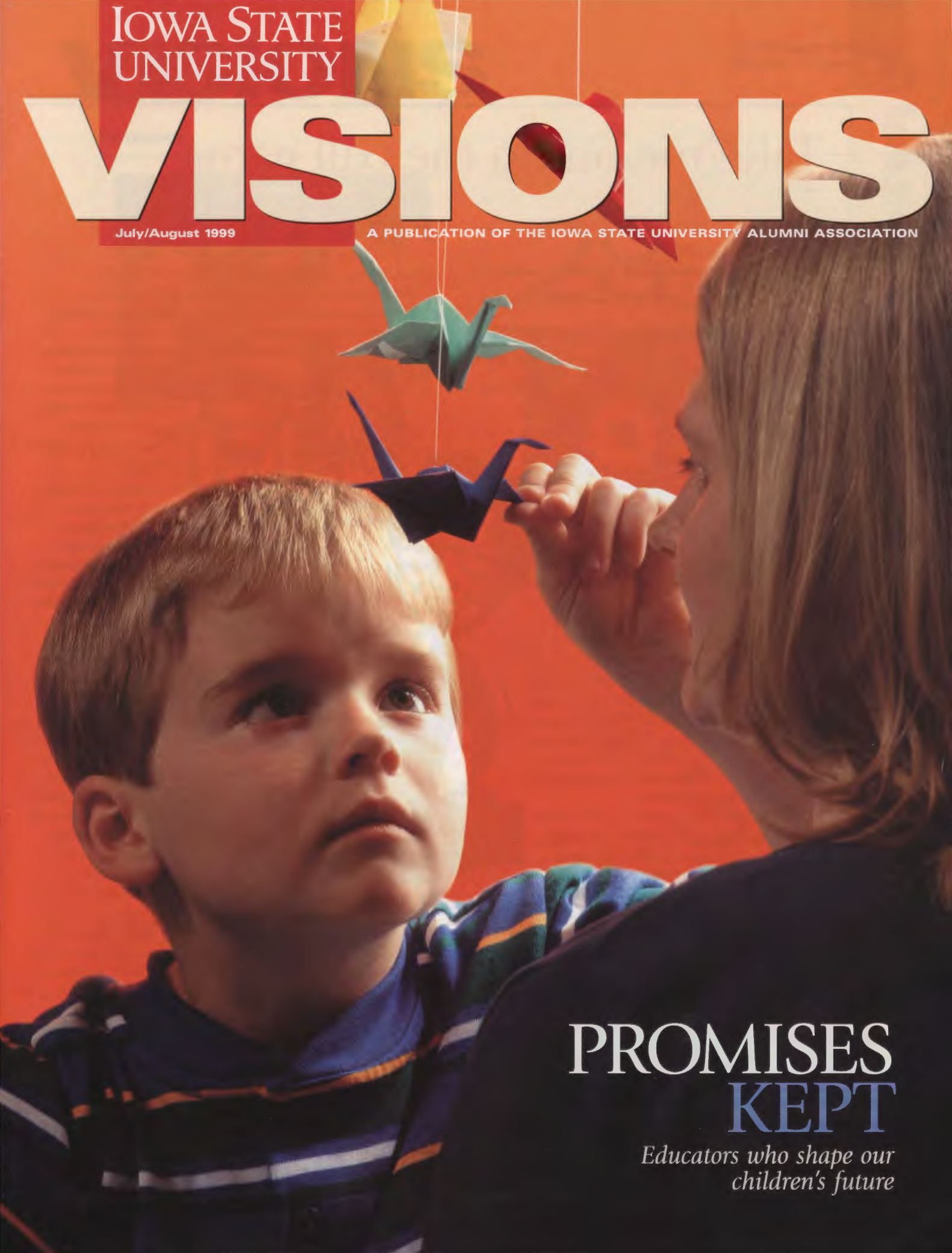
IOWA STATE UNIVERSITY

VISIONS

July/August 1999

A PUBLICATION OF THE IOWA STATE UNIVERSITY ALUMNI ASSOCIATION



PROMISES KEPT

Educators who shape our children's future

by Carole Gieseke

Take me out to the ball game

I consider myself a team player. Occasionally, I'll hit an idea right out of the ballpark. When working with others on a project, I try to be aware when the ball is in my court. I think I'm a pretty good sport.

It's just that I'm not good AT sports. Never have been. Most likely, I never will be. I have not an ounce of coordination. When a ball is thrown at me, I duck and cover. The idea of strapping slippery boards on my feet and hurtling myself down a mountain makes me laugh: I fall down just walking across the parking lot.

I come from a long line of non-athletes. I never saw my mother do anything more strenuous than fixing dinner, and my dad's idea of a workout was cutting the grass with a self-propelling lawn-mower. But my parents did enjoy watching sports. They went to a lot of baseball games, and my dad watched every football game ever broadcast on TV, unless there was a really good western on at the same time, in which case he flipped back and forth.

Me, I just couldn't get into it. Geez, what's the big deal? I mean, it's not that I'm a total sports idiot. I recognize most of the major balls. I know which sports have innings and which have quarters. I know that in football, a safety is worth two points, but I'll be gosh darned if I know what you have to do to get a safety, even though my husband has explained it patiently to me many times. It's just that I don't care.

I always wondered what was so much better about sports than music or theatre or art? And hey, where were the women, anyway? The only women you ever saw on TV sports were the cheerleaders, except maybe during the Olympics once every four years.

At our house, my husband and I have tried really hard not to slip into traditional gender roles (i.e., I use the power drill; he does the dishes). But when it comes to sports, we're Stereotypes'R'Us. This is a man who knows the batting averages of guys named Bucky and Scooter who haven't been active ball players since the Johnson administration – but he can't remember how old our kids are. I swear, he will watch any sport on TV and be totally mesmerized by it. Table tennis, ice hockey, Australian Rules football, even golf, which I don't think should count as a sport.

It's hard being a non-sports fan. I'm sort of a social outcast. At parties, when everyone is talking about the Big Game or the Team, what am I going to talk about? Picasso?

Life is especially tough on the non-sports-fan at Iowa State, where major Division I athletics events cause the traffic to tie up for miles. As a magazine editor, I have forced myself to be informed on the latest coaching changes, the hottest recruits, and the cross-state rivalries. I actually read the sports page and try to know what's going on. But I still hadn't become much of a sports fan until I discovered ISU women's basketball.

That team totally won me over. I started going to games at the very end of the 1997-98 season, when we hosted the first two rounds of the NCAA tournament in Hilton, and I actually enjoyed myself. I even (huge gasp) WATCHED the games after awhile instead of running back and forth for popcorn and micromanaging my kids. And this year I had more fun at the women's games than I did at the opera, which shocked the heck out of me. The atmosphere in Hilton is so much fun, and the players are absolutely dazzling. I learned all their names and where they were from – I even knew some of their career highs. All my friends back home in Missouri were shocked. They said, "What's come over you, girl? You sound like a sports fan!"

I guess I am. When the team went to the Sweet 16 and then the Elite Eight of the NCAA tournament, I was crushed that I couldn't go to Cincinnati to see them play – but you can bet I watched them on TV. I can't remember the last time I was as excited as when the Cyclones beat UConn in that tournament. Stacy and Megan have become my daughter's heroes – and mine, too. They're nice kids and good students and great athletes. They make me proud to be a Cyclone.

This year I'm buying season tickets the first day they go on sale. Who knows? Maybe I'll even go to a football game. ■

ILLUSTRATION: MARK MARTURELLO

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Volume 12 No.2

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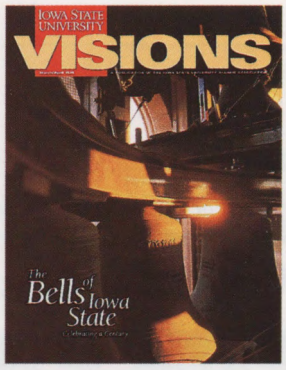
On the cover:
Alex Houghton, a first grader at Sawyer Elementary in Ames, and Karin Swenson, an ISU student participating in Project Opportunity, approach learning with a shared sense of joy and wonder. Photo by Jim Heemstra.

Printed with soy ink on recycled and recyclable paper.

letters



VISIONS magazine encourages you, the readers, to express your opinions by writing letters to the editor. Please include your full name, class year, address, and daytime phone number. Letters chosen for publication may be edited for length and clarity. Send letters to: VISIONS Editor, Alumni Suite, Memorial Union, 2229 Lincoln Way, Ames, IA 50014-7164; fax 515-294-9402, e-mail cgieseke@iastate.edu.

Bells of Iowa State

Thank you for the wonderful issue on "The Bells of Iowa State" *(March/April 1999)*. The memory of the Campanile bells ringing at 11:45 each day will always bring back a warm thought of walking to Maple Hall from Oratorial Chorus rehearsal, or the joy of catching a late night carillon rehearsal of one of the students.

"As a student at Iowa State in the 1930s and again after World War II, the Campanile and the bells were always a part of that wonderful affection I had for Iowa State."

Equally enjoyable was the article about Jim Wilson and how the alma mater "Bells of Iowa State" came to be. Having met Jim in the early '80s, I can vouch for what a very special individual he was.

Thank you for the wonderful issue. The bells of Iowa State still ring in my heart.

— Rhonda Fulcher Coon, '77
East Lansing, Michigan

I was a student of the ISC Music Department, studying piano under a member of Ira Schroeder's staff. His name was Howard Chase, and he was also a carillonneur. He was slightly crippled. I can remember following him up into the tower on those occasions when he allowed me to watch him play. I marveled at how he would laboriously swing his crippled leg to impact the foot pedals of the control mechanism… let alone the climb up.

I thought your readers might want to know about Mr. Chase.

— Harold W. Anway Jr., '49
Four Seasons, Missouri

VISIONS is a great magazine. I particularly liked the article "The Bells of Iowa State." Over my career I have been involved with editing a scientific journal, magazine, and a parish newsletter. What you are doing is truly first class.

— Lee Hunt, '67
Edmond, Oklahoma

As a student at Iowa State in the 1930s and again after World War II, the Campanile and the bells were always a part of that wonderful affection I had for Iowa State. During the war I was a member of a small group of sailors stationed on a tiny, mostly uninhabited island near Australia. On many an evening my buddy and I would sit on the dock and with the gentle lapping of waves against the shore, it was easy to close my eyes and imagine I was hearing the bells of Iowa State. The sounds were so real and clear, even from more than a thousand miles from Ames.

— Robert C. Cole, '39
Story City, Iowa

"The Bells of Iowa State" stirred many memories. In order to learn the campus before enrolling in the fall of 1945, I took over the job of delivering campus mail during the summer of that year. The bells kept me company as I walked the length and breadth of what was then Iowa State College.

During those years, I listened many times to Seaman Knapp play the handbells he and Laura donated to the First Methodist Church downtown Ames. So it was good to learn the details of these connections after all these years.

— Duane Raver, Jr., '49
Cary, North Carolina

"The Bells of Iowa State" article was most interesting. I was particularly happy to find out why there will never be buildings erected on central campus. Good! The music coming from the tower has always been one of my fondest memories of my years at Iowa State.

— Shirley Till, '51
Kettering, Ohio

Left-handed cellist?

I was delighted to see Johannes Robbins featured in VISIONS ("Martha Ellen's Music," *March/April 1999*). I had the privilege of starting Johannes on cello when he was in the fifth grade in the Grand Island Public Schools, and enjoyed watching him as he progressed through middle and high school. He was a very goal-oriented student, developed an excellent practice ethic early, and took music very seriously.

However, I didn't realize the true extent of his talent and ability until I saw the picture accompanying your article. It appears he has actually taught himself to play the cello backwards! I have heard of switch-hitters in baseball, but this is truly an amazing feat. Again, thank you for the nice story; any way he plays, I am sure this young man has a bright future in the music world!

— Larry Maupin
Grand Island, Nebraska

Editor's Note: We received several messages from readers who noticed that the photograph of Johannes Robbins was inadvertently reversed. Thanks to all who pointed this out.

Prominent leaders

It was a special treat to see in the March-April issue of VISIONS the letter from Sam Hamilton and the article about Al Zissler's

1933 tour through the South with George Washington Carver.

Sam and Al were prominent leaders in the formative years of the ISU Foundation, the Order of the Knoll, and the development of the Iowa State Center, Cyclone Stadium, and numerous other campus projects. Sam and Louise Hamilton and Al and Alice Zissler personify the very best qualities of devoted Iowa State alumni, and we have all benefited from their efforts and examples.

— R.A. "JOE" MORTON
PARADISE VALLEY, ARIZONA

Happy memories

VISIONS brings back many happy memories. I attended Iowa State as a transfer student and had some association with Sam Massie *(Jan/Feb 1999)* while connected with Collegiate Methodist Church and choir from 1943 to 1950. I also kissed my first girl under the Campanile during this period.

Since then I have dedicated myself to mission service. My wife and I have had rich experiences living and working with the natives of Nicaragua, Guatemala, Honduras, and El Salvador. We encountered many problems such as poverty and debt, but the country is beautiful and inviting.

— MILES C. FREEMAN, '48
OGUNQUIT, MAINE

The Smithsonian

The January/February issue was a pleasure to read. I was amazed at the article about graduates who are with The Smithsonian and the variety of work they do.

Please continue series of similar positions in industry and community where Iowa Staters excel.

— MABEL SOUTHWORTH, '39
LAGUNA HILLS, CALIFORNIA

The article on The Smithsonian showed a real lack of knowledge of Iowa State's past. One of the most famous American entomologists was Carl J. Drake who was department head of zoology and entomology at Iowa State for many, many years. He then worked at The Smithsonian for a couple of decades after retiring. He left a nice legacy that has helped support a great deal of work in systematic entomology. He also donated an enormous collection. I would have expected him to have been mentioned.

— J.A. SLATER, '50
MANSFIELD CENTER,
CONNECTICUT

Mixed marriages

Thank you for sending the VISIONS magazine with the "Mixed Marriages" article *(Sept/Oct 1998)*. Here in our Vicksburg, Miss., Presbyterian Church, we Iowa Staters have met a great couple who are graduates of SUI. We do much good-natured "joshing" with them every Sunday morning.

— NANCY MACKEY, '50
VICKSBURG, MISSISSIPPI

More family ties

Iowa State is such a great school, I know you have many families like ours who have made it unanimous ("Family Ties," *Jan/Feb 1999*). Our family includes Arlene Nelson Voorhees, '66; Tyler Voorhees, '95; Cindy Voorhees, '90; Jeff Voorhees, '66 and '70; and Calley Voorhees, current ISU freshman. We couldn't be prouder!

— ARLENE VOORHEES, '66
WAUKEE, IOWA

Housing for single students

How could you have gotten it so wrong? Hawthorn Court is being demolished this summer to make way for undergraduate student apartments *(On Campus, March/April 1999)*. These four-bedroom, one-bath units will rent for $1200 a month, far beyond the reach of married students. All family housing at Hawthorn Court has been eliminated.

Some "face lift." Hawthorn Court is being "lifted" off the face of the earth. This is progress?

— PAT HIPPLE
ISU STUDENT

I noticed in the last issue of VISIONS that the announcement regarding Hawthorn Court development incorrectly stated that the new apartments being built on that site will be for families.

The Hawthorn Court Neighborhood will be the first residence community at ISU designed specifically for upper-division (or graduate) single students.

The decision to transform Hawthorn Court into upper-division housing is the result of comprehensive analyses conducted for the Department of Residence.

