Letters and Science was the logical choice to coordinate the FIGs since it is the campus entry point for over 95 percent of all incoming freshmen and offers over 96 percent

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First-Year Interest Groups

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of UW–Madison's ethnic studies courses. Under Roller's leadership, the college organized UW–Madison's first four FIGs, which were offered in fall 2001. Each group was structured around topics that would meet the ethnic studies requirement:

- Alternative Realities: Language and Thought in the Ojibwe Universe;
- Freedom: From Socrates to Civil Rights;
- Folklore Around the World; and
- Culture, Civilization, and Communication.

The program clearly met a need — close to 80 students signed up the first semester, filling all four groups and leaving space only on waiting lists. As word of the program spread, first-year students contacted the college to ask if they could sign up for FIGs during the second semester. And some junior and senior students began to weigh in with requests for FIGs designed for upper-level undergraduates.

Students who participated became part of an instant social network because they took three classes, participated in study groups, and went to social events with other members of their FIG. Surprisingly, the unscientific group-making worked well. Ryan, who came to Madison from New London explained, "Coming from a small town, I didn't know how I was going to fit in. I only knew the eight people from my school who came here, and only one of them was in my dorm. The FIG made it easy to make new friends. I didn't feel like I'd have to sit in my room for four months before I'd meet somebody I could talk to. It made my transition a lot easier."

Regardless of where you are from, the first few weeks of going to a large lecture course with several hundred people can be daunting when you don't know anyone else. Students found it comforting to see other members of their FIGs. Soon, they began sitting with other members of their group, which made it a lot easier for them to feel like they belonged.

As the semester progressed, the groups provided a framework for success that wasn't always there for other first-year students, according to Emily, a student from River Falls, Wisconsin. "We'd walk to sociology together, and we'd all sit in the first three rows. Everybody kept each other on track. There were people on my floor who were in the same lectures but weren't in the FIGs. They wouldn't sit in the front. And some of them would skip class a lot."

Being part of a small group helped FIGs students keep things in perspective during their first semester in Madison. By working closely with the same people over the course of a semester, students saw that the people who seemed to be so much smarter and sophisticated on the first day of class have their own weaknesses. And students learned that they were not the only ones who get stressed out when preparing for mid-term exams or working to finish their first research paper.

Members of FIGs also reported that they got more out of class discussions and assignments because they studied together. Students often are reluctant to talk in discussion sections because they don't know their classmates well enough. The FIGs changed that dynamic because members of discussion sections got to know each other much earlier in the semester. "We always talked in FIG discussions. It was easier because you knew the people," says Mary, a first-year student from Minnetonka, Minnesota. "We all had the same TA. Early on we had an eight-page paper due. We all worked really hard and helped each other. And we all did really well," she adds.

Perhaps most important, the FIGs have motivated students to reach higher in their thinking and their classroom performance. "Knowing your peers created a sort of positive competition. We'd ask, 'What did you get on that?' and share our grades. It wasn't like high school, where everyone was trying to be cool and act like it wasn't a big deal to not get top grades. This group was different because we could talk about our grades and how we wanted to do something well," says Emily. "We helped each other move forward."

JEFF MILLER

FIGs provide a new framework for success for first-year students.

DEVELOPMENT NEWS

Teaching Award Honors Campus Legend

William and Emily Kiekhofer have established an annual teaching award in honor of William Kiekhofer, Sr., whose popular introductory economics classes attracted hundreds of students each year. The award will recognize Letters and Science faculty who excel in undergraduate education. Described by his son as "a private man who worked very hard," Kiekhofer was on the faculty of the Department of Economics beginning in 1911. According to *Economists at Wisconsin, 1892 - 1992* (Robert Lampman, ed.), his "lectures in Agricultural and Music Halls were legendary."

Kiekhofer's role as educator extended far beyond the lecture hall. In 1936, he published *Economics Principles, Problems, and Policies,* which became a national standard. Kiekhofer also "trained several hundred teaching assistants in his big lecture classes. He would meet with these assistants weekly, advising them of techniques in leading discussions and writing exam questions."

By the time he died in 1951, Kiekhofer was a campus institution. An orator of the old school, he made undergraduates the "main beneficiaries of his presence at Wisconsin," according to *Economists at Wisconsin.* "In some years he gave two packed-house lectures a day. At his death, it was estimated that nearly 70,000 students had passed through his classes."

UNIVERSITY ARCHIVES

William and Emily Kiekhofer have established an annual teaching award in honor of William "Wild Bill" Kiekhofer, Sr., whose popular introductory economics class attracted hundreds of students each year. The award will recognize faculty excellence in undergraduate education.

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Providing The Tools To Face An Unpredictable Future

By Phillip R. Certain
Dean of Letters and Science


Phillip R. Certain

The New Year is a traditional moment for pause and reflection. For many of us, the start of 2002 has had an added significance. We are just five months beyond the trauma of September 11, 2001, and the aftermath still unsettles our conception of how the world works and how our nation should respond to new challenges. On the personal level, we join in grief with the friends and families of the five UW–Madison alumni lost in the terrorists' attack: Kevin Cleary, Joseph Dickey, John Patrick Hart, Aaron Jay Horwitz, and Norma Lang Steuerle. We also join in concern with the friends and families of troops engaged in the war against terrorism. I know, too, that the monumental tragedies that have occupied center stage have not suspended the ordinary tragedies that befall us and our friends. To all who have suffered loss in 2001, I offer my sympathy.

At mid-winter commencement this year, Chancellor John Wiley expressed his pride in the way the campus and especially our students have responded to the crisis. A library mall rally on Friday of that week attracted over 5,000 faculty, staff, and students to a program that included expressions of sympathy and concern, the singing of the national anthem, and applause for the ROTC color guard. This was surely the largest rally on campus since the days of Vietnam, and the tone and purpose were completely different. Of course, one would not expect to find unanimity of opinion at UW–Madison, but there has been wonderful unanimity of respect for freedom of speech that extends across the various political points of view. Respect and concern have also been extended to our large community of international students.

