NORTHWESTERN UNIVERSITY
WEINBERG COLLEGE
OF ARTS AND SCIENCES

CROSS CURRENTS

TEAMING UP TO SAVE THE WORLD'S PLANT LIFE

SURGING AHEAD WITH OLYMPIAN ZEAL

JOURNEYING TO BETTER HEALTH IN BOLIVIA

THE MAGAZINE OF ARTS AND SCIENCES

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NORTHWESTERN UNIVERSITY
WEINBERG COLLEGE OF ARTS AND SCIENCES

DEPARTMENTS

COVER PHOTOS, FROM TOP:

JUNIOR MERCEDES STICKLER WORKING AT CHICAGO BOTANIC GARDENS

SWIMMER MICHAEL ALEXANDROV

TRANSPORTING SUPPLIES ON THE MANIQUI RIVER IN BOLIVIA

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

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YOUR CLASSMATES WOULD LIKE TO HEAR FROM YOU.

WE'VE HEARD THAT MANY OF YOU WOULD LIKE TO KNOW WHAT'S ON YOUR CLASSMATES' MINDS. SO WE'D LIKE TO POSE A QUESTION IN EACH CROSSCURRENTS AND THEN IN THE NEXT ISSUE PRESENT SOME OF YOUR ANSWERS. HERE'S THE FIRST QUESTION:

WHAT'S THE MOST IMPORTANT THING YOU LEARNED AT NORTHWESTERN?

TO GET THE BALL ROLLING, A RECENT GRADUATE ANSWERED:

"YOU CAN NEVER BE COMPLACENT ABOUT YOUR OWN KNOWLEDGE. EACH CLASS, EACH CONVERSATION WITH A PROFESSOR, EACH LATE NIGHT CHAT WITH A FRIEND, TAUGHT ME SOMETHING THAT I NEVER KNEW I DIDN'T KNOW. THE EXCITEMENT THAT ACCOMPANIES THE REALIZATION THAT WE MUST ALWAYS SEEK NEW PERSPECTIVES TO BETTER UNDERSTAND OUR WORLD AND OURSELVES IS A FEELING I'VE EXPERIENCED DAILY AT NORTHWESTERN." CAITLIN FAUSEY '04, NOW PURSUING A PHD IN COGNITIVE PSYCHOLOGY AT STANFORD UNIVERSITY.

PLEASE SEND YOUR ANSWERS BY MAIL TO CROSSCURRENTS, WEINBERG COLLEGE, 1918 SHERIDAN RD., EVANSTON, IL 60208; BY FAX TO (847) 491-4289; OR BY E-MAIL TO CROSSCURRENTS@NORTHWESTERN.EDU. INCLUDE NAME, CLASS, CITY AND STATE, AND CURRENT OCCUPATION.

Photo by Mary Hanlon

FROM THE DEAN

In 2004-05 Northwestern University undergoes its once-a-decade review to maintain its national accreditation. This process enables us to evaluate how well we achieve our mission and in that light to develop our goals for the future. Over the past year, faculty and administrators have come together to consider ways to extend Northwestern's signature strength as a university that fosters interdisciplinary and collaborative work.

We often find that the most interesting problems are at the edges of the traditional disciplines: they require methods and expertise normally associated with separate fields—art history and computers, physics and materials science, music and cognitive science. There have always been gifted individuals able to span fields, but they run the risk of being seen as marginal to the core discipline. At Northwestern we encourage active collaboration of interdisciplinary teams of students and professors who learn to combine their expertise and to explore problems beyond the reach of other approaches.

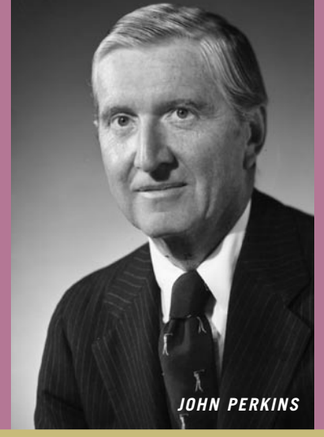
Interdisciplinary work stimulates creativity. A recent article in the *Chronicle of Higher Education* by Stephen J. Tepper argues that "creative people feed off the energy of others; they excel when challenged and forced to confront and incorporate other perspectives and approaches; and they depend on the support and encouragement of allies and colleagues when trying out new and often risky ideas." We think of universities as, by definition, encouraging creativity. But institutions create structures—departments—that can confine creativity. Our job is to reduce barriers to cross-disciplinary research and teaching. Even more, our job is to provide positive means by which people with common interests can find each other and generate creative insights.

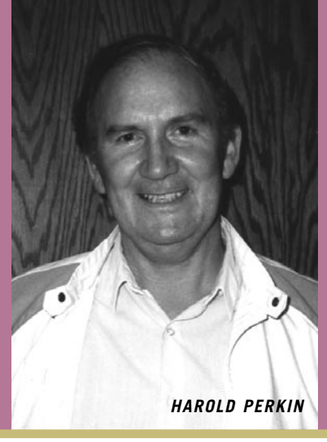
We have succeeded in breaking down some of the physical barriers to collaboration. The Crowe Hall addition to Kresge has benefited the humanities in the same way that the interconnected science buildings on north campus promote conversations across the sciences. In the near future we hope to create the same opportunities for our social scientists who are still located in separate buildings.

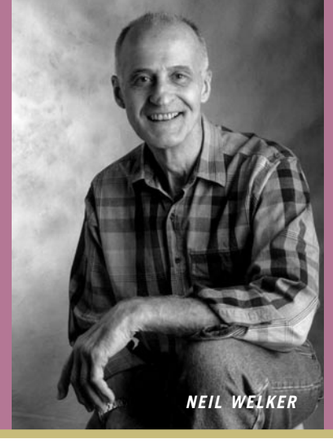
Our resourceful faculty also foster collaboration through the curriculum. So, for example, Environmental Science in Weinberg College is embracing a new inter-departmental, humanities and social sciences minor in Environmental Policy and Culture, and at the same time reinventing itself as an interschool science and engineering program with the McCormick School of Engineering and Applied Science. In the new program, students from both schools will bring their combined expertise in political process, scientific discovery, and engineering to bear on local environmental problems—renewal of urban brown-zones; abatement of lead toxicity in poor areas of Chicago; and restoration of lakefront ecology.

As we plan for the coming decade, I would welcome your reflections on opportunities and barriers for interdisciplinary study that you encountered as a student in the College. Please write me at dean@wcas.northwestern.edu, or stop by to see me when you are visiting the campus.

Daniel Linzer


JOHN PERKINS


HAROLD PERKIN


NEIL WELKER

IN MEMORIAM

JOHN PERKINS, a life trustee of Northwestern with many years of service to both the University and the College, died at his Winnetka home in September at the age of 83. Perkins was formerly president of Chicago's largest bank, Continental Illinois National Bank and Trust Company, which he joined after serving in the Navy until 1946. His distinguished career included positions as chairman of the Midwest Securities Trust Co.; Governor of the Midwest Stock Exchange; chairman of the American Bankers Association; and member of the advisory committees at the U.S. Treasury and the Federal Reserve. Lawrence Dumas, Northwestern provost and former Weinberg dean, said of Perkins, "John's leadership of the Visiting Committee and of the Campaign for Great Teachers was of enormous help to me when I became Dean of Weinberg College. The Visiting Committee helped us develop clear plans for the College's future and the Campaign team helped us raise the money needed to fulfill our plans." Mr. Perkins is survived by his wife, Len (Frances Welborn), a 1945 graduate of the College, and by their three sons and two grandchildren.

Professor ***HAROLD PERKIN***, who died at 78 in October, will be remembered for establishing social history as a major area of study in both his native England and the U.S. Deeply influenced by his background—his relatives ranged from unskilled laborers to wealthy factory owners—he could observe firsthand the complex layering of English society. In his groundbreaking book, *The Origins of Modern English Society, 1780-1880*, he explained his country's evolution from a landed hierarchy to a class-based urban society, looking at changes in economics, politics and philosophy, as well as social history. According to a tribute in London's *The Guardian*, when Perkin headed west from the University of Lancaster to teach at Northwestern, his horizons broadened and he began to view England's past in an international context. This prompted another sweeping work, *The Third Revolution, Professional Elites in the Modern World*.

Northwestern colleague T. William Heyck said two qualities of Professor Perkin stand out: his capacious and orderly mind and his scholarly generosity. "He had no sense of scholarly territoriality, no 'turf anxiety' at all," Heyck recalled. "He was happy to tell you about everything from the origins of the "furlong" to the political betrayal of the cause of Labour by Tony Blair. (He was a devoted Labourite and advocate of the Welfare State.) I benefited enormously from his generosity and so did many others."

