'Tis education forms the common mind,

Just as the twig is bent,

the tree's inclined.

~ Alexander Pope
Nancy Powell's career with U.S. Foreign Service has taken her to such far-flung locales as Nepal, Togo, Calcutta, New Delhi. Today she's consular for political affairs at the U.S. Embassy in New Delhi. But a defining moment in the development of her unique leadership ability came in her first three minutes in front of 35 eighth graders in Dayton, Iowa, 1970.

Jacque Smith teaches third grade at Malcolm Price Laboratory School on campus. Her eight- and nine-year-olds developed their own concept of "school rules," based on learned experiences in the classroom. Don't hit. Be nice. Don't shout. Share with others. Do unto others as they would do unto you. Rules for a lifetime, learned young.

In this issue Northern Iowa Today explores the emerging areas of constructivist education and leadership studies. Constructivist education, a theory endorsed and taught by the Regents' Center for Early Developmental Education, believes children learn respect not because an adult tells them to, but through choices presented to them in day-to-day interaction with one another. Leadership, too, is learned through experiences, not through birthright. Imagine what some of our national leaders in these testy times could learn from our third graders:

Don't call names. Be fair. When somebody builds something, don't knock it down.

—D.H.
2 As the twig is bent
The Regents' Center for Early Developmental Education believes problem-solving and conflict resolution can be taught to young children—lessons that last a lifetime

8 The rising tide of expectations
Classroom teaching at the college level undergoes change

11 The collegiate nightmare
Why do college experiences appear in our dreams?

12 Leadership is action, not position
Northern Iowa's Leadership Studies Program teaches students that leaders aren't always those with the brass on their shoulders

16 Faculty Profile: Lou A.T. Honary
Innovative researcher finds oil in the fields of Iowa

18 Alumni Profile: Steve Gerberich
The kinetic world of a unique artist

22 College & University

30 Class Notes

36 Perspective
Let's rethink the language of leadership
As the twig is bent

by Gwene Culpepper

Twenty-five years ago, in a time characterized by a much greater innocence, public school teachers listed their greatest student-oriented problems this way:
gum chewing
cutting in line
littering hallways
talking during class

Today’s list is a lot longer and features the likes of teen pregnancy, assault and rape. Chief among many teachers’ and administrators’ concerns these days is not whether Johnny can read, but violence — they fear not only for their students’ safety but their own. In Iowa alone, during 1994, a dozen juveniles were charged with murder or attempted murder. Among those cases, a small-town youth who allegedly shot his adversary twice in the head, and a 14-year-old Mason City girl who stabbed to death a former UNI librarian. In what has been described as the most shocking and chilling case of juvenile violence the nation has seen this century, a 14-year-old Saxon, N.Y., boy killed a 4-year-old. The older boy was tried as an adult and found guilty.
Clearly something's changed among today's young people; something is different. Children — and yes, these are children — don't argue anymore. They hit each other instead of talking over problems, and they hurt each other to solve conflicts. In 1983, 1,046 males under the age of 18 were arrested for murder/manslaughter. In 1992, the number had more than doubled to 2,531 (FBI Uniform Crime Reports).

Several public school districts in Iowa either have adopted or will adopt violence-reduction policies, solely because administrators have witnessed a significant increase in aggressive activities among students, including gun-related incidents, gang activity and unruly behavior. The schools want ultimately to end violence, but are also seeking ways to underscore concepts like responsibility, civic duty, respect and politeness; and at the same time reinforce the theory of law and its societal role.

Teaching young children how to respect others and solve conflicts is a cornerstone of the mission of the Regents' Center for Early Developmental Education. The Center was founded in 1988 at the request of the Iowa Legislature, is an entity of the Board of Regents, is housed at the University of Northern Iowa. The Center is now focusing heavily on constructivist education and it's possible that such a model can foster children's ability to solve conflicts without violence. Constructivist education is advocated by the National Association for the Education of Young Children, and well-received both nationally and internationally as part of a revolution in the area of early childhood education. Educators around the world have discovered that traditional methods of teaching young children have been widely inappropriate.

Rheta DeVries, Ph.D., who assumed leadership of the Center about a year ago, believes children who are taught early in life how to handle conflict, how to respect others and their ideas, and how to make decisions with others' feelings in mind (all tenets of constructivist education) won't need to resort to violence to solve problems.

"Somehow they [violent individuals] haven't developed respect, and they haven't bought into the rules about respecting the lives and bodies of others. Learning respect is something that needs to start in early childhood education," says DeVries. "But how do you promote respect and emotional development? It's not done by sermonizing, but through a lived experience in the classroom community."

Rebecca Edmiaston, Ph.D., a Regents' Center research fellow, agrees. "We want children to be problem solvers and thinkers, but we have to give them opportunity to do so."

The Regents' Center promotes these kinds of experiences through its research and varied programs. Its mission is to conduct, in a laboratory school setting, programs to serve as a model for early childhood education. The center was

Children in lower grades typically need more hands-on activity for the best possible learning.

These Plainfield four-year-olds experiment with basic mechanics.
After some experimentation with these boards and rollers, students learn that, for the best and longest ride, all rollers must be a uniform size. It's lots of fun, but it's also a lesson in reasoning.

designed for research, curriculum development, dissemination of information and to develop early childhood education. During its initial years, those at the Center were instrumental in developing and implementing many ground-breaking programs as Project MATCH, which provided mentors for 26 elementary-age African American males in Waterloo; Project PEACE which allowed parents and guardians to interact with their infants and toddlers in an educational setting; and the Primary Science and Mathematics Institute for At-Risk Students, which was conducted in Waterloo and was designed to improve the math and science aptitudes of at-risk children. The Center was involved, too, in several studies to determine the effectiveness of various early childhood programs, including Head Start.

The Regents' Center is involved in defining proper activities for children, believing that early education has, in the past, been inappropriate in that it does not address the age-specific needs of young children. For instance, most are involved in sitting in rows of desks and completing worksheets. But children in lower grades typically need less sitting and more hands-on activity for the best possible learning.

Research is now being conducted to determine exactly what kind of early childhood development programming is available in the state and what that programming involves. The Center is also developing an observation instrument for teachers and administrators who would like to evaluate the appropriateness of their programs. Promoting and researching the constructivist theory, conceived by renowned scholar Jean Piaget, is also a big part of the Center's current activities. Piaget believed social life among children is a necessary context for the development of intelligence, knowledge and personality. DeVries has always been impressed by Piaget's theory, which has been well-known in education circles for decades. In fact, DeVries studied with the scholar's collaborators in Geneva and has lectured around the world on constructivist education. Piaget wrote the forewords for two of her books.

Constructivist educators do not completely regulate students, rather students are encouraged to regulate themselves and to share, with educators, the responsibility for making rules in the classroom. Children who help make the rules are more likely to follow them and urge others to do the same.

Constructivist education, by definition, engages the child's interest, inspires active experimentation, and fosters cooperation between adults and children and among the children themselves, according to Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education, a book written by DeVries and Betty Zan, a research fellow at the Regents' Center.

Piaget distinguished two types of personalities: heteronomous and autonomous. A heteronomous person is one regulated by others, while an autonomous being is one who is self-
regulated. A coercive environment, or one where adults make all the rules for children, encourages children to become heteronomous, typified by submission, rebellion or calculation (sneakiness). A constructivist classroom emphasizes a number of goals, including mutual respect and conflict resolution. Doing so helps children learn to self-regulate and, at some point down the line, become autonomous individuals.

DeVries maintains that children who learn, in their classrooms and ideally in their homes as well, to respect others and resolve conflict may be able to do so as adolescents and into adulthood.

As a result, all kinds of societal problems—violence among them—could be alleviated.

Edmiaston notes that while young children need to learn these attitudes, the information must be presented in a manner appropriate for the children's developmental age. DeVries agrees, and says young children treat people as objects and they are impulsive. That's natural. It's appropriate behavior stage for them developmentally. What the Regents' Center strives to do, though, is move the children to the first level of interpersonal understanding, which is being able to verbally express feelings. At level 2, they begin to understand that others have thoughts, feelings and points of view. At the third level, they can think about how their actions will affect their relationships.

The Center does not work directly with young children but does educate those who eventually will do such work. Graduate students like Christie Sales, a Cedar Falls doctoral student, actively participate in research projects and curriculum development. Sales teaches preschool in Plainfield, Iowa, employing the constructivist theory in her classroom.

Here the students must respect the teacher and she or he, in turn, must respect them. It's more than just kindness, it's more than just politeness. The respect is shown through choices given to the students. Sales genuinely values the children's opinions and actively seeks out their ideas. In short, the atmosphere is one of cooperation. But don't get confused. It is not an atmosphere of permissiveness either.

"[In authoritarianism] the child is externally controlled, not self-regulated," explains DeVries. In a constructivist classroom, the teacher's exercise of unnecessary authority is minimized, but not to the point of permissiveness. The idea is to teach children that life is regulated by rules and the rules must be followed. Students have "moral" discussions about these rules. That is, explains DeVries, they talk about the ins and outs of how the rules are working and the consequences of breaking the rules. If, for example, Mindy hits Tina, the consequence is Tina probably isn't going to want to play with Mindy again. The instructor would then bring the two children together, asking questions like, "How do you think Tina feels when you hit her?" and "What kinds of things could you do to
The Regents' Center for Early Developmental Education is involved in myriad projects, all designed to facilitate the learning of young children. Currently, the Center's director, Rheta DeVries, Ph.D., is focusing on the promotion and study of constructivist education, a system of developing children's interpersonal understanding, and promoting children's reasoning by inspiring the children to be mentally active.

The Center is also involved in:

**Staff Development** This includes workshops and participation in state, regional and local conferences for teachers and child care workers; and summer institutes for in-depth study of constructivist education.

**Networking** The Center is in the process of developing a network of early childhood professionals across the state, each of whom will be an associate of the Center, and will provide local communities with staff development services.

**Research and Evaluation** Center professionals are called as expert reviewers of the developmental appropriateness of programs for children in preschool through third grade.

**State-of-the-State Study** The Center is surveying, state-wide, early childhood programs to determine exactly what is available in the area. This will serve as an observational instrument that can be used by administrators to evaluate developmental appropriateness of programs for children in preschool through third grade, and can be used by teachers for self-study and self-evaluation.

---

Tina and Sales in a classroom setting.

"The discussions are an opportunity for the students to think of a solution," says DeVries. "It helps them resolve their own conflicts."

