

Rita M. Barsun

Rita Barsun retires from a unique position within the library community. Rita served the Walden University program for over 10 years, beginning as a part-time reference assistant and retiring as the head librarian for the program. Walden University is a distance learning institute based in Minneapolis that has a contract with Indiana University Libraries for library services to Walden students working all over the United States and the world. It certainly was not the expected final destination for this librarian with two degrees in French, one summa cum laude from Thiel College in Greenville, Pennsylvania, and the other a Master of Arts in Teaching from Indiana University. However it became not only the right destination for Rita but a cause. Over the years she made herself into a national crusader advocating the rights and needs of learners at a distance for library support comparable to that provided for traditional students.

By her own account, Rita was a late bloomer. She started library school at age 49, working slowly until she completed her library science degree in 1993. In 1994 she began her association with Walden University. This unique opportunity was perfect for an equally unique librarian. Rita thrived in this entrepreneurial environment. The social contract aspect of the Walden profile also fit Rita very well. Libraries are a service organization and Rita is the epitome of that ethic. She was tirelessly devoted to the Walden students, learning to know them individually and committed to helping them succeed in achieving advanced degrees while continuing to work in their own communities. At graduations Rita was a full participant with family and friends to wish new graduates well and to celebrate their accomplishments.

While working on ways to serve the growing number of Walden University students, Rita learned much about herself. She found that she had a natural interest in research and in “spreading the word” about library support for distance education initiatives. She carved a strong role for herself in the distance education community, making numerous national presentations and publishing over a dozen articles. She concentrated particularly on how to identify support systems for distant learners in their own communities and what services were most critical. Building partnerships with faculty to make sure that library services were embedded effectively in courses also was a prime activity for Rita. Her national role reflected well on both Indiana University and Walden University. Certainly the work of Rita and her team to provide the best possible library service was pivotal to the accreditation Walden University continues to receive from the North Central Association.

Rita’s strong activity in publication and national conferences was not a requirement of the job. It was Rita who saw such development as essential to doing her job well. It meant being prepared, engaged, and always learning. Rita is the consummate reference librarian. She can find the article, the Web page, or the methodology you need when you need it! I also want to mention her mentoring role. It was more than once that Rita was referred to as “Info Mom,” since she took to heart the development needs of library student staff as well as her distance students. Their needs became hers. She pulled resources for them from wherever she could, working with colleagues within the IU Libraries and outside. Her eager involvement in the libraries helped us enhance our own services to distant learners within IU.

The other area where Rita shined was in service outside Walden University. She was active in the library honor society, Beta Phi Mu, the Association of Research Libraries Distance Learning Section, the Indiana Library Federation, the Off-Campus Library Services Organization, and the School of Library and Information Science, among others. Service to Rita was not simple membership in a group: it was active in every sense of the word. No one ever had more projects in the air at one time than did Rita Barsun.

It is hard to imagine how such an engaged, active, and intellectually curious person goes into retirement. I doubt it will be quietly! Rita has suggested that there could be new pursuits in belly dancing, rock climbing, or sky diving. It also could be more prosaic and include getting her new house and yard into shape. Rita will be able to spend more time connecting with her family, including her husband, Fred, a longtime Crane engineer and her true life partner. Rita has two sons, Hans and Stephan, also successful engineers.

There are four grandchildren and her mother, all of whom are also ready to be a greater part of her life in the future.

While we certainly wish Rita all the joys that retirement can provide and thank her for the energy and commitment she brought to her work with us, we all know that such a vibrant person always will be part of our library lives. She took a young program to the next level in terms of professionalism and success. It is something that she can consider with pride and a sense of accomplishment for years to come.

Patricia A. Steele

Michael Berkvam

No one can know Michael Berkvam for long without tripping over his nubbly Norwegian roots—and woe to anyone who suspects him of being Swedish! When his ancestors came to this country, they adopted as their family name that of a station on one of the world's most spectacular railway lines. From them Michael inherited a love of cold weather and northern climes, and the spirit of adventure that has marked so much of his career.

Growing up in a rural blue-collar environment in the upper Midwest also shaped his broad interests in culture and especially perhaps in sport. He knew everyone in his home town, developing the interpersonal skills that have made him such a deeply loved teacher and colleague. When Michael was a boy, the Braves moved to Milwaukee from Boston, and he became a devout fan, seeing Henry Aaron when he was a minor leaguer and glorying in the Braves teams of the 1950s. Then the unpardonable happened—the Braves moved to Atlanta. So when Michael came to Bloomington, it gave him a new lease on his baseball life to transfer allegiance to the Cincinnati Reds and to enjoy their glory years. Those in the department not born in this country have frequently looked on in amazement as serious discussion was put on hold while Michael and Emanuel Mickel, with whom he makes annual pilgrimages to Cincinnati, debated the finer points of what they persist in seeing as a game of intellect where skill and finesse and strategy are always necessary. Football is another enthusiasm of his, coming a close second to baseball in his life—though to call it close is to insult his love for baseball. His passion for the Green Bay Packers has carried him through the last half of the twentieth century, despite a few difficult moments. And, with the wild optimism characteristic of him, he still holds out hope for a resurgence of the Pack.

Michael was educated at Saint Olaf College, the University of Wisconsin, and the Sorbonne in Paris, focusing first on French literature and civilization of the Enlightenment, and then, with the spirit of pioneering adventure that is typical of him, transferring his allegiance, much as he did from Braves to Reds, to literature and cinema of the second half of the twentieth century, and particularly that of women and francophone writers, those who come not from France itself but from the diverse French-speaking countries all around the globe.

After teaching in various positions in France, Michael came to IU in 1971, serving as resident director of the Indiana-Purdue Foreign Study Program in Strasbourg in 1984–1985 and resident director of the Summer Program in Quebec in 1989–1990. He has been a core faculty member of the Honors College since 1996 and from 1998 to 2003 was director of graduate studies in French literature.

His research, which has been supported by the National Endowment for the Humanities and the Lilly Foundation, has led not just to publications, such as his exploration of the correspondence and collected papers of the eighteenth-century writer, diplomat, and politician Pierre-Michel Hennin, and his recent book exploring the literary legacy of the Vichy regime, *Writing the Story of France in World War II: Literature and Memory, 1942–1958*, but also to exhibitions and catalogues at the Lilly Library. Among the most memorable of these were *La Vie Parisienne: 1650–1900*, *Eighteenth-Century Cities: A Panorama*, and his exploration of texts associated with the French revolution, *Liberty, Equality, or Death: The French Revolution, 1789–1794*.

In addition to serving on innumerable committees, especially—and this is typical of him—those concerned with student well-being, Michael has been an energetic and imaginative creator of courses, notching up a remarkable 30 of these. He introduced courses on women writers and on cinema, and created both the department's introduction to literary analysis for majors, and the civilization-culture series on the 300 as well as the 400 level.

As a teacher he took particular interest in each student and quickly developed an excellent rapport with them. Students greatly appreciated his eagerness to make them feel welcome in his classes while at the same time shaking them out of prejudices and lazy thinking. One student recalls:

I will never forget the first time I walked into his Honors Topics Class (Women Writers in French Since 1945), which was also my first class ever taken as a college student, and he said to the class: "If you're not a feminist, then you're not a woman and you're in denial of your heritage." Wow! Thus began my profound admiration and respect for this man, who was teaching a class full of women on issues that presumably were only to be discussed amongst people of the female persuasion.

Another student praised the wit and wisdom Michael brought to class and went on:

He has a keen sense of understanding of students during these transitional college years and he knows how important it is to connect with the student on the human level and not just the intellectual level. One of my favorite courses taught by Professor Berkvam was a translation course where we translated "Casey at the Bat" into French.

Yet another wrote:

Michael Berkvam has been one of the most important people in my life. He was not only a teacher to me, but also a mentor and has become one of my dearest friends. I attribute my successes as an undergraduate to Prof. Berkvam; had it not been for him, I might have spent my undergraduate years stifled by the imagined need to write and to think for the professor instead of for myself.

For many students and colleagues, indeed, Michael has been not just a great teacher and a transforming influence but a deeply valued friend. In retirement he will continue to live in Bloomington. We wish him and his wife, Mirka, a very happy future.

Rosemary Lloyd

Nancy Sanden Boerner

Nancy Sanden Boerner, librarian for French and Italian, Germanic studies, classical studies, comparative literature, and West European studies, came to the Indiana University Libraries in 1984. She began as library associate for West European studies, but was asked to substitute for Hugo Kunoff, librarian for modern languages, in 1989, while he took on a temporary administrative assignment. From 1990 to 1993 she substituted for Nancy Cridland, who covered history and religious studies; Barbara Halporn, who was responsible for classical studies, philosophy, psychology, and history and philosophy of science; and Tony Shipps, who covered English and theater. In 1994 she assumed a tenure-track position as librarian for French and Italian, Germanic studies, classical studies, Spanish and Portuguese, linguistics, and West European studies. In that role she mastered the skills needed to build collections in a wide range of subject areas, and worked closely with faculty and students in numerous departments to ensure that the IU Libraries supported their teaching and research. Nancy consistently demonstrated her concern both for people and for the future of librarianship most clearly in her supervision and mentoring of students: students of the School of Library and Information Science could always find a home as an intern under Nancy's tutelage.

Nancy has been extremely active in the West European Studies Section (WESS) of the Association of College and Research Libraries, serving terms on the WESS executive committee as secretary and as member-at-large. She is a co-editor of *Reference Reviews Europe*, which appears annually in print and online. She has translated journal articles and book reviews from German into English, and has just completed a translation of her husband Peter Boerner's biography of the German writer Johann Wolfgang von Goethe, which was published in fall 2005 by Haus Publishing of London. She has lived and traveled extensively in Europe.

Nancy did undergraduate work at the Universities of Stanford, Chicago, Buffalo, and Wisconsin-Madison before receiving a B.A. in economics from IU. She received the M.L.S. from the School of Library and Information Science at IU in 1984.

In her work within the Subject and Area Librarians' Council (SALC), she has been extremely attentive to the needs of the faculty and students she serves, has been an active and dependable member of SALC, and has served the IU libraries, the university, and the library profession with commitment and dedication. All of her colleagues in SALC and throughout the IU Libraries miss her quiet but accomplished work ethic, her kindness and sensitivity toward others, and the many contributions, large and small, that she has made to the IUB Libraries. We wish her well in retirement, when she will have more time to enjoy her children and grandchildren and to join Peter in jaunts through Europe.

Talmage R. Bosin

After growing up in Fond du Lac, Wisconsin, Talmage R. Bosin first came to Indiana University as a student in 1963 with a B.S. in chemistry from Wheaton College. He joined the lab of Ernest Campaigne where he studied the physical chemistry of the sulfur analog of biogenic amines. The sulfur analog of serotonin and its benzo[b]thiophene derivatives were the subject of his doctoral dissertation. With his Ph.D. in hand, Tal took off for a warmer climate. He spent two years in Berkeley doing postdoctoral work in chemistry, then returned to Bloomington in 1969 to join the Medical Sciences Program in the Indiana University School of Medicine as an assistant professor of pharmacology and toxicology. He rose to associate professor rank in 1973 and became a full professor in 1978. Tal is a member of the American Society for Pharmacology and Experimental Therapeutics and the Society of Toxicology.

Tal has always enjoyed traveling, both for research and for personal pleasure. He spent a year in Stockholm (1977–78) as a senior international fellow at the Department of Toxicology of the Karolinska Institutet and returned to that department in 1981 as a visiting research scholar. From 1986 to 1987 Tal was a visiting senior research associate in the Department of Psychiatry and Behavioral Sciences at Stanford University in California. Later he became involved with the Indiana University-Kenya Project, a program supporting and encouraging the exchange of faculty and students with our sister medical school at Moi University in Eldoret, Kenya. He made several trips to Kenya to teach aspiring Kenyan medical students in Eldoret, and to work with AIDS orphans and other Kenyans in need of medical assistance. He was instrumental in bringing to Bloomington a number of Kenyan scholars who pursued advanced degrees and research in various labs of the Medical Sciences Program (MSP).

Dr. Bosin became assistant dean and director of MSP in 1989. Under his tutelage the program has overcome enormous challenges and has grown in number of faculty and students as well as grant dollars awarded. Today MSP is well respected on the Bloomington campus and admired within the School of Medicine.

Recognized by his many students as an excellent and engaging teacher, Tal was voted Professor of the Year in the IU School of Optometry in 1985–86. He was honored by the Medical Class of 1986 with the Medical Sciences Program Special Teacher Award. He was chosen by the Medical Class of 1988 as Outstanding Basic Sciences Professor, and he was named by the Medical Class of 1993 as Top Professor in Basic Sciences. To honor his commitment to international education and his efforts to contribute to peaceful cooperation between nations, the Talmage R. Bosin International Study Fund was established in 2005 to help medical and graduate students expand their horizons far beyond Indiana. Thanks to this fund, students will be able to experience life abroad in order to gain understanding, acquire knowledge, and develop skills for thriving in a globally interdependent and culturally diverse world.

Ruth A. Sanders

Dennis Conway

Dennis Conway retires this December from the Department of Geography after 30 years of service to Indiana University. Over the course of his career Dennis became internationally renowned for his research on return migration, circulation, urbanization, and development. While the principal geographical focus of his research has always been the Caribbean, he also has written extensively on Latin America and Nepal.

Dennis was born in Whitehaven, Cumberland, in March 1941, 20 minutes earlier than his identical twin brother, Peter. In 1959 he got a place in Peter House, Cambridge, studying geography. He graduated from Cambridge in 1962 and entered St. Peter's College, Oxford, where he received a diploma in education in 1963. Upon graduation, Dennis took a position as head of geology and teacher in geography at Lawrence Sheriff School, Rugby, in Warwickshire. He remained there until 1966. In April 1966 he married Ruth, and that summer they embarked on a "banana boat" for Barbados where Dennis served as head of geography at Harrison College until 1969. Beginning in the spring of 1969 Dennis and Ruth traveled Mexico and the United States by bus before settling in the Haight-Ashbury district of San Francisco in the fall of 1969. There he worked for Manpower, Inc., and Ruth worked at Kaiser Hospital. They returned to England in the spring of 1970, and Dennis took a teaching position at George Abbot School in Guildford, Surrey. In January 1971 Dennis and Ruth moved to Austin, Texas, where he entered graduate school in geography. He received the M.A. in 1973 and the Ph.D. in 1976.

In August 1976 Dennis joined the faculty of the Department of Geography at Indiana University as assistant professor of geography and Latin American studies. He immediately distinguished himself at Indiana University for his research and teaching, and was promoted to associate professor with tenure in 1984 and full professor in 1992. In the course of his career he published several books and more than 100 journal articles, book chapters, and technical reports. He has been a longtime member of the Association of American Geographers, the Caribbean Studies Association, and the Conference of Latin American Geographers. He has taught over 40 separate courses during his career at Indiana, many of them several times. He has at various times been director of the Center for Latin American and Caribbean Studies, acting director of the Population Institute for Research and Training, and chair of the Department of Geography. He has supervised or helped supervise over 40 Ph.D. degrees in fields as diverse as geography, anthropology, sociology, journalism, history, and speech communication.

In retirement Dennis will continue to engage in research and supervise graduate students. He is starting a number of new book projects and continues to write prolifically. He hopes to have more time for gardening and sailing, preferably in the Caribbean, and for his two grandchildren.

Dan Knudsen

Murlin Croucher

Murlin Croucher, librarian for Slavic and East European studies, retired in August 2005 after serving the Indiana University Libraries for 25 years as a member of the Subject and Area Librarians Council (SALC). Since arriving at IU in 1980, Murlin has diligently and tirelessly dedicated his time and efforts towards building and maintaining the Slavic collection. He has been an active member of SALC and the Russian and East European Institute (REEI) and has been a leading member of the library profession at the national and local level.

The book trade in Murlin's world area can be unstable and challenging to work with, and yet, through meticulous monitoring of approval plans and close work with vendors, more often than not through title by title selection, through maintaining active exchange programs and undertaking numerous acquisitions trips, Murlin succeeded in building one of the best Slavic collections in the country. Murlin also always found the time to mentor students, thereby leaving a lasting legacy for future generations of Slavic bibliographers. Numerous interns from the School of Library and Information Science have received training and experience in his office. Most notably, Murlin spent nine months mentoring and teaching one of the IU Libraries' Mellon postdoctoral fellows for training in Slavic librarianship.

