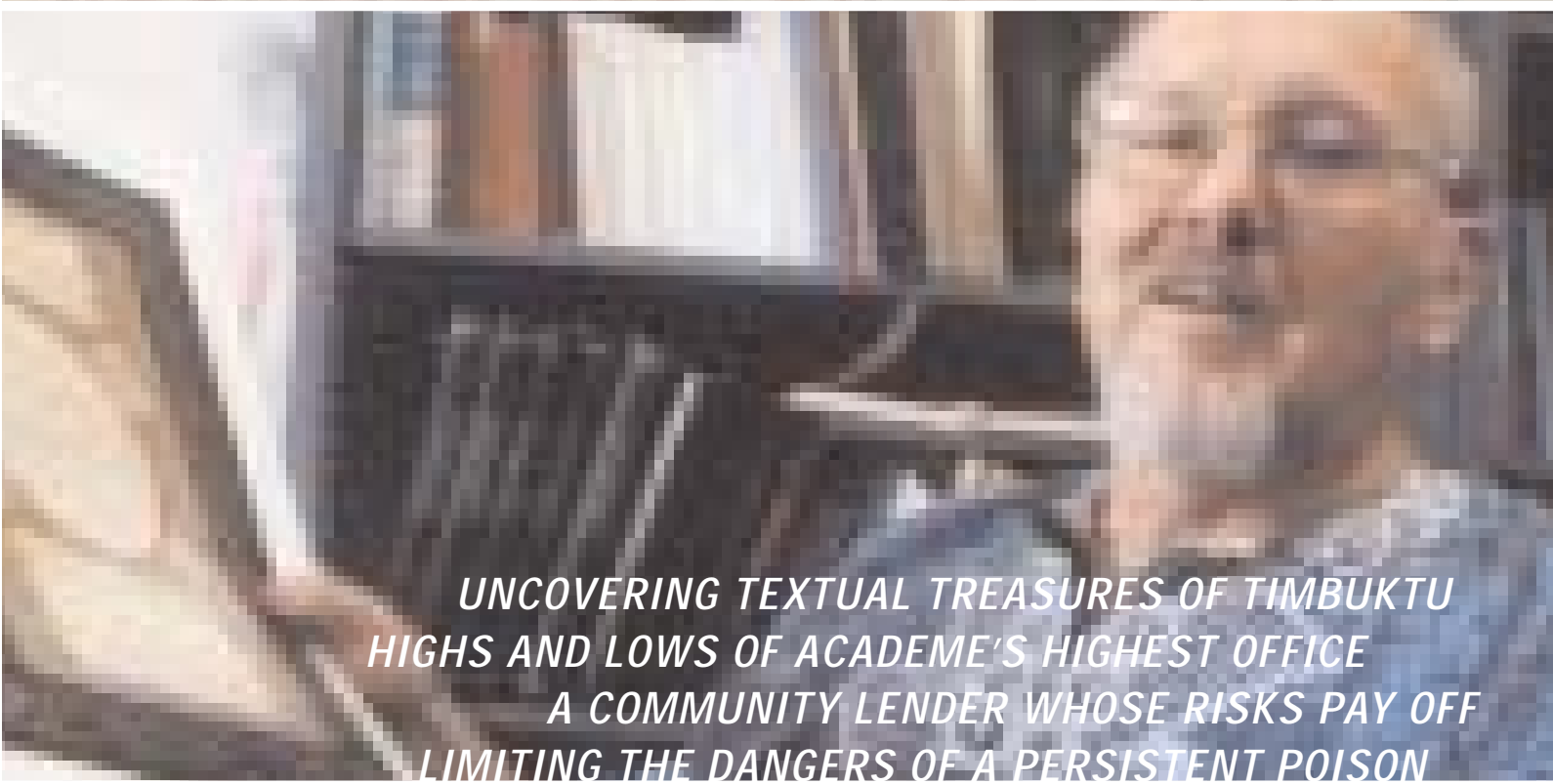
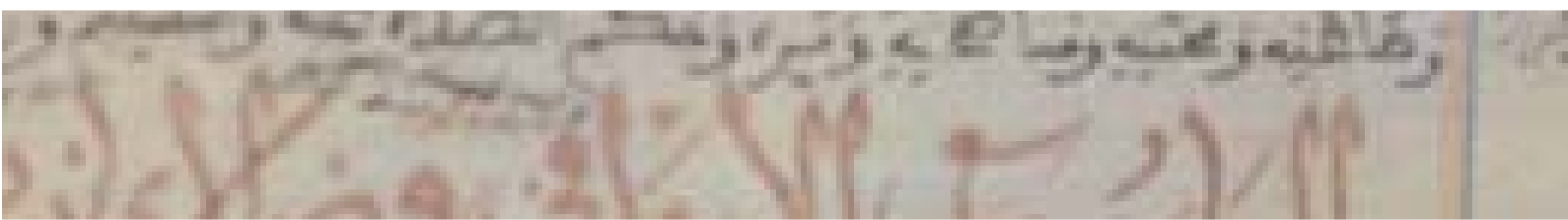




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**NORTHWESTERN UNIVERSITY
WEINBERG COLLEGE OF ARTS
AND SCIENCES**

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SMOOTH

Cover photos,
from top:
a filmic image of
Professor William
McGovern;
detail of an Islamic
manuscript
from Timbuktu;
John Hunwick,
professor of
history and
religion;
an Illinois
playground

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PUBLISHED TWICE
A YEAR FOR ALUMNI,
PARENTS, AND
FRIENDS OF THE
JUDD A. AND MARJORIE
WEINBERG COLLEGE
OF ARTS
AND SCIENCES,
NORTHWESTERN
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FROM THE DEAN

PASSAGE

Northwestern's community of scholars is rooted in a steady core of faculty and renewed by an annual influx of freshmen who arrive almost entirely unknown to us or to one other. Each year we work to accelerate new students' sense of belonging and mutual respect. To the extent that they develop a common frame of reference, a communal sense of place and time, and a shared passion for challenge and growth, we feel successful.

In the past few years we have sought to improve our advising system so that it might better provide each student with encouragement, direction within the University's vast resources, and an immediate familiarity with some of the College's best teachers. By making a student's fall freshman seminar instructor also his or her adviser, we have overcome complaints that "my adviser doesn't know me." The seminar allows students in small groups of 15 or so to connect with each other and the instructor/adviser as they share the experience of studying and debating a common topic.

This year we took that successful experiment a step further, thanks to the Internet. Assistant dean for freshmen Lane Fenrich observed that matching students with their seminar choices took his office at least a week and a half, and that it was hard to make the best choices by sorting through over 1,000 registration forms. So Lane and director of computing technologies Ruth Reingold developed a means of matching students and

seminars on line. Our incoming students were directed to a specially designed Web site in June, giving them plenty of time to review the seminar topics and submit their choices over the Web. In July, when almost everyone had replied, a one-minute miracle of sorting and matching took place. The freshmen then were able to log into Northwestern's Blackboard Course Information System to learn which seminar they would be taking and to exchange e-mail with the adviser and the other students in the section. The results were outstanding: Students and faculty seized the opportunity to be in touch with one another. They sent a flurry of e-mail, and some students posted personal Web pages. Professors even distributed summer reading assignments!

Each small step like this can help overcome the anxieties that new students inevitably feel and smooth the transition to college. In the process of yearly renewal, we are glad to find opportunities to reinvent and thereby improve what we do for the newest members of our Northwestern community.

Eric J. Sundquist, Dean

RIGHT: FILM FOOTAGE OF WILLIAM MCGOVERN AS SHOWN ON A POSTCARD PRESERVED IN UNIVERSITY ARCHIVES

BELOW: A HAROLD THAYER DAVIS MATH CLASS, DECEMBER 1946



LETTERS

UNFORGETTABLE FACULTY, PART II



We received many letters in response to those published in spring 2001 that recalled “unforgettable faculty.” Especially spirited were those setting the record straight on Paul Schilpp’s political affiliation.

A 1948 graduate rightly pays tribute to **WILLIAM MCGOVERN**, professor of political science, and **PAUL SCHILPP**, professor of philosophy, among others.

I was fortunate enough to have studied under both of them. William McGovern was my mentor, director of my PhD dissertation, and parent substitute, with Mrs. McGovern, at my wedding in 1955. I was his assistant and reader for a number of years.

While paying tribute to Paul Schilpp, the letter also claims that “He was a communist.” This is unfortunate, because it is untrue. Dr. Schilpp, whom I also knew fairly well, was an idealist, a pacifist, a neosocialist, and a democrat, but NO communist! No communist would have preached nonviolence during World War II, as he did at some risk to himself, while the Soviet Union was under attack by Nazi Germany!

That I had two great teachers at opposite extremes of the political spectrum says something of Northwestern’s breadth and acceptance of conflicting ideas.

