

## Grahame Bennett

*Professor of Mathematics*

Grahame Bennett was born in Newcastle, England, on January 23, 1945. He received his B.S. from the University of Newcastle in 1966, and then went on to the University of Cambridge, where he received his Ph.D. under D. H. J. Garling in 1970.

I first met Grahame at a National Science Foundation (NSF) conference on sequence spaces held at the State University of New York at Albany in the summer of 1969. All of us at the conference were overawed with Grahame's intelligence. We were equally impressed with his politeness and lack of bravado.

He spent the 1969–1970 academic year at Lehigh University, at the invitation of A. (Tommy) Wilansky. While at Lehigh, Tommy told Grahame about the 12 problems he was currently trying to solve. Grahame solved all of them!

Grahame came to Indiana University in the fall of 1970 as a Vaclav Hlavaty Research Assistant Professor. Most of the Hlavaty postdocs are asked to leave after their three years. Grahame was the exception, and was invited to stay. He was promoted to associate professor in 1975, and then to full professor in 1979.

During the academic years 1977–1979 he was the recipient of a prestigious Sloan Fellowship, and he spent 1977–1978 at the University of British Columbia. From 1972 to 1997 he was awarded several NSF grants.

From the late 1970s through the early 1980s, Grahame's wife was pursuing a degree in pharmacy at Purdue. Grahame assumed the duties of both parents with respect to their three children. Although he had no publications during this period, he continued to read, discuss mathematics, and attend department colloquia and seminars.

His early research interests involved sequence spaces. When he resumed his research activity, he turned to the study of inequalities, and has proved a number of very deep and beautiful results, including the solution of a long-standing conjecture of Littlewood.

Grahame has published over 50 papers, each of them a very high quality piece of work. To illustrate this I will cite one of the referees of one of his research proposals: "When I was a graduate student, my professor was fond of saying that a particular theorem was O.K., but it would not set the Thames on fire. The mathematics that Grahame describes in his grant proposal might set the Thames on fire."

Grahame is an excellent expositor and has been invited to give talks at a number of international conferences, including the plenary address in Poznań, Poland, in 2003, in honor of the centennial of Orlica; a conference in honor of Littlewood in 1975; and the Polya

Conference in Birmingham, England, in 1987. Other invited talks have been given at meetings of the American Mathematical Society, the University of Ulm, Stuttgart University, Clarkson College, Wabash College, York University, Rose Polytechnic, the University of Michigan, The Ohio State University, the University of Western Ontario, the University of Texas at Austin, Kent State University, Wright State University, Ohio University, Dalhousie University, Miami University of Ohio, St. Lawrence University, the University of Missouri, Loyola University of Chicago, Oakland University, and De Paul University. He has also spoken at conferences in Hagen, Ulm, Hong Kong, Manila, Venezuela, and Czechoslovakia, and was a recipient of a TUBITAK grant from Turkey.

His research is just one facet of his talent. He has also been a quality teacher here at Indiana. In 1997 he was given the Teaching Excellence Recognition Award. Grahame has taught a wide variety of undergraduate and graduate courses, and has produced two Ph.D. students.

He has also done his share of departmental service. He has been both director of undergraduate studies and colloquium chairman. He served on the following committees: honors division committee, salaries, recruitment, Red Carpet Day, undergraduate policy, the Putnam exam, the real variables qualifying exam, and the foreign language committee (of which he has been a mainstay in recent years). He started two activities important to the department today: he was the first math coordinator of the Advance College Project, and he was the creator of the first math awards ceremony.

At the university level he has served as a University Division counselor, on the Canterbury committee of the Office of Overseas Study, on both the university and College promotions committees, and as a reader for the Wells Scholarship Program. He is also a member of the editorial board of two journals on inequalities, and has refereed and reviewed many research papers.

His younger brother, Colin Bennett, is also a mathematician. He received his Ph.D. from the University of Texas under G. G. Lorentz, works in numerical analysis, and is a full professor at the University of South Carolina.

Grahame is also an avid IU soccer fan.

It has been a pleasure having Grahame as a colleague for these many years. Although we have never published any joint papers, we have spent many hours together discussing the mathematics each of us is working on.

*~Billy E. Rhoades*

## Andrew R. Durkin

*Associate Professor of Slavic Languages and Literatures*

In 1975 Andy Durkin took a position as visiting assistant professor at Indiana University's Slavic department; one year later, the department, to its credit, hired him as a tenure-track assistant professor; and 33 years later, the department, to its dismay, is bidding a fond retirement to a long-standing and much-valued colleague, friend, and mentor.

Born in Connecticut, where he maintains close ties to this day, Andy earned his bachelor's degree at Boston College, then began his gentle drift Midwest-ward, earning a master's from Columbia University in 1970, followed by a Ph.D., with distinction, from Columbia in 1975. On his way to the Ph.D., he served as visiting assistant professor at Bucknell University in Pennsylvania in 1973–1974—another step in Indiana's direction. During the summer of 1975, Andy made a feint back eastward, serving as visiting assistant professor at his alma mater. And that's when IU drew him away for good.

At IU Andy has played a central role in the Slavic department's Russian literature program, at both the graduate and the undergraduate levels, and has established himself as a significant figure in the study of nineteenth-century Russian realism. In 1983 Andy published a landmark work on one of the earliest of Russia's realist prose-writers, Sergei Aksakov. This book, *Sergei Aksakov and Russian Pastoral* (Rutgers University Press), was not only the first monograph-length study of Aksakov in any Western language, but was also, as reviewers unanimously noted at the time, a work of first-rank critical insights. The central thesis is that the key to understanding Aksakov lies in grasping the pastoral tradition in which his works, which are usually described (or dismissed) as thinly veiled autobiography, were steeped. Andy sensed with startling penetration that Aksakov transposed "the pattern of the hunt itself into the structure and style of the text," and pursued this line of analysis to its broadest conclusions: that hunting, by dint of its reliance on observation and keen experience, is a kind of art itself; and that the literary art of Aksakov resides precisely in his negotiation of artifice and immediacy, myth and experience, apparent transparency and actual complexity. All the reviewers—major figures in the field in their own right—hailed Andy's attentiveness to detail, his penetrating acumen, his ability to ferret meaning out of nuance. One reviewer clearly sensed that this book "should be the standard work" on Aksakov, and, indeed, all serious studies on Aksakov since 1983 are peppered with the phrases "as Durkin shows," "in Durkin's words," "see Durkin for a perceptive reading of . . ." Twenty-five years later we have further proof of the durability of Andy's work: a chapter from this book ("The Strategy of the Hunter") has been reprinted in *Nineteenth-Century Literature Criticism*, Volume 181 (Gale: 2007).

Yet Andy's expertise quickly grew to include the whole of nineteenth-century realism. His articles range over the works and authors of this period, frequently with a comparativist bent, visible in his earliest published works and carrying over into later publications and presentations: Laclos and Tolstoy, Henry James and Alexander Pushkin, Stephen Crane and Chekhov. Especially Chekhov. If, early in his career, Andy could be called a major figure in the study of a relatively minor author (Aksakov), he soon also established himself as a major figure in the study of a major author, publishing numerous articles in leading Slavic journals on Chekhov's prose and plays, giving talks at national and international conferences, serving repeatedly as manuscript referee and panel chairperson on Russia's most famous doctor and writer.

Back at IU Andy graced his students with course offerings that converted his wealth of knowledge into his students' riches. His courses on Chekhov, Russian drama, Russian literature in a European context, and, especially, his courses on Tolstoy and Dostoevsky, including one devoted to the formidable pair of *War and Peace* and *The Brothers Karamazov*, brought his proven skills of exegesis together with his instinct for clear presentation, and made these courses much sought after. Graduate students of Andy's have gone on to make their own mark in the field of Russian realist studies, with notable works on Dostoevsky, Chernyshevsky, and, of course, Chekhov.

As a colleague, Andy brought an unflagging geniality, and what Joseph Brodsky called "generosity of spirit," to the fifth floor of Ballantine Hall. Somehow talking to Andy about courses or department business always made work seem less like "work." And you could talk to Andy about almost anything, since he had a quiet way of seeming to know something about every topic under the sun. "I think," he might remark, unassumingly, "that that metaphor of death as a thief comes from somewhere in the New Testament." And sure enough, you find it there in Revelation and add a grateful footnote to your article. What kind of a bird is Pushkin talking about here, you wonder. And it just so happens that Andy is a lifelong bird-watcher. Whale migration? Andy makes an annual pilgrimage to San Diego over winter break to watch them stream southward for the winter—and is always happy to describe it to you. He didn't wear all this knowledge on his sleeve, but it was there if you asked. Andy even managed to combine two of his long-standing interests—in Japanese language and culture, and in birds—with his professional work in Slavic studies, publishing on Akira Kurosawa's transposition of Dostoevsky's novel *The Idiot* into film, and writing "a guide to the guides" on birds in nineteenth-century Russia.

No doubt Andy will continue to pursue his many interests in retirement; his gain of free time is our loss. All of us in the Slavic Department—faculty, staff, and students—will miss him terribly, and we wish him all the best.

~Aaron Beaver

## Henry Glassie

*College Professor of Folklore; Adjunct Professor of India Studies, of Near Eastern Languages and Cultures, and of Central Eurasian Studies*

We celebrate the promise that Henry Glassie, the author of many of the most influential books in folkloristics, will, despite his retirement, continue to be a productive field-worker, writer, mentor, and disciplinary leader.

Born in 1941 in Washington, D.C., Henry comes from a family with deep Southern roots. Affection for the places, peoples, histories, and cultures of the American South, in profound tension with his belief in the necessity of change in a society characterized by racial injustice, provided the early catalyst from which a long and productive career as an activist and engaged student of humanity would grow.

Henry consistently describes the unfolding of his career in terms of his major fieldwork projects. The keystone works in the period that runs from his teenage years through the 1970s are *Pattern in the Folk Material Culture of the Eastern United States* and *Folk Housing in Middle Virginia*. These transformational studies of cultural history in Eastern North America greatly expanded scholarly knowledge of the region while offering general models for both historic-geographic (in *Pattern*) and structural (in *Folk Housing*) analysis of artifacts. This period saw Henry move through his degrees at Tulane University (English and anthropology), the Cooperstown Graduate Program (folk culture), and the University of Pennsylvania (folklore).

The nature of Henry's fieldwork shifted when he began a decade-long project focused intimately on life in a small community on the border in Northern Ireland. The many fruits of this work have permanently reshaped the humanistic social sciences. The American geographer Wilbur Zelinsky called Henry's ethnography *Passing the Time in Ballymenone: Culture and History of an Ulster Community* "one of the most remarkable pieces of literature of the twentieth century." Such praise is far from idiosyncratic. In a time of horrifying sectarian violence, Henry's Irish work demonstrated the power of love, faith, and historical consciousness to give meaning and structure to a community in which Catholics and Protestants together grappled with wrenching social change. After a span of 34 years, Henry revisited his Irish work in his most recent book, *The Stars of Ballymenone*.

From a tiny corner of Northern Ireland, Henry shifted his attention in the 1980s to the arts of a bustling nation. While his earlier work had focused on cultural forms that were often understood to be disappearing, Turkey was a place in which the traditional arts were reaching new heights of excellence on a vast scale. His massive ethnographic endeavor became a major museum exhibition and the monumental book *Turkish Traditional Art Today*. Testifying to its impact, the study was named a noteworthy book of the year by the *New York Times*. In demonstrating the excellence of contemporary traditional art, the book singlehandedly upended an elite discourse that insisted that Turkey's artistic greatness was a matter of the distant past.