So when conflicts arise in Sales' classroom, she does not solve them for the children but asks the students what should be done. On one occasion, two boys wanted to play with the same toy. "If I had made the decision [about who got to play with the toy] one of them would have ended up gloating and the other one would have been sad," says Sales. So she explained to the boys there was a problem — one truck and two boys who wanted to play with it — and asked what should be done. "At first," Sales remembers, laughing, "They give you that 'what are you going to do about it?' look." Eventually, though, one of the boys hit on a wonderful idea: he'd play with another toy. And everyone was happy. But the conflicts don't have to be with another child. A child may not be able to see from where he is sitting. A typical response from a teacher might be, "Okay, you can move." But Sales has trained herself not to give the typical response. Instead, she comes back with "Okay, I see you have a problem. What are you doing to do about it?" "I want the child to think of the solution. If they can't, then it's my responsibility to give them options. I always try to give them options, not the answers. Then they have a choice and they take the responsibility for their actions."

The majority of the activities in a constructivist classroom are not only hands-on but "minds-on" too. Children, say the educators, act mentally with their activities, which allows the children to vary the outcomes and offers a chance to
Children learn strategies such as blocking and two-way win set-ups from the age-old game of tic-tac-toe.

I see children happily solving their own problems. I see them feeling confident about making their own decisions.
The rising tide of expectations

University faculty become students in the art of teaching

by Donavan Honnold
like Garrison Keillor's Lake

Wobegon, UNI is a place where all the students are above average.

Ninety-four percent of incoming first-year students graduated from the top half of their high school class; the median ACT score of 23.3 far exceeds the national average. Before enrolling at UNI, they have passed a rigorous core of English, mathematics and science in high school.

University faculty enjoy no greater bounty than a class full of well-prepped students. But with that blessing comes a challenge. Northern Iowa President Constantine Curris, in his annual address to the faculty, states, "as the caliber of UNI's students continues to improve, reflecting better preparation and more rigorous entrance standards, would it not be appropriate to reexamine whether our expectations for student achievements have risen commensurately?"

"I would challenge all departments to review their undergraduate and graduate programs with an eye to strengthening the quality of educational experiences, and, if appropriate, raising departmental expectations for student performance, he says."

Challenge accepted.

For more than a decade, the University's academic planning has focused like a laser beam on strengthening General Education, providing more opportunity for undergraduate research, promoting international experiences for students, infusing computer technology into students' lives. The core of students' academic experience, now as always, is the quality of instruction received in the classroom. Roger Sell, director of UNI's two-year-old Center for the Enhancement of Teaching, finds faculty a capable and willing audience when he, in turn, teaches them to improve their teaching. "Teaching at the university level is very important. I'd like to see UNI become a national model in the teaching of students."

Sell's work involves teaching the faculty to become better classroom teachers. Last semester, he held a series of Saturday workshops to help faculty examine their teaching abilities. More than 100 faculty participated. In just over a year of service, 40 percent of the University's faculty have worked with the Center in one or more teaching workshops—which, Sell says, are structured using the same methods the teachers will, in turn, use in their classrooms.

Research shows Northern Iowa's academic environment holds many characteristics that foster an environment of innovative, challenging teaching of college students. Sell points to a mammoth, 8-year UCLA study of college students titled "What Matters in College," (authored by Sandy Astin and colleagues at the Higher Education Research Institute). The study showed what UNI educators have long believed:

- Large, impersonal institutions had a negative effect on student qualities such as overall academic development, writing and speaking skills, leadership and interpersonal skills.
- Faculty tend to hold either a strong research and weak student orientation, or vice versa. Astin's research clearly shows there is a significant institutional price to be paid, in terms of student development, for a very strong faculty orientation on research.
- Teachers do make a difference in college student outcomes, particularly in ways that engage students in their own learning.
- Students learn what they study, learn what they do, and learn more if they study more.
- The faculty's orientation toward students is the single most significant faculty characteristic in contributing to desired learning outcomes.

Students become involved in a vast array of experiences during their college year. In addition to their academic work, students are affected by the faculty, their peers, work experiences, the media, and organizations or groups outside the college setting, Sell says. Not surprisingly, the amount of time devoted to studying and doing homework had the largest correlation of positive academic outcomes in the UCLA study. Is the answer, then, to simply assign more homework? That certainly challenges students, but is only part of the equation.

"The rigor of courses must match the instruction to what the student brings to the course in terms of knowledge and skill. The instructor must measure the distance between where they begin, and what the objectives or outcomes are. Then, we develop the challenges and support to meet those challenges," Sell says.

Research shows that when the expectations of students are unrealistically high or low, persistence and performance suffer. Further, students respond to challenges. And we know that students learn best when they're involved in their own learning, when we reduce passivity, and move beyond the passive lecture as a teaching method.
**Students are not spectators**

It is paradoxical that a country with the most advanced system of higher education in the world only recently began examining how its students are taught. The popular wisdom on college teaching suggests that the old lecture-study-test mode helps students develop short-term memory and test-taking skills, but little actual learning takes place. Large, amphitheatre classrooms emphasize the role of students as spectators, not learners. "The old paradigm of the teacher as a provider of information to passive students, who regurgitate the information in the form of a test, is almost disfunctional in terms of real learning," Sell believes.

Still old habits die hard, and the lecture class is as much a staple of college asivy and Saturday football. "It is tradition. It is part of my training, and seems like what I should be doing. I feel somehow guilty when I am not lecturing," says an unidentified college professor in the UCLA study.

Sell's mission through his Center is to teach teachers to adapt new strategies so students become more analytical and critical thinkers. A radically different teaching method, called active learning, may come into prominence in university classrooms. "Active learning considers not only what the students learn, but how they apply it to what they already know."

Tim Lindquist, associate professor of accounting, is fairly new to collegiate teaching, and he knew the old power lecture was a tried-and-true way of teaching the core areas of accounting. He also heard the call from the companies and accounting firms employing his former students: the new recruits focus on finding the "right answer" to every situation, don't apply critical thinking in their work, and don't work as well in work teams, an important work strategy in the 1990s. "I think we can still meet the traditional goals of teaching the core of the discipline, and meet the contemporary goals expected by the workplace," he says.

To test his theory, Lindquist adopted active learning in one of his advanced courses in accounting which began with exhaustive review of material learned in Accounting I and II. Instead of "power lecturing," to pass along the information, Lindquist broke his class into teams, each responsible for a portion of the material. The students had to play the multiple role of listener, teacher, facilitator. Since team members are graded according to the performance of the group, there is strong motivation for cooperation and teamwork.

"Active learning has been around for while, but it's just now becoming popular in business teaching," Lindquist says. "In some ways, it applies psychology to the teaching of accounting." Both Lindquist and Sell describe the time commitment the new technique demands. Although the students shoulder more of the in-class responsibility, the teacher spends more out-of-class time with the students, reviewing, counseling, motivating.

The result: "It worked. They had a strong motivation to teach each other. They became so engrossed in teaching and learning the material they didn't want to leave the classroom." And not a clock-watcher to be found.

Nancy Marlin, provost and vice president for academic affairs, encourages teachers, like Lindquist, who break the mold, strive for new ways to challenge students. She, too, hears from employers concerned about the critical thinking skills of new graduates. "Employers say, 'they don't know enough. They've acquired the technical knowledge, but they don't critically think and analyze problems.' Changing that in our students is a challenge to universities, because professors are trained to teach content; that's what they've dedicated their careers to acquiring."

As the University's chief academic officer, Marlin's commitment to developing rich and challenging classroom experiences is clear. Under her tenure, the Center for the Enhancement of Teaching became a reality; Roger Sell teaches to a full house of colleagues enthusiastic about their teaching. "We emphasize undergraduate research, one-on-one involvement between students and faculty, the teaching of critical thinking and problem solving, and information access skills in this information age. These are far different approaches than the traditional models of classroom learning," she says.

Marlin says the University's accrediting agencies continue a nation-wide emphasis on student outcomes. In the complex chemistry of collegiate experience, the end product is being examined as critically as the input. "We're trying to get away from the idea that an educated person is one who has acquired a certain number of credit hours. The issue is 'what do we want students to know?'"
The collegiate nightmare

Why do we have weird dreams about college?

by Donavan Honnold

All the material making up the content of a dream is in some way derived from experience, that is to say, has been reproduced or remembered in the dream.

Sigmund Freud, The Interpretation of Dreams

What do our dreams really mean?
Maybe nothing
Utne Reader, 1991

Psychologists since Freud have debated the meaning of dreams. Whether they're chock-full of subconscious fears, as Freud insisted, or merely a nocturnal random firing of brain synapses, as contemporary researchers believe, our dreams fare at once fascinating and troubling. One of the most common dreams among the adult population follows some variation on this theme:

"I have these dreams—nightmares, really—where I'm still in college, the semester is winding down, and I realize I haven't gone to any classes all semester. Sometimes I show up for the final exam, and the class is in a foreign language. Sometimes I'm naked. In other dreams, I have term papers due in every class, and I haven't even started. I'm terrified that I'll flunk and my parents will find out, and I'll be a failure for life. I mean, I graduated the better part of 20 years ago and I'm still dreaming about college, even though those things never happened. When I wake up, my heart's racing and I'm anxious, but I'm relieved it was only a dream."

UNI graduate, age 38

Jack Yates, professor of psychology at the University of Northern Iowa, says these dreams fall within the category of social anxiety dreams. "Some common themes of this type of dream include being examined or tested, coming late to an event, exhibition or inappropriate dress. My personal variation is that I appear before my class, and I have no idea what I'm going to teach; I'm completely unprepared."

Most people attended class at least more frequently than their dreams suggest—and we know professor Yates would never fail to come to class fully prepared. Do they mean we're chronically unprepared, or fearful of the future? Why are these dreams so vivid?

"The school anxiety dream is a pattern," says Judy Provost, associate professor at Rollins College of Florida in a recent syndicated article from the Orlando Sentinel. "There is a theme there. The theme has to do with performance—worrying whether you're going to measure up, whether you're competent enough." Provost says the school anxiety dream is not a reflection of how insecure you were in college, but of that you are anxious about something happening in your life today.

Sleep researchers say we dream about two hours per day—the equivalent of a month each year. The best sign that a subject is dreaming is the presence of rapid eye movement, or REM, sleep. Dreams early-on in the sleep period tend to reflect the day's events. Later dreams deal with long-standing problems and the past. Dreams closer to waking tend to be more intense and emotional; the primary emotions present are fear, anger and sadness.

Harvard researcher Allan Hobson, a noted psychiatrist and neuroscientist, believes dreams are caused by spontaneous electrochemical signals in the brain, which we later assimilate into meaningful thoughts. To believe, as Freud did, that dreams are the "royal road to the unconscious," is dubious at best. "Dreams are revealing, much as interpretations of Rorschach inkblots can be," according to a 1990 Atlantic Monthly cover story on Hobson and his works. "Every night the dreaming brain generates a barrage of signals that we do our best to assemble into a coherent story. The imagery has no 'message,' but the mind cannot help investing it with meaning," he says.

