**Reed Benhamou**

Chairing the Indiana University Department of Apparel Merchandising and Interior Design (AMID) may very well be among the most interesting and challenging positions in the College of Arts and Sciences. Imagine, instead of heading up a single academic field, you are responsible for several disciplines . . . seemingly related in many ways, but vastly different in others.

You have to understand three diverse academic fields—fashion design, apparel merchandising, and interior design. You must meld faculties with disparate backgrounds and academic interests. You need to recognize and harness the vast resources of professional firms that turn to your department to recruit talented students for their employee bases. And you must oversee a curriculum to help ensure an outstanding academic experience for hundreds of students each semester.

Reed Benhamou assumed this challenge and helped position AMID so that it is now among the College’s most vibrant and sought-after centers of academic excellence. During her tenure the number of undergraduate students majoring in the department’s programs grew nearly 200 percent, making AMID one of the College’s largest undergraduate programs.

It seems almost a foregone conclusion that if you lead a department where creativity and inspirational design intersect with technology and academic rigor, you must have a gifted sense of style. Reed did not disappoint us. We suspect her great sense of style perhaps emanated from a certain “joie de vivre” and love of French art, classical European culture, and architecture.

As an undergraduate at the University of Iowa, Reed received a bachelor’s degree in French. A decade later her academic interests gravitated toward design and a master’s degree in interior design from Purdue University where her thesis, “In Search of an Alternative Approach to Interior Design,” signaled a growing curiosity for nontraditional and varied design viewpoints, a trait that would ultimately serve her well as AMID chair.

Yet it was the classics that called out to Reed for her Ph.D. studies at Purdue. Listening to the beckoning call of seventeenth- and eighteenth-century French masters, she received her doctorate in history with a dissertation on “Public and Private Art Education in France, 1648–1793.”

Reed’s publications were as varied as the IU department she would eventually come to chair. She contributed articles, monographs, book chapters, dictionary entries, and conference proceedings on a diverse range of subjects, including:

- Depicting Women in the Age of Watteau
- Discipline and Punishment in the Académie Royale de Peinture et de Sculpture
- La Voix de Blondel dans le commentaire de Fréron
- Casting the Antique: Behind the Scenes at the Académie Royale de Peinture et de Sculpture
- Who Controls This Private Space? The Offense and Defense of the Hoop in Early Eighteenth-Century France and England

Reed led the Department of Apparel Merchandising and Interior Design at a pivotal point in its history. Technology enhancements were redefining how design courses were taught and how students prepared for future careers. Cable television programming was creating a massive surge in interest for the department’s academic offerings among students aspiring to be the next great fashion runway designer, retailing expert, or interior design hotshot.
As chair, Reed led the department through the early stages of this evolution with a steady hand, balanced outlook, and recognition that managing through change required the support of a talented faculty. Perhaps her most lasting legacy to the IU community was her selection of outstanding faculty members who are now leading the department in its next phase of growth and rebranding as one of the world’s great centers for undergraduate education in retail and design studies.

Thanks to Reed’s contributions and leadership, the department is now seen as a multidisciplinary academic environment within the College. It was through her support that AMID became recognized by students, alumni, and industry professionals as an educational center that offers a unique blend of academic theory combined with practical knowledge and skill-building techniques. She challenged the faculty to create programs and courses that encourage critical, independent thinking by students, and prepare graduates to be leaders in their chosen fields.

And of course, throughout her tenure at IU, Reed Benhamou inspired thousands of design students with the sense of style and joy of life that permeated her personality and teaching. We salute Reed and thank her for her contributions to the department and the university community.

C. Thomas Mitchell
Christine I. Bennett

When one thinks about the possibilities for educational equity and social justice in the twenty-first century, one must honor and recognize the scholarship of teaching, research, and service of Christine I. Bennett. Her legacy is a work in progress, a deep footprint on the path toward a multicultural, compassionate democracy that admittedly has not yet been reached. Christine’s dedication and accomplishments stand as exemplars of goals we can make our own.

Christine was born and raised in Michigan. The fact that three of her grandparents were immigrants from three different countries—one in fact was born in what is now Iraq—piqued her interest at a very young age in people from different nations, and laid the foundation for an awareness and acceptance of the differences in how humans perceive the world. She credits her paternal grandparents and her father, all active in the medical profession, for providing her with strong models of humanitarianism, self-discipline and intellectual development, integrity, and a desire to contribute to society.

In 1964 Christine received her B.A. in sociology from Northwestern University. From there she moved to Stanford University, completing an M.A. (1965), then to the University of Texas at Austin to earn the Ph.D. (1972). During her studies at Northwestern she served as tutor in an inner-city neighborhood youth center in Chicago, an experience that deepened her interest in the effects of cultural conditions on diverse ethnic groups. Although the young men she tutored may have been high school dropouts, Christine recognized that their brightness and knowledge of the world were impressive. This experience made her more aware of the oppressive conditions of poverty and injustice, and it also made her feel connected to the larger human community. While teaching high school in California, she became aware of the lack of information about African American students. Later, as a doctoral student, she developed a multifaceted model for multicultural education that included understanding multiple historical perspectives, developing cultural consciousness and competence, combating racism, and taking social action.

In 1976 she began her academic career at Indiana University, where she has made significant contributions as citizen-teacher-scholar. Although she retires as a professor of social studies and multicultural education, she also served as director of a variety of education research and development initiatives. Her funded research and scholarly publications have focused on the impact of multicultural social studies curricula on African American, Anglo, and Latino youth; classroom climates in desegregated middle schools; causes of racial inequities in school suspensions and expulsions in desegregated high schools; explanations of minority student attrition in predominantly white universities; the impact of multicultural teacher education; and analytical perspective as a tool for reflection and professional growth. Christine’s interests in multicultural and global education were further enhanced by teaching experiences in China and the United Arab Emirates.

In 1987 she developed—and directed until 1996—the Teacher as Decision Maker Program, a graduate-level certification program for middle and secondary school teacher preparation for diverse student populations. In 1994 Christine led the development of the School of Education’s Research Institute on Teacher Education (RITE), an initiative she directed until 1998. From 1996 to 2005 she directed Project TEAM, a program to encourage students of color to become teachers.

An enduring testament to Christine’s scholarship is her work in the field of multicultural education. One of her most influential contributions is her book Comprehensive Multicultural Education: Theory and Practice (Allyn and Bacon, 1986). In this seminal textbook she merges well her commitment to teaching, research, and service to form a perfect union of head, heart, and hand. In 2007 a sixth edition of the book appeared,
in the preface to which Christine writes: “My goal in the early 1980s was to create a framework that would help students make sense out of a complex, ambiguous, multidisciplinary field that asks teachers to take risks and deal with controversial topics such as prejudice, racism, social justice, and cultural pluralism.” As one reviewer observed, the various editions were filled with “superb bibliographic content” and a “masterful balance of content” focusing on cultural and individual differences. Comprehensive Multicultural Education provides a curriculum model with six goals and numerous lesson plans to illustrate how each goal can be implemented in the classroom. It emphasizes both theory and practice.

Christine made spaces within which students could think about, talk about, struggle about, shout about, sing about where we might as citizens take our country—how we might help each other awaken from the great moral and political sleep that has deepened among us over the years, and recognize again the continuing democratic urgency of Langston Hughes’s call: “We the people must redeem our land and make America again.” And as she goes forward to retirement, she has left colleagues, students, and teachers with the clear understanding that we do not have the luxury of relaxed curiosity about persistent educational failures in the twenty-first century. The research that will help make the new century more human and humane is a deeply engaged inquiry through which we offer ourselves as participants in and exemplars of the goals of equality and social justice.

While Christine can take pride in her academic accomplishments, her friends know too that she is most proud to have the love and support of her life partner, David, her sons, Adam and Matthew, daughters-in-law, Kathleen and Jennifer, and her grandsons, Max and Ty. She has always managed to keep the worlds of scholarship and family connected. She dedicated the fifth edition of her book thus:

To our grandson Max, who was born October 31, 2001. The long anticipated arrival of Max sustained us through a difficult spring and summer prior to September 11. His powerful presence in the midst of global tragedy and human suffering strengthens our hope that worldwide justice and peace will become a reality in the 21st Century.

In years to come avid readers of her work will find affirmation that this is Christine talking from the heart, down to earth, authentic, and inspiring. Her life’s work has been in all ways about living well with others and about the power of teaching and learning, driven by the belief that courage and hope can move and shape lives.

Paulette Patterson Dilworth
Richard R. Bier

Richard Bier’s interest in the world beyond America may have started at the age of eight with a simple Christmas gift, a globe. He remembers spending many hours looking at it, memorizing capitals, figuring out what time it was in Asia or Australia, wondering what life was like in places with such strange sounding names—the Gold Coast, Siam, French Guiana, Tanganyika—all seeming to be far more than a world away from Janesville, Wisconsin. That same globe sits in his office today, a reminder that his life, like that globe, has changed.

That is not to say that the outside world was not noticed. After all, all of his grandparents were immigrants, from Austria and Ireland. He remembers being fascinated hearing his grandfather speak German with his great uncles and aunts (there were 10 of them!). But, aside from that, not much of the world was visible in his Midwest. He attended parochial school. There were two in Janesville, St. Mary’s for the Germans, St. Patrick’s for the Irish. The school was “parochial” in the provincial sense, too. There was little, if any, attention paid to the world outside Wisconsin. He is quite sure that he had one more globe than the school did.

To a lot of Catholic boys in the fifties the priesthood was appealing. High school seminaries were packed all over the United States. From just his eighth-grade class, two went off to the south side of Milwaukee, to St. Francis. This was not a typical American high school: the curriculum included four years of Latin, a year of ancient Greek, and three years of a modern foreign language, but no chemistry, biology, shop, or typing. Only one elective was allowed: for sophomores the choice was German, Polish, or social studies! But world history was important, perhaps with a slant. The textbook, which he still has, had St. Francis Xavier and Notre Dame Cathedral on the cover. Anything connected to the world Dick found interesting. He was hungry for news of the outside.

Then five years of seminary life ended. At the University of Wisconsin in Milwaukee, he majored in classics: languages, even so-called “dead” ones, interested him. But his life changed when he was looking for a part-time job. The campus was a training center for the Peace Corps. A job as a language lab technician brought together his interest in languages and the world, an interest that continues to the present. The day he was accepted by the Peace Corps was an exciting one for him, but even more so for his mother, the person who had given him the globe. She had literally been out of southern Wisconsin for only a few days in her life, and now her son was off to see the world.

After language and culture training at Princeton, Dick left for Turkey. The next two years were spent out on the Anatolian plateau in Karabuk, a small steel-producing city between Ankara and the Black Sea. He taught English as a foreign language to junior and senior high school students. But the real education was his. He traveled to all areas of Turkey, including a summer of teaching at Ataturk University in eastern Turkey in the shadow of Mount Ararat. There were trips to Israel, Greece, Lebanon, Egypt, Syria, and Jordan, known as Trans-Jordan on his globe. Those years, 1965–1967, were in a sense the beginning of the rest of his life. Teaching English would occupy most of the next 40 years.

Two of those years when it did not were 1967 to 1969. His draft board in Rock County, Wisconsin, was calling. Peace Corps service did not preclude military service. Within four months of leaving Turkey, he found himself in a military police uniform, and, within one year, he was in Vietnam, Indo-China on his globe. He managed to talk his way into customs duty at Tan Son Nhut airport near Saigon, a relatively safe job for Saigon in 1968. No cross-cultural learning in those years. Without question, the best day in 1968 was June 15, when he married Gloria Jensen of Racine, Wisconsin.

The memories of the wonderful, fulfilling years in Turkey had not faded. He had enjoyed teaching immensely. So in the fall of 1969 Gloria and Dick left for Bloomington,
Indiana. He entered the graduate applied linguistics program at Indiana University. After a year as an associate instructor, he was invited to join the faculty of the program, then known as Urban and Overseas English Programs, subsequently as TESOL and Applied Linguistics, as a visiting lecturer and later as lecturer. He became the director of the English Language Improvement Program, a post which he will relinquish upon retirement.

The years on the faculty included teaching graduate and undergraduate courses to thousands of students, the vast majority international. Other teaching included stints with the Arabian Gulf English Skills Program, the Saudi Arabian Program, and the Summer Orientation Program sponsored by the Institute of International Education. Nineteen eighty-seven took the Biers (Gloria and children Rich, Beth, and Mary) to Malaysia, where Dick taught as part of the IU-Malaysian universities cooperative program, best known by its acronym, MUCIA. That was a terrific year in which Gloria and the kids had their first chance to understand another culture up close and for an extended period. More travel ensued, including Thailand, Singapore, Hong Kong, and Australia.

As retirement beckons, Dick remembers his colleagues and co-workers: Edna Ballinger, Eleanor Sebeok, and Edith Hanania, all now deceased. Staff members Karla Reynolds, Nancy Quinn, Janet Long, and Elizabeth Huttle have provided such valuable assistance. Long-standing colleagues, Professors Kathleen Bardovi-Harlig and Bill Johnston, continue in the Department of Second Language Studies, the most recent name of the department. He appreciates their friendship for so many years. Colleagues from the Intensive English Program include Linda Abe and Beverly Rolfs. Finally, his beloved colleagues and friends, Professors Emeriti Harry Gradman and Beverly Hartford, Dr. Susan Greer, and Mr. Martin Howard, have made his years at IU productive, fun, and never-to-be-forgotten.

Dick and Gloria will remain in Bloomington. But they expect to explore a few more of those places on that globe.
William R. Black

William Black completed his Ph.D. at the University of Iowa in 1969 and joined the Department of Geography at Indiana University in the same year. In his long career at Indiana he became a leading figure in research on transportation. He also made invaluable contributions to the university as an outstanding teacher and served in an exceptionally large number of administrative and service positions for national and international agencies, for the state of Indiana, and for Indiana University.

Bill’s leadership in research on transportation is universally recognized. He authored five books, is the principal author of more than 200 articles and reports on transportation, and has directed at least 20 major research projects for federal and state agencies. He has been a member of the Transportation Research Board (TRB) of the National Research Council for virtually his entire career and received the Distinguished Service Award of the TRB in 2002. He served for six years as chairman of the TRB Committee on Social and Economic Factors in Transportation and continues to serve on that committee as well as the International Activities Committee and the Transportation and Sustainability Committee.

He edited the leading journal in transport geography and currently serves on the editorial boards of four international journals. He has been a guest scholar at the Brookings Institution. He served two terms as chairman of the transport research group of the Association of American Geographers, was a recipient of that group’s Edward Ullman award for contributions to transportation geography, and delivered the prestigious Fleming lecture at the meetings in 2000 of the association. From 1996 until 2006 he headed the U.S. side of efforts by the National Science Foundation and the European Commission to develop transatlantic research networks on sustainable transportation. He is currently a scientific member of the Fédération Internationale de l’Automobile Foundation’s Mobility Venice project.

Lists of awards and positions held fall far short, however, of describing Bill’s contributions to the analysis of transportation and related issues. The interdisciplinary fields of transportation studies and transportation geography look far different today than they did at the beginning of Bill’s research career, and the changes have been produced, in large measure, by Bill’s research activities. Although Bill has carried out research on virtually every aspect of transportation systems, two of his contributions have been especially important in reshaping research in the field. He was largely responsible for introducing the technology of geographic information systems to scientific research on transportation. He showed how the capacity of these systems to organize large amounts of locationally specific information could serve not only to solve management problems but to make it possible to analyze important and previously intractable questions about complex transportation systems. Bill was also the leader in recognizing and researching the very important interface between transportation systems and environmental sustainability. Bill’s specification of the most important research problems in the relations between transportation and sustainability and the visibility of his research in international forums were major factors in moving environmental sustainability from a peripheral to a central issue in transportation research.

Bill has demonstrated throughout his career an exceptional ability to combine academic research with public service and to solve practical as well as abstract problems. He has been a transport adviser to the state of Indiana since 1971. In 1980 he received the Sagamore of the Wabash award from Governor Otis Bowen for his service, which included directing rail planning for Indiana during the rail restructuring of the 1970s, serving as the first director of the Indiana Department of Transportation in 1980, and carrying out numerous research projects for the state. When the federal government reorganized the bankrupt northeastern railroads as the Consolidated Rail Corporation (better known as Conrail), Bill took a leave in order to work on the activation task force for the new
corporation. His colleagues in the Department of Geography were much relieved when he declined an offer to become a vice president of Conrail and returned to Indiana University. His activities have taken on an increasingly international character since the middle of the 1990s when he was asked by the National Science Foundation to head U.S. efforts to form transatlantic research networks on sustainable transportation. That project took Bill to Europe on almost a monthly basis for the next 10 years, but his efforts were extremely successful in launching a new era of international cooperation in research on transportation and sustainability.

Bill also served Indiana University in a variety of administrative positions, including director of the Center for Urban and Regional Analysis, chairman of the Urban and Regional Analysis Faculty of the School of Public and Environmental Affairs, and acting director of the Transportation Research Center. He served as chair of the Department of Geography from 1985 to 1989, and his second term as chair of the department will culminate with his retirement.

Bill has also been an extremely valuable teacher. He has been very generous and helpful to graduate students and especially effective in helping them to formulate rewarding research problems. In addition to teaching courses in transportation, he regularly taught very popular undergraduate courses on environmental issues.

Bill’s retirement will end his formal commitments to teaching and administration, but he will continue an active research program, including investigations into the environmental impacts of transportation, indicators of sustainability, and regional flow modeling. He plans to remain in Bloomington, and we are looking forward to the continuing benefits of his advice and friendship.

John Odland
Julia Conaway Bondanella

Julia Conaway Bondanella came to IU in 1973 from a position at Wayne State University in Detroit, where she had gone after earning her Ph.D. in comparative literature at the University of Oregon. In an interview released when she was appointed vice-chairman of the National Endowment for the Humanities (NEH) in 2001, Julia claimed that she came to IU for three reasons: to join her husband Peter, an IU faculty member since 1972; to take advantage of the quality and holdings of the IU library, especially in her areas of European Renaissance literature and culture; and to savor Bloomington’s “incredible cultural environment.” In 1973, Julia joined IU’s Honors Division (since renamed the Honors College, and now the Hutton Honors College), where she worked for almost three decades as an associate director and subsequently both associate and acting dean, until 2001, when she left, temporarily, to join the NEH for one year. When she returned to Bloomington, Julia taught full time in the French and Italian department, but she still maintained her strong ties to the Honors College, teaching one course every semester for honors students. The most remarkable aspect of Julia’s career at honors is that she did all that work while pursuing her scholarly and teaching career as a faculty member in the French and Italian department, where she became a full professor of Italian in 1994. As she said of honors in a 2001 interview:

I never imagined this kind of career for myself, I had a more traditional career in mind. But fortunately for me I became part of the honors program. And now I cannot imagine my years at IU without my experiences in honors, which have enriched my life and my mind, through my constant contact with exceptional colleagues, especially the honors staff, and with my wonderful students.

In her tenure at honors Julia has been crucially involved from the beginning in all of the innovations and curricular changes the college has undergone. Professor Abhijit Basu, chair of geological sciences, notes:

She inspired me to teach in the Honors College by accepting a cross-disciplinary course proposal on “meteorites and planets” that my own department did not initially approve as a “geology” course. That positive act, as opposed to rhetoric and pep talk, served as an inspiration to me for all the cross-disciplinary honors seminars that I have taught over the years.

Conaway Bondanella was also instrumental in the development of the honors grant and the freshman merit scholarship programs. Between 1999 and 2001, thanks to the cooperation of the IU Foundation and the generosity of donor Edward Hutton, Bondanella was involved in helping to establish the Honors College International Experiences Program. As she says herself:

Travel abroad offers opportunities to understand modes of life that differ from our own. It can also bring a deeper understanding of what it means, in the best sense of the word, to be an American. Mr. Hutton’s vision will reap splendid benefits for students and their communities now and in the future.

Conaway Bondanella’s involvement with the National Collegiate Honors Council (NCHC) helped stimulate her thinking about some of the new developments in honors she helped foster. In 1992 she was elected vice president of NCHC, and became president for the years 1993–1994. The NCHC conference she organized in St. Louis in 1993 had as its title Privilege, Responsibility, and Community. She notes:

In some ways that title explains my concept of what honors education ought to do for students. Not only should it enrich their academic experience through special courses, research, and internship experiences, but it should also enrich them by encouraging action in the community.
Many members of NCHC laud Conaway Bondanella’s contributions there. For example, Dean Cheryl Achterberg of Pennsylvania State University’s Schreyer Honors College said in 2001 that Bondanella helped make her own program grow and thrive:

The most important thing that Julia has done for me is to mentor me through NCHC . . . . Julia was warm, welcoming, and a good instructor. She set me on a path that has served Penn State well and showed us how to become engaged and involved, and how to contribute to both NCHC and honors education more generally . . . . She is strong, honest, inspirational, wise, and an excellent leader. Neither NCHC nor the Schreyer Honors College would be exactly where it is today without her.

We would not want to end this biographical sketch without stressing the importance of Julia’s work as a scholar of the Italian Renaissance. While her initial literary interest was Renaissance love poetry, Julia broadened her field to become a scholar and translator, most of the time with her husband, Peter, of some of the most important Renaissance authors, such as Machiavelli, Vasari, and Cellini, not to mention her beloved Petrarch, a long-standing focus of her research since graduate school. Her most recent effort is the edition with Peter of Dante’s Purgatorio and Paradiso for the Barnes and Noble classics library. Over the years, she has taught many times courses that have enriched the lives of IU’s undergraduates, putting them in contact with the world of Renaissance ideas. The absence of a suitable anthology for such a purpose led her to edit with Mark Musa the well-known Italian Renaissance Reader, utilized by many universities in the teaching of Renaissance writers and artists. As in the case of her husband, Peter, Julia will be sorely missed by colleagues and students alike. IU and honors will not be the same without her.

Andrea Ciccarelli and Massimo Scalabrini
Peter Bondanella

Peter Bondanella retires in May 2007 after 35 years of service to Indiana University. Over the decades Peter has established a reputation in the field of Italian studies that few scholars of his generation can rival. His early preparation, after completing a master’s degree in political science at Stanford University and a doctorate in comparative literature at the University of Oregon, was in the field of Renaissance studies. Influenced by his background in political science, he completed two monographs on Italy’s greatest Renaissance thinkers, Niccolò Machiavelli and Francesco Guicciardini. In addition to a number of scholarly articles ranging from Renaissance culture to the modern period of Italian literature, he also collaborated with Distinguished Professor Emeritus Mark Musa on translations of medieval and Renaissance classics: Boccaccio’s *Decameron*, Machiavelli’s *Prince*, and a collection of Machiavelli texts in *The Portable Machiavelli*. With his wife, Professor Julia Conaway Bondanella, he has continued to produce important translations of key works from the same period, including Vasari’s *Lives of the Artists*, Machiavelli’s *Discourses on Livy*, Cellini’s *My Life*, and Carlo Ridolfi’s *The Life of Titian*. In 2005 he published a new scholarly translation of *The Prince* with Oxford University Press, based on the latest Italian critical edition and containing copious historical and interpretive notes. For the new Barnes and Noble classics series, he has edited with Julia a new edition of Longfellow’s famous translation of Dante’s *Divine Comedy*. Peter’s translations are standard texts in hundreds of classrooms in art history, comparative literature, history, political science, and Italian studies.

Peter has also made important contributions to the study of Italian literature. *The Dictionary of Italian Literature*, the first single-volume reference to Italian literature in English, is used widely by students and the general reading public. *The Eternal City: Images of Rome in the Modern World* was nominated for a Pulitzer Prize in 1987 and became a selection of the History Book Club. It helped to place films about Rome in historical perspective and made a connection between Bondanella’s original field of specialization (Renaissance studies) and Italian film studies, the new discipline that his subsequent research did so much to define. His critical study of Italy’s most famous living novelist, *Umberto Eco and the Open Text*, was published by the Cambridge University Press, and this led to the more recent *Cambridge Companion to the Italian Novel* and a work now in progress, *The Cambridge Companion to Umberto Eco*.

Most scholars would be delighted to rest on the laurels of the traditional scholarly profile outlined above, but Peter Bondanella has made even more significant and original contributions to the field of Italian film scholarship. When he became interested in Italian cinema in the early 1970s, scholarship on it was practically nonexistent in this country. More than any other American scholar, Bondanella has transformed the scholarship of this field. He devoted almost a decade to the production of *Italian Cinema: From Neorealism to the Present*. Universally recognized as the standard text and reference, it placed American research in this area on firm foundations and deservedly won the President’s Award of the American Association for Italian Studies.

Another similar and equally original historical work by Bondanella appeared in May 2004: *Hollywood Italians: Dagos, Romeos, Palookas, Wise Guys, and Sopranos*. This is the first comprehensive treatment of Italian Americans in Hollywood films. Like the manual on Italian cinema, *Hollywood Italians* is becoming a classic work in its field. It should do for Italian Americana what *Italian Cinema* did for Italian film.

In addition to film history, Peter has made fundamental contributions to the analysis of Italian film directors such as Roberto Rossellini and Federico Fellini. There is general agreement that his many publications on Fellini represent the most important body of criticism in English dedicated to this pivotal figure. His *Cinema of Federico Fellini* (1992) has been hailed as the definitive work on the maestro. It won the CONGRIPS Book Prize in Italian Studies, an honor bestowed on the best book in the general field of Italian studies published between 1990 and 1992. Fellini himself graced the book with a preface, something he had never done for an American writer.
The impact of Bondanella’s work appears in numerous fields beyond Italian studies. When he was nominated to the rank of distinguished professor in 1992, not only did he receive strong supporting letters from the best Italianists in America, France, the United Kingdom, and Italy, but he also won praise from such diverse people as Italian film directors (Federico Fellini, Ettore Scola), art historians (Paul Baransky), political scientists (Pulitzer Prize–winner Sebastian De Grazia), historians (Denis Mack Smith, Senior Fellow Emeritus of All Souls College, Oxford University), and journalists (Tullio Kezich, film critic for Milan’s Corriere della Sera, and Stanley Kaufmann, film reviewer for The New Republic). These names underscore the breadth and range of Bondanella's impact, which few scholars in Italian studies, or in the humanities in general for that matter, could match.

Were Bondanella the type of academic who devotes all his energies to research, his productivity might be less laudable. But he is a dynamic and creative teacher, who gave a great deal of time to freshman Topics courses: Fellini and Fantasy, Cloak and Dagger: Spies and Detectives from Sherlock Holmes to James Bond, and Hollywood Italians. His undergraduate courses have enjoyed consistently high and enthusiastic enrollments since they were first established. He founded IU’s Summer Program in Florence some 25 years ago, and he has served in a number of important administrative roles, including a decade as chair of the Department of West European Studies.

Perhaps his most effective work as a teacher has been his mentoring of graduate students. He has published with students, and for over 30 years he has encouraged students to read papers from his seminars at scholarly meetings to learn how to handle the tools of the trade. Just to give an example, his seminar on Umberto Eco, taught four times since the 1990s, has produced a book, several dissertations and M.A. theses, and a number of critical articles in important journals by students who have taken the class.

Peter’s retirement notwithstanding, Italian studies will continue to benefit from his many publications still in progress. He will, however, be greatly missed by IU’s scholarly community, by his colleagues in the department, and, above all, by the students who have had the fortune and the privilege to take one of his classes in the past 35 years.

Andrea Ciccarelli, David Hertz, and Massimo Scalabrini
George E. Brooks

George Brooks, who retires after 44 years in the Department of History, is a distinguished historian of Africa and a leading authority on pre–twentieth-century commerce in the coastal regions of West Africa.

George received a B.A. degree at Dartmouth and M.A. and Ph.D. degrees at Boston University, where he began his lifelong research on West African trading networks and their linkages to the world economy. George undertook graduate studies just as African history came into its own as an academic field during European decolonization and the initial years of African independence. Like many historians of the time, he focused on the precolonial era. His first book, *Yankee Traders, Old Coasters, and African Middlemen: A History of American Legitimate Trade with West Africa in the Nineteenth Century* (1970), examined the commercial changes as long-distance trade shifted from slaves to other commodities in the nineteenth century. This work complemented his earlier co-edited volume, *New England Merchants in Africa: A History Through Documents, 1802–1865* (1965). This pattern—sharing historical sources with others—is a hallmark of George’s scholarly life: his students and colleagues at Indiana University as well as others in the United States and abroad have benefited from his references to materials that they might not have explored without his encouragement.

