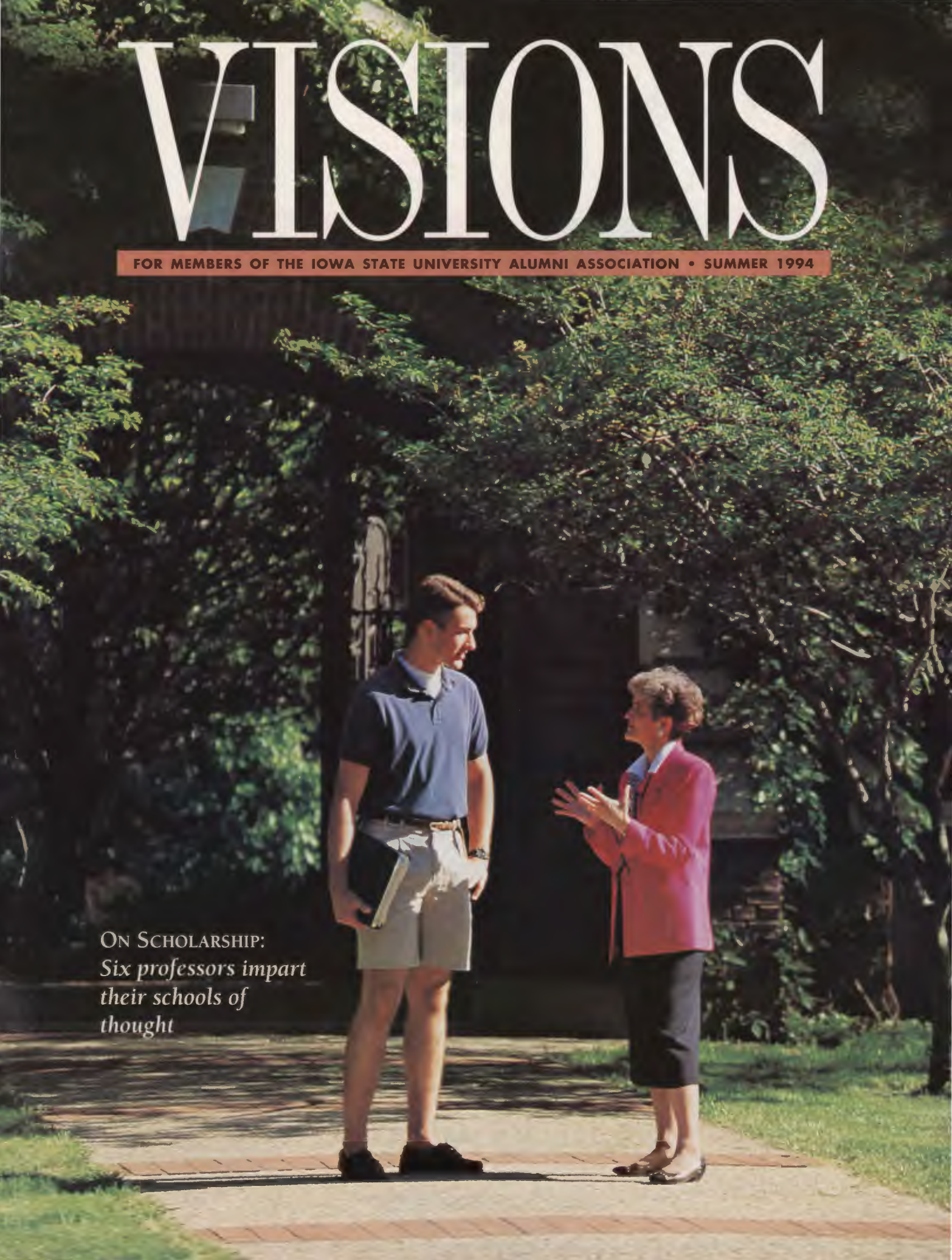
VISIONS

FOR MEMBERS OF THE IOWA STATE UNIVERSITY ALUMNI ASSOCIATION • SUMMER 1994



ON SCHOLARSHIP:
Six professors impart their schools of thought

STYLES EBB AND FLOW,
BUT FOR IOWA STATERS
LIKE YOU, LOYALTY IS
ALWAYS IN FASHION.

It's still a perfect fit.

IOWA STATE UNIVERSITY
Alumni Association

Alumni Suite, Memorial Union, 2229 Lincoln Way, Ames, IA 50014-7164 (515) 294-6525

LINE UP

FEATURES

16
A True Teacher
What makes a good teacher? We put that very question to six of the university' s top pedagogic thinkers. Here's what they had to say.

16

24
Dove Tales
In the shadow of the campanile, the foremost poet in the land— the U.S. poet laureate—opened Veishea '94 with a moving reading.
BY RITA DOVE

24

26
Overruled
Read how a brain tumor overturned U.S. Attorney Don Nickerson's perspective and left him seeking a new opinion.
BY ALLISON ENGEL

30
Out of Focus
ISU's premier arts festival is now 35 years old. But with the likes of these ingenious young talents, Focus remains as intensely evocative as ever.
PHOTOGRAPHS BY JIM HEEMSTRA

30

DEPARTMENTS

4	Front Row Seat
5	Letters
6	The Hub
12	Class Acts
14	Inquiry
15	Report Card
36	Association
42	Esprit
44	Workout
46	Frame of Reference

44

• COVER PHOTOGRAPH BY JIM HEEMSTRA

VISIONS

FOR MEMBERS OF THE IOWA STATE UNIVERSITY ALUMNI ASSOCIATION

EDITOR: Debra Solberg Gibson '81
ASSOCIATE EDITOR: Dan E. Davenport '84
EDITORIAL ASST: Sandi L. Kellen
STAFF PHOTOGRAPHER: Jim Heemstra
DESIGN: Mauck+Associates

VISIONS (ISSN 1071-5886) is published quarterly by the Iowa State Alumni Association, Alumni Suite, Memorial Union, 2229 Lincoln Way, Ames, Iowa 50014-7164. Second-class postage paid at Ames, Iowa, and at additional mailing offices. Annual subscription price is $24. Annual membership dues are $35, $24 of which cover VISIONS subscription.

Copyrighted 1994 by the ISU Alumni Association, James A. Hopson, executive director.

POSTMASTER: Send changes of address to: VISIONS, Alumni Suite, Memorial Union, Iowa State University, Ames, Iowa 50014-7164. Telephone (515) 294-6525.

VOLUME 7 NO. 2

An Affair To Remember

ILLUSTRATION BY HOLLY WIEDERIN

By Debra Gibson

I DON'T KNOW HOW TO READ.

My 4-year-old daughter alerted me to this deficiency last week as we curled up on the sofa, giggling over the latest escapades of the Berenstain Bears.

What do you mean, I don't know how to read? scoffed the self-proclaimed 1967 second grade phonics queen.

Well, what I meant was you don't know how to read like PatandDeb, replied her patronizing firstborn.

And then I knew. We'd encountered our first real passage together, Kate and I, and I was being left on the shoulder like so much roadkill. The "bestest Mommy in the whole wide world" had gotten the big bump; now cast in her role as Oh Wise One was the unit known as PatandDeb.

On the surface, PatandDeb appear to be two women, bubbly, creative preschool teachers whose Pied Piperish antics lead children like Kate through mornings filled with numbers and glue sticks and puppets and songs. But when you peer at them through 4-year-old eyes, you see an entity, one PatandDeb, that instinctively knows you hold books face out and to the side when you read. A sage unit that needs to serve up string cheese and goldfish crackers but once to make it the sole snack now worth gulping. It's clear: My impressionable young progeny has succumbed to the lure of the learned.

She's fallen in love with her teachers.

And who hasn't? Who hasn't raced home from second grade, slipped into jeans and a sweatshirt and spent the rest of the afternoon talking in Mrs. Bensen's carefully modulated voice? Who hasn't taken to submerging himself in Brut because he caught a glimpse of it in his favorite coach's gym bag? Since we've been old enough to carry polished apples, we've anxiously searched our teachers' eyes for our own reflections, hoping for that random glance of approval, that subtle validation of purpose.

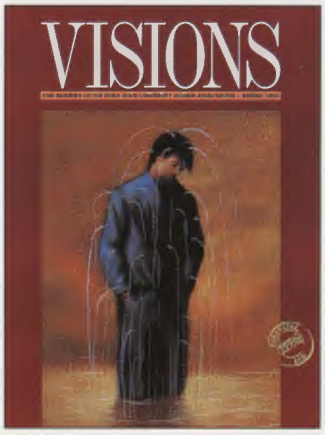
Brenda Edwards Bormann, a 1974 ISU grad, delights to this day in telling her high school home economics classes about the worst sewing student she ever had—me. Ringsted High, mid-70s. And I delight in the fact that my every memory of her is filled with laughter and kindness and her overwhelming belief in me and my potential.

That self-confidence was rocked once I hit a major university and 25,000 other students who most likely knew how to do everything well. I don't remember ever walking into Journalism 201 without a stomach ache, so in fear that the eminent Dale Boyd would glance at the shirking *faux* reporter crouched behind her manual typewriter and ask her to expose her lead to the masses. I uttered maybe 25 words in class that quarter, most often not even making eye contact with the distinguished newspaper editor *cum* prof. His graciousness and humor aside, he had the ability to expose the fraud that was me wanting to be a writer — I didn't want to take the chance. When I picked up my final grades, I didn't open the envelope until I was safely across the street from his office. There, beside his praise for my "sparks of professionalism" and his concern for my "overt shyness," shone a big red "A." While others dashed around me, I stood in the doorway of the PE Building and wept.

SINCE WE'VE BEEN OLD ENOUGH TO CARRY POLISHED APPLES, WE'VE ANXIOUSLY SEARCHED OUR TEACHERS' EYES FOR OUR OWN REFLECTIONS, HOPING FOR THAT RANDOM GLANCE OF APPROVAL, THAT SUBTLE VALIDATION OF PURPOSE.

Why I remember these moments well into the next decade is as good an argument as any, I think, for why we must celebrate great teachers. As our cover story *(page 16)* illustrates, higher education's preparations for the 21st century include major campaigns to substantiate accountability and productivity for modern-day skeptics. While that justification may indeed be warranted in some cases, we must keep in mind that flow charts don't measure dreams. And our teachers shouldn't need permission to continue distributing those dreams as freely as they do goldfish crackers and string cheese. ◐

LETTERS



VISIONS magazine strives to celebrate the power of thoughts and ideas. You, the reader, are the ultimate judge of success in this endeavor, making your opinions highly regarded and your letters greatly encouraged. Please send letters to: VISIONS editor, Alumni Suite, Memorial Union, 2229 Lincoln Way, Ames, IA 50014-7164.

Moral of the story

It seems to me that in the last two issues of VISIONS, there seems to be an obsession on promoting homosexuality. The Fall 1993 issue *(Out of Bounds?)* must have garnered you a ton of letters, pro and con on this subject. I personally feel that homosexuality is abominable as it is so often stated in the Bible. My mother taught me to wash my hands after a visit to the toilet, and for obvious reasons. I can't imagine what parts of the body are used in homosexual practices but it appears that all health aspects of such activities would be beyond comprehension.

The question that I have to ask is why do the homosexuals think that they have to foster their lifestyle on those of us that are straight? What makes them think that just because they engage in such acts that this should give them special considerations and treatment? Why are they forcing themselves on us? I do not go around telling anyone about my practices as far as sexual preference is concerned. Why don't they do the same?

The Winter 1994 issue had a story titled, "They Are My Heroes." I thought the story was great and can appreciate what Sheri Clemons is doing. She deserves the highest praise for such worthy work. But, why was it necessary to state that she was a lesbian? That fact had nothing to do with the story. Is it just another way of trying to promote that way of life? Did she change religions from Catholic to Judaism because the Catholic Church would not condone her lifestyle? The Jewish Bible does not condone it either. So what was the point of bringing up her sexual preference and her religious problems?

WHY DO THE HOMOSEXUALS THINK THAT THEY HAVE TO FOSTER THEIR LIFESTYLE ON THOSE OF US THAT ARE STRAIGHT? WHAT MAKES THEM THINK THAT JUST BECAUSE THEY ENGAGE IN SUCH ACTS THAT THIS SHOULD GIVE THEM SPECIAL CONSIDERATIONS AND TREATMENT?

Come on, let's keep to the high academic skills and morals that dear old Iowa State has and most certainly upholds.

William F. Miner, '50
Lancaster, Calif.

Take your best shot

(VISIONS received a copy of this letter written to Chicago Tribune columnist Mike Royko regarding the Spring '94 Frame of Reference essay, "In the Line of Fire.")

After reading your article on Congress and crime, I thought you'd appreciate that the stupidity extends even to our universities. Enclosed is an article from the alumni magazine of Iowa State University. Notice that there is no notification in the upper right hand corner saying that the article is advertising. It would appear to me that the university endorses the precepts of the article if it prints it in their official publication, VISIONS. Sorry about my personal editorials, but I became disillusioned and sarcastic while reading what Mr. L.E. Shultz, CEO of Smith & Wesson Corp. had to say. I feel the Tobacco Association deserves equal coverage in the magazine, presenting the obvious fact that cigarettes don't kill, it is the people who smoke them who kill.

If I weren't a life member of the Alumni Association at ISU, I would certainly consider never supporting the organization. It appears they are holding hands with the NRA [National Rifle Association] and others who directly profit from the increased sales of fire arms. I wonder if Mr. Shultz just donated a large sum to the university and does this happen in other colleges or am I being too skeptical? Can a school be unbiased in its presentations of materials if accepting donations from questionable sources?

Barbara J. McFarland, '67
Barrington, Illinois

MORTAR HORDE

JACK COYNE/ISU PHOTO SERVICE (3)

Honorary Doctor of Humane Letters degrees to two of Iowa State's most esteemed alumni highlighted May commencement ceremonies. Top, animal science graduate Ronke Lattimore accepted the posthumous award to George Washington Carver, Iowa State's first African-American student. Middle, Time magazine columnist Hugh Sidey gave the commencement address before receiving his honorary doc. Bottom, transposed if not composed, two grads' message aptly capped the ceremony.

HOW 'BOUT *THE PFFFT*?

The Bomb, so named because it exploded onto the campus scene in 1893 against college administrators' wishes, is on the verge of leaving campus with little more than a whimper.

Last spring, the Government of the Student Body (GSB) dropped its dreaded "zero-funding" on *The Bomb* — it took away its annual $10,000 in student fees to support the financially ailing student yearbook. Instead, GSB pulled $28,508.35 from its Student Organization Debt Reserve to pay the book's debt to the Campus Organizations Auditors Office. With another $80,000 still owed to its printer, Jostens Photography and Printing, the GSB voted to slap a one-year moratorium on *The Bomb*.

But 1995 editor Theresa Wilson isn't ready to see her book defused just yet. She still put together a staff — though they won't be paid — and is spending part of her summer trying to raise funds and develop a whole new publication. She's doubled the promotions staff. She'd like to slash the $30 selling price in half, which she says would greatly increase the book's paltry 1,300 sales this year. She'd also like to turn it into an "all-university book," allowing underclassmen to opt to have their portraits included. Most significantly, she'd like to organize a contest to rename the book. "I respect the tradition," she says, "but because of our debt, [*The Bomb*] has gotten a bad connotation.

"People think just because we were zero-funded, we can't have a *Bomb* this year. That's a misconception. If we can get the money, we can do it. This is a hard hurdle, but it would be a tremendous slap in the face for the seniors of 1995 to go four or five years and not get a yearbook.

"If we can't make it work, it might never work again."

HEAD OF THE CLASS-IFICATION

Iowa State has always considered itself a top research institution. This spring, it got that same ruling from a highly respected source.

For the first time since it began classifying academic institutions in 1970, the Carnegie Foundation for the Advancement of Teaching has given ISU a "Research University I" rating. To earn the top Carnegie Classification ranking, institutions must "offer a full range of baccalaureate programs, [be] committed to graduate education through the doctorate and give high priority to research." Guidelines require 50 annual Ph.D.s and $40 million annually in federal support of research.

Eighty-eight institutions — 2.4 percent of the total of 3,600 in the ranking — earned "Research University I" ratings.