Biochemistry professor ***NEIL WELKER***, who championed hands-on research experience for undergraduates, passed away in August. Professor Welker's lifelong research interests focused on a thermophile cloning system which was developed to produce mutant forms of enzymes with improved catalytic characteristics. The system has been used for the domestication of enzymes that convert biomass into commercial and environmentally useful products. According to colleagues, Professor Welker was ahead of his time in realizing the importance of exposing students to the principles of research and scientific thought in order to sharpen their investigative and problem-solving skills. Joshua Schnell, assistant chair of the department of biochemistry, microbiology and cell biology, said of Welker, "His dedication to the teaching mission of Northwestern was manifest in his innovative laboratory teaching program for which he received an undergraduate teaching award in 1985....His service as Director of the Undergraduate teaching laboratories and Director of the Center for Biotechnology are examples of Neil's passion for training undergraduates and graduates to succeed in laboratory research." To honor him, students and colleagues have established the Neil Welker Fund which will award cash prizes each year to an undergraduate for advanced laboratory work and to a graduate student for superior performance as a teaching assistant. *Those wishing to contribute to the fund may contact Kristen Williams, Director of Development for Weinberg College, at 847-491-4585 or k-williams3@northwestern.edu.*

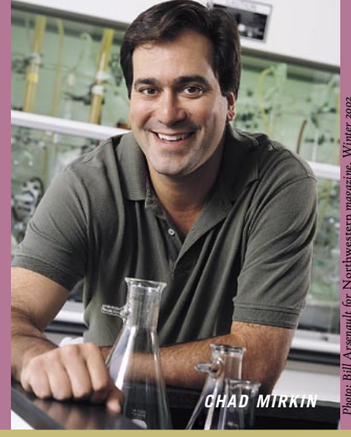

CHAD MIRKIN

Photo: Bill Arsenault, for Northwestern magazine, Winter 2002

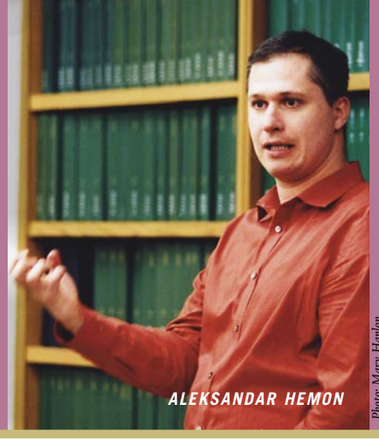

ALEKSANDAR HEMON

Photo: Mary Hanlon

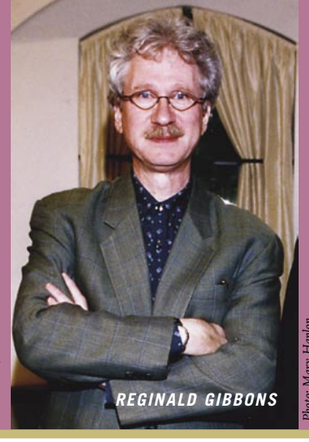

REGINALD GIBBONS

Photo: Mary Hanlon

AWARDS

Chad Mirkin, the George B. Rathmann Professor of Chemistry, has received the NIH Director's Pioneer Award from the National Institutes of Health. The newly-established award recognizes scientists and thinkers who demonstrate "highly innovative ideas and approaches to contemporary challenges in biomedical research." Mirkin, who is renowned for developing nanoscale medical diagnostic systems, was one of nine scientists to win the award, and the only scientist from the Midwest.

He told *Crosscurrents* that the award—$4.5 million over five years—will allow him to focus on the development of novel nanotechnology tools for understanding the fundamental basis behind recognition in biological systems. "Specifically, we will be trying to learn how surfaces patterned with multiple agents at the nanometer length scale can be used to trigger recognition and signaling events in cells, viruses, and other biological entities." As director of Northwestern's Institute for Nanotechnology, Mirkin stands to shape the development of this field.

His laboratory developed the bar code assay which is "approximately a million times more sensitive" than previous methods of detecting protein markers. According to Mirkin, the assay allows his team to examine new biomarkers for diagnosing diseases from Alzheimer's to many forms of cancer. "It is opening the door to single cell analysis of protein expression and because of its extraordinary sensitivity, it has a chance to significantly change the entire field of medical diagnostics."

Aleksandar Hemon, who received his master's degree in English at Northwestern and was Simon Blattner Visiting Professor in spring 2002, has been awarded a MacArthur Foundation Fellowship, the so-called "genius grant." Hemon currently commutes from Chicago, where he lectures in the School of Continuing Studies, to teach at the University of Illinois in Champaign. He says the $500,000 "no strings attached" award will allow him to concentrate on writing fiction. The Bosnian native, who was stranded in Chicago when war broke out in Sarajevo, has been praised for writing with wit and compassion about cultural displacement and the experiences of war. According to the Foundation, in his novel, *Nowhere Man*, and series of short stories, *The Question of Bruno*, Hemon "creates an expansive fictional universe...through his interspersing of multiple voices, locales, and time periods....His voice invigorates American literature and succeeds in conveying moving stories from the otherwise incommunicable experience of war."

The O.B. Hardison, Jr. Poetry Prize, given each year by the Folger Shakespeare Library, is the only major award in this country to recognize excellence in both poetry and teaching. Thus the award of the Hardison prize was a "great and unexpected pleasure" for ***Reginald Gibbons***, Northwestern professor of English, poet, and fiction writer. Gibbons, who also edited the literary journal *Triquarterly* for almost 20 years, "has accomplished already more than what two or three people combined might normally accomplish," noted one of the judges, Michael Collier, himself a poet. In speaking to *Crosscurrents*, Gibbons focused on the experience of teaching Northwestern students: how much he learns from them in small, discussion-filled classes and how he enjoys taking them to literary performances in Chicago. He says he feels fortunate to teach in one of the top undergraduate creative writing programs in the country. "I have always felt strongly about the importance and value of our mission in teaching creative writing to undergraduates—we teach them how to read closely with attention to qualities of language, literary genre and literary form....I feel privileged to work in a department that is congenial to creative writing, and to have wonderful colleagues and excellent students." He is currently working on a novel and has recently completed a book of poems.

SERVING (AND CONSERVING) THE FUTURE

BY LARRY WILSON

DEVELOPMENT

PURPLE GOES GREEN: THE NEW PARTNERSHIP BETWEEN NORTHWESTERN UNIVERSITY AND THE CHICAGO BOTANIC GARDEN

"More than half of plant and animal species are threatened with extinction by the end of the 21st century. It's a global tragedy in the making."

David Lentz, vice president of Scientific Affairs at the renowned Chicago Botanic Garden in Glencoe, Illinois, speaks as an authority in the field of paleobotany. Faced with the challenges of understanding the complexities of biodiversity and seeking solutions for worldwide habitat destruction, Lentz has teamed with Northwestern University to develop a new interdisciplinary program that will attract bright and energetic students who will become leaders in botanical science and plant conservation.

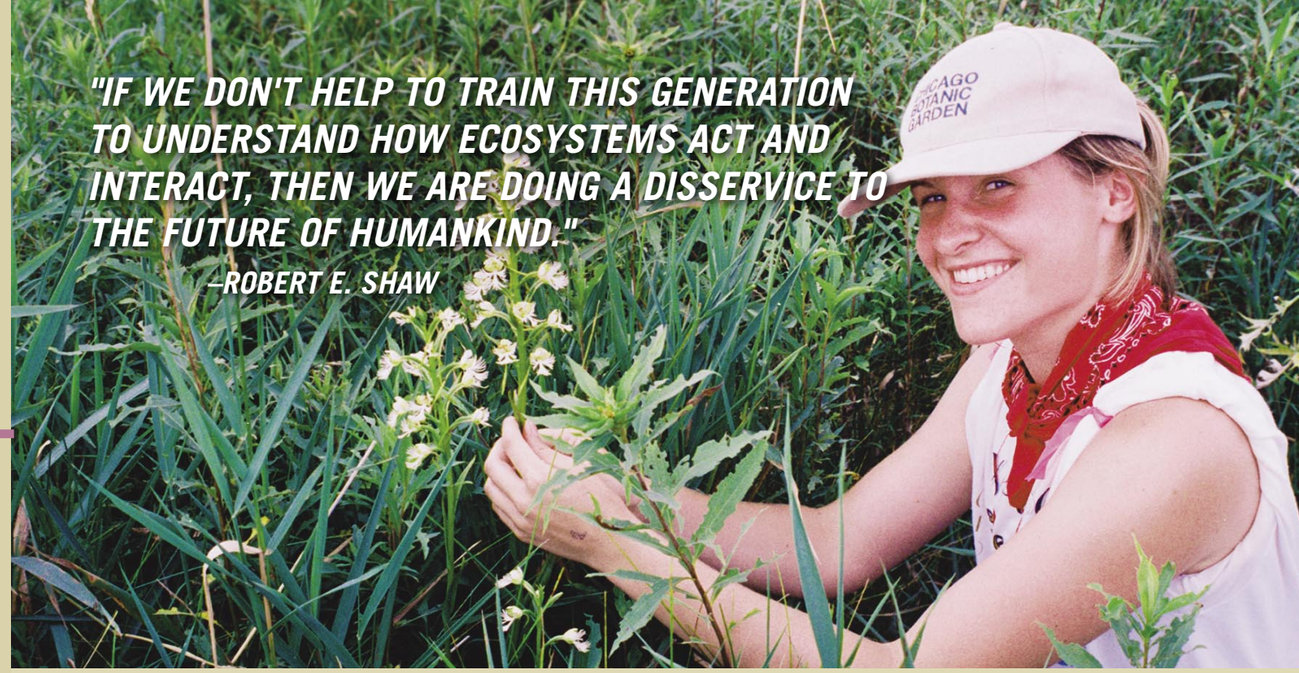
A working partnership between the Botanic Garden and Northwestern's biology department, the new plant biology and conservation program encompasses a wide range of possibilities for study, from the microscopic world of bacteria to the macroscopic complexity of threatened ecosystems. Researchers will investigate existing populations of endangered plants, examining their genetics, the environmental changes to their original habitats, and their potential for successful reintroduction to appropriate localities. "This program is being developed just in time, when it's not yet too late to have an impact," says Lentz. "Currently, there are no recovery plans in place for 95 percent of our endangered plant species, and, until now, there have been no programs that focus on training future plant conservationists who can address the problem of species extinction."

