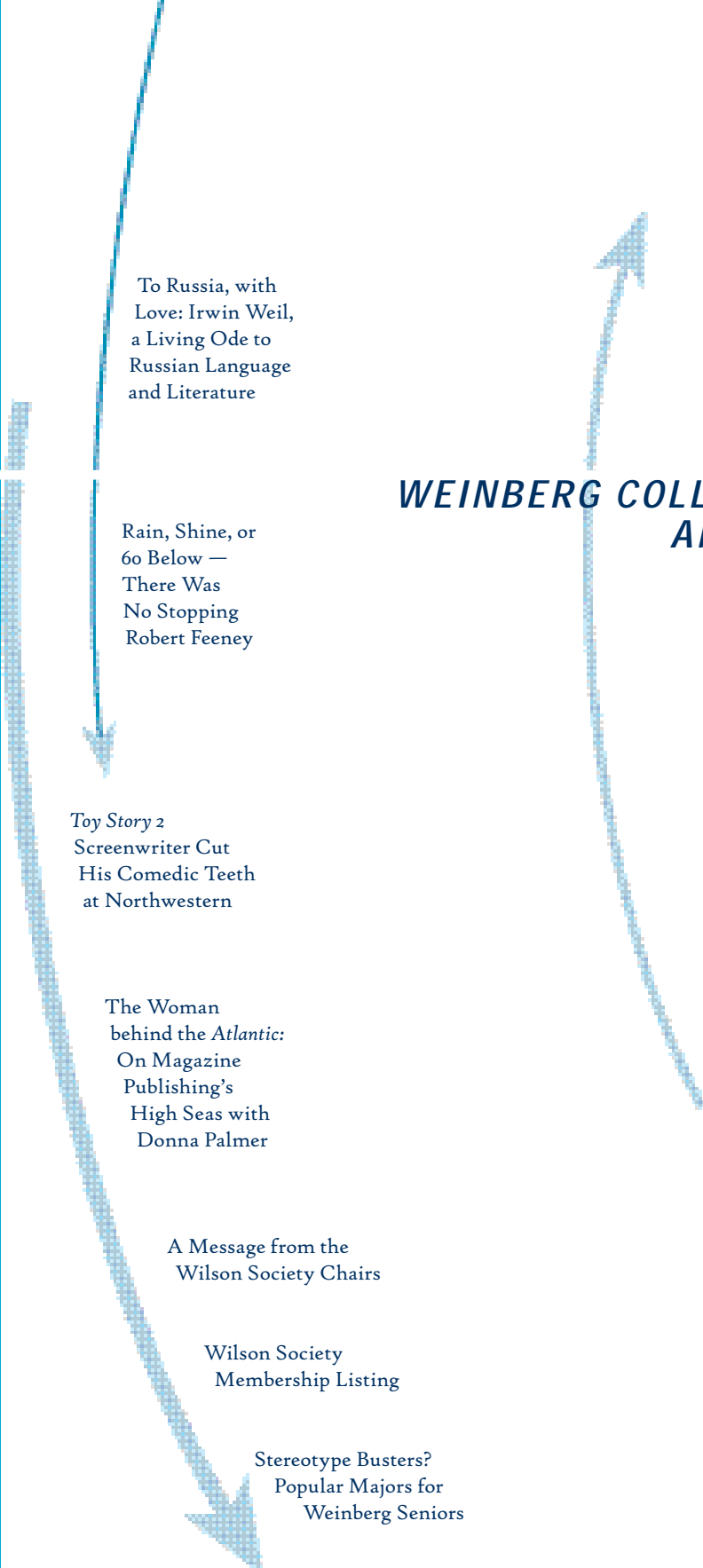


CROSS CURRENTS



2. *Саша-Темекдикс*

A FUNNY MAN'S BIG BREAK
RUSSIAN CULTURE'S BEST AMBASSADOR
FROM HOMECOMING COURTIER TO PUBLISHER
WEINBERG TEACHERS WHO "ROCK"



To Russia, with
Love: Irwin Weil,
a Living Ode to
Russian Language
and Literature

Rain, Shine, or
60 Below —
There Was
No Stopping
Robert Feeney

Toy Story 2
Screenwriter Cut
His Comedic Teeth
at Northwestern

The Woman
behind the *Atlantic*:
On Magazine
Publishing's
High Seas with
Donna Palmer

A Message from the
Wilson Society Chairs

Wilson Society
Membership Listing

Stereotype Busters?
Popular Majors for
Weinberg Seniors

STERN UNIVERSITY
WEINBERG COLLEGE OF ARTS
AND SCIENCES

UNCHARTED

Cover photos,
from top: Detail of
Donna Palmer
and the 1972

Homecoming court;
detail of Irwin
Weil's award
from a Russian
university;
Robert Feeney on
the ice;
Northwestern's
Kresge Hall

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PUBLISHED TWICE
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PARENTS, AND FRIENDS
OF WEINBERG
COLLEGE OF ARTS
AND SCIENCES,
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FROM THE DEAN

WATERS

As I was reading the article in this issue about Professor Irwin Weil, his comments regarding changes in Russia caught my attention. He noted that in Russian higher education “students are asking real questions, reading real material, and being critical. It’s a university in every sense of the word.”

His perception of this transformation reminds me how much of our job and our excitement comes precisely from the joy of asking difficult questions and teaching others to ask them, too. The old saying preaches that “you teach undergraduates what the answers are and graduate students what the questions are,” but at a school like Northwestern I don’t think that waggish division of labor holds true. We try hard to teach undergraduates that it’s all about starting from questions and pursuing them until we find something that satisfies as an answer or until we realize that we need to restate the problem and start afresh.

We encourage students to be the ones to ask questions — questions of information, certainly, but also questions that challenge us, the teachers, to defend and rethink our own views. Above all we want them to learn to ask questions that challenge themselves. You’ll see in our news of this year’s teaching award winners that much of what outstanding instructors do is linked to this

essential task. It is by learning how to ask and to probe that the pursuit of knowledge becomes meaningful. It is by posing and trying to answer difficult questions that we proceed in our adult lives. We have four years to move our students to that point. And we do that by encouraging discussion and deep inquiry into cultural, scientific, political, and moral questions, knowing well that these questions cannot be placed neatly in separate boxes.

Both classroom discussion and technology play a role in this process, and we are fortunate at Northwestern to combine them very effectively. The face-to-face care and encouragement of teachers like Ed Gibson, Cristina Traina, and Teresa Woodruff bring enormously positive reactions from students. Technology provides the means to continue those conversations outside of class and through extended private tutorials. Teachers remark on how e-mail and listservs bring out the shy students who don’t want to call attention to themselves in class but ask fearless questions electronically.

Our newer teachers are carrying on the tradition of legends like Irv Weil, Dick Leopold, Bergen Evans, and Charlie Moskos. We’d like to know about teachers who made a lasting difference in your lives. Space permitting, we’ll print some replies in the next issue.

Eric J. Sundquist, Dean



LETTERS

KUDOS FOR MOSAIC'S TRANSFORMATION

I want to send my congratulations on a job well done. The new *Crosscurrents* magazine is insightful, interesting, and a good way to keep informed about happenings within Weinberg. As a social scientist by academic interest, I especially enjoyed the article at the end of the magazine comparing/contrasting freshman demographics. (Nice to see us women moving ahead of the men!)

— Bridget Calendo (Weinberg 98)

Crosscurrents looks very sleek and impressive. I was in San Francisco at the Jewish Film Festival before it arrived, and a friend's mother (a 1957 graduate) brought along the magazine to show me. We had a nice bonding moment as NU grads.

— Faye Lederman (Weinberg 96), profiled in last issue's article "Global Interests"

THE EYES HAVE IT

I find the small type size and use of white print on an orange background difficult to read as a 35-year old — I can't imagine how your older readers feel. . . . Please do not use orange as a backdrop color. For readability, dark print on a light background is best, except in the case of brief highlighted text. I speak not only as an alum but as someone with experience in marketing to older audiences.

— Michelle Maynard (Weinberg 87)

Editor's note: Quite a few readers commented that the use of white on orange made the copy difficult to read. We agree. In our efforts to energize the publication with a new look, we chose vibrant colors that worked better in the mock-up than in the final printing. Please be assured that readability is a top priority as we continue to refine the new design and to provide articles we hope you will enjoy. Thanks to all who wrote.

