Patricia Hayes Andrews

Young scholars hoping to shape a career with a far-reaching and long-lasting legacy would do well to emulate the academic life of Patricia Hayes Andrews. Her research into gender differences in communication, her many accomplishments as an associate dean in the College of Arts and Sciences, and her leadership as director of the Preparing Future Faculty (PFF) program in the Department of Communication and Culture all have been framed and motivated by her generous spirit and genuine interest in supporting IU, her students, and her colleagues.

Pat is a Hoosier through and through, earning all of her degrees from IU and spending her entire academic career here. Her B.A., summa cum laude and Phi Beta Kappa, in speech and theater with a minor in French, was awarded in 1970; her M.A. in communication theory and speech education in 1971; and her Ph.D. in communication theory and research in 1974. In 1975 she joined the Department of Speech Communication (now the Department of Communication and Culture) as an assistant professor.

In addition to her many published articles, Pat has authored or co-authored five textbooks—several of which have been revised and published in multiple editions. Not only the field, but also the Department of Communication and Culture bears her impress, and this is partly through the new courses Pat developed. An undergraduate sequence in organizational communication addressed an area of interest among students that otherwise was not being served. A graduate course in pedagogy, designed to train and support associate instructors teaching undergraduate courses within the department, has provided a forum in which graduate students share their teaching experiences and strategies and an opportunity for them to draw upon Pat's extensive research and experience in communication pedagogy. It also has become a cornerstone of the close-knit and mutually supportive community of graduate students that helps to make our department a special place. Pat encouraged the community-building potential of the course by establishing a "peer mentoring" program, consisting of more advanced associate instructors who had taken the pedagogy course and who regularly were invited into her classroom to offer advice and perspective. These former students today hold positions in a variety of institutions of higher learning across the country, where they mentor new generations of undergraduate and graduate students.

The success of the pedagogy course led to Pat's founding the PFF program. Funded through a grant from the National Communication Association, in cooperation with the Pew Charitable Trust and the National Council of Graduate Schools, the PFF program provides graduate students within the department an opportunity to visit institutions that are different from IU but perhaps more similar to the sorts of places where they may be likely to get their first jobs. The program has been enormously popular with graduate students who find such preparation invaluable when entering the job market. Pat also developed a Certificate in Pedagogy in Communication and Culture that builds on the success of the introductory pedagogy course through an advanced course in pedagogy and a pedagogy practicum. Neither the PFF program nor the certificate would have become a reality without Pat's energy and perseverance.

From 1984 to 1988 Pat served as associate dean for curriculum and instruction in the College of Arts and Sciences. Not surprisingly, Pat used her time in the dean's office to complete several projects that are characteristic of her commitment to the students at Indiana University and that continue to benefit the College and the university. Perhaps the most innovative of these projects was her collaboration with faculty in the School of Business to design the Liberal Arts and Management Program (LAMP). The opportunity provided by LAMP for students to explore the ways that an education in the liberal arts can *matter* in the world is very much a reflection of Pat's commitments. Pat also helped to design the "optional minor" program within the College, and she drafted a statement entitled "Liberal Learning at Indiana University." For over 20 years this statement has been reprinted in the College *Bulletin* to help orient students to the value and purpose of a liberal arts education. Today this statement also is posted online, where it reminds IU students that study in the liberal arts is at the core of academic life and is intended to promote lifelong learning.

These accomplishments mark some of the highlights of an impressive and successful career, and most of us would be pleased, indeed, to begin our retirement with such a legacy. But the value and meaning of these accomplishments can be best appreciated only within the larger context of Pat's remarkable generosity and supportive attitude. She always has been willing to take the time to observe a current colleague or student in the classroom and write a report for tenure, promotion, or the job market—and she has been just as generous with her time for students who have long since moved away from Bloomington. For Pat the boundaries between her home and office were permeable, so that her mentoring did not end when she left campus for the day. She routinely opened her home to her students and

colleagues. She is an accomplished cook and gracious host, and generations of graduate students now look back fondly on the parties and dinners that they shared together at her home.

And it is the way that her generous spirit pervades and tinctures the entirety of her academic life that most characterizes Pat's contributions to Indiana University. Her career is a model not only because it would be impressive in any context, but especially because of the way that it particularly embodies the character of IU. We need to be reminded, sometimes, that an institutional character really is a product of the thought and action that we contribute as individuals. Patricia Hayes Andrews modeled such contributions for her students and for her colleagues, and though in retirement she may no longer quite so actively do so, it will be a long, long time before her influence wanes.

Robert Terrill

David R. Austin

Dave was raised in Hanover, Indiana, where his father was a professor at Hanover College. Following his graduation from high school he studied at Union College in Kentucky, receiving a bachelor's degree in health/physical education in 1963. Dave worked as a recreation therapist at Madison State Hospital following his graduation. He subsequently entered Indiana University where he earned his master's degree in 1965 and then assumed the position of recreation therapy supervisor at Evansville State Hospital. Dave was employed by Evansville State Hospital until 1969, eventually rising to the role of director of recreation therapy. In 1969 Dave left Evansville to pursue his doctorate at the University of Illinois. Dave has confided that when he entered his doctoral program, he was concerned that he lacked the intelligence to be successful in this endeavor. Clearly, his distinguished academic career has proven otherwise!

While at the University of Illinois, Dave began what was to become a lifetime of professional leadership in the field of recreation therapy. He was instrumental in the establishment of the Midwest Therapeutic Recreation Symposium in 1971, the longest-running regional symposium in the profession. Upon graduation from the University of Illinois he assumed a faculty position at North Texas State University in 1973. Finally in 1976 Dave accepted a position at Indiana University and has been on faculty for the past 29 years.

Dave's leadership in the profession can be seen in a multitude of his scholarly and professional activities. He has published more than 100 journal articles, as well as numerous abstracts and book chapters. He has authored or co-authored four highly influential textbooks in the field. His textbook, *Therapeutic Recreation: Processes and Techniques,* is one of the most widely used in the field. As a result of the high quality of his scholarship, Dave received the National Literary Award from the National Recreation and Park Association, and was inducted as a fellow into the prestigious Academy of Leisure Sciences.

His leadership is also evident in the fact that Dave is the only individual ever to receive the highest award—distinguished fellow—from the Society of Recreation and Parks Educators (SRPE), the American Therapeutic Recreation Association, and the National Therapeutic Recreation Society. Dave has been recognized as a leader in therapeutic recreation by the magazine *Palestra*, and has also received the Brightbill Award from the Department of Leisure Studies at the University of Illinois, recognizing the significant scholarly achievements of a University of Illinois alumnus.

In addition to Dave's scholarship and leadership to the profession, he has been one of the outstanding educators at Indiana University. He is a compassionate teacher who genuinely cares about the welfare of his students. There are very few times that one passes by Dave's open office door without seeing a student sitting on his couch. His teaching qualities have been recognized by SRPE's Teaching Excellence Award and his induction into the Union College Educators Hall of Fame. Dave would tell you, however, that the award he values the most is the Frederic Bachman Lieber Memorial Award, awarded to him at Founders Day in 1988. It is IU's oldest and most prestigious teaching honor.

In 1984 Dave was instrumental in the development and offering via television of the master's program in therapeutic recreation. This innovative degree graduated its first students in 1990; to date, 66 students have successfully completed it. Largely as a result of the success of this degree, IU alumnus Dick Enberg lent his support to create the Dick Enberg Distance Learning Studio in the School of HPER.

One could not ask for a better colleague than Dave. It's possible that as the son of a college professor, he developed his insights into the roles and responsibilities of a university professor early. His mentoring of junior faculty has provided exceptional guidance for those of us making our way in an academic career. Many of us have been on that couch in Dave's office, too: he has always had the time and understanding to listen to a colleague.

Dave married Joan, an internationally renowned professor of nursing at IUPUI, in 1965. They are proud of their daughter Janet, her husband Andy Tooze, and their first grandchild Xander (Alexander). Just ask him! Although it is hard to imagine Dave not being involved in the profession of recreation therapy, upon which he has had so great an influence, his retirement will allow him more time to pursue his avid love of golf and IU basketball. All of his colleagues will miss his leadership, scholarship, and counsel, and we wish him the best in his many years to come.

Bryan P. McCormick

Bennet B. Brabson

Bennet B. Brabson retired last spring after 35 years of distinguished service to Indiana University. Ben will be remembered above all as the best teacher and mentor in the history of the IU Department of Physics. Over the years his boundless enthusiasm, love of science, and natural rapport with young people have been an inspiration to his students and his colleagues.

Ben was born in Washington, D.C. on July 29, 1938. He received his B.A. from Carleton College in 1960. He got an early start in developing his natural teaching skills while at Carleton, serving as a teaching assistant there from 1958 to 1960. Ben did his graduate work at the Massachusetts Institute of Technology, where he received his Ph.D. in physics in June 1966 for a thesis entitled "π-p Charge Exchange and Eta Production near the $N^*1/2$ (2650) Resonance." After receiving his Ph.D., Ben remained at MIT for one year as research associate, followed by a year at the Istituto di fisica in Padua, Italy, where he served as an NSF postdoctoral fellow.

In 1968 Ben joined the IU faculty as an assistant professor of physics, working in the department's high energy physics group. In the period 1985 to 1995 Ben was a prolific member of this group, publishing over 120 articles in top-tier high energy physics journals. His work was wide-ranging, including searches for exotic particle states such as 4-quark meson systems; work he performed at the Stanford Linear Accelerator Center (SLAC); the study of J/Psi resonances at the European Center for Nuclear Research (CERN), decays of the tau meson in the HRS at SLAC; the first observance of the decays of the Z0 with MarkII at SLAC; and a search for glueballs, exotics, and hybrids at Brookhaven National Laboratory. Interestingly, recent results in which 5-quark baryonic systems have apparently been produced at CERN have sparked renewed interest in Ben's early work. During this period Ben was promoted rapidly through the ranks, becoming an associate professor in 1972 and a full professor in 1976. In addition he held visiting positions at CERN in 1977–78 and at SLAC in 1988–89.

In 1996 Ben decided to refocus his research program, and, in what will come as no surprise to those who know Ben, he chose a new field of enormous importance to modern society: climate physics. In making this transition, Ben spent a sabbatical in 1996 and a portion of each summer in subsequent years at the University of East Anglia working with members of their Climatic Research Unit.

A recent focus of Ben's work involves the study of extremes of temperature and climate change. World average temperature increases over the past 100 years constitute a portion of the body of evidence for global warming. Because of their greater impact, *extreme temperatures* during this period are of particular interest, and a proper account of these extremes is necessary to interpret accurately the historical record.

During his years of service to Indiana University Ben has stood out as one of our truly exceptional teachers, standing head and shoulders above all others in the physics department in both his effectiveness and the affection he inspires in his students. Sitting in on one of Ben's classes, one sees how physics should be taught. His teaching skills have earned Ben numerous awards. He was a recipient of Indiana University's Ulysses G. Weatherly Award for teaching in 1974, and has been a member of the Faculty Colloquium on Excellence in Teaching (FACET) from 1990 to the present. He received TERA awards in 1997, 1998, and 1999, and an IU Trustees Teaching Award in 2001. He has been quite active in curriculum development, including an environmental physics course and a revamped energy and technology course that currently attracts more than 100 business school students per year. During the period 2000–02 he served as president of IU Bloomington's chapter of the American Association of University Professors. He has been an exceptional citizen of the university, serving since 1990 on the Bloomington Faculty Council.

A recent chance interaction with a former IU student illustrates clearly the impact that Ben has had on IU. After learning that this gentleman had attended IU as an undergraduate, I asked what he remembered of the experience. He replied that his most vivid recollection was of an introductory physics course that he had taken from Ben as a freshman, which was a learning experience like none other he had experienced in his life. (I believe he used the word "luminous.") He asked me whether Ben was still active, and I was happy to reply that yes, indeed he was, and just as good as he remembered. I am sure that there are thousands of former IU students with the same story. We will all miss Ben tremendously, and we wish him the best in his well-earned retirement.

Jim Musser

Patrick Brantlinger

On clear, crisp days Patrick Brantlinger, the James Rudy Professor of English and College Alumni Association Distinguished Professor, can be spotted pedaling his bike between his home in the faculty ghetto and his office in Ballantine Hall. Pat's office is devoid of the paper clutter characteristic of the work spaces of many of his colleagues in the English department (myself included). His organized desk is an appropriate simile for Pat's intellectual ethos: just as he has ordered the array of files on his desk, Pat sorts and processes historical information and cultural trends to arrive at theoretical insights that have informed his research and teaching at Indiana University. Hinting at the intellectual foci of these activities, the graphics on his office door include a picture of Queen Victoria attended by her Indian servant, Abdul Karim, along with a postcard showing the distribution of wealth in the United States depicted as a peanut butter sandwich. As these images suggest, Pat's scholarship and teaching engage the interactions between culture, geopolitics, and economic justice.

A native Hoosier, Pat returned to his regional roots in 1968 as an assistant professor of English at Indiana University, after receiving his doctorate at Harvard University. The department was undergoing an expansion in those days, and Pat was one of eight hires, the others including lifelong friends, Mary Gaither and Chris Lohmann. New Criticism, the belief that literature should be analyzed in isolation from its social context, was the ruling orthodoxy of the period: undergraduate courses sought to teach students "close reading" skills, while graduate courses stressed attention to literary form and the importance of scholarly editing. Pat's doctoral work on the Chartist movement during the 1840s, with its emphasis on the relationship between literature and history, ran counter to such methods. His arrival at Indiana University helped create a climate conducive to studying literature as a social process, a nationally identified strength of many of the department's programs today.

Pat's insistence on connecting cultural production to historical processes represents a continuous theme in his presentations and publications. A prolific scholar, he has penned eight books: *The Spirit of Reform: British Literature and Politics, 1830–1900*; *Bread and Circuses: Theories of Mass Culture as Social Decay*; *Rule of Darkness: British Literature and Imperialism, 1832–1867*; *Crusoe's Footprints: Cultural Studies in Britain and America*; *Fictions of State: Culture and Credit in Britain, 1694–1994*; *The Reading Lesson: The Threat of Mass Literacy in Nineteenth-Century British Fiction*; Who *Killed Shakespeare? What's Happened to English since the Radical Sixties*; and *Dark Vanishings: Discourse on the Extinction of Primitive Races, 1800–1930*. His corpus also includes one edited collection and three co-edited anthologies, as well as scholarly editions of Philip Meadows Taylor's *Confessions of a Thug* and H. Rider Haggard's *She*. He is also the author of 34 articles since 1990 on Victorian culture, contemporary theory, and postcolonial studies. Characterizing himself as a "cultural historian," Pat often analyzes the social construction of ideas and values, and demonstrates how divisions between "high culture" and more popular cultural forms bespeak political agendas that clash with the social well-being of different groups of people such as the working classes, ethnic minorities, and colonized populations.

These intellectual commitments enabled Pat, along with James Naremore, to establish an interdisciplinary Cultural Studies Program at the university in the early nineties. Tom Foster, the current director of cultural studies, notes:

> Pat Brantlinger was a pioneer in arguing for the relevance of the British cultural studies movement to literary studies in the U.S. and the humanities generally. As a faculty member in the Cultural Studies Program here at IU, and as someone who often taught the Introduction to Cultural Studies course, Pat's teaching was crucial in opening new possibilities for research and inquiry to a whole generation of graduate students.

Besides working closely with graduate students in the Cultural Studies Program, Pat has directed about 60 Ph.D. dissertations since 1977, and served as a member of approximately 90 other doctoral committees, including those of graduate students from Purdue, Dalhousie, Alberta, Rhodes (South Africa), and Western Australia universities. Pat has taught undergraduate courses on British, American, and postcolonial literatures, in addition to cultural theory, sometimes even donning a bathrobe and wig to dramatize Shakespeare for his students. He credits his students with challenging him intellectually and introducing him to new ideas. Paraphrasing Stanley Aronowitz, Pat comments that this aspect of academia, "continual learning . . . is part of what makes being a professor the last good job in America."

Along with undergraduate and graduate students who have benefited from Pat's mentoring, so too have his colleagues. He is especially generous with his time, often turning over manuscripts for colleagues

within 48 hours and generating letters of recommendation at a moment's notice. "I simply cannot imagine a better model of collegiality than Pat," says his colleague, Janet Sorensen:

> He is unfailingly supportive of fellow faculty—particularly junior faculty—often reading their work-in-progress with enthusiasm and tremendous speed. It would be difficult to estimate just how much it meant to me when, in my early years at IU, Pat gave me insightful, detailed, and always encouraging feedback on my research. To be taken so seriously by a scholar of Pat's stature played an enormous role in developing a sense of myself as a scholar.

In addition to being an exemplary colleague, Pat has served as chair of the English department (1990–94), editor of *Victorian Studies*, and as an elected member of the Bloomington Faculty Council. During the mid-seventies, he was also active in the IU chapter of the American Federation of Teachers, which was successful in its drive to get the university to comply with laws guaranteeing public access to information and with improving health benefits for faculty, staff, and graduate students. More recently, Pat has helped organize the Progressive Faculty Coalition's (PFC) weekly forums on globalization and U.S. domestic and foreign policy. Following retirement he looks forward to traveling with his wife Ellen to participate in the Fifth World Social Forum in Brazil as a member of a PFC-sponsored panel on activism and academia.

Purnima Bose

Trevor R. Brown

Professor Trevor R. Brown retires as dean of the Indiana University School of Journalism this spring, a position he has held since 1985. He first arrived in Bloomington in the winter of 1972 as a young assistant professor fresh out of the doctoral program in communication-public affairs at Stanford University. In his 33 years here as a faculty member, he has built a reputation for being one of the fairest, wisest, most unselfish, hardest-working, and most even-tempered of all faculty and administrators. Some have said that he has the patience of a saint. One of the most telling indicators of his dedication to IU is the fact that in all these years he has not had a single semester of leave and has regularly taught Journalism's large introductory foundation class for freshmen—all the while keeping his wonderful wry sense of humor and positive outlook and performing an amazing amount of significant academic administration and service.

Trevor was born and grew up in South Africa, where he studied history and English literature at Rhodes University before going to Oxford University in England as a Rhodes Scholar to earn a bachelor's degree with honors in modern history. After that he worked as a sports and general reporter for the *Cape Times* in South Africa and then came to Stanford University in California, where he earned a master's degree in communication and journalism. Upon returning to South Africa in 1965, he taught Latin and English at the Western Province Preparatory School in Cape Town, worked as a part-time sports reporter and columnist for the *Cape Times* and became a lecturer in the Department of English Literature at the University of Cape Town. He returned to Stanford for a Ph.D. in communication. At IU Trevor has held various administrative posts as associate director of the Multinational Foreign Journalists Project funded by the U.S. State Department and as associate dean of the College of Arts and Sciences—and editor of *Arts & Sciences*—when Journalism was still a department there. For the School of Journalism, he has served as graduate adviser, associate dean, and acting dean (after Dean Richard Gray's untimely death in November 1984) until being appointed dean himself in 1985. He has also chaired the Rhodes, Marshall, Churchill, and Mitchell Scholarship Nomination Committee at IU since 1981.

Other significant service to IU includes chairing search committees for the deans of the School of Business (twice), the School of Public and Environmental Affairs, and the Graduate School, as well as serving on search committees for university chancellor, the dean of the College of Arts and Sciences, the director of the Center on Philanthropy at Indiana University, and the vice president for University Relations. Trevor has also served on the Board of Governors of the Kinsey Institute and the Center on Philanthropy for the past decade.

As dean of the School of Journalism, Trevor was instrumental in making the school an independent unit within the university and in revising the curriculum to reflect the convergence of various media forms. In 1995 he led the effort to secure a $1.5 million grant from the Knight Foundation to restructure the curriculum to prepare students for the new converged media environment and to train doctoral students to teach and do research in this new world of journalism and mediated communication.

His national service record has been equally impressive. It includes chairing the Accrediting Committee of the national Accrediting Council on Education in Journalism and Mass Communication; chairing the site visit teams to 21 universities since 1988; serving for nearly 20 years on the Board of Trustees of the Poynter Institute in St. Petersburg, Florida; and being on the Board of Visitors of the Defense Information School while it was still at Fort Benjamin Harrison in Indianapolis.

The quality of his work and insight has been recognized over the years not only by his IU colleagues, but also by the Ford Foundation, the Danforth Foundation, The Freedom Forum (which named him Journalism Administrator of the Year in 2001), and the Indiana Journalism Hall of Fame (which inducted him last spring). In August at its national convention, the Association for Education in Journalism and Mass Communication presented him with its Presidential Award for Distinguished Service to Journalism and Mass Communication Education.

While conferring the Freedom Forum award upon Trevor, Charles Overby, chairman and chief executive officer, remarked: "With his vision, commitment and selfless involvement in all aspects of journalism education, he has made extraordinary contributions to the profession and to the field of higher education."

In addition to all these accomplishments and awards, Trevor and his wife, Charlene, who is associate director of the Wells Scholars Program and also directs the extracurricular program for IU Bloomington's Honors College, co-authored a book, *The Media and the People*, with their former Stanford University professor, William Rivers (published by Holt, Rinehart and Winston in 1978). The *Indiana Daily Student*'s article about this began: "One problem working couples often face is finding time to be together. Charlene

and Trevor Brown, lecturer and associate professor in the Journalism department respectively, have found a solution to this dilemma—they wrote a book together."

Trevor and Charlene have worked together on behalf of Indiana University and its faculty, staff, and students for a third of a century. While we all hate to see Trevor retire, there is no doubt that he has more than earned it. The School of Journalism and all of us associated with it have been enormously fortunate to have had him as a colleague, friend, advocate, and dean for so many years. We are also fortunate that he and Charlene plan to stay in Bloomington for the foreseeable future so we can still take advantage of Trevor's exceptional wisdom and wit for years to come.

David Weaver

Gilbert Chaitin

A class on dreams providing, according to its students, a "lifetime's worth of information" offering "more insights than could fit into a novel," a way of discovering who you are and how you can best deal with the stresses and strains of existence—and all this from a professor of French and Comparative Literature. But Gil Chaitin has always been one of those quiet people constantly able to surprise and delight their colleagues by the unexpected range and nature of their interests and abilities.

