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EDITOR'S NOTES

THE HEART OF IT ALL

BY LAURA DEMANSKI, AM'94

It is 22 hours until the deadline for this issue, and I am rewriting Editor's Notes for the third or fourth time this week. The designer and proofreader await, probably tapping their watches. Such behavior violates one of the standards set by my mentor **Mary Ruth Yoe** (Meet your deadlines), but it satisfies others that seem more important right now (Revise, revise, revise; get it right).

Not two weeks ago, Mary Ruth retired from the University of Chicago—as a legend. (She might mark that as hyperbole, but in this case I know better.) Her 20 years as chief editor of the *University of Chicago Magazine* set a record, and that doesn't even count her next 15 years as the publication's executive and senior editor, or any of the other ways she elevated and enlivened how the University communicates with its alumni.

For close to one-third of this publication's lifespan, our readers—whether they knew it or not—have counted on the eagle eye and heady wit of the best in the business. A master of the pun with a sixth sense for lapses in logic and an eye for vivifying details and unintended innuendo, Mary Ruth crafted the best headlines, wrote and edited award-winning stories, and shared her abundant wisdom generously.

As we prepare for our first issue without her, we know we will keep asking ourselves, What would MRY do? The first thing she would do, without fail, is to ask, What do readers want? More specifically, What do UChicago readers want? This question guided her. It was the engine behind “the Mary Ruth edit” that has been a rite of passage for generations of staff, with all the hard-earned reward that implies.

My first such edit was a shock to the system and to complacency. I blushed, I despaired, I learned from it. Over time, I recognized it as the boon that it was. I'm far from the only one who was transformed by Mary Ruth's steely scrutiny on behalf of a smart, curious, and exacting audience—i.e., dear reader, you.

A UChicagoan through and through (see page 80), Mary Ruth shares those traits. And from the moment she stepped on campus, she steeped herself in this place's recorded history and passed-down lore, becoming a go-to authority for colleagues and readers alike. That knowledge imbued these pages and even the tchotchkes she dreamed up for *Magazine* donors—grotesque-and-gargoyle-festooned playing cards, stained-glass-window umbrellas, and thinker's blocks.

Like the University of Chicago, she is where freewheeling imagination and rigor of execution come together. She was the perfect editor for *this* place, and it—not only we—will be poorer without her.

Thank you, MRY, with all our hearts. ♥

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SUMMER 2024

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On the cover

Hyde Park in summertime, where ideas and tennis balls bounce back and forth. Illustration by Marco Baccioli.

This page

They are the champions: Both the men's and women's tennis teams won NCAA championships this year. It was the first national title for the women's team and the second in three years for the men's team.

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What is the future of higher education?

Three UChicago deans share their views about what lies ahead—and what matters most.

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Material world *By Susie Allen, AB'09*

They flex, glow, filter, and shape-shift—for the greater good. Meet the futuristic new materials developed by UChicago scientists that could soon be all around us.

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Searching for a story *By Rebecca McCarthy, AB'77*

An excerpt from a new biography looks at how Norman Maclean, PhD'40, became UChicago famous before *A River Runs Through It* made him just plain famous. Plus: Biographer **Rebecca McCarthy** sits down for a Q&A with the *Magazine*.



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What alumni are thinking and doing

LETTERS



Inspired leadership

As a history of religions student between fall 1960 and spring 1967, I can assure you that the real mover behind the Divinity School's shift in vision ("Sacred Scholarship," Spring/24) was Joseph Kitagawa, PhD'51, history of religions program head when Mircea Eliade was hired and Divinity School dean after Jerald Brauer, PhD'48. Kitagawa's dedicated and untiring behind-the-scenes work was a major factor in transforming not just the Chicago Divinity School, but departments of religion throughout the United States. Kitagawa was a master of the fine art of planting creative ideas in others. He'd then make sure the recipients gained the credit for those ideas and would therefore join Kitagawa in his work to realize them. I learned more from Kitagawa regarding methods of effective leadership than I did about Japanese religions.

Nancy Auer Falk, AM'63, PhD'72

KALAMAZOO, MICHIGAN

Color perspectives

I read with interest Chandler Calderon's article "Color Unearthed" in the Spring/24 issue of the *University of Chicago Magazine*. In 2016 I was fortunate to participate in a Road Scholar

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trip in Berlin that included a program in the Pergamonmuseum on recovering the colors of the ancient Greek sculptures housed there. Regrettably, I did not participate in the class presented by Tasha Vorderstrasse, AM'98, PhD'04, and Alison Whyte in Chicago to assess the degree to which the interaction of ancient language color terminology and color perception played a role in their work and presentation. Since my time at the U of C, the interplay of color perception and language has been of occasional interest, and it seemed to me that the theories and insights of this area of linguistics might enrich the work that Vorderstrasse and Whyte pursue, if they have not already incorporated research in this area in their work. The book *Color Categories in Thought and Language* is one such background source.

Chauncey J. "Jeff" Mellor, AB'65
(Class of 1964), AM'67, PhD'72

KNOXVILLE, TENNESSEE



College icons

Thank you for so thoroughly introducing your readers to Dean Melina Hale, PhD'98 ("Committed to the Core," Spring/24). She is such a well-rounded, grounded, thoughtful, educated, and interesting person. No one can "fill the shoes" of legendary dean John Boyer, AM'69, PhD'75. But Dean Hale seems

well suited to follow in his footsteps and to lead the College into the uncharted future. But enough with the lame metaphors. She's committed to the Core, and she's already proved she's a real Maroon.

And a note about best teachers ("Best in Class," Editor's Notes, Spring/24): During a class in the Philosophy of Discourse sequence, spring term 1974, Wayne C. Booth, AM'47, PhD'50, remarked something to the effect of, Jamie Redfield, LAB'50, AB'54, PhD'61, has more knowledge in his watch pocket than anyone on the faculty. What was so remarkable about James Redfield as a teacher was that he seemed to know something relevant to any topic that came up in the courses I took from him. It was like he knew everything a human brain could possibly contain.

I was thrilled to present him with the Norman Maclean Faculty Award when I was on the Alumni Board. In introducing him at the awards ceremony, I described the amazing vision of ancient Greek civilization he gave me to be as exhilarating as the lofty vision I had from the Himalayan peaks I'd recently climbed. Mr. Redfield remarked, with a grin, that he was glad my feet were back on the ground, as I usually seemed a few feet off of it as a student.

Jeff Rasley, AB'75

INDIANAPOLIS

Thank you for so thoroughly introducing your readers to Dean Melina Hale, PhD'98. She is such a well-rounded, grounded, thoughtful, educated, and interesting person.

From top: Photography by Anthony Arciero, photography by Jason Smith



Unforgettable teachers

I've got a story about the late UChicago philosophy professor Ted Cohen, AB'62.

One spring Cohen walked in 10 minutes late to his class on aesthetics. He had been smoking and chatting with students just outside our Harper classroom and had apparently lost track of time. Or had he?

Cohen, a longtime philosophy professor in his early 70s, suffering from respiratory illness, slowly shuffled up to the front of the room. His voice coarse

and gruff, he barked, "You'll have to forgive my voice, or lack thereof. The doctors say it's 'idiopathic,' which is code for 'we don't know what the fuck is going on.'" The class burst into laughter.

Cohen's brilliance shined brightest when he mixed his wonderful wit with his trademark cocktail of razor-sharp logic, knowledge of world literature, and surprising vulnerability. He could shift cleanly from debating the merits of the single-meaning interpretation of metaphors to a long story about playing tennis with a Supreme Court justice in Grant Park in the 1970s, then careen back into a heartfelt story about what it feels like when your young child understands a pun for the first time. By the end of your average class, you'd come out wondering how you learned so much about the assigned text that was never once mentioned.

I wrote a silly paper for Cohen about the use of metaphor in stand-up comedy. As a young, paranoid UChicago student, I could not imagine how anyone could both let me write such

a thing and also agree to meet with me about it. Scaling the six floors to Cohen's office in one of the towers of the Harper Library, I walked into a cavernous space with yellowed walls, smelling equally of decaying paper and cigarettes. From behind a huge desk, a small, smiling man waved and asked me to sit down. Nervous, I began to lay out my justification for what I thought

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would be a fight. I argued that one enduring facet of stand-up's appeal is the unique way it invites intimacy between audience and performer. I thought this would be a contest, since the creation of intimacy between author and audience was one of Cohen's seminal contributions to the philosophical literature on metaphor. In the middle of my soliloquy he stopped me abruptly: "I like your idea. It's interesting, something I hadn't thought of." Really? A Harvard-educated philosophy professor with more than 50 years of experience teaching hadn't thought of my idea? Me, a smarmy undergraduate philosophy student? "Do you like baseball? Have you ever thought about why there are no ties at first base?"

How is this related? That's the challenge Cohen invited from his students; a lark he took very seriously. Cohen could make you feel like you matter, like your input is significant and helpful in this world, even while demonstrating that you have absolutely no idea what you're talking about here and now.

Cohen died a few weeks after teaching his final class in the spring of 2014. Ten years on, as a philosophy professor myself, I try every day to make Cohen's (in)famous teaching cocktail: a cup of rigor, a tablespoon of wonder, a tablespoon of warmth, and a dash of humor.

Stephen Marrone, AB'14

MATTESON, ILLINOIS

Eugene P. Northrop's Math 1 and 2 were small classes in the early/mid-1940s. The newly developed curriculum contained, in retrospect, absolutely first-class thoughts and ideas about numbers, symbols, and their arrangements. He talked directly to us. The syllabus he wrote should be an example on how to do it right. Unforgettable even to this 96-year-old!

**Martin Steindler, LAB'44, PhB'47,
SB'48, SM'49, PhD'52**

DOWNER'S GROVE, ILLINOIS

I'll never forget my Oral Narratives course with Professor James "Jimmy"

Fernandez. Day one he announced that we would be leaving the literati and living as people in oral societies do: we would not be allowed to take notes for the first three weeks of the class. We shared our knowledge (including knowledge of the readings, undertaken outside of class time) orally, as people have for all of human history. For the duration of the quarter, we started every session off with a tale, told by a classmate or by Professor Fernandez himself. The experience taught me not just about anthropology, but also about community. I'll never forget it, even without notes.

Anna Whitney, AB'21

ANN ARBOR, MICHIGAN

Merton Miller. Best teacher I had for finance. Scared the daylights out of us with the final test in MBA school. He passed out a page of the *Wall Street Journal* to everyone and said we should evaluate an ad for Merrill Lynch. We were to use principles of his *363 Finance* course to give our analysis of the ad. "Calm down and think before you write your answer," he said. I took my time, once over the shock, and did OK.

Carl Nemeč, MBA'69

OAK BROOK, ILLINOIS



Karl Weintraub's (AB'49, AM'52, PhD'57) Western Civ class was the best. You had better have read St. Augustine when he asked the question, "What was Augustine seeking?" or something to that effect. Because he did not wait for an answer, he called on someone, and it could always be you! The answer? "Peace," or whatever that is in Latin.

As I recall, he won the Quantrell Award a time or two.

Western Civ was one of the few Core courses I placed out of during orientation, but I took it anyway my second year with utterly no regrets. My late father, John Anderson, chaired the Western Civ course at Lewis & Clark College in Portland, Oregon, which was inspired in part by the Core Curriculum at the U of C.

Lenny Anderson, AB'68

PORTLAND, OREGON

As a transfer student to the University of Chicago in January 1976, I was forced to take the History of Western Civilization again because my coursework at Gonzaga University was considered substandard—at least by Chicago's standards. Although I was not happy about spending more time and money as an undergraduate, my disposition soon changed after encountering Arthur Williamson. He had such a refreshing approach to history. His approach was interactive with the students—almost Socratic in nature.

There was one time when I walked with him just to chat about life in general. Despite what conversations happened in the classroom, he revealed to me that he was a socialist in his thinking. He spent some time in the UK, and while there he had some health issues. He found that their health care system was much more compassionate than the for-profit system in America. I then told him that my father and grandfather were both medical doctors, to which he replied that I was part of the problem facing the American health care system. That was almost 50 years ago. Although we disagreed on which system was better, I still remember that interaction with him to this day.

George Cooper, AB'77

DENVER

He had such a refreshing approach to history. His approach was interactive with the students—almost Socratic in nature.



Arts on the rise

I always look forward to the *University of Chicago Magazine*'s articles on the humanities and especially any relating to the fine arts, so when "Earthbound" appeared in the Winter/24 issue, I turned right to it. Having done my graduate work at the U of C under Ruth Duckworth in the mid-1970s, I was quite familiar with both featured murals, *Clouds Over Lake Michigan* and *Earth, Water, Sky*.

Ruth's pioneering work as a cerami-

st and sculptor was on prominent display this past fall at the U of C with the Smart Museum's retrospective exhibition *Ruth Duckworth: Life as a Unity*. It was a show I didn't want to miss, so I traveled back to Chicago in November to take it in with my good friend Peter Hessemer, MFA'76. Of course we visited both of the murals, which truly are masterworks, but to get a better sense of Ruth's overall body of work we headed over to the Smart Museum. There we enjoyed seeing a well-curated collection of stoneware and porcelain sculptures of varying sizes, including both figurative and nonfigurative themes. Also represented were about a dozen murals and wall sculptures, which were smaller and less representational than *Earth, Water, Sky* and *Clouds*.

Before leaving Hyde Park, we stopped in at the relatively new Logan Center for the Arts to have a look around. It's a beautiful, towering building that houses the current Department of Visual Arts and other arts-related

spaces. It's also a far cry from the humble Midway Studios where, as graduate students, we spent most of our time. We did notice, though, with a bit of nostalgia, that the Midway Studios building still stands, albeit in Logan's shadow, empty and locked.

At the end of the day, I had a good feeling about fine arts at the U of C and the increased status it has achieved. It now seems to be receiving the attention and resources it deserves. Your "Earthbound" article rekindled that feeling from my enjoyable visit, and I thank you for that.

Doug Broadfoot, MFA'75
HILLSBOROUGH, NORTH CAROLINA

We hope it might ease the letter writer's nostalgia to learn that Midway Studios remains a center for the arts at UChicago. It is home to the Creative Writing program, studios for faculty in the Department of Visual Arts, and the Gray Center for Arts and Inquiry's public programming space, the Gray Lab.—Ed.

Ruth Duckworth, *Clouds Over Lake Michigan*, 1976. Ceramic. Installation view in the Joseph Regenstein Library, 2023. The University of Chicago Public Art Collection. Gift of Cboe Global Markets. Photo by Bob Art © Estate of Ruth Duckworth.

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Art on the road

I was thrilled to read about Christine Mehring's road trip to the land art installations of the American Southwest ("Art in the Middle of Nowhere," the *Core*, Winter/24). Whether it's Michael Heizer's masterwork *City* or Caesar's Palace in Vegas, there is no substitute for experiencing artwork in person. Bravo to Amy Gold, AM'90, and Brett Gorvy for supporting this endeavor to get students off campus and into the "real" world. Professor Mehring's class reminds me of a similar field school that I participated in during my undergraduate years: Eric Larsen's Natural History of American Deserts.

Temple Shipley, AB'13

DALLAS

Opposing opinions

Meredith Ellsworth's (AM'78, AM'81) letter (Winter/24) is a classic example of a stacking-the-deck fallacy, where any evidence that does not support one's position is simply omitted. Ms. Ellsworth believes that the "'woke' dogma" is characterized by intolerance and racism. She takes this opinion and then states that the ACLU, American Library Association (ALA), and PEN America are "notoriously anti-free speech." Her statement is belied by decades of evidence.

In 1965 Mary Beth Tinker wore a black armband to junior high school to protest the Vietnam War. When she refused to remove it, she and four other students (including her brother

John) were suspended. At the time, the Vietnam War was popular, and the students' actions were not. Despite (or perhaps because of) that unpopularity, the ACLU represented them in a four-year odyssey that led to the landmark decision *Tinker v. Des Moines*, in which the Supreme Court stated students do not shed their First Amendment rights at the schoolhouse door.

In 1978 the ACLU supported the right of Nazi groups to march through Skokie, Illinois, which at the time had a large population of Holocaust survivors. Most (including many members of the ACLU) found the Nazis' opinions abhorrent, but one of the ACLU's bedrock principles is that perhaps especially when the speech is unpopular, the right to express those opinions must be upheld.

The ALA and PEN have been at the forefront of fighting the thousands of attempts to ban books at every level and in every state, from elementary schools to universities to public libraries. The ALA's Freedom to Read Statement says that "there is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression." The PEN Charter states that its "members pledge themselves to oppose any form of suppression of freedom of expression in the country and community to which they belong, as well as throughout the world wherever this is possible."

I think what Ms. Ellsworth really means is not that the ACLU, ALA, and PEN America are "anti-free speech," but rather that these organizations support the right to express opinions that she doesn't agree with.

Victor S. Sloan, AB'80

FLEMINGTON, NEW JERSEY

In the Winter/24 issue, I read the letter commenting on "Free Expression at the Fore" (Fall/23). A free exchange of ideas comes with responsibility. It is much more than civility. First, there is the requirement that you have an argument with real data, information, and ideas. More importantly, you agree to play fair. I spent years in business meetings (that seldom included lawyers and

never included politicians) in which regulations and scientific data were at issue. Despite having agreed to abide by the regulations and to properly analyze data, one or more of the participants never intended to have a free exchange nor to abide by the rules. Instead, they brought all sorts of maneuvers and obfuscations in an attempt to achieve the result they wanted no matter what was presented in the meeting. This even extended to conceding defeat in one meeting and denying that they conceded it in the next. To paraphrase a quote attributed to Upton Sinclair: It is impossible to convince a person of something if his job depends on him not accepting it. This, of course, is the antithesis of a free exchange of ideas.

Raymond Franson, SM'83, PhD'89

LEE'S SUMMIT, MISSOURI

I was dismayed by two letters in the Winter/24 issue of the *Magazine*. First there was the writer who called the American Library Association anti-free speech (they're not the ones going in for book bans) and asserted somewhat ludicrously that equity and inclusion promote division and hatred, and then the writer who said people who disagree about climate change should be able to be heard. (Does he also like to disagree about the heliocentric model or the value of pi?)

Programs of diversity, equity, and inclusion are an imperfect attempt to correct the effects of long-standing injustices and multiple past wrongs. How anyone can call this hateful is beyond

A free exchange of ideas comes with responsibility. It is much more than civility. First, there is the requirement that you have an argument with real data, information, and ideas. More importantly, you agree to play fair.

my comprehension, but unfortunately the first hypothesis that suggests itself is that such people are committed to preserving injustice for their own benefit. I would not expect this from anyone whose education had cultivated logic and objectivity, let alone a sense of fairness or empathy, and I am sorry for anyone who thinks that way.

As for climate change, at this point the only reasonable disagreement is over details. Since we are going merrily along like the Fool in the old tarot cards, dancing on the precipice—missing the goals that might have kept us from reaching tipping points—we can confidently expect more deadly storms and heat waves, floods, droughts, rising sea levels, collapsing ocean circulation patterns, failure of northern European agriculture, and more. I am old enough that I won't see the worst of this, but people 30 to 50 years my junior, to say nothing of their children or grandchildren, are going to be facing some very hard times and should be doing what they can to limit and mitigate the damage, not wasting their abilities in frivolous denial.

Katharine W. Rylaarsdam, SM'74

BALTIMORE

Educational losses

To keep the record straight on Stephen Heyneman's (AM'71, PhD'75) letter (Spring/24) about the Comparative Education Center, the center was located in the Department of Education, which closed c. 2000, not in the Graduate School of Education, which closed c. 1975. The center punched far above its weight, as Stephen indicates, as did the department itself. Only a blinkered administration could fail to recognize the contributions of both the department and the center.

Robert Dreeben

**UChicago Professor Emeritus and
Department of Education Chair, 1991–97**

CHICAGO

Arthur Wise's (MBA'65, PhD'67) letter in the Winter/24 issue of the *Magazine* brought back memories of how sad and angry the four U of C doctoral graduates in my Canadian faculty of education were when in 1997 we heard the

news of the Department of Education's impending closure. The story was that the University allowed the department to deteriorate by not hiring new faculty and then claiming existing faculty were getting old—not surprisingly.

However, Chicago was not unique. Historians of higher education have documented the tensions elite universities often display regarding their education faculties. These issues are rooted in the historically low status of education schools when linked to competing objectives of producing exemplary research and educating teachers, the modest income of graduates compared to professional schools like law and medicine (and thus smaller donations), the difficulties of defining an education discipline, and other such factors (see, for example, *Ed School: A Brief for Professional Education* and *The Trouble with Ed Schools*). Chicago had already closed its Graduate School of Education (training teachers at the master's level), which sat uneasily with the research and doctoral studies focus of the Department of Education.

I entered the department with a bachelor's degree in 1966, thinking I would get a master's degree and go home to teach, with an object of improving schooling for underprivileged children. I soon found that there was only marginal interest in school practice (at the time), and it was assumed I would continue to a PhD, perhaps studying organizations or higher education (which I did). In my sociology of education program, headed by Professor Charles E. Bidwell, LAB'46, AB'50, AM'53, PhD'56, we were encouraged to think of ourselves as social scientists, and our preliminary examinations were the same as those taken by sociology students, plus exams in a series of education courses and the special field of sociology of education. My program was very small (four to six people entered each year), and we received a good amount of individual attention; a number of graduates went on to prestigious academic positions across the world.

There is an interesting contrast to be made with the University of Toronto, which was also faced with the prospect of dismantling its Faculty

of Education after years of scorn and resource deprivation but decided to invigorate it instead. It is a shame that Chicago failed to blaze a similar trail.

Sandra Acker, AM'68, PhD'78

TORONTO



Cooler by the lake

I would like to add to the tales of dorms that are no longer (“Dorms of Yesterday,” the *Core*, Winter/24).

I first came to the U of C in the spring of 1979 as a prospie. I stayed with my hosts in the Shoreland and fell in love. In love with the possibility of living in this “dorm,” which was like no other dorm I had ever heard of. Expired hotel, rooms with kitchens, no classic cinder blocks, a mile from campus, on the lake. Wow. My decision to attend the U of C was highly influenced by this.

The first night of O-Week I met not only my two roommates but also the three guys next door. As this had been a hotel, our rooms had doors between them. We opened them that night, and they remained open for the whole year. One of us, Jim Reedy, AB'84, brought with him his family tradition of answering the phone with “Wang's Chowhouse,” and our place quickly became known as “Wang's.” Jim led us in painting those five letters on the windows of our rooms in large font, easily visible from the circular driveway below. We became known for “Party at Wang's.”

One of the beauties of living on the seventh floor, facing the lake, is that in winter you could tell how cold it was out there by seeing how much of the lake was frozen.

Jean-Pierre Cavigelli, AB'83

CASPER, WYOMING

Circus Maroonus

The Winter/24 *Magazine* brought back fond memories—of the Kazoo Marching Band and the return of football to the University. I still have a prized relic of that era: a red fez decorated with yellow letters saying, “Chicago Marching Kazoo Band Fez Faction.”

And who can forget the cheers, jeers, and some unforgettable—and utterly unimaginable—moments.

The cheers: “Themistocles, Thucydides, the Peloponnesian Wars, H₂SO₄, who ya gonna yell for?”

The jeers: A lighthearted antifootball faction that carried loaves of Wonder Bread into the stands, throwing out slices with cries echoing ancient Rome, “We give you bread,” and pointing to the field, “They give you circuses.”

And circus-like moments: The Maroons’ kicker, punting from about our 20-yard line into a gale-force wind from the north, found the football blown back over his head into our end zone—recovered by our opponent for a touchdown.

Then glory becoming tragedy: A Maroons’ kickoff returner about to finish close to a 100-yard kickoff return, only to have the ball fall mysteriously from his hands near the goal line. And, of course, our opponent did recover on about the 3-yard line.

All witnessed. And I will return for Homecoming 2024.

Jim Przystup, AM’68, PhD’75

OAKTON, VIRGINIA

Frank was sitting alone in the middle of the bar when Vyto passed him by. Frank looked up happily from his beer and quietly intoned, “Crescat scientia; Vyto Baltrukenas.” Vyto’s response is best left unrecorded.



Brrr ... Chicago style

I saw the photograph (“Snow Day”) in *Alumni News* in the Winter/24 *University of Chicago Magazine* and wanted to mention my unforgettable experience.

