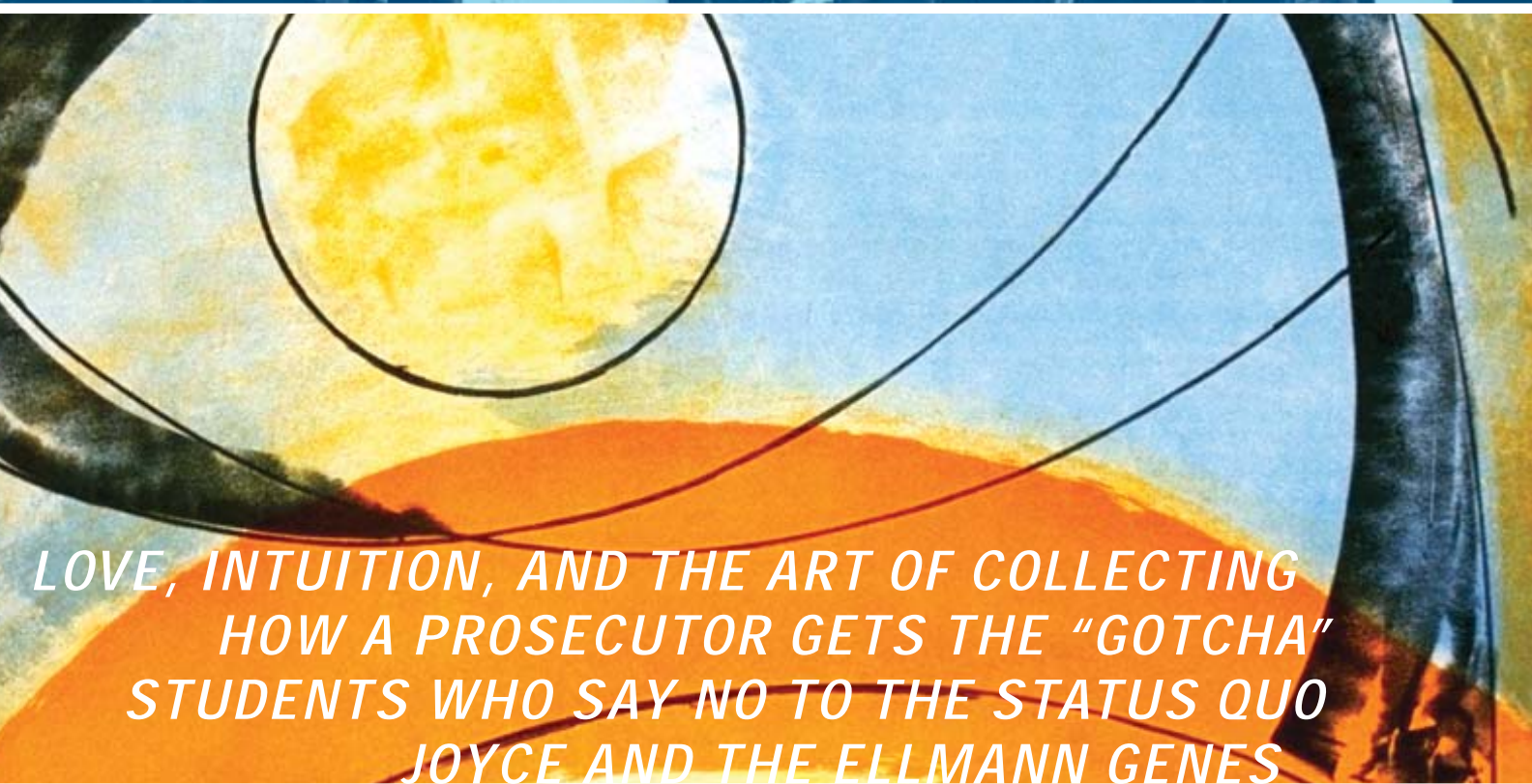


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NORTHWESTERN UNIVERSITY WEINBERG COLLEGE OF ARTS AND SCIENCES

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detail of
Barbara Hepworth's
1969 lithograph
Sun and Moon;
partial glimpse of
the late professor
Richard Ellmann at
his typewriter in
University Hall

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PUBLISHED TWICE
A YEAR FOR ALUMNI,
PARENTS, AND
FRIENDS OF THE
JUDD A. AND MARJORIE
WEINBERG COLLEGE
OF ARTS
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FROM THE DEAN

MOMENTUM

This is my first chance as dean to write to alumni and friends of the Judd A. and Marjorie Weinberg College of Arts and Sciences, and it's quite a challenge. We have so many exciting initiatives under way — new interdisciplinary programs, a four-year advising system, expanded facilities, and groundbreaking research — but only one page to tell you about them. What I want to focus on here is the primary mission of the College — providing the best educational experience possible for our students.

Undergraduate education may once have been confined to lectures, lab exercises, and libraries, but no more. True, these three L's are still important parts of the undergraduate academic experience, but the College also encourages active and collaborative routes to learning. Small seminar courses emphasize critical thinking, discussion, and writing. Workshops and online study groups promote teamwork on problem solving. Weinberg College sponsors study abroad programs in Asia, Central America, and Europe. Each year many visitors with important perspectives on scholarship or policy teach classes and present seminars.

The full richness of undergraduate education can be achieved only if students are active participants in all facets of academic life in the University. Before he left Northwestern, Eric Sundquist capped a remarkable set of accomplishments as dean of Weinberg College by issuing a directive on how to include undergraduates even more effectively in the life of departments and in interdepartmental programs. I am committed to following

through with this plan. Each department or program has been asked to sponsor a club to bring together students in that major and to include students on committees such as those that review the curriculum and evaluate teaching.

The most exciting way to include undergraduates in the life of a department is as colleagues in the scholarly work of the faculty, postdoctoral fellows, and graduate students. Many students do supervised independent research, and I want to see research opportunities expand. Especially important is research over the summer, when students can concentrate fully on a project. Research experience during the summer before the junior or senior year often proves critical for subsequent advanced course work. Early exposure to research may also shape students' postgraduation choices before all the applications for professional school, graduate school, or employment have been dropped in the mail.

As we continue to think about initiatives that enrich undergraduate academic life, I need your help. Would you take a moment to tell me what you enjoyed most about your student days and what Northwestern needs to improve? You may write to me at the Weinberg College Dean's Office, reach me by e-mail at dean@wcas.northwestern.edu, or stop by to see me on your visits back to campus. This is our school, and I look forward to working with all of you to make it even better.

Daniel Linzer



LETTERS

"CREDIBLE" PERSPECTIVES ON ISLAM

I wish to congratulate *Crosscurrents* on printing articles by Nasrin Qader and Fariba Zarinebaf-Shahr, as well as the summary entitled "Islam and Women's Rights Today: A Historian Shares Her Perspective" in the spring issue. Currently I am reading many articles in leading newspapers and magazines to better inform myself about the culture, history, religion, etc., of Islamic nations. The articles you chose to

print were not only good but credible. Thank you for your wisdom in sharing such timely, vital information with your readers. You asked for suggestions [about teachers who had made an impact]. The finest course that I encountered while a student at Northwestern was Contemporary Thought, which met once a week under the tutelage of Baker Brownell. He brought

in leading contemporary thinkers, writers, and artists (Frank Lloyd Wright, the editor of *Poetry* magazine, philosophers, statesmen, musicians, etc.). We went to lectures in Harris Hall that were open to the public. Brownell enhanced Northwestern by bringing these distinguished lecturers to campus, and, in turn, the speakers became aware of the University's enterprising educational climate.