Murlin has been active in the American Association for the Advancement of Slavic Studies, serving terms on many committees, e.g., the Bibliographic and Documentation Committee (BDC), the International Committee for Preservation of Polish Solidarity Materials, the Committee for Soviet Exchanges, and most recently, as chair of the BDC Subcommittee on Collection Development. His expertise and experience have been widely acknowledged at the national level, and he has been invited to evaluate collections at other institutions on a regular basis. He has published widely on topics in Slavic librarianship and Russian literature. The second edition of his publication, *Slavic Studies: A Guide to Bibliographies, Encyclopedias, and Handbooks*, was released by Scarecrow Press in August of 2005. It is a long-awaited, standard-setting, comprehensive reference work and will influence the profession for many years to come.

Murlin did undergraduate work at the University of Utah, the University of Chicago, and the Eastman School of Music, before receiving a B.A. in French and Russian from Arizona State University at Tempe. He also holds an M.A. in Russian literature and an M.L.S. from the University of North Carolina. He has studied at the Sorbonne, the Université de Montréal, the Army Language School, and the National Security Agency. Murlin's knowledge of many Slavic languages (Russian, Czech, Slovak, Polish, Serbian, Croatian, Slovene, Belarusian, Ukrainian) and several non-Slavic ones (French, German, Romanian) has served him well in the IU Libraries. He has also on occasion taught Russian and Czech language courses. Before joining IU Libraries, Murlin worked as Soviet cryptologist for the Army Security Agency (1965–67), and as Slavic cataloger (1971–76) and Slavic bibliographer (1976–80) at the University of North Carolina at Chapel Hill.

Murlin's colleagues already miss his smart perspectives on collection building, his in-depth knowledge of IU's Slavic collections, and his knack for helping the IU Libraries make connections with fellow librarians here in the United States and in many of the libraries of Eastern Europe. Not least, we have lost a great storyteller, a generous mentor, and a kind and caring colleague.

Daniel W. DeHayes, Jr.

Daniel W. DeHayes came to Indiana University in August 1969 from a two-year stint as assistant professor and U.S. Army captain at the Naval Postgraduate School in Monterey, California. From then until his retirement in 2005, his research, teaching, and service contributions to IU laid cornerstones for the institution's current high standing. IU has recently been lauded for excellence in information systems management, entrepreneurship education, and executive education. Dan's vision and diligence adorn each of these areas.

Dan held a variety of administrative posts at IU. From 1976 to 1981 he served as chair of the M.B.A. program. He was dean and director of academic computing from 1981 to 1986. (He had been promoted to full professor in 1979.) In 1987 he was appointed IU's first vice president of information technology, responsible for setting the strategic direction for the university's computing, printing, and telecommunications services. He also served as director of the Institute for Research on the Management of Information Systems from 1988 to 1992, and was chair of the Executive Education Program in the School of Business in 1992–93. The Kelley School of Business is currently ranked in the top 20 programs internationally for excellence in executive education. In 1995–96 Dan led a project team in the re-engineering of the personnel hiring process at the IU School of Medicine and the IU Medical Center in Indianapolis.

From 1989 to 1998 Dan was the founding director of the Johnson Center for Entrepreneurship and Innovation. This nationally recognized program was the catalyst for IU's development of an entrepreneurial education curriculum that currently ranks in the top five in the country at both the graduate and undergraduate levels. Dan was designated "Supporter of Entrepreneurship" by Ernst & Young in June 1999.

Throughout his active career Dan has amassed the research expected from a full professor at a Research-I institution. He recently acted as co-principal investigator for field studies on the traits of high performance organizations, and on the process of competitive intelligence. He is currently engaged in a study of high growth companies. He is also co-author of a best-selling text, *Managing Information Technology: What Managers Need to Know*, currently in its fifth edition.

Outside of IU Dan acts as an advisor to CEOs of privately held companies. He founded The Alliance, a forum for business leaders of privately held companies, in 1990, and continues to serve as the organization's facilitator. In 1999–2000 Dan was involved in analyzing the business and process re-engineering effort at the Crane Naval Base, which resulted in two lengthy business cases for use in business and public administration courses. During his career he has served on 11 boards of directors or boards of managers of privately held companies. He is currently vice chair of the board of Child Craft Industries, Inc., and on the Telamon Corporation's board as well. In addition, he has provided leadership in the creation and growth of 14 companies.

This wealth of experience translates into excellence in the classroom. Dan taught venture analysis, entrepreneurial strategy, marketing research, information systems management, materials management, management consulting, operations management, and decision sciences to M.B.A. and undergraduate students. He was the recipient of 11 M.B.A. and undergraduate, campus, and university awards for teaching excellence from 1972 through 2004. Even after his retirement, Dan remains a vital part of the Kelley School of Business. In 2005–06 he returned to teach *Managing a Growth Company* and *Turnaround Management* on a volunteer basis.

Carolyn M. Wiethoff

Dan Drew

Dan Drew has always been a little out of step with the conventional academic parade. As an impoverished graduate student at Indiana University in the late 1960s and early '70s, he lived in a ramshackle trailer in Ellettsville, but he owned an airplane, a 1940 Piper Cub, which he kept at the Monroe County Airport. Now, nearly 40 years later, though the Piper Cub is gone, Dan still skips out of grading student papers from time to time to slip off to the airport for a little flight time on a sunny southern Indiana day. Cloudy day? Well, then he may be in his garage working on his motorcycle or tinkering with his ham radio equipment.

Tinkering with radio. That is how a professional and an academic career began for Dan Drew. Born February 6, 1941, in Elmira, New York, Dan went to a one-room school and grew up in a rural community where few kids went on to college. He liked electrical devices, including crystal and vacuum-tube radio sets, and he decided early in life that he would go into radio.

In 1958 he enrolled at Ithaca College, and he began a radio career with a part-time job at WEHH radio in Elmira. During his college years he spent as much time in radio studios as in classrooms, working on stations in Elmira and Ithaca, reporting government and farm news and doing sports play-by-play. After graduating from Ithaca College in 1962, Dan took a job at WXYJ radio in Jamestown, New York, covering city and county government and handling the full range of news and announcing duties. In 1963 he moved on to WFBR in Baltimore, covering local and state government, and then in 1964 to WWDC in Washington, where he covered Congress, the White House, D.C. city government, and Maryland state government. This was an exciting time to be a news reporter in Baltimore and Washington, in the midst of the civil rights movement, the war on poverty, racial turmoil in the cities, and the Vietnam War.

Though Dan had always imagined he would make a lifelong career in broadcast news, he felt a tug from the academic world, and in 1968 he enrolled in graduate school at the IU School of Journalism. He completed his M.A. in Journalism at Indiana in 1971 and published his first scholarly article, based on his M.A. thesis, in the *Journal of Broadcasting*, an article on the decision-making styles of television reporters. At Indiana Dan slipped from professional journalism into an academic career of teaching and research. He became one of the first students in IU's new Ph.D. program in mass communication, where he forged long friendships and research collaborations with G. Cleveland Wilhoit and David H. Weaver.

After completing the Ph.D. at IU in 1973, Dan was hired as an assistant professor in the Department of Communication at Stanford University, where he taught courses in media effects, public affairs reporting, and broadcast news. He moved to the University of Wisconsin-Madison in 1975 and continued to teach communication research courses as well as professional journalism courses in broadcast news.

In the early 1980s Dan again felt a tug from the professional world and moved to Los Angeles to work as a reporter in television news at KTLA-TV, where he covered everything from government and crime to fluffy beach features and freeway cop-car chases. After two years in front of the camera in L.A., Dan was wooed back into academe by his alma mater. He came onto the faculty of the IU School of Journalism in 1984, and there he stayed.

Under the deanship of Richard Gray in the 1970s and '80s, the IU School of Journalism sought to balance its professional mission with its academic mission, not by hiring some professional faculty and some academic faculty, but by hiring people who were themselves both. Finding individuals who had solid careers in professional journalism as well as academic credentials and a commitment to scholarly research was always difficult. In the early 1980s I blithely suggested to Dean Gray that we should hire "someone like Dan Drew," whom I had known when I was a graduate student at Wisconsin. A bit exasperated, Gray replied, "There's no one like Dan Drew. There's just Dan Drew." So we hired Dan Drew.

Dan has been the exemplar of the School of Journalism's ideal of blending strong professional experience with academic achievement in a single faculty member. Throughout his years at Indiana he has been deeply involved with professional practice,

as a teacher of television news, as a link between the school and WTIU and WFIU, and as a representative of the school to professional organizations. At the same time, Dan's first loyalty has been to the school's academic mission. Dan's own research includes studies of journalists' professional behavior, media effects, children's media use, and voter learning in election campaigns. He has worked with experiments and surveys and has published his work in the leading journals of the field. One of his regular courses over the years has been Broadcast News Analysis, in which he labored, sometimes successfully, to teach undergraduates statistics and quantitative research methods.

In recent years Dan has devoted much time and brainpower to service to the School of Journalism and IU. He has served as associate dean for research and graduate studies, and he has been a key player in planning for the school's transition to a new century and new dean. He has also become increasingly active in faculty governance, serving on the Bloomington Graduate Council, Bloomington Faculty Council, and University Faculty Council.

Though in recent years Dan's life has filled up with meetings, in his heart he is not a meetings kind of guy. As he moves into retirement, I suspect that he will resist chairing new committees. Instead, I see him sharing a laugh with his wife, Beth Wood, flying an airplane, riding a motorcycle, and tinkering—tinkering, perhaps, with another crystal radio set.

David Nord

Michele U. Fratianni

Harry S Truman is quoted as saying he wanted a one-armed economist because he was tired of hearing duplicitous economic advice—on the one hand this and the other hand that. It is too bad that Michele Fratianni was too young to come to President Truman's rescue. Truman would have appreciated Fratianni's thoughtful but decisive style. Others were more lucky. President Ronald Reagan, the Commission of the European Communities, the Italian Ministry of Industry, the Italian Ministry of the Treasury, and many other organizations got the benefit of Michele's crystal-clear policy advice.

Truman also would have appreciated a chance to chat with a person whose knowledge knows few boundaries. No stranger to economics, Fratianni in conversation could easily stray to history, painting, or Michele's real passion, cooking. *Al dente* might mean a little something to most of us—to Fratianni it is just another opportunity to teach a history lesson about the correct preparation of a noodle.

Michele was born and raised in Italy where he graduated from high school. He then continued his studies at The Ohio State University where he received a B.A. (cum laude) and an M.A. in economics in 1967, and stayed on to complete his Ph.D. four years later. In 1971 he joined IU's Department of Business Economics and Public Policy, his primary academic home for the next 35 years. From 1993 to 1997 he was the school's AMOCO Faculty Fellow, and from 1998 to retirement he has been the first W. George Pinnell Professor of Business Economics and Public Policy. He has been chair of the Department of Business Economics and Public Policy since 1997. He held visiting faculty positions at the Katholieke Universiteit Leuven, Belgium; Marquette University in Milwaukee; the Free University of Berlin; the Catholic University of Milan; and the University of Rome.

Michele is the author or co-author of 19 books and more than 100 articles dealing with macroeconomics, monetary economics, international finance, and public choice. He was the founding and managing editor of *Open Economies Review* for 15 years, developing that journal to become a leading source of scholarship on monetary systems, trade liberalization, and economic transformation. Some of Michele's most notable publications include *The Monetary History of Italy* (1997), *The European Monetary System and European Monetary Union* (1992), and *Regional Economic Integration* (2006). His work has been recognized with several prestigious awards, including the Medal of the President of the Italian Republic for scientific achievements (1982), the Scanno Prize in Economics (1991), and the St. Vincent Prize in Economics (1992).

Perhaps the best way to describe Michele that brings together most of his life currents is that he is and always will be the teacher. During his career Fratianni taught every level of student about money, monetary policy, macroeconomics, and international trade. Just a glance at his CV shows that he taught just about anyone who would listen: financial analysts; Baltic, Russian, and Vietnamese bankers; finance students in Italy; Indiana undergraduate business students in Maastricht, Netherlands; and many more. As a colleague, he taught his co-authors about a fierce single-minded, no excuses, no compromise pursuit of truth. As a department chair, he helped all of us understand the need for growth and change and the importance of both energy and diplomacy in bringing it about. The many doctoral students he advised quickly learned that Michele took on no projects lightly and that he viewed his relationship with them in parental terms. No stranger to both positive and negative motivation, he felt few qualms about using a variety of techniques to move these students from novice to confident, aspiring scholars.

Fratianni's influence is well exhibited through an experience Professor Larry Davidson and he shared in the Baltic countries. Moved by the frustration of the bankers they met in these three countries, they could not know then that the bankers would soon be freed from the control of the Soviet Union and be able to take advantage of advice about currency choice and monetary policy. With the disintegration of the Soviet Union, Fratianni and Davidson quickly found ways to bring their newfound colleagues to Bloomington for a course in central banking and monetary policy. They clearly recall the look on the face of one of the younger bankers from Latvia who was thrilled and

motivated when Michele explained to him that monetary policy could be made independent of the national government. He was so thrilled that upon his return to Riga and his appointment as the central bank president, he moved quickly to have an unsuspecting parliament approve a bill that made the bank independent. Though branded by some as a national traitor because of his subsequent refusal to lend money to a spendthrift government, Einars Repse served with distinction as central bank president until he became prime minister of Latvia. His tough but highly successful policies were no doubt very much the prodigy of Professor Michele Fratianni.

In retirement Michele will continue his research and interaction with colleagues worldwide. He will have a formal academic appointment with a university in Italy and be a distinguished fellow at the IU Center for International Business Education and Research (CIBER). However, he will have more time to spend with his wonderful wife, Shelley, and his children as they all enjoy travel, fine food and wine, and time together.

Larry S. Davidson
Bruce L. Jaffee

Gerald J. Gastony

One of the world's foremost students of ferns, Professor Gerald Gastony completed his bachelor's degree in the College of Philosophy and Letters at St. Louis University. Through his focus on the humanities, he became fluent in Latin and comfortable in Greek, skills that aided his future career as a plant systematist. As an undergraduate he also took the equivalent of a major's course work in biology and supporting sciences, and his talent for botany was recognized and encouraged by one of his teachers, systematist John Dwyer, who encouraged Jerry to apply to Tulane University, where he was advised by the noted naturalist and botanical historian, Joseph Ewan. It was during his master's work at Tulane that Jerry became interested in ferns, which would be the focus of his doctoral work and future career. Ewan encouraged Jerry to apply to Harvard, where he completed his Ph.D. under Rolla Tryon, one of the preeminent classical fern systematists of his time.

Jerry's doctoral work on the taxonomy of the tree fern genus *Nephelea* not only prepared him for a career in systematics, but it also stimulated his interest in related topics such as the comparative morphology of fern spores, variation in the fern life cycle (particularly asexual reproduction), and speciation through genome doubling or polyploidy. Jerry came to IU in 1970, straight from graduate school. His initial research in Bloomington focused primarily on the spore morphology of tree ferns. Several years into his position, however, he had the prescience to gain technical skills that would allow him to broaden significantly his research program. Jerry sat in on several courses at IU on biochemistry and genetics in an effort to apply the developing field of isozyme electrophoresis to ferns. He quickly complemented these efforts with a sabbatical in Leslie Gottlieb's lab at the University of California at Davis, where he perfected his isozyme techniques and began to apply them to evolutionary and population genetic studies in ferns. At the time, existing protocols to extract, resolve, and genetically interpret the banding patterns of common enzyme systems did not work for the most part with ferns, and Jerry was challenged to prove himself in the Gottlieb lab. Ferns in the genus *Pellaea* are abundant and cytologically diverse in California, and these became Jerry's model system for future studies.