We will continue to offer University Village and Schilletter Village apartments primarily to families. The 760 apartments available in UV and SV will be sufficient to supply the number of family units demanded.

— SUE MILLS
MANAGER OF COMMUNITY
SERVICES, UNIVERSITY STUDENT
APARTMENT COMMUNITY

In praise of city life

I am disappointed with the negative Corridor Careers advertisements that appeared in your magazine *(March/April 1999)*. With a name like VISIONS, I would hope that you would have the vision to see how demeaning and disrespectful these ads are.

The "heartfelt sympathy" for me leaving Iowa for the "crime, traffic, and pollution," and "big city frustrations" is highly unnecessary. I appreciate the need for this type of on-line career service, but I am outraged by the attack on my life-choice, my life in the big-bad-scaaarrry-city (with Broadway shows, diverse independent restaurants, exciting bars, professional sports teams, museums, gardens, parks, beaches, ethnic street fairs, oh, and did I mention careers?)

I respect my friends and family who choose to live in Iowa's rural communities, and I would hope to receive the same respect from them on my decision to live in an urban setting. Certainly, the big city is not for everyone, but neither is small-town Iowa.

— DEBORAH LUEDTKE LUST, '92
CHICAGO, ILLINOIS

"I was amazed at the article about graduates who are with The Smithsonian and the variety of work they do. Please continue series of similar positions in industry and community where Iowa Staters excel."

The Iowa State/ Tuskegee connection: Learning from each other

Ever since George Washington Carver left Iowa State to spend the remaining 47 years of his professional life at Tuskegee Institute in Tuskegee, Ala., the two institutions have had a special connection – sharing students, faculty, ideas, and inspiration.

FOR EXAMPLE, CORLIE PETERSEN BROOKE, NOW DIRECTOR of ISU's Center for Teaching Excellence, spent five weeks at Tuskegee in 1967 when she was a senior in child development, as part of a student internship. Brooke, who went on to teach a mostly minority population in the inner city of Minneapolis, calls her Tuskegee experience "life changing. It influenced the choices I made in my life."

This spring, four ISU students visited the Tuskegee Institute as the beginning of a College of Agriculture on-going student exchange. Among the ISU visitors to Tuskegee was Sara Denburger, a senior in agricultural education and agricultural business. When Denburger and Brooke compared their visits, they discovered the difference 32 years can make in the experience of two white students visiting a predominantly African American institution.

"What a tumultuous time 1967 was," remembers Brooke. "Riots had exploded in Detroit the summer before, and civil rights workers had been murdered. The next spring was when Martin Luther King was assassinated. It was difficult. And it was sensitizing. I learned what it felt like to be a minority and to be isolated."

There were no white students enrolled at Tuskegee when Brooke visited, but today there is a small population of white students, particularly in the Veterinary College. Denburger said that although she felt intimidated by the new experience, she never felt tension. "I believe the students there are able to accept white students more than white students accept African American students."

Also among the group was Byron Sleugh, a doctoral student in crop production and physiology. For Sleugh, the trip to Tuskegee was a chance to connect with Carver. "I was so impressed with his legacy; I wanted to see for myself what his surroundings were." What Sleugh discovered was an institution where Carver is still a dynamic force. "Carver is alive in the current research taking place, and in the respect and admiration the students hold for him. They are proud of their legacy."

Sleugh was also impressed with the close relationship professors have with their 3,300 students. "The students treasure their small classes and close, personal, one-on-one teaching. The professor who showed us around – I don't think he saw a student who he didn't know by name."

Sleugh, who will be looking for a job in higher education when he completes his Ph.D. at ISU, says there are currently no openings at Tuskegee. "To teach in such a rich, cultural and historic place…" Wistfully, his sentence trails off.

This fall, students from Tuskegee will visit Iowa State. And what do ISU students think will impress their visitors? Black soil. Shiny new buildings. Large-scale farming. But perhaps less personal and less task-oriented learning than they are accustomed to.

Most certainly they will go away with a deeper knowledge of the legacy the two institutions hold in common – that of George Washington Carver. ■

Byron Sleugh and Sara Denburger continued the Carver legacy at the Tuskegee Institute this spring.

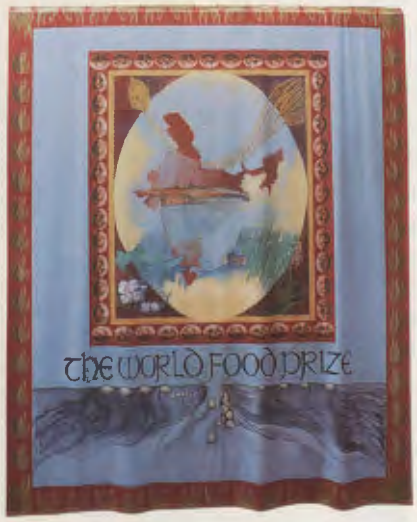
"Advancing Technology: To Become the Best."

On the heels of a successful year-long George Washington Carver commemoration, Iowa State will celebrate the role of science and technology during 1999-2000.

Artistic team creates tribute to food pioneer

As a unique tribute to the winner of the 1998 World Food Prize, organizers commissioned two ISU professors of art and design, assisted by their students, to create two huge banners, which were displayed at the event in Des Moines. Artists Brenda Jones and John Weinkein used images that reflected the work and landscape of B. R. Barwale of India, the winner of the prestigious award.

Not only did the 24-by-20-foot banners lend drama and beauty to the event, they also afforded the creators unique teaching and learning opportunities, including new painting techniques, large-scale production methods, team work, and compromise.



Poster reproductions of the banners have been printed, and the originals will be shown at various locations nationally and internationally. ■

www.get political

ISU professor of political science Steffen Schmidt is not content with bad news. Recent research that showed that college freshmen have the lowest level of political interest in 30 years prompted Schmidt to react predictably. Bad news? Find a way to change it. A recent essay by Schmidt in VISIONS asking readers for ideas on how to motivate students politically resulted in a barrage of ideas.

One of Schmidt's ideas has resulted in a new web site for young people, and a smashing new freshman for ISU. Schmidt challenged high school students to create a web site designed to stimulate their peers. He sweetened the contest with a $20,000 ISU scholarship to the first-place winner and two $10,000 scholarships for runners-up. The contest was supported by International Thompson Publishing Inc., Wadsworth Publishing, and the Dirksen Congressional Center Robert H. Michael Civic Education program.

The winner of the contest is a Cedar Falls high school senior, Andy Ruff. Ruff, who will be entering ISU this fall as a computer science major, spent 140 hours creating the site. Check it out at www.admissions.iastate.edu/contest/. Organizations interested in supporting the year 2000 contest may call Schmidt at 515-294-3825. ■

Tax to increase seating at Hilton fails

Ames voters, including a vocal ISU student body, rejected a hotel-motel tax that would have increased the tax for out-of-towners from 5 to 7 percent. The tax hike was to have been used to increase the number of seats at Hilton Coliseum by 1,465. Although the building will soon be upgraded to include more toilets, improved seating for people with disabilities, and improved fire safety features, no new seats will be added in the near future. ■

Now you can read VISIONS on-line! www.alumni.iastate.edu/news_views/VISIONS

MBA now offered in Des Moines

Iowa State University's master of business administration degree can now be earned in Des Moines.

Beginning in the fall of 1999, the College of Business will offer an evening MBA program at the AmerUs Group conference center in Des Moines.

"Our proximity to Des Moines enables ISU to offer an MBA program taught by top-notch ISU faculty," said Ben Allen, dean of the College of Business. "Our Saturday MBA is already a great success, and we expect the same from the Des Moines program." ■

Owners of artwork by Petersen contribute to upcoming exhibit

Joan Kaas, who attended but did not graduate from ISU, relies on her daughter's VISIONS for news of ISU. She was delighted when she read of the search for information about Christian Petersen, as University Museums prepares for a fall 2000 retrospective of the work of ISU's resident sculptor from 1934 until 1955. Today, Petersen is considered one of America's most significant regionalist artists.

scholars
Iowa State ranks in the top 15 universities nationwide in its enrollment of National Merit Scholars. Among public universities, ISU ranks sixth.

Sculptor Christian Petersen poses beside his bust of David Kaas (circa 1955), while he holds the real thing.

A STUDENT OF PETERSEN'S, KAAS HAD dropped out of school when her son, David, was born. But that didn't stop her from visiting her teacher and friend. From their home in Pammel Court, the one-year-old and his mom took daily strolls to the veterinary medicine building where Petersen had his studio. When Petersen asked if he could sculpt her son, she readily agreed. Kaas later paid Petersen's widow $300 for the bust, which she still owns.

Kaas is one of 50 people who responded to University Museums' request for information on the whereabouts of Petersen's works. Among them was a St. Benedict monk in Oregon, who owns a black walnut Madonna and Child; a veterinarian in Missouri with a sculpture of a boy with two heifers; and Petersen's granddaughter, who has an oil painting, a bust of Christ, and smaller sculptures.

Some of the discovered works will be loaned to University Museums for the retrospective, and six sculptures have been donated by individuals to the Christian Petersen Collection at the Brunnier Art Museum. ■

A walking campanile publicizes the ISU Campanile's 100th birthday celebration during Veishea.

A soggy, dry Veishea

THE BAD NEWS WAS THE WEATHER WAS WINDY, COLD, AND wet. The good news was the students were dry. The second alcohol-free Veishea went without a hitch, with arrests down almost 90 percent, compared to two years ago. "This is the last Veishea of the 1900s and we want to look ahead to continuing the tradition in the future," said student co-chair Aimee Lee.

Attendees couldn't help grinning at the little campanile that stumped up and down central campus sidewalks. Except for a pair of feet sticking out the bottom, the cardboard-box creation was an excellent replica. The hidden owner of the feet explained to passers-by that the small mobile tower was part of the Music Department's celebration of the 100th birthday of the ISU Campanile and invited all for tours of the real bell tower and a towering sugar cookie. ■

Inventors

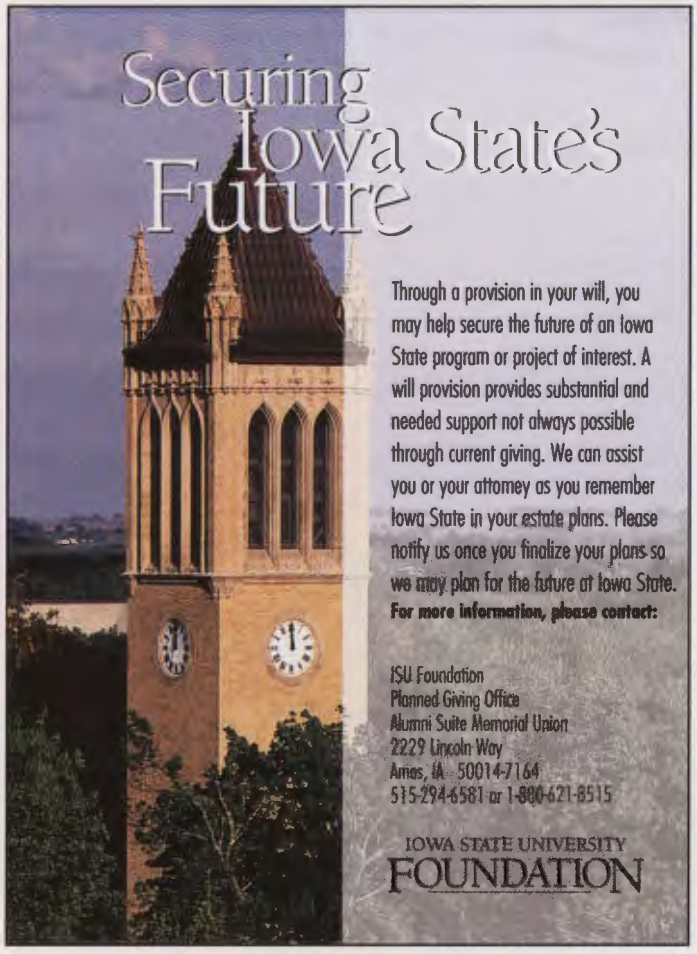
The *New World Almanac and Book of Facts 1999* lists ISU's John Atanasoff and Clifford Berry as inventors of the electronic computer. The ABC's arch nemesis, the ENIAC, is no longer mentioned.

Order your ISU Events Calendar *today!*

With the 1999-2000 ISU Events Calendar on your wall, you'll be reminded of your loyalty to Iowa State every day of the year. Association members receive a calendar free as a benefit of membership. The calendar is available to non-members for $10 each, plus postage and handling. Call toll-free 1-877-ISU-ALUM (or locally 294-6515).

IOWA STATE UNIVERSITY ALUMNI ASSOCIATION

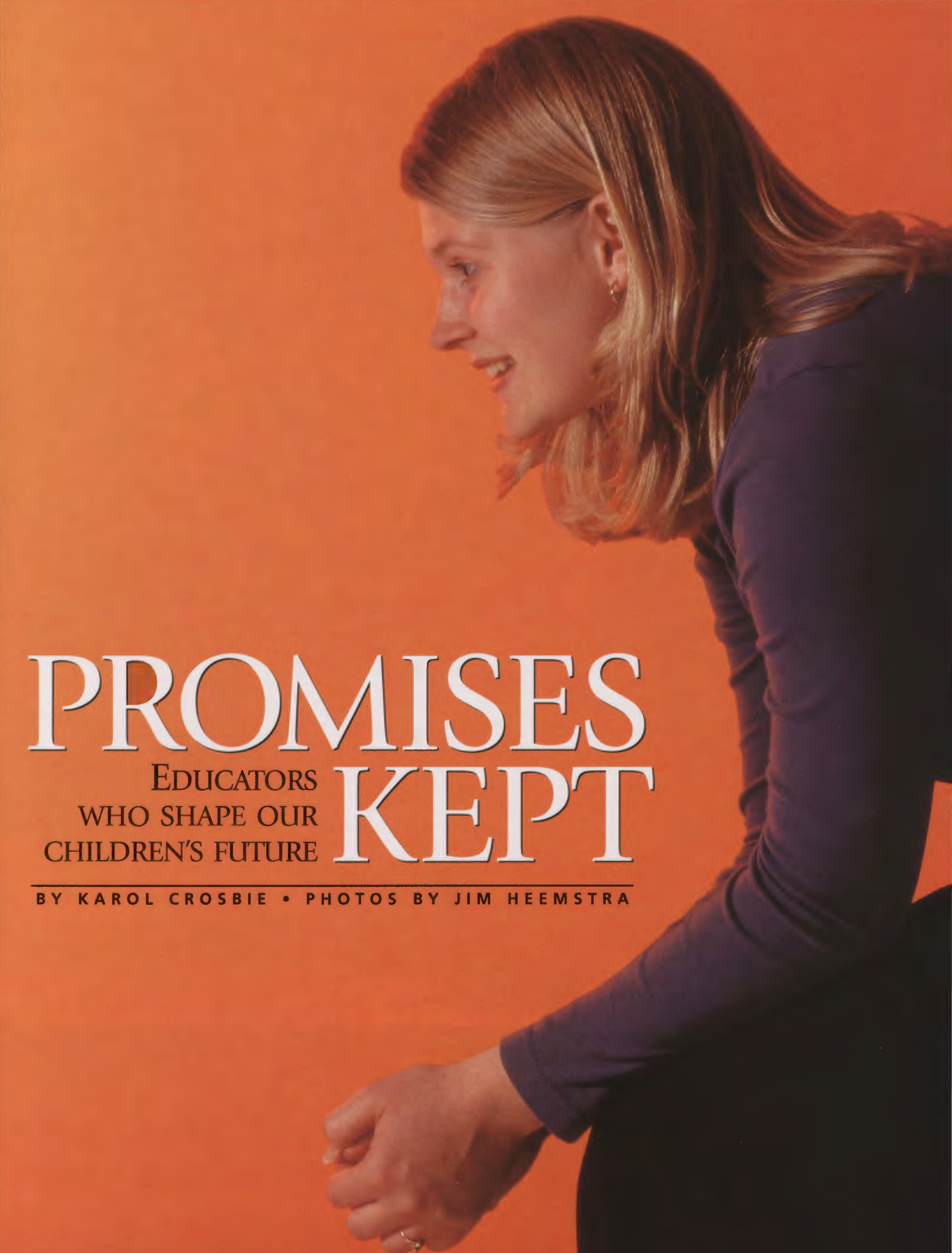
The full-color 1999-2000 ISU Events Calendar measures 12 3/4" x 9 3/4".