George’s interest in West African commerce led him down new paths. In the 1980s, as most historians of African history moved from precolonial topics to the impact of European colonial rule in Africa, George turned his attentions to the more distant past and investigated the interaction between the environment and trade over the centuries. In his book, *Landlords and Strangers: Ecology, Society, and Trade in Western Africa, 1000–1630* (1993), he proposed a schema linking the shifting fortunes of West African empires and commercial networks to variable climatic periods. He would be the first to admit that his reconstruction drew on data from archaeologists, but George asked probing questions, read exhaustively, and made the key connections that others had missed. *Landlords and Strangers* was a finalist for the Melville J. Herskovits Award, the major book prize offered by the African Studies Association for the most influential work of the year. *Landlords and Strangers* also was the topic of a roundtable at an African Studies Association conference, during which archaeologists and historians spoke to its groundbreaking importance to various fields of inquiry.

George has many other publications, including another book, *Eurafricans in Western Africa: Commerce, Social Status, Gender, and Religious Observance from the Sixteenth to the Eighteenth Centuries* (2003). His articles include a pioneering examination of women merchants in precolonial Senegal, “The Signares of Saint Louis and Gorée: Women Entrepreneurs in Eighteenth-Century Senegal,” which has been reprinted in several anthologies.

George arrived at Indiana University in 1962, just as its African Studies Program was beginning its rise to international prominence. He was an anchor in history, supervising numerous Ph.D. dissertations and assisting graduate students in many disciplines as they wrote grant proposals for research funding. George also taught at all levels and received a teaching award in 1970. He helped undergraduates appreciate Africa’s rich and complex past and provided graduate students with the background they needed for taking Ph.D. qualifying exams (and ultimately teaching their own courses). George also developed courses in world history and began a life-long commitment to this pedagogical mission. He produced two textbooks: *The Aspen World History Handbook*, which he co-edited; and *Getting Along Together: World History Perspectives for the Twenty-First Century*, which he has made available online. George was also a member of the executive council of the World History Association.
George’s involvement in world history complemented his interest in global travel. This interest began during his time in Korea (serving with the U.S. Army), continued with a motorcycle tour of Western Europe as a young man, and increased over the past five decades with trips as a researcher and professional historian to Africa, Asia, and Europe. In retirement, George continues to travel and keep in contact with a network of scholars. He also is completing another book on commerce and social change in nineteenth-century Western Africa.

John H. Hanson
Donald J. Burns

“When the student is ready, the teacher will appear. When the teacher is ready, the student will appear.” This old oriental philosophical saying depicts both the story of Don Burns’ teaching career at Indiana University and his life in general. In his own words Don expanded upon this philosophy:

The Korean term kunja can lead to an understanding of the philosophical foundation of the martial arts. Kunja is “a person of virtue, a true ‘gentleman,’ a wise person.” We refer to the term kunja in order to bring to our consciousness the idea that we should always be striving for excellence and balance, not only with physical technique, but in the entirety of our lives, a life where it is important to respect ourselves and others. It is a commitment to STRIVE for perfection. I feel that it is important that students have opportunities to study all sides of the martial arts—the physical sides (hurting and healing), the mental sides (philosophical and intellectual), and the spiritual sides (character development). Knowledge of all aspects of the martial arts will help a student to balance his or her development as a martial artist and, more importantly, as a human being.

In 2006 Don retired from Indiana University, having overseen the largest martial arts instructional program in the United States. At the time of his retirement, this program typically enrolled between 1,500 and 1,700 students per semester. In reflecting back on the program that he almost singlehandedly developed at IU, Don remarked:

One of our goals as teachers was to motivate students to want to continue the activity which we are teaching them after the class is over. I feel if I can get a student to join one of the martial arts clubs, start taking lessons at one of the martial arts schools in town, or in their hometowns, I have accomplished one of my major goals as a teacher. It means that I was able to stimulate that student’s interest in the martial arts over and above just getting a grade in class. I really feel a sense of pride when one of my students finally gets their black belt and starts to teach their own club or classes after they graduate and leave Indiana University.

Don’s professional dedication to the martial arts began early on. He began teaching and learning judo in 1961 in the United States Air Force, where he served as a physical conditioning specialist, a combative measures instructor, and a massage therapist. As a brown belt in judo and a second-year undergraduate student at IU Bloomington in 1967, Don began teaching judo for the School of Health, Physical Education, and Recreation (HPER). He graduated in 1969 with a B.S. in Physical Education and decided to continue at IU with a graduate teaching assistantship to teach judo and fencing. In 1970, as a second-semester graduate student, he was asked to become a part of the HPER faculty as an instructor and martial arts coordinator. Two years later he finished his M.S. in Physical Education and received his second-degree black belt in judo from the United States Judo Federation (1972). Shortly thereafter he co-authored with Stephen Thompson a teaching textbook on judo entitled An Introduction to Judo for Student and Teacher (1973; revised 1976). Always interested in the self-defense applications of the martial arts, he set out to expand his knowledge of other martial arts, and specifically, the study of taekwondo, a Korean form of karate. Don received his first degree black belt in taekwondo in 1975 and the seventh in 2001; the fifth is considered to be a “master” level.

His book An Introduction to Karate for Student and Teacher (1977) was designed not only to be a basic skills and foundations text but also to be a teacher’s manual to help inexperienced instructors in an introductory-level karate course.

In 1974 Don added another martial art to his portfolio, hapkido, a Korean martial art that is a combination of judo, karate, and the Japanese martial art of aikido, but specializing in street defense and police control techniques. The first IU hapkido course was introduced in the summer of 1974, and Don was the founder and first instructor of the
IU Hapkido/Self Defense Club in 1983. He received his first-degree black belt in 1976 and seventh-degree black belt in 1998, and published *An Introduction to Hapkido for Student and Teacher* in 1996. Since 1980 more than 340 of Don’s hapkido students and more than 400 of his taekwondo students have achieved their black belts.

Don is the recipient of many honors and recognitions, and presently serves as the president of the United States Hapkido Federation. His list of awards includes Outstanding Club Sport Advisor, Division of Recreational Sports, 2004–2005; Faculty Teaching Award, Department of Kinesiology, 1997, 1998, 1999, 2000, 2001; Black Belt (seventh degree), United Taekwondo Instructors Federation, 2001; Black Belt (seventh degree), United States Hapkido Federation, 1998; Seichem Master Tera-Mai Seichem, 1998; Touch For Health Instructor Energetic Life Balancing Institute, 1994; and Reiki Master Usui Shiki Ryoho, 1993.

In retirement Don plans to be involved in a number of activities, among them the completion of three books with his daughter Jennifer Beebe, who has a fourth-degree black belt in taekwondo and a third-degree black belt in hapkido. Jennifer, incidentally, is teaching martial arts at IU in 2006–2007. Don also plans to take more trips to Yosemite National Park to visit his daughter Bridget Rabon, who works as the general manager of the restaurants and hotels in the Yosemite Falls area of the park. One of Don’s true joys is his wife, Janiece Jaffe, a jazz singer in the Bloomington area. With Janiece’s performance career, they will together enjoy many opportunities to travel, home and abroad. Don also plans to continue to be active with the taekwondo and hapkido clubs on campus, as well as workshops in massage and reiki, and treatments for individuals.

*David Skirvin*
Leonard C. Burrello

Creative, visionary, enthusiastic, steadfast, passionate, and generous—these adjectives epitomize the life and work of our treasured colleague, Leonard C. Burrello. The words, “it can’t be done,” are not part of his vocabulary. Simply put, when something will benefit his students, the educational leadership program in the School of Education, Indiana University, or schools nationally, he finds a way to get it done. And he does not waiver in his resolve until it is accomplished.

Leonard was born and spent his formative years in Cleveland, Ohio. He received his B.A. from St. Vincent College, his M.Ed. from Temple University, and his Ed.D. from Syracuse University. During his career he has focused on enhancing the quality of life for special needs learners who too often are marginalized in the educational system and the larger society. After teaching special education in high school in Philadelphia, he served as assistant director of the Westchester County (N.Y.) Board of Cooperative Educational Services for two years. He then began his university career as an assistant professor in the School of Education at the University of Michigan.

In 1976 Leonard joined the Indiana University faculty as an associate professor in the educational leadership unit of the School of Education. While he has taught a range of leadership courses, his primary areas of expertise are special education administration and the change process in education. Promoted to professor 1985, he chaired the educational leadership program twice (1986–1992; 2002–2005), each time energizing and nudging the unit in new, productive directions.

Leonard believes the university must be a place to conceptualize, design, incubate, and institutionalize innovations. Early in his career he championed the position that special education should be viewed as general education, rejecting the notion that special education is some form of alternative education. With federal funding he spread the use of his “inclusion” model by creating the National In-service Network in 1977. Leonard was an early adapter of technology; in the 1980s his research group developed spreadsheet and database algorithms to systematize inclusion of special education students into the regular education curriculum. This has had an enduring impact on all Indiana schools.

Leonard eschews linear thinking. His forte is designing strategies to achieve what most would consider unattainable goals. Thanks in large part to his guidance and persistence, he helped obtain support from the Danforth Foundation to redesign the educational leadership doctoral program. He is proudest of building the faculty that can deliver this distinctive, reconceptualized program. Today, IU’s educational leadership program is ranked consistently among the top 10 in the country.

Since 1985 he has co-directed the University Council for Educational Administration’s Program Center on Preparation and Field Practices in Special Education. In addition, he directed Indiana’s LEAD (Leadership for Educational Administration) project from 1987 to 1994. In 1989 he helped establish the Indiana School Administration Association, an alumni group that actively supports the educational leadership program at IU. A recent initiative he helped launch is the teacher-leader master’s program conducted in collaboration with the Monroe County Community School Corporation. Characteristically generous with his time, talents, and resources, he is most content working behind the scenes to ensure that these and other endeavors succeed.

Leonard is especially adept at generating resources to support research and development activities and graduate students, including competitive grants from the U.S. Department of Education, philanthropic foundations, private businesses, and state education departments. He used such funding to redesign special education programs in dozens of school districts in Indiana and other states. He is currently assisting several high schools in Indiana and Michigan in transforming their schools to emphasize personalized, learner-centered teaching. In 1995 he founded the Forum on Education, an entrepreneurial enterprise that uses technology to record and disseminate innovative, effective educational practices. Widely used throughout the nation, these professional development materials address topics such as co-teaching, positive behavior supports, wraparound services, learner-centered schools, and inclusion for children with disabilities.

No one is more serious about his work and professional obligations. But Leonard knows how to have a good time. The quintessential host, his home has always been open to his students, colleagues, and many IU hockey players over the years. A loving father and doting grandfather, Leonard bursts with pride when talking about his two children and four grandchildren, all of whom are close by in Chicago.

A cornerstone of Leonard Burrello’s philosophy of educational improvement is that it is essential to identify, recruit, and prepare the very best people to be educational leaders. Once Leonard decides that individuals have the right stuff, he goes to extraordinary lengths to convince them to leave good jobs and move to Indiana for graduate study or faculty positions in the educational leadership unit.

Leonard has enriched the literature of his field and directed the work of more than 125 doctoral students. His legacy is his commitment to excellence and educational opportunity for all students, and this legacy will live on through the students he has mentored and molded into innovative thinkers and educational leaders. They can be found from Maine to California, working in classrooms, school leadership positions, and policy making roles. His boundless enthusiasm, loyalty to his students, and care and mentoring of new faculty members have been inspirations to all who have been fortunate enough to know and work with Leonard Burrello.

Martha McCarthy and George Kuh
Gerald Carlyss

Whether it was the murmur of distant thunder in a Beethoven or Berlioz symphony or the terrifying poundings of Stravinsky's *Rite of Spring*, the sound of Gerald Carlyss' timpani drums in the magnificent Philadelphia Orchestra with Eugene Ormandy conducting was awe-inspiring. And I had the best seat in the house! As a member of the trombone section of the Philadelphia Orchestra, I sat within 20 feet of Gerry's timpani in the Academy of Music, as well as in the most famous music halls around the world, from the Musikverein in Vienna to the Buka Kikan in Tokyo. Later, when Gerry joined me on the faculty of the Jacobs School of Music, it was as if we just picked up where we had left off. In the summers we would often find ourselves again less than 20 feet apart, playing the same music, with the Festival Orchestra in the Musical Arts Center.

Gerry first became interested in percussion and timpani when at the age of 13 his percussion teacher in Pasadena, California, Robert Lentz, asked him if he would like to play the triangle part in Richard Wagner's *Die Meistersinger* overture with the Pasadena Symphony Orchestra. This was Gerry's first exposure to a symphony orchestra and the classical literature. Gerry agreed and he knew from then on that he wanted to play in an orchestra as a career. Gerry played two seasons with the Pasadena Symphony before going to France to study at the Paris Conservatory for one year with Felix Passerone.

Of all the percussion instruments, the timpani was the one instrument he preferred. Robert Lentz and Felix Passerone were both timpanists, though they did play all the other percussion instruments, and their timpani playing inspired Gerry to seek out a timpani teacher in New York City after he and his family moved there. Gerry met Morris Lang, the assistant to Saul Goodman, the principal timpanist of the New York Philharmonic, and studied with him prior to attending the Juilliard Prep Division, where he studied with Morris Goldenberg, principal timpanist of the NBC Orchestra. In his high school senior year Gerry played in the National Orchestral Association Orchestra, a training orchestra for young musicians with professional musicians in the first chairs. Goldenberg assigned Gerry the timpani parts, and he got to play three concerts in Carnegie Hall that year. In his first two years at Juilliard, Gerry continued to play with the National Orchestral Association before he started to get freelance jobs in New York.

Gerry was accepted to the Juilliard School of Music college division where he continued his studies with Saul Goodman and Morris Goldenberg. This invaluable training led to a great deal of freelance work in New York City, including the New York Philharmonic, the Metropolitan Opera Orchestra, the New York City Ballet, the New York City Opera, and many other performing groups. Graduating from Juilliard in 1964 with a Bachelor of Music and in 1965 with a Master of Science, he immediately won the audition for the principal timpanist position of the Cincinnati Symphony, which made a 10-week world tour in 1966. To gain such a position right out of school is a rare opportunity. Gerry played in Cincinnati until he was called by Eugene Ormandy to join the Philadelphia Orchestra in 1967.

The Philadelphia Orchestra at that time was called “The World's Greatest Orchestra.” It made more recordings and television appearances than any other orchestra in the United States. It also traveled on performance tours to a greater extent than any other similar group. Although Eugene Ormandy was the principal conductor, many guest conductors vied to perform with the organization. Virtually every well-known conductor worked with the Philadelphia Orchestra. Throughout all this major musical activity, Gerald Carlyss was acknowledged by all as the leading pulse of the orchestra.

While in Philadelphia, Gerry was the chairman of the percussion department at the Curtis Institute of Music, one of the major music conservatories of the world. He has published two invaluable repertoire performance books that cover the nine symphonies of Beethoven, the six symphonies of Tchaikovsky, and the four symphonies of Brahms.
Gerry’s students from Curtis and IU have gone on to very successful careers in symphony orchestras, major military bands, various educational institutions, and freelancing both on the East and West Coasts of the United States, as well as in Europe, Japan, and Australia.

Throughout his career, Gerry has been supported by his wonderful wife, Bea. She was often found on tour with him and later became the undergraduate recorder in the Jacobs School of Music Undergraduate Office. Their family of children and grandchildren are the pride of their lives.

Of course, it would be remiss to speak of Gerry Carlyss without mention of golf. He not only makes custom golf clubs and plays golf at any opportunity, but his house was built with extra high ceilings in the basement to accommodate his swing.

Although the future may lead us farther than 20 feet apart, my memories will remain of the elegant timpani performances of Gerald Carlyss.

M. Dee Stewart
John L. Challifour

John L. Challifour was born in 1938 in Bristol, England. His undergraduate degree was obtained at the University of California, Berkeley (UCB) in 1960, where he graduated with highest honors. He was elected to Phi Beta Kappa and was awarded the Departmental Citation in Mathematics by the UCB mathematics department.

He then returned to the United Kingdom for his graduate work, and received his Ph.D. in mathematical physics from Cambridge University in 1963. John was clearly no stranger to transatlantic travel, for he then returned to the United States, taking a position as instructor and then lecturer in the Princeton University mathematics department, where he worked from 1963 to 1966. He joined the faculty at Brandeis University in 1966 as an assistant professor, and in 1968 joined the Indiana University faculty as associate professor of mathematical physics. He was promoted to full professor in 1978, and holds appointments in both the IU Bloomington mathematics and physics departments.

John’s research has been concentrated on mathematically rigorous formulations of quantum field theory. In this work he has never allowed the mathematics to overwhelm the physics. He is perhaps best characterized as a physicist who handles mathematics rigorously, as opposed to a mathematician with an eye on physical applications. However, several areas of John’s research—Feynman path integrals, quantum field theory, and Yang-Mills theory—have profoundly influenced theoretical mathematics in recent years.

John has an excellent reputation among mathematical physicists, as evidenced by his many outside appointments over the years. These include a visiting membership in the Mathematics Research Center at the University of Wisconsin, Madison, visiting scientist at CERN, membership in the Cargese Institute on Gauge Theories, and visiting professorships at the Institut für theoretische Physik (ItP) at the Universität Göttingen, the University of British Columbia, and the Center for Interdisciplinary Research at the Universität Bielefeld. In 1984 John was elected as a fellow of the American Physical Society. In 1987 he was awarded the prestigious Alexander von Humboldt Prize and was a member of the ItP in Göttingen.

John was a mainstay of IU’s mathematical physics Ph.D. program and the driving force behind the mathematical physics seminar for decades. He advised many Ph.D. students, giving them a training in mathematically rigorous foundations of physics. He taught courses in gravitation and in group representations that attracted math doctoral students as well as physics and math physics students.

John served as an associate editor of the Journal of Mathematical Physics for 13 years, from 1992 to 2005, and in that capacity was valued by the editor, Roger Newton, for his extensive knowledge of both physics and mathematics as well as for his good judgment.

John contributed greatly to the IU physics department in his outstanding service over the last six years as the associate chair of physics. The current chair of the department can attest that John’s extraordinary efforts over this time have made the department a substantially better place—he has truly made a difference for the better. He has managed the academic side of the department with unrivaled effectiveness, and has the gratitude and thanks of the physics department for a job well done. Whatever the chair has accomplished is largely thanks to the work that John has done “in the trenches.” John, we chairs thank you.

Jim Musser and Jim Davis
Mary L. Clayton

Professor Mary Clayton joined the Indiana University faculty in the fall of 1971. Three years later, after receiving her Ph.D. from the University of Texas, she became director of the Hispanic Linguistics Program in the Department of Spanish and Portuguese, a position she has held, off and on, until her retirement in December 2006. Before her Ph.D., which was in the field of general linguistics, Professor Clayton had earned a B.A. in Latin and Spanish from the University of South Florida (1964) and an M.A. in linguistics from Texas in 1968. In our department Mary Clayton has taught courses in Spanish phonology, historical grammar, and Latin American dialectology. As director of the linguistics program, she was an advocate both for her students and for the field of Spanish linguistics, making sure that the program provided thorough and balanced preparation in all of the basic areas of Spanish linguistics, including some knowledge of the other Romance languages of the Iberian peninsula.

She recalls with pleasure that among the many students who have successfully completed Spanish phonetics have been some who have dived into it with particular relish: for example, the student who undertook a required short paper by casting the entire project in the form of a short story; or a recent undergraduate who was led to discover that Ladino, one of the languages of the Jewish diaspora, had in fact much in common with sixteenth-century Spanish. The following semester Mary directed a reading course for the student, and the two of them set about exploring the language that left with the Jews after they were expelled from Spain in 1492. The independent study was, Mary says, one of her most rewarding teaching experiences.

As a researcher, Mary Clayton began her career putting together phonetic data from Latin and Spanish and studying them within linguistic theories of phonology and morphology. Her work appeared in Language, the premier journal in the linguistics field; she also served for three years as one of that journal’s associate editors. Later in her career her interests branched out to include the study of Nahuatl, the language of the Aztecs still spoken today in central Mexico. Nahuatl was taught at IU by R. Joe Campbell, whom Mary had married in 1978. Their attention was called to an anonymous manuscript from the Newberry Library in Chicago: a dictionary of Spanish, Latin, and Nahuatl. She has described the discovery of this manuscript as a truly life-changing event. Despite its importance, the manuscript had never received serious scholarly attention, and this led to Mary’s recent work: a paleographic transcription of the text, a morphological analysis of its Nahuatl words, the alphabetization of the entries in this language (the manuscript is alphabetized by Spanish), and a thorough study of the manuscript and possible authorship. Needing the tools of paleography and historical knowledge of ancient and colonial Mexico, she acknowledges that the project felt “like going back to graduate school.” She received a National Endowment for the Humanities Research Grant ($83,000) to undertake this project. Her work continues to the present, though some preliminary findings have been published in the International Journal of American Linguistics and the International Journal of Lexicography.

Much has changed since Mary Clayton came to IU 35 years ago. In particular, she recalls purchasing her first calculator (at a cost of $54, a substantial sum at a time when the salaries of assistant professors were less than current AI salaries) so she could enter her grades, which at the time had to be added and averaged without benefit of a grading program. Assistant professors taught nine to thirteen hours rather than the current six. Copies were made with carbon paper or ditto masters, and errors were corrected with an eraser, or a razor blade in the case of the dittoes. On the other hand, there was no spam or junk e-mail, and far less administrative red tape.

Thinking about her retirement, Mary writes: “For the first time since I was five years old, I will be able to just live in the world without responsibilities defined by others—though this is a bit of an overstatement, since one never retires from the job of
homemaker.” She looks forward to devoting more time to gardening (the department has often received summer gifts from Mary’s overflowing bounty) and to renewing her interest in bird-watching, nature photography, and piano music. Still she is determined to devote most of her time to the Nahuatl dictionary project. This coming July she will be participating in the Andrew W. Mellon Foundation’s workshop on “European and New World Forms of Knowledge in Colonial Spanish America,” to be held at the Newberry in Chicago.

She writes: “I certainly will not be retiring from linguistics, but simply from teaching and departmental service. Recently I sat down at the computer to make a list of interesting research topics for exploration and came up with an even dozen before moving my hands from the keyboard, and I’ve added a few others since then. I suspect there may not be much time for bird-watching after all.”

Josep Miquel Sobrer
Leslie J. Coyne

Les Coyne has served in administrative positions on the Bloomington campus for nearly 37 years. He possesses an encyclopedic knowledge of the campus and is known for creating some of IU Bloomington’s most innovative programs, including the Advance College Project and the Intensive Freshman Seminars. The latter program was instrumental in IU Bloomington’s designation as Time magazine’s “College of the Year” among large universities in 2001.

Les grew up near Pittsburgh, Pennsylvania, and served as a captain in the United States Army’s Medical Services Corps in Japan and Seattle, Washington. Prior to the service, he worked as a personnel administrator for RCA in Bloomington and Indianapolis.

Les earned a bachelor’s degree in business, a master’s in higher education, and a doctorate in higher education administration, all from IU. His first staff position at the university was as a coordinator for the Conference Bureau, where he managed School of Business conferences among others.

From there he moved to the Office of Summer Sessions, which at the time operated from the School of Education with a constituency made up largely of teachers pursuing graduate degrees. Les’s leadership as director transformed summer sessions, which is now a separate unit that manages funds for summer programs campuswide. Summer has, in effect, become a third semester; its comprehensive offerings from all schools on campus are marketed extensively. The schedule has evolved into today’s six-week and eight-week sessions, providing maximum flexibility for both current IU Bloomington students and those who attend only in the summer. In addition, shorter intensive sessions are now offered. Today the campus is among the top 10 percent nationally in summer enrollments.

Les developed the Advance College Project (ACP) after talking with a high school chemistry teacher who also taught as an adjunct at IU during the summer. The teacher felt that his students at Bloomington High School South were doing the same work and should get the same college credit as his students at IU. In the fall of 1982 the program officially started in high schools in the Bloomington area as well as in Elkhart, Indiana, with 178 students enrolled in chemistry, calculus, and/or freshman composition. Les continued to guide the development and expansion of ACP to the point where it now serves more than 3,000 students annually in 105 high schools in Indiana, Michigan, and Ohio, with Kentucky soon to join. One of the keys to the program’s success is its extensive faculty development component in which IU faculty work closely with high school teachers to ensure high quality courses that are consistent with the material taught on campus.

The Intensive Freshman Seminar (IFS) program was begun in 1990 in response to a challenge from Chancellor Kenneth Gros Louis to find ways to increase interaction between freshmen and IU Bloomington faculty. Initially the program, which features small seminar-style classes, was scheduled during the academic year but was later moved to summer to increase faculty availability. Emphasizing research, writing, small groups, and active learning strategies, IFS currently enrolls 300 incoming freshmen in a three-week program each August. A major focus of IFS is to encourage faculty to develop creative courses to deliver in a seminar format and to collaborate with peers in other disciplines. Residence hall assistants and student interns, who are also key components of the program, assist by leading study groups and other activities to foster a sense of group involvement. IFS has recently developed “IFS Extended,” which continues into the academic year and builds on the concept of a community of learners.

After the Bloomington Division of Continuing Studies was added to his portfolio, Les incorporated it into a new Division of Extended Programs, which includes summer sessions, ACP, IFS, and the Open Program. The division’s primary focus is to develop and
manage programs that are largely independent of the academic year and serve audiences ranging from high school students to senior citizens, both on and off campus.

In addition to overseeing the Division of Extended Programs, Les has served the campus as associate vice chancellor for academic affairs—extended programs since 2000. In this capacity, Les acted as the accreditation liaison for IU Bloomington to the North Central Association of Colleges and Schools (NCACS), assisted the academic officers committee, and monitored the progress of new degree program proposals through the university and state approval processes. He has also served on the Bloomington Faculty Council’s educational policies committee since 1990.

Les has played a leadership role in the major national professional organizations for summer sessions administrators, including the Association of University Summer Sessions, a 50-member group of research universities, where he has held offices including president and executive secretary for 35 years. He has also been an active member of the North American Association of Summer Sessions, comprising about 400 colleges and universities, and has served as president, board member, and consultant for this organization. In addition, Les has been a member, president, and board member of the North Central Conference on Summer Sessions, a spin-off of NCACS, IU’s accrediting agency.

Les has held numerous leadership positions in the community. He has served as chair of the Board of Parks Commission, as a founding member of the Bloomington Arts Commission, on the board of directors for the Bloomington Pops, and as an active member of the Bloomington Chamber of Commerce.

A recognized expert on managing summer programs, developer of innovative programs for high school students and freshmen, creator of a vision to greatly increase access to IU for adults in the community—Les Coyne developed and nurtured programs that will continue to grow and thrive and serve as testament to this talented, innovative, and entrepreneurial educational leader.

In the next phase of his life—certainly not retirement in the traditional sense—Les plans to continue his active involvement with local community and civic groups and indulge his hobby of creating garden art from fabricated steel. In addition, there will be many West Coast trips to visit his two sons and granddaughter.

Ron White
Donald J. Cunningham

Donald Cunningham is retiring after serving Indiana University for 38 years. Don will be remembered as the consummate teacher and mentor, thoughtful, reflective, and challenging. Don has also left an indelible mark on the fields of learning and instruction by advancing the applicability of semiotics to understanding learning and education.

Don was born in 1943 in Cleveland, Ohio. He received his A.B. from Wittenberg University in 1965 and completed his graduate work at the University of Illinois, Champaign-Urbana in the joint program in psychology and educational psychology. Don joined the faculty of Indiana University in 1969 as an assistant professor. Since that time he has served as a member of the Departments of Counseling and Educational Psychology, Cognitive Science, and Semiotic Studies, and the School of Informatics. He also helped to begin the Learning Sciences Program in 2002.

Don has served in various leadership roles during his time at IU. He has twice served as associate dean for graduate studies in the School of Education and has directed two research centers: the Center for Research on Learning and Technology and the Center for Applied Semiotics.

With a passion for travel and the application of his work to different cultures, Don has taken several positions abroad. In 1990–1991 he was Garfield Weston Visiting Professor at the University of Ulster in Northern Ireland. He founded the Center for Research on Educational Applications of Multimedia and served as professor and head of department at the University of New England in Australia in 1992–1994. In 2006 he was a visiting professor at the National Institute of Education, Nanyang Technological University in Singapore.

Don’s work is well respected throughout the areas of cognition and instruction. He is a fellow of the American Psychological Association and a charter fellow of the American Psychological Society. In April 2001 he was named a distinguished alumnus of the University of Illinois College of Education. He continues to pursue an active program of research and development in computer mediated instruction and is a leading contributor to the development of semiotic/constructivist theories of learning and instruction. Most recently his research has focused on abductive models of reasoning and problem solving. In recognition of his outstanding reputation as a researcher, Don was named the Barbara Jacobs Chair in Education and Technology at Indiana University in July 2000.