During my two years at Booth working toward my MBA, I lived in the MBA student residence at 55th and Blackstone. I drove my 1969 Pontiac GTO to campus from Kansas City and usually parked on Blackstone when I could find a parking spot. During the winter of 1977–78, we had so much snow and ice that my car was frozen in place for two or three days, my tires encased in ice. Several of my fellow MBA students were finally able to push me out by rocking the car back and forth several times.

Our residence building was a converted old hotel with radiators and drafty windows. We had to stuff towels around the windows to help keep warm. (That building was knocked down several years ago.)

I wish I still had that car!

Mark Schlicht, MBA’78

LENEXA, KANSAS

Vyto excolatur

Re: Chez James, aka Woodlawn Tap (“Jimmy’s Woodlawn Tap: An Oral History,” Summer/23).

Perhaps understandably, fellow bartender Vyto Baltrukenas, AB’74, fails to mention what was, to my mind, his most entertaining interaction with the late Frank Kinahan. Early one evening, Frank was sitting alone in the middle of the bar (important for the story, if you know the bar) when Vyto passed him by. Frank

looked up happily from his beer and quietly intoned, “*Crescat scientia; Vyto Baltrukenas.*” Vyto’s response is best left unrecorded.

John Tomas, PhD’91

CHICAGO



Electric conductor

Below are my memories of Barbara Schubert, EX’79, who has conducted the University Symphony Orchestra (USO) for many years (“*Laser Focus*,” *Alumni News*, Fall/23).

I played trumpet in the USO in the early 1980s. I doubt that Ms. Schubert remembers me, but she had a big impact on me. Up to then I had played only in bands. The USO was my introduction to playing orchestral music. I fell in love with that music, and I played joyfully in orchestras for the next 35 years. Ms. Schubert was superb. She clearly loved the music; she was well prepared for every rehearsal; she held us to high standards but didn’t belittle us when we fell short. She had a sense of humor. I vividly remember how astounded I was at the beauty of pieces like the *German Requiem* by Brahms, the *Symphony No. 4* by Tchaikovsky, and the *Symphony No. 1* by Mahler. I give Ms. Schubert tremendous credit for having faith that the USO could handle such challenging pieces. I only wish I could have played under her for many more years!

For what it’s worth, I remember two of my fellow trumpeters: Norman Birge, PhD’86, and Mark Olson, AB’84, PhD’90. I would be tickled to read their memories if they respond.

Tom Shields, SM’82

WEST FORK, ARKANSAS

HARRIS'S NEW ERA

BY ETHAN BUENO DE MESQUITA, AB'96

DEAN AND SYDNEY STEIN PROFESSOR AT THE UNIVERSITY
OF CHICAGO HARRIS SCHOOL OF PUBLIC POLICY

As an alumnus of the College and a longtime faculty member, it is a privilege for me to serve as dean of the Harris School. Our mission at Harris is to serve society by advancing analysis- and evidence-informed policy through rigorous research; educating serious-minded and effective policy leaders; and engaging with the public on pressing societal issues. Thousands of alumni around the world advance this mission daily in the public, private, and nonprofit sectors.

Following a decade of extraordinary growth, Harris is today home to nearly 60 tenure-track faculty, more than 1,200 graduate students, and one of the largest undergraduate majors on campus. Our expansion catalyzed a new level of eminence and impact, enabling the creation of major initiatives in policy areas including energy and environment, education, democracy and effective government, health, economic and political development, public safety, social policy, and conflict. We have an equally ambitious plan for our next decade.

Our unique Cyber Policy and Tech and Society initiatives are positioning Harris to become the leading policy school for issues at the nexus of technology and society. This year our work on artificial intelligence and elections was covered in national media including the *New York Times*, the *Washington Post*, and ABC's *538 Politics* podcast. Harris faculty are also at the forefront of developing and assessing technological approaches to addressing societal challenges, exemplified by the Behavioral Insights and Parenting Lab's educational technology work, the Crime Lab's police training research,



and faculty studies on artificial intelligence in health care decision-making.

Reflecting our location on Chicago's South Side, Harris is setting the agenda in urban policy. The Center for Municipal Finance (CMF) is the world's premier source of expertise on state and local fiscal issues; it produces influential research, including work that prompted nationwide property tax assessment reforms. CMF led the inaugural Harris Policy Innovation Challenge, where student teams from across the University designed and pitched solutions to Chicago's vexing \$35 billion in unfunded public sector pension liabilities. The winners received tremendous press coverage and presented to the Civic Federation, with Chicago's CFO, budget director, and comptroller in attendance. At the UChicago Urban Labs, housed at Harris, intellectual leaders in applied social science collaborate with governments and nonprofits to experimentally evaluate policy interventions aimed at critical urban policy challenges. The Crime Lab is leading innovative training and research to curb gun violence.

The Stone Center for Research on Wealth Inequality and Mobility and the Inclusive Economy Lab (IEL) are

shaping global conversations about inequality. The Stone Center conducts foundational research on wealth mobility and hosts critical public conversations on topics including affirmative action, wealth inequality, and the history of inequality. The IEL engages deeply with Chicago and Cook County to evaluate programs addressing urgent economic inequality issues.

The Center for Effective Government is bringing rigor to national discussions about democracy, particularly through the Democracy Reform Primer Series. Each primer clarifies the intended purpose of a proposed reform and critically evaluates what the best research has to say about it. The primers cover term limits, filibuster reform, public election funding, ranked-choice voting, redistricting, election timing, and more.

Principle informs everything we do at Harris, and the UChicago tradition of academic freedom, free expression, and institutional neutrality plays an essential role. Last fall marked our first-ever student orientation event on this proud tradition. I was delighted to engage with Harris alumni on this subject at Alumni Weekend in May and look forward to integrating these values even more deeply into our culture in the coming years. While these principles lay a foundation, we are hard at work developing programming to more intentionally build a community in which we practice civil discourse: listening charitably, speaking frankly and empathetically, and truly seeking to understand those with whom we disagree. These skills—combined with the capacity to proceed with rigor, open-mindedness, skepticism, and pragmatism—are the hallmarks of a great policymaker. ♦

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June 25, 2024

short list

News for the UChicago community

Hello, readers! Imagine Mr. Monopoly, the board game's famous cartoon mascot. Did you picture him wearing a top hat and monocle? If so, you're experiencing the Mandela effect, a false memory shared by many people. (Top hat, yes; monocle, *no*.)

This week we take you to UChicago's Brain Bridge Lab, where memory experts investigate what makes images memorable, forgettable, or even false.

Stay with us to the Postscript, where we've chosen images from the archives that document memories of campus life.

Top of mind



Photography by Anne Ryan

1. Building back

Trustee John W. Rogers, Jr., LAB'76, recalls the strength of Chicago's Black business community when he was a boy and how his father's gifts of stocks helped him learn to be financially literate—memories that influence his activism and

Short List

Research you can use, UChicagoans in the news, and more—every other Tuesday

May 2024

μChicago

a small selection of science stories

From art to science and back again

Browsing through the entries in UChicago's Science as Art contest, it's easy to forget that these rich colors and striking shapes are deeply rooted in the data of University scientists. This issue of *μChicago* uncovers the creativity behind Science as Art and other research stories, illustrating the intrinsic beauty of scientific progress.

"Peculiar Dynamics" named winner of Science as Art contest



While considering mathematical questions, PhD student Sam Everett wrote a computer program to simulate a discrete dynamical system of the plane. Image by Sam Everett.

The 2024 winners of UChicago's annual Science as Art contest were unveiled last month, celebrating the stunning visuals of scientific research within the University community.

μChicago

A small selection of science stories each month

the college review

Brought to you by the editors of the *Core*

May 2024

- 01 [A word of advice](#)
- 02 [UChicago's first Black graduate—in 1896](#)
- 03 [Alumni memories: Late arrivals](#)
- 04 ["It's in our core."](#)

01

A word of advice



"What advice would you give to a brand-new Maroon?" is one of the standard interview questions for the *University of Chicago Magazine's UChicagoan* series. Here are some memorable answers that faculty and alumni interviewees have offered over the years—applicable to Maroons of all ages.

“

The College Review

Stories from the College every other month

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THE UNIVERSITY OF
CHICAGO

UCHICAGO JOURNAL

RESEARCH AND NEWS IN BRIEF



RETURN OF AN ICON

Singer-songwriter and civil rights activist Mavis Staples performs at the Logan Center on April 3—her first show at UChicago since appearing at the Folk Festival in 1962.

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*Fighting
the opioid
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memory*

Photography by Jason Smith



For some patients, long-acting injectable buprenorphine is the best treatment option for their opioid use disorder. But new research, led by a Pritzker School of Medicine student, finds that many substance use treatment facilities don't offer it.

MEDICINE

Within reach

A valuable tool to fight the opioid epidemic is being underused, new research finds.

BY SUSIE ALLEN, AB'09

For people struggling with opioid use disorder, anticraving pharmaceuticals such as buprenorphine or methadone can be an essential tool in the recovery process. But many of these medications require patients to take multiple doses a day or, in the case of methadone, make daily visits to a clinic for supervised administration. Long-acting injectable (LAI) buprenorphine, which came on the market in 2018, aims to ease those logistical burdens with a single monthly shot.

“If I’m counseling patients about this, I’ll often say, ‘Instead of remembering you have to do 60 things every month, you only have to do one,’” explains **Samuel Bunting**, a resident in psychiatry at UChicago Medicine. “And that’s why the LAIs are so great for chronic and relapsing illnesses like addiction.” Indeed, they’ve been used in psychiatric treatment since the 1960s.

But, according to a new study by Bunting and others, LAI buprenorphine isn’t readily available to the patients who need it. “Despite long-acting injectable buprenorphine being a very effective and useful tool to help folks who live with opioid use disorder, it’s not being offered in most facilities,” says **Nitin Vidyasagar**, a third-year student at the Pritzker School of Medicine and the first author of the paper, which appeared in the *Journal of the American Medical Association* in January.

In fact, the authors found, only 61.9 percent of substance use treatment

facilities offered any form of medication for opioid use disorder as of 2022; of those, just 32.6 percent offered LAI buprenorphine. The study analyzed data from the National Substance Use and Mental Health Services Survey, a government-administered questionnaire. While the survey data does not directly address why such a valuable medication option is being underused, the researchers identify some possible barriers—among them, the logistical challenges of delivering injections, insurance issues, and strict inventory management rules.

Vidyasagar came to medical school with a nascent interest in opioid use disorder. During college, he’d worked at an organization focused on the prevention of sexually transmitted infections—including HIV, which people who use opioids are more vulnerable to contracting.

At Pritzker Vidyasagar began collaborating with Bunting, who shares his interest in public health issues that lie at

the intersection of mental health, sexual health, and substance use. Bunting had worked on another research project that drew from the National Substance Use and Mental Health Services Survey; the two realized they could use the same data set to investigate LAI buprenorphine availability.

As a psychiatrist, Bunting has lots of experience with LAIs, which are used to treat conditions including schizophrenia. For that reason, mental health treatment facilities are typically designed and staffed with injection delivery in mind.

Bunting suspects that a lack of such infrastructure in substance use treatment facilities may be partly to blame for the limited availability of LAI buprenorphine. Prescriptions for other forms of buprenorphine can be filled at a pharmacy, but with an LAI, “you’re not just giving people a piece of paper,” he says. “That management has to come in-house, and it takes a lot of time and a lot of person-hours to do it effectively at scale.”

Tellingly, the research found that substance use treatment facilities that had integrated primary care or that offered mental health treatment including LAI antipsychotics were more likely to offer LAI buprenorphine—presumably because the setup required to deliver shots was already there.



Nitin Vidyasagar.

Other administrative hurdles probably play a role in the scarcity of LAI buprenorphine as well: Facilities must use doses within 14 days of receiving them, which complicates inventory management. LAI buprenorphine is also more likely to require insurance preauthorization than other forms of buprenorphine.

But these barriers can and ought to be surmounted, the researchers say. Ultimately, “what we want is to make sure that we are really able to match the patient to the treatment that works best for them,” says **Mim Ari**, an assistant professor of medicine and a coauthor of the research. The best medication option for a patient depends on a host of factors, including the severity and duration of their opioid use disorder, lifestyle factors, and individual preference. “We still have a ways to go, I think, to

make that matching process as seamless as possible.”

Preparing students to address the opioid epidemic, whether through research or clinical practice, is an imperative, adds **Vineet Arora**, AM’03, Herbert T. Abelson Professor of Medicine, a coauthor of the *JAMA* study, and the dean for medical education at Pritzker. “In fact, it’s so important that the federal government requires a certain amount of training in medical school,” she says.

But rather than fulfilling the requirement through passive lectures or videos, Pritzker provides hands-on training through a program developed by **Sarah Follman**, MD’21, and assistant professor of medicine **P. Quincy Moore**. In the program, which is now being formally incorporated into the school’s curriculum, pre-clerkship students learn to screen emergency department patients for opioid overdose risk. High-risk patients receive training from the students on how to identify and respond to an overdose, as well as a kit with the overdose-reversing drug naloxone to take home.

“Research has shown that clinicians are likely to stigmatize these patients,” Arora explains. Giving students exposure to patients struggling with opioid use disorder early in their training “could help destigmatize opioid use disorder and also help treat it.” ♦

ASTRONOMY

QUICK STUDY

Twinkle, twinkle, ancient star

The Large Magellanic Cloud (LMC) sits just outside the Milky Way—so close, in fact, that portions of this dwarf galaxy are visible from the Southern Hemisphere. Now researchers, including UChicago postdoctoral scholar **Anirudh Chiti** and assistant professor **Alexander Ji**, believe they’ve identified within our near neighbor one of the universe’s most ancient stars. The first generation of stars, formed in the aftermath of the big bang, have likely all died out, so the second generation—to which this star belongs—offers the best chance of understanding the chemical composition of the early universe. Using the Magellan Telescope and the Gaia satellite, the researchers identified 10 stars within the LMC that contain less of the heavy elements that characterize younger stars; one in particular stood out. LMC 119, which is probably about 13 billion years old, contains much less carbon and iron than the Milky Way’s oldest stars, suggesting that different conditions were present during the formation of each galaxy. The research was published March 20 in *Nature Astronomy*.—S. A. ♦

Laughing matters

From aspiring professor to investment banker to stay-at-home parent to comedian, Sindhu Vee, AM'97, has made her own way.

BY SUSIE ALLEN, AB'09

In a performance at London's Apollo Theatre in 2019, stand-up comedian **Sindhu Vee**, AM'97, began to describe an argument with her husband, then stopped herself. "I mean, I say 'argument,'" she reflected. "The fact of the matter is, after 21 years, my husband and I don't really have arguments. We have throwdowns."

There's simply no point holding back anymore, she went on: "After 21 years and three kids, nobody's fucking going anywhere. We're just trying to get to the end of this, somehow."

This kind of unsparring vivisection of domestic life has brought Vee fans and acclaim in the United Kingdom, where she lives, and India, where she was born. She's performed in both countries and recently completed her first US tour, *Sindhu Vee Live*.

Vee's comedy, she explains, is "deeply rooted in me trying to figure out, with your help, what is the matter with me?" (It is also, in fairness, a loving account of what is wrong with others in her life; her husband, three children, and late mother all get their turn under Vee's gimlet eye.)

She has always been something of a searcher. After graduating from the University of Delhi, Vee bucked her parents' expectations—that she would marry and find a job in the Indian civil service—by taking a scholarship to study at the University of Oxford. She went on to McGill University in Montreal, where she earned a master's degree, and then to UChicago, where she enrolled in a PhD program (first in political science and then at the Harris

School of Public Policy) with hopes of becoming a professor.

But Vee's plan for an academic life was quickly tested: "They made me do *math*," she recalls, horrified. And although she loved the material she was studying—she planned to write her dissertation on political philosophy and the formation of Indian democracy—she was hungry to begin the next phase of her life.

She ran full speed into the quest for a plan B. "I was shameless in tell-

ing people, 'I need help,'" she says. Her fellow International House residents, many of whom were enrolled in the MBA program at what is now Chicago Booth, encouraged her to consider consulting or banking. They even snuck her into recruiting events intended for business school students, where she innocently added her CV to the pile.

"I'll tell you what," Vee says, "nothing makes you as inventive and ingenious as the fear of having no safety net."



Comedian Sindhu Vee, AM'97, tackles the highs and lows of marriage and family life in her act. Especially the lows.

Photography by Matt Crockett

She found telling jokes on stage to be strangely effortless. “If you’re like me, it’s hard to accept something unless it feels difficult,” she says. And, of course, stand-up was and is challenging, “but the actual wanting to do it was like my beating heart.”

She landed an interview and then a job at Barclays Capital in London. But the start of her investment banking career was tinged with terror: “I used to think that if you said yes to a job, and you didn’t know how to do it, you’d go straight to jail,” Vee remembers.

It came as a pleasant surprise to discover that she would—and could—be taught. And she found the traditionally White and male industry to be surprisingly meritocratic, though not without its problems. “Everyone is only as good as their last trade,” she says. “So if you were a Brown woman who did well, all the traders were like, ‘Fuck you, man, well done.’” Though she doesn’t regret leaving the industry to raise her children, the decision was bittersweet; she’d worked hard to prove her mettle.

Vee’s first exposure to stand-up came through a workshop hosted by the UK organization Funny Women that she enrolled in on a whim. At the time, having a chance to share what was on her mind felt like finding an oasis in the desert: “When you’ve been married for 15 years and you have three kids, you have a lot to say.”

She found telling jokes on stage to be strangely effortless. “If you’re like me, it’s hard to accept something unless it feels difficult,” she says. And, of course, stand-up was and is challenging, “but the actual wanting to do it was like my beating heart. It was like, let’s get these kids to school so I can start reading about stand-up and watching it.”

She began going to open mic nights, gradually amassing jokes about her mom, her marriage, and rearing children in a culture totally unlike the one in which she’d grown up. In one bit, Vee compares the gentle discipline of the UK today to the more forceful behavior modification techniques she recalled from her own childhood: “I told you to put one scoop of chocolate in your milk. Why have you put two? *Because you want me to die?*” Very effective with small children!

By 2018 she had written her first hour, *Sandhog*, which she performed at the famed Edinburgh Festival Fringe. From there, Vee began touring and making the rounds of UK comedy shows and podcasts; along the way, she also started acting, appear-

ing in *Matilda: The Musical* and in the British TV series *Sex Education* and *Starstruck*.

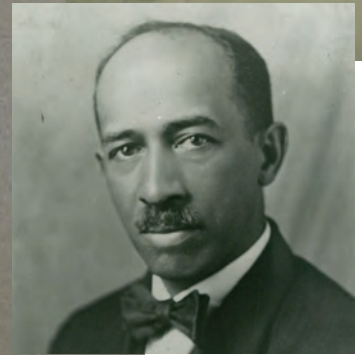
“Acting is seductive, because you don’t have to be yourself,” Vee says. Trying her hand at it, she explains, has felt a bit like starting a new relationship—full of excitement, but also self-doubt and fear of heartbreak. Stand-up, by contrast, is like a great love that has all the benefits and challenges of familiarity: “It’s lovely, and you love them, but you know them so well, and it’s like ‘Do we have the hots for each other?’ But the minute they leave town, you’re like, ‘I’m sad.’” She pauses. “Make of that what you will.”

Vee is currently at work editing the filmed version of her second special, *Alphabet*, and writing her third hour. She isn’t sure what it will be about yet, but she imagines it will return to the themes and preoccupations that undergird much of her comedy—that both being married and raising children are hard but worth it (but hard!).

“There’s a grit in life,” she says. “And I think my stand-up is constantly alluding to that.” ♦

Cell signals

The lysosomes within our cells play an important role in breaking down waste materials—a complex process that involves calcium ions moving in and out of the organelles. While scientists have known for decades how calcium ions leave lysosomes, how they return has not been well understood. In a study published February 14 in *Science Advances*, a team of UChicago researchers, led by professor of chemistry **Yamuna Krishnan**, identified the protein responsible for regulating calcium ion reentry. This discovery could help develop treatments for neurodegenerative diseases characterized by lysosomal dysfunction, including Alzheimer’s disease, Parkinson’s disease, and amyotrophic lateral sclerosis.—S. A. ♦



Lela Jenkins, AB'20 (center), had no idea she was related to UChicago's first Black graduate, Cora Belle Jackson, AB 1896 (left), until she read a story in the *Magazine*. Jenkins continued to investigate her ancestors, including her great-great-grandfather—and Cora's brother—Harvey Cook Jackson (bottom right). Top right: Cora and Harvey's mother, Virginia, with Harvey's children.

HISTORY

Across the years

An alumna uncovers a family connection in the pages of the Magazine.

BY SUSIE ALLEN, AB'09

In January 2024, for reasons she's still not sure of, **Lela Jenkins**, AB'20, decided to update her address in UChicago's alumni directory. Before long, the Winter/24 issue of the *University of Chicago Magazine* made its way to her New York City apartment and then to her coffee table.

A few weeks later, while her mother was visiting from Georgia, Jenkins began flipping through the magazine. A

story about Cora Belle Jackson, AB 1896, the University's first Black graduate ("An Unseen Life," Winter/24), caught her eye; as a fellow Black alumna, Jenkins was curious about women like Jackson who had come before her.

Jenkins was reading the story out loud to her mother when she stumbled upon a familiar name: Harvey Cook Jackson, Cora's brother and Jenkins's great-great-grandfather. The three women—the two sitting in Manhattan and the one on the page—were related. In fact, Jenkins and Cora had each, more than a century apart, made their way from Hyde Park to Harlem.

Jenkins and her mother "both got a little bit teary-eyed," Jenkins says. Realizing she had attended the same school as a great-great-aunt she hadn't known about was "so surreal. I can't really explain that level of coincidence after a certain point."

That Jenkins recognized the relationship at all was its own piece of happenstance. After her grandfather died in 2021, she'd begun researching her family tree and discovered that Harvey Cook Jackson had been one of the first known Black photographers and studio owners in Detroit. Jenkins, who works at the Metropolitan Museum of Art, got interested in resemblances between Harvey's work and that of another important early Black photographer, James Van Der Zee, whose work is held at the museum. (Jenkins wrote an essay on Harvey and Van Der Zee that was recently published on the Met's website.)

"All of these family members' names were already in my mind, which they hadn't been before I'd been doing this research," Jenkins says. Without such familiarity, "I might not even have drawn that connection."

All photos courtesy Lela Jenkins, AB'20

Cities in context

A growing body of evidence points to the importance of social contexts in reducing or preventing the formation of implicit racial biases. Recent research by an interdisciplinary team, including UChicago's **Marc Berman** and **Luís Bettencourt**, adds to that literature by examining the relationship between urban environments and racial attitudes. Combining data from the US Census and the Implicit Association Test, a widely used measure of bias, the study finds that more populous, more diverse, and less segregated cities are also less biased. Of note, increases in population size and diversity and decreases in segregation preceded decreases in implicit biases by about one year in a majority of cities. At longer timescales, the researchers found preliminary evidence for a feedback loop, where reductions in bias might influence migration and desegregation patterns and vice versa. The study was published February 6 in *Nature Communications*.

—S. A. ♦

Energized by the discovery of a fellow Maroon among her relatives, Jenkins has continued her research project—“my mom calls me the family historian”—and discovered that a cousin even has pictures of Cora, a rarity for the era. She’s also exchanged emails with **John Mark Hansen**, the Charles L. Hutchinson Distinguished Service Professor in Political Science and the

Magazine article’s author, who connected her to another member of the Cook family interested in genealogy.

Jenkins’s investigation has revealed familial similarities beyond the shared UChicago connection with Cora. For instance, Jenkins got interested in film photography at age 12 and learned how to develop and print her own images, with no idea that her great-great-grandfather had owned a photo studio. One of his photographs was even exhibited at the Detroit Institute of the Arts in 2018, a fact Jenkins did not know when she

began her own museum career two years later.

She hadn’t initially considered that path—“I really thought that to be at a museum, you had to be a curator,” a role that usually requires a PhD. She was pleased to discover how many kinds of museum jobs were available.

Today she’s on the Met’s video team, coordinating exhibition tours, artist interviews, and other informational material for the museum’s YouTube channel. “I do a little bit of everything,” she says. (Her involvement with the museum’s social media channels means she’s even gotten to work at the star-studded Met Gala.)

Jenkins is still deciding how to interpret the many connections and resonances with the past she’s discovered in her own life over the past year. “I think this,” she says, “more than anything that’s happened to me in my life, has made me think a little bit more spiritually about coincidence.” ♦

Realizing she had attended the same school as a great-great-great-aunt she hadn’t known about was “so surreal. I can’t really explain that level of coincidence after a certain point.”