ALL ABOUT EVA

Congratulations on a magazine well done. I was particularly interested in Eva Jefferson Paterson. I used to work a breakfast-board job with Eva at Willard, and after we were done cleaning up each morning, during the time of the rallies, I would ferry us both on my little motorcycle up to Deering Meadow. That was a magical, mystical time. It was spring, of course, and in spite of the awful things that were happening inside and outside our country, we all somehow felt that a sense of change and renewal was in the air — prodded along in no small measure by us, naturally! (No matter that it took years, and eventually decades, to see some of that change come about.) Seceding from the Union as we did and adopting Jimi Hendrix's "Purple Haze" as our national anthem may have been the height of youthful folly, but they were acts that had significance and wonderful meaning for us back then. We hope that our conversation on the issues underlying those actions somehow helped us become better people — individually and collectively — today, 30 years later.

— Steven Goldstein (Weinberg 73)

Thank you for the recent article about Eva Jefferson Paterson. She was an important part of my Northwestern education. I was a politically conscious freshman in May 1970 when Northwestern students responded to violent events in Cambodia and at Kent State with a combination of actions that came to be known as "the Strike."

I was greatly impressed with Eva Jefferson's brilliant leadership in that difficult situation. Her intelligence, judgment, and reassuring personality helped to maintain order and focus within the well-intentioned disorder of that historic week.

I hope that someday someone will write a comprehensive analysis of the Strike. It was arguably the single most educational week in the long and illustrious history of Northwestern University.

— Dave Nemer (Weinberg 73)



CAMPAIGN NORTHWESTERN

KRESGE EXPANSION TO UNITE HUMANITIES

Fifty years ago Northwestern's Centennial celebration brought together students, alumni, faculty, and notables representing almost every facet of public life. At the Centennial Convocation in December 1951, the University honored 100 men and women who had bettered society, among them writers Carl Sandburg, Thornton Wilder, and Edna Ferber, United States senators Everett Dirksen and Robert A. Taft, actors Alfred Lunt and Lynn Fontaine, architect Frank Lloyd Wright, and industrialist Henry Ford.

Kresge Centennial Hall was born of the largesse elicited by that auspicious occasion and the yearlong celebration that had preceded it. President J. Roscoe Miller later reported that \$3 million of the \$8 million raised in the successful 1950–52 Centennial Campaign would be used to construct Kresge, the first new classroom building on campus (with the exception of the Technological Institute) since Harris Hall opened in 1915.

Completed in 1955, the four-story Lannonstone building was an impressive sight, with the Northwestern seal emblazoned over the main entrance and rows of flowers welcoming visitors to the south end of campus. It was a state-of-the-art facility, with a projection auditorium for showing visual materials, an art gallery, a statistical laboratory with the latest equipment, and studios and seminar rooms.

The Honor Roll of Donors etched in stone in the lobby still welcomes visitors to Kresge and boasts the support of *Popular Mechanics* magazine, the Wesley Hospital Nurses Alumnae Association, the Woman's Club of Evanston, the classes of 1904 and 1912, and dozens of fraternities and sororities, as well as many individuals who wanted to express their confidence in the University's future. In all, more than 6,000 people contributed \$1.5 million, with the Kresge Foundation providing \$500,000 in matching support, and an anonymous donor giving the remaining \$1 million.

Now in its Sesquicentennial year, the University again seeks support for expanding the 45-year-old building, in which thousands of students have learned to speak Chinese, improve their Spanish, sculpt in clay, or understand themselves better through psychology. Now Kresge serves 21st-century needs that past visionaries could not have anticipated: a digital sound and video studio, computer labs and technical support services, and room for many more faculty than the building housed originally. Over time, faculty offices have been carved into smaller and smaller spaces — many inadequate to house computer equipment alongside bookshelves.

Plans call for a new wing at Kresge's south end that would contain 120 new offices, allowing Weinberg College to add new faculty and relieve congestion in the older parts of the building. The additional classrooms would open up space for seminars and the dynamic learning opportunities smaller classes provide. The Writing Program and the philosophy and religion departments would vacate their current homes, which are scattered throughout campus, and join the other humanities departments in Kresge.

"Bringing together these departments will create important new connections," said Dean Sundquist. "With classics, philosophy, and art history under one roof, for example, it will be possible to build a new level of interaction and collaboration in studies of the ancient world. The new wing will make a tremendous difference in teaching and research in the humanities at Northwestern."

The addition would also create an outdoor courtyard and allow for a modestly sized eating area with a greenhouse window overlooking the courtyard. Liberal arts students and faculty could meet after classes and share ideas in such a space, much as business students and professors now do in the successful Kafé Kellogg in Arthur Andersen Hall.

The projected cost is about four times greater than the entire building cost in the early 1950s. Groundbreaking is planned for next spring, with completion anticipated in September 2002.

**A COLLEGE EDUCATION VIA THE WEB
HAS ITS PLUSES, BUT THERE'S NO ONLINE SUBSTITUTE
FOR THE PASSION AND DEDICATION OF THE BEST TEACHERS**

WEINBERG'S AWARD-WINNING EDUCATORS

EDWARD GIBSON

Recently the Massachusetts Board of Higher Education awarded degree-granting authority to the first online college in the Northeast, raising anew the issue of the Internet's impact on traditional education. To test assertions that technology might supplement but could never supplant the inspiration of face-to-face learning, Crosscurrents talked with three award-winning professors at Weinberg College. They differ in academic interests but have several remarkable traits in common: time-intensive dedication to the University and its students, a passion to connect students with new realms of knowledge, and a talent for leading class discussions that make sparks fly. Here are thumbnail sketches of who they are, what they do, and how they do it.

Edward Gibson, associate professor of political science, is winner of the E. Leroy Hall Award for Teaching Excellence.

OUT OF THE MOUTHS OF STUDENTS: "Gibson performs the miracle of making poli sci interesting 100 percent of the time." "He knows more about foreign affairs than some heads of state." "Definitely take a course with Professor Gibson — he rocks."

Cristina Traina, associate professor of religion, is winner of a Weinberg College Distinguished Teaching Award.

OPINIONS ON CAMPUS: "Professor Traina stimulates thinking on ethical issues, challenging one's point of view." "Christian Ethics is not a class for the narrow-minded." "Traina's Introduction to Christianity course gives

GIBSON'S ROOTS:

He grew up in Latin America, mainly in Argentina, the son of an American mother and an Argentine father. Talk around the family dining table was "politics and soccer." He remembers military coups that began with sirens and ended with democratically elected presidents fleeing the country. "Politics was not

removed from life; it mattered on a day-to-day basis," he says. He received his PhD from Columbia University after studying at Clark University in Worcester, Massachusetts.
ON KEEPING HIS STUDENTS INTERESTED: "I intersperse comparative theory with the drama of politics. I use anecdotes whenever I can, bringing experiences

an excellent overview and challenges students to look at religion objectively."

PATH TO WHERE SHE IS TODAY: BA, Princeton University; PhD, University of Chicago. She began as a physics major but chose a different path when "a course on the philosophy of Ludwig Wittgenstein transformed me from

seeking a scientific understanding of truth to using metaphor and imagery to explore truth in a more multidimensional way."

MOST COMPELLING INTERESTS THESE DAYS: "I try to bring theological insight to bear on how we view connections between ourselves as actors and subjects in the cosmos and how we

Teresa Woodruff, associate professor of neurobiology and physiology, is winner of a Weinberg College Distinguished Teaching Award.

THE WORD ON WOODRUFF: "[Her class on] systems physiology . . . sparked my interest in areas I had never really thought about before." "If you're

interested in ethics or opening your mind and eyes to the world around you, her freshman seminar is the class for you." "Woodruff is an amazing prof — enormous energy and willingness to help."
INGREDIENTS: BA, Olivet Nazarene University; PhD, Northwestern. She knew she wanted to be a

biologist after she started college. "I entered college wanting to be a first-grade teacher like my mom. I still enjoy teaching little kids and wish I had my mom's gift to take a child from the ABCs to reading whole sentences and books."



FROM LEFT:
EDWARD GIBSON,
CRISTINA TRAINA,
TERESA WOODRUFF

home on a personal level. If you engage students emotionally, you engage them intellectually. For example, when talking about the tens of thousands killed in political violence in Latin America in the '70s and '80s, I tell them that three-quarters of those killed were kids just like they are. I tell them that if they had lived at that

time in that place, they might have joined a political movement that also would have served as the center of their social lives. When a coup came, if they were on the wrong side, they might have been raped, tortured, or executed."

TOPIC SURE TO HEAT UP CLASS DISCUSSION:

"How the United States relates to other countries. Students get very

engaged when discussing issues like what their country is doing about democracy and human rights in Latin America."

NUMBER 1 CHALLENGE: "Sparkling and holding students' interest in courses like Introduction to Comparative Politics, which some students dread taking. I learned from a dismal experience teaching at another

university. I had tried to cram too much information into too short a time — it was a case of 'If it's Tuesday, it must be Venezuela.' So I scaled back the number of countries we covered to bring home the drama of each one. Students could relate on a more human level."