HUB TOP TEN

Top 10 most appropriately named ISU faculty and staff

10. Arla Bush
(assistant scientist in plant pathology)
9. David Countryman
(forestry professor)
8. Warren Dolphin
(biology department chair)
7. Ted Solomon
(religious studies professor)
6. Stewart Burger
(director of residence hall food service)
5. David Block
(architecture professor)
4. William Panak
(pronounced *panic;* psychology professor)
3. Julie Poorman
(Student Financial Aid counselor)
2. Charles Woods
(golf course maintenance)
1. Mary Jane Brotherson
(human development and family studies professor)

*Source: Steve Sullivan, ISU News Service; ranking: VISIONS staff.

UNIVERSITY '94-95 BUDGET HITS $306.2 MILLION

Iowa State's budget for 1994-95 shows a modest 3.5 percent over the previous year. University administration plans to take in $306,197,351 in the fiscal year just started, up from $295,943,621 a year ago.

Included in that increase is a 3.1 percent hike in state appropriations — to $206,447,960 from $200,151,186. Jean Adams, associate to the president for budget planning and analysis, says the university was forced to internally reallocate funds to cover both the anticipated average 3 percent salary increases for faculty and staff members and $1 million in catastrophic loss building insurance.

What the state money did fully cover, however, was the final $2.5 million payment to increase the base funding for the Agricultural and Home Economics Experiment Station. Over the past six years, the General Assembly has raised its experiment station base by $14 million.

Another highlight, Adams says, is the university's ability to funnel $5 million into its strategic planning efforts. That includes $2.6 million to enhance undergraduate education and $1.3 million to improve graduate and research programs.

THE CHEMISTRY IS STILL THERE

In the mid-1960s, Iowa State University openly welcomed James Mitchell, an African-American doctoral student. Twenty-five years later, very little has changed.

In April, Mitchell visited campus for a week of lectures, meetings and receptions as ISU's first George Washington Carver Professor. ISU created the professorship as part of its efforts to add diversity to all aspects of campus life.

Mitchell says. "That was exactly how I'd describe my experience."

Mitchell heads the analytical chemistry research department of AT&T Bell Laboratories in Murray Hill, N.J. He has been with Bell Labs since receiving his Ph.D. in analytic chemistry in 1970.

Mitchell says he hopes his presence on campus will encourage other minority students to pursue science and

'Young people need to know that someone who looks like their uncle or brother can pursue a science career.'

"Two professors told me [in the '60s] that Iowa State was a place to get a quality education and a place that welcomed African-Americans,"

engineering. "Young people need to know that someone who looks like their uncle or brother can pursue a science career," he says.

JIM HEEMSTRA

James Mitchell

FIELDS OF DREAMS

Actors Ruby Dee (below) and Ossie Davis were featured in the February production of *Fields of Endless Days* at C.Y. Stephens Auditorium. The multi-arts program, written by ISU theatre instructor Jane Cox, gives voice to the day-to-day humiliations endured by slaves and their dreams of freedom. The show's title comes from a line in a song by Harriet Tubman, "... Beyond dis vale of sorrow/ Lie de fields of endless days."

JACK COVERSU PHOTO SERVICE (2)

HOMELESSNESS IN THE HEARTLAND

In America, trends have a way of starting on the coasts and moving their way inland. Unfortunately, that holds true not just for hemlines and hairstyles, but disturbing societal trends, as well.

In what its principal investigator calls the first project of its kind in the Midwest, the National Institute of Mental Health has awarded Iowa State nearly $240,000 to study the risks and psychological effects of life on the streets for homeless youth.

Over the next three years, sociology Professor Les Whitbeck will interview children and, when possible, their families, in Des Moines, Lincoln, Neb., St. Louis and Wichita, Kan. Whitbeck says his research will focus on the risks and psychological stresses of living on the streets. Until now, Whitbeck says, studies have focused on youth in metropolitan areas.

CENSOR THIS!

Another stunning honor for English prof-*cum*-Pulitzer winner Jane Smiley:

In March, she was elected to the American Academy of Arts and Sciences. The author of the celebrated 1991 Pulitzer pick, *A Thousand Acres*, was one of 184 elected for their contributions to science, scholarship, public affairs and the arts.

The academy committee apparently was unfazed by happenings a month earlier in the far northwest corner of the country. There, in Lynden, Wash., a small religious community (pop. 5,700) where the stores are closed on Sundays, the high school principal caved to community pressure and banned *Acres* from an advanced English class. A devout leader of a group called the Washington Alliance of Families protested the book because of its mention of incest and an extramarital affair. In February, on the eve of a referendum on a $3 million tax levy, Principal Ken Axelson yanked the book. The levy failed, anyway, but passed two months later.

Smiley's reaction to the potential loss of sales among Dutch communities nationwide: "Hot dog!" she told the Des Moines Register. "... Nothing succeeds in finding a writer readers better than censorship."

Life just keeps getting better for Jane Smiley.

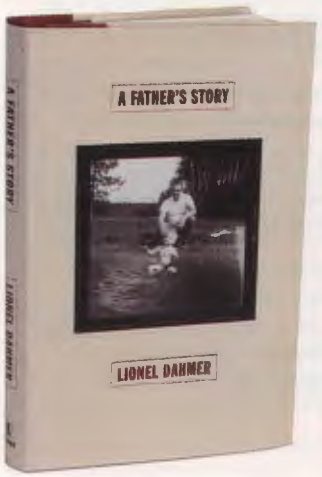
A FATHER'S NIGHTMARE

He was an all-but anonymous recipient of a 1966 Iowa State University chemistry Ph.D. Anonymous, that is, until 25 years later, when the hideous acts of his son vaulted his surname — Dahmer — into the nation's worst nightmares.

In his wrenching memoir, *A Father's Story* (Morrow, $20), Lionel Dahmer tries not to revise the story of Jeffrey Dahmer's monstrosity, but to plumb the father's role in creating it. Through 252 pages he seeks in vain to find the definitive roots to the madness that would lead his son to brutally murder 17 young men.

That search winds him through Iowa State University, where Jeffrey lived in Pammel Court from ages 2 through 6. It was here, Lionel Dahmer writes, that his son may have experienced "the single, happiest moment of his life" — nursing a wounded nighthawk back to health and seeing it fly away.

It was also in Ames that the father first noticed his son's fascination with bones. And that the father increasingly poured himself into his chemistry lab work, to the detriment of his mentally unstable wife and increasingly withdrawn child. By the time the Dahmers left Ames, in October 1966, Lionel writes, his son's "strange and subtle inner darkening began to appear almost physically. ... I can't help but wonder if strange shapes were already forming in his mind."



Lionel Dahmer writes about rushing from his lab to Pammel Court for a quick dinner each night, then racing back to work. "I wasn't there to sense ... that he might be drifting toward that unimaginable realm of fantasy and isolation. ... Yet, it may have been happening even then, while I gulped down my dinner and bolted past him for the door, comforted by the notion that I was the only member of our family who was going out into the night."

TABLING AN UNCOMMONLY REVERED CAREER

Presidents, deans and football coaches come and go, but for 50 years, Iowa State students could count on one fixture of campus life: Alex at the Memorial Union. He started bussing tables for 35 cents an hour when FDR was president. Forty-nine years, three months and 27 days later, Walter "Alex" Barrie donned a tuxedo and said good-bye, with legions of well-wishers flocking to the Commons to wish him well.

Alex says the Commons once had a strict rule: No mingling with customers. "But I never wanted to be an old crab, a sourpuss," he says. "I just wanted to say, 'Good morning, how are your classes?'" The rule was soon rescinded — to the joy of thousands of customers who've remembered Alex long after forgetting their classwork.

Alex has few definite plans; fishing, traveling and leisurely morning walks sound like a full retirement plate for now. He'll also stop back in the union from time to time. "It's always been like a home to me," he says. Generations of Iowa State students would be glad to welcome him back home any time.

JIM HEEMSTRA

Alex Barrie

STATE STATS: FRESH NUMBERS

Percentage of ISU's 1993-94 freshmen who think the federal government should raise taxes to reduce the deficit: 41

Percentage who think it's important to have laws prohibiting homosexual relationships: 37

Percentage who think marijuana should be legalized: 21

Percentage who think the federal government should do more to control the sale of handguns: 79

Percentage who think the courts have too much concern for criminals' rights: 70

Percentage who said making more money is a very important reason for completing school: 78

Percentage of 1983-84 freshmen who said making more money is a very important reason for completing school: 66

Percentage of freshmen to whom financial aid was a very important factor in their school choice: 25

Percentage of 1983-84 freshmen to whom financial aid was a very important factor in their school choice: 10

*Source: Higher Education Research Institute, University of California-Los Angeles

ON THE RIGHT TRACK

Iowa State is pleased with its progress toward maximizing the number of student credit hours taught by tenured and tenure-track professors, Provost John Kozak says.

In an April report to the State Board of Regents, Kozak said tenured and tenure-track profs are teaching 63 percent of student credit hours. That's down slightly from the 65 percent in 1991, but up from 59 percent in 1988. Kozak says the university has set an ambitious goal: 70 percent.

The regents' study also showed ISU professors taught six credit hours per week, compared to the University of Iowa's 5.1 and Northern Iowa's 11.3. Marvin Berenstein, elected to another two-year term as regent president, says he is glad to see progress, but that he's looking for more. "I'm not satisfied," he said at the April meeting. "I want it to be better and so do the people at the schools."

The study found ISU faculty members spending 49.5 percent of their time teaching, 30.6 percent conducting research, 13 percent on public and professional service and 5.6 percent on administrative tasks.

NOT OUT OF THE WOODS YET

The second Veishea A.R. — After Riots or After Reorganization, take your pick — went off with what organizers and ISU administrators termed only a minor setback in an otherwise successful weekend.

President Martin Jischke and Veishea's organizers were understandably disappointed in the estimated 2,000 property-damaging, rocks-and-bottle-throwing partiers in west Ames late Friday, April 22. But they weren't about to let that one event — which Ames Police broke up with tear gas and a Mace-like chemical — detract from their success.

"It's sad that an isolated incident by a relatively small number of ill-behaved people has detracted from the efforts of literally thousands of others who have worked so hard to put on this fine celebration," Jischke says. "It was clearly the act of a few rowdies. It had nothing to do with Veishea." More than two-thirds of those arrested were non-students.

Organizers had spent a rather nervous weekend wondering how Jischke would react to the Friday uprising. It was Jischke, remember, who threatened to ax the 73-year-old event after the 1992 Campustown riots. The event underwent massive restructuring before coming back in 1993 newly committed to celebrating the university's academic roots.

No breaks from class were granted. The event focused on honoring alumnus George Washington Carver. Its theme was "A Journey of the Mind." Campus open houses were re-emphasized, resulting in what organizers said was a record number of visitors. And an estimated 50,000 people visited A Taste of Veishea, the carnival-like festival of food and music in the northernmost block of Welch Avenue in Campustown — the same area besmirched in 1988 and again in '92. "A Taste of Veishea really proved itself as the cure for Campustown's problems," says Steve Sullivan of ISU's News Service, a staff adviser to Veishea Central Committee.

Campus organizers vow to remain resolute in their efforts to put on a successful yet quiet Veishea '95. And as of May, the Ames City Council and Ames Police had begun meeting to hammer out plans to avoid off-campus skirmishes that have the frightening potential to explode into another full-scale riot.

Saving Veishea was an exhausting task. Keeping it saved will be no less so.

FOLLOW-UP FILE

LET'S GO BOWLING

Five Iowa State students left town Veishea weekend but found plenty to celebrate, just the same. The students — Tim Carter, Chad Kubicek, Rob Hentzel, Benn Kuecker and J.L. Nelson — traveled to Gainesville, Fla., to compete in College Bowl '94 at the University of Florida.

This was the second ISU team to advance to the finals *(Summer '92)* but the first to do so by winning one of 15 regional competitions. In February, the team knocked off perennial regional champ Minnesota to earn the automatic bid.

The Cyclone team, captained by Hentzel, took sixth in the 16-team field. Nelson was ranked 11th out of the 80 players. He is the only player to return from ISU's 1992 national wild-card team.

SHOPPIN' FOR BLUES

Iowa State's Maintenance Shop *(Winter '93)*, long revered locally for bringing some of the nation's top artists to campus, earned the blues industry's top award for clubs in May. The Memphis-based Blues Foundation gave the M-Shop a share of its Keeping Blues Alive Award in the Blues Club category.

Servin' up the blues

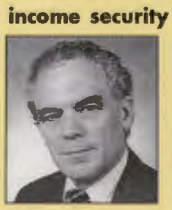
The foundation is the only organization that presents national awards to blues performers and the blues music industry. The Shop shared the award with the Double Door Inn in Charlotte, N.C.

"The KBA awards give us a chance to pay tribute to those in the music industry who have made major contributions toward preserving the history of blues, as well as those who get the music heard throughout the year," says Blues Foundation Executive Director David Less.

THOMPSON MOVES UP SOCIAL SECURITY LADDER

Add another Iowa Stater to the growing list of Washington, D.C. appointees *(Spring '94)*. Lawrence Thompson, a 1964 graduate, was recently named principal deputy commissioner of the Social Security Administration (SSA).

Recognized as one of the country's leading experts on income security programs, Thompson returns to SSA from the U.S. General Accounting Office's Human Resources Division, where he served as comptroller general. He previously had worked as SSA's associate commissioner for policy, after starting his public service career with stints in the research office of the Office of Economic Opportunity and in several positions within the U.S. Department of Health, Education and Welfare.



Lawrence Thompson

The Hiding Chronicles

Karen Bermann

GROUNDED BY HISTORY, ISU ARCHITECT DRAWS OUT AMERICAN SECRETS

WHAT WOULD FRANK Lloyd Wright be thinking? After all, architects spend years training for, then perfecting, the art of manipulating space to provide us with shelter, to preserve our histories. Nowhere on those blueprints do you ever read "Artist Rendering of an Exposé."

But for ISU assistant Professor Karen Bermann, architecture also represents hiding, "the mass that conceals you." A few years back, while a visiting professor at the Cranbrook Art Institute, she created a series of abstract doorway images "because I was thinking about doors and doorways and human movement, in both architectural and psychological terms," Bermann, now 39 and on the ISU architecture faculty, explains. "The impulse to open and close, the impulse to reveal and to conceal exists in a dynamic relation of forces. This door is both open and closed, a hybrid of desires and ambivalence".

The doorway project, and Bermann's subsequent philosophizing on "the inversions of materials" resulted in her authorship of an essay for a trade journal examining the role of architecture in Anne Frank's hiding place from the Nazis during World War II. Cutaway drawings of the house in which the Frank family hid illustrate the irony of architecture, Bermann says. "This house was really all about hiding, but here are these drawings laying it all open for us. And what we're really talking about is oppression, about oppressed people who had been made invisible one way or another. Architecture, by its very nature, deals with issues of visibility."

But the New York native's most well-known creation to date celebrates the heritage behind one of her hometown's most significant secrets: That in the late 1700s, as many as 20,000 African-American slaves, denied plots in the city's graveyards, were buried in an unidentified four-square-block, five-acre area now considered the nation's oldest known black cemetery. In time, countless municipal and federal government buildings were erected over these graves. Three years ago, while excavating a parking lot in preparation for yet another construction project, laborers discovered skeletons. Eventually, Congress blocked the impending construction and declared the area a National Historic Landmark. A competition was organized to solicit ideas for preserving the history of the site and paying homage to the dead; a project designed by Bermann and a colleague from Ohio State University was among those selected the best.

"We had a very strong sense from the beginning that we were only going to give it [the project] to the ground," Bermann says.

"We knew right away we weren't going to build anything. We didn't want something people could look at and then walk away. For the commemoration to happen, it really had to come up out of the ground."

In an interview with another design publication, Bermann elaborated further on the theory. "The ground is a kind of meeting place between us and them; we are walking over their unmarked graves. It's important to remember … the current condition of the site is a manifestation of a whole history of violation and invisibility. … How would these people have been buried had they been buried in Africa?"