The progression that began in Protestant America, led to Catholic Ireland, and was followed by Muslim Turkey, brought Henry next to Bangladesh, where Hindu and Muslim artists shared the complexity of their arts and culture with him. The Bangladesh decade resulted in *Art and Life in Bangladesh*, a book that the nation's leaders prompted him to write so that their country could benefit from the same kind of comprehensive survey that Henry had pursued in Turkey. Overlapping with his work in Bangladesh in the 1990s was the beginning of his project on Japanese ceramics, which he is currently pursuing in collaboration with folklorist Takashi Takahara. In turn, the Japan period has overlapped with the start of his nearly completed artistic biography of Nigerian artist Prince Twin Seven-Seven. As this project connected to the religion of the Yoruba people nears completion and he prepares to finish his study of a key art in a Shinto and Buddhist society, Henry and his beloved wife, Pravina Shukla, are beginning work in Brazil, where art and religion are rooted in a distinctive mixture of African, European, and Native American traditions.

While Henry has been closely associated with performance-centered and folklife approaches in folkloristics, consideration of his oeuvre reveals a deep commitment to a humanistic comparative method in which the intersection of religion and art has provided a common denominator for a global assessment of the human condition. Such considerations are most overt in his stocktaking works, including *Material Culture* and *The Spirit of Folk Art*. Recurring themes in Henry's research include the socially integrative power of vernacular cultures, the ramifications of faith, the cross-cultural nature of art, the role of the individual in community, and the lived experience of history.

Prior to finishing his doctorate, Henry had already taken up work as one of the nation's first public folklorists, serving as Pennsylvania's state folklorist. After a year teaching at Pennsylvania State University, Henry joined Indiana University's Folklore Institute in 1970. He was promoted to associate professor in 1972. In 1976 he returned to the University of Pennsylvania, where he became professor and chair of the Department of Folklore and Folklife, the program from which he had earned his doctorate only seven years before. Henry was happily lured back to Indiana's storied folklore program in 1988, when he was offered a College Professorship, the distinguished rank that he now carries into emeritus status. Continuing the work that he began as a state folklorist and as a civil rights activist, Henry has remained committed to public folklore practice: building exhibitions, doing historic preservation work, participating in folklife festivals, and working on applied projects throughout his busy career.

Henry is proud of his four children and three grandchildren and looks forward to seeing them in between new research trips with Pravina. When in Bloomington, the couple intend to enjoy their beautiful, art-filled home and to host the many visiting artists and scholars who are drawn to campus by the folklore program to which Henry has given so much.

~Jason Baird Jackson

## **Thomas E. Heslin \***

*Clinical Professor of Business Administration*

Everybody who comes in touch with Tom Heslin knows he does every task before him with great passion and total dedication. Such a commitment to his work easily explains what would equate to two full careers for the average person. Forty-four years of corporate experience, ranging from area manager to director, three years of running his own business, followed by 18 years of teaching in a world-class university, are remarkable accomplishments that anyone would be proud of. Tom takes all of his accomplishments in stride. He has always carried out his teaching and mentoring with the same zeal he demonstrated in his earlier years.

Tom began his career in 1944 with AT&T/Western Electric, where he served in a variety of management and directorship roles until 1986. During that time he attended New York University on a full-tuition scholarship and received his B.A. in economics in 1961. In 1967 he completed the AT&T/ Western Electric Executive Training Program. In 1973 Tom had his first teaching experience as executive in residence at Santa Clara University. Tom retired from Bell Systems after 43 years of service. From 1986 through 1989 Tom began his own company and served as chief executive officer of Supra Liminal Creations, Inc., in Chester, New Jersey. In 1990 Tom was invited to join the Indiana University School of Business to set up a program for Introduction to Business. He worked all that summer writing the syllabus and lectures. A class that began with 100 students now attracts over 1,000 students. In 1999 he earned the title of clinical professor of business administration.

Since Tom Heslin began teaching, he has often been touted as a favorite instructor. His remarkable teaching accomplishments have resulted in numerous teaching awards and honors, including the William G. Panschar Undergraduate Teaching Excellence Award in 1992–1993; the Student Choice Award for Outstanding Faculty in 1994, 2002, and 2004; the All University Teaching Award in 1994; the IU Teaching Excellence Committee Recognition Award for Teaching Excellence in 1996; the Alpha Lambda Delta Favorite Faculty Award for Outstanding Teaching in 1999, 2000, and 2001; the Alpha Kappa Psi Overall Outstanding Teacher in 2000 and 2002; the Alpha Kappa Psi Teacher's Excellence Award for "Cares Most About His Students" in 2001; the Delta Sigma Pi Schuyler F. Otteson Teaching Award in 2002; the Student Choice Award Winner of the IU Student Alumni Association in 2003; and the Student Choice Award for Outstanding Faculty in 2004.

Tom has made significant contributions in service as well, working as a faculty advisor and authoring an introduction to business book titled *A Roadmap*. Some of the student organizations he has advised include Sigma Iota Epsilon, DECA–IU Kelley School of Business Marketing Department, the IU football team, and a cultural diversity student group. Tom performed his role as advisor with great enthusiasm and planted ideas when

he identified needs that had been unmet for his students. Teaching a large introductory business course brought together young men and women from diverse backgrounds. When Tom realized that cultural sensitivity and an appreciation of diversity were needed among his students, he gladly volunteered to be an advisor for such a group. Several of his students upon graduation have remarked that they were greatly influenced by his teaching as well as his book.

Tom has positively influenced over 25,000 students from various walks of life. Many of his students continue to stay in touch with him thanks to his impact not only on their careers but also in their lives. He rewarded his stellar students by hiring them as his teaching assistants to manage a large and complex freshman course. Over the years these teaching assistants have returned to Bloomington to meet with him on an annual basis before the winter holiday break. They have put together a book featuring their memories of him. With his age and natural white beard, they have remarked that Tom is beginning to resemble Santa Claus. They also believe his jovial nature and his lavish praise of his high-performing students make that identification very appropriate. When Tom was asked how he felt about his teaching assistants, he commented that he has had incredibly good luck in selecting them. He has had a firsthand glimpse of students following their career paths and has had the pleasure of seeing these students grow academically. Tom feels that IU should be very proud for having attracted these students.

In addition to his success within the classroom, he and wife, Carole, have been happily married for 45 years. He is the proud father of two daughters, Maria and Leah, both of Bloomington.

When asked what he would like to be remembered for, Tom replied that he hopes he lives up to the many, many letters from students thanking him for what they think he has done for them. As Tom put it, "I will miss the life but I have the joy of remembering these things that have given me so much pleasure."

Tom will be leaving behind a great legacy in the generations of students he has influenced. Tom's contributions as an outstanding teacher will leave their mark on the teaching field in the business area.

*~M. A. Venkataramanan*

\* We note in deep condolence with his family, colleagues, and friends that Professor Heslin passed away shortly after this sketch was written.

## **Diane Kewley-Port**

*Professor of Speech and Hearing Sciences and of Cognitive Science*

From all reports, everyone who knew Diane Kewley-Port as a child took for granted that she was going to be a scientist. What they could not have foreseen was that her journey towards a scientific career would take her along an unconventional path to preeminence as a speech scientist in a specialized field called speech comprehension.

Diane's affinity for science may have been acquired from her father who was an engineer/scientist for G.E. in Cleveland, where she and her two siblings grew up. Her path from Cleveland to an accomplished career in science was strewn with obstacles. One was that girls were not expected to perform well in math and science classes; but Diane excelled. Her father's patient influence must have been a welcome counterweight to this kind of prejudice. In her junior year of high school, she was accepted into a summer camp for aspiring young science prodigies organized by Northwestern University. This experience confirmed a love for science that she and her father shared as they drove to engineering schools to look for one that would fit a young nonconformist. The next obstacle in Diane's pursuit of a scientific career came at one Ivy League university, where she was told that while she was obviously an outstanding student, women were not welcome in engineering school. They finally chose Dad's alma mater, Michigan, and, three and a half years later, she graduated as the only woman engineer in a class of 600. She stayed an additional year to take a master's degree in communication and computer science.

It was during this time that the second major "obstacle" to Diane's journey appeared in her life in the form of Bob Port (professor emeritus of linguistics). Bob and Diane were and are the definitive proof that opposites attract. Their loving union nevertheless presented several additional "obstacles" for Diane to overcome in her scholarly journey. They began a family and were frequently on the move while Bob pursued his degrees in linguistics at Johns Hopkins, Columbia, and finally the University of Connecticut. Diane took her first professional job in what was to be her eventual field: as a research associate for the Neuro-Communications Laboratory under the supervision of Rachel Stark and Grace Yeni-Komshian. This is where her passion for speech science was kindled. She applied technical skills that were uncommon at that time to study infant hearing and communication. Her potential was noticed by Michael Studdert-Kennedy and Katherine Harris, two eminent speech scientists from Haskins Labs, perhaps the premiere speech-perception laboratory in the world. After the birth of Diane and Bob's first child, Nicholas, Haskins hired her to devise innovative methods to study speech. Once the quality of Diane's work became apparent, she was encouraged by Katherine Harris to enroll as her graduate student at the City University of New York (CUNY). Diane's dissertation progress was cut short by the birth of their twin daughters, Juliet and Cindy, and the completion of Bob's Ph.D., which led to their eventual move to Bloomington.

Bob took an assistant professor position in linguistics and Diane found work in David Pisoni's lab in psychology. Through an arrangement with CUNY, Diane finished her dissertation research in Pisoni's lab and obtained her Ph.D. She went from there to Chuck

Watson's laboratory in the Department of Speech and Hearing Sciences (SPHS) where she began designing and implementing her own studies, marking the formal end of her tortuous journey as a student. She had become the scientist she dreamed as a girl she would be. After a short period, the success of her research activity and her growing reputation in her field led to her being hired as an assistant professor by SPHS. Her productivity and excellent teaching moved her through the ranks, and she ultimately became a full professor.

A hallmark of Diane's research has been its multidisciplinary perspective, using theoretical and methodological tools from speech science, linguistics, engineering, and psychology (among other disciplines). Her research was interdisciplinary long before it became fashionable to be so. Diane has produced landmark studies on speech acoustics, digital signal processing, computerized speech training, and speech perception. More recently, Diane has focused her research on speech perception in individuals with normal and impaired hearing, concentrating on the perception of vowels in particular. This work represents another hallmark of Diane's research: her conviction that basic research should not only inform theory but also have applications in improving communication.

Diane has never drifted too far astray from her engineering roots. Together with her colleagues Charles Watson and Dan Maki, she established Communication Disorders Technology, Inc., a small corporation funded in part by several Small Business Innovation Research grants from the National Institutes of Health. Within this organization, Diane has used her expertise in speech technology and acoustics to develop computer-aided training modules for second language learners and for individuals with articulation disorders.