EXTRACURRICULAR

ACTIVITIES: "Last year, while on sabbatical, I took my family to live in

Mexico City. We put our three boys in Mexican schools in a 'sink-or-swim' situation. It gave them a very different perspective from [that of] life on the North Shore, coming face-to-face with massive inequality and seeing people guarded with AK-47 rifles. They also got to appreciate and understand a rich, fascinating culture."

CRISTINA TRAINA

should behave in light of our new understanding of ourselves as powerful and our resources as finite. We used to think of ourselves as victims; now we realize we have the power to destroy ourselves and our universe. In a distortion of the Protestant work ethic, we used to think having more possessions was better; now we realize

that prosperity for some of us can come at the expense of most of us." **WHAT MAKES A GREAT CLASS IS . . .** "when students get into deep conversations integrating the required readings with their own experiences outside the classroom and develop new insights; when conversations take on an energy of their own."

AN ISSUE NOT SOON EXHAUSTED: "The question of how we should think about the raising and eating of animals has resulted in fascinating conversations. Are animals creatures like ourselves, or is our welfare more important? What does the Christian tradition have to say on the subject?"

TOUGHEST CHALLENGE: "Trying to find out a student's particular interest and then using that interest to challenge him or her to grow."

OFF-CAMPUS PURSUITS: Traina and her husband are educational activists in Evanston, heavily involved in improving education for Spanish-speaking students.

Thanks in part to their efforts, two Evanston public schools this fall began a pilot program in which small groups of English-speaking and Spanish-speaking students will take all classes together in both languages, from kindergarten through fifth grade.

TERESA WOODRUFF

SPECIALTY WITHIN HER FIELD: "I like to study the reproductive axis because the system requires amazing integration between the brain and the gonads. For the amount of precision necessary, it runs with amazing fidelity." **WHEN SPARKS FLY:** "My freshman seminar course,

Implications of the Genetic Revolution to Human Endeavors, includes a discussion about how far we should go in the cloning of animals and what our choices may lead to in terms of human biology." **WHAT MAKES A GREAT CLASS IS . . .** "when students begin to link

one of the systems of physiology to something they learned in a previous lecture. Respiration, cardiovascular function, and renal activity are all linked, and it is fun to see the 'aha' moment when the connections are made in the students' minds."

WHAT'S NEVER EASY: "Keeping up with the tremendous advances made in physiology that have not yet appeared in the textbook but are absolutely essential for the students to know." **IN HER OFF HOURS:** "I volunteer for a program called Partners in Education that allows

me to tutor a first-grade student one day per week on school work. I have worked with this program for the past four years and have had a number of terrific kids."

TO RUSSIA,



WITH LOVE:

IRWIN WEIL

A LIVING ODE TO RUSSIAN LANGUAGE AND LITERATURE

BY NANCY DENEEN

*If Irwin Weil were noted merely for theatrical classroom touches —
vivid bow ties, rapid-fire anecdotes about the Soviet Union,
and Russian folk songs sung in class with guitar accompaniment —
he might be remembered fondly as a colorful character.*

*For thousands of his former and current students,
however, his passion for Russian language and literature elevates him
from memorable character to teaching legend.*





AT LEFT: WEIL'S BOOK GORKY: HIS LITERARY DEVELOPMENT AND INFLUENCE ON SOVIET INTELLECTUAL LIFE IN ENGLISH (RANDOM HOUSE, 1966) AND IN RUSSIAN (MIR KNIGI, 1993)

BELOW: WEIL AT KAZAN CATHEDRAL, ST. PETERSBURG, CIRCA 1988

"I GOT CRIME AND PUNISHMENT AT THE BOOKSTORE, SAT DOWN ON A SATURDAY NIGHT, AND THE NEXT THING I KNEW, IT WAS SUNDAY AFTERNOON."

The effect of Irwin Weil's passionate approach to teaching is like that of a wide net cast in rich waters. Since coming to Northwestern in 1966, Weil has cultivated a reputation that can lure as many as 800 students at a time to his Introduction to the Soviet Union course, which now covers the Russian republics. "My mind has stretch marks," said one recent student evaluator of his course. "The professor's enthusiasm for Russian culture was mesmerizing," said another. Many simply called it the best course they've ever taken.

Weil's lifelong contributions to a deeper understanding between Russia and the United States extend far beyond the classroom. A one-man cultural bridge, he has brought many Russian scholars and artists to this country. He served as interpreter when Dmitri Dmitrievich Shostakovich came to the United States in 1973 and visited Northwestern, where the great composer met with students, faculty, and local composers and received an honorary degree.

The prestigious Nevsky Institute in St. Petersburg recently awarded Weil an honorary degree, citing his influential scholarship on Maksim Gorky and Russian poetry and music. It praised his enormous impact on cultural exchange and his role as a media commentator "with a friendly eye toward the best parts of Russian society and culture." The honor was the latest of many,



which include the International Pushkin Medal for outstanding teaching and research and the second-ever Excellence in Teaching Award given by the American Association of Teachers of Slavic Languages.

Weil has visited Russia every year since 1960. He speaks fluent Russian and sometimes dreams in the language. But little in his family background would predict strong links with Russia or a life of scholarly pursuits.

"My family is almost completely German-Jewish," Weil says, his rich baritone filling his Kresge Hall office as he recalls some of the influential people and events of his past. "My great, great grandfather was from Alsace Lorraine. He sold vegetables on both sides of the Rhine. The currency went to hell at the time of the mid-century revolution, so the family came to Cincinnati in about 1850 and he sold vegetables there instead.

CURRENTS	<i>1850s</i> WEIL FAMILY EMIGRATES FROM ALSACE LORRAINE, SETTLES IN CINCINNATI	<i>1879</i> FIRST PART OF BROTHERS KARAMAZOV BY F. M. DOSTOYEVSKY PUBLISHED	<i>1917</i> RUSSIAN REVOLUTION	<i>1928</i> IRWIN WEIL IS BORN IN CINCINNATI	<i>1950s</i> STALIN DIES; KHRUSHCHEV TAKES POWER; HUNGARIAN UPRISING CRUSHED; SPUTNIK I LAUNCHED	<i>1960</i> WEIL'S FIRST VISIT TO U. S. S. R.	<i>1973</i> WEIL ACTS AS TRANSLATOR DURING SHOSTAKOVICH'S NORTHWESTERN VISIT; BRINGS MANY RUSSIAN SCHOLARS AND ARTISTS TO THIS COUNTRY OVER THE NEXT THREE DECADES	<i>1984</i> WEIL RECEIVES PUSHKIN MEDAL	<i>1991</i> OFFICIAL END OF SOVIET UNION; BORIS YELTSIN BECOMES RUSSIA'S FIRST ELECTED PRESIDENT
	CROSS		<i>1947</i> AT THE UNIVERSITY OF CHICAGO TO STUDY ECONOMICS, WEIL DISCOVERS DOSTOYEVSKY INSTEAD	<i>1962</i> CUBAN MISSILE CRISIS	<i>1966</i> NORTHWESTERN BECOMES HOME TO WEIL	<i>1986</i> PERESTROIKA BEGINS	<i>1999</i> NEVSKY INSTITUTE IN ST. PETERSBURG HONORS WEIL, CALLING HIM A "LIVING LEGEND"		

“I was lucky that the family got out. Many years later I saw our village of Surburg. It had been right in the way of the Nazi armies — they murdered almost every Jewish person in the village.”

The Weil family established deep roots in Cincinnati. Weil’s father, Sidney, parlayed his success as the city’s first Ford dealer into a controlling interest in the Cincinnati Reds baseball team in 1929, just months before the stock market crashed.

“Sidney loved to dress in a baseball player’s uniform, and he bought one for his four-year-old son,” Weil wrote in a memoir about his father. During spring training in Tampa, Florida, “he enjoyed being on the field while the younger men trained, and he even took part, at least occasionally, in some of their ball tossing.” But Weil’s father was able to live out his childhood fantasy for only four years. He lost the team to his bankers during the Depression, before embarking on a successful career selling life insurance.

Sidney, who had voluntarily dropped out of school in fourth grade, lived to see his son Irwin become a professor, first at Brandeis University. “He wondered what the devil I was doing,” Weil added, laughing. “But he was proud.”

The power of a single book set Weil on his career path. He had left Cincinnati at 18 for the University of Chicago, where he later received both his bachelor’s and master’s degrees. Friends there told him that since he liked *The Brothers Karamazov*, he should read *Crime and Punishment*. “I got it at the bookstore, sat down on a Saturday night in the dormitory, and the next thing I knew it was Sunday afternoon. I was just finishing the

book and my eyes were as big as saucers. I told myself, ‘I’ve got to read this guy in the original.’ With a small group of other students, I started learning the language and something about the culture and, to my amazement, discovered that not only was there a certain Dostoyevsky, there was also a certain Tolstoy, a certain Chekhov, a certain Pushkin. The next thing I knew, I had fallen in love with Russian culture and Russian literature.”