This coupling of classical and molecular techniques led to Jerry's pioneering work on fern isozymes, and his lab (known as "Sky Lab" because of its location on the fifth floor of Jordan Hall) became a popular destination and invaluable resource for graduate and postdoctoral students interested in plant systematics and evolution. Jerry continued to be a proponent of the application of molecular approaches to fern systematics, and in the mid-1980s his lab, in the vanguard of the molecular systematic revolution, was one of the first to use variation in fern chloroplast DNA to understand historical relationships among species. A few years later he began employing DNA sequence data for phylogenetic analyses of ferns, which resulted in the first comprehensive phylogeny for ferns. Most recently, his lab generated the first genetic linkage map for ferns, which will provide an important and permanent resource for fern genetics.

Because of the diversity of Jerry's contributions to fern systematics and evolution, it is difficult to summarize all of them here. For example, he was the first to count the chromosomes of the Appalachian gametophyte, a gametophyte (*Vittaria*) that has basically done away with the sporophyte generation. He also demonstrated that ferns have diploid isozyme expression patterns despite their high chromosome numbers and that, contrary to prevailing wisdom at the time, homosporous ferns are highly heterozygous rather than homozygous. He later showed that fern genes were rapidly silenced following genome doubling, indicating that diploid isozyme expression did not necessarily disprove the hypothesis of paleopolyploidy as an explanation for the high chromosome numbers of ferns. Finally, his work completely revamped the phylogeny and systematics of Cheilantheid ferns, demonstrating that previous classifications were often incorrect because of widespread convergence of key morphological features. For these contributions he received the Edgar Wherry Award from the Botanical Society of America in 1995 and was elected president of the American Fern Society (1996-98). In addition, three species of plants new to science have been named in his honor: *Macrocoma gastonyi* Norris & Vitt (a moss he collected at the top of the highest

mountain in the West Indies), *Phanerophlebia gastonyi* Yatskievych (a fern from southern Mexico), and *Pellaea gastonyi* Windham (a fern from the western United States and Canada).

In addition to his contributions to scientific research, Jerry has been a caring and skilled teacher of both undergraduate and graduate students. His Vascular Plants course was widely recognized as one of the best courses in the Department of Biology at IU, and in 2001 he received the Department of Biology Senior Class Award for Teaching Excellence in Biology and Dedication to Undergraduates. He has also been a much loved and respected mentor of graduate students, several of whom have gone on to become eminent plant systematists in their own right.

Jerry has been a generous contributor of his time to journals, funding agencies, the Department of Biology, and Indiana University. He has been associate editor of *American Fern Journal* since 1973 and was editor-in-chief of *Systematic Botany*, the primary research journal for the field of plant systematics, from 1992 through 1995. He served as a National Science Foundation panel member in 1990 and 1998, and was director of the IU Herbarium from 1990 to 2004. He also directed the Evolution, Ecology, and Behavior Graduate Program from 1991 to 2002. Under Jerry's guidance, the program developed into one the strongest of its kind in the country, and Jerry's attention to detail and reputation for fairness ensured that it ran smoothly and was responsive to the needs of both faculty and graduate students. Finally and most importantly, Jerry was a generous and supportive colleague to all of those who requested his advice or help.

Loren Rieseberg

Edward H. Goh

Edward Goh attended Warren Wilson College in Swannanoa, N.C., for two years, then received a bachelor's degree from Berea College in 1968. He went on to Vanderbilt University to earn his Ph.D. in pharmacology in 1974 for research on cholesterol and the hepatic metabolism of lipoproteins. After postdoctoral research and an instructorship at the University of Missouri in Columbia, Ed came to Bloomington in 1977 as an assistant professor of pharmacology in the Medical Sciences Program of the School of Medicine. He rose to the rank of associate professor of pharmacology and toxicology in 1982.

Dr. Goh maintains memberships in the American Society for Pharmacology and Experimental Therapeutics, the American Heart Association, the Council of Arteriosclerosis and Basic Science, and the International Society for the Study of Xenobiotics.

Dr. Goh has described the primary thrust of his research program as being directed toward understanding the regulation and metabolism of blood cholesterol and its roles in atherosclerosis, carcinogenesis, and alterations in the metabolism of various endogenous and exogenous compounds. To this goal, he has extensively investigated the regulation and metabolism of blood cholesterol in the whole animal, liver, liver cells, hepatic organelles, and lipoproteins of the blood. His investigative efforts have been focused on the development and testing of radioactive desmosterol as a metabolic tracer for plasma cholesterol. The conventionally used tracer, radioactive cholesterol, does not permit discriminations to be made between plasma cholesterol that has and has not been through the hepatic microsomes. Since the movement of plasma cholesterol through the microsomes had been considered a prime event in the regulation of cholesterologenesis, the ability to distinguish, and hence quantify, this process may provide a definitive description of the roles of hepatic microsomes in the regulation and metabolism of plasma cholesterol by the liver.

Ruth A. Sanders

Harry Lee Gradman

In 1964, Louisville, Kentucky, native Harry Gradman arrived in Bloomington, Indiana, as a beginning graduate student in the Department of English. This fresh Phi Beta Kappa, cum laude graduate from Miami University with honors in history had not planned for Bloomington to be an especially long stay. Some 42 years later Indiana University and south central Indiana have certainly been the major part of his life. Spending the next year as a graduate student and part-time teacher with a 30-day renewable emergency teaching certificate in southern Monroe County, before the present Monroe County Community Schools system existed, Harry came to realize the warmth and richness of the local community.

However, when Bernard Spolsky offered him a teaching assistantship in the Department of Linguistics' English as a Second Language Program, he left what was then his position as principal of the Harrodsburg School (part-time) and began what was to be a lifelong connection with the international community. Upon earning his master's degree in English literature in 1966, he moved to the doctoral program in the Department of Linguistics, continuing as a teaching assistant and then lecturer toward the end of his Ph.D. in linguistics in 1970. During this period he also earned the graduate Certificate in Applied Linguistics.

Harry accepted a faculty position in the newly formed Urban and Overseas English Programs in the School of Education in 1969. Although these programs were designed ultimately to replace linguistics' M.A.T. in Teaching English to Speakers of Other Languages (TESOL) with an enhanced program for those interested in teaching English to nonnative speakers, Harry nevertheless continued as the advisor to the linguistics M.A.T. program for the next three years, through 1972, until already enrolled students had completed their work. The TESOL course of studies remained in the School of Education through 1980. It was during that period that Harry's scholarly interest in second language acquisition and especially in language testing flourished. Author of many articles on assessment in general and reduced redundancy testing in particular, Harry became interested in tests of English with varying degrees of background noise. Harry also served for three years on the Test of English as a Foreign Language (TOEFL) Committee of Examiners at the Educational Testing Service in Princeton, New Jersey.

These were interesting years for a variety of other reasons as well, not the least of which was the addition of Beverly Hartford to the faculty. Her interests both in the field and in students complemented Harry's, and they were responsible for developing a premier TESOL program. Together they trained more than a thousand graduate students at the M.A. level, and over 200 doctoral students, many of whom have gone on to be leaders in the field and in their countries. Harry chaired Urban and Overseas English Programs from 1972 through 1980, when the TESOL program returned to the Department of Linguistics. A year earlier he had been named chair of linguistics, a position he held through two terms until the end of 1986. He was promoted to the rank of professor during his second term as chair.

As both administrator and professor, in the School of Education as well as in linguistics, Harry created the Center for English Language Training, a unit devoted solely to the English education of nonnative speakers of English. The center resulted from several years of individual language teaching projects with various countries, and its Intensive English Program was designed to be a better use of resources for expanded levels of English language training. From its inception in 1976 until the present, the Center for English Language Training has educated countless thousands of international students at Indiana University.

After stepping down as chair, Harry remained as director of the Center for English Language Training, and found his efforts drawn to recruiting international students both for the Intensive English Program itself and Indiana University in general. This was an important task as all of these efforts were self-funded. During this period, with the addition of second language learning specialists to the linguistics faculty, the College of Arts and Sciences ultimately moved towards the creation of the Department of TESOL and Applied Linguistics, giving this field its due recognition as a separate area of studies. Its current incarnation as the Department of Second Language Studies reflects the

expanded collaboration and appeal of efforts that go back to Harry and Beverly's early years.

Since Harry chaired all of these units, his attention was rather naturally drawn to the areas of program development and evaluation, topics on which he is a popular speaker. He remains a consultant and an evaluator of other programs and departments in this country and abroad. He has also held various positions in national and international organizations related to English language teaching and applied linguistics. In 1996 he was recognized with the prestigious John Ryan Award for his many contributions to the international efforts of Indiana University.

Harry's service to local communities is reflected in his early presidency of Hospice of Bloomington, his volunteer efforts at Methodist Hospital Hospice in Indianapolis, his longtime tenure with Richard Bier as a driver for Bloomington Meals on Wheels, and his many years as director and treasurer of the Indiana Railway Museum, where he serves as a regular conductor on the French Lick, West Baden, and Southern Railway System in Orange and Dubois counties. He also serves as director and treasurer of the freight Dubois County Railroad.

Harry's future lies primarily in Bloomington, home of his beloved Indiana University, with time working on the railroad, and time spent abroad, both in the condo on Jomtien Beach, Thailand, which he shares with Marlin Howard, and travels visiting his many alumni friends throughout the world.

Beverly S. Hartford

Bev Hartford began her academic career in a two-room schoolhouse in a small Maine village. She spent grades one through four in this school and then moved to the new, larger consolidated school, which contained the huge total of 100 students in grades one through eight, and she graduated from high school in a class of 25 students. These early experiences, especially with three grades in one classroom, instilled an appreciation for the flexibility and expertise that teachers in such circumstances must have and began a lifelong love of education. In the summers Bev encountered the many tourists who come to Maine and developed a curiosity about the world outside of the small village, and her interest in other cultures and peoples has remained intact. These same tourist encounters also led to Bev's interest in language variety, since a favorite game with tourists is to ask Maine natives to pronounce certain words that the tourists find curiously different from their own pronunciations. These encounters drew her attention to language variation in sometimes painful ways, but made her desire to learn more about how language works even stronger.

Bev went on to obtain her B.A. from Boston University, an M.A. from Kansas State University, and her Ph.D. from the University of Texas at Austin. Her interest in English as a second language was heightened by experiences as a teaching assistant at both Kansas State and Texas. Given the interests that developed during her early years, along with her teaching experiences, she was lucky to discover a fairly new field of endeavor in academics, that of applied linguistics. This discipline was in its infancy when she majored in it at Texas, and it allowed her to combine her love of language and interest in other cultures. Bev came to IU in 1970 where she joined the newly created Department of Urban and Overseas English, as it was called then. For 15 years, she and Harry Gradman were the sole tenure-track faculty for this program, and they essentially built it into an internationally respected graduate department, with an average of 30 M.A. students graduating each year. It supported a strong doctoral program as well. Indeed Beverly's teaching record includes not only offering 18 separate courses during her tenure at IU, but an impressive record as an incredibly popular and well-respected instructor. This reputation has translated into her directing or serving on over 100 Ph.D. committees. Her former students are in university positions all over the world. She plans to visit them all upon her retirement.

Beverly has a service record hard to match (but that may be understandable since she comes from a small department). Early on she was tapped for her expertise as director of teaching assistants in the IU Groups Program, intended for high potential, high risk students. But her work has not unexpectedly moved beyond the borders of Indiana University. She is a founding member of the Indiana Teachers of English to Speakers of Other Languages (INTESOL) and has held virtually all of the offices of the organization, including the presidency. She has organized a great deal of work for the Midwestern Modern Language Association, and she has served on numerous editorial boards in the TESOL and applied linguistics fields.

Bev has received three senior Fulbright grants. The first was to Poland in 1976, where she taught and researched at Adam Mickiewicz University in Poznan. The second two were to Kathmandu, Nepal, where she taught and researched at Tribhuvan University. Her primary research program has been to analyze the changes in English as it is used internationally, by communities for whom it is not the primary language. She has looked at structural and pragmatic changes, particularly the variety of English that is used in Nepal. From this work have come two co-edited volumes with Samuel Obeng, as well as the usual journal articles. In addition, she and Professor Obeng are co-editors of two new journals in this field. It is not an overstatement that Beverly is a key player in the burgeoning field of world Englishes.

In her other research program, Bev has investigated the development and use of American English pragmatics by adult second language learners of English. In concert with Kathleen Bardovi-Harlig, they have co-edited two volumes in this area, as well as produced journal articles. It is almost impossible to read about second language pragmatics without coming across references to Hartford and Bardovi-Harlig's seminal work.

In addition to the Fulbright grants, Bev has traveled, visited, and lectured all over the world, thus realizing that early interest in other cultures. In order to help others do the same, she has served on the IU campus student Fulbright committee for many years as well as on national Fulbright selection committees, thus helping students and scholars who desire to study or research abroad reach those goals.

George W. Hettenhouse

George started his higher education thinking he wanted to be an engineer. After receiving his Bachelor of Mechanical Engineering from General Motors Institute and working briefly as a manufacturing engineer for GM, he saw the light and switched to studying business and finance. He earned an M.S. in industrial administration in 1966 and a Ph.D. in industrial administration with a major in finance from Purdue University in 1970. This change in direction was very fortuitous for the Finance Department and the Kelley School of Business. George joined the faculty of Indiana University in the fall of 1969 and, in May, will have completed his thirty-sixth year on campus.

Throughout his career George has focused on the application of finance concepts to practical business issues. His early research dealt with the impact of different forms of executive compensation on corporate costs and taxes. His later work involved the investigation of the application of finance information in investor and management decision making. Many faculty take sabbatical leaves so they can lock themselves in their office or lab and not be bothered by outside influences. George used his sabbaticals to spend time in businesses to get a better understanding of the real issues involved in the application of finance so he could use the insights gained both in his research and in the classroom.

While George's research gained him recognition in the profession, it was through his teaching and service that he made his mark on Indiana University. George is a master teacher, as evidenced by his winning 15 teaching awards during his time at Indiana University, including the university-wide Amoco Foundation Award in 1985, and one while a doctoral student at Purdue University. He has very demanding standards, but is so successful at developing an immediate rapport that students really seem to enjoy working hard for him. He is very effective at breaking complicated concepts into manageable elements that the students find easier to understand. His quick sense of humor helps not only to lighten the atmosphere in the classroom, but also to make important points in ways that students will remember. His relationship with students does not end when the course is over, as many students stay in contact with him throughout their careers.

Early in his tenure George was recognized as a person who was effective at organizing and getting things done. He served on the Bloomington Faculty Council as an untenured assistant professor. He was appointed to the newly formed Budgetary Affairs Committee where he served as co-chair. Ken Gros Louis, then chair of the English department, also served on the committee and improved George's writing skills with frequent editorial changes to the committee's reports. In the Kelley School of Business he served the dean's office as the coordinator of faculty affairs from 1975 to 1980, associate dean for research and operations from 1984 to 1992, and chairman of the M.B.A. program from 1992 to 1998. During his term as M.B.A. chair, major changes were made to the curriculum and the program achieved the highest ranking that it has ever had. His popularity and effectiveness as M.B.A. chair were highlighted by the staff and students' hosting a "roast" of George after he stepped down from his position.

George has also had a significant role in public service to the broader community. For over 15 years he has been a member of the board of the M.B.A. Enterprise Corps, which arranges for M.B.A. graduates to work in developing countries. He served on the executive committee of the Strategic Planning Task Force for the Indiana Department of Commerce, a bi-partisan, private-public effort to redirect the state's attention towards new technologies and improved support for entrepreneurial companies. He also was a member of the Governor's Task Force on Financial Markets, which looked at revisions in state banking regulations and assisted in breaking a legislative logjam by developing a strong economic development argument for changing Indiana's then obsolete banking laws. The state continues to benefit from the work of these two initiatives. He currently serves on the board and the finance committee of the Monroe County chapter of the American Red Cross. Previously he served on the finance committee of the Bloomington Boys and Girls Club and on the board of Planned Parenthood of South Central Indiana.

George and his wife, Nancy, who has continually provided valuable support, raised two children. Over the years George put his early engineering training to good use in restoring antique cars and building supporting structures for Nancy's fiber artwork. The

department and school will miss George's sage advice and his ready counsel. Although George and Nancy will now be able to spend more time at the Outer Banks, we can always count on them to "hold court" outside Section J before the IU basketball games.