Never before have we asked so much from our educators. We have concluded, with a collective sigh, that changes in the American family and culture are here to stay. Nostalgia for the past has given way to a new determination for the future.

But new expectations come with tough challenges. How do we close the educational gap that threatens many low-income students? How can teachers perform the multiple roles now required of them? How do we measure and reward their success? How do we respond to the dwindling numbers of educators interested in becoming school administrators?

Answers come through research, practice, and caring. Beacons of success light the way.



PROMISES KEPT

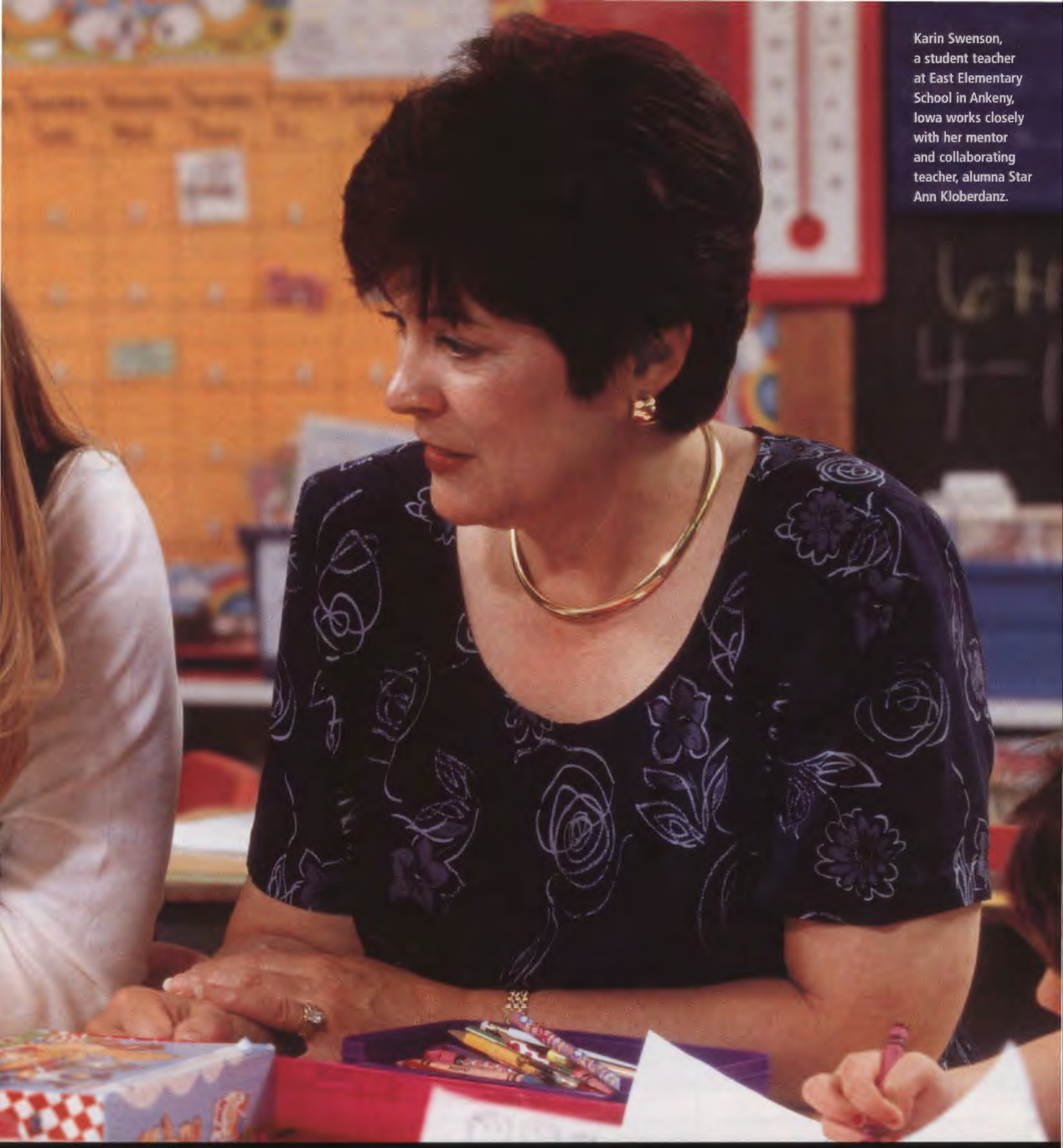
EDUCATORS WHO SHAPE OUR CHILDREN'S FUTURE

BY KAROL CROSBIE • PHOTOS BY JIM HEEMSTRA

PROMISES KEPT

PROJECT OPPORTUNITY

Preparing our teachers



Karin Swenson, a student teacher at East Elementary School in Ankeny, Iowa works closely with her mentor and collaborating teacher, alumna Star Ann Kloberdanz.

Education reform. These two simple words have the power to excite politicians, anger teachers, and confuse parents. Reeling from an international study in 1995 that showed that American students of all economic levels have fallen behind their counterparts in other countries in math and sciences, Americans are demanding changes. ►►

But what changes? What ensures high-quality teachers? Some states have initiated tough new licensing examinations for teacher certification, but with controversial results. Massachusetts, for example, introduced its first-ever certification exam, and nearly 60 percent of prospective teachers flunked. With a growing shortage of teachers, raising the bar means fewer teachers will get over it. And content knowledge doesn't ensure quality teaching.

Or perhaps the answer lies in relying on students' performance in standardized tests as a measure of teaching effectiveness. Again, the method is flawed. Virginia, for example, is one of 16 states that has the power to close down or take over schools with low test scores. But when the Virginia State Board of Education instituted its new standards, only 34 out of 1,800 schools passed.

The danger of relying not only on students' ability to take tests, but also their willingness to do so, was illustrated at a high school in Chicago this spring. Students, rebelling at the number of standardized tests they were told to take, laid down their #2 pencils and went on strike.

ISU's answer

ISU's Dean of the College of Education Walt Gmelch is as confident about what does work to help ensure quality educators, as teachers in Virginia and Massachusetts are about what doesn't. The key, he says, is better preparation. More hands-on training results not only in better skills, but in more opportunity for education students to choose the age of pupils they are best suited to teach, and for students with flagging aptitude or interest to bail out early in the process.

ISU's model student-teaching project, called Project Opportunity, is one that many professionals say should ideally be available to every education student. The program requires a greater time commitment from both students and faculty, is more expensive to administer, and is now available to 14 percent of ISU's education students.

The experience of the 96 students in Project Opportunity is different from their peers in the traditional teacher field experience in two significant ways. First, they begin hands-on classroom experience in their sophomore years and ultimately spend more than 300 hours in the classroom before student teaching. In contrast, their elementary education counterparts begin teacher field experience in their junior years, and spend 75 hours.

Second, they move through their experiences with a group of approximately 30 peers. Called a cohort, the team members strengthen each other through cohesiveness, shared experiences, and on-going dialogue. The students form bonds not only with each other, but with teachers and administrators of K-12 classes in a collaborative school site. The length and intensity of the classroom experience also results in stronger bonds with their ISU supervising teachers.

"The cohort model is very useful," says Sandra Renegar, practitioner preparation consultant for the Iowa Department of Education. "The built-in support system of their peers ensures that students don't need to rely on faculty members as their sole source of information. Students are very adept at analyzing other students. Ideally, all students should have this opportunity."

"The program is an awesome way for potential teachers to experience what it's really like to be a teacher. To be able to compare what in theory should happen, and what actually happens ... what an opportunity!"

'Everyone is finding their niche.'

Karin Swenson, a junior in elementary education and a Project Opportunity participant, says she wouldn't do teacher preparation any other way. "The program is an awesome way for potential teachers to experience what it's really like to be a teacher. To be able to compare what in theory should happen, and what actually happens ... what an opportunity!"

Swenson, who says she has always wanted to be a teacher, used the experience to confirm the age group best for her. "After I practiced in the middle and high schools, I was like, 'Ack! No way!' I discovered I really like my kindergartners and early learners. It was important confirmation. Being in so many different classrooms and different grades has helped us all. Everyone is finding their niche."

Collaborating teachers in the schools are carefully selected, and represent some of the best mentors available. Star Ann Kloberdanz ('87 Elementary Education), Swenson's 12-year veteran cooperating teacher at East Elementary in Ankeny, Iowa, says she benefits personally and professionally from the partnership. "Karin taught a lesson yesterday and I asked her for a copy of it because it was great. The Project Opportunity students I've worked with have been very dependable. I feel like I can trust my class with all of them."

Some educators, including Kloberdanz, believe that a five-year teacher preparation program, in which the fifth year is spent practicing – similar to medical internships – is advisable. "Project Opportunity is really the first step toward that," she says.

Keeping the best on board

Results of a recent federal survey of 4,049 teachers show that rookie teachers overwhelmingly feel unprepared for their new role. Karin Swenson, on the other hand, will most likely be enthusiastic, prepared, and committed as she faces her first "own" classroom. Hopefully, she will remain so. Iowa, which ranks 34th among the states in average teacher salaries, has one of the highest teacher drop-out rates in the country. According to the National Center for Education Statistics, 70 percent of Iowa teachers who quit leave for reasons other than retirement – job dissatisfaction, higher salary, or a career change. Only five other states have a higher drop-out rate.

What can education colleges do to help their new graduates? One of the most important initiatives, according to Kloberdanz, would be to facilitate a mentoring program.

Dean Gmelch agrees. "How do we retain the teachers we want to retain?" he questions. ISU is exploring ways to keep teachers connected, including internet communication, induction programs, and ongoing mentoring.

He calls the number of Project Opportunity alumni who show up for reunions "astounding." "They feel a real connection to the program, to each other, and to their past cooperating and supervising teachers. What our alumni are telling us is that they continue relationships with their former master teachers and classmates. They're not hesitant to call up and say, 'What would you do?'" ■

PROMISES KEPT

PROFESSION AT A CROSSROADS

Preserving an endangered species

Les Omotani's career stretches ahead of him, rich with opportunity and promise. The superintendent of West Des Moines' public schools is successful, jubilant, and optimistic. He is also a member of a shrinking, endangered profession.

ISU alumni Les Omotani, superintendent of West Des Moines public schools, and Lori Diebel, principal at Valley Southwoods Freshman High School, are partners in a school system that has received national recognition for its excellence.

Like many other states, Iowa faces a crisis in public school leadership. A recent survey showed that nearly one half of the superintendents plan to retire in the next six years; another one-third said they plan to retire in six to nine years. Statistics are similar for principals. But when the old guard retires, who will fill its place? The declining number and quality of applications point to a harsh truth: Top-notch educators are rejecting a career in school administration.

The reasons are predictable. "Schools take the brunt of social change, because they teach all the children of all the people, and encounter all the problems," says Fenwick English, ISU professor of education and leadership studies. In addition to being high-stress and underpaid, with long days and little time off for rejuvenation, administration is "not for people who need to be loved by everyone," says English.

As a land-grant university dedicated to educating the people of Iowa, ISU is tackling the impending school administrator shortage head-on. The College of Education's principal licensure program, called PreLEAD, has more than tripled the number of its graduates in the past few years, primarily because of the program's willingness to take

the program off-campus to four communities, via the Iowa Communications Network (ICN). Participants may even take their master's orals over the ICN. The program, which its director, Richard Manatt, calls "a series of experiences" gives participants extensive internship opportunities.

A new recruitment initiative does not rely on teachers to "self identify" as administrators, but rather is using successful administrators in the field to identify and recruit teachers with leadership potential, and to serve as models and mentors.

"It was easy growing up wanting to be a teacher. But how many kids grow up wanting to be a principal? Principals were people to be scared of."

And ISU leaders are asking questions. What makes a successful superintendent? What makes some school districts bloom? What prompts an educator to move from teaching to administration?

A new breed

For one of the best school districts and administrators in the country, researchers need only take a short spin down I-35 to the West Des Moines schools, and to the office of ISU alumnus Les Omotani ('92 Ph.D. Professional Studies in Education) who refuses to take credit for his district's success. "It's my privilege to be associated with the educators, students, and parents of this district. I get to work with these people, they don't get to work with me."

It's clear someone is doing something right. When award-winning film director George Lucas, working on a PBS video *Learn and Live,* narrated by actor Robin Williams, selected the West Des Moines schools as a district to be profiled as one of the country's most exemplary, he sent a team of videographers to identify and feature the "best" of the district's 15 schools. Omotani resisted the creative badgering of the cinematographers to identify one school, stoutly maintaining, "They're all good." Lucas' creative team eventually agreed, and the resulting video features the whole district, the only one to hold such an honor.

This spring, Valley High School received a Grammy Award (the first ever given in this category by the Recording Academy) for having the best high school music program in the country, beating out 14,000 other high schools, including exclusive music academies.

What is it about the culture Omotani nurtures that prompts such success? Perhaps the most important ingredient is his belief that the whole community must be invited into the public schools – both literally and figuratively. "There's nothing that is more important than having this community be supportive of us. Strengthening relationships in our families and in our community – it's the core of the whole thing. If we care about the community, the community will care about us."

Omotani extends educational opportunities to parents and community members, and his aggressive insistence on their input and feedback is legendary. "When people are out for an evening walk and see Les coming, they walk faster," jokes Gordon Dahlby ('74 chemistry), director of curriculum and technology. "They know he'll stop them and say, 'What do you think about ...?'"

Not only is Omotani an advocate of life-long learning, he supports creative risk-taking, says Valley High School music chair Phil Peters. "When we decided to perform Puccini's opera *Gianni Schicchi,* we didn't know what to expect. But the community loved it. The kids loved it. Fifteen hundred people came to the performances."

"Schools take the brunt of social change, because they teach all the children of all the people, and encounter all the problems."

Among them was Omotani, who spends most of his evenings attending athletics and arts events. "They know when you're there and they know when you're not there. It's important," he says. "People ask if Barbara and I have kids, and I say, 'We have 8,800 of them.'"

'Modeling the joy'

Omotani formally became part of ISU's leadership recruitment program this winter, but he has been recruiting and mentoring for many years. One Iowa Stater he had an impact on is Lori Diebel, who was a principal at Rex Mathes Elementary School in West Des Moines when Omotani recognized her leadership abilities and encouraged her to apply for the principal of West Des Moines' new, innovative all-freshmen school, Valley Southwoods.