In researching her family tree, Jenkins (below) has discovered other unexpected resonances. She started learning film photography at 12; her great-great-grandfather Harvey Cook Jackson owned a photo studio in Detroit. Right: A postcard (c. 1910s) advertising Harvey’s services.





LIBRARY

In circulation

Sometimes you just have to put the Durkheim aside. In 2022 the UChicago Library introduced Reg Reads, a collection of recently published fiction and nonfiction intended for recreational reading. This spring the Library also launched its quarterly Reg Reads Book Club; the inaugural book, *Anita de Monte Laughs Last* by Xochitl Gonzalez (Flatiron Books, 2024), follows a first-generation Ivy League student who uncovers the work of artist Anita de Monte decades after her mysterious death.

Looking for some midsummer reading inspiration? Here are the five most frequently circulated titles from and five new additions to the collection.

You can peruse the whole collection at mag.uchicago.edu/regreads.—S.A. ♦

Most frequently circulated

Babel, or The Necessity of Violence: An Arcane History of the Oxford Translators' Revolution
By R. F. Kuang
Harper Voyager, 2022

Tomorrow, and Tomorrow, and Tomorrow
By Gabrielle Zevin
Knopf, 2022

Trust
By Hernan Diaz
Riverhead Books, 2022

I'm Glad My Mom Died
By Jennette McCurdy
Simon and Schuster, 2022

Yellowface
By R. F. Kuang
William Morrow, 2023

New additions

The Hunter
By Tana French
Viking, 2024

The House of Hidden Meanings: A Memoir
By RuPaul
Dey Street Books, 2024

Just for the Summer
By Abby Jimenez
Forever, 2024

James
By Percival Everett
Doubleday, 2024

The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness
By Jonathan Haidt
Penguin Press, 2024

CLIMATE

QUICK STUDY

Cutting cutlery

With the COVID-19 pandemic came a boom in food delivery orders; the consumption of single-use plastic, already a significant problem, also surged. In 2019 and 2020, the Chinese government introduced regulations in major cities prohibiting food delivery companies from including single-use cutlery in orders unless explicitly requested. Researchers at the Energy Policy Institute at the University of Chicago's China Center (EPIC-China) collaborated with Alibaba Group's mobile food delivery platform, Eleme, to study the impact of "green nudges" introduced to comply with these regulations. Eleme set the default option on orders to "no cutlery" and rewarded customers who kept that selection with "green points" to fund the planting of trees in China's deserts. Examining data from about 200,000 Eleme users in 10 cities, a team led by EPIC-China's research director, **Guojun He**, found that no-cutlery orders increased by 648 percent. The researchers project that green nudges, if implemented nationwide in China, would prevent the use of 21.75 billion single-use cutlery sets each year. The study was published September 8, 2023, in *Science*.—C. C. ♦



May 17, 2024

*Alumni Weekend
tour of the West
Campus Combined
Utility Plant.*

Photography by Jason Smith

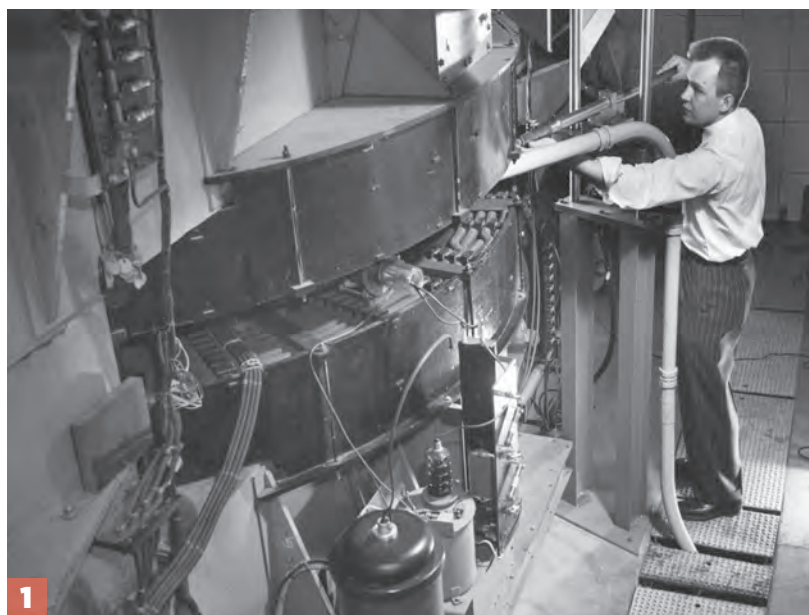
Atom smashers

The Accelerator Building comes down this year. These are the machines it was built to house.

BY CHANDLER A. CALDERON

After World War II, the University of Chicago remade its atomic science program for peacetime to focus on the particles that make up the universe and on the use of radiation in cancer treatment. As comfortable as it must have been to work on a squash court under the stands of Stagg Field, the atomic researchers on campus needed their own space for this expanded mission. In the late 1940s the University broke ground on the Accelerator Building, a cancer research and treatment hospital, and a home for three new institutes—one for nuclear studies, one for the study of metals, and one for radiobiology and biophysics.

Located on the southwest corner of 56th and Ellis, the Accelerator Building was constructed from 1947 to 1949 to accommodate two new massive particle accelerators (or “atom smashers,” as they were popularly known at the time) as well as offices and facilities for medical research and treatment. At the end of this year, the Accelerator Building will be demolished to make way for a new engineering and science building that will meet the needs of today’s researchers in the Pritzker School of Molecular Engineering and the Chicago Quantum Exchange. Read on to learn about the machines that gave the Accelerator Building its name—and purpose. ♦



Betatron

1 Chief betatron engineer Charles R. McKinney inserts a sample into the 100-MeV (million electron volt) collider. Built in 1949 by General Electric, the betatron generated gamma rays (high-energy X-rays) and mesons (subatomic particles composed of a quark and antiquark). It was used to understand the forces holding the nucleus together and to study cosmic rays. The machine, which cost about half a million dollars to build, was put up for sale in 1959, as researchers turned their attention to experiments on different equipment—the University even offered to throw in 300 tons of concrete shielding. But in 1965, with no buyers coming forward, the decision was made to dismantle the betatron.

Synchrocyclotron

2 Enrico Fermi (left) chats with Herbert L. Anderson and John Marshall in front of the 170-inch, 450-MeV synchrocyclotron they designed. An improvement on Ernest Lawrence’s (EX’24) classical cyclotron, which uses a magnet to accelerate charged particles in a spiral until they escape in a high-energy beam, the synchrocyclotron has an electric field that varies as particles approach the speed of light. This machine wasn’t the University’s first cyclotron. The first, constructed in the late 1930s under the direction of William D. Harkins, the Andrew MacLeish Distinguished Service Professor Emeritus of Chemistry, was housed in the Buildings and Grounds service building behind the old Press Building (today’s bookstore).

The synchrocyclotron was completed two years after the Accelerator Building. The heavyweight device’s 2,073-ton magnet yoke was brought to campus in sections—some weighing as much as 82 tons—and assembled on-site with the help of the building’s built-in crane. The synchrocyclotron was used to study the structure of the atom and in experiments on proton therapy for cancer treatment.

3 Fermi sits at the controls of the synchrocyclotron. After achieving the first controlled, self-sustaining nuclear chain reaction in 1942, the 1938 Nobel laureate in physics shifted his focus to high-energy physics. He used the synchrocyclotron and the University’s other accelerators to study interactions between pions—or pi-mesons, the lightest mesons—and protons or neutrons. After a brief stint at Los Alamos from 1944 to the end of the war, Fermi returned to UChicago, serving as a professor of physics and a founding member of the Institute for Nuclear Studies (now the Enrico Fermi Institute) until his death in 1954.

**W. R.
HARPER'S
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Art around us

Public sculptures on the University's Hyde Park campus

50+

Most sculptures by a single artist, former faculty member Virginio Ferrari

5

Works by Ferrari rumored to cast the shadow of a hammer and sickle on May 1

1

Works by Ferrari that actually cast such a shadow on May 1

0

Campus sculptures that mark a national historic landmark

1

Height, in feet, of that work, Henry Moore's *Nuclear Energy*

12

Weight of Wolf Vostell's public sculpture *Concrete Traffic*—a 1957 Cadillac encased in concrete—in tons

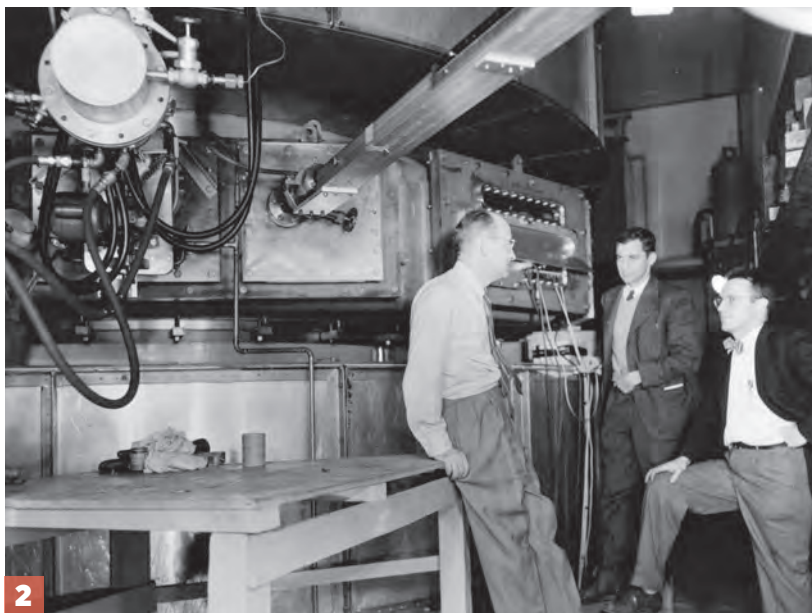
16.2

Weight of a 1957 Cadillac, sans concrete, in tons

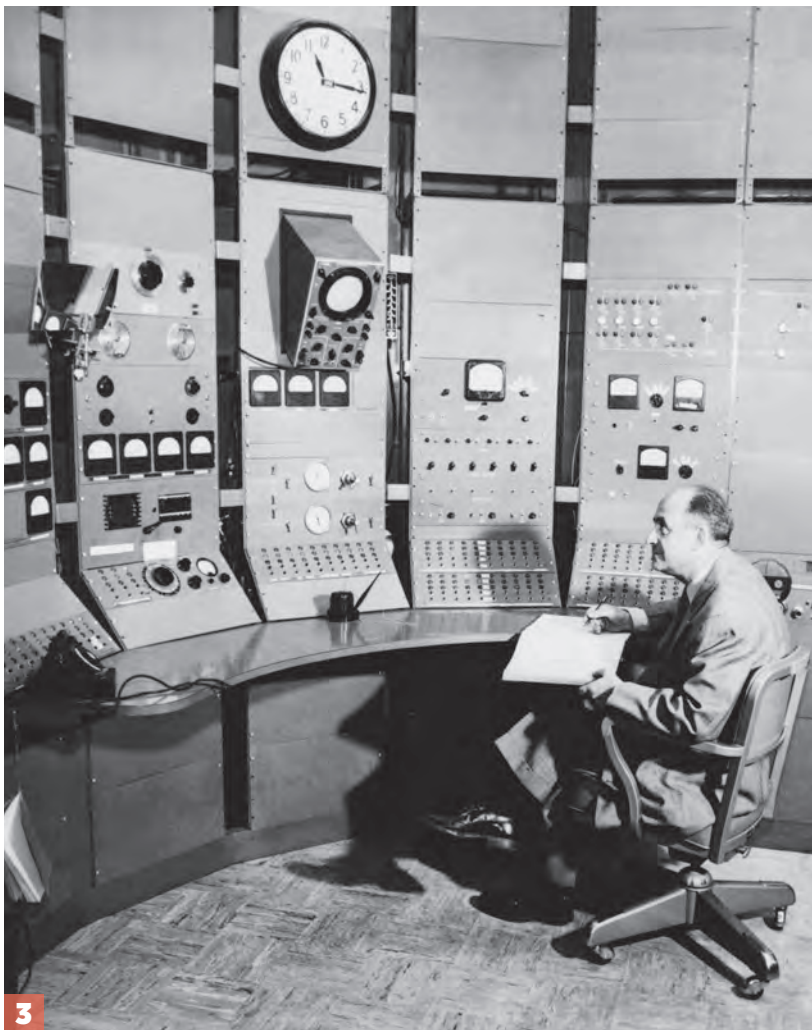
2.3

Vintage Cadillacs that escorted *Concrete Traffic* to its current home in the Campus North parking garage

4



2



3

For the record

SMALL SCIENCE, BIG HONOR

The Norwegian Academy of Science and Letters announced in June that UChicago president **Paul Alivisatos**, AB'81, will share the 2024 Kavli Prize in Nanoscience. The \$1 million prize recognizes scientists for breakthroughs in astrophysics, nanoscience, and neuroscience. Alivisatos was honored alongside MIT's Robert Langer and Northwestern's Chad Mirkin for research that "revolutionized the field of nanomedicine by demonstrating how engineering nanoscale materials can advance biomedical research and application."



ACADEMIC DISTINCTION

Twelve faculty members were elected to national scholarly societies this spring. Named to the American Academy of Arts and Sciences were **Diane Brentari**, PhD'90, the Mary K. Werkman Professor of Linguistics; **Bonnie Fleming**, professor of physics; **Chuan He**, the John T. Wilson Distinguished Service Professor in Chemistry; **Erik Hurst**, the Frank P. and Marianne R. Diassi Distinguished Service Professor of Economics at Chicago Booth; **Deborah L. Nelson**, the Helen B. and Frank L. Sulzberger Professor of English and dean of the Humanities Division; and **Amir Sufi**, the Bruce Lindsay Distinguished Service Professor of Economics and Public Policy at Chicago Booth.

Guangbin Dong, the Weldon G. Brown Professor of Chemistry, and **Benoît Roux**, the Amgen Professor of Biochemistry and Molecular Biology, were named to the American Association for the Advancement of Science.

Joining the National Academy of Sciences were **Nicolas Dauphas**, Louis Block Professor of Geophysical Sciences; **David DeMille**, AB'85, professor of physics; **Michael Greenstone**, LAB'87, the Milton Friedman Distinguished Service Professor in Economics; **Nipam Patel**, director of the Marine Biological Laboratory and Biological Sciences Division professor; and new American Academy of Arts and Sciences member Fleming.

CRITICS' CHOICE

Tina Post, assistant professor of English, received the 2023 National Book Critics Circle Award for Criticism for *Deadpan: The Aesthetics of Black Inexpression* (New York University Press, 2023). The book traces what Post calls "the performance of purposeful withholding" across multiple artistic genres from the mid-20th to the early 21st century. *Deadpan* also received the Association for the Study of the Arts of the Present Best Book Prize.



TOP TEACHERS

The 2024 winners of the Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate Teaching are **Fred Chong**, the Seymour Goodman Professor in the Department of Computer Science; **Anton Ford**, associate professor of philosophy; **Michele Friedner**, professor of comparative human development; **Nicholas Hatsopoulos**, professor of organismal biology and anatomy; and **Chris Kennedy**, professor of linguistics. Faculty Awards for Excellence in PhD Teaching and Mentoring went to **Marcus Clark**, professor of medicine; **Mikhail Golosov**, the Homer J. Livingston Professor in Economics; **Sidney Nagel**, the Stein-Freiler Distinguished Service Professor of Physics; and **Miwa Yasui**, associate professor in the Crown Family School of Social Work, Policy, and Practice.

PRESS PRIZE

Margareta Ingrid Christian, associate professor of Germanic studies, received the 2024 Gordon J. Laing Award for *Objects in Air: Artworks and Their Outside around 1900*



(UChicago Press, 2021).

The Laing Award has been given annually since 1963 to the faculty author, editor, or translator whose book, published in the last three years, has brought the greatest distinction to the University of Chicago Press.

CAMPUS UPGRADES

Summertime renovations have begun—on the main quadrangles and Rockefeller Chapel. Quadrangle enhancements will provide new pedestrian walkways, add native plantings, and improve drainage. The improvements will include more durable walkway surfaces that can handle heavy service vehicle use and snow management. At Rockefeller Chapel, meanwhile, both the exterior limestone and stained-glass windows are undergoing restoration. The chapel will remain open throughout the project.

A JOYFUL SURPRISE

The 2024 graduates of the Crown Family School of Social Work, Policy, and Practice each received a \$1,000 gift from an anonymous donor. In brief remarks at their ceremony read by Dean **Deborah Gorman-Smith**, the unnamed benefactor noted that "carrying the burden of making the world a better place can be exhausting" and encouraged the graduates to "do something unexpected. Do something for you."

PREMED, POSTGRAD

Beginning in 2024–25, UChicago will offer a postbaccalaureate premedical certificate program aimed at preparing recent alumni for the medical school application process. Along with scientific coursework, the program features personalized guidance on course selection and study, mentorship for medical school application preparation, and support in seeking research and clinical opportunities. The program is accepting applications from recent UChicago graduates and current third- and fourth-year College students.

LAB LIFE

A new UChicago multimedia series offers a behind-the-scenes look at the labs where the institution's scholars make breakthrough discoveries. *Inside the Lab* features videos and Q&As with the faculty, staff, and students at work in these advanced facilities. To learn more, visit news.uchicago.edu/inside-the-lab.



INTERVIEW

Four years in the life of the mind

As a student, Frank Gruber, AB'74, took hundreds of photos. Now we all can see them.

BY CARRIE GOLUS, AB'91, AM'93

Frank Gruber, AB'74, did not deliberately set out to document campus life of the early 1970s. He just took photographs, first for the *Maroon*, then for himself. He shot jazz and folk concerts, political demonstrations, speakers including Tom Wolfe and Jesse Jackson, and the six-hour performance art piece *A Day in the Life of the Mind: Part 2*, created by Sally Banes, AB'72. Along the way he captured the funky fashions of the time: polyester, paisley, long frizzy hair, mustaches and beards and sideburns, socks with sandals.

Last fall Gruber, an entertainment lawyer, donated more than 850 of his images to the University of Chicago Photographic Archive at the Hanna Holborn Gray Special Collections Research Center. It's the largest-ever donation of photographs by a UChicago alum. His comments have been edited and condensed.

When did you start taking pictures?

I got interested in photography when I was in high school—I was the editor of my high school yearbook. Somehow I got a *Praktica*, a relatively cheap East German 35-millimeter camera. My father taught at Temple University, so I was able to use the darkroom there.

I was a competent photographer when I arrived in Chicago in the fall of 1970. I got better because I joined the *Maroon*, and **Steve Aoki** [AB'72, SM'73, PhD'79], the photo editor, took me under his wing. He taught me a lot.

How did you choose what to shoot?

A lot of the photographs I took as a first-year I took for the *Maroon*.

My photographs in the archive start out being more public, and then gradually they become more personal, once I moved into an apartment and had my friend room.

There are a lot of things I didn't photograph that I wish I had, like the Lascivious Costume Ball. In my second year, my roommate and I made beer for it in a trash barrel. It was terrible.

A lot of your photographs capture student life in the early 1970s. What was the University like then?

In my particular micro part of the generation, a lot of energy went into the arts. We had fun, but it was makeshift. Just about anything you wanted to do, the students organized—Doc Films, the jazz concerts. The University didn't do very much for the students, and that's why so many kids dropped out.

It sounds like you had to make your own fun.

The organization that was the best embodiment of that was Students for Violent Non-Action, SVNA, which had a drink called SVNA punch. Someone used to make it in the chem lab. I took a photo of people drinking SVNA punch on the quad.

Do you have any favorite photos in the archive?

I love the ones of the musicians. Those are pretty special. There's a set of photographs I took that's so University of Chicago. It was a symposium in our apartment. I don't know what we were talking about, but a whole group was just sitting around talking. That sequence I like a lot.

How does it feel to have your work preserved in the archives?

I'm really proud of these photographs. I don't know of too many other archives that have photos that show what young people actually looked like 50 years ago. If I were a costume designer for a film of that period, I would want to look at this.

Was photography an unusual hobby at the time?

It was a common thing among certain men who were kind of academic. I can't tell you how many men my age, when I bring this up, say, "Oh, yeah, I used to go to the darkroom."

Photography is so ubiquitous now it's hard to imagine how rare it was to have quality photos taken. You had to get a decent camera. You had to buy the film, shoot the film, process the film. And if you wanted to develop it yourself, you had to have access to a darkroom.

When I visited my parents, I could shoot film, develop it right away, see what I got, and then shoot again. That's how you learn to be a good photographer—doing it fast enough so that you see what you're getting, and then based on that, do a better job. ♦



READ MORE AT MAG.UCHICAGO.EDU/GRUBERINTERVIEW.



WHAT IS THE FUTURE OF HIGHER EDUCATION?

Three UChicago deans share their views about what lies ahead—and what matters most.

PHOTOGRAPHY BY JOHN ZICH

One of the biggest draws during Alumni Weekend in May was “Looking to the Future: The Role of Higher Education in Society.”

Before a packed crowd at the Institute for the Study of Ancient Cultures’ Breasted Hall, three University of Chicago deans addressed the topic at hand: **Melina Hale**, PhD’98, dean of the College and William Rainey Harper Professor in Organismal Biology and Anatomy; **Nadya Mason**, dean of the Pritzker School of Molecular Engineering and the Robert J. Zimmer Professor of Molecular Engineering; and **Deborah L. Nelson**, dean of the Division of the Humanities and the Helen B. and Frank L. Sulzberger Professor of English.

Moderating was **Arne Duncan**, LAB’82, distinguished senior fellow and special advisor to the dean at the University of Chicago Harris School of Public Policy, former US secretary of education, and former chief executive of Chicago Public Schools. Their discussion has been edited and condensed.



Arne Duncan: *As we know, there's a backlash against higher education. Over the next five, 10, 15 years, how do this university and others continue to prove their value and demonstrate how important it is to continue to create these opportunities for young people?*

Nadya Mason: It's incredibly important for universities to think deeply about problems that maybe other people aren't thinking about—this is what UChicago is known for—but also to lead in solving global problems that are challenges to humanity and society as a whole, problems like climate change, energy efficiency, global hunger. I don't see how universities can educate future generations without addressing these existential issues. UChicago did a great job of this by starting an engineering school.

This is not the only way to move forward. But it is important to continuously ask ourselves, "How are we having impact? How do we want to have impact?" Then make a plan.

Deborah L. Nelson: I've thought a lot about this because I teach postwar US culture, after 1945. In 1940, 4 percent of Americans went to college. After World War II, there was a massive increase because of the GI Bill. Then the Cold War produced a massive investment in higher education. Higher education was affordable.

Since the 1980s we have stopped investing in higher education, even though the United States has the greatest system the world has ever known. People from around the world come here. I just saw a list of the top universities in the world. Among the top 12, two of them were Oxford and Cambridge—and the rest were in the United States. We will be tremendously impoverished if we give up on that jewel of our own country.

The elite universities have the highest price tags, the flashiest credentials, but that is only part of higher ed in the United States. Eighty percent of US citizens who go to college go to a public university. And to undermine the good



From left: Moderator Arne Duncan, LAB'82; Alumni Weekend-goers in the audience; dean of the College Melina Hale, PhD'98; dean of the Pritzker School of Molecular Engineering Nadya Mason; dean of the Humanities Division Deborah L. Nelson.

work of this big system educating people is—it's really heartbreaking to me. I think it requires all of you and your communities to be a bulwark against the nonsense about higher ed. What is it for? Why are we doing it? Why do you want your children to have a college education? There are things beyond your child getting a job. I'm not indifferent to that; no one is indifferent to that. But there is a sort of basic foundation of citizenry that requires some advanced knowledge. We live in a very complex world, and you are going to have a hard time navigating that world without some fluency across disciplines and basic scientific, mathematic, humanistic, and social scientific knowledge. You use it every day, whether you recognize it or not.

Melina Hale: Yes, and one of the things we need to keep doing is what we're doing now with the College's Core curriculum, leaning into teaching students to argue rigorously, think deeply, look at primary sources of information, and evaluate these sources for themselves. We are completely committed to doing what we're doing now, and the importance of that.

There are a lot of ways that we can engage more students and engage more broadly with our community, and we absolutely need to do more of that. I think a lot about Chicago as our home and our community, and we send lots of students out into that community. A sustainability club, for instance, will go and actually be advisers to local businesses about how they can improve sustainability.