The partnership was born in 2002, when Barbara Whitney Carr, president and CEO of the Chicago Botanic Garden, and Weinberg dean Daniel Linzer, discussed cross-fertilizing the research capacities of the University with the "living laboratory" resources of the Garden to produce a scientifically rigorous curriculum. "Plant science is an extremely important area of study, which the University has long wished to offer our students," says Linzer. "The Garden has an outstanding research staff, and Northwestern can provide access to information, materials, and facilities that will advance their research tremendously. By working together, we can accomplish much more than either institution could on its own."

LENTZ

Robert E. Shaw (McC '70, KSM '81) and his wife Charlene ('70) were among the first alumni and friends to support the new initiative. Their decision to donate to the conservation program was both personal and pragmatic. "Better understanding of the plant world has led to numerous medical, environmental, and commercial advances," says Robert Shaw. "But more importantly, we feel that if we don't help to train this generation to understand how ecosystems act and interact, then we are doing a disservice to the future of humankind."

Former associate dean Craig Bina ('83, MS '85, PhD '87), Wayne V. Jones II Professor of Geological Sciences, served on the committee that guided the process to fruition. "Already this has been an exceptionally productive relationship, with nothing but benefits for all concerned," says Bina. "We've created an outstanding interdisciplinary team of scientists and educators eager to work together on a very important subject, and expanded opportunities for botanical research at the Garden for our students and faculty."



"IF WE DON'T HELP TO TRAIN THIS GENERATION TO UNDERSTAND HOW ECOSYSTEMS ACT AND INTERACT, THEN WE ARE DOING A DISSERVICE TO THE FUTURE OF HUMANKIND."
–ROBERT E. SHAW

Biologists and botanists are not the only ones to benefit from the deepening partnership with the Garden. Unique events like the Chapungu outdoor sculpture exhibit, which featured discussion on art history and political science led by Northwestern faculty, have been enjoyed by thousands of school children and adult visitors. Additional opportunities for cultural enrichment have included special lectures, tours, and receptions just for Northwestern alumni and associates.

The program will open its doors in fall 2005, providing coursework and research opportunities leading to the master's degree in plant biology and conservation. With a faculty composed of experts in biology, environmental studies, anthropology, archaeology, engineering, and economics, students will be provided with a truly remarkable educational experience. Researchers and educators from the Garden have received adjunct University appointments, allowing them to serve on review and dissertation committees, and Lentz has already taught a 300-level course in historical ecology for Northwestern. The first graduate applications are in process, and eight undergraduate students participated this past summer in botanical research at the Garden, paid for in part by a grant from the National Science Foundation.

Committee member William Leonard, chair of the Department of Anthropology, is delighted that an ecological voice is being reintroduced to scientific discourse at the University.

"We're giving students the opportunity to discover how their piece of the world fits with the rest," says Leonard. "Biodiversity and conservation are complex subjects, requiring investigators who think outside the box, implement technologies across the traditional disciplinary boundaries, and aren't afraid of intricate solutions."

Lentz agrees. "This new partnership with Northwestern draws upon what's best from both institutions, providing the chance for a challenging, innovative, and effective collaboration," he says. "I know that I speak for everyone here at the Garden when I express appreciation for the vision of the Northwestern administration, faculty, and donors who are making this initiative possible."

Every gift to the Northwestern University-Chicago Botanic Garden partnership will help promote understanding of issues of global climate change, species extinction, and stewardship of the ecology, integrating the relevance of plant biology and ecology to societal health. It will help us make a difference to our students, and to the world. If you are interested in supporting this exciting new initiative, please contact Kristen Williams, Director of Development for Weinberg College of Arts and Science, at 847-491-4585 or k-williams3@northwestern.edu.

Larry Wilson is a senior development writer at Northwestern.

PHOTOS: ABOVE, WEINBERG JUNIOR MERCEDES STICKLER WORKING LAST SUMMER AT CHICAGO BOTANIC GARDEN. LEFT, DAVID LENTZ TEACHING A CLASS.

WHAT DOES IT TAKE TO BE AN OLYMPIAN?

"IN LANE 6 FOR BULGARIA IS MICHAEL ALEXANDROV"

BY NANCY DENEEN

Alexandrov photos are from Northwestern Athletic Media Services

MICHAEL HOPES TO HELP NORTHWESTERN TEAMMATES TO A TOP 10 NCAA FINISH THIS SEASON. IN TOP ROW, MICHAEL IS THIRD FROM RIGHT.

Northwestern swimmers were cheering for Bulgaria's red, white, and green, as well as for the Stars and Stripes during last summer's Olympics as teammate Michael Alexandrov competed for his national team. Alexandrov was born in Sophia, but moved to Champaign, Illinois at age 10 with his mother, Kalinka, and father, Plamen. He says he came to Northwestern because of his trust in Bob Groseth, head swim coach, and Sergio Lopez Miro, assistant coach, and the opportunity to study at a top university.

ALEXANDROV

It also helped that Northwestern has no swim practice on Saturdays, and Michael, a Seventh Day Adventist, can attend church services with his parents. The second-year student is studying organic chemistry and biology in the hope of becoming a doctor. And he does have a social life, although four hours of daily team practice and late-night studying leave him often sleep-deprived.

His father, a physical therapist, is also his coach, not surprising since Plamen swam in the 1980 Olympics for Bulgaria. Plamen is "really, really happy" that his son has broken three of his records. Michael has broken 19 Bulgarian national swimming records and placed in the top 30 at the 2003 World Championships. During his first year at Northwestern he earned all-America honors as part of a school-record breaking 400 medley relay. He also broke Northwestern records with a time of 53.44 in the 100-yard breaststroke; 3:48.48 in the 400 individual medley and 1:55.91 in the 200 breaststroke.

We caught Michael after swim practice and asked him to reflect on what the Olympic experience taught him and how it drives his plans for a medal in 2008.

BEING THE ONLY CHILD OF AN OLYMPIC SWIMMER DID YOU FEEL PRESSURE TO BE ONE YOURSELF?

I felt extreme pressure but I somehow knew that everything would come together in the future, and I had faith in all the hard work I put in day in and day out. Going to the 1996 Olympics in Atlanta with my father was a big inspiration for me, a turning point. I was 11. Every night after that I would pray that I could go to the Olympics.

WHAT'S THE HARDEST THING ABOUT YOUR LIFE AS A SWIMMER?

Staying on top of things—prioritizing and managing time wisely—because swimming isn't the only thing I have to worry about. If it was, I'd be the happiest person alive.

SO YOU ENJOY PRACTICE?

Getting out of the pool after practice is hard. In the water you're really relaxed and then you get out and you're like, wow, gravity is different. You walk to the showers and everything hurts. I don't remember having one thing that didn't hurt this summer—even the top of my head. I was swimming three times a day, doing about 14 miles, and I was really broken down. And I'd ask myself, why am I doing this? But the minute I'm done after a meet, it's a feeling I can't explain. It's happiness knowing that you accomplished what you went out to do.

IS THAT TRUE WHETHER YOU WIN OR LOSE?

Yes. When you win, you know you did something right. When you lose, you still can learn about strategy.

HOW DOES THE OLYMPICS DIFFER FROM OTHER COMPETITIONS?

It's the Olympic spirit. One night I was done with my first event and I was walking from the bus to our little house and I saw the whole Olympic Village and it looked huge. The best athletes are there. It's inspiring to see them and learn from them. Looking at their rituals, at their getting ready in the morning, how they eat. It's all about concentration.

IS IT HARDER TO CONCENTRATE ON YOUR RACE IN THE OLYMPICS?

At the Olympics there are cameras at the sides of the pool and they're moving with you. You can't see them when you're a spectator, but when you're swimming it's a big distraction.

ANY SPECIAL PREPARATION FOR THE OLYMPICS?

I would visualize my race with a stop watch: "Take your mark and go" and then the first 50 meters and the second, third, and fourth. I'd visualize the race so many times that I'd get it down exactly to the time that I would swim at the Olympics. That was cool.

DID YOU LEARN ANYTHING FROM OLYMPIC MEDALISTS IAN THORPE AND MICHAEL PHELPS?

They're great athletes. I had a lot of pride in just seeing them. But they're not that different from any other athletes at the Olympics. They have to qualify just like the other athletes.... I learned how Michael Phelps concentrates and blocks the publicity out. He said, "I came to the Olympics to swim, not to give interviews." That was something I had a lot of respect for.

I got to watch all the finals and was a commentator for Bulgarian television. It was a lot of fun just to see them race [imagining] myself next to them in each race and thinking what I would do differently.

HOW CLOSE ARE YOU TO BEING AT THEIR LEVEL?

I'm two seconds away from the top three in the 200 individual medley, the 50, 100, and 200 breaststroke, and the 100 freestyle. And that would be [he pats the table twice quickly] that much. I've gradually been doing better each year and I'm looking to finally make a jump, a breakthrough. I'm totally ready to medal at the next Olympics and even then I'll want to medal again.

WHAT ARE YOUR GOALS FOR NORTHWESTERN'S TEAM?

We hope to get to the top 10 in the NCAAs as a team and get more finalists; last year we had two. I hope to be a good example to my teammates and help them out. I've competed at a different level and maybe I can help them achieve their goals.

WHAT ARE YOUR PASSIONS BESIDES SWIMMING?