Letters and Science has also played its part, most visibly in our early ability to help build understanding of Islam among members of the campus and greater Madison community. Within a week of the attacks, Chuck Cohen, the history professor who has been the moving force behind our Religious Studies Program, organized a teach-in on Islam to "dispel myths and misapprehensions that many Americans have about what Muslims truly believe."

While teach-ins are nothing new to Madison, a teach-in on a world religion is something very new to us. And yet the event touched a deep human need to understand something that wasn't on most of our minds just two weeks earlier, and to reassure the Muslim members of the community that we understand the difference between terrorism and Islam. The teach-in drew more than seven hundred students, faculty, staff, and Madison-area residents.

It might not have been possible to organize such an event had the attack happened two years earlier. Our ability to respond was greatly enhanced, however, by the college's support in the past five years of several initiatives based in the long-term value of knowledge rather in than short-term direct economic benefit. Those initiatives include the introduction of a religious studies major and support for faculty hires in Middle East studies, Islamic studies, and religious studies. They also include our continued support for area studies programs at a time when the State Department and some philanthropic foundations were arguing that such specialties were no longer necessary in an age of globalization.

No one could have predicted the value placed on these areas of expertise at the time they were proposed. Indeed, professors like Chuck Cohen and Michael Chamberlain, who heads the Middle East Studies Program, can attest to the work that went into convincing the campus community that these seemingly peripheral areas of study were worth commitments of time and resources. But it was precisely the organization and structure provided by our programs, and the new faculty that they brought to the college, who became essential partners in our effort to bring knowledge and understanding at a time of crisis and uncertainty.

We cannot know what the future will bring. But we can predict that the faculty of Letters and Science will be called upon as sources of knowledge and expertise in the months and years to come. Those needs may relate to knowledge about world cultures and religions, or about areas like bioethics as we ponder the implications of stem cell research. Or they may concern other unforeseen questions of local, national, or international import. Because we have made a commitment to continue the pursuit of knowledge and learning for its own sake, we have the tools to face an unpredictable future with confidence.

Paul Collins Creates Sixteen Graduate Music Fellowships

A $4 million gift from Paul J. Collins (BA '58, business) has established an endowment that will fund sixteen School of Music graduate fellowships. The fellowships for music performance students will be known as the Paul Collins Wisconsin Distinguished Graduate Fellowships.

The gift honors his mother, Adele Stoppenbach Collins, who graduated from the School of Music in 1929 with a degree in music performance. "This gift reflects a combination of my interest in music and my mother's love of music," Collins says. "It also is a gift made in support of liberal arts education, which I believe is so important for students at the UW."

"Over time, it is the quality of the students and the faculty that makes the difference," Collins says. "These fellowships will help the School of Music to attract outstanding graduate students to study music at the UW–Madison."

"Our faculty includes some of the best artist-teachers in the country, and we have many outstanding students. What we've lacked is the financial resources to compete effectively with offers to prospective graduate students from the best private institutions," says Professor John Schaffer, director of the School of Music.

"Paul Collins's gift allows us to supplement and perhaps even surpass these competing offers," Schaffer says. "It is my goal for the School of Music to become one of the top four or five public schools of music in this country. Through his gift, Mr. Collins has helped make that goal attainable."

"Paul Collins has made a significant contribution to the College of Letters and Science," says Dean Phillip R. Certain. "His gift recognizes the importance of the liberal arts community to the campus and to our society. It also directly enriches our cultural landscape as these students perform in orchestras, ensembles, choruses, and other performance organizations on the UW–Madison campus and in the greater Madison arts community and beyond."


PASKUS STUDIOS

A Generous Gift from a Modest Class Auditor

Several years ago, Shirley Liesch Mueller enrolled in a mini-course in art history at the Memorial Union, taught by Michelle Pauluch-Mishur, a PhD candidate in the Department of Art History. Captivated, Mrs. Mueller began to audit classes in the department, often forming lasting friendships with fellow students who sat with her in the "Back of the Room" group. As a way of saying "thank you" to the department, Shirley Mueller and her husband, W. Fritz Mueller, created the Mueller Travel Award for dissertation research conducted by an outstanding graduate student in art history.

Educator Encourages Student Excellence

Doug Schewe (BS '66, psychology; MS '66, journalism; MS '69, adult education) may be retired from his teaching career, but his interest in ideas and education remains undiminished. During his years at Madison Area Technical College, Schewe taught a number of students who didn't believe that they could earn any degree, but went on to complete bachelor's and master's degrees. Since he left MATC's classrooms, he has been a regular face among the audiences at lectures, arts events, and other educational programs in Letters and Science.

Schewe's own intellectual curiosity and long-time commitment to education have inspired him to make a number of gifts designed to encourage graduate students to strive for excellence in critical thinking and in developing and supporting arguments. He established the Lyn Abramson Fund for Best Graduate Paper on Cognitive Theories of Psychopathology after reading an article on Abramson's work in the psychology department's newsletter. His other gifts include the Caddock Fund for Graduate Seminar Paper of the Year in the School of Music, and the Schewe Fund for Graduate Seminar Paper of the Year in art history.

ON-LINE GIVING NOW AVAILABLE

You may now make a gift to the college through the UW Foundation's online giving page.
To access the UW Foundation Web site and learn more about giving opportunities in the College of Letters and Science, visit the giving opportunities page on the L&S Web site at http://www.ls.wisc.edu/giving.htm.

Happy 150th Birthday, Dr. Birge!

On September 7, Letters and Science hosted a birthday celebration for Edward Birge. The honoree was not present — the day marked the 150th anniversary of his birth. But Jean Gregg, his former assistant, was there, along with Emeritus Dean E. David Cronon, historians, and faculty members and friends who shared stories, pictures, and memories of the university leader.