Gil was born in Philadelphia in 1940. His mother's family, who had come from Eastern Europe, considered France (slightly aided by Germany) as the home of art and culture, so it is hardly surprising that he should study both French and German. Nor is it surprising that after spending his junior year in Paris he was already moving toward concentrating on French, although he had begun his studies as a math and science major. He eventually earned a bachelor's degree in philosophy from Princeton, and that involvement with philosophy has continued to be central to his preoccupations. In 1969 his interest in France and his fascination with other cultures led him to a Ph.D. in Romance languages and literatures with a minor in comparative literature. Although all Gil's degrees are from Princeton, he widened his experience by pursuing his graduate studies for a year at the Sorbonne in France and another year at the University of California, Berkeley.

Gil came to Indiana University in 1966, first as a lecturer, then, on completion of the doctorate, as an assistant professor. He was promoted to associate professor in 1979 and to full professor in 1989. Indiana attracted him in the first instance because it offered him a reasonable teaching load for the times, together with the immediate opportunity to present a variety of courses in comparative literature as well as French. The department was young and dynamic, in a period of rapid expansion, and in those halcyon days an enlightened administration placed a high priority on foreign languages and cultures.

Gil's research has always focused on situating literature in its wider intellectual, historical, and cultural contexts. His first book, a study of the nineteenth-century French novelist Stendhal, drew on his interest in psychoanalysis. *Rhetoric and Culture in Lacan* extends that interest into the broader area of cultural contexts centering on the dominant figure of the great psychoanalyst Jacques Lacan, whose revision of Freud has been so influential not just in France but internationally. Gil's current work-in-progress explores fictional accounts of schools in Third Republic France. This period immediately followed passage of the law that made education compulsory, free, and secular, and was a time of wide-ranging, often acrimonious, discussion about the nature and functions of pedagogy.

Gil has also earned several distinguished research awards. In 1977 he held a National Endowment for the Humanities Summer Fellowship at the School of Criticism and Theory of the University of California, Irvine; in 1984 he was a Mellon Regional Faculty Fellow at the Vanderbilt University Seminar on Postmodernism in Heidegger, Lacan, and Derrida; and most recently, in the academic year 1999–2000, he was awarded a fellowship at the Institute for Advanced Study, Princeton. He shared his interests and expertise with faculty and students in Portugal, when, in 1997, he spent a semester as visiting professor at the Universidade de Lisboa.

Within the profession, he has been an energetic figure, the kind of stellar citizen who takes on many responsible roles as a kind of civic duty, performing them with quiet modesty, impeccable attention to detail, and unflagging hard work. He organized the annual conference for Nineteenth-Century French Studies when it was held in Bloomington in 1981, a meeting that those who attended still recall with considerable pleasure and enthusiasm. For the Romanticism conference, chaired by Ken Johnston in Bloomington in 1988 (a conference that was in the planning stages for four years), Gil played an active organizing role as well as arranging a special session. He was general editor of the *Yearbook of Comparative and General Literature* from 1990 to 1997, and has been an assistant editor of *French Review* from 1986 to the present.

A participant in many campus activities, Gil was the chair of the Faculty Affairs Committees of both the Bloomington Faculty Council and the University Faculty Council during the time when those committees created the current salary evaluation system, the clinical ranks career system for all campuses, and many other programs. He has been acting chair of French and Italian, and of Comparative Literature (three times). Indeed, with his typical generosity, Gil agreed to delay his retirement and assume the role of acting chair of Comparative Literature this year, thus allowing the department chair to spend the year in France with his wife, who is directing the study abroad program in Aix-en-Provence.

In addition, on three occasions Gil has been resident director of full-year study abroad programs, twice in Strasbourg and once in Aix-en-Provence. He was a most capable and conscientious director: an

outstanding academic advisor with all the requirements and expectations at his fingertips, committed to the academic integrity of the programs and to pushing the students to achieve their best.

Gil has always enjoyed traveling, and many of his friends consider him more at home abroad than in the United States, happier and more expansive when dining on the Cours Mirabeau in Aix-en-Provence or visiting exhibitions in Paris. As a young man he hitchhiked across Sicily, and in the course of many such expeditions he has learned a variety of foreign languages and acquired a sophisticated and profound understanding of many other cultures. In retirement, Gil and his wife Joy will continue to live in Bloomington but plan trips to the Canadian Rockies next fall, and of course look forward to visiting France from time to time. No doubt they will also continue to delight in the exceptional success of their daughter Sharon, another gifted linguist.

Rosemary Lloyd

Lawrence M. Clopper

The study of literature has productively engaged theoretical questions and approaches across the past 40 years, many of which have come and gone in due course, while the varieties of historical inquiry that Larry Clopper has pursued in his scholarship and teaching have held the abiding interest of scholars in and beyond the field of medieval studies.

Larry grew up in a rural community on the eastern shore of Maryland, where he learned to plow behind a mule, and pursued an early interest in medicine at The Johns Hopkins University. He took his bachelor's degree in 1963, having settled on English as his major field. His M.A. and Ph.D. followed in quick order from The Ohio State University, and he came to Indiana University in 1969, where he has served both the institution and the field of medieval studies ever since. Although he arrived intending to work in Old English studies, he soon expanded his engagements with medieval literature to include most of the major sources other than Chaucer from the late medieval period, devoting a large part of his energies to medieval drama and to the great alliterative poem contemporary with *The Canterbury Tales*, *Piers Plowman*.

Larry's first book was a volume in an ambitious series documenting the evidence for play productions in England during the medieval and early modern periods. Drawing on a number of research visits to archives in England, Larry compiled *The Dramatic Records of Chester, 1399–1642,* for the Records of Early English Drama series (REED), from the University of Toronto Press. It is a work of scholarship in the purest sense, presenting the findings of painstaking efforts at documentary discovery, recovery, and interpretation for modern readers.

At about the same time—1979—Larry began to investigate the formal and polemical strategies of *Piers Plowman*, an inquiry that would carry him, other projects notwithstanding, across more than 15 years. The result of careful research into the politics of late medieval religious dissent was *Songs of Rechelesnesse: Langland and the Franciscans,* published by the University of Michigan Press in 1997. Among other provocative arguments concerning the structure and essential integrity of this complex poem, Larry's important book makes the case for how the author, William Langland, incorporates in his reformist poem criticisms first voiced more than a century before within the divided Franciscan order.

Larry's next book, *Drama, Play and Game: English Festive Culture in the Medieval and Early Modern Period* (University of Chicago Press, 2001), offered a culmination of nearly 30 years of researching, teaching, and thinking about the nature of early English drama, winning the David Bevington Award from the Medieval and Renaissance Drama Society. The book offers a multidisciplinary reappraisal of the origins and development of medieval drama in specific sites, challenging earlier, evolutionary accounts and emphasizing remarkable cultural continuities across centuries usually divided into the medieval and early modern periods.

In addition to these works, Larry has co-edited a volume of essays in honor of his friend and dissertation director, Martin Stevens, and has authored over 40 articles in scholarly journals, including essays addressing all four of the poems by the anonymous author of *Sir Gawain and the Green Knight*. Larry's formative essays on medieval romance, drama, and Langland engage many sources of evidence and inquiry, including manuscripts, monastic orders, and theological issues. He has also written more than 25 book reviews, given dozens of papers at conferences, and he continues to serve as a referee to numerous academic presses and journals. His writing is a model of informed scholarship communicated in clear and unpretentious prose. His work has won him prestigious support from the National Endowment for the Humanities, the American Council of Learned Societies and the American Philosophical Society, as well as a Guggenheim Fellowship during the 1994–95 academic year, and numerous awards of support from the university.

Larry has served the IU community three times as the director of the Medieval Studies Institute, and he co-directed, with historian Barbara Hanawalt, a National Endowment for the Humanities Seminar for College Teachers in the summer of 1985. He has also served as both vice president and president of the Medieval and Renaissance Drama Society. In addition to all of these accomplishments, he has directed the research of a number of doctoral students who, at present, teach across the country, from Alaska to Florida and numerous locales in between.

Larry Clopper has contributed substantially to Indiana's longstanding reputation as nurturing one of the top medieval studies programs in the country. A department or college never really replaces such a teacher–scholar, but rather hopes to carry on his many good works at the standard of excellence he has helped create.

Tom Goodmann

Ray E. Cramer

It is a long distance from rural western Illinois to the great concert halls of the world, but Ray Cramer has, in a remarkable career of music-making and teaching, experienced that adventure, and in the process touched the lives of countless numbers of musicians. Over the years at Indiana University he has done it all—everything from conducting the IU Big Red Pep Band in Assembly Hall to conducting the University Orchestra for annual productions of the ballet *The Nutcracker*.

Ray grew up on a farm seven miles south of Knoxville, Illinois, near Galesburg. In high school he played trombone and was on the football team. He attended Western Illinois University where he received an undergraduate degree in music education. While still a college senior, he served as band director at Bardolph High School in Illinois, having received provisional certification to start teaching and conducting. When he arrived at the University of Iowa to work on his M.F.A. degree, he found himself playing trombone in the Hawkeye Marching Band, the Symphony Band, the Symphony Orchestra, the Brass Choir, and the Faculty Brass Quintet. Frederick C. Ebbs, the director of bands at the University of Iowa, immediately recognized the potential of his new student. Another person who recognized Ray's potential was a student at Iowa named Molly. Ray and Molly were wed not long after and thus began a wonderful marriage that united kindred spirits. Ray and Molly have been true life-partners, sharing as many activities as possible over the years.

After earning his M.F.A. in 1963, Ray taught for two years in West Liberty, Iowa, where he was the band director of every grade—elementary, middle school, and high school. All of his groups were successful, earning top ratings at various festivals. This success led him to Harlan, Iowa, where he taught middle school and high school for three years, again earning top ratings and a special performance at the Iowa Music Educators Convention in 1967. He was then lured to Parma High School, near Cleveland, Ohio. At this position, he directed one of the outstanding high school band programs in the nation, where he was able to perform literature of the highest musical standards. He and Molly were in Ohio one year when Frederick Ebbs, who had left the University of Iowa and was now the director of bands at Indiana University, offered Ray the position of assistant director of bands. So the Cramers moved to Bloomington and began Ray's collegiate career at Indiana University, where he has been ever since. Their children, Heather and Jere, were both outstanding students and musicians at Bloomington High School South, graduated from Indiana University, and have successful families and careers of their own.

After serving as assistant director of the Marching Hundred for several years, Ray was appointed director of the group in 1972. His professional colleagues quickly recognized his strong leadership abilities and elected him president of the North Central Division of the College Band Directors National Association in 1974.

When Frederick Ebbs retired as department chair in 1982, Ray Cramer was appointed as director of bands after a national search was completed. During his tenure the Indiana University Wind Ensemble performed at prestigious music conventions and conferences, earning a reputation as one of, if not the finest, collegiate wind ensembles in the world. The group has performed for the College Band Directors National Association, the American Bandmasters Association, and the Music Educators National Conference, as well as the Midwest International Band and Orchestra Clinic in Chicago. The group traveled twice to Japan, performing concert tours that were hailed as musical triumphs. Ray has served as president of the American Bandmasters Association, the College Band Directors National Association, the Big Ten Band Directors Association, the Indiana Bandmasters Association, and remains president of the Midwest International Band and Orchestra Clinic in Chicago, which is the largest professional meeting of band and orchestra teachers in the world.

A natural athlete, Ray often played racquetball at the HPER Building during the lunch hour when he could spare the time. On occasion new graduate students would find this out and schedule a match. It was always entertaining to watch them leave for the HPER Building full of confidence and youthful bravura and then return having been soundly beaten by a much better player.

It's impossible to be familiar with Ray and Molly, however, without knowing of their many travels and residences in Tokyo, Japan. Whenever possible, Ray has conducted the wind ensemble at the Musachino Academy of Music in Tokyo, one of the largest collegiate music schools in the world. Among the highlights of his work with the Musachino Academy Wind Ensemble was a concert tour of the United States, including a brilliant performance at the Midwest International Band and Orchestra Clinic in Chicago. He will continue his work in Japan with that group, having promised to travel there for at least five more years.

Ray and Molly have always been busy with church activities and family time. For many years they enjoyed climbing mountains out west when they had the opportunity. Now that Ray has retired, he will

continue to guest-conduct all-state bands, intercollegiate bands, and other groups, filling his schedule with much music-making and travel. He has guest-conducted nearly every one of the 50 all-state bands in the last 25 years. Ray and Molly will be spending a lot of time at their home in Colorado, close to their favorite mountains; however, much time will surely also be spent visiting with their two grandchildren in New Mexico.

Stephen Pratt

Jack K. Crandall

"Retired" is an inappropriate descriptor for Jack Crandall. Now, nearly three years after his official retirement date, he continues to serve as advisor and acting associate chair of the chemistry department. After a remarkably successful career as researcher, mentor for graduate students, and teacher of numerous undergraduates, Jack has unselfishly devoted his considerable administrative talent to promoting the chemistry department to alumni, industry, and friends.

Jack was born near Filmore, California, where he lived until going to Berkeley to pursue a degree in chemistry, thus forsaking a career in baseball. He won a prestigious National Institute of Health predoctoral fellowship to pursue graduate work in organic chemistry at Cornell with Jerry Meinwald. He also won an NIH postdoctoral grant to work with Bill Johnson at Stanford, devising reactions that model the complicated but key "zipper" multicyclization reaction in the biosynthesis of steroids.

In 1964 he started his independent research career at IU by examining a number of interesting reactions, including intramolecular -ene processes and the base induced elimination of epoxides to make allylic alcohols. This latter reaction is the standard method to produce substrates for the asymmetric epoxidation reaction, a process for which a Nobel was recently awarded.

Jack continued to work on epoxides as well as oxidations of highly unsaturated compounds and on small rings to produce an amazing variety of materials as a result of thermal, photochemical, and acid catalyzed reactions. He also pursued organometallic induced cyclization reactions as well as structural analyses utilizing carbon and oxygen nuclear magnetic resonance spectra. Finally, he addressed synthetic approaches to interesting natural products utilizing the methodology developed in his laboratories. His research efforts resulted in more than 100 publications in highly respected, refereed international journals.

In addition to his research activity, Jack chaired the committees of more than 40 graduate students, and served on countless others in the best traditions of the scholar-mentor. He was demanding of careful experimentation, detailed descriptions, and good grammar. He drew the best from students. He was supremely skeptical of results and interpretations and insisted on replication and careful analysis. Moreover, he assessed the standard interpretations of chemical pathways based on classical physics as merely "mnemonic devices." Always aware that chemical mechanisms can only be disproved, he constantly, and correctly, challenged his students and colleagues on their interpretation of data.

Jack's contributions to the teaching responsibilities of the chemistry department included lecture and laboratory classes in undergraduate organic chemistry. His concern for laboratory skills led him to generate a lab manual that was in use for more than 15 years and a syllabus for an advanced lab that changed little since his original effort.

With the support of a 1995 Active Learning Grant, Jack developed Web-based instructional modules for use in beginning organic chemistry laboratories. The modules helped students to visualize and become comfortable with the techniques they would be employing in lab procedures.

But most of all Jack will be remembered for his graduate class on interpretation of spectra. Using the Socratic method, he cajoled and sometimes intimidated generations of IU organic graduate students and an occasional undergraduate in an effort to hone their skills in puzzling out structures that matched the spectra provided. While some students may have been terrorized by his approaches, the results were gratifying and never cost Jack the admiration and respect of his students and colleagues.

Besides his scholarship and teaching activities, Jack served for 13 years as chair of the graduate admissions and graduate standards committees in the department, and was in addition associate chair to three different chairmen. In these roles he often served as negotiator *par excellence,* saving the department countless days and unwarranted distraction. His commitment to the department also included many years of scheduling associate instructors for a plethora of laboratory courses and discussion sections, a task that consumed a week out of each semester and was executed with a degree of concern and fairness that demands recognition. In addition he wrote and administered grants, such as the Graduate Assistance in Areas of National Need program (three times), and he still continues to establish greater communication with graduates of the chemistry department. Jack has been honored by an Alfred P. Sloan Research Fellowship, a John Simon Guggenheim Fellowship, and by a Fulbright Research Scholarship. In addition he has been an exchange scientist in the National Academy of Science–Yugoslav Council of Academics joint program, and worked with colleagues at various academic institutions in Zagreb. He was also the recipient of IU Teaching Excellence Recognition Awards in 1997 and 1998, and in 2001 he received the Leo F. Solt Distinguished Service Award of the University Graduate School.

Among Jack's many other accomplishments are his skills in the French language, culture, and cuisine. He spent sabbaticals and summers collaborating with outstanding chemists in various prestigious

institutions around France, and, in more recent years, even gave chemistry lectures in the local tongue. And though his mother was an excellent chef of Mexican morsels, Jack's kitchen and garden provide rich, outstanding French fare. His choice of wines often includes a Pouilly Fuissé or a Côtes du Rhone. However, Jack is not a total Francophile as his tastes in cars are more Germanic and Swedish, and he relishes a good California cab with a reasonable price tag. An avid sports fan, Jack retains season tickets to IU basketball and has endured many seasons of IU football. In his earlier days he could be caught, literally, playing pitch and catch on the lawn to the west of chemistry.

To the great benefit of the chemistry department Jack remains in Bloomington with his wife, Judy, who is an administrative assistant in the department. His daughter, Laura, a talented textile artist, grew up in Bloomington under his watchful eye and now lives happily married in New York State. In summary, Jack has had a significant impact on his colleagues. Ever ready to become involved and promote scholarship and teaching through administrative and individual effort, Jack has set an example which few can match. In addition to his many research and teaching triumphs, Jack personifies the best tradition of the infrastructure which is necessary for the survival of an organization.

Joseph J. Gajewski

Mary Wallace Davidson

Mary Wallace Davidson came to IU in 2000, after retiring from the Sibley Music Library at the Eastman School of Music, University of Rochester. Having run a major American music library for 15 years, she spent the last five years of a distinguished career running another major music library—ours, the William and Gayle Cook Music Library.

Mary was born in Louisville, Kentucky, and attended the Louisville Collegiate School. Her mother did doctoral work in English at IU Bloomington and taught writing and literature at IU Southeast for 28 years. A Pendleton Scholarship took Mary to Wellesley College, where she graduated with a B.A. in music history, theory, and composition. She enjoyed the college so much that she stayed on for a year as a research assistant for the *Wellesley Index to Victorian Periodicals*. She then moved on to the music department of the Boston Public Library while attending library school at Simmons College. Her first professional position was in charge of art and music at the Brookline Public Library. Two years later she was hired by Radcliffe College as music librarian. In 1967 Wellesley beckoned again, and Mary returned there as music librarian for 17 years. Eastman followed, at a challenging period in the library's history. Her achievements there were staggering. She restructured the staff; weathered two critical budget cuts; planned and implemented a new building; created a music preservation program; developed new collections and provided online aids to their access; implemented two different online cataloging systems; and took a leading role in a cooperative initiative on a national scale, funded by federal grants, to convert card-catalog records into machine-readable form.

Mary has long been active in the Music Library Association, serving as president from 1983 to 1985, overlapping her transition from Wellesley to Eastman. She was awarded the association's Citation in Recognition of Distinguished Service to Music Librarianship in 1998. She served as a board member for the Sonneck Society, now called the Society for American Music. She has also served as a consultant for libraries on music library buildings, collections, and services; for music publishers on their archives; and for the National Endowment for the Humanities on grants.

Mary has published extensively on music librarianship and bibliography. She wrote the articles on American music libraries in both *The New Grove Dictionary of Music and Musicians* (1980), the world's major music encyclopedia, as well as *The New Grove Dictionary of American Music* (1986). She was co-author of *Eighteenth-Century American Secular Music Manuscripts: An Inventory* (1980), and of the award-winning *Boston Composers Project: Bibliography of Contemporary Music* (1983). She has published articles on nineteenth-century American music periodicals; the composer David Diamond; music library collections, catalogs, administration, and space planning; music copyright; and music librarianship in the 1990s and in the first decade of the twenty-first century. She has given papers at the International Association of Music Libraries, Archives, and Documentation Centres; the International Musicological Society; and of course, the Music Library Association.

In her five years at Indiana University, Mary was head of the Cook Music Library, coordinated the Music Librarianship Specialization in the School of Library and Information Science, and taught music bibliography and music librarianship with great enthusiasm. She was also one of the principal investigators in both metadata and copyright in IU's Variations2 research project funded by the National Science Foundation, for which she quickly came up to speed on digital-music library issues. Following several acting heads in the Music Library, Mary brought a calm stability to the staff, an ideal of service to all the library's users, and a sense of fair play. For her last semester at IU, Mary moved over to the Lilly Library, where she has been creating a database of their music manuscripts in preparation for cataloging and for contributing to RISM, the international cooperative catalog of early music. She is still working on this project as a volunteer.

Deep down Mary will always be a "Wellesley girl": smart, literate, inquisitive, with the broadest of overviews. Now she has also become an honorary Hoosier. She is truly a "people person"—warm, caring, and friendly, always bubbling over with stories about her many friends and colleagues around the globe. She takes a genuine interest in the welfare of everyone she meets. Typically, her main research of the moment is an oral history project for the Music Publishers Association, in which she gets to interview publishers of the older generation about their experiences. But her "real" retirement project is to practice the piano again, to make music for herself, after a lifetime of helping others to play and to study. We will all miss her.

David Lasocki

Molly Faries

When Molly Faries joined the faculty of Indiana University in 1975, the Department of History of Art acquired not only a specialist in the traditional art-historical field of Northern Renaissance painting, but also a pioneer investigator in the newly emerging area of technical studies in art history. During 29 years at IU, Molly developed the application of a new technology, infrared reflectography, to the study of early European painting. Infrared reflectography, in effect, "sees through" paint layers to the artist's original drawing. Its use brought to light an enormous body of material in the form of underdrawings (preparatory drawings made on a panel or canvas and later covered by the finished painting) and revolutionized the field of northern painting by providing new information about the working procedures of fifteenth- and sixteenth-century artists. The examination of underdrawings by Molly and her students revealed changes that had been made in a painting as work progressed and, in some cases, helped to establish authorship and place of origin. In combination with archival evidence, Molly's work also illuminated workshop practices, that is, the day-to-day operations of a master painter and assistants working together to fulfill commissions and carry on the business of art. Molly received tenure at IU in 1978 and attained the rank of full professor in 1985; since 1998, she has also held a chair in Technical Studies in Art History at the University of Groningen in the Netherlands.