Finally, the research and organization involved in your course offerings chart made it possibly the most valuable feature of the spring issue. It made clear our progress and expansion in the area of curriculum.

— Marjorie Cowan
Geisler '33

A CAREER COURSE REDIRECTED

I read the spring 2002 issue from cover to cover. It was very informative and educational. The polygraph article stimulated memories from my student years (1934–38) when I became involved with police authorities as a result of a tragedy. Three of us from Hammond [Indiana] High School, all

athletes, had come to Northwestern and pledged Wranglers [Chi Delta Chi]. My two friends were killed in an auto accident after a Halloween frat party two months after we arrived in 1934. It was another teenage tragedy, involving many families, and I spent time with Sergeant Wes Brown

and Lieutenant Frank Kreml, asking "Why?" At that time they were just establishing the Northwestern University Traffic Institute.

[Although] I majored in economics, planning for a career in finance, I was steered into traffic safety by this teenage auto tragedy. NUTI

was an important relationship during my working years.

On another note, Steve Reid, an all-American in 1936 and a Wrangler as well, had a brother, Dinty, who was a polygraph expert. Even then there was considerable debate as to the polygraph's scientific acceptance. I will be

interested in Ken Alder's forthcoming book.

— Ed Klamm '38

Editor's note: NUTI still functions — but under a new name: The Center for Public Safety. It provides training, continuing education, research and development, publications, and direct assistance.



THINKING GLOBALLY

WITH WILLIAM ANTHONY,

DIRECTOR OF STUDY ABROAD

HOW DID 9/11 AFFECT NORTHWESTERN'S STUDY ABROAD PROGRAM?

Only 12 of approximately 600 students opted not to study abroad last year due to 9/11. Ten chose not to fly overseas, and two returned to the United States right after flights resumed. About 98 percent of our students continued with their original plans. As on many other campuses across the United States, after 9/11 we saw an increase in student interest in studying abroad. Our information sessions were packed all fall and winter, but our tally of students going overseas this year is up just slightly.

HOW HAS THE PROGRAM CHANGED?

Since the Study Abroad Office opened in July 1997 there have been myriad changes. We now allow students to study abroad for a single term rather than a full year. We have added many affiliated programs at more sites around the world. We now require students to have at least one year of language preparation, and most of our affiliated programs require two years or more. We feel very strongly that the better our students prepare both linguistically and culturally, the more they'll get out of the experience — especially since so many students at Northwestern and nationwide are spending only a single term abroad.

WHY DO MORE WOMEN STUDY ABROAD THAN MEN?

Each year about 65 percent of the U.S. students who study abroad are women, continuing a momentum for overseas study that began at U.S. women's colleges in the 1920s and '30s. Students in the humanities also predominate, though that is changing. In traditionally male-dominated fields such as engineering and the sciences, students often have more difficulty fitting study abroad into their curricula. But I'm optimistic that they'll soon have more opportunities due to the combined efforts of this office, academic advisers across campus, and Devora Grynspan, assistant dean for international and area studies, who has developed several new and highly successful term-length and summer programs tailored for prelaw, premed, and engineering students.

WHY DO MOST NORTHWESTERN STUDENTS STUDY ABROAD IN THE FALL?

Students generally find it hard to be away for longer than one term of the academic calendar. For our students in particular, the incentive to go abroad in the fall is that they can complete a full semester of overseas study and miss only the first quarter of the academic year at Northwestern. At other times a complete semester of overseas study may require missing two quarters — and earning fewer credits for the year. Our office takes pride in the fact that about 20 percent of the students we serve choose to spend an entire academic year abroad — twice the national average. For maximum cultural immersion and mastery of a foreign language, we still strongly encourage a full year abroad.

WHAT MAKES THE TOP PROGRAMS SO POPULAR?

Northwestern students, like other U. S. students, tend to head for the United Kingdom, Spain, Italy, and France, in that order. Apart from the general appeal of these destinations, their languages, and their cultural and educational offerings, it's easy to see why a student would want to study at an institution with a global reputation, like the London School of Economics. The majority of our students report having had an incredible experience. Some even say "life changing." Those who stay with a host family often say this was the highlight, getting them out of the "American bubble" and playing a major role in language mastery.

WHAT ARE THE UP-AND-COMING FAVORITES?

We've seen a huge increase in interest in Africa, due largely to the efforts of Bill Murphy in the anthropology department and the Program of African Studies. Australia has grown in popularity, as has Hong Kong. And there is considerable interest in the specialized programs developed by Devora Grynspan in Beijing, Mexico, and Paris.

For detailed statistics on recent study abroad involvement by Weinberg students, please see the inside back cover.

FIRST SEGAL PROFESSOR RECALLS ANOTHER JOYCE SCHOLAR

BY BARBARA GHOSHAL



— HER FATHER



OPPOSITE: RICHARD ELLMANN DURING HIS YEARS IN THE DEPARTMENT OF ENGLISH AT NORTHWESTERN (1951–68). HIS BIOGRAPHY OF JAMES JOYCE WON THE NATIONAL BOOK

AWARD IN 1959. HE ACCEPTED A PROFESSORSHIP AT OXFORD UNIVERSITY IN 1970 AND BECAME THE FIRST AMERICAN TO HOLD A CHAIR OF ENGLISH LITERATURE IN ENGLAND.

MAUD ELLMANN (LEFT) ELICITED SUCH COMMENTS FROM STUDENTS AS “IF I END UP TEACHING, I WANT TO BE THIS WOMAN. SHE’S A MODEL OF THE PERFECT ACADEMIC.”

CAMPAIGN NORTHWESTERN

ON A TRIP TO IRELAND

a few years ago, Carole Browe Segal ’60 and her husband, Gordon (business administration ’60), visited James Joyce’s home in Dublin and met the writer’s grandson. Their visit stirred memories of a “wonderful class” on Joyce that they had taken at Northwestern and inspired an idea: endowing a visiting professorship in Irish literature in support of Campaign Northwestern.

The wonderful class the Segals had taken was taught by Richard Ellmann, who had just published a biography of Joyce, later proclaimed by Anthony Burgess, English novelist and author of *Re-Joyce*, “the greatest literary biography of the century.”

Ellmann did not let his growing reputation as a writer and scholar distract him from teaching. “He was so welcoming,” Carole Segal recalls. “You could tell he simply loved his subject. He was a very sweet, soft-spoken man who wanted to make *Portrait of the Artist as a Young Man*, *The Dubliners*, and *Ulysses* come alive for students.” When Ellman read passages to the class, “He wanted us to understand, to find the joy he found in Joyce.”