"What drew the jury to this project was its conceptually strong, fundamental relationship to the way Africans in the New World buried their deceased," says Leslie King-Hammond, jury chairperson for the competition and dean of graduate studies at the Maryland Institute College of Art in Baltimore. "The practice was to take personal artifacts, break them and place them on top of the graves. So there might be wash bowls, water pitchers, mugs, cooking utensils or toothbrushes lying on top of these graves. I refer to it as drawing the circle around an individual's life, bringing it to closure and having the spirit rest in a manner of peace in the next level of existence. There's never an absolute death, unless an individual is forgotten. But people in slavery weren't ever able to come back to do that part of the caretaking."

It's Bermann's hope that groups of New York inhabitants, especially children, will be able to create panels of the sidewalk should the project be funded. (At press time, no specific entry had been selected for implementation.) Keys, bottle caps, even license plates could be imbedded, she says, to represent modern-day imagery in African-American culture.

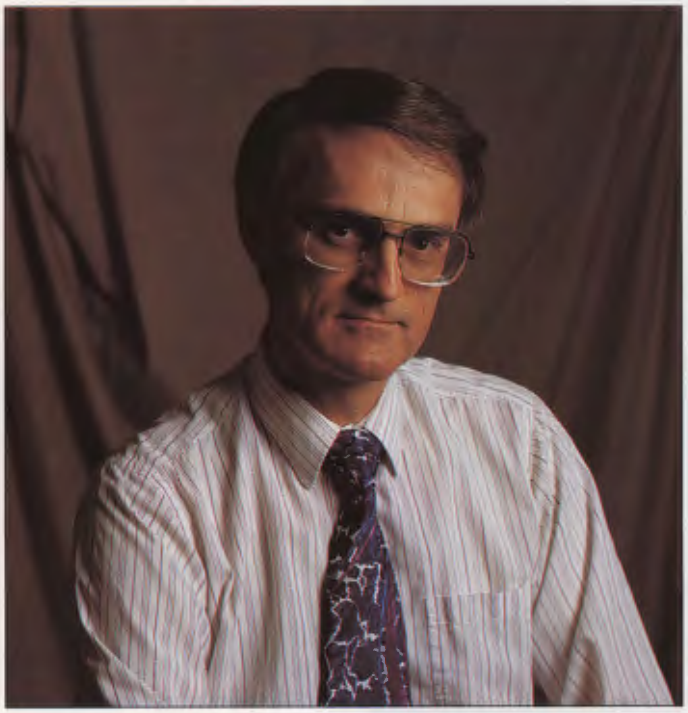
Bermann's computerized renderings of new manhole cover commemorations (above) and the sidewalk mosaics.

In a New York Times review of the competition, Herbert Muschamp says, "The design competition … represents an unearthing: an outpouring of the imaginations of mostly young, unknown designers. It is rare to see an architecture show so charged with passion. Of Bermann's entry in particular: "Their proposal is a brash outburst of contemporary street smarts. … Some viewers also will be reminded of jazz, an art form that has awakened many to the improvisatory beauty of the New York cityscape."

Part of Bermann's attraction to the project initially dealt directly with the city itself. "I felt an attachment. I felt implicated. I care about racism, and I consider it an issue in my life." Bermann's personal history shaped her interest as well. Her father's family were Austrian Jews who escaped the Holocaust, and "I think that has a lot to do with my whole interest in architecture. Because it's always about building … toward a certain sense of optimism, an optimism that imagines you're putting something forth into the world. Issues of optimism and stability have probably always been very important to me, because in my family, fleeing was a way of life." ◐

Presumed Innocent

EVEN IN TODAY'S ERA OF equal-opportunity courtrooms, many of our nation's judges continue to overrule the notion that women are, indeed, as capable as men.



Craig Allen

PROF ABUSES NOTION THAT WOMEN CAN'T MOLEST CHILDREN

At least when the case being made pertains to the sexual abuse of children.

Forget the meticulously investigated and documented cases compiled by law enforcement officers and social workers. Litigation has been dismissed by incredulous judges convinced such transgressions are impossible. Women can't do this to kids.

Tell that, says Craig Allen, to the purported millions of children in this country who most definitely have been molested by female perpetrators. An associate professor in human development and family studies, Allen is considered a research renegade in this specific manifestation of family violence.

"Many of my academic colleagues, well-known in the field, were saying that only men abuse, and women are the helpless victims," Allen recalls with irony. "Their theory was that women wouldn't, they shouldn't, they can't, they don't. But then my therapist friends, the front runners actually working with abusive families, were coming to me for treatment advice for mothers abusing their children. So my question became: If they can't and they don't, why, then, do they?"

A grant from the National Center on Child Abuse and Neglect led Allen and his research team to child abuse registries in Iowa and Missouri, as well as treatment centers in Minnesota. Seventy-five male offenders and 65 female offenders were interviewed. The resulting report was the first in the nation not only to validate the potential for women as sexual abusers, but also to estimate the prevalence of their exploitation at 8 percent of all child molestations.

According to Allen's research, female perpetrators tend to be poorer and more often unemployed than their male counterparts. What causes a female perpetrator to abuse? Allen suggests it may be:

- to gain a sense of power or control (traits often ascribed to male offenders)
- to seek companionship
- boundary confusion.

"One woman we interviewed sexually molested her 15-year-old daughter and said she was just trying to show her that she loved her," Allen explains.

While male offenders more often abuse female children than male children, women perpetrators were found to molest both sexes. Only now, Allen says, are men starting to reveal that they have been victimized by women, shedding more recognition on this problem.

It's this psychoanalytic — and some would say feminist — stereotype of "man the aggressor, woman the victim" that has contributed significantly to the denial that women can abuse, Allen says. That, coupled with the ability to mask some abuses as traditional, role-appropriate "female behavior," have kept the phenomenon in hiding.

Sadly, Allen expresses little optimism in "curing" female sexual offenders. "The track record [for rehabilitating male offenders] has not been all that encouraging," he admits. "Abusers of either sex don't move too easily."

At least one research study has shown that the average sexual offender has molested at least 70 victims by the time he or she is caught — yet another indicator that the unveiling of women as equal-opportunity abusers is destined to uncover even more violation and betrayal. ◐

Prime Target

SELF-PROFESSED COMPUTER 'GEEK' SATISFIES OBSESSION WITH VICTORY IN THE ULTIMATE NUMBERS GAME

IT'S AN IMPRESSIVE SET OF FIGures: 100 quadrillion calculations over nine months. Assistance from more than 600 people on six continents. Two New York Times stories.

What does computer engineering undergrad Michael Graff have to show for it all?

- $33.33 donated to charity in his name;
- an extra line on his résumé and
- most importantly, he says, the ability to crow, "We proved our point."

Michael Graff, into computers "since I could breathe," says his career goal is to work "someplace with a lot of very powerful computers sitting around."

Graff, along with an Oxford University Ph.D. and an MIT grad student, led hundreds of fellow computer geeks in a Warholian pursuit of their 15 minutes.

They climbed the mountain because it was there. Waiting at the summit: The two prime numbers that, when multiplied, equal a 129-digit number published in Scientific American magazine 17 years ago as a challenge. A prime number is one, such as 11, that is divisible only by itself and one. The process of finding the two primes for a number is called factoring. The process of finding these two primes can only be called mind-numbing.

In the arcane world of computers, such numbers are used to "encrypt" computer messages for use in, for instance, banking and nuclear power security. In 1977, the inventors of the number — combining the initials of their last names, they called it RSA 129 — encoded a message and challenged the computer world to break the code. Anyone who could factor the number would receive $100 — paltry pay for a task that the inventors figured would require 40 quadrillion years of computer time.

We all know the meteoric rise of computer technology since the Carter Administration. Yet RSA 129 went unchallenged for 17 years. "Forty quadrillion years, apparently that scared people from even trying it," Graff says from the Durham Computation Center office he shares with two other students.

But he, MIT grad student Derek Atkins and Oxford computer system manager Paul Leyland weren't spooked. They put out the word that they were looking for fellow geeks to unite in pursuit of the factors. Graff says nearly 600 people and 2,000 work stations enlisted in the pursuit. Communicating through electronic mail, the foot soldiers would partake in what Graff describes as a *Wheel of Fortune*-like process of elimination.

A 29-inch New York Times story publicized their chase in March. The number was factored in mid-April; their discovery was capped by a press conference in the Morristown, N.J., headquarters of Bellcore, the sponsoring computer firm. More than one reporter noted that ponytails trailed behind each of the three prime figures.

GRAFF'S GRAIL

3,490,529,510,847,650,949,147,

849,619,903,898,133,417,764,

638,493,387,843,990,820,577

X

32,769,132,993,266,709,549,961,

988,190,834,461,413,177,642,

967,992,942,539,798,288,533

Graff was also on hand for the long-awaited unveiling of the grail-like message. It read: "The magic words are squeamish like ossifrage."

Forget that Michael Graff hadn't a clue as to what it meant. He had opened the trunk. The treasure inside had never really mattered. ◐

"THE TRUE TEACHER DEFENDS HIS PUPILS AGAINST HIS OWN PERSONAL INFLUENCE. HE INSPIRES SELF-TRUST. HE GUIDES THEIR EYES FROM HIMSELF TO THE SPIRIT THAT QUICKENS HIM."

— AMOS BRONSON ALCOTT, THE TEACHER

Alcott's sage view has proven no worse for wear over these past 150 years. Good teachers still *defend*. They *inspire*. They *guide*. And good teachers *quicken*: Figuratively, they quicken the mind; on the very best of days, they literally quicken the beatings of their students' hearts.

None of which is a happenstance occurrence. Teachers are like actors, pianists and tennis players: What we see and hear in the best seems so fluid, so instinctive, that we're fooled into forgetting that we are witnessing the product of a rare melding of talent, determination and years of painstaking preparation.

What is the teachers' analogue to the actors' sense of timing, the pianists' inner rhythm, the tennis players' fusion of finesse and raw power? From where do the best teachers summon their drive?

For answers, we turned to six of campus' leading educators. Granted, there is no one blueprint for building Alcott's true teacher. But within the following essays are found any number of paths to the truth.

'EXTRAORDINARY EFFORTS'

By Brenda Jones The responsibilities of a new faculty member on tenure track at the university, college and department level will intensify through research and service activity. Balancing the motivational strategies can become a process of digging through to the significant, pertinent, the relevant. Your germination of new ideas at times can become a challenge. Before changing the structure and necessitating revisions of your focus, you can complement and enhance your teaching skills and research. For each individual defending this infusion consummates personal arrangements. Yet a timeline with goals, mentors and colleagues is of the utmost necessity. The balance between your research and teaching means that for most, extraordinary efforts are required to create the benefits that are priorities for yourself and the institution.

It is the teacher's responsibility to use a variety of teaching techniques not only to encourage and enhance a student's academic achievements, but also to recognize that critical thinking is the teacher's professional responsibility. Tough analytical questions create an atmosphere that encourages all students to fulfill their potentials in life. The teacher will set standards, curriculum and evaluating procedures that recognize productive thinking, which is, of course, for artists a means toward perceptual thinking. As an artist and a teacher of art fundamentals, the complexity of the working process, along with the active involvement of your students, activates the individual independent judgment. For the teacher, flexibility is essential. Students' academic expectations should not be limited to only preparing them for a potential profession, but to enrich an entire society. The teacher must acknowledge that a student's uniqueness feeds on the enthusiasm exhibited by the stimulating challenge encouraged by the instructor, for the influence of the teacher can be enormous.

Brenda Jones (right) is an associate professor of art and design.

PHOTOGRAPHS BY JIM HEEMSTRA

'CONSUMER VS. PRODUCT'

By A.J. Singh Recently, we have started debating the issue of the student-as-a-consumer vs. the student-as-a-product model of the university education system. I am not an advocate of the student-consumer model or a supporter of the student-product idea. As is likely to happen in most debates, there are many merits to both sides of the discussion.

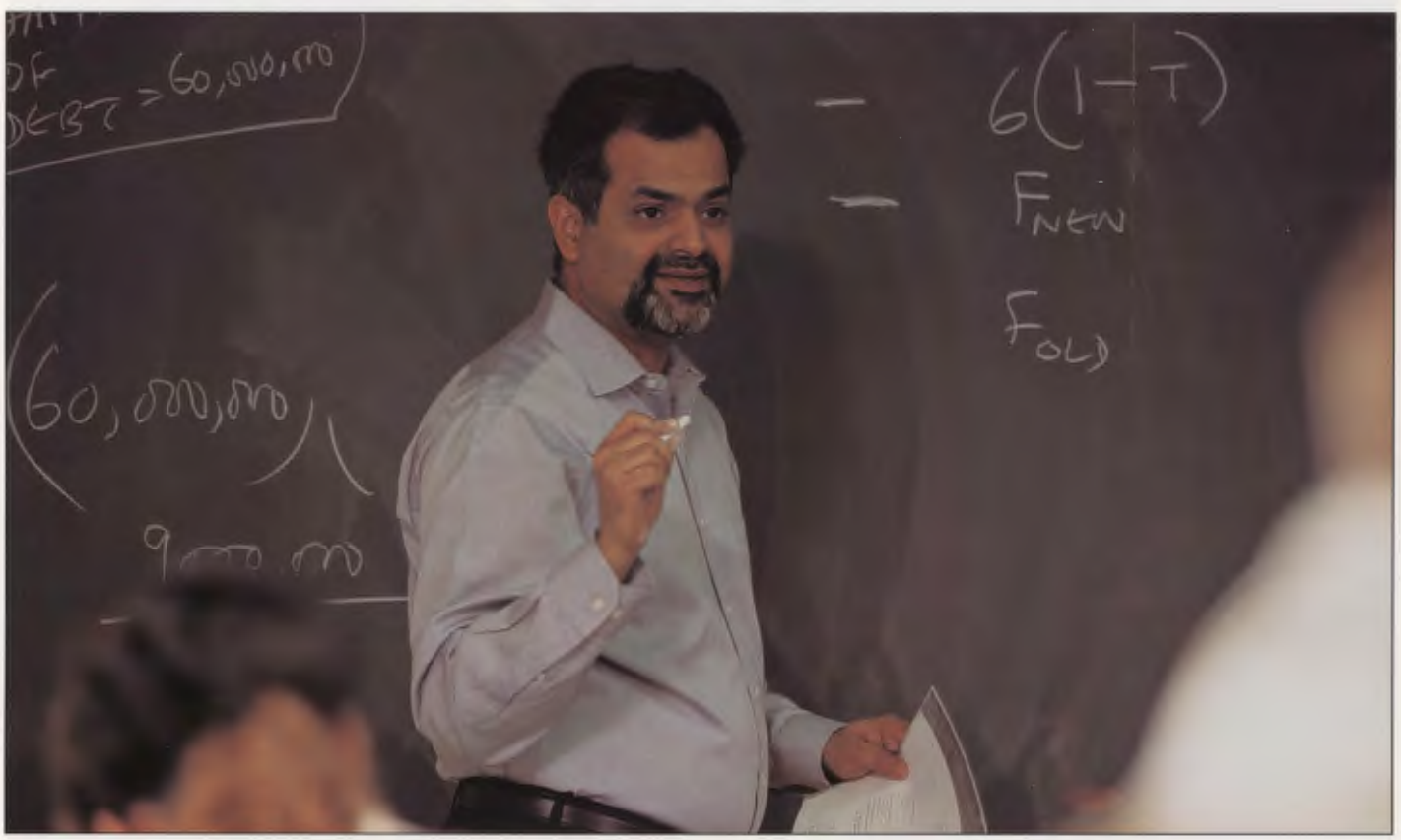
Faculty members often bristle at the thought of pandering to students, and may find the notion of trying to "peddle" knowledge fairly repugnant. Professors, quite correctly in most instances, feel that they have both the expertise and the perspective to determine what is best for their students. In deciding the curriculum and the specific course content, the professor is focusing upon the needs of the end-user: Other faculty members to whom the students are passed along in the education process, as well as the businesses and industries that ultimately employ these students. I do not feel that, in most instances, problems arise because of the nature of the course content. That remains quite justifiably the domain of the faculty member and is entirely consistent with the student-product model.