I play the piano for our church and the retirement home in Champaign. Have you heard of Yanni? [The Greek-born composer and singer was also a champion swimmer.] He's my favorite. I also play classical music—Bergmueller, Beethoven, Chopin.

WHO IS YOUR PERSONAL HERO?

My Dad. He's my coach, my massage therapist; he does everything for me. We really respect and learn from each other. He owns the world record for master swimming in the 40 to 45 age group. We swam at the U.S. Nationals together in 2001. And he beat me.

PROJECT BOLIVIA:

WHEN HEALTH MEETS THE MODERN ECONOMY

BY NANCY DENEEN

Travel to the villages of the Tsimané people in the Amazonian lowland starts in La Paz, Bolivia's high-altitude capital. Bill Leonard, chair of Northwestern's anthropology department, says you have a choice. You can take a "fasten your seatbelt" bus ride on unpaved switchback roads with no guardrails. Or you can take a plane, which doesn't feel much safer to Leonard: "The small bush plane circles the airport three or four times before it gets enough lift to fly over the mountain ranges. And then you glide down. But on a clear day, it's a spectacular flight. You can really see the changes in ecology, flying up over snow-capped peaks and then down into the tropical rainforest."

It is the opportunity to observe more subtle changes—changes in a way of life—that draws Leonard and his colleagues to the area. The Tsimané (pronounced CHEE-MÁN-AY) are traditionally forager-horticulturalists living in the eastern foothills of the Andes; many are now engaged in the logging industry. Leonard and his colleagues are trying to understand how their transition to a modern market economy influences their health and well-being. They are an interesting group to study, says Leonard, because until recently—the last 25 years or so—they were isolated and highly nomadic.

The collaborative project, now in its sixth year, is funded by the National Science Foundation, Northwestern, and Brandeis University. Leonard's interests are diet, nutrition, growth and development; Northwestern colleague Thomas McDade's are issues of immune health [see adjacent article]. Both are biological anthropologists, who say they are exceptionally pleased that the project has provided a fertile training ground for Northwestern students and post doctoral researchers, as well as graduate students in anthropology from across the country. Brandeis collaborators are cultural anthropologists Ricardo Godoy, Victoria Reyes-Garcia, and Tomas Huanca, as well as agronomist Vincent Vadez.

Before starting their research, the team laid out their plans before the leaders of the Tsimané council and received their approval. "Not being exploitative is critical to doing this work," says Leonard. "We're imposing on people's lives, going into their houses and asking them bizarre, off-the-wall questions. So we need to provide some sense of why this information is important to them." The team gives back to the community in many ways: sharing their data on the growth and development of children, holding workshops on improving healthcare and nutrition, even teaching basic accounting skills to help the Tsimané in their dealings with merchants and loggers.

Photo: Chad Osborn

The Tsimané live in small villages of 50 to 100 people, usually extended families, along the banks of the Maniqui River. Fishing and hunting

"SHARING AND SOCIAL SUPPORT CAN ERODE WITH THIS MODERNIZATION OF LIFESTYLE. ESSENTIALLY YOU ARE PULLING PEOPLE OUT OF THE FABRIC OF THEIR COMMUNITY."

ABOVE ARE, FROM LEFT, BILL LEONARD, ANYA YAKHEDTS '03, ZOE FOSTER (MA '02), AND BRIAN SANDSTROM '03. AT RIGHT, A MAN TRANSPORTS SUPPLIES ON THE MANIQUI RIVER. UPPER RIGHT, A WOMAN FEEDS HER CHILD SOUP

Photo: Thomas McDade

of small game—peccary, monkeys, anteaters, and armadillos— provide some sustenance but not enough. And while rain forests typically foster great plant and animal

Photo: Chad Osborn

diversity, soil quality tends to be poor. So the Tsimané have traditionally practiced swidden agriculture: Men of the household cut down a patch of forest with machetes, burn the vegetation to enrich the soil, and plant rice, corn, plantain (a banana plant) and sweet manioc, grown for its edible rootstocks. After five to seven years, they move their families to another part of the forest and start the process again.

Language, as well as geography, has kept them isolated. Jesuit missionaries arrived in the late 17th century, but the Tsimané were never successfully settled in missions and their language, also called Tsimané, remains unlike any other, even within Bolivia.

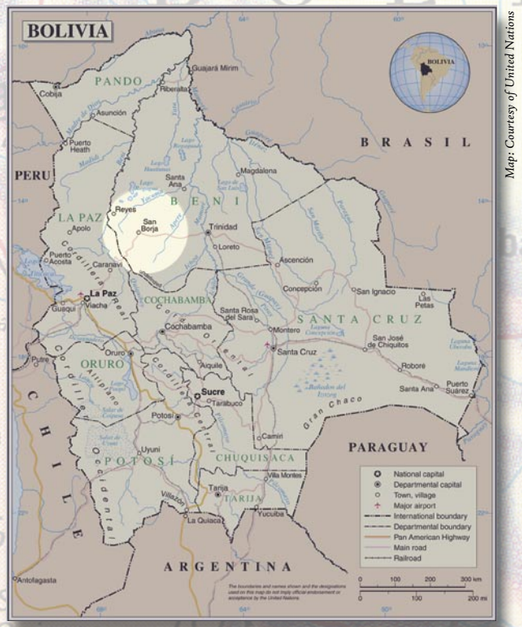
Leonard and his colleagues are currently working with the people of 13 villages located along the banks of the Maniqui. Those closest to the town of San Borja tend to be more integrated into the regional economy and speak more Spanish than those to the north, who are usually more isolated and adhere more closely to the traditional Tsimané way of life.

The anthropologists have found that the process of modernization defies easy categorization. Even the meaning of "modern," when applied to the Tsimané, raises many questions. "Much previous research has tended to look at cultural and lifestyle change as linear and one-dimensional, traditional versus non-traditional (modernized)," says Leonard. "In reality, it is a much more complicated process with many dimensions which do not move in lock-step with one another: education, language, preservation or loss of indigenous knowledge, material possessions, land holdings, employment. Food sources are part of the picture—what percentage of food is from hunting and gardening and what percentage is from the marketplace—as is access to Western medicine."

The group is collecting information on all these factors to provide a richer picture of how the villages, groups, and families are affected by outside market forces. On the health front, they have found that growth stunting, parasitic infections and low hemoglobin levels (anemia) are problems among all the Tsimané children. These problems appear to be linked—a high rate of disease limits the availability and absorption of necessary nutrients, resulting in anemia and limited growth.

When acculturation enters the picture, it affects health, sometimes in surprising ways. "It appears that the early stages of the transition are associated with the most problems," Leonard says. The group's research has shown, for example, that children's height status and hemoglobin levels, when plotted on graphs against the mother's and father's Spanish proficiency, show a marked drop when going from 'no Spanish' to 'some Spanish.' So in this case, at least, one aspect of becoming "modern" seems to adversely affect one's health.

"There are different ways of being 'modern,'" Leonard explains. "It is not simply that becoming 'modern' should improve or reduce one's health, rather it is the conditions under which people adopt new lifestyle dimensions that will influence whether their health improves or declines." Households with greater levels of social support and greater wealth are going to do relatively better than households that are more marginalized, researchers are finding. And low income households drawn into wage earning tend to be at greatest risk for things like childhood under-nutrition: they are caught between two worlds and not getting the benefits of either.



Map: Courtesy of United Nations

UPPER LEFT, SUSAN TANNER, PHD STUDENT FROM UNIVERSITY OF MICHIGAN, MEASURES THE ARM OF A TSIMANÉ CHILD. ABOVE, THE HIGHLIGHTED AREA IS HOME TO THE TSIMANÉ. UPPER RIGHT, HUNTER DISPLAYS AN ARMADILLO

That point comes to life in some of the villages closest to San Borja, where chain saws buzz in the distance, and as many as half the men are involved in logging. Those hired as supervisors (often those with some education and Spanish language competence) may make enough money to afford better food, lodging, and medicine. But day laborers, whose pay is lower and work schedule more sporadic, often end up with neither a solid income, nor the support of the community they once relied upon.

"If a man is off for weeks at a time with the loggers, he is not hunting and gathering and taking care of his crops," Leonard explains....One of the ways in which these

"I TRIED MONKEY, BUT I DON'T RECOMMEND IT..." ONE STUDENT'S LIFE-CHANGING EXPERIENCE IN BOLIVIA

Anya Yakhedts graduated from Northwestern last year with a combined BA/MA in anthropology. She wrote about the deep impact of the Bolivian field experience from Georgetown University, where she is pursuing a master's degree in foreign service.

My most vivid experiences involved being in the field, living among a group of people who are completely different from me. This was my first time in a developing country. Although I am from the former Soviet Union, I had no idea what to expect. The Tsimane live in huts, hunt for food (monkeys, birds, wild boars), and grow fruits and vegetables. I tried monkey, but I don't recommend it. It is one thing to read about swidden agriculture; it is another to see it in practice. Most of the things I remember deal with food and bathing. We had to bathe in the river. I know it seems silly, but these things made me realize the luxuries that I enjoy.

It made me really appreciate my life in America and want to protect the liberties that I have as an American. The experience also made me want to help people. The question that came to my mind was: How can there be such a disparity between the way I live and the way the Tsimane live?

My part in the research was to collect data with Bill Leonard, a Bolivian woman from the University, and a Tsimane translator. We walked from community to community, three to four hours apart along the Maniqui River. We met missionaries, loggers....It was interesting to see what effects these groups had on the Tsimane, from Jesuit churches to alcohol from loggers. Many of these are things you cannot read about anywhere.