If falling in love was easy, getting to the Soviet Union during the Cold War was not. After 12 years of waiting the young Weil was granted a visa in the summer of 1960, the way having been paved by a cultural agreement signed earlier by Nikita Krushchev. Weil, by now a Harvard PhD, found the Soviet people friendly and eager to communicate — so long as the American proved trustworthy. “If a Soviet friend came up and said, ‘Who was at the party last night?’ the correct answer was, ‘I don’t remember. Russian names are hard.’ And that would be a signal that you were protecting other people and that you would protect this person the same way.”

Weil says he talked with a wide range of Soviet people: taxi drivers, chambermaids, and porters as well as professors, journalists, and artists. But for sensitive conversations he never used the phone in his room — he suspected it was bugged by the KGB — or the room itself. “We always went outside. I’ve never walked in the snow for so many hours as I did with [Soviet friends]. Once we got started the conversations were endless. People were dying for a chance to talk and talked very openly. I got a very realistic picture of how they lived.”

This firsthand knowledge enabled Weil to explode common American myths about Soviet people. “One of

BELOW: WEIL'S HONORARY DOCTORATE FROM THE NEVSKY INSTITUTE, CITING HIM AS ONE OF THE "FEW AMERICAN SCHOLARS WHO DID SERIOUS RESEARCH WORK IN THE SOVIET UNION DURING THE COLD WAR"

AT RIGHT: PUSHKIN MEDAL HE RECEIVED IN 1984 FROM THE INTERNATIONAL ASSOCIATION OF TEACHERS OF RUSSIAN AND RUSSIAN LITERATURE

the first things I found in that so-called atheist country," he told his students, "was that a large number of people were very religious — not only because they were forbidden to be religious but because they found something deeply true in the notion of God's universe. I also found out they had exaggeratedly friendly notions of what went on in America. They thought America was paradise, and when I tried to convince them otherwise, they'd get angry at me."

Weil, who has "never been to a bad party in Moscow," says that Russians love to laugh at themselves. "In Red Square on May Day," Weil says, recounting a popular joke, "Alexander the Great, Genghis Khan, and Napoleon are on the reviewing stand watching the military parade. Alexander looks at the tanks and says, 'If I'd had chariots like that, I would have conquered the world.' Genghis Kahn looks at the rockets and says, 'If I'd had rockets like that, I would have destroyed the world.' Napoleon puts on his glasses, reads *Pravda*,



and says, 'If I'd had newspapers like this, nobody would have ever heard of Waterloo.'"

During Weil's first visit a stroke of good fortune led him to one of the country's leading literary figures, Kornei Ivanovich Chukovsky, whom Weil half-seriously calls "the Dr. Seuss of Russia." Weil read an article Chukovsky had written in 1901, wished he could question him about it, and found, almost 60 years later, that the author was still very much alive. "I went to see him and we struck up an almost immediate friendship," Weil recalls. Almost every Sunday Weil was invited to Chukovsky's country place. It was there he met some of the leading lights of Russian culture. "He introduced me not to the Soviet Union but to Russia," Weil marvels.

Weil says that of all his roles — scholar, media commentator, cultural liaison, to name a few — he is proudest of being a teacher. "I've played more than a casual role in hundreds, maybe even thousands, of students' lives. The ones who complain most [about tough grading] are often grateful by the end of the course, primarily because they know I really care." Weil prides himself on his 34-year association with Northwestern, but his love affair with Russian authors provokes the deepest feeling. "You see, there is simply no other literature that so consistently and powerfully raises the questions of the human soul with passion, intelligence, spirituality, and determination. Russian literature is the ideal instrument for moving students into their larger, greater selves."



WEIL REMEMBERS A KGB STORY

“There was a guy from the secret police who came to see me from time to time. Of course he never said that [he was with the KGB], but it was pretty clear. He was vague about where he worked. He dared to do all kinds of things that other people didn’t do. He used to give me marvelous meals and try to get me drunk, which was hopeless. He would ask me all kinds of questions about the United States. I noticed he was talking to the table as much as he was talking to me. (Obviously, there was something under the table recording what we said.) I told him I don’t know any military secrets — I wouldn’t know the front end of a rocket from the back end.”

**PARTYING,
RUSSIAN STYLE** “Magnificent food. Magnificent drink. Hors d’oeuvres, smoked meats, delicious breads, pickles, desserts. Wine, brandy, vodka — you name it. People feeling wonderful, being very witty. Offering toasts in a very literary way. Lots of singing, which I love: operatic music, Russian folk music, American folk music, popular music. It’s just delightful. I’ve never been to a bad party in Moscow.”



HOPES AND FEARS FOR RUSSIA’S FUTURE

“Is it as bad as we hear? In some ways, yes, in some ways, no. There are new universities; there are new enterprises; there’s a very vigorous theater. I have friends who are teaching in the university in a way they’ve dreamed of for 30 years, where students are asking real questions, where they’re reading real material and being critical. It’s a university in every sense of the word. But problems in the economy are long-term. Those have been building up since 1917. The most productive part of the peasantry was exiled or killed over the years. . . . The socialists intended to replace [national loyalties] with ideology. But they repressed them so hard that it was like pushing a spring back very hard. They have come back at them with powerful force. Sooner or later [the nations of the former Soviet Union] are going to have to work out some kind of economic union. They are going to have to find a way to live in peace.”

RAIN, SHINE, OR 60 BELOW —
THERE WAS NO STOPPING
ROBERT



FEENEY

BY SUSAN E. MIDDLETON

THE DEPRESSION
FOUND ROBERT FEENEY
WORKING AS
CAMPUS MILKMAN;
THE EXPERTISE HE
DEVELOPED IN
FOOD CHEMISTRY
LED TO AN EXCITING
RESEARCH CAREER
IN ANTARCTICA.
PHOTO IS FROM
NORTHWESTERN'S
1939 SYLLABUS, UNDER
THE HEADING
"INTERESTING PEOPLE."

While the Great Depression signaled hardship for many, Robert E. Feeney's willingness to accept unique opportunities launched him from campus milkman as an undergraduate into an academic and research career that has extended all the way to Antarctica. Feeney is a biochemist and author of two books on polar exploration: *Professor on the Ice*, a personal memoir of his Antarctic-based research, and *Polar Journeys*, a treatise on polar exploration with an emphasis on the role of food and nutrition in early exploration.

"I've been lucky enough to go to the farthest end of the earth to live and work with fish and penguins," says Feeney (Weinberg 38). "I hope my experiences will show that changing the direction of one's career is possible for others as well as for me."

Born into a well-to-do family, Feeney had to work his way through college after his father, a graduate of Northwestern University School of Law, lost everything in the financial crash of 1929. Upon acceptance into Northwestern the young Feeney found work at Borden Weiland Inc., a dairy in Chicago that was a subsidiary of the New York-based Borden company, investigating customer complaints and driving an Evanston milk route. "I even did a stint as Elsie the Cow, the Borden mascot," Feeney recalls. "I had a costume with the cow head and danced around on stage."

Feeney's experiences at Borden Weiland turned out to have a critical influence on his career. During his freshman year at Northwestern he was sent to the University of Wisconsin for an intensive six-week course on vitamin D; when he returned he became Borden Weiland's resident expert on the chemistry of milk. His growing interest in food chemistry inspired and directed his subsequent academic career.

Over the next four years he worked either full- or part-time for Borden Weiland while waiting tables at a sorority house and studying chemistry under the

tutelage of such professors as Ward Evans ("both an adviser and a friend") and Charles Hurd. He graduated from Northwestern in 1938, took a PhD in biochemistry at the University of Wisconsin, spent two years at Harvard, served in the Pacific during World War II, and worked for the next seven years as a research chemist for the United States Department of Agriculture in biochemistry and food science.

Then, while Feeney was teaching chemistry at the University of Nebraska, a former colleague fired his imagination with information about research in egg proteins at the San Diego Zoo, prompting Feeney to move to California in 1960. Later, as a professor at the University of California, Davis, he determined that penguin eggs could hold research possibilities surpassing those of the chicken eggs he had been studying. "I immediately wrote to the Office of Naval Research in Washington, D.C.," Feeney says. "I wanted to know if they could pick up a few penguin eggs for me the next time they were in Antarctica."

Here, things took an unexpected turn. Feeney was directed to the National Science Foundation (NSF) in his quest and found that while penguin eggs were indeed available, they would have to be retrieved by researchers led by a principal investigator. At an NSF Antarctic expedition planning meeting, he says, "I found out that I was to be the principal investigator!"