Duncan: *What role should UChicago play on the South Side and in the city of Chicago?*

Hale: Speaking from the College viewpoint, we're educators and we want students to succeed at K through 12 and go to college, whether they come to UChicago or not. A lot of us do outreach in the schools around us, which are incredibly underresourced. During the pandemic, high school seniors were having a hard time applying for college. So our admissions office started hosting Zooms and sending people out to talk to students. They've impacted over 20,000 students in the local community through a program called UChicago Promise. They also help train high school counselors to advise students on their applications and strategy. We have made a difference for these kids and these schools, but there are so many more ways we could help.

Mason: Within the sciences and engineering, we have community college programs, and we do outreach to local students. But one of the most important things we do for the community is to serve as a bridge to entrepreneurial activity.

I was told that some years ago this would have been anathema to the UChicago community. But there's growing recognition of the importance of start-ups. How do you build the local economy unless you create jobs in the local economy? How do you create jobs in the local economy unless people create businesses or unless you train people in ways that they can contribute or build



One of the most important things we do for the community is to serve as a bridge to entrepreneurial activity.

things? So we've partnered with the Polsky Center for Entrepreneurship and Innovation to train students in starting companies.

We want students to do fundamental research. But when they make discoveries that can have impact, they need to bring that out into the world. You may not see the impact this year or in five years. But in 10, 20 years, you'll see this vision transform. It will create businesses that will impact the local economy significantly.

Nelson: Starting next year, the Division of the Humanities will be called the Division of Arts and Humanities. The arts faculty are already in the Humanities Division, so it makes sense to shine a light on that.

We have Arts + Public Life, a beautiful strip of buildings that houses a theater, art-making facilities, and a music pavilion on Garfield Boulevard, just past Washington Park. One of the programs brings local people in to perfect their art and then helps them start an online business. The arts fellows are not just focused on self-expression but also on learning basic business practices.

Washington Park has been depopulated down to 10,000 people. There's so much empty real estate there, but that will soon change. UChicago Medicine is setting up a training center and a lab right where we have this beautiful arts block, as well as partnering with the City Colleges. There's going to be an influx of people, right where we have this beautiful performance area. That's remarkable.

Duncan: *It's a difficult time to be a university administrator. There are protests going on as we talk today. What's it been like to not just live through this but to lead?*

Hale: I can speak to the College. I work with all of our undergraduates, and I've had a lot of conversations with students, with small groups, and with parents: answering their questions and being open and transparent and up front about our principles, explaining why we're doing what we're doing.

We want our students to be able to use their voices and stand up for what they believe in. Free expression is so important for protecting marginalized people, but there are protests, and then there are disruptive protests—a very different thing.

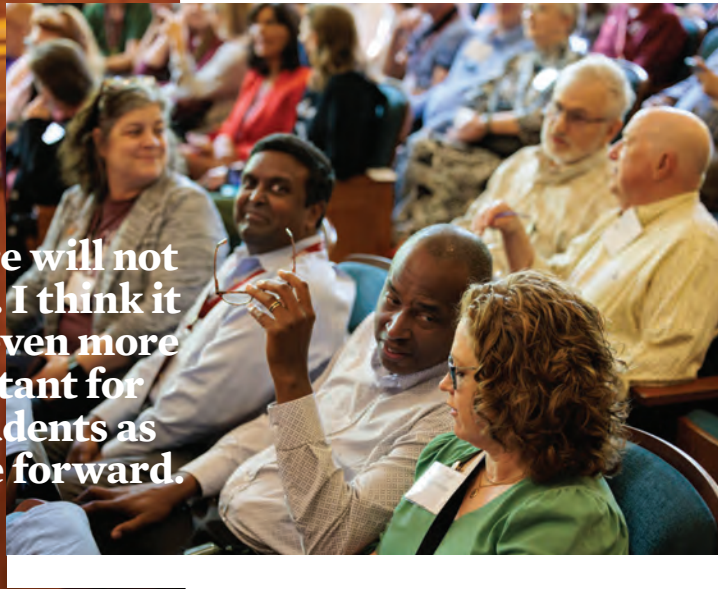
It's been important to stand back and see this as a learning experience for our undergraduates. But it's been so emotional. I heard from students that it separated friends. Over the winter, I think that leaning into dialogue improved—trying to understand where each other was coming from and to talk about it. But it's been a tough year.

Nelson: The thing that's been on my mind a lot is, free speech is not free. It's very costly. That doesn't mean it's not valuable. But sometimes we have a bit of happy talk about free speech: "Oh, free speech, it's free, yay, we all get to say what we think."

That's true, but it makes demands. In a free speech environment, you have to be in a headspace of curiosity. That is hard to do when you're in a lot of pain, when everybody's in a lot of pain. To take



The Core will not go away. I think it will be even more important for our students as we move forward.



a deep breath and listen—that has been the challenge, and it has been really hard. There’s been a lot of discussion and dispute among the faculty as well. People feel very, very strongly and make impassioned, reasoned arguments. But I do feel like it’s hard to listen.

But those are the capacities of free speech that you have to cultivate. The University has the advantage of norms of deliberation, norms of reason and evidence that are part of the classroom, part of the scholarly community. They’re tested during difficult times, but they are a bulwark against chaos. Having those norms deeply held, believed in, and practiced has been the foundation that has gotten us through some very tense and difficult moments. The Kalven Report and its declaration of institutional neutrality has been incredibly important. The institution cannot have a position, because it makes it impossible for a multiplicity of thinking to flourish.

Mason: It’s definitely been a challenging time. Of course UChicago is known for freedom of expression, but this year it’s been put in the forefront. What does free speech mean? Why does it matter? You might think, “Engineers, why would they need free speech? They’re just working on making stuff.” But when we talk about science, that includes climate change and vaccines. And at the University of Chicago we want our students to go out and be leaders and be able to engage in conversations about things that matter to people. If someone says, “Vaccines are not important” or “I

don’t believe in climate change,” I want our students to be able to answer with reason, with scientific proof, with evidence. That’s what will make them leaders in the way that we want them to be, and it starts here.

Hale: A few weeks ago, I had an interesting conversation with a junior faculty member, relatively new to the University. He said, in the context of the protests and the encampment and everyone being angry at each other, “The University will never be the same again.”

But actually, go back and look at the ’60s, at the early ’70s, when I was a graduate student in the ’90s, the 2000s. And we all grow and learn and continue as a University, because the Kalven Report and our principles keep us on track.

Audience member: *What’s the future of the Core curriculum, the magnet that brought me here?*

Hale: Well, we love the Core. And as you know, when the Core first started in the 1930s, it was an earthquake in higher education. It was new, it was different. It was not great books. It was discussion and digging in and having this consistent education across our students.

The Core is as important today as it was a decade ago, 20 years ago, and back to the ’30s. It is not a static thing. It continues to evolve and change with the times, and sometimes swerves, and sometimes moves back. It’s a dynamic conversation among our faculty. In the last year or so, we started what are



**We don't have
a higher
education system
in this country.
We have
a higher
education
market.**



called Core Conversations for the first time, where faculty are getting together quarterly to talk about hard things about the Core. So we're even having the Core conversation ourselves, in order to keep the Core curriculum lively and strong. The Core will not go away. I think it will be even more important for our students as we move forward.

Nelson: I've taught in the Core for many years. With a very diverse student body from around the world and around the country, the Core produces common touch points of knowledge and reference that are really absent among students. They haven't read the same things. They don't know the same things. We have micropublics. So to give them a set of things they all know and can discuss is an absolutely valuable thing for College students today—I would say absolutely more so than 50 years ago, when there was a more consistent curriculum across high schools and when the student body was more homogenous and knew more of the same things.

Audience member: *One of the panelists mentioned certain skills being essential for visibility in the modern world. Is the traditional higher education model the best way to achieve that?*

Mason: We're not trying to create people who can just get a specific job. We're trying to produce leaders and innovators who will bring us into the future. And to innovate, you have to understand a lot of things. You have to understand the past, you

have to understand your society, you have to understand the pull of psychology, you have to understand a little math and a lot of science. Everything is connected together, and it's things like the Core, combining deep knowledge and breadth of knowledge, that allow people to lead effectively into the future. That's what we want for our students.

Nelson: We don't have a higher education system in this country. We have a higher education market. And there should absolutely be massive experimentation around forms of higher ed. For a large number of students, it's not reasonable to leave the workforce. They don't have the money to leave the workforce for four years of concentrated study. But it should be possible for them to get a degree in a reasonable amount of time. There can be many, many more forms of delivery that would allow more students a more successful path to a college degree.

I did my graduate teaching at Queens College in New York. And you know, my students were working 40 hours a week in a job. I can torture the students here with assigned reading, and I do, because that's their job—to read what I've told them to read. But at Queens I had to moderate the amount of work because my students had full-time jobs, and many were parents. You have to have many, many, many ways of educating people in a pluralistic society. This is one way of educating people. It's a very valuable way. But it by no means should determine all the ways people can get the benefit of a college education. ♦



ENGINEERING

MATERIAL WORLD

*They flex, glow, filter, and shape-shift—for the greater good.
Meet the futuristic new materials developed by UChicago scientists
that could soon be all around us.*

BY SUSIE ALLEN, AB'09
PHOTOGRAPHY BY JOHN ZICH



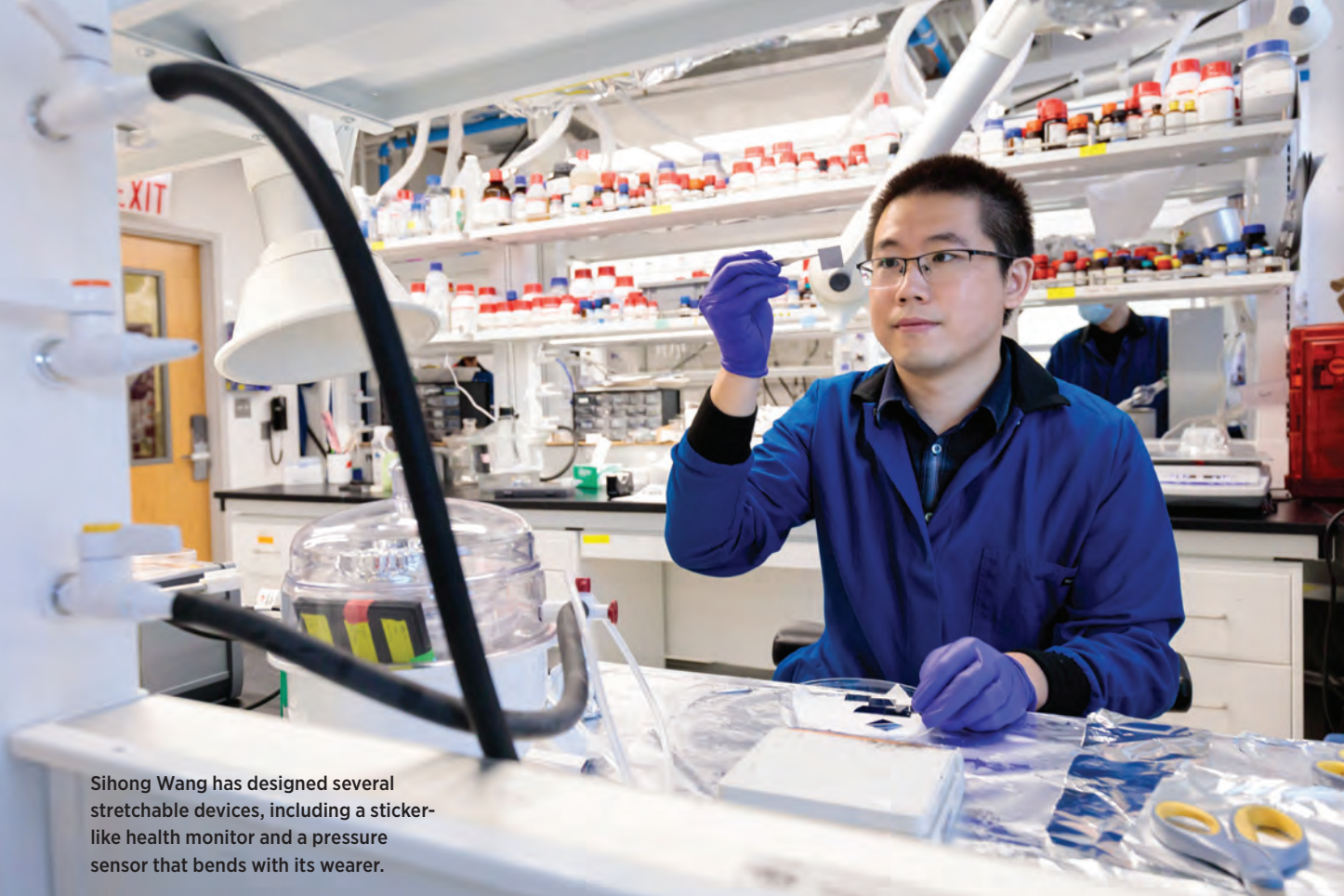
From left: Nicholas Boynton, Shrayesh Patel, and Stuart Rowan with their pluripotent plastic material, which can be tempered to take many forms.

There's an intuitive appeal to materials science. "It is easy to get a fourth grader interested in materials science, as materials such as plastics and metals impact almost every part of daily life," says **Stuart Rowan**, Barry L. MacLean Professor for Molecular Engineering Innovation and Enterprise in the Pritzker School of Molecular Engineering (PME). After all, when you're stretching and squishing a ball of Silly Putty, polymers start to seem pretty exciting. "It's very tactile in that way."

The University of Chicago has long been a leader in this stretchy, squishy, and intriguing field. The Materials Research Science and Engineering Center, which Rowan leads, was founded in 1961. In those early days, physicists and chemists were "applying their skill sets to materials in really unique ways—and really pushing the boundaries of what could be done," Rowan says. The arrival of molecular engineering at UChicago brought a new group of scholars keenly interested in making materials to solve real-world problems related to water, energy, health, sustainability, and more. Today research focused on the underlying science of materials is complemented by a new emphasis on application and impact. That range of interests and approaches, Rowan says, has created a strong intellectual community: "Like anything, if you bring really smart people together, fun stuff is going to happen."

The sense of camaraderie "is really important, not just for me, but for my students," says **Sihong Wang**, an assistant professor in PME who makes stretchable bioelectronics (see page 34). "It's impossible for one person or one group to know everything. Having a local community with complementary expertise is really empowering for what you can do and what you can think about."

Here are just a few of the new materials that scientists including Rowan and Wang have dreamed up—and made real.



Sihong Wang has designed several stretchable devices, including a sticker-like health monitor and a pressure sensor that bends with its wearer.

THE MATERIAL: *A stretchable organic light-emitting diode (OLED) display*

A LEAP FORWARD: Today's wearable health monitoring devices, such as Fitbits and Apple Watches, are limited in the information they can capture, because they don't have continuous contact with the body—even subtle movement creates small gaps between the device and the skin. “That gapping is creating a huge problem,” explains Sihong Wang. Without close contact, the devices struggle to accurately record information such as heart rate.

But what if you could create a health monitor whose screen moves with the wearer? That's the motivation for Wang's material, a stretchable OLED display that he designed alongside **Juan de Pablo**, Liew Family Professor of Molecular Engineering and executive vice president for Science, Innovation, National Laboratories, and Global Initiatives.

THE BIG PICTURE: “Overall, what we are working on is trying to bring electronic devices much closer to, and make them more interactive with, the human body,” Wang says.

THE CHALLENGE: OLED displays are made up of small organic compounds that sit between two electrodes and emit light when stimulated by electricity. The materials used in today's OLED TVs and smartphone screens are highly rigid, but scientists have been experimenting with bendable versions since 2011. Wang and de Pablo's design involves a stretchable polymer that can convert electrical energy into light extremely efficiently through a process called thermally activated delayed fluorescence.

BIG STRETCH: The new material can bend in half and stretch to twice its original length without losing the ability to display a clear image.

NEXT STEPS: Wang says the material needs refinement before it will be ready for commercialization and large-scale manufacturing. But he hopes in the coming decades it could be used in wearable devices with the ability to accurately and unobtrusively monitor health information like blood pressure, heart rate, and oxygen saturation.

THE MATERIAL: *An electrochemical lithium “trap”*

THE BIG PICTURE: Lithium-ion batteries power everything from smartwatches to electric cars. That’s created a massive demand for the light silvery metal. Today much of the world’s lithium comes from Chile, Argentina, and Bolivia, where it is abundant in salty groundwater. To extract the lithium, miners pump out the saltwater, sequester it in ponds, and allow it to evaporate, leaving the lithium behind—a process that can take almost a year. In addition to being slow, brine mining is environmentally costly: the process requires immense amounts of water, as well as chemicals that can contaminate the local soil and water supply.

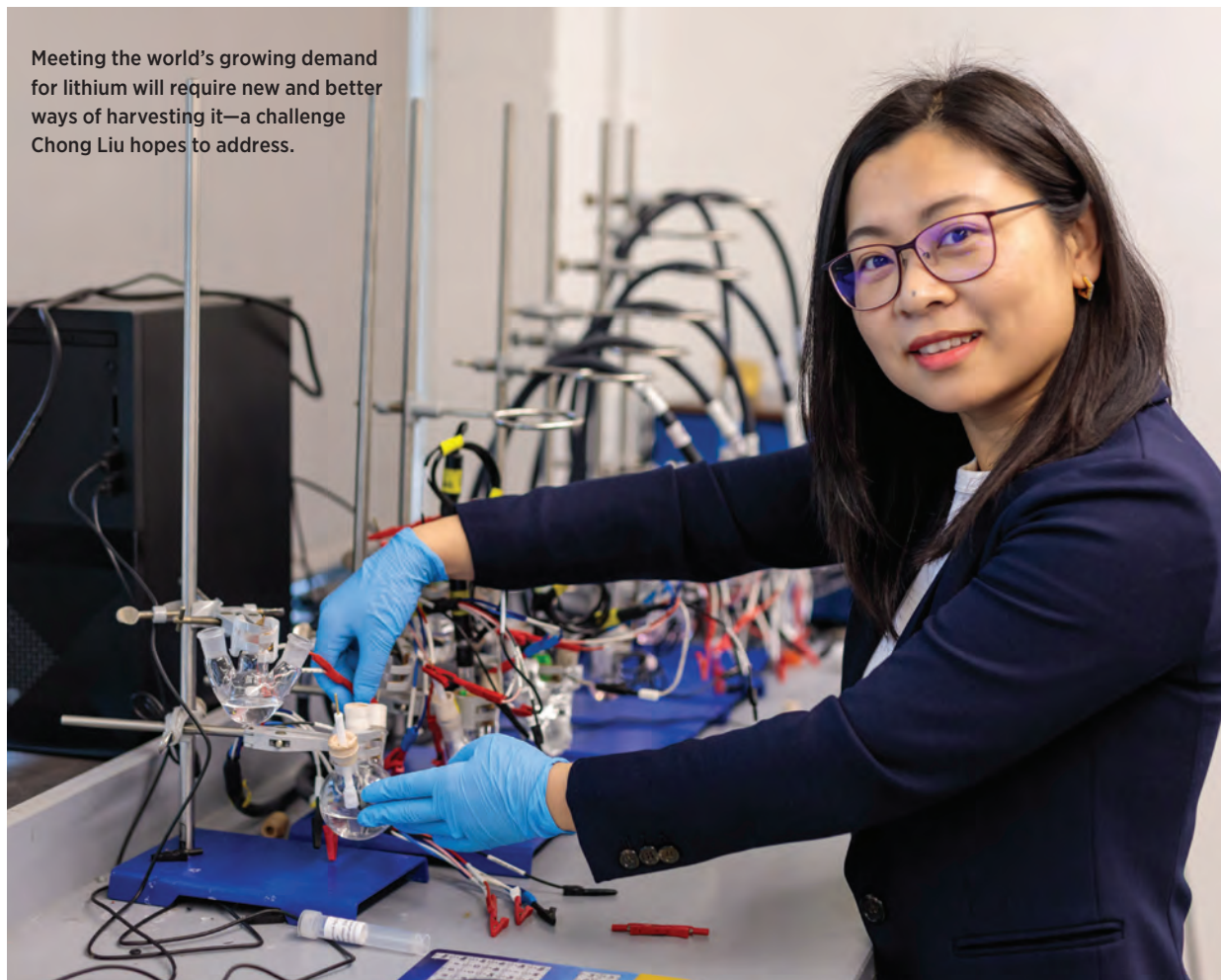
Hoping to sidestep those challenges, scientists such as **Chong Liu**, Neubauer Family Assistant Professor of Molecular Engineering, are searching for alternative methods of harvesting lithium from saltwater. Liu’s ultimate goal? To develop a material sensitive enough to capture the plentiful but extremely dilute lithium from the world’s oceans.

NO SODIUM ALLOWED: Submerging lithium-ion electrodes in saltwater could be an efficient and safe means of lithium extraction. But lithium-attracting electrode materials have a nasty habit of also trapping sodium, lithium’s downstairs neighbor on the periodic table. Liu’s group uncovered how lithium and sodium compete in olivine iron phosphate materials and designed strategies to promote lithium during the competition.

THE ADVANTAGES: “Our big motivation is to create a process that’s as environmentally friendly as possible,” Liu explained in 2021. “Since we are taking an electrochemical approach, we completely avoid the need for intense heat or strong acids, and we get only the element we want.”

NEXT STEPS: Liu has continued to refine the new approach to lithium extraction; in a 2022 paper, for example, she and her team discovered that “seeding” an electrode with lithium ions could help keep pesky unwanted elements away.

Meeting the world’s growing demand for lithium will require new and better ways of harvesting it—a challenge Chong Liu hopes to address.



THE MATERIAL:

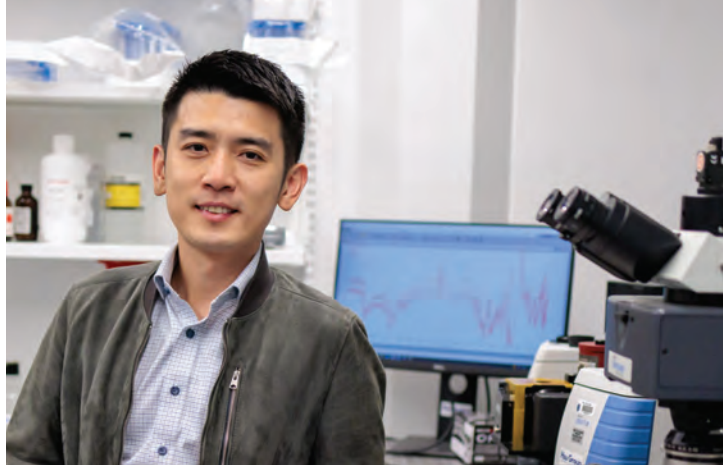
A building coating that can heat or cool

THE BIG PICTURE: Keeping indoor spaces comfortable comes at a major financial and environmental cost. Heating and cooling buildings accounts for around 15 percent of all energy use in the United States. In a warming world, experts fear, the demand for air-conditioning—and the associated greenhouse gas emissions—will only increase. **Po-Chun Hsu**, an assistant professor in PME, hopes to prevent that outcome by developing new materials that allow for “thermal comfort,” as scientists call it, with a smaller energy footprint. To that end, Hsu and colleagues designed a building coating that can trap heat or release it, depending on the temperature outside.

THINK OF IT LIKE ...: “We’ve essentially figured out a low-energy way to treat a building like a person; you add a layer when you’re cold and take off a layer when you’re hot,” Hsu explained in 2023.

CHAMELEONIC COATING: When it hits any selected trigger temperature, the ultrathin film can switch easily between heating and cooling modes—thanks to a layer of copper that changes from a heat-absorbing solid to a heat-emitting liquid with a shock from an electrode made of graphene. In cooling mode, the material can emit up to 92 percent of its absorbed infrared heat, the invisible heat given off by all people and objects; in heating mode, it emits just 7 percent, absorbing the rest to help keep the coated building toasty inside.

SAVINGS AND COSTS: The researchers estimate that the new material would reduce the energy consumption of a typical building’s climate control system by 8.4 percent each year. It also requires very little energy to operate—less than 0.2 percent of the total energy use of a typical commercial building. However, an important barrier to widespread use of the material, at least right now, is cost: copper and graphene don’t come cheap, so Hsu’s team is experimenting with less expensive alternatives.

