

Liberal ARTS

M A G A Z I N E

Fall 2003

Discovery & Learning in the School of Liberal Arts



PURDUE
UNIVERSITY

Published annually by the School of Liberal Arts for alumni and friends.

Send address changes and comments to:

Liberal Arts Magazine
Purdue University
1290 Steven C. Beering Hall of Liberal Arts and Education
100 N. University Street
West Lafayette, IN 47907-2098
(765) 494-2711 (800) 991-1194
magazine@sla.purdue.edu

SCHOOL OF LIBERAL ARTS

Toby L. Parcel, *Dean*
Joan L. Marshall, *Associate Dean*
David A. Santogrossi, *Associate Dean*
Howard N. Zelaznik, *Associate Dean*
Barbara H. Dixon, *Assistant Dean*
Jan Bessler, *Business Manager*
Lorraine G. Kisselburgh, *Director of Information Technology*
Cathleen G. Ruloff, *Director of Development*
Laura C. Havran, *Director of Alumni Relations*

DEPARTMENT HEADS

Rod Bertolet [*Philosophy*]
Susan Curtis [*Director of Interdisciplinary Programs*]
Paul B. Dixon [*Foreign Languages and Literatures*]
R. Douglas Hurt [*History*]
Viktor Gecas [*Sociology and Anthropology*]
William R. Shaffer [*Political Science*]
David L. Sigman [*Visual and Performing Arts*]
Anne Smith [*Audiology and Speech Sciences*]
Howard Sypher [*Communication*]
Thomas J. Templin [*Health and Kinesiology*]
Irwin Weiser [*English*]
Howard M. Weiss [*Psychological Sciences*]

**LIBERAL ARTS MAGAZINE IS PRODUCED BY
PURDUE MARKETING COMMUNICATIONS**

Dave Brannan, *Director*
Grant E. Mabie, *Editor/Communications Coordinator*
Grant A. Flora, *Interim Communications Coordinator/Writer*
Cheryl Glotzbach, *Designer*
Mark Simons, *Photographer*
Additional writing by: **Chad Boutin**, **Marc B. Geller**,
Amy Patterson-Neubert

© 2003 by the Purdue University School of Liberal Arts. All rights reserved. No part of this publication may be reproduced or duplicated without the prior written permission of the publisher.

An equal access/equal opportunity university.

on the cover

Discovery and Learning, two of the key components of President Martin C. Jischke's Strategic Plan for the University, have provided our theme for this issue. The School of Liberal Arts is excited about the opportunities to enhance discovery and learning at Purdue through the opening of our new Visual and Performing Arts Center, pictured on our cover from three perspectives. Vision is central to the creative process, and we anticipate new doors being opened as students and faculty members test their own limits in this amazing new facility. Insets of dancers and Visual Communication Design students, as well as Director of the SLA Honors Program James Nairne, further illustrate the diverse approaches to discovery and learning occurring daily in the School of Liberal Arts.



Liberal Arts ARTS

MAGAZINE

Fall 2003



PAGE

4



PAGE

6



PAGE

14

DISCOVERY & LEARNING

in the School of Liberal Arts

- 3 **Completing the Circle**
From Questions to Research to the Classroom
- 4 **Research 101**
First-Year Students Discover How Knowledge Is Created
- 6 **History Rocks!**
Music as a Primary Source for Discovery
- 8 **English 106**
Students Writing Their Way into Purdue
- 10 **Faculty Advisors**
Mentoring Tomorrow's Discovery Leaders
- 12 **Cure before Cause**
Dean's Scholar Makes Discovery Personal

Special Feature

- 14 **Visual and Performing Arts Building**

- 2 **From the Dean**

- 16 **Faculty Notes**
In Memoriam
New Department Heads and Directors
New Faculty

- 20 **Fine Print**
Manifest Destiny
Refrigerator Rights

- 22 **Around Campus**
Stroke Study
Liberal Arts Participation in Italy
Infants and Grammar
Kirby Connects with the Classics
Seffrin Receives Honorary Degree
Outstanding Seniors
Raskin Makes History

- 32 **Alumni News**
Distinguished Alumni
New Development Director
From the President

departments

from the DEAN

Dear Alumni and Friends,

IT IS A PRIVILEGE to serve as the Dean of Liberal Arts of Purdue University. During my first year here, I have enjoyed immensely the chance to become better acquainted with SLA faculty, staff, and students, as well as our alumni and friends. What a terrific team we make! This magazine highlights some of our most recent accomplishments. I hope you are as impressed with them as I am.

PURDUE PROVIDES GREAT OPPORTUNITIES for us to tie together the research and discovery of the faculty with the learning of our students. In this issue of our magazine,

we highlight a few of the many ways in which our faculty members are bringing their research and creative endeavors into the classroom; in doing so, they enrich students' learning far beyond what can be accomplished with just textbooks and lectures. The breadth and depth of our research in SLA is genuinely impressive. With 11 academic departments and 13 interdisciplinary programs, we are truly an intellectually diverse school, with programs ranging from the study of the brain in Psychological Sciences to analyses of historical and political events to creation of new works of art in our Department of Visual and Performing Arts. More than 350 faculty members are actively engaged in research and creative endeavor

throughout the year—and this vital energy carries over to the classroom in many ways.



BUT WHAT DO WE MEAN by “the classroom”? Our classes encompass far more than rooms of students with professors at the front. In our small seminars, undergraduates have the opportunity to explore key issues in depth with a professor, engage in discussion, and make presentations to the group. Our classrooms are also laboratories in which faculty members and graduate students work together to pursue common research interests. As they become partners, their learning and discovery meld together in a seamless whole; at the conclusion of the project, both have discovered new knowledge from working together. Our classrooms are not always physical locations; learning also takes place during individual meetings between students and professors over a period of months while they explore topics of mutual interest. In these “classrooms,” professors’ discovery can guide students’ learning through individualized discussion and directed research activity.

TO PURSUE THE GOALS our Strategic Plan has articulated, we must do even more to tie together faculty discovery with student learning. As a major research university, Purdue can scale tremendous heights. But we need your help. Your gifts and involvement can help us build even stronger bridges between faculty discovery and student learning. Won’t you join us in creating tomorrow’s School of Liberal Arts?

TOBY L. PARCEL

*With 11 academic departments and
13 interdisciplinary programs, we
are truly an intellectually diverse school.*

Completing the Circle:

FROM QUESTIONS TO RESEARCH TO THE CLASSROOM

*Why do people
leave their jobs?*

*What keeps employees
from concentrating
on their jobs?*

*Are social security and welfare
recipients portrayed differently
from each other in the
media?*

*Why is it important
to study history
in today's career-
focused culture?*

*What causes
dyslexia? Can
it be cured?*

*How does music
influence social change?*

The quest for knowledge begins with a question. Or a passion. Every teacher begins as a student in search of answers. When curiosity becomes a passion for learning, a scholar is born.

Each phase of the education process influences the next. Discovery and learning in the School of Liberal Arts are inseparable. The University's strategic plan puts it succinctly:

- Discovery finds or creates knowledge and thereby expands it.
- Learning embraces the findings of discovery as instructors impart it in creative environments that stimulate an exchange between teacher and student.
- Engagement puts knowledge to work in the world.

This process renews itself and inspires new questions, new quests for knowledge, and new discoveries. "Discovery," says Toby L. Parcel, dean of the School of Liberal Arts, "is at the heart of everything the School of Liberal Arts does at Purdue. I have seen how discovery is enhancing student learning in our classrooms, and how new discoveries influence social life beyond the campus walls."

Faculty members and students in all the departments of the School of Liberal Arts are expanding the boundaries of knowledge both nationally and internationally. Faculty members in the school received more than \$7 million in grants from the U.S. Department of Health and Human Services, the National Science Foundation, the Defense Contracting Command through the U.S. Department of Defense, as well as private corporations, other universities, and foundations in the last fiscal year.

They also conduct independent research. Regardless of the type of research, undergraduate and graduate students are key participants. Some first-year students—through honors courses and the Dean's Scholars Program—will see their original research integrated in the classroom or presented at national conferences.

These discovery and learning initiatives will continue to grow, vows Dean Parcel. Rooted in the school's strategic plan, which envisions increased research, the school's plan outlines aspirations to retain and recruit faculty members who will help sustain and attain preeminence in scholarship and artistic endeavors, and also calls for new ways to enable interdisciplinary and collaborative research. And, of course, these research and discovery initiatives will continue to find their way into the classroom.

The stories on the following pages represent a small sampling of how discovery—the quest for and creation of knowledge—merges with teaching and learning in the School of Liberal Arts. They also offer a taste of the exciting work taking place throughout the school.

Watching and reading the news may never be the same for first-year students who take Professor Rosalee Clawson's Honors 199 class, "Politics, Social Groups, and the Media."

At least that's the goal. "In the world we live in, understanding how social groups are portrayed and constructed by media is crucial," Clawson says. "I want to teach students how to think critically."

Clawson incorporates her own original research interests in U.S. politics and research methodology in teaching the class, which examines how mass media shape public perception and policies regarding race, class, gender, and sexual orientation. Her work analyzing media portrayals of the poor has appeared in research publications such as *Public Opinion Quarterly* and the *Journal of Black Studies*. She also contributes articles to *American Political Science Review* and *American Politics Research*. Currently, Clawson is working on a study of how the media covered (and covers) welfare reform; with a colleague, she has followed the University of Michigan's affirmative action case. Passion for her work, the relevance of the topics she introduces in her political science classes, and the rapport she establishes with her students earned her the Charles B. Murphy University Undergraduate Teaching Award in 2002.

In addition to working with a skilled researcher, her students learn how to conduct their own original research, a learning opportunity many undergraduates do not receive until later in their education or until graduate school. "Students come to understand how knowledge is created," Clawson says.

Fifty percent of the course requirement involves devising and completing a research project that examines the content of media representations of various social groups. Once Clawson's class explores how social groups are "constructed" by the media, students can examine the political, social, and economic consequences of that media representation.



Rosalee Clawson (left) works with Megan Keffaber, an Honors 199 student, on her project. At right, Honors 199 students present and discuss their research projects.

Are African Americans disproportionately portrayed among the poor? How do images of people on social security and welfare—both established governmental social programs—influence public perception and policy? Questions like these are explored, discussed, and subjected to scientific scrutiny.

Yesterday's headlines provide source material for research projects in Clawson's class. For example: her students compare two riots, one on a college campus, and another in inner-city Cincinnati. Both occurred in a similar timeframe with similar damage, but the college riot was portrayed by media as rowdy mischief. The urban riot was painted as racially charged mayhem. In this example, students learn how the very selection of words and images can shape public perception. "The media covered these stories in very different ways," says Clawson.

Collecting and coding the different news accounts and comparing media coverage reveal how stereotypes may have influenced journalists' presentation of events. Such studies lead to class discussions about the norms journalists follow in presenting the news and how the media should behave in a democracy.

Even the presentation of the news sends a message, Clawson notes. One recent class exercise analyzed the roles women and men played on the Sunday morning news shows, and students compared the number of guests by gender, the topics discussed, and the stature of the

people involved. Ultimately, applying these findings may lead to less stereotypical coverage and more diversity in the media, Clawson says.

The class project exposes first-year students to the methods that scholars use to conduct research and, for the purposes of the Honors 199 class specifically, media research. Students working in teams choose their project topic and conduct a literature review by gathering journal articles and books about their topic. The review reveals what research scholars have already done on the subject. "You don't want to reinvent the wheel," Clawson tells students. "You want to be sure your research advances our knowledge."

With a topic selected, students have to specify and justify the research question. They then devise a research design that further explains how they are going to answer that question and carry out their process of discovery.

Collecting and analyzing data, assembling research findings, discussing those findings, and posing a conclusion in a final paper round out the project. The student teams present their research findings in class at the end of the semester. Sometimes, in keeping with the rigors of the empirical process, research findings disprove the teams' hypotheses.

"We also make suggestions about hypotheses that future researchers may look into," Clawson says of her students' projects. "It's wonderful to watch the class learn

how to ask questions of each other, and to answer questions, and even ask why a certain research question is important.

"I've had students tell me they'll never watch or read the news the same way again. They've really had their perceptual lens changed," she says.

"I like to see the light bulb go on, to see them grapple with issues. This type of teaching allows thought that leads to understanding."

And discovery. It is a skill and a method that will serve them in their continuing education and careers.



Research 101:

First-Year Students Discover How Knowledge is Created



HISTORY Rocks!

Music as a Primary Source for Discovery

He says he can't sing or dance. He doesn't play a musical instrument, and he claims to be tone deaf. But when it comes to rock and roll music, Michael A. Morrison is a star in a class all his own.

That class is History 371: Society, Culture, and Rock and Roll, the award-winning professor's survey of post-World War II culture and society in the United States through the music he knows and loves. It's scholarship with a good beat and a "bad" attitude.

The class examines rock music in its historical context and explores five major themes central to its creation and development—African-American culture, postwar demographic shifts, economic prosperity, technological innovations, and youth culture's emergence. Morrison, associate professor of history and the assistant department head and director of Graduate Studies, says his class "expands the way you can show students to think about history."

The class caroms across the cultural landscape on a tour of discovery set to words and music. It's all here: race, gender, class, culture, politics, rebellion, war, peace, sex, power, Woodstock, Watergate, and heavy metal. From Elvis to the Sex Pistols, Liverpool to Motown, sock hops to Studio 54, the space race to the Moonwalk, and FM to MTV.

Eli Lilly and Company originally funded the crowd-pleasing class as an honors seminar to support creative and unusual learning opportunities. Now open to all students, Morrison devised the class to excite students in historical study and discovery by playing to a



subject that captures their interest. His passion for both the history and the music quickly struck a chord among Purdue students by blowing the dust off of history's musty reputation.

Morrison incorporates PowerPoint presentations, music, video, animated class discussions, and his own kinetic lecture style to transcend history's straightforward narrative approach and bring it alive. "It's a class that hooks everyone," says Morrison. "It incorporates technology, marketing, economics, and sociology; it cuts across all areas. And of course there's the music. But they have to connect the dots." Students come out of the course with a greater knowledge of music and history.

"I can't wait to experience him in the classroom; I'd feel robbed if I didn't get to take his class," says Karalee Koontz, a first-year student from Rochester, Indiana, who just spent a semester working with Morrison on a research project through the Dean's Scholar Program. Koontz also wants to see how her original research makes its way into the classroom. The journal she kept as part of her project will be worked into Morrison's class.

Koontz, a telecommunications/film studies major with a history minor, researched the 1960s' counterculture. She read primary source materials, used Internet sites, read biographies and autobiographies, viewed films, and, of course, immersed herself in the music and lyrics of the era. Koontz focused primarily on California, especially

Good music is specific to its time, but the best music is also timeless.

the San Francisco Bay area. She read archived letters from the time and scoured *Rolling Stone*, a magazine founded in 1967, which chronicled music, politics, and the emerging counterculture. She interviewed all types of people to gain a balanced perception of the period.

With these and other sources, she investigated the social origins, philosophies, and goals of the counterculture. Identifying it as a distinct social phenomenon, she explored how it differed from the more aggressive, political antiwar movement, especially among university students. She also explored how psychoactive drugs were related to that culture and the music that reflected it, concluding that drugs were not necessary.

Throughout her semester as a Dean's Scholar, Koontz met with Morrison on a regular basis, talking about her journal entries, research findings, and perceptions. "He had the personal experience of living in that time, so that helped confirm some of my research," Koontz says. Her

*It's all here:
race, gender, class, culture, politics,
rebellion, war, peace, sex, power,
Woodstock, Watergate, and heavy
metal. From Elvis to the Sex Pistols,
Liverpool to Motown, sock hops to
Studio 54, the space race to the
Moonwalk, and FM to MTV.*

project also opened up a dialogue with her parents. Her initial studies led her to some of the music in her father's collection and helped her narrow the focus of her research. "I found out more about my Dad," says Koontz.

"The research was a good tool for us to talk about things."

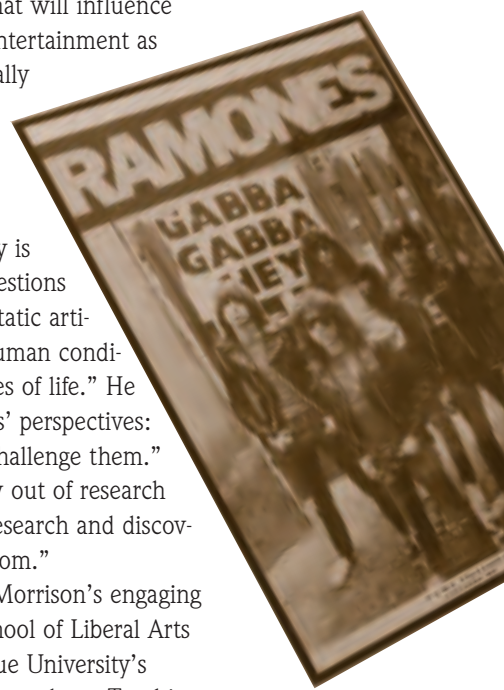
Koontz came away with a new perspective on the period she researched. She says she developed a new, more-critical appreciation for music that will influence how she listens to music and views entertainment as both a product and an art form. "I really enjoyed the project, and it opened up a whole new area of interest for me to study further. The whole thing has been a great experience."

As Morrison notes, "Good history is constantly rethinking itself, asking questions from new angles. It is not a dead or static artifact of time. History teaches us the human condition and the complexities and variables of life." He takes delight in stretching his students' perspectives: "They become energized when you challenge them."

Morrison says all his classes grow out of research experiences. "It's grist for the mill. Research and discovery always find a way into the classroom."

Even before History 371 began, Morrison's engaging teaching practices earned him the School of Liberal Arts Teaching Excellence Award and Purdue University's Charles B. Murphy Outstanding Undergraduate Teaching Award. In 1998, the Carnegie Foundation for the Advancement of Teaching named him Indiana Professor of the Year.