"I love teaching," says Diebel, who is working toward her Ph.D. in school administration at ISU. "It was easy growing up wanting to be a teacher. But how many kids grow up wanting to be a principal? Principals were people to be scared of." Diebel took ISU's Danforth Principal Preparation program in 1990-92 not, she says, because she intended to become a principal, but so she could learn about leadership. There she met Omotani, who was taking leave from his position as assistant superintendent of Medicine Hat School District, in Alberta, Canada, to work on his Ph.D. It was then that she began to understand that administration didn't mean giving up teaching.

Central to her decision to take on the challenges of administration was the attitude, philosophy, and behavior of her superintendent, Les Omotani. "He models the joy," she says. "He's an educator who takes time to know the people of the community; he asks them what their vision is. He invites dialogue." Omotani's emphasis on community-building prompted Diebel to realize that she could affect more change by being a principal than by being a teacher – that her teaching would extend to more people.

"My reason for doing my job is to make a difference for kids. That's what inspires me. I've learned the joy of working with adults. When you work with adults, you really multiply the possibilities of the children you affect."

The future

It's the kind of administration and teaching that Omotani and Diebel embrace that prompts Professor English to be optimistic about the future. A profession that in the past has patterned its style on hierarchical institutions such as the military and industry, where position defined roles, status, and power, is giving way to new philosophies. "I don't consider myself a boss," says principal Diebel. "I try to help create an environment in which first you seek to understand, and then to be

As a land-grant university dedicated to educating the people of Iowa, ISU is tackling the impending school administrator shortage head-on. ISU leaders are asking questions. What makes a successful superintendent? What makes some school districts bloom? What prompts an educator to move from teaching to administration?

understood – where people work together toward common goals."

Past hierarchical models discriminated against women. Although 70 percent of teachers nationwide are women, only three percent are superintendents. "When a woman applied for an administrative job," says English, "she was always asked the same question by a predominately male school board: 'Are you tough enough?'"

These days, the question may increasingly become, "Do you care enough?" or "Can you build consensus?" "Can you create community?" Or, as one of Omotani's teachers told him, "It's important to know your stuff, but more important to know who you're stuffing."

ISU's principal preparation classes reflect a change of attitudes and opening of doors; sixty-four percent of the students enrolled are women. English is optimistic. "We're going to meet the need. The administration of the next millennium will be better and more likely to be women. That's a wonderful trend."

A lighted schoolhouse

In the same way that Omotani refused to identify the "best" school for Hollywood producers, he also rejects the phrase "lighthouse school," which refers to a few centers of excellence. "Instead we talk about a lighted schoolhouse. We want the lights turned on and people in the building all the time. Our schools open at 6:00 a.m. and we keep them open until 11:00 at night. They're filled with community groups."

Listening to Omotani, you know he loves what he's doing. At every turn, he lapses into accolades for his teachers, community and students. He can't help himself.

"West Des Moines isn't isolated from any of the challenges of the world. We have racial tension. We have kids bringing guns to school. We deal with drugs, and we deal with budgets. So when someone says this is utopia, I say, 'I doubt it.'

"We make it work. We've got really great people who make it work." ■

Superintendent Omotani drops in on Dan Anderson, choral director at Valley Southwoods. The West Des Moines district recently received a Grammy Award for its music program.

PROMISES KEPT

Milton Hershey School

A vision realized

Iowa State alumna Mavis Kelley, senior vice president for programs at the Milton Hershey School, values the time she can spend with the school's students.

Imagine a school where every child comes to class each morning, ready to learn. Bodies are rested and healthy. Big and little kids are safe from home and street violence. Hunger is reserved for minds; drugs are reserved for healing; fear is reserved for centipedes and scary movies.

Imagine a school where there is so much money available that administrators are looking for new ways to spend it. Facilities, curriculum, and resources are state-of-the art. Caring teachers nurture students through 12 years of consistent, excellent education.

Imagine a society where home, school, and community are aligned toward one common goal: to bring out the best in kids. Parents and teachers are partners, and learning activities at home affirm those taught at school. Imagine a society where there are no racial barriers, and different ethnic and religious groups live in harmony.

Heaven? No, Hershey, Pa. Ninety years ago, Milton Hershey, the country's most successful chocolate mogul, left a legacy of more than kisses and chocolate bars. In 1909, Hershey and his wife – themselves childless – bought 486 acres of good farmland and set in motion a plan that would transform thousands of young lives. Originally created for orphan boys, today the Milton Hershey School provides residential K-12 education for financially needy boys and girls who are missing at least one parent. In many cases, the school is an alternative to foster care.

The program, which recruits students early in their educational careers, gives 1,100 students 12 years of expense-free living, including room, board, health care, education, and a college fund. Deciding who should get in is one of the toughest parts of her job, says ISU alumna Mavis Kelley ('77 M.S. Higher Education, '89 Ph.D. Higher Education Administration), the school's senior vice president for programs.

From the 500 who formally apply every year, Kelley selects 200 new students from across the United States. "Every kid should have this opportunity," she says, gesturing to the green, flowering expanse, which looks more like a resort than a campus. Indeed, the facility includes a nine-hole golf course, ice skating rink, six tennis courts, football stadium, three gymnasiums, and an all-weather Olympic track.

The school's goal for each student is that, upon graduation, he or she will be prepared both to go to college or to immediately enter a profession. Students may pursue seven career paths. The Dairy Industry Center, which includes an ice-cream processing area, lets students study dairy animal science and food processing. The Horticulture Center, with its three greenhouses, supports year-round plant study.

Groups of 8-12 students of varying ages live in homes with a houseparent couple in a neighborhood of about 20 homes. Relationships with absent parents are nurtured, and the school acknowledges the sacrifice and gift that parting with a child for at least nine months every year represents. A student testimonial on an admissions brochure reads, "My mom gave me something no one else could ... a bright future."

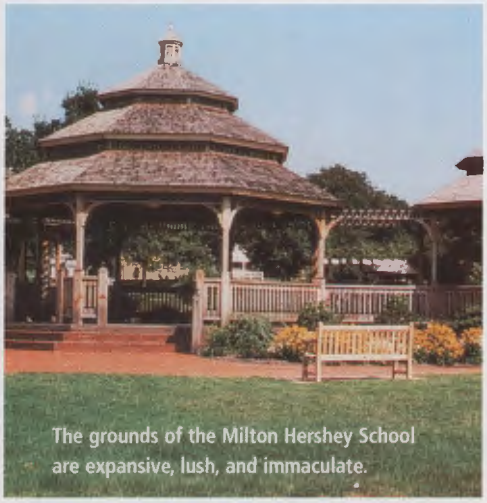


PHOTO COURTESY MILTON HERSHEY SCHOOL

The grounds of the Milton Hershey School are expansive, lush, and immaculate.

Three years ago, Mavis Kelley left Des Moines, where she had worked for 22 years for the Iowa Department of Education – most recently as assistant to the director – to take on her new role at the Hershey School. Although she hastens to assure that she loved her past work, she admits, "My life was full of policy. I had to search too hard to find the children."

Now, she need only step outside her office to be surrounded by kids. And here at Hershey, no one hesitates to exchange hugs at every opportunity. The hugs are only one of the visible signs of "applied policy."

At the highest administrative level in Iowa, Kelley and her boss, former Director of Education Bill Lepley, who is now president and CEO of the Hershey School, talked and wrote about the theoretical ideal school. "It was a vision of what the future could be," Kelley says. And it was that vision that drew the two Iowans to the Milton Hershey School. "Here, the dream is a reality."

Even though watching students blossom is a daily occurrence for Kelley, she is constantly moved by what she sees. Her eyes fill with tears as she tells some of the children's stories. A blond, pig-tailed eight-year-old, who has been bounding through the morning's activities, came to the Hershey School when she was in kindergarten, after her grandmother contacted the school. She had been living with her mother in a tent in Texas, virtually homeless. "She had never been read to," says Kelley. "She knew two colors – yellow and green. And yellow was always yellow, but green wasn't always green.

Watching students blossom is a daily occurrence for Mavis Kelley.

"She was a little flower, opening up here, and she stole the hearts of all of the adults. 'Read to me, read to me,' she would say. She was like a sponge, soaking up every opportunity.

"She is the essence of why early childhood education is so important and why I get so frustrated that we don't make children our agenda in this country."

Kelley, who begins many of her sentences with "What if ... ?", refuses to believe that initiatives like the Hershey School are the one-time legacy of a kind-hearted chocolate king. "What if corporate America and the government pooled their resources? What if somebody like Bill Gates said, 'I'm going to take a billion dollars and children will be my agenda.'? What if he said, 'I'll teach needy children technology skills, and that will be an immediate way for them to enter the labor force.'? What if we found a way to care for and educate

"What if corporate America and the government pooled their resources? What if somebody like Bill Gates said, 'I'm going to take a billion dollars and children will be my agenda.'? What if he said, 'I'll teach needy children technology skills, and that will be an immediate way for them to enter the labor force.'? What if we found a way to care for and educate single mothers, along with their kids?"

single mothers, along with their kids?"

In fact, the Hershey School has served as a model for a number of residential school initiatives. The past governor of Minnesota and legislators visited the school, and returned home to write legislation that created residential education opportunities in Minnesota. A new school in New Jersey also used the Hershey School as a model and incubator.

Because the school's $5 billion trust fund is more than is needed to operate current facilities, plans are in the works to increase by 500 the number of children served, and also to offer educational camps, satellite educational support centers, and to use the school as an institute that would provide research, advocacy, funding, and consulting to other professionals in residential education.

"Children in poverty are everywhere in our country," says Kelley. "What if we used the Hershey School as a very special institute to focus on that challenge?"

The success of the more than 7,000 Hershey School graduates is testimony to the magic that occurs when home, school, and community are single-minded and united in their commitment to kids. Class notes in *Legacy*, the school's newsletter, read very much like those from a college or university. If you ask a Hershey School student about future plans, it is clear that the environment is one of high expectations and unlimited possibilities.

In a bright, sunny third-grade room, bespectacled Adzua looks up from her contemplation of the resident family of hermit crabs, to announce that she will be an obstetrician when she grows up. Or maybe a brain surgeon? Dan says modestly that he will be a wrestler. Chris says that it's a toss-up between artist, missionary, and singer.

"When the kids walk across the stage at graduation, I could hug every one of them," says Kelley. She pauses, acknowledging the lump in her throat. "I want to say to each one of them, 'You did it! Here's your second chance for success.'

"To each one of them we say, 'You owe nothing financially to Milton Hershey School. But what we ask you to do is go out into communities in the U.S. and give back in measure equal to what you've received as a student here. You have a lifelong obligation to help others in any way that you can."

Spirals of success spring upward, and outward, and for years to come. ■

Living in Harmony

When Mavis Kelley worked for the Iowa Department of Education, she pooled her considerable efforts with those of other public school educators to help ensure nondiscrimination and an appreciation for different cultures. Today she sighs, remembering. "All that public policy. All those words, and all those pages, and all that work."

At the Milton Hershey School, relationships and respect seem to take care of themselves. "Our children live in incredible harmony among the different ethnicities," says Kelley. "There are Asian American, and African American, and Caucasian, and they just treat each other like brothers and sisters."

PHOTO COURTESY MILTON HERSHEY SCHOOL

ISU alumna Sandra Barnes ('95 Ph.D., Professional Studies in Education), principal at the Milton Hershey School elementary building, says one of the reasons for the harmony is that the children enter the school at an early age and with a common background. "They all come needy," says Barnes. "And in some respects, you don't have one-up-man-ship and hierarchy."

Kelley tells the story of the first-grader who one day approached the executive director's wife with a question. "'Mrs. Lepley, do you know that I'm African American?' Lepley answered, 'Yes I do.' The child responded, 'How do you know?' Lepley replied, 'Because you have beautiful, brown skin.' The child smiled, and said, 'I know. My mom told me that, too.'"

For Kelley, the story symbolizes the nature of the Hershey School. "You just sit there, and your heart pounds, and you think, 'This is the essence of the equality and equity that we seek.'"

by Carole Gieseke

Lion dance bridges two cultures

Three thousand years of Chinese customs and tradition wield a powerful influence on the culture of southeast Asia. So when Choy Leow, the oldest son of Malaysian parents, left his home in Kuala Lumpur in 1981 to attend Iowa State University, it was not without feelings of conflict. Would he be able to carry out his family responsibilities? Was he leaving his culture behind?

Leow took one step further from his cultural roots when he made the decision in 1988 – after receiving his undergraduate degree and a master of architecture from Iowa State – to remain in the United States and pursue an architectural career in St. Paul, Minn. But the strong loyalty he felt toward his Asian heritage has allowed Leow to focus on building projects in Indonesia and Malaysia. And, perhaps more importantly, a lifelong involvement with performing and teaching the ancient Chinese lion dance has been a bridge between the modern world and the traditions of his ancestors.

"When I do lion dance, once the costume is on, it's like I go into a trance."

"The lion dance is a very intrinsic part of the Chinese culture," he explains. "It's a cultural icon that everyone can relate to."

Leow was first introduced to the lion dance at age 7 when his father sent him to martial arts classes. "I wasn't really too enthused about martial arts," Leow says. "But it was the lion dance that I fell in love with. So I stuck with martial arts, and through the years it has grown to become a great passion."

Small and soft-spoken, Leow wears wing-tipped shoes and a conservative tie in his role as a Twin Cities architect. His office, BWBR Architects, Inc., is located on the fifth floor of the Park Square Court building in downtown St. Paul. Below, on the ground floor of the same historic brick building, is the Chinese American Association of Minnesota Chinese Dance Theater studio.

That's where the transformation takes place.

Leow becomes passionate and animated when demonstrating the lion dance. The dance is joyous, celebratory. The lion bends and dips, twists and swerves. Though Leow makes it appear effortless, be assured that the performance takes great physical strength and stamina. Proficiency requires years of practice.

"When I do lion dance, once the costume is on, it's like I go into a trance," Leow explains. "The real world is left behind."

JIM HEESTRA

Leow is the only lion dance instructor in the Twin Cities. The CAAM Chinese Dance Theater involves 118 dance students, ranging in age from 2 to 66. Leow's "core group" of six lion dancers marches in parades, provides entertainment during Chinese New Year and special events, and performs for school groups.

Leow brought the lion dance to Iowa State in 1986 as a member of the Association of Malaysian Students. The group first performed the lion dance as part of a fund-raising event for Iowa families during the farm crisis. The performance was a huge success. Today's ISU Malaysian student group is still actively performing the lion dance, thanks to Leow's ongoing instruction.

"Ever since I graduated from Iowa State, I go back," he said. "Collectively, I have about five or six generations of Iowa State Malaysian students that I've taught lion dance to. A lot of them had never done it before, but they had seen it in Malaysia."

The spirit of the lion dance has brought Leow closer to his family. "Lion dance broke down barriers between me and my parents," he says. "Every time I perform, I call home and thank them." ■

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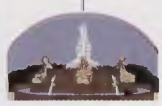

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IOWA STATE UNIVERSITY ALUMNI ASSOCIATION

Here's a sampling of upcoming events on the ISU campus and of alumni events across the country and around the world. Events are subject to change. For more information, visit the Alumni Association web site: www.alumni.iastate.edu or call toll-free 1-877-ISU-ALUM.