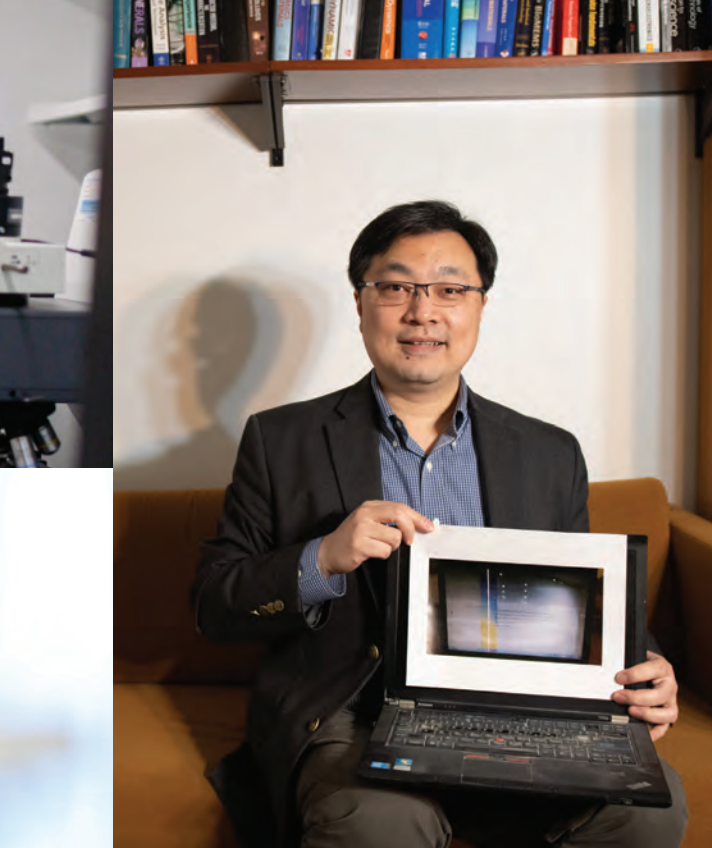


THE MATERIAL: *Pluripotent plastic*

THE INSPIRATION: “I’m always incredibly jealous about how good biology is,” says Stuart Rowan. “In this case, I was super jealous of pluripotent stem cells,” which can become almost any type of cell in the body. Plastics, by contrast, tend to have circumscribed properties and therefore applications: the material used to manufacture a milk jug, for example, couldn’t be used to make cling film. Rowan had long been intrigued by the challenge of developing a single material that could serve the many and varied purposes fulfilled by modern plastics.

In 2023—along with collaborators including **Shrayesh Patel**, an assistant professor in PME, and PhD student **Nicholas Boynton**—Rowan published a paper describing a material that can be tempered and retempered to take on multiple forms. When heated to about 140°F, the plastic becomes a stiff, high-strength material; raise the temperature even higher, to about 230°F, and it becomes soft and flexible and can be used as an adhesive.

BREAKTHROUGH: Most plastics are made from long polymer chains held together by covalent bonds; if those bonds are broken, the material degrades. Rowan and his collaborators designed



Clockwise from top left:
Po-Chun Hsu; Bozhi Tian; the
plastic utensils of the future.

THE MATERIAL:

A springy, microscopic “soil”

THE INSPIRATION: Soil, a seemingly humble material with a surprisingly rich set of behaviors. With the addition of light, water, or pressure, it can assume new forms—all of which affect the many tiny organisms who call it home. Taking cues from the ground beneath our feet, professor of chemistry **Bozhi Tian** and his colleagues got their hands dirty, devising a soil-like material designed to promote microbial growth. The material is made up of starch, tiny particles of clay minerals called nanoclay, and liquid metals.

THINK OF IT LIKE ... : The new material, like the one that inspired it, is highly porous. This open structure, with its abundant nooks and crannies, creates an ideal environment for microbes to move in and flourish. “We found the porosity is very important; we call it the partitioning effect,” Tian said in 2022. “I think of it like a meeting—if you break a large meeting or class into smaller sections, there will be more interaction.”

SECRET SAUCE: Though the researchers don’t yet know exactly why, the inclusion of liquid metal appears to be particularly important for microbial growth; without it, prototype versions of the material were less successful at fostering bacterial growth.

GUT FEELING: Tian and his colleagues believe their ultra-high-tech “soil” has a range of potential applications. One is the treatment of digestive diseases thought to arise from a lack of gut microbe diversity. The researchers tested this theory in mice; a small dose of the material reduced the severity of colitis symptoms. The material could also speed up the fermentation that creates biofuels like ethanol.

FURTHER AFIELD: Tian hopes to develop other environmentally inspired materials. “Soil is just the beginning,” he said. “There are many ways we can learn from nature.” ♦

a material united by a particular type of covalent bond that can be easily broken and re-formed.

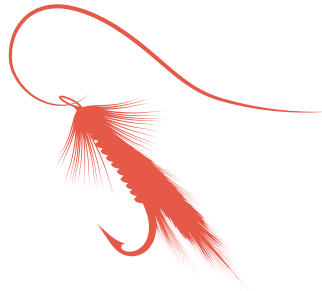
THINK OF IT LIKE ... : “I always think of the blacksmiths that you see in the movies,” Rowan says. “The temperature of the fire dictates the properties of the steel that you get.”

CHALLENGE ACCEPTED: In the manuscript they submitted for publication, Rowan and his coauthors wrote that they believed their material was stiff enough, in its hardened form, to be used as an eating utensil. A peer reviewer encouraged the team to put their claim to the test, so Boynton made a pluripotent plastic spoon and used it to scoop peanut butter from a jar. A video of this feat appears as a supplement to the paper.

THE ADVANTAGES: The pluripotent material is well suited to resource-scarce environments—think of remote fieldwork or even space travel—where you can, through tempering, have on-demand material properties. And though it could be taken to another planet, the pluripotent plastic is also better for ours, because it can be recycled much more efficiently. Today “you need to separate plastics if you’re going to recycle them,” Rowan explains. But if more items were made from a single feedstock of pluripotent plastic, it would be easier to combine and reuse them.

Photography by Jean Lachat

EXCERPT



SEARCHING FOR A STORY

Before A River Runs Through It made him just plain famous, Norman Maclean, PhD'40, was UChicago famous—and UChicago beloved.

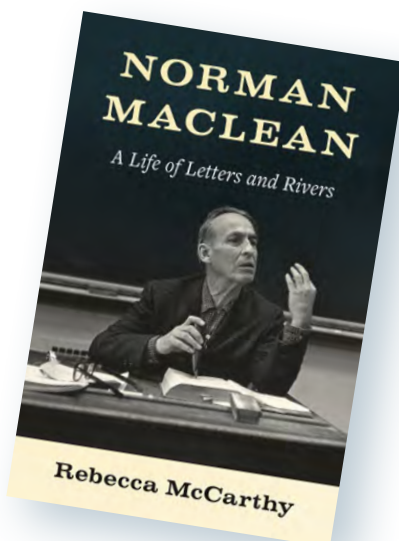
INTRODUCTION BY LAURA DEMANSKI, AM'94

EXCERPT BY REBECCA MCCARTHY, AB'77

Norman Maclean, PhD'40, was many things: the most decorated teacher of undergraduates in UChicago history; author of the first original work of fiction published by the University of Chicago Press; and a sage to literary-minded anglers the world over.

Until now, however, Maclean was not the subject of a biography. **Rebecca McCarthy**, AB'77, has changed that with the publication of *Norman Maclean: A Life of Letters and Rivers* (University of Washington Press).

It feels overdue for such a figure. At UChicago his three Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate



Teaching are unmatched. Thirty-four years after his death, his iconic book *A River Runs Through It and Other Stories* (1976) continues in print, with more than a million copies sold. The title novella's status as a modern classic was further cemented by Robert Redford's acclaimed 1992 film adaptation.

McCarthy brought to her task all the usual biographer's methods, speaking to scores of sources and combing her subject's papers, down to the notes he kept as secretary of his condo board. But she also wrote from personal experience.

She first met Maclean while visiting her brother in Seeley Lake, Montana, Maclean's summer retreat. The 16-year-old McCarthy impressed Maclean with her poetic talent, and he took

Illustration: iStock.com/VAconcept. Book cover: Courtesy University of Washington Press.



her under his wing, reading her work, offering candid but encouraging critiques, and talking her out of vague plans to attend the University of Montana. The place for her, Maclean counseled, was the University of Chicago. “A strong, powerful woman like yourself, a poet, they would love you,” she remembers him saying.

“What I didn’t know then,” she writes in the book, “was that only the previous year, Norman had been hospitalized a few months for depression.” He had watched his wife, Jessie, suffer a protracted decline from emphysema and esophageal cancer and had lost her in 1968. He was soon to retire from teaching and could not foresee the literary success to come. In retrospect, McCarthy writes, “I think I helped Norman continue to feel healthy because I was an eager young person he could encourage and influence. I was a project.” She did come to the University of Chicago, where the two became friends.

In the chapter reprinted here, McCarthy narrates the beginnings of Maclean’s career at UChicago. Known as an inspiring teacher of undergraduates—inspiring both love and fear—he published no scholarly books and only a few articles. Holding himself to the impossibly high standards set by his exacting father, Maclean spent a career searching for the story that could realize his ambitions. He found it at last, McCarthy shows, in *A River Runs Through It*. When he finished the novella, “he knew it was fabulous,” she said at a reading in Chicago this May. “He didn’t need anyone to tell him.”

—L. D.



A serious amateur photographer, Norman Maclean, PhD’40, made many photo silhouettes, including this self-portrait.

When she was an undergraduate, Leslie Travis, AB'73, took a series of photographs of Maclean in his element: the classroom. Another photo from this group appears on the cover of *Norman Maclean: A Life of Letters and Rivers*.

EXCERPT

When Norman began his career at Chicago, it clearly wasn't a "publish or perish" world. Teddy Lynn, a beloved teacher in the English department, didn't even have a PhD. Norman wrote little for a decade, though he did take a lot of photographs, of colleagues, family members, and friends in Chicago. Shooting pictures was a way to delay writing his dissertation, which took ten years to complete. On the day of convocation, when he was to receive his hood, he received a letter from Dudley Meek, a friend and publishing executive with Harcourt, Brace and Company. He promised to treat Norman "with the respect due one who has come up unscathed from the torture chambers of [Ronald S.] Crane and Company." At an upcoming meeting, Meek told Norman he would "see whether a PhD-vocabulary has replaced your very artistic profanity. If I don't hear a profane phrase turned with telling effect, I'll believe that society has lost a true artist."

In the 1940s, Norman was exhausted by administrative and teaching duties as well as from helping to care for his two small children. Standards and expectations changed after World War II. His teaching load was immense—three classes each quarter, usually Shakespeare, Wordsworth, and nineteenth-century poetry. Although he attended several defenses, Norman never directly supervised a doctoral dissertation, though he did offer advice to many graduate students. In the 1960s and 1970s, doctoral candidates in the English department at Chicago had to pass the 75 Book Exam before continuing on to a PhD. The books were drawn from every genre and period—plays, prose, and poetry, from Aeschylus to Tennyson to Orwell—and any departmental faculty member could drop in during any student's oral exam and ask any question. It was an incredibly fraught

experience for graduate students. Norman was known as a fair, and supportive, attendant who wanted students to succeed, but he still managed to scare the bejesus out of some of them.

PhD candidate **Robert Cantwell** [AM'67], who later taught at UNC at Chapel Hill, recalled that during his exam in the 1960s, when Norman entered the room, "my aqueous brain was suddenly and swiftly evacuated." Norman tossed Cantwell a softball question, "To what does Dr. Johnson appeal beyond criticism?" Cantwell said that even though most English undergraduates at Chicago knew the answer by heart, he was so discombobulated by Norman's presence that he couldn't recall that "there is always an appeal open from criticism to nature," much less anything else. "I don't remember how I got through the exam, which transpired as in a dream, but somehow I passed it."

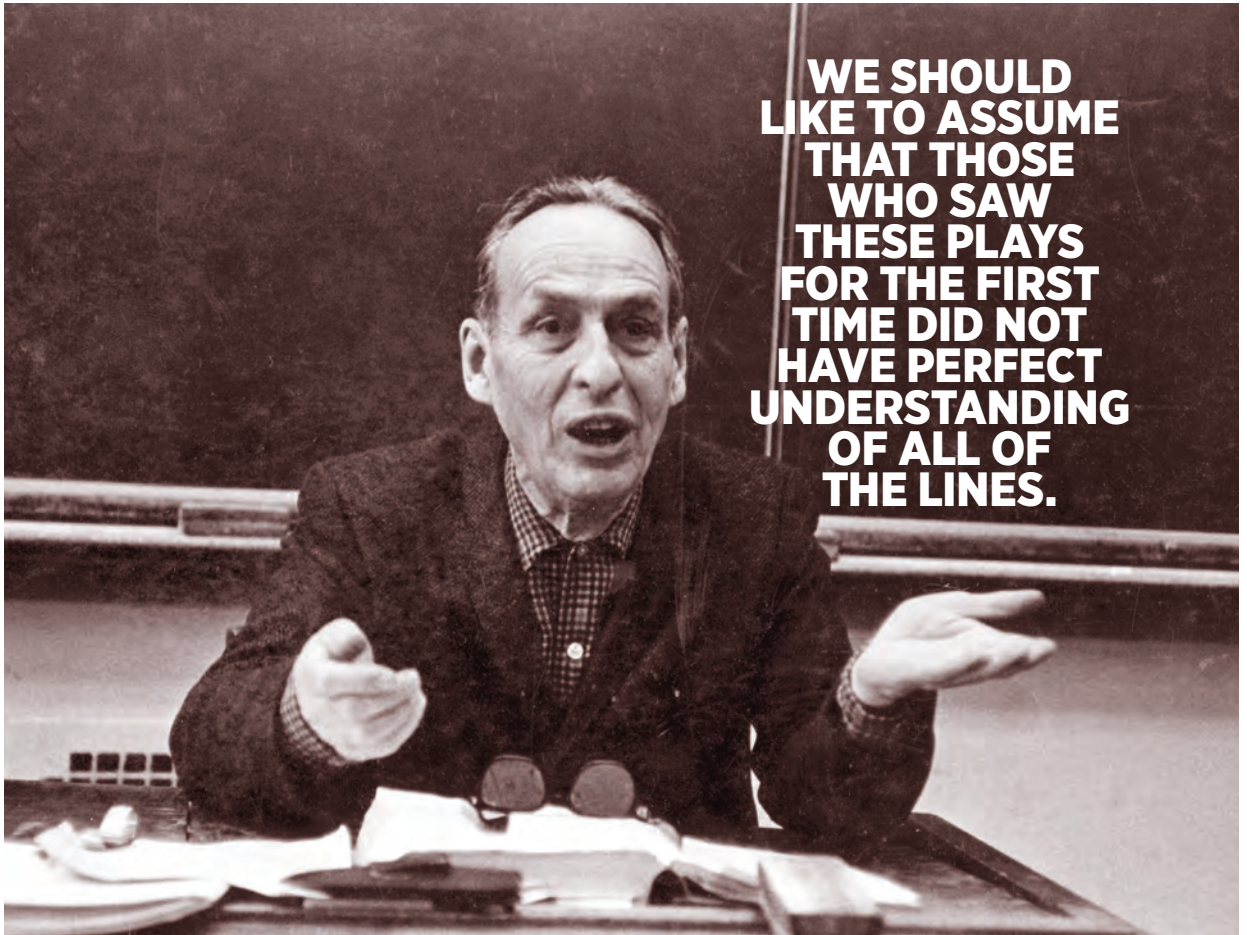
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Terry Meyers [AM'68, PhD'73], who earned his MA in 1968 and became a professor at William and Mary, said that during his exam, he "ran into problems" with Professor Elder Olson [AB'34, AM'35, PhD'38], "who had a disconcerting way of asking questions and then cutting the responses off if he thought the candidate could an-

swer the question" or if he thought the candidate couldn't. Thrown off by Olson's methods, Meyers felt he was "on the ropes" and "about to go down for the count" until Norman intervened, wrestling away the interrogation and then asking questions "that let me formulate what I wanted to say without the pressure of having the rug pulled out from under me each time I started. I've always been grateful to him for rescuing me."

Throughout his long career at Chicago, Norman invested his time and talents primarily in teaching college students. The letters, notes, and recommendations he sent to and for undergraduates are voluminous—literally hundreds of documents. That's what he was writing, letters for students and letters to friends and colleagues, letters to awards committees, letters to prospective graduate students, letters to employers and more letters. But he wasn't writing scholarly papers. From the 1950s onward, said [English professor] Gwin Kolb [AM'46, PhD'49], whose area of expertise was the eighteenth century, "there was the feeling among some people that Norman wasn't a scholar because he never published a scholarly book." But as his output in the 1950s shows, Norman could "do scholarship," Kolb told me. "He was very solid."

Published in 1952, *Critics and Criticism, Ancient and Modern*, featured chapters by Ronald S. Crane and his neo-Aristotelian acolytes. That group included Norman. His first chapter in *Critics and Criticism* is "From Action to Image: Theories of the Lyric in the Eighteenth Century." It's rigorous while reflecting Norman's sly humor: "Few of the late-eighteenth-century writers who deluged the printing facilities with lyric stanzas and sonnets left much in the way of critical opinion, and this is unfortunate. Not that great



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Photography by Leslie Travis. AB73; Copyright 2024, The Chicago Maroon. All rights reserved. Reprinted with permission.

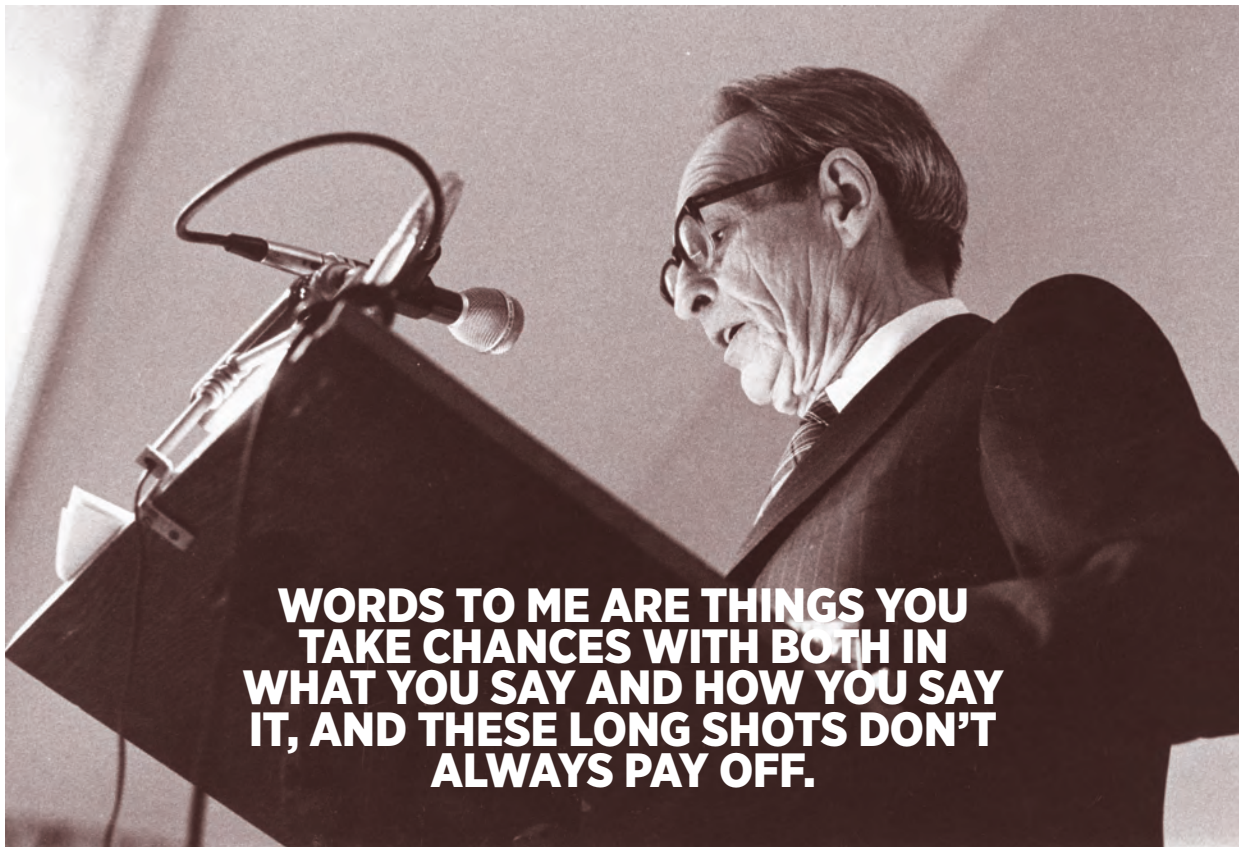
critical systems abounded then which perished for want of a publisher.” A footnote in the essay indicates that Norman’s chapter on the eighteenth-century theories of the lyric is part of a larger project he’s planning that “will follow the long discussion about lyric poetry from the time when it first became audible to the present” and will relate criticism to philosophy and poetry. Unfortunately for scholars who focus on the lyric, Norman never completed this larger study. Did he think he wasn’t up to the task? Or did he simply lose interest? He seems to have been an author in search of the right story.

His second book chapter, “Episode, Scene, Speech, and Word: The Madness of Lear,” reads like a poem itself—in places, it scans. As in his other chapter, Norman is funny as well as insightful. Consider: “We must recog-

nize, however, that a certain number of critics read *King Lear* in such a way that Gloucester’s lines are taken as a condensation of Gloucester’s and Lear’s and Shakespeare’s ultimate ‘philosophy,’ although this seems to me to be an interpretation of another book, possibly one written by Hardy.” Gloucester famously claims, “As flies to wanton boys are we to th’ gods; / They kill us for their sport.” As **Mary Ellis Gibson** [AM’75, PhD’79], the Arthur Jeremiah Roberts Professor and Chair of English, Colby College, a scholar of nineteenth-century literature, told me in a 2015 interview, Norman here is skewering existential critics without naming them—he reads the play’s ending as about tragic love, not existential angst. Norman goes on to note, “Scholars are still in search of the exact meaning of certain speeches in each of Shakespeare’s great tragedies—and we should like to assume that

those who saw these plays for the first time did not have perfect understanding of all of the lines—but so great was Shakespeare’s power to conceive of action from which thought and feeling can be readily inferred that all of us know Lear, Hamlet, and Macbeth more intimately than we know many men whose remarks we understand perfectly.” To Gibson, Norman here sounds like someone who was tired of faculty meetings and administrative claptrap. He defends mystery—and intimacy.

“I still admire the usefulness and the critical acumen of the essay—after all these years,” Gibson wrote to me. “But I admire the essay’s structure and its poetry even more. Norman makes a strong, if implicit, argument that only a fool would prefer the Folio version of his favorite line, rather than the Quarto version (there are two equally authoritative versions of *Lear* which



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differ in important respects, including this line). The single line Norman parses, ‘Hast thou given all to thy two daughters? And art thou come to this?’ he reads brilliantly. From the Quarto, as the more beautifully done. He reads the line all the way down to the scansion.”

This essay still holds water more than seventy years after it was published. Clearly, Norman *could* do scholarship. Teachers at Dartmouth and Chicago had approved of his writing. David Lambuth, who wrote *The Golden Book on Writing*, thought Norman wrote so well that he hired him after graduation to teach freshman composition. James Dowd McCallum sent him a note after Norman sent the *Lear* essay: “The essay marches steadily to your conclusion. It is compact, frequently pithy, and even moving.” Norman’s dissertation had been solid enough to prompt a letter from Professor Ronald Crane himself a few years later, urging Norman to rework his ideas into a book. “What I want to

convey to you now is the very great satisfaction I have had in the clarity of your narrative and in the maturity and wit of your reflections,” Crane wrote. “You have the groundwork of a first-rate book. May it be finished soon!” Despite this hearty thumbs up from his major professor, Norman never did transform his dissertation into a book. He didn’t share these positive opinions—or at least he didn’t act on them.

I believe the years of having his father as a teacher made him his own worst critic. He tells the story in “A River Runs Through It” of having to write daily themes for his father, gradually paring down what he wrote until his father found it satisfactory and then threw it away. Little that Norman wrote was good enough for him—or for anyone else. As he told [English professor] Richard Stern: “I know my writing has more than its share of blemishes. Words to me are things you take chances with both in what you say and how you say it, and these long shots don’t always pay

off.” And spending days in the stacks as many scholars did just wasn’t something he wanted to do. He wanted to spend his summers in Montana, not in the Bodleian or Beinecke library.