Morrison also teaches U.S. political history and modern U.S. history. As Morrison's research on rock and roll finds its way into his lectures, he has also discovered that students inspire new discovery directions. His current research agenda includes a textbook related to rock and roll history; a history of Detroit's blues, Motown, and punk; and an analysis of English youth culture in the '70s in the creation of punk. "Music is created in a social, cultural environment," Morrison says. "Good music is specific to its time, but the best music is also timeless — as music and as reflecting issues of identity, culture, the times, and so on. If we really listen to it, it will always speak to us." From the success and popularity of Morrison's History 371, it speaks volumes.



ENGLISH 106

Students Writing Their Way into Purdue

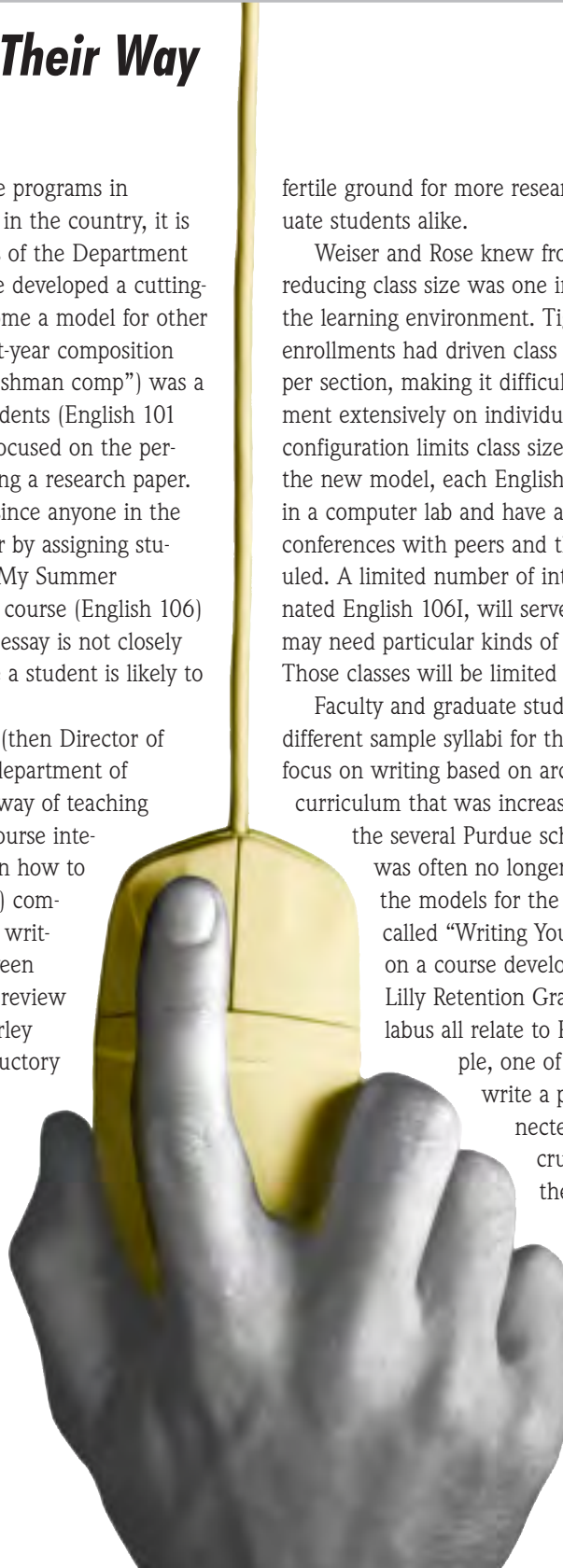
With one of the top graduate programs in Rhetoric and Composition in the country, it is only natural that members of the Department of English at Purdue University have developed a cutting-edge writing course that could become a model for other universities. For years, Purdue's first-year composition course (affectionately known as "freshman comp") was a two-semester sequence for most students (English 101 and 102). The first semester often focused on the personal essay and the second on writing a research paper. Though it has probably been years since anyone in the department started out the semester by assigning students to write about "How I Spent My Summer Vacation," the structure of the new course (English 106) recognizes that writing a 500-word essay is not closely related to any real-world experience a student is likely to have.

In 1998, Professor Irwin Weiser (then Director of Composition and now head of the department of English) began to envision a better way of teaching writing to incoming students. His course integrated: 1) instruction and practice in how to incorporate research into writing; 2) computer technologies typically used by writers; 3) one-to-one conferences between student and instructor; and 4) peer review of writing in progress. Professor Shirley Rose, the current Director of Introductory Writing at Purdue, worked with Weiser to develop the course. They are also the co-editors of a recent book entitled *The Writing Program Administrator as Theorist: Making Knowledge Work*. Their work on that book helped them design and develop the course, and the resulting curriculum and program create

fertile ground for more research for the faculty and graduate students alike.

Weiser and Rose knew from empirical studies that reducing class size was one important way to improve the learning environment. Tight budgets and increased enrollments had driven class size to 26 or 27 students per section, making it difficult for instructors to comment extensively on individual student papers. The new configuration limits class size to 20. Additionally, under the new model, each English 106 class will meet weekly in a computer lab and have a block of 50 minutes when conferences with peers and the instructor will be scheduled. A limited number of international divisions, designated English 106I, will serve international students who may need particular kinds of help with their writing. Those classes will be limited to 15.

Faculty and graduate students have developed seven different sample syllabi for the course. All of them will focus on writing based on archival research, a part of the curriculum that was increasingly missed by students in the several Purdue schools (where English 102 was often no longer a required course). One of the models for the structure of English 106 is called "Writing Your Way into Purdue." Based on a course developed as part of a \$5 million Lilly Retention Grant, assignments in this syllabus all relate to Purdue's campus. For example, one of the first assignments is to write a profile of a person connected to Purdue. Because it is crucial for students to analyze their audience, they also must identify a publication where their writing could theoretically be published. That teaches students to write for a





Samantha Blackmon (left) and Tracy Bryson, a lecturer, collaborate on planning the English 106 curriculum. Below, the computer lab.

larger potential group of readers than is typical in most college classes. Other assignments include working in groups (something that future employers find important) and researching topics using online databases as well as documents in the library.

Some of the courses will use research that Samantha Blackmon, Assistant Professor of English, has conducted on writing that occurs on the Internet. Various fantasy sites encourage visitors who log on to adopt another identity. This approach helps students improve their writing, she says, and this discovery will find its way into Purdue classrooms. By having the freedom to experiment with other identities, students can adopt different writing styles in cyberspace in ways that they might not try in a conventional essay on paper.

Rose says she is looking forward to the challenges that will come with the new course. Coordinating conferencing time and computer lab time for 2,800 students is a challenge that requires the cooperation of many people across campus, but Rose is convinced the improved curriculum is worth the hundreds of hours of combined work that it has required. Her biggest worry? "Making sure students are in the right place at the right time, since they'll be meeting with instructors in three different spaces," she says with a laugh. Fortunately, the international section of English 106 will be able to meet in the same space

for lectures and discussion, computer time, and conferences, thanks to a grant that funded purchase of a wireless notebook classroom on a cart. She has some concerns about the varying amounts of computer knowledge students will bring with them, because high schools vary widely in the number of computer labs available and the software systems students have been able to access. Despite the challenges, Rose is looking forward to assessing how students learn in the new course.

Implementing the new English 106 completes the circle from the research that helped develop the course, and the circle begins again. Analysis of student performance in the course and experiments with new hardware and software will feed into this ongoing research. What Rose and Blackmon learn from students will build on the curriculum to make the course even better in the future.



FACULTY ADVISORS *Mentoring Tomorrow*

The questions at right are among those graduate students Eduardo Barros and Kathy Kurek explore with their faculty advisor, Howard Weiss, department head and professor of psychological sciences, and co-director of the Military Family Research Institute.

Discovery and learning merge perhaps most conspicuously in the collaborative interaction between major professors and the graduate students they advise and mentor. "Faculty researchers are in the forefront in the creation of knowledge," Weiss says. "As a practical matter, part of my job as a research adviser is helping graduate students understand what problems can be solved and what can't with the time and other resources that are available. We lay out the general research program, and within that program students carve out their own problems to measure and solve," he says.

Weiss is a job-satisfaction scholar with more than 10 years of experience in studying emotions and workplace behavior. He says research shows that daily events drive the emotional states of employees and thus affect their daily behavior and overall job satisfaction. These states may be the most important factor affecting job satisfaction. He suggests that, in time, supervisors may be better equipped to control events that affect employees' work behavior.

What factors inhibit concentration at work?

What events affect job performance and satisfaction?

What can the military do to improve the quality of life and retain today's volunteer armed services members?

Barros and Kurek are working to expand psychological knowledge through research and scholarship in their respective areas of interest as well as working with the Military Family Research Institute. The institute focuses on improving the quality of life for military members and their families.

Kurek's primary interest is religion at work and how it affects outcomes and performance. She is studying how spiritual beliefs may help workers cope and reduce stress.

For Barros, the focus is on resource management, which determines the kind of "events" that keep workers from staying on task. Those demands or distractions may vary throughout the workday and keep workers from performing up to their own level or potential. Barros tracks research participants' self-performance evaluations. The participants respond to questions sent four times a day over a two-to-three week period via the Purdue Momentary Assessment Tool—a personal digital assistant programmed and developed specifically for this research.

This data contributes to Weiss's own Affective Events Theory (1996) on how emotional states affect momentary performance. "Essentially, we're trying to study people in real time in a real setting and how work life plays out in real time," Weiss says. "This reflects a major change in organizational research."

This research on emotion and work behavior is central to work with the Military Family Research Institute as

row's *Discovery Leaders*

well. Particular areas of interest focus on satisfaction, retention, readiness, and performance. "Retention is a major concern for the military," Weiss says, pointing to previous research on basic work satisfaction. "We are trying to establish a standard for the Department of Defense. Our research data will reach the highest level, the Secretary of Defense."

The Military Family Research Institute at Purdue University also has created a Deployment Diary, a virtual forum where military families can record their thoughts and experiences during the deployment of a loved one. The online diary was launched in April in an effort to gather information from immediate family members of those serving in the military. The information collected will shape upcoming research projects on issues facing military families. "With the message board, we can incorporate current family issues into our projects in a timely manner," Weiss says.

The Web site—the only site of its kind to collect and use this type of data in a research environment—allows users to log in anonymously to read and post comments

about their experiences during loved ones' deployment. The goal is to generate and assess common themes. The discussion board lightly filters out any sensitive information family members may inadvertently share. Weiss says the board will be helpful in shaping future research projects at the institute and enable users to connect their experiences to those of other families in similar situations. Common issues that emerge, he says, may very well be turning points that influence future commitment and retention levels. "During times of deployment, military families benefit from all forms of support," notes Weiss. "This discussion board is one way for families to relate with others in similar circumstances."

Ironically, Weiss says it is "a sense of family" that connects the roles he plays as co-director of the research institute and as a graduate student faculty adviser, department head, and professor. He tries to instill in his charges a sense of tradition and lineage he traces back to the father of modern social psychology, William James. "The things we research surface in the classroom," he says. "If we as advisers and mentors do our jobs correctly, we meld

discovery and learning in the service of our students."

As Weiss's work clearly shows, fresh discovery and the creation of knowledge spring from an intellectual family tree with deep roots and rich traditions. They also spring from a passion to meet people's needs.



Graduate students Eduardo Barros (left) and Kathy Kurek observe as Howard Weiss demonstrates the Purdue Momentary Assessment Tool.

Dean's Scholar Makes Discovery Personal

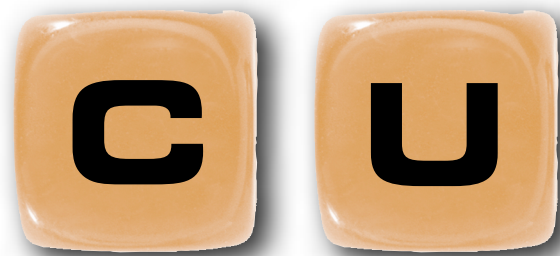
Sometimes personal challenges can ignite the spark of discovery and learning. Such is the case of Andria René Bahler Schafer.

Despite struggling with dyslexia, Schafer became the valedictorian of her Remington, Indiana, graduating class. Based on her experience and by her just-completed research, she believes there is hope for all who suffer from this neurologically based learning disorder, which interferes with the acquisition and processing of language.

Schafer credits her success to her mother, who devoted time and effort to her daughter's education when reading problems were detected in early grade school, as well as her own determination. Together, they found ways to compensate for her condition. She says she overcame the "default emotions" of "feeling stupid and inadequate" to recognize that people with dyslexia process words differently and must employ strategies to overcome the difficulty in learning to read, write, or spell. "I had to learn to take more time to read, but I became a very critical reader," she says.

Schafer's high school academic achievement earned her the opportunity to be a Dean's Scholar. The program provides a \$1,000 financial award to a select group of honors students from the qualified incoming students who have been admitted to the School of Liberal Arts. The opportunity allows these scholars to study one-on-one with a professor during their first year at Purdue. As part of the program, Dean's Scholars can choose research projects involving any area in the School of Liberal Arts. The projects expand students' understanding of specific disciplines, develop their academic connections, and test their personal career choices. In addition, scholars benefit from having professors as their mentors.

Schafer worked with Ronnie Wilbur, graduate linguistics program chair and professor of audiology/speech sciences and linguistics. With Wilbur, Schafer completed a research review on the possible factors contributing to dyslexia and eventually focused on current innovative, remedial teaching methods.



b e f



"We both learned a lot that we didn't know," Schafer says, an assessment that Wilbur seconds. Heretofore, Wilbur's primary expertise focused more on deafness and language development as well as sign language.

Schafer began her work with Wilbur by doing a review of existing research on her topic and then learning the nuances on how to read research papers for the main points. She learned to read the abstract of an article first, then the summary for information, and finally go back to the middle for depth. In the process, Schafer applied the compensation skills she developed over the years to pore over vast amounts of information.

Together, they began studying neurology and the optical system. Reading and research eventually led to works on the human genome project, exploring which chromosomes might be at the root of dyslexia. She searched journal articles and surfed the Internet. And then she discovered research findings that excited her, the "eureka!" experience that is both the prize and the prod of the discovery process itself. "I finally found articles on remedial teaching, and that really excited me," Schafer says.

What began as a study of dyslexia's cause became a focus on finding a cure. As a result, the paper she submitted at the end of her semester with Wilbur, "Cure before Cause," became what Schafer calls "a springboard to future research."

R E

o r e

U

E



Schafer's excitement is evident in her findings: "There is hope," she writes. "I found two research projects done in the past year that focused on remedial or corrective teaching for dyslexics." One unique study discussed teaching sessions that shifted brain activity from the right side of the brain to the left, "where it should have been in the first place," she writes, citing the neurology of language-processing development.

S

As Schafer adds, "From my own personal experience, I can support the theory that concentrated, specific remedial teaching of some kind is needed for any kind of correction of dysfunctional language processing. The bright side of this study is that it was done and that is was very effective!"

Schafer's survey led her to believe that many people could benefit from this current research if it were put into practice. "Students should be given the opportunity," she argues, "to correct their language processing like those who participated in this study."

Her studies have also imparted some wisdom. "I've come to believe that everyone has weaknesses," Schafer says. "Some of us face them head on and move ahead with our lives. Others see it as an excuse or reason to fail.

I see dyslexia as nothing more than an obstacle that can and must be overcome. The end result will be a stronger individual; someone with more of a resolve as to who they are and what they can become. For those who are willing to face dyslexia and for those who need extra encouragement, there should be experienced help and programs built on recent research to help them."

As her advising professor, Wilbur found the journey equally rewarding. "This project expanded my knowledge," she notes. "It was a good education for me."

For Schafer, "learning together" was the most fun. "We talked a lot, laughed a lot, e-mailed each other," she says. "Working with a professor like this, you quickly become connected with someone who cares. I found a friend." Discovery and learning take many forms indeed.

Professor Ronnie Wilbur examines the latest online research on dyslexia with Andria Schafer (left).

Curtain Rises as Classes Begin in New Visual and Performing Arts Building

A star is born! The curtain rose on the first phase of the stellar new Visual and Performing Arts building as the 2003–04 academic year began.

“It’s a good time to be in the arts at Purdue,” declares David Sigman, head of the Department of Visual and Performing Arts. For the first time, the Department of Visual and Performing Arts—art and design, theatre, music, and dance—will be united under one roof. The art and design and dance divisions have already begun classes in the new building, while theatre, art education, and music programs are scheduled to debut in the new facility in 2006.

The building is a work of art in itself, a blending of aesthetics and technology. The 166,700-square-foot, \$38.7 million structure of Purdue red brick, limestone, and glass was designed with artistic lighting considerations in mind.

It is also a work in progress, with some areas “shelled” and awaiting completion as the VPA capital campaign progresses.

More than \$9 million has been raised

toward the \$13 million campaign goal. The Indiana General Assembly provided \$20.75 million to replace the department’s aging Quonset hut structures, and Purdue also contributed \$5 million to the project.

The VPA building has been designed to marry technology with aesthetics. Sigman says the building design creates a collaborative atmosphere that fosters creativity and interdisciplinary relationships. “This building offers a merging of energies, concepts, and designs,” he said. “Dance and theatre students will have to walk past visual artists. Metal and ceramic artists will have to walk past sound and theatre classes.”

Previously, the department’s divisions have found various homes around campus, including Stewart Center, Lambert Field House, and Matthews Hall as well as five Quonset huts that date back to World War II. The Quonset huts are being closed down, destined to be replaced by an engineering building. Stewart and Matthews Halls will still be used for classes during the transition period.

“By eventually bringing together all of the academic arts under one roof, we will provide a synergy not available when you have your faculty spread out across campus,” says Sigman. “I look forward to a lot more collaborative projects among our arts faculty.”



The old Creative Arts buildings (below), meant from the outset to be temporary structures, will no longer house the Visual and Performing Arts department. At left, Visiting Assistant Professor Rhonda Fasig discusses a student's Visual Communication Design project.



The building also was designed to invite the public in. As Sigman says, "The arts require an audience. Now we will have a building that will serve both our academic needs and provide facilities to our local community to visit and explore the arts with us."