— Mino Adenwalla MSJ ’54, PhD ’56 (political science), professor of government and the Mary Mortimer Professor of Liberal Studies, Lawrence University

PAUL SCHILPP was an iconoclast who loved to challenge conventional patterns of thinking. He was one of the handful of persons (two others being Baker Brownell and William McGovern) whose stimulus meant the most in my own college experience. He won an international reputation with his Library of Living Philosophers.

Controversial and provocative, yes, but he hated totalitarianism of all kinds.

— Robert H. Estabrook ’39

Enrolled in **DR. MCGOVERN’S** ’56 or ’57 summer session of Far Eastern Studies, I was asked the first day where I had gotten the name O’Connor:

“I’m Irish, sir.”

“You have an Irish name but a German face.”

“As far as I know, sir, 100 percent Irish.”

(Then, to the class’s delight:)

“Somebody took in boarders.”

Home between summer and fall quarters, I learned from Mother that I was probably 1/16th German. I never went back to Professor McGovern to give him that bit of information, for there was no need; he already knew.

— Phil O’Connor ’58



It has been many years since I earned my degrees at Northwestern, but some of the most enjoyable memories I have are of faculty and the contributions they made to my life. Chief among those that I could never forget is **HARRISON HAYFORD**.

An outstanding Melville scholar and an insightful teacher, he skillfully led us into the requirements of good research. His scholarship

was most impressive, but he never lost the human touch. A kinder person I have never known. He made me a better teacher and a better person.

— Olive Fite MA ’43, PhD (English) ’56

I would like to add memories of **HAROLD THAYER DAVIS**, mathematics professor extraordinaire, whose writings would fill a bookshelf with titles from *The Fine Art of Punning to Political Statistics*, and with subjects from mathematical tables to partial differential equations. He claimed the statistics book proved that Truman was going to win the 1948 election.

— Raymond A. Spong ’49, MA ’51



THE MATERIALS AND LIFE SCIENCES BUILDING (FAR LEFT) HAS BEEN RENAMED FOR BENEFACTORS WILLIAM A. AND GAYLE K. COOK.

ALUMNI ARE SPEARHEADING EFFORTS TO RAISE \$1 MILLION TO ENDOW A CHAIR HONORING THE LATE PROFESSOR LEON FORREST.

CAMPAIGN NORTHWESTERN

GIFTS TO HAVE SIGNIFICANT IMPACT

As Dean Eric Sundquist notes, “Every gift to Weinberg College, regardless of size, can play a significant role in the education of our students and the scholarship of our faculty.” Among recent gifts are three that will significantly affect individual Weinberg College programs:

- A \$100,000 gift from the James and Betty Sams Charitable Lead Trust will support the interdisciplinary programs of the Center for International and Comparative Studies (CICS). The Samses say they hope CICS will deepen its focus on conflict resolution, human rights, and economic development in the Islamic countries of the Middle East.

“The Samses’ gift allows us to sponsor academic activities in an area of great current importance, says CICS director Kenneth W. Abbott. “The gift will also support programs of broad community interest in

light of current events, enabling our center and Northwestern to strengthen their outreach to the greater Chicago community.” The first Sams lecture, which had been planned before the events of September 11, was presented in November by L. Carl Brown, an expert on the Middle East and professor emeritus at Princeton University, whose research has focused on the impact of Westernization on the Islamic Middle East.

James Sams ’54 is president and CEO of American Development Services Corporation, a real estate development company. He recently served as chairman of the Grameen Foundation USA, which was established in 1997 to broaden social and economic opportunities for people living in poverty, both in the United States and abroad, through development of micro credit lending programs and institutions.

- The committee to endow a chair in honor of the late Leon Forrest, the award-winning novelist and scholar who taught at Weinberg College for more than two decades, got a boost with a gift of \$100,000 from an anonymous Northwestern alumna. William P. Davis (Speech ’77), chair of the Northwestern University Black Alumni Association, says the gift is “an excellent start” toward NUBAA’s goal of raising \$1 million toward the chair. “For 24 years, Professor Forrest inspired a generation of students with his great generosity and dignity and with the brilliance of his writing,” Davis says. “It is a privilege to spearhead the drive to ensure that his legacy carries on through an endowed chair in his name.” (One of the many students who were influenced by Forrest, Calvin Holmes, is featured on pages 20–22.)

- In his former position as president of the Latin American unit of the Kellogg Company dé Mexico, William Camstra put his College of Arts and Sciences studies in Spanish to good use. To show his appreciation, Camstra, now vice chairman of Kellogg, has donated more than \$16,000 to the Department of Spanish and Portuguese (formerly Hispanic Studies). The William A. S. Camstra Fund for Hispanic Studies will be used for procuring audio and video materials and journal subscriptions, increasing student and faculty access to research materials, updating computer equipment and purchasing the latest instructional language tools, and renovating a student and faculty meeting room.

COOK GIFT EXPANDS RESOURCES FOR THE LIFE SCIENCES

William ’53 and Gayle Cook were honored for their generous support of Northwestern’s work in the life sciences when the Materials and Life Sciences Building was named for them at a dedication ceremony this fall.

Now known as William A. and Gayle K. Cook Hall, the 100,000-square-foot structure overlooking Lake Michigan brings together the study of both living and inanimate materials at the molecular level. Its modular research clusters and shared

technologies foster interaction among researchers and provide flexibility and efficiency in space planning.

The Cooks’ \$10 million gift to the life sciences “is tremendously important to the University,” says President Henry S. Bienen. “We have immediate plans for aggressive growth in the life sciences.” Included in those plans are expanded faculty, increased support for graduate study, and three new facilities to house

research laboratories and teaching activities for a growing life and biomedical sciences community on the Evanston and Chicago campuses.

William Cook, a graduate in biology, is founder and president of Cook Group, Inc., one of the largest privately held medical device manufacturing groups in the world. Its 15 domestic and 3 foreign subsidiaries produce heart catheters and pacemakers, other catheters, needles and urological supplies,

medical pipettes, plastic steel and plastic tubing, plastic parts, and electrical switch gear.

The Cooks’ new gift builds on previous investments in Weinberg College — \$2.5 million to establish the William and Gayle Cook Chair in the Biological Sciences and \$100,000 to establish the Professor Joseph G. Fucilla Scholarship Fund in memory of the faculty member who taught French and Spanish for 38 years.

"THEIR CLASSES ARE MAGICAL":

EDWARD MUIR



Edward Muir, the Clarence L. Ver Steeg Professor in the Arts and Sciences, teaches Italian social and cultural history. He is winner of the E. Leroy Hall Award for Teaching Excellence.

THE WORD ON MUIR:

"Professor Muir's portrayal of the Italian Renaissance so affected me that I determined to see for myself," says one student. "Less than a month after the last lecture, I was in the streets of Firenze, Lucca, and Siena. I could

experience the art and architecture intimately because I felt a connection to the people who had created them and to the time in which they had lived and died."

HIS CHALLENGE: Muir says it's "to come up with a sensation — a sound, picture, joke, metaphor, or story — upon which the students can attach the content I am trying to get across. They also remember something that involves a process in which they participate. That is why I use trials, music, and film — because I want to stimulate sensations. My job is to find the sensation and to conduct the process."

TRIALS, NOT ERROR: "I often teach by using historical trials because they present the intellectual and moral conflicts of a

period — trials such as those of Socrates, Jesus, Galileo, and Eichmann. One of the most consistently effective classes is about a bigamy trial from the 15th century in which a lower-class woman sues an upper-class man when he marries someone else. She claims he had married her several years before. The whole case hinges on what constitutes a marriage, and we usually reenact the trial. The students, however, do not always come up with the same outcome, which is what makes teaching trials so useful."

FILMS THAT TEACH: "Best of all, in my Modern Italy class, are the realism films of the late 1940s, such as *The Bicycle Thief*, because they are so close to documentaries. They help students visualize the deprivations of war."

WHY HE'S AN ITALOPHILE:

"I discovered history in the third grade when we read about a prehistoric community built on a lake in Switzerland. Since I grew up in the desert in Utah, the idea of living on a lake seemed fantastic. Much of my time in Italy has been living in Venice, a city that is built on the water, and I suppose Venice fulfilled that early childhood fantasy. I also discovered opera in my teenage years, which led me to study Italian, and once I had the language, I felt I had to go to that place."

AFTERSCHOOL PASTIMES:

"Besides music, which engages me a great deal, I'm an avid skier in the winter and Cubs fan in the summer. This summer the Cubs nearly drove me mad."

ERIC ZASLOW

Eric Zaslow teaches mathematics, and his research areas are string theory, mirror symmetry, and algebraic geometry. He is the recipient of a Weinberg College Distinguished Teaching Award.