Perhaps most importantly, I think Norman was intimidated by Ronald Crane, who was part of the sweeping changes that Chicago president Robert Maynard Hutchins made during his administration in the 1930s. Hutchins divided the university into four branches—physical science, biological science, social science, and humanities, with the college as a separate entity. Richard McKeon, who had arrived from Columbia University to teach philosophy, became the dean of the Humanities Division, and in 1936, Crane became the chair of the English department—he had joined it in the 1920s. Both men advocated jettisoning the traditional way of studying literature and instead applying Aristotelian methods of logic and analysis to texts. His acolytes and he were called the

Photography by Gwen Cates. Copyright 2024, *The Chicago Maroon*. All rights reserved. Reprinted with permission.

neo-Aristotelians. In place of literary history, students would focus on literary criticism. Younger faculty members, including Norman, embraced Crane's ideas, while some of the older department members did not. The disciples called the chairman "boss."

Crane was a teacher who, according to Elder Olson, "presented not a mass of facts but a narrative" and an inquiry into the construction of his own narrative. Crane raised questions: What was a fact? When did a fact become evidence? What kinds of history are there? What was a hypothesis? In a seminar, according to Crane, participants pursued questions for which the professor didn't have answers, and they developed insights into foundational ideas underlying scholarship. Crane's ideas about literary criticism had a profound effect on the teaching of English literature on university campuses across the country. I think Norman felt he couldn't meet Crane's expectations, so he decided not to try. Perhaps he found he didn't agree with the boss's ideas but didn't want to challenge him.

"Crane was a serious thinker," said Herman Sinaiko [AB'47, PhD'61], who served as both the undergraduate advisor and a director of the Committee on General Studies in the Humanities after Norman stepped down. "Norman was a deep thinker. That was part of his problem—he felt he just couldn't measure up."

With Crane in charge, the English department in the 1930s developed a reputation for toughness. There was no way anyone would think that someone as intellectually challenging—and sometimes verbally combative—as Norman, W. Rea Keast [AB'36, PhD'47], Elder Olson, or Crane himself was the stereotypical effete English teacher. The department required its college students to pass a week's worth of exams at the end of the senior year.

These included six hours of open-book tests and a six-hour test on works randomly selected from two hundred titles. Among them were Aristotle's *Poetics*, Darwin's *Origin of Species*, and Gibbon's *Decline and Fall of the Roman Empire* as well as *Moby-Dick* and *Bleak House*. Students didn't know which titles would be chosen, so as they started their junior year, they began reading like crazy. To prepare for the six-hour writing marathon, they picked courses that would help them interpret the texts. Norman's classes became known as ones that fit the bill.

At the beginning of every quarter, students would jam into Norman's classroom on the first day, whether or not they were registered, hoping he would let them stay. This didn't happen—the rooms were too small to accommodate a crowd. Like the other Aristotelians, Norman used the Socratic method in his teaching. One student remembered how she would blather a pretentious, banal answer, and Norman would respond: "A safe

assumption! A safe assumption!" If a student offered an insightful observation, one that may have contradicted what Norman had said earlier in the class, Norman would agree that the student had said something new, adding, "You're right and I'm wrong."

Because his scholarly output was so paltry, Norman was known as an undergraduate teacher. I know he resented being classified as a mere college teacher, and he worked hard to whittle away the chip on his shoulder. I think he felt the English department's university faculty members didn't value his contributions—although Gwin Kolb and Ned Rosenheim [AB'39, AM'46, PhD'53] thought otherwise. He cultivated a persona for himself—the persona of Norman Maclean, a lone wolf from the mountains of Montana, where men were men. This Norman Maclean was a plainspoken, truth-telling, profanity-spouting, chain-smoking tough guy, whose deadpan delivery could silence departmental meetings and whose stare could quiet a room of chattering students. Those who didn't know Norman well were afraid of him. He was a campus legend a few years after he arrived on campus in 1928. Even though Norman had retired in the early 1970s, his reputation persisted. In 1974, when I was a first-year student at Chicago, some older residents in my dormitory couldn't believe I was friends with him. They watched as he strode into Pierce Tower to leave notes in my mailbox, and they whispered about him to each other.

What did they really know about him or his background? All they knew was you didn't want to tangle with Mr. Maclean.

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Excerpted from *Norman Maclean: A Life of Letters and Rivers* by Rebecca McCarthy with permission from the University of Washington Press. Copyright © 2024 by Rebecca McCarthy.



Left: Rebecca McCarthy, AB'77. Below: Maclean with his friend and fellow English professor Gwin Kolb, AM'46, PhD'49, at a Special Collections Research Center exhibition in 1974.

QUESTIONS FOR THE BIOGRAPHER

When Rebecca McCarthy visited Chicago to read at the Seminary Co-op bookstore, the Magazine spoke with her about the biography and its making. McCarthy's comments have been edited and condensed.

How did you come to undertake this book?

I was good friends with Gwin Kolb, a close friend and colleague of Norman's. And Gwin told me, "Becky, you need to start interviewing all the English department faculty before they die. You must write about Norman. You used to fight fires, you lived in Montana. You can do it."

So I started interviewing: John Wallace; Ned and Peggy [JD'49] Rosenheim; Wayne Booth [AM'47, PhD'50]; David Bevington. I mean, anybody. **William Veeder; Robert von Hallberg;** Joe Williams; Frank Kinahan; Richard Stern. And they said, "You need to talk to so-and-so," and I would talk to so-and-so in a different department. And then those folks would suggest others.

At **Joel Snyder's** [SB'61, professor emeritus of art history and Norman Maclean's son-in-law] suggestion, I ran a notice in the alumni magazine, telling readers what I was doing. I got a deluge of mail and phone calls from, I would say, 50 to 100 people. And they all wanted to talk about Mr. Maclean. His class was the only thing that people who finished in the 1930s still remembered. You know, "he saved my

life and changed my life," just all these testimonials.

In researching the book, you went everywhere—to Clarinda, Iowa, where Norman and his parents once lived; to Norman and his brother Paul's college, Dartmouth; to Missoula and Seeley Lake, Montana; and to the Hanna Holborn Gray Special Collections Research Center in Chicago, to name a few. How did you craft all you learned into a narrative?

It was just little by little—accretion, getting all the information. And then I thought, I've got to fish or cut bait. I just started writing. I wrote a version that was chronological. The University of Washington Press sent it out to the first reader, and they said, "Oh, this has a lot



Author photo: Photography by Clara McCarthy. Left: UChicago Photographic Archive, apf1-04074. Hanna Holborn Gray Special Collections Research Center, University of Chicago Library.



of information.” The second reader just excoriated it. I mean, it was not helpful. It was hurtful. But I put that aside and talked to my friend **Daryl Koehn** [AB’77, AM’83, PhD’91], who has written many books, and I let her see what the person had written. She said, “Why don’t you take some of the suggestions? Even in this pile of shit, there might be a few pearls, right?”

So I did. And I just thought, you know what, I’m not going to write a biography, I’m going to tell a story. So people can see Norman and hear Norman and understand how he moved through the world and how he treated other people.

Norman had a lot of students who were tucked under his wing. I wasn’t the only one. Yeah, I was the only one who had fought fires in Montana, and lived in Montana, and knew Seeley

Lake. But there were many other students. **Bill Harmon** [AB’58, AM’68] was one, and he was the longtime head of the English department at Chapel Hill. **Ken Pierce** [AB’63, AM’67], who wrote for the *Village Voice*. There are many people who were successful who Norman had nurtured in some way.

And so, when I started rewriting the book, at first I thought, I can’t. It was too much for me. So I backed up from the first version and then just shone a light on him. At first the book is me showing you him. And then it’s just him being him.

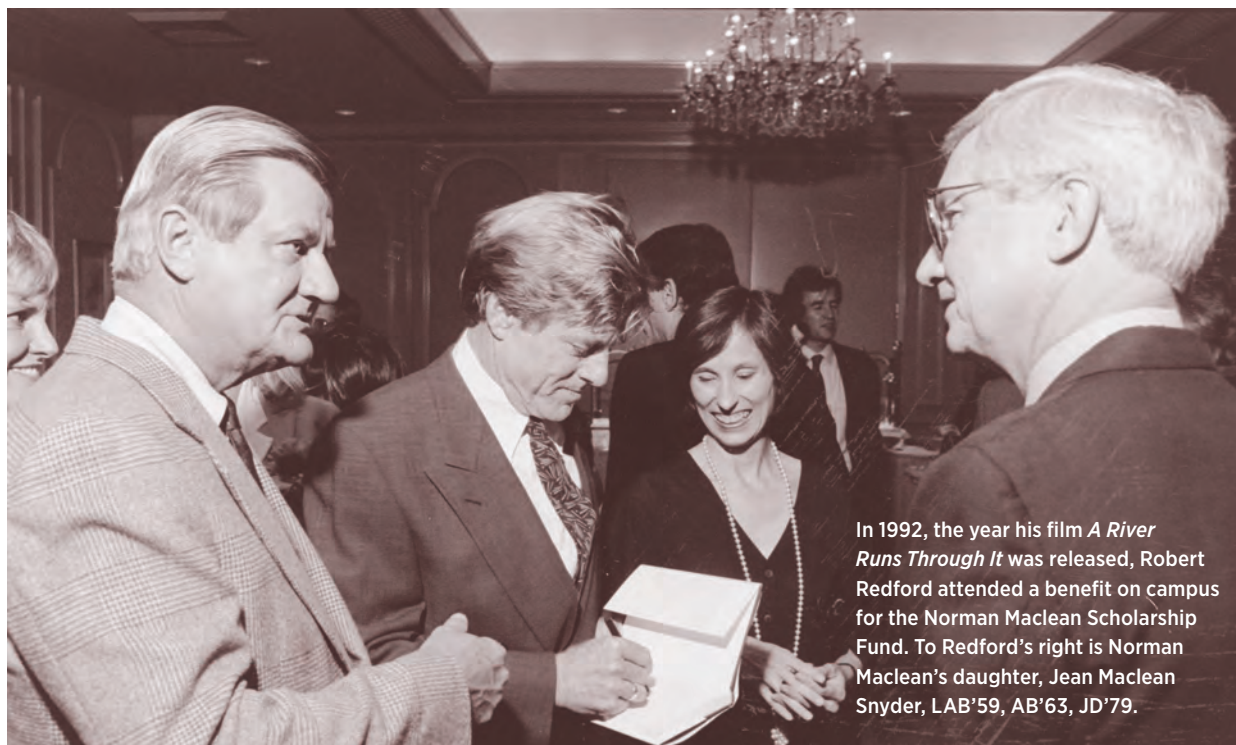
Were there other books you had in mind when you were writing yours?

The hero of what I call witnessed biography—and I love that; when it’s pos-

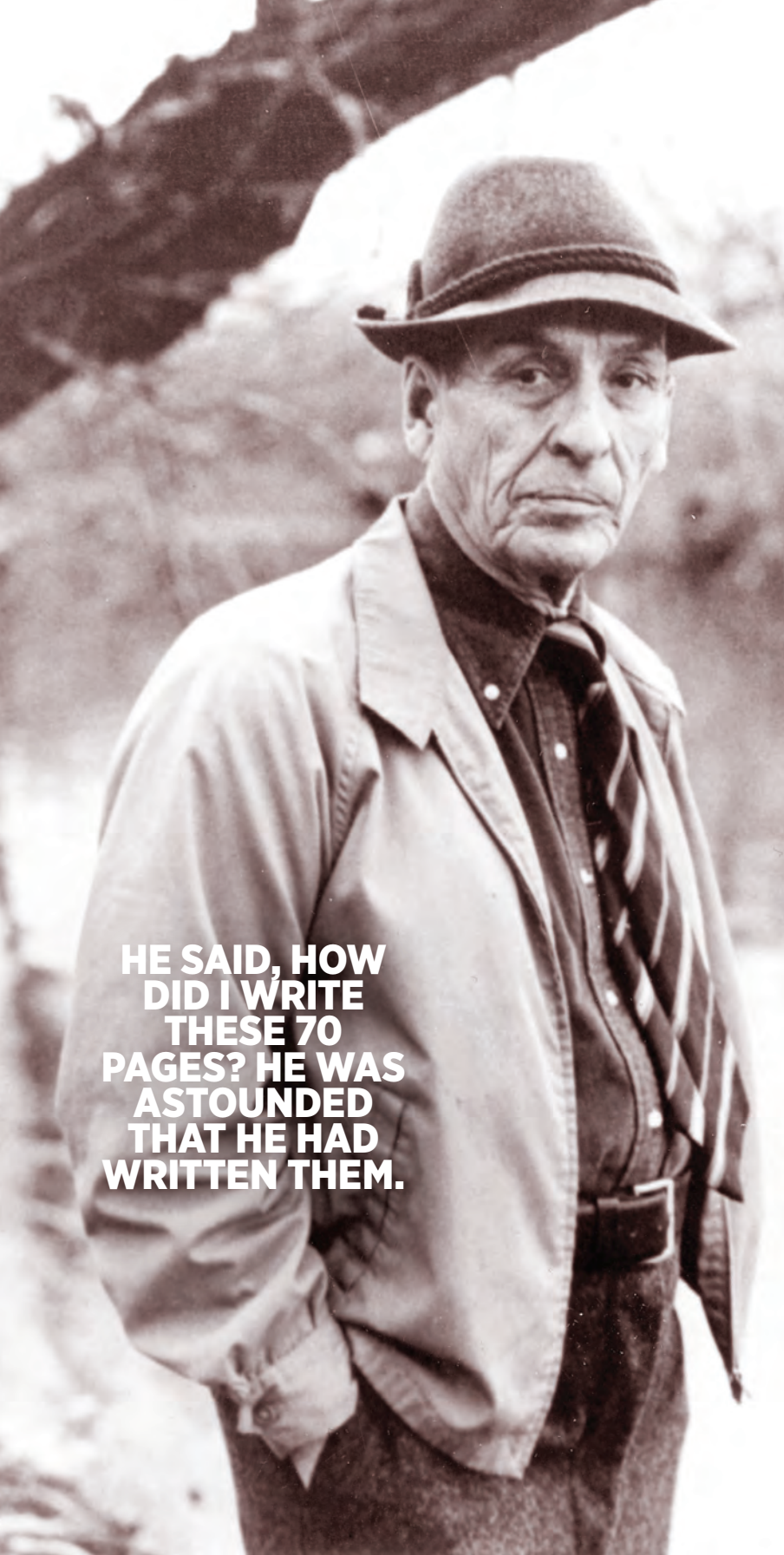
sible, it’s fantastic—is James Boswell. No one will ever top Boswell’s *Life of Johnson*. For biographies that aren’t witnessed, I love Claire Tomalin. I love her biography of Dickens. I read that, and I read her Pepys biography. She wrote a fantastic biography of Thomas Hardy. It’s great. And Norman loved Hardy too, because he made the jump between Victorian and modern poetry. And that’s what I read while I was writing.

You didn’t say what *inspired* me, but those books did, and a book by Candice Millard called *River of the Gods*: a terrific book about Richard Burton, John Speke, and the search for the White Nile. And I read Ron Chernow’s biography of Grant.

I think those are the closest. But I don’t think most of the people I’ve read have been friends with the person, so it’s kind of different.



In 1992, the year his film *A River Runs Through It* was released, Robert Redford attended a benefit on campus for the Norman Maclean Scholarship Fund. To Redford’s right is Norman Maclean’s daughter, Jean Maclean Snyder, LAB’59, AB’63, JD’79.



HE SAID, HOW DID I WRITE THESE 70 PAGES? HE WAS ASTONDED THAT HE HAD WRITTEN THEM.

Did anything in his papers especially catch your eye?

What stood out was the immensity of the task. Robert Caro said, “Turn every page.” I looked at almost everything. Norman was secretary of his condo association, and I read all the minutes. I mean, it was stupid, but I thought maybe he’d said something funny. There were many rabbit holes. I know a lot about [sixth president of UChicago and Maclean’s friend] Larry Kimpton that isn’t in the book—I wasn’t writing about him.

Norman kept a notebook for random thoughts. On one page, he writes that his sister-in-law Dotty Burns had died. Dotty and Kenny Burns were always at Seeley Lake in the summer, and they kind of ran the house. They did the shopping, and Dotty did the cooking, and Kenny chopped the wood, and Norman wrote. Then Dotty had a heart attack, and Norman wrote, This is a dark day, Dotty died, what do I do? Do I (a) find a woman? Do I get married? Do I (b) just fold up my house and stay in Chicago? Or do I (c) hire someone to clean and keep going? He did the third. He talked to Bert Sullivan, who was the postmistress and knew everybody, and she got him a housekeeper. It worked out. But just those questions—it was so funny to me.

In that notebook, you could see the wheels going and going about how he had written 70 pages of *Young Men and Fire* [University of Chicago Press, 1992]. He said, How did I write these 70 pages? He was astounded that he had written them. Then he would set pieces aside. [University of Chicago Press editor] **Alan Thomas** knows a lot more—he had a piece in the *Los Angeles Review of Books* about the writing and assembling of *Young Men*.

But the draft was pretty much there. Norman just couldn’t let it go. Because it was keeping him alive, and he just couldn’t let it go. ♦

Photography by Joel Snyder. SB61; UChicago Photographic Archive, apf1-10425; Hanna Holborn Gray Special Collections Research Center, University of Chicago Library.

PEER REVIEW

WHAT ALUMNI ARE THINKING AND DOING

SMASHING SUCCESS

Construction of the Accelerator Building's \$2.2 million synchrocyclotron was completed in 1951. A kind of cyclotron, this "atom smasher" uses a magnetic field to accelerate subatomic particles to high energies. Over 2,000 tons of steel were used for the particle accelerator's magnet alone. (See "Atom Smashers," page 22.)



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Deaths

Photography by Sarra, UChicago Photographic Archive, apf2-00110, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library

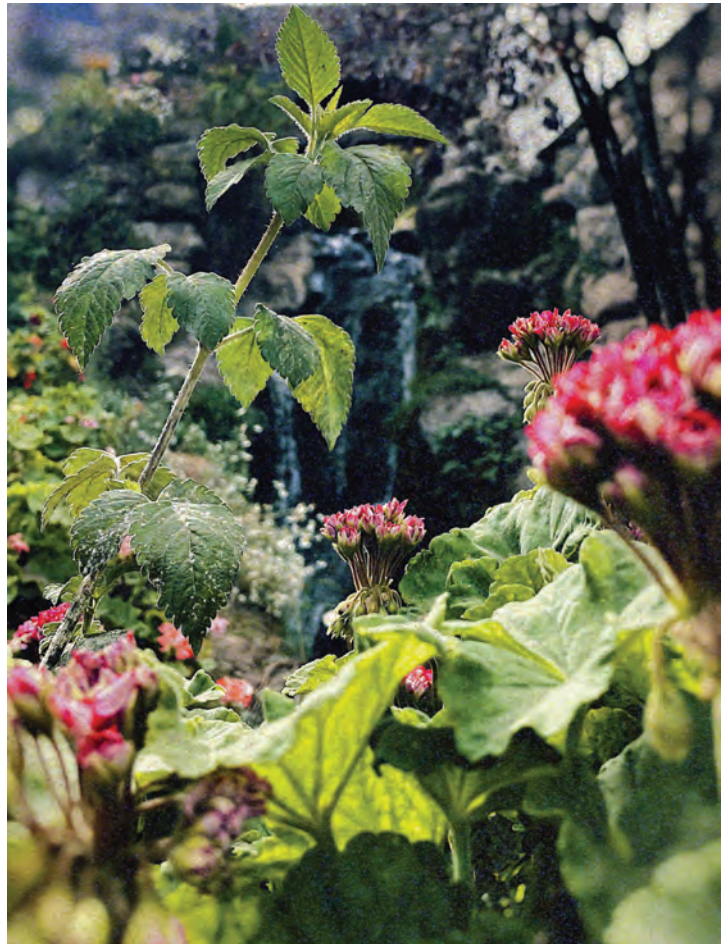
HEALING ARTS

*In photographs and poetry,
River Coello, MPP'17,
reconnects with
ancestral tradition.*

River Coello, MPP'17, is an Ecuadorean American storyteller, activist, artist, and social researcher. In their photography and poetry collection *HAMPI* (For the Birds Trapped in Airports, 2024), which means “medicine” in the Andean Quechua language, Coello documents a healing journey from the United States to Ecuador and Peru.

At the start, the moon offers the poet medicine. But, the moon advises, “you must renounce your shield to let it in.” In the lines that follow, written in English, Spanish, and Quechua, the poet reckons with past lessons and external judgments that caused them to close themselves off, and begins “excavating” and “rearranging” the self. Photographs—of expansive, mountainous landscapes; towering monuments; a patch of thistle or a tangle of bougainvillea—emerge in pairs throughout the book, glimpses of the places the poet calls home. The following is excerpted from *HAMPI*. ♦

—Chandler A. Calderon



the cracking:

i was never meant for small containers,
where i either leaked or evaporated.
i have contorted myself enough.

the claiming:

in my ancestors' language,
the milky way and i are rivers.
in their imagination,
the stars made me in their image:

an irresistible force, never alone,
holding and fusing multiplicities,
flowing and blazing in infinity.



/

el rompimiento:

yo nunca fui para pequeños envases,
donde solía regarme o evaporarme,
y ya me he contorcido lo suficiente.

la reclamación:

en el idioma de mis antepasados,
la vía láctea y yo somos dos ríos.
en la imaginación de mis precursores,
las estrellas me crearon en su imagen:

una fuerza irresistible, nunca sola,
guardando e integrando multiplicidad,
siempre fluyendo y ardiendo en la infinitud.

/

khullu qirukunapaq amapunin karanichu.
paykunapi qarpakuqkani waksikuqkanitaq,
ichaqa manañan q'iwikusaq.

umaqiykunaq qhiswasiminkupi,
ch'askakunaq sutinkuqa mayun.
ñuqaq sutiyaq mayun.

mayuhina kani:
qhapaq,
amapunin sapallachu,
mana tukuyniyuq,
ch'ukllachakuspa,
k'araspa.

UNCHARTED TERRITORY

What teaching middle school taught me about the humanities.

BY BRADY SMITH, AM'09, PHD'15

I did not plan on teaching middle school. When I enrolled in the UChicago English PhD program in 2008, I wanted to be an English professor—probably at a research university, where my career would rise or fall based on articles and books. But academia is fickle, and life happens, so after a few years as a Humanities teaching fellow at UChicago, and then as a writing teacher at Avenues: The World School in New York City, I found myself teaching sixth-to-eighth grade English at a small private school in Park City, Utah.

The experience was transformative. UChicago had trained me for the life of the mind, but Park City Day School's identity was grounded in outdoor education. In addition to helping students grow as readers and writers, I found myself leading hikes in the mountains above Park City, embarrassing myself on Nordic skis, and snowshoeing up a frigid canyon, a sled behind me and a pack on my back, guiding students toward a small backcountry yurt.

Being asked to ski and snowshoe as part of my job gave me some increased fitness and new ways to spend money at REI. Having sole responsibility for the middle school English curriculum also pushed me: it made me think in new ways about the humanities. My UChicago education had taught me that reading, writing, and discussion were the means by which we reflect on and

develop the capacities that make us human. Working with middle schoolers at Park City Day (and now at Rowland Hall in Salt Lake City, where my wife is an administrator and our daughter is in first grade) highlighted the foundational importance of these capacities—but also their extraordinary insufficiency when it comes to helping young people make meaning out of what they do in the classroom.

This was the first time I'd worked with sixth-through-eighth graders exclusively, and the first time I had been asked to develop curricula for those grade levels on my own. The first weeks were rocky. Most teachers develop a kind of muscle memory for classroom routines that makes managing students second nature. I realized almost

It wasn't until our second unit of the year that I stumbled across an insight that would change my approach to teaching in general. It started out as a seeming disaster.

immediately that my teacher muscles had been trained on high schoolers: jokes that landed with 10th graders threw seventh and eighth graders off track for minutes on end; tasks that older students could complete on their own required an array of planners and graphic organizers and checklists; students' use of things like capitalization, punctuation, and even paragraphs was idiosyncratic or worse.

Little by little, I recalibrated my sense of how to run a classroom full of adolescents, but it wasn't until our second unit of the year that I stumbled across an insight that would change my approach to teaching in general. It started out as a seeming disaster. I left a group of sixth graders—wild even by the standards of sixth graders—unsupervised for almost 15 minutes. I'd been talking to a colleague and, in a school with no bells, I completely lost track of time. Realizing the gravity of my error, I rushed back across the building, my mind filled with thoughts of raucous students and fellow teachers' angry glares, only to find my usually wild group of 12-year-olds working intently on their unit project: they were creating *Minecraft* maps of the fantasy novels we'd been reading together.