The building includes 11 studio labs and more than 300 computer set-ups. It will feature state-of-the-art sound recording facilities that compare to professional studios in Los Angeles or New York. Purdue offers a Ph.D. in sound engineering, and the sound facilities—set to open in spring 2004—will greatly enhance that program. State-of-the-art music computing labs will enable students to construct a sound or concept, and then take it into the recording lab to shape it or add other elements. They also will be able to add video or still images to accompany their creations. The building will be fully accessible in accordance with Americans with Disabilities Act specifications, allowing students with disabilities access to every room, lab, soundstage, and work area in the building.

The Department of Visual and Performing Arts has 820 undergraduate students majoring in the academic arts as well as 30 graduate students in theatre and 30 in art and design. Annually, about 8,000 students enroll in the department's classes.

At last, these students—tomorrow's visual and performing arts stars—have a new state-of-the-art stage on which they can hone their talents.

On with the show!



Purdue's Theatre Matron Passes Away

Former Purdue President Arthur G. Hansen of Zionsville, Indiana, surprised his wife, Nancy, by giving a \$1.8 million gift to name the new VPA building's proscenium theatre in her honor. Mrs. Hansen's delight at this honor was evident to all who attended the naming ceremonies last September. Sadly, Mrs. Hansen passed away as we were completing this magazine.

Hansen married Nancy Tucker in 1972 during his tenure as Purdue's eighth president (1971–82). "When I learned about the opportunity to fund the theatre, I thought it was only appropriate to name the theatre after Nancy, who is so passionate about the arts," Hansen said at the ceremonies. "The Visual and Performing Arts Building is important to Purdue's campus, because it will symbolize the arts opportunities offered at Purdue. People need to know Purdue is more than an engineering school." Hansen said he hopes to raise an additional \$200,000 from family and friends.

Upon its completion, the Nancy T. Hansen Proscenium Theatre will seat 310, nearly doubling seating in Stewart Center's Experimental Theatre while preserving its intimate atmosphere. Hansen's gift will equip the new theatre with such technology as a trapped stage to allow directors to experiment with different entrances and exits for plays. The new theatre also will have a technical control suite and a fly system; the latter provides for the lifting of sets and people off the stage.

"The fact that this generous gift comes from President Emeritus Hansen, who earned his degree as an engineer, truly underscores the fact that Purdue is a place where art and science intersect," Purdue President Martin C. Jischke said. "Nancy truly loved the creative arts, and it is fitting she will always be remembered in association with theatre at the university she loved."



FACULTY *notes*

EMILY L. ALLEN was promoted to associate professor of English.

XIMENA B. ARRIAGA was promoted to associate professor of psychological sciences. She is an associate editor for *Personal Relationships*.

AUSTIN S. BABROW was promoted to professor of communication.

ROBERT V. BARTLETT, associate professor of political science, has accepted a visiting appointment to be the first Frank Church Distinguished Professor of Public Policy at Boise State University in Idaho, for the 2003–04 academic year. He will teach one graduate course per semester and participate in the annual Frank Church Conference on Public Affairs. In addition to doing research and writing, he will be actively engaged with students, faculty members, and the general community in promoting the ideas and concepts of public policy.

ELENA E. BENEDICTO was promoted to associate professor of English.

JOSHUA E. BOYD, assistant professor of communication, received the Central States Communication Association's Outstanding New Teacher Award. He is also on the editorial board of the *Journal of Business Communication*.

ZINAIDA A. BRESCHINSKY, associate professor of foreign languages and literatures, was a member of the team that won the 2003 Purdue Agriculture Team Award. The multidisciplinary team worked to increase opportunities for agriculture students to study abroad.

ROSALEE A. CLAWSON was promoted to associate professor of political science.

DANIELA M. CORBETTA, associate professor of health and kinesiology, was the chair of the Motor Development Program Conference Committee of the North American Society for the Psychology of Sport and Physical Activity.

ANGELICA A. DURAN, assistant professor of English, received a \$1,000 Dean's Research Incentive Grant for "Milton among Hispanics." Her article, "The Sexual Mathematics of *Paradise Lost*," will appear in *Milton Quarterly* in October 2003. Additionally, as Director of the Latino Faculty and Staff Association, she was instrumental in the opening of Purdue's first Latino Cultural Center.

EHTIBAR N. DZHAFAROV, professor of psychological sciences, gave the plenary keynote lectures at both the Meeting of the Society for Mathematical Psychology and the European Mathematical Psychology Group Meeting in Bremen, Germany. He was also the recipient of the Alexander von Humboldt Award, which included an invitation to spend part of the 2003–04 academic year in Germany. During the past year, Dzhafarov was invited to be a Fellow at the Swedish Collegium for Advanced Studies in Social Sciences, and conceived and co-organized the first meeting of a new forum for mathematical psychologists, the Purdue Winer Memorial Lectures, to be held annually at Purdue through funding from the Winer Memorial Foundation.

DANIEL O. ENGELKE was promoted to professor of art and design.

DAVID J. ERTMER was promoted to associate professor of audiology and speech sciences.

DINO F. FELLUGA was promoted to associate professor of English. With **EMILY ALLEN**, Felluga helped establish the North American Victorian Studies Association.

ANNE L. FLIOTSOS, assistant professor of theatre, has been invited to present "Teaching the Unteachable: Experiential Evidence from Directing Teachers in the United States" at the Fifth World Congress of the International University Teacher Association in Athens, Greece. She will chair and present for a panel entitled "The Trials of Women Directors Building Careers" at the Conference of the Association for Theatre in Higher Education in New York. Recent publications include the articles "Curricula in Question: Directing Textbooks and Shifting Paradigms" in *Research in Drama Education* and "Tisa Chang: In Praise of Illusion" in *American Theatre*. Flioticsos also directed a production for New Stage Ensemble in South Carolina.

REGINA A. GALER-UNTI, assistant professor of health and kinesiology, received the 2002 Early Career Award from the American Public Health Association, Public Health Education and Health Promotion Section, "in recognition of outstanding and promising contributions to the practice and profession of health education, health promotion, and health communication." The award was presented at the annual meeting of the American Public Health Association, Philadelphia, Pennsylvania, November 2002. Galer-Unti was also elected to the Board of Trustees, Society for Public Health Education.

CHARLES A. GICK was promoted to associate professor of visual and performing arts.

APRIL J. GINTHER was promoted to associate professor of English.

SALLY A. HASTINGS, associate professor of history, was appointed to the North American Coordinating Council for Japanese Library Resources as well as the Northeast Asia Council of the Association for Asian Studies.

PATRICK J. HEARDEN was promoted to professor of history.

ELIZABETH A. HOFFMANN, assistant professor of sociology, received two national awards for her dissertation (University of Wisconsin–Madison, 2001) entitled "Compromise, Confrontation, and Coercion: Formal and Informal Dispute Resolution in Cooperative and Hierarchical Worksites." Hoffman won first place in the Dissertation Award Competition sponsored by the Industrial Relations Research Association and second place in the W. E. Upjohn Institute for Employment Research's Dissertation Competition. Both of these awards were presented at the Annual Meetings of the Industrial Relations Research Association in January 2003 in Washington, D.C. Additionally, Hoffman was awarded a fellowship for the Summer Institute at the University of California–Berkeley.

BETSY HOZA was promoted to professor of psychological sciences.

JUDSON L. JEFFRIES, associate professor of political science, was named to the editorial board of the *Negro Educational Review* and to the academic advisory council of the Congressional Black Caucus Foundation. His third book, entitled *Urban America and Its Police*, has been accepted for publication by the University Press of Colorado. Jeffries was one of two professors to receive the Best Teacher Award in Political Science.

JOHN T. KIRBY, professor of foreign languages and literatures, is a 2003 recipient of the Purdue University Outstanding Undergraduate Teaching Award in memory of Charles B. Murphy. Professor Kirby was Indiana Classics Professor of the Year for 2002. He also chairs the Committee on the Status of Women and Minority Groups for the American Philological Association and just finished a term on the executive board of the Classical Association of the Middle West and South.

DAVID B. KLENOSKY, associate professor of health and kinesiology, was appointed to serve as an associate editor for the *Journal of Travel Research* and was reappointed to serve as an associate editor for *Leisure Sciences: An Interdisciplinary Journal*.



Associate Professor Aimee Surprenant and students in the Research-Based Honors Program discussed their work for the Dean's Advisory Council's April 2003 visit to the Department of Psychological Sciences.

MAREN T. LINETT, assistant professor of English, will guest edit a special issue of *Modern Fiction Studies* called "Modernism's Jews/Jewish Modernisms." The issue is slated to appear in spring 2005.

ROSEANNE M. LYLE, professor of health and kinesiology, was re-appointed to the editorial board of the *Journal of Aging and Physical Activity*.

MARTIN J. B. MATUSTÍK, professor of philosophy, organized a national book-relief campaign for the flooded philosophy library in Prague (floods of summer 2001 destroyed more than 40 thousand volumes of philosophy books). The national campaign yielded 3,230 pounds of books donated from private donors and philosophy departments around the United States.

REBECCA D. MERRITT, associate professor of psychological sciences, is on the editorial board of the *Journal of Personality Assessment*.

IAN NEATH was promoted to professor of psychological sciences.

DAVID C. PARRISH was promoted to professor of art and design.

LISA LEE PETERSON was promoted to professor of art and design.

ROBERT W. PROCTOR, professor of psychological sciences, was named a Fellow of the American Psychological Society. He served as Program Chair of the 32nd Annual Meeting of the Society for Computers in Psychology and was elected President of the Society for 2004. He is an associate editor for the *Quarterly Journal of Experimental Psychology* and co-edited the volume (with Alice F. Healy) *Experimental Psychology*, in the 12-volume set, *Handbook of Psychology*, Wiley, 2003.

RICHARD S. RAND was promoted to professor of theatre.

FELICIA D. ROBERTS, assistant professor of communication, was appointed to the editorial board of *Communication Studies*.

SHIRLEY K. ROSE, associate professor of English, was recently elected Vice President of the Council of Writing Program Administrators. After a two-year term as Vice President, she will become the President of CWPA.

F. ROBERT SABOL, associate professor of visual and performing arts, received the Manuel Barkan Memorial Award from the National Art Education Association. The award is for the publication in the past three years that has had the most important impact on the field of art education. The publication, "Regional Findings from a Secondary Analysis of Responses on Creating and Responding Items on the 1997 National Assessment of Educational Progress," appeared in *Studies in Art Education*. Sabol was also elected President of the Public Policy and Arts Administration Association of the National Art Education Association.

ALAN L. SMITH, assistant professor of health and kinesiology, was elected chair of the Sport and Exercise Psychology Academy within the National Association for Sport and Physical Education. Additionally, he was recently added to the editorial board of the *Journal of Sport & Exercise Psychology*.

DAVID P. SNOW was promoted to associate professor of audiology and speech sciences.

SHARON D. SOLWITZ, associate professor of English, was granted tenure.

GLENN G. SPARKS serves on editorial boards for *Human Communication Research*, *Journal of Communication*, *Communication Theory*, and *Media Psychology*.

MARK C. TILTON, associate professor of political science, was awarded a George Washington University-Woodrow Wilson Center Asian Policy Studies Faculty Fellowship to work on "Japanese Competition Policy in International Comparison: A Case Study Approach Looking at Steel and Telecommunications."

MARION T. TROUT was promoted to associate professor of bands.

THEODORE D. WACHS, professor of psychological sciences, received a Fulbright Distinguished Scholar award that will allow him to be in residence at the Centre for International Child Health, University College, in London.

DUANE T. WEGENER was promoted to professor of psychological sciences. He is on the editorial board of three journals: *Journal of Experimental Social Psychology*, *Journal of Personality and Social Psychology*, and *Personality and Social Psychology Bulletin*.

VERNON J. WILLIAMS, Professor of history and American studies, published "A Gifted Amateur: The Case of George Washington Ellis" in *American Anthropologist*, June 2002.

STEVEN R. WILSON, professor of communication, serves as an associate editor for the interdisciplinary scholarly journal *Personal Relationships*, published by the International Association of Relationship Researchers. Professor Wilson also received the 2003 Franklin Knowler Article award from the National Communication Association's Interpersonal Communication Division. The award, given annually, recognizes one article published in the last five years that has made significant contributions to the study of interpersonal communication.

LI ZHANG, assistant professor of visual and performing arts, had three pieces of design selected for the permanent collection of the Library of Congress. Five pieces of design were selected for the permanent collection of the Museum of Gestaltung Zürich in Switzerland. Her work entitled *Spring Dance* won the 2002 Award of Selection at the Korea International Poster Biennale. Additionally, Zhang won the Award of Distinction at the International Competition of Creativity 32.

FACULTY *notes*

In Memoriam

JACOB H. ADLER, professor emeritus of English, died February 7, 2003. Born March 26, 1919, in Evansville, Indiana, he received his bachelor's and master's degrees from the University of Florida and his Ph.D. from Harvard University. Following service in the Army, Adler began his academic career at the University of Kentucky in 1949 and came to Purdue in 1969 as head of the department of English, a position he held until 1981. Adler retired from Purdue in 1989 and was appointed Professor Emeritus on April 3 of that year. Professor Adler conducted scholarship and published in several areas, particularly 18th-century English literature and modern drama.

FLOYD J. FITHIAN, associate professor of history, died June 28, 2003. Born November 3, 1928, he held his bachelor's degree from Nebraska State Teachers College-Peru and master's and doctorate from the University of Nebraska-Lincoln. He taught at Purdue from 1964 until his election to the U.S. House of Representatives in 1974, officially resigning his position at Purdue in 1977. Congressman Fithian was an historian of modern U.S. foreign and domestic policy and served four terms from the Indiana Second District.

NANCY TUCKER HANSEN, former first lady of Purdue University, died on September 20, 2003. Born July 27, 1928, in Greenville, Ohio, she came to Purdue as a student in 1947, where she met Arthur Hansen, then a graduate student. After 25 years, they renewed their friendship, marrying on July 26, 1972. A high school teacher as well as a gifted writer and speaker, Mrs. Hansen was a greatly loved presence on campus during her husband's tenure as Purdue's eighth president (1971-82). She had an especially strong rapport with students. The Visual and Performing Arts Center will feature a theatre named for Mrs. Hansen [See story on page 15.].

WILLIAM L. KLEINE-AHLBRANDT, associate professor of history, died October 3, 2002. Born June 17, 1932, in Cincinnati, Ohio, he earned bachelor's and master's degrees at the University of Cincinnati and his doctorate at the Institut Universitaire de Hautes Études Internationales, Geneva, Switzerland. In 1963, he came to Purdue and specialized in European diplomatic, political, and cultural history. He had a great appreciation of all things French, and was awarded the

Ordre des Palmes Académique by the French Republic.

CHERYL Z. OREOVICZ, professor of English, died May 19, 2003. Born February 23, 1943, in Wilkesburg, Pennsylvania, she earned her bachelor's and master's degrees from Bucknell University and her Ph.D. from The Pennsylvania State University. She joined the faculty of the department of English in 1974 and served as Director of Graduate studies from 1993 to 1997. She was an active member of the American Studies program and wrote on numerous figures in early American literature.

CHRISTINA M. ARCHER RIBNEK died November 9, 2002. Born August 16, 1955, in Benton, Illinois, she earned her bachelor's degree from Indiana University in 1977 and her master's from Eastern Kentucky University in 1978. An All-American in field hockey, Ms. Ribnek was an academic advisor in Liberal Arts, serving as director of advising for five years. She served as director of Purdue's intercollegiate athletics program at the time of her death.

ROSS SMITH, professor of speech and drama, died July 26, 2003. He joined the Purdue faculty in 1942 and was named Director of Theatre in 1947. He co-founded the Purdue Playshop, the precursor to the academic theatre program, and served as executive director of Purdue's Summer Repertory Theatre. In 1968, he accepted a position as artistic administrator at the University of Minnesota. In 2000, alumni of the Purdue Playshop established the Joseph Stockdale/Ross Smith scholarship for undergraduate theatre students to honor the contributions of both men toward the growth of the theatre arts at Purdue.

IRVING SOSENSKY, professor emeritus of philosophy, died February 24, 2003. Born January 24, 1920, in New Haven, Connecticut, he received his B.A. with distinction from Wesleyan in Middletown in 1942, earned an M.A. at Yale in 1946, and received his Ph.D. from Columbia University in 1955. Professor Sosensky's areas of specialization were early modern philosophy and the philosophies of science and social science. He was the principal instructor in introductory ethics, and he initiated the first philosophy of science course to be taught at Purdue.

New Faculty

Audiology and Speech Sciences

KING CHUNG, Assistant Professor, Ph.D., Northwestern University, 2001

AMANDA SEIDL, Assistant Professor, Ph.D., University of Pennsylvania, 2000

Communication

SORIN MATEI, Assistant Professor, Ph.D., University of Southern California, 2001

English

JENNIFER BAY, Assistant Professor, Ph.D., University of Texas at Arlington, 2000

VENETRIA PATTON, Associate Professor and Director of African American Studies, Ph.D., University of California-Riverside, 1996

MICHAEL SALVO, Assistant Professor, Ph.D., Texas Tech University, 2000

Health and Kinesiology

BONNIE BLANKENSHIP, Associate Professor, Ph.D., University of South Carolina, 1993

History

R. DOUGLAS HURT, Professor and Head, Ph.D., Kansas State University, 1975

Political Science

GLENN PARKER, Professor, Ph.D., University of California-Santa Barbara, 1973

OXANA SHEVEL, Assistant Professor, Ph.D., Harvard University, 2003

Psychological Sciences

JULIA CHESTER, Assistant Professor, Ph.D., Oregon Health Sciences University, 1998

REESHAD DALAL, Assistant Professor, Ph.D., University of Illinois, 2003

JESSICA FOSTER, Assistant Professor, Ph.D., Rice University, 2003

MICHAEL SCHMITT, Assistant Professor, Ph.D., University of Kansas, 2002

Sociology and Anthropology

VIKTOR GECAS, Professor and Head, Ph.D., University of Minnesota, 1969

DEBORAH ROTMAN, Assistant Professor, Ph.D., University of Massachusetts, 2001

Visual and Performing Arts

MATTHEW DAVIS, Assistant Professor, M.F.A., Kent State University, 2003

CHERYL YUN, Assistant Professor, M.F.A., School of Visual Arts, New York, 2001

School Welcomes New Department Heads and Directors

Sociology and Anthropology

VIKTOR GECAS is the new head of the Department of Sociology and Anthropology. Gecas earned his Ph.D. from the University of Minnesota in 1969 and most recently served as a professor of Sociology and Rural Sociology at Washington State University. Gecas's previous administrative experience includes two terms as the department Chair of Rural Sociology at WSU. His primary areas of academic focus have been in family relations and social psychology. He is the co-author or editor of three books and has published numerous articles and book chapters. Current research focuses on marital relations and the socialization of husbands and wives.