July

13 ISU Scramble Golf Tournament, sponsored by ISU Club of Denver

16-18 Iowa Games

24 Alumni Travel: Alaska cruise (through July 31)

24 ISU Club of Chicago, summer picnic

31 Alumni Travel: Quebec Magnifique (through Aug. 8)

August

1 Iowa State's Campanile: 100 Years exhibit, Parks Library (through July 2000)

7 Summer Commencement

7 ISU Club of Chicago, Chicago Cubs baseball

12 Iowa State Fair (through Aug. 22)

13 Alumni Association Board of Directors and staff retreat

19-22 New Student Days on campus

23 Alumni Travel: Alumni College in Norway (through Aug. 31)

23 Victorian Splendor: The Art of the Farm House Museum (through Dec. 19)

23 Fall semester classes begin

24 Robert Sudlow/Keith Jacobshagen exhibit (Brunnier)

28 Art in the Park (Hilton)

29 ISU Club of Chicago, Big 12 Boat Cruise

31 Alumni Travel: Ancient Rome, France & Italy (through Sept. 14)

September

2 Cyclone Football vs Indiana State

3 Legacy Migration

9 Des Moines Breakfast Club

9 David Sanborn (Stephens)

11 Cyclone Football vs Iowa

11 ISU Club of Chicago, football road trip to Ames

15 Cyclone Artifacts and Memories exhibit (Parks Library, through July 2000)

17 College of Business Golf Tournament

17-19 **ISU Football Weekend in Las Vegas, alumni spirit rally tailgate, Cyclones vs UNLV**

18 Alumni Travel: Waterways of Russia (through Sept. 29)

23 Letterwinners Hall of Fame banquet

23 Smokey Joe's Cafe (Stephens)

24 Athletic Hall of Fame induction

24-25 Vet Med Class of '74, 25-year reunion

24-26 **Family Weekend**

25 Cyclone Football vs Kansas State

25 Educator's Day

29 Alumni Travel: Walking Tour of Italy (through Oct. 6)

October

9 Cyclone Football at Nebraska

10 Hubbard Street Dance (Stephens)

14 Des Moines Breakfast Club

16 Cyclone Football at Missouri

22 ISU Foundation Board of Directors meeting

22 ISU Foundation Governors meeting

22 Order of the Knoll Gala

23 Cyclone Football vs Colorado

23 Alumni Travel: Village Life in Germany (through Oct. 31)

23 Howe Hall dedication

29 Alumni Association Board of Directors meeting

29 Scholars and mentors luncheon

29 Alumni Honors and Awards Ceremony

29-31 Hotel, Restaurant & Institutional Management 75th anniversary celebration (call 515 294-1730)

30 **Homecoming**

30 Alumni Association Member Appreciation Day and All-Alumni Tailgate

30 Cyclone Football vs Texas

30 College of Veterinary Medicine: Stange Honorees Breakfast, Retirees Breakfast, Pre-Game Alumni Barbecue (contact the college for more information)

30 Alumni Travel: Lost Cities of the World (through Nov. 23)

By Carole Gieseke

FABULOUS FABRIC

For two Iowa Staters,
quilting has taken over their lives,
piece by colorful piece

This is the story of two women who graduated from Iowa State University and became major forces in the quilt world.

But Marti Michell and Jane Sassaman could not have chosen more different paths to get where they are today.

Michell, a 1960 graduate in home economics and journalism, used her background in sewing and writing to earn a top spot in the booming quilt products and book publishing business. Sassaman, a 1975 graduate in applied art with an emphasis in textiles design and jewelry, quietly made her mark on the art-quilt industry one magnificent quilt at a time.

To understand the growth of the quilting industry, you have to look back to the early 1970s. Traditional quilting fabrics were practically non-existent; the trend toward wrinkle-resistant polyester double-knits had all but obliterated cotton yard goods. Only a handful of how-to-quilt books were available. Most people simply didn't make quilts, and those who did were using age-old cutting and piecing methods.

Then came the country's bicentennial. In 1976, Americana suddenly became trendy. Cotton fabrics became more plentiful. Books were published. Pre-packaged quilting kits started flying out of the shops. The industry began to boom.

Leading the revolution

Marti Michell was in the thick of it. By 1972 she and her husband Dick had already established "Yours Truly," a quilt-kit manufacturing and pattern business in Atlanta, Ga. Soon she began to write how-to books, which she marketed directly to quilt and fabric shops. Michell's books, featuring titles like *Quilting for People Who Don't Have Time to Quilt*, today have sold over a million copies.

In 25 years, quilting has become a multi-billion-dollar business in this country. There are thousands of quilting books on the market, quilting guilds in every major city, and quilt shows every weekend.

"I'm going next week to a quilt show in Paducah, Kentucky, that draws around 40,000 people," Michell said. "The population of the whole town is only 30,000! The enthusiasm of quilt making and the general public's enjoyment of quilts is something I don't think anyone could foresee."

Prognosticators predicted that women of the '90s would not have the time to sit and sew. But they were wrong in a big, big way. Michell says women all across the country (and some men, too) are involved in quilting guilds and clubs and even old-fashioned quilting bees.

"There are just an awful lot of women involved with groups that have an emotional tie," she says. "They meet, yes, to get new information about quilting, but their friendships and their emotional support groups come out of these groups."

Unlike her 1970s counterpart, today's quilter finds no shortage of fabric when she enters her local quilt shop. In fact, Michell describes the current selection of fabric as overwhelming. "It's not uncommon to find a fabric shop with 5,000 bolts of fabric," she says. "When you only need eight or ten fabrics, it's overwhelming to try to choose the right ones."

So quilt kits are as popular today as they were in the '70s, only now it's for the opposite reason. "We've come full circle," Michell says. "We used to make kits because there was very little fabric selection and it made sense. Now there is such an overwhelming choice of fabric that customers see something finished on a wall and say, 'Do you have a kit for that?' That selection is forcing us back into making kits."

As a business person who always has the customer's needs in mind, Michell has developed a series of tools and other products that make the quilting process more efficient. A huge proponent of the rotary cutter (a pizza-cutter lookalike that cuts through multiple layers of fabric), she has developed a series of acrylic templates that work with the cutting tool to make perfect pieces every time.

"When I started quilting in the late sixties, we cut templates out of cardboard and we used scissors just like our grandmothers," says Michell. "When the rotary cutter came in, it practically eliminated templates. But then someone came to me with the idea to develop templates. My first response was, 'Oh, no, I don't use templates anymore.' But, in fact, she had a wonderful idea for a new kind of template. So all of a sudden I became a template person again. I say I lead two lives. It's just a matter of knowing what quilt you want to make and which is the best technique for it."

Simplifying the quilting process is good for the average quilter, and Michell says it's good for the quilting industry. "We say we need people who can make five to ten quilts a year, not one quilt every five years. That's what makes an industry go round."

"The enthusiasm of quilt making and the general public's enjoyment of quilts is something I don't think anyone could foresee."

– MARTI MICHELL

The perfect medium

Jane Sassaman is not your average quilter. Her one-of-a-kind quilts are works of art.

Following graduation from Iowa State, Sassaman moved to Chicago and experimented with a number of design mediums before discovering quilting. She worked as a window dresser, sign maker, illustrator, and as a designer of decorative accessories. She found herself drawn to paint, to fabric, to embroidery, to fiber. She began to cut paper and arrange it into patterns. Finally, she discovered quilting.

"In 1980, on the cover of *American Craft* magazine, there was a quilt," Sassaman remembers. "It was a contemporary quilt, what we call an art quilt – made for the wall, not the bed – and with one look at that I knew it had absolutely everything I was looking for."

Sassaman approaches quilting unimpeded by any prior knowledge of standard quilting methods. "I'm not coming at quilting as a seamstress; I'm coming at it as an artist. So I don't let the technical aspects get in my way," she says. "I started quilting with a traditional technique called strip piecing. Those quilts were geometric, and I wanted a lot of motion in my work. As soon as I learned that I could make a wiggly line, the straight lines just disappeared."

The use of vibrant colors, strong graphic shapes, and positive and negative space has placed Sassaman among the top art quilters in the country. Her designs have been featured in 59 publications. She has exhibited her work in more than 70 shows during the past 10 years, from New York to San Diego to Japan, including a one-woman gallery show in Chicago. This year, her work is included in a Smithsonian Institution Traveling Exhibition entitled "Women of Taste," and she recently received the Fairfield Master Award for Contemporary Artistry at an international quilt festival in Houston, Texas. She also received ISU's Design Achievement Award in 1996.

"Most of my quilts are symbolic statements about the cycles and spiritual forces of life," she says. "By using colorful fabrics cut into dramatic shapes, I try to express the energy and mystery of our amazing universe – from the beauty of a single blossom to the complicated powers of the soul."

Indeed, Sassaman's fabric constructions depict the thorny tangle of weeds in the garden, the powerful forces of nature on the planet, and the tree of life, ever growing and blooming. She creates these statements – which often measure as large as six or seven feet – in her home.

"Quilting allows me a great amount of autonomy," she said. "It only requires tools that I already had: a sewing machine and fabric. Quilting is my language now. It's taken over my life."

Sassaman's work space is "what should be the dining room table," although she admits that the whole house has become her studio, with fabrics and drawings and threads everywhere. But, she says, the arrangement has allowed her to be "Mom" as well as "Artist," and her children (Oliver, 17, and Willow, 14) have always been involved in her work.

The complexity of her quilts and the meticulous nature of her craftsmanship causes Sassaman's larger works to take up to six months to complete. "The large quilts are really exhausting," she says. "When a large one is finished, I am totally burned out and doubting if I'll ever make another one. After a week or so of catching up with all the things I've neglected for months, I begin to get idea sparks and off I go again." ■

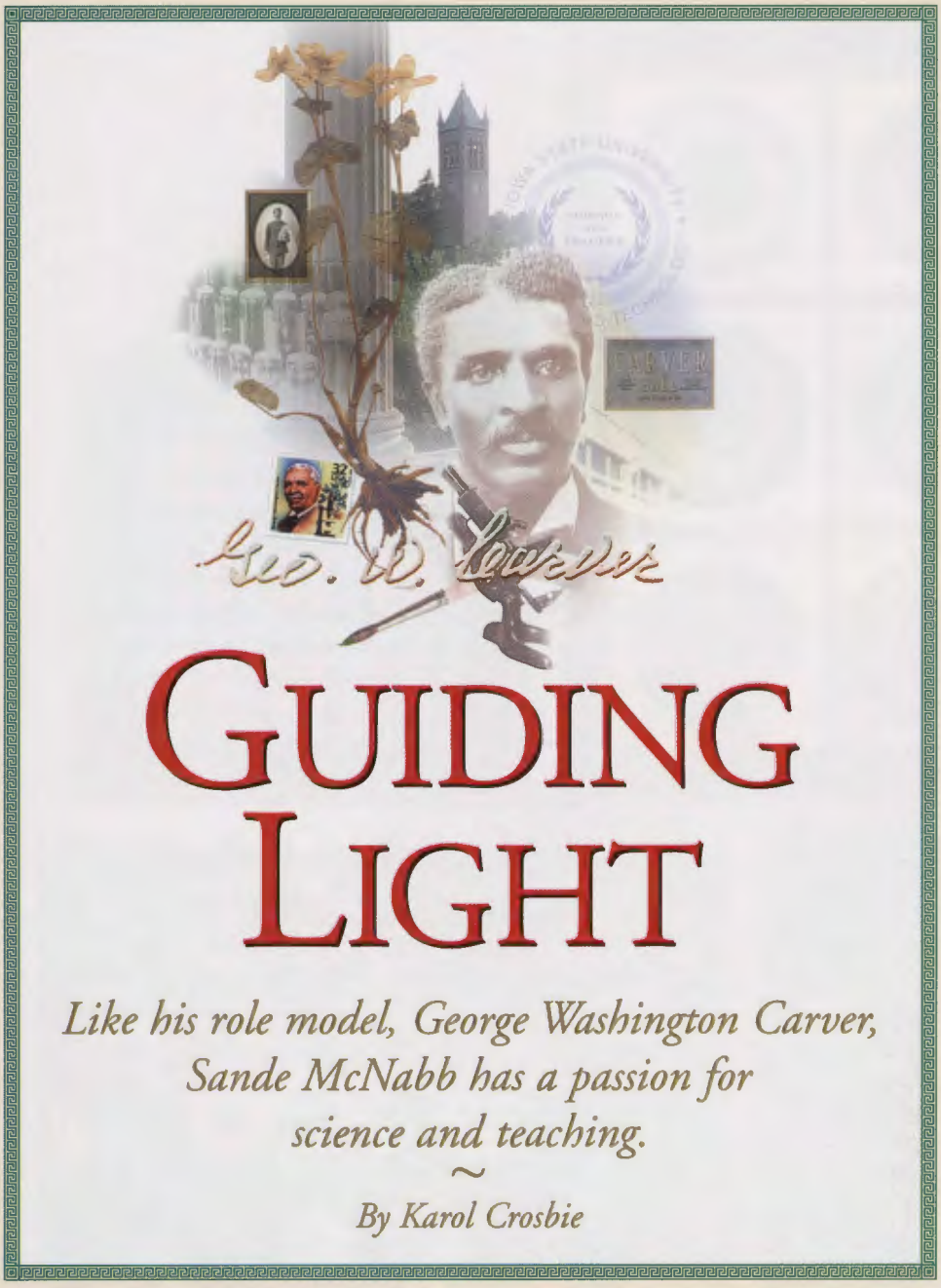
"I wanted a lot of motion in my work. As soon as I learned that I could make a wiggly line, the straight lines just disappeared."

– JANE SASSAMAN

Left, Rise and Shine by Marti Mitchell
Below, Amish Magic Nine Patch by Marti Mitchell

Above, Glorious Greens by Jane Sassaman
Right, Overgrown Garden by Jane Sassaman

PHOTOS COURTESY OF THE ARTISTS



GUIDING LIGHT

Like his role model, George Washington Carver, Sande McNabb has a passion for science and teaching.

~

By Karol Crosbie

Iowa State's year-long celebration of ISU alumnus George Washington Carver is coming to an end. Cultural events and lectures have been proudly heralded and well attended. Highly acclaimed artists, writers, and researchers have made substantial contributions.

Late on a Friday afternoon, as spring semester draws to a close, a group of students and their professor make their own quiet contribution. The event takes place in a small, back room in the Memorial Union, with little fanfare and to only a handful of people. The class is an undergraduate Honors Symposium on George Washington Carver; the professor is Harold (Sande) McNabb, professor of plant pathology and forestry; the students are an eclectic mix of disciplines – from physics to math to animal science.

At their professor's request, the students are presenting a mini-symposium on the legacy of George Washington Carver to the agricultural science section of the Iowa Academy of Science meeting.

Each student wears a white flower. By doing so, they honor two teachers – George Washington Carver and Sande McNabb.

Sande's flower

Every day since the Carver celebration began in the summer of 1998, McNabb has worn a flower on his jacket as a symbol of respect for his fellow scientist, who was believed to have worn a flower every day for at least the last 50 years of his life.

Flowers were a constant presence in Carver's life – from the flower he wore pinned to his lapel, to the amaryllis that he kept in his room – as both a thing of beauty and an aid that would help him teach plant genetics. The amaryllis was present in his room when he died. A white rose was pinned to his jacket when he was buried.

"Since I was 10 years old, Carver has been the guiding light of my professional career," says the 72-year-old McNabb, who will retire next year. "Meeting Carver through reading books in my school library convinced me that he was the type of science person I wished to be; he became my role model."

Although many know Carver as the "plant doctor" who specialized in the classification of fungi, "few people in the field recognize Carver as an originator of plant pathology," says McNabb. The diseases that Carver cured were often caused by fungi. "By the time Carver was seven years old, he was bringing plants back to health. He'd take them to his little secret place in the woods. And then he'd return them to the yards they came from."