I wish I could say that the *Minecraft* project was the product of my own pedagogical brilliance, but the credit goes to my former students, who had looked at my proposed assignment and decided they could do better. I had organized



Essays and quizzes have their place—but unconventional assignments, like literature-inspired *Minecraft* maps, can also foster deep engagement with a text.

the year's curriculum as a series of genre studies, pairing each genre with a literary element—in this case, setting. I asked students to pick either Nnedi Okorafor's *Zahrah the Windseeker* or Roshani Chokshi's *Aru Shah and the End of Time* and make maps of the novels' fantasy worlds to better understand how setting and character work together.

The idea didn't land as well as I thought it would. There were puzzled expressions and some blank stares, until one of the students, a competitive figure skater with a talent for direct feedback, suggested that a better idea might be to use the game *Minecraft* instead of markers and paper. From that point on, I was almost redundant in the classroom. Students who normally struggled with focus—especially a boy we'll call Mac, who, like a lot of sixth-grade boys, reminds one of a Jack Russell puppy in human form—suddenly found new meaning in their books.

Both novels posed special challenges to mapping: *Zahrah the Windseeker* features a vast bushland that defies the spatial logic of the everyday world; *Aru Shah and the End of Time* includes similarly confounding episodes of cross-dimensional travel. I had a hard time picturing these spaces in my

efforts at *Minecraft* making, but my students were undeterred. They dove into detailed close readings of their books, taking careful notes on setting and how it related to character, and then spent hours at school and at home translating what they'd read into intricately detailed *Minecraft* worlds. At the end, each student presented their map in class, explaining how they'd translated what they read into their digital constructions, and turned in an essay about how making their map deepened their understanding of the book.

This project was not without its critics, especially certain parents who regarded *Minecraft* as lacking the intellectual merits of something like an essay. But this assignment is a good example of how conventional understandings of rigor can get in the way of student learning. I certainly could have leaned on seminar discussions, quizzes, and essays as a means of asking students to think about setting. It may have worked for some of them. But it would not have worked for all of them, and the intensity with which students engaged in this particular task might have been lost.

In listening to the presentations, I was struck by how carefully they'd

examined their novels and how thoroughly they'd rendered them in their digital worlds. Many of us are accustomed to understanding skills like close reading only in terms of writing and discussion. What the *Minecraft* project showed me as a teacher is that close reading need not be so narrowly prescribed. In my students' creations, I was looking at close reading—nuanced and detailed, perhaps more than anything they would have developed through writing or discussion alone.

I've created several projects alongside students over the past few years of teaching. Almost every time there's at least one moment when they become so invested that they scarcely need my guidance. To be sure, there are low moments too, when students spin their wheels and waste their time and turn in hastily crafted work at the last minute. It wouldn't be middle school otherwise.

Such is the risk that comes with giving students the freedom to decide what all the reading and writing we do day in and day out in school means to them. Sometimes they fail, but they often succeed. I take pride in the progress my students make as writers throughout middle school, and especially in how much more engaged most get at discussing the books we read together. But little brings more joy to this teacher than encountering something like their wonderfully captured *Minecraft* worlds—moments when they bring our group discussions into conversation with a medium that is meaningful to them. It's not necessarily the humanities as I learned to understand them throughout my own education. But it might be the humanities we need. ♦

Brady Smith, AM'09, PhD'15, teaches eighth-grade English at Rowland Hall in Salt Lake City.

NOTES

A SELECTION OF ALUMNI WHOSE NAMES ARE IN THE NEWS

REPORTER REPORT

Two alumni won Pulitzer Prizes in May. **Trina Reynolds-Tyler**, MPP'20, of the Invisible Institute, was awarded the Pulitzer Prize in Local Reporting for "Missing in Chicago," a seven-part investigative series about police negligence in missing persons cases, which revealed that Black women and girls were disproportionately impacted. **Joshua Kaplan**, SB'17, of ProPublica, with four colleagues, received the Pulitzer Prize for Public Service for investigative reporting on billionaires' efforts to exert political influence over Supreme Court justices. Since this work was published, the Supreme Court has adopted its first code of conduct.

WELCOME TO THE NATIONAL ...

Six alumni were elected to the National Academy of Sciences in April: **Zhenan Bao**, SM'93, PhD'95, professor of chemical engineering at Stanford; **Susan L. Cutter**, AM'74, PhD'76, professor of geography and director of the Hazards Vulnerability and Resilience Institute at the University of South Carolina; **Edward L. Glaeser**, PhD'92, professor of economics at Harvard; **Todd R. Golub**, MD'89, director of the Broad Institute, investigator at the Dana-Farber Cancer Institute, and professor of pediatrics at Harvard Medical School; **Jonas C. Peters**, SB'93, professor of chemistry and director of the Resnick Sustainability Institute at Caltech; and **Celia A. Schiffer**, AB'86, professor of biochemistry and molecular biotechnology and director of the Institute for Drug Resistance at the University of Massachusetts Chan Medical School.

... AND AMERICAN ACADEMIES

In April seven alumni were elected to the American Academy of Arts and Sciences: **Alison M. Bell**, AB'96, professor in the School of Integrative Biology at the University of Illinois Urbana-Champaign; **Bruce Carruthers**, PhD'91, professor of sociology at Northwestern; **Susan L. Cutter**; **Nathaniel Hendren**, SB'05, professor



MINK, MINTED

As part of its American Women Quarters Program, the US Mint released a new quarter honoring Patsy Takemoto Mink, JD'51, the first woman of color elected to the US House of Representatives and the first Asian American woman to serve in Congress. Mink, who represented Hawaii for more than 24 years, fought for policies supporting women and education. She authored bills including Title IX, the Early Childhood Education Act, and the Women's Education Equity Act. Title IX was renamed the Patsy T. Mink Equal Opportunity in Education Act following her death in 2002. She received the Presidential Medal of Freedom posthumously in 2014.

TOP RIGHT CORNER

Saul Bellow, EX'39, who taught in the John U. Nef Committee on Social Thought from 1962 to 1993, now appears on a postage stamp. Released by the US Postal Service in February, the stamp features an ink and watercolor portrait of Bellow in front of an L train in downtown Chicago. The city, where Bellow's family settled when he was 9 and where he spent most of his adult life, serves as the backdrop for many of his novels and stories. A 1976 Nobel laureate, Bellow also won a Pulitzer Prize and three National Book Awards, among other honors.

of economics at MIT; **Charles L. Kane**, AB'85, professor of physics at the University of Pennsylvania; **Webb Keane**, AM'84, PhD'90, professor of anthropology at the University of Michigan; and **Vivien Ann Schmidt**, AM'73, PhD'81, professor of European integration and professor emerita of international relations and political science at Boston University.

SOROS FELLOW

Russell Legate-Yang, AB'22, was selected as a 2024 Paul and Daisy Soros Fellow, an honor given to 30

US immigrants or children of immigrants annually in recognition of their potential to make significant contributions to the United States or to their academic fields. The fellowship comes with up to \$90,000 in funding. Legate-Yang's award will support his doctoral studies in economics at MIT, where he will research the effectiveness of K-12 public school education in order to better inform policy decisions. Since graduating from the College, Legate-Yang has worked as a research fellow at MIT's Blueprint Labs.

—Chandler A. Calderon

From left: Image courtesy the US Mint; Image courtesy the US Postal Service

RELEASES

ALUMNI BOOKS, FILMS, AND RECORDINGS



THE NEURODIVERSITY EDGE: THE ESSENTIAL GUIDE TO EMBRACING AUTISM, ADHD, DYSLEXIA, AND OTHER NEUROLOGICAL DIFFERENCES FOR ANY ORGANIZATION

By **Maureen Dunne, AB'98, AM'98;**
Wiley, 2024

Worldwide, 15 to 20 percent of people are neurodivergent—with diagnoses including autism, ADHD, and dyslexia—but most efforts to support neurodivergent workers stop at simple accommodations. **Maureen Dunne** draws on more than two decades of research and case studies, as well as her own experiences as a neurodivergent business leader, to propose a new framework for thinking about neurodiversity in the workplace. She argues that cognitive diversity is an asset for organizations, particularly in an age of technological advancements, and offers practical steps for creating a truly inclusive work environment.

PAST LIVES

By **V. Joshua Adams, AM'02, PhD'14;**
JackLeg Press, 2024

"A lot of people have past lives they are covering up. / For example, I was once an Episcopalian," writes **V. Joshua Adams** in "Nautical Maps," one of 49 poems in his first full-length collection. In a tone by turns humorous and confessional, Adams invites readers to

consider questions of desire, history, and aging. Organized into three parts, or "lives," the collection begins with playful evocations of childhood, which give way to abstract imagery and experimentation with form. Throughout, Adams introduces unexpected associations, imbuing ordinary moments with a surreal quality.

ARCHITECT

By **Alison Thumel, AB'14; University of Arkansas Press, 2024**

"Five years after my brother's death, I audited an architecture class on Frank Lloyd Wright," begins the poet's answer to the question "How are you coping?" In the collection that follows, **Alison Thumel** brings together poetry, prose, and visual art as she reflects on loss, family, and the spaces we occupy. In Thumel's writing the midwestern landscape becomes a character of its own: it is the backdrop and inspiration for Wright's prairie style buildings, but also a fearsome and dangerous force. This debut collection is an exploration of grieving and starting again.

DREAM CITY

By **Douglas Unger, AB'73; University of Nevada Press, 2024**

In this novel **Douglas Unger** takes readers behind the scenes of the artificial dreamworld of Las Vegas, into the

offices and homes of the real estate moguls and resort executives orchestrating the development boom of the '90s and early aughts. The novel follows failed actor-turned-hotel marketer C. D. Reinhardt as he navigates the cynicism and muddy ethics of this environment, struggling to maintain relationships and keep a grip on his sense of right and wrong. In a city built on desire and greed, Unger asks, is redemption possible?

THE MUSIC NEVER DIED: TALES FROM THE FLIPSIDE

By **Mark Swartz, AM'93; Verse Chorus Press, 2024**

In these imaginative stories, **Mark Swartz** writes of musicians who died too young, interspersing scenes from the afterlives of some with imagined alternate fates for others. In the afterlife—at least in Swartz's telling—people are grouped by how they died, and Amelia Earhart has opened a music lounge where Glenn Miller, Buddy Holly, and Otis Redding perform. Others are spared an early death: Biggie Smalls is befriended by Yoko Ono, and Amy Winehouse recovers at an eccentric aristocrat's Caribbean retreat. Through these unexpected vignettes, Swartz explores what might happen if we had just a little more time with these artists.

—Chandler A. Calderon

For additional alumni book releases, use the link to the *Magazine's* Goodreads bookshelf at mag.uchicago.edu/alumni-books.

ALUMNI NEWS

FROM THE CLASSES, SCHOOLS, AND DIVISIONS

To protect the privacy of our alumni, we have removed the class notes from this section. If you are an alumnus of the University and would like class notes from our archives, please email uchicago-magazine@uchicago.edu.




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What's new? We are always eager to receive your news, care of the Alumni News Editor, *The University of Chicago Magazine*, 5235 South Harper Court, Chicago, IL 60615, or by email: uchicago-magazine@uchicago.edu. No engagements, please. Items may be edited for space, clarity, civility, and style. As news is published in the order in which it arrives, it may not appear immediately. We list news from all former undergraduates (including those with UChicago graduate degrees) by the year of their undergraduate affiliation. All former students who received only graduate degrees are listed in the advanced degrees section.



Microgreens: Florence (Kilvary) Slifer, PhB 1918, inspects a tiny plant in a University greenhouse in 1917. The botany department had expanded its greenhouses three years before, adding two buildings next to Ellis Hall (which housed the University Bookstore from 1919 until the building was demolished in 1970). The greenhouses were home to a number of rare and tropical plants, including cycads, a tree that produced lemons 14 inches in circumference, and, reported the *Maroon* in 1916, a “forest” of 12-foot-tall tomato plants. (DN-0067779, Chicago Daily News collection, Chicago History Museum)

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Matters of State: Chicagoans go about their business at the corner of State and Madison in 1959. Walgreens occupies the same site today, but many of the neon-signed shops and eateries have given way to retail chains. The Chicago Building on the far left is now a School of the Art Institute of Chicago residence hall. The historic McVickers Theater stands in the background, advertising Otto Preminger's controversial film adaptation of *Porgy and Bess* (1959). In the early 21st century, an office building took its place. (Photography by Mildred LaDue Mead; UChicago Photographic Archive, apf2-09933, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)



Focused study: Library staff gather in the new Far Eastern library. In 1961 two adjacent study rooms on the first floor of Harper Memorial Library were converted to house this library, which brought together two existing collections. The Far Eastern collection, with its then 135,000 volumes, had been housed in what is now the Institute for the Study of Ancient Cultures; the 5,000-volume South Asia reference collection had been located in the classics library. Today the East Asian collection, occupying most of the Regenstein Library's fifth-floor stacks, includes extensive holdings in Chinese, Japanese, and Korean; numerous rare books in Tibetan, Mongolian, and Manchu; and much more. The Southern Asia Collections include a reference collection on the Reg's fifth floor, as well as over 10,000 maps of South Asia on the third floor, among other resources. (UChicago Photographic Archive, apf2-06273, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)



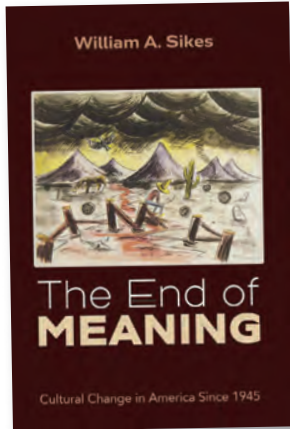
Uplifted: Students prepare for a parade to celebrate the 1973 rededication of Harper Memorial Library as the College's center, after it was renovated to house the College's administrative offices and communal spaces for students. Did you experience Harper's transformation from library to College core? Share your memories at uchicago-magazine@uchicago.edu. (Photography by Frank Gruber, AB'74; UChicago Photographic Archive, apf4-04113, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)



Library science: Eckhart Library, pictured in 1982, opened its doors in Gothic style in 1930 and was completely remodeled in 2013 to make space for more offices and to make the stacks more accessible. The library originally housed physics, astronomy, and mathematics collections. Today the library primarily houses mathematics monographs, as well as course reserves for math, statistics, and computer science classes. (UChicago Photographic Archive, apf2-02186, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)



Fans of the flame: The Olympic Flame breezed through the quads in 1996, on its way to Atlanta for the summer games. Five-time track and field Olympian Willye White (at left) was one of 10,000 torchbearers to carry the Olympic Flame on its 15,000-mile trip around the country. John J. MacAloon, AM'74, PhD'80, a pioneer of Olympic studies, played no small role in bringing the torch to campus, and spoke at the ceremony about the University's historic connections to the Games. Maroons were the first Chicagoans to compete in the Olympics—in track and field in the 1900 Paris Summer Games. Many more have followed in their footsteps. Ted Haydon, LAB'29, PhB'33, AM'54, coached the US track and field teams in the 1968 and 1972 Olympic Games. (Photography by Luke Swistun, AB'99; Copyright 2024, The Chicago Maroon. All rights reserved. Reprinted with permission.)



The End of Meaning Cultural Change in America Since 1945

Towards the end of the twentieth century books proclaiming the “closing” of America’s mind, the “collapse” of her communities, and the “end” of her art, literature, education and more, began appearing with regularity. The underlying theme in all such works is the loss of those experiences that give our lives meaning. In *The End of Meaning: Cultural Change in America Since 1945*, readers learn to recognize these experiences, realize how prominent they were in the postwar period (c. 1945-65),

understand the forces that have brought about their extraordinary decline (in our families and communities, universities and religious institutions, films and popular music, fine arts, labor and more) and realize the implications of this loss for our society and our humanity. In doing so the book provides a way of thinking about a vital subject—one which, despite its enormous importance, has never been examined in a broad and systematic way capable of generating real understanding, discussion and debate.

William A. Sikes studied at U.N.C.–Chapel Hill, Harvard (MDiv), and the University of Chicago before receiving his doctorate from the University of Pennsylvania. Dr. Sikes is the author of *The Psychological Roots of Modernism: Picasso and Jung* (Routledge, 2015). *The End of Meaning* is available on Amazon or at www.wipfandstock.com.

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Security tapes: Lawrence Fisher, AM'55, PhD'56, then associate professor in the Graduate School of Business (now Chicago Booth) and founding associate director of the Center for Research in Security Prices (CRSP), works with a lab technician in 1963 to count computer tapes from a study of investments in common stocks and rates of return on the New York Stock Exchange. (UChicago Photographic Archive, apf1-06108, Hanna Holborn Gray Special Collections Research Center, University of Chicago Library)

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GLOBAL PUB TRIVIA NIGHT

Questions written by UChicago alumni

THURSDAY, OCTOBER 10

What name for a carnival area comes from the 1893 World's Columbian Exposition in Chicago? (Do you know?!) Take on fun questions like this at Global Pub Trivia Night, which is back virtually and in person—in Chicago, New York City, San Francisco, and now London. Test your wits against fellow Maroons who are just as competitive (in a friendly way!) as you are. Earn prizes, enjoy snacks and signature drinks, and vie for intellectual glory.

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HONOR ROLL

Phoenix Society members lead the way in supporting the University's students, faculty, programs, and facilities. These new members were welcomed into the society from July 1, 2023, to June 30, 2024.

Richard Alexander, JD'69	Barbara Gottschalk, AM'66, and Thomas Gottschalk, JD'67	Robert J. Richards, PhD'78, and Barbara A. Richards
Barbara Andrews, CER, AM'98	William Hansen, JD'73, and Marlene Hansen	Charles Ritter, MBA'74
Gordon Banks, MD'77	James Norton Heasley Jr., AB'69	Kathleen Dooley Sellick, MBA'84
Claudia Boatright	Shelley Holloway and Christopher Holloway	Duane Shinnick, JD'74, MBA'74, and Phyllis Shinnick
James Boggan, MD'76, and Jennie Boggan	S. Timothy Kochis, MBA'79, and Penelope Wong	Eugene Sitzmann, PhD'89
Alesia Gail Booth, AM'83	Carol Levin, AM'66	Miles Smith, JD'74
John Bostrom, MD'62	Peter Livingston, AM'78, and George Eighmey	Ann Spiotto, JD'72
Mary Ann Capek	Judy Magill and David Magill	Cynthia Sternau, AB'79
Otto Capek Jr.*	Mary Ann McCamant, AB'76	Mindee Wasserman, MBA'87
Candice Cole	Michael McKay, MBA'88	Sandra Wess, AB'64
Cynthia Collins and David Collins	Kenneth Mischner, JD'72, and Jennifer Elden Mischner	Chloe Willstrom, MBA'13, and Grete Willstrom, MBA'16
Katherine Commons and James Commons	Michele M. Montllor, AB'77, and David L. Nelson	Robert Kenneth Wilson-Black, AM'92, PhD'02
Glendine M. Conrad	Mark Moore, JD'83, and Linda Moore	Jeffry A. Peters and David E. Young
Calvin Dixon, AB'71, and Daisy Dixon	Donna Murasky, JD'72, and Craig Dean	Stuart O. Zimmerman*, AB'54, PhD'64, and Judith M. McConathy
Anne Dvorak	Eileen Nielsen, AM'76	Seven anonymous donors
Randolph Floyd, AB'79, MBA'83	Michael Ranis, AM'77, PhD'83	
Jonathan Fox, AB'79, PhD'85, MD'87, and Suzanne Markel-Fox		
Jared William Gasman, AB'08		

**Deceased*

DEATHS

FACULTY AND STAFF

Howard Stein, PhD'58, professor emeritus in the Department of Philosophy and the Committee on the Conceptual Foundations of Science, died March 8 in Chicago. He was 95. Stein's scholarship explored the foundations and history of physics, spanning antiquity to the present. With his undergraduate degree from Columbia University, Stein next studied at UChicago with Rudolf Carnap, a founding figure in the field of the philosophy of science, before earning his master's degree in mathematics at the University of Michigan. Stein taught at UChicago and then Brandeis, Case Western Reserve, and Columbia Universities before returning as a member of the philosophy faculty from 1980 to 2000. His writing during that period included papers on contemporary quantum theory and perspectives on ancient physics and mathematics. His many honors include election to the American Academy of Arts and Sciences. He is survived by a daughter, a son, a sister, and a brother.

William Walker Tait, professor emeritus in the Department of Philosophy and the Committee on the Conceptual and Historical Studies of Science, died March 15 in Naperville, IL. He was 95. Over his 60-year career as a philosopher and mathematician, Tait made significant contributions to his main areas of research: mathematical logic, especially proof theory and finitism, and the philosophy and history of mathematics and logic. A graduate of Lehigh University, Tait attended the Summer Institute for Symbolic Logic at Cornell University in 1957, while a doctoral student at Yale, where he met several logicians who influenced his work. Before joining the UChicago faculty in 1972, he taught at Stanford, the University of Illinois Chicago, and Aarhus University. A member of the American Academy of Arts and Sciences, Tait continued to pursue his research after retiring in 1996. Survivors include his partner, **Rebecca West**, the William R. Kenan Jr. Distinguished Service Professor Emerita in the Departments of Romance Languages and Literatures and Cinema and Media Studies; a daughter; and two grandchildren.

Manfred "Fred" Ruddat, associate professor emeritus in the Department of Ecology and Evolution, of Chicago, died March 2. He was 91. With his PhD from the University of Tübingen in Germany, Ruddat joined the UChicago faculty in 1964. He received a 1969 Quantrell Award for Excellence in Undergraduate Teaching and was an associate dean of students from

1988 to 2004. The author of numerous research articles, he served as editor in chief or coeditor of the *International Journal of Plant Sciences* for 37 years. A longtime Hyde Park resident, Ruddat was a member of the American Society of Plant Biologists and the American Association for the Advancement of Science. Survivors include a daughter, **Monica B. Roelandse**, LAB'84, AB'88; a son, **Michael S. Ruddat**, LAB'81, AB'85, MD'89; and six grandchildren.

W. Ralph Johnson, the John Matthews Manly Distinguished Service Professor Emeritus in the Department of Classics, died April 13 in Culver City, CA. He was 90. Johnson earned his PhD in classics at the University of California, Berkeley, and taught there and at Cornell University before joining the UChicago faculty in 1981. He also held visiting professorships at UCLA and the University of Michigan. A specialist in Latin poetry and poetics, Johnson authored several books, including the influential *Darkness Visible: A Study of Vergil's Aeneid* (1976). He also wrote fiction and poetry and was fluent in five languages. After retiring in 1998, Johnson taught in the classics department and at the Graham School until 2011. He is survived by a daughter, **Leatrice Oram**, AB'88; a son; and three grandchildren.

Donald Whitcomb, PhD'79, research associate professor in the Institute for the Study of Near Eastern Cultures and the Department of Near Eastern Languages and Civilizations (NELC), died February 8 in Chicago. He was 79. A pioneering scholar of Islamic archaeology, Whitcomb investigated the history of Islam through excavations across the Middle East. He trained generations of students in archaeological fieldwork, created master's and doctoral programs in Islamic archaeology at UChicago, and authored eight books and numerous articles about excavations and museum exhibitions. In 2018 Whitcomb received the Middle East Medievalists Lifetime Achievement Award. He was a research fellow at the American Center of Research in Jordan, the American Research Center in Egypt, the Smithsonian Institution, the Field Museum of Natural History, and the Metropolitan Museum of Art. He is survived by his wife, **Janet H. Johnson**, AB'67, PhD'72, the Morton D. Hull Distinguished Service Professor Emerita in NELC; two children; and a brother.

1940s

Louise (Tibbetts) Smith, LAB'35, MAT'43, died December 29 in Bennington, VT. She was 105. Smith studied English literature

at Wellesley College and child development at UChicago. During and after World War II, she did relief work in France and Italy. She later worked in day care centers and preschools in Chicago, New York, Philadelphia, and Bethesda, MD. Smith was active in the Washington, DC-area Wellesley alumnae community and composed a song that has been sung at the college's reunions for 85 years. Survivors include her son.

Wilmar Jensen, PhD'45, of Modesto, CA, died January 6. He was 96. The California native took a train across the country by himself to attend the College, graduating at age 17. When he turned 18, he was drafted into the US Army and fulfilled two years of postwar service in the Philippines. Jensen later completed bachelor's and law degrees at Stanford and practiced law in Modesto for 72 years. He also launched a family farming operation producing eggs, almonds, and walnuts and was active for decades in the Republican Party, Masonic Lodge, and Rotary Club, as well as on local nonprofit boards for organizations such as Community Hospice. Survivors include his wife, Judy; four children; nine grandchildren; and two great-grandchildren.

