Conductors are expected to have at their disposal a vast knowledge of appropriate repertoire and musicianship developed through years of performance and study, and a physical ability to communicate musical intent through gesture. And it is this last portion, communicating musical intent through gesture that defines the act of conducting. As it turns out, not all gestures made by conductors do a good job of communicating his or her musical wishes to the musicians. To understand why this is the case, consider some of the elements of the conducting process.

Step one: The conductor takes a piece of paper with innumerable scribbles, notations, rhythms, and so on, and begins to formulate an internal concept of what this piece is going to sound like from basic sounds to intricate interpretational issues. And the conductor must keep in mind the countless musical influences that cannot be notated into the score.

Step two: The conductor takes the knowledge gleaned from his or her score study and begins to perform his or her interpretation of the music physically for a group of trained musicians. The conductor’s gestures create a metaphor for what the composer and/or the conductor believes this musical work to be.

Step three: The ensemble visually takes this gestural stimulus internally while cross referencing with the music on their paper. A synthesis is created between the conductor’s physical performance, the musicians own musical training and the notation on the paper to create a tangible sonic product.

Step four: This sonic product is projected to a listening audience who (Story continues on inside back cover)
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How I love accurate measurements, and hate crummy ones. For example I own several micrometers, two modern ones that read out measurements of length digitally and one that I got from my dad years ago that must be twirled and fussed with to yield its result. When they agree that a plank of maple is three eighths of an inch thick, I know with smug satisfaction that it will fit snugly into a slot cut seven sixteenths of an inch wide. Using these measures I’m perfectly happy to spread the glue for assembly without “dry-fitting” the joint first.

This is great for woodworking, but relatively little of what we need to measure is amenable to such purely quantitative evaluation. For example, what if you wanted to evaluate how much a person has accomplished in his or her career? I use this example because I’ve just been reminded of the extraordinary productivity of the great scientist and writer Isaac Asimov. A few years before he died in 1992, Asimov was photographed sitting in a very large easy chair constructed of books he had written. (Over his career he was the author, co-author or editor of at least 500 books, including some of the most influential and widely read science fiction ever written.) I am certain that Asimov would not consider the raw count, or even the fanciful furniture made of his books, to be a reasonable measure of his life’s work. I would certainly not want my career to be measured by such a metric, especially considering the unflattering image it produces.

For a more immediate and consequential example of this problem in measurement, consider an issue that was prominent in the Sunday Boston Globe on April 17 of 2011. On page one, the lead story reported our continuing march toward the evaluation of school teachers on the basis of the MCAS scores of their students. The story reported that “The state’s education commissioner proposed a set of regulations yesterday that would…reward teachers and administrators whose students show more than a year’s worth of growth in proficiency under the Massachusetts Comprehensive Assessment System.” For years now we have been hearing about the fact that our “schools are failing” and that we must do something about it. That “something” has led to the measurement of student performance by a series of what its authors hope are objective measures of what these students know about a range of subjects at any given time. A great deal of effort has been expended getting these tests right, and now they have gained such traction in the minds of the public and the politicians who implement policy that teacher jobs and compensation rates may be largely dependent on these scores.

However, in the same edition of the Globe, there was a story about a conference of secondary and college educators organized by CONNECT, the Southeastern Massachusetts Public Higher Education Partnership. What emerged from this conference was the warning that students who do well on MCAS are frequently unprepared to do well in college, and that they often require remedial coursework to succeed there. The problem is that MCAS does not measure the ability of students to read, think and write critically about a range of topics. In the words of one of the conference organizers, these students are “qualified, but not ready for college.”

Unfortunately, when we cannot reliably measure what we want to measure, we often measure what we can and call it a day. It is particularly difficult for me, after a long career of relying on quantitative measures of human behavior, to accept that those human qualities that are most worth measuring are least amenable to quantitative measures. This includes learning and teaching. We can evaluate complex and subtle human qualities. The problem is that we cannot do so in the way that we measure the thickness of a plank of wood. We need to supplement our quantitative measures, as carefully as we may construct them, with qualitative insights. While it is important that a student retain a large amount of information about a range of topics, it is even more important that the student be able to use those facts in a cogent argument about some issue. We need our citizens to be able to reason and communicate. As any teacher of composition will tell you, these abilities cannot be evaluated by objective measures. Writing must be read and judged using the skills and knowledge of the evaluator, so we must trust that teachers can evaluate the quality of student work. How can we do this? My personal plan is that we finally start paying very high salaries to attract teachers to enter the profession, and then let the marketplace of competition fill our classrooms with the most talented people. Just as this approach has worked in the fields of law and medicine, you’ll get what you pay for.
The Economics of University Sexual Health Programs

Margaret Brooks

It is, perhaps, universally agreed that young adults need accurate and complete sexual health information so they can make wise choices. Yet in the last few years, questions have arisen about what this really means. A number of questionable sex education events have transpired on university campuses around the country, including live sex demonstrations, sex toy raffles and giveaways, and showings of graphic, violent pornography. As the word gets out about these types of controversial programs, university administrators must make hard decisions about what kinds of sex education programs should be offered to their students and who should be teaching them.

University Sex Education Programs

In recent years, weeklong programs dubbed Sex Week have been held at institutions including Brown, Northwestern, and Yale universities and the University of Kentucky. Student groups, not administrators, organized the programs. The events, billed as educational, used the universities’ names and facilities. They were open to everyone, including the outside community. Sex-industry representatives were significantly involved in many of the programs and sponsorships, along with contributions from nonprofit groups such as the Kinsey Institute and Planned Parenthood. Judging from the program descriptions, the emphasis of most Sex Week programming seems to be aimed at promoting sexual exploration and pleasure, rather than teaching students about sexual health and safety. While some sessions cover more serious topics like women’s health and sex trafficking, others feature such offerings as pornographic-film screenings; a lingerie show using university students as models; and a topless porn star demonstrating bondage, discipline, dominance and submission to a student audience.

Short-term workshops of this nature are appearing on campuses too. Last April, a “vajayducation” workshop at Harvard featured a raffle for $1,000 worth of donated sex toys and the showing of a graphic film clip of a woman’s genitals projected six feet tall onto a screen.

A Harvard blogger who attended the workshop reported: “There is way too much hooting and hollering from the men in here. You dogs you.” Sexual harassment is of primary concern in such a learning environment.

Economic Forces

The sex industry’s recent interest in accessing students on university campuses is not surprising. Adult stores have been actively seeking new ways to market their products and services.

X-rated sex shops have always had a rather seedy reputation, which deterred many customers, particularly women, from walking in. In recent years, online suppliers have provided fierce competition to the local sex shops by allowing people to browse and order items online from the privacy of their homes. As a result, many brick-and-mortar adult stores have struggled to survive.

Some have tried to redefine themselves as feminist or woman-friendly. Others, like the San Francisco sex toy retailer Good Vibrations, have experienced severe financial difficulties and changed ownership. Good Vibrations was sold in
September 2007 to GVA-TWN, a Cleveland-based company that operates a chain of adult stores in the Midwest. In Providence, Rhode Island Miko’s (former location from 1993-2007 is shown below) closed its doors in 2008 due to financial difficulties, and the former owner now runs a dog training business.

Some remaining sex stores have been trying to overcome social stigma and draw customers into their buildings by offering “educational” events. For instance, Good Vibrations, which has three locations in San Francisco and one in Brookline, offers an ongoing array of classes, ranging from specific sex techniques to kinky sexual practices.

Other adult businesses have tried to increase business by offering more discreet product delivery to customers. For example, a company in Chicago offers round-the-clock bicycle delivery of sex toys, while another sex shop in Huntsville, Alabama acquired a former bank and now offers customers drive-through convenience.

However, these marketing outreach efforts tend to be limited in size and geographic location. To gain access to much larger groups of potential new customers, many sex toy and pornography companies are sending their representatives into the community to reach them there.

**The Move to University Campuses**

Sex companies can use on-campus presentations as a prestigious, convenient and low-overhead means of accessing university students. A July 2010 workshop held in Oakland, California advised sex educator attendees on how to book “paid gigs” at colleges and universities. The program description states “Getting schools and organizations to pay you to show up and speak to rooms they fill for you! Face it, it’s hard organizing, promoting, hosting and running your own events. Why not get organizations to pay you to show up and share what you’re passionate about!”

In January 2011, the Adult Video Network Novelty Expo held a session at its annual conference entitled Sex Ed. The description read: “As the couples-friendly boutique continues to supplant the traditional adult book store, education is one of the key elements in transforming both company image and the customer base into a more profitable model. A panel of some of the leading designers and retailers who have pioneered in-store and online education for their staff and customers will provide an in-depth formula for success through higher education in this interactive workshop.”

Phin Li, a New York-based agency that books sex speakers on university campuses, offers this advice on its Website: “Get in cahoots with the students at the nearest college or university. Universities have large budgets for what’s called Student Activities… Most universities have some kind of a system by which a student who is keen can create a proposal and budget, gain cosponsors from across university departments and offices, and pull off a show…”

These descriptions indicate that adult industry agencies and representatives are making vigorous efforts to bring their programs on-site to universities. They are developing business models to gain entry to this market, often through student groups. However, when student groups are given independent funding and completely free rein in arranging speakers, this bypasses the universities’ normal hiring process for employees and consultants, and it circumvents normal curriculum review processes. This “student affairs loophole” creates a strong incentive for outside sex interests to identify and befriend student group leaders in order to convince them to bring their representatives and products on campuses.

Such academic connections can boost the adult companies’ corporate credibility, and at the same time provide new opportunities to market products to young people through hands-on demonstrations, raffle donations and direct financial sponsorship. Some companies seek direct opportunities for their representatives to teach sex toy workshops on campuses. In many cases, event promoters are using social media like Twitter and Facebook to communicate directly with student leaders, negotiate sponsorship deals, and advertise scheduled events.

Pornographers are making significant inroads into university sex education programs as well. For instance, at Brown University’s 2010 Sex Week, the first 100 people in attendance were given packages of two, prepaid, 30-minute cards for Virtually Adult video on demand. At Yale University’s 2010 Sex Week, recent graduate Nathan Harden calculated that 11 of last year’s 34 events—nearly one in three—were led by pornography stars or producers.