However, there is another critical aspect of the professor-student relationship. The student does not want to dictate what must be covered in the instruction package but has the right to demand that the contents be communicated effectively. Obtaining a Ph.D. and writing a masterful thesis is a far cry from mastering the ability to communicate those ideas in an interesting and comprehensive manner. I can remember, very vividly, several lectures that I attended in graduate school, where the professors were extremely knowledgeable — and extremely dull. The greatest effort was required to stay awake, rather than in trying to assimilate the material being presented. We require our elementary and high school educators to be trained in communication of their material. It appears that the mere acquisition of a doctorate somehow qualifies or in someway bestows upon university professors the ability to be effective communicators in the classrooms.

The reward structure in universities is also partially to blame for the lack of emphasis on effective teaching. As long as universities continue to reward mediocre research over good teaching, there will be little incentive for educators to improve upon their classroom effectiveness. Excellence should be rewarded, be it in teaching or research. Excellence in research is more easily measured; excellence in effective teaching is perhaps more difficult to assess. We need to spend time and resources in developing better measurements of teaching effectiveness.

In conclusion, I will again take the middle ground: The course content and curriculum issues are the domain of the faculty as they determine the shape of the student-product. But the effective communication of that material has to be considered within the purview of the student-consumer model. Perhaps our students have let us off too easily and have not demanded that professors be more interesting in classrooms. To faculty members who bristle at the thought of the consumer approach, I propose that being interesting and thought-provoking is not the equivalent of being entertaining. We need not dilute the course content to become more effective. We only need to become more imaginative in its communication.

A.J. Singh is an associate professor of finance.



'MAGIC IN THE CLASSROOM'

By Barbara Licklider Reflect with me about people who made a difference in your life. If I were to ask several of you to name those special people, it is likely that many of you would name a teacher. If I asked you to describe those good teachers, you might give me answers like those which follow:

•He really listened to me.
•I know she cared about me, not just about how well I did in her class.
•He lived math and really know how to make me understand it.
•She pushed me to do my best.
•He had confidence in me when I had none in myself.
•He taught me to care about things outside of myself.
•She treated us all with respect, and wasn't afraid to admit it if she made a mistake.

A good teacher is all of this — and more.

A good teacher, first, has a powerful faith in the future. He or she is a little like the forester who plants an oak sapling. The tree planter knows he or she will never live to see the tree in all its glory, but plants the tree with a vision toward the future generations. So, too, the teacher toils today knowing full well that it is not hers to reap the fruits of her labor. Her calling is to plant and nurture the seeds that will shape tomorrow.

The good teacher knows enough about people to understand that learning doesn't happen just because he tells students something — as Charlie Brown would say, "I said he taught it; I didn't say I learned it." The good teacher knows and understands his students, how they develop and learn. He understands that students actively construct and transform their own knowledge based on past experiences and prior learning interacting with new information. He knows, therefore, that students don't all learn in the same way or at the same rate. The good teacher is an effective diagnostician of students' interests, abilities, experiences and prior knowledge.

The good teacher also understands motivation and the effects of peer interactions on learning, using this understanding to help students develop character, aspiration and the desire to contribute to society. He wants all of his students to achieve at top levels so he avoids sorting them and setting them up to compete with each other.

Yet even all this is not enough. The good teacher knows the subjects she teaches and how to teach them. The good teacher is dedicated to exposing students to the social, cultural, ethical and physical worlds in which they live. She uses her disciplines as entrees to those worlds. Whether third-grade teacher or a graduate physics professor, she loves the subjects she teaches and knows how to make them come alive.

The good teacher does not view her subject matter and assessment of students' learning of it as recitations of dates, tables, formulas, rules or other demonstration of factual recall. The good teacher worries little about "covering the book," because she knows such a focus may well "cover" real learning so deeply that some students will never find it. The good teacher has a deep appreciation of how knowledge in her subject is created, how it is organized and how it is linked to other disciplines. She uses this knowledge to expose her students to modes of critical thinking, encouraging them to analyze content.

A good teacher cannot begin to nor continue to inspire active learning without being a learner. Indeed, as Joseph Cotton Dana said in 1912 when he was charged with finding a Latin phrase to be inscribed on a new building at Newark State College, "Who dares to teach must never cease to learn." The good teacher must constantly learn what is new in the discipline he teaches. In fact, the good teacher may help to create that new knowledge. He must continuously examine his teaching methods and find new ones. And, to remain connected to students and their lives, the good teacher must be a student of society and the constantly changing worlds in which students live. He must also willingly learn from his students as he learns with them.

Finally, a good teacher is a positive role model. She makes magic in her classroom with her excitement about what she teaches. She expects the best — of herself and others — and, therefore, usually gets it. She treats all people with dignity and respect and expects her students to do the same.

The good teacher is dedicated to making the future the best possible place for all of us to live.

Barbara Licklider is an assistant professor of professional studies.

'A CRITICAL INFUSION OF KNOWLEDGE'

By Howard Shapiro Teaching vs. research — the eternal struggle. We professors have only so many personal resources to bring to bear on our jobs. We are pulled in every direction, and many of us feel that our performance in each area suffers as a result. The increasing demands by administrators, legislators and others to expand funded research and become world-renowned seem to be at odds with their expressed goal of strong undergraduate education. But are they?

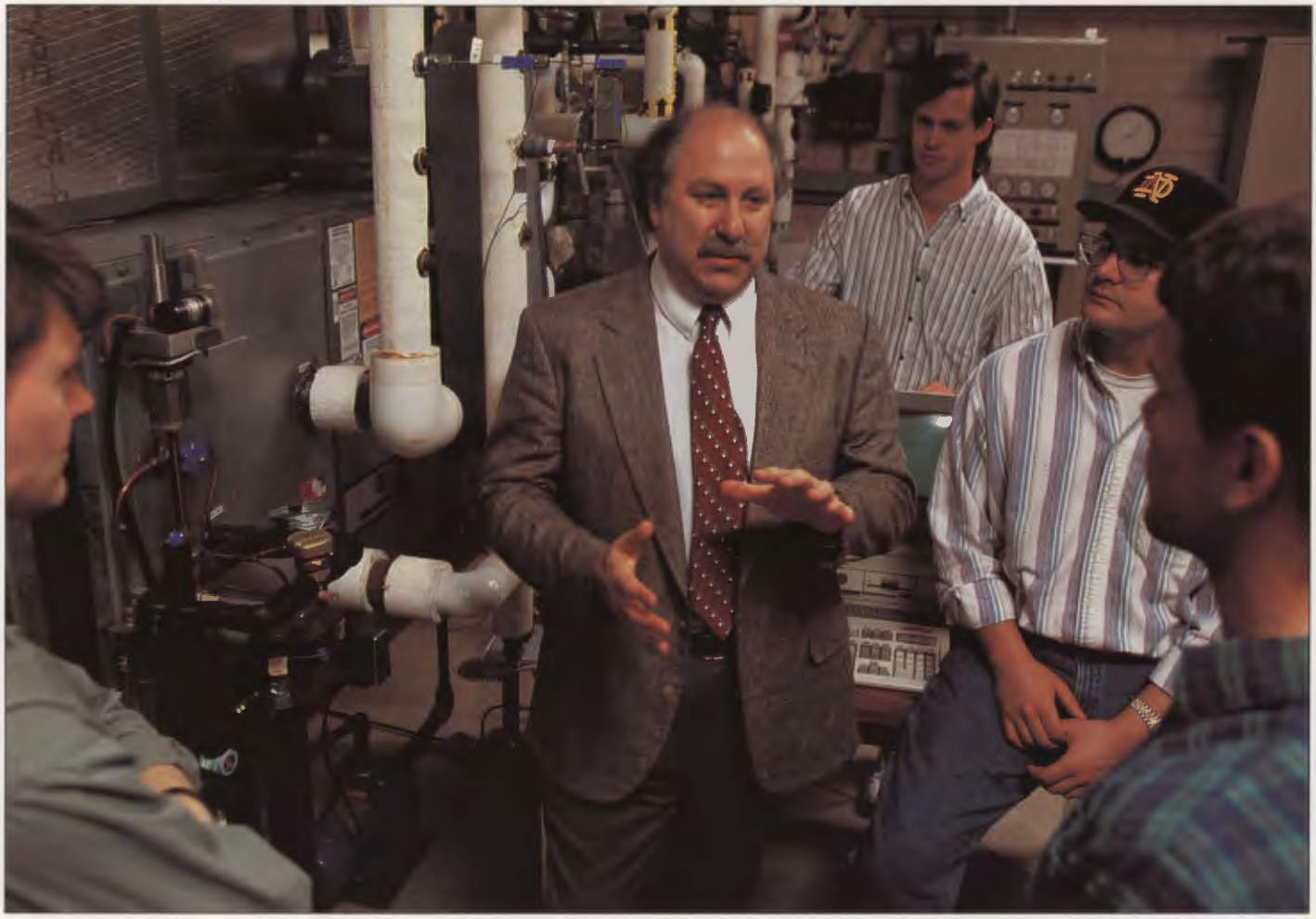
I am not sure they have to be. In part, the presumed struggle between teaching and research is due to the restrictive notion of each to which the university community clings. Research as it is really carried out belies the image of the bespectacled, unkempt mad scientist cloistered in a laboratory. For most, it is an interactive venture, often done jointly with graduate students and with outside sponsorship. We interact with students on campus, with our peers at professional meetings and with project sponsors. Even this description is too monolithic to describe the many dimensions of research at a university. The definition of academic research must be made inclusive to encompass the wide variety of intellectual, scholarly and artistic endeavors in which active faculty engage. And the reward systems must reflect this definition.

Common among the activities we call research is a critical, and continual, infusion of knowledge. This is the lifeblood of teaching. Our disciplines may be varied, but they are vibrant, and we must always grow with them. We should not forget that the vast majority of university professors moved directly from being graduate students into their academic positions. By applying themselves to their fields of study, which usually means conducting research, they maintain and enhance the ultimate tool of their trade — knowledge. Those who come to the university after other careers must work to keep up with the rapidly changing "real world." In some fields, the active practice of a profession by faculty members is a necessary adjunct to their teaching. So we need to view research broadly in terms of academic pursuits, and thereby make it a more critical endeavor that is integral to teaching.

Further, we greatly underestimate the importance of teaching if we measure it as only the formal classes in which professors transfer their wisdom to legions of students, no matter how eager their charges are to learn and go forth. Brainstorming with students on a research project, struggling for hours with a graduate student through a particularly sticky issue, setting up student practicum experiences and helping revise a thesis are vital forms of teaching. They all require faculty members who are on the forefront of their respective fields and who share that vantage point with their students.

The most effective professors weave research — their own learning — and teaching into the integrated fabric of a seamless patchwork quilt that makes up their academic endeavors. Research is learning. Teaching is learning.

Howard Shapiro is a professor of mechanical engineering.



'A LIFETIME OF LEARNING'

By Elizabeth Hoffman "We come to college, not alone to prepare to make a living, but to learn to live a life." These words are more true today than when they were inscribed in the Memorial Union 50 years ago.

Why? Because technology is changing so rapidly that most "truths" we learn today are obsolete tomorrow. Gary L. Tooker, the CEO of Motorola, recently said that the half-life of a technical education is about five years. That means that the technical information learned as a freshman may be obsolete by graduation and first job. Today's 21-year-old college graduate will change careers four times in his or her lifetime. If students are not prepared to keep learning new things as technology changes, they will not be prepared to compete in the workplace of the 21st century. College must not be the end of 16 years of schooling; it must be the beginning of a lifetime of learning.

How can we help Iowa State students prepare for a lifetime of learning, while still acquiring enough knowledge for a first job or entry into graduate school?

We must move from an emphasis on learning to an emphasis on learning intellectual and communication skills along with the facts.

How do we impart the necessary skills and still teach students an up-to-date version of today's knowledge? While each subject is different, and small classes are different from large classes, there are a few general principles. First, we can lead students from showing them how to set up and solve old problems to having them set up and solve new problems themselves. Having done that, we must be generous in judging the final products. We must accept that some students will not get it right the first time, but we have to give credit for the journey.

Second, we can divide students into teams, assign projects that are more difficult than any project we would assign to a single student and require the teams to prepare written and oral reports. We also can have teams of students read assigned course material and teach it to their peers. In large lecture classes, we can ask students to come up with the next step in a logical argument.

Third, we can involve students in our scholarship. Nothing transforms a student more thoroughly than direct involvement in real faculty research. Henry Rosovsky of Harvard said in *The University: A User's Manual* that undergraduates should want to study with the best scholars in the world; those intellectuals can introduce students to the thrill of discovery at the frontiers of knowledge. We have some of the best scholars in the world, working at the frontiers of knowledge, here at Iowa State.

If Iowa State can help students learn to solve problems, work in teams, and enjoy and appreciate research, we will have started them on a journey toward a lifetime of learning that will benefit them economically and intellectually. We will, in fact, have prepared them to both make a living and live a life.

Elizabeth Hoffman is dean of the College of Liberal Arts and Sciences.

'LONG, HARD EFFORT'

By Ronald Peters The passage of time has profound effects on all of our lives. In the academic community, it turns junior faculty into senior faculty, although it is unclear when this metamorphosis occurs. There is no obvious portal through which we pass, although promotion to a tenured academic rank is a necessary first step in the progression.

I hasten to add that senior does not simply mean old. Some faculty acquire this status at a relatively young age. I suppose the term is meant to loosely describe a maturity of judgment and a collection of academic experiences that can be acquired only over an extended period of time. After 31 years at Iowa State, I would guess that most colleagues, students and friends identify me as a member of this senior group. I have clearly arrived.

Many signs point to a renewed emphasis on undergraduate instruction at Iowa State, including the establishment of the Center for Teaching Excellence (*page 21*). Another recent initiative is to have senior members of the faculty teach entry-level courses across the curriculum. What does this mean? Are senior faculty better teachers than junior faculty? Not necessarily. Many junior professors are or will become excellent teachers. Junior faculty, however, must cope with the pressures of the promotion and tenure process and consequently concentrate on the research and scholarly activities that will lead to promotion in their discipline. Further, it is my firm conviction that the first course you teach will never be the best course you teach. You learn from your mistakes. You find out what works and what doesn't work in the classroom. In other words, good teaching is most often the result of long, hard effort. Most faculty strive to become good teachers. It is not something that happens without effort. Becoming a good teacher is most often a long learning experience.

Ronald Peters is a professor of psychology.

You're a young assistant professor teaching a junior-level class for the first time. What looked like a perspicuous course outline six weeks ago now reads more like a formula for pedagogic disaster. Your first major test was a catastrophe, disfiguring the traditional bell curve into a steady climb along the X axis. What began as the occasional student's blank stare has metamorphosed into a stream of after-class questions and complaints. A palpable hostility streams through your lectures.

Where do you turn?

At Iowa State, the 1-year-old Center for Teaching Excellence may be your salvation. Here they mete out no professional punishment for admissions of academic anxiety. Some future tenure committee won't pluck your query out of a file and wave it in your face. As its name implies, the center exists only to promote quality teaching.

"Especially since the late '80s, when research became more and more dominant in news about Iowa State, faculty have been saying, 'We are serious about teaching, too,'" says center Director Steve Richardson. "With [the creation of the Center for Teaching Excellence], the administration has shown it agrees."

The aforementioned young professor is no hypothetical; Richardson provided him or her as an example of the service the center provides. He points out, though, that the center was not created only to advise walk-in customers. To be effective, a veritable beacon must gleam from its modest offices in the Laboratory of Mechanics building on the southwest corner of campus. Richardson works to shine that light through:

- a monthly newsletter.
- a monthly dinner/discussion, open to all faculty. Some 50-70 teachers regularly attend the 90-minute sessions. Typical topics include grading, promotions and academic diplomacy.
- as-needed departmental or individual sessions with Richardson or selected faculty members.
- campus workshops aimed at topics from recognizing and accommodating varying learning styles to promoting classroom diversity.
- regular faculty orientations.
- a new video, *What Kind of Teacher Are You?* promoting excellence and guiding teachers through the production of a Teaching Portfolio. Richardson describes it as a document "summarizing a faculty member's abilities, accomplishments and aspirations in teaching. Like an artist's portfolio, it shows the teacher's best work."

Though for more than a century teaching has been an essential mission of the land-grant institution, research has long been the work most thoroughly documented — and rewarded. Here, ISU is not alone. Rare is the professor — such as a Ron Deiter, in economics — who earns tenure on the merits of teaching alone. "I don't like the value system in place, but I see it as a reality," says Deiter. "Documenting research is easier than [documenting] teaching. I decided a long time ago that teaching and advising are the most important things done at a university like Iowa State. I guess that makes me a rare bird."