William L. Sartoris

Jeffrey Forrest Huntsman

One way to gauge the breadth of Jeffrey Huntsman's interests is to pay a visit to his office in Ballantine Hall. The door is festooned with clippings illustrating mangled grammar, tortured logic, and inadvertent humor ("File Shows Man Who Killed Five Before Killing Self Had Problems"). Enter the book-lined room and you will find paintings, musical instruments, parts for computers and other electronic gear, a gleaming sword for dramatizing medieval battle scenes, a carton of Ramen noodles for quick suppers before choral rehearsals, a mounted animal hide next to a sign from a "Licensed Wisconsin Fur Farm," a roll-top desk piled high with papers, on the floor a threadbare Persian rug, and a couch much the worse for wear from countless students who have lounged on it while consulting their polymathic mentor.

It is not hard to find a subject about which Jeffrey will speak passionately and knowledgeably—nature will do, and so will food, physics, language, vintage sports cars, turquoise jewelry, or bluegrass mandolin, along with a daunting range of literary works, from medieval mystery plays to postcolonial fiction. By his own account, he is interested in "about everything in the world except economics." On a recent trip he read books on cosmology, neurology, and mathematics, as well as the latest novel by Philip Roth.

Drama was his first love. After moving from his native Massachusetts to Maine during junior high school, he remained in the north woods to study at Bowdoin, where he threw himself into the college theater program, serving as director, actor, set designer, and even costumer. In the summer following his junior year, he performed with the Colorado Shakespeare Festival in *Richard III*, *Measure for Measure*, and *Much Ado About Nothing*, an experience that confirmed his passion for everything from script to greasepaint. That summer he also encountered living Native American cultures for the first time, in the art and settlements of the Hopi and Navajo, an encounter that would profoundly shape his scholarly and teaching interests.

Following R.O.T.C. training at Bowdoin, he served in the U.S. Army from 1964 to 1966, most of that time in Manhattan, Kansas, where he helped to found a civic theater. When he completed his military service, he stayed on in Manhattan—"The Little Apple"—to earn an M.A. in linguistics at Kansas State University in 1967. His master's thesis, like his undergraduate honors thesis, dealt with medieval drama. From Kansas he moved to the University of Texas for doctoral studies in English language and linguistics, completing his Ph.D. in 1973.

Meanwhile, he had begun his career in the Department of English at Indiana University as a lecturer in 1970. When he arrived, the department was well supplied with scholars in medieval and renaissance drama, the fields closest to his heart, so Jeffrey began teaching courses in Chaucer, English language, linguistics, and Native American literature. He soon created English L364 Native American Literature, making this a formal part of the IU curriculum; except for a course taught at Berkeley by the Kiowa writer, N. Scott Momaday, this was the first offering of its kind anywhere in the world.

Drawing on his polyglot knowledge, Jeffrey also created English G603 Celtic Languages and Literature. He was among the first in the department to teach courses on science fiction, focusing on visions of alternative societies and emphasizing work by a new wave of female writers in the genre. He was likewise a pioneer in the application of computers to research in the humanities. In the early 1970s he began using computers to develop a database of medieval dictionary manuscripts. Computer languages, like natural languages, came easily to him, so he quickly learned programming, and he taught himself to build and repair these newfangled machines. Before there was even a label for information technology consultants, he served many colleagues as an unofficial cyber guru.

Early in his career at IU, Jeffrey experienced what he recalls as one of the pivotal moments in his intellectual development: he envisioned sentences moving not in the mere two dimensions of the page but in four dimensions, including that of time. This insight enabled him to perceive, in any sample of language, larger patterns stretching across historical periods and across seemingly disparate fields of inquiry. He has sought to help students perceive these patterns by drawing analogies from science, music, film, philosophy, technology, and other domains, as well as from literature. He treats the

classroom as a kind of theater, where one arrives with a script but counts on improvising in response to the intellectual flow. His wide-ranging analogies baffle some students, who complain that he is “always going off on tangents,” while the more imaginative students follow his cross-disciplinary leaps with exhilaration.

Jeffrey is drawn to people who hold, as he says, “more than one world in their heads,” people who straddle languages, cultures, or philosophies. Thus his interest in translation, in bilingual dictionaries, in speculative fiction, in the postcolonial literature of such Anglophone countries as New Zealand (including the indigenous Maori) and Australia (including the Aborigines). Thus his interest in the Individualized Major Program (IMP), where he has been active since 1971; his service as an early director of the summer Groups Program; his efforts through the Faculty Colloquium on Excellence in Teaching to enhance education in diversity and global citizenship; and his championing of Native American studies through the Modern Language Association. In such efforts he seeks to exemplify an ideal voiced by the late Congresswoman Shirley Chisholm: “Service is the rent we pay for living on earth.”

Jeffrey recently took on two new IMP students, and he hopes to continue serving this program long after he retires. Among his other post-retirement plans, he aims to complete several scholarly projects, including a study of Native American drama, a book on the Celtic qualities of *Sir Gawain and the Green Knight*, and a comprehensive study of medieval dictionaries. He also aims to spend more time outdoors, pursuing his love of nature; more time in his garage, restoring old English sports cars; and more time making music with the Unitarian Universalist choir and the Bloomington Chamber Singers. In all that he does, may he flourish.

Scott Russell Sanders

William M. Itter

William Itter claims art saved his life, or so his older brother told him. That comment is typical, awkward praise from an older sibling who begrudgingly acknowledged his younger brother's artistic gifts. William went on to earn undergraduate and graduate degrees from the premier liberal arts college known for its art faculty, Yale University. He taught for three years at the University of Pittsburgh before moving to Bloomington in fall 1969 to teach incoming freshmen. The last courses that William teaches this academic year will be freshman courses. In the middle he taught freshmen. Semester after semester he has taught freshmen, for many years overseeing 60 or more fine arts courses for them. At a large research university faculty members migrate to the upper-level undergraduate and graduate courses. In contrast, William has maintained his commitment to the students who are undergoing one of the most profound changes in their lives, the freshman class.

William Itter's teaching stats are truly impressive—several hundred thousand studies made in his classroom over three decades, thousands of fine arts students taught, hundreds of associate instructors guided and mentored—but more important we must praise the quality of his teaching. He was duly honored first with a succession of departmental teaching awards before he received the prestigious President's Award in Recognition of Distinguished Teaching in 1999. In the entire IU system, only four faculty members receive this award each year, and it is given to faculty members selected through an intensive review process that identifies the best teachers on an already distinguished faculty.

Every semester William immerses himself in teaching freshmen and mentoring associate instructors. Somehow he summons extra energy and contributes to the Painting Area's graduate program. Often when I enter his classroom, he is sitting with a student, clarifying difficult concepts, suggesting avenues of exploration, and prodding students to search for solutions. The word "search" is a favorite of his. Another is "invent." Teaching in the visual arts is nurturing the student's ability to think creatively (search) and then translate (invent) ideas into the visual realm of material and form. The intricacies, subtleties, and emphasis on exploration that characterize Itter's teaching are reflected in his painting, drawing, collecting, and martini making. I quote William:

The stimulus to teach comes from my creative activity. As a painter I am motivated to represent in pictorial form ideas that appear to me from all sides of my life-experience. The sources that inspire me and ignite my curiosity create an impetus and need in me to invent an object in two dimensions. To make a thing is to search for and locate in physical form (the) visual ideas elusively floating in memory. Making a painting or drawing requires that I focus my vague visions into something visible and permanent. There is a sense of stability and completeness attached to the objects I create as a releasing and a confirming act.

I now quote comments from the perspective of a student, Soon Ran Youn, who enrolled in Itter's freshman course as a graduate student. She now has work gracing the cover of the best art journals in her discipline:

I enrolled in Itter's class during the time I prepared for my M.F.A. show, even though I was told that I would have an incredibly large quantity of projects every week. Each class, Itter gave me a clue for a project on color relationships and during the week I would explore the infinite world of color. To me, it was like the traditional learning process of Eastern Confucianism. It takes much effort and a long time to understand the study objectives, but once you get to the point, it stays with you for a lifetime. . . . I see Itter as the great composer and conductor for playing the beautiful color orchestrations with his instruments that are also his students.

For many years Itter had solo exhibitions at Sonia Zak's Gallery in Chicago. He currently exhibits his drawings and watercolors at another Chicago venue, the Doug Dawson Gallery. The Bloomington campus is also very fortunate that the IU Art Museum

has one of his monumental paintings, *Axis: Home at Four Corners*. His skilled handling of line, pattern, and form, along with an extraordinary sensitivity to color harmony and contrast, can engage any viewer. This sumptuous masterwork illustrates the rich complexities of William Itter's creative vision.

William was a devoted husband to his wife, Diane Itter, a premier twentieth-century American textile artist. In 1988 they traveled together across Australia, lecturing at a number of the major cities. After her death two years later, William oversaw the mounting of major retrospective exhibitions of her work at the American Craft Museum in New York City and the Textile Museum in Washington, D.C.

While enjoying the camaraderie of his fellow astute connoisseurs, Roy Sieber and Budd Stalnaker, over a span of 20 years, William has acquired a museum-quality collection of African pottery, masks, textiles, sculpture, and more. Itter has an impeccable eye that has guided the collection of an amazing range of objects that record human creativity and inventiveness. He is very generous in exhibiting objects from his collections in the SoFA Gallery and in the IU Art Museum. Many other universities have benefited as well as he has exhibited work from his collections and lectured at universities in Ohio, Georgia, Michigan, Wisconsin, and soon at the Indianapolis Museum of Art.

William Itter's life focuses on art: reading art history, theory, and criticism; collecting art; visiting museums and galleries; and working in the studio. His house is more a museum of rare collections than a living space. An encounter with William, or with his paintings, will never be brief or simple. Deftly constructing connections to a visible order, Itter's realm of heightened sensitivity to all things is a magical place when converted to shape and color on canvas. Maybe I needed to say only that he is a uniquely talented painter. Yet I know that William Itter will be greatly missed in the classroom, and we as a faculty in the School of Fine Arts will miss his guidance, insights, and painfully high standards.

Georgia Strange

Eugene R. Kintgen

At one time or another and for nearly two generations, many young faculty and doctoral students in English have found themselves in the HPER gymnasium around noon. And, as they walked to their next class or contemplated lunch at the Union, they may have recognized out there in the jumble of basketball players a tall, fit man with a jump shot honed to perfection and, increasingly these days, a bounce pass that approaches artistry. That basketball player is Gene Kintgen, who has not only been a fixture in the noontime game for 30 years, but has also served the university—especially the university's graduate students—with energy and distinction.

Born in Jamaica, New York, and growing up on Long Island, Gene dabbled in a number of sports, basketball and golf among them, before enrolling in Princeton, from which he graduated with honors, and then matriculating at the University of Wisconsin-Madison, from which he received his master's and doctoral degrees. While at Madison, Gene cultivated his interests in linguistics, the history of the English language, and literature; indeed, in 1968, as he was applying for academic positions and completing his dissertation while on fellowship at Linacre College, Oxford University, one of the faculty with whom he studied wrote in his letter of recommendation that Gene was "equally at home in linguistics and literature." His dissertation, directed by the nationally prominent scholar Frederic Cassidy, suggests precisely this expertise, as it concerned the phonological, morphological, syntactic, and lexical couplings in Old English poetry.

Before arriving in Bloomington in the fall of 1969, Gene had already placed an article on Robert Browning in the distinguished journal *Victorian Poetry* and embarked almost immediately upon an ambitious career as a scholar and teacher. As a young faculty member, Gene began publishing widely on topics related to stylistics and to Old English and the literature of this period, placing articles on Old English poetry and stylistics in such leading journals as *College English*. His first book, the widely used textbook *Transformational Grammar and the Teacher of English: Theory and Practice*, co-authored with Owen Thomas, appeared in 1974, the year after Gene was promoted to associate professor. More books and edited anthologies were to follow: *The Perception of Poetry* (1983); *Perspectives on Literacy* (1988), edited with Barry Kroll and Mike Rose; *Reading in Tudor England* (1996); and *Literacy: A Critical Sourcebook* (2001), edited with Ellen Cushman, Barry Kroll, and Mike Rose.

As the later titles in this list suggest—and those of several influential articles such as the annotated bibliography "The Psychological Study of Language and Style" (1978) with David Bleich, Bruce Smith, and Sandor Vargyai and "Carlos Reads a Poem" (1983) with Norman Holland, arguably America's most influential psychoanalytic critic at the time—his intellectual interests began to expand in the later 1970s and early '80s to include cognitive psychology, reader-response criticism, and literacy, the last construed more broadly than mere competence with Standard English or the ability to comprehend written English at some basic level of proficiency. Rather, "literacy" or the practice of reading implies a broader cultural determination and the interpretive procedures sanctioned at a particular historical moment, one premise of his 1996 book, *Reading in Tudor England*. The psychoanalytic foundation of Holland's work in such books as *The Dynamics of Literary Response* complemented Gene's expertise, leading not only to their collaboration but also to Gene's work in the 1980s on linguistic perception and reading processes. These interests evolved in the 1990s in Gene's work on cognitive approaches to literary studies, particularly his seminal 1993 essay, co-authored with Joseph Bizup, in *College English*, "The Cognitive Paradigm in Literary Studies."

Gene's rich and varied career at Indiana took yet another turn at about the time he was promoted to the rank of professor in 1982; that is, his keen interest in graduate education led to his tenure as the director of graduate studies in English, a post he held from 1979 to 1986. During this period Indiana was one of the largest Ph.D. programs in the country, so administering it was no small feat. Indeed, as data published in 2005 by the Modern Language Association of America confirm, since 1966 the Indiana University English department ranks third in the country (after the University of California-Berkeley and Columbia) in producing Ph.D.s in the field.

This administrative experience led Gene to a position as associate dean of the University Graduate School, a post he held from 1987 to 2005 before being named as acting co-associate vice president for academic affairs and co-dean of the graduate school. The promotion was richly deserved, as Gene has made graduate education his primary interest and served the university's students with great vigor and success. The many contributions he has made include chairing committees on revalidation and reinstatement, nonacademic employment for Ph.D. students, the credentialing of graduate faculty, and co-chairing a campuswide committee in 1999 that studied the rising indebtedness of the university's graduate and professional students. The insistence by Vice President George Walker that he consider himself a utility infielder and not limit himself solely to graduate school affairs led to his central role in administering the Strategic Directions awards and most recently the Arts and Humanities awards.

Gene has also been instrumental over the years in maintaining the Preparing Future Faculty Program and, more recently, in participating in a three-year study sponsored by the Carnegie Initiative on the Doctorate. The latter committee has promoted major reforms in qualifying examinations, graduate student support, and other matters central to the important enterprise of revising a Ph.D. program to meet the challenges of the twenty-first century. The former program remains, after more than a decade, a vital source for "professionalizing" doctoral students by providing them with training about the jobs they will one day assume as teacher-scholars.

It is difficult to imagine a colleague more dedicated to graduate students and their education. It is difficult to imagine an English department without Gene Kintgen, without his wisdom, good humor, and exquisite sense of collegiality. Fortunately, at least for the time being, those guys in the noon basketball game will still have him on their team. He's been absolutely great on ours.

Stephen Watt

Dodona I. Kiziria

Professor Dodona Kiziria is known for her rare combination of extraordinary talents and unique abilities, which distinguish her from all of the other members of our Department of Slavic Languages and Literatures. She has demonstrated her outstanding talents in her teaching and lecturing, her work on the Georgian language (her native language), and in the fields of Russian and East European literature and cinema. Each of these fields represents an important aspect of our colleague Dodona Kiziria, who is now retiring after a productive career as student, lecturer, and professor in the IU Slavic department.