**Problems and Protests**

These sex education events do not always go smoothly, and public controversy does sometimes erupt. An optional “after-hours” live sex demonstration for more than one hundred students in one professor’s class at Northwestern University on February 21, 2011 attracted national attention and criticism.
A 2009 research study conducted by economist Dan Ariely at Duke University came under fire for offering participating students demonstrations and discounts on sex toys. Similarly, University of Wisconsin Law School administrators canceled a sex-toy workshop that was scheduled to take place in April 2008 because they felt it would violate university policy regarding the promotion of commercial products. And a screening of pornography at Yale’s 2009 Sex Week was stopped “midreel after organizers became alarmed by the film’s depictions of sexual violence against women,” according to an account of the event published in the National Review Online.

There may be long-term consequences for students. For instance, dozens of pictures of university students, some posing with sex toys, are featured on the Facebook pages of a frequent sex workshop presenter. News stories have identified specific student attendees at sex workshops by name and showed them wearing strap-ons or being flogged by the workshop presenter.

**Solutions**

Clearly, teaching students about sex is not the same as teaching them about other subjects such as architecture, politics, or economics. Special considerations must be made for student safety, institutional policies on commercial sponsorship, and the need to comply with state and federal laws on issues such as minors and sexual harassment. Privacy is important too. Even if the students gave permission at the time for their pictures to be taken or recorded, online postings can exist forever on the Internet, and years later can negatively affect students’ chances of finding employment. If sex education is to be offered at all, university administrators must take a leadership role in the scheduling, financial support, and monitoring of those programs.

University administrators should address these fundamental issues to ensure their programs are appropriate, safe, and not driven by commercial interests:

- **Who will choose the programs and schedule of events?** Although administrators can and should work with student leaders to develop the program, administrators should make the final decisions. Sexuality can be a controversial topic, and when most or all session presenters promote just one limited point of view—say, multiple-partner sex—it violates principles of intellectual diversity.

Those students who may be seeking advice on abstinence, how to engage in safe sex, what it means to get or receive consent for sexual activity, or how to have meaningful monogamous relationships could be excluded from the program entirely, or find themselves having to sit through pornography screenings to try to get information that will help them make healthy decisions. True diversity means developing programs that foster inclusion and respect for all.

- **Who will teach them?** Ideally, sex education should be taught entirely by the university’s permanent faculty or staff. Current employees have already gone through a credential assessment and reference checks as part of the hiring process. They are familiar with the university’s resources, policies, and personnel. They have offices on the campus in case students want to follow up later with questions. The sex education curriculum can be evaluated in accordance with the university’s own governance processes. If circumstances require guest speakers to be brought in to supplement the program, administrators should carefully review their credentials before hiring them to see if the applicants’ qualifications are a good match for the program’s needs. Many people claim to be “sex educators” nowadays, including porn stars, sex workers, and sex-toy representatives. They may not have sufficient training to present students with accurate information or be capable of leading sensitive discussions about sex in a respectful, safe, and inclusive manner. Administrators must conduct simple background checks on outside speakers, including a review of their professional Websites, before they are hired. Anonymous post-event assessments can also be done to ask students for feedback on the speakers’ ability to present topics and interact appropriately with the audience.
Who can attend? University-hosted sex education events should be open to enrolled students only. Prohibiting outsiders from attending provides students with a safer learning environment in which they can feel comfortable sharing their ideas and questions. In fact, universities should even consider setting up same-sex sessions to afford students a further measure of comfort when viewing presentations that some students may find embarrassing in mixed company, or when seeking answers to sensitive questions. In addition, sex education conferences or open events for the general community should require participants to register and provide identification. That simple act will discourage sex offenders from attending the event and provide a measure of safety to student participants. Minors should not be admitted to university sex events under any circumstances. The university should provide strict enforcement of that policy, as there can be criminal liability for exposing children to sexually explicit materials. Even with a parent’s permission, children cannot legally be admitted to X-rated events.

Who pays and who sponsors? If a university is committed to providing sex education programming to students, it should provide sufficient financial support. Otherwise, student organizers may feel compelled to seek commercial sponsorship. If external sponsors are needed, then administrators should do the asking. Only they have the knowledge and authority to negotiate contractual terms regarding the use of the university’s name and facilities. Only they should decide which products are appropriate—or not—for raffles and giveaways.

Who sets the policies about what types of programs are allowed on campus? Universities must always be sure that their policies are followed at campus events and that all related activities are in compliance with state and federal laws. That responsibility cannot and should not be passed to anyone else. Students are transitory members of the university community, and outside speakers are independent consultants who are literally here today and gone tomorrow. Important liability issues are at stake. Universities should adopt policies that prohibit presenters from using images that benefit their own publicity purposes but that could potentially harm students’ futures. In addition, to prevent sexual-harassment violations or physical-injury claims, universities should always prohibit presenters from making physical contact with or humiliating audience members. They must be vigilant about preventing nonphysical forms of sexual harassment as well, such as presenters calling women sluts or creating a sexually hostile atmosphere by showing degrading pornographic films.

On a national level, immediate legislative reform is needed to prohibit the use of federal and state taxpayer monies for campus events and promotions run by pornographers and adult products company representatives. Many people and organizations are claiming to be experts in the field of sex education and are eager to gain access to the hearts, minds, and, yes, perhaps even the bodies of our university students. Strong measures are needed to preserve students’ sexual health and safety, as well as universities’ integrity and reputations.

Fortunately, Bridgewater State University has a strong history of providing educational programs that inform and protect students’ sexual health. The Division of Student Affairs has always put students’ safety and well-being first. Bridgewater’s exemplary leadership should serve as a national model for other universities seeking to offer quality sex education programs to their students.

Margaret Brooks is a Professor in the Department of Economics. This article is adapted from “Sex Week Should Arouse Caution Most of All,” by Margaret Brooks, Chronicle of Higher Education, August 29, 2010 http://chronicle.com/article/Sex-Week-Should-Arouse/124152/.
About a hundred years ago, in the summer of 1911, there were probably five bona fide local sports heroes whom most Bostonians would proudly have claimed as their own: Red Sox fielder Tris Speaker and hurler Smoky Joe Wood, prizefighter “Boston Terror” Sam Langford, the prickly marathon runner Clarence DeMar, and Captain Jack Lorimer, an “all-rounder” who starred at a variety of sports at Millvale High and Exmouth College. The first four of these men were distinguished by singular athletic careers: by 1911, they had amassed impressive hitting, fielding and pitching records, knockout streaks, and the first of seven Boston marathon victories. The fifth in this list was distinguished by what he was not: real. Captain Jack was entirely fictional, the product of the keen imagination of “Winn Standish,” the pen name for Boston Herald reporter Walter Leon Sawyer (1862-1915). That he could be included in such a list reveals a very curious remnant of the region’s sporting past. Sport fiction captivated young American sport followers in the early twentieth century, nowhere more devotedly than in New England. For many of them, the line between the real and the imagined was never thickly drawn. In the days before radio and television broadcasts and the expansion of spectator sports, most fans got their sporting news in print, and they consumed the daily sports page and sporting fiction with equal voracity. Moreover, these two main sources shared a similar form and tone; the
dramatic flair with which real games were depicted in the daily press matched the stylistic verve of sports-themed dime novels and school stories. What was real mattered less, perhaps, than what rang “true.”

Today, juvenile sports fiction might be forgotten, but it is not gone. These days, one cannot peruse the shelves of used book stores without stumbling across the remains of this literary phenomenon, and for good reason. The sheer volume of juvenile sports fiction produced in the United States makes them ubiquitous. From the 1890s until World War II, thousands of these novels and serialized stories were mass-produced and sold to a booming national market. Taking advantage of the transatlantic success of Thomas Hughes’ British school story *Tom Brown’s School Days* (1857), book publishers produced entertaining and edifying materials for at least two generations of American youth. Among the myriad invented characters in those years, by far the most celebrated one was the boy-hero Frank Merriwell, another “all-rounder,” whose escapades at Fardale Academy and Yale University first appeared in serial form in *Tip Top Weekly* in 1896 and continued to thrill American boys until 1916.

When Frank seemed to have done just about all any hero could credibly do, his heroics were carried on in print by his fictive brother “Dick Merriwell” and by “Frank Merriwell, Jr.” Frank’s popularity was parlayed into a radio serial when that medium found its feet in the 1920s. Created by Gilbert Patten ([1866–1945] writing under the pseudonym “Burt L. Standish”), Frank Merriwell opened a literary door for dozens of other writers who pieced together thrilling narratives about pluck and courage and success in sporting endeavors and life.

Juvenile sports fiction of this era possessed a number of interesting characteristics, not the least of which was its message. Junior sports stories were classic morality tales freighted with incorrigible villains, legal authorities (that were only *sometimes* effective at carrying out their jobs) and ethical conundrums facing their main characters around every bend, on playing fields and off. Fictional heroes were created to define what real sportsmen should aspire to be (but could never wholly become): courageous, honest, manly, amateur, fair and selfless. Almost all of the stories followed closely the formula that Walter Evans observed in his 1972 article “The All-American Boys.” The classic sports story focuses on one boy’s integration into school life or into acceptance as part of a local team. “The typical school story is some variation on a fairly standard but flexible pattern of introduction / bully attack / proof / bully regeneration / apotheosis.” In all of these stories, conformity to a “sportsman’s code” is expected.
often featured characters’ struggles to adopt a standard of morality – to overcome bad habits and become manly by adopting disciplined, modest, polite and self-reliant behavior. And all of this happened just in time for the central character to lead a struggling school or local sports team (in football, baseball, track, hockey or something else) to victory against a perennial rival.

Often beautifully illustrated, sometimes with color plates, the stories were pitched almost wholly to boys and young men (though a few exceptional series targeted girls and young women). When we read them now, we find them in many places embarrassingly racist in the ways they treated and marginalized African-American, Native-American and French-Canadian characters. They were unapologetically nationalistic, sometimes trotting out the triumphant jingoism that resonated in public discourse during the first age of American imperialism. In the preface to a 1903 volume (Following the Ball), the first in a series set at Phillips Exeter Academy, Albertus T. Dudley (1866–1955) declared just how far the genre had come from its British roots: “This is the story of an American boy and an American school, where it is not considered necessary that pupils should study under inaccessible windows or sleep in cubicles, or play English games under a master’s clumsy though kindly tuition.”