So we're really only anxious about measuring up, meeting our commitments, being on time. We're afraid about trying to run fast, but not getting anywhere. Our college dreams aren't some, well, Freudian nightmare that we want to get rid of our parents. We'll manage. As long as those darned snakes stay away.
Not a birthright
or an innate ability;
leadership is learned and
can be manifest
in any number of places

Leadership is action not position
The December 5 issues of *Time* magazine and an Iowa newspaper, the *Waterloo Courier*, both highlighted special reports on leadership. Both picked “points of light”—young leaders projected to guide us into the future. As one might expect, among the men and women selected were several politicians and CEOs. But, giving more credence to the emerging re-definition of leadership, *Time* also named a marine biologist, rural health-care provider, planetary scientist, feminist author, advocate for the homeless, urban architect, jazz musician, university provost, conservationist-zoologist and talk show host, to name a few.

Clearly, the days of identifying leaders by the amount of money they have, the power they wield or the brass they wear are gone. Royalty and renowned families can no longer command automatic esteem and followership. Leadership is not a birthright or an innate ability; it’s learned skills that manifest in any number of places, including the classroom.

Cognizant that leadership characteristics and skills cut across all disciplines, the University of Northern Iowa introduced the Leadership Studies Program several years ago. The initial charge was given to Grace Ann Hovet, professor of English.

“It was 1988. Sue Follon [vice president for Educational and Student Services] stopped me in Gilchrist Hall and told me what our students needed was a comprehensive leadership program encompassing academic affairs and student services; a bridge for both curricular and co-curricular activities,” says Hovet, adding that Follon also thought Hovet was perfect to spear-head the project because of her active background and her field (English) which is integral to a liberal arts education.

So, Hovet “went out on loan.” She recalls thinking that leadership sounded elitist and off-putting. “And it is, if you don’t understand that there are about 300 ways to define it. We think of leadership almost always in political terms, but of course, it’s much broader.”

Hovet contacted the Center for Creative Leadership in Greensboro, North Carolina for information, she read extensively in the field, and she surveyed all UNI faculty and staff questioning their definition of leadership and inquiring as to what leadership-related programs, courses and activities existed on campus. From interested responders she was able to put together “an incredible steering committee” with one faculty from each college and five staff members from Student Services.

The committee sought approval from the Iowa Board of Regents to forge an interdisciplinary program that had academic certification, starting with core courses and electives listed from the survey. An advisory board was established comprised of the steering committee and community members in diverse occupations from across the state. In 1991, Gerri Perreault was brought on as director of Leadership Studies, funded through both the provost’s and the vice president for Educational and Student Services’ offices—a positive reflection of the University’s belief that the learned skills of leadership are a value to students of all majors.

“The program helps students to take the initiative to develop leadership skills in their professional, civic and personal lives,” says Hovet, now an ex-officio member of the Leadership Studies Advisory Board.

Perreault is working to inspire a change in the view of leadership from “getting others to do what you want” to the view that leadership “is a relationship whereby people...”
to interest groups like the UNI Conservation Club.

...to interest groups like the UNI Conservation Club.

Leaders need two general abilities, to be able to think and be able to care.

Leaders need two general abilities, to be able to think and be able to care. To strive to achieve mutually shared visions and goals. In that vein, leadership is a shared responsibility. “Followership is integrally related with leadership,” explains Perreault. “It is followers who make—and unmake—leaders. We lament the lack of good leaders, but we also need to lament the lack of good followers.”

For this reason, an important component and an intended outcome of the Leadership Studies course focuses on self-assessment and the identification of personal values and beliefs. “Leaders need two general abilities,” stresses Perreault, “to be able to think and to be able to care.” She recognizes that the ability to care can be influenced only a limited degree by a college course, but hopes the course contributes to the development of that ability.

Last semester 29 students from 13 majors were actively working toward certification in Leadership Studies. The program is offered at three levels in which completion of the third level (culminating 14 credit hours), earns the student a certificate that becomes part of their official University transcript.

Graduating students say prospective employers question what the certification is about, and they’re impressed with what it represents. But to those who have completed the course work, it’s much more than just a credential.

“I want to work toward creating a nation of citizens, and helping students look at leadership is one way to do that,” says Perreault, whose personal goals mirror those of the program’s as summarized:

... to contribute to the development of informed and caring citizens who contribute their talents and skills to the shaping of a more humane society. A theme throughout the program is a democratic society’s need for ethical and reflective leaders who care about their society and are committed to democratic processes.

Perreault teaches the core courses for the program, and like other instructors, she distributes a syllabus on the first day of class. Hers, however, not only explains the course contents, it is sprinkled with borrowed relevant quotes such as: “Live as if you were to die tomorrow. Learn as if you were to live forever,” Ghandi; “We become what we do,” Dorothy Riddle; and one of her favorites, “We do not inherit the earth from our parents, we borrow it from our children,” Indian proverb.

Her syllabus also stresses that while students will be learning about basic theories and concepts, styles, skills and issues related to leadership/ followership, they will also learn to self-assess their own assumptions and views, styles and skills.

Sometimes this self-assessment leads to changes in attitude and behavior. Such was the case with recent graduates Deborah Winter and Michelle Raleigh. Roommates before and during enrollment in the Leadership Program, their relationship changed as a result of these courses.

“When we first met, Michelle was a very passive person and I was very dominant,” says Winter. “After her ‘transformation’ I told Gerri, ‘You can have her!’ and that became Gerri’s favorite story.”

On a more serious note, Winter says, “The Leadership Program made me soften and tone my motivation. It made Michelle realize her opinion mattered and she, too, could be a leader. We recognize and
respect each other's opinion. We're two totally different people, but we're the best of friends."

Raleigh concurs: "I changed a lot as a result of the Leadership Program and it changed my relationship with my roommate. I learned to stand on my own two feet. She was used to dominating and I used to just let things go. Now we have a more balanced relationship—definitely a healthier relationship."

Perreault's format for the leadership courses includes brief presentations, small and large group discussion, videos and guest speakers. She challenges students to wrestle with the material, sort out what they agree or disagree with, and develop their own views.

"A democratic society needs leaders and followers at all levels and in all areas of its nation. People, individually and collectively, can make a difference, but you have to believe you can," Perreault tells her students, as she invites them to explore the topic of leadership and followership and its related ethical questions.

Advisory board member Daniel Miller, director of programming and production for Iowa Public Television, says leadership was very narrowly defined when he was in college. "Rarely did we think of leaders as being from the art community, and if you were in business, a leader was considered a manager."

"Were I a student again, the Leadership Studies Program is something I would jump toward," says Miller. "I'm impressed that the program exists at UNI; that the University took action to implement it, not just talk about it. It has great value as an interdisciplinary program because it's valid in all areas."

In his packet of board member information, Miller says he was particularly struck by, and has taken to heart, the phrase on one of the included bookmarks: "Leadership is action, not position."

Experience is perhaps the best teacher of leadership although leadership programs, few as there presently are throughout the country, provide an excellent foundation.

"Practice, practice, practice," says UNI alumna Nancy Powell, B.A.'70, now consular for political affairs at the U.S. Embassy in New Delhi, India. "I don't think there can be any substitute for actually leading. We need to ensure plenty of opportunities for young people to develop their potential."

She says the area chosen isn't as important as the involvement. "It doesn't seem to me to make much difference whether it is sports or church or politics or school clubs—the important thing is the involvement and the practice in being a leader. All these experiences build skills and confidence."

Powell's experiences with the U.S. State Department have taken her to many places around the globe—Nepal, Togo, Calcutta—but she points to her first professional role as a prime example of how leadership is manifested in all walks of life.

"I think the experience of teaching is a great one for anyone who wants to take on additional leadership roles. Those first three minutes in front of 35 eighth-graders on the first day of school in Dayton [Iowa] in 1970 were as much a defining moment in the development of leadership skills as some of my more adventurous moments in the Foreign Service. We need to recognize that leadership occurs every day in many, many forms—it's not just presidents and ambassadors who lead."
When Lou A.T. Honary set out to develop a marketable soybean-based lubricating oil, he quickly discovered a problem: The oil tends to polymerize into Gummy Bear consistency over a long period of time. Honary, a University of Northern Iowa associate professor of industrial technology, is solving the problem, but he teases that a by-product of his soybean research might actually be a better seller than his oil. "We've been thinking that one of these days we might actually produce a safe plastic toy that children could eat too," he says with a smile.

The idea of producing a soybean-based oil grew out of a student project several years ago, and it made so much sense that Honary decided to pursue it. Why not turn Iowa's abundance of soybeans into a marketable everyday oil that could lubricate machines, profit Iowa's many soybean farmers, and save natural resources all at the same time? Vegetable-based lubricating oils had been around for decades, but none were made from soybeans. "I couldn't
believe that nobody had really looked at soybean oil as an alternative to petroleum-based oil," Honary says.

Now, after more than three years of grant-supported collaborative research linking industry experts with UNI professors and students, Honary says a soybean-based oil soon could be ready for field testing. "Our goal has been not to make a product just for the sake of knowledge," he says. "We want to provide results."

In working toward those results, Honary has saturated the soybean oil project with ideas important to him. His belief in the need for environmentally friendly technology and products, for example, is at the core of his efforts to create the vegetable-based oil that could substitute in some cases for petroleum-based oil. Honary points out that petroleum-based oil currently is king of the lubricating market, with 2.5 billion gallons used each year in the United States. Those gallons are cheap, but they aren't biodegradable or renewable, and they require special disposal at a cost.

Soybeans, on the other hand, are a renewable resource, grown each year on many Iowa and other farms. And while vegetable-based oils such as soybean oil may be more expensive to buy, Honary says that growing concern about the environment and the cost of disposing petroleum oil may convince consumers to switch.

Honary's studies also have shown that his vegetable-based soybean oil is biodegradable and easily breaks down in Iowa's soil. "It's safer to touch and it doesn't have the fumes petroleum-based oil has," he adds, noting that hot soybean oil has its own unique smell. "You do get the feeling when you're in our lab that you're near a McDonalds," he says.

Another personal belief reflected in Honary's research is the need for collaborative effort. Honary says the word "community" well describes the folks who have come together to work on the soybean oil project, which recently evolved into a formal UNI program complete with facilities in Waverly. Iowa's farmers have contributed by way of several research grants from Iowa's Soybean Promotion Board, and a group of experts have come from places such as John Deere Waterloo Works and Cargill Corporation to contribute time and materials.

Faculty from other UNI departments have joined in, and

Honary is pursuing a formal agreement for collaboration with Iowa State University. Honary gets students involved as well, and even shared his recent Fluid Power Journal cover photo with Tracy Smith, president of UNI's Fluid Power Society student chapter. "Lou Honary has an excellent track record of involving students in these research projects," says Rick Stinchfield, executive assistant to the president at UNI.