Molly's teaching at IU has included graduate and undergraduate courses in North European painting of the fifteenth, sixteenth, and seventeenth centuries. Several courses that she created made a special mark on the department's curriculum. A History of the Print course, developed to serve the needs of printmaking students in the School of Fine Arts, made use of the IU Art Museum's extensive collection of prints. Molly also introduced a museum studies course and a course called Art in the Making that offered IU students, including undergraduates, an unusual opportunity to study the technology of art with a renowned specialist.

An initial NEH Basic Research Grant to survey northern paintings in U.S. collections was expanded, with support from the Samuel H. Kress Foundation, into a six-year graduate program, involving doctoral student research, summer workshops, and original investigations in the IU Art Museum and elsewhere. For her work with infrared reflectography, her study of Jan van Scorel, and her writings on a wide range of fifteenth- and sixteenth-century Netherlandish masters, Molly received the College Art Association/National Institute of Conservation Joint Award for Distinction in Scholarship and Conservation in 1995. In 2001 she was awarded the American Institute for Conservation Caroline and Sheldon Keck Award for Excellence in Education. Over the years Molly has received a number of major grants, including fellowships at the Center for Advanced Study in the Visual Arts at the National Gallery of Art, the National Humanities Center, and the Netherlands Institute for Advanced Study in the Humanities and Social Sciences. Her more important publications include a monographic study of Jan van Scorel in the *Nederlands Kunsthistorisch Jaarboek* (1975) and major exhibition catalogues devoted to Jan van Scorel (1977), sixteenth-century North-Netherlandish painting (1986), and Scorel's Madonnas (2000). Since the middle of the 1990s she has contributed to exhibition catalogs and symposia on a number of well-known Netherlandish painters and in 2003 she completed an overview, *Recent Developments in the Technical Examination of Early Netherlandish Painting: Methodology, Limitations, and Perspectives*.

Through extensive field research, continuous publications, pioneering workshops, and willingness to share material with colleagues and students, Molly played a pivotal role in establishing a field that has come to be called Technical Art History, passing on her knowledge to graduate students who came from various parts of Europe and the United States to study with her. Since the middle of the 1970s Professor Faries has spent part of each year in traveling and working side-by-side with her students in museums in the United States, the Netherlands, Germany, Italy, Belgium, and elsewhere in Europe. On site, she and the students conducted technical examinations in collaboration with local curators and specialists. These study trips became the basis for numerous doctoral dissertations by IU students, many of whom went on to positions at universities and major art museums. Molly's students enjoyed the rare privilege of living and working alongside their dissertation advisor, not only in Europe but also in Bloomington, where the house she shares with her partner Eileen Fry offered a sociable place of refuge to current and past Ph.D. students. The meticulous work of assembling photographic images of underdrawings was accompanied by good food and drink—on especially lucky occasions an Indonesian *rijstafel*—and the society of her beloved *keeshonden*, Casey and Ridley.

A few years ago one of Molly's colleagues, Betsy Rosasco, an associate curator at the Princeton University Art Museum, paid eloquent tribute to Molly's ongoing contributions as a scholar:

> Molly Faries saw the potential uses of infrared reflectography for art history long before others grasped it, and in the decades since she began to exploit this technological tool, she has gained a formidable reputation in the field. It was a great pleasure to have her at Princeton, first as a participant in a symposium and then as director of an Infrared Reflectography workshop for graduate students. She was the most generous of collaborators in discussions at the symposium and during preparation of a subsequent publication. In the workshop, she was a highly effective teacher, sharing her knowledge with museum colleagues and students, and illuminating many dark areas through her vast experience in the field and her sound critical judgment. Her high reputation is justified by her own stellar publications, the impressive caliber of the students she has trained, and her standards of excellence in everything she undertakes. As a native Hoosier, I am very proud that she teaches at Indiana University.

Retirement from Indiana University represents a milestone in Molly's career, but her scholarly work will continue in the Netherlands, where she is currently a participant in three major grant projects: Painting in Antwerp Before Iconoclasm: A Socio-Economic Approach; a systematic catalog of the fifteenth- and sixteenth-century collection of the Centraal Museum in Utrecht; and a Netherlands Research Organization priority project: Molecular Studies in Conservation and Technical Studies in Art History. Her IU colleagues salute her and wish her well in the next phase of her distinguished career.

Janet Kennedy

Catherine Clarke Fraser

Katy Fraser was born near Hampton Court, England, just one month before the end of World War II. She says her parents used to tell her that when Hitler got one look at her he decided to call it quits. I ask you: given the circumstances, what other profession could Katy have chosen in later life than German studies?

Actually, she chose many before joining the ranks of academia. Indeed, her life looks like a highlight reel of adventures, but a guiding thread is her continued interest in Germany and the German language. In keeping with her earlier timing, Katy first went to Germany on a school exchange from England, arriving a day or two before the Berlin Wall went up in 1961. She still has vivid recollections of the reactions of her host family and her impressions of a visit to the border that separated the two German states at that time. Following another exchange the next summer in the same town, she decided to spend more time in Germany after finishing her English high school, where she did A-levels in German, French, and art. Her first "career" immediately followed: working in a Leitz factory in Wetzlar, which, she says, was not exactly fun but was good for her acquisition of the German language.

Upon completion of a course in London for bilingual secretaries, Katy went to Geneva to work for the Lutheran World Federation at the World Council of Churches from 1965 to 1966. She left Geneva because of an American whom she met and married, or, as she puts it: she came to America because she married an American, but she stayed anyway. Her first job in Connecticut was as a secretary to a wine importer who, as she recalls, was such a snob that he loved having someone answering the phone with an English accent and able to pronounce the names of German and French wines correctly. Soon, however, Katy and "hubby #1" were off to Scotland for a year. Finally, after returning to the United States and working in law offices and at the University of Hartford, she decided to enroll full time at the University of Connecticut, where she also acted as an advisor to other women going back to school. Upon completion of her dissertation she worked for the Critical Languages Program, a clearinghouse for people who wished to learn the less commonly taught languages. This desire also consumed Katy, who promptly added knowledge of Swedish to her accomplishments. In Sweden—yet another adventure—Katy lived at the Strindberg Museum until returning to the United States to begin her career in German studies at Brown University. Reflecting her interests in Sweden, Katy's publications include a book on Strindberg and art and a one-act play that was given a staged reading on January 22, 2001, at a reception honoring the anniversary of Strindberg's birth.

At Brown Katy served as the language coordinator in the German department for 10 years. Under the auspices of the Brown/Rostock Exchange Program, Katy also served as visiting professor at the Wilhelm-Pieck-Universität in Rostock, German Democratic Republic. In the summer of 1984, in other words, Katy experienced the other side of the border she first glimpsed in the summer of 1961. Fall 1993 marked not the end of her adventures, but the beginning of their Bloomington phase.

Katy was hired as the first true language coordinator in the Department of Germanic Studies at Indiana University. As such she also served as our first classroom-based second-language acquisition researcher and as our first full-time teacher and mentor of graduate students seeking entry into the profession. She has defined the language coordinator position for us during what has been 11 full years at IU, and we are extremely grateful. We have placed nearly 100 percent of our graduating Ph.D.s in university and college teaching positions and have found work in secondary education for our M.A.T.s. We have been told by search committees at other institutions that our students are the best-trained and most professionalized students currently on the market, and no small measure of that is due to Katy's work, starting—but not ending—with the orientation of new associate instructors and the teaching of the two graduate pedagogy courses she created.

Perhaps the most telling testimony to her contribution comes from students and former students who unfailingly express gratitude for her efforts over the years. She has been praised for the quality of her training and the way she has mentored students throughout their graduate school careers. Most of all, comments from students laud her patience, the time and care she takes to solve the most intractable problems, and the general intellectual, emotional, and material support she has provided. "Katy is always on our side," I've heard students say; she "always covered my back" in difficult situations, always gave me the "feeling of being supported" which "gave me great peace of mind."

Katy is still an active member of the profession on the national level. Among other appointments, she is or has been a member of the Modern Language Association (MLA) Advisory Committee on Foreign Languages and Literatures, the MLA unionization committee, the MLA Delegate Assembly, the membership committee of the American Association of Teachers of German, and various committees of the Educational Testing Service. On campus she has most recently been a member of the College of Arts and Sciences' policy and tenure and promotion committees, the Global Village Implementation Committee, the

committee to plan an international studies major, the university committee on undergraduate education, the Overseas Study Advisory Council, and a host of others. She has published extensively on a variety of pedagogical issues dealing with second-language acquisition and has delivered scores of papers on the topic. She has also co-edited a widely used first-year German language textbook. Nor is she done! Katy has been contracted to write a book on a Web-based course she developed in recent years and has also been invited to write another language textbook that will include videos and a specially written story by the German novelist Martin Grzimek (whose work, by the way, has been translated by our own award-winning Breon Mitchell).

Katy retires at the end of this academic year a bit ahead of schedule because a series of illnesses has left her less able to continue the work-intensive and stress-filled role of language coordinator in our department. Though she will always have fond memories of Bloomington, Katy plans on moving to a house she owns in Rhode Island, where she will be closer to her husband, Dierk Hoffmann (professor of German, Colgate University). And we, too, will always have fond memories of Katy, her wit and good humor, and, of course, her stories about her kitty cats.

William Rasch

Joseph J. Gajewski

The retirement of Joe Gajewski in August 2004 marked his 38 years of productive service as one of the most personable, interactive, and concerned members of the chemistry faculty. Over this time Joe established himself as an old-school scholar, mentor, and colleague who was always interested in learning about the research of others and critically discussing problematic issues and their theoretical and experimental resolution. His expertise and insights into the principles of physical organic chemistry frequently guided his colleagues into more rigorous and focused approaches to their research. The intellectual challenge and scientific give-and-take in this kind of problem solving was always a major source of satisfaction for Joe, and his unassuming enthusiasm for this was greatly appreciated by his colleagues.

A native Hoosier, Joe was born in Hammond in 1939, but grew up in a tough neighborhood in South Chicago. He obtained a B.S. degree at Loyola University of Chicago in 1961, where Jim Wilt guided him into organic chemistry. This led to graduate school at the University of Southern California, where he joined the group of the renowned physical organic chemist Jerry Berson. Joe moved with his mentor to the University of Wisconsin and completed his Ph.D. in 1965, submitting a thesis on stereochemical "memory effects" in carbocation rearrangements. He obtained an NSF postdoctoral fellowship for study with Ron Breslow at Columbia, where he used kinetic methods to quantify the destabilization of the anti-aromatic cyclopropenyl anions.

Armed with this background, Joe returned to IU in 1966 to initiate an independent career examining the mechanistic details of important organic reactions. He rapidly established a dynamic research program that attracted a number of bright graduate students, especially those with an aptitude for the more meticulous and quantitative aspects of organic chemistry. As a result of his early success, he was selected as an Alfred P. Sloan Fellow; he was promoted to full professor in 1975. Over the years Joe directed 24 successful doctoral theses and 12 master's dissertations, as well as a number of undergraduate honors students and postdoctoral associates. This body of work resulted in the publication of more than a hundred original research papers. In 1981 Joe published a highly regarded book, *Hydrocarbon Thermal Isomerizations*. Just last year an updated and expanded second edition of this classic was published; it serves as Joe's legacy for future researchers.

Initially Joe focused his research on understanding the structural and geometric rearrangements of small-ring hydrocarbons at high temperatures using complex kinetic and stereochemical analyses. Studies of systems like spiropentane and methylenecyclopropane defined the nature of the fleeting biradical intermediates and the intimate details of the three-dimensional atomic transpositions that occur during the formation of these transient species and their subsequent transformations. The intermediate biradical from methylenecyclopropane involves an interesting conjugated pi-system whose novel electronic structure was nicely defined by painstaking experimentation.

Perhaps the most significant work from Joe's laboratory was the incredibly comprehensive three-dimensional mapping of the concerted reactions of 1,5-hexadienes and allyl vinyl ethers, known respectively as Cope and Claisen Rearrangements. Exhaustive experimentation elaborated the intimate details of these processes' molecular pathways and demonstrated that the pathways varied with the nature and position of substituent groups in a rational manner. Joe's masterful use of deuterium kinetic isotope effects in this study was exemplary in demonstrating the power of this technique, which was pioneered by Jack Shiner.

In the early 1980s Joe and Kevin Gilbert developed powerful molecular modeling procedures for predicting the molecular properties of coal liquefaction. They adapted those procedures to the newly available personal computer, which involved combining a variety of cutting-edge computational methods and collaborating with colleagues doing related work. The overwhelmingly positive response of the chemical community to this accessible computational package prompted Joe and Kevin to commercialize it. They called the program PC Model and offered it through a new small business called Serena Software, which Kevin operates to this day. An enhanced form of PC Model is currently used worldwide by research chemists and undergraduate students alike.

Teaching was always Joe's other love. He enjoyed the challenges of the large undergraduate organic chemistry course that he taught frequently, and was regarded by these students as a demanding but sympathetic instructor. Joe also regularly gave a physical organic course to graduate students that went well beyond the standard texts to provide information about more recent scientific developments. Many students selected Joe for their thesis committees and were often seen in his office discussing the applications of his teachings to their own research problems.

Joe's connections throughout the chemical community led to his becoming an active participant in the affairs of the American Chemical Society (ACS). He served as secretary-treasurer and national program chair of the Organic Division of the ACS for four arduous years and was then elected chairman of the division. More recently he was the on-campus co-organizer for the National Organic Symposium held in Bloomington in 2003. Joe served two terms on the Petroleum Research Fund Advisory Committee of the ACS and is currently a member of the ACS Committee on Education. He was also elected a fellow of the American Association for the Advancement of Science and has served as member-at-large of its Chemistry Section.

During graduate school Joe married his college sweetheart Mary DiOrio. Once settled in Bloomington they adopted John and Jean and are now enjoying their grandchildren Nick and Emma. Joe is pleased to count John as a co-author on one of his articles. Some time ago Joe took up sailing and became a mainstay of the Bloomington Yacht Club, whose regattas provide an outlet for his competitive spirit. Joe's passion for downhill skiing remains unabated and his fascination for fast automobiles is now being directed to the restoration of 30-year-old Z-cars.

Jack K. Crandall

Jeff Green

Jeff Green joined Indiana University fresh out of graduate school in the fall of 1967 and spent the next 37 years on the Bloomington campus, except for one academic leave in Washington, D.C., and a second in Philadelphia. Jeff had two institutional "homes" at IU, first with the Department of Economics in the College of Arts and Sciences until 1992, and then with the Department of Business Economics and Public Policy (BEPP) in the Kelley School of Business from 1992 to the end of 2004. In the economics department Jeff taught econometrics, beginning statistics, principles of economics, microeconomics, and macroeconomics. The econometrics courses were very popular and attracted Ph.D. students from mathematics, various social science departments, and the Kelley School of Business. Jeff earned two teaching awards for these courses. In the business economics department Jeff continued to teach his successful two-semester Ph.D. sequence in econometrics as well as undergraduate econometrics, macroeconomics, and managerial economics.

Jeff's earliest research program focused on the predictability of mortgage default rates and delinquency behavior. Drawing inferences from the resulting models he also studied the phenomenon of redlining in urban housing markets. In the 1980s he worked on tax reductions and their likely effects on spending reductions. As a direct consequence of his interest in macroeconomic modeling and forecasting, Jeff implemented a version of the Bureau of Economic Analysis model to provide IU students with tools for forecasting and policy analysis. This took place in the early stages of the discipline, when computer models were cumbersome and crude, but students were enthusiastic and energetic about learning their use and value. Eventually the exercise led to the creation of the Indiana Econometric Model Project aimed at forecasting business conditions in the state of Indiana. The project was supported by its ultimate users, Indiana-based companies, which paid for research in return for regular economic forecasts. In 1987 the Indiana Econometric Model Project became the Center for Econometric Model Research, a fully recognized research center at IU. The center funded and trained a long list of research assistants drawn from the graduate students of both economics and BEPP. The vast majority of these students finished their degrees, and their placement in the marketplace was directly related to their work with the center.

In sum, Jeff did the things that faculty members are supposed do—teaching and research—and did them well. Yet his most important contributions were in activities that went beyond the narrowly defined academic areas. He was not content to simply teach and research econometrics, he wanted to do it. So he spent 1975 and 1976 in Washington as a senior staff economist for the President's Council of Economic Advisors, where he was responsible for using econometric models to forecast the potential effects of policy initiatives. A few years later he took a second leave, this time in the private sector, at Wharton Econometric Forecasting Associates, one of the country's largest and most prestigious forecasting firms. There he managed the research team and directed construction of a new version of their quarterly model of the U.S. economy. There were quite a few friends and colleagues in Bloomington who feared that Jeff was gone for good. But the lure of IU basketball—these were the days of Isiah Thomas, and the era before chairs were flying around Assembly Hall—proved too strong.

For many academics service is an unavoidable evil; for Jeff it was the responsibility of citizenship. He was a superb citizen. In the fall of 1981 he became the associate dean for budget in the College of Arts and Sciences. The College had a number of chronic financial problems and Dean Gary Sojka wanted a new system to manage and analyze its budget. Over the next four years Jeff implemented several changes and by the end of his term the College was in a strong financial position. In October 1994 Dean John Rau of the Kelley School of Business invited Jeff to become associate dean for research and operations. The main duties of the position were to be chief financial officer for the school and to oversee a range of nonacademic operations including placement, technology, development, and alumni relations. Jeff was a strong believer in decentralization and supported the IU system of Responsibility Center Management. During his tenure as associate dean, the school generated the resources to hire and retain faculty and to expand into new areas including the M.B.A. in Accounting and the Kelley Direct Online M.B.A. His responsibilities expanded in early 1995 when Dean Rau put him in charge of a major facilities expansion program. Over the next six years Jeff helped the project get university, state, and private support, and he oversaw the process of building the new Graduate and Executive Education Center.

In addition to all that, Jeff was drafted for a long list of committees at all levels of the university. He was a key member of the popular Business Outlook Panel that toured the state each fall. And he was a member of the committee that produces the economic forecasts in preparation of the Indiana state budget. Jeff's affability and persuasive powers were at the heart of his extraordinary administrative skills. Simply put, he could get things done.

Michele Fratianni

William Hansen

Let us trace the career of a man so bold and bright that he has written original and brilliant books on the two most written about writers in our tradition: Homer and Shakespeare.

All of Bill Hansen's grandparents emigrated from Denmark and settled in California. His paternal grandfather was a writer. Knowing both Latin and Greek, he published handbooks for the Old and New Testaments. Though he is the one with whom Bill might have connected—a man who hired a Dane to run his farm while he read in the shade—he was killed in a car wreck before Bill was born. But at the edge of Fresno, the grandparental homes stood nearby, and they were filled with beautiful books, leather-bound and lush with engravings, which seemed to Bill as marvelous, as enticing and distant, as the Denmark from which they came. Moving between the Danish community of the elders and the life around him in California, Bill led a bicultural existence, becoming excited by the nuances of social difference. That excitement increased and grew complicated when he worked in his parents' old-fashioned grocery store in Sanger, a town dominated by Mexican immigrants. His early exposure to spoken Danish gave him a gift in language; he mastered colloquial Spanish and developed an abiding fondness for Mexican music.

Art was his love, he drew and painted incessantly, but it seemed no way to make a living, and when he went to Berkeley he thought that anthropology, the science of culture, might become his profession, or language, or philosophy, but he found Joseph Fontenrose. A classicist whose radical politics comforted Bill, whose wide mind excited him, Fontenrose became his mentor, and Bill followed him into graduate school in classical studies at Berkeley. The bohemian life suited him. The place and the time were exciting. Bill was active in the Free Speech Movement and in the movement to end the cruel war in Vietnam. Fontenrose supported him, directing his study, and Alan Dundes, the greatest folklorist of our time, who received the Ph.D. at Indiana, invited him into his seminar on the folktale.

Beguiled by narrative, interested in both classics and folklore, Bill, with his new Ph.D. in hand, chose the least secure of his three job offers and came to Indiana in 1970, when he was 29. He has taught here ever since, and he was lucky, he says, for he was the classicist of his generation with the deepest interest in folklore, and at Indiana he could teach in a fine department of classical studies while maintaining as well a connection to the renowned Folklore Institute.

All of Bill Hansen's books, and the bulk of his multitudinous articles, express his dual concern for classics and folklore. In the first of his books, *The Conference Sequence*, he built upon the oral-formulaic theory of Milman Parry and Albert Lord, discovering the middle-range structures that lie in epics between the level of the formula and the level of the architecture of the whole. In his close study of *The Odyssey*, Bill solved the problem of Homer's inconsistencies and drew scholarly attention to narrative patterning.

Bill shaped his first book out of his dissertation, but his original plan for his dissertation was to compare Danish and classical legends. That comparative work gave him a chance to live in Denmark, to perfect his Danish and feel the pulse of common life in his grandparents' place, and then in his second book, *Saxo Grammaticus and the Life of Hamlet*, he tracked the Danish origins and permutations of the tale that Shakespeare made into *Hamlet*.

Back in graduate school Bill had begun taking notes on the parallels between the widely-distributed folktales of Europe and the narratives of antiquity. That fascination has never left him, and it has yielded a masterpiece, *Ariadne's Thread*, that has received magnificent reviews; it is already established as a classic of folkloristic research.

Two books have carried him into the unknown territory of the popular literature of ancient days: *Phlegon of Tralles' Book of Marvels* and *Anthology of Ancient Greek Popular Literature*. Though popular literature has been theorized as a function of the printing press and mass readership, Bill has proved that it is a taste, a taste for the tawdry and salacious, the grotesque and sensational, that abides in the human spirit rather than in the technologies of mass production.

In his most recent book, *Handbook of Classical Mythology*, he again combines the insights of folklore with the philological tradition of classics to recapture the narrative qualities and cultural significance of the Greek and Roman myths.

All of this work has demanded great linguistic and analytic skill. It is all startlingly fresh and elegantly written with a clarity he attributes to years of reading the terse, tough sagas of the north. Bill is so serious about writing that he has compiled a useful guide for scholarly writers, *Writing and Publishing Handbook*, and he is so fine a writer that he was charged to produce the guidelines for historic preservation in the city of Bloomington. His interest in historic preservation rose out of his restoration of the lovely old house that he shares with his beautiful wife, Mary Beth, on Bloomington's near west side.