Having learned to navigate a sea of obstacles to reach her goals, Diane has repeatedly aided others as they embarked on their own journeys. Diane is very adept at taking a student under her wing and offering guidance that extends far beyond the project, the laboratory, and the classroom. This has been especially valuable to the many female Ph.D. students that Diane has mentored. Department colleagues have witnessed Ph.D. students transform under her direction from fledgling novices, insecure in their knowledge and capabilities, to self-confident, well-balanced, junior scholars able to undertake a career in academia with all of the challenges such a career entails. Diane's caring guidance, however, seldom stops there. Diane remains in frequent contact with her former students throughout their careers and continues to help them as needed.

Diane has no intention of slowing down. She recently was elected vice president of the Acoustical Society of America, a position which will allow her to become involved in the American Institute of Physics to help shape national science education. She and Bob plan to volunteer with Operation Smile, which is an international charity to aid children born with facial deformities. Diane will never be away from home for too long because she loves the company of her children Cindy, Juliet, and Nicholas, daughter-in-law Cynthia Lindman Port, and granddaughters, Ada and Josie. Diane, we wish you well on your new journeys!

*~Phil Connell, Judith Gierut, and Larry Humes*

## **Dennis Knapczyk**

*Professor of Special Education*

Dennis Knapczyk is retiring after serving Indiana University for 36 years. Dennis will be remembered as an excellent teacher and mentor, and as an innovator with regard to preparing teachers to work with students with special needs in their classrooms.

Dennis was born in 1945 in Chicago, Illinois. He received his B.A. from St. Benedict's College in 1966 with a major in psychology, then completed a master's degree in special education from California State University, Fullerton, in 1969, while he was teaching at Anaheim High School in Anaheim, California. Dennis then moved on to Lawrence, Kansas, where he received his Ph.D. in special education from the University of Kansas in 1972. Since that time he has been on the faculty in the special education department at Indiana University, having served as the co-director of both the undergraduate and graduate teacher training program for teachers of students with severe handicaps, the director of the graduate teacher certification program in special education, and the assistant department chair in the Department of Curriculum and Instruction.

Dennis' most innovative work has focused on using distance education technologies to provide training opportunities to teachers across the state of Indiana. Beginning in 1987, Dennis received funding from the U.S. Department of Education and AT&T to design and implement an innovative field-based program to prepare practicing teachers to work with students with special needs in their classrooms. Using the cutting-edge (at that time, at least) telecommunications technology known as audiographics, Dennis developed one of the first graduate certification programs offered by the School of Education and delivered at a distance. Teachers located in Tell City, Austin, Scottsburg, Bedford, Paoli, and a host of other rural communities were able to obtain master's degrees and teaching licenses without having to come to the Bloomington campus. Then-governor Evan Bayh even participated in one of Dennis's distance classes. As access to more advanced distance technologies became available, Dennis incorporated them into the delivery of his program. He was one of the first users of both SITEScape Forum and OnCourse to facilitate the delivery of graduate courses.

Dennis also has numerous interests outside of academia. He is a skilled carpenter and woodworker. In fact, Dennis literally built his own house in Bloomington, including cutting down and milling all of the lumber for the house from his own property! He also enjoys tree farming. The Knapczyk Christmas tree farm was a favorite place for Bloomington residents to pick up their Christmas tree each holiday season for many years. Dennis's graduate students have many fond memories of his annual holiday dinner, where each December he would invite his

students to try some of his interesting home-made creations (the dandelion wine was a taste to remember), then go and pick out a Christmas tree to take home with them.

In the near future, Dennis and his wife, Susan, plan to spend time traveling and visiting their five children and five grandchildren scattered across the globe. His daughter Betsy is a lawyer in Arizona, his daughter Joanna is a speech pathologist in Florida, his daughter Frances is a plant biologist in California, his son Peter is completing his Ph.D. in South Asian studies and conducting research in India, and his daughter Emily is an extended day care supervisor in Bloomington. In terms of future plans, Dennis didn't think that he needed to come up with any definite plans since he's retired! He will continue to work on his farm, and hopes to start making more furniture and completing some stained glass projects. We wish him all the best!

*~Tom Brush*

## **Jerzy Kolodziej**

Associate Professor of Slavic Languages and Literatures, Part-time; and Director, Summer Workshop in Slavic, East European, Central Asian, and Caucasian Languages

I first met Jerzy Kolodziej in the summer of 1967, when he was an associate instructor and tour leader of Indiana University's famous Slavic Workshop, and I was an advanced Russian student and Soviet tour participant. Jerzy was known as George in those days, but we students found it much more fun to call him Yury, the Russian equivalent, since we were pledged to speak Russian all the time and it sounded much more authentic. Jerzy was a remarkable personality. First of all, his Russian was extremely good and we learned that he was a native speaker of the related Polish language, born in Poznan but living in the United States since the age of 10. Secondly, he had a wonderful gift for working with people. We all felt that he was genuinely interested in the people he was working with. He had a relaxed self-confidence that made him the person we all preferred to turn to with any problems. His combination of excellent Russian language skills and superb administrative ability made a great impression on me.

In the mid 1970s my career brought me to the Slavic department of Indiana University, exactly eight years after my summer experience at the Slavic Workshop. At that time, we had a renowned senior scholar as chair, but the day-to-day business of the department was run by an assistant chair. In the years 1979–1983, Jerzy Kolodziej served as our assistant chair, replacing Dan Armstrong, who had previously served in that position, but who suddenly was stricken with a fatal illness in 1979. At first it seemed that Dan was irreplaceable, but it turned out that Jerzy had many of the same excellent qualities—a calm demeanor and an innate sense of fairness, together with a great deal of tact. Around this time, Jerzy returned to the use of his original Polish name.

Jerzy completed his Ph.D. from our department in 1984, which more or less coincided with my appointment as department chair. Then he left for a position at the University of Tennessee as I began my administrative career at IU. In those years, we had a perennial problem of finding appropriate directors for the Slavic Workshop each summer. In terms of enrollment and national visibility, the workshop has always been an important part of our departmental mission. However, there originally was no provision for continuity and the junior faculty of the department were asked to take turns directing it every few years. Other ideas were floated and tried, but we had not yet found a successful formula. It was clear that certain special skills, both linguistic and administrative, were absolute necessities in this position.

Thus I found myself as chair of the Slavic department and in desperate need of a new Slavic Workshop director in 1986. It did not take me long to hit on the idea of Jerzy Kolodziej as the most natural and perfectly qualified person for the job. I phoned Jerzy immediately and got his agreement to direct our workshop for the following summer. I had the idea that we would start by hiring Jerzy as an outside candidate for one summer, but that his incredible skills would most likely convince our deans that he should stay on and become our permanent Slavic Workshop director. Indeed, it happened that way! Jerzy more than fulfilled everyone's expectations and has been our director until this day, more than 20 years after I turned to him as the best person I could think of for the job.

In the 1990s, working together with Professor Henry Cooper and others, Jerzy greatly expanded the Slavic Workshop, by including a number of non-Slavic languages of Central Asia and the Caucasus. This led to the change of name to the Indiana University Summer Workshop in Slavic, East European, Central Asian, and Caucasian Languages. Though accurate, the name and its acronym— IUSWSEECACL—were ungainly. Therefore an earlier acronym, SWSEEL, pronounced universally “swih-SEAL” and standing for Summer Workshop in Slavic and East European Languages, was retained to refer informally to the program. In addition to his celebrated and time-consuming work with SWSEEL, Jerzy has also given us excellent service as a teacher of Russian literature and conversation, for many years covering with our newly retired colleague Laurence Richter most of the third year courses in our Russian language program.

Jerzy has published on a variety of Russian and Polish literary topics, including his dissertation on Zamyatin, and articles on Olesha and Reymont. He has served as a translator for both Russian and Polish. All things considered, Professor Jerzy Kolodziej has given us more than 20 years of the most dedicated and conscientious service imaginable. He has drawn on his vast knowledge of Russian and Polish language and literature, but most of all, he has served us as a fair and honest human being, for which we will be forever in his debt.

*~Ronald F. Feldstein*

## **Gerald E. Lowther**

*Professor of Optometry*

Gerald E. Lowther came to Indiana University in 1994 as professor of optometry. He was born and raised in Lancaster, Ohio, and went to The Ohio State University (OSU) where he earned his B.Sc. in Optometry, Doctor of Optometry, M.Sc. in Physiology Optics, and Ph.D. in Physiology Optics. When he got his O.D. degree, he entered the private practice of optometry for a couple of years before returning for his graduate degrees. After receiving his Ph.D., he was on the faculty of the OSU College of Optometry as an assistant and then an associate professor. During this time he taught courses in contact lenses, public health, and practice management, cared for patients in the contact lens clinic, and served as director of the contact lens program. While at OSU, he carried out research in the areas of contact lenses and corneal physiology.

In 1977 Dr. Lowther left OSU to become professor of optometry at the new College of Optometry at Ferris State University in Michigan. Here he continued to teach in the contact lens program, was director of the contact lens clinic, and carried out research in several areas related to contact lenses. In 1989 he took the position of professor of optometry at the University of Alabama at Birmingham, where he continued his work in the contact lens field. While there, he was also appointed associate dean.

After coming to IU in 1994, he was involved in the development of the Borish Center for Ophthalmic Research and became its co-director. In 1998 he was appointed dean of the school and held the position until the summer of 2008.

During his career he has been very involved with numerous organizations. He has been a member of the U.S. Food and Drug Administration's ophthalmic drug and device panels, as well as a member of a task force of the Council of the National Eye Institute. He was chairman of the Association of Contact Lens Educators (1976–1978), chairman of the Council on Academic Affairs of the Association of Schools and Colleges of Optometry (1979–1980), a member of the American Optometric Association's (AOA) Commission on Ophthalmic Standards (1982–1988), and a member of the AOA Research Council (1989–1995). He has been a council member of the International Society for Contact Lens Research since 1979, and was president of the organization in 1993–1995. He was on the board of the American Academy of Optometry from 1986 to 2000 and its president in 1997 and 1998. He was on the National Board of Examiners in Optometry from 2000 to 2008 and president of the board in 2003–2004.

Dr. Lowther has been very active internationally, having lectured and presented papers in over 20 countries. He did a sabbatical in Sydney, Australia, at the University of New South Wales in the laboratory of Dr. Brien Holden in 1986. He has been involved in helping to start the first optometry programs in Poland at the Karol Marcinkowski University of Medical Science and in Thailand at Ramkhamhaeng University. He goes to Thailand at least annually to help develop the Thai program as well as to teach in the program. He was the department advisor to the School of Optometry at the Hong Kong

Polytechnic University from 2001 to 2006. He was on two advisory committees to the Minister of Public Health in China on the development of the profession of optometry in China.

Over the years Dr. Lowther has received numerous awards, including the Distinguished Faculty Award from the Michigan Association of Governing Boards, the John Neill Memorial Lecture Award from the Pennsylvania College of Optometry, the University of Houston Award for Distinguished Research on the Cornea and Contact Lenses, and the Max Shapero Memorial Lecture Award from the American Academy of Optometry. He was elected as a Distinguished Scholar of the National Academies of Practice, and given the Distinguished Service Award and the Lifetime Achievement Award by the Indiana Optometric Association. In 2006 he was awarded an Honorary Doctor of Philosophy Degree in Human Resource Development from Ramkhamhaeng University in Bangkok.

Over the course of his career Dr. Lowther has had a research program funded by numerous contact lens, ophthalmic lens, and pharmaceutical companies. He has more than 100 research publications and three books, along with chapters in numerous other texts. He has consulted for and served on numerous industry advisory committees. He has taught many graduate students and been on the graduate committees of students at foreign institutions.