Collaboration also is key on another of Honary's alternative energy research projects. He works with several high-tech wind generators located around the state to gather data and test the use of wind energy as a reliable energy alternative for small-scale users. One of the generators sits at Waverly Light and Power, where the general manager says he is excited about Honary's work. "About 98 percent of all electrical energy used in Iowa is imported," says General Manager Glenn Cannon. "This project is a great opportunity for us, other utilities, UNI, and anybody interested in renewable energy to learn about the possibilities."

Iowa has a strong tie to wind energy, Honary says, pointing out that the state was well-known in the 1930s for the manufacture of windmills. "Wind energy is a nostalgic thing in Iowa," he says. "But it's also viewed as patriotic. It helps take a bite out of energy import problems. Any little energy we can produce in-state would be more money into our own economy."

Honary recalls the frustration people had in the 1970s when wind generators made a comeback but often fell apart. His testing of the new breed of wind generators made of fiberglass should prove if they are efficient enough for small-scale use. Eventually, Honary says, he would like wind generators to be so widely used that meteorologists would have to include intricate wind energy details for generator owners on their nightly newscasts.

Whether it's soybeans or wind, Honary's projects are deeply tied to Iowa's history and are looking to better Iowa's future. "Both of his projects have significant implications for Iowa, especially over the long-term," says Stinchfield. "Both are good examples of applied research that is directly relevant to Iowa concerns."

—Catherine Van Horn
Recycling with humor

Steve Gerberich's kinetic art touches everyone’s funny bone

Most New York artists set their sights on a highfalutin gallery showing, but not Steve Gerberich. The University of Northern Iowa graduate, B.F.A. 1983, wants enormous windows on the world to fill with his brand of kinetic art—taking found and recycled objects and making them rotate, oscillate, vibrate and hum.

So give Gerberich—Grand Central Station! His most recent movable art window display consumed a 5,000-square-foot waiting room in Grand Central Station. "Belts, Pulleys and Motors" entertained New Yorkers October 3-23, 1994.

Since his arrival in New York City in the mid-1980s after graduating from Northern Iowa in art, Gerberich's large mechanical window displays have kept many an eye wondering what he'll do next. His description of the Grand Central display shows why.

"I had 16 installations going at once in that exhibit," Gerberich explains from his Brooklyn home. "Picture a 65-foot train made out of pig feeders. I built it last year in Iowa. (His hometown is Waukee, west of Des Moines.) The locomotive itself is 17-foot long. The train cars are full of objects I use in my work, so it was like transporting the materials for me." A helicopter made from an old tractor cab painted red with a snowshoe landing gear fascinated viewers as did a 17-foot oscillating canoe with paddles for blades.

"Belts, Pulleys and Motors" was also featured in a downtown Des Moines exhibit last year. In fact, it arrived in New York just three days before the Grand Central exhibit opened. Gerberich recalls with stress in his voice.

Gerberich, who returns to Iowa several times a year to build and to visit his family, says that at UNI he created big color photos of constructed environments where he used lots of found objects to tell different environmental stories. So, he adds, the window format is perfect for him. "But I realized the objects needed to move. I taught myself how to make things move by using gravity and counter balances. And once I have something moving in a repetitive fashion, I think it brings a certain humor to the display. I've always been inspired by machinery. When I was in college during the summers I worked for an asphalt paving company and got to drive one of those big machines—I loved it."

Frje Echeverria, professor of art at Northern Iowa, remembers Gerberich as a student "who loved materials—he's a builder. Steve's work is powerful because he has a childlike delight in what he's doing. Plus, he has a very positive approach to life."

Gerberich says he was also influenced by UNI photography professors Dan Powell and Reid Estabrook, as well as Shirley Haupt, Jo Siddens and Ken Gogel. His other main inspiration comes from his older brother, Tim, B.F.A. 1980, who Gerberich calls the "avant-garde
artist in the family." Younger brother Steve changed his college major to art because of Tim. Later, when Tim was in a car accident 13 years ago and suffered a severe head injury, Gerberich decided to carry on the family artist tradition full-time. "Tim is still an inspiration to me. He continues to do pen and ink drawings, has a great sense of humor, and loves to go everywhere."

Gerberich's successes have drawn attention from national media such as the New Yorker Magazine who did a piece on him in 1989, and NBC Nightly News with Tom Brokaw in 1991. "I had my 2 minutes and 15 seconds of television fame," Steve laughs, "but it took two and a half days of shooting. They toured around town with me while I explained my building process and talked about the Bloomingdales' holiday windows I did that year."

For the Bloomingdales' windows, Gerberich says, "I had six months to build an entire New York City block of storefront. I put in eight flying reindeer propelled by exercise bicycles, including one reindeer wearing red hightops. There was a North Pole workshop made out of reused objects with figures producing other toys and objects. A corner window had a gift-giving machine and a couple of the fashion windows included a candy cane machine and an eggnog machine."

Steve's work is powerful because he has a childlike delight in what he's doing. Plus, he has a very positive approach to life.

Gerberich, who is self-represented, uses his windows as his main agent. In fact, he continues to do window displays for his first customer on Broome Street, a prime art gallery area on the southern edge of the SoHo District. "When I first moved to New York I did freelance plumbing, painting and demolition work—anything to eat. I got a job cleaning out an old printing company in SoHo and realized it would be a great place for a window installation. I asked the superintendent if I could take advantage of the huge, beautiful windows and he agreed." This breakthrough propelled Gerberich into other window installations and even to Paris to install five of his pieces in a businessman's office and one in the man's private home in Trouville. And this year (1995) watch for a review of this Iowa artist's Grand Central show in an issue of the top publication, Art in America.

Gerberich acknowledges that he eats, breathes, and sleeps his creations. "It's a matter of problem-solving; I never make a paper and pencil design. I start with an idea and let the objects help things flow from there."

Gerberich constructs in his 1,700-square-foot studio that looks like a machine shop with 12-foot ceilings in Williamsburg, Brooklyn, a short pick-up truck drive from his apartment. His objects fill up one-third of his studio space (he goes to the Scrap Iron Convention outside of Waukee every year to get great mechanisms), another third is for building, and the final space for completed pieces.

Gerberich knows that kinetic sculpture using recycled objects is popular these days, but the beauty of his work is what evolves through his sense of humor. Only from Steve Gerberich will you find metal kettles turned into moving Kettle Heads dressed in $1,000 suits adorning the windows of Paul Stuart's exclusive men's shop at 45th and Madison. It's all part of Gerberich's window on the world.

—Carole Shelley Yates
Virginia Berg, professor of biology, has been named the 1995 UNI Distinguished Scholar by the University of Northern Iowa’s Graduate Council.

Berg’s current research focuses on how some plants can survive and even thrive in hot, dry, sunny conditions, when their near relatives cannot. By determining what controls the leaf movement and what goes on inside the plant to make it happen, Berg says, research can provide information to understand how beans might be bred to do better under drought.

The UNI Distinguished Scholar program was created in 1983 to honor eminent artists and scholars among the graduate faculty. Only senior scholars with long and distinguished records of publication, activities and exhibits, and whose professional reputations are national or international in character, are eligible. The award enables the recipient to pursue research or creative activities full time for one or two semesters.

During her scholarly leave in spring 1996, Berg will study the level of cellular controls of leaf movement. Her research will be conducted both in laboratories at UNI and at the Pohang Institute of Science and Technology (POSTECH) in Korea, which specializes in such work.

“Science is international because it’s tied to people—not where they’re from, but what they do,” Berg says. Besides presenting results at meetings in Korea and the United States, Berg also plans to target international journals with her findings.

Barbara Hetrick, professor and head of biology at UNI, commends Berg’s research program, grant record, publications and presentations, and teaching. “Dr. Berg is a sterling reflection of the teacher/scholar model advocated by UNI,” Hetrick says. “What more could be said about a scientist’s record of scholarship except to point out that all of this has been shared with UNI students.”

Accounting grads post top honors in CPA exams

University of Northern Iowa graduates won all 11 of the state’s top performance awards, including the third highest score nationally, in the 1994 uniform Certified Public Accountant examinations. R. Todd White, now working in the Des Moines office of Deloitte & Touche LLP, earned the highest score among Iowans, and the bronze medal for third best nationally. Over 66,000 candidates nationally sat for the CPA exams.

“We are extremely proud of the performance of our students and especially pleased that all 11 who received special recognition are graduates of UNI’s program,” says Gerald Smith, professor and head of the UNI Department of Accounting.

“Science is international because it’s tied to people—not where they’re from, but what they do,” Berg says. Besides presenting results at meetings in Korea and the United States, Berg also plans to target international journals with her findings.

Barbara Hetrick, professor and head of biology at UNI, commends Berg’s research program, grant record, publications and presentations, and teaching. “Dr. Berg is a sterling reflection of the teacher/scholar model advocated by UNI,” Hetrick says. “What more could be said about a scientist’s record of scholarship except to point out that all of this has been shared with UNI students.”

“Science is international because it’s tied to people—not where they’re from, but what they do,” Berg says. Besides presenting results at meetings in Korea and the United States, Berg also plans to target international journals with her findings.

Barbara Hetrick, professor and head of biology at UNI, commends Berg’s research program, grant record, publications and presentations, and teaching. “Dr. Berg is a sterling reflection of the teacher/scholar model advocated by UNI,” Hetrick says. “What more could be said about a scientist’s record of scholarship except to point out that all of this has been shared with UNI students.”

“The continuing recognition accorded UNI graduates speaks for the quality of students, and the dedication of faculty toward their teaching responsibilities.”

The four-part examination includes accounting practice, theory, auditing and business law.

Smith says this is the fourth time since 1988 that a UNI student has earned one of the nation’s top three scores. All 11 UNI honorees placed in the top 120 nationally. This year, UNI produced over 9 percent of the nation’s top new CPAs.
U.S. News & World Report names Northern Iowa “Best, Most Efficient”

The University of Northern Iowa has been named one of the Midwest’s best universities, as well as the most efficient regional university, by U.S. News and World Report.

The magazine’s annual “America’s Best Colleges” issue ranks Northern Iowa 13th among Midwest regional colleges and universities. UNI was the only public university to make the top 15, which were chosen from 119 institutions in the Midwest.

U.S. News also named Northern Iowa the “most efficient” regional university and second on the list of “best values.” A university’s efficiency is based on the school’s overall score in the rankings, divided by its 1993 spending per student on educational programs. This marks the fourth time in the past five years that Northern Iowa has been cited by the magazine in such categories as “best,” best buy,” “up and coming” and “most efficient.”

UNI President Constantine Curris notes, “We do not rely on college rankings as an internal measure of quality. However, these rankings do garner a certain amount of public interest, and it is gratifying to be recognized for quality and value simultaneously. In today’s public higher education financing environment, one might argue that it would be difficult to have one without the other.”