A high point for McNabb and his Carver symposium students was the trip they took to Carver's birthplace in Diamond, Mo., where they saw the land and plants that first inspired Carver's love for nature. "One of the first questions the child must have asked," says McNabb, "was, 'Why is the rose next to the house red and the one in the garden yellow?'" Thus was born a curiosity of plant genetics.

McNabb, honored by ISU in 1994 with the award of University Professor, is known internationally for his work in tree pathologies. In the '70s, McNabb was the "plant doctor" who treated and researched the fungal-induced Dutch elm disease in Iowa. More recently, he has been part of a pioneering research team that has genetically engineered a new disease-resistant poplar tree clone. His team successfully inserted a pest-resistant gene from the potato into three poplar clones. The field trials that followed were the first approved field

planting of a transformed woody plant in the United States.

'He has a passion for what he does'

McNabb has been as inspired by Carver the teacher as he has been by Carver the scientist. McNabb remembers that when he interviewed with Iowa State in 1953, he promised to "bring teaching into every activity I do." His colleagues say he has kept his promise.

McNabb's students represent many ages. He has developed programs to explain biotechnology to grade school children and has mentored more than 100 high school students who worked in his lab as part of ISU's Women in Science and Engineering programs and other minority initiatives. In 1956, he created ISU's annual Shade Tree Course, which today draws more than 650 adults to the campus every year.

"He has a passion for what he does, and he wants you to share it," says Jayadev Athreya, one of McNabb's George Washington Carver Symposium students.

For Sande McNabb, Carver's legacy is spiritual as well as intellectual. "Nature proved to Carver that there was a God. Walking the forests, he felt the scheme of things. For me, also, nature proves there is a supreme being. A guiding principle in my life is the belief that scientists can believe in God and be inspired by His creations." ■

The sculpture that almost got away

The small statue of Carver created by Christian Petersen, ISU's sculptor in residence from 1934 to 1955, almost disappeared from the ISU campus. It was 1965 and Petersen's widow, short on funds, was auctioning off her husband's sculptures. As Sande McNabb sauntered into Exhibit Hall and saw the tables of Petersen's works, he probably didn't know that Petersen would one day be considered one of the country's most significant sculptors. What he did know was that he couldn't let ISU part with a statue of its most famous alumnus, and his own personal role model.

"First I called my wife," remembers McNabb. "'Bring the savings book!' I told her. 'We've got to buy this statue; we can't let it go.'" Then he called former President Bob Parks. "Do something!" he said. Parks, agreeing that the statue must stay on campus, authorized its purchase. Iowa State, using funds from the class of 1968, paid Charlotte Petersen $500 for the sculpture.

This spring, the sculpture – originally created in plaster – was recast in bronze, a process made possible by a $17,000 gift from John and Linda Dasher of Ames to ISU Foundation's Campaign Destiny: To Become the Best. Formerly housed in Carver Hall, the new bronze model is now in the courtyard between Carver and Beardshear Halls.

collegefocus:

Our planet shrinks and our opportunities explode. From research, to teaching, to faculty and staff development, ISU's colleges are leaders in developing new understanding between cultures. And a funny thing has happened on the way to the other side of the world. New intra-college relationships are being built, as colleges collaborate extensively with each other.

Agriculture

New major helps control worldwide disease

Parasites, which cause major disease in both animals and humans, don't recognize national boundaries. Malaria-bearing mosquitoes, for example, cause death and disease in both humans and animals throughout the world. But control of this and many other diseases is hampered by a lack of communication between cultures and geographic areas.

For this reason, the departments of Entomology and Veterinary Pathology are offering a new major – the only program of its kind in the country. Called global parasitology, the curriculum allows students to study how parasites interact with their hosts, and the impact of different cultural, social, and climatic differences on disease prevention. Taken as a secondary major along with a primary major in agriculture, liberal arts and sciences, or veterinary medicine, the program is cross-disciplinary and fosters interaction between microbiology, zoology, and food safety. Jeffrey Beetham, professor of veterinary pathology, and Wayne Rowley, professor of entomology, are directing the new major.

Veterinary Medicine

Learning acupuncture from the masters

Three thousand years ago, the Chinese discovered that the art of acupuncture worked not only on humans, but also on valuable cattle and war horses. So when faculty and students at the College of Veterinary Medicine wanted to learn the philosophy, history, and practice of the ancient practice, who better to turn to than the old masters? This year, 25 third-year veterinary students, accompanied by ISU pharmacologist Dr. Walter Hsu and neurologist Dr. Karen Kline, will study veterinary acupuncture for three weeks at the Chinese Agricultural University of Beijing.

"Our study in Beijing involves our students in the roots of acupuncture. From the masters, they'll learn the meaning behind the art," said Kline, who is spearheading an effort to add a program in alternative medicine to ISU's veterinary medicine curriculum.

Engineering

Trading places with the Scots

Although the College of Engineering offers its own faculty and students plenty of international programs, one of its most extensive efforts supports the entire university. While almost every university in the world offers its faculty and students international opportunities, ISU's exchange program for professional and scientific staff is the only one of its kind.

Coordinated by Peter Reilly, Distinguished Professor of Chemical Engineering, the program allows staff members from ISU and the University of Glasgow in Scotland to visit each others' programs from three weeks to up to a year. Since 1988, the program has facilitated exchanges in such areas as student financial aid, facilities planning, orientation and retention, museums, the Honors Program, and engineering career services.

Elizabeth Stanley, ISU's director of institutional research, spent the summer of 1994 helping the University of Glasgow develop a system to review its administrative units. The previous summer, her Scottish counterpart helped ISU's Office of Institutional Research develop a tracking system for its information support activities. Since the exchanges, the two professionals have co-authored articles and collaborated on conference presentations.

Business

Working abroad

Beating the job mob for that perfect job is on every senior's mind, and Steve Kravinsky claims that his students are two – maybe three – giant steps ahead of the crowd. Kravinsky, program coordinator for the Colleges of Business and Liberal Arts and Sciences, has designed a program that offers students the opportunity to work in the United Kingdom and Australia. A three-credit internship provides students with a crash course in job search and survival skills for living abroad. Although ISU has developed extensive contacts, students are responsible for landing their own jobs.

"My goal for the program," says Kravinsky, "is for students to live in another country – not as tourists, but as participants

ISU International

who have to get up every day and work. In our expanding global economic and business environment, the chance to immerse yourself in another culture is a life-changing experience."

The 107 students who have participated in the program since it began three years ago have had little trouble finding rewarding jobs both abroad and when they return, says Kravinsky. "American students have a lot going for them – more than they realize until they go overseas. They know how to work in teams, have strong communication and interpersonal skills, and a great work ethic."

Education

Student teaching abroad

College of Education students are keenly aware of differences between U.S. rural and metropolitan schools. But these differences pale when the students begin contrasting international educational systems. Every year approximately 20 ISU students teach grades K-12 in New Zealand, the Czech Republic, Scotland, South Africa, Venezuela, and Australia.

"Immersion, not only in the culture but in the educational system of another country, sharpens our students' understanding of their own systems," says College of Education Dean Walt Gmelch, who is working to increase opportunities for students studying abroad.

Family and Consumer Sciences

UPAVIM

In Guatemala, a group of 70 women artisans have given themselves a simple name – with a very deep meaning. They call themselves UPAVIM – which translates to "united for a better life." The artisans who began in the slums of Guatemala City are now located in a three-story building, with a health clinic and child care. Their "better life" is sustained by the artwork and crafts they create.

Among those who have helped the group is Mary Ann Littrell, ISU professor of textiles and clothing. Littrell is a researcher of and participant in fair trade organizations: nonprofit groups that market international crafts and whose bottom line is different from that of mainstream marketers. For Littrell and other proponents of fair trade, their bottom line is not, "How much money can we make?" but instead, "Have we paid the artisans a fair wage in their local context? Were their working conditions clean and safe? Were the raw materials and processes used for the product environmentally safe?"

Littrell helps women artisans in Guatemala and India to develop new products, explore new markets, and adjust current products to changing customer needs. Her book, *Social Responsibility in the Global Market: Fair Trade of Cultural Products*, gives both philosophical and practical insights into the fair trade practice.

Liberal Arts and Sciences

London Rocks

London Rocks (which music professor David Stuart is quick to point out is *not* a geology course), also known as A History of British Rock and Roll, has ISU students learning while they groove in London, the mecca of rock 'n' roll. The students – an eclectic mix from all colleges – take a three-week journey through the history of rock, starting with the Beatles and Herman's Hermits; moving on to the Rolling Stones and Eric Clapton; into the art rock of the '70s, with the Moody Blues and King Crimson – through the hard rock of the '70s with The Who and Led Zeppelin. The students pass through English/Celtic Folk Rock with Jethro Tull, into punk and new wave with Elvis Costello, and drop in on the latest musical genre – world music, which combines hip hop with the ethnic flavors of African, Indian, and Japanese music.

The students visit broadcasting and video museums, a recording studio, and attend live performances.

Design

Creating in Rome

Studying Roman art and architecture in Iowa is kind of like studying corn production in the middle of the Atlantic Ocean. "The tradition of architects is to go to Rome to learn about architecture and architectural history – it's virtually impossible to do here," says Matthew Fisher, assistant professor who coordinates international programs for the Department of Architecture. The program has become so popular (the number of students participating has doubled in the past few years) that the College of Design has secured a permanent class and studio space in the heart of Rome for visiting Iowa Staters. Only two blocks from the Pantheon, the 19th century palazzo is built on the foundations of a bath complex built by order of Marcus Agrippa, the Roman Counsel who also built the Pantheon more than 2000 years ago. Also adding continuity to the program is a resident renaissance historian, Patricia Osmond De Martino, who will direct the program from Rome.

Increased space and an on-site coordinator has made it possible to offer the program year-round and to allow students in the three disciplines – architecture, art, and design – to participate simultaneously. "It's exciting to have the disciplines studying together," says Mary Stieglitz, chair of the Art and Design Department. ■

The End of an Era

By Karol Crosbie

JIM HEERSTRA

AFTER 30 YEARS, ALUMNI ASSOCIATION DIRECTOR JIM HOPSON IS RETIRING.

There's something about the folks who direct ISU's Alumni Association: They're in it for the long haul. They come, put down roots, and stay – through feast and famine.

Since the Association began 106 years ago, there have been only six executive directors. This spring, the sixth director's long stay with the Association is coming to an end. After 30 years, Jim Hopson is retiring.

He remembers his first day of work as records coordinator in 1968. He was still an ISU student, with only a few quarters remaining before he received his BS in Education. "I got here really early, to impress my bosses," he recalls.

What he found when he arrived were several giant drum files, and rows of file cabinets, lining the walls. Since its beginning in 1893, the Association had kept records manually, on thousands and thousands of file cards.

Working with a team of computer experts, Jim developed a software system that was one of the first ever designed specifically for alumni records. It was so successful that other universities began buying the system. It was so successful that Jim moved up to assistant director of the Association.

"Jim Hopson was really a visionary about the importance of records," says Rhonda Fulcher Coon, who worked with Jim in the early '80s and is now director of alumni for Michigan State's College of Agriculture and Natural Resources. "ISU has an incredible set of records. I remember looking up my sister's address at work; I knew the Alumni Association would have it before I did."

Jim became executive director in 1979. From the beginning of his tenure, one of his major goals was to reestablish an Alumni Association magazine. *The Alumnus*, the Association's magazine, had died quietly and with little fanfare in 1973. It had been replaced by *The Iowa Stater*, a newspaper tabloid published by University Relations, and Jim had never been happy about the magazine void.

But the '80s was a time of new austerity for the ISU Alumni

JIM HEEMSTRA

At the 1999 Veishea parade, Jim Hopson does what he does best – making alumni and their families feel welcome.

Association. For the first time, tax payer funds – which had represented 50 percent of the budget – were no longer available to the Association.

"He truly loved the job he did, and the message he gave to young people in the field was, 'If you want to be successful, you really have to love what you're doing.'"

"For years, Jim tried to convince a dubious administration that we could find the money to publish a magazine," remembers Karen Tow, associate executive director of the Association.

And Jim remembers that consecutive Boards of Directors kept asking the same question: "Why don't we have a magazine?" In 1988, Jim launched VISIONS with seed money from an anonymous donor. He created a new associate editor position, and promoted staff member Debra Gibson to the position of magazine editor.

Gibson remembers the early days of VISIONS as an ongoing adventure. "For a man for whom the description 'constant' is an understatement, the directive to entrust hundreds of thousands of dollars into the hands of two twenty-somethings with no magazine experience must have caused Jim more than a few sleepless nights," she recalls.

Alumni Association staff members say the kind of trust and confidence that Jim held and communicated about new projects and new staff was central to the Association's success. "He brought out our best," says executive secretary Carolyn Ringgenberg. She adds with a grin, "According to Jim, I've never made a mistake."

By 1994, Jim understood that the Association needed more financial security. By then, the fund-raising function of the University had separated from the Alumni Association, with the creation of the ISU Foundation in 1980. Jim convinced the Foundation that not only did the Association need more financial resources, but that he was the guy to do it. Nearly five million dollars later, few people needed convincing. "Jim knew that the Association needed to be less dependent on membership dues and university financial support," remembers Norm Skadburg, who was president of the Board at the time. "It was only because of Jim's rapport with alumni and his many contacts with alums that this drive met its goals."

Under Jim's leadership, VISIONS circulation was expanded in 1998 to include all alumni and students' parents, rather than just members of the Alumni Association – a circulation jump from 32,000 to 162,000 homes.

The close partnership that the Foundation and Alumni Association enjoy is a testament to Jim, says Murray Blackwelder, vice president for external affairs and former executive director of the Foundation. "Jim was director during a time period when many alumni associations felt their authority was being usurped by surging foundations and mega-campaigns. But Jim was a team player. He had great authority because he had the Alumni Association running so well. In his laid-back way, he brought people around to his way of thinking. What a talent!"

Throughout Jim's career, he was a leader in his profession's association, the Council for the Advancement and Support of Education (CASE). "He never said 'no' to a professional associate or colleague asking for assistance, or to a committee or board assignment," says Paul Chewning, CASE vice president for professional development. "He truly loved the job he did, and the message he gave to young people in the field was, 'If you want to be successful, you really have to love what you're doing; you have to admire, and respect and be interested in the alumni you serve.'"

There is little question that Jim Hopson loved what he did, that he admired who he served, and that the admiration was returned. "He's really Mr. Alumni Association," says Al Tubbs ('66 Animal Science) a former Board president. "He had tremendous support from the volunteer leaders of the Association; he made it easy to serve.

"He'll be missed, but we hope he doesn't disappear." ■

All my best

Whew! Can it be that 40 years have come and gone since I first set foot on the Iowa State University campus? Surely 30 years couldn't have slipped by since I joined the ISU Alumni Association staff! But it's true: The record clearly states that I have spent a full two-thirds of my life at Iowa State. And what a wonderful time it has been!

Jim Hopson

Never in my wildest dreams did I expect to spend a career working for one of the greatest educational institutions in the world – working with world-class faculty and staff, meeting and promoting Iowa State to thousands of alumni and friends, and having the opportunity to travel the United States and the world as an Iowa State ambassador. What a rare and wonderful treat that has been for my wife, Judy, and me.