But respected nonetheless. Richardson says the center doesn't exist to change 200 years of American higher education — only to advocate the position that solid teachers are crucial to President Martin Jischke's goal of making ISU the nation's leading land-grant institution. "A center like this is necessary," Richardson says, "to pull people back to a campus focus that we're here to work with students. I agree that research, patents and technology transfer are vitally important. But the pendulum is swinging back a little now. ... People are saying, 'We got our research pretty well in hand. Let's do the same thing for teaching.'"

That was the goal for the aforementioned perplexed professor. While that first semester remained a struggle, Richardson happily reports that the center's services did help the instructor gain control and become an effective teacher. Sometimes the pendulum just needs a little nudge.

—Dan Davenport

Steve Richardson

A TEACHER...

Henry Brooks Adams knew of what he wrote. The best teachers' influence never stops. Following, six alumni reflect on their most influential Iowa State instructors — influential in their academic careers, their professional pursuits, their everyday lives.

Lynda Anderson, '64, president of First Chicago Bank in Winnetka, Ill.

Favorite teacher: Lenore Sullivan, institutional management, 1930-66.

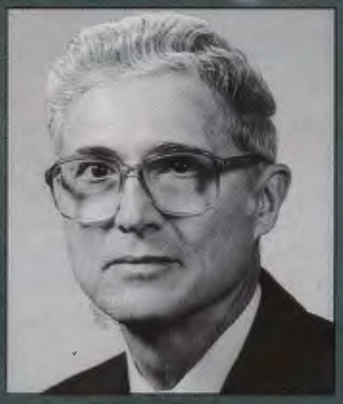
Quote: "[Sullivan] had Parkinson's Disease, and I think I had her in one of her last years. But she overcame that adversity with an incredible passion for what she was teaching. She instilled in her students that desire to learn, to be creative. Thirty years later, what I still use was her approach ... The way she worked with people, the atmosphere of excellence she created. When it comes to mentoring, I still try to model myself after her."

LENORE SULLIVAN

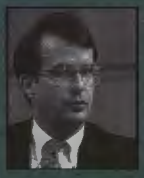
Carol Waldram Francisco, Ph.D. '87, head of Department of Biostatistics, Syntex Laboratories, Los Altos, Calif.

Favorite teacher: Wayne Fuller, graduate statistics, 1963-present.

Quote: "He has a tremendous ability to guide graduate students through their work. He has an original, independent mind capable of throwing new light on statistical problems he encounters. On numerous occasions my dissertation research ground to a halt when I encountered seemingly insolvable mathematical problems. Each time, Dr. Fuller provided new insights, ideas and approaches. He has a tremendous grasp of his field and an equally tremendous ability to communicate it. He's a wonderful inspiration."



WAYNE FULLER



Reid Crawford, '73, Iowa State vice president for external affairs, Ames.

Favorite teacher: Dorothy Schweider, Iowa history, 1966-present.

Quote: "Here's how good her class was: We met Tuesday, Thursday and Saturday at 8 a.m., *and I went to class.* She made Iowa history lively, important. I was intrigued by her. She could look at an auditorium full of students and somehow captivate us with what could be a boring subject. She was a tremendous role model for me."

DOROTHY SCHWEIDER

CAN NEVER TELL WHERE HIS INFLUENCE STOPS'

S. Lynn Kittleson, D.V.M. '72, veterinarian, Goldmount Veterinary Center, Sherburn, Minn.

Favorite teacher: Richard Lundvall, veterinary medicine, 1953-89.

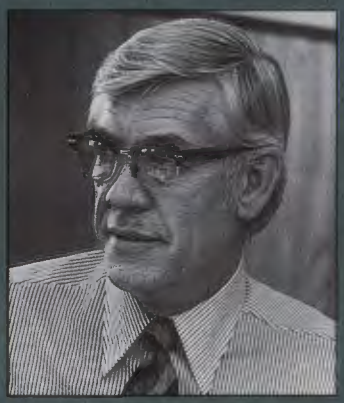
Quote: "Dr. Lundvall was influential in my life from the time I was 6 or 7 years old and I accompanied my parents with sick or injured horses to the ISU Veterinary Hospital. Dr. Lundvall was always very direct, to the point with no finesse. I remember fighting back tears when I fell short of his expectations — but because he expected so much, earning his approval was especially gratifying. I once admired a horse and pony print on his office wall. I told him that, and now it hangs in my exam room — a continual reminder of the huge impact he has had on my career as an equine practitioner."

RICHARD LUNDVALL

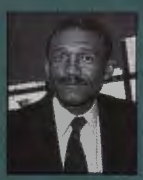
Roy Reiman, '57, publisher, Reiman Publications, Greendale, Wis.

Favorite teacher: J.W. Schwartz, Journalism and Mass Communication, 1945-77.

Quote: "He was the best because he worked me the hardest. There was the usual way to do things, and the Schwartz way. He kept saying, 'Boil it down, you can do better.' We always said that getting a 'B' out of Schwartz was like an 'A' out of anybody else. That kind of work, that challenge, is what stays with me."



J.W. SCHWARTZ



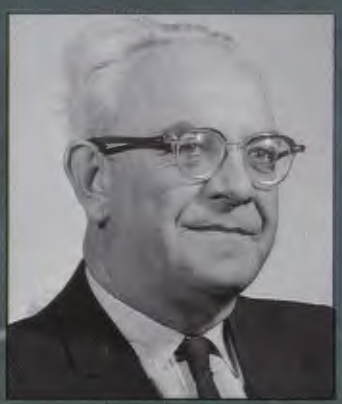
John Crawford, '59, principal, Robeson Intermediate School, Brooklyn, N.Y.

Favorite teachers: Keith Huntress, English, 1941-79; Bill Strannigan, basketball coach, 1954-59.

Quote on Huntress: "I was repeating English 103. Writing had never had meaning to me. Keith gave it meaning. He made it all make sense. Because of Keith, I think I became a pretty damn good writer. ... And it wasn't until I got into teaching that I realized his ability to find the special gift in each student. That's our job as educators, find it, bring it out, see those eyes light up. That's what Keith was all about."

Quote on Strannigan: "The thing Bill did better than any coach I ever saw was involve all his players, provide a forum. On road trips, he'd find time to sit with each player, talk with them like a second father. We'd have meetings after every game, and he'd give us the opportunity to express what we thought was good and not so good. Now, of course, I recognize that as training us for leadership. It's funny, we talk about collaboration all the time now in education. I don't think [Strannigan] called it that, but that's what he was doing."

BILL STRANNIGAN



KEITH HUNTRESS

Dove Tales

U.S. Poet Laureate Rita Dove was a most fitting selection to grace the opening ceremonies for Veishea '94 — A Journey of the Mind. Dove preceded her readings by saying, "[The word] journey requires that we don't sightsee, but we look inside of ourselves." The following works from her 1989 book, "Grace Notes" — about mathematics closing in on a young girl, and the Quaker Oats factory outside her hometown of Akron, Ohio — illuminate the early stages of her own introspective journey.

Silos

Like martial swans in spring
paraded against the city sky's
shabby blue, they were always too white
and suddenly there.

They were never fingers, never xylophones,
although once a stranger said
they put him in mind of Pan's pipes
and all the lost songs of Greece.
But to the townspeople they were like
cigarettes, the smell chewy and bitter
like a field shorn of milkweed,
or beer brewing,
or a fingernail scorched over a flame.

No, no, exclaimed the children.
They're a fresh packet of chalk,
dreading math work.

They were masculine toys.
They were tall wishes.
They were the ribs of the modern world.

Flash Cards

In math I was the whiz kid,
keeper of oranges and apples.
What you don't understand,
master, my father said; the faster
I answered, the faster they came.

I could see one bud on the teacher's geranium,
one clear bee sputtering at the wet pane.
The tulip trees always dragged after heavy rain
so I tucked my head as my boots slapped home.

My father put up his feet after work and relaxed
with a highball and *The Life of Lincoln.*
After supper we drilled and I climbed the dark

before sleep, before a thin voice hissed
numbers as I spun on a wheel. I had to guess.
Ten, I kept saying, I'm only ten.

Rita Dove is the first African-American woman to be named U.S. poet laureate. She won the 1987 Pulitzer Prize for poetry for Thomas and Beulah, *a book inspired by her grandparents. She is Commonwealth Professor of English at the University of Virginia.*

JIM HEEMSTRA

OVERRULED

by Allison Engel

DON NICKERSON, age 42, was selected for his latest job, U.S. Attorney, by the President of the United States. Federal judges and congressmen shake his hand and give chest-swelling testimonials to his person and achievements. Unique individual. Great integrity. Strong character. Intellectual honesty. But in high school, Nickerson was fully convinced that his future lay in a Ford or Chrysler assembly plant, working on the shop floor. It was an accident that Don Nickerson, now the chief federal law enforcement officer for the southern half of Iowa, went to any university, let alone Iowa State.

Nickerson came from a family that stressed education. But school counselors in 1969 steered young black men toward blue-collar work, and Nickerson was no exception. He was not well known at the large high school in Cleveland, Ohio, where he moved for his senior year. He was a B student, a silent presence with no hints of the leadership he would display at Iowa State, where he was vice-president of the student body during a tumultuous Vietnam War year. His entire high school extracurriculars consisted of running a little track and briefly singing in a men's glee club.

An English teacher recognized Nickerson's gift for writing and praised his work. Full of self-doubt, he asked her in all sincerity if he might be college material. She told him he would be a fool if he didn't go.

He chose Iowa State on a whim. His best friend in high school talked about enrolling at Ames, which seemed far enough away from Ohio to make it an adventure. So Nickerson followed his friend to Iowa State, and became one of the 123 African-Americans on a campus of 19,172. Nickerson had always lived in communities with large minority populations, and he was truly stunned by their absence in Ames.

"I would walk around wondering, 'Where are all the black folks? Geez, do they keep them in a separate place?' " he remembers. "I didn't realize places like this existed." Despite his culture shock and his friend's defection to the Coast Guard after one year, Nickerson stayed the course and thrived.

Don Nickerson, whose achievements in Iowa have been record-breaking (first and only African-American assistant U.S. attorney and first African-American U.S. attorney), has lived a life punctuated by positive accidents. There was his brokered political marriage with fellow sophomore Steve Zumbach to head the Government of the Student Body. And his 15-minute conversation with Des Moines attorney Alfredo Parrish, Jr. during Nickerson's TV reporter days, when Parrish convinced him to give law school a try. And his partnership with two out-of-the-mainstream attorneys, Les Babich and Mark Bennett, creating the closest thing Des Moines had to a public interest law firm.

All were life-changing accidents, but none so dramatic as the accident that occurred on a Friday afternoon in February 1992. Nickerson and partner Babich, in a highly unusual move for the two workaholics, left the office early and went to Babich's home to sit in the Jacuzzi, have a drink and listen to music. Nickerson started changing out of his work clothes. Babich went to turn on the radio. Babich, for no reason he can fathom, felt something was wrong and went to check on Nickerson. He found his law partner submerged in the Jacuzzi, in the midst of a seizure, blood coming from his mouth. "I could have come in a few minutes later and it would have been too late," recalls Babich. "What if I had stopped to get something out of the refrigerator? What if he had been driving his car?" Brain scans disclosed a malignant tumor.

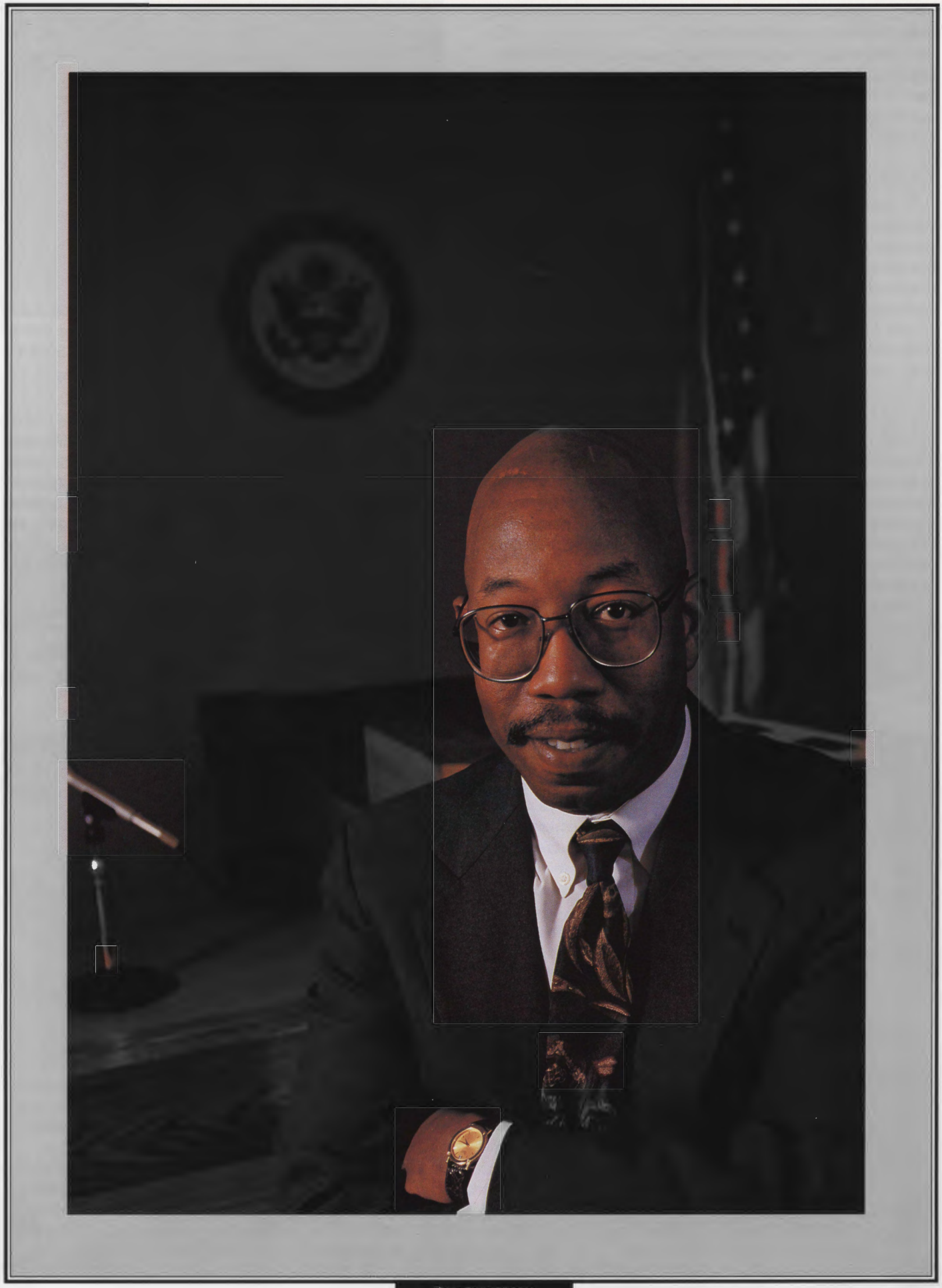
> LAWYERS ARE NO STRANGERS TO ACCIDENTS, AND DON NICKERSON IS NO EXCEPTION. WHAT MAKES THIS CASE EXCEPTIONAL IS THE POSITIVE WAY HIS LIFE WAS SHAPED BY A SERIES OF ACCIDENTS—ESPECIALLY THE ONE THAT ALMOST KILLED HIM.

Doctors in Des Moines recommended waiting a month for surgery, when swelling would have subsided. Nickerson's friends urged a second opinion, and arranged a visit to the Mayo Clinic. What appeared to be swelling was in fact a very rare tumor, one that most doctors would never see in a lifetime. Surgery was needed right away.

"I don't think Don would be here today if he didn't have that second opinion," Bennett says. "I would have wanted to strangle the local doctor, but Don's immediate reaction was that he didn't know how to tell the local doctor that he had gotten a second opinion. I think that tells you something about Don."