U.S. News determines their rankings based on a combination of the universities’ reputational rankings among peers and educational statistical data, including measurements of student selectivity, faculty resources, financial resources, graduation rate and alumni satisfaction.

How do you get to Carnegie Hall?

Practice, practice! is the answer to this old quip. On May 14, the practice will pay off as the University of Northern Iowa Chorale and UNI Singers, along with over 50 alumni, will perform at New York’s Carnegie Hall.

Bruce Chamberlain, associate professor of music, received the invitation when representatives from Mid American Productions heard the students perform at the 1994 American Chorale Directors’ Convention. “This opportunity is a testament to what the students have accomplished,” he says. “It allows them to be featured and spotlighted in one of the most distinguished music halls in the world.”

The groups will perform Randall Thompson’s Frostiana, written from several Robert Frost poems. UNI graduate Allen Koepke, M.A. ’67, will conduct the world premiere of his piece, Missa Brevis.

Carnegie Hall is named for Andrew Carnegie, and has been identified with the cultural aspirations of Americans for over nine decades. The trip is sponsored by the students, with additional funding from the University and private contributions.
Clean Sweep

Football and volleyball win conference championships, advance to playoffs

Northern Iowa’s football and volleyball teams swept to 1994 conference championships, advancing to national post-season competition.

Coach Terry Allen’s football Panthers posted a perfect 6-0 conference record, 8-4 overall, to record their fifth straight Gateway Football Conference title, earning a fifth-straight automatic berth in the NCAA Division 1-AA playoffs. The Panthers were eliminated in the first round by Montana, 23-20.

The volleyball Panthers topped the Missouri Valley with a 19-1 conference record, and a school-record 28-2 overall mark, including a championship in the post-season conference tournament. Coach Iradge Ahrabi-Fard’s squad advanced to the NCAA tournament, dispatching Rider in the first round before being eliminated by a talented Colorado team.

UNI dominated the Gateway all-conference football team with nine first-team selections: All-American senior linebacker Andre Allen (Des Moines), who was also named defensive player of the year for the second straight year; defensive backs Jason McCleary (Newton) and Myron Glass (Kenosha, Wisconsin); defensive tackle Brian Moretz (Northwood); tight end Matt Harken (Shell Rock); offensive tackle Dan Bower (Sigourney); wide receiver Dedric Ward (Cedar Rapids); center Donald Mumma (East Moline, Illinois); and placekicker Matt Waller (Waverly). Terry Allen was named coach of the year for the fourth straight year.

Likewise, the volleyballers dominated the Missouri Valley all-conference selections, led by a trio from Iowa City: Carrie Shurr, Kara Galer and her twin, Kate Galer. The three also were first-team all-academic selections.

1994 Football Results

at Iowa State, won 28-14
at Southwest Texas State, lost 19-20
Southwest Missouri State, won 12-7
McNeese State, lost 24-34
at Indiana State, won 11-10
at Eastern Illinois, won 19-7
Illinois State, won 24-17
Western Illinois, won 36-27
at Idaho, lost 12-21
at Southern Illinois, won 39-7
Eastern Washington, won 27-17
at Montana (Division 1-AA Playoff), lost 20-23
Campus building renamed Lang Hall

One of the University of Northern Iowa's most recognizable buildings has been renamed in memory of one of the institution's most renowned faculty members.

The Iowa State Board of Regents September 8 voted unanimously to rename the Auditorium Building, Lang Hall, in memory of William C. Lang, a long-time professor of history and former vice president for academic affairs at UNI.

Dr. Lang, who died August 6, 1994, had joined the faculty of Iowa State Teachers College in 1949 as an associate professor of history. He also served as head of his department and dean of the college, which at that time was the chief academic office of the institution.

During his tenure as vice president from 1959 to 1970, the university experienced very rapid enrollment growth, institutional diversification and expansion of programs and institutional mission. His contribution to the humanities program at UNI "is a lasting monument of his educational philosophy" according to his nomination for an honorary doctorate from UNI, which he received in May 1987. The nomination also stated his "reputation as a teacher is legendary" and has been frequently acknowledged, including a distinguished teaching award from UNI's College of Social and Behavioral Sciences.

"Yet, for all of his administrative accomplishments," says UNI President Constantine Curris, "learning and teaching remained Dr. Lang's first loves. After he decided to return to teaching in the Department of History, he continued to earn universal respect as a master teacher."

In addition to his teaching, Dr. Lang continued his scholarly interest in the area of institutional history. A Century of Leadership and Service: A Centennial History of the University of Northern Iowa, Volume 1, 1876 to 1928 was published in 1990. The second volume, covering the years since 1928, which he co-authored with the late Dr. Daryl Pendergraft, will be published this spring.

Regent Betty Jean Furgerson, who made the motion to have the Auditorium renamed for the late professor, was one of the students motivated by Dr. Lang. "He was a wonderful human being. He was my mentor. And throughout my life...I continued to receive nice notes and telephone calls from him."

The Auditorium, which was built in 1900, is the oldest building on campus. It contains classrooms, offices and also has the largest auditorium on campus. Renovation of the historical campus building is scheduled for 1998.

The naming of the Auditorium Building for Dr. Lang was recommended by the University Advisory Committee on Naming Buildings and was endorsed by the University Cabinet.

UNI-Dome deflates in winter storm

Heavy snowfall and strong winds combined to tear the UNI-Dome's fabric roof December 7, causing the air-supported roof to deflate. Within two weeks, a temporary patch was in place over a large, triangular section of the roof; and the Dome was re-inflated. The deflation forced the Fall commencement activities and several athletics contests to the West Gym, and the UNI men's basketball teams played "home" games in Waterloo and Cedar Rapids. The UNI-Dome is insured for damage.

Northern Iowa's "Leading, Building, Sharing" capital campaign reaches its overall $25 million goal. The Campaign continues to accept gifts toward the construction of the proposed Performing Arts Center on campus.
Curris accepts presidency at Clemson University

University of Northern Iowa President Constantine Curris has been named the new president of Clemson University. Curris accepted the appointment on January 20 and will leave Northern Iowa after the 1995 Spring semester. He has served as UNI’s president since 1983.

A native of Kentucky, Curris returns to the South to become the 13th president of Clemson, a land grant university of 16,000 students located in Clemson, South Carolina. Before coming to UNI he was president of Murray State University in Kentucky, and held positions at Midway (KY) College, Marshall University and West Virginia Institute of Technology.

In his 11 1/2 years at UNI, Curris has overseen a steady rise in enrollment, a strengthening of enrollment requirements, a restructuring of the University’s General Education program, the construction of several new buildings, and a comprehensive strategic planning process to guide the University’s direction. Curris ranks as his top accomplishments the strengthened admissions requirements and increasing statewide awareness and support for the institution.

Curris had been actively recruited for the presidency of larger universities, including the University of Nebraska, where he interviewed last year before withdrawing from consideration. UNI Provost Nancy Marlin says the news did not come as a surprise, and praised Curris for his leadership. R. Wayne Richey, Iowa State Board of Regents executive director, says, “I think he left the University of Northern Iowa in substantially improved condition.”

Old Gold garners top marks

For the first time in more than half a century, the University of Northern Iowa’s 1993-94 Old Gold yearbook earned the All-American rating by the Associated Collegiate Press, one of only 20 yearbooks nationally to win the award.

“This is by far one of the 10 best moments in my life,” says 1993-94 Old Gold executive editor Dan Patters.

“ar main goal was to produce a top-notch product for UNI students, but it’s thrilling to be recognized as one of the top books in the nation.”

Evaluators praised Old Gold’s concepts, coverage, layout and design, lively writing and photography. “This is a top-notch yearbook,” said judge Karen Edwards. “It has some of the most diverse and in-depth coverage I have seen.” Karen Mills serves as the UNI Old Gold advisor, and a team of students handles all aspects of producing the book.
1994 enrollment stands at 12,572

Despite an increase in all categories of new students, the Fall, 1994 enrollment at the University of Northern Iowa stands at 12,572 students, about a 1 percent decrease from the previous year.

UNI enrollment data show an increase of 2.6 percent in new freshman students, a 9 percent increase in transfer students, and a 7.5 percent increase in graduate students. The increases were offset by a 3.2 percent decrease in returning students, at 9,242.

Registrar Philip Patton attributes the overall enrollment dip to the record number of graduates, resulting from the large incoming classes of the late 1980 and early '90s. "In recent years, we've seen the number of students graduating climb steadily and dramatically—from 2,047 five years ago to over 2,600 this spring," Patton says.

Patton notes a strong increase in minority student enrollment: new minority students increased 21.2 percent from 1993.

Alumni Association news on Internet

The Northern Iowa Alumni Association has its very own exit on the information superhighway. If you have questions, address changes or news of note, you may send via E-mail to the Association at Alumni@uni.edu.

Pomerantz family creates endowed professorship

Marvin and Rose Pomerantz, a well-known Des Moines couple, have created the Pomerantz Professorship in Educational Excellence, to be funded by a gift to the University of Northern Iowa Foundation. Marvin Pomerantz served as president of the Iowa State Board of Regents from 1987 to 1993. He is president, chairman and CEO of the Mid-America Group in Des Moines, and chairman and CEO of Gaylord Container Corporation in Deerfield, Illinois.

When fully endowed, the professorship will annually bring to campus a distinguished educator for a semester or academic year in residency. The guest professor will be selected from outstanding educators throughout the United States and other developed nations. They will work with both undergraduate and graduate students, as well as UNI faculty, in joint research and demonstration projects. Each Pomerantz Professor will also present a public lecture geared to educational audiences across the state, and transmitted over the state's fiber optic network.

"We are pleased to contribute to the concept of excellence which UNI has so dramatically embraced," says Marvin Pomerantz. "Great educational standards are achieved when each of the components is emphasized. Outstanding teachers are a prerequisite and we are proud to be a part of the effort to achieve such a goal."

Governor recommends funding for Performing Arts Center

A Performing Arts Center at the University of Northern Iowa is one step closer to reality as Iowa Governor Terry Branstad recommends appropriation of $2 million this year toward the facility's construction.

"We are very pleased with Governor Branstad's recommendation," says Northern Iowa President Constantine Curris. "This facility will serve the educational needs of the UNI School of Music and the performance needs of the Waterloo and Cedar Falls arts communities. While $2 million is only part of the $8.8 million requested by the Regents [the Regents' request is for $4.4 million in fiscal years 1996 and 1997] to match funds raised from private sources, it is an important first step."

The $2 million is the only Regents building request recommended by the Governor. The Center's total cost is estimated at $17.8 million, $9 million of which will be raised through private contributions. To date, a total of $8.5 million of the $9 million has been raised through the University's "Leading, Building, Sharing" campaign. Curris says he hopes full state matching funds will be approved next year so construction can begin.