A STUDENT OPINES:

"Whatever you pay Professor Zaslow, it's not enough. . . . A math professor who plays Ultimate Frisbee and listens to [the pop band] Garbage is unbeatable."

HOW HE CONNECTS:

"Recalling what school was like as a student leads to some obvious truths: Students like it when a professor remember their names; students are individuals and should be treated as such; and students are not flippant about their education. . . . Speaking

frankly with them feels natural, as I come from a culture similar to that of most of my students."

MAKING MATH REAL: "If the class is differential equations, I'll explain that a leaky milk carton is a differential equation. The milk leaks at some rate. That rate might depend on how much milk there is, the size of the hole, or other things. We want to know if there'll still be milk by the time you get home, or if you'll have to eat Grandma's cookies dry."

CHALLENGING THE BEST STUDENTS:

"I'll begin with some story that poses a mathematical question, whose solution will be discovered in the lecture. If I throw in a bit of pop culture wordplay or random trivia, that



can be fun. Sometimes I won't let the class leave until they've asked 20 questions. I am at my best when I let the class reason through the solution, evolving from Mike's method, to Emily's approach, incorporating a suggestion from Prateep, etc., until they figure it out for themselves. It sometimes takes a bit more time, but it's time well spent."

HOW FRUIT FIGURED IN: "My grandfather used to peel oranges for me and my sisters. If we got 3

of the 12 sections, he would ask us what fraction that was. I always liked this, or maybe I just liked watching him peel (he would skin an apple in one long, continuous peel)."

WHAT HOLDS HIS INTEREST:

"The mathematics of physics attracts me for the pure beauty of math, and the tantalizing possibility that these abstract concepts bear upon foundational physics. I like the junction of the abstract and the concrete."

FRISBEE CHAMP: "I am still active in Ultimate [Frisbee], and currently I'm captain of the Chicago Machine, a national-caliber team from the area. We haven't won the big tournament yet, but we're getting better."

HOW WEINBERG'S AWARD-WINNING TEACHERS CAPTIVATE THEIR STUDENTS

JULIA STERN

Julia Stern teaches 18th- and 19th-century American and African American literature. She is winner of a Weinberg College Distinguished Teaching Award.

HER STUDENTS SAY: "I used to wonder how the best students ended up in Julia Stern's classes. Then I realized that it's not that she attracts the best students, she creates them. Her classes are magical."

WHAT HEATS UP THE CLASS: "Issues of race and the family under slavery," Stern says. "I remember a very heated discussion around the time that Thomas Jefferson's DNA testing was unfolding. The week before the story broke, there was one set of students who were adamant that Jefferson would never have exploited a slave, and another group who were saying it was a romantic relationship [with Sally Hemmings]. During a vivid

exchange about domestic violence in the contemporary black family, an African American woman said, 'We didn't have the privilege of having families under slavery the way you understand them.' It was a frightening and contentious moment, yet fascinating and important."

GOING BACK TO WHAT

WORKS: "I'm very interested in close reading of the text, which is something that my discipline has shied away from since the advent of cultural studies. I give exams in which students have to unpack a passage we've not talked about in class. They have to write about details of the language, the metaphors and allusions, and the syntax. They can focus on the use of a word or an image, whatever they're interested in, but it has to involve an imaginative engagement with the material."



HOW IT ALL BEGAN: "I had written an honors thesis on Faulkner at Wellesley. I spent a year between college and graduate school teaching little kids, four- and five-year-olds. I realized by November that I missed talking about Faulkner with big people."

HER CURRENT PASSION:

"I'm working on a book-length study of *The Journal of Mary Chestnut*, the well-educated wife of a South Carolina senator and Confederate general, who composed 50 notebooks of diary entries during the Civil War. Historians have been using her text for years, but literary people haven't because there's no final, finished, extant manuscript. I'm arguing that she's writing a kind

of American *Aeneid* from the loser's point of view, in diary form, via miniatures that add up to a female epic account of America's greatest conflict, something Western women writers — and certainly American women writers — had never done before."

A FAVORITE POSSESSION:

"Perhaps the thing that might most surprise my students about me is that I have a doll house, a tiny replica of the 1863 Evanston farmhouse on Ridge and Lincoln that my family rented in the late 1990s. I collected the furniture as a child and, when I got tenure in 1998, my mother bought me the doll house — the perfect present for the occasion, as it brought my prior life into my present one."

HEATHER COLBURN

Heather Colburn is a lecturer in the Department of Spanish and Portuguese. She is winner of the Arts and Sciences Alumni Teaching Award.

TOPICS CAUSING GREAT CLASS DEBATES: Colburn says students stretch their Spanish skills on cloning, U.S. government involvement in Cuba and other countries, changes and/or differences in male and female roles, and the use of violence and/or terrorism against oppressive regimes.

FLUENCY THROUGH FUN AND GAMES: "Students have debated the existence of extraterrestrial

life. They have pretended they were famous people who want to change their public image. And they have gotten the opportunity to really prove their recall of verb forms through exciting games that almost always carry some sort of fabulous reward."

HOW IT BEGAN: "I decided to do graduate work in Spanish during the semester I studied abroad in Madrid as an undergraduate. I was probably sitting at an outdoor café with some friends, basking underneath the April Castilian sun, and thought it would be cool to study and teach from that cultural perspective."

WHAT STILL FASCINATES:

"The ways in which language and culture affect each other — that is to say, the ways in which language, music, gestures, plastic and literary arts, and belief/value systems are bound up with each other. These things are constantly changing and evolving, as language and culture constantly change and evolve."

WHAT'S CHANGED IN 20

YEARS: "Currently, Spanish language instruction tends to follow communicative-based theories of learning and is much more easily tested outside the classroom without having to study abroad. Today's Northwestern students

are afforded an enormous number of opportunities to put their classroom Spanish into practice right here in Evanston — whether through participating in activities sponsored by the Latino students' organizations or through volunteering as ESL teachers, etc."

OFF-CAMPUS PURSUITS:

"I like to do the usual stuff: bike along the lake, travel, spend time with friends and family, read. Basically I like to be outdoors as much as possible."





LEADING THE FIGHT AGAINST
**LEAD
POISONING**

BY MEGAN FELLMAN

HILARY ARNOLD GODWIN (LEFT), ASSOCIATE PROFESSOR OF CHEMISTRY, STUDIES THE MOLECULAR MECHANISM OF LEAD POISONING.

CHICAGO'S RATE OF CHILDHOOD LEAD POISONING IS AMONG THE NATION'S HIGHEST. ESPECIALLY AT RISK ARE INNER-CITY KIDS WHO ARE EXPOSED TO LEAD PAINT IN THEIR HOMES AND TO CONTAMINATED SOIL IN PARKS, PLAYGROUNDS, AND OTHER OPEN AREAS.



In 1996 Hilary Arnold Godwin was charting a new course for her research and had filled a notebook with detailed notes about unsolved problems in bioinorganic chemistry, an area that focuses on interactions between metals and biological systems.

Interactions between macromolecules in living systems? The toxicity of lead poisoning? Designing fluorescent probes for neurotransmitters?

All the possibilities offered appeal and challenges, making for a difficult decision. Godwin showed her list to her adviser at Johns Hopkins University School of Medicine, where she was finishing a National Institutes of Health postdoctoral fellowship prior to joining Northwestern.

“Lead poisoning,” he said. “Definitely do lead poisoning.”

Five years later Godwin and her research group are hard at work understanding the biological mechanisms of lead poisoning, with the hopes of improving treatments for what has been called one of the most common pediatric health problems in the United States today.

Approximately 1 in 25 children in the United States suffers from lead poisoning, including 890,000 under the age of six. Lead poisoning affects both children and adults, but children experience symptoms at significantly lower blood lead levels. Permanent developmental and neurological problems, including lowered intelligence, growth retardation, and attention deficits, can result from chronic exposure to lead as a child. In adults most symptoms are reversed when exposure ceases.

Because it does not break down naturally, lead is a persistent poison in the environment. Primary sources of

*"IF WE COULD DESIGN A MOLECULE
THAT JUST BINDS LEAD, THEN
YOU COULD GIVE AT-RISK KIDS A PILL
BEFORE THEY GET SICK
AND EXHIBIT SYMPTOMS."*

exposure are leaded paint, which was not banned in the United States until 1978, and contaminated soil, polluted by paint from the exterior of buildings and exhaust from cars that used leaded gasoline.

Chicago has one of the highest rates of childhood lead poisoning in the country. Minority and poor children living in the inner city suffer from higher rates of lead poisoning, in large part because of substandard and aged housing, which frequently contains lead paint, and of large areas of bare soil where they play.

Although the toxic effects of lead have been known for a century, very little is known about the mechanisms by which lead damages the brain and alters intelligence, behavior, growth, and hearing.

