University Responds to Hurricane Katrina
by Greg Holzhauer

It was August 27 and Stephen Frapart, a freshman from Plano, Texas, had just checked into his dorm room at Tulane University. “I moved into the dorm on Saturday morning at 9:30. By 11 o’clock they told us to stop what we were doing and leave” because of Hurricane Katrina.

As he watched the levees break on TV from his home in the Dallas suburbs, Frapart knew that he would not be back soon. “My reaction when I first saw the city underwater?” he says. “Awe, and amazement. And just the urgency of figuring out what I was going to do.”

He wasn’t alone. Like thousands of New Orleans students, Frapart found himself searching for a way to continue his education. By the Thursday after the hurricane, he had applied to Washington University. By Friday, he was admitted to University College as a visiting student. By Saturday morning, he was flying to St. Louis. By Monday, he was attending his first college classes.

Robert Wiltenburg, dean of University College in Arts & Sciences, knew something unprecedented was happening when St. Louis-area undergraduates from Tulane began calling or showing up on campus. Soon more than 225 undergraduates from around the country had inquired about attending Washington University; about 160 formally applied, most of whom were admitted; and 70 enrolled. All but four of those who enrolled were from Tulane.

The key to the feasibility of the whole process, Wiltenburg says, was the Visiting Student Program, a fixture on campus that normally enrolls 5–10 students, usually St. Louis-area students from other colleges who need to return to St. Louis for a semester or two because of personal or family reasons. “The program is a modest one,” Wiltenburg says. “But when this emergency came along, we had it in place and thus had a way to accommodate these students.”

Most students attended as full-time day students. Since they mainly took courses that met academic requirements rather than specialized courses for their majors, it was not too great a problem to fit them into existing classes. More difficult was finding housing for the more than half who needed it.

“I got pretty much all the classes I wanted,” says Frapart, who was housed in one of Washington University’s residence halls. “The whole thing turned out really well. But I’m looking forward to going back to Tulane so I can be involved in the rebuilding efforts of New Orleans.”

In the case of the 21 displaced graduate students at Washington University, most came because of a personal connection. For example, Robert Thach, dean of the Graduate School of Arts & Sciences, reports that two graduate students were being advised by an anthropology professor at Tulane who is a Washington University alum. He also cited a couple of graduate chemistry students whose professor is a guest of the Washington University chemistry department. “For all of them, being here was a perfect fit,” says Thach.

Arts & Sciences considered its displaced graduate students comparable to exchange students. “It seemed ideal for this situation,” Thach says. “They’re full-time students, but they’re not candidates for a [Washington University] degree.”

Despite the turmoil, Frapart says the overall experience was positive: “You have to learn to adapt to life and keep a positive attitude. I think I learned a lot while I was here and more than from just books.”

“My reaction when I first saw the city underwater? Awe, and amazement. And just the urgency of figuring out what I was going to do.”

Stephen Frapart

Arts & Sciences freshman Meghan Healy Luecke won first place in Washington University’s inaugural Student Photo Contest for this image of a student biking near the soccer field.
Dean’s Letter
by Edward S. Macias
Executive Vice Chancellor, Dean of Arts & Sciences, and the Barbara and David Thomas Distinguished Professor in Arts & Sciences

W
ith some luck, much perseverance, and much more hard work, by the time you read this, Tulane University will be holding classes again on its New Orleans campus.

Over the course of the fall semester, I have thought about Tulane and the other affected universities daily. I’ve talked with Tulane’s provost several times, and, as you may have read in our front-page article, we hosted 91 students on campus while these universities dried, cleaned, and rebuilt.

The return of these students to New Orleans is crucial to the area’s recovery effort. Universities truly are essential partners in their communities.

I think of our own efforts to reach the St. Louis community through Science Outreach, a program designed to share our resources with K-12 teachers, students, and parents. Our Department of Education houses the St. Louis-based Center for the Inquiry of Science Teaching and Learning, which encourages our faculty to apply their expertise to the local community. I also think of our highly successful Lifelong Learning Institute, involving more than 500 adults who are committed to peer learning. These are just three examples of efforts in which Arts & Sciences encourages our campus community to view education more broadly.

This past summer Eddie Lawlor, dean of the George Warren Brown School of Social Work and the William E. Gordon Professor, was appointed to chair a group focused on increasing our community involvement. I am proud to serve on this committee and look forward to finding ways Washington University might do even more to connect our academic enterprise to St. Louis. In the meantime, know that Arts & Sciences is actively involved with extending our boundaries beyond the Hilltop Campus.

Annual Dinner Recognizes Scholarship Donors, Recipients

Stewart Reich (left), AB’74, sponsors the Margrit and Steve Reich Scholarship, named for his parents. He interacted with Robert Clopton of Ormond Beach, Florida, the student receiving his scholarship, at the 20th Annual Arts & Sciences Scholarship Dinner held November 6, 2005, at the Chase Park Plaza in St. Louis. Clopton is one of 475 students awarded Arts & Sciences named scholarships this academic year.