Less than a week after his surgery, he was back in the office reviewing his mail. That surgery, and full regimes of chemotherapy and radiation, sometimes left Nickerson so debilitated he would sleep in the middle of the day on his office floor. But he kept up his busy practice of immigration law. "He was conscientious, professional and determined to work as hard as he could throughout," said Babich. "I think it was his way of not succumbing to the cancer."

More than two years after his seizure, Nickerson is still bucking the odds. Checkups continue to show he is healthy. The visible result of his ordeal is a long curved scar on the right side of Nickerson's still-shaven head. It's a startling change from his former wire-rimmed, professorial look. When he flashes his bashful



DON NICKERSON

smile Nickerson still looks like a teenager, but the bald head presents a mature, more powerful visage.

Staring death in the face caused more than cosmetic changes in his life. Nickerson's spiritual life has taken center stage. "God and I had a terrible fight during my early history in Des Moines," said Nickerson. "But when you're facing death, you think about how you want your progeny and your dad and mom to remember you. The cancer has made me more serious about trying to do something positive in life."

Nickerson has become a faithful member of St. Paul AME Church in Des Moines, singing in three of its choirs, serving as a trustee and attending Bible study. He has formed a budding friendship with its new pastor, the Rev. Michael Hurst, who is roughly the same age, grew up in Detroit, and has a son the same age as Nickerson's son, 2-year-old Jordan.

"His humility level is really refreshing for someone with his status in the community," Hurst says. He believes that "Nick," as he calls him, keeps his roots in the black community at the same time he functions well in the majority community "because he's not looking at it as moving up the ladder or ingratiating himself. Man, woman, black, white, he believes we are all one in Christ Jesus."

Nickerson is trying for more balance in his life, trying not to let work consume him as it has in the past. An early marriage, which produced a daughter, Chris, now 12, ended in divorce, as did his second marriage. However, he and his second wife, Jinny Garrison-Nickerson, the mother of his son, have reconciled, and are remarrying this month.

Garrison-Nickerson, a former police officer and recent law school graduate, said her husband is not the same man he was before his accident. "He's more considerate and compassionate, and he realizes the importance of family, friends, community and God in his life. He's not just a lawyer working all the time."

"I was a fool," Nickerson admits. "I was worried about people thinking well of me. Now I'm God-fearing and trying to do what God wants me to do."

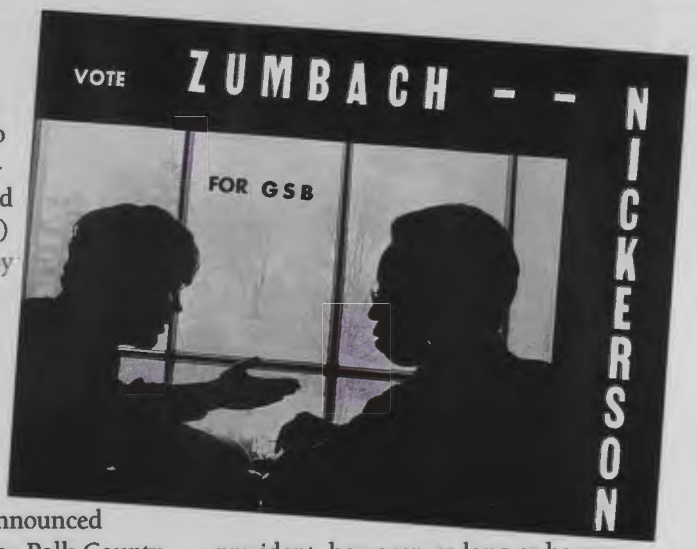
For inspiration on the role of faith in a life, Nickerson need look no further than his father, the Rev. David Nickerson, an Episcopalian minister. Sometime, Don says, he is going to write an article about his father, on the order of Reader's Digest's "The Most Amazing Person I Ever Met." His father was an amateur boxer, a farmer, attended law school before getting the call, has ministered to all-white congregations and migrant workers, is a skilled carpenter and auto mechanic, and "is driven by faith," his son says admiringly. He remembers a falling out his father had with a congregation in Columbus, Ohio, when Don was 18. His father resigned over a matter of principle, then took a job as a short-order cook at the Ohio State Fair. Don, seeing him in greasy old clothes, asked whether it wasn't embarrassing for a minister to take such a job. "No work is embarrassing if it is honest work," his father told him.

Don Nickerson's swearing-in on March 8, was a perfect reflection of the man he has become. His remarks after taking the oath of office were personal and poignant. He was at ease enough to joke with U.S. Senator Tom Harkin about being "literally the dark horse" candidate for the job. Rev. Michael Hurst and several members of the St. Paul congregation were on hand, and Don paid tribute to God for his blessings, leading several "amens" to be called out as he talked. He paid tribute to his wife Jinny for standing beside him, even after they split up. "She came to my bedside, prayed with me and held my hand."

He gave a special message to his 12-year-old daughter, Chris, that is similar to what he tells youthful audiences during his frequent speaking engagements. "What I've tried to demonstrate

Spring, 1971

A Wild GSB Election



Steve Zumbach grew up on a farm in northwest Iowa. He was a national FFA officer, a fraternity member and an ag major. Don Nickerson was an urban African-American who lived in a dorm and studied journalism and sociology. The two had never met before campus power brokers suggested they sit down at the Union in the fall of 1970 and see if political sparks flew.

Remembers Zumbach, now a high-profile attorney in Des Moines, "I was surprised at how quiet and reserved Don was. He's the type who listens first, long and carefully, and then has something to say. Most student government types spoke first and thought later."

The two "danced at arm's length" for a while, "figured out we were both human beings" and decided to form a ticket, says Nickerson. The two were seen as a moderate (Zumbach) and a liberal (Nickerson) and were opposed by a conservative duo, Ron Holmes and Scott Shafer. However, Charles Knox, the former head of Iowa's Black Panther Party, joined the race; he announced his campaign from the Polk County Jail, where he was imprisoned on a contempt of court charge. Knox, a former ISU student, was not enrolled at the time, and there was a protracted outcry when he was denied late admission for winter quarter. He was ruled eligible to run for GSB president, however, as long as he was enrolled in time for the inauguration. His controversial campaign, with a graduate student, Barbara Yates, as a running mate, drew state and national attention, pushing Nickerson and Zumbach into the spotlight as well.

The fledgling Black Student

Top priority on Nickerson's personal docket: Son Jordan, 2.

with my life is that if you sacrifice, you maintain discipline and do the right thing, you will have opportunities open in front of you, so many opportunities you will have trouble choosing."

So what kind of a federal prosecutor is Nickerson? Former partner Mark Bennett remembers his first professional contact with Nickerson vividly. "I had a client indicted by the grand jury and went to meet with Don, the assistant U.S. attorney on the case. Normally, it's like pulling teeth to get transcripts and evidence from the government. I told Don what pretrial motions I would file for evidence and he said they weren't necessary, that he would give me all the files on the case. 'If we can't give you everything and still win the case, the government doesn't deserve to win,' "Bennett recalls Nickerson telling him.

"I was so impressed that I went back to my office and told my partner that there was a U.S. attorney who actually believes in government the way it should be run. I told him here's somebody we ought to hire." Two years later, Bennett and Babich did.

The three practiced together for 11 years until Bennett was tapped as a federal magistrate judge. Two years later, Nickerson was selected to be U.S. attorney. Two important federal positions would not be unheard of in a large, politically well-connected law firm, but for a three-person partnership that was genuinely apolitical, it was extraordinary.

Nickerson is too honest to demur when asked whether he hoped for the job of U.S. attorney. "I wanted to be in this position really bad," he says candidly. "I wanted to make a difference, and you have to have some power and authority to do that. You can be standing outside the edifice beating it with a stick and sometimes people won't hear you. From inside, you can issue an edict and make a change. The challenge is once you are inside to keep in mind what's right and what's fair."

Nickerson is interested in making an impact on health care fraud and on people who deal in drugs and guns. He also sees the position as an opportunity to break down some stereotypes. For example, he notes that rural crime, while less visible than crack cocaine dealing in the inner city, can be even more violent, such as in methamphetamine distribution by motorcycle gangs.

Nickerson knows that mandatory sentencing laws have taken away much of the discretion judges and prosecutors have had, but is determined to be creative in his charging decisions. "I could take away a lot of my struggle if I just decided to go for the toughest charge in every case," he said. "I'm hopeful I can touch someone who hasn't gone down the path of criminal life so far that there's no return.

"I hope I can be an accident in the lives of some people who need accidents."◐

Allison Engel, '73, is a freelance journalist in Des Moines.

Organization threw its support behind Knox, and Nickerson was under pressure by campus African-Americans to show solidarity by dropping out of the race and backing Knox. "For him to weigh these things that affected his personal relationships and whole lifestyle at ISU was I'm sure very difficult," Zumbach recalls. Nickerson decided to stay on the ticket. "I viewed that as one of the very true acts of personal courage I had ever seen," says Zumbach. "A commitment had been made and he honored it. We were friends of 30 days when this happened."

Zumbach and Nickerson won the primarily handily, knocking Knox and Yates from the race. In a surprise move, Holmes dropped out of the race after Clyde Brown, head of statewide Vietnam Moratorium, petitioned onto the ballet, a feat which required signatures from 10 percent of the student body. Opposition to the Vietnam War was growing, and Brown was leading the protests across Iowa. The ISU Daily endorsed Brown and his running mate, John Hugg, another graduate student.

As Zumbach remembers it: "We were afraid the momentum was shifting to Clyde. We knew if there was an escalation in the war, he would be on the front page every day. The week of the election, Nixon escalates in Cambodia."

More than 4,300 votes were cast in the election — the largest GSB election turnout in history. Zumbach and Nickerson won by a margin of 838 votes. Their one-year term was as eventful as their campaign. War passions flamed. Students became enfranchised for the first time. Ralph Nader began his Public Interest Research Groups on campus, with their controversial negative checkoffs of activity fees. GSB financed the publication of a birth control pamphlet. GSB tried to initiate better rock concerts and somehow found itself the financial backer of a concert starring the notorious no-show Sly and the Family Stone. Funding of women's sports, day care and the power of the Athletic Council all caused great uproar.

"Nothing was easy for us," Zumbach remembers. "Being thrust into the position to deal with strong opinions forced me to recognize that there is not always one way to do things. Don Nickerson taught me a lot about group dynamics and inclusive leadership."

As usual, Nickerson deflects the praise. "He opened my eyes to see I could do what I had never before considered. It was a great growth period for me, and I'll be forever indebted to him." —*A.E.*

Out of Focus

What else fuses Ravel's *Bolero*, six dozen surgical gloves and an air compressor? What other campus event combines depictions of a serene, early 20th century street in Brooklyn, N.Y., a raucous boulevard during Carnival in Puerto Rico and a dank, lifeless slaughterhouse in rural Iowa?

Only Focus.

Since 1959 it has been Iowa State University's premier student arts festival, offering grants up to $600 for student works. (The Government of the Student Body provides $7,000-8,000 in annual funding.)

Each year several dozen students submit written proposals, then defend them before a jury of professionals. Focus' categories include painting, drawing, weaving, sculpture, calligraphy, jewelry and photography in the visual arts; music, dance and drama in the performing arts and fiction, poetry and critical essay in the literary arts.

"In addition to that great diversity of art represented, the best thing about Focus is the diversity of artists," says Bob Lindemeyer, associate director of ISU's Media Resources Center and chair of the 1994 Focus committee. "It's art majors, it's aggies, it's engineers, it's anybody who wants to do their own thing in the arts."

Focus is nothing if not an illustration of the human spirit's grand, insatiable longing to do its own thing. With the following photographs of 1994 participants and their art, VISIONS celebrates that indomitable spirit.

—Dan Davenport

PHOTOGRAPHS BY JIM HEEMSTRA

DRAWING THE HUMAN FORM

The fiscal year that was

Jim Hopson

With this issue of VISIONS comes the close of the '93-94 fiscal year. Thanks to each of you, the Iowa State University Alumni Association experienced yet another record year in membership, services and the $3.9 million endowment campaign fund. 1994-1995 promises to be even more successful as the association implements an aggressive marketing plan, completes the endowment campaign and initiates a strategic plan to take the organization to the year 2000. We'll enthusiastically anticipate your continued involvement and support.

Soon after the mailing of this issue of VISIONS will come a new and exciting format for the very popular events calendar, the University Book Store catalog and other items of interest. Please read the materials carefully and contact us to volunteer for a program or to request more information.

The Alumni Association volunteer effort was ably led this past year by Norman Skadburg, '69, M.S. '72, of Webster City. Norm completes both his year as president and his five-year term on the board of directors. He has been a leader in all facets of the Alumni Association, including chairing the $3.9 million endowment drive. Prior to being elected to the board, Norm served on the Alumni Association Honors and Awards Committee. Already he's served our organization for seven years, and he isn't through yet! He will remain on the board as past president and will represent the association also on the ISU Foundation Board of Directors.

Thanks to Norm's superior leadership and the loyal involvement of 28 other board members, 1993-94 was a banner year for your Alumni Association. A special tribute goes to retiring board members Linda Cottington, '70, Barbara Johnson, '49, and Dan Robinson, '70, M.S. '72, Ph.D. '78, for a job well done.

Officers for 1994-95 are: President, Harvey Freese, '70; vice-president/president-elect, Roberta Simpson-Dolbeare, '76; secretary, Donald Jordahl, '58; and treasurer, Warren Madden, '61.

We'll need your continued involvement and support as we move forward in 1994-95. You are the Alumni Association, and your association staff appreciates the opportunity to serve you.

Thank you!

Jim Hopson

James A. Hopson
Executive Director

The ISU Alumni Association — it works for a lifetime!

The ISU Alumni Association welcomes the following new lifetime members who joined during last October through March. If you would like to convert your membership from annual to lifetime, and receive a complimentary gift, call (515) 294-6525 for more information.

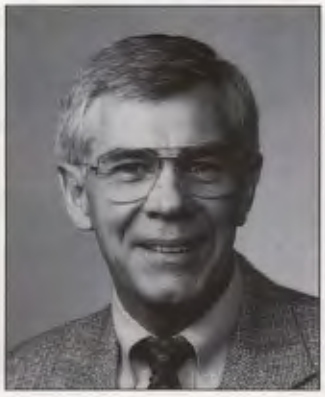
New members: Oct., Nov., Dec.

Bryan S. Anderson
John V. Anderson II and Cheryl W. Anderson
Ann C. Balusek
Steven G. and Jackie N. Bohn
Charles P. and Barbara A. Brown
Edward F. Cambridge
Robert T. Cota
Richard A. Crusinberry
William E. Detrick
Barry D. Dodd
R. Daniel and Susan I. Duve
Patrick J. Engholm
Rick A. Erickson
Andrew C. Estal
Blair C. Fuessley
Robert H. and Donna V. Furleigh
John T. Gaffney
Edward F. and Linda Gilmore
Rodney D. Goodall
George F. Haddix
Eric W. Hamilton
Larry C. and Theresa M. Harder
Ashlyn E. Hawk
Roger S. and Joan A. Hanson
Bradley G. and Jade D. Hart
Dale J. and Kathleen A. Heinrichs
David J. Heitman
Mark L. Hersom
Michael G. Hersom
Stanley J. How, Jr.
Robert D. and Laurie Wilson Ihry
Janelle K. Jacobsen
Beth C. Jansen
Gary D. Jepsen
Virginia O. Johansen
Ladon K. and Sonya B. Johnson
Neil M. Johnson
Kent D. Kuhlman
Matthew G. Lloyd
James A. Lockwood
Gregory L. Lorimor
John C. Lunsford
Daniel J. Martocci
Darryl L. and Susan B. McCann
Julie M. McPike
Paul C. Melde
Tony Meyer
Paul J. Miller
Randy A. Millsap
Jane E. Moen
Ann E. Mullen
Michael J. Murphy
Rodney V. Oathout
Brian K. Paulson
Supaporn Potibut
Steven D. Price
Judith F. Quinn
Winston A. Richards
Daniel C. and Suzanne E. Robinson
Larry G. Rowedder
Bradley A. and Malinda S. Scheideman
Richard D. Schipper
Sean M. Schneider
Hiren Shah
Mark E. Smith
William S. and Donna Erps Steckel
Randolph and Gwen E. Stone
John G. Straetker
Shane R. Stratmoen
Mark S. and Kari Olsen Stuckel
David R. Tometich
Thomas G. and Becky S. Tuttle
John M. Vanderlinden
Robert H. Vincent
Todd A. Weaver
Sheryl L. Weiser
Burt L. Wiebesiek
Raymond E. Yori

New members: Jan., Feb., March

Sidney C. and Florence L. Banwart
Tracy L. Borders
Thomas and Karen E. Brokken
Marcia D. Cannon
Christopher K. Clark
Gordon R. and Linda L. Coons
Ray H. Crammond
Lynn J. Engel
Thomas W. Hills
Brian J. Holliday
Billi J. Hunt
Lisa Jackson
Donald D. and Suzanne James
Brian C. Jaspers
Dennis W. McElroy
Kirk W. Neustrom
Rodney J. Ragan
Mark A. Recker
Glenn S. and Beverly S. Rowe
John A. and Lyla Schnackel
Susanne E. Scott
Chad J. Smith
Frans Soetomo
Alan L. and Darla Reed Tinderholt
Barry J. Walker
Risa J. Wiselogel
Dennis W. Worth
Monica R. Yori

Dale E. Anderson, '67



Glen A. Mente, '61

Deborah A. Turner, '73

Alumni Association members elect three to board of directors

In voting this spring, three alumni won election to five-year terms on the Iowa State University Alumni Association board of directors. Starting their terms this fall will be:

• Dale E. Anderson, a 1967 industrial administration graduate. Now semi-retired, Anderson is a part-time business management consultant in Peoria, Ill.