History

R. DOUGLAS HURT is the new head of the Department of History. He earned his Ph.D. from Kansas State University in 1975. Most recently, he has been a professor and director of the Graduate Program in Agricultural History and Rural Studies at Iowa State University since 1992. He has been the editor of *Agricultural History*. His recent teaching experience has focused on the history of agriculture in the rural West, Great Plains, and rural South. A prolific author and editor, he is currently working on a book about the Great Plains at war for the University of Nebraska Press.

Psychological Sciences

HOWARD WEISS is the new head of the Department of Psychological Sciences. He earned his Ph.D. in 1976 from New York University. He is a professor of Psychological Sciences and co-director of the Military Family Research Institute at Purdue (*See related story on pg. 10.*). The institute conducts research on the relationship between quality of life and the satisfaction, retention, and performance of military members. Recent publications include a current study on deconstructing job satisfaction for the *Human Resource Management Review* as well as numerous other publications, chapters, and papers. Weiss joined the faculty in the School of Liberal Arts in 1976.

Interdisciplinary Studies

SUSAN CURTIS is the new director of Interdisciplinary Studies. She earned her Ph.D. from the University of Missouri in 1986. Most recently, she has served the School of Liberal Arts at Purdue as both a professor and the Director of American Studies, where she has been involved since joining the faculty of the history department in 1989. Curtis explores critical episodes in U.S. cultural history that help explain how power is exercised and contested. Her 1994 book, *Dancing to a Black Man's Tune*, was a cultural biography of Scott Joplin. Her most recent book, *The First Black Actors on the Great White Way* (1998), examined African American theater history.

African American Studies

VENETRIA K. PATTON joins the faculty of Liberal Arts as associate professor of English and the new director of African American Studies. She earned her Ph.D. in 1996 at the University of California-Riverside, and comes to Purdue from the University of Nebraska, where she was associate professor of English, African American and African Studies, and Women's Studies. She is the author of *Women in Chains: The Legacy of Slavery in Black Women's Fiction* and co-editor of *Double-Take: A Revisionist Harlem Renaissance Anthology*. Patton's research interests include African American literature and Black Feminist Theory, with particular emphasis on maternity, slavery, and systems of racial marking.

fine PRINT

ANN W. ASTELL, Professor of English, *Joan of Arc and Sacrificial Authorship*, University of Notre Dame Press, 2003.

VICTOR G. CICIRELLI, Professor of Psychology, *Older Adults' Views on Death*, Springer Publishing, 2002.

JOHN J. CONTRENI, Interim Dean of the Graduate School and Professor of History, and Santa Casciani, editors, *Word, Image, Number: Communication in the Middle Ages*, Sismel—Edizioni del Galluzzo, 2002.

JOSEPH C. DORSEY, Associate Professor of History and African American Studies, *Slave Traffic in the Age of Abolition: Puerto Rico, West Africa, and the Non-Hispanic Caribbean, 1815–1859*, University Press of Florida, 2003.

JEAN E. DUMAS, Professor of Psychological Sciences, *Abnormal Child and Adolescent Psychology*, Allyn and Bacon, 2003.

JAMES R. FARR, Professor of History, editor, *World Eras, Volume 8: Industrial Revolution in Europe, 1750–1914*, Gale, 2002.

JOHN GREENE, Professor of Communication, and **BRANT R. BURLESON**, Professor of Communication, editors, *Handbook of Communication and Social Interaction Skills*, Lawrence Erlbaum Associates, 2003.

MINROSE GWIN, Professor of English, *The Woman in the Red Dress: Gender, Space, and Reading*, University of Illinois Press, 2002.

KAZUMI HATASA, Professor of Foreign Languages and Literatures, *IT Literacy for Teachers of Japanese*, Kuosio Syuppan, 2002.

PATRICK J. HEARDEN, Professor of History, *Architects of Globalism: Building a New World Order during World War II*, University of Arkansas Press, 2002.

JUDSON L. JEFFRIES, Associate Professor of Political Science, Huey P. Newton, *The Radical Theorist*, University Press of Mississippi, 2002.

W. OTIE KILMER, Associate Professor of Art and Design, and **ROSEMARY KILMER**, Associate Professor of Art and Design, *Construction Drawings and Details for Interiors: Basic Skills*, Wiley, 2003.

JOHN T. KIRBY, Professor of Foreign Languages and Literatures, *World Eras, Volume 3: The Roman Republic and Empire, 264 B.C.E.–476 C.E.*, Gale, 2001; *World Eras, Volume 6: Classical Greek Civilization, 800–323 B.C.E.*, Gale, 2001.

FRANKLIN T. LAMBERT, Professor of History, *The Founding Fathers and the Place of Religion in America*, Princeton University Press, 2003.

ROBERT E. MAY, Professor of History, *Manifest Destiny's Underworld: Filibustering in Antebellum America*, University of North Carolina Press, 2002.

FLOYD MERRELL, Professor of Foreign Languages and Literatures, *The Mexicans: A Sense of Culture*, Westview Press, 2003.

MICHAEL MORRISON, Associate Head and Associate Professor of History, and James B. Stewart, editors, *Race and the Early Republic: Racial Consciousness and Nation-Building in the Early Republic*, Rowman & Littlefield, 2002.

ROBERT PROCTOR, Professor of Psychological Sciences, and **ALICE F. HEALY**, editors, *Handbook of Psychology, Volume 4: Experimental Psychology*, John Wiley & Sons, 2003.

SUSAN R. RESSLER, Professor of Visual and Performing Arts, *Women Artists of the American West*, McFarland Publishers, 2003.

SHIRLEY K. ROSE, Associate Professor of English, and **IRWIN WEISER**, Head and Professor of English, editors, *The Writing Program Administrator as Theorist: Making Knowledge*, Heinemann, 2003.

CHARLES S. ROSS, Chair, Program in Comparative Literature, and Professor of English, *Elizabethan Literature and the Law of Fraudulent Conveyance: Sidney, Spenser, Shakespeare*, Ashgate Press, 2003.

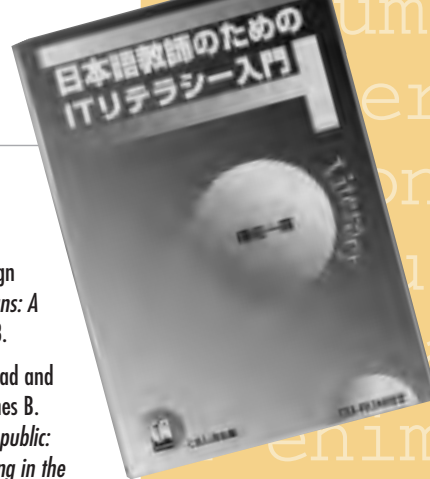
CALVIN SCHRAG, George Ade Distinguished Professor Emeritus of Philosophy, *Communicative Praxis and the Space of Subjectivity*, Purdue University Press, 2003; *God as Otherwise Than Being: Toward a Semantics of the Gift*, Northwestern University Press, 2002.

GLENN G. SPARKS, Professor of Communication, with Will Miller, *Refrigerator Rights: Creating Connections and Restoring Relationships*, Perigee, 2002. The volume was nominated for a "Books for a Better Life Award," sponsored by the National Multiple Sclerosis Association.

JON C. TEAFORD, Professor of History, *The Rise of the States: Evolution of American State Government*, Johns Hopkins University Press, 2002.

MARTA M. VANLANDINGHAM, Assistant Professor of History, *Transforming the State: King, Court, and Political Culture in the Realms of Aragon (1213–1387)*, Brill Academic Publishers, 2002.

STEVEN R. WILSON, Professor of Communication, *Seeking and Resisting Compliance: Why People Say What They Do When Trying to Influence Others*, Sage, 2002.



Refrigerator Rights: Creating Connections and Restoring Relationships

by WILL MILLER
and GLENN SPARKS (pictured)

Can a refrigerator really indicate intimacy and melt away the distance in our relationships? Glenn Sparks, Purdue professor of communication, along with Will Miller, pastor, psychotherapist, and sometime TV analyst and standup comic, suggest that allowing someone access to your refrigerator indicates friendship and welcomed familiarity.

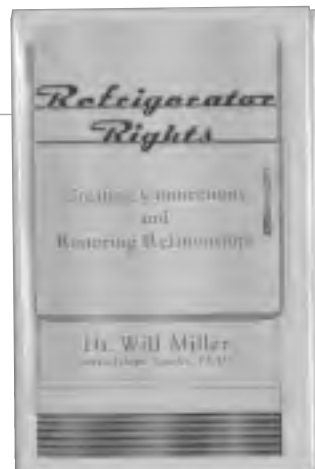
In *Refrigerator Rights*, released last fall, Sparks and Miller explain how refrigerators are gauges of close relationships and further explore the loss of close relationships in America. They lay out why the number of Americans who have so called “refrigerator rights” is decreasing. “Life in American culture has changed in a very significant way in the last

50 years,” Sparks says. “‘Refrigerator rights’ refers to the deep intimate connections that we have with friends, family, and spouses. Now, the average American moves every five years. We wanted to explore what impact that has on interpersonal relationships.”

A mobile society prevents people from establishing or preserving close relationships, Sparks says. The authors explain how high mobility, an emphasis on individualism, and the effects of mass media contribute to the loss of close relationships. The book also offers suggestions on how people can transform their isolation into connections, such as how to re-establish vital social networks, reach out beyond one’s immediate family, and balance self-care and care for others.



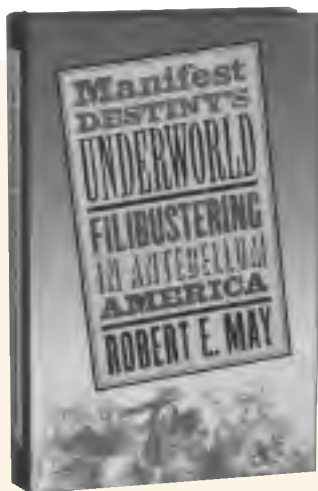
Miller, pastor of counseling at University Church at Purdue, is a nationally recognized media personality from his tenure as the resident television therapist on Nick-at-Nite and as the talk show host of NBC’s “The Other Side.” He coined the term refrigerator rights. Sparks, an expert in the effects of mass media, teamed with Miller about four years ago. They published a scholarly journal article about media impact while they were working on *Refrigerator Rights*.



Sometimes, a footnote in history, science, or art can be a portal to a new frontier. Such is the case with history professor Robert May’s recently released book *Manifest Destiny’s Underworld*, a study of American overseas adventurers who share similarities with today’s terrorists. May spent 15 years researching the little-known movement that had significant social impact before the Civil War.

Released last June by the University of North Carolina Press, the book gives new meaning—or rather restores old meaning—to the term “filibuster,” which is derived from Dutch, French, and Spanish words meaning “freebooter.” In the 1850s, the term did not refer to obstructionist congressional speeches.

The filibusters were adventurers who organized, funded, or served in illegal, private military forces that invaded countries with which the United States was at peace. Latin American countries and Canada were frequent targets of filibusters.



Manifest Destiny’s Underworld: Filibustering in Antebellum America

by ROBERT MAY

“In the mid-19th century, filibusters were regarded

throughout much of the world with the kind of fear we reserve for today’s terrorists,” says May. “Filibusters were constantly plotting their next invasion. Meanwhile, people living abroad—mainly in Europe and Latin America, but even as far away as the Sandwich Islands (today’s Hawaii)—assumed the American government encouraged these invasions, much as many Americans today speculate that the governments of other countries are promoting terrorism.”

The filibusters, though often regarded as pirates, were glorified because they epitomized the romantic spirit of manifest destiny and American expansion, May

says. Sometimes the filibusters’ motive was to advance slavery, even as the debate against the institution raged in the pre-Civil War United States. “The U.S. government,” says May, “attempted to prevent expeditions, with little more success against them than do modern federal officials against the international drug trade and undocumented aliens.”

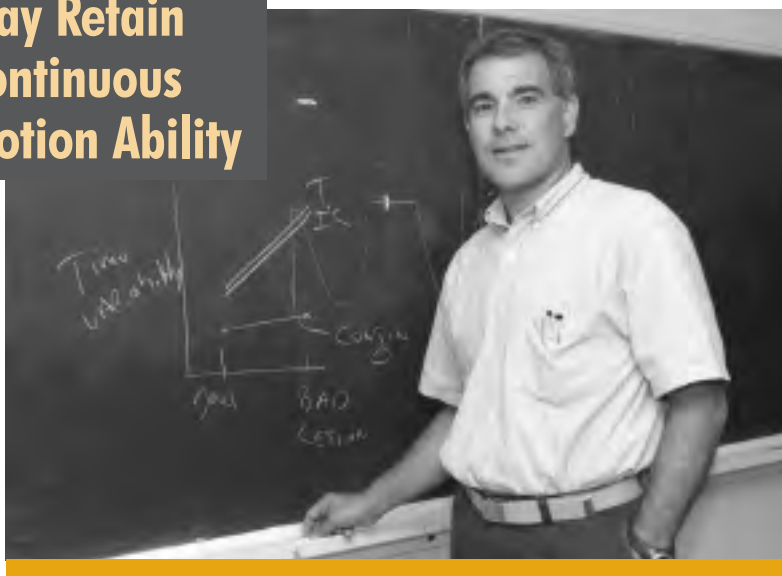
Once celebrated in popular culture, the filibusters are now forgotten, their stories lost to museum exhibits, history textbooks, or Hollywood. “Since the early 20th century, Americans have developed a collective public amnesia about America’s pre-Civil War adventurers,” May says. He hopes the book revives interest in these men.

By the Civil War, many filibuster veterans became soldiers. When the war ended, expeditions resumed. Surprisingly, May says there were still expeditions occurring as late as the 1980s.



Stroke Victims May Retain Continuous Motion Ability

Stroke victims may retain more motor coordination than previously thought, according to research led by Howard Zelaznik, professor of kinesiology and Associate Dean in the School of Liberal Arts. The findings challenge current ideas about the part of the brain known as the cerebellum, opening new possibilities for aiding the physically challenged.



Zelaznik and his collaborators found that the cerebellum may not be as fully responsible for the timing of “continuous” motions—such as drawing circles repeatedly on paper—as it is for “discontinuous” motions that have a more start-stop nature, such as tapping your finger rhythmically on a table.

Patients with cerebellar damage who participated in the study had difficulty tapping a steady beat, but no such trouble with drawing circles in rhythm. The study indicates that stroke victims may retain some motor skills thought to have been lost to cerebellar damage. “If the cerebellum controls all types of movement timing, then injury to this brain structure would hurt the timing of tapping and circles,” said Zelaznik. “But we found that one skill doesn’t predict the other. So if the cerebellum is injured, you may not necessarily show effects on all types of motor skills that require timing.”

The research, which appeared in the May 30 edition of the journal *Science*, was the Purdue dissertation project of Rebecca Spencer, who is now at the University of California–Berkeley. It was co-authored by Zelaznik and Spencer’s colleagues at UC Berkeley, J. Diedrichsen and R. Ivry. Zelaznik and Spencer were supported by the National Science Foundation.

Schools of Liberal Arts, Management Form Partnership in Italy

Representatives from the schools of Liberal Arts and Management traveled to northern Italy earlier this year to make Purdue a part of the Consortium International University. With this initiative, students will learn about business and communication while studying in Italy.

Purdue took a leadership role by hosting several universities at a March conference to develop more communication opportunities with the consortium. “We saw the meeting in March as the first step in building a bigger consortium of major communication programs that will work with the existing business consortium to fully utilize the facilities in Italy,” said Howard Sypher, head of the Communication department. “This Purdue-led effort also is designed to give more communication and journalism faculty members opportunities to teach abroad.” Representatives from the universities of Texas, Arkansas, Kentucky, and California–Santa Barbara joined Big Ten

members University of Illinois, Penn State, and Michigan State.

Purdue, via the School of Liberal Arts and the Krannert School of Management, joined the consortium to offer undergraduate and graduate programs just north of Venice, Italy. Programs are coordinated through the University of Kansas, the consortium’s designated credit-granting institution. The consortium began 15 years ago and is supported by 30 large public universities. Sypher received a grant from Purdue’s International Programs to facilitate Purdue’s involvement and enhance the communications component.

Purdue communication faculty members are teaching there this fall, and a Krannert faculty member was involved in teaching in the undergraduate program this summer. Current course offerings include global entrepreneurship, international marketing, and public relations. Business etiquette, European culture, and Italian survival courses also are offered.

Students who take a sequence of four international courses will be awarded a certificate in international business. All classes are taught in English by professors from consortium universities. “In Italy, communication and journalism students can take business classes that they are not able to enroll in on their own campuses,” Sypher said. “And the same applies for business students.”

The consortium campus is in the foothills of the Dolomite Mountains, about 50 miles from Venice. A 17th-century monastery houses the graduate program in Asolo, while the undergraduate program is a few miles away at a private high school facility modernized with computer labs and a fitness center.

For more information, contact the Study Abroad Office at (765) 494-2383, visit www.studyabroad.purdue.edu, or contact Sypher at (765) 494-3300, HSypher@sla.purdue.edu.

Based on a Purdue study, infants like two-year-old Jonathan Bol demonstrate a surprisingly strong sense of grammar much earlier than previously assumed, says George Hollich.



Infants Go to School Early on Grammar

School of Liberal Arts psychology professor George Hollich says that infants appear to understand much more than they are given credit for. “Infants appear to learn words and grammar simultaneously,” says Hollich, director of the Infant Language Lab and assistant professor of psychological studies. “This underscores the importance of talking to them, early and often.”

Hollich, whose research is funded by Purdue, says, “If you consider the almost infinite number of words, as well as the potential mappings between words and meanings, learning a language ought to be impossible. Our studies are determining how infants discover words in the fluent stream of speech, how they learn the meaning of those words, and how they come to understand grammar.”