When I arrived on campus as a student in 1959, I immediately knew Iowa State would be a very special place for me. Although my first career took me away from Ames, I always envisioned that I would return. That opportunity presented itself in the summer of 1968 when I heard of a new position opening with the Iowa State Alumni Association: coordinating the conversion of alumni records from a manual to a computer system. Since I had gained experience in such conversions in my first job, I decided to apply. Within weeks, our family was happily heading back to Ames.

The Alumni Association was a very small operation in those days; long-time alumni secretary Wallace E. (Red) Barron had just retired, and Bob Crom had moved into the head position. Jim Hilton had turned the reigns over to President Robert Parks three years earlier, and the stage was set for a new era at Iowa State. The institution and the Alumni Association were poised to accommodate the phenomenal student and alumni growth surge just around the corner. It was an exciting and challenging time to be at Iowa State. And what was expected to be a one- to two-year conversion project has, to this day, never ended. We've always been on the cutting edge of technology, and that has allowed us to serve you better.

As executive director since 1979, I have had the opportunity to head one of the most respected alumni associations in the nation. It has been an awesome responsibility, yet a welcomed privilege. During that time, I've bid goodbye to 100,000 of you in 60 commencement exercises. I've stayed in touch with practically all of you – as well as 75,000 of you who graduated earlier – through VISIONS magazine, *The Iowa Stater,* alumni meetings, athletic gatherings, the travel program, Student Alumni Association, Alumni Days, Homecoming, Family Weekend – the list goes on and on. To my delight, hundreds of you have stopped by my office over the years to offer advice, pose a question, or just to say hello. I have fond and lasting memories of those occasions. You've been a wonderful audience!

The time now has arrived for me to move to the next phase of my life, which will include more time with family, more travel, and more of simply doing those things I've never felt I had time to do. I can move on now knowing that the Alumni Association has a bright future. The organization is financially sound; the staff is the best you could ever assemble; your board of directors is talented; and you, Iowa State's alumni and friends, are the most interested, involved, and loyal group with whom an alumni director could ever hope to be associated! Wow! I'm already envious of my successor!

Thanks to everyone who did so much to make my time with Iowa State so enjoyable. I wish you, Iowa State, and the Alumni Association all the best. Cheers!

Jim Hopson
Executive Director

Wanted: Alumni mentors

Mentors are needed to give students career advice and provide them with networking opportunities. This is a valuable way for alumni to stay connected to Iowa State University and keep in touch with students. Correspondence through e-mail, phone calls, and letters means you don't need to live near Ames. With your assistance, students will become better educated about their career fields. Interested? Call toll-free, 1-877-ISU-ALUM (locally 294-8488).

March madness

As if the annual Big 12 Spirit Rallies weren't enough, the 1998-99 Cyclone women's basketball team provided ISU fans with the opportunity for a great time in Cincinnati when they competed there in the NCAA Tournament.

More than 300 loyal Cyclone fans made their way to the Alumni Association's pre-game spirit rallies on March 20 and 22. Some fans drove as far as 1,300 miles to watch the Cyclones upset the University of Connecticut in the "Sweet 16" game.

The Scebold and Brewer families of Ames show their spirit before the NCAA "Elite Eight" game in Cincinnati.

Even greater numbers rallied closer to home. The Alumni Association held five spirit rallies during the Big 12 Tournaments in Kansas City. More than 750 fans were on hand for the Cyclone men's rally. Three pre-game rallies were held for the women's team, with a total attendance of 1,300 fans. Following the championship game against Texas Tech, 500 women's fans came back to the convention center – just to say thanks to the team for a great season.

The ISU Alumni Association – it works for a lifetime

The ISU Alumni Association welcomes the following new lifetime members who joined January through March 1999. If you would like to convert your membership from annual to lifetime, and receive a complimentary gift, call 1-877-ISU-ALUM (or 294-2648 locally).

Brian E. Alexander
Darren S. Almond
Claudia M. Aschbrenner
Douglas J. and Lorrie Bacon
Nancy E. Barickman
David Basler
Catherine M. Bay
Thomas A. and Ruth Beoding
James R. and Carol A. Berger
Thomas K. Bessman
Lori Bochner
Charles H. Bonney III
Michael S. Boggs
John L. Brannaman
John Breckenfelder
Gary D. and Stephanie A. Bridges
Charles L. Brockmann
Edward D. and Jeanette M. Buckingham
Dennis B. Burlingame
Lynnette D. Buttler
Matthew and Cynthia Camp
Robert H. Carter
Joel E. Christian
Julie A. Cobb
Frank J. and Kathy Comito
Ellen J. Coughenour
Ralph A. Craft
Eric and Katina M. Dahl
Kevin C. Diers
Daniel K. Duffy
Mike and Mary Eagle
Steven A. and Traci D. Egly
Bill and Teri L. Engle
Gerald M. Ferris
Heath L. and Michelle R. Hartwig
Troy A. and Deidra A. Haworth
John E. and Lisa Henry
Mary E. Higgins
Anne L. Hodson
Jason L. and Lisa Holdorf
Ann Hopperstad
Marjorie Hunt
Jason L. Hurst
Janet A. Jepeway
Douglas P. Judge
Stacey Koeppen
Terry L. and Joni M. Larson
William P. and Bernadine Lincoln
Gary J. Loft
David R. and Diane Love
Jeremy M. and Sarah L. Lux
James M. and Pamelyn A. Mann
Mary J. Markland
Christopher S. Metschke
Arthur W. Miller
Denise D. Miller
Thomas M. Murrane
Todd D. Nicklaus
Kay A. North
Diane R. Ostendorf
Bradley D. Ozinga
James W. Palensky
Elisabeth A. Pellett
Michael J. Peterson
Robert M. Phillips
Phillip E. and Andrea Price
Lynn A. and Mary L. Pudenz
Richard A. Reger
Timothy J. and Lynn Reiners
Thomas C. and Paige L. Riccio
Ernest E. Rickabaugh
Robert C. and Harriett Ringgenberg
Joseph J. and Sharon Rogers
Richard R. Russell
Teresa A. Scheib
David A. and Melissa J. Schlader
Kenneth K. and Jean Schoemaker
Brian P. Schueller
James A. and Deborah K. Seitz
Daniel J. Soppe, Jr.
John M. Spencer
Janice J. Steffen
Douglas D. and Dawn D. Vander Weide
John R. and Elizabeth H. Van Diest
Marc C. and Sara E. Van Patten
David A. and Sheryl S. Van Winkle
Martha E. Vincent-Gattis
John Wagner
Sean M. and Melissa M. Wagner
Wendell D. Wall
Sherry A. Wallis
Steven S. Werning
Michael A. Westemeier
Thomas M. Weyrauch
B. Scott and B. Kathryn Whitaker
Kyle D. Williams
Kelli M. Wilson
Mark A. and Zella A. Zerger

"I found the job of my dreams right at my fingertips!"

"I'm a computer software consultant so, when I decided to move back to Iowa, I surfed the web. That's where I discovered the Corridor Careers web site. And, after that, you know what the hardest part of my job search was? Deciding which job I wanted to take. I never dreamed it would be this easy to come home again."

- Meredith Ebert
MCI *Worldcom*

Make your move, call 1-800-728-5317 for a free employment directory. Or visit us on the web.

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Fall events highlights

Homecoming

Homecoming 1999 includes the following highlights for alumni:

Sunday, Oct. 24

- Alumni Golf Tournament, Veenker Memorial Golf Course, 9 a.m. shotgun start, $32 per person, registration required, 1-877-ISU-ALUM (or 294-0198)

Friday, Oct. 29

- Scholars and Mentors Luncheon
- Alumni Honors and Awards Ceremony
- All-University pep rally under the Campanile

Saturday, Oct. 30:

- Alumni Association Member Appreciation Day and All-Alumni Tailgate. Free tailgate lunch for members (limit two free per member household). Non-member tailgate is $8. Combined tailgate/discounted game ticket is $18 for members, limit two (includes postage & handling); $26 for non-members. Call toll-free, 1-877-ISU-ALUM (or 294-4557).
- Football: Cyclones vs. Texas, Jack Trice Stadium

Las Vegas rallies

When the Cyclones head to Las Vegas to play UNLV, the Alumni Association will be there to cheer them on. Pregame festivities begin Friday, Sept. 17 with a spirit rally at the Monte Carlo Hotel.

Before Saturday's football game, the Association will host a tailgate near the stadium. Cost is $10 for members ($15 for non-members); a complete tailgate package, including meal and game ticket, is $30 ($35 for non-members). Call toll-free, 1-877-ISU-ALUM (or 294-4557).

Discover your world 2000

Alumni Association travel tours

Amazon Exploration
Jan. 22-29

Panama Canal Cruise
Feb. 1-11

Australia and New Zealand
Feb. 5-21

East Africa
March 5-18

Waterways of Belgium and Holland
April 13-24

Alumni College in Ireland
May 7-15

Majestic Passage, Rhine/Mosel
May 7-19

In the Wake of Lewis and Clark: Washington and Oregon
May 10-16

Hidden Treasures of the Elbe River
June

The Tyrol & Bavaria with the Oberammergau
June 9-18

Alaska
July

Treasures of the Seine
July 11-22

Cruise the Danube
July 19-Aug. 1

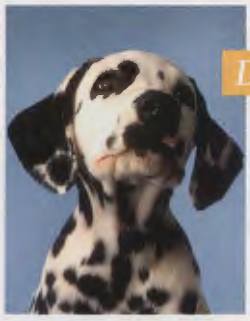
The Ancient Silk Road of China
Aug. 25-Sept. 16

Alumni College in Switzerland
Aug. 27-Sept. 4

Around the World
Sept./Oct.

Alumni College in Tuscany
Sept. 26-Oct. 4

For more information call toll-free 1-877-ISU-ALUM (294-6526 locally) or visit our website: www.alumni.iastate.edu (under "Programs and Services").



Do you remember...

- *your first pet's name?*
- *the loss of a cherished pet?*
- *rescuing and caring for an injured animal?*
- *your first experience with personal loss?*

All are meaningful events. And when friends and family expressed their caring support, that was not forgotten, either.

Iowa State's **Companion Animal Fund** gives you a special way to remember an animal's companionship and unconditional love.

Gifts to this special fund provide a compassionate and positive way to deal with the loss of a pet, or to express meaningful sentiments to animal-loving friends.

Why Give?

- memorialize a cherished companion, or express sympathy for a friend or relative's loss of an animal companion
- honor or recognize a person or organization for the devotion and care they've given to animals

How will my gift make a difference?

A personalized letter will be sent to the pet owner, family member or organization you designate with your memorial or honorary gift.

It will convey your thoughtfulness and explain how your gift benefits patient care and companion animal health research at ISU's College of Veterinary Medicine.

"Please know how much we appreciate your informing us of the donation to the Companion Animal Fund in memory of Casey. She was my first pet and after years of daily, unqualified love, the loss has been acute. You truly understand and your beautiful words were of comfort."

— Erma and Robert
Omaha, Neb.

Gift forms can be copied from our Web site, **www.vetmed.iastate.edu/alumni&friends** or request a gift form and more information:

E-mail: spopelka@iastate.edu
Fax: Sandy at 515 294-9281 Phone: 515 294-2531
Mail: request a gift form, or send check & form, to:
Companion Animal Fund ■ College of Veterinary Medicine Iowa State University ■ Ames, Iowa 50011-1250

Career Insights

by Patricia Tice

I knew a woman years ago who was very skilled at her job as a physical education teacher. She interacted well with the students, and was creative and caring in her teaching activities. She was a bundle of energy. But when it came to the duties surrounding the teaching – interacting with the parents, disciplining students, filling out the paperwork – it was another story. She disliked it; therefore, she did not put much time or energy into it. She was more interested in being with the students.

Many people do not realize it, but there are three categories that each of us needs to consider when preparing for a career. The first is ability: Do I have what it takes to do the job? With general ability, you either have it or you don't. This is not a test of IQ, but rather a natural ability in numbers, words, and general reasoning. The second category is motivation and interest: Am I motivated to do the job? Am I interested in doing the job? The third is personality: How does my personality fit into the career I am interested in?

All three categories need to be a good fit for your individual talents and abilities when considering a career or changing careers. If any one of them is missing, you may find yourself in an unfulfilling career.

I have heard parents lament that their university student in her junior year has now discovered what she really wants to do – and it will take three more years of school to prepare for it! I have also heard 30-year veterans of the workforce admit, "I now want to work at something that I really am interested in doing."

The happiest and most fulfilled career people are those who can declare their love for their work – in every aspect. What it really means is that they have discovered their own individual job fit. It is different for each one of us, and there is no better feeling.

Patricia Tice is director of research at Flynn/Wright, Inc. in Des Moines and is also a career coach. E-mail her at pktice@commonlink.net.

Career Insights is a regular feature in VISIONS. Its purpose is to provide you with career-related information and let you know what tools are available through Iowa State and the Alumni Association.

Career resources on the web
www.iastate.edu/~career_info/
www.alumni.iastate.edu/programs_services/career

Alumni directory in progress

The ISU Alumni Association is publishing a directory of ISU graduates and is seeking updates and authorization from all alumni. The directory, which will be released next spring, is the first directory published since 1989 and will include residential, business/occupation, and class year/degree information for all alumni who give permission. Life members and alumni who were active in SAA will receive special designation in the directory.

The directory will be available on-line at no cost to members of the Alumni Association; hard and soft-cover printed copies and CD-ROMs will be sold at member and non-member prices.

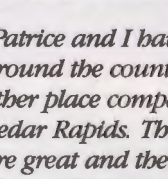
Alumni with addresses on record received a letter and questionnaire from the Alumni Association and Publishing Concepts this spring. Alumni will receive phone and mail follow-ups this summer and early fall to verify information. Directories may be ordered at this time.

Let's hear from you! Be sure to return your survey or verify your information during the call. For more information about the directory, e-mail the Alumni Association at alumni@iastate.edu or call toll-free, 1-877-ISU-ALUM (locally 294-2648).

"We moved here for a great job and got a wonderful life, too."

"Patrice and I have lived all around the country. But no other place compares to Cedar Rapids. The schools are great and there are plenty of entertainment opportunities for the whole family. Plus, Cedar Rapids is so easy to get around. In a nutshell, we love it here."
- Gary Moore
Rockwell Collins

Make your move, call 1-800-728-5317 for a free employment directory. Or visit us on the web.



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by Karol Crosbie

Recruiting and retaining Women in science and engineering

A program supported by the ISU Foundation's Campaign Destiny: To Become the Best helps young women achieve their best.

Pat Boddy couldn't figure it out. She studied, she was smart, and she was always the last one to hand in tests – tests that she struggled to complete. It was 1980, and she was the only female student in her major, agricultural engineering. She finally turned to a student in her class and said, "Why am I always last?" "That's simple," he answered. "Because we have old tests to review over at the dorms."

For Boddy, the memory vividly illustrates the importance of peer support to a student's academic success. Because she had not shared living quarters and social experiences with her peers, she had missed an important study tool. "I remember going, 'Oh! So that's how you guys have been doing it these past three years.'"

Today, Boddy, owner of Boddy Media Group in Des Moines, serves on the advisory board for ISU's Program for Women in Science and Engineering. The program is committed to ensuring that today's women – still a minority in many departments – do not experience the isolation that Boddy remembers.

Learning communities

Among other things, the program offers young women in science and engineering a chance to live in residence halls with their peers in similar disciplines. The living and learning communities, called WISE, connect students with each other and also with women in their future professions.