• Glen A. Mente, a 1961 undergraduate and and 1963 master's graduate in animal science. Mente is senior vice president of nutrition and product development for Kent Feeds in Muscatine.

• Deborah Ann Turner, a 1973 distributed studies graduate. Turner is a private practitioner in gynecologic oncology and co-medical director of St. Luke's Cancer Center in Davenport.

Get a life, get a print!

An exciting announcement for prospective lifetime members of the Iowa State University Alumni Association: Starting this month, new life members will receive a stunning lithograph print of a watercolor painting of ISU's campanile. 1986 graduate Bradd Brown, a Cedar Rapids architect, created this unique gift especially for the Alumni Association. Call (515) 294-6525 for information about upgrading to life membership.

The print will also be available for purchase later this year — at a discounted price for members! Watch your fall issue of VISIONS for details!

Welcome to the Club

You may not feel any different, but there's a good chance that a few days ago you joined a new club without knowing it.

That's because on July 1, all members of the Iowa State University Alumni Association automatically became members of their local ISU Club. This is a distinct change in Alumni Association policy, made by the board of directors with the desire to:

• eliminate confusion between local dues and ISU Alumni Association membership;

• free local clubs from the cumbersome job of collecting dues;

• highlight ISU Club membership as a benefit of membership in the Alumni Association;

• enable clubs to offer discounted event prices to Alumni Association members and

• provide club leaders with a tangible incentive to encourage non-members in their area to join the Alumni Association.

The final goal is achieved because each club will receive $1 for each ISU Alumni Association member/household in its geographic area. These funds may be used for such activities as supporting scholarships, purchasing door prizes, covering incidentals and sending additional mailings beyond the two newsletters and one postcard funded by the Iowa State Alumni Association annually.

It's important to note that clubs that have used local dues as a method of subsidizing scholarships will still be able to raise additional money through approval and assistance of the ISU Foundation. For more information on this fund-raising, contact Kathleen Gaines, (515) 294-4607.

"Stricter tax laws and confusion between ISU Club and Alumni Association membership prompted the change," says Liz Venner, the association's director of off-campus activities. "And since restructuring was necessary, we decided to do it in a way that would most benefit our local clubs. This plan takes pressure off local leaders to raise funds and provides more support from the Alumni Association. As a former club leader, I see this as a terrific change."

If you have any questions about the new structure, call Venner at (515) 294-6525.

Endowment Campaign moves to Phase II

A message to life members

FIVE YEARS AS A MEMBER OF the Alumni Association Board of Directors, and most recently president, has given me a new respect for the association and its mission. In this decade of elimination and cutbacks, the association has steadily moved forward. Thanks to you, life members of the organization, a base has been set whereby the organization can intensify efforts to expand and improve programs and services to alumni, faculty, staff, students and friends.

To further ensure a vital future, last fall the Alumni Association launched its $3.9 million Alumni Association Endowment Campaign. As chairperson of that effort, I've been extremely impressed by those who have come forward with major commitments in Phase I. Led by Barbara and Bob Eddy of Des Moines, eight individuals have made extraordinary pledges.

Their generosity, and that of many others, has helped us exceed $2 million in commitments and prepared us to move to Phase II. The goal is to generate 60 Order of the Knoll memberships. This is where you, the Alumni Association's most loyal supporters, come in. Through the years, you have demonstrated your loyalty by commiting to life memberships. Now Jim Hopson and I issue a new challenge: Joining Iowa State University's premier giving organization. While current members of the Order of the Knoll support a variety of needs, we are asking you to consider membership in support of your Alumni Association. I can tell you from personal experience that movement from life membership to the Order of the Knoll is a natural progression. Ten years ago my wife, Erma, and I did just that through a life insurance policy. Becoming a member of that organization has been both interesting and satisfying; I encourage you to do the same.

Norm Skadburg

Following is detailed information regarding the Order of the Knoll. I encourage you to read it carefully and give serious consideration to becoming a member of this prestigious organization.

Thank you for your continued interest in and support of Iowa State University through life membership in the Alumni Association.

Norman D. Skadburg '69, M.S. '71
Chair, Alumni Association
Endowment Campaign

"YOU MAY CHOOSE TO PROVIDE A PORTION OF YOUR GIFT FOR THE ALUMNI ASSOCIATION AND ANOTHER PORTION FOR YOUR DEPARTMENT, COLLEGE, SCHOLARSHIP FUND, ETC. REGARDLESS OF HOW YOU JOIN, YOUR SUPPORT WILL ENRICH BOTH IOWA STATE UNIVERSITY AND THE ALUMNI ASSOCIATION."

— ISU FOUNDATION PRESIDENT MURRAY BLACKWELDER

Order of the Knoll: FYI

The Order of the Knoll was founded in 1968; it currently has more than 2,000 members. The organization is named for the president's residence, The Knoll, and its symbol of university leadership.

The Order of the Knoll is the largest and most prestigious donor recognition organization at Iowa State. Membership is extended to those individuals whose support is shown through generous giving to the Iowa State University Foundation.

The principal benefit of membership is the satisfaction you experience knowing you have played a vital role in the education quality of ISU. In return, the Order of the Knoll extends to you certain courtesies as a way of recognizing the special position you hold within the university community. These include an annual fall dinner hosted by President and Mrs. Jischke; small group events with the president; the Order of the Knoll newsletter; the ISU Foundation annual report; listing in the annual membership directory and invitation to special events at the Iowa State Center and across the country.

There are six recognition programs within the Order of the Knoll, ranging from $15,000-$1 million. Donors may also be recognized at various levels for deferred and matching gifts in higher qualifying amounts.

All gifts are tax deductible to the extent allowed by law.

For more information, contact Alumni Association Executive Director Jim Hopson at (515) 294-6525.

"GIFTS FROM ORDER OF THE KNOLL MEMBERS ALLOW US TO DO THE THINGS THAT MAKE THE DIFFERENCE BETWEEN BEING A GOOD UNIVERSITY AND BEING GREAT."

— PRESIDENT MARTIN JISCHKE

WE'RE LOOKING FOR A FEW GOOD NAMES...

Schmidt
Chang
Dahlberg
Westover
Mason
Lopez
Johnson
DuBois
Zenti
Mullins

NAMES LIKE YOURS TO ADD A PERMANENT LINK TO IOWA STATE'S MOST CHERISHED TRADITIONS.

C.Y. Stephens seat campaign

$100 per seat

To further assist C.Y. Stephens Auditorium as it heads into its second quarter-century hosting world-renown performances, individuals or families who contribute $1,000 or more may name larger seating areas such as balconies or loges.

The Plaza of Heroines

$100 per brick

The Plaza of Heroines will be constructed in front of Carrie Chapman Catt Hall to recognize the achievements and contributions of all women. Contributions of $500 or more may be used for commemorative benches and granite pavers.

The Reiman Gardens

$350 per tree

A wide variety of commemorative gifts will allow many individuals and families to be a part of this living tradition. The beautiful new horticulture garden will be one of the most visible spots on the ISU campus.

IMAGINE...

...seeing your name in the spotlights of C.Y. Stephens Auditorium, or engraved in a place of honor along with Carrie Chapman Catt, or included in the living beauty of the new Reiman horticulture garden.

There's a place for your name, or the names of family members and friends.

Add a name to honor the achievements of others, to celebrate your Iowa State memories, or to be part of a lasting legacy.

Several named gift opportunities are available through the ISU Foundation, but only for a limited time. With a gift of $100 or more, your name, or the names of others you choose to recognize, will be added in a visible manner to one of these special projects.

Add your name today by sending a contribution to the ISU Foundation and specifying the place you want to name. For more information about these commemorative projects, contact the Iowa State University Foundation at: 515-294-4607.

THE IOWA STATE UNIVERSITY FOUNDATION

MEMORIAL UNION, ALUMNI SUITE • 2229 LINCOLN WAY • AMES, IOWA 50014-7164 • 515 294-4607 • FAX 515 294-9402

A W O R D I F F E

Different cultures. Different languages. Mountains and rivers and sunsets worlds await every traveler on Iowa State University Alumni Association

SWISS ESCAPADE

January 21-28

Come to Interlaken at the foot of the world-famous Jungfrau in the heart of Switzerland...the ideal gateway to Grindelwald, Montreaux, Bern and Lucerne. □ Whether you ski, sightsee or shop, join alumni and friends for an outstanding winter vacation value. Seven days, $995, from Chicago. (Alumni Holidays)

TRANS-PANAMA CANAL

February 7-18

Board the *Royal Princess* for this third annual Big Eight cruise. Departing from San Juan, cruise 11 nights to Acapulco, calling at St. Thomas, Martinique, Grenada, Caracas and Curacao. □ A daylight transit of the Panama Canal is the highlight of this popular cruise that sold out in 1994. From $2,140, including air. (INTRAV)

AUSTRALIA/NEW ZEALAND

February 16-March 4

Visit New Zealand by sea and Australia by land. Board the *Marco Polo* in Auckland and cruise seven nights to Rotorua, Napier, Picton; the Marlborough, Milford and Dusky Sounds, Dunedin and Christchurch. □ Fly to Sydney, then Cairns to explore the Great Barrier Reef with an option to Ayers Rock. From $3,948 from Los Angeles. (INTRAV)

ST. PATRICK'S WEEK IN IRELAND

March 11-18

Celebrate St. Patrick's Day with the Irish, pub crawling and pitching the blarney with fellow alumni. Spend two nights in Dublin and in Clare, one night in Blarney and in Kerry. □ Complete sightseeing and all meals are included for just $1,299 from New York. (Matterhorn Travel)

COSTA RICA

March 13-22

Encounter rare wildlife, exotic tropical plants, virgin rain forests and active volcanoes on this exciting adventure in ecotourism. □ Visit the historic capital of San Jose and the University of Costa Rica. Board the explorer ship *Temptress* for a three-day cruise to coastal national parks. Ten days, $2,495 from Miami. (Alumni Holidays)

LEGENDARY PASSAGE

April 20-May2

Begin your magical journey in Amsterdam at the height of tulip season. Then embark on a seven-day cruise of the Rhine and Moselle Rivers to the enchanting German cities of Cologne, Linz, Braubach, Rudesheim, Mainz and Speyer. □ Continue from Strasbourg, France to Basel and Lucerne, Switzerland. Thirteen days, $2,895-3,295, from Chicago. (Alumni Holidays)

Dates and prices are subject to change. All prices are per person, based on double occupancy.

R L D O F

R E N T S

sets
tion

different from anything you've ever imagined. New, exciting, differer
journeys. Book a trip now, and see all the differents in the worl

SWISS ALUMNI COLLEGE

May 22-30

Alumni Campus Abroad in Switzerland combines learning, recreation and exploration in the alpine village of Meiringen. □ "Return to school" with Bill Boon, one of Iowa State's most entertaining and motivational professors. Awaken your creativity and enjoy the delights of Switzerland with ISU alumni. Eight days, $1,995, includes air, all meals, lectures, sightseeing. (Alumni Holidays)

DANUBE PASSAGE

June 4-15

From Prague to Budapest, experience eight historic cities and the beautiful blue Danube River. View breathtaking landscapes and quaint villages as you cruise through Germany, Austria, Slovakia and Hungary. □ ISU professors Helga Van Iten and Richard Van Iten will enrich your knowledge on this memorable voyage. Twelve days, $2,995 from Chicago. (Alumni Holidays)

ALASKA PASSAGE

July 17-29

Begin your adventure in Fairbanks with a gold camp tour and sternwheeler riverboat cruise. Then board the *Midnight Sun Express* train to Denali National Park and Anchorage. □ Cruise on the five-star *Crown Princess* to College Fjord, Glacier Bay, Skagway, Juneau, Ketchikan and the Inside Passage to Vancouver. From $2,750, plus air. (INTRAV)

SCANDINAVIAN CAPITALS

August 9-21

Join the celebration of summer in Copenhagen, Helsinki, Berlin, Stockho and Oslo. Experience the grandeur of St. Petersburg and 12 magnifice days aboard the *Crown Odyssey*. □ Cruise round trip from London to t capitals of Northern Europe. From $2,999, including air. (Royal Cruise Lir

MEDITERRANEAN CRUISE

Sept. 9-22

Capture the scope of the historic Mediterranean on this comprehensive itinerary. Embark the *Pacific Princess* in Barcelona and cruise for 12 nigl to Mallorca, Cannes and Monte Carlo, Livorno (Florence and Pisa), Rom Capri and Naples. □ Continue to Athens, Ephesus and Olympia, th cruise the Adriatic Sea to Venice. From $2,999 from New York. (INTRAV)

CANADA AND NEW ENGLAND

Oct. 11-18

Experience Old World charm so close to home on this golden autur cruise. Relive the colonial history of New England's seaports, the color splendor of autumn and the charm of Nova Scotia and French Canada. □ Embark the *Royal Odyssey* in Montreal with calls at Quebec, Sydney, No Scotia, Boston, Cape Cod, Newport and New York. From $1,800, includi air. (Royal Cruise Line)

Alumni Suite, Memorial Union, 2229 Lincoln Way, Ames, IA 50010-7164; (515) 294-6526

IOWA STATE UNIVERSITY
Alumni Association

Economic Indicator

LEN RIZZI

Though she relied on labor statistics in her academic work, Katharine Abraham "is just now realizing how important these data are to the entire country."

LONG DRIVEN BY STATISTICS, ECONOMIST NOW PRODUCES THE NUMBERS THAT DRIVE THE COUNTRY

IN THESE DAYS OF REINVENTing government, Katharine Abraham isn't looking to shake up the Bureau of Labor Statistics.

Beef it up is more accurate.

Its very mission — to collect and release statistics relative to the U.S. economy — dictates that the bureau's new commissioner not make extreme changes. Today's Consumer Price Index is practically worthless without comparable figures from a month ago and a year ago and 50 years ago. "When you think about making changes," Abraham says from her office in the Postal Square Building in Washington, D.C., "you have to weigh the need to have a current survey against the loss of historical comparability. It's not like, as a new leader [as of October 1993], you come in and make major changes in the information you collect and the data you produce."

But that's not to say change isn't afoot. Abraham, whose experience is all in academia, is determined to, as she puts it, "beef up our analytic capacity." While the release of information such as unemployment figures and the Consumer Price Index regularly drives markets and endears or enrages the public to its political leaders, Abraham sees the potential for more. "I think we can make this information more value to the public," she says. "Historically, the orientation has been toward collecting data and publishing certain information in a timely fashion. I think we can do more to exploit that information to the fullest extent."

For example: Is small business really the engine of job growth? "The money is being spent on gathering this information," she says. "We can make better use of what we gather."