As dean of the IU School of Optometry, Dr. Lowther increased the international involvement of the school. IU faculty are involved in the Thailand program, and students from Thailand, the Netherlands, and Australia have spent time in IU clinics. IU students have done rotations in Hong Kong and China. A clinic was established in Guanajuato, Mexico, in 2001, as a rotation site for selected optometry students, with a full-time IU faculty member as director of the clinic. It has developed into an outstanding facility and service. The Mexican government has built a \$1.4 million clinical facility in Guanajuato, including a surgical suite where Mexican and American ophthalmologists are able to provide surgical services in addition to all the optometric services. This facility gives the optometry students both clinical and cultural experiences while at the same time providing vision and health care to thousands of indigent patients who otherwise would not receive care.

He has overseen many accomplishments during his tenure as dean. There have been facility improvements, including remodeling the campus clinic, putting on an addition to the Community Eye Care Center, remodeling the main school classroom, establishing a joint clinic with the IU Department of Ophthalmology, and the recent building of a new campus eye care center. Moreover, numerous outstanding faculty have been added, the amount of research funding has increased almost tenfold, and there has been a major increase in outreach, providing vision and health care to thousands of underserved persons.

## **John McCluskey, Jr.**

*Professor of African American Studies and Adjunct Professor of English*

John's career as a teacher began at Miles College in Birmingham, Alabama, in 1967. He came to Indiana University in 1977 after a year teaching at Valparaiso University and eight years teaching at Case Western Reserve University. He has served as a faculty member in African American Studies as teacher, researcher/writer, and administrator. His most demanding administrative assignments were as associate dean of the Graduate School (1984–1988), director of the CIC Minorities Fellowship Program (1983–1988), and department chair (1994–2000). At the Graduate School his primary responsibilities were the recruitment and support of American minority students at Indiana University Bloomington. As the director of the CIC program, his duties were consortium-wide (the "Big Ten" universities and the University of Chicago), attracting students from across the country for graduate study in programs within the consortium. Many of the students who entered under John's watch are currently tenured at colleges and universities around the country, including IU Bloomington. As department chair, he instituted an undergraduate honors track and an internship course. He guided the proposal and eventual institution of the M.A. program and three joint M.A. programs. During 1996–1999 a generous foundation grant provided summer support for 30 undergraduates to work in interdisciplinary and comparative areas while in residence in Bloomington.

As a teacher, John taught literature courses to undergraduates and graduates. His courses focused on works written by North American authors. Over time he also included works from writers reared in the Caribbean and Africa. He was comfortable teaching in all the genres—short stories, novels, poetry, social essays, dramatic plays, and autobiographies. In addition to the courses already established when he arrived in Bloomington, he developed five courses at both the undergraduate and graduate levels, three of which can be termed "interdisciplinary." As a member of the Creative Writing Program, he has also taught undergraduate and graduate fiction writing. Several of his writing students have won awards in national competitions. He has also served as chair or member of several dozen dissertation and thesis (M.F.A. and M.A.) committees, ranging from African American studies, English, creative writing (fiction and poetry), philosophy, American studies, comparative literature, sociology, and education.

The majority of his creative work has been in fiction writing. He has published two novels and over a dozen often-reprinted short stories. His fiction varies widely in setting, historical period, region, and theme. Several of his stories have been included in "best of" collections. His critical writing has appeared as book chapters, journal articles, and encyclopedia entries. He has edited or co-edited two additional books—one a collection of short stories by a writer prominent during the Harlem Renaissance; the other a collection of interviews and essays on the unique challenges faced by contemporary African American males. He served as manuscript reader for many publishing projects and as an outside referee for tenure and promotion cases. John was also the co-founder of a book

publishing project ("Blacks in the Diaspora"). For 15 years (1985–2000) the series attracted interest and manuscripts from all over the world. More than 50 scholarly books were published in the series. John was responsible for the procurement and initial evaluation of the work in the humanities.

John served with distinction on many of the major committees at IU Bloomington, including search and screen committees (College of Arts and Sciences dean and university president), budgetary affairs, educational policies, strategic planning, tenure (dean of the faculties), and promotion (College of Arts and Sciences). Realizing the importance of service, as department chair, John nominated and successfully guided the supporting documentation for university-wide faculty and staff awards for two members of the department. Outside of the IU community John has taught in writing workshops around the country. He is often called upon for advice on start-ups of graduate programs in African American studies and of small journals.

John met his wife, Audrey, while she was a guest junior at Wellesley College and he was in his senior year at Harvard. They married in 1969. They have three very accomplished sons, Malik, Jerome, and Touré. John enjoyed coaching them and their friends on various Boys' Club basketball and soccer teams. John and Audrey plan to remain in Bloomington, though they will continue to travel, with their most consistent destinations remaining Sapelo Island, Georgia, and St. Croix in the U.S. Virgin Islands. Their roots and friends are here. John will continue to write, garden, and fish.

## Hal Pepinsky

*Professor of Criminal Justice*

Harold Eugene “Hal” Pepinsky is a founder of peacemaking criminology. He has spent his academic career exploring what we have in common with people who engage in deviant behavior, rather than trying to define the differences in ways to make marginalizing “criminals” a more efficient process.

In the classroom Hal has to a great extent given up the power professors hold over students. A grading method he originated, essentially allowing students to pick their own grades by the amount of relevant writing they produce, has never led to straight A’s, to the surprise of some of his colleagues. His signature undergraduate course, *Alternative Social Control Systems*, continues to challenge undergraduates to think for themselves.

Hal holds a J.D. from Harvard Law School, and, in spite of referring to himself as a “recovering lawyer,” he is happy to mentor students who are interested in the practicalities of law and policy. His study of languages—Norwegian, Swedish, Danish, Swahili, Chinese, Russian, French, Arabic—gives a clue to both his comparative scholarship interests and the circle of students, colleagues, and friends from the community who gather around him.

His early book with Paul Jesilow, *Myths That Cause Crime*, won the 1986 Outstanding Book Award from the Academy of Criminal Justice Sciences and pointed the way to his contrarian interpretations that would lead him to challenge the idea that individual violence is morally equivalent to institutional violence—let alone worse.

In 1991 he wrote *The Geometry of Violence and Democracy* and co-edited (with Richard Quinney) *Criminology As Peacemaking*, both published by Indiana University Press and both seminal works in establishing peacemaking criminology as an alternative analysis to the top-down and force-based conventional paradigm of crime control.

In 2006 the University of Ottawa Press published Hal Pepinsky’s professional memoir, *Peacemaking: Reflections of a Radical Criminologist*, a legacy to criminal justice, along with more than 80 of his articles and chapters.

Hal would say that his real legacy is in the generations of students he has influenced to think critically and write creatively. It has always been known among graduate students in the department that the least expensive way to attend a professional meeting is with a sleeping bag on the floor of Hal’s hotel room, and that the conversations around the tables at the inexpensive ethnic restaurants Hal discovers everywhere he goes are not to be missed.

In the short term, Hal will be joining his wife, Jill M. Bystydzienski, who is chair of women's studies at The Ohio State University in Columbus. They will be two miles down the road from his mother who still lives in a house he grew up in.

*~Steve Russell*

## John Poole

*Senior Lecturer in Music*

By the time we read this biographical note in celebration of his retirement, Senior Lecturer John Poole will have closed his career at the Indiana University Jacobs School of Music with two signature performances. First, the world premiere of *A Clear Midnight* by the distinguished American composer and Pulitzer prize winner John Harbison, in memory of the five students of our school who died tragically in a plane crash; and later, with the specialized Classical Orchestra, and in collaboration with its director, Stanley Ritchie, an interpretation with the Pro Arte Singers of music by Haydn, in honor of the two hundredth anniversary of the great composer's death. These events represent only two of John Poole's many facets as one of the most important European choral conductors of the last 50 years. They are also a distillation of his pedagogical influence at Indiana University. In a most graceful and seemingly effortless way, John Poole sustained the highest standards of choral singing and opened fruitful new collaborations between departments at the Jacobs School.

John Poole is known around the world as the conductor laureate of two world-class professional vocal ensembles, the BBC Singers and the Groupe Vocal de France; and as an eminent champion of British composers. Reviewers have described him as a conductor of "great finesse and power" (*The Telegraph*, London) and "a sorcerer" (*Le Monde*, Paris). He began his career conducting choirs and orchestras while still an undergraduate at Oxford. He gained further experience directing concerts at the London University Church and at University College. He founded the Bloomsbury Singers and Players and conducted choral-orchestral concerts at St. George's Church, Bloomsbury, where he first came to the attention of the BBC. In 1968 he became conductor of the BBC Symphony Chorus and conducted his first Proms concert in 1973.

In 1972 John became director of the elite BBC Singers, a post he held until 1989. Under his direction the Singers earned their reputation as one of today's premier professional choirs. His career with the BBC Symphony Chorus and the BBC Singers included hundreds of broadcasts of music of all periods, including many first performances and British premieres. He also conducted concerts with the Singers at the Proms, at London's South Bank, Barbican, and St. John's Smith Square, at major British and overseas festivals, and on tour throughout the world. For the BBC Singers John Poole commissioned and recorded many works, including his landmark recording of Giles Swayne's *Cry* (1980), still listed today by critics as one of the best performances ever by the ensemble. Coincidentally, the impact of this event resonated in Bloomington, as Chancellor's Professor of Conducting Jan Harrington conducted here the American premiere of one of the movements of *Cry*, and invited John Poole for the American premiere of the full work at the Jacobs School in 1989. That same year our alumnus Robert Gehrenbeck won the Julius Herford National Choral Dissertation Award for his research on Swayne's *Cry* and other works.

In 1990 John Poole became chief guest conductor of the BBC Singers, as he took a new post with the Groupe Vocal de France, which specializes in contemporary repertoire.

For five years he led the Groupe Vocal and gave concerts regularly in Paris, throughout France, and internationally, also organizing highly successful summer schools for conductors and singers in France, and continuing to perform as guest conductor with major choirs and orchestras in Europe, Scandinavia, and as far afield as New Zealand, Singapore, and Hong Kong.

In August 2001, John Poole joined the conducting faculty of the Jacobs School of Music, where soon after arriving he conducted the American premiere of faculty composer Sven-David Sandström's *High Mass* in November 2001. His impact on the students was immediate, not only because of his expertise, but because of his elegant approach to music making and the profession at large. His contacts in Europe continued through his master classes at Parthenay and return performances with the BBC Singers. In 2004 John conducted his seventieth birthday concert in St. Paul's Church, Knightsbridge, with the BBC Singers, in a program that included the London premiere of Giles Swayne's *Stabat Mater*. In May 2005, John's recording of Olivier Greif's *Requiem* with the BBC Singers was launched. In June and July 2006 he directed performances and workshops of Mozart's choral and orchestral music in Vienna.

At Indiana University John soon established important alliances with composer Sven-David Sandström, commissioning his *Magnificat* for chorus and Baroque orchestra, and with violinist Stanley Ritchie, with whom he produced historically informed concerts of Baroque and Classical repertoire. As one of the high points of this collaboration, in February 2006 John conducted the Jacobs School's Pro Arte Singers and Classical Orchestra in performances of Mozart's *Requiem* for the American Mozart Society in Bloomington and in Chicago for the American Choral Directors Association. He also premiered Sandström's *Magnificat* for chorus and Baroque orchestra at Chicago's Rockefeller Chapel in 2007.