Arts & Sciences is a twice-yearly newsletter for alumni and friends of Arts & Sciences at Washington University in St. Louis.

Edward S. Macias, Executive Vice Chancellor, Dean of Arts & Sciences, and the Barbara and David Thomas Distinguished Professor in Arts & Sciences

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Ping Wang, chair of the Department of Economics, is an internationally known expert on macroeconomics, but he bears in mind the interdependence of macro and micro. “The actions of individuals affect the whole economy,” he says.

The effect is dramatic in the case of crime, a subject on which Wang has written extensively. The economic woes of American cities are caused largely by crime and drugs. According to Wang, the $15 billion spent annually on the war on drugs is wrongly directed at arresting dealers—an emphasis that ignores the basic economic concept of elastic and inelastic demand.

“Dealers are elastic,” explains Wang. “Jail one and another takes his place. But the use of drugs by addicts is inelastic.” So Wang recommends targeting the users—not for long prison terms, but for treatment.

He also thinks the American justice system puts too much emphasis on punishment when property crime is involved. Identifying prisoners who would be good candidates for rehabilitation and motivating them to pursue education would be fairer and more effective in lowering the crime rate, he posits.

Wang was installed as the inaugural Seigle Family Professor of Economics in Arts & Sciences on November 3, 2005. A gift from Harry Seigle, AB ’68, a trustee of Washington University, made this professorship possible.

“My support of the University is born of my optimism and gratitude. I truly believe Washington University is a wellspring of good in the advancement of learning, social and economic progress, and human welfare,” says Seigle.

Through his research and his teaching, Wang is working to achieve Seigle’s vision of the University. After earning his bachelor’s in ocean transportation, two master’s in economics, and a doctorate in economics, he began studying crime during his first faculty position at Pennsylvania State University. He taught at Vanderbilt University before coming to Washington University in fall 2005.

In addition to crime and other areas of social economics like gambling addiction, Wang focuses his research on economic theory. He examines microfoundations of growth theory; redistributive policy; models of labor, money, and credit; agglomeration of productive economic activities, economic integration, and outsourcing; and two-sided micro-matching with technical progress.

A prolific author who has been widely published in scholarly journals, he has been a visiting scholar at the Federal Reserve Banks of Dallas and Atlanta and at the International Monetary Fund Institute. He is a vice president of the East Asian Institute, associate editor of the Economics Bulletin and Pacific Economic Review, and member of several journal editorial boards.

In spring 2006 Wang is teaching a course on the history of development, examining “world economic history since the 14th century, asking why certain countries take off at certain times.” His students will probe the answers, which are bound up in an interplay of capital, education, trade, technology, and government. At the end, they will apply what they have learned to individual countries and current situations.

Washington University recently recognized six chemistry professors, including Samuel Weismann (seated), for their contributions to the Manhattan Project, the United States effort to develop the first nuclear weapon during World War II. Flanking Weismann are Chancellor Emeritus William H. Danforth (left) and Joseph J.H. Ackerman, the William Greenleaf Eliot Professor of Chemistry and chair of the department. Also recognized with individual paintings were Joseph Kennedy, Lindsay Helmholtz, David Lipkin, Herbert Potratz, and Arthur Wahl.
The 1960s brought great excitement for physicists. Quasars and pulsars were discovered. The detection of cosmic radiation provided evidence for the Big Bang. Experiments put Albert Einstein’s theory of general relativity to the test.

“For the first time, cosmology seemed like it might become a respectable science,” says Clifford M. Will, installed as the James S. McDonnell Professor of Physics on April 14, 2005.

A theoretical astrophysicist, Will was studying general relativity amid the excitement of these discoveries. After finishing his doctorate at the California Institute of Technology and remaining there as an instructor for a year, he completed post-doctoral training at the University of Chicago as an Enrico Fermi fellow and then joined Stanford University’s faculty.

Robert M. Walker, the first James S. McDonnell Professor of Physics, recruited Will to Washington University in 1981. “The name McDonnell is so important to the University. And succeeding Bob Walker is especially cool because he was instrumental in bringing me here,” says Will. “He was a man whom I admired greatly as a wonderful scientist and inspirational teacher.” Walker died in February 2004.

Also an inspiring teacher, Will adjusts his teaching style to undergraduate non-science majors or graduate-level physics majors. He is also a prolific writer of several hundred articles and two books: *Theory and Experiment in Gravitational Physics* and *Was Einstein Right?* The second book won the American Institute of Physics’ Science Writing Award, was selected one of the best books of the year by *The New York Times Book Review*, and has been translated into 10 languages.

Writing comes easy, says Will, time less so. He serves in many leadership positions, including chairing the Science Advisory Committee for Gravity Probe-B, a satellite mission to test Einstein’s theory, and presiding over the International Society on General Relativity and Gravitation.

To commemorate the World Year of Physics 2005, Will recently embarked on a lecture tour of Canada, giving 34 lectures in 20 cities. The tour gave him an opportunity to bring his passion for physics to a large public audience and to convey the exhilaration of cosmology.