In late 1994, a team of University and community volunteers solicited proposal requests from architects, acousticians and theatre consultants to begin recommending the Center's site and design elements. The architecture team is expected to be selected in Spring, 1995.
'24 Ives Akers Miller, 2-yr, celebrated her 90th birthday on August 21.

'30 Eleanor Evens Allen, BA, celebrated her 60th anniversary with her husband Dr. E.K. Allen. They reside in St. Ansgar.

'36 Norman O. Mikkelsen, BS, past district governor of the Lion's Club, along with his wife Veva Buchanan Mikkelsen '34, visited the 1994 Homecoming festivities.

'41 Charles 'Mac' McGaffin, BA, retired from coaching at Winterset. He is a member of the Iowa High School Athletics Directors Hall of Fame.

'47 Chuck Silvey, BA, received a Sportsmanship Recognition Award for his work as the supervisor of all boys sports at Urbandale High School.

Charlotte Jacobson Wehrspann, 2-yr, has retired after 34 years with the Ottosen School District. She was recently elected to the Board of Directors at Camp Okoboji.

'48 Warren Allen Smith, BA, is director of the Bertrand Russell Society and editorial associate of Free Inquiry, which has cited him as a Mentor of their humanist organization. He retired in 1986 as chairman of the English Department at New Canaan High School, CT.

'51 Ray Fisher, 2-yr, BA '55, MA '59, has recently retired from the Humboldt Community School system after a 40-year career in education.

Joan Becks Laird, BA, is the author of Ageless Exercise. She has been teaching physical education, dance and yoga for over 40 years.

Don King, BA, retired after a 42-year career as a basketball coach. He was inducted into the Iowa Basketball Hall of Fame on March 19, 1994.

'53 Ken Harfst, BA, MA '58, has retired from teaching in Webster City.

Beverly Bashara Moustgard, 2-yr, has retired after 34 years of elementary teaching at Callender.

Elaine Rosene Oles, BA, has been recognized as a nationally certified teacher of piano by the Music Teachers National Association. She has taught independently in the Quad Cities area for 25 years and currently is an accompanist for Bettendorf High School.

Mary Hurlbut Cordier, BA '55

'54 Ruth Vernon Switzer, 2-yr, retired after a 38-year teaching career, the last 31 years teaching kindergarten at Anamosa Community School District.

Mary Adams Bahrenfuss, 2-yr, BA '69, has retired from the Webster City School District after 30 years of teaching.

Mary Hurlbut Cordier, BA, is an associate professor emerita of education and professional development at Western Michigan University. She has co-authored the book Understanding American History Through Children's Literature: Instructional Units and Activities for Grades K-8.

Dale L. Grabinski, BA, MA '60, will retire as superintendent of the West Des Moines District at the end of the 1994-95 school year. He will have served in that position for 20 years.

Daryl Griffith, BA, is retired after 34 years of teaching earth science with the Dubuque Community School District. He works as a park ranger for the U.S. Army Corps of Engineers during the summer.

Pat Granau Stock, BA, has retired after 39 years of teaching, the last 37 years with the Hampton School District.

'56 John Boughton, BA, retired after 31 years with the federal government. For the past 19 years he was a supply systems analyst with the GSA in Arlington, VA.

Zelda Buse Christensen, BA, has retired from teaching after 38 years at South O'Brien High School.

Jim R. Foy, BA, retired in June after 38 years in education, the last 11 years as associate principal at Davenport West High School.

Kay Swain Harfst, BA, has retired after 15 years of teaching.

'57 Judy Hinde Amfahr, 2-yr, is an Elementary school teacher at Northwood in Ames. She teaches a summer enrichment class on Beatrix Potter and the Victorian lifestyle.

Keith Bahrenfuss, BA, MA '69, has retired from the Webster City School District after teaching for over 30 years.

Lee Himan, 2-yr, has retired after 34 years in the Ames Community School District. He has served in eight schools and his last position was principal of Northwood Elementary.

'58 Rev. Richard Kapfer, BA, has been re-elected as District President of Iowa District West of The Luthern Church—Missouri Synod.

'62 Ron Moore, BA, has retired from the Keystone Area Education Agency. He was a school psychologist.

'63 Bob McCool, BA, has joined the Charter Oak-Ute Community School as teacher and head boys basketball coach.

Jean Belschner Turner, BA, has been recognized as a nationally certified teacher of music by Music Teachers National Association. She has been an independent teacher for 16 years and is music director at St. John Lutheran Church.

'64 Marilyn McLuen Thompson, BA, has joined Breck Middle School, Golden Valley, MN as resource instructor.

'65 Richard Doyle, MA, is the Marshalltown associate superintendent. He recently was able to assist in developing programs for professors and principals in Slovakia.

Michael J. Hogan, BA, professor and chair of History at the Ohio State University, is currently involved in developing an electronic bookshelf for American History.

Roger Nichols, MA, Ed. S '76, is head counselor at East High School in Sioux City.

Vicki Hansen Steil, BA, is the new principal at Newman Catholic High School. She most recently served as coordinator for the Iowa Lakes Educational Talent Search Program.

Judith Walton, BA, is currently in her second year as a professor in the Department of Kinesiology at the University of Texas at Brownsville. She received the Chancellor's Council Outstanding Teaching Award.
Award from the University of Texas System in May 1994.

1994

Phyllis Origer Harms, BA, is teaching economics and contemporary living at Denison Community Schools.

Pat McClure, BA, is the superintendent of Vinton-Shellsburg Community School District.

John Ballheim, BA, is the president of the Alberta Chamber of Commerce.

Rev. Darline Balm-Demmel, MA, was appointed as district superintendent in July to oversee the 64 United Methodist congregations in the Northwest Iowa district.

Marcia Mallie Duffy, BA, is the secondary library associate at Turkey Valley School.

Rev. Mary Jo Maass, BA, MA ’88, is the new minister of Immanuel Lutheran Church in Mediapolis.

Katie Mulholland, BA, MA ’80, is the new assistant superintendent of the Dubuque Community School District.

Steven J. Ryan, BA, has been elected president of the Association of Wisconsin School Administrators for 1994-95. He is currently principal of Whitewater Middle School in Wisconsin.

Linda Frey Ewoldt, BA, is the new guidance counselor for freshmen and juniors at the South Tama County High School.

Myron R. Linn, BA, MA ’77, is a former high school math and physics teacher. He holds a rank of Lieutenant Colonel in the Army Reserve and serves as the reserves section commander for the United States Selective Service System in Iowa. He currently is employed with the Pella Corporation.

Dana Brown Petrowsky, BA, has joined the Iowa Medical Society in West Des Moines as manager of specialty services. She previously was a regional director of the U.S. Department of Health and Human Services in Kansas City.

Graham Quinn, BA, MA ’73, is now in charge of teacher training at William Penn College in Oskaloosa.

Lowell Doerder, BA, has been appointed interim dean of math, science and technology at Black Hawk College in Moline.

Sue Vaupel Hollenbeck, BA, currently teaches fifth grade at Lincoln School in the Vinton-Shellsburg School District.

Gerard D. Huber, BA, received a $5,000 award from the Mid-America Arts Alliance/National Endowment for the Arts Regional Visual Arts Fellowship. He resides in Dallas, TX.

Jean Morrissey, MA, is a counselor at Senior High in Fort Dodge and also the owner-operator of Morrissey Pony Farms located north of Badger. She is director of the American Shetland Pony Club and president of Area 6 of the ASPC.

Richard Wede, BA, has been hired as the new superintendent at Dunkerton. He spent the last three years as superintendent of the Prairie Valley School District at Gowrie.

Jan DeYoung, BA, has accepted the position of Marshalltown regional manager for the Center for Industrial Research and Service (CIRAS), Iowa State University.

Denny L. Perry, BA, has been elected treasurer of the 32,000-member Iowa State Education Association. He has been a middle school math teacher and speed coach in Spirit Lake for the past 12 years.

Bonnie Sloth Raasch, BA, is an editor of Exploring the Plains States Through Literature. She is a recipient of the 1994 Friend of Literacy Award and will begin her 23rd year as media specialist at Vernon Middle School in Marion.

Julie Conklin Rokes, BA, has joined the faculty of the Dike-New Hartford High School as a part-time physical science teacher.

Pamela Zeller Britton, BA, is the new principal of the Interstate 35 High School.

Pamela Zeller Britton, BA ’74

Distinction Award.

Deb Coyle, BA, is President Bill Clinton’s personal secretary.

Arlene Panos Meier, BA, is the senior vice president and chief financial officer of Kohl’s Corporation.

David Oman, BA, is the corporate director of state government affairs for TCI. He is also the chairman of the Iowa Natural Heritage Foundation, and secretary of the Iowa Health System board of directors, which oversees Lutheran and Methodist Medical Center hospitals in Des Moines.

Daniel Sullivan, MA, has joined the art faculty at Iowa State University, teaching photography. He has taught at several colleges and universities in Iowa and Massachusetts.

Barbara Vaske, BA, is an artist from northeastern Iowa. Her works were recently displayed in Farnham Galleries at Simpson College.

Stan Duncafl, BA, is the new owner of FECO, Ltd. in Oelwein.

Rick Nielsen, BA, founded Blueprint for Life, Inc. in 1986 and as president, speaks and entertains on a national scope.

Dennis Presnall, BA, is the director of governmental affairs for the Iowa Farm Bureau Federation. He is one of Farm Bureau’s two principal staff lobbyists at the state Capitol.

Gary Schroeder, BA, is an activities director and secondary physical education teacher.

James Blasingame, BA, is the new principal of the Interstate 35 High School.

Going up!
Happy 100th, L. Berenice Gremmels.

Gremmels, BA '26, a retired Chicago attorney, celebrated her 100th birthday in January. "I have fond memories of campus; I recall the friendliness of my classmates and my professors, and studying at the "Lib," as we called it," she says. "I remember volunteering for the debate team and correcting underclassmen's papers in a required class in Government—I was rather lenient in my grading. I'm sure the professor would have assigned a much worse grade." She recalls the high regard in educational circles for ISTC President Homer Seerley, who retired the year she graduated. Gremmels earned her law degree at Loyola University in Chicago, where she resides today.

Class Notes

Thomas L. Eddy, BA, is teaching for the Green Lake School District in Green Lake, WI, and is also an adjunct faculty member for Marian College, Fond du Lac. He recently received the National Biology Teachers Association's OBTAA Award.

Steve Fuglsang, BA, is the principal of the Camanche Elementary School. He is also active in School Administrators of Iowa and the National Association of Elementary School Principals.

Al Loeffelholz, BA, has been named general manager of the Clinton facility of Data Dimensions Corporation.

Mark McVey, BA, MA '84, is the new president of the Marshalltown Education Association. He has taught in the Marshalltown School District for 18 years.

Carol Povolis Palmer, BA, is the new resource room instructor at Akron-Westfield.