American schools “boast… the higher standard of scholarship; the training in self-reliance and in bearing responsibility… the democratic life in which rich and poor meet on equal terms… While football has a prominent place in the story, the writer’s object is… the development of the schoolboy’s character.”

Location mattered too. New England was unquestionably the cradle for the burst of juvenile sports fiction in the late nineteenth and early twentieth centuries. Alongside larger New York firms, Boston publishers, such as Lothrop, Lee & Shepard, L.C. Page & Company and Houghton Mifflin, produced thousands of these handsome and portable (7 ½-inch by 5-inch) hardcover volumes. A preponderance of the books’ authors lived or had roots in the region and set their stories in New England’s leafy prep schools or its gritty industrial towns. Sawyer’s own home was in Brookline, Massachusetts and Frank Merriwell’s creator, Patten, called Corinna, Maine his hometown. A lifelong resident of Exeter, New Hampshire, Dudley was for some time a master at Phillips Exeter Academy, the inspiration for most of his nine volumes. Among the most prolific of the writers of juvenile sports fiction was Ralph Henry Barbour (1870-1944), who was born in Cambridge and educated in Worcester and who, between 1899 and 1943, published 160 books of fiction for boys, on sports as wide-
ranging as tennis and golf, football and hockey. And there was Arthur Stanwood Pier (1874-1966), author of nine volumes about school sports life among The Boys of St. Timothy’s (1904-29) who, though a native of Pittsburgh, lived all of his adult life in Boston and Concord, New Hampshire after he graduated from Harvard in 1895.

New England settings were most conspicuous in these stories. “Nowhere in America,” Randy Roberts writes in his recent scholarly history of Boston sports (The Rock, The Curse and The Hub), “have sports been taken more seriously than in Boston, where they have always been seen as serving some higher purpose.” Roberts might well have expanded his claim to the whole region. Somehow, a New England context insists that sports narratives be taken seriously. The authors of these volumes veiled the real-place inspirations for their settings only thinly. Pier’s Boys of St. Timothy’s subjects were quite recognizably the students of St. Paul’s School, in Concord, New Hampshire, where Pier himself was schooled and later taught for fifteen years as an English master. Edith Bancroft’s five-book series on Jane Allen (published 1917-22) was atypical in that it followed a female college basketball player as she made her way from sporting neophyte to modest sports hero, but typical in that she set it at the all-female “Wellington College,” a stand-in for the real Wellesley, one of the New England private colleges where women’s-rules basketball really did take root in these years. Barbour’s narratives were set a little further afield, but not much, and the New England academy setting (such as his Yardley Hall School in fictive Wissining, Connecticut) prevailed in most of his works that used sporting narratives as moral lessons. And Captain Jack Lorimer’s milieu was undoubtedly greater Boston. In the five books (published 1906-12) that chronicled his doings and deeds, the hero never strayed too far from the Boston neighborhoods in which his author lived. Lorimer’s Millvale could have been any of a number of the textile towns in the immediate environs, but others, like “Roxbridge,” the hometown of one of Jack’s teammates, is hard to mistake. And the examples go on. For New England sporting fans in the early twentieth century, familiarity with these authors and identification with the characters and settings of these (admittedly saccharine) fictional narratives must have had a strangely reifying effect; that is, these unreal stories were made to feel true.

In the early twentieth-first century, these ubiquitous little volumes strewn about in the region’s surviving used bookshops and antiques stores remind us a bit about a sporting world that we have lost. In the Word War I era, historian Roderick Nash wrote, American “nervousness” (about rising crime, immigration and economic recession) prompted ordinary Americans to search for inspirational models of American character – real and fictive ones – in the realm of sports. It was the fictive models, Jack Lorimer and company, that could always be counted on to deliver.

In 2011, one hundred years later (and arguably another time of “nervousness”), there are probably five bona fide local sports champions whom Bostonians proudly claim as their own: Tom Brady, Paul Pierce, Tim Thomas, Wes Welker and Dustin Pedroia. Their accomplishments (and occasional missteps) are related to us daily in a deluge of detail by countless media sources, none of which leaves much room for us to imagine our heroes, or see much of ourselves in them. They are all totally real. Too bad.

Andrew Holman is Associate Editor of the Bridgewater Review and Professor of History.
The first three months of 2011, we have witnessed more change in North Africa and the Middle East than has occurred in decades. Long repressed demands for reform have emerged and have been emboldened by increased coordination of action and a firm resolution of will. Authoritarian leaders who had been largely successful at using tactics such as arrests and violence to control physical dissent are proving incapable of controlling social media such as the internet and cyber speech. This has increased the ability for young people and others to develop networks of coordination and to share information on YouTube, Facebook, and Twitter to lead their countries on the march towards freedom.

The month-long Jasmine Revolution in Tunisia demonstrated that unrelenting and widespread protests can topple even an entrenched authoritarian leader such as Zine el-Abidine Ben Ali. Likewise, in Egypt, hundreds of thousands of Egyptians poured into the streets in Cairo and Tahrir Square and convinced the military that they would not leave or settle for anything less than the end of the thirty-year Hosni Mubarak regime. The power of these demonstrations and the widespread demands for freedom, meaningful representation, reduced corruption, economic reforms and human rights has resonated across the region.

Many new Tahrir (Liberty) squares have popped up, with non-violent protesters calling for either governmental reforms or removal of regimes in Bahrain, Algeria, Morocco, Yemen, Iran, Iraq, Jordan, Saudi Arabia and Yemen. In Libya, in particular, demands for the removal of the forty-two-year dictator, Muammar Muhammad al-Gaddafi, have escalated into armed conflict. N.A.T.O., with the backing of the Arab League and the U.N. Security Council, is now leading a second military operation outside of Europe to enforce a no-fly zone over Libya to protect civilian lives.

A common theme among all these events is the call for change and freedom emanating from the streets, from a
diverse cross-section of each society. It is little wonder, considering the context of these historic transitions and tumult, that the story of Southern Sudan’s own decades-long struggle for freedom to shape its own destiny, has not received adequate attention. This is unfortunate, as the success or failure of the soon-to-be world’s newest state will greatly depend on international assistance in overcoming the high costs of secession. In order to fulfill the aspirations of the people in Southern Sudan, Tunisia, or Egypt and achieve desirable outcomes of political stability and democracy, the international community must remain focused on the long-term needs of these countries in transition.

On January 9, 2011, Sudan, Africa’s largest country by territory, faced a decisive moment after nearly a half a century of fighting over whether the South would secede. Many doubted if the Northern government would even permit the South to hold a referendum to choose whether or not to remain as part of the state of Sudan. This was because the current President of Sudan is Omar Hassan al-Bashir. He came to power in a bloodless military _coup d’etat_ in 1989, and has been indicted by the International Criminal Court (ICC) for war crimes and genocide committed in the western region of Sudan, Darfur. It was widely known that the likely outcome of the vote would be for the South to break away and declare a new and independent state free of control by the Khartoum government.

The Southern Sudanese did vote overwhelmingly (with 99 percent of the vote) to break away and to shape their own political and economic destiny. The success of this overwhelming declaration of divorce and the upcoming (July) declaration of independence have important implications. They will result in momentous changes to the relations between the different regions of Sudan, giving the South increased political and economic power. They will also have precedent-setting significance for the Niger Delta region in Nigeria, and to others with self-determination disputes far beyond their borders.

**Why Would 99% of Southerners Want Independence?**

Sudan was an artificially constructed state whose territorial boundaries were drawn by the British, merging together peoples who had been ruled separately under indirect British-Egyptian colonial rule. Historically, the British colonial government largely closed off the southern black African region from the northern Arab region. When Sudan was granted independence, the previously separate regions were merged into one state. This was despite the population’s differences in language, race, religion, and culture. A dominant North – South cleavage emerged out of these contradictions and has been pervasive throughout Sudan’s history. In general, most Northerners are Muslims who speak Arabic, while in the South are mostly Christians or followers of traditional religions and a wide variety of ethnic groups.

Shortly after Sudan declared independence in 1956, the southern region put forth numerous grievances about discrimination based on religion and race. They decried the lack of adequate representation in the political and security systems, the lack of investment in the Southern economy and human rights violations. Many maintained that the North was trying to Arabize and Islamicize the South. In 1963, seven years after independence, these demands escalated into calls for independence and an insurgency turned into a civil
war against the Khartoum government. The strength of the demands by Southerners was matched by the North’s resolve to retain this territory, resulting in a fight over these issues. In 1972, the Addis Ababa Accords ended the war by providing increased autonomy to the South and establishing a regional president.

However, the peace was tenuous and not long-lasting, as the Khartoum government under Jaffer Nimeiri reneged on the peace agreement, declaring Islamic Shari’a as the basis for Sudanese law, and suspending the Regional Assembly in the South. This led to the re-emergence of a second destructive North-South secessionist war in 1983, led by John Garang and the Sudanese People’s Liberation Army. After another twenty-two years of conflict, the human losses were over 2 million lives and 4 to 4.5 million people were displaced to other regions in Sudan, Ethiopia, Kenya, and other neighboring countries. The people living in Southern Sudan have largely borne the brunt of decades of war, and the region’s population is only between 7 and 10 million. Even if one excludes the hundreds of thousands killed in the Darfur conflict in the western region, this North-South civil war killed an estimated 5 percent, and displaced 12 percent, of Sudan’s total population of 36 million.

In 2005, Africa’s longest civil war was finally brought to an end with a Comprehensive Peace Agreement (CPA) and attempts were made at reconciliation between the North and South. This agreement provided a framework for a more equitable distribution of oil wealth. This is significant as oil revenues account for over 90 percent of Sudanese export earnings. The oil reserves are largely located in Southern Sudan. However, the oil is refined in the North and historically this is where the management and investment of revenues largely remained as well. Beyond revenue sharing, the CPA outlined a more equitable share of political power, such as the creation of local governments and protection of all citizens’ rights. A number of government commissions aimed at dealing with oil disputes, land reforms, corruption and human rights were also created. Most significantly, the CPA explicitly granted the Southern Sudanese people the right to hold a referendum on independence that was to be held six years later, in 2011. The CPA has succeeded in achieving and sustaining relative peace between the North and South, despite the large-scale violence that has occurred in the Darfur region.