Don’s greatest accomplishment may be his students. He has graduated an average of one to two doctoral students every year, and they have gone on to work all over the world, including universities in Iowa, Washington, South Carolina, Oklahoma, Illinois, Cyprus, and Singapore. His students have become deans, associate deans, book and textbook authors, award winners, and engaged community citizens. Don consistently challenged his students to think for themselves and become “masters of their own meaning.” A short quote from one of Don’s papers may illustrate this point best.

Becoming a master of our own meaning requires appropriate skepticism about our observations, discernment of trustworthiness, willingness to accept multiple points of view and data sources, collaboration with others who may have insights and resources different than our own, and a tolerance for the reality that our decisions are always fallible, subject to review and revision. (Cunningham, Baratta, and Espring, 2005, p. 65).

Being aware of this process—reflecting on our reflections—helps us to better manage and understand the process, and grow from it. As an important part of his mentoring, Don has published with most of his former students, initially as first author, then as a junior author, finally as a footnote! Of course, these same students were often recruited to help
put hay in the loft of Don’s barn. Interestingly, those bails get heavier and heavier every year when Don and his extended family of former students meet at the American Educational Research Association national conference.

Don has no intention of stopping his scholarly work with retirement. He will continue to pursue an active program of research and development in computer mediated instruction and semiotics. Most important, however, Don saw the potential in each of his students, helped them realize it, and each of them is better off because of it. Don’s students will continue their work, and Don’s legacy and contributions to the field will continue to grow.

Joyce Alexander
Mark T. Day

Mark Tyler Day, librarian for Middle Eastern, Islamic, and Central Eurasian studies, retired in December 2006. Mark was an active member of the Subject and Area Librarians Council and the Research Collections Reference Department. He also has been a leading member of the library profession at the national level.

Mark did his undergraduate work at the University of Chicago, where he received a B.A. in political science, and then went on to receive an M.A.T. in social studies and an M.A. in library science. He also studied at the University of Utah, the American University in Cairo, Egypt, and the University of Riyadh, Saudi Arabia. In 1982 he received an M.A. in Near Eastern languages and cultures from Indiana University, where he also was a candidate in philosophy and Near Eastern languages and cultures.

Prior to coming to IU, Mark was an assistant reference librarian and human relations area files supervisor at the University of New Brunswick, Canada (1968–1969), the librarian of the Office of Population Research at Princeton University (1969–1971), and a private high school social science teacher at The Meeting School in New Hampshire (1971–1972). Beginning with his appointment to the IU Libraries faculty in 1972 as an assistant librarian for government publications, Mark worked in a variety of public service and subject specialist positions. In addition, while on temporary leave from IU, he served as government publications expert for the University of Riyadh Libraries from 1977 to 1979, and as library microcomputer expert for the Indiana Cooperative Library Services Authority (INCOLSA) from 1988 to 1990. From 1979 to 2002 he worked half-time in the reference department, was promoted to associate librarian in 1983, and was acting librarian for Middle Eastern studies during the 1987–1988 academic year. From 1992 to 1996, Mark was co-director of the Indiana University Library Electronic Text Resource Service (LETRS), which he helped found. In 2003 he was appointed librarian for Middle Eastern, Islamic, and Central Eurasian studies.

Mark can look back at a series of impressive accomplishments in the area of service, both at the local and at the national level. Locally, he served on many library and library faculty committees. In 1996–1997 he chaired the IU Libraries’ communications committee; in October 1995 he organized the Committee on Institutional Cooperation (CIC) Counterpart Meeting on Electronic Texts in the Humanities, co-sponsored by LETRS and the CIC. In 2002 he was appointed to the library organizational task force, which was charged with reviewing the structure, concerns, and history of the IU Libraries and recommending changes in light of new opportunities and challenges. In the early 1990s, as bibliographic software programs emerged, Mark immediately recognized their value to researchers and became the Libraries’ expert on ProCite. In 1992 he founded the ProCite Users Electronic Discussion List, a listserv composed of some 600 international members, which he managed for 14 years until recently passing on the role of list owner to a colleague and ProCite user at IUPUI. At the national level, Mark has been active in the American Library Association, especially in the Association of College and Research Libraries and the Library Administration and Management Association, the Middle East Studies Association, and the Middle East Librarians Association. His knowledge and expertise are known nationally.

Mark has a distinguished record of publications on topics in librarianship, library management, and Arabic literature. His research has focused on the theory and practice of academic librarianship as a social institution and on the relationship of this institution to the development and application of interpretive technologies designed to advance human knowledge and understanding across cultures.

Mark has been a model area studies librarian who will be missed by many: students will remember the librarian who taught them the intricacies of working with transcriptions from Arabic into Roman script; faculty will recall Mark as both a valued colleague and a
scholar-librarian; and the library faculty and staff will miss a kind and knowledgeable colleague and friend.

Marion Frank-Wilson and Cecile Jagodzinski
J. Michael Dunn

Jon Michael Dunn came to Indiana University as an associate professor of philosophy in August 1969 from an assistant professorship in philosophy at Wayne State University, where he had started in fall 1966. He was born in Fort Wayne, went to high school in Lafayette (where he worked in a Purdue biology laboratory during his high school years), and never expected to end up living in Indiana again. But IU’s philosophy department was too attractive to resist, having been recently rebuilt by George Nakhnikian, Mike’s department chair when he was at Wayne State. However, Mike now happily recalls his Hoosier roots, having fallen in love with IU, Bloomington, and southern Indiana.

Mike’s interest shifted from biology to logic at Oberlin, where he received an A.B. in philosophy in 1963. His interest in logic continued as a student of Nuel Belnap at the University of Pittsburgh, where he received a Ph.D. in philosophy in 1966. He has always been involved in multidisciplinary activities, possibly because logic is one of those areas that cannot be neatly pigeon-holed into the usual academic departments. In fact, just prior to Mike’s coming to IU, he was a visiting assistant professor at Yale, where his position was funded by the Departments of Philosophy, Electrical Engineering, and Linguistics, and where he presented several lectures in a mathematics seminar led by the famous logician Abraham Robinson.

When the computer science department installed its first time-sharing computer system (which dates this event), Mike was given a Unix account. A few weeks later, when asked how he liked Unix, Mike, eyes sparkling, responded: “All my career I’ve studied formal systems, and at last I have one that is truly responsive.”

Mike was promoted to full professor of philosophy in 1976. The year 1989 was particularly eventful, in titles anyway, for he became the Oscar Ewing Professor of Philosophy and a professor of computer science, and was one of the founding faculty in the Cognitive Science Program.

Mike has successfully combined research, teaching, and service. His research is reflected in more than 80 publications, including four books and one more almost completed, and over 130 talks at conferences and universities. He has received fellowship awards from Fulbright, the National Institutes of Health, and the American Council of Learned Societies, and research support from the National Science Foundation. He has directed 17 Ph.D. dissertations. He was twice chair of the Department of Philosophy, and in the early 1990s served as the first executive associate dean of the College of Arts and Sciences. Most recently he has been the founding dean of the School of Informatics, the first completely new school at IU in a quarter of a century. Mike was also instrumental in the creation of the logic program at IU and was a key in the recruitment of a number of distinguished logicians in philosophy, mathematics, computer science, and informatics.

Mike’s research focuses on information-based logics, and relations between logic and computer science. He has developed an algebraic approach to these under the heading of “gaggle theory” (for generalized galois logics) in a series of papers and in his book, with Gary Hardegree, Algebraic Methods in Philosophical Logic (Oxford, 2001). He has done recent work on the relationship of quantum logic to quantum computation, and has a general interest in cognitive science and the philosophy of mind. He has been a visitor at the Australian National University, University of Melbourne, and Oxford University, among others. In Australia he met another logician who has risen in academic administration, Michael McRobbie, and was an examiner on his Ph.D. dissertation.

Mike has admitted to a few of us that he is an avid multitasker, and could not combine his research and administrative careers in particular without the ability to be in a meeting seeming to take scrupulous notes, when in fact he is trying to prove a new theorem.
Beside his official administrative service, he has led or served on numerous faculty committees at all levels (over 70 campus and university committees alone), and in particular has been on practically every committee having to do with computing at IU, including chairing the university’s Information Technology (IT) Committee, which put together the strategic plan for IT at IU in 1999. He also serves on the board of the Pervasive Technology Labs. He has been an editor of two of the three principal journals sponsored by the Association for Symbolic Logic (Journal of Symbolic Logic and Journal of Philosophical Logic), and he was president of the Society for Exact Philosophy and vice chair of the Computing Research Association’s IT Deans Group. He was first finalist in 2001 for the Cyberstar Award from the Indiana Information Technology Association, and under his leadership the School of Informatics won the Mira Award from TechPoint in 2002. This year he received the i-School Caucus’s “Bookends Award” for “vision and pioneering leadership in the formation of the i-schools community.”

Occasionally campus conversations become confused at the mention of “Dean Dunn,” a confusion that arises because Mike’s wife, Sally Dunn, (they met while students at Oberlin) is dean of University Division. The confusion continues with “Jon Dunn,” as their son, Jon William Dunn, is associate director for technology of the Digital Library Program. Their daughter, Jennifer Knight Dunn, has an M.S. degree from SPEA, and her husband John Knight is a graduate student in chemistry at IUPUI. However, there is no known connection of Mike to Dunn Meadow.

Mike has been active in civic service. He has been president of the Old Northeast Downtown Neighborhood Association (he helped found the association). He served on the Task Force to Save the Indiana Theater (now our city’s beloved Buskirk-Chumley Theater). He has served on the board of Bloomington Restorations, and as chair of the City of Bloomington’s Council on Neighborhood Improvements. He also served on the Indiana Chamber of Commerce Vision 2010 Task Force as well as the Life Science Strategic Plan Task Force of the Indiana Health Industry Forum.

He has been on external review committees for a number of universities, and currently serves on academic advisory boards for Carnegie Mellon University, Spelman College, and the University of Dubai.

Paul Spade and Edward L. Robertson
Roger Barnett Dworkin

Although Roger Dworkin is an internationally known scholar, a well-regarded speaker, a respected member of the Poynter Center, and an active participant in university governance, it is his teaching that truly sets him apart. For the 39 years that Roger has taught in the School of Law, he has provided his students with a transcendent educational experience, and for as many years his students have waxed eloquent about his effect on both their education and their lives.

It is not just that students describe him as the best teacher they have ever had. In year-end evaluations one student wrote: “Professor Dworkin was born to teach law,” and another that “taking a Professor Dworkin class should be a requirement of graduation so no law student misses the experience.” Another commented: “For my entire legal career, I believe I will have an advantage over the great unwashed—those individuals who escaped/neglected a Dworkin class.” But one student summed up all the years of consistent student accolades by writing:

Professor Dworkin has a profound ability to educate and influence his students in both legal argumentation and, more specifically, the substantive area of law the course purports to consider. It is, as such, a journey well worth making, even its second or third time. For myself, I credit Roger Dworkin with the good in my legal education and he remains the standard with which to judge everyone else, both as teachers and individuals.

Born and raised in Cincinnati, Ohio, Roger graduated magna cum laude and Phi Beta Kappa in history from Princeton University. After completing his law degree at Stanford University, he joined the law firm of Hewitt, Klitgaard & Sharkey in San Diego. In 1968 W. Burnett Harvey, then dean of the School of Law, persuaded him to join the faculty at Indiana University.

Roger began by teaching Torts, Evidence, Criminal Law, and Criminal Procedure. In 1973, in an effort to bring more innovative courses into the curriculum, he developed a course called Law’s Response to the Sanctity of Life, which fueled his interests in law and biology. He joined an interdisciplinary medical studies group at Indiana University that created an honors course for undergraduates on medical humanities. The course introduced students to the relevance of law, ethics, history, literature, sociology, and public health when considering medical issues.

Supported in part by a Rockefeller Foundation grant, Roger spent a year at the University of Washington School of Medicine auditing classes and doing clinical observation. In 1973 the University of Washington Medical School appointed him professor of biomedical history. Briefly he held a joint appointment at IU and Washington, teaching at the latter during the summers.

In his 39 years of teaching at Indiana University, Roger has offered courses in Torts, Advanced Torts, Evidence, Criminal Law, Criminal Procedure, Products Liability, Law and Biology, Law and Biomedical Advance, Law and Medicine, Ethical Values and Legal Systems, and Public Understanding of Law.

Among the premier scholars in biomedical law, Roger is the author of three books and numerous articles published in both law and medical journals. His books include Limits: The Role of the Law in Bioethical Decision Making, which won the 1997 CHOICE Outstanding Book Award, and Early Warning: Cases and Ethical Guidance for Presymptomatic Testing in Genetic Diseases, with David Smith and others. He is also the author of Cases and Materials on Law and Medicine with Walter Wadlington and John Waltz, a widely used law school casebook. His articles appear in scores of national and international journals. His piece on “Death in Context,” written early in his career, was among the first discussions on the legal
definition of death. As biomedical issues continue to be in the forefront, his work leads the way with articles such as “Anything New Under the Sun? Trying to Design New Legal Institutions to Deal with Biomedical Advance,” and “Hard Cases for Autonomy, Respect, and Professionalism in Medical Genetics.”

His attention to cutting-edge issues and his skillful and energetic presentation of material have made Roger a popular teacher and speaker at universities and conferences around the world. He has held visiting positions at Seattle University, the University of Virginia, and the University of Washington in the United States, and at Friedrich-Alexander-Universität in Erlangen-Nürnberg, Germany; Christian-Albrechts-Universität in Kiel, Germany; Université Panthéon-Assas (Paris II), France; and Università degli studi di Trento, Italy. He has spoken at medical and legal conferences on issues including bioethics, medical malpractice, and law and genetics.

Throughout the years Roger has been honored for his scholarship and teaching. He received the Harry T. Ice and John S. Hastings Faculty Fellowships and held the Robert H. McKinney Professorship from 1996 to 1999. In 1999 he was awarded the Robert A. Lucas Chair. As a teacher he received the law school’s Leon H. Wallace Teaching Award and the Teaching Excellence Recognition Award.

Roger has held numerous leadership positions in the university. In the law school he served as chair of the promotion and tenure, appointments, and educational policy committees, and was acting associate dean for academic affairs. For many years he has been a senior scholar and director of medical studies at the Poynter Center for the Study of Ethics and American Institutions, and he was acting director of the center in 1995. He was president of the Bloomington Faculty Council and served on various university committees, including the university promotion and tenure committee.

Although a beloved teacher and an accomplished scholar, Roger would not hesitate to say that his greatest joy comes from his family. His wife, Terry, is Indiana University’s dean of the Office for Women’s Affairs and the Jack R. Wentworth Professor of Business Law at the Kelley School of Business. His oldest son Craig is a poet and associate professor of English at the University of Utah. His son Andy is the medical issues reporter for Portland’s The Oregonian. Roger loves to dote on his two wonderful grandchildren, Juliana, 10, and Miles, 6 months. He will always have a soft spot in his heart for Grady, his bearded collie, who will likely remain the perpetual baby of the family.

Roger and Terry will retire to Seattle where they have spent countless summers, and the Seattle University law school will have the good fortune of Roger’s teaching in the coming years.

Colleen Kristl Pauwels
Terry Morehead Dworkin

When Terry Morehead Dworkin retires at the close of the 2006–2007 academic year, I will have occasion to move into her office. It is a good-sized space with nice window views—something that I must admit is attractive to me after several years of working in a windowless office. Yet I am not eager to see Terry go, for I know that with her retirement we will lose a prolific scholar, first-rate teacher, highly skilled administrator, and fine colleague.

In the course of distinguishing herself in every facet of her career at Indiana University, Terry has done much to bring national and international acclaim to the university, the Kelley School of Business, and the Department of Business Law. Her pleasant, thoughtful manner has made working with her a consistently positive experience.

Terry received her B.A. from Stanford University and her J.D. from the Indiana University School of Law. She joined the Kelley School faculty as assistant professor of business law in 1979. Terry compiled a stellar research record (more on that below) as she moved through the academic ranks, receiving a promotion to associate professor in 1984, tenure in 1986, and promotion to full professor in 1992. Titled fellowships and professorships, including her current position as the Jack R. Wentworth Professor, later came her way.

Over approximately the past dozen years Terry has taken on administrative assignments in addition to her teaching and research responsibilities. In the Kelley School she served two three-year terms as chair of the Department of Business Law and four years as co-director of the Center for International Business Education and Research. She then put her administrative and other professional skills to good use as dean of the Office for Women’s Affairs, a campus-level position she has held for the past four years. Terry’s expertise in employment law—to be discussed below—was among the reasons why she was an ideal choice for this assignment.

Most of Terry’s many published articles deal with employment questions, especially employment discrimination and issues associated with employee whistle blowing. Remarkably productive in scholarly output, Terry has more than 30 law and ethics journal articles to her credit, along with a significant number of articles in business journals. Among the law and ethics journals in which her sole-authored or co-authored articles have appeared are the Michigan Law Review, the American Business Law Journal, the Maryland Law Review, the North Carolina Law Review, the Journal of Business Ethics, and Business Ethics Quarterly. She has received various research awards and has established a reputation as one of the nation’s leading experts on matters of employment discrimination and whistle blowing. This reputation has led to numerous invited presentations both nationally and internationally, and to many instances in which members of the press turn to Terry when a story touching on legal issues calls for expert analysis.

Terry has brought national visibility to IU, the Kelley School, and the Department of Business Law in other ways as well. She co-authored various editions of a widely used textbook, Law for Business. In recent years she also held various offices in, and ultimately served a term as president of, the Academy of Legal Studies in Business. This organization is the professional association to which most business law faculty in the United States belong.

Over the years Terry has taught a broad range of business law courses. Her research interests have nicely complemented her teaching specialty, employment law. At both the undergraduate and M.B.A. levels, Terry has received rave reviews for her teaching in elective courses focusing on employment questions. She has also provided wise counsel to a junior faculty member who is honing teaching and research specialties in employment law.
During their years in Bloomington, Terry and her husband, Roger, raised two sons, Craig and Andy, who share their parents’ keen intellects and quick wits and have gone on to considerable professional success. It hardly seems possible that Terry and Roger (a distinguished faculty member at the IU School of Law) will both soon retire and move to Seattle, a vacation retreat of theirs for a number of years. We hope they sandwich some trips to Bloomington around the grandchild-visitation excursions they will no doubt be frequently making, for it will seem strange not to hear Terry’s infectious laugh and friendly greetings in the long hallway of our department’s office area. And speaking of offices, I would gladly forego pursuing my claim to Terry’s office—the window views notwithstanding—if we could persuade her to put off retirement and continue as an active faculty member.

My Department of Business Law colleagues and I congratulate Terry Morehead Dworkin on a superb career. We thank her for serving not only as a sterling role model but also as a good friend.

Arlen Langvardt
R. Michael Fling

Robert Michael Fling—he has always gone by Michael—retired from IU last year after 30 years of distinguished service to the William and Gayle Cook Music Library and the IU Libraries.

Michael was brought up in Texas and graduated with a bachelor’s degree in music theory from Baylor University in 1962. Two years later he received a master’s degree in musicology from the University of Iowa. His thesis was a translation of Johann Philip Kirnberger’s treatise on basso continuo (1781) and a commentary thereon. After further graduate study in musicology at Iowa, he found himself in what had already become a common position for budding musicology students with master’s degrees: unemployed. Thereupon, he took a position at Eble Music Company in Iowa City, ordering music scores for one of the largest music stores in the country (nowadays, one of only a few music stores in the country).

After receiving a master’s degree in library science from Iowa in 1975, Michael parlayed the skills he had learned at Eble’s into a job at Indiana University. His title for the first 10 years was reference librarian, but the two librarians with this title both did work in collection development and acquisitions for the Music Library, or in other words selecting and ordering materials, and otherwise building up the collection of books, scores, and recordings. In 1987, when the other reference librarian went on sabbatical, Michael took the opportunity to devote himself entirely to collection development, and did so for the next 20 years. In 1995 Michael added deputy head to his title and assisted in the administration of the Music Library. For several months in 1997 and again in 1998 he served as acting head.

The William and Gayle Cook Music Library at IU is one of the largest music libraries in this country, and indeed, the world. Its collection of over half a million items meets the needs of the faculty and students of America’s largest music school, as well as those of other members of the IU community, Indiana residents, and countless visitors. That the collection meets these needs so well is largely due to Michael’s tireless and savvy stewardship over the last 30 years.


Throughout his career Michael has been active in the MLA, the professional society for American music librarians. He gave distinguished service as editor of the Index and Bibliography Series and the Technical Reports, and he edited A Basic Music Library: Essential Scores and Books, second edition, published in 1983. Since 2001 he has been assistant editor of Notes, MLA’s quarterly journal, where his keen proofreading eye has been much appreciated. He also served on the publications, publications awards, and preservation committees.

For the IU Libraries, Michael has also played his part in numerous committees: peer review, acquisitions and serials, collection development, grants, search and screen, promotion and tenure, preservation, budget, sabbatical and research leaves, travel, constitution and bylaws, elections, and copyright. He was a pioneer in the use of computers for library instruction and co-authored an important program for teaching students about uniform titles, still part of the Music Library’s Web site.
A modest man with a disarming sense of humor, Michael is well respected by his colleagues in the Libraries. Generously, he volunteered his time to keep up the acquisitions of the Music Library until his successor was appointed, then stayed on to help in the training. We will all miss his quiet and authoritative presence behind the scenes.

David Lasocki
Lawrence J. Friedman

“Larry” Friedman, professor of history and philanthropic studies, retired from the IU faculty in December 2006 after 13 years of service in the Department of History. In addition to a distinguished legacy of scholarship, Larry was instrumental in shaping fields of study in U.S. history, cultural history, and the history of philanthropy, as well as specializations in ethnic and intellectual history.

Having received a Ph.D. from the University of California at Los Angeles in 1967, Larry began his professional journey in academia with an appointment as assistant professor of history at Arizona State University in the following year. By 1971, he had accepted a tenured appointment in the history department of Bowling Green State University, where he remained until 1993. During the intervening years Larry served as coordinator of graduate studies in history, editorial advisor for the Black Abolitionist Paper Project, visiting scholar in the history of science department of Harvard University, and distinguished professor of history. In the fall of 1993 Larry accepted an appointment as professor of history and philanthropic studies at Indiana University.

Larry’s publication record is far too long to chronicle here, but the highlights illuminate the truly remarkable breadth and impact of his scholarly contributions to the study of history. His first book, The White Savage: Racial Fantasies in the Postbellum South (1970), insightfully delves into the troubled racialized terrain of the South following the Civil War, revealing the power of racist ideologies in the wake of emancipation and Reconstruction. Inventors of the Promised Land (1975), his second monograph, is a sensitive portrait of the ways in which Americans imagined U.S. national identity during the half-century following independence from Britain. Larry’s book on the antislavery movement, entitled Gregarious Saints: Self and Community in American Abolitionism, 1830–1870 (1982), is still one of the most influential works on the subject, weaving together biography, grand social transformations, and the ever-changing politics of activist organizations. Menninger: The Family and the Clinic (1990) was a new intellectual departure for Larry, firmly situating his later scholarship in the twentieth century and within the realm of historical biography. His magisterial study of Erik Erikson (Identity’s Architect, 1999) not only interpreted Erikson’s writings and life, but historicized the psychoanalyst in a fashion that captured the timeless appeal of his thoughts on identity construction and human development. Larry’s current book project promises to do the same for Eric Fromm, another twentieth-century thinker whose life will be made much more accessible by this forthcoming biography.

In addition to producing a rich corpus of writings, Larry has also been the recipient of numerous awards. Just to name a few, he has received three research fellowships from the National Endowment for the Humanities, was elected a fellow of the Society of American Historians in 1995, served as a fellow of the Wellcome Institute for the History of Medicine in London in 1999, and was honored with the Fulbright Distinguished Chair to Germany in 2001–2002. Along with these honors, Larry has been recognized with several awards for his research and pedagogical achievements, including the Ohioana Library Association Book Award in History (1983), the Teaching Excellence Recognition Award of Indiana University (2000), and a citation as International Writer of the Year by the International Centre for Bibliographic Studies in 2003.

In the classroom Larry has distinguished himself as a very able instructor and mentor of both graduate and undergraduate students. Consistent with his far-ranging research interests, he has taught an array of classes, including American Cultural History, U.S. and European Intellectual History, Philanthropy in American Culture, War and Society, Biography, and Baseball History. During his time at Indiana University Larry served on several graduate examination and dissertation committees, as well as search committees and in other capacities. In tandem with in-class instructional duties, Larry has delivered dozens of scholarly papers and lectures hosted by the Organization of American
Historians, the Midwest Conference on History, the American Association for the Study of Medicine, and other scholarly entities.

For both countless students and many of his faculty colleagues, Larry has been an inspirational teacher, mentor, and scholar. We all wish him well in retirement and look forward to the fruits of his current research project, as well as (we hope) a definitive history of American baseball.

Claude Clegg
David L. Gallahue

When David L. Gallahue began his career at Indiana University in 1970 as an assistant professor in the Department of Physical Education (now the Department of Kinesiology), little did he know—and little were his aspirations to do so—that someday he would serve as dean of the School of Health, Physical Education, and Recreation (HPER). But in fact, 32 years later, he became the school’s fifth dean. It is a role that he has fulfilled with distinction and honor, but also with a great deal of humility. He readily acknowledges and reminds others that the effectiveness of an academic dean is directly attributable to the hard work and dedication of faculty and staff colleagues who labor tirelessly to contribute to the success of the school and its students.

David Gallahue was born on February 15, 1943, in Niagara Falls, New York, to parents Douglas and Loretta Gallahue. Raised in Buffalo and educated in the local public school system, he transitioned to the Midwest to pursue his higher education interests. His particular interest in physical activity and sport led him to the Normal College in Indianapolis, where he began his undergraduate studies in what is now a part of IUPUI’s School of Physical Education and Tourism Studies. He finished his undergraduate degree in Bloomington’s HPER in 1964. It was in Bloomington that David met his wife, Ellie. Immediately following completion of his B.S. degree, he began his professional career in Fort Wayne, Indiana, as an elementary school physical education teacher. Within two years, he furthered his education by pursuing a master’s degree at Purdue University, which he completed in 1967.

The late 1960s were a tumultuous period in our nation’s history, particularly with respect to the Vietnam War and its effects on young people. It was no less a turning point for 24-year-old David Gallahue, who was contemplating his options for the future. Almost by accident David discovered a career opportunity as a teaching fellow at Temple University in 1967, and decided to move in a career direction that just a few months earlier he would never have imagined. The teaching fellowship at Temple marked the beginning of a doctoral program in human development and special education that culminated in an Ed.D. degree in 1971. Even before he finished the degree, he was offered a faculty position back in Indiana as an assistant professor, and, as the saying often goes, the rest is history. During the next 37 years, David Gallahue distinguished himself as a leading expert in the field of the applied aspects of the motor development and movement skill learning of children and youth in physical activity and sport settings. He served in several administrative roles, including assistant department chairperson, assistant dean, associate dean, and now school dean from 2002 to 2007. Throughout his career David considered his role to be as an active participant in the community of scholars, and felt it essential always to emphasize the importance of academics in all matters of administration.

In addition to his many IU roles, David has also served as a visiting professor, guest lecturer, or keynote speaker on more than 200 occasions at universities and professional conferences in over 20 countries. He is a past president of the National Association for Sport and Physical Education and past chair of both the Council on Physical Education for Children and the Motor Development Academy. He is an elected member of the American Academy of Kinesiology and Physical Education and the North American Society for HPER. He received the Healthy American Fitness Award, and has been the international vice president for both the Asian Council on Exercise and Sport Science and the International Society for the Study of Children. He is also a consulting editor for the Brazilian Journal of Physical Education and Sport. He has authored numerous textbooks, book chapters, and journal articles, many of which have been translated into other languages. David also served as a consultant to two governing bodies of the United States Olympic Committee (USA Gymnastics and USA Skiing), the National Institute for Fitness and Sport, and several school districts. He has been recognized nationally and internationally for scholarship and leadership focused on children and youth, and has received honorary professorships at Beijing Sport University and Chengdu Sport University in China.
In the 1970s and 1980s David and wife Ellie were also owners/directors for more than 15 years of Challenger’s Day Camp located north of Bloomington. As part of David’s interest in outdoor activities, he participated in the 1992 Denali expedition in Alaska, the 2001 Great Wall Walk in China, and numerous mountain climbing adventures on the 14,000-foot peaks of Colorado.