Gerald S. Picus, SB'47, SM'50, PhD'54, of Reseda, CA, died February 21. He was 98. Following US Navy service during and after World War II, Picus earned his doctorate in physics, studying and teaching with Enrico Fermi and Edward Teller. He worked at the US Naval Research Laboratory in Washington, DC, before accepting a position with the Hughes Aircraft Company in California. In retirement he was a visiting fellow in physics at Caltech and enjoyed travel and cultural events. Survivors include his wife, Joy; three children, including **Lawrence O. Picus**, AM'87; six grandchildren; and two great-grandchildren.

David L. Rosenberg, PhD'48, SB'50, MD'54, died January 21 in Highland Park, IL. He was 95. Rosenberg established a private psychiatry practice and was a consulting psychiatrist at Highland Park Hospital beginning in the mid-1960s. He served on the UChicago and Northwestern University faculties and consulted for the Consulates of Germany and Switzerland on the psychological impact of the Holocaust. Rosenberg dedicated time to family, travel, concerts, and UChicago alumni activities, including Phi Gamma Delta gatherings, both before and after retiring in 2015. His wife, Petra (Herd) Rosenberg, EX'53, died in 2016. He is survived by three children and seven grandchildren.

To request an obituary for a faculty member, staff member, or former student, please send a previously published obituary or a note that includes their accomplishments, surviving family members, and significant facts care of the Alumni News Editor, *The University of Chicago Magazine*, 5235 South Harper Court, Chicago, IL 60615, or by email: uchicago-magazine@uchicago.edu.

Beaty (Rosenblum) Harris, AM'49, of Northbrook, IL, died September 23, 2023. She was 98. She enjoyed playing cards, golfing, and dancing. She is survived by two children, including **Janet Harris Wolf**, AM'74; four grandchildren, including **Rachel Wolf Dietrich**, MBA'15; and five great-grandchildren.

1950s

William T. Barnes, AB'50, of Briarcliff Manor, NY, died April 2. He was 95. Barnes studied English literature in the College and became a special education teacher in 1957 at the League School in Brooklyn, a day school serving children and young adults with behavioral and emotional difficulties. In 1968, working with the Association for Mentally Ill Children, he was named executive director of the newly founded Clear View School in Westchester County. He remained in that role for 44 years, developing a therapeutic milieu to meet children's needs and help them grow, learn, heal, and lead productive lives.

Budd B. Adams, AB'51, died February 20 in Lynchburg, VA. He was 93. After graduating from the College, Adams earned a second bachelor's degree in geology from the University of Illinois and a PhD in geophysics from the University of Wisconsin. In 1960 he started work at Columbia University's Hudson Laboratories, an oceanographic research center supported by the Office of Naval Research. During the Cold War, he did top secret sonar research at the US Naval Research Laboratory in Washington, DC, and later worked as a program manager at NRL's Stennis Space Center location in Mississippi. In retirement Adams studied genealogy, art, and history. He is survived by two daughters, five stepdaughters, three grandchildren, and three great-grandchildren.

Bruce Collard, AB'53, JD'56, of Sausalito, CA, died February 10. He was 89. In the 1960s Collard served on the original staff of the Peace Corps, opening its volunteer program in Nepal. He later worked for the Asia Foundation in Tokyo and then in international banking, including at a position in Paris with Bank of America, before becoming an entrepreneur. He is survived by his wife, Eve; four children; and six grandchildren.

Willys Kent Silvers, PhD'54, of Gladwyne, PA, died January 24. He was 95. A Johns Hopkins University graduate, Silvers spent summers doing biomedical research at the Jackson Laboratory in Bar Harbor, ME, before enrolling in UChicago's zoology doctoral program. He joined the University of Pennsylvania's genetics department in 1965, where he focused on pigment cell biology and transplantation biology and won two teaching awards. Silvers served on the Jackson Laboratory board of scientific overseers and, after retiring from Penn in 1996, conducted research at Fox Chase Cancer Center. Survivors include two children and two grandchildren.

Norman G. Swenson, AB'55, MBA'61, died August 12, 2023, in Palos Heights, IL. He was 88. A US Army veteran and former business professor at City Colleges of Chicago's Olive-Harvey College, Swenson founded the Cook County College Teachers Union, serving as its president for 40 years. Two strikes he led in the 1960s resulted in the first collective bargaining contract for public employees in Chicago. As a vice president for the American Federation of Teachers, Swenson helped organize community college faculty around the country; he was also an international observer for the 1994 South African presidential election. Survivors include his wife, Ellen; three children; and two grandchildren.

Joseph Palombo, AM'59, of Lake Forest, IL, died June 10, 2023. He was 94. A graduate of The New School for Social Research and Yale, Palombo studied and taught at what is now the Crown Family School of Social Work, Policy, and Practice. As an author, speaker, educator, and clinician, he focused on disorders of the self that often accompany neuropsychological deficits in children, adolescents, and adults. He was the founding dean of the Institute for Clinical Social Work in Chicago and distinguished director emeritus of its Joseph Palombo Center for Neuroscience and Psychoanalytic Social Work. Survivors include a daughter.

1960s

Judith "Judy" McCombs, AB'60, AM'61, died April 27 in Olney, MD. She was 85. McCombs published five books of poetry, hundreds of poems and works of short fiction, and two books on Margaret Atwood. She was the founding editor of the 1970s feminist literary magazine *Moving Out*. The recipient of a National Endowment for the Humanities Fellowship, McCombs taught creative writing at Wayne State University and the College for Creative Studies in Detroit as well as at the Writer's Center in Bethesda, MD. She is survived by her husband, **Ernst Benjamin**, AM'60, PhD'72; a daughter; a son; a sister; a brother; and two grandchildren.

Anthony N. Penna, AM'61, died March 1 in Waltham, MA. He was 84. During Penna's 25 years at Northeastern University, he first served as provost and then taught environmental history, chairing the department's graduate program during the 1990s. Before that, he taught and held administrative positions at Carnegie Mellon University, where he received his doctorate. Penna's many books include *The Human Footprint: A Global Environmental History* (2010). He also launched an environmental history seminar series at the Massachusetts Historical Society for academics and the wider public. He was a well-traveled hiker and a longtime volunteer with Habitat for Humanity. He is survived by a daughter, a son, and a grandchild.

Donald G. Lindburg, AM'62, of San Diego, died April 6. He was 91. Lindburg's curiosity and love for animals led him to a career in global wildlife conservation. With his doctorate in anthropology from the University of California, Berkeley, he studied primates in their natural habitats in India and Indonesia and taught anthropology at several universities. Joining the San Diego Zoo staff in 1979, he directed its cheetah conservation program and giant panda project, welcoming America's first baby panda born in captivity and promoting joint research with China. He is survived by a daughter, a son, five stepchildren, a sister, a brother, four grandchildren, and three step-grandchildren.

Edward C. Stone, SM'59, PhD'64, died June 9 in Pasadena, CA. He was 88. Stone is best known as the chief project scientist for NASA's Voyager mission, which provided the first high-resolution images of Jupiter, Saturn, Uranus, and Neptune. Raised in Burlington, IA, he attended Burlington Junior College (now Southeastern Community College) before attending graduate school at UChicago. He then joined the physics faculty at Caltech, where he spent the next six decades. In 1972 Stone began work on the Voyager mission and its twin spacecraft, both of which launched in 1977 and remain in operation today as they explore the Milky Way; in 2012, Voyager 1 became the first human-made object to enter interstellar space. From 1991 to 2001, Stone led NASA's Jet Propulsion Laboratory, overseeing projects including the Mars Pathfinder mission and the launch of the Cassini and Galileo spacecraft. Among many honors, he received the National Medal of Science, the NASA Distinguished Public Service Medal, and UChicago's 2015 Alumni Medal. His wife, Alice Stone, EX'62, died in 2023. He is survived by two daughters and two grandsons.

Anthony Barton, AM'60, PhD'64, died February 22 in Pittsburgh. He was 89. A founding faculty member of Duquesne University's psychology department, Barton helped create a graduate program devoted to an existential phenomenological approach to therapy and counseling. For nearly 60 years, he taught Duquesne students, supervised therapists in training, and counseled hundreds of clients in his private psychotherapy practice. Barton studied Gestalt psychology, hypnotherapy, group and family therapies, and Buddhism, and he authored two books. He also helped with local animal rescues and adoptions. He is survived by his wife, Carolyn DeForest; seven children; a sister; 21 grandchildren; and 16 great-grandchildren.

J. David Colfax, PhD'64, died November 12 in Boonville, CA. He was 87. A sociologist, Colfax was fired from the University of Connecticut faculty for his political activism against the Vietnam War. In 1973, after he was denied tenure at Washington University, he left academia to build a house,

start a farm, and homeschool his four sons with his wife, Micki, in Northern California. The couple authored two influential books about homeschooling. Colfax also served as a Mendocino County supervisor and advocated for environmental causes. Survivors include his wife, four sons, a sister, and nine grandchildren.

John L. Etter, MBA'64, of Dexter, MI, died April 4. He was 87. A US Army veteran, Etter received his undergraduate and law degrees from the University of Michigan. In 1971 he cofounded the law firm of Reading & Etter, where he practiced for his entire career. Outside of work, Etter loved to spend time with family in northern Michigan and was a passionate paddleball player and Michigan football fan. Survivors include three sons, three sisters, and six grandchildren.

David R. Heise, AM'62, PhD'64, died September 28, 2021, in Bloomington, IN. He was 84. A Rudy Professor Emeritus in the sociology department at Indiana University, Heise was known for his groundbreaking work in affect control theory, which links culture with social behavior. His many honors include distinguished career awards from four sections of the American Sociological Association—Social Psychology, Sociology of Emotions, Mathematical Sociology, and Methodology—and from the International Academy for Intercultural Research. In 2022 *American Behavioral Scientist* published a special two-part issue to celebrate and build on Heise's scholarly contributions. Survivors include his son.

Lester S. Barritt, MBA'65, of Western Springs, IL, died April 20. He was 90. A DePauw University graduate, Barritt served as a US Air Force pilot and intelligence officer and achieved the rank of captain. He went on to a career managing office buildings and other commercial properties in the Chicago area, pursuing entrepreneurial ventures, and serving as a longtime member and president of the Building Owners and Managers Association of Chicago. He is survived by two children, seven grandchildren, and great-grandchildren.

Eleanor P. Simpson, AB'65, of Creve Coeur, MO, died April 17. She was 79. Simpson earned a master's degree in sociology from the University of Wisconsin-Madison and later graduated from Saint Louis University School of Law while raising her family. A licensed attorney, she was active on a local private school board and with the Missouri House Rabbit Society. She is survived by her husband, **Joseph R. Simpson**, PhD'67; two sons; two siblings; and five grandchildren.

Robert S. Greenberg, PhD'66, of Newton, MA, died March 21. He was 89. Greenberg was a graduate of Reed College, a Fulbright Scholar at the Universities of St. Andrew's and Oxford, and a Woodrow Wilson Fellow at UChicago. He taught philosophy for more than 60 years, including at Brandeis

University from 1966 to 2020. Greenberg published three books on the philosophy of Immanuel Kant and centered his teaching on Kant, metaphysics, and the history of philosophy. Survivors include his wife, **Maida Jablon Greenberg**, AM'61; three children; and six grandchildren.

Joseph L. Gray III, AM'59, PhD'67, of Lakewood, OH, died April 29. He was 94. After serving in the US Air Force from 1946 to 1949, Gray graduated from Washington and Lee University. He studied in Germany as a Fulbright Scholar and a Goethe-Universität Fellow, and while at UChicago he was active at International House. In 1970 Gray joined what is now the Department of World Languages and Cultures at Bowling Green State University, where he served as chair, expanded language offerings, and taught German until retiring in 2003. He is survived by two sons, a brother, and three grandchildren.

Wendell H. Adair Jr., JD'69, of St. Joseph, MI, died April 21. He was 80. An Emory University graduate, Adair practiced corporate law in Chicago and New York. After retirement he and his wife moved to Sawyer, MI, and launched a small business investing and building houses in the area. He is survived by his wife, Monica; a daughter; two sons; a sister; a brother; and four grandchildren.

Linda R. Hirshman, JD'69, died October 31 in Burlington, VT. She was 79. Hirshman began her legal career at a firm that represented labor unions, arguing several cases before the US Supreme Court. She later completed a doctorate in philosophy, taught at the Chicago-Kent College of Law, and taught philosophy and women's studies at Brandeis University. In 2005 Hirshman penned a controversial article for the *American Prospect* that decried the trend of highly educated women leaving the workforce to stay home and raise children. Five books followed, on topics such as feminism, gay rights, and abolition history. She is survived by her daughter, **Sarah Shapiro**, LAB'93; two stepdaughters; and seven grandchildren.

Bernard M. Kosowski, MBA'69, of Valley Forge, PA, died February 1. He was 83. After earning a bachelor's in chemistry at Purdue University and then serving in the US Army, chemical brigade, Kosowski joined the US Army Reserve while pursuing his MBA. He then spent 20 years at Atlantic Richfield Company in Pennsylvania, becoming its global business director for specialty chemicals; afterward, he launched two businesses: MACH I in 1985 and Reactive Metals International Inc. in 2010. A chemical and ordnance officer in the Army Reserve, he achieved the rank of colonel and was awarded the Legion of Merit for his service. Survivors include two children, three siblings, and four grandchildren.

Karen J. Sweeney, MFA'68, MAT'69, of Estero, FL, died April 18. She was 82. Sweeney earned a fine arts degree at St.

Xavier University and was an accomplished artist and painter. As the owner of Karen Sweeney Interiors, she decorated and staged many homes in Illinois and Florida. Moving with her husband from Frankfort, IL, to Naples and Estero, FL, she volunteered weekly at Hope Hospice for many years and read to students in local schools as part of the literacy council. She is survived by her husband, **Frederick L. Sweeney Jr.**, MBA'66; a daughter; a sister; and three grandchildren.

1970s

Jerome H. Barkow, AM'66, PhD'70, died April 30 in Halifax, Nova Scotia. He was 80. After earning his psychology degree from Brooklyn College and completing graduate studies in the Committee on Human Development, Barkow joined the faculty at Dalhousie University in Halifax. He taught anthropology there for nearly 40 years, doing fieldwork in Niger, Nigeria, and Indonesia, and specializing in the evolution of human behavior and evolutionary psychology. Combining those interests with his lifelong love of science fiction, Barkow became a board member of Messaging Extraterrestrial Intelligence. He is survived by his wife, Irma Juuti; a daughter; a son; and two grandchildren.

Peter Jon Nagourney, AM'62, PhD'71, of Ann Arbor, MI, died January 20, 2023. He was 82. An educator and activist, Nagourney studied English literature at the City University of New York and UChicago. He was a Fulbright Scholar in London and taught at the University of California, Santa Barbara; Wayne State University; and the University of Michigan. As a consultant, he designed and led training and database programs for businesses and nonprofit organizations; he also was a neighborhood organizer in Ann Arbor and Detroit. Survivors include his wife, Reena Liberman, and two sons.

Emmanuel Hatzidakis, EX'73, of Chania, Greece, died January 9. He was 82. Born and raised on Crete, Hatzidakis studied classics at Oberlin College and UChicago before earning his master's in divinity from Holy Cross Greek Orthodox Theological School. He served as a priest of the Greek Orthodox Archdiocese of America from 1988 to 2019 and founded Orthodox Witness, a ministry dedicated to Orthodox evangelism. The author of books, articles, and Christmas plays, Hatzidakis rendered English translations of Greek church hymns to fit their original melodies. He is survived by his wife, Barbara; three children, including **Joy Hatzidakis**, AB'96; and three grandchildren.

Lee W. Movius, AM'70, JD'73, of Charlotte, NC, died June 27, 2020. He was 73. Raised in North Carolina, Movius attended Harvard before studying modern European history and then law at UChicago. He practiced law for most of his career at K&L Gates in Charlotte. His volunteer activities

involved music—Movius served on the boards of two local music organizations and was a choir accompanist at the Unitarian Universalist Community of Charlotte. He is survived by his wife, **Gwynne Lewis Movius**, AM'70; a daughter; and a sister.

Marc Neuerman, MBA'73, of Marietta, GA, died March 15. He was 74. With business degrees from Boston University and Chicago Booth, Neuerman served as president of Harris Realty for 19 years and president of the Neuerman Group for a decade. He became a managing member of NBG Land Partners, a real estate development firm, in 2005. A sports fan and golfer, he also enjoyed driving race cars. Survivors include a sister and a brother.

Fred William "Bill" Graue, MBA'74, of Downers Grove, IL, died October 15. He was 82. Graue received his undergraduate chemistry degree from Monmouth College and served in the US Army during the Vietnam War. His career included positions at DeSoto Chemical Coatings, Continental Can, White Cap, and Silgan Containers. He was a member of the International Metal Decorators Association for more than 30 years and served on its board of directors; he was also a sports car enthusiast and loved music, especially jazz. He is survived by his wife, Barbara; two children; two siblings; and one grandchild.

John F. Dean, AM'75, of Ithaca, NY, died February 29. He was 88. Born in England, Dean attended the Manchester School of Art and learned bookbinding before pursuing library studies at UChicago. He worked at Chicago's Newberry Library and the Milton S. Eisenhower Library at Johns Hopkins, later becoming Cornell University's first conservation and preservation librarian. A teacher and mentor to many, Dean created seminal online tutorials to guide librarians and archivists in Southeast Asia and the Middle East in conservation and preservation efforts. Survivors include his wife, Margaret; three children; seven grandchildren; and 10 great-grandchildren.

Maxine Hubbard-Cole, MST'75, died April 17 in Oakland, CA. She was 90. Hubbard-Cole became a kindergarten teacher in Kansas City after graduating from Emporia State University. She went on to teach students at every level, from three-year-olds to graduate students. During her graduate studies in Chicago, she started a public-school tutoring program. She lived in Hawaii, Massachusetts, Ohio, Illinois, and Florida before moving to California, where she was active in her senior community's book and hiking clubs. She is survived by a daughter, six stepchildren, a brother, a grandchild, and several step-grandchildren.

Leigh Alan Littleton, SM'76, died February 8 in Fincastle, VA. He was 86. Littleton was a programmer who spent the first part of his career at the UChicago Laboratory for Astrophysics and Space Research and the UChicago computer center. After 30 years

in Chicago, he moved to the Roanoke, VA, area and worked in information technology for health care systems until 2019. He had a lifelong interest in sight hounds and raised and ran borzois in lure coursing, a sport that tests dogs' natural hunting abilities. He is survived by his wife, Vickie Sharp; a daughter; and a sister.

R. Conrad Douglas, AB'77, of Sioux City, IA, died January 27. He was 72. With degrees from Northern Baptist and Fuller Theological Seminaries, Claremont Graduate University, and the University of Iowa, Douglas practiced law for 26 years. A member of the Church of the Brethren, he loved music, reading, and activism. He is survived by his wife, Lucinda; three children; a sister; and a grandchild.

Warren R. Copeland, AM'71, PhD'77, of Springfield, OH, died January 22. He was 80. Copeland was ordained as a Disciple of Christ pastor after graduating from MacMurray College and Christian Theological Seminary. With his doctorate from the UChicago Divinity School, he taught religion at Wittenberg University for 41 years, where he directed urban studies and published books on social ethics and economic justice. He served as mayor of Springfield for more than 25 years, retiring in 2023. He is survived by his wife, Clara; three children; and seven grandchildren.

C. Sumpter Logan, MBA'77, of Asheville, NC, died November 21. He was 86. Logan worked for 60 years at GTE (now Verizon), where he served in various management positions including as president of GTE Airfone. He was a DePauw University graduate and later pursued a degree in arbitration. A lifelong member of the Presbyterian Church (USA), Logan served on the board of Louisville Presbyterian Theological Seminary. He is survived by his wife, Linda; two daughters; two sisters; and three grandchildren.

Gerald Randall "Randy" Bonney Jr., MBA'78, of McLean, VA, died unexpectedly April 18. He was 69. An economics major at the University of Virginia and a Chicago Booth graduate, Bonney was also a certified public accountant. He worked in financial and treasury management positions at MCI, Intelsat, and American Systems, where he was corporate finance and risk manager. A lover of music and books, he was devoted to his family and his West Highland terriers. He is survived by his wife, Carol; two daughters; and three brothers.

John F. Burleigh, AM'77, PhD'78, of New York, died June 24, 2023. He was 74. Burleigh graduated from Cornell University before studying political science at UChicago. He taught American constitutional law and political theory at the University of California, Davis; the University of Virginia; and Michigan State University. A specialist in intellectual property, he worked at several New York law firms, most recently Jacobs & Burleigh. Survivors include his wife, Beth Cohen, and a sister.

1980s

Robert V. Wheeler, MBA'80, of Lemont, IL, died April 27. He was 91. Wheeler served with the US Army Corps of Engineers in the Panama Canal Zone and later completed degrees in chemical engineering and radiation physics. After working at Argonne National Laboratory as a radiation protection officer, he became director of product development at Landauer, focusing on radiation safety, and founded the Midwest chapter of the Health Physics Society. In retirement he volunteered with the Lemont Lions Club, Lemont Township, and Palos Hospital. Survivors include his wife, Geraldine; four children; 10 grandchildren; and two great-grandchildren.

Norman J. Kansfield, AM'70, PhD'81, died January 27 in New York. He was 83. Raised in a Midwestern Dutch community and the Reformed Church, Kansfield earned five academic degrees in two subjects: religion and library science. After earning his master's degree in sacred theology, he prepared at UChicago for his career as a theological librarian. He joined the faculty of Western Theological Seminary and then became a professor of the theology and president at New Brunswick Theological Seminary from 1993 to 2004, until he was defrocked after officiating the same-sex marriage of his daughter. Kansfield went on to teach reformed theology at Drew University; meanwhile, his ordained status was restored in 2011. He is survived by his wife, Mary; a daughter; a son; and three grandchildren.

Jonathan Vincent, MBA'82, of Norwich, VT, died April 19. He was 74. With a bachelor's degree in history and literature from Harvard and a master's degree in architecture from Princeton, Vincent became a licensed architect in a dozen states. Settling in Vermont, he ended his professional career as the director of design at Timberpeg. He was active in local government and taught architectural history at Granite State College as well as continuing education courses at Dartmouth. His activities and library reflected his diverse interests—among them, English sports cars and Japanese prints. Survivors include his wife, Priscilla; three children; and his grandchildren.

James P. Hughes, AM'84, died April 17 in Toronto. He was 71. Hughes earned a mathematics degree from MIT and a doctorate from Meadville Lombard Theological School. He became a minister of the First Universalist Church in Woonsocket, RI, where his sermons often paired Bible readings with unconventional contemporary texts. After retiring from the ministry, Hughes embarked on a new career as a historian; he also played in musical ensembles and advocated for the rights of people with disabilities. He is survived by his wife, Lynn; two children; five siblings; and two grandchildren.



THE UCHICAGOAN

Mary Ruth Yoe

*Questions for the
University of Chicago
Magazine's longest-
serving editor.*

What would you want to be doing if not your current profession?

Editing academic articles or books. It's like auditing a course except that you're paid—not paying—to learn. Plus, it's a service profession.

What do you hate that everyone else loves?

Reality television.

What do you love that everyone else hates?

Mass-market candy, especially wine gums, salty licorice, and spiced jelly beans.

What book changed your life?

Not a particular book but the realization, around age 9, that books of all sorts could provide views and experiences unencountered in my daily life.

What's your least useful talent?

Seeing both sides of every argument I'm in.

Tell us the best piece of advice you've received—or the worst.

It's the best *and* the worst: "Be good."

What advice would you give to a brand-new Maroon?

Crescat scientia; vita excolatur.

What's your most vivid UChicago memory?

The many memories of sitting in on sessions of Karl Weintraub's (AB'49, AM'52, PhD'57) History of Western Civilization; Lauren Berlant's American Women and Writing; and Mark Strand on Melville's *Moby-Dick*. Also Joe Williams's Little Red Schoolhouse (aka Academic and Professional Writing) and Amy Kass, AB'62, and **Leon Kass's** (LAB'54, SB'58, MD'62) co-taught Ethics in Everyday Courtship. The list goes on.



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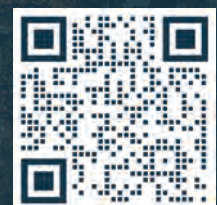
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