Decades later, after great professional and personal success — their home retail store, Crate & Barrel, now has more than 100 locations; they have raised three children and engaged in numerous charitable and cultural activities — the Segals had not forgotten the enthusiasm for James Joyce engendered by Richard Ellmann. Their idea of endowing a visiting professorship materialized in a dramatic and fitting way last spring when Ellmann’s own daughter became the first Segal Visiting Professor of Irish Literature at Northwestern.

Maud Ellmann, herself a distinguished author and scholar at Cambridge University, returned to her hometown of Evanston for the first time in 34 years and taught an undergraduate course and a graduate seminar.

“She reminds me of her father,” says Carole Segal, who attended Ellmann’s inaugural lecture for the Wilson Society in Scott Hall and also sat in on one of her classes. “It’s not how Maud looks,” Carole says of the professor with the curly blond hair and lively eyes, “it’s that she is also soft-spoken, she loves her subject, and she is welcoming.”

The current Professor Ellmann is reader in modern literature and fellow and director of studies at King’s College, Cambridge, as well as the author of two books: *The Poetics of Impersonality: T. S. Eliot and Ezra Pound* (1987) and *The Hunger Artists: Starving, Writing, and Imprisonment* (1988), which explores the power and politics of hunger. She also has edited *Psychoanalytic Literary Criticism* (1994) and *Dracula* (1996).

At Northwestern last spring, she received enthusiastic reviews from her students for her undergraduate course, *Twentieth Century Literature: James Joyce*, and for her graduate seminar, *Irish Modernism*, which focused on Joyce, Yeats, Wilde, and Beckett.

Zakir Paul, a June graduate, called Ellmann’s undergraduate course particularly enticing because of “the depth of allusive knowledge, scholarship, and wit that she brings to a discussion of the text.”

For classmate Nicole Moser of Littleton, Colorado, Ellmann was a catalyst for adventure: “Maud told me of her summers spent biking through Ireland. My new plan: run away to Dublin for a few months.”



Emma Stapely '03, who grew up in locations as diverse as Doha, Qatar, Lymington, England, and Huntsville, Alabama, said that Maud Ellmann had given her “an incredible gift” last quarter. “If I end up teaching, I want to *be* this woman. She’s a model of the perfect academic: both intellectually acute and deliciously human, both erudite and capable of laughter. My favorite thing she said to us all quarter was that ‘Solemnity is the greatest enemy to serious thought.’ She exercised this mantra consistently, and gave us *Ulysses* in the process.”

Maud Ellmann’s temporary office was in University Hall where, fittingly, her father’s office had also been. In June she was in the midst of packing up for the summer to work at the Harry Ransom Humanities Research Center at the University of Texas at Austin. There she planned to complete her biography of Elizabeth Bowen, an Anglo-Irish writer of “fantastic short stories, a novel about England during the blitz, and a novel entitled *Eva Trout*, which shows the influence of Joyce and the modernists with different voices and styles.”

The walls of the temporary office were lined with books, many shipped over from England. The desks were buried in student papers, books, and her writing. “My father’s office here in University Hall seemed very remote when I was a child,” she recalled. “We called it ‘the big building.’ I remember the painted rock outside; I always thought that was fascinating!” Her father’s second office in their home on Harrison Street was an unfinished attic room, with the insulation visible behind the books along the walls, books she found absorbing: “I was passionate about D. H. Lawrence,” she said, “but I later renounced this passion. I do remember reading *The Captain’s Doll*.”

Her mother, Mary Ellmann, also a scholar and writer and the author of *Looking at Women*, was reviewing books during Maud’s early teen years. When she was finished with books such as *The Bell Jar* by Sylvia Plath and *Song of Solomon* by Toni Morrison, she passed them on to her daughter. Her mother was very vocal about many issues, including feminism, Ellmann said, and “didn’t let my father get away with a thing!”

Ellmann remembered Evanston as a conservative and not terribly interesting place. She was delighted by changes she observed on this visit: more political awareness and better restaurants. She recalled that her junior high school was “terrible — and you can quote me.” She left Evanston when she was 14, moving for two years to New Haven while her father was at Yale and then to England when he took a position at Oxford. Maud Ellmann was educated at the Sorbonne, Oxford, and Cambridge and eventually settled into the life of an English academic. Her visiting professorship both brought her life full circle and gave today’s Northwestern students the kind of witty and deeply thought-provoking appreciation for Joyce that her father had instilled in students like Carole Browe and Gordon Segal four decades ago.

Professor Christine Froula, the English department’s resident Joyce scholar and author of *Modernism’s Body: Sex, Culture, and Joyce*, summed up her delight with the Segal gift for both its immediate and long-term effects: “The Segal Professorship

LEFT: MAUD
ELLMANN WITH
(LEFT TO RIGHT)
DEAN DAN LINZER,
PRESIDENT HENRY

BIENEN, CAROLE
AND GORDON SEGAL,
AND OUTGOING
WEINBERG DEAN
ERIC SUNDQUIST

BELOW: CHARCOAL
IMAGE OF JAMES
JOYCE BY MYRON
NUTTING, 1922.
COURTESY OF

NORTHWESTERN'S
CHARLES DEERING
MCCORMICK
LIBRARY OF SPECIAL
COLLECTIONS.

"THE SEGAL PROFESSORSHIP ENSURES THAT JOYCE WILL BE TAUGHT EVERY YEAR AND, OVER THE YEARS, BY A VARIETY OF SCHOLARS REPRESENTING MANY ASPECTS OF THE RICH ARRAY OF CRITICAL APPROACHES THAT JOYCE'S WORKS INVITE."
— WEINBERG'S RESIDENT JOYCE SCHOLAR CHRISTINE FROULA



ensures that Joyce will be taught every year and, over the years, by a variety of scholars representing many aspects of the rich array of critical approaches that Joyce's works invite. The professorship brings a lively visiting colleague to the department each year, enhancing the ongoing intellectual conversations among senior and junior colleagues in modernist studies and in many other areas and creating opportunities for continuing intellectual exchange with all our visitors."

Froula and fellow Joyce enthusiasts look forward to next spring's Segal Visiting Professor, Carol Shloss, whose biography of Joyce's daughter Lucia will be published this fall. Said Froula, "Professor Shloss's biographical work on the Joyce family makes her appointment very much in the spirit of honoring Richard Ellmann, who completed his superb biography of Joyce while a member of Northwestern's English department."



FORMER DEAN'S GIFT OF PRINTS

ENRICHES MUSEUM

IN 1975,

a few months after Rudolph Weingartner had become dean of the College of Arts and Sciences, he was browsing the art galleries on Chicago's Michigan Avenue when a Louise Nevelson print caught his eye. Weingartner rushed home to Evanston to tell his wife, Fannia, about the richly toned abstract by the American sculptor and painter. Despite some doubts — Fannia thought it was too dark, and they worried about where to hang it in their Victorian home — the couple purchased the print.

A few months later, they found themselves admiring a color lithograph by the British sculptor Barbara Hepworth in a small Evanston gallery. They ended up buying it.