Randy Achenbach, BA, MA '80, is the new superintendent at Gamer-Hayfield Community School.

David Hickman, BA, is the new high school principal at Sentral Community School.

Debra Pagitt Gipple, BA, MA '85, is a child and adolescent counselor with eight years of experience teaching emotionally and behaviorally disordered children.

Karen Barton Litt, BA, is programmer/analyst lead and team leader in manufacturing at Vought Aircraft in Dallas, TX.

Brian D. Frevert, BA, was recently hired as a senior manager at Hamma and Nelson, PC, Certified Public Accountants in Denver, CO.

Mary Helfter, BA, was named Northwest Iowa District Coach of the Year by the Iowa Athletic Coaches Association. She coaches girl's softball and teaches at South O'Brien.

Ron Billings, MA, is elementary principal in Nora Springs.

Holly Wessey Dunkelberger, BA, is the new German teacher at Union Middle School.

Harold C. Holder, BA, was named manager of corporate accounting for Genesis Medical Center in Davenport. He is a member of the Iowa Society of Certified Public Accountants.

Juli Ilry Kwikkel, BA, MA '94, is the new Wall Lake elementary principal and Wall Lake View Auburn talented and gifted (TAG) instructor.

Nick Miller, BA, has been promoted to supervisor at McGladrey & Pullen in Des Moines.

Gregory P. Osborn, BA, is the vice president at Hamma and Nelson, PC, Certified Public Accountants in Denver, CO.

Howard Clancy, BA, has joined The First National Bank of Waverly as vice president-retail banking manager.

Monica Doyen Kruse, BA, has joined Gladbrook Elementary as its new vocal music instructor.

Peter J. Larson, BA, MA '84, was selected as the 1994 National Distinguished Principal representing all American-affiliated overseas schools by the National Association of Elementary School Principals.

Melinda Paulsen, BA, is the co-principal of Pleasant View and Sunset Heights elementary schools.

John Gallagher, BA, has become national sales manager for Osborn Medical Systems of Augusta, GA.

Cynthia Rabbitt McDonald, BA, MA '94, was recently named elementary principal in Central City.

Brenda Schloman Mueller, BA, MA '87, recently completed certification requirements for School Psychology at the University of Colorado and is employed as a school psychologist for the Arkansas Valley B.O.C.E.S. in La Junta, CO.

David Schroeder, BM, teaches jazz history, saxophone and other courses at New York University and Brooklyn College.

Billie Jean Rusk Snyder, BA, is the new elementary principal for Highland School District.
manufacturing and engineering at Scranton Manufacturing.

Scott C. Swehla, BS, is a lieutenant in the Navy and recently completed the Submarine Officers Advanced Course in Groton, CT.

Scott Cross, BA, is a certified public accountant with McGladrey & Pullen in Minneapolis, MN.

Lynn Eastman, BA, is a multi-categorical special education teacher at Urbandale High School.

Andrew Knuth, BA, is the new Spanish teacher at Anita High School.

Patrick F. McKinlay, BA, is an assistant professor of political science at Morningside College. Prior, he was an adjunct assistant professor at Purdue University.

Krista R. Schoenfeld, BA, MA '94, is the new TAG coordinator for Preston and East Central Schools.

Randy Stromley, BA, has been promoted to assistant vice president of mid-marketing banking at Norwest Bank Iowa in Mason City.

Debbie Kilburg Ties, BA, has earned her certified public accountant designation. She is employed as a special project accountant in the agriculture division of Monsanto in St. Louis, MO.

Dan Doyle, BA, is the new social studies teacher at Midland High School.

David Hildebrand, BA, is teaching high school math and coaching girls basketball and boys track at Garner-Hayfield Community School.

Randy Hoefer, BM, MM '93, has accepted a position as senior high band director at Southeast Polk High School in Altoona.

Lynn Lukes, BA, works as the Chapter 1 associate at Turkey Valley School.

Kelly J. McGraw, BA, graduated from the Minnesota State Patrol's training academy in Arden Hills in June 1994. He has been assigned to the Caledonia area.

Chris Reeves, BA, is teaching fourth grade in Ackley.

Brenda Sanders, BA, is in her fourth year of coaching Denver's 9th and 10th grade volleyball, as well as assisting with varsity volleyball.

Peter Smith, BA, is the new principal at St. Patrick's Elementary School in Waukon.

Ed Block, BFA, had his work chosen over 149 entries to be exhibited in June 1994 at the Hearst Center for the Arts in Cedar Falls.

Keith Carmen, BA, is the new varsity wrestling coach at Crestwood High School.

Heidi Fatchett, BA, is the new 4th grade math, reading and social studies teacher at Preston.

Jeffry J. Fruchtenicht, BA, has been appointed investment representative for Investment Centers of America in Independence.

Debbie Hoefer, BA, has accepted the position as director of music at St. Mark Lutheran Church in West Des Moines.

Tammy Johnson Manning, BA, teaches writing and journalism in the English department at Kee High.

Shelly Goddard Moore, BA, is a new kindergarten teacher at St. John's Elementary in Independence.

LeeAnna Schoonover, BA, is teaching the SCIN classes at Nevada Middle School.

Audra Radabough Barnhart, BA, is the new Chapter 1 Reading instructor in the WACO Community School District.

Jeff Butterbaugh, BA, has joined the Ellison Insurance Agency.

Dianne Campbell, BA, has been named director of development at Bishop Heelan High School.

Craig Coon, BA, is the new language arts instructor at Union High School in LaPorte City.

Anne Kristin Ackerson Ewen, BA, teaches English and speech at Allison-Bristow Community School and also serves as the Junior High volleyball coach.

Becky Wilson Hawbaker, BA, recently published two articles in the State Historical Society of Iowa publications: "Early Television for Iowa's Children" appears in the Summer 1994 issue of The Palimpsest.

Kevin Hoefer, BA, is the new assistant manager and warehouseman at Hopkinson Feed and Grain, Inc.

Brenda Steffen Hoefer, BA, has been promoted to manager of accounting services at The Ernl Company.

Dennis Jordan, BA, has joined the accounting firm of Terry, Lockridge and Dunn, Inc. as director of client services in Cedar Rapids.

David Keane, BA, is a science teacher at Webster City High School. He is currently a member of the DEMAST project to develop an integrated math and science curriculum.

Elizabeth Piege Kurt, BA, has taken the position of comptroller at the Bremer Lutheran Children's Home.

Brian Lammers, BA, has been hired as the operation supervisor for the Grundy County Conservation Board.

Doug Laughlin, BA, was named manager of the Midwest region for Osborn Medical Systems of Atlanta, GA.

Dixie Opperman, BA, is an elementary special education instructor at Crestwood.

Mary Diers Shaw, BA, was recently designated the donations coordinator for the Irvington Institute for Medical Research in New York City.

Chris Ehrhardt, BA, has returned to Gladbrook-Reinbeck Middle School to teach 8th grade. He will
also be the assistant coach for high school baseball and football. 

Jon Flaherty, BA, is a third grade teacher at Crestwood Elementary.

Doug Frett, BA, is the new physical education teacher at Sacred Heart.

Lonnie Hikiji, BA, is a police officer in Boone.

Deborah Honeck, BA, has received her master of arts degree in communication studies from New Mexico State University and now works for IBM at the Santa Teresa Laboratory in San Jose, CA, as a technical writer.

Brenda Campbell Linkin, BA, is a new teacher at Van Buren Jr Sr High. She teaches 7th and 8th grade reading, freshman honors English and sophomore English.

Paul Numedahl, BA, is teaching biology and chemistry at Crestwood. He also has some coaching responsibilities.

Kelli Abbas O’Kanes, BA, is a new third grade teacher in the Wellsburg-Steamboat Rock School District.

Sonya DeWinter Peyton, BA, is a part-time 5th grade teacher in language arts at Webster City.

Michelle Rothmeyer, BA, is one of the new resident counselors on the Manning campus at Quakerdale.

Deanna Tibben, BA, MA ’94, is a science teacher at Union Middle School.

Jennifer Hilgendorf Van Buer, BA, was hired to teach the preschool classes at Trinity Early Learning Center in Davenport.

Stephen Walk, BA, MA ’94, is currently pursuing a doctorate in mathematics at the University of Notre Dame.

Craig Warner, BA, is working as a Mason City firefighter.

1993 John Butz, BA, teaches fifth grade and coaches middle school boys track in Lake Mills.

Crystal Franzen, BM, is the instrumental instructor for the Forest City middle school.

Tracy Gundacker, BA, has been elected president of the University of Wisconsin-Oshkosh Chapter of the National Student Speech Language and Hearing Association.

Mark Haburn, BA, is the fifth and sixth grade Chapter 1 teacher at the Nevada Community School.

Chad Harberts, BA, has been hired as sports information director at the University of Missouri-Kansas City.

Wendi L. Hess, BA, is an advertising executive for the Waterloo Courier.

Mark Hookham, BA, is a science teacher at Union Middle School.

Brad Laures, BA, is teaching third grade at Harris-Lake Park and is the assistant volleyball coach.

Loren Lienemann, BA, is the fifth grade teacher at Dows. He is also coaching junior high football. This is his first teaching position.

Elizabeth Jimenez Mathews, BA, is the new half-time secondary muti-categorical resource room aide at Ackley-Geneva.

Jeremy McCoy, BA, is employed by the Nebraska State Patrol. He is a carrier enforcement officer in North Platte.

Jenny McElmeel, BA, has been promoted to manufacturing quality engineer of General Motors Powertrain Division plant in Defiance, OH.

Marci McKillip, BA, is teaching high school English in Olin.

Nick Miller, BA, has been promoted to supervisor at McGladrey & Pullen in Des Moines.

Michelle Murillo, BA, is teaching Spanish I, II, and III at Wellsburg-Steamboat Rock.

Where is Your Diploma?

You spent hundreds of hours and thousands of dollars to earn your diploma, and what happened to it? For many it ended up in a box in the attic or at the bottom of a dresser drawer.

The Northern Iowa Alumni Association wants to change that by offering you a beautiful way to display the diploma you worked so hard to receive—a handmade, solid oak frame complete with matting in UNI’s “official” purple and gold, and a full-color, pen-and-ink print of the Campanile.

This frame will be a handsome addition to your office, den, family room or wherever you choose to place it. There is no better way to recognize your achievement while showing pride in your alma mater.

The print, double-matting pre-cut to the size of your diploma and handmade oak frame is only $89.95 (plus $8.95 shipping). Your frame will be shipped directly from the manufacturer. All you will need to do is place your diploma inside the marked area on the back of the matting.

Use this form to order yours today!

Name _____________________________
Address ____________________________________________
City , State , ZIP ____________________________
Phone (______) ______________ Class Year ____________

Make checks payable to Campus
High School along with 7th and 8th grade Spanish and some exploratory classes.