“What keeps it exciting for me is the danger,” Will says. “General relativity makes firm predictions for things. The final judge is experiment. At any time an experiment could disagree with general relativity, and all hell would break loose. This keeps a person on the edge of his seat.”

In recognition of physicist Arthur Holly Compton, the University’s first faculty member to receive a Nobel Prize, the American Physical Society (APS) has designated Washington University as a site on its inaugural Register of Historic Sites.

Compton began his association with the University in 1920 as the Wayman Crow Professor of Physics in Arts & Sciences and chair of the physics department. During this time he found that an X-ray scattering off an electron loses energy in the same way that a billiard ball does when it bounces off another ball. Known as the “Compton effect,” this discovery showed that radiation also behaved like a particle. His work served as a stimulus a few years later for the theory of quantum mechanics.

In 1923 he left for the University of Chicago, where he made important contributions to cosmic rays physics and later played a major role in World War II’s atomic bomb project as director of the Metallurgical Laboratory. He received his Nobel Prize in Physics in 1927.

Compton returned to Washington University in 1945 to become its ninth chancellor and served for eight years.

The four other places on the inaugural APS Register of Historic Sites are Case Western Reserve University, site of the Michelson-Morley experiment; the Franklin Institute in Philadelphia, in recognition of Benjamin Franklin’s pioneering work in electricity; Johns Hopkins University, where Henry Rowland revolutionized spectroscopy with his ruled gratings; and Yale University, where J. Willard Gibbs made fundamental contributions to thermodynamics.
In real life, there are no departments,” says William Tate, installed as the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences on September 6, 2005. Those words may sound like heresy coming from the head of an academic department, but for Tate, chair of the Department of Education, they articulate an educational philosophy.

“In the academy, we have to prepare people to know their discipline, but they also have to see the world beyond a disciplinary point of view,” says Tate. “Real problem solving requires interdisciplinary thinking.”

As a “real world” example, he offers the tragic case of Hurricane Katrina, which ravaged the Gulf Coast this past summer. “In New Orleans, various entities ultimately had to work together—the military, educators, medical professionals, social workers, economists, nonprofit groups—to manage the crisis. We see that no one professional group or discipline can solve the challenge,” Tate says.

Ironically, the hurricane roughly coincided with the start of a fall freshman seminar, “Mississippi River Cities: Studies of Perils and Possibilities,” that Tate co-taught with Professor Carol Camp Yeakey through American Culture Studies, where Tate holds a joint appointment.

“The course uses interviews, videos, maps, and books to invite students to the beginning stages of a multi-site ecological study of cities along the Mississippi River. Specifically, the course focuses on neighborhoods, schools, and political and economic opportunity structures that have been an outgrowth of proximity to the river. Using historical analyses as our guide, we briefly revisited the experiences of previous waves of ethnic groups to river cities as a lens for understanding the current perils and possibilities facing many river city dwellers,” says Tate.

As the seven students in the seminar came to realize, the course’s focus stems from the two professors’ larger research interests in urban policy—particularly how political, economic, and legal decisions influence social welfare. “I am passionate about urban communities because they represent hope and possibility,” Tate says.

Tate, who holds a PhD in mathematics education from the University of Maryland, has assisted metropolitan school systems from Los Angeles to Washington, D.C.

His research informs his hands-on activities across the nation. In his research, Tate focuses on mathematics, science, and technology education, specifically in the urban setting. A second line of research deals with the nexus of urban studies, race and legal thought, and American education.

He also serves as principal investigator and project director for the St. Louis Center for Inquiry in Science Teaching and Learning (CISTL). In part, CISTL seeks to pull together and integrate St. Louis’ rich cultural, educational, and scientific resources to improve scientific education.

“To succeed in any social problem solving—especially education—you need to use the full complement of tools available to you,” he says. “That’s the impetus behind our river cities course and much of my research and writing.”

William Tate, the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences, applies his research into mathematics, science, and technology education to hands-on activities with school systems across the nation.
The National Heart, Lung, and Blood Institute (NHLBI) of the National Institutes of Health has selected Washington University as a Program of Excellence in Nanotechnology (PEN). Karen Wooley, professor of chemistry, is principal investigator of the program, which the NHLBI is funding at $12.5 million for five years.

Three other PENs also will be established, with Washington University serving as the administrative center.

Nanotechnology involves the making of materials, devices, and systems of extremely small sizes, generally 1–100 nanometers. It enables researchers to take advantage of properties and surface areas to create faster, more efficient chips, sensors, pumps, gears, lasers, new materials, and drug-delivery systems.

According to Wooley, the prime focus of Washington University’s PEN is developing nanoscale agents that can be assembled, labeled, targeted, filled, and activated for eventual diagnosis and treatment of various diseases. The emphasis, ultimately, is on translation to treat pulmonary and acute vascular inflammation and injury in humans.