They didn't realize it at the time, but the Weingartners had embarked on a collecting odyssey that would last almost 20 years, during which time they would acquire 60

prints by artists as renowned and diverse as Nevelson, Hepworth, Auguste Rodin, Sol Le Witt, Henry Moore, and Richard Serra.

Last year the results of the Weingartners' passion for art became Northwestern's treasure. Weingartner gave the collection to the Mary and Leigh Block Museum of Art in memory of Fannia, an editor of art publications and museum catalogs, who died in 1994. In fall 2001 the Block presented the exhibition *Prints by Sculptors: The Rudolph H. and Fannia Weingartner Collection* and published an accompanying catalog containing essays by Weingartner and Starr Figura, a curator at the Museum of Modern Art in New York.

"The gift is significant in a number of ways," notes David Mickenberg, former director of the Block. "It is virtually tailor-made to complement the Block's permanent collection, which consists mostly of works on paper and outdoor sculpture. It adds works to the collection that were out of the Block's reach because of price, availability, and quality — all the prints were in pristine condition. It also adds individual

BY LISA STEIN

"OUR IDEA WAS TO GATHER A COLLECTION OF PRINTS
THAT REPRESENTED THE WORLD OF SCULPTURE,
MOSTLY THE MODERN WORLD."

SEVERAL PRINTS IN THE WEINGARTNER COLLECTION COMPLEMENT
PIECES IN THE BLOCK'S OUTDOOR SCULPTURE GARDEN.



works by key artists that are seminal to an understanding of that artist's oeuvre as well as to a particular period or idea in the history of art."

Several artists in the Weingartner collection have works in the Block's outdoor sculpture garden as well. Standing on the lawn around the Block, for example, are Hepworth's *Bryher II* and *Two Forms (Divided Circle)* and Moore's *Interior Form*.

The idea of donating his collection to the Block had deep emotional resonance for Weingartner. He, Fannia, and their two children had called Evanston home for 13 years. "It was in Chicago that we started collecting, and it was Chicago people and institutions who helped us in that pursuit," he says. "It made a lot of sense from my point of view, and for Fannia's memory, as well. She knew everybody at Northwestern, and everybody knew her."

Weingartner's interest in art reaches back to his childhood days in New York City, where he and his family landed after fleeing Nazi Germany in 1939. He regularly doled out

35 cents to watch movies at the Museum of Modern Art, and often made his way into the room that held sculptures by Alberto Giacometti, Hans Arp, and Constantin Brancusi. "I became an avid museumgoer from high school on," Weingartner says, though as a university student he chose to specialize not in art but in philosophy.

A few years before arriving at Northwestern, Weingartner himself had begun sculpting in wood. Sculptures would have been his first choice in collecting if they hadn't required a greater allocation of both money and space. As it happened, the first two prints the Weingartners acquired were made by sculptors, and a theme was born. They decided to buy only one print per sculptor, and followed that guideline except for Giacometti, Beverly Pepper, and Donald Judd.

"Our idea was to gather a collection of prints that represented the world of sculpture, mostly the modern world," Weingartner explains. "I liked the discipline of a focus, and it's easier to collect if you have some theme than if you're choosing from a million things that come across your path."

FROM FAR LEFT:
THESE THREE
SCULPTURES BY
JOAN MIRO,
BARBARA
HEPWORTH, AND
HENRY MOORE HAVE

BEEN IN THE BLOCK
MUSEUM'S COLLEC-
TIONS SINCE 1988.
SUCH PRINTS AS
(BELOW) MOORE'S
STANDING FIGURES
AND DAVID SMITH'S

DON QUIXOTE
(STATE 1), BOTH IN
THE WEINGARTNER
COLLECTION, BOTH
BY SCULPTORS,
MERGE THE BLOCK'S
CHIEF INTERESTS:

WORKS ON PAPER
AND MODERN
SCULPTURE.
(IMAGES COURTESY
OF THE BLOCK
MUSEUM.)



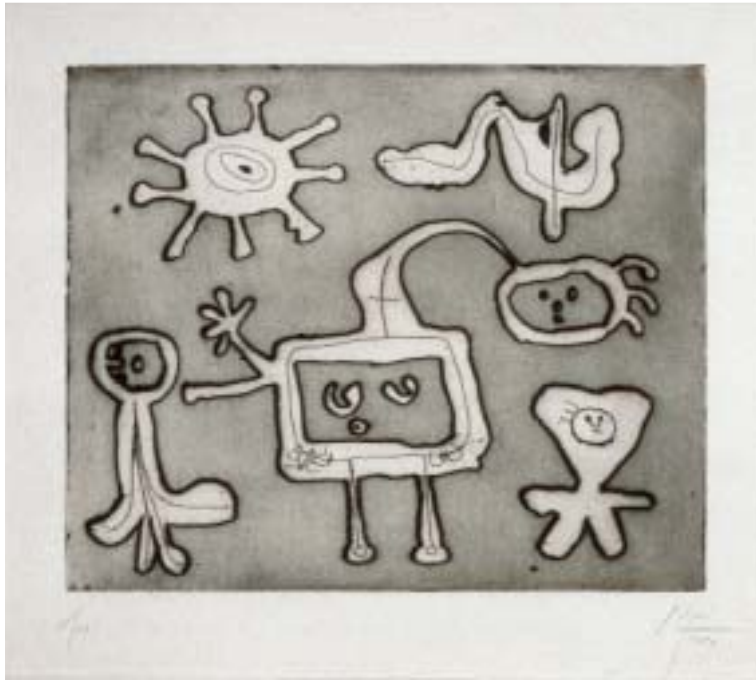
In the early years the Weingartners agreed to limit their purchases to prints under \$1,000, a figure that grew considerably over time. They spent countless hours perusing galleries in Chicago as well as other venues on domestic and international trips. The annual Chicago art fair at Navy Pier proved especially fruitful. There Weingartner found a Dubuffet lithograph in a stack leaning against the wall of a Paris gallery booth, and a large Red Grooms woodcut (the largest the artist ever made) portraying Giacometti on display at the booth of the Experimental Workshop of San Francisco.

Along the way the Weingartners read whatever they could about prints by sculptors, finding the libraries at Northwestern and the Art Institute of Chicago invaluable resources, and accumulated piles of catalogs, notes, letters, and lists. They remained flexible in their collecting criteria, refusing to draw a rigid line between artists who were primarily sculptors and those who were best known for paintings but also created sculpture. “Serendipity and

impulse trumped all,” Weingartner says of their collecting process. “In the beginning I never thought of buying a Miro, since he painted so much more than he sculpted. But then there was a mouth-watering print at Navy Pier, and immediately he became a sculptor.”

The couple continued to augment their collection when Weingartner took the position of provost of the University of Pittsburgh in 1987. It wasn’t until Fannia’s death in 1994 that Weingartner decided it was time to stop. “I had no desire to carry on alone what we had done so long together,” Weingartner wrote in the exhibition catalog. “It’s not as if we had begun a task, like building a house, that cried out to be completed.”