Bill Hansen has served his city and his university. A complaint to the administration turned an old Berkeley radical into an associate dean of the faculties, a position he held from 1986 to 1992. He has served two terms as the chair of classical studies, and with his dear friend, Gregory Schrempp of the Department of Folklore and Ethnomusicology, he mounted an excellent conference and edited an excellent book on myth—*Myth: A New Symposium*—and founded the Program in Mythology Studies at Indiana University.

Now plenty of time remains for more work on Homer, more work on the folktales of antiquity, and for new drawings and paintings in his whimsical, witty style.

Henry Glassie

Donald L. Harnett

Dr. Don, as he is known affectionately by his M.B.A. students and his colleagues, is retiring this year after 41 years of service to Indiana University and the Kelley School of Business. For the past 13 years he has been one of the pillars of the M.B.A. Core Program, teaching the required quantitative course, one of the hardest teaching assignments in the Kelley School. Dr. Don's "Jimmy Buffet Day" in the M.B.A. core has become legendary among recent graduates, with Dr. Don donning his Parrot Head hat for the day. It is hard to imagine what the M.B.A. program will be like without Dr. Don. In fact it is hard to imagine what the Operations and Decision Technologies Department will be like without Dr. Don, since he has been such a valuable colleague for all of us and a mentor to many of us.

Donald Harnett, a native of Pennsylvania, earned his B.A. and M.A. degrees from The Pennsylvania State University and a Ph.D. from Cornell University in business and statistics. During his graduate studies Don served as a graduate assistant to two pioneers in the emerging field of experimental economics, Professors Larry Fouraker and Sidney Siegel. Several publications and considerable national attention resulted from Don's graduate work with Professors Siegel and Fouraker. Don credits Professor Siegel for his introduction to and interest in nonparametric statistics. This area has remained one of his primary interests throughout his academic career.

Don's first academic position, in the IU School of Business, began in 1964 in the Quantitative Business Analysis Department. He taught a variety of quantitative courses, including calculus, linear programming, operations research, statistics, and computer programming, which at the time consisted mainly of programming the IBM 650. Don has also taught at Harvard University, the University of Hawaii, and the University of Washington as a visitor. In addition he has taught in numerous executive development programs, and for the Instituto de Estudios Superiores de Administración (IESA) in Caracas, Venezuela. At IU Don has held a number of administrative positions. He served as a department chair for nine years, first from 1979 to 1984 and then from 1993 to 1996. He also served as chairperson of the M.B.A. program from 1984 to 1987.

Over the years Don's teaching and writing have focused on statistics. He has taught undergraduate students, both in the Kelley School of Business and the College of Arts and Sciences, as well as M.B.A. and doctoral students at the Kelley School. He designed and taught the first data mining course at Kelley, and also taught an M.B.A. course in experimental design. Among Don's major contributions to teaching are his various textbooks, which have been used in many business schools throughout the world. He has published more than 10 editions of four different statistics books, and a book on operations research. His books, published initially by Addison-Wesley, and then by Wiley, have set the standard in many different ways. He has been at the leading edge in the use of technology. One of his books was the first statistics book to include a statistical software package. Another was the first Wiley statistics text to be completely typeset from electronically submitted material rather than from hard copy. In recent years his books have been setting the stage in the use of spreadsheets for statistical analysis and spreadsheet modeling.

Don's teaching efforts have lead to numerous honors, including a 1991 Instructional Innovation Award from the Decision Sciences Institute, several M.B.A. teaching awards, several TERA awards, an IU Trustees Teaching Award (2004), and mention (twice) in *BusinessWeek* as one of the professors most respected by M.B.A. graduates. He has also been recognized by various national honorary societies including Pi Mu Epsilon (mathematics), Phi Kappa Phi (scholastic), Beta Gamma Sigma (business), and Alpha Iota Delta (decision sciences). He was listed for numerous years in *Who's Who in America*.

Don has published over 40 articles and papers in the area of bargaining and group decision making. His articles have appeared in *Operations Research*, *Journal of Business*, *Decision Sciences*, *The Academy of Management Journal*, *Review of Economic Studies*, *Sociology*, and the *Southern Economic Journal*, among others. Some of Don's early work was with Larry L. Cummings, a fellow faculty member in the Kelley School of Business. In 1969 he and Larry were awarded a grant for international research on bargaining behavior by the Ford Foundation. That research, which involved traveling to and collecting data in five different European countries as well as Japan and Thailand, resulted in numerous publications, including a research monograph, *Bargaining Behavior: An International Study*.

Recently Don has served as a consultant to a variety of law firms and companies as a statistical expert, especially on issues concerned with gender, age, or race discrimination. His work with the legal community has involved a fascinating array of inquiries, including tax assessment for a nuclear plant site, another one concerned with gender equality for firefighters, and another investigating the distribution of peak electrical loads.

Don is the proud father of Kendall and Tina, both graduates of Indiana University. Don has the distinction of having both his children win, in different years, the Little 500 bicycle race. They now live near Portland, Maine. Don is married to Pam, who for many years was the director of the M.B.A. program in Indianapolis. Don has two stepdaughters, Jennifer and Sara, who reside in North Carolina. Pam and Don have six very special grandchildren.

After 40 years in the Kelley School, Dr. Don is going to be missed. Congratulations on a superb career!

Ashok Soni

Richard M. Heinz

Richard M. Heinz, scholar, teacher, mentor, and professor at Indiana University since the fall of 1966 will retire after 39 years of extraordinary service to the university and to the world of the physics of high energy. Innovative research, generative teaching, and dedicated service are the hallmarks of the Heinz legacy. In the words of one of many delighted students, "The man is excited about teaching [physics]! It's something to tell my grandchildren." His influence on the field of physics is immense, not only because of his own work in the field but also through the teaching and research of his students.

Graduating in 1961 with a B.S. degree in engineering physics from the University of Toledo, Dick went on to the University of Michigan where he rapidly earned an M.S. (1962) and Ph.D. (1964). His research in high energy physics at this early stage was notable first because this exciting field was so new, and second because Dick contributed to both theory and experiment in a field where others chose one or the other. With an NSF postdoctoral fellowship in hand, Dick spent the next year at the prestigious European Center for Nuclear Research (CERN) as a visiting scientist and in 1966 began his remarkable career at Indiana University as a new assistant professor.

Shortly after his arrival at IU Heinz established a new research team of high energy physicists. Within a year he applied for and received federal funding, an accomplishment that would continue throughout his 39 years at IU. The new group centered its research activities around the development and use of a new breed of detection devices called spark chambers. These devices could be sensitized on demand, a great improvement over the older cloud and bubble chambers. New and exciting experiments were now possible. With these new detecting devices Heinz and his group of Indiana physicists carried out a series of exploratory experiments investigating particle scattering and the production of new particles not seen before. Heinz's group was active at accelerators both in the United States and abroad. His team did experiments at Brookhaven on Long Island, Argonne and Fermi near Chicago, SLAC at Stanford, and CERN in Geneva, Switzerland.

Dick's strong research and teaching record carried him rapidly through the professorial ranks. Within seven years of his arrival at IU Heinz was already a tenured full professor. His federal research funding grew rapidly. With collaborators from Europe Heinz and his group launched an experiment at CERN that explored the characteristics of several mesons containing the recently discovered charmed quark. In 1976 Leon Ledermann's group at the Fermi Laboratory discovered evidence for a new constituent of matter called the bottom quark. Using data from the CERN experiment, Heinz looked for evidence of "B mesons," particles containing this new bottom quark.

Equally interesting to the physics community was P.A.M Dirac's idea from the 1930s that a heavy magnetic monopole might exist in nature. As accelerators have insufficient energy to create such heavy particles, Heinz and others realized that nature might create them and that one might look to cosmic rays. Marking a turning point in Heinz's research career, he and others created a proposal called MACRO to detect magnetic monopoles. MACRO, a gigantic detector, would be installed in the Gran Sasso tunnel in the Apennines Mountains in Italy. Though MACRO did not find a magnetic monopole, it served as an excellent detector for numerous other cosmic ray measurements. Following this novel research direction, Dick established a new research group at IU called the High Energy Astrophysics Group. He immediately received federal funding for this new effort and has continued to do so for the last 19 years. In addition, Dick served as the scientific spokesman for this group from its inception in 1987 to 2001. Following his work on MACRO, Dick and his group became founding members of the Main Injector Neutrino Oscillation Search (MINOS), an experiment designed to provide precision measurements of neutrino mass differences. MINOS will begin data taking in spring 2005.

As a master teacher Dick Heinz has helped to form the vision of physics for thousands of students here at IU. His outstanding contributions to the teaching of physics are measured mainly by the pleasure he brings to students who take his classes. His large physics lecture courses are famous throughout the university. That being said, Dick's influence through the courses he has created is at least as large. In 1979 Dick developed two courses for introductory students called Energy (P110) and Energy and Technology (P120). These courses have been taken by typically 200 to 300 students a year since 1979. Most of these students are not scientists, but are persuaded of the value of science through this course. In 1985 Dick invented another course called High Energy Astrophysics (G650), a course close to his own new research interests at this point in his career. These courses will continue to guide and influence students beyond Dick's retirement.

Throughout his 39 years as a part of Indiana University Dick has been a model citizen, providing leadership at all levels. Yes, he has chaired numerous committees and these efforts are an important part of

that service. However, Dick has also been asked to take on more extensive leadership roles. For the larger physics community, for example, Dick chaired the committee of examiners for the physics Graduate Record Examination of the Educational Testing Service in Princeton for many years. Here in Bloomington Dick has also served on the board of the Indiana University Credit Union and has been its chair for several of those years. Wherever Dick chooses to serve, he has been effective.

In summary, Indiana University will miss its soon-to-retire scholar, teacher, mentor, and professor. Thirty-nine years of the dedicated and effective attentions of Richard Heinz to this university do indeed amount to extraordinary good fortune for Indiana University. May we follow the model he sets for us.

Bennet B. Brabson

J. William Hicks

"Professor Hicks is a master teacher. He is the information broker, and everyone is buying!"

Bill Hicks has been receiving this kind of accolade about his teaching since he came to Indiana University School of Law in 1977. At the same time, through his research and service, he has helped define the contours of securities law, writing the definitive multi-volume treatise, *Exempted Transactions Under the Securities Act of 1933*, and serving as a consultant to the United States Securities and Exchange Commission.

Bill was born in St. Louis, Missouri, but was raised in Birmingham, Michigan, where his family moved when he was in third grade. He attended the University of Notre Dame as an undergraduate, receiving his bachelor's degree in history. Inspired by the father of his high school best friend, he decided to pursue a career in law, and he returned to his home state to attend the University of Michigan. Following graduation he accepted a position with the Wall Street law firm of Hughes, Hubbard & Reed in New York City, where he practiced primarily in corporate securities.

While waiting for his job to begin in the fall, Bill expressed to one of his professors an interest in teaching law. The professor offered him an opportunity to test out his interest by teaching one session of the professor's summer school course. Bill enthusiastically accepted, and although he left as scheduled for New York, he never forgot the joy he felt while teaching that class. Wanting to stay in touch with an academic setting and interested in pursuing a more systematic study of history, Bill attended New York University in the evenings while practicing law. Although he found his work in securities law rewarding, after receiving his master's in history, he knew he wanted to teach.

Bill began his teaching career at Syracuse University School of Law in 1968. He taught at Syracuse for nine years, serving as associate dean of the law school for three years. In 1977 he was invited to Indiana University as a visiting professor, and the following year he accepted a permanent appointment as full professor. Throughout the years Bill has taught a wide range of courses including: Contracts, Corporate Finance, Corporations, Restitution, Securities Regulation, International Securities Law, Legislation, and Insurance.

In his 37 years in the classroom, Bill has never stopped being enthusiastic about teaching. And the students find his amalgam of the practical and the theoretical to be especially exciting.
He believes that students need to understand their role in determining the law of the future:

> Although it is important to keep plugged into current problem areas, the theoretical aspects are important also. What is currently the law may not be in a short time, and even if it is, it may not be right. You need to know if what you apply is fair. By testing the strengths of the policies, you know if the law needs to be changed. It is important to understand both aspects to be an effective practitioner.

And Bill has firsthand knowledge of this because he has earned a place at the table with the leading scholars and practitioners who forge changes in securities law. He continues to serve as a consultant and expert witness for the Securities and Exchange Commission and as an arbiter for the Indiana State Securities Commission. Within the academy, he assists the Business Law Section of the Association of American Law Schools as they determine what securities law issues are most valuable for inclusion in the programs of their annual meetings. In addition he is a panelist on the annual American Law Institute/American Bar Association program entitled *Regulation D Offerings and Private Placements*.

Named the C. Ben Dutton Professor of Law in 1989, Bill has written numerous books and articles in the areas of corporations and securities law. Most notable among these publications are
his five-volume treatise *Exempted Transactions Under the Securities Act of 1933*, his one-volume work *Civil Liabilities, Enforcement and Litigation Under the 1933 Act*, and an annual volume entitled *Limited Offering Exemptions, Regulation D*. His most recent book, *International Dimensions of U.S. Securities Law,* will be published in 2005.

Bill has also served as visiting professor at the Université Panthéon-Assas (Paris II), Hangzhou University in China, and at the University of Kiel in Germany, as a visiting fellow at Wolfson College at Cambridge University, and with the faculty in the school's London Law Consortium. During a sabbatical leave in 1999 he established a relationship with Trinity College in Dublin, Ireland, where he taught courses in the international dimensions of U.S. securities law.

There is little important in the law school that has been accomplished without the help of Bill Hicks. Always on the school's Appointments Committee, Educational Policy Committee, or Promotion and Tenure Committee, Bill's impeccable judgment and sound counsel have made him a major influence in charting the course and setting the standards for the law school throughout his tenure.

And it is with this same caring and commitment that he has approached his personal life. A devout Roman Catholic, Bill and his beloved wife Karen raised 12 children, two biological and 10 adopted from South Korea. Now all grown, they span the globe, living throughout Indiana, and in Chicago; Columbus, Ohio; Cincinnati; St. Paul, Minnesota; and in Korea and Japan.

And now what plans has he for his retirement—continuing his research, teaching one class a year, spending more extended time in Ireland, visiting his family? He once said that for every child he and Karen had he wrote a book. What goals lie ahead for him as he welcomes new grandchildren into the family?

Colleen Kristl Pauwels

Nicholas M. "Nick" Hipskind

The name "Nicholas" derives from the Greek *Nikolaos*, which roughly translates as "victory of the people." This meaning seems especially appropriate for *this* Nicholas, for his life has signaled a "victory of the spirit" for all those he has taught, treated, befriended, and loved—a victory for his people. The defining character of Nick's personal and professional life has been his dedication to the service and betterment of others. By the strength of his personality he has amassed a vast network of friends, colleagues, and associates, a group whose membership has grown over the span of 35 years he has been at IU. His network is so large that whenever someone in his personal network meets a new person in town or at the university, the conversation inevitably turns to whether one or the other knows Nick Hipskind. We network members have come to accept the fact that almost everybody we meet knows Nick and that he knows, or knows someone who knows, practically everyone, including those few poor souls who have not met him (yet).

Nick is one of those extraordinary people who are masters at the art of "networking," a talent that emerged in him long before the term was coined and became popular. The warmth of his personality, the depth and authenticity of his concern for others, his detailed and boundless memory for names, personal histories, family and social connections of everyone he meets and adds to his network, have earned him a benevolent influence over the lives of the people who know and love him. It appears his penchant for unselfish service and network building is not without precedent in his family; several individuals from the previous generation were also well known for their many years of dedication to the service of others.

Over the two decades that we have known Nick, we have had the occasion to seek his opinion on many matters, both mundane (the best places to eat, get the car repaired, or seek healthcare)
and significant (how best to approach a colleague, teach a course, evaluate a client, or assist a student). The fact that we have done so *repeatedly* offers a hint about how we judge the usefulness of his advice. Not only does his generous nature invite repeated requests for assistance, but his advice frequently has guided us in the right direction. He is seldom, if ever, wrong about matters within his social and professional realms of expertise, except perhaps with regard to his prognostications about college athletics, where his judgment is clouded by his unswerving loyalty to IU, his two alma maters (Ball State and Michigan State), and, irrationally, to Notre Dame football.

There is only one way to develop, maintain, and grow such a vast network of friends and colleagues and that is to be an active manager of the ties that bind his people together. Contacts must be constantly renewed and updated, people within the network must be encouraged to meet and help one another, and leadership positions must be taken to demonstrate and advocate for personal commitment to others. This leadership requirement has led Nick to take many service roles over the course of his career, each typically held for several years. A partial listing includes the following:

- *in the department:* faculty advisor to the student honorary society in speech and hearing sciences, departmental University Division advisor, director of audiology, and Hearing Clinic director;
- *on campus:* advisory committee member for the Developmental Training Center, member of Distinguished Scholarship Interview Program, IUSF official timer and scorer for the Little 500 bicycle race, University Division academic advisor for preregistration, associate dean of the University Division;
- *in the local community:* coordinator of hearing screening programs at local schools and preschools—including the development of the hearing screening program for Head Start Bloomington, the Noise Abatement Committee for the city of Bloomington, Advisory Committee for the UAF for Mental Retardation, consultant to Columbus Occupational Health Association, developer of hearing screening programs for the elderly in collaboration with Bloomington Hospital ("Seniority Plus" program) and the Meadowood Retirement Center, developer of the full-service IU hearing-aid dispensary, member and president of the IU Varsity Club;
- *in the state of Indiana:* member of the Indiana Speech-Language-Hearing Association (ISHA) and its audiology program and nominating committees; member and chairperson of the ISHA membership committee and the Indiana Board of Examiners in Speech Pathology and Audiology (IBESPA); and a consultant in audiology to several Indiana companies; and
- *in the United States:* member of the American Speech-Language-Hearing Association (ASHA) and its program committee; site visitor and site-visit chair for numerous ASHA accreditation site visits at programs throughout the United States.

This list of service-related activities stretching over three decades is impressive not only in terms of the amount and length of service so generously contributed, but also in terms of the *quality* of his efforts. His record of outstanding service has been recognized as such by state and local organizations. In recognition of his work as a member of IBESPA for almost a decade, the governor of Indiana presented Nick with the state's highest honor in 1988, the Sagamore of the Wabash. In recognition of his years of dedicated clinical service and teaching, the governor of Kentucky presented Nick with that state's highest honor in 1993, the Kentucky Colonel award. In 1999 the Campus Life Division at IUB presented Nick with its award for outstanding faculty member, recognizing three decades of dedicated service to IU Bloomington students.

For the past two decades we have been proud and very thankful to have been a small part of the vast "Nick Hipskind Network" of friends and colleagues. We have been inspired by his example and look forward to remaining a part of this extraordinary personal community for years to come.

Larry Humes
Phil Connell

R. Kent Honeycutt

Great scientists enhance our understanding of the world by working cleverly with the stuff of the world to coax out new knowledge. Kent Honeycutt, John W. Hill Professor of Astronomy, is one of those scientists—an instrument-building astronomer of the "old" school, in the best possible sense. Like the first and probably greatest modern astronomer, Galileo Galilei, Kent designs and constructs his own innovative observing tools, including telescopes and detectors, which enable him to make discoveries about the universe from new perspectives through new modes of observing. I use the present tense here, because retirement will only give Kent more time for what he loves to do most. As a builder of things, he will always find more to build.

Kent began his career at Indiana University in 1968 as an assistant professor, fresh from earning his doctoral degree at Case Western Reserve University. In the sterling tradition of his predecessors, Professors Emeriti Frank K. Edmondson and Hollis R. Johnson, Kent has set a high standard for citizenship, with two hard stints as department chair (1982–86 and 1997–2002) and endless other service contributions. As a ground-based observer who believes deeply in the value of hands-on training, Kent has taken the lead over the decades to ensure that students and faculty at Indiana University have access to a broad complement of local and remote telescopic facilities for teaching and research. He has been director of Goethe Link Observatory for more than 20 years, an oftentimes insufficiently appreciated task that has demanded enormous time and effort.

In the late '80s, realizing that the Department of Astronomy needed a state-of-the-art facility in a good site to remain a scientifically competitive program, Kent started wheeling and dealing quietly on the national scene. He discovered that the National Optical Astronomy Observatories (NOAO) wanted to partner with universities to construct a telescope around a modern 3.5-meter spun-cast mirror. Thus began the conception and difficult birth of the WIYN (Wisconsin-Indiana-Yale-NOAO) Telescope Consortium, in which Kent played the lead role for IU; and, even though he recently left the board of directors, he remains involved as a technical advisor for WIYN instrumentation. Throughout the long, complex effort to negotiate the WIYN agreement and identify IU's share of the funding, Kent's patient, unruffled technical and political acumen were critical to IU and WIYN's success. WIYN's 3.5-meter telescope is probably the world's best in its size class, and Kent was one of a handful of key individuals who made it possible.

Throughout his career Kent has designed and built astronomical instruments, including CCD imagers, spectrographs, and entire telescopes. In this modern age it is not just the hardware that matters, but the software used to operate equipment at its maximum efficiency to make once impractical observations routine. Kent has been a master of both. Among Kent's many innovations two are most notable. Kent was a pioneer in time-resolved spectrophotometry and in robotic observing. His Roboscope at the Morgan Monroe Station of Link Observatory has been doing year-round unattended photometric observations for nearly 15 years. This observatory senses the weather, opens and closes itself, works through a programmed list of objects for long-term monitoring, reduces the data, combines it with an archive, and sends its results to Kent's office computer, all automatically. It even telephones Kent or IU staff if it encounters a problem. Kent is currently completing SpectaBot, a larger and more sophisticated robotic telescopic for spectroscopic monitoring.

Revolutions in astronomy come about largely through observing the universe in new ways. There is much in the news about what we learn by opening previously unexplored parts of the electromagnetic spectrum or by improving spatial resolution. Kent has led the less heralded but equally important reconnaissance of the time domain—comprehensive study of the variability of objects in the universe on both short and long time scales. Most of his research has concerned the complexities of interacting close binary stars, where mass flowing between the stars causes a rich array of intricate time-dependent phenomena, but he has also worked on everything from comets and planetary rings to quasars and gamma ray bursts, including the discovery of a Kuiper Belt Object that briefly held a size record. One might expect someone close to retirement to slow his pace of research, but Kent's productivity is now at a career high.