**The Difficult Road Ahead in Building a New State**

The overwhelming passage of the January 9, 2011 independence referendum was a moment of jubilation.
celebrated throughout the South. The upcoming July 2011 declaration of independence promises to fundamentally alter the face of Sudan. However, although the Southerners are at a pivotal moment in their journey to gain political freedom, reveling in the creation of a new flag and national anthem, a number of obstacles and uncertainties remain to be resolved. The first major point of contention involves the disputed oil-rich and cattle grazing lands in the Abyei region. Made up primarily of Ngok Dinkas – Southerners – it was widely expected that they would vote in their own referendum to join with the South. However, the Khartoum government did not allow their referendum to take place and has indicated that it is unwilling to relinquish their hold over this territory. This refusal to honor the terms of the 2005 CPA is a clear indication of the potential problems of credibility between the two parties in negotiating and upholding agreements.

Other outstanding post-referendum economic issues that remain to be settled include the division of oil revenues, the delineation of assets and tens of billions of dollars in debt liabilities. Finally, another set of contentious issues involves the final demarcation of borders, the determination of citizenship (many Southerners were displaced to the North due to the war) and security arrangements. Clearly, this is a process fraught with peril and the costs of transition are going to be high. The potential for violence is also high, as we could see when hundreds of people were killed in recent clashes in contested areas in the South. The Upper Nile’s capital, Malakal, was recently attacked by militia thought to be proxy forces of the North in an effort to overthrow the Southern government prior to the independence deadline. The violence has caused Southern leaders to suspend negotiation talks and accuse Bashir and his National Congress Party of making war against them.

Thus, the final question remains: although the Southerners have achieved a milestone victory, what will a post-independence Southern Sudan look like? Will the newborn state be viable or become a failed state? One major obstacle is that the Sudanese People’s Liberation Movement (SPLM) leaders are not experienced politicians, but largely former rebels who rose to power as part of the fight for independence. Greatly complicating efforts at providing good governance through the creation of mechanisms of accountability is that Southern Sudan has among the world’s highest rates of poverty. According to a recent joint World Bank–United Nations Development Program (UNDP) mission, an incredible 90 per cent of the people in the South live below the poverty line of less than $1 a day. Paved roads are lacking, and there is very little in the way of transportation or health infrastructure. Developing these capabilities in the capital of Juba and beyond will be difficult after decades of war and neglect. These and many other formidable challenges remain to be faced in order to achieve the birth of a new and viable state.

Why the International Community Should Not Lose Sight of Sudan

Despite the short-term spotlight of modern parachute journalism, it is imperative that the international community look beyond the initial celebration of newfound freedoms to the enormous long-term needs of the Southern Sudanese people. One notable initiative was a human rights monitoring project initiated by actor and anti-genocide activist George Clooney. The Satellite Sentinel Project uses commercial satellites and Google map technology to act as paparazzi, photographing the violent events and displacement occurring on the ground in Sudan. After the referendum, for example, the satellite images confirmed that the Northern government deployed light armor troops and artillery along the disputed oil-producing Abyei region and along the North–South border.
In addition to sustained media attention, what is needed is an enduring international commitment to provide training, election monitors, and other resources needed to aid institution and capacity building. What many fail to realize is that what we are witnessing are only the opening scenes of new dramas that will take years to play out. It is imperative for the success of these efforts that the international community focus on aiding the newborn state to achieve the promise of freedom and avoid the perils of transition.

This is made more difficult in the current conditions of financial constraints on American and European budgets. However, the impoverished Southern Sudanese people have had a difficult history indeed, and they stand at a critical fork in the road. With assistance and properly managed natural resources, the South is a region that could use its oil reserves, arable land, and minerals to develop the new country’s economy and eventually become a viable state. If peaceful conditions are maintained, the South has the potential for future oil exploration, as well as the possibility of new refinery construction.

We should recognize the historic significance of this moment in time, as the birth of a new nation is relatively rare in the post-Cold War era. Over the last 15 years, only a handful of aspiring nationalist movements have actually achieved statehood. This is usually achieved at very high cost in cases such as East Timor (Indonesia), Kosovo (Serbia), and Eritrea (Ethiopia). One can only hope that the international attention and pressure that was placed on the Bashir government in Khartoum to hold the referendum will be sustained in order to aid Southern Sudan to achieve the fruits of their victory. The alteration of diplomatic incentive structures will help both sides make their commitments credible.

The upcoming declaration of independence on July 9, 2011 is a pivotal moment that holds the opportunity to create a new path that will break from the cycle of the violent past and lead to a more secure, prosperous and peaceful future for both North and South Sudan. However, it will take a coordinated and sustained international effort. Hopes remain high that independence will bring about the fulfillment of pledges that the Southern Sudanese President Salva Kiir Mayardit made in a speech announcing the referendum results. In celebrating the realization of the South’s long-standing goal he stated that “our purpose is to give to our children what the war took away from us: peace, rule of law, food, security, healthcare, good education, running clean water, electric power and opportunity to pursue happiness and prosperity. We must all work to give our children this hope and future.”

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Georgia O’Keeffe’s “Oriental Poppies”

Their gaudy dignity a paradox,
their private centers dark but half-exposed,
they open wantonly, not quite enclosed
by painted borders. Roses, mums, or phlox
might be contained, but wild abandon mocks
this frame: each petal sprawls, forthrightly posed
with dazzling pride, all modesty deposed
by blazes that unpinned their ruffled frocks.

Their scarlet fire and inky mystery
ignite the air around them, but reserve
a secret seed of mischief or mad sleep;
and pallid mortals eye them jealously,
for Georgia’s poppies never lose their nerve
and always sow far more than we can reap.
Georgia O’Keeffe, Oriental Poppies, 1927, oil on canvas, 30" x 40 1/8"
Collection of the Frederick R. Weisman Art Museum at the University of Minnesota, Minneapolis
Museum purchase 1937
See the painting at the Frederick R. Weisman Art Museum at the University of Minnesota, Minneapolis: http://www.weisman.umn.edu/education/artwords/36_OKeefe_OrientalPoppies_Lorsung.html
The title’s gentle forecast understates
the threat of this discolored sky; the ash
of clouds confounds the air and agitates
the water, raising crests of foamy flash.
The boat heels sharply—its distended sail
could dip into the brine with one more blow;
two boys lean backward on the starboard rail
as portside pitches perilously low.
But no one on the boat appears alarmed—
their rounded backs reveal the sailors’ ease;
the sky’s broad scraps of blue may have disarmed
its darker, more malignant auguries.
What sun remains makes youthful faces ruddy,
and fills the sail they nonchalantly study.

(spring/summer 2000)
John Singer Sargent’s “Helen Sears”

The girl with porcelain skin cannot resist the milky blooms too massive for a bride; the shadows at her back hardly exist as brightness beckons brightness to its side. She plays the petals like piano keys, but looks beyond them into light that pours through unseen glass. Do unknown liberties entice her from the dazzling world outdoors? She neither smiles nor frowns; the pretty turn of white-bowed toe hints at a childhood spent at graceful indoor games—but does she yearn to feel unfiltered sun? The brightness bent by privilege illuminates much less than we might wish or Helen might confess.

Edward Hopper’s
“Deck of a Beam Trawler, Gloucester”

He saw the art of work, despite the lack of workers: the expectant energy aboard the unmanned deck, the sinewy preparedness of heavy ropes left slack, the muscle of the mast. Where rusty black abuts the dullish red of industry, we know men labored, though we cannot see their forms or faces or what they brought back.

They likely sailed before this sky turned blue, before sunlit perspective clarified the architecture of their work; they would have felt their way through chores. The trawler’s crew—unlike the painter—didn’t need a tide of light to show them work they understood.

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For over two decades I have been on the trail of an energetic and creative Irishman named James McCarroll, who made a literary life for himself in Canada and the United States in the nineteenth century. It has been an exciting academic journey overall, marked both by small discoveries and occasional dead ends. As much as James McCarroll wrote and published, especially during his time in Canada, his politics eventually led to an eclipsing of much of his record and his reputation. Over the years, I have tracked down and accumulated several feet of files about his life and extant records of his writing; hence, a biography and a compilation of his writings are not too far in the distance. Even better, there is a publisher patiently awaiting each volume.

James McCarroll lived from 1814 to 1892 and spent his days equally divided between three different countries—Ireland, Canada, and the United States. Living in Massachusetts while teaching at Bridgewater State University in spring 2011, I have continued to pursue my research into his life, his writings, and the measurable effects of his mercurial Irish temperament, even as I have found suggestive parallels to his life mirrored in the stories of a few prominent Irish Americans who settled in the Boston area. Chief among them is Irish-born John Boyle O’Reilly (1844–1890) who, though he belonged to the next generation, shared a number of McCarroll’s passions in his own early days, notably an interest in poetry and journalism and, most importantly, a short-lived commitment to Fenianism in the late 1860s.

James McCarroll was raised in County Leitrim in western Ireland and immigrated as a seventeen-year-old with his family to Upper Canada in 1831. The McCarrolls were Church of Ireland people who had likely tired of the persistent pressures that they faced living as Protestants in a rural and intensely Catholic region of Ireland as the Great Liberator, Daniel O’Connell, was exercising a growing influence in the Irish countryside. In fact, as a sergeant and the Bandmaster in the Leitrim militia, James’s father, Robert McCarroll, would likely have faced secretive and sometimes open hostility from Catholic groups; indeed, night-riding vigilantes, sometimes operating under the fearful banner of “Captain Rock,” often terrorized Protestants, especially authority figures, seeking money and weapons.