It had been believed that children learn language step-by-step from one word to the next, but Hollich’s research indicates that infants may be learning words and grammar simultaneously. For example, in one study, Hollich is attempting to find out if infants understand just words, or if they can understand the whole sentence. “Do they understand, ‘Where is the flower?’ versus ‘What hit the flower?’ or are they hearing ‘Blah, blah, blah flower?’” Hollich asks.

To address this issue, a baby is shown a series of short animated sequences, such as an apple repetitively colliding with a flower. Then another screen will show the apple in one corner and the flower in the other. A voice asks, “What hit the flower?” Because these babies don’t talk, their answers are recorded by how long they gaze at each item. If the baby looks longer at the apple, it shows the child understands the question. If the baby looks at the flower, it shows they identify the word “flower,” but don’t comprehend the question. By 15 months, children do look directly at the correct image.

“This finding is surprising considering that most experts would predict that infants should look at the

object specifically mentioned in the question, and infants will do this, but only if the question is ‘Where is the flower?’” Hollich says. “Thus, from the earliest ages tested, infants are demonstrating a surprising amount of linguistic savvy. This shows kids understand more than just a few words, and that babies understand grammar much earlier than previously thought.”

Hollich’s other research focuses on the ways children learn to recognize their native language. Hollich is collaborating with a researcher from the University of Potsdam in Berlin. The question in this study is whether the melody of speech, regardless of the specific words, is noticed by infants who hear only English.

Another study involves streaming, in which children find words in speech. These experiments indicate that infants can use what they see to help them follow a person speaking in what can often be a noisy and distracting environment. “Kids can use what they see to hear better,” Hollich says. “When you talk to a child, let him or her see your face, because my research suggests that seeing the person’s face is very important to help infants hear, especially when it is noisy. In general, visual information is more important than a lot of researchers would have thought.”

About 20 to 40 children participate weekly at the language lab, and each study requires 32 to 50 babies. Babies who participate receive a gift and a certificate. For more information about the Infant Language Lab, call (765) 494-6928.

Infants appear to learn words and grammar simultaneously.

Murphy Award Winner Kirby Connects with the Classics

JOHN KIRBY, professor of foreign languages and literatures, was one of five Purdue University faculty members honored with the Charles B. Murphy Outstanding Undergraduate Teaching Award during the University Honors Convocation on April 11. The annual award ceremony pays tribute to exceptional teaching by faculty members from all the undergraduate schools. Kirby—who joins a growing group of other outstanding School of Liberal Arts recipients—received \$5,000 cash in addition to the award for motivating students and inspiring colleagues with his skill, enthusiasm, and intellectual vigor.

Professor Kirby began teaching the classics and comparative literature at Purdue in 1987. He received the School of Liberal Arts Departmental Award for Educational Excellence in 1993 and the Department of Foreign Languages and Literatures Excellence in Teaching Award in 2002. He is also the recipient of the Award for Excellence in Teaching of the Classics from the American Philosophical Association and the Indiana Classics Teacher of the Year Award from the Indiana Foreign Language Teachers Association.

He recently sat with us to share his ideas on the importance of discovery, learning, and teaching in the liberal arts and the philosophy that has earned him the accolades of students and peers alike.

Professor Kirby can be reached by email at corax@purdue.edu.

How does your research influence your teaching and students' learning?

Teaching and research should go hand in hand. The best and freshest teaching is often a reflection of one's own research, while—conversely—some of the most exciting research is spurred by classroom interaction. My own research, over the past decade or so particularly, has been concerned with the question “Why classics?”—i.e., in a world now ruled by technology and the sciences, why would anyone want to spend time thinking about these ancient texts and cultures?

What is your teaching philosophy?

First, I am constantly impressed by the fact that the educational experience is a dialectical one. For that reason, I think it's crucial to think in terms of a philosophy of teaching and learning. It is vitally important for the teacher not just to focus on her material for the day, but to keep in mind that, at the other end of that discourse, there is a student, or group of students, for whom this educational moment in fact exists. “Only connect,” wrote E. M. Forster, and we might do well to engrave that motto over every classroom door. Unless the teacher connects with his students, he is not really going to have a memorable impact on their lives. Quite distinct from this, but crucially connected to it, is the fact that a sensitive teacher is always also a learner herself. There is a symbiosis between good teaching and ongoing learning that constantly nourishes everyone involved.

I have much more to say about teaching and learning, but, for the moment, let me summarize it in a list of virtues that conspire to make good teachers great ones: patience, stamina, dedication,

memory, wonder, vision, passion, energy, humility, compassion, humor, inventiveness, and fluidity. I've chosen each one of those words for a specific reason; several of them are related concepts, but no two cover identical territory. Readers can e-mail me if they want to know more!

What methods and techniques have the most desired effect on students?

In my classes, I talk a lot about memory and memorization—and about the danger (and futility) of cramming. What's the point of learning something for a test on Tuesday, only to have it all gone on Wednesday? I encourage my students to think in terms of “learning this so that you'll still remember it 50 years from now.” The flip side of that, of course, is that I feel a moral obligation to restrict my material to matters of enduring importance. But, really, in this age of information overload, why focus on ideas that are not of that kind of permanent value?

The endlessly satisfying aspect of this, for me, is that students recognize bona fides when they see it. They do buckle down and learn the material—really learn it, rather than cramming it. And sometimes I'll get an e-mail from a student, years after he's graduated and moved away, who wants to let me know that he still remembers the data we focused on.

What research or other projects are you currently engaged in?

I have several book-length projects in the works, at various stages of completion. One is a line-by-line commentary on the Greek text of Aristotle's *Poetics*. A larger, ongoing project is a consideration of various topics in the history of ancient Greek rhetorical and poetic theory, from the earliest times to Aristotle. I have other irons



in the fire as well, but I only tell my students about those, so if you want to hear more about them, you'll have to come take one of my classes!

What role do Liberal Arts and the classics play in today's society and the lives of today's career-focused and vocational-oriented students?

We live in an instant society. We have instant coffee, instant credit applications, instant everything. When the computer takes a few extra seconds to save a document, we fret and fume. Everything in our culture conspires to hurry us along, to reduce things to bits and bytes. As one of my former students has taught me—see what I mean about teaching and learning?—Wittgenstein once said, “This is how philosophers should greet one another: ‘Take your time.’” Can you imagine how profoundly our lives would be affected if, rather than “Hi” or “How are you today,” we nodded and smiled as we passed one another and said, “Take your time”? We might actually slow down enough to think about what life is all about.

Learning Greek and Latin is a way of taking one's time. No method of instantaneous erudition in the classics has yet been devised. It just takes time to absorb these languages, their literatures, and the cultures that produced them. Along the way, one has the luxury of meeting some of the greatest minds the Western tradition has ever known.

It may initially seem paradoxical, but exposure to the classics is especially important for students who are res-

olutely career-focused and vocationally oriented. These students have their noses held relentlessly to the professional grindstone, sometimes beginning as early as high school. By the time they arrive at a college or university, they are likely to be chronically absorbed in their pre-professional training. Nobody can blame them for that—on the contrary, one admires the energy and dedication of young people who are determined to make their way in the world—but, at a certain point, they are bound to find themselves asking: Is this all there is?

I am not talking primarily about spiritual questions here, although, historically, classics were disciplinized by scholars who were as devout as they were educated. Even in sheer human terms—and you'll notice that “human” is at the core of “humanities” as an academic discipline—one eventually begins to look for answers to some very big questions: What is love? Where does courage come from? Why do I think this music or this painting—or this person—is beautiful? Is true friendship possible? And so on. All such questions eventually lead to an even bigger one: What does it mean to be human?

No amount of purely vocational training can possibly equip us to cope with questions like these. For such a task, I'm not sure that any better preparation has yet been discovered than a Liberal Arts education. And what lies at the very foundation of the Liberal Arts education is classics. I think that is why Purdue students have responded so enthusiastically to our program. They realize with very little prompting that a classical education can equip them to live more richly, more beautifully—to access their own humanity more fully.

What is your reaction to winning the Murphy Award?

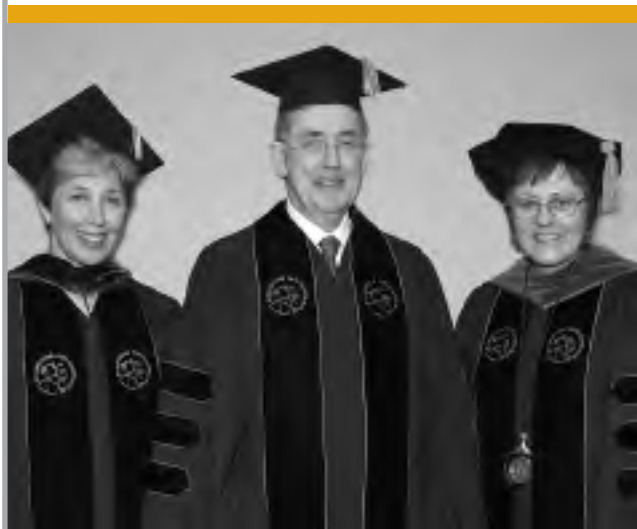
I'm absolutely thrilled. What a tremendous honor. For Purdue educators, these are the Oscars!

Any other thoughts you'd like to share with alumni and friends of the School of Liberal Arts?

Yes. Human knowledge is—or can be—a unity. We think of Plato, perhaps, as the ultimate “friend of the liberal arts,” and yet on the door of his Academy was posted a sign that said *Medeis Ageometretos Eisito*—roughly, “If You Can't Do Geometry, Keep Out.” In this respect, he was curiously modern—a thinker for this new millennium, not just the last three.

If we don't flag in our search for wholeness, maybe we can find a way to dovetail, integrate, and truly incorporate all aspects of learning into the educations we offer the next generation. If we are able to do that, we will have done very well indeed.

Seffrin and Sohmen Receive Honorary Degrees



Pictured, from left: Dean Toby L. Parcel, John R. Seffrin, Provost Sally Frost Mason.

JOHN R. SEFFRIN received the School of Liberal Arts Honorary Doctor of Social Science degree during May 2003 commencement ceremonies, one of 12 honorary doctoral degrees awarded by Purdue this year.

As chief executive officer of the American Cancer

Society, Seffrin has distinguished himself as a nationally recognized leader in health education through his work promoting cancer prevention. The society is a nationwide community-based volunteer organization dedicated to eliminating cancer as a major health problem by preventing cancer, saving lives, and diminishing suffering from cancer through research, education, advocacy, and service. It is the largest voluntary health organization in the world devoted to fighting cancer.

Born and raised in Hagerstown, Indiana, Seffrin studied at Ball State University and the University of Illinois before coming to Purdue to pursue his doctorate of philosophy in health education, which he received in 1970. He was awarded an honorary doctorate of science from Ball State in 1994.

Seffrin has had a long career in the health sciences and says he remains deeply committed to the power of education as a force for changing the health of a nation. He served as professor of health education and chairman of the Department of Applied Health Science at Indiana University from 1979 to 1992.

A 20-year American Cancer Society volunteer, Seffrin moved into the top executive position 11 years ago. Under his leadership, volunteer involvement has grown, the society's fund-raising is up, and its research grants have funded thousands of researchers who were not being funded by the National Cancer Institute. He also was able to announce that, for the first time in recorded history, cancer incidence and mortality rates in the United States have begun to drop.

An international leader on health issues, Seffrin currently serves on the boards of the Independent Sector, the National Center for Tobacco-Free Kids, Partnership for Prevention, Research America, and the Institute of Medicine's National Cancer Policy Board. He also is in the first year of a four-year term as president of the International Union against Cancer.

ANNA PAO SOHMEN received an Honorary Doctor of Letters degree from Purdue in the summer commencement, held August 9.

Daughter of a wealthy Chinese businessman, Anna Pao set out for Purdue at 16 to assert her independence. A serious student, she received her bachelor's degree in sociology and psychology from Purdue in 1966, then studied at Columbia University, the University of Chicago, McGill University, and the University of London. While at Purdue, she developed a lifelong friendship with the family of her roommate, Nancy Hetzel; indeed, the two families have remained close.

After marrying, she returned to Hong Kong with her husband, who now runs part of the family business.



Anna Pao Sohmen

Sohmen has taught at the University of Hong Kong and been an active force in the community. She is chair of the Hong Kong Academy of Performing Arts, the Sino-British Friendship Scholarship Scheme, and the Environment Protection Committee. She is also a founding member of the Hong Kong Liver Foundation and Helping Hand, a charity for the elderly. She also runs her own business and sits on numerous boards of directors.

"Throughout her career and through her stellar record of community service," President Martin Jischke commented, Sohmen "has distinguished herself and Purdue University. It's a great privilege for us to have her back on campus to receive this honor."

New Scholarships

JUDY K. (EDSON) BLACK was dedicated to the advancement of health promotion through the encouragement and mentoring of graduate students in the Department of Health and Kinesiology. She was known throughout the department for her service and dedication to students as well as for her professional achievements as a speech and language pathologist. Her husband, **DAVID R. BLACK**, is a professor of health and kinesiology in the School of Liberal Arts.

Her family has established an endowment fund in her memory to provide scholarships for master's or doctoral students in the Department of Health and Kinesiology, focusing on the applicants' commitment to scholarly research pertaining to community health and such topic areas as eating disorders, weight management, and sport nutrition.



Brian A. Black, Judy K. Black, David R. Black

*Faculty members, alumni, and others interested in creating or contributing to a scholarship in any of the health sciences also may benefit the School of Liberal Arts through a matching fund challenge from **WILLIAM BINDLEY**. Each of these scholarships has received a Bindley match, doubling the scholarship funds that will be available to deserving Liberal Arts students.*



Frances Patton Wilson

In memory of **FRANCES PATTON WILSON**, associate professor of audiology from 1946 to 1959, a memorial endowment has been created by her husband, Professor **D. KENNETH WILSON**. This endow-

ment will fund several scholarships that will be available to audiology graduate students annually.

Dr. Wilson received her bachelor's and master's degrees from the University of Illinois. During her career, she also taught at the Universities of Illinois and Pittsburgh. She also served as a consultant in deaf education at the University of Buffalo.

DAVID SANTOGROSSI, Associate Dean of the School Of Liberal Arts and associate professor of psychological sciences, established an award to honor his parents. Later, the **FRED AND DORINE SANTOGROSSI** Study Abroad Scholarship in Psychology was fully endowed by all seven Santogrossi children, in whom they had inspired a love of learning and compassion for others. Mr. Santogrossi was still living when the award began, and he was delighted to receive letters and postcards from the psychology winner studying in Prague. Subsequent winners have sent notes of appreciation to the family as they studied in London and Florence.

One winner related to Professor Santogrossi that she had heard him promoting Study Abroad two years before. She had thought it would be invaluable, but that she would never be able to afford it. The scholarship made her

dream come true. This particular award is directed to Study Abroad because the family has long valued international experiences. Professor Santogrossi notes that any kind of endowed scholarship can provide a wonderful way to honor parents or mentors, especially if you create it while they are still around to enjoy it. Also, the benefits to the many winners, for years to come, are tremendous. As this family has seen, the unexpected benefits to the givers can be most gratifying as well. The Santogrossi family urges other faculty members to consider this fulfilling way to make a lasting difference.



Fred Santogrossi



Dorine Santogrossi

School of Liberal Arts Honors

13 OUTSTANDING SENIORS

The School of Liberal Arts Alumni Board honored 13 outstanding seniors at the 18th annual recognition banquet in April. The theme, "Tying It All Together," celebrated the unique role that Liberal Arts plays at Purdue.

"We are the second largest out of 10 schools, enrolling more than 6,000 undergraduate students as majors each year," Toby Parcel, dean of the school, said. "Our alumni number over 47,000 worldwide—second only to the Schools of Engineering. What sets us apart from the other schools on campus is that all undergraduates at Purdue regardless of their school and major take liberal arts courses to qualify for graduation—truly tying their education all together."

The outstanding senior in Audiology and Speech Sciences is **LE'ANN D. SCOTT** from Gary, Indiana. Le'Ann was a member of the Alpha Lambda Delta, Phi Eta Sigma, and Phi Beta Kappa National Honor Societies. She was scholarship chairperson for the Zeta Phi Beta Sorority, a member of the National Residence Hall Honor Society, a Black Caucus Award recipient, and a member of the HORIZONS Student Support Program from 1999 to 2003. Le'Ann served as a Liberal Arts Ambassador and a Meredith Hall floor senator and health coordinator. She is the Mortar Board National Senior Honor Society Vice President of Allocations. Le'Ann actively participated in the Hanna Community Center, Lafayette Urban Ministries, George Davis Manor Retirement Center, and the Arlington High School Student Mentor program. Le'Ann was accepted into the audiology graduate programs at Purdue, Vanderbilt, and Northwestern University.

MONIKA K. JEDRZEJEK, the outstanding senior in the Communication Department, is from Niles, Illinois. Monika was a member of the President's Roundtable, Lambda Pi Eta, Phi Kappa Phi, and Golden Key Honor Societies and the National Society of Collegiate Scholars. She was President of the Public Relations Student Society of America and has held positions as Public Relations Director and Agency Director. She is the recipient of the Purdue University Merit Award and the Lucien J. Kirby Memorial Scholarship. She has actively participated in the American Lung Association/Drew Brees Stop Smoking Campaign, American Red Cross/PRSSA World Trade Center Relief Fundraiser, Alpha Lambda Delta Valentines for Senior Citizens, and the National Society of Collegiate Scholars Purdue Astronaut Space Day for Lafayette Children. Monika plans to pursue a career in entertainment or health public relations.

The outstanding senior in Economics, a jointly sponsored program between the Schools of Liberal Arts and Management, is **ALEJANDRO MENDOZA** from Bogotá, Columbia. Alejandro was a member of the Society of Hispanic Professional Engineers Executive Team, a recipient of the Daimler-Chrysler Academic Achievement Award, and the Force Commander's Certificate of Appreciation—Multinational Force and Observers, in Sinai, Egypt. Alejandro's

volunteer experience with low-income families in Bogotá includes assisting children with reading, writing, and math skills and family lectures on health, nutrition, and relationships. Alejandro is a board member with the Latino Coalition of Tippecanoe County. He also joined the international association of students of economics and commerce program (AIESEC) and hopes to work in Europe with the organization for a year before going back to Colombia or applying to graduate school in the United States.