Abraham says that bent shouldn't be surprising coming from a career academic. After earning her Iowa State bachelor's degree in 1976, the Ames native and daughter of ISU faculty members Roberta (English) and William (chemical engineering), she earned a Harvard Ph.D. in economics in 1982. She was on the faculty at MIT for seven years before moving to the University of Maryland in '87. She's a respected labor economist, focusing on such areas as seniority and flexible staffing. The foundation of her acumen, she says, is her lifelong "interest in the data."

Is a presidentially appointed position overseeing 2,800 workers a smart fit for a dataphile given to long hours on campus alone with the numbers? Surprisingly, yes — because the Bureau of Labor Statistics commissioner isn't a typical political appointment. Its mission dictates that its work be above the political fray. More than one poor unemployment report has sent the bond market reeling, and with it the sitting president's approval rating. It's why Abraham must release the employment figures each month in testimony before the Joint Economic Committee. And it's why she is just the 11th commissioner in the bureau's 110-year history.

It's a job driven by data, which makes it quite possibly the perfect Washington job for Katharine Abraham.

United, she flies

It's the type of ad campaign that leaves Madison Avenue drooling:

Camera is outside window of United jet, shooting tightly on ebullient face of teen-age girl on her first flight. Her blue eyes are big as checkers.

Roll United Airlines theme, fade out. Fade in second scene. Camera is outside cockpit, shooting tightly on ebullient face of young woman at

the controls. Her blue eyes are as big as checkers. Roll United theme.

What ad agency wouldn't gobble that up like Raisenettes?

You'll have to forgive the airline if the ad seems a little campy — it's the true story of one of United's pilots, Second Officer Lisa Kuehl. "I'll always remember my first time flying a big plane," says Kuehl, a 1982 Iowa State graduate. "That kind of locked it in for me."

TIM SEEO

Lisa Kuehl

But this was the mid-1970s, when gray temples and Y chromosomes were practically prerequisites for the job. "Little girls didn't fly much then," Kuehl says. Still, she never lost the love. She earned her pilot's license at the Ames Municipal Airport, worked as a flight instructor and later a courier pilot before flying for United. That was 1989. She's since worked up to second officer — co-pilot to most of us.

She says most women still draw plenty of extended glances (about 500 of United's 8,100 pilots are women, she says). Her slight frame and youthful appearance perhaps draw more than most, with some passengers surprised that Kuehl doesn't walk back to the flight attendant's station to prepare the meals. "They may not be expecting to see a little blond up there [in the cockpit]," she says, "but most of them are pretty good about it. They soon realize we can all fly or we wouldn't be here."

Bringing the ultimate remote control to a living room near you

Think of Jim Braun as a toll-booth operator on the information superhighway.

The 1984 Iowa State graduate is director of pay-per-view (PPV) for Time Warner Cable. By all indications, the country's second-largest cable TV company is set to merge into the PPV fast lane in the coming months and years, with Jim Braun doing a considerable amount of the driving.

Braun explores the glut of new business opportunities, pursues the attractive ones and helps guide the technology, analysis and research incumbent in any start-up project. When endeavors such as a heavyweight prize fight or shopping channel become a reality, Braun works as a liaison between TW and its 38 operating divisions.

Braun says PPV will close in on $100 million in revenue for Time Warner this year largely through offering movies, boxing and pro wrestling matches and concerts. Any of the 20 million PPV-ready customers can pull in, say, *The Fugitive* or *Mrs. Doubtfire* for $3.95 or a championship fight for up to $40. But this is PPV as we already know it. At Time Warner, PPV could soon also include:

•The Sega Channel. Braun says the service, currently being tested in 12 markets, would be the only interactive, on-demand video-game offering in all of cable.

HAROLD SHAPIRO

Jim Braun

•Catalog 1. A sort of upscale Home Shopping Network, the channel also is being tested in several markets this year. This is a prime example of cable's attempts to tap into lucrative markets. "TV home shopping is a $3 billion [per year] business, but the catalog business does about $60 billion," Braun says from his office in Time Warner's Stamford, Conn., headquarters.

•Music Choice. Launched in May, the service offers subscribers 30 channels of digitally delivered audio.

•Your Choice TV. Missed *Home Improvement* last night and forgot to cue the VCR? Don't fret. If testing of this service goes well, you soon can dial PPV and, for less than $1, order the episode. "A huge number of consumers still don't know how to use their VCRs," Braun says. "This could replace it."

Most of us long ago replaced the antenna on top of the house with a thin cable beneath it. Now, Jim Braun is helping funnel even more wonder through the tiny wire. ◐

And Then There Were 12

ILLUSTRATION BY MARK MARTURELLO

THE BIG EIGHT REACHES DEEP INTO THE HEART OF TEXAS TO SWELL ITS RANKS — AND ITS COFFERS

IN THE DAYS AND WEEKS AFTER the historic February announcement that the Big Eight Conference was gobbling up four teams from Texas, it seemed every radio station and newspaper in Iowa, Missouri, Nebraska, Kansas and Oklahoma ran some kind of Name That League Contest.

And the entries poured in. Except for the occasional crackpot, most entries focused on the number of teams now in the league: Twelve Pack, Dirty Dozen, Eighn't Enough, etc. (And, of course, the league's eventual choice: Big 12.) But not once, in scouring contests from Lincoln to Lubbock, did we find a submission calling upon the only two numbers that really mattered in this expansion:

18 million and 100 million.

The first is the number of TV sets in Texas — equal to all the Big Eight states combined. The second is the number of dollars ABC and Liberty Sports will pay the superconference to televise its football games from 1996-2000.

Athletic directors and university presidents have said plenty about increased competition, enhanced recruiting and even exciting academic opportunities. But this deal starts and ends with those two magic letters: T and V. And nowhere was that verity more clear than at Iowa State.

The Big Eight — with just those 18 million TVs — had been taking on water for several years. Colorado appeared ready to bolt for the Pacific-10. Missouri was lobbying for entry into the Big 10 (actually 11, but who's counting?). Oklahoma was sending feelers to the Southeast Conference. Nebraska and Kansas, with national reputations in football and basketball, respectively, figured to hook up with somebody. That left Iowa State, Kansas State and Oklahoma State straddling the San Andreas Fault of collegiate athletics. "I won't say it was looking disastrous," says ISU Athletic Director Gene Smith, "but things were definitely looking like they could go in a direction we didn't want to go."

Charles Darwin was working overtime. As in the jungle, only college athletics' fittest survive these days. And the ability to draw viewers is the ultimate treadmill test. That's why adding Baylor, Texas, Texas A&M and Texas Tech had Smith and President Martin Jischke practically singing "Pennies From Heaven."

One day, ISU lamented the prospects of stepping down to the likes of the Missouri Valley or the Western Athletic Conferences. The next, into its lap plopped a share of $100 million over five years — up to $800,000 per year more per school, Smith says, than the league's current TV deal with the College Football Association has paid.

"We had to get off the button," Smith says. "It finally got to the point where [Big Eight athletic directors] sent the message to the presidents that we had to close this thing, one way or another. I tell you, they took it and ran with it."

Status quo was no go. "To not be proactive could have been a terrible mistake," says Jischke, elected in June as president of the Association of Big 12 Universities.

All 12 ADs met in Kansas City, Mo., in May, and the presidents met in Ames the next month. But Smith says many details remain. Among the most pressing issues to be ironed out are:

• Divisional alignment. The basic format is set: Colorado, ISU, Kansas, K-State,

Missouri and Nebraska will play in a northern division, with Baylor, Oklahoma, Oklahoma State, Texas, Texas A&M and Texas Tech in the southern. Just how scheduling will be handled — round-robin? full interdivisional play? different scenarios for football and basketball? — has yet to be determined. Suffice it to say that football Coach Jim Walden would rather not trade two non-conference patsies for Texas and Texas A&M — even if Smith drools at the prospects for the Cyclone Stadium gate at such games.

•Whither the Orange Bowl? The Big Eight is tied to the game for one more year. "The Orange Bowl has been good for us, but we're working from a tremendous position of strength here," Smith says.

•And the Big Eight Basketball Tournament? Cyclone fans like to say they turn Kemper Arena in Kansas City, Mo., to Hilton South every March, but that could soon end. Dallas is already lobbying to host the tourney. Look for a rotation between those two cities, if not more.

Regardless of the many uncertainties, at this early date they show almost no potential to torpedo this sweet deal. There's no devil in these details. Unless you're a dinosaur still holding on to the delusion that something other than money is at the heart of college athletics, it's tough to find a loser in this arrangement. There are about 100 million reasons why. ◐

TO BE OR NOT TO BE?

PHOTO COURTESY UNIVERSITY OF NEW ORLEANS

Tim Floyd

THE DECISION TO STAY OR leave the University of New Orleans was anything but a Big Easy for Tim Floyd.

Though greatly tempted by a package of an estimated $450,000 per year to coach Iowa State's basketball team, the 40 year old called a press conference May 4 to say he wasn't ready to leave New Orleans after six years.

Forty-seven hours later, after a wee-hours flight to Ames, he stood in Hilton Coliseum and told the Iowa press he was the Cyclones' new coach. (Johnny Orr had announced April 14 that he was retiring effective May 1, but would stay on a year as an associate athletic director. For Athletic Director Gene Smith and thousands of ISU basketball fans, it had been the longest 22 days in recent memory.)

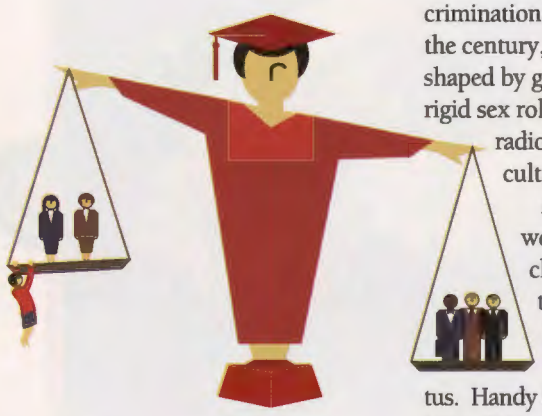
Floyd said he and his family had been hasty in turning down Athletic Director Gene Smith's offer. A slew of calls from friends — and a compelling phone message from former Cyclone hoops star Gary Thompson — apparently led to his change of heart.

"We were confused," said Floyd, speaking for himself, his wife, Beverly and their 13-year-old daughter, Shannon. "We had to deal with a lot of emotions in a short amount of time. When I went back to New Orleans [after visiting Ames], it became a very difficult decision to leave."

Yet the move would appear to be a no-brainer professionally. Floyd had a package worth an estimated $150,000 at UNO, where he averaged 21 wins per season. He coached in the Sun Belt Conference, a nice enough little league but hardly among the Big Eights of the country. In Ames he would inherit the Program That Johnny Built — solid, for sure, but definitely offering room for improvement. In his first year he would inherit super seniors Fred Hoiberg, Loren Meyer and Julius Michalik — each a potential first-team all-Big Eighter. Hilton Coliseum offered new offices in his first season and a guaranteed 14,000-plus fans who demanded little in the way of victories and nothing in the way of championships throughout the 14-year Orr Era.

Still, Tim Floyd needed a few hours — and a few nudges from his friends and friends-to-be — to see it that way. Count on Cyclone fans and players alike to do their best next winter to let him know he made the right choice.

Why Jenny Can't Lead



By Theresa E. McCormick

Theresa E. McCormick is a professor in the Department of Curriculum and Instruction, coordinator of its Multicultural Nonsexist Education Program and an ISU diversity facilitator. She is author of the recently published book, Creating the Nonsexist Classroom — A Multicultural Approach *(Teachers College Press).*

KEEPING UP THE MOMENTUM FOR GENDER equity and social justice is as important today as it was in the days of the suffragists. Although the manifestations of gender discrimination are different now than at the turn of the century, they are cut out of the same pattern shaped by gender stereotypes, prejudices and rigid sex roles currently the rage on late-night radio and TV programs hosted by pop culture heroes such as Rush Limbaugh.

Attitudes toward women, "women's work" and their value have not changed significantly since Biblical times. Not only is our work devalued, but if we gain predominance in a traditionally male field, it loses status. Handy illustrations are teaching in the United States and medicine in Russia. It is not only "women's work" that is devalued, but females as persons are less valued than males in many societies where their main purpose is to produce children — preferably sons — for men.

A closer look at the history of the education of women also reveals their societal devaluation since ancient times. The notion that biology is destiny filled the thinking and writing of philosophers from Aristotle to Rousseau.

Women had difficulty in gaining access to any education in the United States as recently as the early 19th century. It was commonly believed that girls needed only to learn to read and write and that such skills could be learned from their mothers or at "dame" schools. Females who went beyond their "biologically determined" private domestic role by getting a real education were viewed with derision and suspicion.

Seeds are typically sown for the polarization of the sexes into rigid roles as soon as a baby is born by the very first question: "Is it a boy or a girl?" Other than the obvious physical differences, male and female babies are very similar in their perceptual development, activity level, temperament and social behavior. Yet via early socialization from parents, family members, doctors, early care givers and friends, children learn their gender identity.

Similarly, attitudes that determine future choices are established early in a child's education. Thus, it is crucial for elementary teachers to understand sex-typing and to counteract gender stereotypes. Such stereotypes create the false impression that interests and activities of boys and girls are mutually exclusive. They are structured mental categories that are based on inaccurate, exaggerated and rigid generalizations.

The negative effect — on females and males — is tremendous. Their implications for education are wide-ranging. For women, gender stereotypes create a tendency toward lower self-esteem and ambivalence about success and power. Women thus are often overeducated for their jobs and at the bottom of the pay scale with little opportunity for promotion. For men, the cost of gender stereotypes is the deprivation of attitudes and characteristics that have been genderized in favor of women — sensitivity, for example.

Maintenance of the vicious cycle of sexism begins with gender stereotypes. Since teachers play such a significant role in children's socialization, they easily can influence development of stereotypic sex-role characteristics. If Ms. Roberts calls on boys more, gives them more positive and precise feedback and praise and asks them higher-order questions, she is strengthening sex-role expectations for passive, dependent females and assertive, independent males. These characteristics have a direct influence on the student's self-esteem, aspirations, achievement, career options and choices later in life. Common characteristics of sex-segregated classrooms — such as seating arrangements, lines and work and play groups — send strong messages about gender expectations.

When we create school environments — from preschool to graduate school — that are free of gender stereotypes and sexism, students will be enabled to develop their full academic, personal and occupational potentials.

All educators have a responsibility to do their part to stop the cycle of sexism and gender stereotyping. Since sexism has surrounded us for centuries like the air we breath, breaking the cycle — changing the system so that it is equitable to all students — will be neither easy nor quick. Such change requires collaborative effort by all educators. Sexism is a human problem that all people — not just women — must address. ◐

ILLUSTRATION BY HOLLY WIEDERIN

Card trick.

Like magic, the ISU Alumni Association pulls off its greatest feat to date: No annual fee on the exclusive ISU MasterCard and Visa. There's no deception here. No mirrors. The card still gives Alumni Association members a lower interest rate. It still offers instant cash access and travel/accident insurance at no additional cost. It still returns a percentage of all your purchases back to the Alumni Association. Now, on top of all that, we've made the annual fee disappear!

*To request an application, call 1-800-222-7458

VISIONS
FOR MEMBERS OF THE IOWA STATE UNIVERSITY ALUMNI ASSOCIATION

ISU Alumni Association
Alumni Suite, Memorial Union
2229 Lincoln Way
Ames, Iowa 50014-7164

Second-class
Postage Paid
at Ames, Iowa,
and at Additional
Mailing Offices

PICTURE IT

It's a striking portrait: 150,000 people, one loyalty. Iowa State University. People like Scott Olson, '69. People to whom the Iowa State Alumni Association is a focus for an intense allegiance. To keep that focus sharp, Olson is playing a key role in supporting the Alumni Association Endowment Campaign. His donation and those of many others will sustain and enhance the vitality of association services. Vitality that, for Olson and many thousands, serves as a lens through which to reflect on a treasured past and project a future Iowa State University of promise. Picture it.

IOWA STATE UNIVERSITY
Alumni Association
Alumni Suite, Memorial Union, 2229 Lincoln Way, Ames, IA 50014-7164 (515) 294-6525