Of course, while Weingartner was starting an art collection, he was primarily attending to his academic duties as a Northwestern dean. He advanced the performance and reputation of the College’s departments, especially philosophy, physics and astronomy, African American studies, and women’s studies, according to current provost Lawrence B.



***"FANNIA AND I
DIDN'T TAKE OURSELVES
ALL THAT SERIOUSLY
AS COLLECTORS,
I THINK A LOT OF OUR
DECISIONS WERE MADE
ON THE BASIS OF
INFORMED INTUITION.
I DON'T CONSIDER
MYSELF AN ART EXPERT.
I CONSIDER MYSELF
A LOVER OF ART."***

Dumas. "He was particularly attuned to the benefits of interdisciplinary activity for students and skilled at leading faculty in inventing interdisciplinary programs," Dumas adds. "He had a creative set of ideas about how to improve the overall undergraduate learning experience that expressed itself in a number of ways."

Weingartner channeled his appreciation for art into laying the groundwork for creation of the Mary and Leigh Block Gallery and building up the art history and art theory and practice departments. Pivotal to these transformations was Weingartner's appointment of celebrated Chicago painter Ed Paschke to the Department of Art Theory and Practice in 1977 and his subsequent hiring of William Conger and James Valerio. Weingartner assured long-term excellence in the Department of Art History by recruiting David Van Zanten and Larry Silver to the faculty and persuading them to share leadership of the department. "Weingartner created one of the top 10 art programs in the country," says Mickenberg.

FROM FAR LEFT:
SERIES I BY JOAN
MIRO; ENCIRCLED
SUN BY JEAN (HANS)
ARP; MARINI BY

MARINO MARINI;
GIACOMETTI BY
RED GROOMS;
WEINGARTNER AND
HIS SECOND WIFE,

GISSA REGITZE, AT
THE BLOCK FOR THE
OPENING OF THE
EXHIBITION IN 2001.



As part of his overhaul of the undergraduate curriculum, Weingartner guided the formation of a number of interdisciplinary initiatives, including the American Culture Program (now known as the American Studies Program), the Program in Comparative Literary Studies, the Integrated Science Program, and the Mathematical Methods in the Social Sciences Program. In addition, he established the Writing Program and the writing proficiency requirement as well as freshman seminars and senior linkage seminars.

"I always believed it was possible to provide a top-notch undergraduate education while retaining the prestige of a major research university," Weingartner comments.

Weingartner retired from the University of Pittsburgh in 1994 and married Gissa Regitze in 1997. They live in Pittsburgh in the home that once contained his collection, of which about two-thirds are now stored at the Block. (The remainder will stay with Weingartner until his death.) He still occasionally purchases art, mostly abstract paintings, and continues to create wood sculptures. Two of his

sculptures are on permanent display at the Pittsburgh Theological Seminary, and his works have appeared in group exhibitions at various Pittsburgh galleries and museums, including the Carnegie Museum of Art.

Despite the impressive collection that bears his name, Weingartner remains modest about his accomplishment. "Fannia and I didn't take ourselves all that seriously as collectors," he says. "I think a lot of our decisions were made on the basis of informed intuition. I don't consider myself an art expert. I consider myself a lover of art."

The majority of prints in the Weingartner collection are available for viewing by appointment at the Block's Prints, Drawings, and Photography Study Center.

ASIAN AMERICAN
STUDIES MARCH,
APRIL 1995

STUDENT ACTIVISM,



BY ANDREW GREEN

NORTHWESTERN STYLE

WHEN ABRA QUINN

came to Northwestern in 1984, she had reservations about attending a school she assumed was populated by “a bunch of rich kids with no politics.” Quinn, who had been politically involved since middle school in Evanston, believed she had enrolled at a university where activism was only the subject of history lectures.

But soon after arriving on campus, Quinn discovered a pocket of student activity. She joined the Anti-Apartheid Alliance (AAA), which was protesting Northwestern’s investment in companies benefiting from the racial segregation in South Africa. “At first it felt so futile,” said Quinn, who is now a middle school teacher in Oakland, California. “The earliest demonstrations were just 15 people marching around in a blizzard in front of the Bursar’s Office.” But as spring 1985 approached, the red armbands symbolizing the movement colored tree branches throughout campus. Quinn and 119 other protestors were arrested that May during a sit-in at Rebecca Crown Center and charged with criminal trespassing. They were planning a “necessity defense” — a moral obligation to break the law — but the

state dropped the charges before they could go to trial.

The next fall AAA recreated Soweto, South Africa’s largest black township, on Crown plaza, confronting the administration with row upon row of straw huts. And although the movement ultimately failed in its goal of compelling the University to divest stocks, Quinn graduated with her initial conceptions disproved. Political activism was able to take a high profile at Northwestern.

Quinn’s father could have told her so all along. Patrick Quinn, Northwestern’s archivist for nearly 30 years, says that a healthy voice of dissent has always existed at the University. Although the University has never known the level of activism of schools like Wisconsin — except for protests following the Kent State University shootings that shut down Northwestern for more than a week in 1970 — the Anti-Apartheid Alliance was not an anomaly but the successor to several decades of student movements.

Student protests, says the elder Quinn, usually “had to do with global subjects, with something that existed in broader society outside the University.”

For instance, Quinn goes back to spring 1924 to recount an incident precipitated by World War I. On March 23, 1924, Brent Allinson, a pacifist who had been jailed during the war for his conscientious objection to the conflict, spoke at an off-campus meeting. There a group of 38 students voted that “we, as individuals, refuse to participate in another war.” The dissidents quickly polarized Northwestern’s campus, leading the keynote speaker at a patriotism rally to mock them as “the little 38.” Fraternity members began draping American flags from the top floor windows of their houses. A *Daily Northwestern* editorial denounced the pacifists for “corrupting the minds of college students to prepare the nation for a hearty reception of the communistic pestilence.” Northwestern president Walter Dill Scott assembled a “Community Patriotic Meeting” in Patten Gymnasium where he read telegraphed commendations of Northwestern’s display of loyalty from President Calvin Coolidge.

Another peace movement emerged 15 years later, and this one had the backing of the *Daily*. Editorial page editor Stanley Frankel, who would

(TOP) ANTI-APARTHEID
DEMONSTRATION,
MARCH 1978;
CAMPUS HOUSING
DISCRIMINATION
PROTEST,
MARCH 1968;

(BOTTOM) STUDENT
SIT-IN AND
OCCUPATION OF THE
BURSAR'S OFFICE,
MAY 1968 (PHOTOS
COURTESY OF
UNIVERSITY
ARCHIVES)



later become the assistant to the publisher of *McCall's* magazine, used his column "Frankel-y Speaking" to caution against U.S. involvement in the emerging war. "Defeatism, fatalism — even a desire to punish Hitler — all can be overcome if the masses of American people can be convinced that the war is none of our business," he wrote in one column.