Feeney by now was in his 50s, had a comfortable campus life, and also had a bad back he was sure would disqualify him from participation in the expedition. But through a series of fortuitous circumstances and a conscientious program designed to strengthen him physically, Feeney was cleared to go. It was the first of six trips to the icy continent he would eventually come to love. "I have experienced more beauty and serenity there than in any other place," he says.



*"PENGUINS ARE SCRAPPY," FEENEY FOUND
WHEN HIS TEAM HAD TO TURN
THE BIRDS UPSIDE DOWN
TO OBTAIN EGGS
INCUBATING IN A PROTECTED
POUCH ABOVE THEIR FEET.*

The daily routine of Antarctic research involved fending off the ever-present danger of frostbite or freezing in a land where sudden storms are routinely accompanied by winds exceeding 100 mph and temperatures dipping below minus 60 degrees Fahrenheit. For Feeney's team it also included having to turn penguins upside down to obtain the eggs incubating in a protected pouch above their feet. "Penguins are scrappy," Feeney notes. His efforts were often met with attacks by sharp beaks.

The eggs provided the raw material for Feeney's research into the nature of proteins, specifically the relationship between protein structure and protein function, and the effect of temperature on the functioning of enzymes. While conducting fieldwork in Antarctica as well as the Arctic, Feeney incorporated into his research the study of the antifreeze proteins found in fish that live under the ice. Feeney and his colleagues discovered that some enzymes within these proteins only functioned at very low temperatures while others performed well both at cold temperatures and at the temperature of the human body.

Feeney's research teams have included graduate students who traveled with him and subsequently wrote their dissertations on the work begun in Antarctica. Now a professor emeritus at the University of California, Davis, Feeney has always felt close to his students and continues to gain great satisfaction from mentoring graduate students — a reflection, perhaps, of his own close work with professors as an undergraduate at Northwestern. Fond memories of those days have led Feeney to donate to his alma mater copies of his two books on polar exploration. Each includes a handwritten dedication (reproduced on the following page) to the chemistry department that helped him start on what has become an exciting personal and professional journey.

July 19, 1999

To: The Department of Chemistry
Northwestern University

I am deeply indebted to The
Faculty of the Northwestern
Chemistry Department for
their support in obtaining my
degree in chemistry in 1938. While
I was working as a Borden
milkman during the depression,
their encouragement stimulated
and helped me not only to finish
my degree in Chemistry but
also to continue for my doctorate
in Biochemistry at The
University of Wisconsin.

Robert E. Feeney



PROFESSOR ON THE ICE
Robert Feeney





TOY STORY 2 SCREENWRITER CUT HIS COMEDIC TEETH AT NORTHWESTERN

After years of struggling to make it as a comedy writer in Hollywood, Doug Chamberlin (Weinberg 88) finally got his big break with a little help from a cowboy, an astronaut, and a loudmouthed potato.

Chamberlin and his writing partner, Chris Webb, scored a hit for Disney/Pixar Studios with their screenplay for *Toy Story 2*, an animated film about toys on a rescue mission that debuted in fall 1999. Like the original *Toy Story*, the sequel features the voice talents of Tom Hanks, Tim Allen, Wallace Shawn, and Annie Potts and includes newcomers Joan Cusack, Kelsey Grammer, and Wayne Knight. Unlike most sequels, *Toy Story 2* was both a critical and commercial success. “Without undue sentimentality, this film lets its playthings pull together in ways that would be sweet and funny in any format,” wrote Janet Maslin of the *New York Times*.

Funniness has been Chamberlin’s goal for as long as he can remember. He recalls putting on comedy shows in the second grade and was routinely sent to the principal’s office in his Long Island elementary school for his clownish antics in class.

Chamberlin transferred to Northwestern in 1986. An English major, he first encountered screenwriting in Arthur Morey’s introductory screenwriting class. He remembers enjoying J. Fred McDonald’s Introduction to Pop Culture, calling it “the most fascinating class I’ve ever taken. We watched old Elvis movies, Looney Toons, commercials — needless to say, I got an A.” Chamberlin’s fondest memories of Northwestern, however, are of working on a student-run humor magazine called *Rubber Teeth*. “When it was good, it was subversive, intellectual, bizarre, and really, really funny. We were always throwing the issues together at the last minute, and I think the excitement made for better comedy writing.

“My favorite part of *Rubber Teeth*,” he continues, “was performing in its live-sketch theater group, the Angst Ensemble. It was an outrageously cheap production, but its shocking cheapness made it all the funnier.”

After graduation Chamberlin studied improvisation at Second City’s Players Workshop in Chicago, where he met Webb and learned the basics of live performance. “It taught me a lot about comedy writing. Nothing metes out a bigger dose of cold, hard reality than improv. You know immediately if something is working or not. It’s sink or swim, and you learn really fast.”

The experience at Second City must have served Chamberlin well, for he and Webb went on to win a scholarship to a summer workshop at the prestigious American Film Institute (AFI) in Los Angeles in 1990. There he studied with the likes of Carol Burnett and Steve Allen and saw his comedy sketches appear on a television special hosted by Jack Lemmon. “I thought breaking into Hollywood was really easy,” Chamberlin says, “and then I didn’t work for four years.”

Chamberlin decided to tough it out in Los Angeles, spending his days as an office temp to make ends meet. Meanwhile, he and Webb wrote several “sitcom specs” — scripts for successful TV shows that are never intended to be performed, but are created by writers as calling cards to be left at the major studios. Chamberlin and Webb wrote specs for *Seinfeld*, *Mad About You*, and *The Larry Sanders Show*, among others, and sent them around town.

After a few years things finally started to happen. First, Chamberlin won a coveted spot in the Warner Brothers Writers Workshop, an eight-week program that accepts only 12 or 13 writers from a pool of about 1,500 applicants each year. “All of a sudden agents — people



BY LISA STEIN

we'd been trying to talk to for years — started calling us and saying, 'You're great, kid,' because they had gotten our names from Warner Bros. It was the beginning of the turning point," Chamberlin said. "We got a good agent and that helped so much, because it gets you read by all the people at the studios."

Then one of Chamberlin and Webb's specs attracted the attention of the people at Pixar, who were looking for writers who could mimic previously created characters for *Toy Story 2*. After an eight-hour job interview that included playing darts and riding scooters with the director of animation, Chamberlin and Webb got the job.

When they started the project, the director had only one aspect of the plot in place: Woody the cowboy doll is sold to a collector. The character of Jessie, who became a cowgirl, was first envisioned as a cactus, and Bullseye, the silent horse, talked. Three months and not much sleep later, Chamberlin and Webb finished the script. "We were under so much time pressure.

TOY STORY elements © Disney Enterprises, Inc.
TOY STORY 2 © Disney Enterprises, Inc./Pixar Animation Studios

We spent eight weeks just kicking around the story. The hardest thing is to get the story right. That left us four weeks to write the script. We were working at four in the morning and sleeping on the floor."

But the effort paid off. Chamberlin caught the eye of Steven Spielberg and went on to write scripts for *Casper II* and *Small Soldiers II*. He was called in to do a last-minute rewrite of last summer's *The Rocky and Bullwinkle Movie* and worked for Barry Levinson on a film costarring Robin Williams, *What's Up, Bugs?* He is currently working on *Prime*, a Universal Studios movie based on a comic book about a boy who changes into a superhero when he hits adolescence.

Chamberlin offers aspiring screenwriters two pieces of advice: First, head west. "Chicago is a great town, but if you want to work in TV or movies, move to Los Angeles," he says. Second, don't give up. "At AFI there were a bunch of old comedy writers who had written for *I Love Lucy*. They told me, 'If you stick with it, you'll break in.' I thought they were crazy, but I stuck with it and I did break in. I had a lot of friends who quit and went home, and others who kept with it and are breaking in."

Despite the long hours and tight deadlines, Chamberlin can't imagine doing anything else. "It's a pretty great job compared with most things. I get to make my hours, and I get paid for being funny."

THE WOMAN BEHIND THE ATLANTIC: ON MAGAZINE PUBLISHING'S HIGH SEAS WITH DONNA PALMER

BY NANCY DENEEN

When a D.C. businessman purchased The Atlantic Monthly last fall for an eight-figure sum, he chose a Northwestern alumna as publisher. Donna Palmer (Donna Larrabee, Weinberg 73) and her team have big plans to make the magazine more profitable. Are enough passionate readers still out there to make it happen?

The Atlantic Monthly was founded in 1857 in Boston by blue-blooded men with three names, among them James Russell Lowell, Ralph Waldo Emerson, and Oliver Wendell Holmes. At the time the only worthwhile publications came from England. These men sought to remedy that by creating a distinctly American “journal of literature, politics, science, and the arts.”