During retirement, David and Ellie plan to continue to live on their horse farm north of Bloomington. They will enjoy spending time with their children, David Lee and Jennifer, and grandchildren. Undoubtedly David will more actively engage in his many outdoor passions, including hiking, snow skiing, and landscape gardening.

Former university president Herman Wells once pointed out that effective administration also requires a little luck, and David Gallahue certainly benefited from some lucky circumstances that enabled him to enjoy prosperous years as both a full-time administrator and faculty member. And, Indiana University and the School of HPER were also lucky to have David Gallahue for over 37 years.

David Skirvin
Barry A. Gealt

Barry Gealt joined the faculty of the Henry Radford Hope School of Fine Arts (SOFA) in 1969 as assistant professor to teach painting and drawing. He will retire this June after doing last what he loves most as professor—traveling with students while teaching and mentoring them about his passion for life and how to see and make art in Florence, Italy. His quest, of course, is to be absorbed in great masterworks of art in the city where his energy and knowledge are enhanced most. Here he passionately and knowingly conveys his love for painting and sculpture to students he guides through the city maze of museums, churches, restaurants, and environs. He has done this for 15 Summer-I sessions since 1985 as co-director of the Florence program.

Barry, during childhood, liked art, and he attended weekly youth art classes until age 17. He studied at the Philadelphia College of Art and received a Bachelor of Fine Arts degree in design in 1963. He continued graduate study at Yale University’s School of Art and Architecture in its highly acclaimed painting program. Barry graduated with honors, was awarded a Master of Fine Arts and the Alice B. Kimball Traveling Fellowship in 1965, a distinctive prize funding his four-and-a-half-month summer tour through European museums. Upon his return, at age 24, he began his first college appointment as chairman of the newly established Wright State University studio art department, where he taught art courses and directed undergraduate studio and art history programs.

After coming to IU Barry received tenure in 1974 and was promoted to associate professor in 1975 and full professor in 1985. His professional creative activity as artist is distinguished by having over 50 exhibitions and 20 awards for research and teaching while at IU. Twelve one-person shows are highlighted by three exhibitions at Osper Gallery in Cologne, Germany, since 2001, and five exhibitions since 1991 at Mark Rushman Gallery in Indianapolis. He has participated in exhibitions in New York City, Chicago, Philadelphia, and Kansas City, and in Virginia, Nebraska, North Carolina, Wisconsin, Ohio, and Indiana. His paintings, drawings, and prints are placed in over 60 public and private collections throughout the United States and in Germany, Italy, Turkey, and Japan.

He received a prestigious Lilly Endowment Fellowship in 1992, which funded a trip to Japan to visit master printmaker woodcut studios. Ford Foundation grants in 1978 and 1979 also provided travel abroad. Five Indiana University Creative Arts Grants and a Senior Faculty Fellowship for support of his creative activity were awarded between 1981 and 1993. In addition, he has presented more than 45 formal lectures on his work and on artists and their work.

Barry paints in his home studio in Spencer, Indiana. During the past five years he has completed over 40 paintings, many of large size, and almost as many woodcut blocks and prints. He has focused on these media, working from memory of the Indiana landscape, to represent its textures, atmospheric conditions, and light. His paintings evoke a feeling of looking outward, or up close to observe minute details of form, creating pictorial illusion to bend space and dramatize Nature’s surround. His works are romances based on observation but concluded by imagination. They are lyrical abstractions that compose rich color densities in slowly built-up earth-like layers of wet into wet oil pigment textures. Barry works to be original—to search for and create a unique personal expression of his views within landscape forms.

To recognize his teaching the department presented Barry with Teaching Excellence Recognition Awards in 1999 and 2000 and Trustees Teaching Awards in 2004 and 2005. He established new areas of study in SOFA by creating study initiatives for undergraduate and graduate students. His love of travel inspired him to teach honors courses abroad. The Florence Summer Studio Program, combined with the Department of French and Italian, was begun in 1985, and its continuing success has cultivated subsequent overseas SOFA course programs.
Barry was given the Terra Foundation for the Arts award in 2003 as the American artist in summer residence in Giverny. His travel to Normandy, a region frequented by nineteenth-century French masters, created his initiative to attain funding for B.F.A. honors painting classes to travel to Giverny, the cliffs and environs of Étretat, and Paris, during the 2004 and 2007 Spring Breaks. Barry has led the way in SOFA to procure funding for student travel events for over 20 years. His fund-raising accomplishments in the fine arts are considerable, and they remain one of his proudest achievements. Barry writes:

Artists have an obligation to keep the field vital with young artists and their opinions, beliefs, views, and outlooks. If I have learned anything, it is that art breaks down prejudices. In art, change has been a vital and constructive element. The creative process opens our minds as well as eyes to the ideas, attitudes, and points of view of other people, other cultures, and other times. Each century has brought profound changes—changes that are sometimes exciting, sometimes frightening, and often challenging. Art has enabled me to seek and to confront the unknown.

Barry met Heidi, his wife, who is now director of the Indiana University Art Museum, about 1966, and they were married in spring 1969. They moved to Bloomington and since 1972 have lived at the edge of wooded hills in their home in Spencer. Barry likes to buy and drive tractors, and when he is not painting, or teaching, he probably is riding one of his tractors, bushwhacking tall grass, or hauling friends packed in blankets on a pull-cart hayride through the snow by the waterfall. Both he and Heidi love to cook and entertain, and their home has always been open to students, friends, and visitors.

Barry’s love of life is not any different than his passion for art. The hundreds of students he has taught generously reflect on the breadth of their studies with him in letters, notes, and postcards. Barry cares; he teaches from his heart and talks of ideas and artworks with dramatic purpose. Throughout his Indiana tenure, his steadfast commitment to pursue the highest ambitious artistic goals in teaching and professional accomplishment has shaped an enduring contribution of national and international significance for him and the school.

Professor Gealt has brought distinction and prominence to his painting endeavor and our school’s studio art programs these past 38 years, and we extend our many thanks to him. After all, his outstanding achievement has been his gift of giving to us, as artist, teacher, and prized colleague.

William M. Itter
Daniel R. Gerstman

Excelling both in academics and athletics, Daniel R. Gerstman grew up in Rantoul, Illinois. He graduated from the University of Illinois in 1966 with a Bachelor of Arts degree in psychology. Subsequently he received Bachelor of Science and Doctor of Optometry degrees, as well as a Master of Science degree in Physiological Optics, all from Indiana University. After working in the private practice of optometry for a time, he continued his academic work by completing a program in primary care and developmental/low vision training at the Optometric Center of New York. Dr. Gerstman joined the faculty of the Indiana University School of Optometry as an assistant professor in 1971. In the course of the past 36 years he has served the school as teacher, researcher, and administrator, finishing up his career as executive associate dean for budgetary planning and administration.

Dan’s career at the School of Optometry has been multifaceted. Centered around his love for teaching and genuine concern for his students, he has been able to juggle successfully both considerable administrative and classroom responsibilities. Relating well with his students, he frequently could be seen talking informally with them about everything from optics problems to the fortunes of his beloved Chicago Bears. (His computer’s desktop wallpaper is colored Bear indigo blue and orange.) Dan’s dedication to his students is reflected in his selection for the Professor of the Year award—11 times. His commitment to a first-class education in geometric optics and his commitment to his students represent an exemplary legacy.

Because 36 years goes by one day at a time, it is profitable to remember and consider accomplishments that are the result of focused and steady achievements. Dan has done research in low vision. He is also a primary author of Examination Review in Optometry. This publication has gone through four editions and continues to be used by optometry students in preparation for National Board Examinations. He has been heavily involved in service to the school, university, community, state, and profession. He has served as either member or chair on a considerable number of IU committees during his tenure, including the campus and university budgetary affairs committees and several university reviews of programs and officers. On the state level, he was active in the Area 10 Council on Aging, which brought Rural Transit to the community for the benefit of senior citizens.

Over the years those considerable administrative responsibilities came in the form of various executive roles at the School of Optometry. Dan has served as assistant director of the Division of Patient Care, chief of Low Vision Services, chief of Geriatric Services, assistant to the dean, and associate dean for budgetary and fiscal affairs. In 1995 he assumed his present position as executive associate dean for budgetary planning and administration. A respected and resourceful administrator, he has successfully negotiated a number of financial challenges, including difficult budget cycles and the changeover to responsibility center management.

Normally, not all of one’s efforts and achievements are immediately or easily visible. So it is with Dan’s record of bringing in external resources for the School of Optometry. If one were to look through school records, it would become evident that Dan has brought in multiple grants, gifts, and loans of equipment from the ophthalmic industry. These have made an essential impact on the school’s assets. Dan’s understanding of the industry and his persuasiveness in presenting the needs of the school have resulted in enhanced optometric education for generations of optometry students through access to modern, sophisticated ophthalmic equipment.

Certainly one of Dan’s lasting contributions has been the financial health of the School of Optometry. Such efforts are not always immediately visible or recognized, and because a healthy, stable economic situation is seldom given front-page recognition, Professor Emeritus Paul Pietsch calls Dan one of the “unsung heroes” of the School of Optometry.
Dan has many interests outside the field of academia. Among others is the care and feeding of his 1959 Corvette, which he has owned since the 1960s and which resides in mint condition in the Gerstman garage under extraordinary security. It is rumored that Hollywood producers have asked him to allow its use in movies but were reportedly turned down, and that students wishing to become his associate instructors were required to know not just optics, but also the characteristics of a 1959 Corvette AND the location of Ellettsville on the map.

Dan has three children, Heidi, Anita, and Matthew, ten grandchildren, and one grand-dog. The faculty, staff, and students of the School of Optometry wish Dan and his wife, Rozzie, many more happy years living in Barley Manor, their “ancestral” home in the suburbs of Ellettsville, where he will continue to develop his repertoire of fond (and occasionally, tall) tales of life in that community.
Mary Goetze

To fully comprehend the role Dr. Mary Goetze has played in the realm of music—in particular choral music education—it is helpful to consider her accomplishments by applying the barometer used by Margaret Mead: “I must admit that I personally measure success in terms of the contributions an individual makes to her or his fellow human beings.” Mead would probably view Mary Goetze’s contributions as monumental, with far-reaching impact on an international scale. Mary is a woman who has approached life with vigor, commitment, and high expectations for future change and possibility; her involvement at every level has demonstrated a passion for advancing ideas that are important not only to her, but to populations at large.

Mary’s early years were spent in Warrensburg, Missouri. Her first musical experiences, integrated into school and community life, paved the way for the work she grew to take on, first with children’s choirs and later with diverse musical styles. She studied music at Oberlin Conservatory of Music, Indiana University, and the University of Colorado. Her Ph.D. dissertation, entitled “Factors Affecting Accuracy in Children’s Singing,” was named Outstanding Dissertation of 1985 by the Music Educators National Conference and the Council for Research in Music Education.

Mary has been one of the driving forces of the children’s choir movement in the United States for decades. Her compositions and arrangements have reached multitudes of children’s choirs (published in the Mary Goetze Choral Series, Boosey & Hawkes). And her research and presentations on children’s voices have influenced music teachers throughout the world. She served as coordinating author for two series books published by Macmillan/McGraw-Hill: Spotlight on Music (2005) and Share the Music (1995). In 1991 she co-founded the Mountain Lake Colloquium, a biannual conference for teachers of music methods. It has become a major influence in music teacher education, more recently expanded through a unique professional journal. Dr. Goetze has also been in demand as clinician and conductor both nationally and internationally.

In recent years Mary has worked to advance diversity through choral music education, creating the field of international choral music where all musics and the cultures that beget them are valued. Her term for this approach is “social justice through music.” In 1995 she founded the International Vocal Ensemble (IVE) in the IU Jacobs School of Music (JSOM), an ensemble that recreates vocal music from around the globe. To bring world choral music and musicians to IVE, Dr. Goetze has gone to the cultures themselves and lived and worked with the people—always according them the utmost respect. Because of her approach, she has been accepted in these communities. In order to make music of diverse cultures accessible for classrooms and choirs beyond IVE, she and Jay Fern have authored a series of interactive CD-ROMs and DVDs. Global Voices offers students experiences with music of a variety of countries, including South Africa, Japan, Hungary, Azerbaijan, and New Zealand. Mary’s involvement with the Lotus World Music Festival board is another reminder that her commitment to multiculturalism is far-reaching. Several of Mary’s projects have been funded by IU’s Inner Asian and Uralic National Resource Center.

At JSOM Mary now has a dual appointment in music and general studies and the choral department. She led the area of general studies from its infancy to its current position as a destination for non-majors from across the IU community. Her vision in expanding the general studies offerings has been central to enlarging JSOM’s mission. Faculty and students alike have found her to be insightful and supportive, always willing to volunteer advice, ideas, and resources. Mary’s initial IU appointment was in the music education department from 1977 to 1998. During that time she was also the co-founder and director of the IU Children’s Choir (1980–1995). Earlier in her career (1970–1983), she taught music in several Bloomington schools, developing a well-regarded music program for the Elm Heights Elementary School. Countless numbers of children have benefited from Mary’s innovative approaches and musical guidance.
Throughout her long and distinguished career, Mary has been the recipient of numerous awards, the most recent being the Building Bridges 2007 Faculty Award from the Dr. Martin Luther King Jr. Day Celebration Committee and the R. L. Jones Distinguished Professorship at the Fletcher School of Music, East Carolina University (fall 2005). Other notable awards include the Distinguished Alum of 2003 (Oberlin Conservatory of Music), the 1999 Outstanding Hoosier Musician (Indiana Music Educators Association), and the 1997 Faculty Award (IU Commission on Multicultural Understanding). She also received a President’s Award in Recognition of Distinguished Teaching from Indiana University (1991) and a Distinguished Alumnus Award from the University of Colorado College of Music (1992), and she was named Outstanding Educator of the Year by the Organization of American Kodály Educators (1993). In 1996 Dr. Goetze was awarded a grant from Indiana University for a project entitled “Multicultural Music Education” that allowed her to do research in Zimbabwe and South Africa in 1997 and 1998.

In retirement Mary looks forward to the birth of her first grandchild in April, spending time with son Erin and his wife, Desiree, who reside in Bloomington, and to continuing her yearly treks with husband Bob Althauer to Greece, where they take yoga classes, luxuriating in the blue of the Aegean. She will continue to produce multimedia materials for the oral transmission of musics from around the globe, and is planning her next project—a trip to Mongolia. Mary will continue to participate in occasional choral festivals, workshops, and short-term residencies at universities around the country.

Mary’s long and illustrious career as a music educator has earned her respect throughout the music community, and has placed her in the unique position of being an inspiring leader. The result is a stunning life, marked repeatedly by contributions to musical understanding and active musical “citizenship.” Mead surely would have evaluated Mary Goetze as successful beyond measure.

Constance Cook Glen
Victor Goodman

Victor Goodman received his B.A. degree in mathematics at the University of Kansas in 1965, and his Ph.D. degree in mathematics at Cornell University in 1970. After spending two years as a postdoctoral fellow at the University of New Mexico, Victor joined the mathematics department at Indiana University as an assistant professor. He was promoted to associate professor in 1978, and to full professor in 1992.

In his research Victor has made significant contributions to a broad range of different mathematical topics, primarily in probability theory, including Brownian motion and other Gaussian processes, empirical processes, limit theory for random variables taking values in abstract spaces, stochastic integrals and stochastic differential equations, and financial mathematics. The breadth of his research interests and the quality of his work are reflected in the range and quality of journals in which his papers have appeared: very good general mathematics journals, including the Proceedings of the American Mathematical Society, the Transactions of the American Mathematical Society, and the American Journal of Mathematics; top probability journals, including Probability Theory and Related Fields, the Annals of Probability, and the Journal of Theoretical Probability; and also the Journal of Mathematical Psychology. He and two co-authors published a special invited paper in the Annals of Probability in 1981. In 1992 he was elected a fellow of the Institute of Mathematical Statistics, in recognition of his research and his service to the profession.

Victor has also made his mark as a teacher of mathematics in many different ways. He is a very fine teacher of courses at all levels. He has given excellent seminar talks on a variety of topics in probability theory. Nine students have completed a Ph.D. degree in mathematics here at Indiana University under Victor’s direction. As he retires, he will continue to advise his current Ph.D. students. Over the years he has spent a tremendous amount of time mentoring graduate students in one-on-one sessions in his office. Victor co-authored with Professor Joseph Stampfli a textbook titled The Mathematics of Finance: Modeling and Hedging, published by the Brooks/Cole Publishing Company. He and Stampfli together developed a course in mathematical finance. About 10 years ago, in consultation with faculty members in the Department of Economics and in the School of Business, Victor developed a master’s degree program in mathematical finance, and he has served as its director. During those 10 years he has mentored several graduate students in the field of mathematical finance. In another vein, Victor organized and ran the summer 2006 Research Experience for Undergraduates program in mathematics here at Indiana University. In that program about 10 undergraduate students from various colleges and universities around the nation came to our department for eight weeks and did mathematical research under the guidance of various mathematics department faculty members.

As part of the broad spectrum of mathematics courses that he has instructed, Victor has taught a variety of courses in statistics; and he was recently appointed adjunct professor in the new Department of Statistics. In recognition of his contributions to the teaching of mathematics, Victor received the math department’s most prestigious teaching award, the Rothrock Mathematics Faculty Teaching Award, in the year 2001, and an Indiana University Trustees Teaching Award in 2005.

Victor has also contributed substantial service to the mathematics department and the university, as well as to the mathematics community in general. He served the mathematics department as director of undergraduate studies for two years (1983–1985), as scheduling officer for one year (1986–1987), as colloquium chair for one year (1991–1992), and as director of graduate studies for two years (1992–1994); and he has served on numerous other important committees in the department. He organized the two-day Sherman Memorial Conference (in probability theory) held at Indiana University in March 1990. He organized the Second International Symposium in Probability and Applications, sponsored by the Institute of Mathematical Statistics and held at IU in March 1993. That
was a substantial conference, with about 150 mathematicians from around the nation and the world. He also supervised the Actuarial Exams at IU for several years. Victor served for a year as an evaluator for mathematics teaching candidates in the Malaysia Cooperative Program. For well over a decade he was an associate editor of the journal *Statistics and Probability Letters*. He has also been a very good person to go to for a sound, common-sense perspective and advice when one is confronted with puzzling predicaments that arise in the course of one’s own professional work. In these and in numerous other ways, Victor has contributed much valuable service to his colleagues, the mathematics department, the university, and the general mathematics community.

Victor also has a broad range of interests outside of mathematics, including, among other things, skiing, hiking, golf, horseback riding, and flying small airplanes. He is a skilled and steady sailor and has won several sailing regattas, including one on the Ohio River. He has served as a board member for the IU Yacht Club and the Bloomington Yacht Club.

Victor is a very good friend to all who know him. We all wish him and his wife, Jackie, a long and happy retirement, with many more years of enjoyment with endeavors in mathematics, sailing his boat Sister Midnight, golf, and other interests.

*Richard Bradley*
Charles Greer

Charles and I first met in Austin, Texas, in the summer of 1972. I was in my first year of graduate school at the University of Texas (UT), and he was joining the geography department as a junior faculty member, coming direct from Taiwan. Charles and I had mutual disciplinary interests in international places, their overseas development, and societal and environmental transformations. It was soon apparent that Charles’ teaching skills were well honed and that he was a very popular instructor. He would retain this mastery throughout his professional career, engaging and educating cohorts of students on China’s societal achievements, the country’s problematic human-environmental relationships, and the cultural richness of Maoist China, despite its authoritarian style of government. Our paths would cross again in the summer of 1978, when Charles came to Indiana University to join the faculty, and we have remained colleagues and family friends ever since, sharing exurbanite lifestyles, raising all kinds of animals on our respective “family homesteads,” growing older and eventually wiser now that retirement is upon us.

Charles grew up in Fort Collins, Colorado, so he stems from a Western, farming background that he still adheres to in terms of recreation, riding horses, and rural living. From high school, and without ever visiting the East Coast, he accepted an academic scholarship from Dartmouth College in 1960. For the next four undergraduate years he played football and ran track in the off season. Attracted by courses in physical geology and geomorphology, Charles majored in geology at Dartmouth, and made the most of Dartmouth’s “Ivy-League” environment. Dartmouth’s Project Asian was the voluntary service overseas program that changed his life. After graduating in 1964, he and his wife, Sue, left for Hong Kong for a two-year service appointment teaching geology at the Chinese University of Hong Kong (CUHK). There he gained a working knowledge of Cantonese, acquired his fascination with China, and learned more about the mainland’s transformations under Mao’s Communist rule. Charles began teaching the Geography of North America at CUHK, thus gaining a “first foot” into geography that would redirect him again, if only slightly.

With the two-year contract expiring in the summer of 1966, Charles applied to graduate school at the University of Washington, to complete his M.A. there, and so they returned to North America to live the life of impecunious graduate students relying on TA/TA support for groceries. In 1969 he completed his master’s thesis entitled “Quinghi Province: Transformation of a Cultural Frontier,” and two years into his Ph.D. program he again left for the Far East to conduct fieldwork. This time, supported by a Fulbright Dissertation Abroad Fellowship, Charles, Sue, and their son, Jason, spent 18 months in Taiwan. Their daughter, Genevieve, would be born in Taiwan, and Sue would begin her career in English as a second language. Coming to the end of their 18 months in the early summer of 1972, Charles was surprised, but gratified, to receive a letter from the chair of the University of Texas (UT) geography department offering him a full-time instructorship. He accepted, they packed their things, and moved back to the United States, this time to Austin.

Charles completed his dissertation in 1975, and continued to conduct research on China’s natural resources, water management systems, and wildlife resources. Then, while on a yearlong UT–Oxford School of Geography Exchange Program during 1977–1978, he received an invitation to interview for a joint post in East Asian languages and cultures and geography at IU. He flew over, met the College dean’s representatives and both faculties, gave his formal presentation at 8 p.m. the second evening—which was 3 a.m. U.K. time—returned to Oxford a couple of days later, and was offered a full-time post shortly afterwards. An exceptional, not to mention exhausting, interview experience, to be sure! From then on, until 2000, Charles would hold down two faculty positions, teaching in both departments, doing the usual loads of service—but always in two departments—and continuing to engage and excite IU Bloomington undergraduates about China and its geographical wealth, its diversity, and its tremendous resources.
From the 1990s onwards Charles’ longtime interest in writing poetry deepened, and he began taking a more active part in poetry circles in the community, attending and participating in poetry workshops at the John Waldron Arts Center, among other readings and small-group meetings in Bloomington. This has flourished in recent years to the point that he is publishing, with Jenny Kander, a collection of poems entitled Say This of Horses: A Selection of Poems (University of Iowa Press, 2007).

Beginning in the 2000–2001 academic year Charles moved to a full-time faculty position in geography, and this enabled him to spend more time developing his ideas and conceptual visions on human-environment relationships. This “change of scenery” was both invigorating and exciting to him intellectually, and it was rewarding as well to a cohort of graduate and senior undergraduate geography students, because both benefited from the scholarly exchanges and insightful/critical perspectives Charles fostered on today’s pressing environmental issues. His research with Dan Knudsen also has paid dividends, and Charles returned to one of his old favorites, fieldwork, to pursue this new research agenda. Kazakhstan, Denmark, and Mexico were the new field sites, where Charles and his co-researchers shared perspectives, compiled environmental assessments, and built up their theoretical bases.

This latest burst of research energy gives no sign that it is likely to falter in the near future. Charles is doing more writing and research, and advising more students, than ever. Certainly he appears to have no intention of stopping, and the joint research he is conducting with students and colleagues is finding an appreciative academic audience among environmental geographers. If I can be excused this one, final comment on your retirement, Charles: “Looks like you’re not going to ride into the sunset, but stay in the saddle.”

Dennis Conway
Susan E. Greer

Susan Greer’s career choice in international education was natural because her father had been a professor of French and had taken his family abroad to study and to travel over her formative years. In addition, she had always been surrounded by students, both international and domestic, as an academician’s daughter. It was not a surprise to anyone that she followed her father and sister to major in French, planning to become a teacher of French. The surprise was that later she moved from French into English as a Second (or Foreign) Language (ESL).

Having just completed a year of study at the University of Bordeaux, France, and having just gotten married, Susan, along with her husband, Charles Greer, went to Hong Kong to work at the Chinese University of Hong Kong. With a hope to teach French, Susan was instead given several ESL classes and only one class in French. After two years in Hong Kong and lots of ESL teaching experience, Susan and Charles moved to Seattle, Washington, where they began graduate degrees at the University of Washington, Susan in French, Charles in geography and Chinese studies. They both had teaching assistantships in their respective departments, and Susan augmented hers by getting a teacher’s certificate and teaching French in a public Seattle middle school, too. Interspersed among French teaching gigs, however, she continued to teach ESL in Seattle.

Charles’ research took them back to Asia, this time to Taipei, Taiwan, where Susan held many different ESL teaching jobs throughout the city. By then Susan had realized that her future and interests in international education leaned more towards the East (Asia) than the West (Europe), which meant more towards ESL than French. At the same time, she was discovering her devotion to ESL and the wealth of opportunities it was bringing her.

After Taipei, Susan and Charles moved to Austin, Texas. Susan found an ESL teaching job there just when the University of Texas (UT) English program began to explode with international students needing English. It was at UT that she began to enjoy experiences in administration. After a number of years at UT, however, as many young academic families do, the Greer family took a sabbatical abroad in 1977, this time to Oxford, England. Again, Susan found opportunities to teach ESL even if her English was American.

In August 1978 Susan and her family moved to Bloomington, and Susan began teaching ESL in the Urban and Overseas English Programs of the School of Education while pursuing degrees in teaching English to speakers of other languages, known universally by its acronym TESOL, and applied linguistics (M.A. in 1980, Ph.D. in 1995). The director of the Urban and Overseas English Programs, Harry L. Gradman, was asked to become chair of the Department of Linguistics, which is located in the College. So he moved across campus, as did his programs and graduate students. His ESL program became the Center for English Language Training, which included the Intensive English Program (IEP). In 1981 Susan joined Marlin Howard, director of the IEP, and soon became co-director. She enjoyed that position until her retirement in December 2006.

Susan’s connection with international education at Indiana University included three areas: within in the IEP, campuswide, and nationally. The IEP is designed to help international students achieve a level of English proficiency high enough to be successful in academic programs at American universities. Between 1981 and 2006 it had as many as 450 students and 70 instructors per session. All students study a minimum of four hours of English daily, five days a week for seven-week sessions. Susan’s job as co-director included scheduling teachers, students, and rooms across campus, as well as recruiting in both Europe and Asia for a number of years, plus a myriad of other daily responsibilities. She also taught in both the IEP and the graduate-level Program in TESOL and Applied Linguistics. Campuswide, perhaps one of the most challenging jobs Susan held at IU was managing the Test of English Proficiency for International AI Candidates (the TEPAIC). As mandated by the dean of faculties, Susan orchestrated the exam for many years. That
position enabled her to work with outstanding international students, incredible departmental contacts, and many faculty members.

Susan was delighted to have numerous opportunities for involvement in national and international professional organizations, such as TESOL and the Indiana affiliate of TESOL called INTESOL, where she served in many capacities on its board from newsletter editor to president. Her most fulfilling work, however, was in the ESL component of NAFSA: Association of International Educators, where she held elected positions that culminated in her becoming chair of Administrators and Teachers of ESL. Networking with luminaries in international education and being active among ESL/IEP peers nationwide rounded out Susan’s years as a professional in a most positive, enriching sense.

Looking back over her 42 years in the ESL aspect of international education, Susan knows that nothing would have been possible without the love and support of her husband, Charles, and two children, Jason and Genevieve, as well as her broader family and close friends. With such interest in things international, it followed that Susan was not surprised when her son married a lovely Korean and her daughter married a charming Australian. To sum up Susan Greer’s life and career to this point, she could not be more grateful for international education and the opportunity to work and live within it in every facet and way, here and beyond.
Gary S. Hafner

Gary Stuart Hafner, Ph.D., professor of optometry and adjunct professor of anatomy at Indiana University, is, in the words of medical educator Louis Flexner, an “anatomist’s anatomist.” Gary’s teaching, research, and service run the scope of structural biology, from macromolecules in visual cells to the whole human body. He is among the world’s authorities on the evolution and development of the crayfish eye. Indeed, his most recent publication (in Arthropod Structure and Development, in press), co-authored with the German zoologist Steffen Harzsch, examines a pivotal issue in the evolution of invertebrates.