“The initiatives we’ll undertake will provide the leadership for nanoscience and nanotechnology developments that can have clinical applications through this century,” says Wooley, a synthetic organic chemist who has made numerous important breakthroughs with nanoparticles over the past decade.

She cites six specific aims of the program:
1. Preparation and assembly of programmed, integrated nanosystems.
2. Application of nanostructures for imaging at increased levels of sensitivity.
3. Imaging of gene expression by recognition of messenger RNA (mRNA) transcription products.
4. Application of the nanostructures for therapy.
6. Dissemination and translation of nanotechnology developments.

Collaborating with Professor Karen Wooley are 13 Washington University faculty members in Arts & Sciences and the School of Medicine, plus two faculty members from the University of California.

- Dana Abendschein, associate professor of medicine, Washington University
- Samuel Achilefu, associate professor of radiology, Washington University
- Joseph J.H. Ackerman, William Greenleaf Eliot Professor in Arts & Sciences and chair of the Department of Chemistry, Washington University
- Carolyn Anderson, associate professor of radiology, Washington University
- Gianluca De Leo, administration and IT, Washington University
- Jean M.J. Fréchet, Henry Rapaport Chair of Organic Chemistry, University of California, Berkeley
- Robert Gropler, professor of radiology, Washington University
- Craig Hawker, professor of chemistry and professor of materials sciences, University of California, Santa Barbara
- Jason Lewis, assistant professor of radiology, Washington University
- Robert Mach, professor of radiology, Washington University
- Daniel Schuster, professor of medicine, Washington University
- John-Stephen Taylor, professor of chemistry, Washington University
- Michael Welch, professor of radiology, Washington University
- Pamela Woodard, associate professor of radiology, Washington University
- Jie Zheng, assistant professor of radiology, Washington University
John Bowen, the Dunbar-Van Cleve Professor and chair of Social Thought & Analysis, was one of 16 scholars selected to be a 2005 Carnegie Scholar by the Carnegie Corporation of New York. The scholars, receiving up to $100,000 each over a two-year period, will study themes focusing on Islam and the modern world.

Virginia Braxes, lecturer in Spanish in the Department of Romance Languages & Literatures and coordinator of community service programs for students of Spanish, has received the Esperanza Award from the Hispanic Leaders Group of Greater St. Louis. This award recognizes excellence in community service.

James Gibson, the Sidney W. Souers Professor of Government, has received a 2005 Decade of Behavior Research Award in recognition of his research on democracy issues. The award recognizes high-caliber research that has profoundly influenced the public’s understanding for behavioral and social science principles as well as the use of social and behavioral science knowledge in policy settings.

Paul Michael Lützeler, the Rosa May Distinguished University Professor in the Humanities, has been elected vice president of the International Association of Professors of German. Founded in 1955, the association has a membership of 1,250 professors of German.

Himadri Pakrasi, professor of biology, is leading a Grand Challenge Project investigating the biology of membrane proteins in cyanobacteria, important microorganisms involving photosynthesis in the world’s oceans, in partnership with the W.R. Wiley Environmental Molecular Science Laboratory. This investigation is part of an innovative, multidisciplinary project to explore scientific enigmas in microbiology. Pakrasi’s appointment marks the first time that the U.S. Department of Energy has chosen a university scientist to lead such a project in a national laboratory.


Henry L. “Roddy” Roediger, III, the James S. McDonnell Distinguished University Professor and dean of academic planning in Arts & Sciences, and Norman J. Schofield, the William R. Taussig Professor of Political Economy and director of the Center in Political Economy, have been elected fellows in the American Academy of Arts and Sciences. The academy was formed in 1870 to cultivate the arts and sciences and to recognize leadership.

Endel Tulving, the Clark Way Harrison Distinguished Visiting Professor of Psychology and Cognitive Neuroscience, is one of six scientists to be awarded the 2005 Gairdner International Award for groundbreaking work in medical research.

Wayne Fields, the Lynne Cooper Harvey Distinguished Professor of English, American Literature, and American Culture Studies, is inaugurating the Humanities Lecture Series this spring. This new series is designed to showcase expert humanistic scholarship within the faculty of Arts & Sciences at Washington University.

Entitled “Love and Seduction: The Possibility of Ethical Rhetoric?,” Fields’ three lectures this spring provide a searching consideration of the art and science of persuasion from Plato to Aristotle, Ben Franklin, and into the 20th century. Since antiquity, rhetoricians have sought to best opponents in legal and political debate; Fields will examine the art of persuasion not only in the law court and the Senate, but in houses of worship, the living room, and other places.

A nationally recognized expert on American literature, nonfiction prose, rhetoric, and American political argument, Fields joined Washington University’s faculty in 1968. His courses are popular with students, and his presence for events and small gatherings is frequently requested by alumni. And his opinion is often sought to help interpret political speeches. Among the books he has written is Union of Words: A History of Presidential Eloquence in 1996, which examines the use of rhetoric in presidential addresses.