The success of their publication — both as a launching pad for literary talent and a forum for impassioned debate — is legendary. *The Atlantic Monthly* was the first to print stories by Mark Twain, Henry James, and Ernest Hemingway. Martin Luther King Jr. first sent his “Letter from a Birmingham Jail” to the magazine as a handwritten draft; it was published in 1963. The magazine took a strong stand against slavery before the Civil War but has aired multiple viewpoints about many of the nation’s crises since then.

Fast-forward to the present and you’ll find a Northwestern graduate at the helm of the venerable magazine. Donna Palmer uses only two names, but she shares with *Atlantic’s* founders a passion and a belief in its purpose: to serve as the nation’s roundtable, where scientists, politicians, businesspeople, and writers gather to discuss the most pressing issues of the day.

In accepting the position of publisher last November she took on a formidable challenge: to convince advertisers and an information-glutted American public of *The Atlantic Monthly’s* value in the 21st century. *Crosscurrents* caught up with her by phone and found her full of energy after a long day at her New York office. We had many questions about her new position and how Northwestern and her previous experiences prepared her for its challenges.

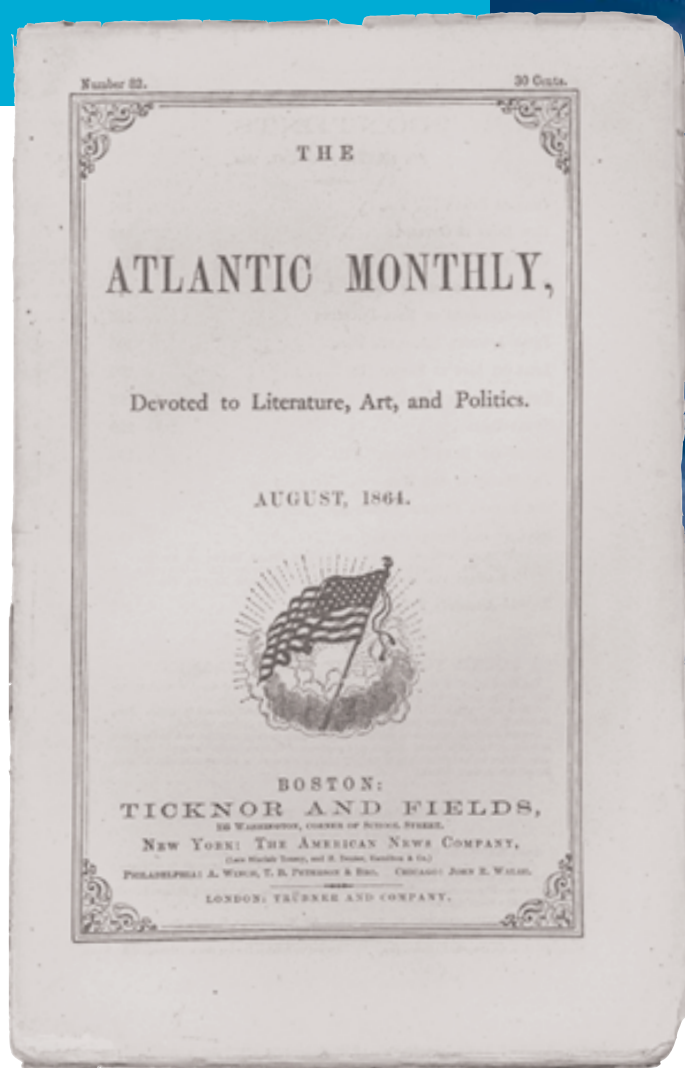
TELL US ABOUT YOUR CHILDHOOD AND HOW YOU CAME TO NORTHWESTERN.

I grew up in the Washington, D.C., suburb of Bethesda, Maryland, where my father still lives. He owned a news bureau for newspapers that didn’t have their own D.C. correspondents. I went to Holton-Arms, a girls’ school that empowered us to think we could do anything. I got a terrific education, graduated cum laude, and was accepted at every school to which I applied. Northwestern had appeal, being near Chicago, coed, and offering a strong liberal arts education. If I wanted to pursue my interest in art history, it helped that Northwestern was near the Art Institute. (She majored in art history and minored in political science.)

WHAT IS YOUR FAVORITE MEMORY OF NORTHWESTERN?

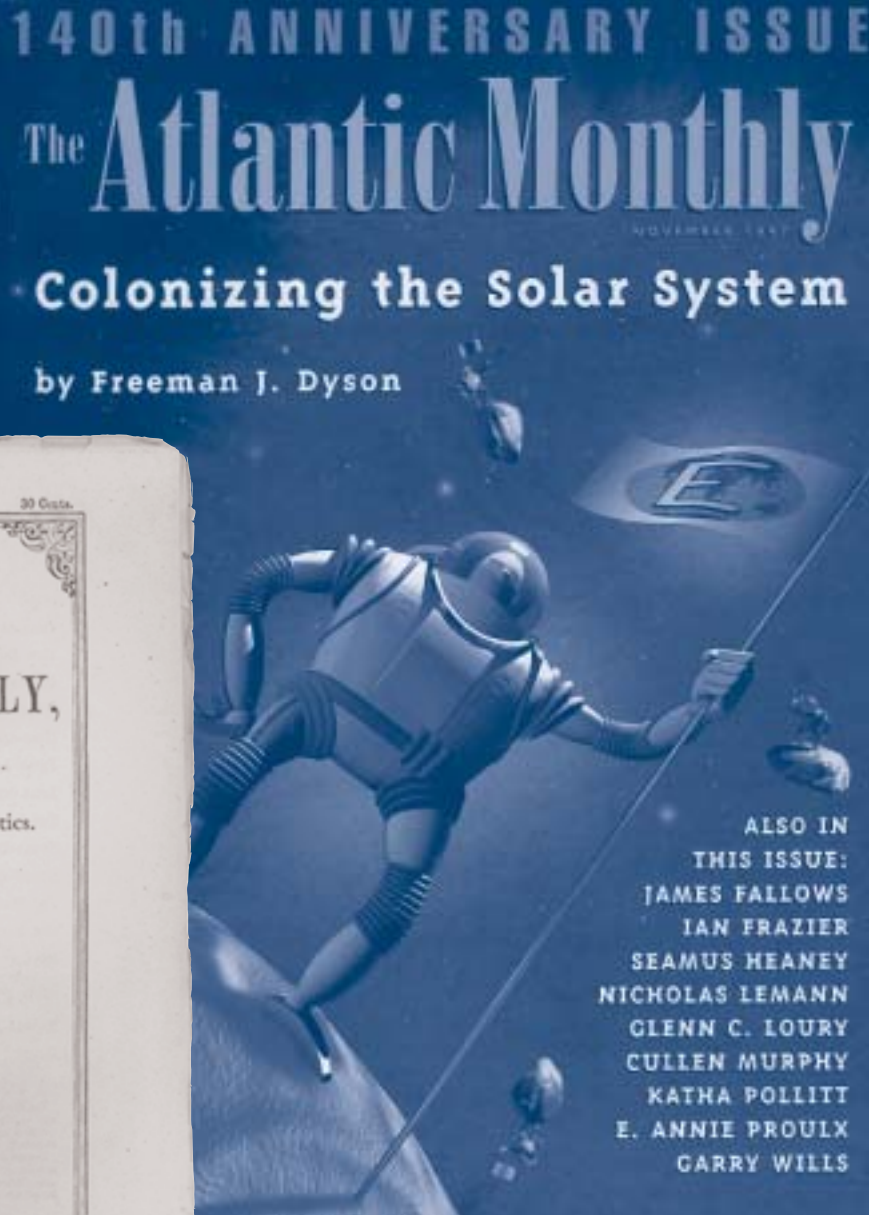
In the fall of 1972 I was part of the Homecoming Court. We rode in the parade on the back of a convertible. At the game, during halftime, the homecoming queen and her court appeared on the field, a tradition that was a lot of fun. I remember exactly what I wore: a black-and-white kilt, a red sweater, and purple suede boots.

THE AUGUST 1864 ISSUE OF THE ATLANTIC MONTHLY EMPHASIZED LIFE IN EUROPE RATHER THAN CIVIL WAR COVERAGE. A COPY OF THE MAGAZINE MORE THAN 100 YEARS LATER, IN ITS 140TH ANNIVERSARY ISSUE, FEATURES THE WORK OF NORTHWESTERN'S GARRY WILLS, AMONG OTHERS.



HOW DID THE STUDENT PROTESTS OF THE EARLY '70S AFFECT YOU?