Who *was* Edward Birge? People new to campus might associate the name with Birge Hall and the stern portrait that graces its entryway. That image tells us what he looked like at a point in time, but it doesn't reveal who he was or why his name is on the building. A search of UW–Madison web sites generates a large and confusing array of answers: biologist, botanist, dean of Letters and Science, inventor, limnologist, university president, zoologist. The list goes on. And it all applies.

Speaking at the birthday celebration, limnologist Jim Kitchell noted that Edward Birge "**was** the biology department when he was appointed to the faculty in 1875. He taught all of its courses in botany, zoology, bacteriology, anatomy, physiology. Which was called a teaching load in those days."

Birge was a teacher, but he also was a world class researcher. With his partner, Chancey Juday, Birge became a founder of limnology - the study of the scientific study of freshwater bodies such as lakes - in North America. As Birge described their early collaboration on the Wisconsin Geological and Natural History Survey, "He [Juday] was the first and for years the only limnologist in the country, and we knew the fact though we did not discover the word for a good many years."[1]

As Kitchell notes, Birge and Juday were empiricists who developed their work through long and painstaking observation. "They pioneers in what we know as limnology. Their work set the cornerstones of modern thinking and remain in effect today," says Kitchell. Their 40-year partnership was so close, he adds, that "BirgeandJuday" is treated as a single word in limnology circles. Together the two men produced over 400 publications and were the inventors or co-inventors of key technology used in the study of the ecosystems of lakes.

UNIVERSITY ARCHIVES

Top: Pen and ink drawing of Edward A. Birge by Max Otto, 1915.
Bottom: Birge Hall, named after scientist and educator Edward Birge is home to the Departments of Botany and Zoology. The historic building is one of the largest on Bascom Hill.

Birge and Juday's early work focused on the lakes in and around Madison. They established the Vilas County Trout Lake Research Station in 1925 following Birge's retirement from his position as university president. The station allowed the Birge, Juday, and their growing community of colleagues and students, to extend their research to hundreds of lakes in north central Wisconsin.

Birge balanced his research with his impressive career as educator and university administrator. There were his years as professor of biology and chair of the zoology department (1875–1906), during which he secured the first scientific research facilities on the Madison campus. And his years as Dean of the College of Letters and Science (1891–1918), during which he asserted the college's autonomous identity. Followed by his years as acting University President from 1900–1903, and University President 1918–1925.

By the time he retired at age 73 after 50 years of service, Birge had become a central presence and important symbol of the University of Wisconsin. As Charles Rounds wrote in 1918, "No one among all the professors is better known to the students of the University of Wisconsin than Dean Birge. His active figure, his firm step, his (now) white hair, which, when the writer went to school, was but iron-gray, his keen eye, have all come to be institutional and fundamental at the University of Wisconsin. No undergraduate who has gone tremblingly before Dean Birge to get his excuse for being late to his first class after the Christmas holidays will need a description of Dean Birge's eye. No one ever thinks of trying to deceive the Dean. But withal, nothing could be more unfair than to give the notion that keenness is the only quality in that eye. Kindness is there, too, and above all, justice."[2]

To learn more about Edward A. Birge, visit the Center for Limnology Web site at http://limnology.wisc.edu/slideshow and the Wisconsin Electronic Reader at http://www.library.wisc.edu/etext/WIReader/WER0747.html on the Web.

[1] E.A. Birge, 1936 "A House Half Built" as quoted in Beckel, Annamarie L. *Breaking New Waters: A Century of Limnology at the University of Wisconsin*, Transactions of the Wisconsin Academy of Sciences, Arts & Letters, Special Issue (1987) pp. 4.

[2] Charles Rounds, "Dean Birge" *Wisconsin Authors and Their Works.* Madison: The Parker Educational Company, 1918. 276–280. From the GLS Department of Special Collections reference room: PS 283 W6 R6 1918.

Need an Elvish Translator? We've Got the Right Person for the Job

Linguistics graduate student David Salo became interested in the invented languages of J.R.R. Tolkien at the age of six or seven. It was then that he began to read and write Tolkien's runic script by reading his books, starting with *The Hobbit.* As an undergraduate at Macalester College, Salo studied Latin, Greek, and linguistics and used the knowledge he gained to analyze Tolkien's languages.

Salo's passion for Elvish earned him a role as a language consultant on *The Lord of the Rings* film trilogy. When Salo heard that the film was being made, he sent the producers a resume outlining the work he had done with Tolkien's languages in various media. To his surprise, the producers called to ask for his help on the project.

Although he is particularly fond of Elvish, Salo's graduate studies are not related to Tolkien. He is concentrating on the morphology of Tocharian, an Indo-European language formerly spoken in western medieval China. "Most linguists feel they have enough trouble with real-world languages without bothering with invented ones," he says.

Winter's Winners

Class of '32 Grad Brings Computers to Milwaukee Students

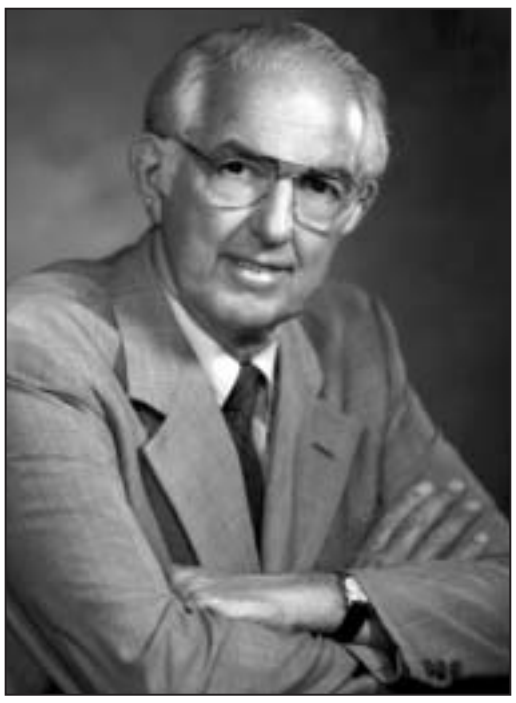
This year, students in Milwaukee's inner-city schools are using refurbished Pentium computers thanks to a brainstorm by Elmer Winter (BA '32, economics), co-founder and former president of Manpower, Inc. Since December 2000, over 500 computers have been placed in the schools, and Winter hopes the number will top a thousand in 2002.