The Humanities Lecture Series is open to the public:

- 11 a.m. Wednesday, April 12, in Graham Chapel
- 4 p.m. Monday, April 17, in the Women’s Building Formal Lounge
- Noon Thursday, April 20, in Graham Chapel

The University’s Interdisciplinary Project in the Humanities, Center for the Humanities, and Assembly Series are jointly sponsoring this series.

New Humanities Lecture Series
Dance, theater, and music performances lighten and enlighten. Committed students throughout the University community come together through the Arts & Sciences performance programs.

Arts & Sciences students pursue their academic studies in the Olin Library, in their rooms, and across campus.

Faculty families who live in the residential colleges bring together the academic and the residential. In Danforth House this year, Tili Boon Cuillé (on the floor), an assistant professor of French; Lionel Cuillé (in the center chair), lecturer in French; and their daughter Elena enjoy interacting daily with students.

Middle school and high school students interested in mathematics can learn more through Math Circles, an outreach activity sponsored by Steven Krantz, professor of mathematics, who is aided by University mathematics students. Math Circles is just one of the many community service projects engaging Arts & Sciences faculty, students, and staff.
Co-captains Brad Duesing (left) and Joe Rizzo led the Bears to a winning 6-4 season. In addition, Duesing, a political science major, became only the second player in conference history to repeat as the University Athletic Association offensive player of the year.

Kara Liefer, a mathematics major, was captain of the Bears volleyball team, which had an outstanding 35-2 season this past fall. Leading in assists, Liefer was named to the American Volleyball Coaches’ Association All-America Team.

In addition to varsity sports, Arts & Sciences students participate widely in intramural sports like racquetball, soccer, and golf.

“Literature of Catastrophe” was a timely class taught by Miriam Bailin, associate professor of English, this past fall. She and her students examined the ways in which art, both literary and visual, attempts to address catastrophic events.

Arts & Sciences offers around 1,350 courses each year to students across the University.

Arts & Sciences students can benefit from hands-on learning as soon as their freshman year. Research takes place in labs, in classrooms, and in the field.

T.R. Kidder (far left), professor of anthropology, and the students in his “Geoarchaeology” class took core samples from Cahokia Mounds, an ancient Indian community in Illinois.

Co-captains Brad Duesing (left) and Joe Rizzo led the Bears to a winning 6-4 season. In addition, Duesing, a political science major, became only the second player in conference history to repeat as the University Athletic Association offensive player of the year.
Students Expand Their Options with Double Majors
by Rick Skwiot

What sort of balancing and energy are required to major in religious studies and political science, minor in psychology, and take part in a dozen extracurricular activities? How do you reconcile a major in psychology with a major in religious studies while finding time to study art in Italy in addition to YMCA, Hillel, and sorority activities? Or how do you pursue a double major in physics and American cultural studies with a minor in German, plus play cello and stay active in campus organizations?

To find answers to these questions, ask Jorge Castillo, Ariel Lumry, or Aaron Mertz. They’re part of the 45 percent of Arts & Sciences undergraduate students taking degrees with double majors.

To the outsider, their packed schedules might seem manic.

“It’s not all that difficult,” Lumry says of having two majors. “Lots of students in Arts & Sciences do it.”

And for good reason. It’s a way to expand options, delve deeper into multiple areas of interest, and better prepare for demanding graduate schools and careers. But it takes some tight scheduling and rigid discipline to manage a double major in four years.

Jorge Castillo, majoring in religious studies and political science.

Jorge Castillo’s double majors in religious studies and political science may lead to doubling up in graduate school—law and social work—as well. That combo would likely lead to work in public interest law, in immigration law, or with nonprofits and charities—areas of interest inspired by his family.

“My parents both came over from Nicaragua in 1976. My brother, who double majored in philosophy and theology, is in Peru now in a religious community and is hoping to be a priest,” says the Tampa-born Castillo.

Community service runs in the family. Castillo has participated in the Annika Rodriguez Scholars Program, the Association of Latin American Students, Campus Programming Council, Sigma Alpha Nu Fraternity, Uncle Joe’s Peer Counseling, Spanish Language Volunteer Programs (Cambios), Service First, and Gandhi Day of Service—along with playing roller hockey and intramural football while working a job.

Castillo would like to take a year off before starting graduate school—but plans to spend it working in the Jesuit Volunteer Corps.

An art lover, Ariel Lumry, who hails from Dallas, is majoring in both religious studies and psychology while minoring in art. Her interest in art took her to Italy the second semester of her junior year.

Her plans for the future include spending a year in Israel and then attending Hebrew Union College-Jewish Institute of Religion in preparation for becoming a rabbi.

“A large part of being a rabbi is working with and understanding people. What
I have learned in my psychology courses will certainly come in handy when I am faced with challenges down the road,” says Lumry.

She is managing dual majors by carrying 15- to 18-hour course loads each semester. The total 120-hour degree requirement stays the same for double majors, though there is less room for free-ranging electives, Lumry says.

And she still makes time to be a pre-orientation leader for the Campus Y, as well as involved in program planning for Hillel and for her sorority, Kappa Kappa Gamma.