During this era the *Daily* earned a reputation as one of the nation's most active college newspapers, Patrick Quinn said. With the paper's support, the peace movement attracted a strong following on campus. In his memoir Frankel recalled administering a pacifist oath to thousands of students in Deering Meadow in the spring of 1939. But several years later the atmosphere of pacifism had vanished. Most of the movement's cadre of leaders, including Frankel, had graduated or been drafted following the attack on Pearl Harbor.

After World War II ended, the next generation of Northwestern activists turned to the domestic front. Although Northwestern classrooms were desegregated, its black students were not afforded on-campus housing and had to commute to class. In January 1947 the *Daily* started an editorial campaign against this discrimination, and the editorial page became an arena for student activists.

The administration took a couple of small steps — international houses reserved for minority students were opened in 1947 for women and in 1949 for men — but the Quibblers, Northwestern's multiracial civil rights organization, was not appeased. It wrote the *Daily*: "If a lasting solution is sought, it cannot be found in the establishment of an all-Negro dorm, in itself an act of segregation."

Yet despite the militancy on the *Daily's* editorial page, student activity of this period was relatively restrained. The Progressive Students Association operated primarily by organizing extensive surveys of student opinions on questions of race. The Student Governing Board passed standards calling for "abolition of all discrimination in every area of the university" and invited speakers like Walter White, head of the NAACP, to campus. Editorials, surveys, and letters prodded the administration to adopt more progressive policies. Eventually housing was integrated (in 1953 for men, later for women); questions about religion were

removed from the application form (in 1958); and the administration even took a stand against Evanston's segregationist housing policies (in 1964).

The goals of the civil rights movement evolved in the mid-'60s as a new group of leaders emerged. "White students had played a large role up through '65," Quinn says. "But after events like the Selma march, black students really came into their own and began assuming the leadership roles."

Groups like For Members Only, which still exists, and the Afro-American Student Union began to demand greater accommodations from the University, including more courses in African American history. On May 3, 1968, after administrators failed to respond to a list of requests, more than 100 students stormed the Bursar's Office to shouts of "black power." Thirty-six hours later the students returned control of the building, but not until University officials had conceded to most of the protestors' 15 demands, which ranged from greater recruitment in urban areas to the development of a program in African American studies.

The largest political gathering in Northwestern history resulted from the May 4, 1970, shootings of four Kent State University students who were protesting President Nixon's decision to bomb Cambodia. In the wake of the tragedy, the nation, including the normally peaceful Northwestern campus, was thrown into turmoil. Eva Jefferson,



the first African American president of student government, had already earned her stripes as a political activist, participating in the takeover of the Bursar's Office in 1968. In response to Kent State, Jefferson led thousands of students in a major but peaceful strike, plunking down sawhorses to block Sheridan Road for five days, voting with "reg" cards to secede from the United States, and shutting down classes for nine days. Jefferson was asked to debate Vice President Spiro Agnew on national television.

Student activism ebbed as the '70s progressed and wasn't revived until the mid-'80s.

In the footsteps of the Anti-Apartheid Alliance in which Abra Quinn was active, many of the movement's leaders attacked a new target: the Traffic Institute, a national non-profit organization located on the Evanston campus. In July 1986 the office of then-Massachusetts Sen. John Kerry reported that, as part of a U.S. State Department-sponsored antiterrorist program, the Traffic Institute was training three police officers alleged to be leaders of death squads in El Salvador. Two groups that had already organized to protest U.S. involvement in overthrowing Latin American governments — the Evanston Committee on Central America (ECCA) and the Northwestern University Committee on Latin America (NUCOLA) — were able to localize the issue. After the groups organized a

series of highly visible demonstrations, Northwestern dropped out of the program because, President Arnold Weber said, it ran "a clear risk of distorting our academic mission."

In 1995 an extreme protest tactic was tried on campus when members of the Asian American Advisory Board (AAAB) launched a hunger strike on the steps of Rebecca Crown Center to pressure the University to create an Asian American studies program similar to the one black students had won almost 30 years earlier. Seventeen students, one of whom refused to eat for 12 days and lost 20 pounds, began the fast, and more than 60 others agreed to fast for intervals of one to six days. The initial response AAAB provoked from the administration was a letter from President Henry Bienen warning of the dangers of prolonged fasting. But months later a committee was established to conduct a search for a professor of Asian American studies. By fall 1999 two faculty members had been hired, and another is slated to join Northwestern in fall 2003.

Though many of the leaders of the hunger strike graduated before they could see their goal attained, they inspired others who eventually succeeded. In a university environment, maintaining a movement is much more difficult than starting one, Patrick Quinn observes. "Oftentimes, people get sick of banging their heads against a brick wall, and they realize they have other things to do," he remarks. "Some

go off and graduate or have a little fun or do their junior year abroad. It's extremely hard to sustain a movement."

But through the decades, passion has prevailed over frustration for many student activists, proving that Northwestern students are not just "a bunch of rich kids with no politics."



CATHY CROWLEY: A PROSECUTOR



SHE BEGAN

her professional life in the entertainment business, writing for television, and her current success as a prosecutor can be attributed in part to her gift for storytelling. “From your opening statement, you’re telling the jury a story,” says Cathy Crowley ’76, a felony trial assistant state’s attorney for Cook County, Illinois. “This is what happened. These are the people you’re going to meet.” She plots the action, arranging witnesses and evidence in the order she thinks will be most effective with the jury, always looking for the weaknesses on both sides of each case.

But along with her flair for the dramatic, Crowley is equally known for her scrupulous ethics inside and outside the courtroom. Her supervisor, first assistant state’s attorney Arthur F. Hill,

observes, “Cathy is a model prosecutor. Her commitment to ethics is unquestioned. She is tough, compassionate, and very professional.”

“My responsibility is to make the guilty answer for their crimes, and I do it by the book,” Crowley says. “If I cheat or lie, then what right do I have to point the finger at anybody? If you jail an innocent man, the guilty guy is not only laughing up his sleeve at everybody, he’s out there ready to commit more crimes because he got away with it once.”

Crowley has earned her reputation through 16 years with the State’s Attorney’s Office in Cook County’s second district, which covers the North Shore suburbs of Chicago, having worked her way up from the entry-level appellate division through traffic court and municipal court. She and her two partners handle about 300 active cases a month involving serious felonies punishable by prison sentences — rape, murder, armed robbery, aggravated battery, and drug-related crimes. She tries about 4 percent of those cases before a jury, while the rest are tried before a judge or settled before trial with a plea bargain. “I don’t try high-profile cases,” Crowley comments. “I mostly try the hard cases, where the evidence is slim.”

Following trials Crowley has received letters and sometimes flowers from crime victims who not only commend her work but praise her compassion and dedication as well. She has even received complimentary letters from criminals she helped convict. “Amazingly, most defendants take a businesslike attitude towards the prosecutor,” she says. “They understand I’m doing my job.”

Crowley comes from a family of lawyers, but her career began in film and television. She made her first movie when she was just 13. Looking for fun on a dreary winter Saturday, she corralled some eighth-grade classmates into her basement and ended up making a silent Super 8 film, “Nicholas and Alexandra,” that depicted the assassinations of the Russian czar and his family.