"For whatever reason, lead poisoning is not something chemists have worked on," says Godwin, a newly tenured associate professor of chemistry. "I'm looking at a biological problem from a chemical perspective in order to develop better methods of detection and treatment."

For those diagnosed with lead poisoning, a treatment called chelation therapy is used, but there is room for vast improvement. The therapy employs special molecules that wrap around the metal ion, allowing the body to excrete it. It sounds simple, but there are problems. First, the two agents used also extract zinc and iron, two elements the body needs to function properly. Second, the therapy often needs to be delivered intravenously and can cause serious side effects, such as nausea and vomiting.

"If we could design a molecule that just binds lead, then you could give at-risk kids a pill before they get sick and exhibit symptoms," says Godwin. Development of a new antidote may be hastened by the progress Godwin has made in understanding the molecular mechanism of lead poisoning.

Proteins are basic components of all living cells. To perform its function, each protein first must fold itself into the proper shape. "We now have a better understanding of the proteins that lead targets, where lead binds to these proteins, and how lead changes the activity of the protein, which causes the damage," says Godwin.

A major focus of her research is lead-protein interactions, specifically with "zinc proteins" involved in gene transcription and development and with "calcium proteins" involved in transmitting impulses between nerve cells. These two classes of proteins need to bind zinc and calcium in order to perform their biochemical functions. Godwin's detailed biophysical studies have found that lead substitutes for the necessary metals and alters the activity of the proteins. These undesired interactions are thought to account for lead's toxicity.

One of the primary questions in this field was, Out of all of the zinc proteins in the human body, which ones were likely to be targeted by lead under physiologically relevant conditions? Through a series of experiments with isolated proteins, Godwin and her team found that lead prefers only those zinc-binding sites that contain a lot of sulfurs. This discovery confirms a fundamental concept from inorganic chemistry that lead forms strong

CHILDREN		ADULTS
	150	
DEATH	100	COMA/SEIZURES
COMA/SEIZURES		ANEMIA
KIDNEY DAMAGE	50	DECREASED LIFESPAN
ANEMIA	40	DECREASED ABILITY TO MAKE RED BLOOD CELLS
DECREASED ABILITY TO MAKE RED BLOOD CELLS	30	NERVE PROBLEMS
NERVE PROBLEMS	20	
INTERFERENCE WITH BRAIN DEVELOPMENT (IQ/HEARING/GROWTH)	10	HYPERTENSION
	µg/dL	

LEAD POISONING LEVELS (IN MICROGRAMS PER DECILITER) AND THEIR SYMPTOMS IN CHILDREN AND ADULTS



bonds with sulfur, a concept developed at Northwestern in the 1960s by Fred Basolo, now a professor emeritus of chemistry, and Ralph Pearson, currently a professor emeritus in chemistry at the University of California, Santa Barbara.

“This was a very rewarding discovery — a good example of applying fundamental chemistry to biological systems,” says Godwin.

The research also showed that lead binds more tightly to sulfur-rich proteins than zinc but is not a good structural mimic for zinc. As a result, lead distorts the protein and its function. (Zinc proteins are involved in gene transcription.) In other words, when lead binds to the protein, it does not trigger the structure needed for the protein to do its job. Only zinc can do that. By fouling up the signals, lead disrupts the developing organism.

And, in a surprise finding, Godwin discovered that lead and zinc rapidly exchange with each other. Lead can bump zinc out of the binding site and take its spot. It’s not who gets to the binding site first, but who binds most tightly, that wins the protein. And lead wins, aggravating the threat.

“The studies with zinc proteins were successful, but we also wanted to understand on a molecular level why lead causes neurological problems,” says Godwin. “That prompted us to look at lead’s interaction with calcium proteins, which are important in mediating nervous-system signals.”

As with zinc, Godwin’s research showed that lead binds to the calcium site in those proteins — and more tightly than calcium. Although lead can mimic some of the properties of calcium, it can’t mimic all of them, causing a malfunction in the protein’s activity. These results echoed the results of the zinc protein study.

Godwin also found that in calcium proteins lead likes to bind to sites with lots of oxygen molecules. “There are probably a lot of different sites lead likes to bind to in proteins, creating different distortions. This might help explain why lead poisoning results in so many different symptoms,” she says.

These insights into how lead interacts with proteins provide a foundation for the rational design of new treatments for lead poisoning. Specifically, Godwin’s group has been using the knowledge that they have developed about what proteins are targeted by lead to design chelation therapy agents that they hope will bind lead tightly and “steal” the lead away from proteins.

Godwin is part of a larger Chicago community committed to the problem, and it provides a continuing source of inspiration for her. She participates in quarterly meetings with health care professionals, representatives from the Environmental Protection Agency, the Chicago Housing Authority, and the U.S. Department of Housing and Urban Development, and Northwestern colleagues Helen Binns of the Medical School and Kimberly Gray of civil engineering to discuss lead poisoning issues. She says the discussions help her understand the real concerns of clinicians and help keep her involved in the problem.

“Health care people I’ve met have told me that yes, this is important work,” says Godwin. “Their encouragement has been a motivating force.”

She also credits her Northwestern colleagues with helping her to flourish. “The approach I take to my work is very interdisciplinary, and Northwestern has a highly supportive environment for this type of work,” she says. “People like to collaborate and will share facilities for instrumentation that I wouldn’t have had access to as a junior faculty member elsewhere.”

Calling Godwin “one of the world’s leading authorities on the chemistry of lead in biological systems,” colleague Thomas O’Halloran, Morrison Professor of Chemistry, says, “None of the existing ideas about the biology of lead poisoning could be tested without the fundamental chemical discoveries she’s made. Her achievements are a testament to her bringing together the worlds of chemistry and biology.”

HIGHER ED'S HIGHEST:

BY NANCY DENEEN

COLLEGE PRESIDENTS

Presidents of four major U.S. colleges and universities — all of whom received their doctorates from Northwestern in the 1970s — agree that there's a peculiar twist in the career path leading to the presidency of an institution of higher learning. If you set your sights on the job too soon, you will probably fail to get there.

"The few people I have encountered who wanted to become college presidents early in their careers never succeeded, because they wore their ambitions on their sleeve," says Dale Knobel '76, president of Denison University in Ohio. "They wound up not excelling in the core academic disciplines that build people's confidence in you."

The four — Knobel; Graham Spanier '73, president of Pennsylvania State University; Alice Hayes '72, president of the University of San Diego; and Steven Koblik '70, president of Reed College in Oregon until stepping down last summer — recently shared with *Crosscurrents* their views on life atop the academic ladder. Representing only a fraction of the dozens of Northwestern graduates who have reached the pinnacle of higher education, they were selected not just for their remarkable careers but for the

variety of schools they represent. In separate telephone interviews they discussed what it takes to be a president, the issues that keep them up at night, and how computers are changing the way American students learn.

Knobel, who earned his PhD in American history, set out to be a teacher/scholar. "When you're trained at a leading research university like Northwestern, you come away really excited about scholarship and about undergraduate and graduate education," he says, echoing the early ambitions of the other presidents.

He says he eased into college administration: "The way you wind up in jobs like this is that you fulfill a responsibility like chairing a faculty committee. Then you are asked to take on a larger responsibility like chairing an academic department, and next thing you know you are a dean, then a provost or a president."

It never occurred to Alice Hayes that she'd become a university president when she pursued her PhD in biology at Northwestern. Even as the newly appointed chair of the biology department at Loyola University Chicago in the early '70s, she was focused on her discipline, not on administrative work. "I was in my 30s when I came to Northwestern as a reentry student (a term I never liked because it sounds like you're a rocket about to crash). What I was looking for in pursuing my doctorate was not training for administrative work but rather a continuation of studies in my field."

Biology may seem an unusual background for a top administrative job, but Hayes says it's been helpful in the decision-making process: "Scientists have orderly minds. We like to gather data. We are comfortable with ambiguity, with holding two or three ideas at a time. Given the complexity of a university, those are very good skills."

Graham Spanier says that his field, sociology, is a people-oriented discipline, and that putting people first is one of the qualities he brings to Penn State and its more than 80,000 students. In addition, sociology's strong



"WHEN YOU'RE TRAINED AT A LEADING RESEARCH UNIVERSITY LIKE NORTHWESTERN, YOU COME AWAY REALLY EXCITED ABOUT SCHOLARSHIP AND ABOUT UNDERGRADUATE AND GRADUATE EDUCATION."

— DENISON'S DALE KNOBEL

WHO HAIL FROM NORTHWESTERN



“SCIENTISTS HAVE ORDERLY MINDS. WE LIKE TO GATHER DATA. WE ARE COMFORTABLE WITH AMBIGUITY, WITH HOLDING TWO OR THREE IDEAS AT A TIME. GIVEN THE COMPLEXITY OF A UNIVERSITY, THOSE ARE VERY GOOD SKILLS.”