Aaron Mertz plans to incorporate his unusual mix of astrophysics and American culture studies into a career. “I’m looking at working as a science policy adviser, helping people understand both the positive and negative implications of science,” says Mertz, a Chicago native.

The more he learns of American communities and culture, the better he believes he’ll be able to communicate science policy effectively in those communities. Mertz hopes to study physics in graduate school as well.

He meets his academic obligations while serving as president of the ArtSci Council; working in the space science laboratory; and playing cello in the Washington University Symphony Orchestra, the Aria Quartet, and a piano trio.

“I learned to be very efficient with my time,” says Mertz. “I have to organize my days to still have time for concerts and dinner with friends.”

Aaron Mertz, majoring in astrophysics and American culture studies

A&S freshmen graduating in the top 10% of their high school classes

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<th>Year</th>
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<tr>
<td>Fall 1995</td>
<td>68%</td>
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<td>Fall 2000</td>
<td>86%</td>
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<tr>
<td>Fall 2005</td>
<td>94%</td>
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A&S freshmen came from 47 states and nearly 20 countries

Top A&S undergraduate majors

**Spring 2005**

- Psychology: 536
- Biology: 362
- Political Science: 292
- Economics: 252
- Anthropology: 238

**Spring 1995**

- Biology: 380
- Psychology: 334
- Political Science: 169
- History: 158
- English: 154
Two Arts & Sciences Students Help the Republic of Georgia Make the Transition to Democracy

by Betsy Rogers

When a nation emerges from decades under totalitarianism’s heel, how does it accomplish its own transformation? How does it turn the habits of dependency and inertia to the practices of freedom, independence, and progress?

Eager to help answer that question, two Washington University Arts & Sciences students teamed up with another student last summer in Georgia, a former Soviet republic, to establish a four-week camp giving 16 teenagers a primer in civic life.

Junior Steve Lopatin and senior Aaron Weismann joined Tamta Sharashenidze in founding the International Initiative for Georgian Development, a nongovernmental organization (NGO), to operate the camp from June 10 to July 10.

Lopatin and Weismann first went to Georgia in summer 2004 for a study-abroad course, “Emerging Democracy and Civil Society,” taught in Tblisi by James V. Wertsch, the Marshall S. Snow Professor in Arts & Sciences and director of International & Area Studies. As part of the course, students interned in Georgian NGOs. Weismann worked at the Young Lawyers Association of Georgia, and Lopatin at the Georgian Foundation for Strategic and International Studies.

The internship involved them in efforts to establish the rule of law, a viable judiciary system, and, ultimately, norms and habits of a committed citizenry. It also introduced them to Sharashenidze, a law student who suggested establishing the NGO and then hatched the camp proposal. Weismann and Lopatin enthusiastically endorsed it, agreeing to teach English. Trained Georgian teachers also signed on, as did Joachim Faust, lecturer in International & Area Studies.

Sharashenidze enlisted the United States embassy’s financial support, found a venue in a small seaside resort hotel in Batumi, lined up buses, and recruited the campers.

At the suggestion of the embassy staff, the team targeted Azerbaijani youth from the city of Marneuli, a city in eastern Georgia. As a minority population, Georgian Azeris are often underprivileged and living on society’s periphery, thus presenting an opportunity to draw new actors into civic life.

At the camp, the teenagers studied Georgian culture, history, and language. They learned English and computer skills. They swam in the Black Sea, jogged along its shores, and played hard at Azeri and Georgian games.

“We wanted to teach them about Georgia, teach them about America, and get them to start thinking about the broader world.”

Aaron Weismann

“We wanted to teach them about Georgia, teach them about America, and get them to start thinking about the broader world,” Weismann explains. They also wanted the students to know, he adds, that they can be both Azeri and Georgian, that “these two can be combined.”

The camp succeeded beyond Weismann’s expectations. Teaching Georgian language and aspects of Georgian culture, he observes, helped “foster a sense of national identity.”

In turn, the team hopes the camp will inspire a commitment to improve conditions of ethnic minorities and encourage a more active role in Georgian society.

Wertsch is thrilled with his students’ accomplishments. “These students have pulled off a fantastic, successful first act,” he says. Now the NGO is developing the first Georgian radio station to be run by young people, with talk-show discussions of political topics as another means of promoting civic participation.

“For millennia,” Wertsch observes, “people in Georgia have lived together. Georgia has been overrun by Persians, by Arabs, by Turks, by Russians. For literally thousands of years, it has managed to find a way to get along. I think the camp is a microcosm of that. Georgia is the most dynamic example of a laboratory of democracy in the world.”

❖
Links to Undergraduate Research

Washington University undergraduate students have a new resource to help them find opportunities for performing research and securing potential funding. Early this academic year Arts & Sciences opened the Office of Undergraduate Research, which is being directed by Henry Biggs, also an associate dean of the College of Arts & Sciences.

“Our goal is to make opportunities available to every undergraduate who wants to have a research experience,” states Biggs.