AISHA PEAY, from Pittsburgh, Pennsylvania, is the outstanding senior in English. Aisha was a member of the Phi Beta Kappa, Alpha Lambda Delta, and Golden Key National Honor Societies. She served as Secretary of the Mortar Board National Senior Honor Society and was a member of the Liberal Arts Honors Council and the CFS Multicultural Society for Excellence. She is the recipient of the Purdue Black Caucus Award, the National Achievement Scholarship, and the Honors Program Outstanding Senior Scholarship. She has participated in the Purdue Student Leaders Retreat and the Washington Intern Program and was a presenter at the Annual Honors Colloquium. Aisha plans to pursue her doctorate in English at Duke University in Durham, North Carolina, where she has earned a five-year, full-ride fellowship.

The outstanding senior in Foreign Languages and Literatures is **KRISTA M. PARADISO** from Carmel, Indiana. Krista was a member of the National Society of Collegiate Scholars, Phi Beta Kappa, and the Golden Key International Honor Society. She is a Tri-Kappa Scholarship Recipient and served as a Liberal Arts Dean's Ambassador. She has actively participated in the Purdue Chapter of Amnesty International, Purdue Fencing Club, Stewart Cooperative House, and Covenant Presbyterian High School Youth Group. Krista's future goals include pursuing a doctorate in German to teach at the college level, participating in overseas humanitarian work through the Peace Corps, and working for the International Foundation for Education and Self-Help.

KRISTIN M. ALEXY, the outstanding senior in Health and Kinesiology, is from Jacksonville, Alabama. Kristin was a Thayer Scholar, Dean's Scholar, and Liberal Arts Dean's Ambassador. She was a member of the Health and Kinesiology Club and received the Department's Freshman Scholarship in 1999. She was a member of the Golden Key Honor Society and Phi Beta Kappa. She competed

nationally as a member of the Purdue Gymnastics Club Team and served as their President during the 2001-02 academic year. Her volunteer experience includes work with Purdue Lutheran Ministries, the Colorado Sports Corporation, and the General Assembly of International Sport Federations, and serving as a youth gymnastics coach. She has twice served as an intern for the U.S. Olympic Committee; after graduation, she hopes to work at their headquarters in Colorado Springs.

The outstanding senior in History is **ALEXA VANDEGRIFT** from Westland, Michigan. Alexa was a member of Phi Alpha Theta History Honor Society, Pi Sigma Alpha Political Science Honor Society, Phi Beta Kappa National Honor Society, and Golden Key Honor Society. She was the recipient of the Marzelle Z. Schelle Scholarship, the P.U.C.O.N.T.E. Scholarship, and the Roy E. Havens Scholarship. She designed and taught courses for the Gifted Education Resource Institute's Super Saturday program and Summer Residential Program. Alexa will pursue her law degree at the University of Dayton in Ohio.

The outstanding senior in Interdisciplinary Studies is **JENNIFER C. TONSING** from Wolcottville, Indiana. Jennifer was a member of Golden Key, Phi Beta Kappa, and Phi Kappa Phi Honor Societies. She was a member of the Classics Club and the American Classics League, actively participated in Big Sisters/Little Sisters program at Windsor Halls, and was a disc jockey for WLAY at Tarkington Hall. She spent an extra year taking Greek to graduate with both Greek and Latin degrees. After taking a year off to "enjoy a taste of life," Jennifer will pursue a graduate degree.

SARAH RASKIN, from West Lafayette, Indiana, the outstanding senior in Philosophy, had a double major in History. Sarah was a member of Phi Beta Kappa, Golden Key, Phi Alpha Theta, and Phi Eta Sigma Honor Societies. She is a National Merit Scholar and received an Indiana Resident Top Scholar Award. She was the recipient of the School's Outstanding Honors Senior Scholarship, the Stover Scholarship, Dean's Freshman Scholarship, and the Thayer Scholarship. Sarah received the Award for Outstanding Original Research at the 2002 Annual Liberal Arts Honors Colloquium. She was the founding president of the Israel Council at Purdue, the undergraduate representative on the Jewish Studies Committee, and a member of the Greater Lafayette Holocaust Remembrance Conference Planning Committee. She actively participated in Purdue Hillel activities and the Purdue Ballroom Dance Club. Sarah has been awarded the Andrew W. Mellon Fellowship in Humanistic Study and the Richard Hofstadter Faculty Fellowship. She will attend Columbia University for doctoral study in history (*See related interview on pg. 30.*).

(continued on next page)

From left, front row: Sarah Raskin, Le'Ann Scott, Jennifer C. Tonsing, Kari A. Terzino, Krista M. Paradiso, Kristin M. Alexy, and Alexa VanDeGrift; back row: Alejandro Mendoza, Aisha Peay, Brandi L. Bennett, Monika K. Jedrzejek, and Mark Davis. Not pictured: Elizabeth Berndt.



13 Outstanding Seniors *(continued from previous page)*

The outstanding senior in Political Science is **BRANDI L. BENNETT** from Monterey, Indiana. Brandi was a member of Phi Beta Kappa, Phi Kappa Phi, and Golden Key Honor Societies and the National Society of Collegiate Scholars. She has actively participated in the Kappa Alpha Theta Fraternity and the Purdue Pre-Law Society, and served as vice-president of the Purdue College Democrats. Volunteer work included Lafayette Urban Ministries and the Read-with-Me program. Brandi plans to attend law school with a focus on constitutional law and government.

KARI A. TERZINO, the outstanding senior in Psychological Sciences, is from Mill Creek, Indiana. Kari is president of the Purdue chapter of Psi Chi National Psychology Honor Society, an executive officer of Golden Key, and a member of Phi Beta Kappa, Phi Kappa Phi, Golden Key, Phi Eta Sigma, and Alpha Lambda Delta. She received the Donald R. Ottinger Psychology Research Award. She was a Thayer Scholar and a recipient of the Amelia Earhart Scholarship, the University Class of 1937 Scholarship, and the W. I. Bennett Courtier Scholarship. She has been actively involved in the "Take Back the Night" Anti-Violence Campaign, the Tomahawk Service/Leadership Social Fraternity, Owen Hall Student Government, Intramural Flag Football, and numerous community-service activities. She was selected to be the student responder at the May commencement. Kari will pursue her doctorate in Social Psychology at the University of Buffalo.

The outstanding senior in Sociology is **ELIZABETH BERNDT** from Bremen, Indiana. Elizabeth was a member of Alpha Kappa Delta and Phi Beta Kappa Honor Societies. She was a National Merit Scholar, Robert C. Byrd Scholar, and a Thayer Scholar for the 2000–2001 academic year. She was the recipient of the Emily Fairchild Award and the Honors Colloquium Award for Superior Presentation. She has actively participated in the Purdue HORIZONS program, the Lafayette Crisis Center, the Purdue Salsa Dance Club, and Kuk Sook Won martial arts club. Elizabeth will pursue her graduate degree in clinical psychology and hopes to work in a setting that integrates both research and clinical efforts.

The outstanding senior in Visual and Performing Arts is **MARK DAVIS**. He graduated high school from the Indiana Academy in Muncie. Mark was a Steven C. Beering Scholar and a Thayer Scholar. He was the recipient of the Outstanding Senior in Industrial Design Award, the Kimball International Scholarship, and the Business Professionals Industry Association Scholarship. Mark has been active in the Industrial Designer's Society of America, Purdue Equality Alliance, and the Liberal Arts Honors Council. He volunteered for several organizations, including the American Heart Association and Adopt-a-Spot. Last year, he served as an intern in directing the Summer Focus Academy at the Children's Museum of Indianapolis. Mark will pursue his master's degree in architecture, having earned a full-tuition award from the University of Michigan.

Sarah Raskin, at 20, had already earned a special place in the School of Liberal Arts and Purdue University academic history. The May 2003 graduate, with a double major in history and philosophy, was named the School's Outstanding Senior in Philosophy and earned an impressive collection of other awards and honors.

But Raskin secured a lasting place in School lore when she joined an elite group of scholars as a recipient of one of 94 Andrew W. Mellon Fellowships in Humanistic Studies for 2003. With this accomplishment alone, Raskin became the first woman from the school—and just the second Purdue student—to win a Mellon Fellowship. Purdue's Daniel W. Neal earned his fellowship in 1983.

Funded by the Andrew W. Mellon Foundation, the prestigious fellowship includes a stipend of \$17,500 and covers full tuition and fees for the first year of graduate study. Approximately 1,900 fellowships have been awarded since the competition began in 1982. Former Mellon Fellows are now teachers and scholars at some of the nation's top colleges and universities. The Mellon fellowship will help Raskin join the academic ranks as she pursues a doctorate in history at Columbia University in New York City. In seeking her place in academia, she will follow the scholarly footsteps of her grandfathers, her uncle, and her father, Victor Raskin, a Purdue professor of English and linguistics who immigrated to the United States after leaving the Soviet Union.

In May, Raskin discussed her accomplishments and plans with

Future Historian Raskin Makes History as School of Liberal Arts' First Woman Mellon Fellowship Recipient

newspaper reporter Marc B. Geller. An excerpt of that interview is reprinted here by permission, courtesy of the Lafayette (Ind.) *Journal and Courier*, a Gannett Newspaper.

Q You've been awarded an Andrew W. Mellon Fellowship in Humanistic Studies, one of the most prestigious awards a liberal arts student can receive. What does this award mean to you in terms of what you accomplished as an undergraduate and in terms of your future academic and career goals?

A The Mellon Fellowship is a great and very flattering honor, and it's particularly significant to me in two ways: First, I've always, since early childhood, tried to pursue a true humanistic education, not only in school but also in the books I read and the music I played in my spare time and the places I visited during vacation. So the Mellon is a recognition of how far I've come along that route, and I'm really grateful to have that encouragement. In addition, the Mellon is given to people based on a perception of their research potential as future academics. And it's extremely encouraging and helpful to see that the scholars who interviewed me think that I'm capable of pursuing my interests in 15th and 16th century England. The developments of that period, such as the roots of the Reformation and the development of the idea of liberty of conscious, deeply affect what people think today about religion, society, and culture.

Q Your family faced persecution in the Soviet Union beginning in the 1930s, and your great-grandfather, a famous Yiddish writer, was killed under Joseph Stalin's regime. Later, in the 1970s, your parents emigrated to Israel and then later to the United States.

What role has your family and your heritage played in shaping the choices you've made and the interests you've pursued?

A The experiences of my parents and the rest of my family—the persecution, the anti-Semitism, and the tyranny under which they suffered—have ensured that to me history isn't just an abstract force, but it's a concrete fact of life. It has affected their lives and their decisions. It affected where I was born (at Home Hospital in Lafayette) and the stories they told me when I was growing up. History was with me since my childhood.

And in addition, my family background has given me a deeper appreciation, I think, of the freedom that I have in living in America and being able to pursue my own interests and get a great education, travel, learn about the world I live in and what made it the way it is.



Q You participated in the School of Liberal Arts Honors Program at Purdue. What advice do you have for others who may be considering participating in the SLA Honors Program?

A The honors program transforms an ordinary education into a truly extraordinary one. As an honors student, one is never just a number. Professors . . . give you special encouragement, and help to pursue sometimes even graduate-level research at the undergraduate level. I've presented some papers that I wrote for honors courses at conferences, all the way having the help and encouragement of the professors, who believed in my capabilities precisely because I was an honors student. The honors program is wonderful, and I would encourage absolutely anyone who is eligible to participate in it.

School of Liberal Arts Names 2003

Distinguished Alumni

The School of Liberal Arts honored five distinguished alumni on Friday, April 25, 2003, at the annual awards dinner.

DANIEL D. ANGEL, from Huntington, West Virginia, is president of Marshall University and a former member of the Michigan state legislature. During his time in the legislature, Angel served on the committee that established educational policy for Michigan's 13 universities and 29 community colleges. He earned a doctorate in communication in 1965.

DONALD S. BAIN, from North Salem, New York, is the author or ghost writer of more than 80 books, including his autobiography, *Every Midget Has an Uncle Sam Costume: Writing for a Living*. His current project includes a series of 19 "Murder, She Wrote" mysteries, written in collaboration with his wife. Bain earned a bachelor's degree in speech in 1957.

DOROTHY RUNK MENNEN, of West Lafayette, is a professor emerita of visual and performing arts in Purdue's Division of Theatre. From 1964 to 1985, she established the voice curriculum for acting students and founded and presided over Voice and Speech Trainers of America. After retirement, Mennen helped establish Purdue's Classroom Climate Workshops, now known as the Human Relations Interactive Theatre Ensemble. Mennen earned a master's degree in theater in 1964.

J. RUSSELL RUEFF JR., from Burlingame, California, is executive vice president of human resources for Electronic Arts



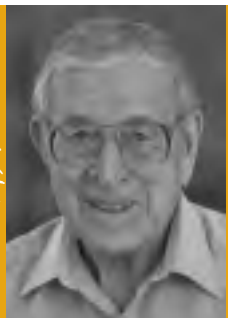
Inc., a global leader in developing and publishing interactive entertainment software for personal computers. Following a career in local radio, Rueff held several human resource positions in companies such as PepsiCo, Pizza Hut, and Frito-Lay Inc. Rueff earned a bachelor's degree in radio and television in 1984 and a master's degree in counseling in 1986.

CYNTHIA STOHL, from Santa Barbara, California, is professor of communication at the University of California–Santa Barbara; she served as Purdue communication department chair from 1999 to 2001 and was the Margaret Church Distinguished Professor of Communication. Stohl earned master's and doctorate degrees in communication in 1978 and 1982, respectively.

*Pictured left to right:
Russell Rueff Jr., Dorothy
Runk Mennen, Donald Bain,
Cynthia Stohl, Daniel Angel,
Dean Toby Parcel.*

ALUMNI *news*

1932



John Wooden (B.S. Physical Recreation Education; H.D.R. Physical Recreation Education, 1975) received the Humanitarian Award for Lifetime Coaching Achievement from the World Sports Humanitarian Hall of Fame in Boise, Idaho.

1947

Eloise Pingry (B.S. Education & Humanities) received the Three Sisters Award by the Committee to Save the City for her work with the Charleston Symphony in South Carolina.

1958

John Hultman (B.S. Education & Humanities) returned to work after four years of retirement from CBS-WBBM-AM News Radio in Chicago to anchor midday and afternoon news.

1960

Joey Cole Kubesch (B.A. Education & Humanities) was recently featured in *Successful Farming* magazine for taking the Barn Again restoration honors.

R. Wayne Pach (Ph.D. Communication) celebrated his 50th wedding anniversary with his wife, Gae, in March.

Larry Samovar (M.S. Communication; Ph.D. Organizational Communication, 1962) has three new textbook editions: *Intercultural Communication: A Reader*, 10th edition, Wadsworth Publishing; *Communication between Cultures*, 5th edition, Wadsworth Publishing; and *Oral Communication: Speaking across Cultures*, 11th edition, Roxbury Press.

1961

Gerald J. Kallas (M.S. Sociology; Ph.D. Sociology, 1963) has retired from his position as Cultural Attache in the U.S. Embassy in Brussels. He and his wife, Bernadette, reside in a house they built in the Belgian countryside.

Harry Sharp Jr. (M.S. Education, General; Ph.D. Organizational Communication, 1967) is a Professor and Dean Emeritus at California Polytechnic State University in San Luis Obispo. Sharp retired in August 2000 after teaching 25 years at Cal Poly and a total of 37 years as an educator.

1962

Connie Krabbe Lux (B.A. Communication) has spent the last 13 years growing Lux Seniors' Insurance in Lafayette, Indiana.

Phillip K. Tompkins (Ph.D. Organizational Communication), Professor Emeritus of Communication and Comparative Literature at the University of Colorado at Boulder, gave the keynote address at the annual convention of the Rocky Mountain Communication Association on January 18, 2003.

1963

Lois K. Cohen (Ph.D. Sociology; Purdue Honorary Doctor of Letters, 1989) received the International Association For Dental Research Distinguished Service Award.

1964

William P. Templin (B.S. Physical Education Recreation) is employed by PCA National, Inc. in Matthews, North Carolina.

1965

Dean Champion (Ph.D. Sociology), Texas A&M International University, recently published *Corrections in the United States: A Contemporary Perspective*, 3rd ed. (Prentice-Hall, 2001) and *The Juvenile Justice System: Delinquency, Processing, and the Law*, 3rd edition (Prentice-Hall, 2001).

1966

Graham C. Kinloch (M.S. Sociology; Ph.D. Sociology, 1968) is Professor of Sociology and Associate Dean for Academic Affairs in the College of Social Sciences at Florida State University in Tallahassee, where he has worked since 1971. He has dedicated much of his professional career to helping others understand the nature and consequences of comparative race and minority relations.

1968

Patricia A. Gale (B.S. Psychology), Chicago, received the U.S. Railroad Retirement Board's "Award for Excellence."

Tom Verplank (B.S. Physical Recreation Education) was Athletic Director at Broad Ripple High School in Indianapolis until his retirement in Fall 2001. He played rugby for 30 years.

1969

Kent Hannon (B.A. Journalism) is currently editor of *Georgia Magazine*, the University of Georgia's award-winning alumni publication. His latest book, *Damn Good Dogs*, will be out this fall. Prior to his work at University of Georgia, Hannon spent 10 years as a writer at *Sports Illustrated*.

1970

Sally Ward-Maggard (M.S. Sociology) is currently National Program Leader for Rural Sociology in the Cooperative State Research, Education, and Extension Services, U.S. Department of Agriculture. She is President of the Appalachian Studies.

1971

Blanton Croft (Ph.D. Organizational Communication) was awarded Professor Emeritus status in 2002. He also moved to a new location and will be serving as an adjunct instructor in Speech Communication at Hagerstown Community College in Maryland, as well as serving as a volunteer in the Media Arts Center at the college.

Andrew Kulley (M.S. Sociology; Ph.D. Sociology, 1974) is the chief methodologist for Ropers in Princeton, New Jersey.