Northwestern was the hub of Midwest student unrest, but I was not in the forefront of that unrest. I was the president of my sorority, Kappa Alpha Theta, and sororities were subjected to heckling. One semester I took a "T" grade, which meant one received credit for the course without having to take final exams. I remember demonstrations in front of the library denouncing the war in Vietnam. It was amazing to be there and see it all happen, but I wanted to get my degree and go.



WHO HAD THE MOST INFLUENCE ON YOU AT NORTHWESTERN?

William Crotty was a political science professor to whom I brought the idea of attending the 1972 Republican and Democratic national conventions and writing a paper on how parties create their platforms. He was so supportive and said the idea was fascinating. Because of his encouragement and help I was able to attend the conventions, write the paper for extra credit, and graduate early.

DO YOU STILL SEE YOUR NORTHWESTERN FRIENDS?

I still see a friend who was president of our sorority the year before I was and several friends who are now in the media business, working for A&E Cable here in New York.

TELL US ABOUT THE CAREER PATH THAT LED TO THE PUBLISHER'S JOB.

I've been with *Atlantic* for 12 years, after working for advertising agencies for eight years. I covered the West Coast for the magazine in ad sales — an enormous

DONNA LARRABEE
PALMER, AS SHE APPEARED
IN A DAILY NORTHWESTERN
ARTICLE ABOUT THE
HOMECOMING COURT,
AND BELOW, FAR RIGHT,
IN A RECENT PHOTO



opportunity because the magazine had been undermarketed there. In June 1998 I was called back to New York to become national advertising director. My husband and six-year-old son came with me.

THE MAGAZINE CHANGED HANDS RECENTLY. HOW DID THAT SHAKE THINGS UP?

In September 1999 David Bradley, founder of a successful research firm for Fortune 500 companies, bought *Atlantic*. He asked me to step up to be publisher to help him understand the magazine world. He brought in as editor in chief Michael Kelly, formerly with *National Review* and the *New York Times Sunday Magazine*, who is starting to revitalize the magazine, to bring in new regular features, and, in the *Atlantic* tradition, to discover new writers of fiction and narrative reporters.

WHAT CHANGES CAN WE EXPECT IN THE ATLANTIC MONTHLY UNDER ITS NEW LEADERSHIP?

The magazine will be relaunched early next year with a whole new design. I'm delighted we have a new owner who is willing to spend money; great writers couldn't come to us when there wasn't the budget for them. Now a new generation of voices — more lively and fun, with more personality coming through their writing — will be hired to write specific columns. Perhaps we'll add a column on media and film, while we expand our book section. There are several things we want to do with the magazine aesthetically and tactically, like improving the paper stock. This will make the advertising look better, and if a publication looks better, people think it means something more important.

YOU SOUND EXCITED ABOUT THE CHANGES.

I'm really committed to this magazine. No other magazine is publishing the quality of material that we are — the trend in publishing is toward the “dumbing down” of America. There are a lot of good pieces waiting in the wings to be published. The more ads I help sell, the more wonderful editorial content we can publish, since it's primarily the ad revenue and not subscriptions that helps produce the magazine.

SINCE YOUR MAGAZINE IS NOT BUZZ-DRIVEN OR CELEBRITY-ORIENTED, WHAT KIND OF STORIES PROVOKE THE MOST INTEREST?

The cover story of the May issue was “Girls Rule!” The article took the opposite viewpoint of Mary Pipher, author of *Reviving Ophelia*, by showing that boys are falling behind in school while girls are excelling. It prompted 12 pages of letters to the editor. “Dan Quayle Was Right,” which pointed out that kids from broken marriages are at a disadvantage, was a blockbuster. In the September issue an article tackles the issue of downloading music on the Internet and the spread of contraband music. The author takes the stance that the recording industry should not be allowed to set the rules.

IS THE POPULARITY OF THE INTERNET HURTING THE MAGAZINE, SINCE MUCH OF THE ATLANTIC MONTHLY IS AVAILABLE FOR FREE ONLINE?

There are people who go to the Internet every day for information, but few would read a whole magazine online. The Internet is for short, task-driven reading. People will continue to read anything that's long and ambitious in the printed version when they want to give it serious time.



“ ATLANTIC READERS ARE THE MOST INTERESTING PEOPLE AT A COCKTAIL PARTY. THEY WANT TO KNOW MORE THAN THE NIGHTLY NEWS CAN GIVE THEM.”

YOU MENTIONED THE BOOK DATA SMOG, IN WHICH AUTHOR DAVID SHENK DISCUSSES THE INTERNET'S ABILITY TO PROVIDE LARGE AMOUNTS OF INSTANT DATA MASQUERADING AS FACT. HOW DOES ATLANTIC AVOID BECOMING JUST ANOTHER SOURCE OF DATA, NO BETTER THAN THE REST?

Atlantic's editor Michael Kelly was quoted in *Newsweek* as saying, "It's the smog aspect that makes [publishing] work for magazines like us. We have a culture of ratcheted-up bombardment of everyone, a great wash of talk, blather, chatter. . . . *Atlantic* should be an antidote to media overhear and the absurd topicality of everything."

He said there will always be readers for a magazine that makes you stop. Our mission is to do things no one else is doing and to provide the understanding and perspective lacking in other sources of information.

SO PEOPLE WHO ARE WILLING TO GIVE TIME TO LENGTHY, THOUGHT-PROVOKING PIECES ARE NOT DISAPPEARING LIKE DINOSAURS?

No. Our readership has held steady at about 1 million since 1986. Our readers have the highest educational profile of any magazine — they're pretty well-off, in professional and managerial jobs, and about 50-50 male to female. They tend to be leaders in their communities. They're the most interesting people at a cocktail party, who can discuss things vigorously. They want to know more than the nightly news can give them.

WHAT IS YOUR BIGGEST CHALLENGE AS PUBLISHER?

With the proliferation of media choices for advertisers, it's making sure they realize the value of a publication that sets a higher standard and reaches educated people who can influence public opinion. From the editorial side, it's making sure *Atlantic* is as interesting and relevant and distinct from other magazines as possible.



WHAT ADVICE DO YOU HAVE FOR FELLOW ALUMNI WANTING A CAREER IN MAGAZINE PUBLISHING?

Pursue a liberal arts education. Take public speaking and learn to present your ideas forcefully. Be a successful salesperson. This is a dynamic, changing field. Dot-com companies have raided publishing with lots of promises. There are lots of opportunities in this field today.

*THE WILSON SOCIETY
FOR THE ARTS AND SCIENCES
1999–2000 MEMBERS*

A MESSAGE FROM THE NATIONAL CHAIRS

Thank you for joining the distinguished ranks of alumni, faculty, staff, parents, and other friends whose commitment and generosity make possible the fulfillment of Weinberg College's mission.

Your annual gifts to The Wilson Society for the Arts and Sciences provide funds for Dean Eric Sundquist to make strategic investments in excellence. This publication highlights the direct, positive results of our contributions as they provide resources to advance student and faculty achievements, outstanding research, and well-crafted new academic programs.

The Wilson Society experienced another record year with 493 total members, 88 of whom are new to our ranks. We are especially pleased to welcome 55 members from the classes of 1990 through 1999 who made significant gifts to Weinberg College. The geographical range of Wilson Society members throughout the country and, indeed, the world signals the enormous strength of our ties as part of the Northwestern arts and sciences community. Our varied professional and civic commitments are proof of the virtues of the liberal arts.


There are many benefits associated with Wilson Society membership beyond the intrinsic satisfaction of helping today's talented students. Members have opportunities to meet the dean and key faculty members at special events on campus and around the country, network with campus and alumni leaders, and receive important updates from the dean, the College, and the University. Wilson Society members are recognized in various University publications for their generosity and have access to campus liaisons who can answer questions about Northwestern and Weinberg College.

During the past academic year, Wilson Society members attended a special campaign kick-off event for Weinberg College in Evanston with presentations by professors Andrew Wachtel (Slavic languages and literatures) and Mark Ratner (chemistry). Award-winning teacher David Meyer (physics and astronomy) was the featured speaker at a reception in Chicago, and Dean Sundquist spoke at events in Washington, D.C., and New York City.

As Wilson Society cochairs, we encourage you to stay involved and participate in events hosted by Weinberg College and your local Northwestern alumni clubs as well as in University Sesquicentennial celebrations throughout the 2000–01 academic year.

We hope you will renew your partnership in excellence with the students and faculty in the College by continuing your annual gifts to the Wilson Society.

Carole Browe Segal '60
Cofounder and Vice President, Civic Affairs
Crate & Barrel



Steven C. Preston '82
Senior Vice President and CFO
The ServiceMaster Company

BECOMING A MEMBER

The Wilson Society is the cornerstone of annual giving to the Weinberg College of Arts and Sciences at Northwestern. Becoming a member means making an annual personal gift for the general support of the College at one of the levels listed below. Unless otherwise specified, the funds will be used as directed by the dean of the College, when and where the need is greatest.