The office helps administer the HHMI and Beckman programs, both of which fund research in the natural sciences, as well as the new Hoopes Fellowships, which are available for any area of research—including the humanities and social sciences—in Arts & Sciences.

A Web site, ur.wustl.edu, features an extensive database of existing research opportunities searchable by keyword.

Last fall the office also published the first edition of the Washington University Undergraduate Research Digest featuring articles from five students presenting their research findings. In addition, it held the first annual Undergraduate Research Symposium on November 14-16, 2005, showcasing more than 30 students who made presentations outlining their research.

Biggs plans for the Office of Undergraduate Research to function as a beacon to the University community, encouraging faculty to sponsor research opportunities and fostering student involvement.

New Student Journal Publishes Research

Last fall in an effort to promote the “arts” and the “sciences,” a new publication called Apex was created to disseminate scholarly research across all disciplines in an easily readable format. The ArtSci Council, the undergraduate student association of Arts & Sciences, intends to “juxtapose the humanities, social sciences, natural sciences, and creative and performing arts” within a journal format.

 Entirely student produced, Apex encourages interdisciplinary submissions. An editorial board selects the best entries, works on layout and printing, and distributes the completed editions twice a year across campus. The fall 2005 edition, for example, featured a senior thesis from the previous spring analyzing the mathematics of certain musical constructions.

Aaron Mertz, president of ArtSci Council and co-founder of Apex, says, “Undergraduate participation in research is a great way for students to attack problems that do not yet have definitive answers, which is a process very different from classroom learning in which (most of) the problems presented have known or well-understood answers.”

He also emphasizes that research projects afford students a closer interaction with Washington University’s faculty. “Some of my most intellectually exciting moments in college have been with professors eager to push me beyond my limits and challenge my thinking.”

Quotables

“Under the microscope, they looked completely different than anything I’d seen before.”

Junior Stephanie Gallitano, who discovered the existence of an Asian mosquito species outside of St. Louis that is a vector of the West Nile virus and St. Louis encephalitis. Gallitano’s reporting is the first in Missouri of Ochlerotatus japonicus and the western-most record of the exotic species. Gallitano works with postdoctoral researcher James Vonesh at Washington University’s Tyson Research Center.

“Ten dollars isn’t even two lunches, so it seemed a fair amount to ask for.”

Associate Professor of Philosophy John Doris, who pledged to match every $10 donation from his students with $10 of his own to benefit the American Red Cross for Hurricane Katrina relief.

“I will always vote.”

Richard A. Gephardt, St. Louis native and member of the United States House of Representatives for 28 years, at the inauguration of the Gephardt Institute for Public Service at Washington University. The Gephardt Center, directed by James Davis, professor emeritus of political science, was created to promote public service, political participation, and civic engagement.

“In other words, liberal presidents appoint liberal justices who continue to take liberal positions for awhile. Ditto for conservatives. But as new issues come to the court, or as the justice for whatever reason makes adjustments in his or her political outlook, the president’s influence wanes.”

Lee Epstein, the Edward Mallinckrodt Distinguished Professor in Arts & Sciences, in her new book titled Advice and Consent: The Politics of Judicial Appointments.

“People aren’t happy with the way this country is going; they want to change things.”

Aaron Seligman, AB ’05, commenting on the 30% increase in applications nationwide among college seniors to join Teach For America. Formed in 1989, this organization hopes to close the nation’s education gap by placing recent college graduates in urban classrooms. Seligman, accepted into the program, now teaches in Washington, D.C.
A Focus on Children
by Judy H. Watts

When Bertha Doar, MA ‘86, PhD ’92, was a child in her native Hawaii, a teacher told her that air is tasteless, odorless, and colorless. “Then I went to LA,” Doar says, “and I thought she had lied to me!”

Director of data analysis and quality management in St. Louis County’s Rockwood School District, Doar says her vividly remembered realization that definitions have exceptions typifies true learning. Ideally, the process involves continually modifying basic understanding to accommodate new information—rather than ignoring what doesn’t fit—and schools should emulate that thoughtful, foundational approach.

By the time Doar enrolled in the Graduate School of Arts & Sciences, she had developed a deep interest in learning, memory, and brain function and so supplemented her master’s and doctoral work in experimental psychology with courses in medicine and education. Her dissertation, under the advice of John Stern, now professor emeritus of psychology, dealt with the development of infant memory.

“This course of study toughened me. I learned a lot of what I needed for my later career,” she says. This rich, multidisciplinary background has informed her work with administrators and teachers in the St. Louis public schools; at Harris-Stowe State College, where she helped with accreditation preparation; and, for the past five years, at Rockwood.

“Many teacher-education programs have not done a sufficient job of training K–12 teachers in cognitive development,” she says. “I try to help teachers by interpreting their assessment data from the state and from standardized achievement tests.”

With 22,000 students in 30 schools, Rockwood is the county’s largest public school system and one of the state’s best, Doar says. Just the tip of her responsibilities: Summarizing student achievement results for the board and district, training principals and teachers to analyze data and interpret scores, monitoring academic progress related to the No Child Left Behind Act (NCLB), establishing and maintaining student assessment databases, and supervising program evaluations.