In spite of his pedigreed academic training, John preferred to target and solve practical problems that would render exponentially beneficial results. He engineered with the Piano and Organ Technology Department an electronic keyboard to perform in any of the wildly diverse historical tunings; and collaborated with music informatics professor Chris Raphael in his project "Real-Time Planning of a Conductable Orchestra," which won a major grant from the National Science Foundation. He also advocated successfully with former faculty conductor Imre Palló for the formation of the Student Conductors Orchestra, which has improved the training of young conductors in both choral and instrumental conducting departments at the Jacobs School.

Students would often meet and comment on John Poole's subtle teaching about life and music. He would tend to end rehearsals a little early, with a sly comment about saving time for "tea and cucumber sandwiches." More importantly, he would advise the young conductors in search of the highest standard of performance never to forget "to smile often" and "to love the singer." Wise words indeed from an artist who conquered the strenuous life of the successful conductor.

~Carmen Helena Téllez

## **Edward L. Robertson**

*Professor of Computer Science and Informatics*

Edward (Ed) Robertson combines the best features of an academic colleague with a broadly successful career in research, teaching, and service. He has been a valuable and compassionate member of the community, always ready to help his friends, associates, students, and the common good.

Ed was born on July 16, 1944, in Saint Paul, Minnesota. He graduated from the California Institute of Technology with a major in mathematics in 1966. Ed's graduate work in the computer science department at the University of Wisconsin was on the properties of complexity classes and sets in abstract computational complexity, under the guidance of Lawrence Landweber. He received his Ph.D. in 1970. He became an assistant professor at the University of Waterloo in 1972, where he stayed two years, and then joined the Pennsylvania State University in 1974. He joined the Indiana University Department of Computer Science as an associate professor in 1978, and has been a full professor in the department since 1984.

Ed was the chair of computer science from 1982 to 1988. Under his leadership, the department nearly doubled in size, it acquired an excellent computing infrastructure through generous support from the National Science Foundation, and it hired a superb professional support team responsible for all its computing needs. In the period 2000–2008 Ed was the associate dean for undergraduate studies of the School of Informatics, and as such he was one of the founders of this newly created Indiana University school.

Ed began his research career by investigating the mathematics of algorithms, and focused in particular on identifying classes of such algorithms that can be solved efficiently by computers, as well as classes of algorithms that are not well suited to computers. Gradually, his research interests turned to problems concerning the design and implementation of information systems, of which database systems are the most important. His background in the theory of computation and logic, which he had honed while working with an influential group of computer scientists at the University of Wisconsin, had prepared him well. Ed made lasting contributions in this area. His paper on search languages over triadic relations, where he drew upon the work of the American philosopher Charles Sanders Peirce, anticipated the large body of current work on the semantic web. Equally impressive is his work on languages and systems wherein both the actual data and the metadata characterizing the data are simultaneously modeled and manipulated. That research has set the standard for work in this area. Ed has published about 50 papers in the leading journals and conference proceedings of his field.

In the computer science curriculum at Indiana, Ed developed courses in the mathematical theory of computer science, the theory of information systems, and the discipline of software engineering. In the software engineering discipline, Ed worked with

his colleague James E. Burns to develop a classic sequence of two courses on the design and implementation of software products. This pair of courses has been taught in the department since 1988. Ed is recognized as one of the department's best teachers, and he has mentored hundreds of students who have become information technologists. Not surprisingly, he has been honored with numerous teaching awards. In 2004, Ed received the Trustees' Teaching Award for Faculty, and, in 1999, 2000, and 2007 Indiana University Teaching Excellence Awards. There are also of course the many students who have trained with him during their doctoral programs. Ed chaired the committees of eight completed Ph.D.s, and is currently directing another Ph.D. student.

In 1969 Ed married Claire Cone, a doctoral student in African history at the University of Wisconsin. They have two sons, Andrew and Ian. Ed and Claire have been frequent travelers, often arranging to combine their professional interests so they could travel together to distant places. As Fulbright scholars, Ed and Claire spent the 1987–1988 academic year in Nairobi, Kenya. Claire C. Robertson is a professor of women's studies and history at The Ohio State University.

It is anticipated that Ed will begin his retirement in Bloomington and will continue to interact with his colleagues and students. Ed will also be involved in research projects and advising students, while looking forward to having more time to spend with his family.

We wish Ed a happy and productive retirement, and we extend our heartiest thanks to him for his many years of dedicated and distinguished service, and for his friendship.

*~Dirk Van Gucht*

## Scott Russell Sanders

*Distinguished Professor of English*

After 38 years of teaching and service to Indiana University, Scott Russell Sanders retires in May 2009. Scott was born in Memphis, Tennessee, grew up on an Army base in Ohio, studied at Brown University before going on, as a Marshall Scholar, to complete a Ph.D. in English literature at Cambridge University, and in 1971 joined our faculty, where he reached the rank of Distinguished Professor of English. He will be difficult to replace since all who have come into contact with him over his years here know him as a skilled and patient teacher, a generous and supportive colleague, and one of the country's most gifted and insightful writers of prose, whose work is sure to be read and reread for decades to come. His personal vision as revealed through his writing—a gentle wisdom combined with fierce love for the earth and all those who inhabit it—is increasingly vital at this time. Through each of his many books he is concerned with our place in nature, the work of social justice, the practice of community, and the search for a spiritual path.

Scott has published 20 books, including novels, collections of short stories, essays, and personal narratives, and he has also published seven storybooks for children. His work appears in such distinguished magazines as *Orion*, *Audubon*, and *The Georgia Review*, and has been widely reprinted in *The Art of the Essay*, *American Nature Writing*, *The Norton Reader*, and scores of other anthologies. His collection of essays *The Paradise of Bombs* won the Associated Writing Programs Award in Creative Nonfiction in 1987. *Staying Put*, a celebration of the commitment to place, won the Ohioana Book Award in 1994. *Writing from the Center*, an account of the quest for a meaningful and moral life, won the 1996 Great Lakes Book Award. His more recent books include *Hunting for Hope* (1998), an exploration of sources for healing and renewal; *The Country of Language* (1999), an account of experiences that have shaped his work as a writer; *The Force of Spirit* (2000), meditations on the sacred in everyday life; and *A Private History of Awe* (2006), a coming-of-age memoir, love story, and spiritual testament, which was nominated for the Pulitzer Prize. His latest book is *A Conservationist Manifesto* (2009), which lays out the ecological, ethical, and practical grounds for shifting from a culture based on consumption to a culture based on stewardship. Through personal narrative and reflection, the book argues that the practice of conservation is our wisest and surest way of caring for our neighbors, for our planet, and for future generations.

Scott has received fellowships for writing from the National Endowment for the Arts, the Indiana Arts Commission, the Lilly Endowment, and the Guggenheim Foundation. His work has been selected for *The Best American Essays*, the *Kenyon Review* Award for Literary Excellence, the PEN Syndicated Fiction Award, the John Burroughs Essay Award, and the Indiana Humanities Award. Most recently, the Society for the Study of Midwestern Literature has named Scott as the 2009 winner of the Mark Twain Award “for distinguished contributions to Midwestern literature.” Previous winners include Toni Morrison, Jim Harrison, Ray Bradbury, Gwendolyn Brooks, Stuart Dybek, and Jonis Agee.

For his collected work in nonfiction he was honored in 1995 with a Lannan Literary Award.

Scott's work has also been celebrated by those outside the academic community. In 2007 a group of nationally known, southern Indiana songwriters—including Krista Detor, Tim Grimm, Carrie Newcomer, Tom Roznowski, and Michael White—released a CD of songs inspired by Scott's collection of tales *Wilderness Plots* (1983; revised edition 2007), which chronicles the settlement of the Ohio Valley between the years of the Revolution and the Civil War. For the past two years, Scott has been performing with these musicians in a stage show featuring the stories and songs, before enthusiastic audiences across the Midwest. Last year, Bloomington's own WTIU television station released an hour-long documentary about the making of the show, and PBS is distributing the program for national viewing in 2009.

At Indiana University Scott has received the Frederic Bachman Lieber Award for Distinguished Teaching, the College of Arts and Sciences Alumni Association Distinguished Faculty Award, and the Students' Choice Teaching Award. He has also been granted honorary degrees by Otterbein College, Unity College, and Berea College.

Scott has also performed admirable service for the university. He was a member of the charter faculty of the English department's M.F.A. in Creative Writing program, serving two stints as director, and for many years he anchored the program's course offerings in both fiction and creative nonfiction. He also served as director of undergraduate studies for English and, beyond the department, he served as director of the Wells Scholars Program (1997–2003).

*A Private History of Awe* contains an epigraph from the poet, social activist, and theologian Thomas Merton that seems pertinent to Scott's years here at Indiana University: "There is no way of telling people that they are all walking around shining like the sun." While such telling may be hard, those who know Scott have seen him in the classroom, in the community, and on the written page seeking to help others realize their brilliance.

~Anthony V. Ardizzone

## Sven-David Sandström

*Professor of Composition*

A prolific composer and gifted teacher, Sven-David Sandström has mentored and inspired numerous young composers and performers at the Indiana University Jacobs School of Music over the past decade. He retires from the faculty leaving a legacy of powerfully expressive music and utmost commitment to his students; his significant influence on the department and school will be felt for years to come.

Born in 1942 in Motala, Sweden, Sandström studied art history and musicology at the University of Stockholm from 1963 to 1967. Following this, he studied composition with Ingvar Lidholm at the Royal College of Music in Stockholm and did advanced study with György Ligeti and Per Nørgård. From 1985 to 1995, Sandström himself was a professor of composition at the Royal College of Music and was prorector at the college through 1998. His tenure at Indiana University began in 1999.

The opening paragraph from Sandström's 2001 *Statement of Artistic and Pedagogical Vision* says a great deal about the man:

On the most basic level, music is the expression of feelings. As a composer I want to convey a vision of the artistic life through emotions. I want to move people, not necessarily by conveying only pleasant feelings, but also by challenging the audience. Today, as well as throughout most of my career, I work with a wide variety of modes of expression to achieve this goal: excessive beauty, naïve music, modernist techniques, and most lately, techniques that draw upon all my previous experiences as a composer. In my music, stylistic diversity serves a higher end. I can be naïve as well as complex, if the mood of expression or the dramatic unfolding of a piece so demands.

Over the past 40 years, Sandström has composed nearly 200 musical works, with pieces in virtually all genres of the Western art music tradition. An early breakthrough came with *Through and Through*, a large, dense work in the central European tradition, premiered in 1972 by the Swedish Radio Orchestra under Herbert Blomstedt and performed by the Royal Concertgebouw Orchestra in 1974. This work provoked substantial international interest in his music and resulted in a number of commissions, including *Utmost*, composed for the BBC Symphony and Pierre Boulez.