Dodona's teaching has to be experienced to be believed. I thought I knew about it after reading dozens of testimonials from students and others as part of the process of compiling her tenure dossier, back in the 1980s. I knew that she was well-known for her teaching skills at Indiana University, and that she had won the prestigious Frederic Bachman Lieber Memorial Award in 1985, for which a plaque is on permanent display at the IMU. Yet I had not experienced her teaching for myself, until I attended a lecture she gave on her native Georgia, during one of the lectures in our Summer Workshop in Slavic, East European, and Central Asian Languages. Dodona Kiziria held the audience spellbound for the entire period. And she finished the lecture with the unexpected, yet dramatically appropriate gesture of pouring a glass of wine and toasting the audience. I suddenly realized that I had been a witness to a truly remarkable presentation, and it became clear that Dodona's fame as a lecturer was not just due to her vast knowledge of certain subjects, such as Georgia. Rather, it seemed to be a matter of an innate talent in the timing of words and actions, to hold the listeners captivated, much as an accomplished stage actress might. Her file overflows with letters from students who sincerely tell us how Dodona's teaching has changed their lives and given them a new perspective on learning. She has fulfilled her teaching mission in such an indelible and unforgettable way that our department will always take pride in this accomplishment. Her uniqueness in the field of teaching is so legendary that many students have been flocking to her classes in this, the year of her retirement, in order to experience her teaching at least once.

The field of Georgian is another major pillar of Dodona Kiziria's knowledge and persona. The author of Georgian grammars and textbooks, as well as an important Georgian-language poet in her own right, Dodona has single-handedly put our department on the map in this field as well. Her renown in the Georgian field extends far beyond IU, however, and she has set up or worked on Georgian-related programs for the U.S. State Department, Yale University, and Duke University, to name just a few. Although her Russian literature and cinema courses rarely permit her to offer Georgian during the fall and spring semesters at IU, she has regularly taught the Georgian language in our Summer Workshop, aided by her brother and niece, who specially fly to Bloomington to perform this important task. Since the status of Georgian evolved from a language of just one Soviet republic to a critical language of an independent state, its international importance has risen dramatically, and now the Georgian language is a mainstay of our summer offerings. This must be a great source of pride to Dodona, since she has long served as unofficial ambassador and interpreter of things Georgian. Anyone in our department would immediately think of her culinary abilities in the preparation of the famous Georgian cheese bread *khachapuri*, which Dodona often contributes to departmental receptions, where it always has the distinction of being the most eagerly awaited dish, and the first to be devoured by its many faculty and student devotees.

In addition to Dodona's vast storehouse of skills in teaching the Georgian language and representing its culture among us, mention should be made of her distinction as a Georgian poet. Legend has it that one of our colleagues once dropped the name of Dodona Kiziria in Tbilisi, Georgia's capital, and was immediately treated to an impromptu recitation of her poetry. Another colleague reports seeing a full-page Tbilisi newspaper article on Georgian poets, with Dodona Kiziria's portrait in the key central position on the page.

Dodona's eminent skills as a film specialist are yet a third major area deserving of recognition. Holder of a diploma from the All-Union Institute of Cinematography of the

U.S.S.R. and author of an IU dissertation on film, Dodona has combined cinematic expertise with her outstanding teaching skills. Small wonder that her film courses on both Russian and East European film have been a mainstay of the Slavic department and the Russian and East European Institute over the years. When we think of her rare teaching ability, her deep knowledge of Georgian, and her film expertise, we can only come to one inevitable conclusion: Dodona Kiziria will long be remembered as a remarkable member of our department, whose unique talents will never be duplicated. We wish her the best of good fortune in retirement and would like to offer her a toast as heartfelt as the one she used to close her lecture:

Me minda davlio sadġegrdzelo čveni dzvirpasi Dodonasi, romelsac čven dġes pãtivs vscent. Dodonas gaumarjos! Idġegrdzelo da ibedniero čvenma dzvirpasma kolegam Dodonam, Dodona, sul ħargad da janmrtelad gveq'olet!

I want to drink a toast to our dear Dodona, whom we are honoring today. May Dodona be victorious! May our dear colleague Dodona live long and be happy. Dodona, be well and healthy!

Ronald Feldstein

W. Eugene Kleinbauer

W. Eugene Kleinbauer arrived at Indiana University in 1973 to serve as chair of what was then the Department of Fine Arts, having already achieved tenure at the University of California in Los Angeles. A native of California, Gene had received both a bachelor's degree in economics (1959) and a master's degree in the history of art (1962) from the University of California at Berkeley. He moved east to complete both M.F.A. and Ph.D. degrees (1967) at Princeton under some of the foremost scholars in his field at that time, including the architectural historian Richard Krautheimer, and art historians Kurt Weitzmann and Ernst Kitzinger. After his eight-year stint at UCLA, Gene abandoned the coasts and settled in Indiana, where his strengths as scholar, teacher, and administrator made him an invaluable member of the faculty.

Gene's commitment to university service has been epic. He has served on at least 25 committees, many of them repeatedly, and has served as chair of arts administration and the newly founded history of art department when it separated from studio art. He has been the director of graduate studies on and off for almost 20 years, and has served as an external evaluator of eight outside programs and consultant to some of the nation's most prestigious agencies and institutes, including the National Endowment for the Humanities and the Getty Center. He has also been president of the International Center of Medieval Art, one of the field's premier scholarly associations, and editor of its journal, *Gesta*, in addition to serving on the editorial and directorial boards of numerous other journals and organizations.

His administrative commitments make his extraordinary scholarly productivity all the more remarkable. Gene was trained as a Byzantinist, and his publications have spanned time, space, and discipline to make him one of the foremost scholars of Byzantine architecture in North America. Some of Gene's many books and articles explored early Christian and Byzantine architecture, painting, and mosaics: *Hagia Sophia* (London and Istanbul: Scala, 2004), *Saint Sophia at Constantinople: Singulariter in mundo* (Dublin, N.H.: William L. Bauhan, 1999), and articles in a variety of collected volumes and journals, including the *American Journal of Archaeology* (1964), *Gesta* (1965), *Arte Lombarda* (1967 and 1968), *Journal of the Society of Architectural Historians* (1969), *Dumbarton Oaks Papers* (1973 and 1987), *Cahiers archéologiques* (1972 and 1982), *Archaeology* (1976), and *Byzantion* (1970). A particular focus grew from the subject of his dissertation, on the "aisled tetraconch," a form of building found in ancient Roman, Eastern Byzantine, and Western early Christian architecture, leading him to investigate buildings broadly scattered from Rome, through Milan, Thessaloniki, Syria, and Mesopotamia, and to question the relationship between Eastern and Western architecture, and the meaning of the artworks that accompanied them.

Gene has also been a pioneer in the study of the historiography of Western art. Asked to develop a historiography graduate course by his chair at UCLA, Gene tailored a textbook for his students, which became *Modern Perspectives in Western Art History* (New York: Holt, Rinehart, and Winston, 1971). The book has become a standard text for graduate courses, and was reprinted as part of the Medieval Academy Reprints for Teaching series, while its introduction was expanded to become the *Research Guide to the History of Western Art* (Chicago: American Library Association, 1982). His more field-specific *Early Christian and Byzantine Architecture: An Annotated Bibliography and Historiography* (Boston: G.K. Hall) appeared in 1992.

But within the department he has been most immediately prized for his teaching and advising. For three decades, Gene has drawn to Indiana University students who helped raise the scholarly level of the program while they were here, and raised the profile of IU once they graduated. More than a dozen students have received their Ph.D.'s under his direction. Gene has enlarged the program at the undergraduate level through his dedication to teaching the introductory survey course every year as well as in the summer. Known to elicit cheers from his students, Gene introduces each class with a snippet of pop music. His 300-level classes consistently enroll close to a hundred students, and would attract even more if the department had a larger lecture hall in which to hold them. The interest in medieval art generated by Gene's superb introductory and upper-level classes has helped to cement the popularity of the major as a whole, as well

as attracting many students from other programs who were simply intrigued. He has received three teaching awards, including the President's Award in Recognition of Distinguished Teaching in 1999, and invitations to named visiting professorships: the Frederic Lindley Morgan Professor of Architectural Design at the University of Louisville in 1996, and the Sam and Ayala Zacks Visiting Professor of History of Art at Hebrew University of Jerusalem in 1978. The ultimate proof that Gene has succeeded in juggling the calendars of scholar, administrator, and teacher, however, is offered by his students. Of their own volition, art history graduate students chose to dedicate their 2006 graduate symposium to Gene and one of his specialties, historiography, and Gene was invited to provide the keynote address. This is a wonderful tribute to Gene's impact on their careers and his contribution to our program.

Gene's retirement will undoubtedly be a busy one. He plans to continue work on the nineteenth-century photography of Constantinople and Athens, particularly from the surviving albums of the British photographer James Robertson. In addition to being the proud father of two sons, and proud grandfather of a little boy and girl who live in Bloomington, he is a proud dog-owner and dedicated gardener. Even without the ever-repeating cycle of the academic semesters, his life will be a busy one.

Diane J. Reilly

J. Michael Lucas

Pianist, composer, arranger, bandleader, and conductor, J. Michael Lucas was born in Muncie, Indiana, and attended grammar schools in Muncie, Marion, and Jonesboro before graduating from Mississinewa High School in Gas City, Indiana. As a young boy, Mike studied piano with Lorraine Slinger, a former silent movie pianist. At Indiana University School of Music, he received a bachelor's degree in music theory in 1963, studying piano with Joseph Batista for four years. Mike studied for a master's degree in composition with Thomas Beversdorf and Bernard Heiden from 1961 to 1965 and jazz arranging with Roger Pemberton in 1961. Mike began accompanying for modern dance at Indiana University in 1961 and received teaching assistantships from modern dance from 1962 to 1964. From 1965 to 1992 Mike served on the faculty of the dance program in the School of Health, Physical Education, and Recreation. He was transferred to the School of Music in 1992. There he has taught private jazz piano lessons, jazz piano class, and jazz arranging until he retired in 2005.

Mike held numerous positions for the Indiana University Dance Theatre, including musical director (1965–1992), technical director (1984–1992), and acting artistic director (1988–1989). Throughout his career he has created compositions for various chamber, orchestral, and vocal ensembles, and many arrangements and original compositions for jazz band. He has performed as a pianist for several jazz and dance bands, including Al Cobine, Jim Edison, and Tommy Mullinix. In particular, he was one of the founding members, along with Jack Ost and Gary Potter, of Café Jazz Society in 1986, a group that specializes in Dixieland and Early Jazz repertoire. Mike is currently musical director for the Al Cobine Band and the B-town Bearcats, a traditional jazz ensemble, and continues to perform with Café Jazz Society.

Mike's own band, the Mike Lucas Band, is, in reality, several bands ranging from solo piano to piano-bass duo, from trio, quartet, or quintet to a six-piece Dixieland Jazz Band, a seven-piece Dance Band to a fifteen-piece Big Band. All of these ensembles are available with a featured vocalist. Mike's primary style of music is jazz/swing standards, but other styles are offered as well. The arrangements for the seven-piece and fifteen-piece bands were written by Al Cobine and other top quality arrangers. The members of the Mike Lucas Band are among the finest musicians in the country, having performed with Henry Mancini, Johnny Mathis, Andy Williams, Perry Como, Natalie Cole, and many others. Mike's bands provide the highest quality of music available in the area for shows, dances, receptions, concerts, and practically any type of event where music is required.

As a pianist and conductor, Mike has appeared with various internationally known artists, including Johnny Mathis, Henry Mancini, Andy Williams, Perry Como, and the Righteous Brothers.

Mike has distinguished himself as a longtime member and supporter of the American Federation of Musicians since 1957. He served on the executive board of Local 3 from 1988 to 2000, when he became president of Local 3. Mike has been a vital member of the community through his support of music and the arts, and especially for his leadership role in providing work for countless musicians for many years. For this we are all deeply grateful.

He also was a member of the International Alliance of Theatrical Stage Employees, the stagehands' union, from 1990 to 2004. In 1998 and 2002 he was elected to the Indian Creek Township board in Indiana's Monroe County.

Since 1962 Mike has been active in farming in Monroe County. He has owned and operated a 280-acre grain and livestock farm in Indian Creek Township where he has resided since 1972. He has two children and two step-children, and lives with his wife, Bette Breland-Arcuri.

Luke Gillespie

Daniel P. Maki

It was natural for Dan Maki to select Michigan Technological University for his undergraduate work: a high quality university where he could pursue his interest in mathematics and its applications located in familiar territory, the Upper Peninsula of Michigan. He continued with graduate work at the University of Michigan, where he completed his Ph.D. in 1966. During these years he developed a lifelong interest in UM athletics, and he continues as an avid fan, attending at least one Michigan football game each year.

He joined the Indiana University faculty in 1966 and during his 40-year career he has made superb contributions in many ways: as an outstanding classroom teacher; a helpful and willing mentor to students at all levels; a nationally recognized figure in teaching and guiding undergraduates in mathematical modeling and the applications of mathematics to problems arising in government, business, and industry; a scholar with a knack for working with people in other fields to identify and do research on interesting problems; a leader in the mathematics preparation of public school teachers—curriculum development for undergraduates and in-service training and professional development for experienced teachers; and an unselfish colleague who has provided years of dedicated service to the university and his profession.

Dan's talent for classroom teaching was evident from the time he joined the department. His ability to make mathematics accessible to students has been confirmed by departmental and university-wide awards, and by many invitations to give departmental colloquium talks, invited addresses at meetings of professional societies, and workshops at colleges and universities throughout the country. As a result of his broad interests in the applications of mathematics to problems arising in other fields, many graduate students majoring in other departments whose research involved mathematical concepts and methods have asked him to serve as a member of their doctoral committees. He has been extraordinarily effective in this role, and he viewed this work as an essential part of the role of a faculty member at a research university.

In the late '60s and early '70s the Department of Mathematics hosted a series of NSF-sponsored Institutes for Teachers of Mathematics in Traditionally Black Colleges. After the NSF support ended, a number of the institute participants continued working on graduate degrees here, and Dan played a key role as advisor/mentor and member of the dissertation committees for many of them. With this mentoring and encouragement, quite a few of them completed doctoral degrees at IU, and several of those went on to leadership positions in the mathematics community at their institutions and nationally. He continues to follow their careers and have contacts with them.

At about the same time, Dan began what turned out to be a continuing interest in teaching applications of mathematics to problems arising outside mathematics from the perspective of modeling. He was one of the pioneers in this approach, a co-author of the text that helped define the field, and he remains one of the most visible, active, and well-known contributors in the area. In the 1980s, after a year at the Claremont Math Clinic at Harvey Mudd College, he expanded his interests to include guiding undergraduate students working on real-world projects arising in government, business, and industry. In recent years this activity has formed the core of a Junior Seminar on Analytical Problem Solving in the Liberal Arts and Management Program (LAMP). A few years ago a team of visitors was late for lunch with the chancellor because they found the seminar given by one of the LAMP students so interesting.

Also during his visit to Claremont he became interested in theoretical and applied problems in speech recognition, and this interest led to collaborative research with faculty in the Department of Speech and Hearing Sciences here in Bloomington. Dan and his colleagues soon recognized the potential for the development of commercial products based on the research, and they obtained federal funding to launch a business venture to make new and improved speech recognition systems and related products and services available to a wide audience.

Recently, through an interdisciplinary seminar group associated with the Center for Genomics and Bioinformatics, Dan became interested in a set of mathematical problems arising in computational areas of genomics. He followed up these interests by

participating in a seminar hosted by the Institute for Mathematics and Its Applications at the University of Minnesota in the fall of 2003.

Dan has been very successful in attracting large amounts of external grant and contract support—primarily from NSF—for research, Research Experiences for Undergraduates programs, curriculum development (Math Across the Curriculum), modeling institutes for high school teachers, and the ongoing Mathematics and Science Partnership program. The confidence the funding agencies have in Dan's vision and administrative skill is evidenced by the breadth of the programs supported and the high level of financing, totaling over \$15 million.

Finally, but by no means least, he has served the department and university in many ways: director of graduate study, five years as department chair, a term as chair of the University Athletics Committee, and a large number of the usual and ad hoc university committees. He has also contributed vast amounts of time and energy to the profession as Mathematical Association of America (M.A.A.) section chair, governor, and currently as a member of its executive committee. In 1996 he was awarded a Distinguished Service Award by the M.A.A. In 2002 Michigan Tech recognized his contributions in many dimensions with a Distinguished Alumni Award. And in 2004 he received a President's Award in Recognition of Distinguished Teaching from IU for his distinguished teaching.