A tribute to Kent would not be complete without mentioning his dedication as a teacher. He approaches every teaching role with the same hardworking zeal and devotes large amounts of time to one-on-one mentoring. It is common even now to see him in the conference room with his doctoral student Stella Kafka discussing plots that are scattered across the large table. Many students have apprenticed with him, and he has produced a substantial fraction of our Ph.D.s over the years. Kent's observational techniques classes have been the high point for the academic careers of many of our majors at all levels, because of his fierce dedication, even in the face of cranky equipment and Indiana weather.

Fortunately, the department is not really losing Kent. He is planning to assist with observatory oversight and maintenance while continuing active research efforts for at least one or two more years. However, I will miss the special moments that are now unlikely to occur, like Kent emerging from his lab with his head in the middle of some strange device designed to demonstrate a difficult concept to his introductory astronomy classes, or Kent weaving down the hallway like a banking airplane chanting "careening out of control." Well, Kent, I hope now you can truly let go of your overload and careen no more. You have been an unselfish leader and a stalwart colleague who has done more to advance the fundamental interests of the department and the discipline than most of the rest of us combined.

Richard H. Durisen

Howard Jensen

Howard Jensen grew up in Redmond, Utah, a tiny rural town with fewer than 500 people located between Salt Lake City and Cedar City. His father, who was a coal miner, died in a mine accident while Howard was still a child. Consequently, during his public school years, Howard's mother was the major source of stability for the family and an inspiration to him and his siblings. It was during those early years that Howard became an avid reader and a devotee of the movies. Although Redmond originally could boast of an opera house, it had burned down by the time Howard could begin to appreciate the theatre. On one occasion during his childhood, however, Howard was afforded an opportunity to see a children's theatre production with live actors; and this was the inspiration that lead him to ultimately pursue what was to become a distinguished career in the theatre.

Howard's academic training began in 1962 at the College of Southern Utah. After spending two years at Southern Utah, he moved to Salt Lake City to complete his B.A. in English at the University of Utah. Following his graduation from the University of Utah, he spent two years on active duty with the U.S. Army; and after his discharge in 1968, Howard enrolled at the University of California, Davis. Upon graduation from U.C. Davis with a M.A. in theatre, Howard received a fellowship in acting from the Hilberry Graduate Repertory Theatre, a professional theatre operated in association with Wayne State University. In 1972 he received his Ph.D. in theatre from Wayne State.

When the Indiana University Department of Theatre and Drama was created in 1971, one of the primary goals of the faculty was to develop a first-rate professional acting program. Consequently, a nationwide search was undertaken and among the people recommended was a "brilliant" young actor/director who was finishing up his degree at Wayne State. In 1972 Howard Jensen joined the faculty as chair of the acting program at IU. In 1976 the acting and directing programs were combined, and he assumed the chair of the combined program. It was a position he held until 1999.

During his career Howard directed more than 30 productions for the University Theatre and taught more than a dozen different undergraduate and graduate courses in acting and directing. What is more, his students have gone on to become major figures in the world of theatre and television as actors and directors in New York, Los Angeles, Chicago, and elsewhere. His students are also members of the faculty in many of the best university theatre programs in the nation.

But Howard Jensen's contributions to the art of theatre are not limited to IU. He was a founding member of the Utah Shakespearean Festival, a theatre company that won the Tony Award in 2000 as the country's outstanding regional theatre. He started as an actor with the Utah Shakespearean Festival in 1962, and since 1975 he has been one of the theatre's core directors. Howard began his professional directing career at Utah with *King Lear*. In 2005 he will be directing his thirteenth production at the Utah Shakespearean Festival, *Doctor Faustus*.

Howard has also continued to act. At the Indiana Repertory Theatre, for example, he has performed in *The Tempest*, *Much Ado About Nothing*, *Front Page*, and *Three Sisters*.

From the beginning, with his first production in 1973 of *Long Day's Journey Into Night*, Howard Jensen established a professional standard that became the hallmark of the program at Indiana University. Little wonder, therefore, that when the Ruth Halls Theatre was opened in the new Lee Norvelle Theatre and Drama Center in 2001, it was Howard Jensen who was selected to direct *Death of a Salesman*. Similarly, in 1977 Howard was selected to open the newly constructed Brown County Playhouse with his production of *A Streetcar Named Desire*.

When the M.F.A. in theatre was created in 1976, it was Howard Jensen who was asked to put together the basic framework of requirements and list of courses for the acting and directing program. He was also asked to coordinate the performance area with the other M.F.A. programs in theatre and drama that were being developed within the department. The fact that the M.F.A. in acting and directing has changed very little over the past three decades is indicative of the breadth and depth of his vision.

In addition to his work in the classroom and his work as a director, Howard has been actively involved in numerous other activities both inside and outside the department. For more than three decades he attended the University Resident Theatre Association auditions and was the key figure in recruiting talented students for the graduate program in acting and directing at Indiana. Then too, he was a member of the building committee for the Lee Norvelle Theatre and Drama Center, served on the student awards committee, and for many years chaired the play selection committee. Within the university he served on the College of Arts and Sciences tenure and promotion committees, and was a member of the 2002–03 provost search committee.

Outside Indiana University, Howard Jensen has served as an evaluator for the Killam Research Fellowships for the Canada Council for the Arts, chaired the external review committee for the Department of Dramatic Art at the University of North Carolina, was a member of the performing arts visiting committee for the University of Delaware, and was an adjudicator for the American College Theatre Festival. From 1979 to 1983 he was casting director for the Utah Shakespearean Festival.

Howard's awards and honors are indicative of his impact on the theatre locally, regionally, and nationally. In 1989 he was honored by *Arts Indiana* as a "state arts treasure who has achieved international, national, and regional recognition." And in 2001, at the fortieth anniversary of the Utah Shakespearean Festival, he was identified as one of the 40 most "illustrious persons who have illuminated our lives." In 2002 he received the Indiana University Trustees Teaching Award. In essence Howard Jensen is the ideal "artist/educator," an ideal that theatre students strive to emulate.

To say that Howard Jensen will be missed would be a gross understatement. To say that he is irreplaceable would be more accurate. Nonetheless, his retirement is upon us and his theatre students past and present, his colleagues, and his many friends inside and outside the university wish him well. As he begins a new phase in his life, we send him off with the time-honored theatre blessing, "Break a leg, Howard."

R. Keith Michael

Howard H. Keller

Howard Keller's zest for life can be felt in all he does. His great loves—the languages and literatures of Europe, travel to almost anywhere and everywhere, and fine wine and cuisine—reflect his passion for culture and his appreciation for the diversity of human experience. His unflagging spirit of adventure finds its regular expression not only in culinary and literary expeditions to Chicago, but also on board the sailboat he keeps at Lake Monroe, on the frequent hikes he enjoys taking through Indiana's state parks, and even at the controls of the planes he occasionally pilots.

Howard brought his personal warmth, his engaging charm, and his far-ranging intellect into many a classroom over his 39-year academic career. He has served on the faculty of the Department of Slavic Languages and Literatures at Indiana University for 22 years, where he primarily taught courses on Russian language but also developed a popular TOPICS course with the provocative title "How Thought Influences Language." His retirement will leave a gap not easily filled. Before coming to IU in 1983, Howard spent 13 years as a professor of Russian and linguistics at Murray State University in Kentucky. Prior to that, he was a Fulbright lecturer in linguistics and TESL at Sofia State University in Bulgaria and an assistant professor of linguistics at Southern Illinois University. It was in Bulgaria that Howard met his German wife Helga, starting a life-long love that not only gave birth to their daughter Christiane, but also to Howard's professional interest in the German lexicon.

Howard was born in Brooklyn, N.Y., and attended Brooklyn Preparatory High School, a Jesuit institution that required four years of Latin and offered three years of Classical Greek. He graduated from Fordham University in 1963, with a major in Russian and a minor in Latin and Greek. While still an undergraduate his love of all things French was launched through a study-abroad year at the University of Paris, Ecole des langues orientales vivantes. Howard went on to defend a dissertation four years later at Georgetown University on "Dostoevsky's Buffoon: A Study in Alienation." An ROTC obligation from college resulted in two years of active duty as an Army officer. Eight months of this service were spent in Vietnam as a captain on the intelligence staff at the MAC-V headquarters in Saigon.

Howard's scholarship is rooted in his fascination with words, their internal structure, the relationships among them, and how vocabulary is best taught. This is best seen in the titles of his three books, *German Root Lexicon* (1973), *A German Word Family Dictionary* (1978), and *Random House Russian-English English-Russian Dictionary* (1999), as well as his edited collection *New Perspectives on Teaching Vocabulary* (1978). His published articles similarly deal with problems of lexicography, vocabulary acquisition, computer-assisted instruction, and semantic nets, bearing such representative titles as "The Role of Common Semantic Denominator in Russian Root Structures" (*Russian Language Journal*), "Getting a Start in Computer-Assisted Language Learning (*Slavic and East European Journal*), "Pedagogical Wishes for a Machine Dictionary: An Example from Russian" (*Modern Language Journal*), and "Measuring Russian Prefixal Polysemy: The 53 Most Frequent ZA- Verbs Matched Against 20 Meaning Classifications for ZA-" (*Russian Language Journal*). He has been invited to lecture on these and related topics all over the world, including not only many European countries but also India and Mexico, and has presented his research on diverse aspects of Russian language pedagogy at numerous competitive conferences. He has also served as a consultant on binational panels in Russia and Ukraine.

Throughout his career, Howard has selflessly given to his profession. He was the book review editor from 1979 to 1980 and from 1981 to 1984 he served as editor in chief of *Slavic and East European Journal (SEEJ)*, a leading publication in Slavic studies. *SEEJ* is the journal of the American Association of Teachers of Slavic and East European Languages, which is the primary organization of specialists in Slavic languages, literatures, and cultures in North America. Howard's contributions to the field were recognized by his being elected vice president of that organization in 1978. In 1991, he also guest-edited a special issue of *SEEJ* on pedagogy. While at Indiana University, in 1984 and 1985, he directed our internationally known Summer Workshop in Slavic and East European Languages, and served the Slavic department as undergraduate advisor from 1998 until 2003.

As for retirement, to Howard this means merely a change of labels. In the years to come he plans to continue to pursue his interests in travel and consulting, and to continue working with his beloved Russian, Polish, Spanish, and French literatures. Boats, he points out, will still need to be sailed and occasional Cessnas will still need to make holes in the sky.

Steven Franks

George M. Malacinski

George M. Malacinski was born and reared in Norwood, Massachusetts, where he went to public school and proudly became a first-generation college student. George graduated from Boston University with a B.A. in biology (1962). His intellectual interest in scientific inquiry began as an undergraduate student with the genetic analysis of the bacteriophage life cycle, which he presented at the Eastern New England Biology Conference in 1961. He chose IU Bloomington for his graduate study because it had an excellent bacteriology department and he was able to "live in a different part of the U.S.A.," having previously never traveled outside New England. Under the tutelage of Dr. Walter A. Konetzka he investigated bacterial phosphorus metabolism, receiving the Ph.D. in 1966.

During his postdoctoral experience under the mentorship of Dr. W. J. Rutter (University of Washington—Seattle), he switched his research interest from microbiology to vertebrate biology by investigating the developmental genetics of the mammalian pancreas. In 1968 Dr. Robert Briggs, a world-famous embryologist, recruited George to return to IU as part of the core group being assembled to "modernize" the zoology department (which later merged along with other departments into the Department of Biology). By 1979 George had achieved the rank of professor of biology. During his career he has investigated various aspects of early vertebrate embryology using amphibians as a model system. His research has made significant contributions to our understanding of amphibian developmental genetics, molecular embryology, muscle development, and body plan development in response to gravitational forces. When colleagues collaborate with George, scientific inquiry becomes a comprehensive intellectual interaction challenging the critical thinking and hypothesis-testing abilities of all involved. Through his intellectual passion, George has always encouraged others to do their best, as attested by the numerous postdoctoral, graduate, and undergraduate students and junior faculty whom he has mentored during his career.

The amphibian for which IU is known throughout the world is the *axolotl (Ambystoma mexicanum),* a salamander that keeps its gills and tail fin for its entire life and maintains an aquatic lifestyle. Famous for its regenerative abilities, it is also an important research model organism for topics like vision, olfaction, embryogenesis, and heart development. The IU Axolotl Colony was founded by Rufus R. Humphrey (1957), who established the animal's importance in developmental genetics. As the colony's director since 1975, George enhanced the value of this one-of-a-kind worldwide resource for research animals. The colony has received continuous funding from the National Science Foundation since 1969.

The heart of science is communication. Science is therefore highly dependent on effective writing. George is a great communicator, capturing the essence of scientific ideas and relaying them succinctly to different audiences. He has authored more than 120 research articles and four teaching publications and has edited four volumes of *Primers in Developmental Biology.* He also wrote two special issues of the *International Journal for Developmental Biology* entitled *Developmental Biology of Urodeles* and *Teaching Developmental Biology.* Besides serving on numerous editorial boards, he was the founding American editor for the *International Journal of Developmental Biology* and has co-edited numerous special editions of journals and books. In addition, he is the author of a popular textbook *Essentials of Molecular Biology*, currently in its fourth edition.

George's classroom teaching has included embryology, scientific writing, and molecular biology. Of special note is his molecular biology course offered in a collaborative learning format, where students attend lectures three times per week and met in small groups once per week. During lectures he engages students in critical thinking, problem solving, data analysis, and experimental design, including hands-on construction of DNA models. George designed three-dimensional model kits that permit students to convert abstract concepts into visual and tangible realities. Students have responded positively to George's teaching methods: he has received eight teaching awards from IU as well as from the Student Alumni Association. Most telling, however, are the files full of unsolicited comments from students and their parents. From a young man in George's last molecular biology class (2004):

> I have just finished [your] course this fall and would like to say it was the best class I've taken thus far in my college career. It taught me a lot more than just Biology. The course, and you, taught me valuable study skills, and also methods that are more effective in my learning. The course helped me in all of my other classes, and I strongly believe it will help in the rest of the classes I take here at IU.

Or from a father: "Both [his] mother and I thank you for being a positive influence in our [son's] life." A primary focus of George's life becomes evident.

Through the years, George has been the recipient of numerous grants to fund his research and teaching efforts. He was also the principal investigator for IU's first Howard Hughes Medical Institute grant for undergraduate education (1989). The grant permitted the addition of collaborative learning formats to several courses in the biology curriculum—all of which persist to this day.

George has served IU for four decades. His intellectual passion for research and education has benefited both the biology department as well as IU over those years, and we appreciate his contributions. He has not forgotten his early interests in scientific inquiry as an undergraduate student. Realizing the challenge and pleasure of awakening young minds, George has been involved in the Intensive Freshman Seminar (IFS) program for years, and he looks forward to influencing the next generation of potential scientists under its auspices.

Upon his retirement George plans to maintain his passion for intellectual pursuits by continuing his study of gene expression during early amphibian embryogenesis, and by writing and teaching his IFS course, Human Cloning and Embryonal Stem Cells: Yes or No. Having already bicycled over 20,000 miles in more than two dozen countries around the world, he plans to continue this pursuit. In addition, he intends to continue his reincarnation as an ice hockey player (left wing position). Concerning his retirement plans George feels "retirement will be just like before, but I just won't get up so early in the morning."

Anton W. Neff

Richard M. McFall

Dick McFall's connections with Indiana University go back much further than those of most retiring faculty. Dick was born in Bloomington, the son of a Methodist minister who was well known for his work with Herman Wells on shared social concerns, including civil rights on campus and in the community. But Dick's connections go back even farther. His great-great-great-grandfather, William Tinsley, was the architect for one of the first buildings on the original Bloomington campus. Its arches now are found in the Well House.

Dick completed his B.A. in psychology at DePauw University in 1961, and his Ph.D. in clinical psychology at The Ohio State University in 1965, under the tutelage of George Kelly. Kelly was an early proponent of the idea that individual differences in cognitive perception of the social environment are important in determining an individual's social and emotional behavior. Dick's graduate work focused on people's ongoing perceptions, interpretations, and monitoring of the environment—a research interest that has continued throughout his career.

In 1965 Dick took a position as assistant professor of psychology at the University of Wisconsin. He was part of a group of behaviorally oriented psychologists who emerged in the late 1960s, challenging the old psychoanalytic traditions of clinical psychology and arguing that psychological treatments and measurement techniques should be based on the best scientific evidence rather than on unproven theories. Dick's work during this period changed the way that people thought about measurement and treatment in the areas of smoking, social competence, and antisocial behavior. The influence of these early papers is reflected in the fact that many were reprinted multiple times and several were listed as Social Science Citation Classics.

In 1979 Dick returned to IU Bloomington as professor of psychology and director of the graduate program in clinical psychology. He continued his research while working to develop a doctoral training program devoted to a scientific approach to clinical psychology. The "clinical science" approach that Dick pioneered here is now applied widely in graduate programs across the country, and the National Institute of Mental Health training grant based on Dick's vision is now in its twenty-first year of funding.

At IU Dick was widely known for his effectiveness as a teacher and mentor, receiving the President's Award for distinguished teaching in 1993. Like his father, Dick worked for positive change both on the IU campus and in the community. As a member of the board of directors at the local community mental health center, Dick took the strong, and at the time, unique, stand that all services provided at the center should be based on the best scientific evidence of effectiveness, not on unproven traditions handed down by therapists. He convinced the board to adopt this position, setting the goal of implementing the very best treatments available. Although this was not an easy process, the mental health center has won national recognition for its commitment to evidence-based treatment, including a prestigious award for the quality of its services and its research-based approach to mental health services.

In recent years Dick's research and training philosophy have focused on integrating clinical psychology with theory and methods drawn from particularly successful areas of psychology, such as cognitive science and neuroscience. In one line of research Dick has been applying the new quantitative methods derived from cognitive science to the study of social perception, social interpretation, social memory, and the relationship of all of these things to psychopathology and disordered behavior. In a way, this study brings Dick full-circle to his graduate work with Kelly, albeit with modern methods, theories, and models that were not available when Dick started on this path.

A description of Dick's influence on IU and Bloomington could take all of the available space, but it is not possible to understand Dick's career without considering the impact that he has had on clinical psychology at the national level. In 1991 Dick wrote a brief but powerful paper that has been a crucible for change in clinical psychology. The paper, entitled "Manifesto for a Science of Clinical Psychology," asserted that the only legitimate and acceptable form of clinical psychology was one based on the best science available, and that clinical practice and training therefore must be based on scientific evidence as well. The paper energized both the proponents and opponents of a scientific approach, and it is a rare psychologist who cannot use "the Manifesto" as a touchstone to define his or her own position on clinical psychology and its future. Although the paper remains controversial within the broader field, university-based training programs increasingly have come over to Dick's point of view.

In 1994 Dick organized and chaired the conference on "Clinical Science in the 21st Century," which was held here in Bloomington. The conference brought together leading figures from the best university-based programs in clinical psychology, with the goal of planning for the future of a scientifically-based applied psychology. Under Dick's leadership, the conference gave rise to the Academy of Psychological Clinical Science, an organization of leading clinical science training programs, which has become a strong advocate

for evidence-based clinical assessment, treatment, and graduate training. Dick served as its first president. This spring the academy will be celebrating its tenth anniversary, and its influence continues to expand.

In anticipation of Dick's retirement, a festschrift was prepared in his honor in conjunction with the American Psychological Society's 2004 annual convention, where an array of scholars presented papers reflecting the clinical science view that Dick pioneered. At a celebratory dinner, colleagues and students from Wisconsin and Indiana testified to Dick's influence on their careers and on clinical psychology as a field. The same week Dick received the Distinguished Alumnus Award from The Ohio State University Department of Psychology.

Although retired from the classroom, Dick continues to be active on the national stage and in the lab. No doubt his release from teaching responsibilities will allow him more time at the Michigan cabin that he shares with his wife Kathy, but outside the classroom we expect that his advocacy of a clinical science approach and his integrative research program will continue unabated.

Richard Viken

Michael Molenda

Mike Molenda's career at Indiana University was geographically close to his birthplace in South Bend, but far from the world of his parents, neither of whom had formal schooling beyond the eighth grade. Mike's mother, Helene, made sure that he received the best education available in Milwaukee, at Marquette University High School and Marquette University. With a degree in radio-television mentored by Professor Ray Bedwell, he competed successfully for a National Defense Education Act (NDEA) doctoral fellowship to study instructional technology at Syracuse University.

Mike credits his mentor at Syracuse, Donald P. Ely, with helping him gain another step up the ladder, a Ford Foundation internship at the National Education Association in Washington, D.C. in 1965, at the height of President Lyndon Johnson's monumental education initiatives. He found that it was an exciting place to be and fortunate time to be there! Through his work as a Washington intern Mike gained visibility and made contacts that helped him contribute at the national and international levels for the rest of his career.

One of those contacts was Robert O'Kane, dean of the School of Education at the University of North Carolina at Greensboro (UNCG). In 1968 he offered Mike a position as director of a new instructional media center that was to be built in the coming year. Going to Greensboro directly from his doctoral studies at Syracuse, Mike got a postdoctoral education on-the-job, figuring out how to do audiovisual facilities planning, curriculum and course development, and administration of a growing media center. Fortunately, he again benefited from sterling mentoring, this time by Professor Mary Frances "Frankie" Johnson, whom he recalls fondly as a flawless colleague and superlative professional.

Mike's work at UNCG brought him visibility in the major professional association, the Department of Audio-Visual Instruction (later the Association for Educational Communications and Technology, AECT). An Indiana University professor, Mendel Sherman, served as AECT president in 1965 (Mike's internship year), his Syracuse mentor Donald Ely served as president in 1966, and another IU professor, Robert Heinich, served as president in 1971.

Through these professional relationships Mike was invited to join the Instructional Systems Technology faculty at Indiana University in 1972. The department was at that time recognized as the Mecca of the field, so he did not hesitate to accept. For the next 10 years he worked closely with Bob Heinich, teaching courses related to applications of media in education and co-directing the School of Education's instructional development center.

The most important project during this period was the creation of a two-day workshop on Evaluation and Change Management as part of the nationally distributed Instructional Development Institute. This workshop featured many innovative hands-on activities for teachers, including the large-scale *Diffusion Simulation Game,* which was recognized by the National Society for Performance and Instruction (NSPI) as a finalist for Instructional Development Product of the Year in 1977. It became widely used at other universities in instructional technology graduate programs and continues to be used today. It also spawned a dozen variants including *Spiegeldorf*, used for many years at IU in modern European history courses, and *Making Change*, currently distributed by The Network, Inc.