In the School of Optometry his main courses have been ocular anatomy and gross anatomy. Along with other major innovations, he introduced human cadavers into instruction for IU optometry students. During the past three years his teaching included one-third of the neuroscience course for medical students in the Medical Sciences Program.

Gary was born in Greensboro, North Carolina, in 1943. His family moved to Illinois where he “grew up on the north shore of Chicago.” The Hafners moved again, this time to Indianapolis, where Gary completed the eighth grade and went on to pitch baseball for and graduate from Broad Ripple High School. He earned an A.B. from Hanover College in 1965, majoring in biology and chemistry and winning a letter in, of course, baseball. (Years later he would occasionally enjoy playing catch on Sunday mornings with friend and academic role model Professor Emeritus Conrad Mueller.)

After receiving an M.A. in biology at Drake University in 1967, Gary pursued a Ph.D. at IU in what was then the Department of Anatomy and Physiology. Concentrating on cytology and neuroanatomy, and assisting in various basic medical science courses, he earned his doctorate in 1972. He had conducted his dissertation research under C. B. G. (Boyd) Campbell and H. D. (Dave) Potter.

Before undertaking postdoctoral training, Gary returned to his alma mater, Hanover College, during the fall of 1972 as an assistant professor. In his semester there the newly minted cytologist and neuroanatomist taught not his specialties, but comparative anatomy and general biology (again, Flexner’s anatomist’s anatomist).

Gary initiated postdoctoral research at IU in January 1973 with five months in Ray Murray’s lab. In May 1973 he “went west” for 18 months in UCLA’s Jules Stein Eye Institute. There he collaborated with one of neurobiology’s up-and-coming luminaries, Dean Bok. Gary returned to Bloomington and IU in the autumn of 1974, for an associateship with his former mentor, Dave Potter.

In 1976 an outstanding lecture to the optometry faculty on the ultrastructure of the crayfish eye contributed significantly to Gary’s successful competition to fill a vacancy created with the retirement of Stanley Rafalco, who had taught ocular and general anatomy from early in the history of the optometric curriculum at IU. Gary was expected to modernize and offer those courses, as well as develop instruction for graduate students. In addition, he was charged with renovating optometry’s barely functional electron microscope laboratory and maintaining a “high-tech” microscopy facility to support the research and teaching of others in the school. To operate the new lab, Gary brought in Tom Tokarski, whom he had known since graduate school. Although Tom did not hold a doctorate, Gary treated him as a colleague. They co-authored 11 papers. At Gary’s encouraging, Tom also undertook projects of his own and even published with others. Tom is now retired. As for Gary, he was tenured on schedule, voted teacher of the year for 1976–1977, and promoted to full professor in 1993.

How did he treat students? Consider the words of Tiffenie Harris: “I first met Dr. Hafner in 1987...[in] a summer program for undergraduate minority students. [He] was
very patient . . . and taught me how to make frozen sections . . . of the crayfish retina.” Tiffenie would eventually earn an O.D. degree. Now a member of the optometry faculty herself, she adds, “His anatomy courses laid the foundation for us to become competent optometrists, well-versed in ocular disease and its systemic associations.”

David Goss, professor of optometry and a colleague of Gary’s, sat in on ocular anatomy while pursuing his Ph.D. He still remembers the course as, “well done, well organized, and authoritative.” Douglas Freeman, head optometry librarian and optometry’s director of technology volunteers, recalls: “Dr. Hafner was one of the first people in the school to embrace electronic technologies for instructional purposes. He introduced specialized software for teaching . . . and revolutionized the learning experience for optometry students.”

Gary married Jane Clay in 1978. They had both attended Broad Ripple High but only got to know each other while she was completing a Ph.D. at IU. Jane is now a retired plant scientist.

In 1994, while helping with a neighbor’s renovation project, Gary sustained a major injury to his right leg. After a prolonged but futile battle against infection, his lower leg had to be amputated. But, fitted with a prosthetic foot, and able to walk without a cane, he soon was back on the job cheerfully, teaching, doing research, and performing service.

Service to the university as well as the community represented an essential obligation for Gary. Among other things, he was on Monroe County’s Planning Commission. In addition to several significant school and university assignments, he chaired optometry’s tenure and promotions committee from 1983 to 1990. Dave Goss, who served with Gary, had this to say: “He approached the work of the committee with objectivity and common sense.”

In retirement, would he and Jane travel? “Some,” he replied. But he intends to put his ocular anatomy teaching materials into electronic form. He also has an interest in woodworking and collecting old hand tools. But, given the free time, he especially wants “to restore a 1949 Chevy pickup truck.”

The Hafner Era now closes in the School of Optometry, in tangible ways. Of course, Gary Hafner will be missed, day-to-day. But his impact will always exist in the character and conduct of his students, his colleagues, and their intellectual descendants.

Paul Pietsch
Jan Donald Harrington

Jan Harrington retires from the IU Jacobs School of Music only a year after having been inducted as a Chancellor’s Professor for his peerless influence on other musicians through his creative activity as a choral conductor. He leaves behind a legacy of 34 years of devotion to the school and to the conducting art, carried out with utmost integrity and far-reaching vision.

The choral conductor represents the axis of musical activity in the greater proportion of colleges, churches, and community organizations in the United States. Singing is the first and most accessible form of musical expression for most persons, and choral singing specifically generates communal connections that give impetus to musical sponsorship in our country. It was through singing that Jan Harrington decided on a career in music. Born in Goodland, Kansas, in 1943, he was raised in Houston, Texas, where he began piano lessons at a very young age. After a stint as a trombonist in high school band, he was recruited to sing in the choir. Jan entered Southern Methodist University in Dallas as a pianist and singer to earn his bachelor’s degree in music education. His voice teacher, Catherine Akos, was a good friend of Indiana University’s eminent professor of conducting Tibor Kozma, and this fortunate connection brought Jan Harrington to Bloomington in 1965. He arrived just as the iconic Julius Herford was delivering a series of lectures on Baroque composer Heinrich Schütz. These were a revelation. Herford’s synthesis of scholarship and interpretation resonated with Jan’s artistic ideas, and he was soon assisting Herford’s famous disciple Robert Shaw in a performance of Beethoven’s Missa Solemnis. (David Jacobs, the generous donor of the Jacobs School of Music, sang in this concert as a student!) Along with his analytical studies with Herford, Jan also completed his doctoral conducting training with the pioneering Fiora Contino, a Toscanini protégé, and with Don Moses.


Choral and choral-orchestral genres comprise some of the highest and most complex manifestations of musical genius in Western civilization, and Jan Harrington directed choral seasons of unsurpassed depth and diversity at Indiana University. He trained hundreds of conductors and singers from all continents, many of whom now enjoy international careers.

Jan has devoted extensive analytical attention to the works of Claudio Monteverdi, Heinrich Schütz, and Johann Sebastian Bach, and has conducted several monographic concerts dedicated to them. He has also included living composers of national and international caliber in his programs. He conducted the Pulitzer Prize-winning works of John Harbison and John Corigliano soon after the Pulitzer award announcement, connecting this cultural event with our students. At the same time, he paid exemplary attention to the work of our composition faculty, including John Eaton, Juan Orrego Salas, Harvey Sollberger, Bernard Heiden, Don Freund, and Sven-David Sandstrom. Jan Harrington also supported the work of many composition students, including their works in his recitals alongside those of the masters; and he often agreed to conduct in the students’ own concerts.

As an orchestral conductor, Jan Harrington maintained an equally daring and thought-provoking profile. He conducted the Indiana University premieres of some of the most influential works of our time, many of which redefined music in the twentieth century. At the Musical Arts Center Jan conducted John Corigliano’s Symphony “Of Rage and Remembrance” (the so-called AIDS Symphony); Olivier Messiaen’s imposing Turangalîla Symphony; Luciano Berio’s Sinfonia; and John Adams’ landmark opera Nixon in China, all to great acclaim. For the IU Opera Theater he also conducted Gluck’s Orfeo and Gounod’s Faust. In 1995 he was entrusted with Auer Hall’s inaugural concert, conducting a performance of Monteverdi’s Vespers, still remembered as one of the great musical events of recent times in Bloomington. Jan
also maintained long-standing professional relations with the opera theaters at Roanoke, Virginia, and Stockton, California, and with the Aspen and Dartmouth Conducting Institutes.

One of Jan Harrington’s greatest legacies is the artful composition of the concert program. His concerts, often labeled with a suggestive title, articulated cross-references among musical works, or stylistic re-contextualizations across historical periods. It is a concept that can be achieved only by thorough scholarship and deep reflection. Harrington’s style of programming has proven extremely influential. His former students—both conductors and singers—have pursued this approach to programming successfully in the United States and abroad, transforming the choral recital from a sequence of self-contained and unrelated musical moments into an artistic meditation on a specific subject that evolves over the course of the concert. The program concept becomes an artistic statement independent of the musical works presented.

Jan’s influence extended substantially to many singers. He consistently selected repertoire to suit the specific vocal and artistic personality of the talented young singers under his care. Dozens of singers who sang the solo parts in his performances now fill the rosters of the opera houses and concert halls of the world and constantly acknowledge his mentorship. Jan Harrington also marked the profession by co-creating and leading the first and only chorus fully devoted to new music in the country. As such, the Contemporary Vocal Ensemble has presented countless American premieres and numerous commissions. It has been a laboratory for both composers and singers in the latest aesthetic and technical directions in the choral art.

Jan Harrington’s conducting career has reflected his continued commitment to the musical concert as a space for critical engagement and cultural debate. This philosophy has been shared with his partner of 30 years, conductor Gerald Sousa, who has engaged the Bloomington community in parallel musical endeavors. Jan’s admirers expect that, with Gerry, he will continue to tantalize us with his musical vision through exciting new projects beyond Indiana University’s stages.

Carmen Helena Téllez
Michael Hatfield

An Indiana native, Michael Hatfield studied both trumpet and French horn in his youth but also had early ambitions towards a career in the television industry as a producer or director. Concentrating on horn for a career, Mike was accepted into the studio of Verne Reynolds at Indiana University. In 1958 he earned the Bachelor of Science degree and also had the great honor of earning the first (and highly coveted) Performer’s Certificate in Horn granted by the IU School of Music. During his time at IU, Mike also studied each summer at the Aspen Music Festival in Colorado with Christopher Leuba and Philip Farkas of the Chicago Symphony Orchestra.

Upon graduation from IU in 1958, Mike joined the Indianapolis Symphony as the assistant principal horn. It is rare for a young musician to obtain such a position immediately upon graduation from college. The following season he moved to third horn, which he performed until 1961, when he was appointed principal horn of the Cincinnati Symphony Orchestra, a position he held for the next 23 years. While in Cincinnati, Mike also served as adjunct professor and chair of the brass, woodwind, and percussion division at the College-Conservatory of Music of the University of Cincinnati, and was a member of the Cincinnati Woodwind Quintet, which was made up of principal players of the Cincinnati Symphony.

During the summers he returned to Aspen where he played second horn to Philip Farkas in the Aspen Festival Orchestra from 1960 to 1968. In 1972, he became co-principal of that orchestra and joined the faculty of the festival. He remained in those positions for 17 years. As faculty member of the Grand Teton Orchestral Institute, he also played with the Grand Teton Festival Orchestra in Jackson Hole, Wyoming.

Called by Indiana University, Mike joined the faculty of the School of Music in 1984 to replace his mentor, the legendary Philip Farkas, who was retiring. He served admirably for many years as professor of music and chair of the brass department. Hatfield horn students populate orchestras and schools around the world. A fixture in the Jacobs School of Music, he is at once revered and respected, but everyone who knows Mike Hatfield would offer affability as his strongest attribute.

Mike is also well known in the International Horn Society (IHS). He was a guest artist/soloist at the IHS conventions in 1983 and 1985 and has lectured at many other regional and international IHS events, including the 1998 Midwest Regional and Southwestern Horn Workshops. He has served as the scholarship chairman for the IHS and for several terms on the IHS Advisory Council. In 2000 he was elected to the board of directors of Cormont Music, where he offers input into the planning and execution of the Kendall Betts Horn Camp and its scholarship program.

In 2003 the IHS presented Mike with the coveted Punto Award. The protocol for the award reads:

Individuals selected for the Punto Award shall have made a major contribution at the regional or national level to the art of horn playing. This contribution can be in any of a variety of areas, such as performance, teaching, research, or service to the IHS. The international workshop host or any Advisory Council member can nominate individuals for this honor, and selection will be by majority vote of the Advisory Council.

Mike was also made an honorary member of the IHS in 2006. This is a recognition accorded to only one or two people each year by a vote of the IHS Advisory Council during their meeting at the International Horn Symposium.
The Michael Hatfield philosophy of pedagogy and performance might be summed up in a statement that he made recently:

It is essential that we know the repertoire. My hope is that we learn to be flexible musicians and players to facilitate working with various conductors, section mates, and ensembles; to this end, I believe that exposure to different teaching styles and approaches to learning can be very beneficial in many ways. Additionally, I make certain each of my students is aware of and knowledgeable of the various styles and playing concepts within the horn community, as well as of the current trends in horn playing around the world.

Mike Hatfield has been, and continues to be, a legendary force in the world of brass music.

M. Dee Stewart
Betty Haley Haven

Newton’s First Law states: “A body continues in a state of rest or uniform motion until acted upon by an external force of sufficient magnitude to disturb this state.” Betty Haven has certainly embraced this law as her life has been that of a body in a continuous state of motion. It began at an early age, when Betty and her family moved frequently around the country with her father, a naval aviator. It was during her travels as a youngster that Betty developed a love for education and people, a passion she continued in higher education.

She completed her undergraduate degree at Duke University, where she was on the first women’s basketball team to play intercollegiate women’s games. Betty taught physical education for a few years before returning to school for her graduate studies. She moved to Bloomington, where she finished her doctoral degree in biomechanics in 1977. Shortly after graduation Betty was appointed as an assistant professor part-time in the Department of Kinesiology. During these first few years she taught several graduate and undergraduate courses, including biomechanics. She also continued her work in the biomechanics laboratory and with the United States Olympic Committee. Her other and most important full-time job was in Columbus, with her young children and family.

By 1987 Betty’s noteworthy administrative and leadership skills were recognized, and she was appointed coordinator of undergraduate studies, in addition to her teaching duties. During her time as coordinator several new programs were added and/or received national certifications, and procedures and policies were modernized and standardized. Other duties included scheduling all undergraduate courses, coordinating staff and classroom space for those classes, coordinating registration and drop/add (for anyone who remembers those days before computer registration), providing leadership in curriculum development in each of the areas, advising all prospective and new students coming into the department, and advising approximately 40 undergraduate exercise science students.

Since her days as a graduate student, Betty has always been at the forefront of using technology to support her research, teaching, service, and administration. Over the years she became the department “go-to person” for both faculty and staff with regard to most things computer related. In addition Betty developed and taught Micro-Computers in Physical Education, a course on computer literacy for undergraduates that has since become a requirement in most of the kinesiology undergraduate major programs. She was also instrumental in the development of the departmental Web page. In 1995 the increased responsibilities for departmental computing support led to a change in administrative positions, and Betty transitioned into a new administrative role as coordinator of computer support and education. At both the school and university level she was increasingly active in planning and implementing technology solutions. Betty was an early adopter and advocate for the IU-developed Oncourse Web-based class management system. She was active in the development of Oncourse and vocal in suggesting additional modules and capabilities within the system.

Although Betty is an excellent administrator, her true gifts are in the classroom where she has helped thousands of students overcome their “math anxiety” and “technophobia” to achieve success in biomechanics and technology courses. She is an outstanding teacher who brought biomechanics to life by using her children as real-life examples in her instruction. One only has to have read her humorous presentation, “A Funny Thing Happened on the Way to the Classroom . . .” to truly appreciate her giftedness as a teacher. Betty is constantly revising her courses and working on new ways to maximize student learning. Her innovative pedagogy has been recognized by numerous awards and Indiana University teaching grants. She truly cares about her students, and that caring shows in the time and preparation she commits to her teaching and student advising.

Over the last 30 years Betty Haven has been a consistent, positive force and a body always in motion helping the department and students move forward. It is hard to imagine
the Department of Kinesiology without her. The good news is that Betty will continue her constant motion in her retirement years with her R.V., which she will use to visit grandchildren, friends, and colleagues around the country. Safe travels, Betty. We will miss you.

Donetta Cothran
William Harvey Hegarty

Our colleague and good friend, W. Harvey Hegarty, is retiring this year after joining IU’s School of Business faculty in 1974. Harv possesses a unique combination of skills and abilities that make him a gifted teacher, researcher, and administrator. It is this rare ability to serve comfortably in all three roles that have made him a vital part of the fabric of the management department for over 30 years.

Harv began his academic studies at Purdue University, where he majored in biology and chemistry. Next Harv enrolled in IU’s M.B.A. program, completing his degree in 1967. This was followed by four years in the Ph.D. program at the University of North Carolina–Chapel Hill, where he majored in organizational behavior. Harv’s first job after completing his Ph.D. was as an assistant professor at West Virginia University, where he taught courses in personnel, management, and the emerging field of business policy. But in 1974 he once again felt the tug of IU and joined the faculty of the School of Business as an assistant professor.

Harv was promoted to associate professor and later to full professor based on his outstanding contributions in the areas of research, teaching, and service. As an instructor he taught an amazing array of courses in every program within the school: strategic management (undergraduate, M.B.A., Ph.D.), organization change (undergraduate, M.B.A., Kelley Direct), creativity and innovation (M.B.A.), leadership (undergraduate), negotiations (undergraduate), human resources (undergraduate), general management (undergraduate and M.B.A.), organizational behavior (undergraduate and M.B.A.), managing the diverse workforce (M.B.A.), and management field research (M.B.A.). His talent for teaching is reflected in his numerous teaching awards including the M.B.A. Teaching Award, which he won four times (1982, 1985, 1988, and 2000), and the AMOCO Distinguished Teaching Award for Innovation (1983), a competitive award across IU’s eight-campus system.

While Harv served as a visiting instructor for several U.S. universities, his love of travel, his appreciation for international cultures, his knowledge of international business, and his talents as an educator led to visiting teaching assignments in prestigious schools worldwide including the following: INSEAD (Fontainebleau, France), Management Center Europe (Brussels, Belgium), University of Limburg (Maastricht, Netherlands), Melbourne Royal Institute of Technology (Melbourne, Australia), Institut für Betriebswirtschaft (St. Gallen, Switzerland), Shanghai Institute of Mechanical Engineering (Shanghai, China), Oxford University (Oxford, England), University of Tilburg (Tilburg, Netherlands), University of Ljubljana (Ljubljana, Yugoslavia), Western Australia Institute of Technology (Perth, Australia), National University of Singapore (Singapore), Norwegian School of Management (Oslo, Norway), IMD (Lausanne, Switzerland), Budapest University of Economic Sciences (Budapest, Hungary), the Instituto de Estudios Superiores de Administración (I.E.S.A.) (Caracas, Venezuela), Maastricht School of Management (Maastricht, Netherlands), and Dubai Polytechnic (Dubai, United Arab Emirates). As this list illustrates, Harv’s reach as an educator has stretched across many continents.

Harv’s contributions to research have been numerous. He has published in many of our field’s top journals including Academy of Management Journal, Strategic Management Journal, Journal of Applied Psychology, and Journal of Management, on topics ranging from ethics and diversity to strategy. He has presented research papers at many of our field’s most prestigious conferences. Yet Harv has not limited his writing to academic journals and conferences. He has also written two books (Strategy, Policy, and Central Management and Strategy: A Multi-Level, Integrative Approach) and published more than 20 cases, many of which have received awards. These cases have not only enriched Harv’s classroom, they have enriched the classrooms of many other teachers worldwide.
In addition to accomplished teaching and research, Harv’s career was also marked by key administrative roles. After conducting extensive research to benchmark various programs, Harv chaired the committee that started the IU Executive M.B.A. Program. From 1982 until 1985 he served as the first director of the program, and from 1984 until 1987 he was associate dean for professional programs. His responsibilities included professional and executive education, alumni and public relations, and development. He was responsible for the IUPUI campus and maintained offices both in Bloomington and Indianapolis. As part of this role, Harv helped write the mission statement and set the school on a path of increasing the percentage of tenured-track professors. From 1996 to 2000 Harv was chairperson of the Department of Management. Each of Harv’s administrative roles brought with it tough decisions, but he always found a way to satisfy various constituents by remaining fair and flexible.

Harv and Connie, to whom he has been married since 1968, are the proud parents of three children (Elizabeth, Christine, and Boyd) and seven grandchildren. Elizabeth lives in Birmingham, Alabama, with her husband, Russell. They founded and operate the company Viva-the-Chef. Christine, who followed in her father’s footsteps, received an M.B.A. and Ph.D. from the Kelley School of Business. She and her husband, Mark, will be moving to DeKalb, Illinois, where Christine will begin her career as an assistant professor at Northern Illinois University. Boyd has also followed an academic path. He and his wife, Christine, live in Bloomington, where Boyd is a doctoral student in recreation, park, and tourism studies at IU’s School of Health, Physical Education, and Recreation.

A tribute to Harv would not be complete without mentioning his involvement with First United Methodist Church. Harv has been a devoted member of the church for many years, having served as president and a member of the Board of Trustees. Currently, he is putting his knowledge of strategy to work for the benefit of his church by serving as head of the strategic planning committee.

The management department will miss Harv’s daily involvement, but we know he will remain an active participant in the Kelley family. We know too that his devotion to family, church, and town will keep him an active and visible member of our larger community. Our wish for Harv is that his love of travel, his playful personality, and his natural curiosity will keep him traveling the world in search of new, exciting adventures for many, many years to come.

Idie Kesner
Roger Herzel

Roger Herzel was born in Batesville, Indiana, but left the area as a young child and did not return to Indiana until he was an adult academic professional. After spending formative years in Pennsylvania, Roger entered the liberal arts program at Haverford College in Pennsylvania in 1959, where he received a B.A. in French literature in 1963. He continued on directly to Johns Hopkins University in Baltimore, Maryland, for graduate study in French literature. After Johns Hopkins Roger was an instructor in French and then English at the State University of New York at Stony Brook, Bennett College, and Cedar Crest College, between 1965 and 1971. As his education, teaching experience, and fascination with French literature advanced, he became increasingly interested in seventeenth-century French literature, and French plays and theatre in particular, especially the work of Molière. Roger entered the Ph.D. program in theatre at Cornell University in 1971, where he served as a teaching assistant in the Departments of Theatre and English, and as a visiting assistant professor of drama at Ithaca College. At Cornell Roger studied under Professor Marvin Carlson who would later head the Ph.D. program in theatre at Indiana University. Roger received the Ph.D. from Cornell in 1974.

Roger’s first continuing faculty appointment was as an assistant professor at the State University of New York at Albany in 1975, where he was promoted to associate professor in 1979. In that same year he became editor of Theatre Survey: The American Journal of Theatre History, the scholarly publication of the American Society for Theatre Research, the most prestigious scholarly society in the discipline of theatre history in the United States. When Roger moved to Indiana University in 1986, he brought the editorship of Theatre Survey with him. It remained here until 1990.


Over the years Roger has presented refereed and invited papers internationally at the conferences of the American Society for Theatre Research, Société d’Étude du XVIIe Siècle, North American Society for Seventeenth-Century French Literature, World Congress of the International Federation for Theatre Research, and many others. He has presented in Paris, New York, Toronto, New Orleans, Stockholm, Dublin, Newport, Canterbury, Washington, D.C., Lyon, Glasgow, Amsterdam, and Cambridge. He has been a very important voice for seventeenth-century French theatre and scholarship throughout the Western world.

Roger joined the faculty of the Department of Theatre and Drama at Indiana University as a professor in 1986, replacing his former mentor, Marvin Carlson. While here he served as director of graduate studies for the department from 1986 to 1997 and again from 2002 until 2004. He has also been on the faculties of performance studies, comparative literature, and West European studies since 1994. Roger has taught undergraduate theatre history, and graduate seminars and classes in his specialization of seventeenth-century France and Molière, but also Greek, Roman, and medieval drama and theatre, Elizabethan theatre, eighteenth-century European theatre, nineteenth-century French theatre, and numerous specific topics. Many theatre graduate students have benefited enormously from their work with Roger Herzel, and he has chaired numerous Ph.D. dissertations since 1987, many of them on French theatre topics. He has made his program an important place to study French theatre in the United States.
Twice a research fellow of the American Council of Learned Societies, in 1977 and 1982, Roger has also received fellowships and grants from the National Endowment for the Humanities, the State University of New York, and Indiana University. In very recent times Roger contributed the entries on Molière and 16 other seventeenth-century French actors to the Oxford Encyclopedia of Theatre and Performance, as well as articles in Cahiers du Dix-Septième, Le nouveau Moliériste, and Seventeenth-Century French Studies. Roger continues to work on a new book that will probably follow him into retirement: Molière: His Career in the Theatre, contracted by Cambridge University Press.

Roger Herzel has been an excellent teacher, formidable scholar, and reliable and wonderful colleague for all of us in the Department of Theatre and Drama at Indiana University. We will certainly miss his keen eye for details and his unwavering fairness to colleagues and students, and in the Ph.D. program especially we will miss Roger Herzel the man, whose contributions have shaped much of what we continue to do. We send our best wishes to him for all that lies ahead.

Ronald Wainscott
John C. Huffman

After nearly 50 years of association with the Department of Chemistry on the Bloomington campus, John C. Huffman, senior scientist in chemistry, will “officially” retire this year, although his colleagues know that this will not keep him from continuing to do the research he so thoroughly enjoys. John is one of those unique individuals who completed his academic training at Indiana University and then decided to establish a career within the university. He has spent this time entirely within chemistry with the exception of the past few years, when he accepted a joint appointment with the new School of Informatics to pursue his research interests in crystallographic informatics. John first arrived in Bloomington in the fall of 1959, when he enrolled as a freshman. After completing his B.S. in Chemistry he continued on to obtain an M.S. degree in Physical Chemistry. An elective course in geology introduced him to the beauty of crystallography, a relatively new technique that was just being introduced as a research tool in the department, and he jumped at the opportunity to enter this exciting field. He completed his Ph.D. thesis in inorganic chemistry, determining the structure of a series of highly reactive compounds using X-ray diffraction. After receiving his degree, John was named director of the newly formed Molecular Structure Center, a position he has held to date. He developed the facility into an internationally recognized center of excellence in the area of small molecule crystallography, and in the process has earned the respect of his peers and many collaborators through the years.

John has authored or co-authored nearly 800 papers in the scientific literature and has been involved with nearly 200 presentations at scientific meetings. This high level of productivity has resulted in his current ranking as the fourteenth most significant contributor to the Cambridge Structural Database, an international database that includes all small molecule structures determined using crystallographic techniques. The Institute of Scientific Information (ISI) included John as one of the charter members of its ISIH HighlyCited.com database “of the world’s most cited and influential scientific authors,” when it was established in 2001. He was listed as fifth most cited chemist in the world for the period 1981–1997, and was the eleventh most cited for all sciences.

John’s interest and involvement in computing issues on campus date back to those early days when crystallography was one of the primary users of the central computing resources. Throughout his career he has served on many of the university-wide policy and advisory committees that define the academic computing environment, and he has assisted in the preparation of major computing infrastructure proposals for university resources that we all use and take for granted today. His interest and involvement in computing issues on campus led to his being invited to assist in the planning and organization of the new School of Informatics. John was one of the “founding faculty” and for the past few years has served as an adjunct professor of informatics as well as being co-director of the Informatics Research Institute.

Because his field is highly collaborative in nature, John has been a strong proponent of collaboration technologies, and most of his funded research the past decade has dealt with developing systems to share information and provide remote access to instruments and laboratories. He led a team that developed a system which allows crystallography laboratories throughout the world to share freely the molecular structures determined in those laboratories. This new methodology is presently in use in 19 laboratories in four different countries. One of the highlights of the system is that it allows anyone with a Web browser to view and manipulate easily the molecular structures in the collection without any formal training. A popular section describing common molecules was selected by Scientific American as one of the top science and engineering sites in 2004. The system is widely used by both researchers and educators and averages more than 15,000 users per month. John is currently working on a project that will allow Web access to complex instruments that have been “grid enabled.” A virtual laboratory environment allows a researcher to monitor and control instruments and to collaborate with colleagues at
another site. This system has already been used in collaborative studies he is pursuing with researchers at the synchrotron light source at Argonne National Laboratory and with collaborators at several colleges in Indiana.