While in Leitrim, young McCarroll received what he called a “classical education” and was a protégé on the flute. Once in the backwoods of Upper Canada (later known as Ontario), he chose to settle in the fledgling backwoods town of Peterborough, where he met his wife and found work as a shoemaker (his father’s military job), music teacher and journalist while, apparently, rising to the position of Secretary in the local Orange Order. From 1843 to 1846 he owned and edited his own newspaper, the Reform-supporting Peterborough Chronicle, which he lost in a printing-office fire in the summer of 1846.

That loss proved critical. It rendered him bankrupt, briefly, and it forced him to reconfigure his working life. Moving to Cobourg, he taught music at a local hotel, continued to write for newspapers and magazines, and sought, above all, to gain a patronage appointment for his services in support of Reform. In 1849 his ship came in. He received a government appointment in the Customs Department through the largesse of Irishman and former Reform journalist Francis Hincs, who by then had become Attorney General of the province. His appointments with Customs would pay increasingly well for close to 15 years.

His customs work took him around the province, from Cobourg to Niagara Falls to Port Credit to Toronto. It was while working in Toronto as one of Her Majesty’s Outdoors Surveyors (1855–64) that he became well and widely known as a writer and musical performer in the colony. During his decade there he was able to write for numerous newspapers and magazines under both his own name and such pseudonyms as “Terry Finnegan” and “Professor Pike, UCD.” He wrote prose and poetry in crisp Victorian English,
but he became best known, and much admired, for his mastery of the brogue, joining that retinue of popular Irish writers (Samuel Lover, the Banim brothers, William Carleton, Charles Lever and later playwright Dion Boucicault) who turned the stage-Irish voice and character into a positive force in nineteenth-century literature. His poeticoeuvre included his “Irish Anthology”—poems written in the brogue, typically for amusement and comic effect. One example of this was his fascinating poetic tribute, “To Moore,” dedicated to the elderly Thomas Moore (1779–1852), one of his greatest sources of inspiration. It appeared in 1849 in a Peterborough newspaper. Here the brogue works brilliantly in both questioning Moore’s (usually) sentimental view of love, even as McCarroll deftly traces the high-points of his long and distinguished career. I can’t think of a more impressive and clever poem written in Canada at this time.

Terry Finnegan—“the inimitable Terry” in the words of one newspaper—wrote letters from his tavern in a seedy part of Toronto to one of Canada’s leading Irish politicians, Thomas D’Arcy McGee, then one of Montreal’s elected members of Parliament. Appearing in a number of Toronto satiric magazines, these weekly letters were humorously cast, but their serious intention was to urge McGee to keep the interests of the Irish in Canada at the forefront of his political consciousness, whatever the political circumstances and pressures he faced. By the winter of 1861 when the Finnegan letters began to appear in Momus and then in The Grumbler, the political winds were beginning to shift significantly; the idea of the creation of a country called Canada (by the union of Canada West, Canada East and the Maritime provinces) was in the wind and gaining momentum.

McGee was a man of many parts and great potential. He was a highly regarded journalist, an author and renowned orator who, in 1867, became one of the Fathers of Canadian Confederation. Moreover, he had first come to prominence as one of the members of Young Ireland in the Rebellion of 1848. But, by 1861 (having moved to Montreal from the United States four years earlier), he had emerged in Canada as a rising political star; for many Irishmen he offered the promise of a politician who could promote a new level of Irish political prominence in Canada. Certainly, McCarroll was excited by McGee’s potential. He devised that Terry would write to D’Arcy as a friend and relative, as a fellow Irish-Catholic, steeped in old-country experience and nostalgia, and always eager to share a cup of “Irish tay” (read whiskey). His letters are a romp in the brogue; they are often vivid and lively. They also provide a number of satiric and comic observations about pre-Confederation Canadian life, but they do belong to the political moment and thus require a good deal of footnoting for contemporary readers. In the first letter (14 March 1861), for example, Terry advised McGee to have a little more of the bird of passage in you, and step across the Speaker on the first dacent opportunity. You can’t work the Pope and
In all, Terry wrote over 50 public letters to McGee from 1861 to 1865. They change in emphasis and purpose over those five years, darkening in response to the personal problems that McCarrroll was experiencing. I refer here particularly to the sudden loss of his Customs position and his subsequent mounting anxiety. Indeed, he was by then so caught up in his Irish identity that he insisted on seeing his problems as essentially Irish in nature, belonging to the “No Irish Need Apply” school of dismissal, which he saw as far too prominent in Canadian politics and life.

From a position of considerable recognition and cultural status in Toronto in the early 1860s, with ready markets for his comic letters, poems, stories, and musical and theatrical reviews, he risked that prominence and his reputation by “going Fenian.” He did so quietly at first, imagining that he enjoyed the confidence and support of both Catholics and Protestants in the city—a rather vainglorious assumption for the time; moreover, he believed, as did many Fenians in the 1860s, that there was a large body of Irishmen in Toronto and Canada West who would readily support an armed expulsion of the English from the colony if the right opportunity presented itself. Thus, in poems like “Three Loaded Dice,” he attacked government leaders like John Sandfield Macdonald for their political stances and, by 1865, he even turned good-humored Terry Finnegan into “Terry Fenian” in a couple of poems like “The Fenian’s Vow.” Under increasing duress, he aligned himself with Toronto Hibernian Society leaders such as Patrick Boyle and Mike Murphy, and undertook editorial work and writing for Boyle’s new newspaper, The Irish Canadian (which began in January 1863).

Having lost his valued Customs appointment in September 1863 (his position was eliminated by the government as redundant), he did not behave circumspectly. He railed in newspaper articles about those who had betrayed him and even began his own satiric magazines as a means of keeping his situation and that of the Irish before the public.

A deep-seated restiveness and anger came to characterize his final two years in Toronto. In a series of begging letters to his one-time drinking friend, John A. Macdonald, then the Attorney General of Canada West and soon-to-be the first Prime Minister of Canada, he detailed his situation and his ongoing struggles, calling attention to his blamelessness, his immediate need for reparation, and even outlining some of his strategies for making a living, including the creation and promotion of his one-man comedic and music show that he performed in cities and towns across the province in 1865. The reading of a Terry Finnegan letter or two was always a popular part of the bill as was a comic lecture, “The House that Jack Built,” in which he mocked the grandeur of England and its empire. For his part, Macdonald promised several times to help when the moment was right, but nothing came to pass. McCarrroll was nothing if not impatient.

“TO MOORE” (James McCarrroll 1849)

Arrah, who would believe you’re the boy that supposes
That love always lies on a shake-down of roses,
Inhalin’ its splendid perfume;
Whin you’ve seen him yourself — aye in all kinds of weather —
On a wad of ould straw, with a dozen together,
And a differentsint in the room!

Ah, thin leave off your jokes and your swindling figaries
That’s sung from the poles to the bilin’ Canaries
Though the manes of enchantment I’m sure —
For you’ve ruined the Turks and the Frinch and all nasuns,
With your haythenish stories and thricks, and translachuns
From that dhrunken, Greek son of a _____.

From this kind of doins’, begorra I’m thinkin’
Your apt to “blaze blazing” at humbug and dhrinkin
And “followin’ out your own whim”;
And by _____ what’s more, mind “the devil is in it”
If half the young gossons that know you this minnit
Shouldn’t dash off their names with an “M!”

“But where is the use?” whin, to prove all I minshun,
We sarch your own books, you lade off our attinshin
In a way that would puzzle an elf;
For just at the spot where we turn up our noses,
You schamer you’re ready to Goll them with roses,
Till we lose every thrace of yourself!
In the end, with his frustration and sense of victimization boiling over, he decamped to Buffalo in February 1866, ostensibly to perform his one-man show. In the end, however, he stayed on, aligning himself with the rising Fenian campaign in that border city. While in Buffalo, he edited two short-lived Fenian newspapers, *The Globe* in 1866 and *The Fenian Volunteer* in 1867. In making public his decampment, he became a man who had to be watched closely by Canadian border spies because of his knowledge of Canadian ports and their vulnerabilities. At the same time he had to leave behind his ailing wife Ann and his four daughters. Ann died in Toronto that same year.

McCarroll published his second book on his own in Buffalo in 1868. *Letters of Terry Finnegan* (first series) had appeared in Toronto in 1864. Entitled *Ridgeway: An Historical Romance of the Fenian Invasion of Canada*, that second book “was a novel whose narrative sought” to glorify Fenian goals even as its Introduction attacked John A. Macdonald for his many faults.

The question of how long his Fenian commitment endured is very difficult to measure. It was, I would conjecture, a flame that burned itself out within a few years. What I have found is that by the late 1860s he was earning a living of sorts by writing for non-Fenian periodicals. He found himself engaged in what he called journalistic gypsying in New York state, but he was, as a stringer, working his way toward an editorial connection to Frank Leslie’s influential publishing empire in New York City. Later, he worked in various capacities for Leslie from 1872 until the early 1880s and he had a hand in editing both *Frank Leslie’s Illustrated Newspaper* and *Frank Leslie’s Chimney Corner*.

The rest of his New York life is mostly traceable through his writing and addresses. Sadly, there are no family papers to provide guidance here or elsewhere. He took up work for various encyclopedia projects in New York and in his last years he was a regular contributor and editor for both *Belford’s Magazine* and *Humanity and Health*. He wrote plays in the 1870s and published *Nearly a Tragedy: A Comedy* in 1874 in New York. His final book appeared under the Belford, Clarke imprint in 1889. It was entitled *Madeline and Other Poems* and it brought together many of his poems over his long literary life, though, surprisingly “To Moore,” among others, was not included. In the collection’s Introduction, Charles Lotin Hildreth, his colleague and friend at *Belford’s Magazine*, stressed that McCarroll had made his literary way “in the very marketplace of life,” adding that he “probably ha[d] the honorable distinction of having edited or been connected with more newspapers, journals and magazines than any other man in America.” In the age of Mark Twain and Bret Harte, this was a bracing assertion.

James McCarroll offers researchers like me a literary life in fragments. His Fenian activities cost him dearly in terms of reputation and legacy. Influential and prolific though he had been in Canada before 1866, he soon dropped out of sight to all but a few watchful Canadian friends. Then, when another Irish immigrant, Nicholas Flood Davin, wrote his apparently comprehensive book, *The Irishman in Canada* in 1878, he left out McCarroll entirely. Thereafter, studies of nineteenth-century Canadian writing mostly ignore him.