Mike's second decade at IU featured the publication of a textbook with Bob Heinich and James D. Russell of Purdue University, *Instructional Media and the New Technologies of Instruction*. To the surprise of everyone, including the publisher, when the book reached the market in 1982 it immediately became the most widely adopted textbook for instructional media courses, displacing two rivals that had shared the market for a generation. The book has gone through eight editions and continues to be widely adopted. In such a rapidly changing field, the content has evolved greatly, but the book continues to be highly regarded for its clarity and exemplary pedagogical design. The first edition won the Publication of the Year award from AECT and NSPI, and in 2004 it was recognized as Outstanding Book in Educational Technology and Teacher Education by the teacher education division of AECT.

Mike served a term as department chair in 1988–91, a crucial time for the instructional systems technology department, as the last of the old guard were retiring, requiring replacements to be found and curriculum to be restructured.

His work brought him international attention, leading to consulting and lecturing in the Netherlands, Spain, Venezuela, Peru, Puerto Rico, Swaziland, Japan, China, Indonesia, and many of the countries in the Middle East. Beginning in 1992 he was involved more intensively in Korea, collaborating with Professor James A. Pershing in a five-year project of summer institutes for Korean training managers.

His standing in his field is acknowledged by the number of commissions he has received to author encyclopedia articles—nine in the past decade. During this period he also co-authored an annual review of the state of instructional technology for the *Educational Media and Technology Yearbook*.

All of this work was really an extension of teaching, which he always gave top priority and approached with enthusiasm and a high degree of organization. In recent years he has focused on the department's core courses, the first ones taken by new graduate students, and a doctoral reading seminar, the last course taken by doctoral students, thus offering graduate students a "Molenda sandwich," a chance to benefit from his mentoring as he had benefited from his mentors.

With Mike's retirement we are all losing a great store of knowledge and information, as well as a reliably entertaining outlook on our profession. An avid record keeper and a consummate storyteller, Mike has been the go-to guy in the department for anyone who wants to unearth a fact, track down a person or a reference, or be regaled with tales about anyone and everyone in the field. He has also been an institution in his own right, conferring no small measure of distinction on the department by virtue of his national and international profile as the field's quintessential generalist. Mike plans to continue playing an international role in the instructional technology field after retirement, having recently accepted the challenge of founding and editing a new journal, the *Asia-Pacific Cybereducation Journal.* He will remain in Bloomington where his wife, Janet Stavropoulos, practices law and where his two grown sons and stepdaughter enjoy returning to the family nest.

Elizabeth Boling

Daniel J. Mueller

Dan Mueller is the quintessential Midwesterner. Born and raised in the Chicago area, he is the eldest of the three sons of Emil and Paula Mueller. Despite his urban background, he developed a great love of the outdoors and is an avid fisherman to this day. He stayed close to home for his university education, completing his undergraduate degree at Concordia University, River Forest, Illinois, in 1963. For a time he considered becoming a Lutheran minister but eventually settled on teaching, a decision that has set the agenda for his career. After a brief stint as an elementary school teacher, Dan returned to school to earn a master's degree in sociology (1965) and a Ph.D. in educational psychology (1969) from the University of Illinois. His first and last job after graduate school has been as a professor of education at Indiana University.

Dan arrived at Indiana University at a time of rapid expansion. The faculty in the School of Education numbered over 150 and quite a few of us who are now reaching retirement age were hired around this time. (We are the "baby boomers" of the School of Education!) Dan's specialty is educational and psychological measurement. He has also taught courses in statistics and, drawing upon his degree in sociology, courses in social psychology. Generations of graduate and some undergraduate students have taken their measurement and assessment courses from Dan. He has served as the methodology expert on numerous dissertation committees, making many important contributions.

In characterizing Dan's numerous contributions to Indiana University, two words come to the forefront: service and commitment. From his earliest days, Dan has undertaken tasks for his department and university that entailed significant sacrifice on his part, but needed to be done. In 1979 the Department of Educational Psychology was in rather urgent need of a chair to lead the formation of a new "core" department consisting of both IU Bloomington and IUPUI faculty, but none of the senior faculty was available or willing to serve. As a newly tenured associate professor, Dan stepped in and led us through this difficult period. Similarly, Dan assumed the position of director of graduate studies for the School of Education in 1991, when some recent changes in policy and procedures had created serious problems for the school. During this period Dan set in place most of the policies and procedures that currently guide graduate programs in the School of Education. And late in his career, at a time when many senior faculty are winding down, Dan once again took the chair of his department and has been active and effective in leading us through yet another difficult period of reorganization.

But perhaps the trait that most characterizes Dan is his commitment to a set of values about what it means to be a researcher, a scholar, a professional, and a responsible citizen. Dan sets high standards for himself and for others. He is a demanding but fair teacher, expecting the best from his students. He has strong views about educational measurement and assessment, and while he is respectful of those who hold alternative views, he always stresses the importance of being able to present and defend one's position. You may not always agree with Dan Mueller, but you can be sure that his position will be well-articulated, logically coherent, and deeply held. As a colleague he is an insightful commentator, an inquirer who brings a healthy skepticism to any debate. Many of us can cite instances where Dan's penetrating questions and comments have led us to new insights into our own work. And yet he does not compartmentalize his thinking to academic contexts. He is constantly looking for links between our work as educational psychologists and our actions as responsible citizens. He himself has undertaken a number of service commitments including teaching and working in Indonesia, Poland, and Malawi.

There is one more word that describes Dan Mueller: kind. Many of us can remember stressful moments in our lives where Dan Mueller was there to provide emotional and physical support—visiting an ailing faculty spouse, providing respite for a co-worker who was overwhelmed by the responsibilities of caring for her spouse, keeping in touch with a retired faculty member who sometimes felt isolated from the department, spending some quiet time with a colleague who was going through a difficult period. More than a colleague, he is a friend we can count on. We know we will be able to continue to count on him as he moves into a retirement filled with projects he has been putting off far too long and with frequent visits to his three daughters and two (so far) grandchildren.

Don Cunningham

Philip W. Namy

Philip W. Namy was born in Pittsburgh, Pennsylvania, and attended public schools in the Pittsburgh area. He earned his undergraduate degree from Thiel College in 1962, a master's from Duquesne University in 1969, and the doctorate from Indiana University Bloomington in 1973.

From 1972 to 1994 he was associate dean, then director in the University Division. An employee from the 1970s describes Phil's influence there: "Phil Namy built a house in the early '70s that still stands. Just go into Maxwell Hall 108 and you'll see. What exists there today is essentially the House That Phil Built."It would be hard to overstate how much work this took. University Division was charged then, as it is today, with overseeing the academic progress of freshmen and guiding them in course and major selection. It was Phil Namy's vision and energy that brought this into being. Although much has changed since then, little from Phil's essential plan has changed, which suggests he built his house on a rock.

While in the University Division, one of Phil's favorite duties was to serve as an ex officio member of the College of Arts and Sciences curriculum committee. There he made lifelong friendships with other committee members. He also experienced any number of humorous events. One verbal faux pas that still makes him smile when he recounts it was a petition for a new course, accompanied by the justification: "It fills a much-needed gap in our curriculum."

In 1992 the American Association of University Administrators honored Phil with the Exemplary Models Award for Enrollment Management for his work in monitoring student achievement and progress. At about this time University Division colleagues noted, first with interest, and then with alarm, Phil's knack for converting administrative functions into computer programs. During his tenure in the University Division the full-time administrative and clerical staffs shrank from 16 of each to four of each even as the University Division enrollment increased substantially.

In 1995 Phil transferred to the dean of the faculties office, where he applied his analytical and computing expertise to institutional research. Phil's analysis influenced policy in many areas. Of his multi-year contribution to the Status of Women project, Jean Robinson writes:

> Phil worked as project director on the Status of Women at IU; I was Dean for Women's Affairs and we worked closely together. We never played golf together (my game wasn't good enough), but Phil and I would always start our most querulous discussions over data with the tension-reliever of laughing over our golf games! Here he was, sitting in meetings with all these women who were concerned about potential inequities in salaries, in job title and position, in hiring, promotion, and tenure. And yet Phil was never ever apologetic or defensive, always willing to listen when we expressed doubts about the data, and always able to get information that none of us even thought existed. Little did he know that he would have to struggle with HR, wrestle with enrollment data, and on top of it, listen to harangues about sexism. Phil was always gracious, always supportive, and always there for us. He helped us make the facts make sense and enabled the telling of a story that was sure to infuriate many people, but he did it with such grace, no one came away offended!

In the 1990s Phil established professional relationships with colleagues in South Carolina. Trips made as a consultant led to a growing affection for the state, its climate, and people. Phil often remarked that in South Carolina they don't preach diversity, they live it. Phil's Bloomington appointment was converted to the academic year rather than 12 months, allowing for long summer vacations in South Carolina that were filled with teaching and consulting work at Spartanburg Technical College. Upon retirement in 2004 Phil relocated there and he continues to teach part time at the college.

Douglas K. Anderson

James O. Naremore

After more than 30 years of extraordinary accomplishments in research, teaching, and service in the Departments of English, Comparative Literature, and Communication and Culture, Jim Naremore retired in December. An active participant in departmental, university, and professional life, a respected scholar, a tireless mentor to junior faculty, and an outstanding teacher, Jim will be sorely missed by his many colleagues and friends.

Jim came to Indiana University in 1970, after having received a Ph.D. in English from the University of Wisconsin—Madison, where he also minored in comparative literature. His first book, *The World Without a Self: Virginia Woolf and the Novel* (Yale University Press, 1973), and his early career focused on literature. While maintaining his literary interests, Jim turned to film studies, where he quickly rose to national and international prominence. His *Filmguide to Psycho* (Indiana University Press, 1973), a scene-by-scene analysis of Hitchcock's emblematic work, is still regarded as a model of film criticism in the field. Fascinated by classic Hollywood and its directors, as well as by what this area of study could reveal about cinema as an art, Jim went on to publish a number of books on film authors. In *The Magic World of Orson Welles* (Oxford University Press, 1978), he wrote about one of American cinema's most original and iconoclastic directors. Jim also wrote a book about Vincente Minnelli, a director of musicals and melodramas in the classic studio era known for his audacious visual style (Cambridge University Press, 1993), edited a book on Hitchcock's *North by Northwest* (Rutgers University Press, 1993), and published a series of articles about Hitchcock, Minnelli, and John Huston in film journals and anthologies.

Although Jim has gained a reputation as an expert on authorship, he has also written influentially about film genre, acting, adaptation, and modernism. His study of the critical and historical genealogy of film noir, *More Than Night: Film Noir in Its Contexts* (University of California Press, 1998), won first prize in the International Moving Image Book Awards from the Kraszna-Krausz Foundation in 1999–2000. Among other works, including numerous articles on these topics, he is the author of *Acting in the Cinema* (University of California Press, 1988), editor of *Film Adaptation* (Rutgers University Press, 2000), and co-editor with Patrick Brantlinger of *Modernity and Mass Culture* (Indiana University Press, 1991). Throughout his books and essays, Jim established his own authorial signature, characterized by critical clarity, original insight, and a sophisticated writing style few in the field can match.

In recognition of the merits of his research, Jim was awarded an Ailsa Mellon Bruce Senior Research Fellowship, Center for Advanced Study in the Visual Arts, at the National Gallery of Art in 1994–95, and a Guggenheim Fellowship in 1995–96. Along with a 2003 Humanities Initiative fellowship from IU, Jim won two of the most prestigious awards IU has to offer: in 1994–95 the Tracy M. Sonneborn Prize for Distinguished Teaching and Research, and in 1994 he became a Chancellor's Professor.

As the Sonneborn Prize indicates, Jim successfully fused research and teaching. He taught undergraduate courses on Welles, Hitchcock, Minnelli, Martin Scorsese, Stanley Kubrick, Billy Wilder, Fritz Lang, and Max Ophuls. He also taught classes on film noir, performance in the cinema, postmodern Hollywood, and the classic Hollywood studio system. Along with seminars on directors and genres, he offered graduate students such courses as Adaptations and Remakes in Film; Modernism and the Historical Avant-Garde; and Performance, Stars, and the Culture of Celebrity. In addition, he wrote, co-directed, and co-edited a short film about classical editing entitled *A Nickel for the Movies* (1984) that has been used in film courses across the country. Jim's students leave his courses with a new appreciation of visual media coupled with a firm grasp of the intellectual currents and critical skills necessary to understand them aesthetically, historically, and culturally. It is not surprising that his pedagogical talents have been recognized in the form of two Teaching Excellence Recognition Awards, one from the Department of English in 1996–97, the other from the Department of Communication and Culture in 1999–2000.

The kind of commitment Jim has shown toward research and teaching extends to a considerable service record in which he has had an impact on every level of administration. While it is impossible to do justice to this record, let me mention a few highlights. In the mid-1970s, along with Professors Harry Geduld and the late Charles Eckert, Jim helped found the IU Film Studies Program, one of the first such programs in the country. In serving as director of the program for several years in the '70s and '80s and from 1987 to 1994, he was instrumental in developing the program and in instituting its first course in film production. His other service to the College of Arts and Sciences includes membership on the College Incentive Program Committee and the advisory board of the Black Film Center/Archive. In addition to his service on numerous committees in English, comparative literature, and communication and culture, he was director of undergraduate studies in communication and culture from 1999 to 2003. At the university level Jim was a member of the Lilly Library advisory board and the dean of the faculties' tenure advisory committee.

Professionally he served on the American Council of Learned Societies fellowships selection committee and on several editorial boards, including that of *Cinema Journal*, the flagship publication of the Society for Cinema and Media Studies.

Jim's retirement means that we won't see him in the hallways of the communication and culture department as often as we would like. But his colleagues and friends hope to catch a glimpse of him there occasionally. More important, we hope to be able to get together and talk about movies with him in any setting. In the meantime, there is no sign whatsoever that retirement will slow Jim down. He is currently writing a book about director Stanley Kubrick and editing a series for the University of Illinois Press on contemporary film directors. Jim continues on in a truly distinguished—and lucky—career. Lucky, because as a cinephile whose passion for movies is second to none, he is one of those rare individuals who makes a living pursuing exactly what he loves most.

Barbara Klinger

Susan Nelson

Since arriving at Indiana University in the fall of 1976, Susan Nelson has been a highly respected and active contributor both to her home department, the Department of History of Art, and to the Department of East Asian Languages and Cultures (EALC), with which she was immediately affiliated by virtue of her specialization in early Chinese painting. Both departments have benefited from her energetic involvement in shaping their curricula and articulating their academic missions. Given Susan's wide circle of friends and acquaintances in other departments, however, and her close ties with academic colleagues at other universities, she might best be identified as a citizen of the wider academic community, valued for her formal contributions to scholarship—publications, book reviews, lectures—and for the witty and adventurous intelligence that she brings to every situation, be it faculty meeting or dinner party.

Susan's published research deals with topics as diverse and original as the representation of sound in painting, the culture of reclusion, drunkenness as a disguise of choice in difficult times, and the role of whistling in self-cultivation. These specific topics opened up broader vistas, as she expanded the meaning of a motif or narrative element and followed its interpretation across centuries of Chinese culture. Colleagues in Chinese art from across the United States have drawn attention to Susan's unique ability to move between the fields of painting and literature, making original and often unexpected connections. The result is an overall body of work that examines the ways in which Chinese painting has inflected literary tradition and even operated, at times, as a nonverbal form of literary criticism. Regardless of topic, each article or chapter of her published work has a characteristic elegance and subtlety manifested equally in her style of thought and her use of language. Based upon extensive textual research as well as close readings of pictorial evidence, broadly conceived and historiographic in nature, Susan's work has found its way onto the reading lists for undergraduate and graduate courses on Chinese art at universities across the nation, serving as a model of scholarship for aspiring specialists in her field.

Susan attacks every type of academic task with energy and zeal. As a result she is greatly in demand as a discussant at conferences and symposia and as a manuscript reviewer for scholarly journals. These academic responsibilities receive the same detailed consideration as her research. Susan's colleagues in East Asian studies recognize her as a particularly astute critic of other scholars' work, able to observe faults and shortcomings, but particularly respected for her ability to make constructive analyses of work in progress, aiding and encouraging others to extend and improve their initial presentations of new ideas. Susan brought the same rigor to teaching graduate and undergraduate students, demanding much of them but making equal demands upon herself, producing detailed bibliographies, impeccably organized course syllabi, and regular handouts that assisted her students in mastering the unfamiliar names and terminology of Chinese art. An IU colleague who team-taught with Susan wrote:

> She provided me with a model of cogent and sensitive teaching, in both lecture and graduate seminar formats, at a time when I had little experience. Susan's lectures combined basic frameworks with original and intriguing interpretations, and as I was a part of the student audience during classes where Susan was primary lecturer, I was able to observe over the course of a term her ability to sustain student interest through careful pacing, variation of approach, and, simply, pizzazz. In graduate sections, Susan's approach stressed the process of learning and the openness of inquiry, and students participated actively, without trepidation.

Susan belongs to a generation of female academics who established a clear precedent for pursuing high-level careers, while simultaneously raising a family: in her case, two talented daughters. In addition to normal academic responsibilities, Susan actively involved herself in administration, serving as an associate dean of the College of Arts and Sciences under Dean Morton Lowengrub, as chair of East Asian Languages and Culture, and associate director of the School of Fine Arts, in addition to serving on countless departmental committees in EALC and History of Art.

Friends and colleagues will remember Susan's time at IU for other reasons as well: her skill as a raconteur; her lively dinner parties; her taste (when it came to food) for the savory, the salty, and the fiery, this last in the form of Tabasco sauce, which in her view could be added to any sandwich or salad she was about to consume. Her plans for the future will undoubtedly include long stretches of time in her home territory of Manhattan. Idleness is certainly no threat. The high level of esteem in which her Sinological colleagues hold her guarantees her continuing participation in scholarly life. Travel, reading fiction, listening to music, and keeping up with the latest film releases already beckon. It is impossible to imagine Susan in a sedentary mode; retirement in her case can mean only a reconfiguration of her existing list of activities.

Janet Kennedy

Paul Newman

Paul Newman is one of the most influential African linguists of his generation. He is the world's authority on the Hausa language and the acknowledged doyen of Chadic, a family of some 140 languages spoken in the Sahel region of West Africa.

Paul received his B.A. (philosophy) and M.A (anthropology) from the University of Pennsylvania. His lifelong involvement with Africa began in 1961 when he joined the first Peace Corps group to go to Nigeria, where he began research on a small, previously undescribed Chadic language. After Peace Corps, he went to UCLA to pursue a Ph.D. in linguistics. It was there that he met his future wife, Roxana Ma Newman. While still graduate students, they published a seminal paper on comparative Chadic which set the foundation for all subsequent work on the classification and reconstruction of that family.

His first position in 1966 was in the Department of Anthropology at Yale, which proved to be a formative experience. There he had the good fortune to come to know the eminent linguist Joseph Greenberg, who remained his lifelong friend and intellectual mentor.

In 1972 Paul took up an appointment in Kano, Nigeria, as the first director of the Centre for the Study of Nigerian Languages at Bayero University. There he immersed himself in the linguistic study of Hausa. An important product of this period was the *Modern Hausa-English Dictionary,* a work that has gone through five printings. As director, Paul attracted a dozen young scholars, Nigerian as well as expatriate, to the university, thereby contributing to the formation of the next generation of Africanist linguists.

In 1975 Paul moved to the University of Leiden, where he was honored with a personal chair in African linguistics bestowed by Queen Juliana of the Netherlands. Because of his close association with European colleagues, Paul's scholarship combines the best of American and European scientific traditions and intellectual approaches. While at Leiden, he founded the *Journal of African Languages and Linguistics*, which remains the leading journal in the field to this day.

In 1983 Paul joined the Department of Linguistics at Indiana University, eventually serving two terms as department chair. He views the excellence and especially the diversity of the department's faculty as his legacy. Paul also holds appointments as adjunct professor of anthropology, adjunct professor of law, and director of the West African Languages Institute. In 2002 he was honored by being named Distinguished Professor.

Paul's international standing is reflected in the many honors he has received and visiting appointments he has held. He was a fellow of the Center for Advanced Study in the Behavioral Sciences at Stanford; a visiting researcher on the IU–Hamburg faculty exchange program; a consultant and honorary member for the African Languages Project at the University of Maryland Eastern Shore; a professor at the Linguistic Society of America (LSA) Summer Institute; a research fellow at the Centre for Linguistic Typology at Australian National University; and a plenary speaker at the Second World Congress of African Linguistics in Leipzig. Paul served on the National Linguistics Panel of the CIES Fulbright Program and was a member of the LSA Committee on Endangered Languages and their Preservation.

At IU, Paul has a reputation as a versatile and stimulating teacher. His courses have ranged from historical linguistics, African linguistics, field methods (in which a dozen different African languages were analyzed), and more recently, language and law, freedom of speech, and a basic course on contracts. He is demanding of his students and is known to be a tough-minded though very supportive dissertation supervisor. The appreciation of former students on three continents is reflected in remarks they wrote in *Chadic and Hausa Linguistics: Selected Papers of Paul Newman with Commentaries,* published to honor him on his sixty-fifth birthday.

Paul's work has been supported by major grants from the National Science Foundation, the National Endowment for the Humanities, and the Department of Education. He is a prolific scholar, with 16 books and monographs and more than 100 other publications to his credit. His magnum opus, *The Hausa Language: An Encyclopedic Reference Grammar,* published by Yale University Press, is a monumental reference work and a milestone in Hausa and African linguistics.

Paul has made significant contributions to comparative linguistics, phonological and morphological theory, linguistic fieldwork, African oral history, and ethnomusicology (of Appalachia as well as Nigeria). He is admired for his elegant and original analyses, and his lucid and accessible style. Paul is committed to the openness of science, and has always been generous about sharing his field materials, bibliographic compilations, and accumulated knowledge with colleagues and students around the world.

Paul has had a lifelong interest in law and a deep personal commitment to civil liberties and civil rights. Within IU, he is well-known for being outspoken and combative when matters of principle are concerned. He successfully challenged the university's mandatory retirement policy for administrators as being an

anachronistic vestige of ageism. Outside the university, he has been active in the Indiana Civil Liberties Union, where he currently serves as a member of the state board and as president of the Bloomington chapter. A few years ago Paul embarked on the study of law, graduating from IU Bloomington in 2003 with a J.D. degree summa cum laude.