The project began a few years ago when Winter noticed a Milwaukee newspaper article about Riverside High School, where he attended from 1927 to 1929. "Riverside had done something special, so I called and talked to the principal. During the conversation, it occurred to me that I had been active in alumni activities for UW–Madison but had never been asked to do anything for Riverside. So I asked the principal if there was any way that I could be of help," recalls Winter, who will turn ninety in March.

It didn't take much time for Riverside's principal to unleash an avalanche of ideas about areas in which Winter could make a difference. But the one that caught Winter's attention was computer training and education. That afternoon, Winter learned that Riverside had few computers; some students were learning to use a computer keyboard by using typewriters, missing the experiences and results that come along with real computer experience.

Winter understood how a lack of computers created a serious disadvantage for Riverside students. From 1948, when he founded Manpower, Inc. with his partner, Aaron Scheinfeld, and until his retirement in 1976, Winter had been a visionary in matching human skills with employer needs. He knew all too well that students without computer training would have very limited employment and educational options in the twenty-first century.

He also believed that connecting students in Riverside and other inner-city schools with computers might fill another need. "I've been very concerned about the high dropout figures — over 50 percent — in our central city high schools. I'm also concerned about the high delinquency rates, which some place at around 35 percent. We have to figure out a way to keep our young people in school. It has been my hope that giving them computers to work on would somehow make a difference in motivating them."



Elmer Winter, co-founder of Manpower, Inc.

We have to figure out a way to keep our young people in school. It has been my hope that giving them computers to work on would somehow make a difference in motivating them.

Winter set himself apart from some of the ongoing debate over Milwaukee's public schools by making a visible commitment to the students, the schools, and the quality of their resources. "Many Milwaukee corporate executives are fed up with the public schools and are inclined to support creation of charter and voucher schools. But these alternative schools can only reach around 10 percent of the student population. We cannot turn our backs on the other 90 percent who are in our public schools. They are our future work force."

Winter read about a similar project in California and turned to his contacts in the Milwaukee area schools, business community, and non-profit worlds to create a plan with multiple winners. Under the program, many Milwaukee corporations donate Pentium computers that are no longer in use to the Elmer and Nannette R. Winter Family Foundation. For the corporations, this helps train their future reserve of workers and also solves the increasingly difficult problem of how to dispose of unwanted computers. The foundation turns the computers over to the Milwaukee Center for Independence, where people with special needs refurbish the computers for classroom use, providing the center's clients with job skills and training. The computers are then turned over to the Milwaukee Public Schools, which shares refurbishing expenses with the Winter foundation. The schools get high-quality computers at little cost, and the students get the technology they need.

Perhaps the biggest winner is Elmer Winter, who says that seeing the project implemented has given him a great sense of satisfaction. "I can assure you that there is a very high degree of enthusiasm when we deliver these computers. The students are thrilled to get them, as evidenced by the calls and letters from the schools. I believe that these computers are making a difference."

To learn more about this program, contact the Elmer and Nannette R. Winter Family Foundation at 414/961–2163.

Pro Arte Quartet now available on CD

The December 2001 release of the Pro Arte Quartet's *Dvorák* CD marks the ninth CD released by the School of Music since the inauguration of its "New Recordings" series in 1999. This newest recording features the renowned quartet, in residence at UW–Madison, performing two works by Dvorák: the poignant and moving Quartet in D minor, Op. 34, and his "Slavic" Quartet in E-flat, Op. 51. Notably, this release marks the debut recording of the current quartet grouping, together since 1995: David Perry and Suzanne Beia, violins, Sally Chisholm, viola, and Parry Karp, violoncello. The CD costs $15 and is available from the School of Music (see ordering information below) and selected retail outlets in Madison. Proceeds from sales of all CDs support scholarships for School of Music students.

Other CDs in this distinguished series include:

***Postcard from Madison*, Vol. 1**
Stephanie Jutt, flute, Parry Karp, cello, and Jeffrey Sykes, piano, playing chamber music by Frank Bridge, Paul Schoenfield, Rebecca Clarke, Bohuslav Marinu, and J.S. Bach. ($15)

Postcard from Madison, Vol. 2
Stephanie Jutt, flute, Parry Karp, cello, Sally Chisholm, viola, and Jeffrey Sykes, piano, playing chamber music by Prokofiev, Ernest Chausson, Rachmaninoff, Gabriel Pierné, J.S. Bach, Haydn, Schubert, and Dvorák. ($15)

The Art of Howard Karp
A two-CD set featuring concert recordings made by pianist Howard Karp between 1964 and 2000. Music includes compositions by Bach, Beethoven, Chopin, Liszt, Mendelssohn, and Schubert. ($25)

Howard & Frances Karp: A Half-Century of Music-Making
A four-CD set featuring performances by Howard and Frances Karp between 1963 and 1999. Music includes compositions for piano duos (two-pianos) and duets (one piano, four hands) by Mozart, Liszt, Mendelssohn, Brahms, Schubert, Dvorák, Reger, Rachmaninoff, and Stravinsky. ($25)

Thoughtful Wanderings
Fourteen original compositions by Douglas Hill performed by distinguished horn alumni, faculty and staff, and current students. A two-CD set. ($25)

Collage
A two-CD set released in Fall 2001 featuring outstanding student chamber ensembles representing the full range of performance opportunities and departments in the School of Music. Includes works for piano quartet, opera scenes, music for solo guitar and solo piano, art songs, works for brass quintet, jazz band selections, and the percussion and new music ensembles. ($25)

The UW Centennial Commissions
(forthcoming, spring 2002)
Six works commissioned to celebrate the 100th anniversary by the School of Music, performed by faculty and ensembles of the school. This CD includes works by Hagen, Harbison, Larsen, Shapey, Tower, and Ott. Thea Musgrave's work in honor of the sesquicentennial of the University is also included. ($25)

The CDs may be ordered by contacting the School of Music at 3561 Mosse Humanities Building, 455 N. Park St., Madison, WI 53706. Checks should be made payable to "UW–Madison School of Music." Please add $2.50 for shipping if you wish to receive CD copies by mail. Proceeds from CD sales are used to support scholarships for School of Music students.