Though an economics major at Northwestern, Crowley took all of her electives in literature, film, and television and spent much of her free time participating in extracurricular film activities such as the “One-Shot Film Festival.” She launched her television career while still an undergraduate by writing scripts for *Bozo’s Circus* on Chicago’s WGN-TV. Later, as a promotion writer for *The Phil Donohue*

*"CATHY IS A MODEL PROSECUTOR.
HER COMMITMENT TO ETHICS IS UNQUESTIONED.
SHE IS TOUGH, COMPASSIONATE, AND VERY PROFESSIONAL."
— ARTHUR F. HILL, FIRST ASSISTANT STATE'S ATTORNEY*

NEVER RESTS

BY GILMORE LAVEZZORIO-BRENNAN



Show and then an associate news producer at ABC affiliate Channel 7 in Chicago, Crowley found herself fascinated by real-life stories but constrained by the entertainment and business aspects of television. Looking for a more substantial way to make an impact, she entered law school. There she found even the notoriously dry Estates course captivating because of the personal stories behind the cases.

Perhaps the most important thing Crowley has learned as a prosecutor, she says, is to ask questions. In one of her first cases as a felony trial assistant, working with a veteran prosecutor, she was trying a rape case in which it was alleged that the defendant had ejaculated on the victim's skirt. But because there was no laboratory evidence of semen on the skirt, the defense attorney made the case that the victim was lying, and the jury found the defendant not guilty. Crowley later found out from a lab assistant that because the police had packaged the skirt in plastic instead of a paper bag, bacteria had built up and destroyed the evidence. Had the lab assistant been called to testify, he could have explained the discrepancy. "That changed me," Crowley says. "It taught me to ask questions. If something doesn't jibe, there's a reason for it, and if you don't solve it before you get to the courtroom, the jury is going to solve it for you in the jury room in their own way."

Crowley is acutely aware of how important it is for her to hit just the right note with jurors. She used to practice her closing arguments in front



of her children. "My theory is, if I could make it understandable to an 8- or a 10-year-old, the jury's going to get it. You don't want to get caught up in how complex something is."

Relating to a jury as a female prosecutor can be especially tricky. "We have a double standard to this day," Crowley observes. It is her experience that juries don't like women they see as "pushy" and "aggressive," and they don't necessarily like smart women. The tone she aims for is "professional, courteous, and straightforward. I'm not using bells and whistles, I'm not trying to get a date with you, I'm not trying to charm you. I'm just your representative."

Although a prosecutor's job spans a wide spectrum of real-life stories, Crowley says her cases ultimately come down to the same thing: the moment when she knows without a doubt that the defendant is guilty

*"THE BEAUTIFUL THING
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IS THAT IT HAD SO MANY
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IT ALLOWED ME TO DO THINGS
LIKE THEATER AND FILM
AND STILL GRADUATE
WITH AN ECONOMICS DEGREE."*

CATHY CROWLEY
(TOP RIGHT) WITH
FELLOW RESIDENTS
OF DARTMOUTH
HOUSE ON THE
EVANSTON CAMPUS
IN THE 1970S

FACING PAGE:
NEWLYWEDS
CROWLEY AND
TERRY HAKE,
AUGUST 27, 1982



CROWLEY'S HUSBAND, TERRY HAKE, TOOK PART IN THE OPERATION GREYLORD INVESTIGATION THAT TWO DECADES AGO UNCOVERED CORRUPTION IN THE COOK COUNTY CRIMINAL JUSTICE SYSTEM.

of a terrible crime. “You always hate to lose an important case, such as a child molestation where there is little physical evidence and you’re taking the word of a child, a case where you *know* it happened, you *know* they’re guilty, but because the evidence is weak or insufficient or has been suppressed, you see them walk.” But when an important case ends with a guilty verdict, Crowley says, “You look over at them and just think — gotcha!”

One “gotcha” had personal costs for Crowley’s family. It was her husband, not she, who was involved, and the defendants were often people who worked within the criminal justice system and were sworn to uphold the law.

Crowley’s husband, Terry Hake, took part in the Operation Greylord investigation that two decades ago uncovered corruption in the Cook County criminal justice system. The federal investigation, conducted by the FBI and the U.S. Attorney’s Office, ultimately garnered convictions or guilty pleas from 17 judges as well as 72 lawyers, policemen, deputy sheriffs, court personnel, and one state legislator. Hake was an assistant state’s attorney when he entered the investigation

in 1980, and during its course he posed as a corrupt defense attorney and secretly joined the FBI. “I think it was a really heroic thing for him to do,” says Cathy, who supported his decision and kept his secret for more than three years. “He knew then he probably wouldn’t practice law anymore, and certainly not criminal law, which was his specialty, and he was willing to give it up.”

There were many difficult days following the investigation as the FBI refused to honor the couple’s choices for a transfer location, and Hake suffered a personal and professional backlash in the Chicago legal community. As expected, he never practiced law again, and today is an investigator for the Department of Justice.

Crowley has not felt any professional backlash herself, and her natural optimism has remained despite the corruption she witnessed and those dark days after Greylord. “You can’t go through life thinking the fix is in all the time,” she says. “I always took the position that everyone is honorable until proven otherwise.” In raising her children, however, she makes an exception. The geographical territory she covers includes the suburb in which she and

her family live. She sometimes prosecutes people who went to the same schools her children go to or are even acquaintances of her children. “I’m very distrustful,” she notes. “I double-check things a lot more than the average mom. I’m more cynical, and I tell my children to be very careful before accepting people.”

The prosecutor says her multifaceted Northwestern experience laid the foundation for her later success. From academics to extracurriculars to social life, Crowley took advantage of all that Northwestern had to offer. “The beautiful thing about Northwestern is that it had so many avenues you could turn to,” she says. “It allowed me to do things like theater and film and still graduate with an economics degree. It allowed me to meet people who, for example, were politically committed even though I was not myself. Part of that introduction to this vast array of people prepared me for my job. It’s a really good university in that it has such an array of things for you to do. It’s like a smorgasbord of education. That’s what a liberal arts education should be — exposure to everything.”

REFLECTIONS OF A

HOW TO PUT ON A TRIAL

"You work backwards. You write in your head your closing arguments. These are the things I want to say to the jury to convince them to vote guilty. Then I decide what evidence I need to present in order to make that closing argument. I need a witness to say

this, and I need a witness to establish that. I put the witnesses in a particular order. For example, I might want to put the medical examiner last because the injuries to the body were so horrific that I want the last key thing the jury thinks about is how this victim was

savaged by this defendant. Start with a bang and end with a bang. After you do the closing argument, then you think about what the defendant's closing argument is going to be. You try his case for him. Is there a legitimate defense? You do the defense part of the case

the moment you get the folder: police reports, physical evidence, and the witnesses. You're always looking for the holes in the case, and sometimes you don't learn about them until very near the time of trial. There's no perfect case."



"MY RESPONSIBILITY IS TO MAKE THE GUILTY ANSWER FOR THEIR CRIMES, AND I DO IT BY THE BOOK."