Never content to rest on his laurels, Sven-David Sandström has let his music and artistic philosophy evolve over time. His early works dealt with form and parameter organization using serial principles, and his music was rather severe, like much music of the time. He ultimately found this approach "not particularly joyful or artistically interesting." The 1980s saw a distinct turning point in his compositions, when he found

ways to combine some of the organizational methods from his earlier style with a less modernist tonal language, resulting in more accessible music with foreground structures that he considers more interesting, and even beautiful. His controversial *Requiem* (1982) was a seminal work. Twelve years later he composed his powerful and frequently performed *High Mass*. This renewal of creative energies led to further works, including the solo concertos for cello (1988) and piano (1990). Also in this period, Sandström embarked on collaborations with the Kroumata percussion ensemble and with the late choreographer and dancer Per Jonsson.

In works like *Requiem*, *High Mass*, and many subsequent works, Sandström is shown to be a composer drawn to vocal music and large scale forms. He has composed many works for choir, both a cappella and with orchestra. *High Mass* was performed at IU in 2001 and his opera *Jeppa* was given its U.S. premiere here in 2003. Other significant works from his time at IU include *Magnificat* (2005), several motets, *Christmas Oratorio* (2005), the passion oratorio *The Word* (2004), and his latest opera, *Batseba*, premiered in December 2008 at the Royal Swedish Opera in Stockholm. In July 2009, the Oregon Bach Festival will give the premiere of his evening-length *Messiah*, based on the text of Handel's revered work—a joint commission with Helmuth Rilling's International Bach Academy in Stuttgart.

While teaching at IU, Sven-David Sandström has served as an exemplary model of the artist-teacher. His cheerful, optimistic outlook and energetic approach to life and work (one and the same, perhaps?) were infectious and inspiring to all of us. We wish him continued success with future endeavors and hope to see him and his wife, Ann-Marie, again back in Bloomington from time to time.

~David Dzubay

## **John A. Scanlan, Jr.**

*Professor of Law*

John Scanlan is the law school's Renaissance man. In addition to his law background, he has a Ph.D. in English and a lifelong passion for history, politics, and sports. Although he is best known for his work on immigration law, especially his award-winning book *Calculated Kindness: Refugees and America's Half Open Door*, he has written and taught about a wide range of other subjects that reflect his broad intellectual interests: sports law, political theory, constitutional law, and legal writing. He is an exceptional colleague and an eloquent contributor to law school discourse, whether the topic is football, the McCarran-Ferguson Act, the conflicts in the Middle East, or Thomas Hobbes.

John is descended from Irish Catholics who emigrated to America in the nineteenth century, and has a personal interest in that unique resettlement. The issues surrounding Irish immigration also bring together John's intellectual passion for history, law, politics, and justice. The mix of personal and academic interests has fueled his long fascination with immigration, especially how we respond to the tired, poor, and hungry masses of disadvantaged immigrants yearning to breathe American air. From the Irish in the nineteenth century, to Haitians and Mexicans in the twentieth, John has written, taught, and cared about the plight of poor immigrants coming to this country. He also practices what he teaches, and has handled a number of immigration cases in Chicago.

John was born in Milwaukee. When he was about 13, the family moved to Bergen County, New Jersey (home of the Sopranos), so that his father could better pursue his acting career. John continued to spend summers in Milwaukee with his grandparents. Milwaukee is a football town, specifically a Green Bay Packers town. The Packers played a few games each season at Milwaukee County Stadium while John was growing up, and he developed into a lifelong fan of the Packers, football, and sports in general. He still goes to occasional Packers games when colleagues have an extra ticket, and happily sits outdoors at Lambeau Field even in subzero weather. This passion for sports has found its way into John's academic life. He was originally hired at Indiana to be the director of our Law and Sports Center, and he has taught and written about the law of sports throughout his entire career.

For the past 34 years, John has lived in South Bend. He came to Notre Dame to go to law school from 1975 to 1978 and never left. He took several administrative and teaching positions at Notre Dame from 1978 to 1984, serving as editor of the Estate and Gift Tax Project, as an instructor, and as the assistant director for the Center for Civil and Human Rights. He changed jobs in 1984, when he came to Bloomington to be the director of our Law and Sports Center, but he did not change his residence. He has continued to live in South Bend and has undertaken a daunting weekly commute of almost four hours each way to teach here.

There are not many people who would put up with 20 years of commuting 400 miles a week, but John has never been like everyone else. He is deeply committed to his family: to being involved in the lives of his three sons, Christopher, Patrick, and Andrew, and to supporting his wife Margaret's career as a nationally respected professor and chair in the English department at IU South Bend. He is also committed to the South Bend community, where he has coached the high school trial competition team for many years and has been known to go to an occasional Notre Dame game. So, he drives back to South Bend every week.

John is equally committed to his law school family. He devotes countless hours to his students, giving them seemingly endless time to go over their legal writing. He involves them in his immigration cases so they can see the practical side of the subject. As one former student put it:

[The required brief in] Professor Scanlan's Immigration Law class . . . was a revelation. It was the first time in law school that I had a glimpse of what the law meant for real people—and the wrenching issues that we knew were facing real lawyers who worked in immigration law, including Professor Scanlan, and more importantly, their clients.

He has worked tirelessly for two decades to expand, improve, and advocate for the legal writing program, from developing our educational policy requiring that students participate in legal writing experiences throughout their three years of law school, to fighting to increase the professionalism and status of the legal research and writing instructors. He also takes seriously his collegial responsibility to attend colleagues' colloquia, read their draft manuscripts, help recruit new faculty, and attend faculty meetings. So, he drives back to Bloomington every week.

John has been a fixture at the law school for two decades. From his cluttered office to his occasionally unkempt hair (what little he has left), to his courage riding a bicycle on the deadly streets of Bloomington, John has been simultaneously unconventional and the model of the traditional academic. He is a modest and humble man with a keen and unhurried intellect, eclectic interests, and a sense of humor. He is always good company and he will be greatly missed by his colleagues when retirement and the four-hour commute make his visits here less frequent.

*~Alex Tanford*

## **Daniel Seldin**

*Associate Librarian*

After a 35-year career with the Indiana University Libraries, Daniel Seldin is retiring from his position as map cataloger. Dan was born in New York City, but grew up in Cleveland, Ohio, and Washington, D.C. In the 1960s he began cultivating his love for geography and cartography, which led to a Bachelor of Arts in geography from Frostburg State College in Maryland. Soon after, Dan earned his Master of Library Science from the University of Maryland. During these years, Dan was described by his professors as hardworking and industrious, with a tremendous interest in geography, especially maps, and as a student with deep interest and even love for things geographic.

Dan began his professional career as a technical information specialist for the U.S. Army Topographic Command in Washington, D.C. There he spent his time reviewing, analyzing, and indexing European cartographic materials. In 1974 Dan made his way to Indiana to accept a position with Indiana University as the geography and map librarian and head of the newly established Geography and Map Branch Library. Dan faced quite a challenge when he arrived, as the library had been without a head for over a semester. He spent many hours developing procedures for all aspects of the library as well as caring for and restoring the maps he loved so much.

During his tenure at IU, Dan was able to grow one of the top academic library map collections in the country. Much of this was the result of his project work for the Library of Congress. For seven consecutive summers he traveled to Washington, D.C., to participate in their special processing project. Started in 1951, this project allowed the Library of Congress to hire map specialists to assist in cataloging a backlog of maps. Dan was also able to assist with other projects in their Reference and Bibliography Unit and the Collection Maintenance Unit. In exchange for this work, Dan was able to select surplus duplicate maps to bring back to IU. Over the years, Dan acquired thousands of items for the IU Libraries that they would otherwise have been unable to obtain.

Dan had several other outstanding accomplishments during his time as head of the Geography and Map Branch Library. In 1984 he oversaw the branch library becoming a depository for all the U.S. Geological Survey topographic maps, which had been a wish of the chair of the geography department library committee since 1957. In 1991 he oversaw the move of the Geography and Map Branch Library from Kirkwood Hall to its new home in the Student Building. With Dan's dedicated oversight, the library was closed to patrons for only a little over a week. In addition, he continued to maintain the excellent reputation of the Geography and Map Branch Library by cataloging thousands of previously unavailable items, thereby making them available to university patrons as well as providing outstanding customer and reference services.

In 1997 Dan began to devote all of his time to making the university's maps available to patrons. He adapted to his new responsibilities with enthusiasm and vigor. He quickly acquired the complex skills and knowledge needed to perform advanced cataloging. In addition, he was able to use his knowledge of computers and HTML to help develop his unit's awareness and use of information technology.

Dan has long contributed to his profession by serving on numerous local and national committees and organizations. Much of his time was devoted to serving on the American Library Association's (ALA) Maps and Geography Round Table (MAGERT). In 1995 Dan received the Honors Award from MAGERT at the ALA conference in Chicago, an award that recognizes outstanding achievement and major contributions to map librarianship and the Round Table. Since 1980 he has served as their audiovisual coordinator, and since 1997 he has sat on their cataloging and classification committee and been the liaison to the North American Cartographic Information Society (NACIS). He has also acted as NACIS's representative to the Cartographic Users' Advisory Council since 1994. For almost his entire tenure at Indiana University, he has also been the supervisor of the Bloomington Faculty Council elections.

It is evident that Dan has made a significant contribution to IU and its libraries. His achievements and pleasant personality will long be remembered and treasured. He will be missed by all. During his well earned retirement, Dan plans to stay in Bloomington, but will be traveling and staying active in professional organizations. He will also pursue his interest in transportation, which includes continuing to serve as membership chairman of the Monon Railroad Historical-Technical Society.

*~Jennifer L. Chaffin*

## **Bonnie Sklarski**

*Professor of Fine Arts*

Bonnie Sklarski grew up in the country outside Buffalo where at the age of 10 she received a scholarship to take art classes at the Allbright Knox Center at the University of Buffalo. She took classes there until she was 15. She credits this for her first real eye-opening exposure to life outside her rural upbringing and to her first awareness of art as something you could do and as something to aspire to. When Bonnie was old enough, she would take a bus into the classes on Saturday mornings and afterwards would wander around the bookstores and shops in Buffalo. She loved the sense of urbanness. She had a teacher there who had gone to Pratt in New York and this led her to apply for and receive a scholarship to Pratt. Bonnie went on to attend the Yale Norfolk program and she went to Brooklyn College for her M.F.A. These early experiences helped her to realize how effective a teacher can be and how exposure, encouragement, and inspiration can help a young person down a path he or she could not have earlier imagined.

Bonnie started teaching at Indiana University in 1970. She was the first female tenure-track professor in painting and eventually, with Joan Sterrenberg, the third woman to get tenure in the whole department. For women who came of age studying with a ratio of about five-to-one male-to-female professors, female professors like Bonnie stood out and were sources of inspiration.

The '70s and '80s were a period when many M.F.A. programs across the country were just coming into being and certain departments developed a reputation. IU's painting program was known as one of the best figurative painting programs in the country. Bonnie, who was exhibiting her work at Schoelkopf Gallery, a leading figurative gallery in New York, was one of the reasons for the school's reputation.

When Bonnie came to Indiana, she had never been to the Midwest and she imagined wide-open plains and also that Indiana was further west than it really is. At her interview she told Jim McGarrell that she "wanted to see the prairie dogs." She found, as have many who have come here from a coast, that this is actually a great place to work and a great place to try to define the art world in one's own terms, with a little bit of healthy distance and skepticism. She also found it a rich environment intellectually. Coming from an art school background and being at a university brought her a sense of the richness that a liberal arts education can offer to someone interested in fine art: that ideas gleaned from the study of literature, philosophy, and science can fuel the studio work.