— ALICE HAYES, PRESIDENT OF THE UNIVERSITY OF SAN DIEGO

training in statistics and demographic models has proved useful as Spanier deals with budgets and enrollment trends.

For Steve Koblik, the new president of the Huntington Library,

Art Collection, and Botanical Gardens in Pasadena, a background in history was helpful in the president’s chair at Reed. “As a student of political history, one has a sense of the process in which decision making occurs, the whole notion of representation,” he says. “The authority is in the job, and the person comes in and assumes that mantle.” But he cautions that not every historian would make a good college president: Some scholars understand the limits of power and some do not.

Though the four share an early passion for their respective academic fields and a desire to return to teaching someday, some of the issues facing each president are as different as the schools they lead.

On Spanier’s radar screen is the renewed student activism at Penn State. “This past year was probably our most active year since Vietnam,” he explains. “The issues range from globalization, capitalism, and sweatshops to graduate student unionization, racism, environmentalism, and animal rights.”

He contrasts the current situation with the student protests during his days at Northwestern, when nearly every student was concerned about issues like Vietnam and civil rights. Now a relatively small proportion of students are active, he says, “but the noise level is pretty great. Because of the Internet, it’s easy to communicate

with others and to get people together quickly. Today’s students have much greater savvy in using the news media to get their message across. They have a lot of years of building on the experiences of others in learning how to advance their causes.”

Koblik’s sense of personal responsibility for the 1,200 undergraduates at the college kept him awake at night during his nine years at Reed, “but if I didn’t care, I wouldn’t have been a very good president,” he says. “Most of them were between the ages of 18 and 23 and thought of themselves as indestructible. They were interested in finding out where the boundaries were. . . . I was afraid they’d hurt themselves.” He felt that responsibility most keenly when two students he knew well, each with severe medical difficulties, committed suicide during his first two years at Reed.

As president of a Catholic university, Hayes faces a challenge the others do not: complying with the guidelines of the Vatican document on American higher education, *Ex Corde Ecclesiae*, while maintaining the school’s academic freedom and integrity. *Ex Corde Ecclesiae*, which became effective in June, describes the characteristics of a Catholic culture on a university campus. The National Conference of Catholic Bishops has put together more specific guidelines for the implementation of these ideals in American universities.

With far fewer members of religious orders or diocesan priests on Catholic campuses today than in the past, the responsibility for expressing Catholic identity rests primarily with laypeople, Hayes explains. “The Catholic Church rightly wanted to say that if something is called ‘Catholic theology,’ it really is,” she says. “At the same time, we have to be respectful of the academic freedom of the faculty to do their own research and pursue their

“SIXTY YEARS AGO, WITHOUT TELEVISION AND COMPUTERS, STUDENTS HAD TO IMAGINE EVERYTHING. TODAY A STUDENT IS EXPOSED TO OTHER PEOPLE’S IMAGES. MOST EDUCATORS HAVEN’T COME TO GRIPS WITH THAT.”

— STEVEN KOBLIK, REED PRESIDENT, 1992–2001

scholarly agendas. Everybody is looking to see how we are going to conform.”

How hands-on will the oversight be? Will curriculum and textbooks be reviewed? “Those are the right questions,” Hayes answers. Since the resolution will be worked out between bishops and theologians at the local level, she thinks outcomes may differ somewhat from school to school.

Denison’s Knobel says foremost on his mind is a concern of every college and university president: how to provide a first-class education to today’s young people while keeping costs down. While the use of information technologies across campus has made instruction better, it has been a significant factor in driving up costs.

“We’ve reached an age where you wouldn’t dream of teaching introductory chemistry without half-a-million-dollar pieces of equipment,” Knobel says. “And you don’t teach in areas like cinema without elaborate production equipment.”

Part of Denison’s \$500 million endowment is used to offset the tuition cost for more than 90 percent of its 2,100 students, so alumni and friends are frequently asked for support to keep the endowment healthy. The recent economic downturn has shown how vulnerable even a large endowment can be to market fluctuations, Knobel notes.

This leads to the topic on every president’s mind: fundraising. Knobel figures that with the launching of Denison’s new capital campaign, he’ll be spending 50 percent of his time raising money.

As Reed president, Koblik also spent half of his time fundraising, leading successful efforts to triple the college’s endowment to \$350 million. Koblik believes a college president is like a CEO of a corporation: The

president makes the personal contact

that major

donors and foundation officers often expect, while line officers are responsible for day-to-day management of the institution. “Fundraising doesn’t mean taking a cup around asking for funds,” Koblik says. “It’s about developing relationships and building bridges, and that takes time.”

Spanier says being at the helm of a huge state university means frequent travel to the school’s 24 campuses and “a certain amount of public accountability with everything we do.” That translates into about 20 percent of his time spent fundraising and another 30 percent on other external relations, including dealing with the media and putting out legislative fires. Campus activities claim the other half of his time — everything from budgets to student organizations to academic programs. Known as a human dynamo, Spanier even finds time to be adviser to the university’s magic club.

All the educators spend time planning how computers can enhance learning on their campuses and beyond. Hayes gives an example of how the Internet has enriched some classes at the University of San Diego: “A professor who teaches comparative ethics here got together with colleagues from Japan, Europe, Africa, South America, and Canada and created a Web page where they put up case studies for discussion. Our classes are always small — 15 to 20 students with this professor — but now when students discuss an ethics case, they’re getting personal, religious, and political perspectives



from people from all over the world. And that discussion is so much richer.”

Spanier had a big vision for Penn State in technological innovation and succeeded in making that vision a reality in just two years. Via Penn State’s new School of Information Sciences and Technology, students can study Web design, information systems, and technology public policy at 20 campuses.

Spanier says the growing penetration of information technology into the university community was the focus of his state-of-the-university address this fall. “Distance and continuing education will be the largest growth areas

in American higher education,” he predicts. “The growth will mostly be among people who are place-

dexterity with technological tools but need to be challenged to think on their own. Ideally, he says, they would learn to combine the two abilities with remarkable results.

The four presidents agree there will always be a place for the traditional college or university, where students live in residence halls and learn through face-to-face contact with professors. It was such close relationships with faculty at Northwestern, they say, that set them on the winding path to their college and university presidencies.

Koblik says at first he wanted to be a school superintendent, but under the tutelage of mentors like history professor Franklin Scott, his passion turned to scholarship instead. Alice Hayes greatly sharpened her analytical skills with the encouragement of plant physiology teacher Jim Lippincott. Professors Howard Becker and Bernard Beck changed Graham Spanier’s view of the world by exposing him to new ways of approaching sociology.

“TODAY’S STUDENTS HAVE MUCH GREATER SAVVY IN USING THE NEWS MEDIA TO GET THEIR MESSAGE ACROSS. THEY HAVE A LOT OF YEARS OF BUILDING ON THE EXPERIENCES OF OTHERS IN LEARNING HOW TO ADVANCE THEIR CAUSES.”

— PENN STATE’S PRESIDENT, GRAHAM SPANIER

bound and want to learn from their offices or homes, people who need credentials updated, people who are changing careers.”

But while the presidents praise the increased access to education the Internet can provide, at least one worries that computers don’t encourage reflective or imaginative thinking. “Sixty years ago, without television and computers, students had to imagine everything,” says Koblik. “Today a student is exposed to other people’s images. Most educators haven’t come to grips with that.” He thinks today’s students are talented and have remarkable

For Dale Knobel, those bonds continue to this day: “From time to time I get to campus and pop in Harris Hall and people will act like I never left,” he says. “When they hear my voice, they say, ‘Hi Dale,’ even before they see me. . . . That is testimony to some strong relationships that developed a long time ago.”



**A DISCOVERY
THAT MAY REWRITE**

HISTORY





BY NANCY DENEEN

ABOVE: JOHN HUNWICK, NORTHWESTERN PROFESSOR OF HISTORY AND RELIGION AND A LEADING AUTHORITY ON ISLAMIC AFRICA

AT LEFT: DETAIL OF THE OPENING FOLIO OF A BOOK, EVIDENTLY COPIED IN NORTH AFRICA, DATING FROM THE 15TH CENTURY. THE BOOK IS THE PRIMARY EXAMPLE IN ISLAMIC LITERATURE OF VENERATION FOR THE PROPHET.

AFRICA HAS LONG BEEN REGARDED BY THE REST OF THE

WORLD AS A CONTINENT RICH IN CULTURE AND ORAL

TRADITION BUT LACKING IN THE SCHOLARLY WRITTEN

RECORDS UPON WHICH A CIVILIZATION OFTEN IS JUDGED.

NOW IT SEEMS HISTORIANS JUST WEREN'T LOOKING

HARD ENOUGH.