On the lighter side, Paul appreciates good wine, supports the live jazz scene in Bloomington, and is known among a small circle of friends for his ready wit and offbeat sense of humor.

Richard William Olshavsky

It has been the distinct privilege of the Marketing Department of the Kelley School of Business to have Richard Olshavsky, one of the world's leading experts on consumer psychology, as a colleague and friend for more than three decades. After an earlier incarnation as a practicing mechanical engineer, Richard received his graduate training in psychology at Carnegie Mellon University (GSIA), where he earned an M.S. in 1965 and a Ph.D. in 1967, working under the supervision of Herbert Simon, the famous Nobel laureate and artificial intelligence expert. Richard's first academic position was as an assistant professor of psychology at the Georgia Institute of Technology. Three years later his marketing career began when he joined the Marketing Department at IU as an associate professor in 1970.

Perhaps more than any other member of our department, Richard has always been the quintessential scholar. In the course of his distinguished career, he has published over 60 journal articles and book chapters, made more than 70 presentations, and his work has been cited over 1,100 times by scholars in the fields of marketing, psychology, management, economics, and health care policy. This body of work has earned Richard election to fellow status in Division 23 of the American Psychological Association and widespread recognition by his colleagues in the marketing discipline as "one of the best researchers in marketing" (*Marketing News,* 1996).

Throughout his career, Richard's fundamental research interest has been investigating how consumers process information and make decisions. In 1979 he and several colleagues published three influential articles demonstrating the highly contingent nature of consumer information processing and decision making, which had a profound impact on our understanding of consumer decision making (Olshavsky, 1979; Olshavsky and Granbois, 1979; Lussier and Olshavsky, 1979). In the words of a former editor of the *Journal of Consumer Research,* this work of Richard's "led the entire field of consumer behavior to realize more clearly that consumers are highly adaptable, yet often cognitively simplifying, in the processes they use to search and select among product information and brands." Not surprisingly, these articles became instant classics and each was subsequently cited more than 100 times.

Using his earlier work as a springboard, Richard teamed up in the early '80s with several colleagues in psychology to address a major public policy issue: understanding the causes of adolescent smoking behavior. His efforts in this area produced three more classic articles that examined why teenagers decide to smoke (Chassin, Corty, Presson, Olshavsky, Bensenberg, and Sherman, 1981), the role of self-image in the decision making process (Chassin, Presson, Sherman, Corty, and Olshavsky, 1981), and the factors predicting the onset of adolescent smoking (Chassin, Presson, Sherman, Corty, and Olshavsky, 1984). Together these articles played an important role in shaping public policy in this area and were cited by researchers nearly 400 times.

A third major stream of Richard's research on consumer satisfaction had its roots in some of his earliest work on the determinants of consumer perceptions of product quality (Olshavsky and Miller, 1972), but really came to fruition in the last decade of his career with the development of the desires congruency model (Spreng and Olshavsky, 1993; Spreng, MacKenzie, and Olshavsky, 1996). This widely cited and influential work challenged the prevailing view that expectancy disconfirmation was the primary force driving feelings of satisfaction and thereby fundamentally changed our understanding of the determinants of consumer satisfaction. In recognition of this, Richard received the prestigious Harold M. Maynard Award for the best article appearing in the *Journal of Marketing* in 1996.

As a teacher, he has had an exceptional impact on the Ph.D. students with whom he has worked. Most of his students now have successful academic careers of their own, teaching and doing research at universities such as Michigan, Michigan State, MIT, Virginia, Georgia, and others. One student became the editor of the *Journal of Consumer Research* and another is editor of the *Journal of Consumer Psychology.* They will tell you that Richard was tolerant of their views and pushed them to be rigorous, to think on their own, and to be capable of defending their own perspectives. Richard's relationships with his students exemplified the very best in terms of scholar-teacher mentoring. In 1984 the Doctoral Student Association honored him with the Inspiration and Guidance Award in recognition of his work with doctoral students. Richard has co-authored a forthcoming book chapter with a marketing doctoral student, and he has co-written a paper with a former doctoral student for the *Journal of Consumer Research.* He has also been recognized for his teaching excellence at the undergraduate level, receiving the Student Alumni Council's Outstanding Teaching Award in 1981, the Alpha Kappa Psi Alumni Teaching Excellence Award in 1992, and the Teaching Excellence Recognition Award in 1999.

In addition to his contributions as a researcher and teacher, Richard has served Indiana University and the Bloomington community well. He has chaired the Kelley School's Annual Business Conference, and

been a member of the Bloomington Faculty Council, the executive committee of the American Association of University Professors, and the Board of Directors of WIUS, just to mention a few.

His colleagues admire Richard for his academic achievements, and he is respected for his honesty, humility, and quiet demeanor. Richard has never sung his own praises, so we are glad to have this opportunity to recognize his achievements and to thank him for all that he has contributed over his long and fruitful career. Richard has always been supported in his endeavors by his lovely wife, Jill. We hope that we will continue to see them strolling together through their neighborhood, enjoying the fresh air and spring flowers or fall foliage and surely discussing where they will go on their next travel adventure.

Scott MacKenzie
Rosann Spiro

Verna Pungitore

Verna Pungitore came to Bloomington in 1984, a newly-earned Ph.D. from the University of Pittsburgh in hand. Along with the academic credential, Verna had some 20 years of experience in public and academic libraries and had been on the faculty of the University of Wisconsin —Oshkosh for three years. She received her B.A. in English from Blackburn College, then worked in the Youngstown, Ohio, public library while earning her Master of Library Science degree from Pittsburgh. She held positions of increasing responsibility at Youngstown, the Clinton–Essex– Franklin library system in New York, and as director of the Plattsburgh, New York, Public Library. While a doctoral student she worked as a research librarian at Carnegie Mellon University before accepting the position in Wisconsin. In 1990 Verna was promoted to associate professor at IU; she served as associate dean of the School of Library and Information Science (SLIS) from 1993 to 1995.

Verna's research has focused on how public librarians respond to the need for change and innovation. Preliminary studies of library directors' perceptions of the effects of change in their communities, and of their access to information about managerial information, prepared the groundwork for two larger research projects supported by the U.S. Department of Education. These looked specifically at a particular innovation in public librarianship—a process for planning and evaluating services. The first project investigated the development of the planning process at the national level and how state library agencies were enlisted to help with its diffusion. The second project involved field studies of the adoption and implementation of the planning process at the local level. In 1987 she received the American Library Association's Library Research Round Table Paper Competition Award for "Perceptions of Change and Public Library Directors in Indiana." The following year the Association for Library and Information Science Education gave her their Best Paper Award for "Flow of Information among Public Library Directors and Change Agents." Her book *Innovation and the Library: The Adoption of New Ideas in Public Libraries* (Greenwood Press, 1995) culminates this research.

Associate Professor Emerita Judy Serebnick noted that faculty colleagues and doctoral students relied on Verna's talent for selecting and explaining appropriate research methods. Verna's expertise with the intricacies of the Planning Process for Public Libraries allowed her to teach the process in classes and to incorporate it into effective grant proposals. Her competence in both quantitative and qualitative methods won her a place on many doctoral research committees, where she was a first-rate teacher—informed, conscientious, and always willing to further the strengths and interests of her students.

Verna's teaching interests and enthusiasm center on public libraries, research, and library management. Her book *Public Librarianship: An Issues-Oriented Approach* (Greenwood Press, 1989) is held by 250 libraries and has been translated into Japanese. The book has introduced many students to the careful consideration of this field. Although various models of public library management have been advocated, she argues that reliance on any single model as the best approach to running a library fails to take into account the diversity and individual character of these institutions. Her book suggests a basis for assessing the suitability of different options to specific situations: how to survive and grow in an environment shaped by continuing social, economic, and technological change. Verna was active in the statewide delivery of SLIS courses during the 1980s, teaching at other IU campuses and via the IHETS video system. She has also taught courses on collection development and management; libraries, literacy, communications, and reading; user needs and behavior; reading interests of adults; and information retrieval systems.

Students consistently speak highly of Professor Pungitore's ability to use her professional experience to present and enhance management theories and perspectives. As a student in her public libraries course wrote, Verna "is really knowledgeable, not just book smart, but familiar with real life. It was good to learn from her experience. I thought she was really funny . . . and I really respect the amount of information she has to share with us." Another student (several years earlier) wrote, "Professor Pungitore obviously cares a great deal about her students. She is generous in imparting her knowledge and experience to us."

Verna's passion for research and her ability to inspire similar commitment among doctoral students have provided her many opportunities to teach on the graduate level as well. She directed the SLIS doctoral program for four years, securing fellowship support through HEA Title II-B and GAANN. And she has taught doctoral-level research courses and served on committees for more than 30 doctoral students, chairing research committees for dissertations on topics ranging from public library planning to information needs of homeless parents or the motivation of academic library support staff. Julie Hersberger, one of the beneficiaries of this guidance, recalls:

> Verna was instrumental in gently steering me through the coursework, qualifying exams, and then finally through the dissertation process. The dissertation process did not proceed all that smoothly in part due to the topic selection (information needs of the homeless) and the methodology (ethnographic), and I am certain that Dr. Pungitore fought many battles for me that I am unaware of. With her unending support and input, which came at a time of personal difficulty for her, she helped me finish a solid piece of research.

Colleagues have described Verna's service contributions to Indiana as "enormous." Much of her service is research in action. She has consulted with and advised public libraries throughout the state and conducted workshops on public library planning. She served for 10 years on the Indiana State Library's Continuing Education Committee and in 1997–98 conducted, with Professor Daniel Callison, an evaluation of INCOLSA, the statewide library and information network.

Friends have appreciated Verna's writing talents and encourage her to contribute to our reading lists, either academic or recreational. As she leaves IU we wish Verna Pungitore many happy years and hope she will spend some of them in Bloomington with her friends and admirers.

Marcy Murphy
Debora Shaw

Lewis Rowell

To understand the contributions of Lewis Rowell to the world of scholarship in general and to Indiana University in particular, it might be helpful to consider them in the framework of an oft-quoted essay of the Oxford scholar Sir Isaiah Berlin, "The Hedgehog and the Fox." Berlin based this essay on a fragment from the Greek poet Archilochus: "The fox knows many things, but the hedgehog knows one big thing." He used this to draw distinctions between generalists who pursue many different areas and specialists who focus on a single one.

Lewis Rowell's signal contributions to the study of the music of India might seem to identify him as the quintessential "hedgehog." His book *Music and Musical Thought in Early India* received the prestigious Otto Kinkeldey Award of the American Musicological Society in 1993. He has written more than 20 articles on Indian music for scholarly journals in the United States, India, and Europe, and has been invited to speak on this topic at conferences throughout the world.

His pioneering achievements in research on Indian music began in the 1970s and anticipated the emphasis on multicultural study that now plays a significant role in music theory and musicology research. To prepare for these achievements he not only studied the music of India and the previous research in this area, but he also received two senior research fellowships to study Indian music in Varanasi (1975) and Madras (1985). In addition he engaged in private study of South Indian singing and became proficient in Sanskrit. His research in Indian music is ongoing and after retirement he intends to complete a large-scale project in this area.

There is, however, abundant evidence to warrant identifying Lewis Rowell as an incredibly versatile generalist who has achieved success in a surprisingly large number of musical fields. These include the study of time in music, the philosophy of music, the history of music theory, musical composition, music performance, music administration, and teaching.

One of his principal scholarly interests has always been the study of time, especially time in music. From 1976 to 1996 he was a member of the International Society for the Study of Time, serving at various times as its president, executive secretary, and treasurer. Beginning in 1978 he began the publication of a significant series of more than 20 articles on various topics in musical time. One of the central concepts he developed is the study of temporal beginnings in music. In 1993 he was named distinguished faculty research lecturer at Indiana University and he presented a special lecture on "Narrative Beginnings in Music." He has written several other articles in this area and intends to continue research on this after his retirement.

Lew is recognized as one of the leading scholars in the study of the philosophy of music. His 1983 book *Thinking about Music: An Introduction to the Philosophy of Music* continues to be widely used for courses on this subject at many universities. He has written many articles on this topic, and several of them have been translated for publication in foreign journals. Some of his articles on the history of music theory have focused on topics that relate to his interests in musical time and the philosophy of music.

He has written musical compositions for various media and these have been performed by many different ensembles. His *Overture to The Eumenides* was performed by the Eastman Rochester Symphony and the Indiana University Philharmonic. His musical versatility is especially evident in his activities as performer. He has appeared as a singer in several operas, has played trombone in various ensembles, and was an organist and choirmaster for 25 years.

All of these varied activities have been significant influences in Professor Rowell's work as a teacher. He began his teaching career at the University of Oklahoma (1958 to 1959) and then joined the music theory faculty of Indiana University from 1959 to 1963. From 1963 to 1969 he served as associate dean, director of graduate studies, and associate professor of music at the College–Conservatory of Music of the University of Cincinnati. From 1969 to 1979 he was professor of music and chair of the graduate faculty of music at the University of Hawaii. He returned to Indiana University in 1979. Students of Lewis Rowell have been awed by his encyclopedic knowledge, challenged
by his rigorous high standards, and inspired by his love for music and his enthusiasm for learning.

Lew was born in Rochester, New York, and remained in that city for most of his formal education—high school, undergraduate studies in trombone and voice, and graduate studies in music theory and composition at the Eastman School of Music. Far from limiting his outlook, he credits his Rochester experience not only for helping him to develop his intellectual and musical abilities, but above all for encouraging him to participate in a broad variety of activities.

In his personal life Lew evidences the same mixture of concentration and diversity. He maintains a disciplined schedule of study and writing, but in his spare time he delights in exploring various areas from Northern Italian cooking to classic American TV comedies.

Many of those who love and admire Lew, however, find that of all his great achievements, none surpasses his wooing and winning of his wonderful wife, Unni. Her intellectual accomplishments as a geologist, her Norwegian common sense, and her gentleness and optimism provide the balance for the centripetal and centrifugal forces in Lew's life. Together, the two of them offer an ideal setting of hospitality and friendship to all those fortunate to know them.

Is Lewis Rowell a hedgehog or a fox? Isaiah Berlin recognized the folly of trying to put too much emphasis on this dichotomy, and Lewis Rowell's career proves this. His marvelous mixture of focus and diversity has enabled him to make lasting contributions to his university, his students and colleagues, and to the world of music.

Allen Winold

Nelli Shkolnikova

Born in the tiny village of Zolotonosha in the Ukraine, future Professor of Violin Nelli Shkolnikova moved with her family at the age of three to a suburb of Moscow. Her father, an itinerant violinist, was often away from home. On one return he brought the three-year-old Nelli a small, almost toy-like violin. Nelli was rapt with excitement in learning how to play her new gift. Over the course of the next few months it became obvious to everyone, especially her father, that Nelli was destined to be a violinist.

At the age of five she entered the world-famous Moscow Conservatory, where she began her long musical journey. At age eight she played her first concerto with orchestra, and by 25 had won the Grand Prix at the prestigious Marguerite Long-Jacques Thibaud competition in Paris. Nelli's performance in Paris launched her into an international career. During the course of three major U.S. tours, she appeared at Lincoln Center and with the Philadelphia Orchestra under Eugene Ormandy, and attracted critical acclaim and enthusiasm everywhere she played. She performed with great conductors including Munch, Mazur, Comissiona, Krips, Cluytens, Sanderling, Rozhdestvensky, Temirkanov, and many others.

Nelli's successes on the classical stage, especially her appearances in the West, made Soviet authorities nervous and very suspicious. In 1970 the Iron Curtain closed on her, and all her future performances were confined to the U.S.S.R. In 1982 she finally received permission to travel to West Berlin for a concert. On the fateful day of November 26, 1982, Nelli defected to the West, bringing with her only the clothes she wore and her violin—and of course, her enormous talent. She settled first in Melbourne, Australia, where she began concertizing and teaching again. Throughout her career Nelli was a sought-after teacher. Even in the Moscow Conservatory she was teaching her fellow students and helping her own teacher with preparing his students for their lessons. In Melbourne she taught at the Victorian College of the Arts; and in 1987, after receiving a rave letter on her behalf from Isaac Stern, the administration of the Indiana University School of Music asked her to join the world-famous institution as professor of violin. During her tenure at IU, Nelli has gained renown as a teacher and presenter of master classes. Her style of teaching is warm but demanding, and she holds her students to the highest artistic standards, helping them achieve flawless technique, impeccable taste, and a rich tone, characteristic of the Russian string tradition.

In her retirement Nelli now looks forward to more time to pursue some of her other interests. She loves to cook, but because she is a perfectionist, her culinary efforts demand a great deal of time and attention to detail—just like her music-making and teaching. Now she can devote much time to producing many new tasteful triumphs. She also loves home decorating, and this will become a very practical as well as personal skill as she relocates to Melbourne this year and begins her life there anew. She plans to continue to teach in Melbourne, but on a limited basis. Mainly she wishes now to savor life, read more, relax with friends, and occasionally take in a movie. Those of us who know Nelli here in Bloomington wish that all these things will come to pass for her, and we congratulate the many friends she has in Melbourne on their good fortune in having her back.

Lawrence Hurst

Stephen J. Stein

Steve Stein, who retires after 35 years in the Department of Religious Studies, is distinguished among scholars of American religious history as one who recognizes and celebrates the extensive possibilities of the First Amendment. When the founding fathers wrote that "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof," they could not have foreseen the explosion of religious energy that would mark nineteenth-century America, nor the new religious movements fostered by immigration and by intense regard for apocalyptic visions in the twentieth. Steve's essay, "The Changing Economy of the Spiritual Marketplace in the United States" (2001), sees new religious movements as exciting and sometimes challenging aspects of an experiment in progress. His large service course, The Cult Controversy, gives him a chance to examine stereotypes about religious belief and practice, and his courses on sectarianism, religious violence, diversity, outsider groups, and various expressions of "end-time" prophecy and activity introduce students to the wide-ranging possibilities of the American religious imagination.

Steve's intellectual journey was unpredictable. In fact one would imagine a more prosaic life from a young man born in Missouri to a military family, educated all over the Midwest, and sent to college at Concordia. And, although a classical undergraduate education—particularly its insistence on mastery of biblical languages—prepared him in some ways for his life's work, he went to Yale to distance himself from religion narrowly conceived. At Yale, under the tutelage of Sydney Ahlstrom, Steve pursued a question about the sheer persistence of the apocalyptic dimension of religion: what kept certain believers on the edge of the end of the world? In a seminar on Jonathan Edwards, the religious genius behind the First Great Awakening in the 1740s, Steve was directed to the Edwards manuscript collection at the Beinecke Library. There he met a visiting scholar who warned him away from the manuscripts because Edwards' handwriting was excruciatingly difficult to read. That challenge led to Steve's semester project, a transcription of one of Edwards' manuscript notebooks; and his success, along with the relation of the text to the problem of apocalyptic energy, infected Steve. His dissertation and a major part of his life's work have been about Edwards' commentary on the Bible. He has published groundbreaking studies including more than a dozen articles on Edwards, and has edited four volumes of the massive Yale edition of *The Works of Jonathan Edwards*. In a wider dimension, he has edited—along with Bernard McGinn and John Collins—*The Continuum History of Apocalypticism* (2003).

Steve's interest in millennial texts and prophecies as they refracted through American religious history into frightening and glorious visions of the future led him beyond Edwards to his magisterial study of the Shakers, *The Shaker Experience in America: A History of the United Society of Believers*, and from there to his most recent works, *Alternative American Religions* and *Communities of Dissent.* His work on the Shakers was partly a geographical accident because of some engaging unpublished Shaker documents in the Lilly Library. His book and his many articles on the Shakers gave Steve a wide popular audience since Shakers appeal to scholars and collectors interested in material culture, as well as to those fascinated by their counter-cultural religious values. As a member of the board of directors of the Shaker Museum and Library, Old Chatham, New York, he is able to apply his scholarly work to practical ends.

Simultaneous with his work on the Shakers, Steve has tracked the relentless energy of apocalyptic vision as it manifested itself in new American religions (Mormonism and Jehovah's Witnesses) and in recent new religious movements that tend to make headline news (the Branch Davidian community in Waco, Texas). Steve's involvement with new religious movements has informed his significant article, "Religion/Religions in the United States: Changing Perspectives and Prospects" in the *Indiana Law Journal* (2002).

Steve, who was named Chancellor's Professor in 1995, has been exceptionally active in service to the Departments of Religious Studies (chair for eight years) and American Studies (director for three years), the university, and the profession, where, among other things, he served as president of the American Society of Church History (1994). He has been a member of several editorial boards including the Yale University Edwards project (since 1985), and co-edits an important series, "Religion in North America," for Indiana University Press. Neither he nor anyone else can keep an accurate count of his book reviews, encyclopedia articles, or dictionary entries. His mentoring of graduate students in religious studies and in the history department is legendary in its attention to detail, encouragement, and sustained involvement.

When asked about the most exciting or unexpected thing in his professional life, Steve said it was its coincidence with the burgeoning of the academic study of religion in a state university. In essence, the Department of Religious Studies and Steve have both grown into the interdisciplinary project that privileges no religion and is genuinely interested in a myriad of religious expressions.

Discussion about retirement plans brings two looks to his face. One is serious, the scholar who will continue to do what he is now doing, directing doctoral dissertations, staying active with the Shaker Museum, and beginning work on the *Cambridge Companion to Jonathan Edwards*. The other is smiling, the doting grandfather of Sahalie and Alexandra, the proud dad of Beth and Steve, and happy husband of Devonia. Twenty years ago Steve and Devonia bought 80 acres in Greene County, spent years clearing a road, creating a meadow, clearing stumps, building (literally) a salt-box house, making a place for a pond, and generally enjoying "the land." It is easy to imagine him thinking about Edwards and other intellectual matters as he rides around on his mower, walks in the woods, floats on the pond with his grandchildren, and plays the role of the lucky adopted Hoosier.

Mary Jo Weaver

Joan Sterrenburg

Professor Joan Sterrenburg was born in Chicago, Illinois. She began her distinguished career at the University of Wisconsin where she was elected to Phi Beta Kappa. Multitalented, Joan earned degrees first in humanities before embarking on a career in the visual arts. She received her graduate degrees from Stanford University and the University of California, Berkeley. Once she made the transition into art, she quickly became one of the most prominent textile artists in the country.