YAKHEDTS

I interviewed families in Spanish and my translator would convert what I said into Tsimane. It was a two-hour survey, asking them what they grow, how many rifles they have, how far they have to travel to hunt.

I realized from my fieldwork that if I wanted to make people's lives better, I would have to be part of the policy-making community. This is why I am pursuing a Master of Science in Foreign Service. I'm concentrating in International Development and Business Diplomacy because I now understand that knowledge of economics is crucial in being an effective policy maker. I did an internship last year in the U.S. Department of State, where I helped coordinate the democracy grants program in the U.S. Embassy in Ukraine. I fell in love with the work that foreign service officers do. Most likely in the future I will either join the Department of State or USAID.

communities have traditionally adapted to fluctuations in food availability—the unpredictability of agriculture and of hunting—is through social support. 'If my plot wasn't so productive this year, I can lean on my neighbors or my kinfolk with the understanding that I will return the favor.' This reciprocity, this sharing and social support, can erode when you have a modernization of lifestyle because essentially you are pulling people out of the fabric of their community."

Looking out for the common good and sharing knowledge and resources have been core values of the Tsimané, essential to their success and survival for generations. What will happen if this deteriorates?

"Some of our data speaks to this pretty elegantly," says Leonard, "especially regarding loss of traditional knowledge, such as the medicinal uses of plants." Team member Victoria Reyes-Garcia found that the more isolated villagers tended to have greater knowledge about plants. Everyone seemed to know one use for a particular plant, but those in the more remote communities could cite dozens of uses. By compiling and sharing this information, Reyes will be reconnecting some of the more urbanized communities with knowledge that had been lost.

Some Tsimané families, realizing the negative aspects of entering the modern economy, actually are moving up river, where the hunting and fishing are better and traditional ways provide comfort and security. "That piece of the project surprised me," says Leonard, "because we originally tended to think of this process of modernization as unidirectional."

The team is beginning to measure the importance of social support on health and happiness. Interviewers are asking: Do you get along with your neighbor? What would happen if he were down on his luck? Or if someone stole from you? "The more traditional communities have a sense of one for all and all for one," says Leonard. "Some of the more urbanized are becoming much more individualistic. People have their own things and are looking out for family to the exclusion of others....We've been trying to get a handle on quality of life. What constitutes the good life for these people and how does that compare with the Western world?" Despite the difficulty researchers face in getting there, the villages of the Tsimané are continuing to provide intriguing answers.

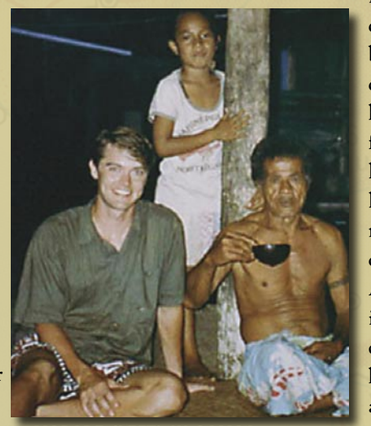
Photos: Chad Osborn

FAR LEFT, A TSIMANÉ WOMAN GRINDS MAIZE FOR HER CHILDREN. CENTER, AN EXTENDED TSIMANÉ FAMILY IN FRONT OF THEIR HOME. ABOVE, A MAN WEAVES JATATA PALM, FOUND IN THE FOREST, INTO PANELS FOR ROOFING. JATATA IS AN IMPORTANT TRADE ITEM IN THE REMOTE VILLAGES.

THOMAS MCDADE: A PIONEER ON THE IMMUNE FUNCTION FRONTIER

Blood samples from a simple prick of the finger are helping to document, for the first time, the high rates of infection in Tsimané children. This may in turn help to explain why the children's growth is stunted: they are investing their resources in fighting infection, not in growing. Doctors in the United States have used a similar heel prick on infants for the past 50 years to detect developmental problems.

Pioneering new applications for this minimally-invasive technique is assistant professor Thomas McDade. Last year McDade received a prestigious Presidential Early Career Award for Scientists and Engineers from the National Science Foundation for research "that may ultimately improve child health through a better understanding of the social and environmental factors that affect the development of the human immune system."



MCDADE (LEFT) IN SAMOA

McDade explained why this approach promises to push wide open the boundaries of what we can learn about the health of populations, both overseas and here at home:

"Most health research has involved the collection of blood and other clinical tests that have not been feasible in remote locations where lack of electricity means no freezer or lab centrifuge. Another drawback is acceptability: I don't think we'd have good success approaching children with a big syringe to draw lots of blood, especially since we need to return to those same children [for samples] every six months."

So the vast majority of human biology research has been based on Western clinical populations, with access to electricity and familiarity with medical examinations. Anthropologists in distant locales have relied on health surveys that leave uncharted the underlying physiology and other health issues not readily observable.

"Public health officials and anthropologists alike have a great interest in the health of those in developing nations and settings, people who live under different ecological and cultural circumstances," says McDade. "As anthropologists we're interested in human variation, to see how the biologies of people in remote settings may differ from those in the West or how different circumstances from those we experience might affect health."

McDade has spent several years developing methods to measure infection and immune function using the finger prick technique. Here is how the process works in Bolivia: field workers go to children in their homes and use a finger prick from a sterile, disposable lancet to collect a few drops of blood onto a standardized filter paper. "We haven't had any problem collecting samples this way from kids as young as two years," says McDade, admitting that candy sometimes sweetens the process. "It's a great way to bring the method to the person rather than relying on someone to come to our lab or clinic." Since most indicators studied are stable, samples don't have to be frozen or even chilled. They are then taken downstream by canoe to the town of San Borja, a process which can take several days.

Once samples arrive at the new Laboratory for Human Biology Research at Northwestern, McDade, colleagues, and students measure them using standard clinical laboratory protocols. They use an ordinary hole punch from Office Depot to create seven tiny disks from each blood spot, which allow them to measure such health markers as C-reactive protein, an indicator of infection; transferrin receptor, a measure of iron status; and antibody production against the Epstein Barr virus, an indicator of immune function. Each disk is then put into a test tube and a buffer is added to reconstitute it into whole blood. McDade has used the technique to study populations in Samoa and Kenya, as well as in Bolivia, and is working with researchers at University of Chicago to implement its use in studying the health of adults in Chicago.

The anthropologist initially thought he had to choose between teaching at a small school or doing research at a large school of public health or medical school. "I decided I wanted to do it all and felt that Northwestern was a place that would allow and encourage me to do that. And I've really been happy with that decision." He says he was attracted to Northwestern because of its approach to anthropology and the cooperative ethos of its department, especially in light of the split at some other institutions between biological and cultural anthropologists. "Anthropology is one of the few disciplines that looks at the human experience from multiple perspectives—the evolutionary/historical approach, the social/cultural and the biological. I was very attracted to [Northwestern's] commitment to an integrative anthropology."

McDade was also drawn to the University because of its emphasis on undergraduate teaching. As a director of the Laboratory for Human Biology Research, he is enthusiastic about bringing students into the process at every level. Weinberg senior Roseann Wu is currently working with McDade to analyze material collected in Bolivia. His students in Methods in Human Biology Research learn to collect and analyze blood samples and other health markers. Even high school students benefit from the mentoring of McDade and colleagues: "Last year we had three students from Evanston Township High School who spent 20 hours in the lab over winter quarter helping me and learning what is science, what is anthropology, and what is biological anthropology. We've tried to create a collaborative environment here at Northwestern," he says, "where students and professors work together in areas of mutual interest. It seems to have worked."

BIP

BUSINESS INSTITUTIONS—WEINBERG'S MOST POPULAR MINOR

BY MIKI JOHNSON

ART

To Joanne Scheff Bernstein, who teaches Arts Management, it is just as important for a cello player to understand the market forces acting on a symphony as it is for the director or business manager. They all need to know how a union functions too, as do the advertising writers and the critics.

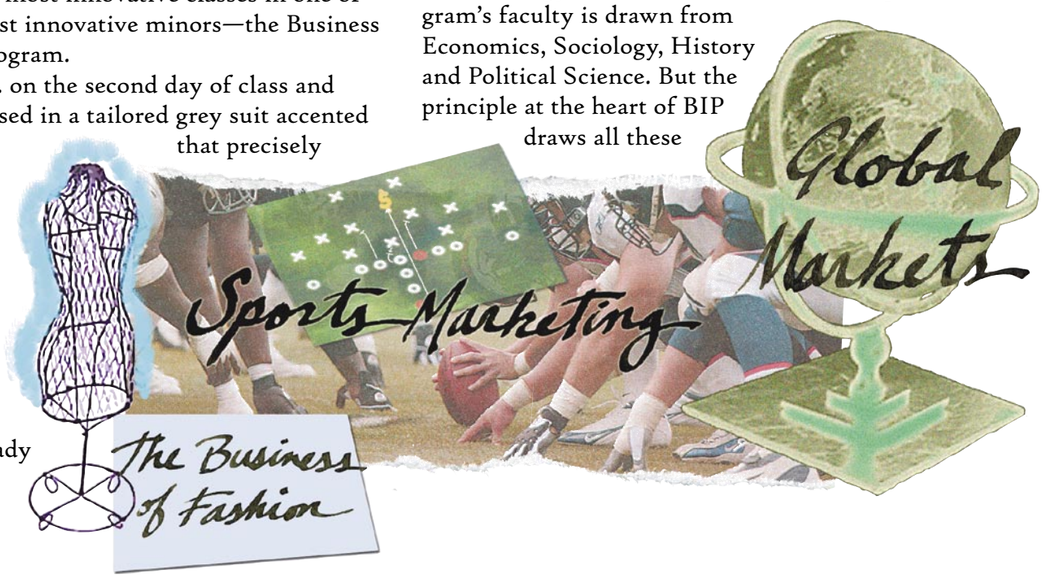
BERNSTEIN

For the sake of this class, at least, Bernstein defines art as an attempt to communicate and an arts organization as one that facilitates that communication between art and the audience. It is these non-profit organizations, such as symphonies, operas, and theater and dance companies, that Bernstein teaches her students to manage in this, one of the most innovative classes in one of Weinberg's most innovative minors—the Business Institutions Program.