**IN AUGUST 1999 HUNWICK WAS IN TIMBUKTU,
WHICH IS LEGENDARY TO MODERN-DAY
AMERICANS AND EUROPEANS AS
ONE OF THE MOST ISOLATED,
HARD-TO-REACH
SPOTS ON EARTH.**

A remarkable discovery of manuscripts by Northwestern professor John Hunwick is irrefutable proof of a strong centuries-old intellectual and written tradition of black Africans writing in Arabic. Hunwick's find — compared by some of his peers with the recovery of the Dead Sea Scrolls or the finding of the Anglo-Saxon chronicle that gave us a truer picture of early England — promises to literally rewrite history. The Ford Foundation has given Hunwick and Northwestern \$1 million to further the study of African Islamic thought and to ensure that this knowledge is shared with generations to come.

In August 1999 Hunwick was in Timbuktu, which is legendary to modern-day Americans and Europeans as one of the most isolated, hard-to-reach spots on earth. With 100-plus degree heat and a sub-Saharan location in Mali, a landlocked country in West Africa, Timbuktu tends to keep nonnatives out. But Hunwick, a British-born Islamic scholar who has taught history and religion at Northwestern for 20 years, was familiar with the city's past as one of the richest commercial sites in Africa and a center of Muslim learning from the 14th through the 17th century. Throughout his career he had collected, preserved, and translated important historical documents in other parts of Africa (approximately 400 in



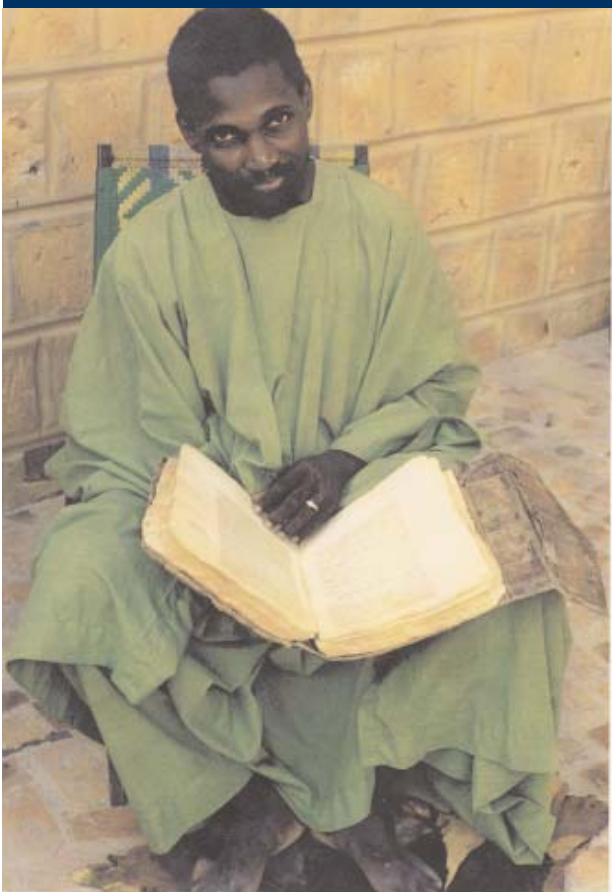
northern Nigeria alone). Hunwick wasn't surprised, therefore, when a young historian in Timbuktu, Ismael Dadie Haidara, who knew of his work with Arabic manuscripts, offered to show him his personal library, an old trunk full of carefully preserved manuscripts.

When Hunwick inspected the writings closely, he relates, "My eyes were almost popping out of my head. . . . I immediately realized I must accept the challenge of preserving them for future generations." There were 3,000 manuscripts written in Arabic, some of them beautifully illustrated histories, prayers, legal documents, poems, and sermons. They were the private collection of one of the two great chroniclers of Timbuktu, the 16th-century historian Mahmud Ka'ti, whose descendant, Haidara, had reassembled it from various family members.

"What was amazing was that there were manuscripts written in the 15th and 16th centuries. . . . I saw a beautiful copy of the Qur'an in a fine Eastern script with a copying date equivalent to 1420, . . . and a manuscript purchased in 1468 by a man migrating from Toledo in Spain to 'the land of the Blacks,' hoping to find stability there." Hunwick treasures another document for the notes written in its margins: "The price of paper was high, so [the writer] just used the blank space to record fragments of history, such as climatological data, that no other known source gives us."

According to Hunwick, the dry climate of Timbuktu played a vital role in preserving the manuscripts, which were written on handmade paper imported from Europe. "If it had been damper, they certainly wouldn't have survived," he says.

THE DRY CLIMATE OF TIMBUKTU (SHOWN ON MAP) WAS CRUCIAL IN PRESERVING THE MANUSCRIPTS, WHICH HAD BEEN WRITTEN ON HANDMADE PAPER IMPORTED FROM EUROPE. THE WRITINGS WERE FIRST SHOWN TO HUNWICK BY ISMAEL DADIE HAIDARA (BELOW), A DESCENDANT OF ONE OF TIMBUKTU'S GREAT CHRONICLERS IN THE 1500s, MAHMUD KA'TI.



***“MY EYES WERE ALMOST POPPING OUT OF MY HEAD. . . . I IMMEDIATELY REALIZED I MUST ACCEPT THE CHALLENGE OF PRESERVING [THE MANUSCRIPTS] FOR FUTURE GENERATIONS.”
— JOHN HUNWICK***

“This is why manuscripts don’t survive on the East African coast, where it’s just as hot but much more humid.”

The importance of Hunwick’s find can only be understood in light of Timbuktu’s vibrant intellectual and religious history. By the 11th century the city’s location at the southern edge of the Sahara, about eight miles from the Niger River, had made it “the meeting point of camel and canoe.” Camel caravans from North Africa brought the Islamic faith, along with the salt, cloth, and copper they traded, with

the merchants of Timbuktu for gold mined in Mali.

“[Black sub-Saharan] rulers converted to Islam so they could trade better with the Muslims, and Islam filtered down from the top,” Hunwick explains. By the middle of the 15th century, Timbuktu had become an important center of Islamic teaching, with texts studied both in mosques and in the homes of individual scholars. It was in these homes that large personal libraries were established, some containing thousands of volumes, both imported and locally produced. A 16th-century commentator

noted that manuscript books were the most lucrative commodity traded in Timbuktu.

But the city’s location left it open to attack. Control changed hands many times, and Timbuktu’s population and influence dwindled. Because of French colonial rule from 1893 to 1960, today’s residents, who remain Muslim, read and write in French, not Arabic.

“The unfortunate thing,” says Hunwick, “is that right now, in the 21st century, Malian historians tend to have been trained in the French tradition and often know little or no Arabic. And those who know Arabic have come up under religious education and have not been trained in the methodologies of history. It should be time now to bring those two groups together and try to blend Arabic knowledge with historic knowledge.”

The Ford Foundation, with a \$1 million grant, has taken a giant step toward helping Hunwick and his colleagues at Northwestern realize this goal of bringing African scholars together from all over the world. The grant is being used to form the Institute for the Study of Islamic Thought in Africa, the first research center of its kind, at Northwestern. Through an ongoing series of lectures, seminars, conferences, and publications, ISITA hopes to stimulate interest and research in Islamic African studies. The organization will help restore and preserve

“THE MANUSCRIPTS AT TIMBUKTU ARE JUST THE TIP OF THE ICEBERG.”

manuscripts in Africa and use the Internet to make African literary tradition accessible to scholars and the general public. Its Web site is www.northwestern.edu/isita/index2.html.

“We hope that this institute will be a permanent feature of Northwestern’s intellectual life,” said Hunwick, “and that Islamic thought will become an integral part of our teaching curriculum. We hope, too, to enlighten the general public as to the role that Islam has played in African societies, and to the fact that much of Africa has enjoyed literacy and an intellectual life — matters that may help to erase some of the unfortunate stereotypes about Africa that have been current and in many cases exacerbated by racist thinking.”

Like many who make history-altering discoveries, Hunwick prepared for his find through a lifetime of study and research in his field. His career path began in the 1950s, when the young Hunwick, son of a Methodist minister and fresh from public school, chose to do his military service in what was then British Somaliland in eastern Africa. He spent 15 months there as an officer commanding Somali troops and learned to speak Somali. All of the Somalis were Muslims, and Hunwick became fascinated with their religion.

“It was the communal spirit they displayed,” he says. “Their religion seemed to unite them in a sort of

brotherhood. Also the way in which religion was integrated into their daily lives — prayer and fasting were part of everyday routines. I come from a society where religion was a once-a-week affair.”

When he returned to England he decided to study Arabic — the language of Islam and the “Latin of Africa” — rather than the French and German he had originally intended to pursue. In three years at the School of Oriental and African Studies at the University of London, he progressed from learning the equivalent of the ABCs to reading the Qur’an and other early Arabic literature.