DEATH PENALTY

"I don't have a hard time with the death penalty. I believe that it's a good idea to have it out there. I think there are certain crimes that just cry out for it. Horrible

crimes like that case of the murdered woman who was pregnant and her unborn baby was ripped from her. Those people deserve the death penalty."

PROSECUTOR

DEFENDANTS WHO REPRESENT THEMSELVES

"I'm known for prosecuting *pro se* defendants, a Latin term that means "representing themselves." That sounds like a really simple case, but you have to be really careful. While the courts say that we hold *pro se* defendants to the

same standards as lawyers, they're scrupulous in protecting those defendants' rights. I don't have a defense attorney doublechecking me; I have to doublecheck myself to protect the defendant's rights. I had to do research to present to the judge

what you do and don't have to allow him to do. For instance, you don't have to grant him these privileges he's asking for, and these are the cases that support that. When you get in front of the jury, you have to walk a fine line so you don't end up coming across

as a bully or arrogant. They're going to see this defendant as poor and defenseless, and here's this lawyer going after him. You don't want these 12 people to sympathize or empathize with the defendant."



"AMAZINGLY, MOST DEFENDANTS TAKE A BUSINESSLIKE ATTITUDE TOWARDS THE PROSECUTOR... THEY UNDERSTAND I'M DOING MY JOB."

WITH CROWLEY AT
LEFT IS DETECTIVE
TRACY WILLIAMS OF
THE EVANSTON
POLICE
DEPARTMENT.

CRIME TRENDS

"It's the level of violence that scares me. Teenagers are committing horrendous, violent crimes. I don't see any respect for life. We've got a lot more domestic violence crimes. They're being

prosecuted a lot more. Stalking is taken a lot more seriously. Criminals are getting older. Generational crime — I've prosecuted fathers and sons. My first rape case ever, I put a father in jail for rape. Two years ago, the son

came into the courthouse charged with rape. I'm the family prosecutor now. You get a lot of that on the North Shore. You have entire families who will commit crimes."

THE WILSON SOCIETY FOR THE ARTS AND SCIENCES 2001–02 MEMBERS

MANY SUCCESSES

The 2001–02 academic year brought many successes for Weinberg College and the Wilson Society. Members contributed a record-high \$616,991 to the Weinberg College Alumni Fund, and overall giving to the Alumni Fund increased by 3.5 percent. Total Wilson Society membership reached 445, with 81 percent of members renewing their past support. This is especially significant in light of the economic climate and international events of the past 12 months. In spite of the tumultuous times, alumni and friends of the College have continued to show their steadfast commitment to excellence in the liberal arts at Northwestern.

Society-sponsored lectures and discussions provided us with the opportunity to reconnect with the intellectual vitality of the College. Last October, during Homecoming weekend, Wilson Society members joined Dean Eric Sundquist and fellow alumni on campus at a reception following Northwestern's Classes without Quizzes, a program where professors from each school give classes on selected topics for returning alumni. In December the society hosted a distinguished alumni panel discussion in Washington, D.C., on the topic "After 9/11: The U.S. Economy and International Relations." Chicago-area members gathered in January for a reception and lecture on the Great Chicago Fire and the Haymarket labor riots with English professor Carl Smith. In the spring members in New York were joined by economics professor Bob Gordon for a talk on "The Rise and Fall of the New Economy," and local members enjoyed a reception and lecture in Evanston with Professor Maud Ellmann, Carole and Gordon Segal Visiting Professor of Irish Literature.

In the current academic year, our support is providing Dan Linzer with a solid foundation as he begins his tenure as dean. His stated objectives include identifying ways to better meet the needs of current students, providing additional funding for graduate study, and continuing to implement the College's ambitious faculty hiring plan. Our gifts will help him achieve these goals and capitalize on new opportunities as they arise.

We are deeply grateful for all that Wilson Society members do in support of the arts and sciences at Northwestern. Your dedication has helped the University further its mission of excellence in the liberal arts. On behalf of the entire Weinberg College community, we thank you.

Sincerely,



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



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

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Becoming a Wilson Society 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.

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\$10,000–24,999

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\$25,000+

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 2002 (September 1, 2001–August 31, 2002). 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 donors who were also members of the Wilson Society in its first year (1991–92).

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 Christopher J. Williamson '99
 Robert C. Worms '93
 Anne Marie Wynocker '98
 Hye Y. Yu '94

RECENT GRADUATES

THANK YOU

The menu of study abroad options for today's Weinberg students includes programs run by Northwestern, exchanges

with foreign universities, and programs offered through other U.S. colleges and universities (Arcadia University, Sweet Briar

College, Syracuse University, and Wells College among them). Many students choose programs offered through

the Institute for the International Education of Students (IES), while others enroll overseas directly.

INTELLIGENCE

ABROAD: FOREIGN STUDY TRENDS, 2000-03

	2000-01	2001-02	2002-03
TOTAL WEINBERG STUDENTS ABROAD	222	230	244
AVERAGE GPA	3.46	3.44	3.47

DESTINATIONS	2000-01	2001-02	2002-03
Europe	168	160	185
Asia	14	25	16
Australia and New Zealand	13	17	16
Mexico	6	6	0
Africa	6	5	16
Middle East	3	4	1
South America	13	14	10

TOP 10 PROGRAMS BY ENROLLMENT

2000-01	2001-02	2002-03
London School of Economics (24)	IES - Salamanca (17)	Arcadia - University College London (18)
Sweet Briar - Junior Year in France (16)	Arcadia - London (14)	Northwestern-Seville exchange (18)
IES - Salamanca (13)	London School of Economics (13)	IES - Salamanca (13)
Arcadia - Edinburgh (13)	Sweet Briar - Junior Year in France (12)	London School of Economics (12)
Arcadia - University College London (11)	Northwestern-Seville exchange (11)	Northwestern European Union Studies at Sciences Politiques (12)
Northwestern-Seville exchange (10)	Arcadia - Edinburgh (11)	Arcadia - Edinburgh (12)
IES - Berlin (8)	Northwestern Summer Program China (10)	Sweet Briar - Junior Year in France (12)
IES - Paris (6)	Northwestern European Union Studies at Sciences Politiques (8)	Syracuse - Florence (9)
Arcadia - Sydney (6)	Arcadia - Sydney (7)	Arcadia - Sydney (7)
University of Melbourne (5)	IES - Paris (5) and Northwestern Summer Program in Mexico (5)	Wells - Florence (7)

TOP 10 MAJORS OF WEINBERG STUDY ABROAD STUDENTS

2000-01	2001-02	2002-03
Economics (43)	Economics (52)	Economics (39)
History (29)	Political science (30)	Political science (34)
Political science (24)	English (18)	History (31)
Psychology (20)	History (16)	Psychology (25)
English (18)	Psychology (13)	English (20)
Math Methods in the Social Sciences (8)	Anthropology (12)	Sociology (11)
Biology (7)	International studies (11)	Spanish (9)
French (7)	Biology (8)	Biology (7)
Hispanic studies (6)	Math Methods in the Social Sciences (8)	American studies (5)
Anthropology (5)	Philosophy (5)	Asian studies (5)



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