For additional information, contact the School of Music at (608) 263–1900, or visit their website at www.wisc.edu/music/.

Uncommon Valor Was A Common Virtue

By James J. Bradley, BA '77, History

My father was one of the six boys who raised the flag on Iwo Jima on February 23, 1945. The photo capturing the moment became the most reproduced photo in the history of photography.

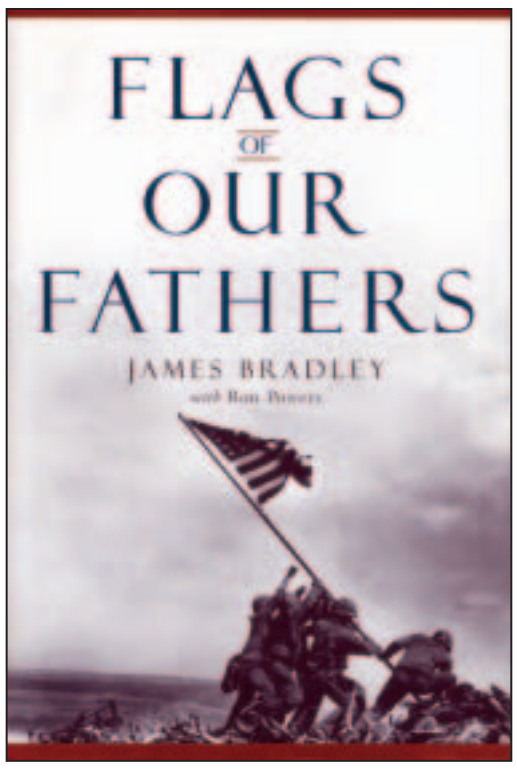
As a result, people considered him a hero for the rest of his life. His response to this presumption of heroism was always, "I just did what anyone else would have done," or, "I was just doing my duty." In his only taped interview, he downplayed his role, saying, "I saw some guys struggling with a pole. I just jumped in to lend them a hand. It's as simple as that."

I assumed that maybe my dad hadn't done much in the battle, and that he was embarrassed to be considered a hero. But my family and I learned it wasn't as simple as that. After my father died, his captain on Iwo Jima phoned my mother and asked her if she was aware that her husband had been awarded the Navy Cross for action two days before the flag-raising. "No," she answered. The Navy Cross is second only to the Medal of Honor, yet my dad kept it a secret from his wife, family, and community for half a century.

After I learned this, I went to Washington, D.C., to research his citation. I learned that on February 21, 1945, my father's company — Easy Company — was facing Mount Suribachi, a seven-story, hollowed-out killing machine. Thousands of Japanese, armed with machine guns, anti-aircraft guns, even tanks were hidden behind walls seven feet thick.

There was no cover between my dad's company, on the beach, and the fortified mountain. The cotton in their khaki uniforms was all those boys had for armor. It was a massacre.

In this sea of blood and screams, my father, a corpsman, saw a Marine fall wounded



thirty yards away. According to his citation, he sprinted through "merciless Japanese gunfire," stabilized the wounded Marine, and dragged him back to safety with bullets pinging off the rocks at his feet. Days later, it was my dad's turn to be a casualty when a shell drove hot shrapnel into his legs, hips, and feet. His pants were shredded and soaked with blood, but he would not tend to his own wounds as he continued to care for others around him.

After reading all this I drove across the Potomac to the Marine Corps Memorial. I stood gazing at the words chiseled in the marble base: "Uncommon Valor Was A Common Virtue." I looked up at my dad's 35-foot-tall bronze figure, wondering why he had never shared his uncommon valor with me, a son.

I phoned other decorated veterans of Iwo Jima and found that they were all very much like my father: humble and self-effacing. They'd maintain that they "really didn't do much," "that "anyone would have done the same thing," or, "I was just doing my duty."

Guys like Jack Lucas, who jumped on two grenades on Iwo Jima and later endured twenty-seven reconstruction operations. I asked this Medal of Honor winner why he jumped on those grenades. His answer: "To help my buddies."

Corpsman George Wahlen was injured in the eye and shoulder but patched himself up secretly so he would not be evacuated. When an exploding shell shattered his ankle, leaving his foot dangling and all but disconnected from the leg, he shot himself with morphine, taped up his ankle, and crawled back to the fight with one good eye, one good arm, and one good leg. "Why?" I asked. He answered, "I just did what anyone else would have done in the situation."

I became frustrated in my search for great heroes. All I could find were humble guys who insisted they hadn't done much. Then it dawned on me that I was looking at the wrong side of the equation: Uncommon Valor Was A Common Virtue. I had been focused on the concept of valor. I realized then that the words and lives of my dad and these other heroes were trying to tell me that it was all about common virtue.

My dad and his comrades were men of common virtue before Iwo Jima, on Iwo Jima, and after Iwo Jima. Their actions and lives were consistent. But their heroism is a matter of perception.

Senator John McCain warned me that I would never find a hero who admitted to being one. The reason, I have come to understand, is that the hero is acting in the moment, doing instinctively what he's been trained to do. They were just doing their duty. But it's we, the observers who watch them doing their duty under a hail of bullets, who award them the label of "hero."

The key to my dad's life was the attitude of common virtue he practiced throughout his days. My dad, running through bullets on Iwo Jima, doing his duty in the Pacific. My dad having the patience to teach me, a young son, how to tie his shoes. My dad lending a hand in his community.

I refer to people like my father as "everyday heroes." One day, members of your community might be volunteers for Meals-on-Wheels. The next day, they might find themselves running into a burning building to rescue a screaming child. Many would single out the latter action as heroic, but both are the actions of everyday heroes.