Dan takes pride in his Finnish ancestry, and he spent a year in Finland in 1968–69 as a Fulbright scholar. He also enjoys the forests and lakes of the Upper Peninsula of Michigan. Although his professional interests and commitments will continue, it is likely that he will find ways to spend more time at his lakeshore property, on the shore of Lake Superior of course!

Maynard Thompson

Enrique Merino

By the end of December 2005, Professor Enrique Merino had devoted more than 29 years of exemplary service to the Department of Geological Sciences and to the geological profession. His retirement is but another event in a career hallmarked by innovative teaching; rigorous mentoring of undergraduate, graduate, and postdoctoral students; seminal contributions to the field of geochemistry; and expansive service to numerous professional societies.

Enrique is a native of Madrid, Spain, having been born there in 1942. In 1965, he earned the degree Ingeniero de Minas at the School of Mines in that city, and from 1965 to 1967 he held a position as geologist with American Overseas Petroleum (Spain) Ltd. Enrique continued his academic training at the University of California, Berkeley, where he held Fulbright and Del Amo Foundation fellowships (1967–71), and received the doctoral degree in 1973. While at Berkeley, Enrique met and married Consuelo Lopez-Morillas, who also earned her doctorate at that institution and is now professor of Spanish and adjunct professor of Near Eastern languages and cultures at IU. Enrique's first teaching appointment was at the University of Western Ontario (1973–74), followed by a research associateship at Case Western Reserve University during the 1975–76 academic year.

In 1976, by that time a highly trained, experienced geological scientist, Enrique accepted an assistant professorship in chemical sedimentology at Indiana University, where he was promoted to the rank of associate professor in 1982 and to professor in 1994. In the classroom Enrique has demonstrated enviable versatility, having taught courses in physical and historical geology, earthquakes and volcanoes, environmental geology, mineralogy, geochemistry, optical mineralogy/petrography, theoretical geochemistry, and chemical sedimentology. Exceptional expertise in several of these courses is manifest in his research interests, which embrace dynamic geochemical phenomena that cut across several subdisciplines of earth science. These phenomena include stylolitization, metamorphic banding, intracrystalline oscillatory zonation, orbicular zoning in certain kinds of igneous rocks, and banding/fibrosity of agates. All of these are examples of what Enrique was first to identify as geochemical self-organization. From studying the dynamics of geochemical self-organization, he moved on to studying the dynamics of larger-scale geochemical phenomena, particularly weathering, dolomitization, and the origin of terra rossa. All of these involve the puzzle of mineral replacement, which had to be solved first. In his subsequent research on replacement chemistry and mechanics, Enrique has broken new ground and formulated new theories, all involving rigorous application of geologic, chemical, and mathematical principles. Enrique's research has attracted numerous grants from the National Science Foundation, the Petroleum Research Fund of the American Chemical Society, NATO, the Grassmann Foundation, and Indiana University. Enrique's efforts have resulted in the publication of dozens of solo and co-authored abstracts and scores of articles.

Because of his high visibility as a forefront research scientist, Enrique has been a frequent reviewer or referee for articles and books published by no fewer than 25 professional organizations. Further, he has served as associate editor for the *Journal of Sedimentary Petrology* (1988–1992) and for *Geochimica et Cosmochimica Acta* (1992–2002); and as proposal referee for the National Science Foundation, U.S. Department of Energy, Japanese Research and Technology Group, Spanish Ministry of Science and Technology, Swiss National Foundation, and Research Council of Norway. Enrique has held numerous visiting appointments and fellowships, which evidence the acclaim he is accorded as a research scientist. These have included the Université de Poitiers (1985); University of Valencia (1987); Université d'Aix Marseille III (1991); University of Salamanca (1998); Instituto Ciencia de Materiales, Madrid (1999); Geothermal Institute, University of Auckland (1999); and Institute for Advanced Study, Norwegian Academy of Science and Letters (2001).

High tribute to his professional achievements is evident in the number of keynote lectures that Enrique has delivered at high-level conferences and symposia at venues in the United States, France, Spain, Iceland, Norway, and Italy. He has made oral presentations at many other scientific meetings both at home and abroad, including the

prestigious Penrose Conferences of the Geological Society of America, and geological congresses and conferences in Salamanca, Barcelona, Moscow, Paris, Edinburgh, Sardinia, Florence, and Reykjavik. Invited lectures have been legion, adding greatly to his credentials as an incredibly productive scientist. Among these are numerous presentations made at U.S. universities, federal agencies and corporate entities, and academic institutions in Canada, Spain, France, Norway, Switzerland, China, Japan, and New Zealand.

Despite his intensive and highly focused research activity, Enrique is at once a most affable and highly approachable individual. He has willingly and effectively carried out many departmental service responsibilities, is a regular participant in Friday morning discussions over coffee and donuts in the Owen Room, and, with Consuelo, is a convivial presence at departmental social functions. Enrique's enormous enthusiasm for geology is most evident when he bursts forth from his office and exclaims (for example), "*Don!* I have just made the most FANTASTIC discovery regarding zebra banding in dolostone," all the while gesticulating in a manner wholly consistent with the excitement generated by his latest findings.

Fortunately for the department, Enrique is "retiring" only from his teaching and service activities, and plans continued research into long-unsolved problems of geodynamics. We look forward to continued daily association with this remarkable man of science, and to the intellectual stimulation accompanying that relationship. To Enrique we extend collective thanks for his many contributions to departmental development, congratulations upon having achieved an exalted place in the annals of scientific endeavor, and heartiest best wishes for a long, happy, and productive future.

Donald E. Hattin

Lawrence K. (Mike) Montgomery

Mike Montgomery joined Indiana University as an instructor in the Department of Chemistry in the fall of 1962. He retired as professor of chemistry after 44 years of service.

Mike was born in Denver, Colorado, in 1935. He grew up in Longmont, where his father was a highly successful basketball coach. Mike majored in athletics in high school and was awarded all-state honors in football, basketball, and track. Fortunately his mother was a vigilant academic counselor, and he graduated from Longmont High School as valedictorian in 1953. Mike attended Colorado State University as a Beottcher Scholar. At CSU Mike was introduced to the excitement of organic chemistry by the most inspiring teacher that he ever encountered in his career, Cyrus Omar Guss. He graduated from CSU with a B.S. in Chemistry with highest distinction in 1957.

Mike was fortunate to work in the laboratories of two of the premier physical organic chemists of the twentieth century. His doctoral mentor at the California Institute of Technology was John D. Roberts. His dissertation involved the use of carbon-14 labeled molecules to study the detailed reaction pathways of chemical reactions. He completed his Ph.D. in Chemistry in 1960. Mike spent two years at Harvard University as a B. F. Goodrich Fellow carrying out postdoctoral research with Paul D. Bartlett. The experimental results of his studies were influential in shaping a powerful new theory of chemical reactivity developed by two Harvard chemists, Woodward and Hoffmann.

Mike's early research addressed the details of how organic chemical reactions take place. He utilized a host of experimental and theoretical techniques and made significant contributions in six different areas. The two most original contributions were in deutron magnetic resonance spectroscopy and high-temperature gas-phase electron diffraction. The spectroscopy experiments entailed introducing a hydrogen atom isotope (deuterium) into a molecule and following this isotope during the course of a chemical reaction using deutron nuclear magnetic resonance. These were the first experiments of this type. This is now a standard procedure in chemistry and biochemistry. In the second contribution, Mike designed an oven capable of attaining temperatures as high as 2,000 degrees Celsius. The oven was used to break chemical compounds into highly reactive pieces. The structures of the pieces were determined by gas-phase electron diffraction. Structural experiments of this type had never been attempted previously.

In the 1987–88 academic year Mike was a scientist in residence at Argonne National Laboratory, where he participated in organic superconductor research. Upon returning to Indiana University, he established his own research program in the design, preparation, and characterization of new organic superconductors. This evolved into the leading chemistry program in this area in the United States. In this work he collaborated with over 40 physicists.

Mike has given invited lectures at more than 100 universities, industrial laboratories, and government laboratories in the United States and abroad. He has been an invited or plenary lecturer at many national and international conferences on organic conductors. He presented extended lecture series at the University of Paris, the University of Illinois, the Central University of Venezuela, and Argonne National Laboratory.

Mike was an enthusiastic and demanding teacher at both the graduate and undergraduate levels. The difficulty of his undergraduate organic chemistry courses presented a major obstacle to many preprofessional students. Nevertheless, Mike maintains that one of the most satisfying aspects of teaching undergraduate courses was the numerous letters and telephone calls he received from doctors and lawyers long after they had left IU, thanking him for teaching them how to think clearly and study independently. They felt that it had a significant impact on their careers. As with many chemistry professors, Mike feels that he had his greatest influence on the graduate students, undergraduates, and postdoctoral fellows that he mentored in his research group. He received Teaching Excellence Recognition Awards in 1998 and 1999.

Mike served as graduate advisor in the Department of Chemistry for 12 years. He instituted a number of the important procedures that are still employed. He also served on several research and fellowship panels for the National Science Foundation, the Department of Energy, and the Air Force Office of Scientific Research. In an effort to

improve the quality of organic chemistry textbooks, Mike consulted extensively for publishing companies and was the consulting editor in organic chemistry for Holt, Rinehart, and Winston for 12 years.

Mike's principal reason for joining the faculty at IU was that the Department of Chemistry was growing rapidly and it seemed to have a bright future. And it did. As the son of a basketball coach, he has felt very much at home in Bloomington, where he could engage in lively discussions at the barber shop debating whether Bloomington High School should have used a 1-3-1 zone defense instead of a 2-3 zone defense the night before. When Mike was in grade school, he had a superb music teacher, Miss Nesbit, who was passionate about opera and instilled this love in her students. Accordingly, the many years of opera that Mike has enjoyed at IU are for him an unforgettable fringe benefit.

Mike and his wife of 48 years, Mary Anne, raised three children in Bloomington: Jeff, an artist and computer programmer who designs Web sites; John, a television editor specializing in high-end editing software; and Anne, a dedicated critical care nurse. Last October, Mike and Mary Anne purchased a beautiful new condo in Durango, Colorado, where they will retire after Mike terminates his research at IU. In Durango Mike can enjoy many of his favorite leisure activities, such as hiking, fly-fishing, and basking in the warm, dry air. His Colorado body has never adapted to the hot humid summers of southern Indiana.

Dennis G. Peters

David F. Parkhurst

Professor David Parkhurst's career began in the early 1960s, when he worked at the Institute of Arctic and Alpine Research in Boulder, Colorado. Here he was immersed in engineering and applied mathematics. His love of plants began there, and he successfully launched into botany, applying his ever more sophisticated quantitative skills to the physics of gas exchange in leaves. In fact, his first peer-reviewed research paper appeared in the highly acclaimed international journal *Nature* in 1966. What an auspicious beginning—first author on a paper in one of the leading journals in science just *one year* after completing his Bachelor of Science in the Engineering College at the University of Colorado.

Dave's interests in botany and leaf physiology were refined further during a Fulbright year at the University of Melbourne in Australia. He returned to the University of Wisconsin, where he completed his M.S. and Ph.D. in botany. It is during these years that Dave had the opportunity to explore the exciting and challenging world of university teaching, the beginnings of what clearly has developed into a true passion for the scholarship of teaching and learning.

After completing his Ph.D., Dave returned to Australia, taking a position as research scientist in atmospheric physics at Australia's world-renowned government research institute, CSIRO. During this time he co-authored two papers in *Science* and another in the *Journal of Ecology*, both world-class peer-reviewed journals. In 1973 Indiana University and the newly formed School of Public and Environmental Affairs were successful in attracting this young mathematician/engineer/botanist to return to the United States. SPEA's young and rapidly evolving environmental science program was in its formative stages, and Dave had the perfect perspective to serve as one of its chief architects. Thus, Dave has dedicated his entire faculty career to serving the students and programs of SPEA and Indiana University.

While his intellectual home has been here at IU, Dave has taken many opportunities to study and work as a visiting scientist at a host of major labs. These include the Institute of Ecosystem Studies in New York, the Australian National University in Canberra, Oak Ridge National Laboratory, Argonne National Laboratory, the National Center for Atmospheric Research in Boulder, and the U.S. Environmental Protection Agency (EPA) in Washington, D.C. Over the course of his career Dave has advanced knowledge in several areas in addition to his work on gas exchange in leaves. These include critical reviews of statistical methods and appropriate quantitative treatment of environmental data. In particular, his careful assessment of the use (and misuse) of significance tests in environmental decision-making has had a major impact on the field. It is for this expertise that Dave has been consulted by such organizations as the EPA, the Indiana Department of Environmental Management, the New York City Department of Environmental Protection, and the Society for Environmental Toxicology and Chemistry.

While Dave's talents in quantitative methods are highly regarded, his intellectual investment in teaching has been truly exceptional. His influence on the Master of Science in Environmental Science (M.S.E.S.) program has made it one of the most rigorous in the nation. His applied math course E526 and his statistics course E538 are still mandatory for all M.S.E.S. students and are generally considered among the most, if not *the* most, challenging classes in the program. Time and time again, alumni have volunteered that "the Parkhurst courses" have benefited them the most in their careers. Recruiters and supervisors frequently comment on the fact that SPEA's M.S.E.S. graduates have superior quantitative skills when compared to many of their peers.

What sets Dave apart from many of his colleagues is his devotion to continuous improvements—right up to his retirement date—in the quality of his courses and in the effectiveness of his teaching. Dave was quick to incorporate Fortran programming into his applied math course when computers became mainstream in the '70s. Later he replaced Fortran by the more contemporary Matlab software. This process of following the times and keeping his course up-to-date is characteristic of Dave's attitude toward all his teaching efforts. If new materials or examples are suggested by the students, Dave is certain to investigate.

His open mindedness, however, does not make him a blind follower of the latest fashions. On the contrary, during his research in the field of environmental statistics it occurred to him that traditional hypothesis testing in environmental science and engineering was often biased toward showing “no adverse effects.” In contrast, the less commonly accepted Bayesian approach to hypothesis testing places the burden of proof on “no adverse effects,” which is more protective of the public and the environment. Although this is not the mainstream of statistical thinking, Dave inserted this approach into his required statistics course. He was ahead of the times as this more protective statistical approach is now gaining ground in the literature.

Dave has made a major contribution to the teaching mission of the university, not only through the way he affects his students, but also through his leadership on campus in a scholarly approach to teaching. About five years ago he was invited by the dean of the faculties to participate in the Scholarship of Teaching and Learning (SOTL) program. It developed “teaching portfolios,” documenting the scholarly foundation of a course well beyond the syllabus. Dave’s portfolio was one of the first to appear on a national Web-based repository of course portfolios.

Retirement is likely to change little in Dave’s full and productive life. He continues to be sought after by students, faculty, and professionals who value his counsel on all matters of applied mathematics and statistics. SOTL’s explicit goal is to “improve undergraduate learning by fostering faculty inquiry into learning and by building interdisciplinary communities that support and refine this inquiry.” Organizations such as SOTL will likely keep contact information for Professor David Parkhurst readily at hand. Dave Parkhurst is a deep thinker about all that he undertakes. He will remain a valuable resource to Indiana University and to his profession even as he seeks the best that retirement affords. We wish him the very best. But keep his e-mail address handy!

Henk Haitjema
Jeff White

Roger B. Parks

What will the School of Public and Environmental Affairs (SPEA) be like without regular doses of Roger's colorful jokes, acerbic wit, insightful and concise analyses of complicated situations and challenges, and his sage counsel? Many within SPEA have deluded themselves that the inevitable was still many days off, despite Roger's eagerness to volunteer, without much prompting, the exact number of days left before he became eligible for 18–20.

Roger Parks, after growing up in Florida, found his way to MIT where he received a Bachelor of Science degree in aeronautics and astronautics. After a brief career as an aerospace engineer in St. Louis developing military aircraft for McDonnell (now part of Boeing), and a spectacularly brief attempted career in auto racing, Roger came to Indiana University where he earned his M.A. and Ph.D. in political science.