It is 9:30 a.m. on the second day of class and Bernstein, dressed in a tailored grey suit accented by a blouse that precisely matches her carved carnelian bracelet and brooch, explains a few basic economic principles that govern arts organizations. Her already daunting task of engaging students' attention with talk of "variable costs" and "ameliorative efforts" is compounded by the early hour and the classroom's chilly temperature. But Bernstein's carefully organized lecture and penchant for analogy brings such abstract concepts into sharp focus.

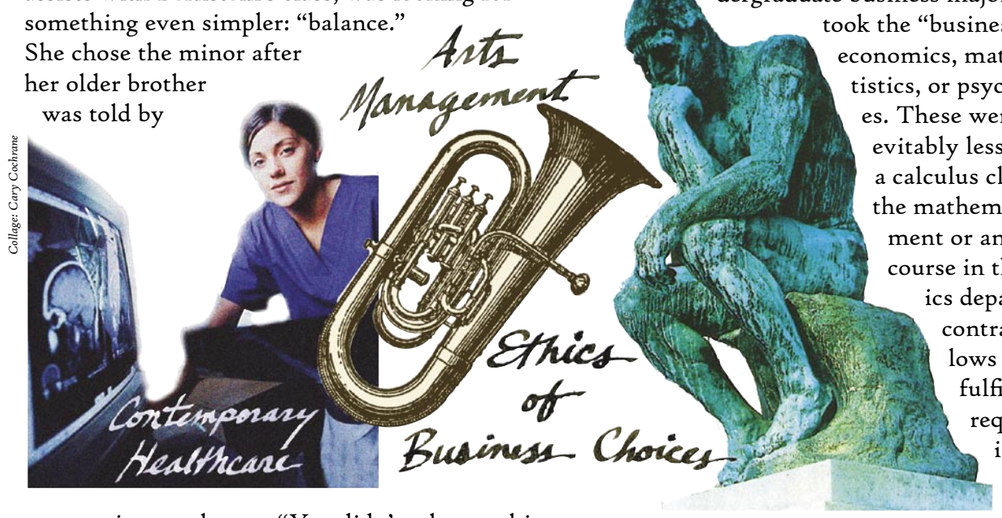
She prompts her students to think of an orchestra like any other product to be sold—a cell phone, for example. But unlike a cell phone, which can be tested with a prototype before anyone invests in it, an orchestra's prototype is its opening night. And at that point, as Bernstein points out, "It's way too late to make significant changes because you have already invested all your cost."

This application of academic principles to real-world situations highlights the unique endeavor of both Bernstein's class and the Business Institutions Program itself. BIP students come from every Northwestern discipline to take classes like Entrepreneurship, Global Economic History, and the Sociology of Healthcare Markets. The program's faculty is drawn from Economics, Sociology, History and Political Science. But the principle at the heart of BIP draws all these disciplines together: Help students understand the business side of whatever career they plan to pursue and show them how the fundamentals of a liberal arts education apply in the outside world.



Some BIP students plan to seek an MBA but others merely want that difficult-to-define "business background" that employers often seek.

Abby Wolbe, a creative writing major who assists with Bernstein's class, was looking for something even simpler: "balance." She chose the minor after her older brother was told by prospective employers, "You didn't take anything involved with numbers." "I was a freshman," she says, "and heading toward a creative major and I needed to balance that." BIP classes enable her to balance different disciplines, kinds of class work, and even the left and right sides of the brain.



Collage: Cary Cochrane

Bernstein's class also helped Wolbe connect her heavy involvement in theater with an internship at a consulting firm for non-profits. The program's opportunities for individually-tailored projects impress Wolbe and many others. "You create a sort of specialty package," she explains. And with more than 100 classes accepted as contributions toward the minor, Wolbe decided that BIP's opportunities outweighed her "fear of econ."

HISTORY

BIP isn't the first incarnation of an undergraduate business program at Northwestern. The university offered a full-fledged undergraduate business major before discontinuing it in the '60s in keeping with a larger trend among prestigious colleges and universities. At the time a series of reports attested to the superiority of a liberal arts education over an undergraduate business degree as preparation for an MBA.

But by the late '80s, says Ron Braeutigam, former BIP director who is now Weinberg associate dean for undergraduate studies, both students and employers were clamoring for more business-related courses. Thus BIP was born as an interdisciplinary certificate program and in 1995 adopted by the College as a full minor.

Braeutigam, the Harvey Kapnick Professor of Business Institutions, explains: With the old undergraduate business major, students took the "business version" of economics, mathematics, statistics, or psychology classes. These were almost inevitably less rigorous than a calculus class taught by the mathematics department or an economics course in the economics department. In contrast, BIP allows students to fulfill distribution requirements in the departments best equipped to teach them, to choose almost any major, and then to add five BIP electives to three core classes in economics and organizations. The program is designed to help students learn the fundamentals of the business side of their chosen field and gain a better grasp of business principles in general.

Photo: Jim Zive

BRAEUTIGAM

"It teaches you about business institutions in a broader context outside of just crunching numbers," says Melissa Hayes, a 2001 economics graduate with a BIP minor.

STATISTICS

After graduating one student with a BIP certificate in 1989, the program has steadily grown to more than 90 graduates in 2004. As of last April, 408 students had declared BIP minors, a number Braeutigam says has probably grown to about 450, making it the largest minor at Northwestern.

Photo: Stacia Koslowski

Photos: Wyatt Ollestad

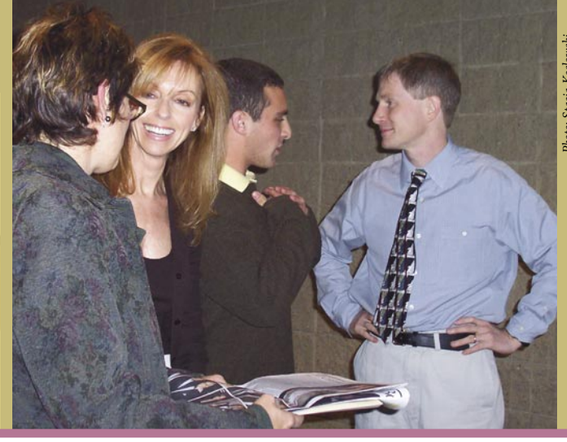
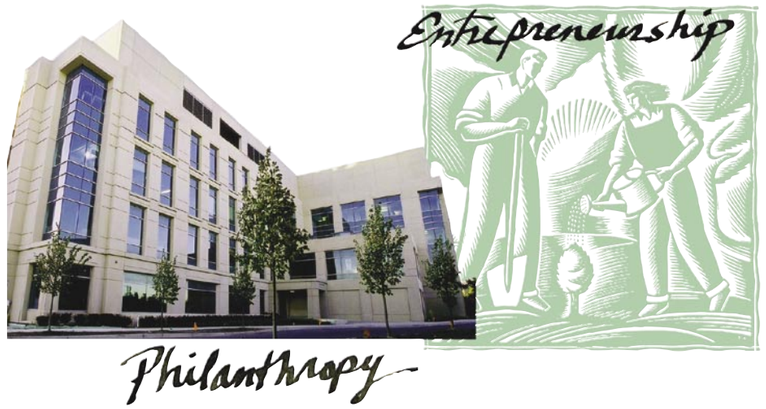


Photo: Stacia Koslowski

SUSAN SOKOL (AT MICROPHONE), PRESIDENT OF VERA WANG, LTD, RECENTLY DEMYSTIFIED FOR BIP STUDENTS "THE BUSINESS OF FASHION." SOKOL'S SON JAKE, MEDILL SENIOR WHO MINORS IN BIP, (AT FAR RIGHT IN DARK SWEATER) SPEAKS WITH PROGRAM DIRECTOR MARK WITTE AT THE EVENT.

About one-third are economics majors, but students of sociology, journalism, communications, education, engineering, and many other fields also declare the minor.

BIP offered six core classes and 20 electives, including four linkage seminars, fall quarter 2004.



PHILOSOPHY

Lucy Millman, assistant to the BIP director, handles much of the daily work for the program. For the last decade she has also served as the BIP students' personal advocate. Thus almost every BIP graduate has passed through her office. "Lucy is an incredible resource," says Hayes. "I think that support network was the most important thing [about BIP]."

MILLLMAN

To hear Millman and Braeutigam talk about the program, it is easy to see why graduates are so loyal. All their decisions are couched in terms of what will most benefit students, including an almost perpetual review of BIP classes to determine which will be offered again and which will go quietly into the history books. When they added Bernstein's Arts Management class five years ago, Braeutigam was initially unsure of student interest in such a course-until, that is, between 60 and 70 students tried to sign up for the first class. Wolbe remembers that even last year there were "15 on the floor the first day" who didn't get in. Braeutigam hopes that BIP will never stick with a steady list of classes, but will strive to be dynamic and responsive to students' needs.