Kathy Trier (B.A. Sociology; M.S. Education, General, 1972; M.S. Sociology, 1983; Ph.D. Sociology, 1988) left IUPUI—Fort Wayne after 22 years to work at Biomet, an orthopedic company, in Warsaw, Indiana. She has been President of the Society for Applied Sociology and secretary for the Commission on Applied and Clinical Sociology and the Sociological Practice section of the American Sociological Association.

1972

John A. Skerl (M.S. Sociology; Ph.D. Sociology, 1976) recently completed five years as a Senior Analyst with Penton Media and accepted a position at National City Bank as Assistant Vice President, Customer Information and Segment Management, in Highland Hills, Ohio.

Dena Targ (M.S. Sociology; Ph.D. Sociology, 1976), Purdue Extension, was co-recipient of the 2001 AARP Grandparent Award presented by Generations United. The award honors outstanding contributions to the field of grandparents and other relatives raising kin. Two national videoconferences, broadcast in 1999 and 2001, that provided essential information to grandparents and professionals were highlighted in the presentation of the award.

Gregory L. Weiss (M.S. Sociology; Ph.D. Sociology, 1975) and **Lynne E. Lonnquist** (Ph.D. Sociology, 1982) published *The Sociology of Health, Healing, and Illness*, 3rd edition, 2000.

1973

Lee Crandall (M.S. Sociology; Ph.D. Sociology, 1976) is Head of the Department of Community Health at the University of Illinois, and became Professor and Associate Chair for Administration, Department of Epidemiology and Public Health, and Deputy Director, Comprehensive Drug Research Center, University of Miami School of Medicine.



Vanessa J. Castagna (B.S. Social Science & Education), Frisco, Texas, was featured in *Fortune Magazine's* list of the Top 50 Most Powerful Women in Business.

R. Paul Duncan (M.S. Sociology; Ph.D. Sociology, 1974) has been named the Louis C. and Jane Gapenski Professor of Health Services Administration of the University of Florida, where he has been a member of the faculty since 1979.

Gary Shulman (M.S. Communication; Ph.D. Organizational Communication, 1976) is Interim Chair of the Department of Communication at Miami University in Oxford, Ohio.

1974

Cheryl Maurana (M.S. Sociology; Ph.D. Sociology, 1976) is Senior Associate Dean, Public and Community Health, Medical College of Wisconsin. She was named a Distinguished Alumna of Seton Hill College in 2002.

Frank R. Shirer (M.A. History) appeared on the History Channel show, "Secret Japanese Aircraft of WWII," which aired February 3, 2003.

1975

Max Armstrong (B.A. Radio & TV) marks 25 years of broadcasting in Chicago. He has been heard daily since 1977 on WGN as an agriculture and business reporter. He also hosts the nationally syndicated television show "U.S. Farm Report," seen each weekend coast-to-coast on 190 television stations.

ALUMNI *news*

Paul Krivonos (Ph.D. Organizational Communication) was appointed Director of the Public Sector Management Program at California State University, Northridge. He was Associate Dean of the College of Arts, Media and Communication.

Jane Shaw Russell (B.A. Speech Education) has been teaching English, speech, and drama at Turkey Run High School in Rockville, Indiana, since 1975.

Alan H. Shiller (M.A. Organizational Communication) received the 2002 Excellence in Teaching Award from Southern Illinois University in Edwardsville.

Jennifer Warner (B.A. Communication) has been operating First Farm Inn, a B&B outside of Cincinnati, for five years. She also wrote a 400-page book on the history of Boone County, Kentucky, for the county's bicentennial.

1978

Bill Kelly (B.A. Communication) recently traveled to Cuba to tape news stories and a documentary for Nebraska's public broadcasting service, NETV. Kelly is the state network's Executive Producer for news.

1979

Leonard Cox (B.A. Communication; M.A. Organizational Communication, 1996), documentary producer, had his most recent work, "Questioning Faith," premiere on Cinemax. The film followed a seminarian on his search for faith after the death of his best friend. The *Boston Globe* called it a "must-see film." *Entertainment Weekly* gave the film an A-.

Ann (McMath) Ralston (B.A. Physical Recreation) is President of Ralston Consulting, Inc., which handles business strategy and implementation for organizations.

1980

Martin DeJulia (B.A. History; M.A. History, 1982), after a 20-year stay in San Francisco, where he practiced and taught law, is currently Director of Legal Studies at National College of Business in Florence, Kentucky, and a lecturer in personal property with the *Kentucky Law Review*. He is also a practicing bankruptcy lawyer.

David Langley (M.S. Physical Recreation Education) is an Administrative Fellow for the Office of the Provost at Indiana State University in Terre Haute.

Deb (Whitacre) Mol (B.P.E., Physical Recreation Education) teaches German and Health at a Middle School for American dependents in Landstuhl, Germany. Her current pet project is a German/English E-Pal Project for her students.

1981

Rose Marie Burke (B.A. Communication & Journalism) has been living in Paris for the past seven years. In November 2002, she was back on campus to speak to the Communications in the Global Workplace class. Since 1994, she has been writing and editing for the *Washington Post*, *BusinessWeek*, the *Wall Street Journal*, and *Paris Notes*.

James Honeycutt (M.A. Organizational Communication), a Professor of Communication at Louisiana State University, has a new book titled, *Imagined Interactions: Daydreaming about Communication* (Hampton Press). His first book, *Cognition, Communication and Romantic Relationships*, was published in 2001 by Lawrence Erlbaum Associates.

Cindy Kuhn (B.A. Communication) was appointed Executive Vice President of Marketing and Communications at Smith, Bucklin & Associates, one of the largest association management firms in Chicago.

Garold L. Markle (M.A. Organizational Communication) owns his own HR consulting practice, Energage Inc., "dedicated to energizing and engaging the human spirit at work." Much of his consulting work is centered on materials in his book, *Catalytic Coaching: The End of the Performance Review*.

1982

Frank Butler (B.A. Theatre) continues to work as production manager at the Guthrie Theatre in Minneapolis.

Laura N. Gitlin (Ph.D. Sociology) has a new appointment as Director of Research, Senior Health Institute, Jefferson Health System and Thomas Jefferson University.

Sheila (Kiergan) Shanks (B.A. Physical Recreation Education) is working for the Metropolitan School District of Washington Township in Indianapolis as a head cook.

1983

Mary Alice Baker (Ph.D. Organizational Communication) is serving as one of nine trustees for the Teachers Retirement System of Texas. She represents higher education and is in her third year of a six-year term.

John Lothian (B.A. Communication) is President of the Electronic Trading Division of the Price Futures Group Inc. He also is editor of the *John Lothian Newsletter*, a daily e-mail intelligence briefing about what is going on within the worldwide futures and securities communities.

Betsy Wiersma (B.A. Communication) has published a second edition of her textbook for the special events industry, *Exceptional Events: Concept to Completion*. She is the proud mother of daughter Sarah Elizabeth, born July 23.

1984

Michael Collins (M.F.A. Theatre) directed *Cobb* for the Bloomsburg Theatre Ensemble, where he also appeared in *Defying Gravity* and *Death of a Salesman*. He is a Professor of Theatre at Bloomsburg University and Director of the Theatre Division.

Hashem Adnan Kilani (M.S. Physical Recreation Education) is Chair and Associate Professor of Health and Recreation at the University of Jordan.

Grant E. Mabie (B.A. History) has joined Purdue's Office of Marketing Communications as the Communications Coordinator for the School of Liberal Arts. He and wife Joy Heim (B.A. Sociology) have a new son, Julian, born May 15.



Brandon (Schlenker) Miller (B.A. History) has been working on several history books for young adults, including her fourth book, *Growing up in Revolution and the New Nation* for grades 4-6. Two other books, *Growing up in a New World* and *Good Women in a Well Blessed Land* are due out this spring.

1976

Paula Dwyer (B.A. Journalism) co-authored a book with former SEC Chairman Arthur Levitt, titled *Take on the Street*, published by Random House. Dwyer is the deputy bureau chief of the Washington bureau of *BusinessWeek*.

Karen Croake Heisler (B.A. Journalism; M.A. Communication, 1978) is a visiting professional specialist in the Film, Television and Theatre Department at the University of Notre Dame. Two television documentaries she wrote—"Love on the Rocks: Will Marriage Survive?" and "Kid CEOs"—won Gold and Silver awards at the 36th Annual Worldfest in Houston.

Steve Lerch (M.S. Sociology; Ph.D. Sociology, 1979) was recently promoted to Associate Vice President for Academic Enrichment, Redford University, after four years as Associate Dean of College of Arts and Sciences and 14 years as Chair of the Department of Sociology and Anthropology.

Shelby Marzoni (B.A. Psychology; M.S. Education, General 1978; Ph.D. Sociology, 1983) has retired from a 12-year career as a parent educator with Sharp Healthcare, and is a full-time mother of five.

Kathleen J. Turner (M.A. Organizational Communication; Ph.D. Communication, 1978) is the first Annabel Hagood Visiting Assistant Professor of Communication at the University of Alabama.

1977

Charlie MacLeod (B.S. Theatre), in several Purdue Theatre productions in the '70s, is now on the Board of a large regional theatre on Long Island and enjoys acting and directing.

Michael L. Radelet (Ph.D. Sociology) has completed a five-year term as Chair of the Department of Sociology at the University of Florida and accepted a position as Professor of Sociology at the University of Colorado.

Brent Smith (M.S. Sociology; Ph.D. Sociology, 1979) is now Professor and Chair, Department of Justice Studies, University of Alabama at Birmingham.

Jerry Stark (Ph.D. Sociology) is Professor of Sociology at the University of Wisconsin, Oshkosh.



Jay Fehnel (B.A. Communication) was promoted to Vice President of business development at Tribune Media Services in Chicago.

1985

Todd J. Leonard (B.A. History; M.A. History, 1987) recently published *Trendy Traditions: A Cross-Cultural Skills-Based Reader of Essays on the United States* (Macmillan Language House, 2002). In addition, he recently gave a presentation at Purdue on the Japan Exchange and Teaching (JET) Program. He is Associate Professor in the English Department of Hiroaki Gakuin University.

Paris Finke Loesch (M.A. Organizational Communication) is now Executive Vice President of Information Resources Inc., managing the first \$10 billion Wall Street sector. She joined IRI, a data and consulting firm, after a combined 16 years at Procter & Gamble, Nabisco, and the Coca-Cola Co.

Patricia Geist Martin (Ph.D. Organizational Communication) is a Professor in the School of Communication at San Diego State and has a new book coming out, *Communicating Health: Personal, Cultural, and Political Complexities*, by Wadsworth. She also was the keynote speaker for the Org Comm mini-conference at Purdue in October.

Harvey Wallman (B.A. Physical Recreation Education; M.S. Physical Recreation Education, 1986) is Chair of the Department of Physical Therapy and the founding Director of the University of Nevada—Las Vegas's Physical Therapy Program.

1986

Rosalind Lister (B.A. Communication; M.S. Education, General, 1990) recently accepted the position of Director in the Office of Career Services at Wabash College in Crawfordsville, Indiana.

John Maloney (B.A. Communication) is a freelance golf writer and was recently accepted to the Golf Writers Association of America. He has written golf equipment pieces for Shark.com, golf course reviews for the *Golfer's Guide*, and other pieces for the U.S. Golf Association.

Margaret Schweer (Ph.D. Sociology), Director of Human Resources for Kraft Foods, has been named as one of the top 100 Information Technology Leaders for the New Millennium by *Computerworld*, recognizing her progressive work in the area of recruitment and retention of information-technology professionals and in leadership development.

Jennifer Solomon (B.A. Humanities & Social Sciences; M.S. Humanities & Social Sciences, 1987; Ph.D. Sociology, 1990) is Professor of Sociology at Winthrop University and was cited in a *USA Today*, August 8, 2000, cover story on divorcees.

Edward Thigpen (B.A. Communication) recently finished his M.B.A. in marketing after a five-year stint as a marketing representative for the Xerox Corp.

1987

Theresa Catterson Kraft (B.A. Communication), co-owner and President of Eastgate and Westgate Chrysler Jeep, was named one of the "Forty under 40" top business leaders by *Indianapolis Business Journal*.

Charles Vogt (B.A. Communication) was recently named chief strategy officer for Bremner & Wiley Inc., a healthcare facility development and management firm. He also serves on the board of the Canyonville Christian Academy in Oregon and assists with the Briefing Room for the White House.

1988

Robert Carl Schehr (M.S. Sociology; Ph.D. Sociology, 1991) is Associate Professor in the Criminal Justice Department, University of Illinois at Springfield.

1989

Thomas W. Cowger (M.A. History; Ph.D. History, 1994), Associate Professor at East Central University in Ada, Oklahoma, attended the National Congress of American Indians annual convention in San Diego. He gave a presentation on the history of the NCAI. In October 2002, Cowger was named as a faculty resource person for the Oklahoma Scholar—Leadership Enrichment Program.

Theresa L. Klooz-Keating (B.A. Sociology) is a substitute teacher in the Tucson Unified School District in Arizona.

Phil Timberlake (B.A. Theatre) completed his M.F.A. in acting at Virginia Commonwealth University in Richmond.

1990

Lisa (Lambert) Burks (B.A. Physical Recreation Education; M.S. Health & Kinesiology, 1990) is Director of the Aqua Fish Swim Program at the American Sportsplex in Duluth, Georgia.

Jacquelyn Feller (M.S. Sociology; Ph.D. Sociology, 1992) is Associate Professor/Institutional Research Officer, University of St. Francis, Ft. Wayne, Indiana.

David Loundy (B.A. Communication) had a case book titled *Computer Crime, Information Warfare & Economic Espionage* published by Carolina Academic Press.

1991

Nicole Kucharski Duncan (B.A. Communication) oversees community-outreach efforts, marketing media, community sponsorships, and cheerleading for the Indianapolis Colts.

Hisham Elkhatab (B.A. Communication) is the owner of a small business in California.

Charles E. Hall (M.S. Sociology; Ph.D. Sociology of Religion, 1993) was voted Teacher of the Year by California Lutheran University's students.

Kevin Mayer (B.A. Communication) graduated from the University of California—Los Angeles's Anderson Graduate School of Management and is currently national manager of advertising for Hyundai Motor America.

Bonnie (Hamer) Sherow (M.A. History) recently gave comments on "Defining Identity in Twentieth-Century Native American Communities" at the 46th Annual Missouri Valley History Conference.

David Studwell (M.F.A. Theatre) performed the lead role in the PCPA Theaterfest production of *Sweeney Todd* last summer. Studwell has taught at PCPA since 2000. Previously, he was a resident actor/teacher with the Oregon Shakespeare Festival.

1992

John O. Andersen (M.A. German) owns and operates an independent carpet and upholstery cleaning business. He also volunteers as a docent at the Oregon History Center.

Sean R. Busick (B.A. History) recently accepted a position as an Assistant Professor of History at Kentucky Wesleyan College. He is also editing a volume of the *Dictionary of Literary Biography* on Writers of the American Revolution.

Matt McMahon (B.A. Political Science) and **Tracy Kissel McMahon** (B.A. Communication, 1993) had a baby girl, Alyssa Marie, on February 20.

Amy Hertz Stoeck (B.A. Communication) is Chief Operating Officer of STAR POWER Systems, one of the nation's top real estate professionals' training and motivational organizations.

1992



Matt Booty (M.F.A. Theatre) was promoted to Vice President of Product Development for the Chicago Studio of Midway Games. He oversees Sports, Entertainment, and GBA development. He has led many teams that produced successful computer games.

Michael Waltman (Ph.D. Organizational Communication) is an Associate Professor at the University of North Carolina. He has received grants to pursue his work on hate speech.

1993

Jennifer (Atkinson) Forrest (B.A. Foreign Languages, Multiple) and **Tim Forrest** (B.A. Linguistics) are currently living in Indianapolis. Jennifer completed an M.B.A. at Butler University in 1999. She worked as a financial analyst at the Federal Home Loan Bank before resigning to take care of their son, Ryan (now 18 months old). Tim works as a Systems Engineer for Network Engineering, Inc.

Andrea K. Kalley (B.S. Economics) is a senior contract administrator for Kraft Foods in Skokie, Illinois.

Kim K. Eberhard McGlothlin (B.A. Interior Design, General) is an art director for Gabriel Interactive in Indianapolis.

Rob Spalding (M.A. Organizational Communication) recently joined Washington Mutual in Seattle as a project manager in their HR Solutions group. He and his wife also are opening their own winery this year, "Seia Wine Cellars."

Frank Spanopoulos (B.A. Physical Recreation Education) is a Specialty Representative for Pediatrics in Valparaiso, Indiana. He and his wife, Sarah, have a newborn daughter, Morgan.

Joel Toppen (M.A. Political Science & Government; Ph.D. Political Science & Government, 1998) was hired to a tenure-track position at Hope College, where he has been on a number of one-year appointments for the past few years.

Gregory Weeks (M.A. History) completed his Ph.D. at the University of Graz in Austria in February, 2003. The dissertation is entitled "Die Rolle der 'Ostmark' in der Deutschen Kolonialpolitik, 1918–1945."

1994

John Carr (B.A. Communication; M.A. Communication, 1997) is a freelance copywriter in New Orleans.

Elena Cueto-Asin (M.A. English; Ph.D. English, 1999) was the guest speaker at the 4th Annual Graduate Student Symposium this year. She has been an assistant professor of Spanish at Bowdoin College in Maine since 2000.

Chad M. Fauber (B.A. History; B.S. Economics, 1995) completed his Ph.D. in History from the University of Chicago in December 2002 and is currently a Visiting Scholar in the Department of Classics at the University of Illinois at Urbana-Champaign.

Colleen Chosta Langevin (B.A. Communication) married Christopher Langevin on July 27 in Massachusetts.

Michael Petrucelli (B.A. History) is the Marshall County editor of the *South Bend Tribune*.

Julie Webber (B.A. Political Science & Government; M.A. Political Science & Government, 1996; Ph.D. Political Science & Government, 2000) has published *Failure to Hold: The Politics of School Violence* (Rowman & Littlefield).

ALUMNI *news*

1995

Brad Dancer (B.A. Communication) is the Director of Research for the new National Geographic Channel. He is currently the youngest head of research for any national cable network. His duties include all programming and analysis of the network's performance.