As luck would have it, Professor Elinor Ostrom was offering a seminar on a Saturday morning, which was convenient for Roger who was working full time in Indianapolis at the time and taking classes as a part-time graduate student. Under Professor Ostrom's direction, Roger, along with fellow graduate students Dennis Smith and Rick Guarasci, designed a study on policing in Indianapolis. The study did not have outside funding, necessitating a low-cost endeavor supported by a small internal research fund, work-study funds, and vans donated by the Urban Affairs Center at Indiana. Roger's familiarity with Indianapolis was critical to the success of the project as the research team drove through the neighborhoods of Speedway, Beech Grove, and Lawrence in order to identify the areas that would be the subjects of their survey work.

The Indianapolis project ended up being a "demonstration project" that was instrumental in Roger and Professor Ostrom's obtaining funding from the National Science Foundation for a similar study in Chicago, a larger study in St. Louis, and eventually a study encompassing 80 metropolitan areas. According to Professor Ostrom:

It would have been hard for an outsider to tell who was the student and who was the faculty member in those early years. Roger had so much technical training and good theoretical understanding of research design that he contributed at all levels as a full colleague.

The Ostrom-Parks team continued to work together closely through the late 1970s into the early 1980s. Their collaborative research resulted in a large number of influential publications on the topic of the delivery of police services in metropolitan America.

In 1982 SPEA was fortunate to add Roger as a colleague. While with SPEA, he continued his research into various aspects of policing, including community policing and citizen interactions with police. In addition Roger expanded his line of inquiry and analysis to metropolitan governance and organization. In all he has published over 30 articles and numerous book chapters and research monographs. His articles have appeared in *Public Administration Review*, *Publius*, *Policy Studies Journal*, *Police Studies*, *American Political Science Review*, *Management Science and Policy Analysis*, *Urban Affairs Quarterly*, *Criminology*, *Justice Quarterly*, *Justice Research & Policy*, and *Crime and Delinquency*, among others.

From January 1991 to December 1993 Roger served as director of undergraduate programs in SPEA. SPEA's undergraduate program had been struggling in the late 1980s, and Mike Maxfield, Roger's predecessor, had begun to turn the program around. Roger, however, accelerated that turnaround, shaped the undergraduate program, and gave it focus. More important, he spent numerous hours advising and mentoring countless undergraduates. The program grew dramatically under his leadership and became a foundation on which SPEA was built.

In 2000 Roger was again asked to step into an administrative role for SPEA. Not surprisingly he replied in the affirmative and became director of public affairs and public policy Ph.D. programs, a role he served in until his retirement. Once again he tirelessly worked to strengthen the program and spent countless hours advising and mentoring students in both SPEA's public affairs Ph.D. program and the Ph.D. program in public policy jointly offered by SPEA and the Department of Political Science. Under Roger's

leadership the quality of the entering students improved markedly. He broadened faculty participation in the programs and helped improve the job placements of those completing the programs.

Roger has proven to be an outstanding teacher at the undergraduate, master's, and doctoral levels. He has won SPEA's teaching award on four separate occasions. Whether it was teaching large classes of undergraduates management science, or pushing master's students to develop and improve their skills at program evaluation, or helping doctoral students understand research design, Roger's classes were always rigorous and always sought out by students.

Without a doubt he has had a profound positive impact on many students at both the undergraduate and graduate levels in the classroom, through his mentoring and advising and his programmatic leadership. He has also been instrumental in shaping SPEA, through his administrative assignments, his research, his teaching, and perhaps most important the thoughtful, informal counsel he has given his colleagues. His administrative, research, and teaching contributions will be sorely missed, but he can be assured his SPEA colleagues will continue to seek him out for informal counsel no matter where his post-retirement travels take him.

Roger plans on devoting a good portion of his newfound free time traveling with his beloved wife, Carol, and visiting his son, Josh, who resides in Texas. However, we have it on good authority that Roger will also be doing a substantial amount of "forced gardening" under Carol's watchful eye.

Clint Oster
Kurt Zorn

C. Randall Powell

C. Randall Powell, known by all his friends and colleagues as Randy, has been described in many and uniquely different ways: entrepreneur, technologist, author, educator, trainer of people, thought-leader, tireless worker, compassionate leader, fundraiser. Randy's imprint will endure at the Kelley School, as well as within his lifetime career services profession.

Deeply rooted in Indiana, Randy Powell, after earning an Associate Degree in Electrical Engineering from the University of Kentucky, completed his Bachelor of Science degree in Business Production Management (1964) and M.B.A. in Personnel and Organization Behavior (1966) at IU, and a Ph.D. at The Ohio State University (1973).

Randy was first employed at IU in 1963, during his time in the M.B.A. program, as a computer programmer. In 1966 he was appointed to faculty. It was here that he was discovered by Professor Doug Snider, whom Randy credits as his mentor. One of the earliest deans of the career services profession, Professor Snider, then head of the school's Business Placement Office (BPO), encouraged Randy to pursue his Ph.D. Upon Doug Snider's untimely death, Randy was appointed BPO director, a heady responsibility for a relatively young man. The energetic Randy Powell led the BPO from 1975 to 2003. Beginning in 1983 Randy was titled Assistant Dean for Company Relations and Director of Business Placement. From 2003 to retirement, Randy stepped aside from his administrative responsibilities and assumed the role of clinical faculty teaching his specialty career courses to Kelley School undergraduates.

While leading the BPO, a brand he personally created and others emulated, he applied his technology interests and aptitudes to the career services function. Randy's computerized systems were built "in house" during the early 1980s. Innovation was spurred by his ability to persuade leading technology companies to provide increasingly more sophisticated hardware, which Randy's team of programmers could then use to deliver his grand ideas of intricate scheduling systems, detailed databases, and quality page publishing. All this resulted in the very best career services tools in the market.

In addition to being a pioneer in career services technology, Randy is rightfully proud of those he hired and trained during his 30 years as BPO leader. His protégés include professionals who later led career services offices at the University of Tennessee, Miami University, Yale, Southern Methodist, Illinois State, and George Washington, plus the current directors of the Kelley School's Undergraduate and Graduate Career Services Offices.

Randy's passion for career services touched thousands of students, untold numbers of corporate recruiters, and the many people who directly worked with and for him. His impact on people and the profession went well beyond the bounds of IU. He was a founding member and thoughtful leader of International Placement Directors, an informal discussion group representing top-20 business schools. He was president of the Midwest College Placement Association in 1979. Randy's textbook, *Career Planning Today* (1981), was republished in four subsequent editions. Students and employers alike will forever remember Randy's POOPS sessions, where students learned about career opportunities through panel discussions led by industry representatives.

As a teacher Randy designed and taught the compulsory career management courses, X420 (seniors) and X220 (sophomores). Given the length of his career, Randy may have had greater exposure to more undergraduates than all his colleagues. He lectured, using his textbook, complex slides, and frequent references to the latest Web sites. He taught at the speed of light. Randy also taught internationally, particularly in Finland, where he spent many summers. In appreciation, he received an honorary degree in 1966 from the Helsinki School of Economics.

The Kelley School was a founding member of the Consortium for Graduate Studies in Management, and Randy Powell and Dean Jack Wentworth were early and influential leaders. The consortium, a group of prestigious business schools that financially sponsor minority M.B.A. students, has been of mutual benefit to both the Kelley School and consortium fellows. Randy was a longtime board member, effective fundraiser, and passionate believer in this cause. Today the Kelley School remains an active, supportive member of the consortium.

On a lighter side, Randy will be forever remembered for the length and volume of dictations that others typed and distributed on his behalf. His dictations were often sent to colleagues and staff who happened to be located only a few steps away. Of course, Randy's "stream of ideas" epistles were typically responded to, particularly by faculty, with equally long, carefully articulated counter arguments. Evidently, Randy saw no value in brief correspondence. Only a self-confessed workaholic like Randy could sustain such a practice.

Randy Powell's abiding passion has been to create career opportunities for students. This unique caring drove all that he created and accomplished. His career services passions will undoubtedly continue, as well as his successful entrepreneurial interest in real estate investment. Randy will be missed.

Dick McCracken
with the assistance of
Scott Zanger,
Allyn Curry, and
George Hettenhouse

Jerry Salamon

As we look back on the impressive 20-year IU career of retired accounting professor Jerry Salamon, it is difficult to pinpoint which area of his work has had the most impact on the Kelley School of Business. Is it the award-winning teaching, the influential research, or the countless hours of mentoring and assistance to students and colleagues that set him apart as an instructor and scholar?

If you ask people who have worked with Jerry, they will tell you that his outstanding contributions are more than just the accolades bestowed upon him. According to Jamie Pratt, former chairperson of the Accounting Department, the true measure of Jerry's impact is "his ability to make the people around him better."

Professor Salamon began his academic career at the University of Illinois, where he earned his B.S. in Accounting. An M.S. in Accounting from Roosevelt University and a Ph.D. from The Ohio State University quickly followed. He then taught at the Universities of Florida and Iowa before coming to IU.

At IU Jerry's career has been filled with awards and distinctions for his dedication to students and fellow faculty. Named the A. L. Prickett Professor of Accounting and Information Systems in 1986, Professor Salamon was awarded the 1992 Exceptional Inspiration and Guidance Award from the Kelley School of Business Doctoral Student Association and the 2005 Outstanding Accounting Educator Award from the American Accounting Association (AAA).

Jerry served as chairperson of the Accounting and Information Systems Doctoral Program from 1986 to 1996 and continued to be a valued mentor to graduate students until his retirement. He was twice honored with a Distinguished Teaching Award for his graduate instruction and the Teaching Excellence Recognition Award for his undergraduate work.

Professor Salamon is also known throughout the accounting industry as a leading researcher. His paper, "The Effect of Owner Versus Management Control on the Choice of Accounting Methods," has been named one of the 100 most influential accounting papers. In addition, Jerry's research has been published in numerous journals, including the *Journal of Accounting Research*, *Contemporary Accounting Research*, *Quantitative Analysis of Finance and Accounting*, *Journal of Accounting and Public Policy*, *American Economic Review*, *Journal of Finance*, *Journal of Marketing Research*, *Journal of Accounting and Economics*, and the *Bell Journal of Economics*. He has also published in the *Accounting Review*, as well as serving as its editor, co-editor, and associate editor at different times during his career.

As a member of the AAA, Jerry served on, chaired, or directed numerous committees, including the Deloitte and Touche Wildman Medal Award Committee, the AAA Manuscript Contest Committee, and the Doctoral Dissertation Grant Committee for Arthur Anderson and Ernst and Young.

Despite his active leadership outside the university, Jerry also devoted a large amount of time to internal operations. He was a member of the campuswide tenure advisory committee, as well as serving as chairman of the Kelley School's promotion review committee.

When he is asked about the career accomplishments that make him proudest, Jerry's humility is striking: he quickly credits fellow faculty and Ph.D. students for his success. After expounding on the Accounting Department's excellent research reputation, and despite his own contributions to that standing, he is quick to add, "... this research reputation cannot be considered one of my accomplishments because it is based upon the work of others."

And when he talks with pride of the Ph.D. students he has had the pleasure to mentor, he is humble once more. "Again, without claiming responsibility, I am quite proud of the accomplishments of IU accounting Ph.D. students over the past 20 years."

As Jerry enjoys his new life in Cedar Key, Florida, he is rich with family, community involvement, and leisure. With his wife, Nancy, he sees his two grown stepsons and daughter as often as possible. He is treasurer of the Cedar Key Historical Society and a member of the Lions Club. Jerry also spends plenty of time on the water in his four boats.

He has even toyed with the idea of buying small vessels and re-selling them. Nancy, however, sees this venture as a veiled attempt to collect more boats.

We certainly miss Professor Salamon and the major contributions he has made to Indiana University, as well as to the entire field of accounting. When asked for his advice to accounting students today, Jerry joked in classic Salamon-style, "Work hard and remember that a lot of retirees depend upon the quality of the accounting information produced by firm accountants and attested to by public accountants. Don't neglect this responsibility."

Joe Fisher

James S. Skinner

Dr. James S. Skinner was born and raised in the south but went to high school and university in Illinois. Since receiving his doctoral degree at the University of Illinois, he has worked in departments of physical education, physiology, and medicine in the United States, Germany, and Canada. He has held a number of positions in his profession, including president of the American College of Sports Medicine and vice president of the International Council on Sports Sciences and Physical Education. He has received honors from such organizations as the American College of Sports Medicine and the International Olympic Committee.

Dr. Skinner has been doing research on exercise and health for over 40 years. He has been principal investigator, co-investigator, or a member of the executive committees of research grants totaling more than \$50 million. Most notably, he is one of the five principal investigators of the multicenter HERITAGE Family Study, which is the largest such study ever funded by the National Institutes of Health where exercise was the primary experimental factor. He brought this grant to Indiana University in 1996 for the last one and a half years of data collection of the first five-year phase. This 12-year study was conducted at five universities (four data collection centers and one center for data management and analysis). It investigated the role of genetic factors in the health and fitness of more than 750 healthy, sedentary family members before and after a supervised program of exercise training. This has resulted in over 140 publications, all but one of which shows an affiliation with IU. Another 50 to 60 publications are expected in the course of the next few years as the principal investigators analyze the enormous amount of data.

Jim presently lives in the mountains of western North Carolina, where he continues writing, lecturing, and consulting. His home is at 3,000 feet and is surrounded by hills, trees, and lakes. He hikes regularly on the 300 miles of trails and near the 250 waterfalls within a one-hour drive from his home. He also works with others to develop and maintain trails in the area where he lives.

Although he has traveled extensively (he has lectured in 57 countries), he plans to travel at least once per year to places he has never been but has wanted to visit. As an example, this past year he spent three and a half weeks on a safari in Kenya, Tanzania, South Africa, and Zimbabwe. This year, he will visit Tibet and western China after lecturing in Hong Kong and Beijing.

Lee Sterrenburg

Lee Sterrenburg is retiring this year after 37 years of service to the English department of Indiana University. His loss will be felt especially keenly by those of his colleagues and graduate students who have benefited directly from the acuity of his reading; Lee has long demonstrated that most valuable ability to “get inside” the intellectual and theoretical position of someone else’s argument and offer particularly valuable criticism. And we will all miss the integrity of his commitment to individual learning; Lee did not teach in bulk, he taught a great many individuals, both inside and beyond the department—within the major and through his many hours with the Individualized Major Program.

Lee earned his B.A. from the University of Wisconsin (1963) and his M.A. (1966) and Ph.D. (1973) from the University of California at Berkeley, where he wrote his dissertation under the joint direction of Frederick Crews and Uli Knopfmacher. He began teaching at Indiana as a lecturer in 1970, converting to a tenure-track position after defending his dissertation in 1973.

Arriving in the department in the early seventies, Lee was at the forefront of a group of young faculty who sought to energize the department with respect to dramatic changes taking place in critical theory. Early in his career Lee developed what remains the most popular (among faculty and graduate students alike) course offering in our doctoral program, ENG L680 Special Topics in Literary Study and Theory. Moreover, the way in which Lee originated that course could well serve as a model for the department today as it seeks to re-imagine its graduate curriculum. Beyond simply developing a course, Lee organized a four-year lecture series, “Beyond Aestheticism,” that brought important theorists to campus. Involving both his colleagues here at Indiana and these visiting lecturers in collaborative pedagogy, he coordinated the graduate syllabus with the current work of the visiting faculty. The cumulative effect was to involve faculty and graduate students alike in learning the new contours of the discipline as it was being transformed in those less placid times.

It is this truest sense of imaginative intellectual innovation that his colleagues will miss most. Lee’s career has been marked by his substantial contributions to intellectual exchange that occurs outside the institutional box of lecture halls and course numbers. And he has been especially committed to intellectual exchange that is stimulated—rather than discouraged—by responsible recognition of disciplinary difference. The most difficult challenge facing interdisciplinary and multidisciplinary investigations is to recognize continuously how the borders of our disciplinary difference serve to stimulate as well as inhibit. Notably, he was instrumental in the department’s developing the first doctoral minor in literature and science in the country. Throughout his career—with his work for Victorian Studies, the multidisciplinary Darwin seminar established here in the early eighties, the Science and Literature Affinity Group that developed in the late eighties, the Center for Eighteenth-Century Studies that grew up in the nineties, and his teaching collaborations with Dan Willard and Don Whitehead in SPEA and biology—Lee has been a remarkably valuable colleague in facilitating conversations across disciplinary boundaries, and in finding ways to bring graduate students and faculty together in a genuinely democratic community of learning. It is hardly surprising, then, that among his colleagues and his former students, he has inspired not only profound admiration, but deep and genuine friendship; and it is equally unsurprising that those feelings are not limited to his department, but distributed across the campus.