My challenge is to gather up as many McCarroll fragments as I can and to restore him to the kind of place and recognition that the quality of his writing merits. His impetuousness and his desperate politics cost him dearly, even though Fenian writing projects allowed him to keep on as a writer and editor in the wake of his major and extended disappointment and to resettle himself in the United States. No such fragmentation marks the post-Fenian literary career of John Boyle O’Reilly, though his own trials were frightening. He had been an active Fenian in Ireland and when arrested was sentenced to death by the English authorities. His sentence commuted, he was sent to Australia as a prisoner where he attempted suicide on one occasion. Escaping Australian imprisonment by boat, he eventually arrived in Boston. There he came to reject armed Fenian revolt and made a striking career for himself as editor of *The Boston Pilot* and as a poet, and continued to support the ideal of Irish independence. A statue in his honor stands on the Fenway in his adopted city.

James McCarroll has no such commemoration. My goal is thus to bring him back to a kind of fullness by gathering his many extant fragments together and by, among other arguments, looking closely at the stage-Irish tradition which he so deftly exploited and the background of the scientific racism of Victorian era that he, a proud Celt, sought valiantly to resist. Indeed, certain of his identifiable newspaper columns suggest that, in his valuing of Celtic achievement and commitment to culture, he was thinking along the lines that Thomas Cahill developed in his best seller of the last decade, *How the Irish Saved Civilization* (1995).

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A Call to (Physical) Activity, A Call to Action
Karen Richardson and Sam Baumgarten
Jonathan Shaw (2004) wrote the following in the Harvard Magazine:

In the bottle before you is a pill, a marvel of modern medicine that will regulate gene transcription throughout your body, helping prevent heart disease, stroke, diabetes, obesity, and 12 kinds of cancer—plus gallstones and diverticulitis. Expect the pill to improve your strength and balance as well as your blood lipid profile. Your bones will become stronger. You’ll grow new capillaries in your heart, your skeletal muscles, and your brain, improving blood flow and the delivery of oxygen and nutrients. Your attention span will increase. If you have arthritis, your symptoms will improve. The pill will help you regulate your appetite and you’ll probably find you prefer healthier foods. You’ll feel better, younger even, and you will test younger according to a variety of physiologic measures. Your blood volume will increase, and you’ll burn fats better. Even your immune system will be stimulated. There is just one catch: There’s no such pill.

The prescription is exercise.

The above quote can’t really be news to anyone reading it these days. The importance of exercise or, to use the more popular term, regular physical activity, has received much national publicity since the early 1990’s. In 1992, the American Heart Association approved a “Statement on Exercise,” declaring the benefits of regular physical activity and citing physical inactivity as a risk factor in coronary artery disease. The Heart Association reaffirmed that statement again in 1996 and, in 1999, the Surgeon General’s Report on Physical Activity and Health further confirmed the important health benefits of regular physical activity. More recently, the government published a document called Healthy People 2010, which sets a series of goals for organizations around the country engaged in creating healthier people. Among the many goals that the document lays out, one of the most significant is for individuals to “improve health, fitness, and quality of life through daily physical activity.”

What does useful physical activity and a healthier nation look like according to the government? Creating a healthier citizenry, according to Healthy People 2010, means increasing the number of people who engage in vigorous physical activity three or more days per week for 20 minutes or more per occasion; increasing the number of people engaged in moderate activity five days per week for at least 30 minutes, and increasing the number of people engaged in activities that improve muscular strength, endurance, and flexibility.

Interestingly, an adjunct publication to Healthy People 2010, entitled Healthy Campus 2010: Making It Happen, developed by the American College Health Association, adopted similar recommendations for college-age people. The “Making it Happen” after the colon makes good sense. It is infinitely easier to get healthy and stay healthy than to have to recover from illness or accident later in life. In a 2009 article published in Review of Research in Education, researchers argue that traditional college-age students undergo significant lifestyle changes during their college years that will impact their decisions throughout their lifespan. Good life habits need to start early, and yet there is growing evidence that young people are, as a whole, moving away from the kinds of regular physical activity that will help them prevent unnecessary injuries and debilitating and chronic disease as they age. And the statistics for
underrepresented populations are even worse. Add to this the mounting evidence that there is more to a healthy student body than strong bodies that age well. Physical activity makes healthy brains, the kinds of brains we want in a college classroom, and yet, long before students find their way to our classrooms, they are already experiencing health risks due to a lack of meaningful physical activity and education.

Many young people in Massachusetts and across the nation are overweight or obese and do not get the recommended amount of physical activity. Today’s college students often have not had regular physical education as part of their K–12 education. According to a 2006 School Health Policies and Programs Study that appeared in The Journal of School Health, only 8% of elementary schools and 6% of middle and high schools meet the recommended 150 minutes and 225 minutes per week of physical activity respectively as many schools have cut or reduced physical education programs. Due to the current financial crisis, many school districts opt either to reduce students’ physical education programs or eliminate them completely.

Closer to home, in Massachusetts, K–12 schools are required to have physical education; however, there is no minimum amount of time spent in physical education mandated by the state. A Robert Wood Johnson Foundation study of Massachusetts schools found that 59% of Massachusetts high school students were not getting the recommended amount of daily physical activity, and 30% of Massachusetts 10 to 17 year olds are obese or overweight. The statistics are equally disturbing for young adults: between 25% and 33% of college-aged students are overweight or obese.

We still have much to learn about the impact of obesity and lack of fitness on academic success. The research literature is somewhat ambiguous about the way that obesity influences academic achievement, but there is evidence of a direct association between them. A 2007 study involving white females, aged 14–17 indicated that a difference in weight of 50 to 60 pounds was found to be associated with an 8–10% difference in GPA. Other studies have indicated that children with weight problems are twice as likely to be in special education and remedial classes. In a 2009 article in the Journal of School Health, a significant relationship existed between physical fitness and academic achievement on the Massachusetts state required MCAS test. The authors of the study found that the odds of passing the MCAS math and English tests increased with the number of physical fitness tests passed. Further, weight status was inversely related to passing the MCAS test. A 2005 report indicates that overweight youth and adolescents are more likely to have mental health conditions (e.g., depression, low self-esteem, anxiety disorders), which may serve as mediating factors for an overweight child’s poor performance in school.

The connection between successful academic performance and physical health is an intriguing idea. There is now a body of research demonstrating the key role of exercise in the functioning of the brain. Dr. John Medina, a molecular biologist, published a text entitled Brain Rules in 2008. Brain rule number one is that “Exercise Boosts Brain Power.” Medina points to evidence showing that those engaged in lifelong physical activity demonstrate an “astonishing elevation in cognitive performance compared with those who are sedentary.” Exercise improves those brain functions that are connected to academic success.


We are born movers, Ratey points out, and yet, unfortunately, we’ve engineered movement out of our lives. In his thorough review of the research that is out there, Ratey argues several points that support the fact that for peak brain performance, our bodies need vigorous activity. Exercise increases and balances
important neurotransmitters like serotonin, norepinephrine and dopamine. It influences the cellular processes in the brain, fostering the processing of new information. It elevates levels of Brain-Derived Neurotrophic Factor or BDNF—what Ratey calls “Miracle-Gro” for the brain. BDNF is essential for the growth of neurons and the development of synaptic connections, the key elements in learning. Ratey also goes on to document the positive effects of regular activity in reducing stress, anxiety, depression, and attention deficit, all of which may hinder learning.

As a college community we might ask, why do we care if our students engage in physical activity as part of their college experience? One answer may be that as educators we care that our students understand the connection between physical activity and good health both in the short term and over a lifespan. Poor health, associated with inactivity, can negate many of the benefits of higher education on the career trajectories and socioeconomic status of students, but even more so on low income and minority students.

Obesity and physical activity patterns vary by race, gender, and other social factors. For example, research indicates that ethnic minorities and children from low-income families have significantly higher obesity rates than their white and more affluent peers. Among all children, obesity rates have increased, but the rise was highest among African-American children. Obesity for minority and low-income populations is further affected by the poor quality of schools, lack of neighborhood safety, and lack of access to parks, inadequate public transportation and lack of grocery stores in communities.

Bridgewater State University has shown a deep commitment to social justice by working to improve educational opportunities for all students. The recent grant-funded initiative called Project Compass reveals a commitment to closing the achievement gap among majority groups and students from historically underrepresented groups: students of color, students who are first in family to attend college, and students who are financially at risk—groups that make up over 60% of the entire BSU population.

If we are to provide a quality education for all students then we must also focus on the intersection of physical health and educational disparities. Research shows that students who experience poor health early in their lives have descending trajectories in academic and socioeconomic status that continues into adulthood. Poor health impacted significantly by obesity, disproportionately influences low-income and underrepresented students who are the populations of particular interest at BSU with programs such as Project Compass.

We ask our BSU colleagues to consider a change to the Core Curriculum that would include a sincere commitment to physical education. If students were required to engage in physical activity classes over at least two semesters at BSU, then all students would have the opportunity to engage in physical activity in a safe and supportive environment, which many under-represented students are unable to do in their home communities. Students would have the opportunity to select among diverse activities, designed to meet students’ needs and interests, with clear expectations for learning. Promoting and educating students about physical activity should be seen as a means to redress wider inequalities in aspects of health (e.g., diabetes, obesity). This includes recognition of the barriers to physical activity, increasing the knowledge about physical activity, and promoting motivation to engage in physical activity among our disadvantaged groups.

While the inclusion of a three-credit requirement, spread over time so as to encourage on-going engagement, is not necessarily the ultimate solution to the issue of chronic physical inactivity, or a guarantee that students will remain active, it will provide a clear and strong statement that Bridgewater State University believes that regular physical activity is essential to effective living. Just as we, the faculty and administration, decide that students should be aware of and knowledgeable in history, math, philosophy, art, and science, without any guarantee that such exposure will have lifelong impact, we should make the firm statement that a fully educated person is aware of the need for physical activity and has developed movement skills.