Aldona Jelinek, one of approximately 400 students in WISE and the organization's president, says her learning community has made a difference to herself and others. "I was the only woman in my engineering dynamics class. It's good to see women in similar disciplines stick together out of class." Jelinek has helped organize company tours, resume-writing workshops, and pizza/study sessions for her peers.

Taking the road less traveled

As a former host of a public TV program and a communications consultant, Pat Boddy has spoken to lots of audiences over the years. But she says of all the speeches she's given, more people have spoken to her about one particular speech than just about any other.

In 1987, Iowa State's Program for Women in Science and Engineering gave its first career conference for middle and high school students. Four hundred and twenty students came to ISU for the conference, titled *The Road Less Traveled*. They attended hands-on workshops, received career guidance, and listened to Boddy, the keynote speaker. "The girls recognized that the conference was new and appropriate. They genuinely embraced it and were enthusiastic about it; it became memorable," says Boddy.

Today, 3,500 middle and high school students attend the conference, which is now held on three separate dates. This year's *The Road Less Traveled* keynote

JIM HEEMSTRA

Residents of a WISE learning community study together at Oak Hall dormitory.

speaker was ISU alumna Sandra Larson, director of bridges and structures for the Iowa Department of Transportation – the only woman in the country to hold such a position.

"When I was in the 8th grade," Larson told her audience, "I heard someone say how important it was to find a passion – and live that passion. Well, I felt terrible because I didn't have a glimmer of a passion."

As a girl, "I guess you could teach," was the only advice Larson received from career counselors. By the time she was a mother in her thirties, Sandra Larson knew what she wanted to be: an engineer who specialized in structural design. "I wanted to learn for the rest of my life," Larson said, "and with engineering that's what happened."

She left her audience with some tips for success. "Examine what's unusual about you," she told them. "Don't follow the easy path. Job shadow someone in a profession you're interested in. Take challenging classes in high school. Be careful with your choices."

"I was good in school, but I wasn't brilliant," Larson told her audience. "But I had desire, and passion, and that's what's important. You can do it. You really can." ■

JIM HEEMSTRA

Middle school students attend a hands-on workshop at ISU's *Taking the Road Less Traveled* conference.

Women in science and engineering: Why we should care

This is the last year that *Taking the Road Less Traveled* will be supported by funds from the National Science Foundation – a significant portion of the conference's funding. According to program director Mary Ann Evans, future programming will depend on private support.

The ISU Foundation hopes to raise at least $500,000 for the program through its *Campaign Destiny: To Become the Best* and has already benefited from major corporate donors such as John Deere Foundation, Rockwell Collins, Dow Chemical Company Foundation, Maytag Corporation Foundation, and Pioneer Hi-bred International. Individuals have also contributed. Named scholarships or awards honor Anna Pate, Sylvia Stoesser, and Ada Hayden, among others. Recently, Laurel Ann Crowe, a 1984 computer engineering graduate who was committed to encouraging other women to pursue similar careers, was honored by her parents, who established a memorial scholarship in her name.

Why should the country care if young women are recruited, supported, and retained in science and engineering professions? An obvious answer, say program coordinators, is because of the important skills that women bring to the workplace.

"The workplace today emphasizes teamwork – cooperation is beginning to be valued more than competition," says Julia Apple-Smith, who coordinates the WISE program. "And women generally prefer and flourish in an environment of cooperation."

The answer is also obvious to Larry Hanneman, ISU director of engineering career services. "Our profession is facing a severe shortfall of engineers," he says. While the demand for engineers has exploded, the number of graduates in engineering has declined – a national trend that Hanneman finds inexplicable. In 1986, 7,800 engineering degrees were conferred by U.S. universities. Ten years later, the number dropped by 20 percent to 6,200. ISU's number of engineering graduates has declined by 16 percent over the same period.

More than 80 percent of ISU's engineering students have secured jobs by a week before graduation, and a significant number of the 2,500 company recruiters who come to campus every year are disappointed by the number of candidates available to fill their positions.

"Our focus must be in attracting women into the practice of engineering," says Hanneman. "We need to focus much earlier in the K-12 experience – the sophomore and junior year in high school is too late."

By Juli Probasco-Sowers

Cyclones' boxing coach ready for next round

Terry Dowd stands patiently as his wife Marge checks labels on a row of bottles before taking a pill or two from each. She cradles one of his hands in hers and lets the pills fall into a pile in his palm.

He turns to get water from the kitchen of their small duplex, downing the assortment of pills.

He shrugs his shoulders, gathers his thoughts, and apologizes to his guest for not being ready, for sleeping too late.

Dowd walks stiff-legged, back to his living room where he sits for a moment on the couch.

The pills, he explains, help keep his body in line by staving off seizures that have hit at unexpected moments since his stroke a year earlier. The pills help his blood flow better.

Boxing was Terry Dowd's lifeblood before a stroke in 1997, and the sport has been his inspiration to recover.

This snap-shot of Dowd, 50-year-old coach of Iowa State's boxing club and team, is much different from his pre-stroke days, when he was rather abrasive and demanding, but vibrant and full of energy.

"He went 100 miles per hour, only one speed," said ISU football coach Dan McCarney, who got to know Dowd when his football team was practicing in temporary quarters and sharing space with the boxing club. "He has the heart of an 18-year-old. Any young person would do well with him as a coach."

Two years after McCarney came to admire the man's coaching ability, Dowd's fast-forward approach to life nearly came to an end when a stroke sent him crashing to the floor of his home on Sept. 23, 1997.

ISU boxer and graduate student Simon Huss saw Dowd right after his stroke. He was dismayed by what he saw.

"He had lost control of his left arm and left leg," Huss noted. "I didn't think he would coach again."

Terry Dowd's adult life has revolved around boxing.

Orphaned at an early age, he spent most of his younger years growing up in Spirit Lake after moving with his adoptive family from his native Des Moines.

His family was poor, and he learned to fight to protect himself and his younger brother. He thought he was pretty tough when he entered the Army at age 16.

"But I found out I wasn't," Dowd said.

He learned a lot about boxing from his military coaches, competing as a welterweight (147 pounds) while a member of the 82nd Airborne. Those coaches taught respect and performance. He won numerous matches but, by his own admission, he was just "a fair boxer, not a great boxer."

Dowd left the service in the late 1960s and moved to Ames to be closer to his family. He has owned a small construction business, a share of a nursing home, and his own gun shop. For the past 16 years he has owned and operated D&H Home Inspection.

In the late 1970s Dowd began to informally teach boxing to neighborhood teen-agers as a way to keep them out of trouble and, hopefully, point them in the right direction. Word of his coaching spread through the community and, in 1984, he was asked to take over the Iowa State club team, which had only three members at the time and a dubious reputation on campus.

Al Murdoch, director of sports clubs at Iowa State, said there was no adviser to lead the club, to see that the boxing was being done safely and fairly.

Team members began looking for a coach, and their search led them to Dowd.

For Dowd, it meant starting from scratch – no salary and little money for expenses. Over the years, he has often used his own money for travel and equipment expenses.

Donnie Becker of Ames, who works out with the boxing club, was impressed by Dowd's dedication to the team.

"I just think it's amazing for someone to spend that much time with a sport when there is nothing of benefit to him other than to see people learning," Becker said.

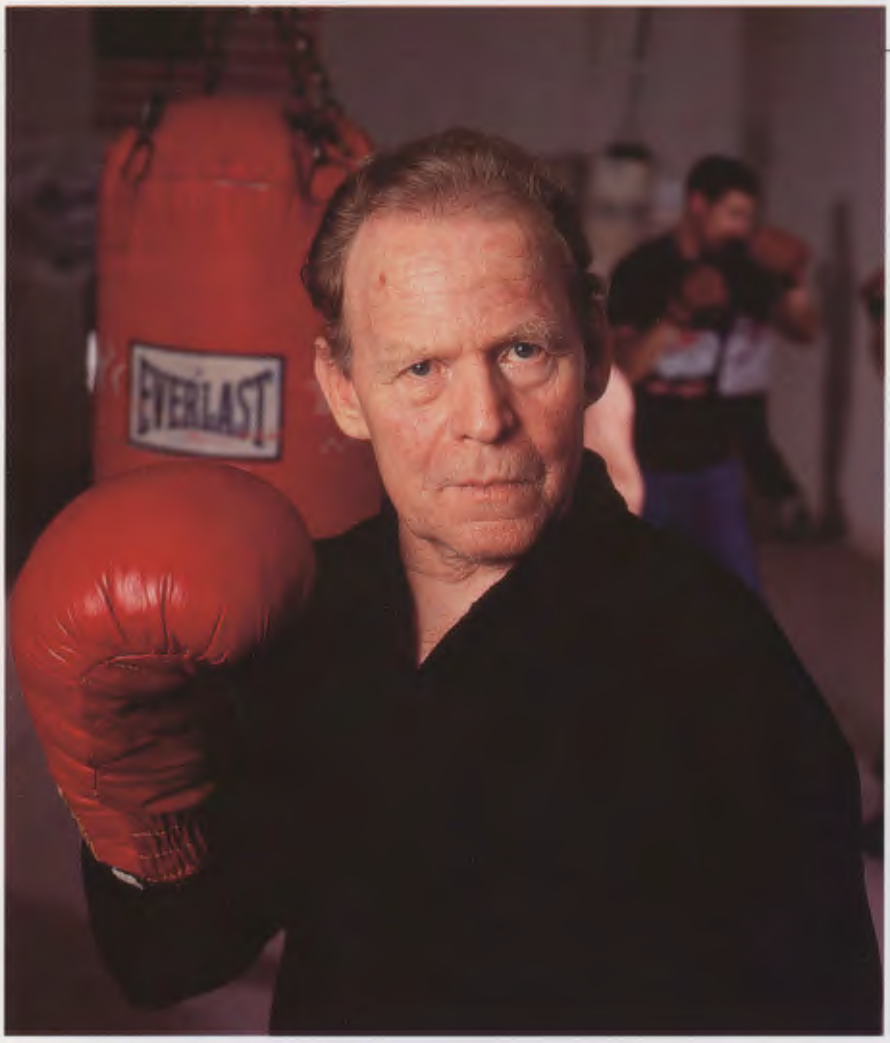
Dowd styled himself after the military coaches under whom he boxed. They didn't treat their boxers like animals, Dowd explained, and he wouldn't either.

His motto became "education, education, education." He let it be known that his boxing program would be built on respect for others, for the boxers, and no one would box without decent grades.

Team member and Iowa State student Case Aldoub said, "He's like my father. If I have a test, he says, 'Don't come to practice, go study and ace that test for me.'"

He demands conditioning, too, but his demands are reasonable, according to team members.

As a result, Iowa State boxing team



JIM HEEMSTRA

members have gained a national reputation. Dowd has coached 10 national champions at Iowa State. He has had even more boxers named all-Americans, which means they finished among the top four fighters in their weight divisions.

Word circulated about this scrappy, respectful coach with a personality bigger than his 5-foot, 8-inch frame. Dowd never recruited boxers, but, in some years he started with 150 club members.

The team had high hopes as it prepared for the 1997-98 season, but that quickly changed when Dowd was felled by his stroke in September.

"A lot of people stopped showing up for practice because they figured the coach wasn't going to come back," Aldoub said. "They lost hope."

Boxing wasn't the foremost concern of those closest to Terry Dowd in the days immediately following his stroke.

"For the first week, we weren't even sure he would live, and if he did, whether he would walk or speak again," said Dowd's wife, Marge.

It took more than a week before Dowd could focus his thoughts, and even longer for his speech to come back. He had had a right-brain stroke, which affected the left side of his body.

But he did begin to speak, and several weeks later he began to walk, although he still needed a wheelchair much of the time.

Dowd pushed the envelope of advice given by his physical therapists and started to lift weights as soon as he came home from the hospital three months after the stroke. He started with a two-pound weight, a far cry from the 300 pounds he could bench before the stroke.

"I couldn't hold on to the weight," Dowd said. "I kept dropping it on my head, so I started using a towel to tie the weight into my hand."

As Dowd started down the arduous path of rehabilitation, others struggled to keep the boxing program afloat. Jeff Buffington of Marshalltown kept the practices going, although the team would not compete in the 1997-98 season.

Meanwhile, Dowd worked at pulling himself back into life, physically and mentally.

Just as boxing had been his lifeblood before the stroke, the sport became his inspiration after the stroke. Boxing fed his desire to return as coach, teaching students how to punch, how to jab, how to place their feet, how to condition. Boxing gave him the will to do more than the doctors and even his family expected.

Less than four months after the stroke, Dowd began coaching from his wheelchair, even though the team had no scheduled competitions. He had made up his mind that the practice gym was where he needed to be.

"Here I was sitting in this wheelchair trying to teach boxing to a bunch of guys. I still had a lot of doubt that day," Dowd said. "But I used my mind. There's a lot about boxing that comes from the mind."

His mind wasn't back all the way, Aldoub recalled, and sometimes the coach would forget what he already had them do, like run laps or do situps. His memory gradually improved.

Shortly after the stroke, McCarney and some of his football players began stopping in to see Dowd during their regular visits to Mary Greeley Medical Center. During one of the visits, Dowd gave him a plaque that read, "Tough times don't last, tough people do."

"That meant a lot to me, coming from him. He is an inspiration," McCarney said.

So much of an inspiration that McCarney had Dowd give pep talks to his players before two games this fall. It was hard to say how much those talks motivated players, but victories followed both talks.

There's no doubt Dowd still struggles today. It shows in the lines on his face, the shake of his head, his choice of words on a particularly painful day. But he waves his hand in a dismissive gesture, giving short answers to questions about his own physical setbacks,

or what would happen to the team if he couldn't coach anymore.

Club members see a few changes in their coach. He tries to be nonchalant about what he can't do anymore. His wife, who had been married to Dowd only three weeks before the stroke, gives him a lot of support and often drives him to practice.

He also has an assistant coach, Chris Mallicoat from Ames, who helps him with the team.

"Sometimes, when the pain is bad, I get a little panicky. I'm not used to depending on other people, but now I have to," Dowd said.

Huss has noticed a softening of Dowd's personality. "He has a certain kind of brazen personality. His brazenness and in-your-face attitude is a little bit reduced," Huss said.

"He used to get out there and show people how to jab or throw a punch. He would square off with you. He would hold his hands out and have you do a jab and a cross and he'd know how hard you were hitting and tell you how to improve. He also would hit the bags to show people technique."

He still does some of that, but now, Aldoub and Huss said, the coach uses more of his mental ability.

For Dowd, the physical pain and disappointments dim in view of the efforts to keep the boxing club alive and punching.

Most recently, the club had to find a new place to practice when it temporarily lost its space at the State Gym while it is remodeled. It will practice at the Ames Racquet and Fitness Center.

All this uncertainty has taken its toll. It means the 12-man team won't take part in its usual winter competitions again this season. The squad's first meet will be in March. It also means team members need to find ways to raise money, because Dowd doesn't have as much of his own to spend on the team.

"I've got to think about a fundraiser. I'm just not sure people will want to buy cakes baked by a bunch of boxers," he said with a laugh.

The way Dowd sees it, as long as there is an ounce of strength and ability in his body, an ounce of hope, boxing will continue as an Iowa State club and team sport.

"It's something I have to do," he said. "I just have to." ■

Juli Probasco-Sowers is a Des Moines Register *staff writer. Story first printed Dec. 26, 1998. Copyright 1998, reprinted with permission by* The Des Moines Register.

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