We should accept our veterans' quiet assertion that they were just doing their duty. And we can be optimistic about our country's future because of this. After years of researching my father's life and the lives of the flag-raisers, I believe the true lesson of the Iwo Jima flag-raising photo is not that these are uncommon, valorous warriors, different from us, but rather that they are us, ordinary Americans of common virtue.

And I am confident that if my dad were here to read these words about common virtue being the root of heroism, he would shake his head in agreement and say: "It's as simple as that."

James Bradley is the author of the New York Times *no. 1 best seller*, Flags of Our Fathers *(Bantam, 2000). He is currently under contract to write* Flyboys, A Tale of WWII Airmen in the Pacific.

Life Changing Course Recognized

Freedom Ride: The Sites and Sounds of the Civil Rights Movement has received the "Most Outstanding Credit Program" award from the North American Association of Summer Sessions. The Afro-American Studies course was taught using a bus as a rolling classroom during a three-week, 3,100-mile exploration of the country, people, and historic sites of the 1960s Civil Rights Movement. As one student later wrote:

"The students involved experienced something which we had never gotten before, in a UW classroom or anywhere in any aspect of our lives. The experience (and I keep using that term because I just can't find a word which describes what we did — course, trip, tour, class, etc., all fall short) was more than an intellectual exercise, as intellectually stimulating as it was. We found spirituality, communal strength, and much else that lies in the realm of the inexplicable while in the South....I can't even begin to explain in an e-mail what the trip really meant to us. The best I can do is to say that it was a life-changing experience. That is an overused assessment in today's world, but I mean it in the most serious sense.

We also learned important abstract lessons. One of them for me was the importance of history. As a history major, I've always "known" how important history is; I've always understood how the world we live in today is built on the ground of history, but I now have a new depth of this understanding that I can not even begin to describe. You can talk and read all you want about how slavery still informs Southern culture, but you don't really get it until you see a "Good Old Days Tour" of a plantation, until you walk into a restaurant for lunch and are caught off-guard by a segregation wall and a confederate flag on the wall, until a man in the elevator jokes to you that he was involved with the Civil Rights Movement, but on the other side. As Faulkner noted, 'the past is never dead; it's not even the past.'

To learn more about this class, visit http://uwalumni.com/onwisconsin/fall01/freedom1.html and http://www.news.wisc.edu/freedom/.

JEFF MILLER

In Birmingham's Kelly Ingram Park, Julie Posselt takes time to reflect on the children who, as the words engraved on the statue say, weren't afraid of anyone's jail.

L&S Potpourri

Botanists See Fruits of Their Labors

MICHAEL FORSTER ROTHBART

In November 2001, five months after blooming in the Botany Greenhouse, the Titan Arum was bearing a column of red, cherry-sized fruits. The stinky eight-foot, five-inch-tall flowering plant bloomed June 7, 2001, and was pollinated by hand. For ongoing updates and images visit ttp://www.news.wisc.edu/titanarum/.

Learning to Read? We'll Take Phonics, Please

Few educational issues have provoked more debate in recent years than the controversy over how best to teach our children to read. The question, oversimplified here, boils down to whether is it more effective to teach children to read using the sometimes repetitive phonics approach that matches letters and sounds or to use the whole-language method that uses context and visual clues to create associations between letters and meaning. The debate moved to a new level on January, 9, 2002, when President Bush signed into law a federal education bill calling for expenditures of $900 million per year over the next six years to teach reading at the K–12 and pre-school levels.

The answer to whole-language vs. phonics is clear to Mark Seidenberg, professor of psychology and one of four co-authors the recent article, "How Psychological Science Informs the Teaching of Reading," (*Psychological Science in the Public Interest*, November 2001). Based on a review of "research, theory, and practice relevant to how children learn to read English," and studies of how reading is taught, the authors arrive at two inescapable conclusions: 1) being able to associate letters with sounds is essential to becoming a proficient reader, and, 2) methods that teach children to associate letters with sounds are more effective than those that do not.

This doesn't mean that whole-language approaches have no place in the classroom, but suggests "Using whole-language activities to supplement phonics instruction does help make reading fun and meaningful for children, but ultimately, phonics instruction is critically important because it helps beginning readers understand the alphabetic principle and learn new words."

To read an Adobe Acrobat version of the article, visit the Web at http://www.psychologicalscience.org/newsresearch/publications/journals/pspi/pspi22.pdf. To learn more about Seidenberg's research, visit the Web at http://psych.wisc.edu/faculty/bio/Seidenberg.html.

IN MEMORIAM

Faculty

John Culbertson, emeritus professor of economics, died on December 9. He was 80 years old. He began his career as a research economist at the board of governors of the Federal Reserve System. He joined the Department of Economics in 1957, where he was a professor until his retirement in 1988. He is best known as a champion of protectionist trade policies and critic of the spread of free-market policies to the developing world during the 1980s.

Gerald Gerloff, emeritus professor of botany, passed away on November 17. He was 80 years old. Gerloff began postdoctoral studies with Professor Folke Skoog in the Department of Botany immediately after completing his PhD in soils science in 1948. He remained in the department throughout his career, conducting research on the mineral nutrition of plants and teaching until his retirement in 1986. In the 1950s, he established that cobalt was critical to the nuisance blooms of blue-green algae in Wisconsin lakes.

Francis D. Hole (PhD '43, geography), the emeritus geography and soil science professor who led a grassroots campaign in 1983 to have Antigo silt loam named Wisconsin's state soil, died Tuesday, Jan. 15. He was 88. Hole was one of UW–Madison's most popular former teachers, and a sought-after guest lecturer. For many years, Hole used his battered violin, soil auger and suitcase full of puppets to great effect as he performed soil songs, soil poems and puppet plays about the earth beneath our feet. "Soil is the hidden, secret friend, which is the root domain of lively darkness and silence," Hole once wrote.