The school environment has enormous potential to educate students and to provide resources to support students’ physical well-being through physical activity classes. Researchers have found that the consistent influences on physical activity patterns among adults and young people include confidence in one’s ability to engage in physical activity, enjoyment of the benefits of activity, and the lack of perceived barriers to being active. A commitment to physical education and activity in the lives of our students now translates into a lifetime of improved quality of life. Let us offer our students, in our classrooms now, and as graduates later, the myriad benefits of physical activity to both brain and body.

Karen Richardson is an Associate Professor and Sam Baumgarten is a Professor in the Department of Movement Arts, Health Promotion and Leisure Studies.
Hurricane
Lee Torda

My first hurricane was Fran when I lived in Greensboro, North Carolina. I moved there the summer before to start a PhD. I moved there fat and nervous. I have never been so fat or so nervous. I was a child, thick, still, with baby fat. I moved there with an angry boy who didn’t think much of me really. In another age we would have been grown-ups by then, but we were just a boy and a girl, Midwestern and middle class.

We met in Maine, at the University, in a decrepit house on the edge of the Stillwater River. He was a year ahead of me. After he graduated he left for home, Minnesota, but he moved back to Maine not even three months later. To be with me. I offer this as the only proof I have that moving together to North Carolina was not really such a bad decision. Not long after we moved, though, it would become clear that he was only there because he had come up with no better plan for himself. He arrived ahead of me and found an apartment. Once I knew the city even a little, I realized it was probably the first building he had come upon. Our year together had been long.

That August of 1996, Hurricane Fran was just blooming near an island called Cape Verde. That fact would have meant nothing to me then, but now I live where one of the largest populations of Cape Verdians outside of those islands calls home. What winds blew them here I don’t know.

I was fascinated by Fran, felt safe enough to be so. Three hours inland, I figured, it would feel like a thunderstorm. In Ohio, thunderstorms turned the light a greenish-yellow. Your mouth would fill with the tin taste of electricity. The first giant drops would steam off the sidewalks and driveways. The wind would grow fierce. You’d run indoors to shut all the windows, and five minutes later it would stop.

As I was learning, with a hurricane you endure the heat and humidity for days, the air turning close and choking. The skies are mercilessly grey. Sporadic rain offers no relief. I remember sitting in the vanilla apartment watching the news reports that charted the progress of the storm in its stunningly slow march to the coast. Weather people entertained various landfall scenarios. I thought about how remarkable it was: you could see it coming. I was sitting with my legs curled up to my side, my arm over the couch, almost but not quite in an embrace of the young man. I said to him: “When else in life do you get this much time to get ready for a catastrophe?” I meant it without even knowing what I meant.

I watched the long lines of evacuation traffic, saw people pulling up ingenious docks from their coastal homes—literally, they were docks that could be rolled up so that the storm wouldn’t wash them into a house. That impressed me—such preparedness. I had no sympathy for the people talking about braving the storm and staying put. Idiots, I thought. Get out of the way. After Katrina, I realized you didn’t always get to choose: sometimes you were stuck.

At exactly this time, my parents came to visit us. Desperate to find air-conditioned relief from pre-Fran misery, even more desperate to shield the young man from my parents and my parents from him, I planned ceaseless indoor activity. One such activity was a trip to Reynolda House in Winston-Salem. Reynolda is the estate built by RJ Reynolds for his wife, Katherine. That is RJ as in the RJS Reynolds Tobacco Company, maker of, among other things, Camel cigarettes, as well as, of course, Winstons and Salem. Katherine was thirty years RJ’s junior and college-educated. She conceived the plan for Reynolda and oversaw its construction. It was a model farm and dairy, producing enough milk for all of the employees at the RJ Reynolds Tobacco Company every day. So wholesome.

The house was a museum in 1996, home to a modest collection of American art. Also, the house was nearly built around a tremendous organ, the pipes running clear up through the attic. This organ was of some importance in the world of organs. I never understood why anyone, even the rich, would want a huge pipe organ as the centerpiece of a house. But I loved touring Reynolda because the experience was so visceral. There were no roped off areas or locked doors. You could walk anywhere, sit nearly anywhere. I am not really much of a romantic, but I used to like to touch the walls and sit in the chairs and clutch the banister and imagine the people and lives of those who walked and touched and lived in that exact same space before.

I went to the house many times, this time with my parents was one of the first. It wasn’t until a third or fourth trip that I made it up to the attic. Once used as bedrooms for the children, it had been turned into the only part of the house that could truly be called a museum of Reynolda itself. It held outfits worn by the family. A collection of dolls. It also had a family tree that traced the lives of the brief collection of Reynolds’s that occupied the house—which, in fact, only served as a family home for a mere fifty years. What a waste, I always thought, to have built all that house for only fifty years. This couldn’t have been part of the plan. Katherine built that house to last the ages, to house the sons of empire, but the story of the house is pure wreckage.

RJ himself died of pancreatic cancer after a life of chewing his own product,
not long after the house was completed in 1918. He never made it past the dark paneled room that was meant to be his study. Instead, it served sad duty as sick room and deathbed. Katherine died in 1924, in childbirth, in the house. Later, another Reynold’s female relation would also die in childbirth, also in the house.

The worst mess of it all is the story of the youngest son, Zachary Smith. He was born on November 5th, 1911, roughly sixty years and two days before I was born (impetuous Scorpios, the trouble we find ourselves in). Somehow, I got it in my head that Zachary Reynolds died in World War II. That he did not die in the war at all, but that instead, wanting to avoid the idle life of an heir, he disappeared into the rank and file, found a French wife, one that cheered him on the road from the beaches of Normandy, one that he came back for and grew old with on a farm that he tended to. This farm, in my version of Zachary’s life, would remind him of only the best parts of Reynolda and of his youth, before the death of his father and mother.

What actually happened is that he died at the age of 21, shot in the head in one of those gleaming indoor bathrooms, so remarkable to Reynolda house when she was first built, bathrooms that art-lovers and organ aficionados—and I—would eventually meander through. Though that’s not information anyone puts on a plaque on a wall next to an early Jackson Pollock.

His death, originally called suicide, was found to be murder. His second wife, Libby Holman, a Broadway actress ten years his senior to whom he’d been married to for less than a year, was indicted for it, as was his personal assistant, Zachary’s childhood friend Albert Bailer “Ab” Walker. Walker and Holman were rumored to be having an affair. But evidence was scarce, and the family was against a trial. The prosecution dropped the matter.

Zachary Reynolds’s first wife was heiress to the Cannon Mills—as in Cannon Towels—cotton fortune. Before divorcing her for Libby, he had a child with her. Holman herself was pregnant with his child at the time of his death. I know nothing about what became of those two babies, half-siblings with a murdered father, except that a suit was brought on their behalves, pitting infant against infant, over Zachary’s share of the 60 million dollar Reynolds’s fortune.

Time magazine covered Reynolds vs. Reynolds, calling the trial “the most involved inheritance litigation of 1933” and the late Zachary “a weak-chinned, moody child.” I have always preferred my version of Zachary Smith Reynolds’s life.

Because my father died of cancer most likely due to his years of smoking, I blithely and tastelessly say that all this loss was brought down on the Reynolds by their decision to make their fortune off of an insidious poison. But then I remind myself: my father could have quit.

My parents left, and Fran finally ripped through with a force I was unprepared for. The wind and rain came crashing in on the front end of the storm with a dumb brutality. Then the bizarre, unnerving calm of the eye, and then the wind and rain again. Fran tore up ancient-looking, towering pines, knocked out the power, had us all boiling water. At the time I was working as a clinic clerk for a state-run pediatric clinic. We were open the day after the hurricane hit, and as the youngest and least useful member of the staff it was my job to run up the four flights to nab supplies and files from offices already being overrun in the late summer heat by mice and roaches. It all felt more precarious and desperate than I think it actually was, three hours inland. It was almost exciting—of course, my apartment was still standing and nothing I owned and no one I loved was hurt or missing or homeless.

The crazy thing is that the day after a hurricane finally finishes is some of the finest weather you could hope for. Humidity plunges. Skies break blue and clear. The air feels scrubbed clean. If you don’t mind the debris, it’s a good day for a run.

At the end of the summer, the boy helped move me into a new apartment, one that I found. I could walk to campus, and it had hard wood floors. Then he kissed me for the last time, got in his car, drove back to Minnesota. That was it. Then school started and fall came. The land dried; the electricity came back; people cleaned up. On the coast, people repaired windows and rolled out their docks again, like welcome mats. On the street that I moved to, the crepe myrtle bloomed purple and pink. I started running and grew lean and serious. The year after that I would fall in love again. And the year after that my father would die.

And then the year after that I would leave North Carolina and move to Massachusetts, trading Hurricanese for Nor’easters. Our only real choice is forward, I guess, despite everything and regardless of the wreck we make of what lies ahead of us in our path.

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TIMOR MORTIS
Siddhartha Mukherjee,
The Emperor of All Maladies
(Scribner 2010)

In the opening pages of The Emperor of All Maladies, his narrative history of cancer research and therapy, Mukherjee tells the reader that leukemia “represents a special incarnation of cancer. Its pace, its breathtaking, inexorable arc of growth forces rapid, often drastic decisions; it is terrifying to experience, terrifying to observe, and terrifying to treat.” What Mukherjee says about leukemia could, from the point of view of those afflicted, be said of any cancer. That dark moment arrives, after the physician has given his diagnosis, when all one can think to ask is “should I put

my affairs in order?” Up until the 1950s the answer to the question was all too frequently “yes.” However, in the last several decades medical and biological research has achieved significant new understandings of the physiological, chemical, and environmental etiology of tumors. Researchers have developed new therapeutic interventions that have helped mitigate, if not cure, some cancers. Patients afflicted with breast, cervical, prostate and leukemia cancers today have an improved chance of survival. But for those suffering from lung, brain and pancreatic cancers the answer too often remains “no.”