Indeed, the campus is much too small a habitat. Lee’s career may have begun as a psychoanalytic theorist, but the commitment to theory soon led to a much larger, more political, and more socially responsible commitment to how theory matters in the world; and many who know Lee from his recent work know him primarily through his commitment to environmentalism and the history of ecology. For Lee, the library is not the only archive, and all who know him, both in the classroom and beyond it, know him as a dedicated environmentalist, an avid birder, and an experienced traveler. When Lee teaches travel writing, as often as not, he has direct knowledge to set against the representation being studied. Whether it is photographing blue-footed boobies on the

shores of the Galapagos or Przewalski's horses on the steppes of Kazakhstan, Lee has followed with attention the footsteps and observations of the nature writers and travel writers who occupy a central role in his classroom.

But for many of us, what we will miss most are Lee's dinners—world-class cooking, fine wine, and intelligent conversation that knows the library . . . and also what lies beyond it. He has been an extraordinary colleague and remains an extraordinary friend.

Richard Nash

Tim Tilton

Tim and I arrived in the IU Department of Political Science simultaneously in August 1970. We have been good friends ever since and now he joins me in retirement. This is an occasion to celebrate 35 years of outstanding and highly varied services to Indiana University and the local community by our gifted colleague.

Tim grew up on a farm near Canton, Ohio. He was a three-sport athlete and valedictorian of his high school class. He received a B.A. in history from the College of Wooster and was then accepted at Corpus Christi College at Oxford University, where he studied philosophy, politics, and economics, earning first class honors. He won an National Science Foundation fellowship to Harvard, where he studied with Barrington Moore and Judith Shklar. Tim did fieldwork in northern Germany with a Foreign Area Fellowship, comparing supporters of the Nazi and Neo-Nazi movements. This Ph.D. dissertation and his first major book, *Nazism, Neo-Nazism, and the Peasantry: Nazi Success and Neo-Nazi Failure in Rural Schleswig-Holstein*, predicted a bleak future for Neo-Nazism.

Tim then co-authored a landmark work with Norman Furniss, *The Case for the Welfare State: From Social Security to Social Equality*. The book offered critical evaluations of alternative models of social welfare provision in advanced industrial societies, focusing on Britain, Sweden, and the United States. It was adopted as a core text by a generation of faculty teaching courses in comparative politics and social policy.

Tim visited Sweden for the first time during his doctoral research and was captivated by its egalitarian and uniquely successful social welfare programs. Swedish social democracy became his primary research focus by the mid-1970s. He received numerous grants from the American-Scandinavian Foundation, the Swedish Institute, and other sources to finance summer fieldwork over two decades. Two of his major articles appeared in the discipline's flagship journal, the *American Political Science Review*: "Social Origins of Liberal Democracy: The Swedish Case" (1974) and "A Swedish Road to Socialism: Ernst Wigforss and the Ideological Foundations of Swedish Social Democracy" (1979). A series of articles elaborating his arguments followed, and then a seminal book, *The Political Theory of Swedish Social Democracy* (Oxford University Press, 1991), which received enthusiastic reviews. Tim's contributions to the study of Swedish social democracy have been internationally recognized as among the most important by any American scholar.

Always interested in the fundamental question of how to create a good society by nonviolent means, Tim turned his attention in the mid-1990s to the politics of wilderness and national parks. This topic offered an opportunity to study both conflict resolution and the politics of the natural environment. He published a short study of Swedish national parks. These issues will almost certainly engage him during retirement, as he intends to spend more time in the great American Southwest, where he has previously been a visiting scholar at both the Udall Center for Public Policy at the University of Arizona and at the University of Utah. This subject also affords him ample pretext to indulge his predilection for hiking and backpacking.

Tim has long been one of the star teachers at IU. He loves to liberate students' imaginations and to help them think more carefully about their fundamental commitments. Students have consistently evaluated his courses highly and in 1984 he was awarded the AMOCO Foundation Award. In addition to offering courses on American social welfare policy (which he created) and on other political-economy issues, Tim has been one of the department's core figures in the field of political philosophy. Much of his teaching renown derives from these courses, where he is recognized as an inspiring lecturer, a provocative seminar leader, and a master at adapting the Oxford tutorial system to small classes at IU. His teaching award cited all these facets, with notable attention to his innovative tutorial role and his work as a demanding but effective writing instructor.

An able administrator, Tim directed the Liberal Arts and Management Program (2000–03), the Leadership, Ethics, and Social Action Program (2004–05), and undergraduate studies in political science (1987–90). He also served as faculty resident at the Collins Living-Learning Center in the early 1980s.

Tim is widely recognized as a local political leader. After testing the waters in the early 1980s as a Democratic Party precinct committeeman and delegate to state conventions, Tim won a term on the Monroe County Council (1987–88), followed by successive electoral victories for terms on the county's Board of Commissioners (1989–96). He became president of the board (1990–94) and was appointed to the Plan Commission (1987–96), serving as its president (1991–95). In addition, Tim served as a member of the executive committee of the Monroe County Solid Waste Management District board, including two years as president of that new and environmentally critical agency (1990, 1996).

Tim has been an institution builder and a dynamic force for constructive policy changes in Monroe County. He played a central role in transforming the county commissioners into a modern local government body and the solid waste district into an effective city-county agency for dealing with landfill and recycling issues. He helped found the Community Health Access Program and modernize the Bloomington Economic Development Corporation. He was centrally involved in the development of the Convention Center, the county plan and zoning ordinance, and the new youth shelter. He was a strong supporter of social services. These experiences in local government formed the basis for several courses on local government and a book chapter.

Tim has received distinguished service awards from the National Association of Civil Leadership Organizations and the Greater Bloomington Chamber of Commerce. In 1993 Tim was honored with IU's Distinguished Service Award, based on perhaps the most impressive community service record ever compiled by an IU faculty member. He thus has the rare distinction of having published two articles in his profession's leading journal and having won both IU's distinguished teaching and distinguished service awards. Our university and our local community are clearly better places because of Tim Tilton.

Richard E. Stryker

Karen D. Vitelli

The most ambitious, and the most idealistic, people who go into the academy envision a career that closely resembles the achievements of Karen Vitelli. Her scholarship, her academic productivity and creativity, and her commitment to the highest standards of research and methodology, alongside her ability to attract and nurture talented students, place her at the top of any list of role models. But her academic commitment has always been seamlessly connected to her loyalty and friendship for her colleagues and students. This essential humanity infuses her work with tangible value that keeps her always in our thoughts and makes her contribution to her discipline so profound.

Karen Donne Vitelli is known to her friends as Kaddee, or more simply K.D. For years she was listed incorrectly in IU's records as Karen *Donna* Vitelli. She owes her real middle name to her father, a professor of English literature who was studying John Donne's poetry when she was born.

K.D. joined the IU program in classical archaeology in 1978 after a brief stint at the University of Maryland. She became acting chair in 1985 and chair in 1987. Over the next several years her leadership of this program brought it national recognition as a unique resource for both students and professionals. Her Ph.D. in classical archaeology from the University of Pennsylvania, which she completed in 1974, laid the foundation for much of her later work on the ceramic assemblages from excavations at Franchthi Cave and Lerna, in Greece. K.D.'s first task was to create a typology of these materials so that analysis and scholarly conversation about them would be possible. In this vein, years of painstaking documentation and categorization ensued. This type of work is the backbone of archaeology, but few people have the courage to undertake it, especially with huge collections like those K.D. mastered. Even fewer have the stamina to produce the required detail of recording and categorization as well as the reflexive analysis and interpretation that must interweave with identification. K.D. more than achieved her goal, as evidenced by a spate of glowing reviews of her work. Her ceramic fascicle for the Franchthi series immediately became a standard scholarly reference at the same time that it *set* a standard for scholarly reference works. Her publication of the Lerna materials is now in press, much to the delight of her colleagues.

At the same time that she tackled her professional responsibility to normal science, K.D. developed a unique program of experimental archaeology that has had pathbreaking consequences. The variety of ideas and lines of evidence opened up by her experimental pottery production is much too long to detail. Nevertheless, we cannot resist mentioning a facet of her work that has had particular import for our own, and for the much wider field of research into human behavior. Through her immaculate investigations into ceramic technology, she showed that the earliest pottery in Greece was not intended—or used—for cooking. The import of this simple discovery is tremendous for our understanding of the human past and how it gave rise to the present. In short, K.D.'s discovery calls into question assumptions about the division of labor in early societies, since early pottery has always been attributed to the cooking needs of women and assumed to be a household task rather than a craft specialty. Rethinking these standard frames of reference places the origins of economic specialization, the rise of exchange networks, and the role of women in the development of urban societies in a new light and opens the door to some new and possibly very different interpretations of human history.

Despite the significance of these contributions, many archaeologists and policy makers would argue that K.D.'s greatest legacy is in the field of archaeological ethics, which she pioneered when she served as the editor of a column on "The Antiquities Market" from 1976 to 1983 for the *Journal of Field Archaeology*. In this role she took on the task of documenting the looting and irresponsible collecting practices that are destroying the world's archaeological heritage and abusing the rights of some of the most economically disadvantaged groups on earth. She rapidly became one of the world's leading authorities on these issues and has been called repeatedly into international service to advise the global organizations that are trying to cope with this loss of heritage.

K.D.'s interest in ethics has brought her increasingly into the realm of public archaeology. Realizing that developing the good will of the public toward archaeology is

the only way to ensure that preservation will ever succeed, she reached out to the public through lectures and various educational programs at home and support of the economic development of communities of stakeholders abroad. Even more important, she began to teach her students why they must incorporate this responsibility into their professional lives and how to do so.

K.D. is sorely missed at IU; her warm personality infused the space she inhabited here in a way that made each of us feel a little more lighthearted in our daily efforts to participate in an intellectual community. All her colleagues depended on her wisdom and patience; she was the ethical keystone of our department as well as the wider field of archaeology. But if we put aside our selfish sadness at our immediate loss, we have cause to celebrate her retirement, since it has allowed her to concentrate on her publications and her public contacts. A steady stream of important contributions has flowed from her since she moved full-time to her home in Maine, a place she loves. The wider world of archaeology has benefited from the strengthening of her voice, unencumbered by the daily demands of the academy.

One final anecdote, for which we beg K.D.'s forgiveness. As an undergraduate she spent her junior year on the College Year in Athens program. The next year, when graduation loomed, her overriding goal in life was to get back to Greece. She saw two ways to do that—as an archaeologist or an airline stewardess. She had already been accepted for stewardess training when the University of Pennsylvania offered her admission. In a decision she describes as hurried, she opted for graduate school. On behalf of IU and the profession of archaeology, we thank our beloved friend and colleague for that choice. It has enriched the life of everyone who knows her.

K. Anne Pyburn
Geoff Conrad

Mary Jo Weaver

Two of Mary Jo Weaver's most influential publications—*New Catholic Women* (1985) and *Springs of Water in a Dry Land* (1993)—typify the pioneering role she has played in religious studies during her 31 years at Indiana University. With its six superbly documented, ethnographic chapters, *New Catholic Women* was praised by many reviewers as elucidating the sexual politics at work in the history, church practices, and theology of American Catholicism. Similarly imaginative and inventive, here in its approaches to goddess feminists, mystics, and liberationists, *Springs of Water in a Dry Land* managed, like its predecessor, to speak to scholars interested in the intersections between gender and religion as well as to people outside the academy dedicated to finding a belief of their own. Both of these exceptionally original and strikingly lucid volumes typify Mary Jo's fascination with the margins. What does not abide in the middle but instead gravitates toward the extreme or edge? This query has informed all her pedagogic and editorial activities, even as it evolved out of her own past.

As a Catholic growing up in Coshocton, Ohio, Mary Jo found herself in a decided minority and stigmatized along with her family. After receiving her B.A. in chemistry at Ohio Dominican College in Columbus, she went to work as an assistant research chemist at Parke, Davis, & Co., where many of her colleagues asked, "How can you be a chemist and a Catholic?" The subsequent decision not to be a chemist ought not be taken as her answer to that question; however, she did soon enroll at the University of Notre Dame, where in 1973 she received her Ph.D. in Theology. That she was the first lay woman to receive a Ph.D. in theology there may have suggested to her that it might be difficult to be a theologian and a woman, a point driven home during her three years as an assistant professor of religious studies at Pontifical College Josephinum: her hiring had to be approved by the Apostolic Delegate (the pope's representative in America), and so she was presented to him on paper as the sexually indeterminate "M. J. Weaver with a Ph.D. in History"!

During the scholarly career on which she embarked after she arrived at Indiana University in 1975, Mary Jo's colleagues in religious studies frequently questioned the pertinence of her feminist inquiries, while her colleagues in women's studies often queried the relevance of her religious inquiries. Perhaps her sense of being on the margins of both disciplines turned her toward her first publication, *Letters from a "Modernist"* (1981), where she studied a group of Catholic intellectuals generally condemned by Catholic authorities. Yet the many grants she obtained from the Lilly Endowment and the National Endowment for the Humanities proved her rising national reputation in the field she helped found—feminist approaches to religion—as did such courses as Introduction to Christianity and Women and Religion. Her textbook, *Introduction to Christianity* (1984), has remained popular with teachers and students thanks to its clear writing and even-handed approach. Currently forthcoming in its fourth revised edition, this book describes the diversification of Christianity in the United States, even as it emphasizes Christianity's birth from within the traditions of early Judaism.

Inside her department, Mary Jo expressed her dedication through four terms as director of graduate studies. She shepherded numerous students through the department's degree programs, and was a key player in the development and launching of the department's doctoral program in the 1980s. Few scholars could have directed, as Mary Jo did, doctoral dissertations on the cult of the Virgin Mary in late ancient and medieval Europe and on the religious dimensions of the Ku Klux Klan in twentieth-century America. She gave years of service to university and College of Arts and Sciences committees, including two terms on the college's tenure committee and six years on the university's Athletics Committee. Legendary among undergraduates, Mary Jo's courses on mystical prayer and spirituality tended to focus on the medieval period, but often branched out to such twentieth-century figures as Thomas Merton and Pierre Teilhard de Chardin and to popular culture venues, including the television series *Star Trek*.

At mid-career, Mary Jo's scholarly pursuits turned to two related and edgy topics. First, her interest in female mystics issued in two volumes, both dedicated to documenting the Carmelite Monastery in Indianapolis: *Carmel of the Resurrection, 1922-*

1997 (1997), with Jean Alice McGoff, and *Cloister and Community: Life Within a Carmelite Monastery* (2002). About the latter, the novelist Mark Salzman has explained that, “part architectural biography, part history,” it provides “a portrait of a community of women dedicated to finding the sacred in the ordinary.” Second, and in uncanny anticipation of the current religious climate, Mary Jo received a number of grants from the Lilly Endowment that eventuated in a series of workshops and publications focused on fundamentalism: *Being Right: Conservative Catholics in America* (1995), with R. Scott Appleby, and *What’s Left? Progressive Catholics in America* (1999) bring together eminent thinkers from the conservative and progressive wings of the American Catholic intellectual community. No wonder that throughout the 1990s Mary Jo became a prominent voice on National Public Radio, specifically in its efforts to display the spectrum of Catholic opinion to the American public.

Taken together, all of Mary Jo’s scholarship reflects her profound commitment to understanding how religion confronts, resists, and adapts to modernity. Because of her extraordinary dedication to undergraduate education at Indiana University, which earned her the President’s Award in Recognition of Distinguished Teaching in 1989, it is fitting to conclude by quoting the words of one of the hundreds of students who have profited from her instruction:

Professor Weaver is a great teacher in every sense of the word. Not only does she have a gift for transmitting ideas to students, but she has the unique ability to get her students excited and passionate about the material. For a professor at a public research university, I can think of no greater accomplishment than this.

David Brakke
Susan Gubar