Knowledge of Arabic eventually led to a teaching post in Nigeria, in the northern region of which Arabic was still a language of communication, written but not spoken. “In December 1961 I sat down in a school library in the northern Nigerian city of Kano and began taking notes on its many manuscripts,” Hunwick says. “And that’s when I became really interested in local scholars’ writing in Arabic and the extent of their scholarly and literary activities. And that ended up being my first little publication, an analysis of the manuscripts of that particular library.”

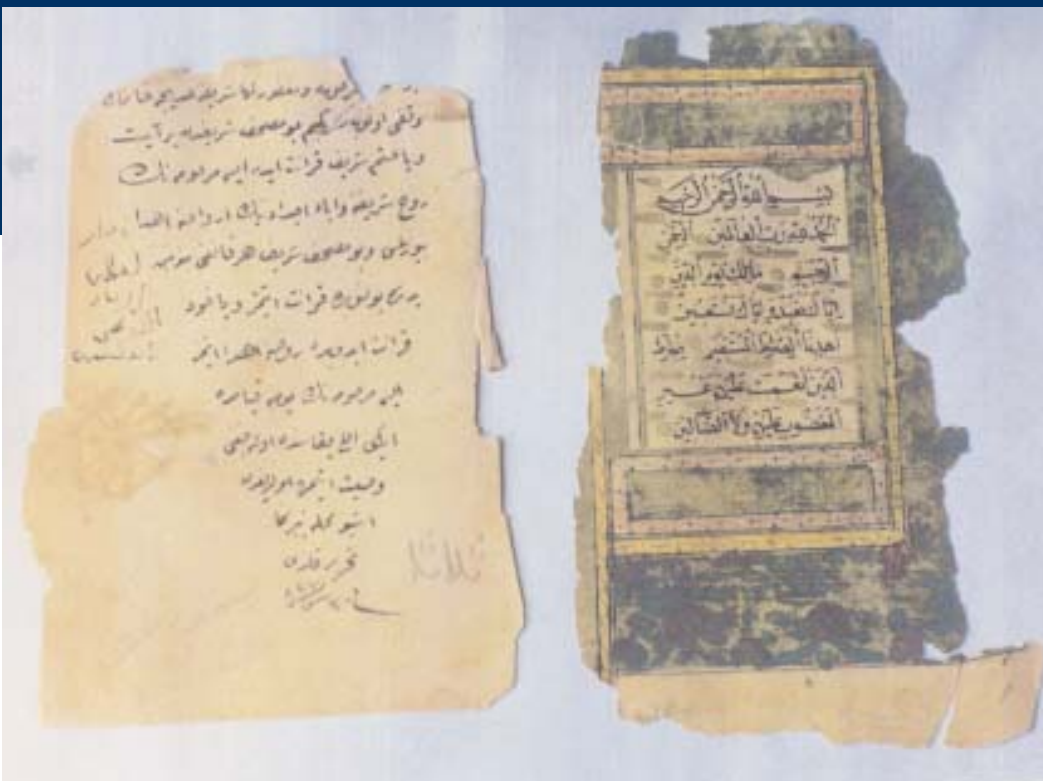
Hunwick’s “first little publication” was the start of an enormously ambitious undertaking in which he is still engrossed: a multivolume guide to the writings of African Muslim scholars. Hunwick and ISITA co-director R. Sean O’Fahey, professor

of history at Norway’s University of Bergen and at Northwestern, have completed two volumes and are working on a third and fourth. Hunwick’s latest publication, *Timbuktu and the Songhay Empire*, translates a major chronicle of the 16th century from Arabic to English, making the history accessible for the first time to people who don’t read Arabic.

While writing and translating books, helping to preserve manuscripts, and running the new institute keep him busy, Hunwick is also enthusiastic about teaching the next generation of Northwestern students about Islamic thought in Africa.

And he will keep looking for manuscripts.

“The manuscripts at Timbuktu — they are just the tip of the iceberg,” he says.



AMONG THE TREASURES AT TIMBUKTU:
LAST AND FIRST PAGES OF A 581-YEAR-
OLD QUR'AN, LIKELY TO BE THE HANDI-
WORK OF A COPYIST OF TURKISH ORIGIN

WHAT HAPPENS TO THE MANUSCRIPTS NOW?

The manuscripts have remained in Timbuktu in the possession of Ismael Haidara, the young man whose family owns them. Hunwick will return there in 2002 to meet with Haidara and to arrange for Northwestern to be the site of research work on the manuscripts. Then they will apply for funding to build a library in Timbuktu to properly house and scientifically preserve the documents. Hunwick hopes to have the most important writings digitized and to bring scholars from Timbuktu, Europe, the Middle East, and the United States to Northwestern to analyze and translate them.

He says one of his main goals for this and future finds is to keep the original documents in the communities from which they've come. "We want to make them more accessible to the international scholarly community through cataloguing and digitization, but to leave the cultural heritage where it belongs. I think it's important that the local people should be able to appreciate their heritage by looking at the originals. There's nothing like an American being able to look at an original copy of the Declaration of Independence rather than just a photocopy. . . . A feeling of connectedness to one's heritage is very important."

LOAN RANGER



"OUR APPETITE FOR RISK IS UNIQUE . . ."

BY LISA STEIN

As head of a nonprofit organization that supports enterprising, hard-to-fund community projects, Calvin Holmes '87 knows all about the importance of taking chances. Since graduating from Northwestern, he has dedicated himself to empowering those who want to make a difference in the world around them.

Holmes serves as executive director of the Chicago Community Loan Fund, which provides low-cost financing and technical assistance to community development organizations in struggling Chicago-area neighborhoods. In the last 10 years CCLF has arranged nearly \$7.5 million in loans to a wide variety of groups not typically eligible for traditional bank financing. Its client list includes affordable housing developments, a cooperative printing press, a bakery run by a consortium of schools, and shelters for victims of domestic violence. For his work at CCLF Holmes was recently recognized by *Crain's Chicago Business* as one of the city's outstanding "Forty under 40" leaders.

"I think our appetite for risk is unique in the community lending marketplace," Holmes observes. "We welcome innovation. We have a good track record lending to groups who might not be as well-funded as others but who have vision and determination."

No CCLF client has ever defaulted on a loan, Holmes reports, and the organization has become a model for community reinvestment groups across the country. In addition to receiving recognition from the Bank of America, CCLF last year was awarded a \$1.15 million

investment from the U.S. Department of Treasury, which it matched with contributions from other sources, bringing in a total of \$2.3 million in new capital.

"When you're a nonprofit organization, getting recognition and reaching any benchmark — especially a 10th anniversary — is important," said Holmes's friend Michelle Bibbs (Speech '86), director of development and external affairs at the DuSable Museum of African American History, on the South Side of Chicago. "I believe that with the growth of CCLF Calvin is poised to make his greatest contribution to date."

Holmes grew up the son of socially conscious parents in East St. Louis, Illinois. His mother worked in community development, and his father was a member of the Black Panther Party and a director of a free breakfast program for children in a community center.

When Holmes arrived at Northwestern, he suffered a bit from culture shock. Attending the Summer Academic Workshop before freshman year, he and another student from East St. Louis drove around the North Shore one afternoon. "I thought, 'My goodness, this is unbelievable,'" Holmes recalls. "There were some affluent communities in East St. Louis, but I didn't go there very often. Being at Northwestern took some getting used to."

Like a lot of freshmen, Holmes couldn't decide on a major. His father tried to lead him toward a career in engineering, but Holmes resisted. "He wanted me to be an engineer because I could get good technical skills, a good job and make good money. For him it was a surefire

**SINCE 1991 THE CHICAGO COMMUNITY LOAN FUND HAS ARRANGED
NEARLY \$7.5 MILLION IN LOANS TO CLIENTS THAT INCLUDE
AFFORDABLE HOUSING DEVELOPMENTS, A COOPERATIVE PRINTING PRESS,
A BAKERY RUN BY A CONSORTIUM OF SCHOOLS,
AND SHELTERS FOR VICTIMS OF DOMESTIC VIOLENCE.**

NO CLIENT HAS EVER DEFAULTED.



HOLMES HAS HAD A HAND IN THE SUCCESS OF MULTIPLE PUBLIC WORKS AND COMMUNITY PROJECTS IN CHICAGO. THE CITY'S HOWARD/DAN RYAN EL CONNECTOR PROJECT (ABOVE) IS JUST ONE EXAMPLE.

way to boost myself into the middle class. But I took one class in McCormick and thought ‘Yikes!’”

After a discouraging sophomore year Holmes decided to take a year off and moved into Chicago, where he worked three jobs to make ends meet. He returned to Northwestern with a new major and renewed enthusiasm, meeting the single most important influence of his undergraduate years, the late professor Leon Forrest, in whose African American studies courses he found the inspiration and guidance he needed.