In a PBS Newshour interview (2-24-2011) with Betty Ann Bowser, Mukherjee explains that he used a leukemia patient, whom he calls Carla, as a thread to link his narrative. Prior to meeting Carla in her Mass General Hospital room, he “mentally rehearsed the conversation I would have with her. There was, I noted ruefully, something rehearsed and robotic even about my sympathy.” Mukherjee, ten months into a two-year oncology fellowship notes that he had already seen “dozens of patients” in his care die. “The stories of my patients consumed me, and the decisions I made haunted me.” He also notes that his “day-to-day management of cancer” ultimately gave him a “novice’s hunger for history” and an urgent desire to understand the historical genesis of cancer and how that history shaped the present, more highly developed, but still very incomplete, understanding of the malady. Carla, who faces her leukemia with courage and dignity, benefits from the advances but even so undergoes great physical and mental suffering.

In tracing the history of cancer research, Mukherjee advances some major themes. The Emperor of All Maladies examines the distinct (and often opposing) roles played by surgeons, chemotherapists/radiologists and, in more recent decades, genetic/molecular researchers. The most troubling theme looks at the interplay between politics, policy, and scientific research and whether a “war” on cancer devoted to discovering a cure should take precedence over a much broader spectrum of research activities. This brief review cannot hope to cover the broad range of topics Mukherjee introduces; let me focus on the advances in breast cancer research and therapy to engage directly the roles played by surgeons, chemotherapists and biological researchers and, indirectly, the controversies that have arisen out of the research.

Historically, breast cancer had been recognized since pharaonic times; surgical removal of tumors provided the most common method for treating the cancer. Until the discovery of anesthetics, patients underwent almost intolerable suffering. The prevailing practice was to remove not only the tumor but also much of the muscle and sinews proximate—and sometimes not so proximate—to the tumor. “The patient was a young lady whom I was loath to disfigure,” wrote William Halsted, a Johns Hopkins practitioner of radical mastectomy, who applied the term “mistaken kindness” to surgeons who hesitated in the face of metastatic breast cancer to surgically remove pectoral, shoulder, and rib muscles and strip lymph nodes to create clean margins. Gradually, another group of researchers discovered that certain chemicals could shrink tumors and retard their growth. While surgeons as a cohort believed the only way to stop cancer’s spread was surgical removal of the cancerous tissue, chemotherapists believed chemical interventions offered a surer and less physically damaging approach. Since the chemicals destroyed healthy cells as well as cancerous ones, the trick was to develop a chemical tonic whose toxins eliminated the cancerous cells more quickly than they destroyed healthy cells. In many instances it was a near-run race where the cure might present more problems than the disease. The side effects—nausea, vomiting, dehydration, hair loss—meant long term
agonies for many women. For years the prevailing practice was that a wide spectrum of chemical toxins was the most effective therapy and so doses increased in magnitude with a concomitant increase in damaging side effects. More recent discoveries, however, have tended to indicate that the chemical interventions should more narrowly and precisely target tumors which often respond better to specific chemical toxins rather than to a toxic smorgasbord served to them.

Molecular biology and hormonal research has opened new avenues for treating cancer. Hiking in Scottish highlands in the late 1890s, George Beatson, a surgeon “trying to devise new surgical methods to treat breast cancer, had learned from shepherds that the removal of ovaries from cows altered their capacity to lactate and changed the quality of their udders.” Beatson did not understand the basis of this phenomenon. (Edward Doisy’s discovery of the ovarian hormone estrogen lay several decades in the future.)

Intrigued by the unexplained connection between ovaries and breasts, Beatson “surgically removed the ovaries of three women with breast cancer….” To Beatson’s astonishment, his three cases revealed marked responses to the ovarian removal—the breast tumors shrunk dramatically. But why?

Larger patient samples produced mixed and puzzling therapeutic results; a surgical team in London found that only two thirds of breast cancer patients responded to the ovarian removal. Why did some respond and some not? Though Doisy discovered estrogen in 1929, it took until the 1960s for molecular researchers to discover that some breast cancer cells had receptors hungry for estrogen (ER positive) and thus responsive to surgery that cut off the supply of estrogen. Other women, however, had cells lacking receptors (ER negative) which were not estrogen dependent and thus unresponsive to ovarian removal. Moreover, owing to side-effects, most notably osteoporosis, surgically removing a woman’s ovaries became a much less frequent treatment option.

Might there exist a pharmacological therapy to “inhibit estrogen function?” Believing that chemotherapy (which had begun to exert its influence over surgery) offered more promising therapeutic results, pharmaceutical companies had little interest in developing an antiestrogen and were reluctant to embark on an expensive and perhaps unprofitable research program. Once again, one of those serendipitous moments that so often happen in scientific research emerged. A team of British chemists working for the Imperial Chemical Industries filed a patent for ICI 46474, or tamoxifen, originally intended as a birth control pill which, instead of turning on the estrogen receptor necessary for a contraceptive drug, in fact turned it off. In an “aha!” moment, Arthur Walpole, the lead chemist on the tamoxifen project,
wondered whether the drug might provide the answer to one half of Beatson’s puzzle. He arranged for a clinical trial at Manchester’s Christie Hospital where forty-six women suffering from “advanced, metastatic breast cancer,” many of them doomed, were administered the drug. Ten responded almost immediately with shrinking tumors and, while many of the patients did subsequently relapse, trial and error had proved that a drug, “not a cellular poison,” could drive “metastatic tumors into remission.” ER positive cells responded to tamoxifen; ER negative cells didn’t. Mukherjee notes that “for the first time in the history of cancer, a drug, its target, and a cancer cell had been conjoined by a core molecular logic.”

The rediscovery by Axel Ullrich, a researcher at Genentech, of what’s termed an oncogene began to fill in more pieces to the puzzle. An oncogene, if I understand correctly, signals a cell to grow unchecked; the trick was to find some means for rendering the oncogene inactive. One oncogene designated Her-2 turned out to associate itself with aggressive breast cancer. Dennis Slamon, a UCLA oncologist described by one reporter as a “velvet jackhammer,” had heard Ullrich speak about his discovery and realized that the Genentech scientists didn’t know how to proceed with their knowledge. In collaboration with Genentech immunologists, Slamon developed an antibody that inactivated Her-2 in mouse tumors and, in his UCLA lab he treated breast cancer cells with the antibody: they “stopped growing, involuted and died.”

However, by the late 1980’s Genentech had started “abandoning its interest in cancer” for fear that investing millions in a drug that might fail would cripple the company’s finances. Ullrich left the company to work in a German Laboratory. Slamon and a small group of sympathetic Genentech scientists worked tirelessly to keep the project alive. The group ultimately in 1990 “humanized” the mouse antibody into a potential drug which soon took the name Herceptin (Her-2, intercept, and inhibitor). Genentech ultimately agreed to conduct clinical trials. Mukherjee recounts the events of Herceptin’s clinical trials where the drug proved effective in prolonging the lives of women with aggressive metastatic breast cancers. News of the drug’s effectiveness brought advocacy groups to pressure the FDA for rapid approval. Herceptin, marketed as Trastuzumab, is now routinely prescribed. The fact, however, that the prescribed Herceptin regimen is substantially cheaper in Australia than in the US has moved the controversy into a new arena.

The Emperor of All Maladies ranges widely over the history of cancer. Mukherjee understands the paradox of cancer, which “consumes that which it is nourished by”; in his narratives about individual patients like Carla, he never loses sight that those researchers and physicians like himself who consume their lives working in laboratories and clinics are driven to alleviate the human suffering caused by this disease.

Charles Angell is a Professor of English and Book Review Editor of Bridgewater Review.

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I read The Emperor of All Maladies on my Amazon Kindle. Though a book lover, I felt I needed to become familiar with the advantages and disadvantages of eBook technology. For books one wants to read but not necessarily own, the eBook is ideal. One can download the book, read it, and archive it. The Kindle allows one to make bookmarks and enter notes, two functions I’m still learning how to use. For one used to having a book with an index one can consult easily, the Kindle book’s index is not so readily accessible. For academics, an agreed upon protocol for citing eBooks will need developing. However, given the ever-increasing expense of the printed book, the eBook technology reduces text cost and, insofar as schools are concerned, will allow teachers to assign books not readily available to students. Used properly, the eBook may offer more pedagogical benefits than a required laptop computer.
combines what is seen (through the lens of the conductor and the movements of the players—breathing, bowing, drumming and so on) with what is heard. The combination of these factors hopefully yields an enjoyable concert-going experience.

We conductors have two types of gestures at our disposal. The first, the socio-cultural gesture, is easier to understand. These are movements whose meanings are learned and passed down through social means. Some examples include “thumbs up,” “point to the ear,” or “slash across the throat.” The value of these gestures is that they communicate very specific ideas. However, in order for the value of these gestures to be realized by a performer, the musician must go through a series of steps: 1) See the gesture, 2) Understand the cultural meaning of the gesture, and 3) interpret this meaning within the context of the music being performed. Should any step be missed, the gesture becomes meaningless. This interpreting of data yields thoughtful rather than feelingful music.

The second category of gesture is based upon the universal language of “embodied physics.” These are gestures that imitate the very world that is witnessed and lived in daily. For instance, a pebble (even an imaginary one) thrown into the air has a specific speed and trajectory that will result in a predictable fallback to its original position. Through examining human movement, it becomes clear that any bodily movement begins with a movement in the opposite direction. The bat goes back before it can be brought forward. By incorporating how the body and the physical universe move, one can imbue gestures with a sense of determinism. This enables those witnessing a movement to be able to “feel” its intention without having to interpret its intellectual meaning.

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**Lift:** Often a conductor finds that a gesture is required in order to lift a “mass of sound.” Performers understand this gesture because it is something they see every day. Lifting a heavy object means keeping the object close to the core and supported by the entire body. Feet, legs, torso and arms all are connected to the breath. **Stop:** This gesture is an excellent example of a socio-cultural gesture. We understand that this means stop (at least when delivered by a police officer). However in the context of a musical performance, what does this mean? Stop? Do you really want me to stop playing? Less? Stronger? Push? This becomes an intellectual interpretational issue.

**Triangle:** The “standard 4/4 beat pattern” used by conductors lives in both socio-cultural gesture and is based on physics. The strongest beat (one) is represented by movement down, the strongest direction. The next beat is weaker and moves to the right. The third is strong again and must travel all the way from right to left and the weakest beat travels up.