Michael DeSanto (B.A. Organizational Communication) was promoted to senior director of marketing communications for Walker Information, an Indianapolis-based stakeholder measurement firm.

Randall L. Galbraith (B.A. History) is a Staff Attorney with the Athens County, Ohio, Child Support Enforcement Agency.

Bonnie Gasior (M.A. Foreign Languages, Multiple; Ph.D. Foreign Languages, 2001) is teaching at California State University in Long Beach.

Mark L. Schuman (B.A. Communication) is an Associate Producer for ESPN in Bristol, Connecticut.

Stephanie Smith (B.A. Communication) has joined the law firm of Warner Norcross & Judd LLP in its Holland, Michigan, office. Smith graduated from the Michael E. Moritz College of Law at Ohio State University in 2002.

1996

Ruchi Anand (M.A. Political Science & Government; Ph.D. Political Science & Government, 2002) had his paper, "International Environmental Justice: A North-South Dimension," accepted for publication in the *International Journal of Politics and Ethics* (Winter 2001).

Carolyn (Martin) Hissong (B.A. History) is a new mother to Evan Martin Hissong, with husband **Adam Hissong** (B.S. School of Technology, 1999). She is also the Director of Scheduling for Los Angeles Mayor Jim Hahn.

Tanya N. Jordan (B.A. Communication) recently joined General Motors PACE program as Marketing & Communications Coordinator. PACE contributed more than \$116 million in software to Purdue, the largest corporate contribution in the university's history. She married Paul Ninfelfeldt on May 18.

Maya Rockey Moore (M.A. Political Science & Government; Ph.D. Political Science & Government, 2000) recently took a new position as Senior Resident Scholar for Health and Income Security at the National Urban League Institute for Opportunity and Equality in Washington, D.C. She will continue to focus on health and income security policy issues.

Ryan Shively (M.F.A. Theatre) played Petruchio in *The Taming of the Shrew* at North Shore Music Theatre in Boston and numerous roles in *It Just Catches* at the Minetta Lane Theatre in New York.

Michael Smith (Ph.D. Organizational Communication) was promoted to Associate Professor at La Salle University, Philadelphia, and named director of La Salle's M.A. in Professional Communication and Public Relations in Prague, Czech Republic. He will be teaching a public relations course in Prague as part of the first graduate program in communication there.

Jason S. Stalker (B.A. History) is currently living in Richmond, Indiana, and is a Quality Technician at Carlisle Engineered Products in West Alexandria, Ohio.

Gerritt Vandermeer (B.A. Foreign Languages, Multiple) is completing his second year as Harold Hill in *The Music Man*, which included a February performance in Elliott Hall of Music. While on campus, he presented a workshop with the acting students.

Stefanie Wicks (M.S. Physical Recreation Education) is the Manager of the Office of Education and Training for the Division of Environmental Health. She currently resides in North Carolina.

1997

Janet Argentin (B.A. Communication) works at Waggener Edstrom in Bellevue, Washington, with Microsoft's Platform Strategy Group.

Debra Holzhauer (Ph.D. Political Science & Government) is starting her second year at Coe College.

Sapna Kumar (B.A. Theatre) will understudy one of the leading roles in the Steppenwolf's Mainstage production of Tony Kushner's *Homebody/Kabul*.

Terri Malek-Madani (Ph.D. Communication) is an Assistant Professor at the University of South Dakota. She will be doing research and teaching in the international studies program and teaching interpersonal and organizational communication classes in the Department of Communication Studies.

1998

Richard P. Garlitz (B.A. History) was notified that his thesis, "Responses to Catastrophe from Henri Barbusse to Primo Levi: Rethinking the Great War and the Holocaust in Literary History," was selected as the Ball State University Alumni Association Distinguished Thesis for 2001–02. He is currently a doctoral student at Ohio University in Athens.

Min-Sik Lee (Ph.D. Sociology) is a Senior Researcher at the Korean Institute of Criminology, Division of International Criminal Justice.

Jeremy Quiring (B.A. Physical Recreation Education) works for the Wellness Center in Tennessee as an exercise specialist and personal trainer.

Evelyn Simien (M.A. Political Science & Government; Ph.D. Political Science & Government, 2001) has a chapter entitled "Measuring Black Feminist Consciousness" in *The African American Political Woman: A Reader*, edited by Rose M. Harris for Rutgers University Press. Her article "Gender Differences in Attitudes toward Black Feminism among African Americans" will appear in *Political Science Quarterly*.

Chris Weare (B.A. Sociology) is the Area Director for Warrick County Young Life Camp in Newburgh, Indiana.

1999

Douglas Buchacek (B.A. History) is enjoying his second trip to Russia since graduating from Purdue. Since August 2001, he has been working there for the Peace Corps. His service will end in August 2003.

Nick Jones (B.A. Theatre) heads a not-for-profit theatre company, Smoke & Mirror. The group's first gala benefit, held in February, featured a performance of Jones's ten-minute play *Elixir of Life*. His play *Sailing from the Moon* was performed at the Viaduct Theatre in May and June. Jones continues to push the limits of theatre and therapy at Loyola University.

Kristen Tripp Kelley (M.F.A. Theatre) is the chair of the arts department and acting teacher at the Nichols School, an independent high school in Buffalo, New York. She also teaches at the University at Buffalo and acts professionally in Buffalo.

Michele A. Labrie (B.S. Audio & Speech Science; M.S. Audio & Speech Science, 2001) is an audiologist for Harvard Vanguard Medical Associates in Boston.

Jessi Lemming (B.A. Communication) is living in Broad Ripple and working in downtown Indianapolis for the brokerage firm Raymond James & Associates Inc. She also qualified for, and ran in, the 2002 Boston Marathon and volunteered for the 2002 World Basketball Championships in Indianapolis.

Erin Grant Powell (M.F.A. Theatre) is an associate designer at Visual Terrain in Los Angeles. She has served as Lighting Director for several concert tours and special events. Her husband, **Kirk Powell** (M.F.A. 2003), is a systems engineer and designer for ATK Audiotek in Burbank; his projects include several awards shows and the Remembrance Ceremonies at Ground Zero.

Kelli (Waibel) Pritts (B.A. Physical Recreation Education) is a claims adjuster for State Farm Insurance in Wolcott, Indiana.

2000

Emily Meara Fairchild (B.A. Sociology), 2000 Outstanding Senior in Sociology, won the student paper competition with "The Portrayal of Women in *Newsweek Magazine: 1935–1995*" at the North Central Sociological Association annual conference. She is pursuing a Ph.D. in sociology at Indiana University through a Women in Science Fellowship.

Liz Graves (B.A. Communication) sells lab services for Follas Laboratories Inc. in Indianapolis.

Youn Kim (Ph.D. Political Science & Government) accepted an Assistant Professorship at St. Mary's College, in Notre Dame, Indiana, starting Fall 2002.

Robert Kovach (M.F.A. Creative Arts) continues to work for Chicago Scenic Studios. Among his design assignments was the Chevy Trailblazer exhibit for the Detroit and Chicago auto shows. He also designed a production of *I Do! I Do!* for the Drury Lane Theatre in Evergreen Park, Illinois.

Matthew Memmer (B.A. History) is currently a third-year student in Washburn University School of Law and recently was invited to Washington, D.C., to attend an ADA proclamation ceremony at the White House. He is researching Medicare and Medicaid, specifically the Medicare homebound rule that was changed by the proclamation.

Kristina Tollefson (M.F.A. Creative Arts) and **Jason Tollefson** (M.F.A. Creative Arts) reside in Orlando, where Kristina is an Assistant Professor at the University of Central Florida and is the vice-commissioner for communication in the Costume Commission, USITT. Jason is a freelance lighting designer.

Katherine Burke (M.F.A. Theatre) is busy working on InterPlay, her new business. She runs interactive theatre workshops to create dialogue about challenging issues. This spring, she worked with a therapy group of convicted sex offenders. August took her to the nation of Georgia for an interactive theatre program for young people on tolerance and conflict resolution. She was a featured guest soloist at the Richard Rodgers concert with PMO University Choir and the Purdue Symphony.



1999

Megan Winger (B.A. Communication) works at the Lafayette law firm of Gambis, Mucker & Bauman.

2001

Jason Cornwell (M.F.A. Theatre) made his network television debut this winter with roles on the prime-time dramas "Hack" and "Law and Order" as well as daytime's "All My Children." He and wife **Brandi Harrison Cornwell** (B.A. Theatre, 2000) have relocated to New York.

2002

Kelly Easton (B.A. History) is currently a master's student at the University of Arizona in Near Eastern Studies. She will be moving to Cairo for at least a year to work on her Arabic-language skills.

Nicholas Guehlstorf (Ph.D. Political Science & Government) accepted a tenure-track Assistant Professor position at Southern Illinois University, Edwardsville.

Jodi Hart (M.F.A. Theatre) accepted a teaching position at the University of Southern Maine. Her husband, **Ted Ozimek** (M.F.A. Theatre, 2001) continues as a program manager at ETC in Madison, Wisconsin. Recent projects include Jazz@Lincoln Center, three new spaces for jazz performance in New York's AOL/Time Warner building.

Ian Hunter (M.F.A. Creative Arts) continues the pattern of Purdue benefiting from its students' talents. He joined the theatre consulting firm Auerbach and Associates in San Francisco immediately after graduation. Among his projects is the sound system for Purdue's new Visual and Performing Arts building.

For a full listing of Purdue School of Liberal Arts alumni who have passed away in the past year, please visit SLA Online at www.sla.purdue.edu/alumnifriends.

2004 DISTINGUISHED ALUMNI NOMINATION

THE SCHOOL OF LIBERAL ARTS ALUMNI ASSOCIATION announces the call for nominations for the 2004 Distinguished Alumni Awards. Faculty, staff, students, and friends may nominate an alumna/us who is distinguished through professional achievements or involvement in the community or Purdue University.

TO MAKE A NOMINATION, photocopy this form or use a similar format to describe the nominee. Mail the nomination, a résumé, two letters of support, or any other supporting materials, including newspaper and magazine articles, by December 1, 2003, to:

Selection Committee Chair
Attn: Laura Havran
Purdue University
Beering Hall – Room 1280 (Development Office)
100 North University Street
West Lafayette, IN 47907-2098

NOMINEE

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____

OCCUPATION _____

YEAR OF GRADUATION, DEGREE, AND MAJOR _____

NOMINATOR'S NAME

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE _____

EXPOND ON THE FOLLOWING:

1. Personal qualities that distinguish the nominee

2. Community service

3. Professional accomplishments

4. Purdue University involvement, if any

5. Why nominee deserves award



**Membership
Benefits Include:**

- Purdue Alumnus, 6 issues per year
- Group insurance plans
- Travel packages
- Help in finding Purdue alumni
- Appointment calendar

Purdue Alumni Association *Today!*

Check membership desired:

U. S., CANADA, AND MEXICO	Annual	Life	Five-Year Payment (Life)
Individual	h \$40	h \$600	h \$140/year for 5 years
Joint	h \$45	h \$650	h \$150/year for 5 years
INTERNATIONAL			
Individual	h \$50	h \$850	h \$190/year for 5 years
Joint	h \$55	h \$900	h \$200/year for 5 years

Method of payment:

h Check or money order (U.S. dollars) made payable to **Purdue Alumni Association**

h MasterCard or h Visa Exp. Date _____ Credit Card No. _____

Signature _____

Return to: Purdue Alumni Association, 101 N. Grant St., West Lafayette, IN 47906

Name _____ E-mail _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____ Grad. Year/Campus _____

You also can enroll online at www.purdue.edu/paa. Click on Membership.

New Development Director Ruloff Sees Good Things ‘Happening Here’

“Purdue: It’s Happening Here!” is the new theme for the University’s marketing, special events, and major gift announcements. Cathleen G. Ruloff, the new development director for the School of Liberal Arts, couldn’t agree more.

Ruloff comes to Purdue with more than 10 years experience in education fund-raising, including successful efforts at the University of Wisconsin and the Wharton School of the University of Pennsylvania. She earned her bachelor’s degree in journalism from the University of Wisconsin–Madison in 1990.

Former director of development Barbara L. Powell retired last year. Ruloff accepted the challenge at Purdue because she was impressed with the excitement, energy, and enthusiasm on Purdue’s campus at a historic moment in both the University and the School’s history. “With my own liberal arts educational background, I readily identify with the School’s alumni, and I welcomed the opportunity to work with the new dean and her team,” Ruloff says.

“I really do think it’s the greatest job in the world. I have a strong belief in the power of education, and I get to spend my career working with people who share this belief to improve the opportunities for the next generation of students.” Ruloff, who recently became engaged, enjoys travel, reading, and settling into a life as a Boilermaker.

Ruloff noted that, despite the economic slowdown, Purdue raised nearly \$312 million in the recent fiscal year, surpassing its \$300 million goal and breaking the previous year’s total of \$234 million. Purdue is now past the halfway point in its \$1.3 billion campaign goal, with an overall total of more than \$716 million raised.

Ruloff cited Purdue President Martin C. Jischke’s assessment that the



University’s ability to meet and beat fund-raising records the past three years was a testament to the continued support of alumni, friends, and corporate donors. The School of Liberal Arts’ campaign goal is \$26.3 million. The School is currently raising \$13 million to support facilities and equipment and complete the new Visual and Performing Arts building. The first phase of the building opened for classes at the beginning of the 2003–04 academic year.

Alumni and friends interested in giving opportunities can reach Ruloff at (765) 494-2711 or via e-mail at cruloff@sla.purdue.edu.

It’s
Happening
Here!
PURDUE



From the President

Being president of the School of Liberal Arts Alumni Board can be very illuminating.

As a new homeowner, I make weekly trips to a local home improvement store. One of my recent projects was to replace the light fixtures in my house. To be honest, I

never liked them. They just didn't fit my sense of style. After taking a few moments to calm my feelings about how to install them, I found that my anxiety was soon replaced with indecision due to the overwhelming number of lighting options. There were Tiffany lamps as well as brass, aluminum, and cast-iron fixtures. Then came track lighting, spotlights, and lights hung with a chain or metal cord. Finally, there was the classic ceiling fan/light combination.

So there I stood in the middle of the aisle, peering up at the ceiling, "oohing" and "aahing" over each light. The next one seemed even more spectacular than the last. Though a home improvement store may be a strange place to encounter an epiphany, that is indeed where my metaphoric light bulb clicked on. I realized that each fixture had the same function: to bring light to a dark place.

Everyone in Liberal Arts is hard at work bringing light to dark places.

So it is with the departments within the School of Liberal Arts. Though incredibly different, each is participating in research designed to shed new light on old problems. Faculty members, students, and alumni in Audiology and Speech Sciences are searching for new ways to help people who stutter. In English, people are analyzing Chaucer's poetry for fresh insights. In Psychology, they are interested in discovering how the brain works. Artists in Visual and Performing Arts are exploring new media. As these examples suggest, everyone in Liberal Arts is hard at work bringing new light to dark places.

I look forward to sharing the extraordinary "lighting" efforts of our alumni, faculty, students, and staff as I serve as the President of the Liberal Arts Alumni Board over the next two years. Keep us informed about what you are doing and the ways you are lighting the future, whether as a parent, an entrepreneur, a volunteer, or the other varied roles you play in the many activities in which you engage. Make plans to rediscover Purdue and the School of Liberal Arts. I am certain you will find we are participating in an unprecedented period of transformation; indeed, in many cases, we are charting the path for the rest of the campus. I hope you will join me in supporting the faculty and students within the School of Liberal Arts.

CHRIS CLARKE

*President, School of Liberal Arts Alumni Board
Director of Development and Leadership Gifts for
Purdue's School of Mechanical Engineering,
2001-present*

*B.A. Psychology, Sociology, and Law and
Society, '93, M.S. Education, '94
wcc Clarke@purdue.edu*

calendar of events

School of Liberal Arts

Stay in Touch

The School of Liberal Arts needs your input. Visit our Web site to keep our alumni and friends up to date on the latest happenings. On this site, you can:

- access information about upcoming events
- update your alumni information
- review fund-raising initiatives
- read the latest news about the school
- download PDF files of the *Liberal Arts Magazine* and annual report
- stay connected to the school in ways you never before could.

Take a minute to check us out:

<http://www.sla.purdue.edu/alumnifriends>

We're planning some exciting new features for the coming months. Visit often — you'll be glad you did!

OCTOBER 2003

- | | |
|----|---|
| 4 | Homecoming — Liberal Arts Tent
11 A.M. — 2:30 P.M. — Pre-game activities
3:30 P.M. — Game |
| 5 | Community Visit (Lafayette, Ind.) |
| 21 | Community Visit (South Bend, Ind.) |

DECEMBER 2003

- | | |
|----|----------------------------------|
| 4 | Community Visit (Columbus, Ind.) |
| 21 | Commencement Reception |

FEBRUARY 2004

- | | |
|----|---|
| 7 | Reception and dinner in Naples, Fla.,
for all Florida alumni |
| 17 | Community Visit (Jasper, Ind.) |

MARCH 2004

- | | |
|----|-------------------------------------|
| 23 | Community Visit (Bloomington, Ind.) |
|----|-------------------------------------|

APRIL 2004

- | | |
|-------|------------------------------|
| 16 | Distinguished Alumni Banquet |
| 16–18 | Gala/Spring Fest Weekend |
| 22 | Community Visit (Gary, Ind.) |

MAY 2004

- | | |
|-------|--------------|
| 15–16 | Commencement |
|-------|--------------|

JULY 2004

- | | |
|----|-----------------------|
| 26 | Purdue Day in Chicago |
|----|-----------------------|

2003–04

25th Anniversary Show

October 27 – December 7, 2003



Purdue University Galleries have been presenting exhibitions for 25 years. Artists whose work is represented in the permanent collection have been invited to contribute "anniversary cards" in the form of new artworks. The contributions are being created on Twinrocker handmade papers.

Join us for this exciting event!

*Robert L. Ringel Gallery,
Purdue Memorial Union*

Liberal ARTS

M A G A Z I N E

Purdue University
Boering Hall of Liberal Arts and Education
100 North University Street
West Lafayette, Indiana 47907-2098

Nonprofit Organization
U.S. Postage
PAID
Lafayette, Indiana
Purdue University