Joan joined the faculty at Indiana University in 1970 and became a full professor in 1983. There are many accomplishments to cite in Joan's illustrious career as a nationally recognized artist. Important highlights include the prestigious National Endowment for the Arts Craftsman's Fellowship, an Indiana Arts Commission grant, and a Ford Foundation travel grant. Sterrenburg's exhibition record is striking. Her creative work has been exhibited nationally and internationally in more than 175 invitational exhibitions and 70 juried exhibitions. Her textiles and paper works are represented in more than 40 public and private collections. Sterrenburg's work is in the leading national museum, the American Craft Museum in New York City, which houses the premier work in the traditional craft fields such as textiles, ceramics, and metalsmithing. Her creative work was included in several select exhibitions that traveled to a number of prestigious European museums in France, Switzerland, Poland, Russia, England, Portugal, Germany, Turkey, Greece, Czechoslovakia, Norway, Sweden, and more. Her work has been shown in Australia and Canada as well as numerous venues across the United States. Sterrenburg was invited to present more than 40 lectures and workshops at national and international conferences, art schools, and universities.

Professor Sterrenburg's expertise as a textile artist and arts educator expanded into the field of papermaking. In 1979 Joan founded the Indiana University Handmade Paper Facility, the first and largest papermaking facility at an academic institution in the country. She directed this unique studio until 1989. Sterrenburg's technical range continued to evolve over the years as she easily navigated stone carving and a variety of materials and sculptural processes, in addition to her wealth of knowledge of textiles and papermaking. Extraordinary craftsmanship and refined visual sensibility continue to be emblematic of her hand and eye. Sterrenburg's art reflected her ingenuity in working with material, choosing color, building pattern, and emphasizing texture. Her aesthetic sensibility fluidly navigated environments with countless hues, tones, tints, and shades, or it could condense the irregularity of rocks into essential, primal forms. Studio, classroom, kitchen, object, or action, Joan Sterrenburg believes beauty was and is still an important goal.

Since 1997 Professor Sterrenburg served as the director of graduate studies, preparing 25 to 30 graduate students each year for professional careers, and teaching courses in nine different disciplines in Fine Arts–Studio. Sterrenburg developed an outstanding curriculum for the associate instructors in studio. Faculty members recognize Sterrenburg's thorough preparation of graduate students and her strong advocacy and mentorship of the 70-plus students enrolled in the M.F.A. program. Many of these former students maintain professional contact with her. At the student awards ceremony in December 2004, Joan Sterrenburg was celebrated with, first, a heartfelt tribute from a colleague and friend for her many years of service in the School of Fine Arts, and then a long, loud ovation from the audience of students, parents, and colleagues. Clearly she will have a lasting impact.

In more than 30 years of committed teaching, Joan Sterrenburg taught freshmen through graduate students. She offered courses in textiles, papermaking, design, professional practice, and teacher education. Outside of the School of Fine Arts, she distinguished herself as an educator in the university's Honors Division, teaching interdisciplinary seminars as an Honors Division core faculty member from 1992 to 1996. Sterrenburg also contributed to the university's unique Individualized Major Program, serving as a key faculty member for many years. Sterrenburg's extensive travel in order to research cultures around the globe enriched her teaching and her creative work. Her ongoing education gleaned from these first-hand experiences in countries large and small was generously shared with her students and colleagues. Every trip, she brought back exquisite textiles and objects to add to her exceptional art collection.

All of us who have had the pleasure of working with Joan Sterrenburg appreciate the high standards she sets for herself and for her students. She models her commitment to these high standards, and works for the good of the entire School of Fine Arts. We appreciate her wisdom, common sense, wonderful sense of humor, and, of great importance, her ability to remain calm in the middle of a storm. These attributes made our work easier and more rewarding.

Faculty members in the Henry Radford Hope School of Fine Arts thank Joan Sterrenburg for her 34 years of distinguished service. She enriched our lives as an artist, educator, colleague, and friend. It has

been an honor to enjoy her work for so many years and we look forward to seeing more in future faculty exhibitions.

Randy Long
Georgia Strange

Iris Vessey

Iris Vessey is retiring from Indiana University in September 2005 after 10 years of service to the Kelley School of Business. She came to IU in 1995 after serving as a faculty member for seven years at Pennsylvania State University and two years at the University of Pittsburgh. Prior to her move to the United States, she served as a lecturer at the University of Queensland (Australia) for 13 years. Iris has also held sabbatical or visiting positions at the University of Oregon, UCLA, City University of Hong Kong, the University of Minnesota, and NYU. A native of Australia, she received a bachelor's degree in mathematics from the University of Queensland in 1962, as well as a bachelor's in organic chemistry in 1964. She received an M.B.A. from the University of Queensland in 1977 and a Ph.D. in 1984, both in management information systems. Prior to academia, her professional experience included service as a research chemist for British Drug Houses Ltd. in London, U.K., and Farmitalia in Milan, Italy. She also served as a systems analyst for Morris Woollen Mills in Australia.

Iris is recognized for her research on the evaluation of emerging information technologies from both cognitive and analytical perspectives. Much of her research has used qualitative research methods to assess the efficacy of new technologies. A major contribution in this area is her theory of cognitive fit—the matching of solution approaches to the problem at hand. Her current research focus is on the management and organization of enterprise resource planning (ERP) systems. She is investigating factors driving the adoption and successful implementation of such systems. This research involves both theoretical analyses of risk factors and intensive organizational case studies. Her general teaching interests are in the areas of systems analysis, implementation, data management, and software engineering.

Iris has authored more than 50 refereed journal articles, as well as over 25 book chapters, award-winning teaching cases, and conference papers. Her journal articles have appeared in highly regarded publications such as *Management Information Systems Quarterly* (*MISQ*), *Information Systems Research*, *Journal of Management Information Systems*, *Decision Sciences*, *IEEE Transactions on Software Engineering,* and the *Communications of the ACM.*

In 1998 Iris was ranked tenth in the world in information systems research productivity. Her research has been featured in various industry outlets such as the *Wall Street Journal, Information Week,* and *Computerworld*. She has also been honored with several editorial appointments, including associate editorships at *Management Science,* the *Journal of Management Information Systems, Information Systems Research, MISQ,* and the *Journal of Database Management*.

In addition to editorial services, Iris has provided exemplary service to the information systems (IS) profession. She has served as a member of several conference committees, including the executive committee of the International Conference on Information Systems (ICIS) and was joint conference chair for the Americas Conference on Information Systems in 1997. From 1995 to 2004, she also served as the secretary for the Association for Information Systems (AIS), our international professional association, as well as secretary for ICIS from 2000 to 2004. Moreover, she has served as co-chair of the 2000 Ernst & Young Foundation/ICIS Doctoral Consortium.

During her career at IU, in addition to numerous service activities, Iris has been director of the Information Management Affiliates Program, which offers seminars to high-level IS managers on the managerial implications of information technologies and provides a forum for the exchange of information and ideas on technology topics of current interest. In recent years Iris has also been charged with leading the capstone projects within our master's program in IS. These assignments attest to her leadership, relationship-building, and mentoring skills.

Based on her superb research and professional service, Iris received the AIS fellow award in 1999, which was established that same year by the Council of the Association for Information Systems and the Executive Committee of the International Conference on Information Systems. The purpose of the award is to recognize individuals, like Iris, who have made outstanding contributions to the IS discipline in terms of research, teaching, and service. AIS fellows are role models and an inspiration to colleagues and students within the discipline, esteemed for their high levels of professional and personal integrity. Our department has been truly honored to be the home of an AIS fellow. The faculty and students within our department, as well as our global colleagues, have learned and benefited from Iris's professional commitment and high standards.

Aside from the honors and awards, perhaps the most rewarding part of Iris's career has been mentoring graduate students and other faculty. Iris always has time to talk about research, offer detailed comments on drafts of research papers, and provide direction for students and faculty who seek her counsel.

Just when most people assumed Iris would retire and spend more time doing "non-systems" related things, she surprised us all by taking a research position in Australia. She will be working with faculty at the Queensland University of Technology (in Brisbane, Queensland) and Monash University (in Melbourne, Victoria) on a project titled "Using measures of ontological distance to evaluate the alignment between organizational needs and enterprise systems capabilities." We have no doubt that her new endeavor will be rewarding and successful.

The current members of the information systems faculty will miss Iris's intellectual and professional leadership. She has set standards that will be difficult to duplicate. Iris has also been a dear friend and colleague. Luckily, with her continued interest in research, we anticipate catching up with her at conferences and other events. Following her time in Australia, she has promised to return to Seattle, Washington, to retire with her husband, Bob Glass. We wish Iris all the best in her future professional and personal endeavors. Like us, we hope that she will take time to reflect on the many lives her career has touched and enriched.

Anne Massey

Victor Viola

Vic Viola arrived at IU in 1980, after 14 years on the faculty at the University of Maryland preceded by more than five postdoctoral years that took him from Lawrence Berkeley Laboratory to the European Center for Nuclear Research (CERN) in Geneva, Switzerland, and finally to Argonne National Laboratory. Vic thinks of this time as his itinerant postdoc years. He was attracted to IU by the unique capabilities of the Indiana University Cyclotron Facility, the highly ranked chemistry department, the nationally recognized quality of the IU faculty, and the best basketball mind among active coaches. He was honored with a Guggenheim fellowship for his first IU year. Twenty-five years later he retired as a distinguished professor of chemistry.

Vic was born in Abilene, Kansas, in 1935 and attended the University of Kansas, graduating Phi Beta Kappa in 1957. He began graduate studies at the University of California, Berkeley and obtained his Ph.D. in 1961 working for the Nobel Laureate Glenn Seaborg. He then spent two years as instructor at Berkeley and as a postdoc at the Lawrence Berkeley Laboratory studying nuclear reaction mechanisms. His research continued at CERN on NSF and Ford Foundation fellowships. The work at CERN was then extended to the new ZGS accelerator at Argonne, after which he began his academic career at the University of Maryland. At Maryland he initiated a program in nuclear astrophysics, which continued at IU and eventually explained the cosmic origin of the elements lithium, beryllium, and boron. He was a visiting professor in Berkeley during his 1973–74 sabbatical, where he began a collaborative effort that led to the discovery of "nuclear molecules." This program continued well into the 1980s. During its latter stages his group became interested in the formation of nuclear clusters produced from very hot nuclei. These studies have recently provided evidence for a possible liquid-to-gas phase transition in nuclear matter, a result that may have relevance to reactions that occur in supernova explosions.

Throughout his studies Vic was heavily involved with teaching undergraduates in addition to his own Ph.D. students. Literally thousands of students both at Maryland and IU have benefited from Vic's large first-year chemistry courses. His true love is, however, his nuclear chemistry course for juniors and seniors. It has become a staple of the chemistry undergraduate curriculum.

Vic and his wife Nancy have been married for 42 years. Their three children, Charley, Randy, and Gina, all live in Colorado, providing a superb and continuing rationale for Vic's skiing in the Rockies. Charley has three children, Lauren, Elise, and Alexander, and Gina has one son, Ben. Skiing has been a family staple for Vic and his children for 40 years. It is now continuing with his grandchildren.

While his colleagues appreciate Vic's enviable academic and research accomplishments, they also enjoy his deep interest in IU sports, particularly track and field, where he continues to be a practitioner, and basketball. He is closely associated with the former and a highly informed commentator on the latter. His office door is a widely read bulletin board for Vic's views on these subjects as well as on other issues of the day. Vic is known for articulating positions that might often seem to be the province of that famous group, the "silent majority."

In addition to the Guggenheim fellowship Vic's honors include the American Chemical Society (ACS) Award for Research in Nuclear Chemistry. He has been elected to fellow status in the American Physical Society and in the American Association for the Advancement of Science. At IU he was elevated in 1990 to the rank of distinguished professor and has received the prestigious Sonneborn Award. He has authored more than 250 papers as well as encyclopedia articles on both nuclear reactions and the origin of the chemical elements. He has held lectureships at Simon Fraser University and Texas A&M University. His interest in teaching nuclear phenomena has resulted in the publication of a high school monograph on nuclear chemistry and several popular articles in *Scientific American* and *American Scientist*. He has edited two conference proceedings and organized several conference symposia. Vic was elected to a term as chairman of the Division of Nuclear Chemistry and Technology of the ACS and has served for numerous years on the executive committee of this division. He has also been on the executive committee of the American Physical Society's Division of Nuclear Chemistry. Although a critic of the Bloomington Faculty Council, Vic will, when pressed, admit to having served on it. His vita reveals that he spent many years on the steering committee of the Alliance of Distinguished and Titled Professors and on more committees than one normally cares to remember, including three-year terms on the tenure committees of both the College and the dean of the faculties. During 1986–87 he was director of the Indiana University Cyclotron Facility. He has been a member and/or chair of numerous DOE and NSF review and program advisory committees at Lawrence Berkeley, Argonne, Los Alamos, Livermore, and Oak Ridge national laboratories, as well as at the accelerators at Michigan State University and IU.

Charles S. Parmenter

Virginia Zeani Rossi-Lemeni

Virginia Zeani was born in Solovastru—a region of Transylvania in Romania. She heard *Madama Butterfly* at age nine and came home determined to become an opera singer. At the age of 13 she began serious study in Bucharest, and at 16 met the famous Russian coloratura soprano Lydia Lipkovska, who had sung with Caruso and was a *bel canto* expert.

In March 1947 Virginia left her country to pursue her studies and career in Italy. There she studied with Aureliano Pertile, the preferred tenor of the Toscanini era. A fan of the tenor's records, she wept when she first met him. She found his lessons revelatory, and he in turn prized her seriousness of purpose. In Milan she worked with the finest coaches of La Scala, including Luigi Ricci, who had been a repetiteur for Puccini and Mascagni in Rome. From these musicians she learned the art of *bel canto*, style, expression of the phrase, articulation, diction, the projection of sound, and how to create characters within her voice.

In May 1948 at the Teatro Duse in Bologna, Virginia made her debut in Verdi's *La Traviata*. Her rare combination of voice, dramatic commitment, and physical beauty made her debut an enormous success. As she says: "Attitude, words, phrasing, and movement were *tutt'uno*—all together. I never divided them." Violetta became her signature role. It remained in Virginia's repertoire the rest of her career for an amazing 648 performances.

She first appeared outside Italy in 1950, when she and baritone Gino Bechi performed for King Farouk of Egypt. They returned the following year to sing for the monarch and his fiancée. "It was the most incredible dinner I ever saw in my life, and I couldn't eat, because I had to sing after. I languish about it even now!"

At the beginning of her career Virginia sang light-lyric *bel canto* roles of Bellini, Rossini, and Donizetti, Mimi in *La Bohème*, Gilda in *Rigoletto*, and Adina in *L'elisir d'Amore*, which she sang in Cairo with Beniamino Gigli, then in the twilight of his career. Her Florentine debut took place in 1952 in Bellini's *I Puritani*, and it was in this production that she first met and worked with the man who would become her husband, Nicola Rossi-Lemeni.

Virginia made her debut at Teatro alla Scala in Milan in 1956 in the role of Cleopatra in Handel's *Giulio Cesare*, with the heroic tenor Franco Corelli as Sextus. Giulietta Simionato sang Cornelia and the title role was assigned to a bass, Nicola Rossi-Lemeni. Three months later she and Rossi-Lemeni married. Their son Alessandro was born about a year later. He is now a leading surgeon in Rome. Virginia sang the role of Blanche in the world premiere production of Poulenc's *Dialogue of the Carmelites* in January 1957 at La Scala. The next year Cleopatra was the role for her American debut both in Philadelphia and shortly thereafter in New York.

After 20 years on the stage Virginia began to sing the more *spinto* and dramatic roles in the soprano repertoire, in Verdi's *Otello*, *Don Carlo*, and *Aida*; Puccini's *Tosca, Madama Butterfly,* and *Manon Lescaut;* Giordano's *Fedora*; and Cilea's *Adriana Lecouvreur*. Virginia's singing career before the public drew to a close in late 1982 with her participation in the San Francisco Opera production of *Dialogue of the Carmelites*.

In all Virginia sang 67 operas, running the gamut of Italian, French, German, and Slavic repertoire. She starred in every major Italian house, in London, Amsterdam, Paris, and as far afield as Russia, Brazil, and South Africa. She sang with the most famous singers of her time, from Beniamino Gigli to Alfredo Kraus, Mario Del Monaco, Franco Corelli, Giuseppe Di Stefano, Luciano Pavarotti, Placido Domingo, Renato Bruson, Piero Cappuccilli, Tito Gobbi, and Boris Christoff, under conductors from the grand old maestro Tullio Serafin to Herbert von Karajan and Zubin Mehta.

Of course Virginia's most cherished colleague was her husband. Their partnership encompassed 14 operas, covering three centuries of repertoire. The two of them came to IU in 1980 and taught together until Nicola's death in 1991. Virginia considered him a Renaissance man—a poet and a painter as well as a singer. The couple read voraciously and spent countless hours shopping for antiques. "I was never bored for a second with Nicola. I'm not bored even now, in the sense that I remember everything." He was named a distinguished professor of music in 1991, and Virginia was also honored with this title in 1994, the first occasion in the history of the university for both a husband and wife to receive this award.

Virginia invested enormous time and energy in her voice students. Her lessons, master classes, and guidance in what it means to be a singer have inspired them to much success. In the 1997 Metropolitan Opera Council auditions 16 of the finalists were Virginia's students. Ten were winners. Others have gone on to win international competitions. Today her students sing in opera houses all over the world and pass on her legacy as voice teachers in universities and conservatories.

Now teaching from her home in Florida, Virginia continues to work with students who were her pupils at IU. She is still in great demand to teach master classes and judge competitions in the United States, Europe, and New Zealand, and young singers from these events follow her back to Florida, hoping to learn from her the heritage of Italian *bel canto* style.

As she always has, she embraces her students with the warmth of her love of music. She maintains a lively curiosity for music that is new to her and brings her ideals of beauty and expressivity to whatever repertoire her students sing. "I love my life as a teacher," she says. "Why? Because never was I a great diva. No! Had I been a great diva, I could not teach now."

Mary Ann Hart

Enid Zimmerman

Enid Zimmerman spent her childhood in the stimulating environment of Brooklyn, New York, where her artistic interests were first awakened. After earning a B.A. from the City College of New York and an M.A. from Hunter College (with fine arts majors and education minors), she began her career by establishing a visual arts program for local schools in Ithaca, N.Y. that is still active.

She brought her East Coast energy when she entered the School of Education's doctoral program in art education at Indiana University. As a doctoral student, she developed close ties with Dr. Mary Rouse, who was an active champion of women's equity issues. This model encouraged Dr. Zimmerman in her support of women educators and their aspirations to leadership. She met (and eventually married) Dr. Gilbert Clark at this time and began a lasting personal relationship and professional partnership that continue to the present. Her outstanding academic achievements and noteworthy abilities as instructor earned Dr. Zimmerman an assistant professorship in 1979.

Throughout her career Dr. Zimmerman has dedicated herself to teaching, conducting research (alone and in collaboration with other academics), writing, and mentoring students engaged in scholarly research. Her success can be partially measured by the fact that many of her former students have gone on to earn professional distinctions. Dr. Zimmerman's excellence as a teacher has earned her many awards, including several IU Trustees Teaching Awards, the School of Education Gorman Award, and the National Art Education Association Teacher of the Year award. She has had a profound effect on a generation of art teachers and doctoral graduates. In 2004, in appreciation of this influence, the members of the Art Education Association of Indiana inaugurated an Indiana Fellows Award to honor and perpetuate the work of Dr. Zimmerman and Dr. Clark.

During her early years as a faculty member Dr. Zimmerman's partnership with Dr. Clark led to the establishment of the IU Summer Arts Institute for gifted and talented junior high school students. The institutes led to research that improved techniques for identifying gifted and talented students in art, including recognition of giftedness across cultural and socioeconomic contexts. In *ProjectArts,* funded by a Jacob Javits grant, Dr. Zimmerman and Dr. Clark studied gifted and talented youth from diverse cultural backgrounds in three widely different rural settings in three states, culminating in design and development—by teachers and community members—of community-based art programs for these youth.

Publication of the groundbreaking *Educating Artistically Talented Students* was only one of more than 20 texts on various scholarly topics that were authored or co-authored by Dr. Zimmerman. Years of thorough research resulted in an updating of that pivotal work with the publication of *Teaching Talented Art Students* by Teachers College Press (2004).

Dr. Zimmerman's commitment to women artists and educators has touched women locally and globally. At the local level she was a founder of the Graduate Women Educators Network (GWEN) in the School of Education. Nationally and internationally she has edited a series of five anthologies by or about women art educators, conducted research on, and written about models of female leadership. She has been an invited speaker at workshops, symposiums, and conferences in the United States and in many other nations, and has received awards from the Women's Caucus of the National Art Education Association, the United States Society for Education in the Arts, and the International Society for Education Through Art (InSEA).

In addition to Dr. Zimmerman's inquiries into issues of gender, giftedness, and multiculturalism in art education, she has explored a wide range of research agendas in her career. Recent and current topics include art education practices in middle schools, the nature of collecting as an artistic endeavor, creativity, teaching strategies related to looking at and talking about art, and research practices and historical studies in art education. She is one of the two most-cited authors in the *Handbook of Research and Policy in Art Education,* published in 2004. She has served as co-editor of the international journal *InSEA NEWS*, completed two terms as a world counselor to InSEA, is a distinguished fellow of the National Art Education Association, and has served on review and advisory boards of many scholarly journals.

Dr. Zimmerman's reputation as a rigorous scholar and exacting mentor has attracted graduate students from all over the United States and a number of other countries. Encounters with international students have resulted in reciprocal global encounters, whereby Dr. Zimmerman and Dr. Clark have served as teachers and consultants to scholars in more than 20 countries around the world. Not the least of Dr. Zimmerman's achievements are the loyalty and support she has provided as a colleague to fellow faculty members.

While her retirement may change the geography of art education at Indiana University, it is unlikely that the change will slow the pace of Dr. Zimmerman's achievements. She has recently begun a new study

in collaboration with the present art education faculty, which explores gender, class, and peer culture as influences in preservice teacher education. She was recently appointed editor of the *Journal of Cultural Research in Art Education*. In fall 2005 her teaching will move to the international arena as she begins an appointment as invited professor in Taipei, Taiwan. Other national and international teaching assignments are scheduled well into
the future.

Guy Hubbard
Marjorie Cohee Manifold
Lara Lackey