Of the much-debated NCLB, she says: “The intent is wonderful: No child will be passed over. But in practice, it’s hard. Generally I think it’s good because it’s forcing schools to rethink what isn’t working in education.”

Although critics of NCLB complain that it encourages “teaching to the test,” Doar says Rockwood’s approach is “teaching and testing the intended curriculum.” Under her leadership, test results are now analyzed in early fall instead of spring so teachers can address students’ needs throughout the year. “We have also helped teachers weed out the fluff from lesson plans so students can truly master all the required areas.”

Doar’s extensive volunteer leadership includes serving as Missouri’s local educational agency representative to the National Forum on Educational Statistics (NFES) at data and information systems conferences, chairing the NFES Technology Committee, co-chairing the county’s Cooperating School District Data-Driven Decision Making, and helping to develop the new Missouri Student Identification System.

Small wonder the gentle Pacific Islander takes her laptop along on weekends at Mark Twain Lake, where she learned to sail a trimaran, a smaller version of what her ancestors used to cross the Pacific.

As Doar pursues her goal of helping Rockwood “go to the next level as a world-class school district,” she will soon have abundant extracurricular opportunities for learning, teaching, assessment, and guidance. In November she and her husband, Daniel J. Nekula, welcomed their first child, a boy named Joshua Joseph Keali’i o na kai Nekula—“chief of the seas.”

“A Focus on Children” by Judy H. Watts
Undergraduate Reunion!

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Honoring Distinguished Alumni

Arts & Sciences presented its 2005 Distinguished Alumni Awards to John P. Dubinsky, AB ’65, MBA ’67, president and chief executive officer of Westmoreland Associates, L.L.C., in St. Louis; Flint W. Fowler, AB ’80, MA ’81, executive director of Herbert Hoover Boys & Girls Club in St. Louis; Henrietta W. Freedman, AB ’75, the first woman president of the St. Louis Jewish Community Relations Council; Diane D. Jacobsen, MLA ’95, MA ’00, PhD ’03, president and chief executive officer of Dependable Insurance Group in Jacksonville, Florida; and William B. Pollard, III, AB ’70, partner in the Manhattan law firm of Kornstein Veisz Wexler & Pollard. In addition, Arts & Sciences bestowed the 2005 Dean’s Medal on John H. Biggs, PhD ’83, for his many contributions to Arts & Sciences and to the University as a whole.

The 2006 awards will be presented on May 19.

Chancellor Mark S. Wrighton (far left) and Edward S. Macias (fourth from the right), dean of Arts & Sciences, honored the 2005 Distinguished Alumni and the 2005 Dean’s Medalist at a May 20 ceremony: (from the left) John P. Dubinsky; Flint W. Fowler; William B. Pollard, III; Henrietta W. Freedman; Diane D. Jacobsen; and John H. Biggs.
Twelve Arts & Sciences academic programs have banded together to form the Center for Joint Projects in the Humanities and Social Sciences. The new center’s mission is to stimulate interdisciplinary collaboration among its members, as well as provide administrative support and assist in attracting larger sources of outside funding. “As a collective, we’ll be better able to coordinate on issues like these,” says Gerald Early, the center’s director and the Merle Kling Professor of Modern Letters in Arts & Sciences.

Regular interaction ensures that the directors of the participating programs have the opportunity to consider interdisciplinary approaches to projects. While strengthening traditional academic research, the center also will encourage and support new modes of inquiry and intellectual outreach.

A $15,000 grant awarded by the center will fund joint ventures involving two or more of the participating programs. “We feel that this will help stimulate more intellectual interaction and cooperation,” says Early.

For example, Women & Gender Studies, African & African American Studies, and American Culture Studies could unite to examine the role of women during the Civil Rights Movement. Out of such a collaboration, the programs might develop a course, build an archival collection, host a conference, collect oral histories, or invite a visiting scholar to campus.

When it comes to funding the continuation or initiation of a project, the center will help once again. “It adds weight to our voice,” says Early. “If the center names a project as a high priority, it puts us in a better position for fundraising from private donors and foundations.”

New Initiative for Interdisciplinary Collaboration
by Kathleen Fields

Participating Programs
Leading the Center for Joint Projects in the Humanities and the Social Sciences are directors of the participating programs:

- John Baugh, African & African American Studies
- Wayne Fields, American Culture Studies
- Gerald Early, Center for the Humanities
- Itai Sened, Center for the New Institutional Social Sciences
- Jan Amend, Environmental Studies
- Jeff Smith, Film & Media Studies
- Joseph Loewenstein, Interdisciplinary Project in the Humanities
- James Wertsch, International & Area Studies
- Beata Grant, Religious Studies
- John Bowen, Social Thought & Analysis
- Linda Nicholson, Women & Gender Studies
- Carol Camp Yeakey, Urban Studies Initiative