In addition to his academic pursuits in crystallography and informatics, John has always been a strong proponent of informal science education. He is well known for his significant contributions to science fairs at the local and state level over the years, and remains active in this area. Having been raised in a “scouting” family and having two sons, he also became deeply involved in the local scouting program, where he emphasized science and engineering skills as well as the natural sciences. He was chairman of the Youth Activities Committee of the Indiana Academy of Science for many years, during which time he helped organize and direct the state Science and Engineering Fairs.

John’s university service activities have not been restricted to computing and information technology. He has willingly accepted assignments that cover nearly all aspects of university life, from participation on the Staff Council in his early career, to his valuable work as director of technical services in chemistry, to his recent service on the Faculty Affairs Committee. In recognition of his many and diverse contributions to the university and community, John was awarded the Distinguished Service Award in 2006, a fitting culmination to his long, productive career at IU.

Jack K. Crandall
Betty Jo Kish Irvine

Through a combination of intelligence, determination, and limitless energy, Dr. Betty Jo Kish Irvine has come to personify an entire profession, and to be recognized by her peers as the quintessential art librarian. After a 40-year career at Indiana University distinguished by dozens of notable achievements and awards, it is difficult to imagine the IU Libraries or the Henry R. Hope School of Fine Arts without the indomitable presence of “BJ.”

A native of Indianapolis and a graduate of Shortridge High School, BJ enrolled at IU as an undergraduate in fine arts in 1962. After receiving her B.A. with distinction in 1966, she was hired by the IU Libraries and Henry Hope, chair of fine arts, to manage the department’s already sizeable slide collection. BJ not only brought organization, order, and consistency to the fine arts slide collection, she also enrolled in the School of Library and Information Science (SLIS). She began to cast a librarian’s eye on the topic of slide libraries, and recognized the need for a systematic study of existing practice and a standard reference work for the field. She received a Carnegie travel grant from the Department of Fine Arts in 1968 to undertake a tour of major U.S. slide libraries, and to conduct a survey of slide professionals, their methods, and the history of their collections. The result was the pioneering *Slide Libraries: A Guide for Academic Institutions and Museums*, published in 1974 by Libraries Unlimited.

Having conquered slides, BJ sought new challenges. Completing her M.L.S. in 1969, she became head of the IU Fine Arts Library, with administrative supervision of both the Fine Arts Slide Library and the photoarchives collections. BJ became one of the first members of the Art Libraries Society/North America (ARLIS/NA) and turned her talents and energy toward guaranteeing the success of the fledgling organization, now numbering more than 1,000 members. She was president of the organization in 1993, served on its executive board from 1991 to 1994, and chaired many important committees, task forces, and initiatives. She shepherded to completion major society publications on both professional and facilities standards, and was recognized with the society’s highest honor in 2002, the ARLIS/NA Distinguished Service Award.

One has only to visit the beautiful IU Fine Arts Library or conduct research in its collections to appreciate the lasting contribution BJ Irvine has made to Indiana University. It is due entirely to her tenacity and vision that IU has one of the finest art library facilities in the country. Her close relationship with both studio and art history faculty and students, and her close ties and friendships in the Bloomington art community, including service on the Friends of Art and the Bellevue Gallery boards, have helped create one of the best art library collections in the Midwest. For many years she has hosted an annual Friends of Art Dinner in the Fine Arts Library, the proceeds of which go to purchase exceptional books for the collection.

BJ has also been a pivotal force in the IU Libraries, actively involved in obtaining faculty status for IU librarians and in the formation of the Bloomington Library Faculty Council and the Indiana University Librarians Association. Whether chairing important committees, serving as acting personnel librarian, or any other task asked of her, including the provision of sage advice to several deans, BJ has earned the very highest respect of her colleagues, in recognition of which she was honored with the William Evans Jenkins Award in 1992.

BJ has been equally outstanding as a teacher and mentor, and her impact on her students is amply demonstrated by the number of practicing art and image professionals who have studied, interned, or worked with her at IU. In her roles as adjunct associate professor in both the School of Fine Arts (from the 1970s on) and SLIS (from the 1980s on), she has influenced the careers of hundreds of future art historians and librarians. Her development of a specialized course in Art Librarianship, and its evolution into an art
librarianship specialization in SLIS and a dual degree program in art history and library science, have established Indiana University as a center for art and image librarianship, one whose graduates are recognized and sought after.

BJ has always had a special bond with studio faculty and students, through personalized instruction tailored for each area and her passionate acquisition and promotion of artists’ books as an art form. Her contribution to the School of Fine Arts was recognized in 2000 with a Teaching Excellence Recognition Award. She established an endowment in 2000 to fund the purchase of outstanding artists’ books, and in 2004 she created the Sara R. Irvine Artist’s Book Award for the purchase of a book created by a current fine arts student. Many former students, now teachers or practicing artists, credit BJ’s inspired presentations of artists’ books in their classes with influencing their work and careers.

BJ also pursued a Ph.D. in library and information science, receiving her doctorate in 1982. Focusing her dissertation on women in academic libraries, higher education, and corporate management, her research and subsequent publications gave her national recognition in this field. In 2001 she won the Gros Louis Special Recognition Award from the Office for Women’s Affairs for women’s contributions to the research and teaching mission of Indiana University.

A class in Chinese ink painting turned BJ’s energies in yet another direction in the 1990s, and after intensive Chinese language training, she was appointed a visiting scholar at the Nanjing Art Institute in 1999, visiting Chinese art libraries and making contacts with her counterparts. Her activities also include teaching yoga and Chi-Lel Qigong. As a practicing artist in traditional Chinese ink painting, she curated “The Chinese Brush” show at the Bellevue Gallery in 2003 and continues to exhibit her own work.

Eileen Fry
David R. James

For almost 23 of the almost 24 years I have been on the faculty of Indiana University, I have had the great good fortune to count David James among my colleagues. He has been to me a great friend, a wonderful collaborator, and a valued co-conspirator through all of these years.

At the tail end of the nineteenth century, W. E. B. DuBois famously remarked that “The problem of the twentieth century is the problem of the color line, the relation of the darker to the lighter races in Asia and Africa, in America and the islands of the sea.” In 1944 Gunnar Myrdal, the Nobel Prize–winning Swedish economist, famously described “the Negro problem,” by which he meant white prejudice and discrimination against African Americans, as the great American dilemma. In some respects, one must see David James’ scholarly career as a response to these calls to understand the problem of race in America. Through his scholarship, we better understand the political processes that have produced racial segregation and racial inequality in American society.

At first blush, David James might seem an unlikely candidate to devote his scholarly career to the study of race and racial inequality. You only have to spend a few minutes in his company to come to understand that he is a son of the South. Not only do his speech patterns give it away; so does his proclivity for telling good stories. During David’s childhood and adolescent years in the rural Georgia of the 1940s and 1950s, the “color line” that regulated economic, political, and social life in the pre–Civil Rights Movement South was still firmly in place. People like David—white people, that is—were on one side of the line; blacks were on the other. Unlike most folks who grow up on the privileged side of any line that divides the haves from the have-nots, David has used his experiences of growing up on the side of the haves to reflect with great insight and sensitivity on the ways in which the politics of race systematically benefit folks like him at the same time as those politics systematically disadvantage African Americans. He has devoted his career to understanding the role of the state and formal political institutions in the original construction of that color line in the late nineteenth- and early twentieth-century South, and to the, unfortunately, only partial dismantling of the color line throughout the United States in the decades since Jim Crow was supposedly dispatched to the dustbin of history.

David did not take a straightforward path to the academy. The zigs and zags he took along the way to finding his true calling, however, made him the great scholar that he is. David took his undergraduate degree in electrical engineering from Georgia Tech in 1959. He then spent 10 years as an officer in the United States Navy, serving for some of those years as a commander of a nuclear sub. Neither “electrical engineer” nor “naval officer” is a typical element of the biography of a sociologist, especially one who studies patterns of racial inequality. David, however, turned these unlikely beginnings into sources of some of his greatest strengths as a social scientist. His engineering training is evident in his methodological rigor and precision. His background as a naval officer accounts, in my view, for his unwavering commitment to staying the course and to getting his work right.

But it took a quirk of fate to bring David to sociology and, ultimately, to us at IU. His naval duties took him to the University of Wisconsin in the early 1970s, where he saw the light, left the navy, and enrolled in graduate school in sociology. The result was a scholar who used painstaking and careful statistical techniques to ask really hard and really important questions. This combination is as wonderful as it is rare.

David’s early scholarship, with his mentor Karl Taeuber, analyzed the determinants of racial segregation in schools in the post-desegregation United States. He truly broke new ground, however, with his subsequent work on what he called the southern racial state, work that showed how the interests of white political elites became institutionalized in the very structure of southern states. Throughout his career he has demonstrated numerous ways in which the state has affected racial inequality. He has asked how political
boundaries among school districts permit and even exacerbate school segregation. Which patterns of local political control create or ameliorate racial inequalities in educational opportunities? Where is the interplay between color-blind and color-conscious policies in the political creation and public acceptance of persistent racial inequalities in contemporary America? In response he has published numerous articles in the leading journals of our discipline. His work has charted new directions in both political sociology and sociology of education.

David has taught me much over the years. His fingerprints are all over my work, sometimes in ways I cannot readily identify. But here is one I can: it is because of him that I study the politics of education and race. In turn, I hope that I have been true to his steadfast commitment to ask good questions, even if they are hard to answer.

There is one final holdover from David’s first career as a naval officer that bears mention. It is David’s commanding physical presence and booming voice, both of which often served to scare the living daylights out of graduate students who had not yet come to know and appreciate his wit, warmth, and generosity. It always amused me to see the fear that David could inspire, largely unintentionally, in graduate students, because I knew him as a gentle soul. He is the colleague on whom I most depended for regular doses of wit, warmth, and generosity, and with whom I could most easily share a good, deep laugh. I already mind that I can no longer pop next door to get a dose of his sociological insight or share with him a good laugh about, well, almost anything.

I wish David well in his well-earned retirement, just as I also look forward to reading the book he is writing on the rise and fall of the racial state in the United States and sharing with him many further good times in the years to come.

Pamela Barnhouse Walters
Paul L. Jamison

Paul Jamison’s life journey to this point has had a proximate southerly bearing. He was born in Sioux Falls, South Dakota; he completed his advanced degrees at the University of Wisconsin–Madison; from there he migrated to the most southern of the Big Ten universities, where he has been a member of the IU Department of Anthropology since 1971.

Paul filled a keenly perceived void in the anthropology subfield of bioanthropology. The program lacked someone to cover childhood growth, biometric and population variation in living adult groups, and statistical applications and data analyses pertaining to anthropometry, that is, body measurements such as height and weight. These were large, important areas to fill, and in one word, Paul did so admirably.

However far South he had settled, he was not immune to a distant call of the North. He initiated several research projects among Native communities widely spaced along the Arctic coastline of Alaska. Much of this research was done under the auspices of the International Biological Program (IBP). This multidisciplinary National Science Foundation–funded program in one of its aspects dealt with human adaptability to environmental stressors such as high altitude and cold temperatures.

His modus operandi was to take anthropometric measurements of the children and adults living in small, relatively isolated Inupiaq Eskimo villages. These data were analyzed to ascertain growth patterns among the children and biometric variation among the adults. He compared Alaskan groups to children and adults in other northern communities as well as other parts of the world. His many years of fieldwork yielded significant findings that were published in numerous articles and books, most notably summarized and integrated with additional relevant research studies in his edited volume, *Eskimos of Northwestern Alaska: A Biological Perspective*.

Probably because of his strong research performance, Paul was selected to be the Scientific Coordinator, Human Adaptability Office, U.S./International Biological Program (IBP). He spent 1973–1974 at Pennsylvania State University engaged in these duties. Following his solid success in that office, in 1974–1975 he became a consultant to the IBP. In the very next year he was named a consultant to UNESCO’s Man and the Biosphere Project (MAB). Sometime later, in 1989, he was appointed for a two-year term to the High Latitude Directorate of the MAB Project, which was charged with evaluation and sponsorship of Arctic research involving interactions between humans and their environments. Certainly this is a front-burner issue at the moment. Paul was given a challenging series of administrative assignments, and in handling these so effectively, he clearly demonstrated his leadership and organizational skills.

Beyond his sustained Alaskan research interests, Paul has utilized anthropometry to study the remarkable similarities between pairs of adult identical twins, and he is currently analyzing craniofacial measurements of children who have congenital syndromes. By now you probably realize that a mainstay of Paul’s research has been data collection and statistical analysis. This is territory that demands technical accuracy and numerical precision, and in this regard Paul has gained a considerable reputation for his published studies of measurement error and how do deal with it.

Research is not the only beneficiary of Paul’s mastery of anthropometry. There are of course the many students who have trained with him during their doctoral programs. Officially, Paul chaired the committees of 10 completed Ph.D.’s, and he is directing three thesis committees in progress. However, it is more appropriate to say that just about anyone in the department needing guidance using statistical applications or computer-based analysis has sought out and received Paul’s knowledgeable assistance and advice.
More formally, Paul offered courses in anthropometry and data analysis, both of which were essential to establishing a solid training program in bioanthropology. His classroom approach was very much hands-on, in these and in his other courses. His encouragement of students’ participation and involvement in their education are hallmarks of Paul’s teaching presence. Not surprisingly, he has been honored with teaching awards, and in 1994 he was elected to the Faculty Colloquium on Excellence in Teaching.

Lest it be thought that Paul’s teaching was narrowly defined, in fact he offered courses over a diverse range. One in particular that became a recent favorite was Darwinian Medicine. Then there was a series of topical seminars, and again one that drew special interest was Bigfoot, Yeti, and Sasquatch: An Anthropological Perspective.

The smooth functioning of a department depends in large part on the willingness of its faculty to take on a myriad of committee and administrative tasks as assigned by the chair. Paul’s service record stands out in a particular assignment. He has been director of graduate studies for more than a dozen years. In brief, this has meant that a tremendous investment of his time and talent has been devoted to orienting entering students and thereafter being on call to resolve any difficulties that might arise throughout the duration of their graduate programs. Such a commitment to student well-being should not go unrecognized, and indeed, Paul was duly honored by receiving the university-wide Wilbur Hites Mentoring Award in 2004. It should be added here that a number of his former students, most of whom now hold faculty positions, continue to seek out his guidance as they advance in their academic careers.

It is anticipated that Paul will also continue to regularly interact with his colleagues after his retirement. After all, there are ongoing research projects and dissertation committees to attend to. He will have more open time to visit his children and grandchildren. There seems to be a travel plan forming that involves Paul and his wife, Cher, (who also happens to be his research collaborator) rambling throughout North America in an RV. They will be accompanied by the friendliest of canine companions, namely two Labrador retrievers.

We wish happy travels to Paul and Cher, and we extend our heartiest thanks to Paul for his many years of dedicated and distinguished service, and most of all for his cherished friendship.

Robert J. Meier and Kevin D. Hunt
Roger L. Janelli

After receiving a B.S. in Business Administration from Georgetown University and an M.B.A. from the Wharton School of the University of Pennsylvania, Roger Janelli served for two years as a U.S. Army military budget advisor to the South Korean Army. Upon completion of his military service, he began the study of folklore and anthropology, receiving M.A., M.S., and Ph.D. degrees from the University of Pennsylvania. He began his teaching career at Indiana University in 1975, where his courses dealt with Korean vernacular heritage; East Asian popular religion; Korean political economy; East Asian ethnography, identity, and intellectual history; and the Internet. He has chaired or co-chaired eight Ph.D. dissertations and served on the committees of more than 30 others.


The recipient of a Social Science Research Council (SSRC) award and two Fulbright grants, Roger Janelli has held temporary research or teaching appointments at the Anthropology Department of the University of Tokyo, the Korean Studies Center at L’Ecole des Hautes Etudes, the International Division of Yonsei University, the Department of Asian Studies at the University of Texas at Austin, the Jackson School of International Studies at the University of Washington, the Department of Business Administration at Lincoln University, the Accounting Department of the Wharton School, and the Far East Division of the University of Maryland. He has also served as chair of the Joint Committee of Korean Studies of the American Council of Learned Societies and the SSRC, and on the editorial boards of eight folklore and Asian studies journals. He has written manuscript evaluations for 12 university presses and 10 academic journals in the fields of Asian studies, folklore, and anthropology.

After retirement Professor Janelli is looking forward to continuing his research, teaching, and service, but also to spending more time with his wife of 37 years, Dawnhee Yim, who is a professor of anthropology at Dongguk University in Seoul.
John Wm. Johnson

Born March 14, 1942, John William Johnson grew up in Abilene, Texas. His mother was Cherokee, enabling him to register as a Cherokee national citizen in Tahlequah, Oklahoma. He graduated from high school in 1960, traveled in Europe for a few months, and entered the University of Texas in 1961, where he majored in German, graduating in 1965.

After working at the Texas State Education Agency, he entered the Peace Corps and completed training at Teachers College, Columbia University in New York, earning nine graduate credits. John spent three and a half years in the Somali Republic in East Africa teaching English and mathematics. He spent the first year in Dayaha, a remote boarding school in the north, and the second in Mogadishu, teaching and working as a translation assistant and editor for Haaji Muuse Galaal, secretary general of the UNESCO mission in Somalia and a renowned Somali folklorist and poet. Fascinated by the sociopolitical use of oral poetry, John spent his last year and a half working full time with Muuse translating Somali prose narratives and oral poetry and helping edit a volume of Somali weatherlore and astrology.

During his first year in Somalia, John met Professor B. W. Andrzejewski of the School of Oriental and African Studies (SOAS) of the University of London, who was visiting Somalia. He later corresponded with Andrzejewski, and visited him in London in 1968 during home leave. At that time John was admitted to SOAS as Andrzejewski’s student and worked with him later that year and the next in Mogadishu when the professor was on sabbatical.

From 1968 to 1971 John worked on an M.Phil. degree in Somali oral poetry at SOAS. During his second year in London, he was encouraged to work for a Ph.D. in folklore at Indiana University by Professor Charles Bird, who was visiting London for a series of lectures. John entered IU in 1971 and finished candidacy in 1973, when he was awarded a dissertation grant from the Social Science Research Council (SSRC) to conduct fieldwork in Mali on The Epic of Sunjata.

After fieldwork John was recruited to teach Somali and Bamana languages and folklore at Michigan State University, where he remained from 1977 to 1979, finishing his dissertation in 1978. While at MSU he was recruited by IU’s Folklore Institute, returning to Bloomington as full-time faculty in the fall of 1979.

John has spent 30 years on a faculty, 28 of them at Indiana University. During this time he enrolled 9,328 students in his undergraduate classes, and 427 in his graduate classes. He served on 60 dissertation and thesis committees, chairing five apiece. He delivered 84 papers at national and international conferences, published four books, two of which were republished (one in a third edition), and 51 articles (with three more in press). He has held several grants: three from the SSRC (two were Foreign Area Fellowships), three from the National Endowment for the Humanities, and one apiece from Fulbright-Hays and the American Council of Learned Societies, as well as numerous other smaller grants for research and travel. In 1987, together with other returned Peace Corps volunteers, he received the Beyond War Award for Peace from the Beyond War Foundation. In 1991–1992 he received a Faculty Open Fellowship from the Lilly Endowment. In 1994 he was made a Fellow of the Folklore Fellows Communications in Helsinki, Finland, and again in 1995 he was elected a Folklore Associate Fellow in the Finnish Academy of Science and Letters in Helsinki. In 1998, with his fellow authors, his book *Oral Epics from Africa* was awarded the Outstanding Academic Book Award by *Choice*, a journal of the Association of College and Research Libraries, a division of the American Library Association. He received a Teaching Excellence Recognition Award for 1998 from the College of Arts and Sciences and a Trustees Teaching Award for 2000–2001. He received nominations for Outstanding Instructor from the Alpha Lambda Delta Freshman Academic Honor Society in 1999 and
also a nomination for Student Choice Award for Outstanding Instructors by the Student Alumni Association in 1999 and 2001.

For many years he was secretary for research and documentation for the Somali Studies International Association, and he is a member of the African Studies Association, American Folklore Society, Anglo-Somali Society, International Society for Oral Literatures of Africa, Mande Studies Association, and Texas Folklore Society. John remains on campus and plans to continue research on favorite topics in folklore and to teach one class a semester indefinitely.
Sumie A. Jones

Professor Sumie Jones, who has appointments in the Departments of East Asian Languages and Cultures, Comparative Literature, and Gender Studies, is retiring from Indiana University after 30 years of distinguished service as a scholar, teacher, and active participant in the scholarly community. She graduated from Waseda University in Tokyo, one of Japan’s most prestigious private institutions of higher learning. She came to this country on a Fulbright scholarship and received M.A. and Ph.D. degrees from the University of Washington. During her illustrious career she has been a Bunting Fellow at Harvard University, a Research Fellow at Tokyo University, a recipient of grants from the Lilly Foundation, National Endowment for the Humanities (NEH), American Council of Learned Societies, Japan Foundation, Suntory Foundation, and Toshiba International Foundation.

Her research has focused on comparative studies of early modern Japanese literature and the arts. Professor Jones was among the first to discuss the work of the eighteenth-century Neo-Confucian scholar Ogyu Sorai in terms of hermeneutics, to analyze the popular fiction of Hiraga Gennai in light of language theory, and to demonstrate the relationship between verbal and pictorial narrative in William Hogarth’s lithographs and Santo Kyoden’s popular fiction.

Professor Jones has played a leading role in stimulating interest in the area of Japanese popular gesaku fiction in the West. She has done this not only through her numerous publications both in English and Japanese but by organizing, persuading, and teaching other scholars and their students to think in new ways, to make connections to fields other than their own, and to open their minds to subjects often shied away from, like sexuality and eroticism. The vitality of this field today owes much to the persistent scholarly leadership of Sumie Jones.

It is probably as a teacher that Professor Jones will be best remembered, certainly by her students at IU. She has pursued her love of teaching with passion and unflagging energy. She has created many new undergraduate and graduate courses and trained an enormous number of students who have gone on to successful careers as teachers, in business, and in the arts. Among her courses that we will be hard put to replace are Asian Film, Japanese-Western Literary Relations, Sexuality and the Arts, History of Japanese Theater, Japanese Art and Aesthetics, and Courtly Culture: East and West. One of her undergraduate courses culminated in students’ performing an original kabuki play with a distinctively IU locale and flavor.

The service that Professor Jones has rendered to her students, the IU community, and the world of scholarship on Japan is unrivaled. Her departments and the university have been greatly enhanced by the numerous speakers, performers, guests, and friends who have visited the campus through her efforts and invigorated the intellectual atmosphere here. Professor Jones has financed through grants, organized, and led major conferences that have made her and our program in East Asian studies better known throughout the world. The proceedings that have emanated from these conferences have provided opportunities for her students and helped define the parameters of popular literature and culture of Japan’s early modern era. The papers from her “Sexuality and Edo Culture” conference financed by NEH were published as Imaging/Reading Eros and have been used as seminar readings in a number of universities.

Despite her retirement from Indiana University, Professor Jones continues to work on another major NEH-funded project entitled “Early Modern Japanese Literature: Research and Translation.” This is a three-volume anthology of early modern Japanese literature with contributions from virtually everyone working in this field. The anthology brings together a diversity of scholarly interests and a network of collegial friends that is a fitting reflection of the role that Professor Jones has played in her field.
Richard Rubinger
Oscar Kenshur

Oscar Kenshur, known to his friends as “Oz,” grew up learning Yiddish in a bilingual household and refining his comparatist’s ear on the playgrounds of Chicago. After earning two degrees at Northwestern University and mastering German, French, and Spanish while traveling in Europe, he completed his doctorate in comparative literature at the University of Iowa in 1977. The next year he began teaching at Indiana, where for nearly three decades he has worked to expand the definition of the discipline and to invigorate Comparative Literature as an academic department, serving as chair from 2001 until his retirement this December. For most of this time he has also held adjunct appointments in philosophy and English. As director of the Individualized Major Program from 1991 to 1997, he guided the program through a crucial phase of its development, and more recently, he has been a founding member of the interdisciplinary Center in Eighteenth-Century Studies, whose spirit of collegiality and cordial debate he helped to foster.

Almost from the start of his career, Oz has been a staunch advocate of faculty governance, serving as an officer of the Faculty-Professional Association and supporting the traditional ideals of equity and community. He has resisted the drift of higher education toward a corporate style of management, actively opposed the use of quantitative benchmarks to evaluate research in the humanities, and stood up for younger colleagues in cases where their work appeared to defy conventional criteria of academic advancement. His determination to bring his intellectual and political convictions to bear both as a teacher and as a citizen of the university, to show the same integrity in his professional duties as in his scholarly work, has provided a model of the academic life at its most engaged. In the classroom, Oz is known for his insistence on careful reading and his mistrust of easy dichotomies and received ideas. Whether commenting on a freshman’s paper or the draft of a dissertation, he will devote the same attention to student writing that he gives to his own polished prose. His popular courses on the interrelations of literature and philosophy — The Modern Self, Ideas and Literature, The Enlightenment, and Introduction to Satire, to name only a few — have been a foundational part of the comparative literature curriculum, and generations of students will remember with grateful awe his passion for ideas and his long reading lists.

Rigorous, lean, and erudite, his own writings on early-modern thought reflect the turn in literary study from text-immanent and aesthetic modes of interpretation to a concern with intellectual contexts. Besides offering new perspectives on major figures of the Enlightenment (Dryden, Bayle, Shaftesbury, Montesquieu, Voltaire, Diderot, Johnson, Hume, and Gibbon, among many others), he has challenged the inherited division between literature on the one hand and philosophy, science, and politics on the other. His first book, Open Form and the Shape of Ideas: Literary Structures as Representations of Philosophical Concepts in the Seventeenth and Eighteenth Centuries (1986), revised our common notions of disciplinary boundaries, interpreting the encyclopedia, for example, as a literary mode, and assailing the opposition of order and fragmentation through new readings of such “discontinuous” works as Don Quixote. Beginning in the late eighties his focus shifted to the critique of ideological essentialism — the notion that specific philosophical positions are inherently linked to specific political interests — a theme he developed in a series of essays published in prominent collections and journals (Critical Inquiry, Eighteenth-Century Studies, and ELH, among others), and in his acclaimed book, Dilemmas of Enlightenment: Studies in the Rhetoric and Logic of Ideology (1993), which established his reputation as the critical conscience of the New Historicism.

Collateral studies, like his recent monograph on “Virtue and Defilement” in Montesquieu’s Lettres Persanes, have dealt with similar issues at the boundary of literature and philosophy, now advancing our understanding of Enlightenment skepticism, now exposing what Oz has called the “metaphysical snare of ideological criticism.” Through all his evolutions, he has been careful always to ground his appetite for subtle paradox in sound historical research and the nuances of specific texts. Reviewers have praised his
“reasoned, poised challenge to theoretical orthodoxies,” but also his ability to illuminate the work of individual authors, to “show in practice the wonderful complexities of the interplay of rhetoric and philosophy.” Honors have included an array of prestigious fellowships, including two from the National Endowment for the Humanities; election to the editorial boards of *Eighteenth-Century Studies* and the *Encyclopedia of the Enlightenment*; and invitations to lecture in such notable venues as the Centre d’Études sur Rhétorique, Philosophie et Histoire des Idées, École Normale Supérieure de Fontenay–Saint-Cloud, where he presented the keynote address at the conference on Pierre Bayle, and the New York Academy of Sciences. Most recently he has been focusing on the intellectual and ideological contexts of British aesthetics and ethical theory, and we look forward to the publication of his work-in-progress, *Order and Proportion: The Ideology of the Beautiful from Hobbes to Burke*.

This summer, closing the book on “the departmental vision” and entrusting the quixotic search for his replacement to colleagues, Oz will be returning for a second year, with his wife, French professor Margot Gray, and their two sons, Joseph and Nathan, to Aix-en-Provence. Though we shall miss his warmth and wisdom, we wish him all luck as he continues his own quixotic search for the rippest Banon, the crispest baguette, and his fair Dulcinea, *le mot juste*.

*Herbert Marks*
David W. Kinman

David Kinman, a native of Petersburg, Indiana, completed his bachelor’s degree in biology here at IU in 1962. After a two-year stint doing counseling and testing for military prisoners at Fort Sill in Oklahoma, Dave became a science teacher and science department chairperson at Washington High School in Washington, Indiana. With an IU master’s degree in hand, he moved up to become principal of Washington High School from 1968 to 1971. Dave then returned to IU to finish his doctorate and in 1972 took a faculty position in educational administration at the University of Wyoming. Along with teaching responsibilities, he was director of Student Services and Educational Placement until 1983, when he became head of the Department of Educational Administration and Adult Education. One of Dave’s passions is piloting small planes, and during the time he was in Wyoming, he also worked as a flight instructor. In addition, he practiced a unique form of distance education by flying himself and other faculty to sites around the state to teach classes. During the 1980s Dave served as president of the Association for School, College, and University Staffing, the professional organization for placement professionals as well as school district human resource personnel. In 1980 he received the Distinguished Service Award from the association.