**Joseph Nelson**, BA, is teaching fifth grade at Earlham and is also assistant varsity football and track coach.

**Steve Nixon**, BA, is the 7-12 multi-categorical resource room instructor at Logan-Magnolia. He also is head boys basketball coach, assistant junior high boys basketball coach and junior high girls track mentor.

**Rick Nuesen**, BA, has joined the Ed-Co staff as a U.S. history, economics and personal finance teacher.

**Kyle Oetker**, BA, is the auditor for Deere and Co. in Europe.

**Judy Wilcox Olson**, BA, is a first grade teacher in Spencer.

**Kaitlyn Rosing**, BA, is the language arts and Chapter 1 reading teacher at Sacred Heart, Waterloo.

**Rochelle Scherburne Rule**, BA, is the new Title 1 reading teacher for first through fifth grades at Ackley-Geneva.

**Lynne Schwager**, BA, is the new kindergarten teacher at Sacred Heart, Waterloo.

**Paul Torbert**, MA, has served as interim county naturalist in Washington County.

**Jodi Buch Van Etten**, BA, is the new kindergarten teacher at Ackley-Geneva.

**'94**

**Robin Hollingsworth Adams**, BA, is the new director at Berry Tender Child Care of Strawberry Point.

**Jennifer Beckenbaugh**, BA, is teaching sixth grade at Center Hill Elementary in Mt. Carroll, IL. She also coaches freshmen and sophomore volleyball.

**Tamara Fatka Bertini**, BA, is a first grade instructor at Gladbrook.

**Angela Case**, BA, is a sales account representative with the *Hometourner* in Cedar Falls.

**Rod Earlywine**, MA, is River Valley's new middle school principal.

**Justin Fecher**, BA, recently passed the certified public accountant exam.

**Samantha Franck**, BS, was recently appointed to the position of quality control technician in the quality assurance department of Salsbury Chemicals.

**Nathan Frazee**, BA, has joined the staff at Bartels Lutheran Home as a part-time social worker.

**Sharon Hollander Freese**, MA, is employed at the Veteran's Home in Marshalltown.

**Mollie Herbers**, BA, is a producer/director at KIMT TV3 in Mason City.

**Bonnie Herpsta**, BA, is employed at the

Hawkeye Valley Area Agency on Aging in Waterloo.

**Kevin Hesner**, BA, teaches junior and senior high mathematics at Edgewood-Colesburg.

**Amy Keller**, BA, is the Chapter I reading instructor/media aide at Union Middle School.

**Jennifer Kirby**, BA, is teaching first grade at Bancroft Elementary School.

**Gina Konitz**, MA, has joined the staff of Audiology Service and Hearing Aid Center of Harlan.

**Annalee Krueger**, BA, is employed as a social worker consultant in three North Iowa care and nursing centers.

**Trent Lodge**, BA, teaches industrial technology at Allison-Bristow Community School. He also teaches at the New Hartford Junior High School and coaches junior high volleyball.

**Valerie Lueters**, BM, directs the band and teaches instrumental music at Olin.

**Lori Miller**, BA, is working in the publicity department creating press releases and newsletters at I.M.C.A.

**Stacie Osmood**, BA, has started her career as a second grade teacher and cheerleading sponsor at BGM.

**Judith Reynolds**, BA, is the new Chapter 1 instructor at the Shenandoah Middle School.

**John Speer**, BA, is the new English teacher at Independence High School. He is teaching English 10 and American literature I and II.

**Sheri Stiefel**, BA, is teaching K-12 Art at Ventura.

**Michelle Torrey**, BA, has been appointed news editor of the *Guttenberg Press*.

**Dianna Tuttle**, BA, is teaching high school government, psychology, sociology and economics at Albia. She is also assisting girls basketball and track coach.

**Diane Volkman**, BA, is the special education teacher for K-3 at BGM.

**Travis Walker**, BM, played Professor Harold Hill in Chanticleer Theatre's production of "The Music Man" this past July. He is teaching music at Monroe Junior High School in Omaha.

**Marriages**

**'70s**


**'80s**

Class Notes


Births

Melvene Hardee, pioneering educator, dies

Melvene Draheim Hardee, '34, retired Florida State University professor and self-taught farmer, died in Clarion, Iowa at the age of 81. Hardee was a pioneer in the field of women in higher education. At Florida State, Hardee directed the Center for Studies in Women in Educational Management Systems, and was the first director of the Institute for Studies in Higher Education. In 1977, FSU founded the Melvene Draheim Hardee Center for Women in Higher Education to identify and solve the problems of women who aspire to be higher-education administrators. She was major advisor to 123 doctoral students, many of whom went on to become university and community college presidents and administrators.

In the 1960s, upon the sudden death of her husband, Tom Hardee, Melvene Hardee inherited responsibility for a 877-acre farm near Valdosta, Georgia. She became a self-taught farmer, turning High Noon Farms into a successful operation. She won several awards for farming conservation in the Valdosta area, the last at age 76.

She is survived by her brother, Judge Newt Draheim, of Clarion. Memorial contributions may be made to the Hardee Center for Women in Higher Education, Florida State University Foundation, Tallahassee, FL 32306-4013.

'80s


'90s


Deaths

'10s


'20s


'30s


‘40s

‘50s

‘60s

‘70s

‘80s

‘90s

Remember the Feeling?

It was your final semester and just a few weeks from graduation. As you looked back on some of the best years of your life, you knew a part of campus would always be there with you.

Keeping those memories alive is what the Northern Iowa Alumni Association is all about. Reunions, Charter Clubs, the Member Bulletin and other services and benefits are supported by annual memberships in the Association.

Stir those memories. Become an annual member today.

___ Please list my/our name(s) on the list of new annual members

___ $25 single ___ $30 household

Name ____________________________
Address _________________________
City ___________________ State ___ Zip ________
Phone (___________) Class Year _______

Northern Iowa Alumni Association

34
T. Wayne Davis elected to Iowa Business Hall of Fame

The Iowa Business Hall of Fame honors legends with familiar names like Meredith, Maytag, Ruan and Henry Wallace. In 1994 the achievements of the late T. Wayne Davis, BA '43, joined the list, the first University of Northern Iowa graduate to be honored. Davis was posthumously inducted in a December ceremony.

Davis, who died in 1992, was founder and CEO of Control-o-Fax Corporation in Waterloo. He served on numerous boards during his lifetime, including the UNI Foundation and Alumni boards.

Perspective, continued from page 36

friendship metaphor for leadership affirms the best in human beings as leaders and followers, and expands our capacities to respond beyond the hammer-nail relationship. It helps organizations be more effective and productive. Ultimately, it contributes to the development of a more ethical climate for our organizations and society.

Gerri Perreault, Ph.D., is associate professor and director of the Leadership Studies program at the University of Northern Iowa.
Let’s rethink the language of leadership

by Gerri Perreault

At the beginning of a leadership course I teach at the University of Northern Iowa, I ask the questions, “What is a leader?” and “What is a follower?” The most common response is, “leaders get others to do what they want done.” Not surprisingly, followers are often described in passive terms as people who do what the leader wants them to do.

The students’ view reflects what they have learned from their society. The dominant metaphor for leadership in American society and among American leaders is the “military battle” metaphor. The battle mindset is ingrained in our thinking and actions. For example, the adversarial position of a battle can be seen in the language used to frame arguments:

- The CEO shot down all my arguments
- Her criticism hit the target
- They attacked our weaknesses
- We lost the battle but we can still win the war.

The recent 1994 political elections were similarly framed, with talk of attacks, strategies and campaigns. Pollsters and strategists tell us who’s ahead but scarcely a notion over who has a better conception of where we should be going. For the most part, the media adopt this framework as well. The election is viewed as a campaign to win a series of battles rather than an opportunity to inform the electorate about their choices. The focus is on winning the battle, and tactics are planned and executed with all the ferocity and use of deception associated with defeating enemies.

The objective of battle, of course, is to win a war. The definition of leadership is command and control. Power is viewed as getting people to do what you, the leader, want done. Leader-follower is the same as commander-troop. The expectation is obedience, not dissent.

Students in the class examine a number of alternatives to the military metaphor. One alternative is to think of leadership in terms of the metaphor of friendship. A friendship metaphor for leadership reframes how we structure our thinking, practices and relationships. A friendship metaphor does not begin with the assumption of an enemy. Rather, it is grounded in the assumption of connectedness and interdependence from which one seeks common bonds and mutual goals. Such an assumption precludes, or at least makes more difficult, defining other people as enemies.

The friendship metaphor changes the leader-follower, manager-subordinate relationship. Leaders and followers are integrally related and form one relationship—leadership. It is followers who make—and unmake—leaders. Many leaders become derailed because of their inability to take the perspective of others; they do not cultivate followership, but demand subordination. Subordinates may comply, but do not accept the goals of the leader.

Thinking of leadership as friendship implies a relationship of shared interests and values. The language of friendship is “serve,” “support,” “care” and “cooperate.” Rather than focusing on winning, the goal is mutual empowerment. The structure derives not from hierarchical positions—recall the pyramid shape of most organization charts—but from a web of interdependence, a network of connections. Some of the changes taking place in a number of organizations are congruent with aspects of a friendship model. For example, Business Week had an article on the “horizontal corporation,” and many organizations have moved to a genuine emphasis on teamwork and empowerment, as well as social responsibility.

Friendships are grounded in basic respect from which differences can be honored (distinct from merely accepted or tolerated) and conflicts managed. Relationships are more open and honest. Friendship-based followers are anything but passive; they recognize their powers, confer legitimacy on leaders, influence the leadership style, give critical feedback when needed. They carry out goals in an ethical way and question unethical practices; if necessary, they withdraw consent, even resign, and in extreme circumstances blow the whistle.

Rethinking our metaphors can assist us in reshaping our thinking and actions. If we do not think beyond the military battle metaphor, the metaphor continues to function like a hammer. The person who has only a hammer treats everything like a nail. The leader who thinks only in battle metaphors treats every situation like a military battle and ends up with decreased organizational effectiveness and costly casualties for both the organization and society.

In discussing course objectives with students, I inform them that one of my goals is to reinforce students’ own best instincts. Toward that end, leadership as friendship is one perspective they review during the course. The

continued on page 35
To our proud family of alumni and friends who have made their commitment to the "Leading, Building, Sharing" Campaign. Your gift total to date has surpassed $27 million—but some key components of the Campaign remain unfulfilled. Reaching our goals means more scholarships, new professorships, and soon, a new outdoor athletic track and a Performing Arts Center.

Again, Thanks! You have made a difference.

The University of Northern Iowa Foundation
205 Commons
Cedar Falls, Iowa 50614
1-800-782-9522 • 319-273-6078
The oldest building on campus bears the newest name: Lang Hall. See story, page 23.