Bonnie has developed expertise in areas where there is a body of knowledge that can be passed on. Her anatomy class has been legendary and almost a rite of passage for anyone who has studied at IU. Part of what motivated Bonnie to study and teach anatomy is her dedication to trying to find for herself universal truths, a sense of art resting on foundations. The fluid knowledge of anatomy is a hard won thing. Anyone who has

studied it knows how elusive it can be. Bonnie's ease with the subject and her ability to share her knowledge while making it fun are going to be irreplaceable. Bonnie has also initiated courses in portrait painting in which she delved into actual techniques and palettes that have been used through the centuries. She put together a composition class, which is a study of how artists invest their paintings with meaning through the way they put their paintings together. And more recently she has developed a watercolor class for the graduate students.

Although she did not find prairie dogs when she came out to Indiana, Bonnie did find the quarries. Her desire to understand the landscape she is painting led her to take classes in geology, which she considers to be for the landscape painter what anatomy is to the figurative artist. Her early figurative paintings show a fascination with this landscape and with her study of geology. They also show her fascination with the idea of origins.

As a landscape painter Bonnie has pursued terrain of difficult and exotic proportions. She is a great admirer of the nineteenth-century American Luminist painter Frederic Church. In 1973 she followed his route through South America, painting landscapes at each of the spots that he painted as she went. In 1976 she was hired by the Arabian American Oil Company to paint the Arabian Desert. On that trip she also painted in Iran and Afghanistan. She has made painting trips to the western United States and to Chile. In 2004 she went to Scotland. These have been physically arduous journeys, quests almost, to get an empirical understanding of her subject matter.

Bonnie's rich sense of landscape led to a number of paintings in the '90s that made a connection between the figure and the landscape in a metaphorical sense. These are serious paintings but they are not without an undercurrent of humor. A version of Dionysus is subtitled *Undergraduate Education*. The idea is that Dionysus represents both the constructive and destructive forces needed for creativity. Obviously Dionysus is the typical art student.

Anyone who knows Bonnie even slightly knows she is an avid gardener. Bonnie's more recent paintings have been floral and botanical paintings. The kinds of archetypal ideas—growth and decay, life's transience, a love of science and myth—are as present in these paintings as they were in the landscapes, but the setting is more intimate, and in some ways more tactile.

So in conclusion I would like to thank Bonnie for having tended her garden with us. Hopefully it has strong roots at this point and we will be able to continue to make it flower.

~Eve Mansdorf

## **Larry H. Smith**

*Professor of Music and Chairperson, Department of Organ*

Professor Larry Smith, chair of the Organ Department, has retired following 27 years of distinguished service to Indiana University. His influence as a performer and pedagogue has been widespread, as his many former students now populate important teaching and church positions, where they are playing a vital role in the training and development of musicians and those who eventually will be the profession's future.

An active organ soloist, Professor Smith has traveled across the country performing varied programs of music from early Baroque to the most recent contemporary works. As a virtuoso, his playing has been heralded for his impeccable technique focused on detailed precision, brilliance, and definitive musical persuasiveness. The densest polyphonic textures were rendered with remarkable clarity; complex and difficult modern scores were executed with the highest level of rhythmic control. And all was accomplished with nearly undetectable movement, despite having both feet and hands engaged in the affair. He possessed both dexterity and technical refinement, but he was also a musician's muse.

For years he displayed these skills in annual concerts for the university and public at IU's Auditorium and area churches. He was, of course, a major national figure as well, performing highly praised recitals, all from memory, for three national gatherings of the American Guild of Organists in the 1980s, as well as giving numerous performances at regional conventions, and making appearances with orchestras. His playing is documented on two recordings, including a thrilling performance of Vierne's Third Symphony, as well as a contrasting collection of Germanic music spanning almost three centuries. Perhaps less known is that he was thoroughly trained as a church organist, serving in various full- and part-time capacities throughout his career.

Larry's pedigree is as gilded as his musicianship, having been trained under the finest teachers and organists of the age. Raised in Guttenberg, Iowa, he commenced organ study with John G. Lammers. He received his bachelor's degree in 1965 from Drake University as a pupil of the legendary Russell Saunders. Perhaps this is where he developed his ability to appreciate humor of, shall we say, all colors and varieties. Another consummate musician and star of the emerging performance practice world, Arthur Poister, guided Larry for his master's degree at Syracuse University. His Doctor of Musical Arts degree was completed at the Eastman School of Music under David Craighead, where he earned that school's prized Performer's Certificate in Organ. Craighead likely solidified Larry's gift for clarity, and imbued him with a love of contemporary music which he maintains to this day.

Prior to coming to Indiana University, Professor Smith held teaching positions at Converse College and Kent State University. Perhaps the best thing to come from his early teaching position at Converse was meeting his delightful wife, Caroline, a vocalist and

Depauw University associate professor of music. The two regularly performed together in recital, and shared the musical leadership at Calvary United Methodist Church in Brownsburg, Indiana, for a decade. They also have a delightful daughter, Johna, who is a talented violinist currently studying at Vanderbilt University.

Perhaps the best indicator of Larry's success in teaching—he is considered to be a thoughtful and challenging teacher—is the high level of achievement of his students, who not only rave about his pedagogical approach, but also hold him in the highest esteem as a musician and human being. It is no accident that his office phone used to ring frequently with news from past students wanting to check in with their master, either to report on their professional or personal lives, or perhaps just to share a joke or two (church musicians can have *quite* the colorful sense of humor). They likely called to at least hear one of Larry's many metaphors—his organ students report that various aspects of playing the instrument and making music were compared to virtually everything imaginable, from fine cooking to automobiles (he loves his cars!) to Dolly Parton!

Of course, as his colleague I particularly appreciated what I consider to be his greatest gift—that of inspiring music-making, not merely playing the notes on the page. Larry was always able to, dare I say, inspire each and every student, regardless of his or her level of skill or talent, to get past the nuts and bolts of technique and proper execution, and delve deeply into the emotional and expressive aspects of organ playing. The weakest among the students could still say something about the music he or she was playing. His finest students are all top-notch communicators, and purveyors of the thought that playing music is not about the mechanics, but instead about the rhetorical and emotional qualities that are waiting to be mined from the score. Of course, his musical *progeny* are brilliant technicians, but, to borrow from the '90s, "it's the music, stupid." And, unlike many teachers, he actively induced students to create their own musical narratives rather than simply implanting only his ideas into their playing. In so doing, he embodied the liberal arts ideal of teaching students to learn on their own. Professor of Music Larry Smith will be missed for all that he offered as a colleague, pedagogue, performer, and church musician. And we'll miss the jokes, too.

~Chris Young

## Josep Miquel Sobrer

*Professor of Spanish and Portuguese and  
Acting Chairperson, Department of Spanish and Portuguese*

Josep Miquel Sobrer, a native of Barcelona, known to his wide circle of colleagues, friends, and acquaintances as “Pep,” may be the first (only?) Catalan that some in his Midwestern milieu have ever met. His devotion to his city and region of origin has informed many aspects of a career that has been, nevertheless, anything but provincial.

Pep moved to Indiana in 1982 as an assistant professor from the University of Michigan, having earned his Licenciante degree from the University of Barcelona and his M.A. and Ph.D. from the University of Oregon. He replaced retiring professor Josep Roca-Pons, who had founded the study of Catalan linguistics, literature, and culture in the Department of Spanish and Portuguese and had been for decades their sole representative at IU, as well as one of the few in the United States. Catalonia, in northeastern Spain, speaks a language closer to the Occitan of southern France than to Castilian Spanish; its culture has been distinct from the rest of Spain’s virtually since Roman times. And since the country’s democratization after 1975, it has become one of the most vibrant and attractive regions of Europe. Pep’s teaching, scholarship, and service have expanded the place that IU Bloomington occupies on the map of Catalan studies in the United States. He was a founding member, and eventually president, of the North American Catalan Society, and co-edited its learned journal, *Catalan Review*. He wrote the “Catalan Literature” entry in the online *Encyclopedia Britannica*. His frequent invitations to lecture at universities here and abroad have likewise helped to increase IU’s visibility in the field.

Starting out as a medievalist, Pep published two books on early Catalan literature: *L’èpica de la realitat (The Epic of Reality)*, on the fourteenth-century chronicles of Bernat Desclot and Ramon Muntaner, and *La doble soledat d’Ausias March (The Double Solitude of Ausias March)*, on a fifteenth-century Valencian poet. Later he turned to more modern figures, such as the twentieth-century poet J. V. Foix. He has also reached beyond the typical scholarly audience by introducing his native region to readers of English. In 1992, the year that Barcelona hosted the Olympic Games, Pep edited, introduced, and translated selections from contemporary Catalan authors in *Catalonia: A Self-Portrait*. He has translated into English works by some of his favorite authors, including Foix, Pere Calders (short stories), and Mercè Rodoreda (the novel *A Broken Mirror*); these projects have been a counterpart to his many translations of English and American literature into Catalan, by such disparate writers as John Donne, Ian Fleming, H. G. Wells, Sylvia Plath, and Mervyn Peake.

As the only professional translator in the department, Pep has been especially successful in teaching The Craft of Translation. But he was always one of our most popular teachers, no matter what the subject: students uniformly praised his enthusiasm, breadth of knowledge, originality, and sense of humor. In addition to the full Catalan curriculum,

he has taught many graduate and undergraduate courses in Spanish literature, and served twice as director of graduate studies. During Pep's two separate terms as department chair, colleagues were grateful for his positive outlook, sense of fairness, and gift for averting tension with an unexpected sally or a joke.

Pep has enjoyed a parallel career as a creative writer and commentator. He has published, among many other pieces, a collection of prose poems inspired by the Tarot, *El llibre dels oracles* (and its English translation, *The Book of Oracles*), and a book of essays about America for a Catalan readership, *Desfer les Amèriques (Deconstructing the Americas)*. For two years he was a community columnist for the Bloomington *Herald-Times*, sharing with local readers his wry, insider/outsider perspective on current events, the university, and the city. In the same spirit he writes and presents on WFHB's Spanish radio program, *Hola Bloomington*, a regular segment called "Cinco minutos de soledad" ("Five Minutes of Solitude").

Both on his own and through his wife, Francesca ("Fresca"), an actress, director, and drama teacher at Bloomington High School North, Pep has been active in the local musical and theater scene. His short play *Expecting* was staged by the Bloomington Playwrights Project in 2007. He has collaborated with musical groups on works that have been performed locally: he wrote *Las cuerdas del titiritero (The Puppeteer's Strings)*, a libretto based on works by Cervantes, presented at the Waldron by El Fénix de los Ingenios, and he reconstructed lost poetic stanzas for the Baroque opera *La púrpura de la rosa* by Calderón, which was produced not only at the Bloomington Early Music Festival but also in Madrid and Geneva. Pep sang for many years in the choir of the Unitarian Universalist Church, and has been an assiduous student first of the piano and now of the clarinet. In what is sure to be an active and sociable retirement, he will continue to develop his creative gifts of writing and music, and will also take every opportunity to spend time in Catalonia in the company of Fresca and their son, Miró.