MEMBERSHIP LEVELS

1996-99 graduates

\$100-999

1990-95 graduates

\$250-999

Member

\$1,000-2,499

Fellow

\$2,500-4,999

Benefactor

\$5,000-9,999

Leadership Circle*

\$10,000-24,999

Dean's Circle**

\$25,000+

*New category

**New membership level

beginning September 1, 2000

As a member you will be invited to attend special lectures and events on campus, in Chicago, or in other metropolitan areas each year, and you will receive regular news from the College.

Additionally, contributors each year will receive a brochure containing a list of active members and other items of interest to the Wilson Society.

The alumni and friends whose names appear below made gifts to Weinberg College during fiscal year 2000 (September 1, 1999-August 31, 2000).

Undergraduate alumni are indicated by the year in which the bachelor's degree was awarded. Other Northwestern degrees are noted by the degree or program and year.

An asterisk (*) marks individuals who were also members of the Wilson Society in its first year (1991-92).

DEAN'S CIRCLE (\$10,000+)

Howard Arvey '42, JD '48
Margaret Campbell Arvey

Patricia Conard Birk '50,
MD '53
Paul E. Birk Jr. '50, MD '53

*Simon J. Blattner '58
*Kimberly Blattner

Deborah H. Brady '65
Larry D. Brady

Marjorie L. Bredehorn '41

*Nanette C. Britton '44
Donald E. Britton

Susan M. Chudacoff '60

Rosaline Cohn

Catherine Brew Colin
MMgt '92
Jeffrey Wayne Colin '85,
MMgt '91

Christopher B. Combe '70
Courtney Ivey Combe

Ivan D. Combe '33, JD '36
(deceased)
Mary Combe

Lester Crown '46
Renee Crown

Timothy G. Dalton Jr. '60

Mary M. Doll MD '66
Henry C. Doll

Kathryn T. Farley MA '98

Ann Benedek Frank '76

Kathryn Gerber

Margaret A. Gerber '39, MD '44

Leonard G. Ginger '39
Mary R. Ginger

*Mary McConnell Glass '32
*Walter Glass '30

Jack Guthman '60
Sandra P. Guthman

*Kathy L. Harper '77, MA '79
*Steven J. Harper '76, MA '76

George H. Heilborn '56
Phyllis Ehrhardt Heilborn

Nancy Rose Hime '50
William Gene Hime

George D. Hitchcock '48
Lola B. Hitchcock

John J. Hoellen '35, JD '38
(deceased)
Mary McMeans Hoellen '37
(deceased)

Patricia Irwin

David G. Kabiller '85,
MMgt '87

Elaine Kabiller
Irving Kabiller

Gabriel T. Kain '76
Andrea Kain

Harvey Kapnick
Mary Redus Kapnick

Ellen Philips Katz '70
Howard C. Katz

*David S. Klafter '76
*Nancy Kestenbaum

*Jean Gimbel Lane '52
*Laurence W. Lane

Alan M. Leventhal '74
Sherry M. Leventhal '74

*Frances E. Lutz '35, MA '36

Erwin J. Macey Jr. '55, MS '57
Suzanne L. Macey

Elizabeth R. Martinez '62
Arthur C. Martinez

*W. Robert Meadows '41,
MD '44

Boris E. Meditch '42
Marian Y. Meditch '42

Michael A. Miles '61
Pamela Miles '61

Michael H. Morris '70

*Deborah Lewis Norton '70
*James R. Norton '70

Henry W. Overbeck MD '56,
GME '62
Patricia W. Overbeck

Arthur Pancoe MS '51
Gladys "Hap" Pancoe

Brian S. Posner '83
Jennifer Gehm Posner '86

*Steven C. Preston '82
*Molly M. Preston

George B. Rathmann '48
Frances Joy Rathmann

John M. Richman
Priscilla Frary Richman

Benita A. Sakin '73, JD '77
Gary M. Sumers JD '78

*Robert P. Saltzman '64

*Barbara Soldmann Schadt '60
*James P. Schadt '60

Rosemary J. Schnell '54

*Helen G. Scott '33, MA '34,
MA '48

*Marcy Ann Scott

Arthur R. Seder Jr. '46, JD '47
Marion Heltzel Seder '41

*Carole Browe Segal '60
*Gordon I. Segal '60

*George C. Stephenson '67,
MBA '69
*Jean Thelander Stephenson '65

Theodore J. Theophilos '75,
MA '76

Janet Mead Unterman '70
Thomas E. Unterman

David B. Weinberg Lynne Weinberg	Rosalie G. Mortell '44 James W. Mortell	Anne Wilkins Bolz '50 Robert M. Bolz	*Damon Raike '50 Scott R. Reiter '95
Diane Stillwell Weinberg Richard G. Weinberg	Patricia Perl MA '75 Theodore Perl '72	*Leo Brickman *Molly Brickman	Adrienne Wolf Ris '70 William K. Ris Jr. '69
Jack A. Weinberg Sheila Weinberg	*Jane H. Peterson '65, MAT '69 *Lloyd J. Peterson '65, MD '69	Susan B. Cohen *Jerald P. Esrick '63 *Ellen Esrick	Bruce I. Rosen '74 Katharine A. Russell '70, MMgt '80
Judd A. Weinberg '47 Frieda L. Weinberg	*James B. Pick '66 *Rosalyn M. Laudati	*Ronnie Vail Fein '64	Evans Schoeman '70 Linda Beres Schoeman
*Joseph H. Wender '66	*Irving H. Porth '41 *Eleanore Porth	Nancy Figgie '49 Harry E. Figgie Jr.	Charlene J. Shaw '70 Robert E. Shaw '70, MMgt '81
Harold T. White III '70 Elizabeth Phillips White	*Francis C. Purtell '41	D. Cameron Findlay '82 Amy S. Findlay	Jean E. Sheridan '80
Orrin R. Williams '45, JD '52	Peg A. Randall '53, MA '71	*Ralph C. Friedenberg '59, MD '63 *Betty A. Hagaman	Norman Chun Chen Sih PhD '64
Anonymous (2)	Barbara G. Roe '38	*Alan J. Funk '71	*Alan H. Silberman '61 *Margaret J. Silberman MA '85, PhD '89
BENEFACTOR (\$5,000–9,999)			
Robert J. Bishop '79 Susan Schmeichel Bishop '80	Jeffrey A. Rosen '79 Kathleen Nichols Rosen '81	Qung W. Go MMgt '75	John R. Siragusa '55 Sinclair Siragusa '55
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STEREOTYPE BUSTERS? POPULAR MAJORS FOR WEINBERG SENIORS

Women now outnumber men in biological sciences. About equal numbers of men and women major in math and in chemistry. There are about twice as many women as men in international studies. In the Integrated Science Program, however, men outnumber women almost four to one. About three times as many men major in computer science by senior year, and more than twice as many choose economics, though that major is the second most popular for Weinberg women seniors. Here's the breakdown from fall 1999, provided by the Weinberg College Office of Studies.

Without the gender breakdown, here are the most popular majors for all Weinberg seniors in 1999, compared with their counterparts in 1989. The figures show that economics is still a powerhouse in the number 1 position, while psychology is now the second most commonly chosen major. The number of biological sciences majors has increased by almost one-third in the last 10 years.

TOP 10 MAJORS FOR WEINBERG MEN IN THEIR SENIOR YEAR, FALL 1999

1. Economics	154
2. History	59
3. Biological sciences	46
4. Political science	44
5. Psychology	44
6. Integrated Science Program	42
7. Computer information systems	31
8. Honors Program in Medical Education	27
9. English	22
10. International studies	22

TOP 10 MAJORS FOR WEINBERG WOMEN IN THEIR SENIOR YEAR, FALL 1999

1. Psychology	87
2. Economics	67
3. Biological sciences	55
4. History	47
5. English	46
6. International studies	41
7. Political science	37
8. Sociology	25
9. Honors Program in Medical Education	23
10. Environmental sciences	19

TOP 10 MAJORS FOR ALL WEINBERG SENIORS, FALL 1999

1. Economics	221
2. Psychology	131
3. History	106
4. Biological sciences	101
5. Political science	81
6. English	68
7. International studies	63
8. Integrated Science Program	53
9. Honors Program in Medical Education	50
10. Sociology	42

TOP 10 MAJORS FOR ALL WEINBERG SENIORS, FALL 1989

1. Economics	249
2. Political science	218
3. History	141
4. English	98
5. Psychology	89
6. Biological sciences	69
7. Honors Program in Medical Education	35
8. Sociology	32
9. Mathematical Methods in the Social Sciences Program	28
10. Art history	26
Chemistry	26



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