WITTE (AT LEFT)

Mark Witte, a popular economics teacher who now directs BIP, continues this legacy by systematically talking with students, especially non-econ majors, about what's working and what's not. "I don't want BIP to be an economics program," he says. "I want to keep [the subject matter's] diversity."

THE REAL WORLD

One of the most effective ways BIP connects what Braeutigam calls the "ivory tower" to the real world is through internships. Students are encouraged to research and find positions with businesses. Non-paying internships almost always count for credit. BIP students can also combine a summer internship, even one that pays, with a seminar taken for credit in the following fall.

Melissa Hayes was introduced to BIP (and received BIP credit) through Millman during her internship at Solomon Smith Barney, Inc. now Citigroup Global Markets, Inc, for Chicago Field Studies, which Millman also organizes.

"Coming right out of school, it was great to have so much additional professional experience," says Hayes, who worked at Morgan Stanley for two years after graduating and is now employed by a non-profit.

BIP Linkage Seminars also connect students to the business world, embodied by lecturers from the non-academic universe. Professionals from their industries' front lines come to campus to teach seminars like Managing Workforce Diversity; Entrepreneurship; Sports Management; and Giving to Change: Case Studies in Philanthropy. Like most lecturers, Jeff Bail, president of S3/Sports and Sponsoring Solutions, Inc., brings his Sports Marketing students not only his own expertise but also guests with relevant experience such as the marketing staff from major sports teams, sports journalists, and corporate-sponsor marketing executives.

Thanks to an arrangement with Northwestern's Kellogg School of Management, one of the country's top business schools, PhD candidates in marketing teach a Linkage seminar in marketing management each quarter.

BIP classes can inspire even those students who don't minor in the program—like Sarah Levy. Since graduating only a year and a half ago with a sociology degree and a passion for food, Levy has started her own gourmet chocolate company, hired two employees and launched her product at 17 Midwest Whole Foods stores. And she says she owes it all to a single BIP class she took her senior year, where she picked up the skills necessary to do her own bookkeeping, pricing, and marketing.

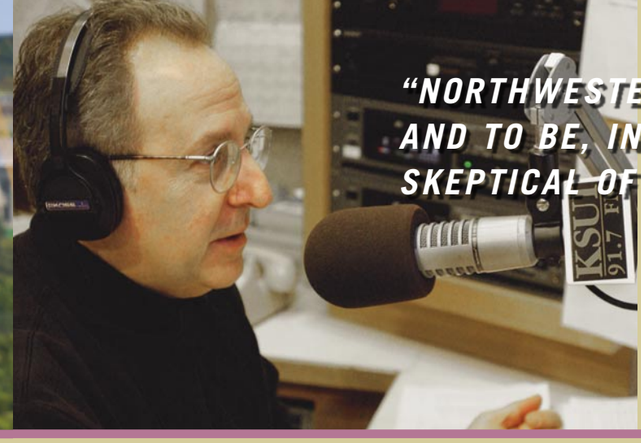
LEVY

"I don't think I would have had the guts to start my own business, especially at this young age, if it hadn't been for the things I learned in Entrepreneurship," Levy said.

Medill senior Miki Johnson edited PLAY, The Daily Northwestern's weekly entertainment magazine, and is helping produce a documentary on media coverage of protesters at the Republican National Convention. She can be reached at m-johnson@northwestern.edu.

MEET DAVID SKORTON

BY LISA STEIN



"NORTHWESTERN TAUGHT ME TO INQUIRE AND TO BE, IN A CONSTRUCTIVE, HEALTHY WAY, SKEPTICAL OF CONVENTIONAL WISDOM."

SOME OF DAVID SKORTON'S MANY FACETS, FROM FAR LEFT, CLOCKWISE: AT UNIVERSITY OF IOWA, WHERE HE IS PRESIDENT; HOSTING A WEEKLY JAZZ RADIO SHOW; WITH A PATIENT IN HIS CARDIOLOGY PRACTICE; PLAYING THE SAXOPHONE DURING AN IOWA FOOTBALL PEP RALLY (IMAGE FROM A PHOTO BY MATTHEW HOLST/IOWA CITY PRESS-CITIZEN)

UNIVERSITY PRESIDENT
PHYSICIAN
JAZZ MUSICIAN
MARTIAL ARTIST

Attendees at the March 2003 induction of a new president of the University of Iowa must have known they were welcoming a man of wide-ranging interests in David J. Skorton (WCAS '70, MD, FSM '74). In an eloquent, thoughtful speech Skorton read no fewer than 13 haiku poems by writers as diverse as Richard Wright and the 18th-century haiku master Ichiku.

"I figured there's probably only one time in your life when you're installed as a university president, so I decided to write my own speech and build it around haiku," Skorton recalls. "I was a little apprehensive before I delivered it, because I didn't know how it would come out. But people seemed to like it."

THE SPRING HILLS GROW DIM,
TODAY JOINING OTHER DAYS,
DAYS GONE, DAYS TO COME.
– RICHARD WRIGHT

His love of haiku merely hints at Skorton's distinction. In becoming president, Skorton, a cardiologist, joined an elite group of current U.S. university presidents with medical degrees; the grand total is now three, according to the Association of American Universities. (He joins the presidents of Johns Hopkins University and Case Western Reserve University.)

Just as remarkable, while serving as university president Skorton continues to practice cardiology at the University of Iowa Hospitals and Clinics in Iowa City. He also holds professorial appointments in medicine, electrical and computer engineering, and biomedical engineering at the university. In his spare time he hosts a weekly jazz radio show; performs in a jazz combo with Frank Conroy, novelist and director of the Iowa Writers' Workshop; and dons a black belt for workouts in tae kwon do. He is as committed to promoting the arts and humanities as the sciences, praising in his installation remarks "the musician, the dancer, the historian, the printmaker, the sociologist, the translator" along with his colleagues in science.

Photo: Matthew Holst/Iowa press-Citizen

Practicing medicine remains a priority, Skorton says, because he has grown so attached to his patients, most of whom suffer from congenital heart defects. "A few decades ago most children with inborn heart disease did not make it to healthy adulthood, but surgery and medical care have gotten so much better," he explains. "Now they deal with all kinds of social and personal issues that weren't relevant before. Women are living long enough to bear children of their own. Both men and women are joining the military, getting jobs, living active lives. It's not only a medical practice, it's a psycho-social practice, helping patients with the transition from adolescence to adulthood."

Skorton returned to Northwestern in May to give the commencement speech for the Feinberg School of Medicine. Dr. Raymond Curry, executive associate dean of education in Feinberg, calls Skorton a "leader in the academic sphere, medicine, and society at large," adding, "He's also a very interesting fellow." Skorton's complexity lies in his successful weaving of disparate passions into a multifaceted, rich, and wholly unique career.

As a young man, however, Skorton had one, straightforward ambition: become a professional musician. As an undergrad he spent many a free hour playing flute and saxophone in various jazz and rhythm-and-blues bands in Los Angeles and, later, Chicago. He transferred to Northwestern as a junior from the University of California, Los Angeles (UCLA), having grown up in L.A. after spending his early childhood in Milwaukee. He was a psychology major and enjoyed listening to lectures and panel discussions at Garrett-Evangelical Theological Seminary.

"One thing I thought was terrific about Northwestern's undergraduate education was that I was taught to inquire and to be, in a constructive, healthy way, skeptical of conventional wisdom," he says.

Although Skorton planned to return to L.A. after graduation to try to make it as a professional musician, his father, a Russian immigrant, persuaded him to pursue a more stable career. After some soul-searching he went on to study at Feinberg, a choice he now celebrates. "Medical school turned out to be just a wonderful launching pad for any sort of life endeavor. It provides extremely versatile training. Most MDs take care of patients, but here I am doing administration. It can also be put to use in public policy, health policy, and in areas of the business world."

Skorton has put his degree to use in several areas. He moved to Iowa City in 1979 after completing his medical training at UCLA. He pursued a research career while holding joint appointments in internal medicine, electrical and computer engineering, and biomedical engineering at the University of Iowa. After a few years the head of the medicine department asked Skorton if he wanted to fill a recently vacated administrative post in the division of general internal medicine.

"I had no administrative experience at all," Skorton reflects. "The only experience I had that was relevant in the sense of dealing with people was selling shoes in Chicago as a student. But I took the job and it's been 18 years that I've been in administration." Skorton eventually became the university's vice president for research, and within 10 years added two more top administrative positions to his duties.

As university president, Skorton faces some real challenges. Like most other public universities, the University of Iowa has experienced cutbacks in revenue over the last few years; state appropriations have been cut by roughly 16 percent. "We do have other means of support, of raising funds," Skorton says. "Nevertheless, in quiet hours I wonder whether people don't value as highly as I hope they would the concept of public higher education that's broadly accessible. Unfortunately, as state support has declined across the county, tuition at public universities has gone up, and that's a big concern. The annual in-state undergraduate tuition at Iowa is around $5,000, which is a lot less than private universities, but for some families, a steep hill to climb. The larger issue isn't the debt load of the students, it's deterring kids

from thinking about the best higher education option because of finances."

Skorton sees another formidable challenge in locating consistent and adequate funding for the arts and humanities. To raise their profile and to explore the connection between creativity and culture, Skorton has named the academic year 2004-2005 the "Year of Arts and Humanities" at the university.

"I think it's important that we don't lose a generation of historians, performing artists, and visual artists, even though the fields of endeavor that tend to get the headlines are sciences and biomedical sciences," he says. "If people like me don't pay attention to, support, and celebrate the arts and humanities, they'll become less and less relevant."