~Consuelo López-Morillas

## S. Holly Stocking

*Associate Professor of Journalism*

As a young reporter at the *Los Angeles Times*, S. Holly Stocking covered campus riots and the feminist movement, contributed to the magazine *Human Behavior*, and taught journalism classes at the University of California at Los Angeles. Already, in her mid-twenties, she was discovering the rewards of a multitrack life. She learned from teaching that she liked it and embarked on Ph.D. work at Indiana University. Still ABD, she took a break to direct science writing projects at the Boys Town Center for the Study of Youth Development in Omaha, Nebraska, and emerged with a conviction that was to motivate much of her research and teaching at Indiana University: that journalists could do a better job of bringing science news to the public.

Professor Stocking wrote a dissertation on the public communication of medical science news, joined the School of Journalism faculty in 1986 after three years as a visiting assistant professor, created a two-course science news sequence, and co-wrote a monograph, *How Do Journalists Think?*, applying the findings of cognitive science to the study of newswork. Then, in 1993, she launched a pathbreaking approach to journalists' communication of science at a session of the American Association for the Advancement of Science. As one of five presenters in the session she had organized on Science and Ignorance, she developed the idea that scientific ignorance, like knowledge, is socially constructed and that media play a role in that construction. On cue, a Harvard academic rose to sing the "ignorance anthem": "Yes, we have no pat answers." When the laughter and applause had died down, the editor of the journal *Knowledge* offered to devote an entire issue to "ignorance."

Professor Stocking's contribution to that issue—written with Lisa Holstein, a School of Journalism Ph.D. student who had also worked on the panel presentation—brought the media into this new field of "ignorance studies." In their article, "Constructing and Reconstructing Scientific Ignorance," Stocking and Holstein proposed motivations for ignorance claims made by scientists and explored journalists' motivations for amplifying, downplaying, or even ignoring these ignorance claims when they report on scientific research. In subsequent articles, book chapters, and conference papers over the next 15 years, Professor Stocking further developed a theoretical framework for understanding the social construction of scientific ignorance in media accounts.

The significance of this work became ever clearer as companies used ignorance claims to discredit scientific findings and theories that would undermine their profits. In 2008, Stocking and Holstein reported their study on how the hog industry in North Carolina attempted to discredit a scientist's work by using ignorance claims like those pioneered by tobacco companies and global warming opponents. The article's conclusion highlighted the social importance of this approach to media studies:

As the strategic use of ignorance claims to manufacture doubt in scientific controversies grows, public misunderstanding of important scientific issues may be expected to accelerate. Given this likelihood, it is imperative that we come to understand the conditions under which journalists use those claims intended to construct scientific ignorance and confuse the public.

Professor Stocking has put her theoretical insights to work in graduate courses in science journalism that have drawn students from across the university. Some students became scientists better prepared to talk about their work with journalists; others became journalists who took internships and positions in some of the nation's best science publications, earning the School of Journalism's science program a spot among the top science writing programs listed by the National Association of Science Writers' 1997 *Field Guide to Science Writing*.

A demanding but caring teacher, Professor Stocking has devoted hours to conversations with individual students and has taken them to conferences where they could meet science writers and report on research presentations. She has found delight in introducing both graduate and undergraduate students to literary journalism, nurturing her own artistic side as well as theirs. Her imagination, intelligence, and dedication as a teacher have been acknowledged by university-wide and School of Journalism teaching awards. She has been active in campus efforts to improve teaching, including the university's Faculty Colloquium on Excellence in Teaching, editing one FACET collection on teaching strategies and contributing to others. She has drawn on her understanding of ignorance, risk, and cognitive bias for articles published in *Journalism Educator*.

Professor Stocking spent a year as a visiting scholar in the history and philosophy of science program at the University of Cambridge and has served as a senior editor for *Science Communication* and on the editorial boards of other journals. Encyclopedias have tapped her expertise, and she is currently preparing a collection of *New York Times* science articles for the Congressional Quarterly Press. Honoring her teaching in science writing and journalism ethics, her contributions to research, and her service to the public understanding of science, in 2007 the American Association for the Advancement of Science elected her a fellow; she was only the second nonscientist at IU to earn that honor.

There is, however, another side to Holly Stocking. Emergency liver surgery in 1989 recalled her to a recognition that some things matter more than a single-minded pursuit of career. Caring for her elderly mother some years later just reinforced that recognition. In personal essays, articles, and workshops, she has explored ways to honor nonacademic values and interests in a university environment that often appears dominated by the head at the cost of the heart. With students in the senior journalism ethics course, she has explored the concept of "good work" as something richer and broader than narrow competence. Her studies with Buddhist monks in Bloomington have led to work in progress exploring the concept of mindful journalism and to a chapter in the 2009 *Handbook*

of *Media Ethics* where, again breaking new ground, she applied Buddhist ethics to media practice.

Throughout her career, Holly Stocking has challenged journalists, students, and colleagues to bring their work lives in line with their highest values as human beings, returning again and again to a question that writer Annie Dillard posed in *The Writing Life*: “What would you begin writing if you knew you would die soon?” It is a question Professor Stocking expects will continue to guide her in the years ahead.

~Carol Polsgrove

## Lynn Struve

*Professor of History and of East Asian Languages and Cultures*

My fondest and most lasting memories of Professor Lynn Struve will be—without a doubt—the many times that I, her colleague and admirer, have seen her walk the seventh floor of Ballantine Hall in her bicycle helmet and backpack. Lynn always seemed to be on the go and alive with energy. However, she never missed an opportunity to offer a smile or a good word to a colleague or to the student who crossed her path. Throughout her long and illustrious career as a Sinologist, Lynn has done as much as anyone to make Indiana University an intellectual hub for the study of China and the broader Asian continent. She has been an anchor for the history department in many ways, bringing both stature and stability to our undergraduate and graduate programs. Above all, she has served the department and the university without hesitation or complaint, offering our colleagues a durable model of what it means to be an exemplary citizen of an institution of higher learning. She has honored the history department with 31 years of her life and work, and we have benefited from her presence and dedication in ways that cannot be fully chronicled here. Her retirement from the duties of university life is well earned, though she will continue her research and other scholarly pursuits.

A University of Michigan graduate, Lynn began her employment here at IU in 1977 as an assistant professor of history and East Asian languages and cultures. She has served in a number of capacities during her time with us, including as director of the Honors Program (1993–2006), director of undergraduate studies (1986–1987, 1992–1993), chair of our East Asian field committee (1990, 1992, 1996–2000, 2005–2006), and as a member of several search committees, tenure and promotion committees, and so forth. In these capacities, she almost single-handedly stewarded and enhanced our Honors Program and proved instrumental in building a viable curriculum in East Asian studies. Lynn has guided several graduate students through their doctoral preparations and has generously devoted time and other resources to the maintenance of IU's intellectual presence in the increasingly important field of Chinese history. Along with these services to history, she has also given selflessly to the Department of East Asian Languages and Cultures, where she has mentored students, served on various committees, participated in recruitment activities, and offered courses. Of the rich array of classes that Lynn has offered while here at IU, the ones most critical to our educational mission have included *The First Global Age*, *East Asia in World History*, *China: The Age of Glory*, *China: The Later Dynasties*, *Traditional East Asian Civilization*, and the history honors seminar. In a very real sense, she has been the backbone of our East Asian history field, serving as a mentor to both faculty and students in this area.

Lynn is the author of a long list of articles and other pieces, as well as the following monographs: *The Southern Ming, 1644–1662* (1984), *Voices from the Ming-*

*Ching Cataclysm: China in Tigers' Jaws* (1993), and *The Ming-Qing Conflict, 1619–1683: A Historiography and Source Guide* (1998). Her refereed articles have appeared in journals such as *Renditions*, *Harvard Journal of Asiatic Studies*, *Journal of Asian Studies*, and *T'oung Pao: International Journal of Chinese Studies*. Presently she is working on a project on dream culture and records in seventeenth-century China, entitled "Psychology of a Martyr: Memories, Dreams, and Obsessions in the Extant Diaries of Huang Chunyao (1605–1645)." Complementing her enviable record of high scholarship is her active participation in conferences, symposia, and workshops. She remains a member of several organizations, including the American Historical Association, International Society for Chinese Philosophy, the Ming Studies Society, and Phi Beta Kappa. Very significantly, Lynn's work and service have been recognized with a number of distinctions over the course of her career, not the least of which were a Mellon fellowship in the humanities, an ACLS grant for Chinese studies, a Poynter Center fellowship, and an IU Trustees' Teaching Award.

In light of her remarkable career at IU and her invaluable contributions to our program and the larger disciplines of history and Asian studies, it gives me pleasure to speak of the accomplishments of Lynn Struve as a scholar, teacher, and mentor. As a friend, I wish her well in the new phase of her life and career that she is about to embark upon. We will always think of her as a member of our department, no matter what faraway place she is conducting research in at any given time. We hope that she will continue to think of the IU history department as home and remain involved in our intellectual and social life. Even in retirement, we especially look forward to seeing her around Bloomington—bicycle helmet, warm smile, and all.

~Claude Clegg

## **Barbara Wolf**

*Professor of Special Education*

Dr. Barbara Wolf began her career at Indiana University after graduating from the University of Illinois with her Ph.D. in special education and a minor in educational evaluation.

Dr. Wolf distinguished herself as a teaching scholar, researcher, and in her broad service to Indiana University. Throughout the years she has received numerous awards, including the Frederic Bachman Lieber Award for Distinguished Teaching, the Trustees' Teaching Award (five times over!), the university-wide Student Choice Award (twice), and the Indiana University Student Alumni Teaching Award. She was also selected as Chancellor's Scholar at Vanderbilt University.

In her contributions to Indiana University, she has been an exemplary citizen willingly serving as associate dean of faculties, director of assessment for the Bloomington campus, director of the undergraduate program in special education, and chair of more than 26 university-wide committees, as well as numerous committees for the School of Education. In research, Dr. Wolf, in addition to being recognized as a Chancellor's Scholar at Vanderbilt University, was a research exchange scholar at the Swedish-American Cultural Academy, a two-time recipient of the Outstanding Researcher/ Contributor award from the Council of Exceptional Children, and chair of the National Task Force on Quality Professional Preparation. In addition, Dr. Wolf is the author of various books and articles on research methodology, teacher education, and evaluation strategies for cultural institutions.

Perhaps her greatest legacy will be the more than 16,000 students she educated through the courses she taught. By addressing various perspectives including history, sociology, law, ethics, and politics, Dr. Wolf continually challenged her students to consider issues from a broad knowledge base. Over the years many students have expressed their appreciation for her teaching and the power it had to "change . . . my life." Her passion, enthusiasm, and high expectations for student learning became legendary. Students recognized her witty and contagious sense of humor, as well as the stories she told to capture students' attention and motivate their understanding. Regardless of the number of students in her classes, she made it a point to learn each student's name and to show a sincere interest in him or her both inside and outside the classroom.

Dr. Wolf's work extended beyond the university walls. She worked with cultural institutions nationally and internationally to create environments that became universally accessible, and she also provided sound educational information to diverse audiences. She is recognized as a national leader in the field of museum studies and evaluation. Dr. Wolf has taken tremendous interest in community life, serving as a board member for many United Way agencies and volunteering to help children of homeless families. Dr. Wolf

remains a sought-after keynote speaker and continues to be recognized across the state, nationally, and internationally (for example, by UNESCO) for her many, many contributions to elevating the quality of life for individuals with disabilities and for informing thought on educational issues and practices.

*~Cathy Pratt*