“I think Professor Forrest understood that young African Americans encountering African American literature and issues for the first time would feel angry, and that anger could cause them to pull away from society in a bitter way,” Holmes says. “He cautioned me that even though I felt hurt and disillusioned, I should see through that and not let it make me so blind as to discard beneficial knowledge and experiences from other cultures. He told me to channel my disappointment in humanity into something good.”

Holmes heeded Forrest’s advice. After finishing his degree in African American studies he landed a job in Chicago’s Department of Public Works running budget analyses for a number of transportation projects, including the \$160 million Howard/Dan Ryan El Connector. He earned a master’s degree in regional planning from Cornell University in 1993 and then managed low-income

housing units in Baltimore for several years. In 1995 he joined CCLF as a loan officer, becoming executive director in 1998. Holmes also serves as a member at large on several national governance boards, including the National Community Capital Association, the Interfaith Housing Development Corporation/Chicago, and the Chicago Association of Neighborhood Development Organizations.

In addition to encouraging community projects all over metropolitan Chicago, Holmes is particularly interested in creating more economic opportunities in South Shore, a predominantly African American neighborhood on the South Side and his current home, and in strengthening Chicago’s multicultural offerings for tourists. “I want people to be able to say, ‘Let’s go see this play in Rogers Park and this wonderful dance performance in South Shore and eat at a Lebanese restaurant in Gage Park,’” he says. “I think for the average tourist visiting Chicago, it doesn’t quite work out that way.”

If such an ambitious plan is to be fulfilled, Holmes can play a vital role in achieving it, according to his long-time friend M. Eliza Hamilton Abegunde ’87, a poet who also teaches in the Evanston public school system. “He has high expectations for people as well as himself,” she says. “He will explore all possibilities in his search for efforts that will most benefit a community.”

WE REMEMBER . . .

. . . THESE WEINBERG ALUMNI WHO LOST THEIR LIVES IN THE WORLD TRADE CENTER TRAGEDY ON SEPTEMBER 11:

MELISSA DOI '91

A successful businesswoman, Melissa Doi, 32, worked for IQ Financial Systems on the 83rd floor of the World Trade Center's north tower. During her four years with the company she regularly traveled abroad to implement new banking software systems.

Doi graduated with a BA in sociology and was a member of the Delta Gamma sorority. According to her mother, Evelyn Alderete, she loved Northwestern and was planning to attend her 10-year reunion this fall. Friends may write to Mrs. Alderete at 180 Davis Avenue, Suite 12A, Bronx, New York 10465.

STEVEN GLICK '82, KELLOGG '89

Steven Glick, 42, died in the World Trade Center while there on business for his job with First Boston. He lived in Greenwich, Connecticut, with his wife, Mari, and their two children, Colin, 6, and Courtney, 4.

As an undergraduate Glick belonged to the Phi Gamma Delta fraternity and was involved with the Interfraternity Council and Dance Marathon. Fraternity brother Kenneth Glickstein invites friends to send their memories of Glick for inclusion in a book for the family. Write to kglickstein@armstargroup.com.

CARLTON F. VALVO JR. '85

Carl Valvo Jr., 38, leaves behind his parents, wife, and one child. A private memorial service was held in the weeks following the attack.



IN THE DAYS FOLLOWING SEPTEMBER 11, THE SENTIMENTS SHARED BY MANY ON CAMPUS WERE EXPRESSED IN RED, WHITE, AND BLUE ON THE ROCK.

*THE WILSON SOCIETY
FOR THE ARTS AND SCIENCES
2000-01 MEMBERS*

GIVING IS THE CORNERSTONE

As graduates of Weinberg College of Arts and Sciences, we share a special dedication to Northwestern's tradition of a strong liberal arts education. At the heart of the University, Weinberg College educates all Northwestern undergraduates in the sciences, social sciences, and humanities, ensuring that students receive a well-balanced education that enables them to pursue many different career avenues after graduation. Behind this dedication to scholarship and teaching are the many alumni who support the College through their generous annual contributions.

A VITAL NORTHWESTERN CONSTITUENCY

In 1992 the Wilson Society for the Arts and Sciences was founded to promote philanthropic support by recognizing donors who have given \$1,000 or more annually to Weinberg College. Wilson Society members represent Northwestern classes from 1930 to 2000 and include men and women from most states as well as from many countries around the world. Currently, the more than 500 Wilson Society members are a dynamic and integral part of sustaining the excellence of the College.

GIFTS SUPPORT CRITICAL PROJECTS

Gifts to Weinberg College support myriad programs, projects, and initiatives. From faculty and student field studies around the Chicago area to equipping classrooms with state-of-the-art technology, our gifts directly benefit and enrich the academic experience of students. One striking example of the importance of our support was the recent development of a new advising program for Weinberg undergraduates that will significantly increase the College's ability to mentor and guide students in making the best use of the University's outstanding academic resources.

PARTICIPATE IN THE LIFE OF THE COLLEGE

Wilson Society members attend receptions and lectures by distinguished faculty members and have the opportunity to meet with the dean of the College and other senior administrators. During the past academic year Wilson Society members attended events that included our annual reception and lecture in New York with distinguished professor of sociology Charlie Moskos, as well as a spring luncheon and lecture with psychology professor David Uttal in downtown Chicago. Additionally, the Wilson Society held a cocktail reception and lecture on campus at Harris Hall with history professor Ken Alder and a reception in San Francisco with political scientist Jerry Goldman.

AN INVITATION TO JOIN

To those alumni/ae who are not currently members, we extend a warm invitation to join the Wilson Society for the Arts and Sciences. To fellow members, we thank you for your support and encourage you to come to campus and participate in events hosted by the Wilson Society, Weinberg College, and local Northwestern alumni clubs and organizations.

Sincerely,

Carole Browe Segal '60
Wilson Society Cochair



Steven C. Preston '82
Wilson Society Cochair

BECOMING A MEMBER

Becoming a Wilson Society member means making an annual personal gift for the general support of the College at one of the levels listed below. Unless otherwise specified, the funds will be used as directed by the dean of the College, when and where the need is greatest.

MEMBERSHIP LEVELS

1998–2001 graduates

\$100–999

1993–97 graduates

\$250–999

Member

\$1,000–2,499

Fellow

\$2,500–4,999

Benefactor

\$5,000–9,999

Leadership Circle*

\$10,000–24,999

Dean's Circle

\$25,000+

As a member you will be invited to attend special lectures and events on campus, in Chicago, or in other metropolitan areas each year, and you will receive regular news from the College.

Additionally, contributors each year will receive a brochure containing a list of active members and other items of interest to the Wilson Society.

The alumni and friends whose names appear below made gifts to Weinberg College during fiscal year 2001 (September 1, 2000–August 31, 2001). Undergraduate alumni are indicated by the year in which the bachelor's degree was awarded. Other Northwestern degrees are noted by the degree or program and year. An asterisk (*) marks individuals who were also members of the Wilson Society in its first year (1991–92).

DEAN'S CIRCLE

*Simon J. Blattner '58

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ROADS MORE OR LESS TRAVELED, THEN AND NOW

To gauge how much career decisions have changed, we compared the career paths of early Northwestern graduates with the Weinberg class of 2000's first destinations after college or graduate school.

While more than one-third of the graduates by 1875 were going into the ministry (as befit the University's early connection with the Methodist church), only 1 percent chose that calling from the class of 2000, with one each going into the American Friends Service, the Inter-varsity Christian Fellowship, and rabbinical studies. None of the recent class listed their field as "temperance workers," but there were other forms of service: five were headed to Teach for America, two to the Peace Corps, one to the Inner City Teaching Corps, and one to Boys Hope/Girls Hope, to mention a few.

The percentage of graduates choosing careers in business almost tripled from the earliest days to the present, and those going into medicine more than doubled, but the percentage of graduates pursuing the field of law is about the same. Perhaps most intriguing among the present-day jobs are the integrated science major who went to play baseball for the San Francisco Giants and the international studies major who ended up at the White House as assistant to the director of speech.

	NORTHWESTERN GRADUATES BY 1876* (OUT OF 218 STUDENTS)	WEINBERG COLLEGE CLASS OF 2000† (OUT OF 396 STUDENTS)
Ministry	34%	1%
Business	16%	42%
Law	11%	11%
Education	11%	10%
Politics and government service	7%	2%
Medicine	6%	15%
Authors and editors	5%	—
Listed no career	2%	—
Druggists	1%	—
Agriculturalists	1%	—
Temperance workers	1%	—
Pursuing graduate degrees (other than business, law, or medicine)	—	16%
Military service	—	1% (all Navy)
Social services	—	1%
Miscellaneous	5%	—

* *Northwestern University: A History 1850-1975*

† Source: University Career Services.



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