Menachem Mansoor, emeritus professor of Hebrew and Semitic studies, died on October 21 at the age of 90. He was hired in 1955 to head the newly created Department of Hebrew and Semitic Studies. During his years with the department, he developed the first correspondence courses in Hebrew and Judaic studies. Beginning in 1959, he conducted twenty-six interfaith study tours of the Lands of the Bible, attracting over eight hundred participants over the years. He was a devoted scholar, and was among the first to be associated with the Dead Sea Scrolls; he also produced a seven thousand page documentary study of diplomacy and politics in the Arab world from 1900 to 1967. He remained an active scholar long after his official retirement in 1982.

Elaine Marks, emeritus professor of French and women's studies, died on October 6. She was 71. Marks, who retired from UW–Madison in December 2000, was instrumental in the formation of the Women's Studies Program. A former chairwoman of the Modern Language Association, Marks served as chair of Department of French and Italian from 1993 to 1996. "She believed language and literature were very important as part of the humanities, enlightening people and making a difference in their lives," said Professor Gilles Bousquet of the French and Italian department.

John Robinson, emeritus professor of zoology and anthropology, whose research on human evolution ushered in a modern era of anthropology, died on October 12. He was 78. Robinson was a member of the Letters and Science faculty from 1963 to 1983. His decades of research in South Africa's Transvaal uncovered hundreds of fossils that helped pinpoint and date the origins of the human race. "He is one of a handful of key people who showed us where the human lineage came from and how it evolved," said his former student Karen Steudel, professor of zoology at UW–Madison.

A Moveable Feast–Alums at Large!

Please send information on your life (include major and year of graduation) and whereabouts to: Editor, 309 South Hall, 1055 Bascom Mall, UW–Madison, WI 53706 fax 608/265–3565. E-mail mathiak@ls.admin.wisc.edu

At the Movies

Michael Mann (BA '65, English) is the director of *Ali*, the December 2001 film about heavyweight boxing champion Muhammad Ali. In recent years, Mann has directed a number of highly acclaimed films, including *The Insider* (1999), *Heat* (1995), and *The Last of the Mohicans* (1992).

The award-winning director dates his film career to his years at Madison in the 1999 Salon.com article, "Mann Among Men." According to author Michael Sragow, "It was at the University of Wisconsin in Madison, where he majored in English, that movies first got their hooks into him. The film that clinched the obsession was (appropriately enough) G.W. Pabst's coruscating study of urban vice, *The Joyless Street* (1925). By the time he graduated from college, Mann knew he wanted to make movies."

Mann's television credits include a stint as executive producer of *Miami Vice* (1984–89) and *The Jericho Mile*, a made for television prison movie for which he received the Directors Guild of America Special Award and an Emmy for Outstanding Writing in a Limited Series or Special (with Patrick J. Nolan).

1950s

Leslie Klevay (BS '56, chemistry) has been awarded the Klaus Schwarz Commemorative Medal by The International Association of Bioinorganic Scientists. The award identifies leaders in trace element research. Klevay is professor of internal medicine at the University of North Dakota and a research leader at the Grand Forks Human Nutrition Research Center, USDA, ARS. His discoveries include work on disruptions of biochemistry and physiology due to dietary copper deficiency.

1970s

Jay Jacob Wind (BA '71, psychology) is a veteran distance runner, race director, and running coach of considerable note. But that's just the tip of the iceberg. He put in 20 years of consulting work for U.S. EPA, a volunteer stint on the 1992 Presidential Transition Team, and a 1996 role as coordinator of 170 volunteers for the Olympic Torch Relay through Arlington. He's chaired the Arlington County Parks Commission and was named an Arlington Community Hero in 1997. And he manages several web sites, including How to Say Thank You in Every Language on Earth (www.geocities.com/thankyous), and Socks The Cat Fan Club and Buddy's Buddies (www.geocities.com/socksthecat.geo); Wind is president of Socks The Cat Fan Club. During the 1970s, Wind was a guiding force in developing Madison's co-operative housing movement. Many of the houses that he helped start remain vital housing centers today.

Steven D. Rittenmeyer (BA '74, political science/sociology) has been named the Outstanding Teacher of the Year in the College of Education and Human Services at Western Illinois University for 2000–2001. A Professor of Educational Leadership and attorney with the Chicago law firm of Robbins, Schwartz, Nicholas, Lifton and Taylor, Rittenmeyer has been with the university since 1978 and is the first faculty member to receive two Outstanding Teacher Awards.

Vijay G. Deshpande (PhD '77, urban and regional planning) is director of the Office of Internal Control Management at the Federal Deposit Insurance Corporation (FDIC) in Washington, D.C., where he is responsible for establishing and maintaining strong corporate-wide systems of internal controls and risk management. He was recently selected to participate in the 2001 Summer Program for Senior Managers in Government at the Kennedy School of Government at Harvard University.

1980s

Christopher Gallagher (BA '80, Spanish/molecular biology) is a cardiac anesthesiologist in Tampa, Florida, where he also carves out time to follow his private passion: writing. The doctor uses his infectious humor to needle his readers into thinking in the study guide for the anesthesia examination boards that he co-authored at age 32: *Board Stiff: Preparing for the Anesthesia Orals* and its second edition, *Board Stiff Too*. More recently, he co-authored *Aces and Double Faults: A Parent's Guide to Tennis* (with Roscoe Tanner and Timothy Davide) and authored a one-act play titled *The Lighter Side of Lethal Injection*.

Linda Wells (PhD '80, English) has been named Dean of the College of General Studies at Boston University. She received her degree in nineteenth- and twentieth-century British and American Literature and has published work on contemporary literary and film criticism, and humanities scholarship for teachers.

Laurie Ostby Kehler (BA '82, journalism) is the author of *Gardening Mercies: Finding God in Your Garden*. Originally from Madison, Wisconsin, Laurie has lived in the San Francisco Bay Area for fourteen years ,where she worked in advertising and marketing (with a three-year stint in Australia from 1987–1990).