Although he enjoyed Wyoming, in 1987 Dave was lured back to the IU School of Education as a faculty member and as assistant dean for student services. In Wyoming Dave had developed software for student services, and in 1987 the School of Education was looking into technological solutions for student record keeping. Dave spearheaded a project to have key records and information stored electronically at a time when few people had ever considered such an option. From 1987 to 1999, Dave was in charge of all student services in the School of Education, including teacher licensing, student records and registration, academic advising, and admission to teacher education. He taught undergraduate and graduate courses ranging from introduction to teaching to methods of teaching and educational administration. Students enjoy talking and meeting with Dave so much that one could often find him by looking for the office with the longest line of students in front of it. One of Dave’s first publications was the first edition of what is now an annual publication explaining what teachers and school administrators need to do to transfer their teaching and administrative licenses from one state to another. That information is now published as part of a very large manual on educator licensing. Dave is also the author of three editions of the Sourcebook for Educational Employment.

At the request of Governor O’Bannon, Dave served in 1999 and 2000 as the interim executive director of the Indiana Professional Standards Board. This state agency is responsible for ongoing reform of licensing of education professionals, state-mandated teacher testing, and the Beginning Teacher Support and Assessment System. In large part due to Dave’s efforts, Indiana was recognized nationally for the complete overhaul of its system for licensing educators, for its innovations in inducting new educational professionals, and for its creative provision of continuing education for practicing teachers.

Over the last six years Dave has been back at IU again serving as assistant dean and professor. He was appointed by Governor O’Bannon as a higher education representative to the Indiana Professional Standards Board. He is also a member of the executive committee of the National Council for the Accreditation of Teacher Education (NCATE), the primary organization for accrediting teacher education programs in the United States. Over the years, Dave has chaired more than 20 site visits to universities throughout the country. Along with his service on the NCATE executive committee, he has served terms as vice-chair and chair of NCATE’s Unit Accreditation Board, which reviews all college and university accreditation reports and makes all accreditation decisions.

While not traveling for NCATE, Dave has been secretary of the Education Council, the system-wide School of Education governance council. Between his work with the council and the education deans of the IU regional campuses, and his connections with school
administrators throughout Indiana, Dave is likely to know many of those attending any meeting dealing with teacher education taking place anywhere in Indiana! Dave is currently heading the IU transition to teaching program, which helps professionals move into secondary school teaching. He has also been the director of a federally funded Gear UP program designed to improve achievement of students in Orange County in southern Indiana. Among his many honors, Dave was awarded the Dean’s Medallion in 2004 for the exceptional quality of his service to the IU School of Education.

Dave and his wife, Vina, have three children, Keith, Andrea, and Matthew. Keith, based in Memphis, is an instructional designer and flight instructor with Federal Express, and Matt is a school counselor in Virginia. Andrea, the mother of Dave and Vina’s only grandchild, is a nurse at Bloomington Hospital. After retirement, Dave and Vina will stay in Bloomington, where Dave can continue to enjoy being outdoors. He also plans to volunteer, although he is looking forward to traveling to places he wants to go rather than places that NCATE or other agencies want to send him.

Peter Kloosterman
Rosemary Lloyd

Rosemary Lloyd was born in a small town in South Australia, not far from Adelaide. Her early passions were the natural world that surrounded her, forbidden comic books, and the desire to have a kangaroo for a pet. These were to develop into more and more complex reading strategies and an ever greater love of nature, particularly explored through walking, bird watching, travel, and, of course, books. At the end of 1967 she stopped writing a diary and was given the opportunity to travel to Europe. In 1968 she visited Paris with her family, where she discovered a fondness for yoghurt, developed a passion for French language, literature, and culture, and acquired a fear of French banks—all of which remain with her to this day! She also knew the terror of the streets during the May student uprising, but was unaware that the account she sent home, published in an Adelaide newspaper, was being read by a bearded young mathematician. She took her B.A. and M.A. at Adelaide University, where, at a student party in 1969, she realized that an arm had settled across her shoulders—for good. Rosemary and the mathematician, Paul, were married in January 1971. In 1975 they traveled to Cambridge, where Rosemary began her research for a Ph.D., working with Alison Fairlie. Rosemary was to stay in Cambridge for 15 years (not three, as originally planned), joining the faculty in French and becoming a fellow of New Hall College.

In 1990 IU’s French and Italian department hired Rosemary as a full professor. At the time she already had a long and impressive record of publications. In her tenure at Cambridge, in fact, Rosemary had become a major scholar of two of the most central figures of nineteenth-century European literature, Baudelaire and Mallarmé, authors about whom she has continued to publish books and articles throughout all these years. Rosemary and Paul made Bloomington their home, befriending many people both on and off the campus. They have spread their love for theatre over many years of participation in the Faculty Drama Club, leaving some of us with fond memories of their interpretations.

As a scholar of nineteenth-century French, Rosemary took advantage of the great collection housed at the Lilly Library. She has helped expand the nineteenth-century collection, and has edited several exhibitions and catalogues, alone or with students. Rosemary’s early passions have continued to grow at IU (especially bird-watching), as have her list and scope of publications: from her early work on Baudelaire, she has eagerly gone on to explore across the national and historic boundaries of France, Britain, and Australia issues in poetry, prose (both fiction and nonfiction), and painting. Author of nine acclaimed books and dozens of articles published in the best humanities refereed journals, Rosemary has been awarded many honors and distinctions, including Guggenheim and National Endowment for the Humanities fellowships, a D.Litt. from Cambridge, a life fellowship at New Hall College, and the Distinguished Scholar Award from IU’s Office for Women’s Affairs.

Rosemary is a true scholar but also a truly devoted teacher who has enriched so many undergraduate and graduate students in her classes. She has chaired many a dissertation committee, and she has devotedly challenged and guided any number of students now teaching in a great array of academic institutions across North America. Equally committed to the highest institutional ideals, Rosemary has served as departmental chair, organized major international conferences, and participated in tenure committee and, most recently, College Policy Committee deliberations.

Rosemary is planning to spend her retirement reading, writing (but perhaps for different ends), and enjoying nature and travel in her native Australia, to which she and Paul have always planned to return. Rosemary and Paul will be missed by the entire Bloomington community, and particularly by the friends, colleagues, and students in the department where Rosemary has worked so well and hard for 17 years. To replace her will be an impossible task.
Joel F. Meier

In a remarkable 43-year professional career, Joel Meier has made exceptional contributions to the health, physical education, and recreation professions. Joel is a professor and the former chair of the Department of Recreation, Park, and Tourism Studies. Prior to coming to IU in 1994, he served as associate dean of the School of Forestry at the University of Montana. During his 24 years at Montana, Joel held various other positions, including chair of the Department of Health, Physical Education, and Recreation (HPER) and professor and coordinator of recreation management in the School of Forestry. He received his bachelor’s and master’s degrees from the University of Nebraska, and his doctoral degree in recreation and park administration at Indiana University in 1973.

Joel has influenced the direction and progress of our profession in many ways. In whatever arena Joel has undertaken to work, he has quickly become a leader. His vision, hard work, positive attitude, and leadership skills have resulted in his making significant and valuable contributions. Whether it was teaching, research, administration, professional leadership, writing, speaking, or setting a world-class standard for adventure activities, Joel’s involvement always ensured a quality outcome.

Joel’s commitment to the profession knows no bounds, and he has given unselfishly of his talents in a variety of capacities. For Joel, no job is too small or too large. He has served with distinction as president of a number of professional organizations, including the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) and the American Association for Leisure and Recreation. Joel also served as chair of the North American Society of Health, Physical Education, Recreation, and Dance, as a member of the AAHPERD board of governors for eight years, and on a number of boards of other organizations. Other special assignments and awards include service as a senior Fulbright scholar in New Zealand, consultant to the Malaysian Ministry of Youth and Sport, and distinguished visiting professor at the University of Alaska, Anchorage.

A distinguished scholar, Joel is a renowned speaker and prolific author whose scholarship has been recognized in a number of ways, including the J. B. Nash Scholar Award from the American Association for Leisure and Recreation. Joel has also been awarded the Luther Halsey Gulick Award, which is regarded as the highest honor of the AAHPERD in recognition of long and distinguished service to the organization; the Julian Smith Award from the National Council on Outdoor Education; and the Distinguished Colleague Award from the Society of Park and Recreation Educators for professional accomplishments and contributions to the profession. Joel is an excellent teacher who genuinely cares about his students whether he is teaching his undergraduate Wilderness in the American Mind course or advising his many doctoral students in advanced research.

Over the years Joel has planned, organized, and led local, regional, and national workshops, institutes, and research symposia and has made more than 100 presentations or keynote addresses at state, district, national, and international conferences and meetings. He has published articles on a regular basis throughout his career and is author of several books. Indeed, his service has benefited students, his academic department, the university, and the profession.

Beyond indoor classrooms and boardrooms, Joel excels in his professional specialization, adventure activities. He is an avid backpacker, mountaineer, whitewater and ocean kayaker, alpine and nordic skier, motorcyclist, and outdoor photographer. He has undertaken lengthy wilderness treks in Nepal, New Zealand, and other areas of the world, has kayaked numerous whitewater rivers in the United States, and has completed extensive ocean kayak expeditions throughout the world, including paddling expeditions along the coasts of Siberia and the Russian Far East, British Columbia, Canada, and the Alaska arctic region, as well as in Belize, Costa Rica, Malaysia, and the Baja Peninsula of Mexico. Joel is truly a world citizen, able to travel and function effectively in cities and
wilderness, from the Arctic to Antarctic, on land and water, at high altitudes and sea level, in cold or in desert heat. Joel is equally at home using a computer downloading photographs for a class lecture or a ski pole, wielding a gavel or an ice axe, carrying on his shoulders an organization or a backpack, surfing the Web or cruising in a kayak with his wife, Patti.

Outstanding educator, administrator, leader, working adventurer, giver of self and talent—Joel Meier is all those things and more. Joel is thoughtful, gracious, enthusiastic, insightful, generous, and everyone’s friend and has served the profession and Indiana University with both distinction and dedication.

Joel and Patti will be spending part of their leisure during retirement at their vacation home in Colorado pursuing their love and passion for skiing and the great outdoors. All of Joel’s colleagues will miss his leadership, scholarship, and friendship, and we wish him the best in his many years to come!

Craig M. Ross
Hans-Otto Meyer

Professor Hans-Otto Meyer joined the physics faculty at Indiana University in 1978. He was born in Basel, Switzerland, and educated at the University of Basel, obtaining his Ph.D. in 1970. This was followed by postdoctoral and visiting appointments at the University of Wisconsin, Madison, the Los Alamos Meson Physics Facility, and the University of Washington, Seattle. Hans returned to Basel for a period, receiving his Privatdozent in 1977, before we lured him to Indiana.

The Indiana cyclotrons had begun research operation only a couple of years before Hans arrived. The trail of reports and publications from that time documents how quickly this energetic man became an essential part of our research program. His interests in meson production, polarized beam interactions, and detector and apparatus development built upon his background most effectively. By 1981 he was leading a team to exploit the two-body photofusion reaction. This effort illuminated his taste for challenging experimental projects that could confront the limits to theoretical understanding of nuclear processes.

When the laboratory proposed the Cooler Project (a storage ring with cooled beams for internal target experiments that received funding beginning in 1983 and produced a first beam in 1988), Hans was among the first of the local scientists to recognize its promise as new kind of experimental tool. He was planning experiments for the Cooler by 1984 and created an active group positioned to exploit the Cooler beams as soon as operation began. The beautiful results from the near-threshold neutral meson production in 1990 caught the attention of the physics world, forced a rethinking of the underlying theory, and proved the utility of the Cooler experimental environment.

Hans and his team made numerous technical innovations to the Cooler Project, including targets, detectors, luminosity monitors, polarization manipulations, and much more. The crowning achievement of this work was a series of polarized beam-polarized target experiments of exquisite complexity; its fundamental importance is still being realized. The fiscal plug was pulled on Cooler operation in 2002, just as this work was reaching peak productivity.

The record shows clearly the external recognition of Hans-Otto Meyer’s work in the form of invited talks (more than 50), review papers, appointment to advisory committees in a number of countries, and the respect of his peers.

In his teaching career Hans has supervised a number of graduate students and postdocs who have gone on to productive lives in science. He has made major contributions to the physics department, especially in transforming the upperclass teaching laboratories.

Through this prolific career, Hans has maintained a vigorous lifestyle, not just skiing and scuba diving, but choosing the ascent of Kilimanjaro to mark his sixtieth birthday and more recently the higher peaks in the Andes.

Robert Pollock
Hermann Nann

In 1979 when Hermann Nann joined the growing community of nuclear physicists at Indiana University, his interests meshed well with those of us who were dedicated to establishing the Indiana University Cyclotron Facility (IUCF) as an important national resource in the new field of intermediate-energy nuclear physics. Born in Cologne in 1940, Hermann grew up in postwar West Germany and received his formal training in the German academy. As a physics major at J. W. Goethe University in Frankfurt-am-Main, he earned a diploma in 1965 and a Doctor of Natural Philosophy (summa cum laude) in 1967. Hermann completed his habilitation degree in 1974, working with Professor Erwin Schopper on “Two Nucleon Transfer Reactions.” For this work he won a one-year fellowship that allowed him to study nuclear physics abroad in the United States. A theoretical collaborator on his thesis, Hobson Wildenthal, invited him to the Michigan State University Cyclotron Laboratory, where his one year of support led to three more as a visitor. Next, at Northwestern University, Hermann was a senior research associate stationed at the newly operating Los Alamos Meson Physics Facility.

At IU in the 1980s Hermann applied his skills in designing experimental apparatus and interpreting nuclear reaction models to the task of extracting new nuclear structure information from the high-precision measurements of reaction products now possible at IUCF. Initially he used IUCF’s unique combination of high-precision, polarized beams at intermediate energies to measure the properties of high-spin excited states for nuclei in the vicinity of iron in the periodic table. Hermann was also looking for a way to measure absolute nuclear spectroscopic factors by making precision comparisons between reactions involving hadronic probes (d,3He or proton pickup) and electromagnetic probes (e,e’ p or proton knockout).

Hermann maintained close ties with his European colleagues. He collaborated with them on experiments at IUCF and at NIKHEF, in Amsterdam, the Netherlands. In addition he spent several sabbatical leaves at the Institut für Kernphysik in Jülich, West Germany. When the IUCF Cooler came into operation, Hermann focused on studying those meson production processes that were now accessible with the new storage ring. He also helped organize a new series of international conferences on particle production near threshold that were held here and in Europe every other year.

In the final years of Cooler operations Hermann made important contributions to the development of a fundamental symmetry experiment at the storage ring to search for the charge-symmetry-violating reaction in which two deuterons fuse to form a helium nucleus and a neutral pimeson. The existence of this reaction had been sought since the 1950s when the cyclotrons developed by Ernest Lawrence at Berkeley first had enough energy to produce the unstable pimesons in nuclear collisions. Since the probability of this reaction’s occurrence was expected to be very small, Hermann helped in the design of a magnetic channel to gather and allow detection of the forward-going helium particles. The successful outcome of the search was a fitting end to the Cooler experimental program.

After nuclear physics research at the local IUCF accelerators ended, Hermann devoted part of his research effort to a long-term experiment at Los Alamos to search for the weak interaction between the neutron and the proton, a very small (part-per-billion) asymmetry in the gamma rays emitted from the neutron capture on a proton. Hermann was involved both in the development of a high-rate gamma ray detector (more than a ton of cesium iodide) and in the design of a large target of liquid hydrogen. Since the safety requirements when using large amounts of hydrogen are extremely stringent, Hermann made major contributions to the design, safety analysis, and documentation of the liquid hydrogen target and played an important role in a number of reviews by Los Alamos staff leading to its successful and safe operation. He was also involved in the design of the Low Energy Neutron Source (LENS) at IU. In developing this first university-based, cold neutron research facility in the United States, it was essential to know the mechanisms of neutron
production using a beryllium target. Hermann used his knowledge of nuclear reaction physics to construct a reaction model that could be used in crucial Monte Carlo simulations of the expected LENS neutron intensity. These intensities were later measured and found to be in agreement with Hermann’s estimates.

Hermann’s contributions to IU physics are expected to live well beyond his retirement. The liquid hydrogen target system he designed and analyzed will be used for several experiments at the Oak Ridge Spallation Neutron Source (SNS), and the IU LENS facility is a unique neutron source that will provide an educational opportunity for a number of students in the future.

As a member of the IU physics department, Hermann has taught most of the courses for our undergraduate majors. He taught the introductory course taken by premedical students on a number of occasions, but his greatest pleasures came from teaching courses at the junior level, including the modern physics course where students first encounter relativity and quantum mechanics, and a modern optics course where he developed a number of laboratory experiments.

Hermann’s talents in organizing and documenting safety practices were also of great benefit when he developed the first modern safety manual for the department. He was also involved each year with outreach to the community through the annual Open House. Hermann contributed regularly to committees at the university level as well, including those charged with overseeing both the faculty and student review boards, sabbatical leaves, and professional staff promotions.

In the future, while Hermann will continue with his research activities at IUCF and SNS, he intends to spend more time with his extended family. Hermann and his wife, Judy, have just completed building a new home in Legendary Hills, Martinsville, where he will be able to devote more time to hobbies that include gardening and woodworking. We wish them well.

Andrew D. Bacher
David Nordloh

According to Dave Nordloh, his chief claims to IU fame are that he was the youngest faculty member invited to participate in the Friday-afternoon football/card games held during the 1970s in Phil Daghlion’s office, and that as the last winner before the game disbanded, he retired the bobble-head trophy. Dave’s fullback was Longfellow, his quarterback Bret Harte, and his place-kicker (who had to be blind) Major General Nathanael Greene. Dave was also the only participant to have cheerleaders. The game broke up when some participants retired and others moved on—free agents before their time.

Dave recalls that game as playful, inventive, and friendly—a communal activity more than a competition. He also remembers later Friday afternoon departmental softball games followed by a drink or two, or three. He recalls these events not in the spirit of lament but as reflective of the qualities that he has valued most in his forty-two-and-a-half-year career at IU. He sees his various and extensive professional roles as those of connector, facilitator, and community builder. His central source of satisfaction, he says, has been in “enabling others to get something done, something productive for them.” His focus has consistently been outward, toward what was worth doing. “what needed to be done” (as he describes his work as director of undergraduate studies—three terms, no less), what would help others rather than what would draw the spotlight to himself.

As director of American studies from 1988 through 1994, Dave concentrated on “helping graduate students develop interdisciplinary courses and on creating bridges for students to faculty in other departments.” As general editor and textual editor of A Selected Edition of W. D. Howells for many years, he was fascinated with making available “what manuscripts tell us about how writers work, how their minds work.” In editing 62 volumes in the Twayne’s United States Authors Series, he aimed to make the lives and accomplishments of important writers accessible to a wide audience in clear, jargon-free prose. As long-term (and continuing) co-editor of American Literary Scholarship: An Annual (ALS)—the central, annotated bibliography of work in American literature—he has served as mediator between the vast amounts of scholarship published every year and readers who want a guide through the maze. The goal of all his editorial projects has been “to make good editions and good work available not just to specialists but simply to people who read.” And in the countless dissertations he has directed, he has found his satisfaction not in creating a generation of Nordloh followers but in “helping students achieve clarity and coherence in expressing their own ideas.”

The playfulness that Dave valued in his Friday afternoon football games is reflected in his dry and wry wit; Dave has, according to emeritus colleague Terry Martin, “the best sense of humor in the department.” (Dave’s wife, Barbara, asserts that even now she cannot always tell whether he is being serious or not.) Dave has always been a good person to walk away from a department meeting with; he has a wonderful gift for encapsulating our absurdities in a way that suggests skepticism but not cynicism. That stance—enough distance to provide perspective but not so much as to induce withdrawal—has served him well, enabling him to continue working without illusion but with considerable energy during one of the longest terms in the history of the department.

Dave’s fantasy career is that of elementary school teacher, a position that would offer immediate and intense satisfaction—a nice alternative, he says, to the open-ended nature of his administrative and editorial work. He likes golf because it too provides immediate results—though he will not specify what those results tend to be. He gets similar gratification from carpentry, remodeling, and repair work in the two Bloomington homes that he and Barbara have lived in. He is proud of the fact that in their 18-year stay in their first home, he had to call a repairman only once (for plumbing help).
When Dave was contemplating graduate school, he had to decide between English and math; he chose English, he says, because “I didn’t like the idea of spending my time in the classroom with my back to students.” In a profession where the temptation to promote and advertise ourselves is a constant, where perspective is crucial but hard to maintain, I will miss the presence of someone who has a modest sense of himself and a much larger sense of what matters. Congratulations to Dave on forty-two-and-a-half years well spent!

In retirement, Dave plans to continue with his work as co-editor of ALS. He and Barbara are moving to North Carolina in part to be near Duke University, where ALS is housed, and in part to be closer to Barbara’s two brothers. Golf factors in too.

Ray Hedin
Imre Z. Palló

Imre Palló was born in Budapest, Hungary, and is the godson of Zoltán Kodály, who was very influential in his musical training and education. After studying piano and majoring in composition and percussion at the Budapest Conservatory, Imre graduated from the Vienna Academy of Music with two diplomas, in orchestral and choral conducting. As a student at the academy, he served as a musical assistant to Herbert von Karajan and Professor Karl Böhm at the Vienna and Salzburg Festivals.

Immediately after graduation from the academy in 1964, Imre joined the Wuppertal Opera as conductor and coach. He remained with that company until 1968, when he joined the Deutsche Oper am Rhein in Düsseldorf, conducting more than 100 performances a year there. During this time he also became involved as the assistant to Maestro Antal Doráti in the highly acclaimed recordings of the entire symphonic and operatic works of Haydn.

Imre made his American debut in 1973 with the National Symphony Orchestra at the Kennedy Center in Washington, D.C. In 1974 he was invited to join the New York City Opera at Lincoln Center and served as a principal conductor with that company for over two decades. After a highly successful debut in Madama Butterfly, he led productions of Korngold’s Die Tote Stadt, Rossini’s Count Ory, Rimsky-Korsakov’s Coq d’Or, and Verdi’s Nabucco, among many others. In 1978 he conducted the farewell tour of the great American soprano Beverly Sills at the Guanajuato Festival in Mexico City, and at Robin Hood Dell in Philadelphia, in performances of The Barber of Seville.

Imre served as music director of the Hudson Valley Philharmonic in upstate New York from 1976 through 1991. Here he worked with soloists such as the pianists Emanuel Ax, Yefim Bronfman, Eugene Istomin, Ivan Moravec, and Garrick Ohlson; violinists Joshua Bell and Elmar Oliveira; cellists Lyn Harrell, Yo Yo Ma, Zara Nelsova, and János Starker; double bassist Gary Karr; clarinetist Richard Stoltzman; and trumpet player Winton Marsalis.

Throughout the 1970s and 1980s Imre appeared as a guest conductor with the Israel Philharmonic, Brooklyn Philharmonic, Columbus Symphony, Los Angeles Philharmonic, New Jersey Symphony, Winnipeg Symphony, Edmonton Symphony, Lisbon Radio Orchestra, Cânadian Opera Company, Cincinnati Opera, Cleveland Opera, Connecticut Opera, Pittsburgh Opera, Philadelphia Opera, Portland Opera, St. Louis Opera, Washington Opera, Vancouver Opera, and Manitoba Opera.

In 1984 he toured with international stars Shirley Verrett and Grace Bumbry, appearing at the Hollywood Bowl in Los Angeles, San Francisco Opera, and the New Jersey Arts Center, among others. And in 1987 Imre accepted an offer from the Frankfurt Opera Company in Frankfurt, Germany, as principal guest conductor, where he conducted the new production of Dvorak’s Rusalka to great international acclaim.

Since that time, he has enjoyed many successful debuts with orchestras and opera houses around the world: Budapest State Opera (Wozzeck and concerts celebrating the music of Kodály); New Israeli Opera (Faust); Den Norske Opera, Oslo (Carmen, Rigoletto, The Marriage of Figaro); Staats Oper, Berlin (La Traviata, Die Fledermaus); Badisches Staatstheater, Karlsruhe (La Forza del Destino, Turandot, Hindemith’s Cardillac); Leipzig Oper (Die Zauberflöte, Die Entführung aus dem Serail); De Vlaamse Opera (Attila, Samson et Dalila, Un Ballo in Maschera); Cleveland Opera (Die Meistersinger von Nürnberg, Otello, Rigoletto, Der Fliegende Holländer, Lucia di Lammermoor, Tosca, Madama Butterfly); Deutsches Nationaltheater Weimar (Parsifal); and Portland Opera (Otello, Werther).

In 1994 Imre joined the faculty of the prestigious School of Music at Indiana University, where he was the chair of the instrumental conducting department. With over 30 years of international operatic experience, Imre was a guiding force in upholding the high quality of the IU Opera Theatre. His insistence on the importance of having a laboratory orchestra
as a teaching tool for the conducting students resulted in establishing this orchestra one year prior to his retirement.

Conducting students who graduated during Imre’s tenure are holding important conducting positions in the United States as well as in Europe and South America. Some of his former students from IU have followed him to the Sydney Conservatorium of Music at the University of Sydney, to study further under his guidance.

Following his retirement Imre was appointed professor and chair of conducting and opera productions at the Conservatorium. He is a sought-after guest conductor in the United States, Canada, Europe, and Australia, where his upcoming engagements include performances with Opera Australia, Orchestra Victoria, and West Australian Opera.

_Thomas Baldner_
James A. Palmer

It has been so long ago since I met Jim Palmer that I cannot recall when it was. Nonetheless the meeting made a lasting impression on me since I still call him by his then given nickname “Scrap.” To all who know Jim, the reason for the nickname is obvious—his aggressive, winner-take-all attitude.

No, that is not fair to Jim, but whoever here wonders where the cartoon character Beetle Bailey originated need only gain access to Jim’s military records for verification. I think Jim still gets royalties from the publisher. At least he should.

Jim has had more titles as a faculty member in the School of Public and Environmental Affairs (SPEA) than any other non-tenured professional. Behind that sly smile and two-sided compliment is a man who holds an A.B. in what we knew as government and a Doctor of Jurisprudence as well. Jim has been a dedicated public servant, superb researcher, excellent teacher, and thoughtful colleague concerned about the future of our school.

His list of achievements, particularly in the fields of highway safety and corrections, leads a long list of publications that extend into the fields of election law and legislative redistricting. His interests are many and not just confined to the academic world. It takes real perseverance to remain a Chicago Cubs fan. Jim, I have been informed that 2007 will not be the year the Cubs win the pennant, Lou Pinnella managing or not!

His state government service was exemplary as he constructed the highway safety programs for the state of Indiana that became a model used by the National Highway Traffic Safety Administration. And he represented the state administrations of Governors Roger D. Branigin and Edgar D. Whitcomb. Prior to that he was administrator of the Indiana Safety Responsibility and Driver Improvement Act.

He left state government to become an assistant professor, then an adjunct instructor, and he retires now as a lecturer in SPEA. He taught undergraduate and graduate courses in the legal affairs sector, where he helped to develop and expand the offerings and widened the scope of student interest in the impact of law upon society and policy-making processes.

Jim has been a respected and beloved member of the faculty since 1971, when he joined the IU Transportation Research Center as a research scientist and attorney for the center. He joined the SPEA faculty in 1973 and has taught a variety of law-related courses culminating with his retirement at the conclusion of the 2006–2007 academic year.

Hundreds of students have benefited from his ability as a teacher. The legal research he taught his students has provided them with opportunities not available to everyone. His ability to relate to students is renowned, and his concern for their success sets an example for the rest of us to emulate.

There is a quotation from that famous anonymous seer that resonates with teaching excellence: “To Teach Is To Touch A Life Forever.” Jim Palmer, you will never know just how many of your students bear the mark of success because they had the good fortune to have their academic life touched by you and your skills as a teacher. In your own way you have shown by example the value of preparation and the skill required to follow up.

“Scrap,” you leave a school full of people—students, staff, and teaching colleagues—who admire your abilities, respect your integrity, understand your sense of humor, and, most important of all, hold you in great affection (especially one of your fraternity brothers who has always found you ready to help when times got tough).
May you enjoy your new ventures and challenges, and may you know that the welcome sign is always out at SPEA, even for a Cubs fan.