The initiative will debut with a symposium on the creative process and will include conferences, forums, and panel discussions throughout the year. The university will also commission new works in literature, the visual arts, and the performing arts.

Christopher Merrill, director of the university's International Writing Program and coordinator of the year's programming, says he was deeply impressed by such commitment to the arts and humanities in someone from the place which everyone at the university refers to as "the other side of the river." (The Iowa River separates the research and medical buildings from the liberal arts centers in Iowa City.)

"He has many gifts that he brings to the table," Merrill says. "He is a doctor-a healer-and he understands the healing aspects of the life of inquiry. He's always looking for possibilities, for ways to make things work, and has a kind of openness and willingness to work with people and explore things that makes for an exciting atmosphere. And he's so funny. Someone with a sense of humor makes solving problems a lot easier."

For his part, Skorton remains philosophical about his abundant life and career. "Many times circumstances dictate so much of what happens to us in life. I believe strongly that while it's important to take responsibility for one's life, one needs to be open to change and opportunity. That's what happened to me."

Lisa Stein, MSJ Medill '93, is an Evanston-based freelance writer and frequent contributor to Crosscurrents.

PURPLE PRESIDENTS

In addition to David Skorton, many other current college and university presidents hail from Weinberg College. We realize this list may be incomplete. Please let us know if weíve missed anyone.

Madeleine Wing Adler	West Chester University, West Chester, PA
Lawrence D. Bryan	MacMurray College, Jacksonville, IL
Frank A. Cassell	University of Pittsburgh at Greensburg, Greensburg, PA
Johnnetta B. Cole	Bennett College, Greensboro, NC
John H. Keiser	Southwest Missouri State University, Springfield, MO
Dale T. Knobel	Denison University, Granville, OH
James V. Koch	Old Dominion University, Norfolk, VA
Jae Sik Koh	Hanshin University, Seoul, Korea
Kelvin K. Olgivie	Acadia University, Wolfville, NS, Canada
James W. Schmotter	Western Connecticut State University, Danbury, CT
Rebecca L. Sherrick	Aurora University, Aurora, IL
John B. Simpson	University of Buffalo, Buffalo, NY
Graham B. Spanier	Penn State University, University Park, PA
Howard A. Tullman	Kendall College, Evanston, IL

THE WILSON SOCIETY FOR THE ARTS AND SCIENCES 2003–04 MEMBERS

GIFTS HELP ADVANCE ACADEMIC EXCELLENCE

We are very grateful for the support of the nearly 500 Wilson Society members whose names are listed on the following pages. To those who are not currently members, we extend a warm invitation to join us.

The generosity and leadership demonstrated by alumni, parents, and friends play a critical role in advancing academic excellence in the College. Your gifts help make possible exciting new courses, such as cross-disciplinary research seminars which bring together students from a variety of academic backgrounds. They are seed money for putting into practice new ideas to improve and enrich the entire College experience—like the comprehensive advising system which has proved so helpful to our students. Your support allows more students to work side-by-side with a faculty mentor for the summer or to present their original work at a conference, experiences which may leave a lasting impression on them and guide their career choices.

Wilson Society funds also enable Dean Daniel Linzer to respond to unanticipated needs that arise during the academic year. They have allowed the College to develop academic partnerships with outstanding Chicago institutions such as the Chicago Botanic Garden and the Field Museum. They bring in scholars and public figures as guest lecturers to add a special dimension to courses. They help create undergraduate prizes to recognize outstanding student achievement. In short, they add immeasurably to the spirit of discovery and joy of learning that we experienced during our own time at the College.

Your gifts, large and small, are important. We hope you will continue your partnership with the College's outstanding faculty and staff by renewing your membership in the Wilson Society. Thank you for your support of liberal arts excellence at Northwestern.

Sincerely,

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

Carole Browe Segal '60
Cofounder and Vice President, Civic Affairs
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BECOMING A MEMBER

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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Current students and 2003 graduates
any gift to WCAS
2000–2002 graduates
$100
1995–1999 graduates
$500
Member
$1,000–2,499
Fellow
$2,500–4999
Benefactor
$5,000–9,999
Leadership Circle
$10,000–24,999
Dean's Circle
$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.

The alumni and friends whose names appear below made gifts to Weinberg College during fiscal year 2004 (September 1, 2003–August 31, 2004), 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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The following alumni and friends made gifts of $25,000 or more to Weinberg College of Arts and Sciences during fiscal year 2004.

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John A. Bolz
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Jack A. Weinberg
Sheila Weinberg
Judd A. Weinberg '47
Frieda L. Weinberg
Joseph H. Wender '66
Ann Colgin Wender
Orrin R. Williams '45, JD '52
Anonymous (1)

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The following alumni and friends made gifts of $10,000 to $24,999 to Weinberg College of Arts and Sciences during fiscal year 2004.

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Timothy G. Dalton, Jr. '60
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Lola B. Hitchcock
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Jean Woollett Kellen '58
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David S. Klafter '76
Nancy Kestenbaum
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Elizabeth Phillips White

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Phyllis Lassner
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Anonymous (2)

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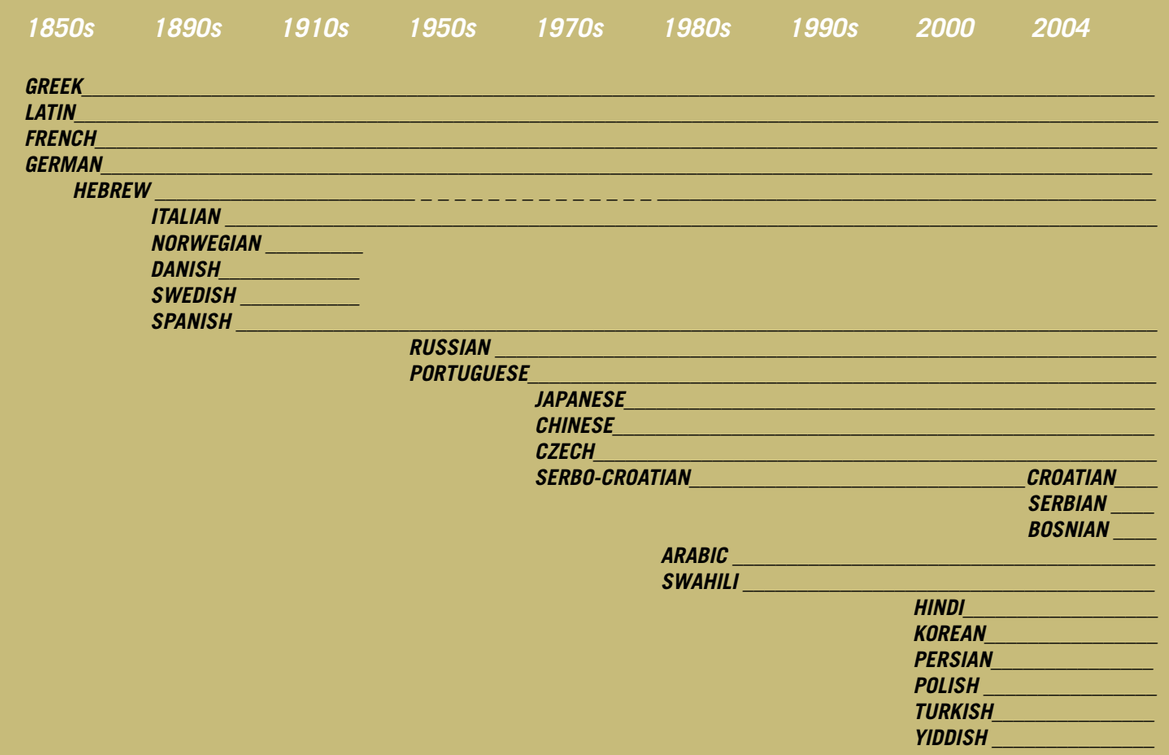
Terry J. Webber '04
Andrew J. Welz '05
Anonymous (3)

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.

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

We have tried to be accurate and complete, but errors may have occurred in these listings. We appreciate your assistance in bringing inaccuracies to our attention. Please address all corrections to the WCAS Office of Alumni Relations and Development.

FOREIGN LANGUAGES OFFERED AT NORTHWESTERN* THEN AND NOW



THE EARLY DAYS

From Northwestern's founding onward, Greek and Latin were part of the Classical Course, considered the gold standard in higher education. French and German were substituted for Greek and Latin in the Scientific course. By the late 19th century, German's role as the language of research had grown, as more U.S. universities, modeled on German research universities, began offering the PhD. Chicago's large German population also supported its popularity. The addition of Norwegian, Danish, and Swedish reflected the large Scandinavian population in Chicago and the upper Midwest. Hebrew was offered through Garrett Biblical Institute for those interested in studying the Old Testament.

SECOND WORLD WAR TO TODAY

Russian was added to the curriculum in the early 1950s as the Soviet Union emerged as a world power. From the 1970s on, language offerings became global with the addition of Japanese and Chinese, Czech and Serbo-Croatian (now Serbian and Croatian). In the '80s came Hebrew again, along with Arabic and Swahili. Coming at the dawn of the 21st century were Hindi, Korean, Polish, Yiddish, Persian, and Turkish.

*WITH ENROLLMENTS OF 20 OR MORE

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

EDITOR
NANCY DENEEN

DESIGNER
CARY COCHRANE
COCHRANE CREATIVE

NORTHWESTERN
UNIVERSITY

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WEINBERG COLLEGE OF ARTS
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