Lynn Wiese Sneyd (BA '83, English) is author of *Holistic Parenting: Raising Children to a New Physical, Emotional, and Spiritual Well-Being* (McGraw-Hill, 2000). The book addresses such topics as herbal medicine, homeopathy, Ayurveda, holistic dentistry, vaccinations, quackery, and nutrition.

Joseph DeRoche (MS '84, economics) just finished up his second year with Nykamp Consulting Group, a Chicago-based CRM/management consulting firm, after having helped start up their Boston office's strategic services practice. He lives in Weston, Massachusetts and frequents Wisconsin Alumni Association events in the area.

Susan Naramore Maher (PhD '85, English) wrote in response to the article on the Jane Austen festival (*Artes Liberales TODAY!* vol.6 no. 2). "I was reminded of the memorable hours I spent studying under Professor Joseph Wiesenfarth, whose own work on Austen and other British novelists has been so inspiring to those of us fortunate enough to have been mentored by him. Though my own research and interests have brought me back to American literature, I still have a deep interest in British literature. As my own career matures, I am reminded of the debt I owe the English department at UW–Madison. The fine instruction, challenging curriculum, and cultural opportunities at Madison set the foundation for my own professional life as teacher and scholar." She is a professor of English at the University of Nebraska at Omaha.

Michael J. Pierick (BA '84, English) has been named assistant campus dean for administrative services at the University of Wisconsin–Rock County campus, one of the University of Wisconsin Colleges. He returns to the Madison area from Penn State University, where he served as director of document services since 1995. Previously, he was director of printing services at UW-–Madison.

Derek Hildebrandt (BA '93, economics/psychology), a former Bucky Badger mascot, is coordinator of the Greater Bucky Open, an annual golf tournament held during Homecoming weekend. Proceeds from the Greater Bucky Open support the UW Children's Hospital and the current Bucky Badger mascots.

Jolanta Zandecki (BA '98, sociology/women's studies) has been awarded a Fulbright grant to study and conduct research in Poland during 2001–2002. She is one of approximately two thousand American grantees to travel abroad through this program.

Andrew Jacobson (BA '99, journalism) and his writing partner, Adam Epstein, are the brains behind the script of *Not Another Teen Movie*, the 2001 spoof of contemporary teen movies from 1985's *The Breakfast Club* to 1999's *Bring It On*.

IN MEMORIAM

Lost September 11, 2001

MICHAEL FORSTER ROTHBART

Kevin Cleary, (BA '85, economics) was a stock trader for Eurobrokers on the 84th floor of the south tower of the World Trade Center. His true passion, however, was acting. He had recently appeared in the play *Waiting Station* and was preparing to play Lenny in *Of Mice and Men*.

Joseph Dermot Dickey, Jr. (BA '72, history) was a managing director of Cantor Fitzgerald, working in the Interest Rate Swaps department. He was greatly admired and respected by all who knew him. He was an eternal optimist and had an unforgettable passion for life. But he measured his own success by how good he was to his family. And he was an exceptional husband and father. He taught his family to embrace life, take on new challenges and to love the outdoors as much as he did. Joseph Dickey is survived by his wife Irene, children Joseph and Elizabeth, and brothers William and **Walter** (BA '68, English, JD '71).

Norma Lang Steuerle (PhD '74, psychology) was a clinical psychologist in the Washington, DC, area. Speaking to the *Washington Post*, teacher and school director Carolyn Lawlor remembered Steuerle as someone with a "fabulous sense of humor. I always thought of her as a very wise woman. She had that extraordinary ability, when a person walked into her space, to make them feel immediately comfortable, like an old friend." Steurle was a passenger aboard American Flight 77 when it crashed into the Pentagon. She was traveling to Japan to meet her family and continue on to Thailand to celebrate their 31st wedding anniversary. She is survived by her daughters, Kristin and Lynne, and her husband, **C. Eugene Steurle** (MA '72, public policy, MS '73, economics; PhD '75, economics).

Alumni

Rosalind Tough (BA '24, economics; MA '25, business) died on December 31, 2001, at the age of 98 years. She joined the faculty of Hunter College in New York in 1934 and taught there until her retirement in 1973. She was a lifelong learner and audited 23 courses at UW–Madison between 1984 and 1992.

M.W. Newman (BA '38, journalism), died in October at age 84. M.W. Newman wrote Chicago's *Daily News* from 1945 - 1978, and for the *Sun-Times* from 1978 - 1994. In 1994, he was the first journalist to receive the Community Media Workshop's Studs Terkel Award, in recognition of journalistic excellence. He received the UW's Distinguished Service Award in 1997. He was the brother of **Edwin Newman** (BA '40, journalism)

Ross Moody Horrall (BS '53, MS '56, PhD '61, zoology) passed away on September 17. He was 70 years old. Horrall studied limnology and fisheries biology with Arthur Hasler. From 1965 until 1989, he was involved in fisheries research in the Department of Zoology, the Marine Studies Center and Sea-grant Institute at UW–Madison. Horrall was a pioneer in Great Lakes-wide efforts to re-establish self-sustaining populations of lake trout.

Susan E. Dimmitt McGuire (MM '68, music) of Jackson, MI, passed away on January 14, 2001 due to complications of diabetes.

Mark Bergman (BA'69, English) died on October 16, 2001. He was 54. Bergman was a well-known campus film buff. As a student, he directed the Wisconsin Film Society and worked as a projectionist at the Fredric March Play Circle in Memorial Union. He went on to serve as campus film coordinator for UW–Madison. He is survived by his wife, **Ronee (Epstein) Bergman** (BA'70, English; MS '90, counseling) and his stepdaughter, Alisa.

Vincent The Khai Phan (BA'94, international relations) passed away on December 31, 2001. He was a Badger cheerleader during his years at UW–Madison, and entered a career in gymnastics and cheer coaching after graduation. He was a coach in Madison, Ohio, and Indiana. In 1998 he was presented with the Devoted Service Award by the National Cheerleader Association for his years of dedicated work.