David Allen
Laurence R. Richter

Laurence R. Richter has been a major figure in the teaching of Russian at Indiana University for over 32 years. His great sense of humor and wit have become such a mainstay of the Department of Slavic Languages and Literatures that many of us will find it hard to imagine the department without Larry (or Lavrik, the Russian equivalent that has spread from our native Russian speakers to our department as a whole). He has been a brilliant teacher of a specialized course in Russian phonetics that he developed, focusing not only on the practical aspects of how Americans might perfect their Russian pronunciation, but how phonetics should be taught in the classroom in general. I once attempted to substitute for Larry in this course and soon realized how difficult it was to successfully coordinate the course’s theoretical and practical aspects. At that point I began to appreciate how successful Larry had been in structuring the course and its materials. In fact his approach to teaching phonetics in general was so successful that he became the phonetics coordinator of our Summer Workshop in Slavic and East European Languages (SWSEEL) as far back as 1979. He continues to the present to teach Russian-language students on all levels of the workshop.

Larry has also been our primary teacher for teaching Russian-to-English translation, Russian for graduate students, and third-year grammar. In addition to the phonetics course, on which Larry has put his own indelible stamp, a number of other unique courses and areas have come into existence thanks to his insights and efforts. He initiated and served as director of the SWSEEL Leningrad (subsequently St. Petersburg) Language Study Program for a period of 18 years, from 1986 to 2004, for which he had to perform an inordinate number of tasks, from advertising the program and recruiting students to negotiating with Soviet tour operators and identifying competent Russian language professors. He also pioneered courses in Russian for opera singers at IU’s prestigious Jacobs School of Music. Here he was able to combine his phonetics expertise with his profound knowledge and appreciation of opera and other musical forms. He can tell countless tales of opera singers who have benefited from his tutelage as they made that giant step to singing in Russian. And in recent years Larry has published a series of invaluable books wherein he has developed a sophisticated transliteration system for training non-Russian speakers to sing the musical masterpieces of the Russian repertoire. To date, the complete song texts of Tchaikovsky, Rachmaninoff, and Mussorgsky have appeared along with a volume of other selected nineteenth-century Russian songs. A fifth volume with Shostakovich songs is at the printer, and a volume on Prokofiev is in preparation. As reviewers have noted, these books allow nonnative singers of Russian to sing with accuracy and confidence, no small achievement given the phonetic complexities of Russian.

Like many Russian teachers of the Cold War generation, Private Richter received his first Russian language training at the Army Language School (now the Defense Language Institute), in Monterey, California, in 1956-1957, where even then he was singled out and honored for his scholastic excellence. After just one year of training he was already at work as a military translator of Russian, working at U.S. installations in Japan between 1957 and 1959. Upon completion of his military service, Larry earned both bachelor’s and master’s degrees at the University of Illinois, where he was inducted into Phi Beta Kappa and awarded highest distinction in Russian. He was named a Woodrow Wilson Fellow (honorary) in 1963. His teaching career began in 1964, and for the next four years he taught at Valparaiso University and Grand Valley State College. In 1968 he came to Indiana University, where he completed course work towards a doctoral degree. In 1970 he began teaching in SWSEEL (then known simply as the Slavic Workshop), and in 1974 he began his IU career as a full-time teacher of Russian. For 19 of his years at IU, Larry served as well as the department’s scheduling officer, an onerous task to which he brought verve and no small measure of excitement as he fielded faculty members’ requests to schedule all classes between 10 and 2 on Tuesdays and Thursdays.
Although Larry Richter is known for his great sense of humor and ability to relate anecdotes (which must have rubbed off on his famous son, the renowned humorist Andy Richter), he has a very serious side when it comes to upholding high academic standards in the field of Russian. Students know that they have to work hard in his courses, but that they will be rewarded with knowledge, skill, and insight for their efforts. Perhaps the best way to illustrate that is to quote a student:

You were always a point of real reference when nothing at all made sense in my life. More than teaching me Russian, you presented yourself in such a way that made me want to wake up and go to class. You are the only teacher I have ever had that was able to touch me in that way.

Now as he approaches what one of our earlier retirees liked to call “the classless society,” we sincerely thank our colleague and friend Larry for sharing his expertise, integrity, and boundless good humor with us for all these years. A major part of any success we as a department have enjoyed in the field of Russian is surely due to him.

Ronald Feldstein
Herbert D. Riley

Herb Riley retired in the spring of 2006, at the completion of his thirty-fifth year as a faculty member in the Indiana University School of Optometry. He leaves behind a record of dedication to teaching students the rudiments of optometric procedure and clinical care. Herb was born October 28, 1943. His undergraduate education was undertaken in Iowa, and he earned the Doctor of Optometry (O.D.) degree from Indiana University in 1971. Health problems dating from his student days did not stop him from completing his education or from having a career in which he helped educate well over 2,000 optometry students.

After completion of optometry school, Herb joined the Indiana University optometry faculty. In his first several years on the faculty, he served as a full-time clinical instructor in the general optometry clinic. He also was an instructor in the contact lens clinic. He developed a reputation as a well-rounded and skilled clinician. During this period of time, through the 1970s, optometry was undergoing an expansion of scope. Herb readily embraced that expansion and helped facilitate the necessary enhancement of training in ocular disease detection methods.

Later Herb took on responsibility for teaching in the diagnostic procedures series of courses, a role for which he is known by two decades of optometry students. His work in the reorganization of these courses has been instrumental in the high ranking of Indiana University optometry students on the clinical skills portion of the National Board Examinations. Along with teaching those courses, he developed a Web site that contains syllabi, instructional materials, and photographs of ocular disease conditions. The images are of high quality and readily illustrate the conditions and procedures being shown. The high caliber of these pictures and materials is evidenced by their being used and cited by other optometry schools and medical programs in the United States and across the globe, from the United Kingdom to Thailand. The appreciation of his students and colleagues for his dedication has earned him numerous teaching awards from students and peers.

Over the years Herb has served the School of Optometry in a variety of other capacities, such as clinic director in the late 1980s and chairman of the busy admissions committee in the late 1990s. He has been characterized as a quiet man who is very capable and who has not felt compelled to engage in self-promotion. Professor Emeritus Paul Pietsch, a long-time colleague, referred to Herb as “a good human being whom I admire as a person.” Another faculty member appreciated Herb’s “deliberate approach” to problems and that in cases of disagreement, Herb would almost apologetically say that he “wouldn’t do it that way,” rather than openly criticize.

Herb and his wife, Phyllis, hope to do some traveling during his retirement and spend some time in Florida.

David A. Goss and Richard E. Meetz
James C. Riley

Jim Riley’s eight books and dozens of articles represent a path from the esoteric world of eighteenth-century finance to a global history of health. In each area he has been a pioneer, crossing disciplinary frontiers and finding insights in new places. A native of North Carolina, Jim received his B.A. and Ph.D. from the University of North Carolina, and taught at the University of Houston before coming to IU in 1975. He has received numerous fellowships and grants both here and abroad, and in 2002 his many contributions were recognized with promotion to distinguished professor.


Jim also led a revival of economic history at IU in the 1980s. IU had been a leader in this area in the 1960s and hosted the only meeting of the International Economic History Association ever held in the United States. Jim restarted the IU Economic History Workshop and brought leaders in the field to Bloomington. When our colleague Gyorgy Ranki died suddenly, Jim raised money to establish a prize in his name awarded by the Economic History Association.

With *Population Thought in the Age of the Demographic Revolution* (1985), Jim began a transition from the history of finance to the study of demography and public health. This book showed the links between population and government finance, and it offered a new appreciation for eighteenth-century theories of environmental pathology, which had been discounted by historians of medicine. In a brilliant article in the 1986 *American Historical Review*, Jim shows the impact of these theories on diseases carried by insects and links them to the declining prevalence of malaria. *The Eighteenth-Century Campaign to Avoid Disease* (1987) showed that these ideas stimulated campaigns for environmental engineering that began to reduce mortality before the discovery of the germ theory of disease.

With the publication of “Sickness in an Early Modern Workplace” in 1987, Jim created an entirely new area of historical research: the history of morbidity. His books and articles analyzed early forms of health insurance to show that sickness and health did not always follow trends in mortality. *Sickness, Recovery, and Death* (1989) drew the attention of researchers in medicine and health policy, who are not normally influenced by historical research, and Jim was awarded the Ernst Meyer Prize for research that “makes a significant and original contribution to the study of risk and insurance economics.” *Sick, Not Dead: The Health of British Workingmen during the Mortality Decline* (1997) examined a fundamental paradox in modern gerontology: sometimes medical science is able to prolong the lives of persons who continue to be ill or disabled.

In his most recent work Jim has moved to a global perspective. *Rising Life Expectancy: A Global History* (2001) identifies six tactics that have been used to reduce mortality: public health, medicine, wealth and income, nutrition, behavior, and education. Jim carefully weighs the costs and benefits of each approach, and he argues that different combinations of these tactics have been successful in different places and times. He does not set out to paint modern “technomedicine” as either a savior or a villain, but he is most impressed by poor countries that have achieved life expectancies equivalent to the economically advanced areas with far fewer resources. *Poverty and Life Expectancy: The Jamaica Paradox* (2005) examines one of these cases. Jamaicans were able to achieve high life expectancy
without high incomes, expensive public investments, or advanced medical technology. In the 1920s, public health officers, schools, and representatives of the Rockefeller Foundation successfully collaborated to educate the public about the benefits of better hygiene. These campaigns emphasized changes in personal behavior and simple steps, like building latrines, that ordinary Jamaicans could undertake on their own. Jim offers the Jamaican system as a model for raising life expectancy in poor countries. This is an important new perspective in public health, and policy makers would do well to listen.

Jim has been a strong advocate of a global approach in his teaching too. His course The World Since 1945 was popular with undergraduates, and he offered courses on teaching world history to graduate students. Students in his course on the history of public health have learned how to use history to promote public health. Recent classes have published Internet guides, one of which, “Bioterrorism and Me,” has been recognized by the Homeland Security Digital Library and the American College of Physicians.

Since Jim already has a new book manuscript in press, we know that his retirement will be anything but idle.

George Alter
Richard S. Rubin

I will always remember my first encounter with Dick. It was during my campus visit as a job candidate in early 1980. After a rather grueling day of meetings and interviews, I was introduced to Professor Richard Rubin. Expecting more questions about my dissertation, research agenda, and the like, I was pleasantly surprised when Dick said that, while all of that stuff was important, what he really wanted to know was what my best marathon time was. That encounter was the beginning of a long friendship that included many hours running together at noontime from the HPER.

Dick is a native of Boston, Massachusetts, and attended the Boston Latin School, the oldest public school in the United States. Upon graduation he attended Middlebury College and, after receiving his Bachelor of Arts degree, served two years in the U.S. Army as a first lieutenant. Dick then returned to school to obtain his Master of Industrial and Labor Relations degree from Cornell University. With his degree in hand, he went to work at RCA as a labor relations specialist. Approximately a year and one half later he returned to Cornell University to serve as a senior extension associate in the School of Industrial and Labor Relations.

His return to Elmira also marked the beginning of Dick’s career in higher education. He began to teach as a visiting lecturer at Elmira College, offering a number of courses, including Labor Relations, Collective Bargaining in Higher Education, and Personnel Administration. Within a few years Dick began work on his Ph.D. in the School of Industrial and Labor Relations; he received it in 1973.

In August 1973 Dick joined the faculty of the School of Public and Environmental Affairs (SPEA), then a brand new school at Indiana University. As one of the first faculty hired by SPEA, he was instrumental in its development and ascension as one of the very best schools of public and environmental affairs in the world. Not surprisingly in his 30 plus years with SPEA, Dick served on a vast number of committees and took his turn in administrative roles, including serving both as director of undergraduate programs and graduate programs and as the director of the Center for Public Sector Labor Relations. At the same time his contributions to Indiana University were numerous, including service on the University Hearing Commission for Student Employee Grievances, the University Hearing Commission for Student Conduct, the University Faculty Grievance Committee, the University Faculty Board of Review, and the University Faculty Mediation Committee.

Despite making significant contributions both to the research and service mission of SPEA, Dick will be remembered most for his contributions in the area of teaching. He was the recipient of SPEA’s Distinguished Teaching Award six times, a Teaching Excellence Award four times, and a university-wide Outstanding Faculty Award in 1985 and 2000. In addition to teaching well-received undergraduate and graduate courses in his area of specialization, labor relations, Dick has been a regular fixture in SPEA’s undergraduate introductory public affairs course. As a testimony to his teaching acumen, Dick has consistently had the highest conversion rate among faculty offering this course, meaning that a larger proportion of students taking his introduction become SPEA majors than they do for any other instructor.

Throughout his academic career Dick has practiced what he taught, serving as a mediator and arbitrator. While working as an extension associate at Cornell, he served in a part-time role as a mediator/fact-finder for the New York Public Employment Relations Board. Later when he came to Indiana University, he began his service as an arbitrator for the American Arbitration Association. In addition, Dick began his long association with the Indiana Education Employment Relations Board as a part-time mediator/fact-finder/arbitrator. In this role he has, on countless occasions, traveled the state and worked many late nights to assist school corporations, teachers, and staff to resolve their contractual differences.
Retirement will allow Dick to spend more time with his wife, Wendy, their two children, and their grandchildren. It will also allow him to devote more time to one of his passions—following the Boston Red Sox. And undoubtedly we will continue to see him plying the streets of Bloomington on his almost daily runs.

Kurt Zorn
Thomas Schwen

Thomas Schwen retired this past December after 36 years at Indiana University. Tom’s career has been full of service to IU and to its students. He is credited with “seeding” the very successful emphasis on the scholarship of teaching at IU, and he served in prominent service positions for much of his career. Tom has also directed well over 100 dissertations. Both of these service contributions have left indelible marks on IU and the field of instructional design and technology.

Tom’s career began as director of the Division of Instructional Development for the Bloomington campus with a dual appointment as an assistant professor in the instructional systems technology department in the School of Education. In 1983 he became executive director of the Audio Visual Center and, in 1986, associate dean of learning resources. In these roles Tom helped shape the teaching of faculty on campus, bringing to their attention the potential for scholarship about teaching in higher education. Tom attracted approximately seven million dollars of initial contracts from large companies such as Eli Lilly & Co., IBM, GM, and AT&T, to support instructional opportunities on campus. He also supervised more than 50 postdoctoral teaching fellowships for junior faculty and consulted with over 500 graduate students and faculty regarding their teaching development at IU. Many of his initial faculty clients in the scholarship of teaching and learning initiative at IU are now nationally recognized leaders.

Tom moved from primary service appointments to a full-time appointment in the Departments of Instructional Systems Technology (in 1993) and Counseling and Educational Psychology (in 2003). The list of Tom’s teaching-related activities would be endless. Most important, many of his doctoral students have become national and international leaders in their institutions. Three of these students won local dissertation awards and seven won national awards. Tom has directed as many as nine dissertations in a calendar year. At Tom’s retirement party, students shared their reflections about Tom’s mentoring skills, noting how supported and important they felt during this process. Many relayed stories of Tom’s tireless devotion to their needs. In 1993, to recognize his support, 35 former students endowed a Mentor Award in the Association for Educational Communications and Technology (AECT). Tom was the first recipient of this award. AECT also awarded Tom the Life Long Service Award in 2001.

Despite his strong local commitments, Tom worked diligently for the national scholarly community. He co-founded the Journal of Instructional Development in 1976 and has sat on multiple editorial boards, holding two separate editorships. He sat on the board of the Division of Instructional Development and the national AECT board. During his tenure on the board he reorganized five marginal journals for AECT into two successful journals. He also co-founded the association called Professors of Instructional Design and Technology, and has worked with the Children’s Research Triangle, the Indianapolis inner-city schools, and the Indiana Public Defender Council to assist citizens in lower socioeconomic classes. Often his students would complete their instructional design projects in national and regional organizations with projects that contributed substantial value to these organizations.

Tom’s research contributions were just as important to the national scholarly community. Tom probably provided the first description of design research in the instructional design field in 1977. Subsequently he was the first journal editor to focus exclusively on design research in the field of instructional development. His research and development contracts were seminal contributions to the growing field of performance support technology. His recent work has included theoretical expansions of the nascent field of human performance technology. A 2006 issue of the journal Performance Improvement Quarterly featured his theoretical work in the dissertations of seven former students.
Tom will retire with his wife of 42 years, Emilie Bach Schwen, and they intend to visit their four children: Michael, an optometrist, Sarah, a physician, Melissa, a stay-at-home mother and former Olympic medalist, and Christine, a Washington, D.C., consultant. Eight grandchildren will be the incentive for many pleasant journeys.

Joyce Alexander
David Thelen

Making the past come alive for everyone has been the animating goal of David Thelen’s long and illustrious career as a historian of the United States. As a scholar, teacher, public lecturer, and journal editor, Dave has searched for ways to connect history to people’s lives. From his initial research on the Progressives in turn-of-the-twentieth-century Wisconsin to his current studies of how people from military commanders to museum goers use the past, Dave has been strikingly successful in achieving his goals. Along the way he has become one of the leading innovators in American history of his generation.

Dave received his B.A. from Antioch College in 1962 and his M.A. (1964) and Ph.D. (1967) from the University of Wisconsin–Madison. He began his academic career at the University of Missouri–Columbia in 1966 and rose to full professor by 1974. At Missouri, Dave published a series of important studies of progressive era politics that helped redefine the field, most notably The New Citizenship: Origins of Progressivism in Wisconsin, 1885–1900 (1972). He also put theory into practice by becoming actively engaged in local conservation efforts. His work was recognized several times, including a 1978 award as “Citizen Conservationist of the Year” by the local chapter of the Sierra Club.

In 1985 Dave moved to Indiana University. He also assumed one of the defining roles of his career by becoming editor of the Journal of American History (JAH), the field’s flagship journal. Dave transformed the JAH by making it an even more vital means of scholarly communication for professional historians, as well as an increasingly significant medium for public engagement. Prime among his innovations was the commissioning of special theme issues in which a group of authors interrogated a topic from a variety of perspectives. Seeking to reach a larger audience, Dave published several of these issues as books: The Constitution and American Life (1988), Memory and American History (1990), and Discovering America: Essays on the Search for an Identity (1994). Even more influential were Dave’s efforts to use the JAH as a means of internationalizing American history. He encouraged historians who lived in other nations but studied American history to submit articles to the journal. And he created an international board of editors to promote scholarship and discussion about American history from a global perspective. Near the end of his tenure as editor, Dave took the journal online and became a founder of the History Cooperative, which seeks to provide digital history to professional historians and the public. When Dave left the JAH in 1999, an article in the New York Times concluded that he had “been among the best editors of any American historical periodical in this century.” Fittingly, that same year the Organization of American Historians (OAH) recognized his work at the JAH by naming its prize for the best article originally published in a foreign language for him. In paying tribute to Dave, OAH president Jacquelyn Hall declared that he is “a rare individual who has had a significant impact on the historical profession not only through his scholarship, but also through institutional innovation, each of which reflects a breadth and creativity that would put most scholars to shame.”

While at Indiana Dave’s scholarship complemented his journal work by expanding his attempts to understand how the public learns and uses history.

He published a series of pathbreaking books and articles that sought to close the divide between professional historians and the public. Both the range of his efforts and their intent are evident in the titles of his most influential studies: Becoming Citizens in the Age of Television: How Americans Challenged the Media and Seized Political Initiative During the Iran-Contra Debate (1996) and The Presence of the Past: Popular Uses of History in American Life (1998). Dave’s work also took him to the public sites of history learning. He gave talks to groups of museum curators and advised historical museums on how best to engage visitors through their exhibits. In addition, he participated in a number of critical conferences that sought to promote reforms in history training and practice aimed at
expanding the intellectual boundaries of the discipline. In 2004 Indiana University recognized Dave’s many achievements by appointing him as a distinguished professor.

Over the course of his career Dave has received numerous other awards as well. These include the Award of Merit twice from the American Association of State and Local History, and the Historic Preservation Award from Mary Washington University in 1999. Dave was a Guggenheim Fellow (1973–1974) and a Fulbright-Hays Senior Research Fellow to the United Kingdom (1973–1974). And he has held visiting appointments at the University of Manchester, the University of Amsterdam, and the École des Hautes Études en Sciences Sociales.

Dave retired from Indiana University in the spring of 2006. But he is still hard at work. He will spend the spring of 2007 teaching in Amsterdam and working on his current studies of how people reenact the past. He will bring the same passionate engagement to these projects that he has brought to every aspect of his career. And, as in the past, the results will inspire us to think about American history in very different ways.

Michael Grossberg
Giorgio Tozzi

With a voice that could both thrill with its power in Verdi’s most dramatic operas, and melt the listener with its warmth and tenderness in “Some Enchanted Evening,” basso cantante Giorgio Tozzi has enormous gifts as a singer and actor that propelled him to an international career which extended beyond opera into musical theatre, film, recording, and television.

During his tenure with the Metropolitan Opera (1954-1974), he sang 399 performances of 37 roles, including Boris in Boris Godunov, Ramfis in Aïda, Figaro in The Marriage of Figaro, Don Basilio in Barber of Seville, Philip II in Don Carlo, and Hans Sachs in Die Meistersinger von Nürnberg. He performed leading roles at La Scala in Milan, Teatro Reale in Rome, Teatro Colón in Buenos Aires, the National Theatre in Munich, and at the San Francisco Opera. Productions of Boris Godunov and L’Amore di Tre Re, in which he had significant roles, were produced and televised by NBC. His creation of the role of Hans Sachs featured prominently in the Hamburg Opera film version of Die Meistersinger von Nürnberg. His portrayal of King Melchior can still be seen in the NBC television version of Amahl and the Night Visitors.

Giorgio appeared in concert as soloist with the orchestras of New York, Boston, Chicago, Philadelphia, Cleveland, San Francisco, London, and numerous European ensembles, in collaboration with some of the great conductors of the twentieth century, including Solti, Walter, Mitropoulos, Reiner, Giulini, Leinsdorff, and Ormandy. His recordings of Verdi repertoire remain the gold standard for many music lovers.

In musical theatre Giorgio sang leading roles in Fiddler on the Roof, Zorba, Man of La Mancha, and The King and I, and appeared opposite Mary Martin and Florence Henderson in revivals of South Pacific. His performance in Most Happy Fella earned him a Tony nomination for Best Actor in a Musical. For his portrayal of Émile de Becque in South Pacific, he received the San Francisco Critics Award for Best Actor, and his recordings won four Grammy Awards. Such is his appeal to the general public that he appeared as a guest on television programs hosted by Skitch Henderson, Dick Cavett, Mike Douglas, Merv Griffin, and Johnny Carson, and he appeared as a guest star on seven television series including Kojak, The Odd Couple, and 3 for the Road.

His fascination with every aspect of the creative process led him to an interest in stage direction. In recent years he produced and directed numerous operas of Puccini and Verdi in North America and Italy. In great demand as a teacher, he conducted master classes in virtually every musical capital of the world.

Professor Emeritus Roger Havranek remembers:

As a young college student, I listened to recordings of Giorgio Tozzi and marveled at the sound of this fabulous singing artist. Never forgetting this experience, it was my pleasure, in 1991, to perform with Giorgio in a production of Rossini’s Barber of Seville with the Stockton Opera in California. I was then chairman of the IU voice department, and during that production, I successfully convinced Giorgio to come to IU to teach voice. Since that time we have become very close friends. I still marvel about this great artist when I listen to my old recordings. He was retirement age when IU hired him, and now he retires again with fond memories of his years here at IU.

Giorgio was named a distinguished professor in 2001.

His students adore him. His artistic authority combined with good humor and sincere support for their talents have helped launch many IU students into successful careers. Soprano Carol Vaness has a vivid memory of Giorgio from the time before she began her career. She was a finalist in the Metropolitan Opera Council Auditions but did not win.
Giorgio, who was in attendance, took time to sit and talk with her. With his characteristic warmth and great good sense, he told her not to worry, that she would have a great career regardless of the outcome of the competition. She treasured his support then, and still today talks about how much it meant to her as a young singer that an artist of his stature would take the time and interest to encourage her personally. In a lovely symmetry, she now occupies his old studio.

His enormous personal warmth and perpetual engine of enthusiasm for life and music have made him beloved of colleagues and students alike. In an interview on WFIU last year, Giorgio told a charming story about a colleague at the Met who asked him why he was always smiling. Giorgio replied, “It pleases my friends and annoys my enemies.” One wonders who those enemies could possibly be.

A champion raconteur, he loves to regale everyone with anecdotes from his professional life, and good jokes in general, always delivered with exquisite theatrical timing. Legendary and often quoted by his friends and students, many of these stories might best be described in these pages as piquant!

Giorgio’s friendships with colleagues and students are reflections of the commitment to family that lies at the core of his life. His son, Eric Tozzi, and wife live in California, and his daughter, Jennifer Hauser, and husband in Arizona. Although they and his two granddaughters are miles away, they are never far from his thoughts. To observe Giorgio’s delight in his lovely wife, Monte, and to witness the joy and devotion of their partnership is a lesson in success for all of us.

Mary Ann Hart
George M. von Furstenberg was born in the western part of Germany in the middle of World War II. In 1961 he arrived as a 19-year-old immigrant alone in New York to make it the hard way—study, work, and no play—first at Columbia University’s School of General Studies and then at Princeton University, from which he received a Ph.D. in economics in 1967, having become an American citizen one year earlier. Since then several years of work at the International Monetary Fund (division chief, 1978–1983) and at various U.S. government agencies, including the president’s Council of Economic Advisers (senior staff economist, 1973–1976) and the Department of State (1989–1990), have alternated with his academic pursuits. He has had Fulbright research and teaching fellowships to both Poland and Canada, and has been featured in successive editions of Who’s Who in America, starting with the 44th, and in the 1999 edition of Who’s Who in Economics. In 2000 he became president of the North American Economics and Finance Association, which he previously had served as president-elect and program chair.

A prolific writer and frequent editor, his interests are policy-oriented, broad, and international. However, he is very particular about sharing in the teaching of open-economy macroeconomics and international finance. At Indiana University, where he still serves, he became a full professor in 1973 and a J. H. Rudy Professor in 1983. In 2000–2003 he was the inaugural Robert Bendheim Chair in Economic and Financial Policy at Fordham University’s Graduate School of Business Administration, Lincoln Center. He is deeply involved with his students and their professional success, currently working with them on topics of monetary union and financial integration. His latest book, with Michael K. Ulan, is Learning from the World’s Best Central Bankers (Kluwer, 1998). A co-edited manuscript on Monetary Unions and Hard Pegs: Effects on Trade, Financial Development, and Stability, was published in 2004 by Oxford University Press. In May 2006 he hosted an international conference entitled New Monetary and Exchange-Rate Arrangements for East Asia, which was held at the Rockefeller Foundation’s conference center in Bellagio, Italy.

George will be spending the first year of his retirement working at the National Science Foundation with an appointment as a Federal Visiting Scientist. He and his wife, Gabrielle, will be splitting their time between Washington, D.C., and Bloomington, as well as on the occasional international trip.
Barbara Wise

Thousands of business students have had the opportunity to study with Barbara Wise since her tenure began in 1980. As a result of her Master of Science in Business Education degree and years of experience teaching at Bloomington High School South, Barb was hired by Dr. James Crawford, the then chair of business education and administrative systems, to teach business communications. Over the next 26 years, keyboarding and honors student writing were added to her repertoire. During her tenure at IU there were dramatic changes in the School of Business, and Barb maintained her energy and enthusiasm through them all.

That enthusiasm was much appreciated by her students. Jeanette Heidewald, a business communication colleague, had the opportunity to observe Barb in the classroom. She noted that “Barb comes across as very likable” and is “an outstanding public speaker.” Heidewald noted that “her pace is lively and her smile warm and genuine.” As a result, Barb was always one of the instructors in high demand.

Aside from her energy, most would identify Barb as a consummate professional. This was most clearly seen by her dress. On teaching days she dressed only in formal business attire. Barb believed it was her obligation to be a good role model by dressing for success. It was hard to imagine her in anything else unless, of course, it was tennis attire.

While Barb loved her students, she could not wait to be out playing tennis. Along with her husband, Don, and her sons and daughter, tennis is her true love. So, now that she is retired, she has plenty of time to play to her heart’s content. One might feel sorry for her opponents as she undoubtedly has channeled her energy from the classroom onto the courts. School of Business students should be very grateful for the decision made back in 1980 to hire Barbara Wise. It has been a very good 26 years.

Sue Vargo