Professor Stephen Levine of the Communication Studies and Theatre Arts Department has directed scores of plays at Bridgewater. An integral part of producing a play is the scene design. In the inside front and back covers of the issue of the Review, Professor Levine provides a summary of thirty hours of conversations that he had with Laura MacPherson, scene designer, for the jazz-rock musical, Godspell, and the hilarious, play-within-a-play, Noises Off. (Photos by Mark Johnson)

This 1997 Godspell needs to get away from the medieval view of the world, away from the 500-1000 year old icons of life. Take the "good news" of Godspell's parables and ultra-contemporary music and create a cold environment where the characters shine. What is in their hearts is the only true warmth in the cold, hard-edged high-tech world of today's visual images. The humorous appeal of the action is improvised around the most recent, up-to-the-minute icons from pop culture and advertising. The result is that material things (masks, gag props like money, hats, clothing accessories) form a wall that we can see through but not get through, separating the characters (and the audience) from what is beyond, "out there." As the things are used, they are discarded into the "pit" leaving the world empty. The play ends with the resurrection which unites the world of performers and the audience in joy.
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On the cover: Sendero Luminoso (Shining Path), 1997, 40x40" black acrylic and oil on canvas. See other works by Mercedes Nunez on pages 15 – 19.

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BRIDGEWATER REVIEW
Whatever Happened to Main Street?

A recent article in the business pages caught my attention. Staples, the giant office products company ($7.1 billion in sales last year) is getting into the dry cleaning and flower shop business. Tom Stemberg, CEO of Staples, has invested in a chain of cleaning stores called Zoots, which will offer drive thru windows and 24 hour service. Stemberg is also an investor in Kabloom, a low cost flower shop. Both Zoots and Kabloom are viewed by Stemberg as the next generation of start-up companies that will cater to the fast-paced world of the American consumer.

Both Zoots and Kabloom will offer Americans the essential ingredients of modern corporate culture - efficiency, low prices, easy access and nifty marketing. What Zoots and Kabloom will also offer is a challenge to the mom and pop stores of Main Street America. Competing with small, individually owned businesses on main street America is nothing new in the acquisition/consolidation/competition driven economy of the 90s, but the appearance of Zoots and Kabloom is certain to deal another blow to the old way of providing services in this country.

Wal-Mart has already pushed out the department stores and is making life miserable for the tried and true hardware store. Giant food chains like Stop and Shop have left the corner grocery store as a quaint memory. Even my local barber must contend with the national chains like ProCuts and SuperCuts. Thankfully, the corner saloon has yet to become a victim to this attack on small business, but there is always tomorrow.

The decline of mom and pop stores has not really created a groundswell of opposition along the Main Streets of this country. There have been some minor disputes over where to put the Wal-Mart or the Stop and Shop, but they have been confined to questions of aesthetics rather than small business economics. We have not had a serious debate over whether this country should have basic goods and services delivered by an anonymous corporate colossus rather than a neighbor who we know. Instead we become resigned to the power of bigness with all the savings and choices that it brings.

The attack on the mom and pops of Main Street, however, has not been the result of some sinister plot. Small business men and women have increasingly become sick and tired of all that it takes to run an enterprise with tax forms, workers compensation headaches, local health and safety regulations and the absolute necessity of hiring lawyers and accountants just to keep the government off their back. Many of these small business operators have come to agree that it is better to work for somebody else rather than endure the pain of ownership.

But by pushing mom and pop off of Main Street we surrender to the conglomerate with all its impersonality, its bottom line attitude and its distant control. Main Street becomes a subsidiary of a parent company that answers to a multinational with offices in London or Tokyo or Zurich. These are not our stores on Main Street, they are their stores. The global economy that sent the garment industry to the Caribbean and athletic shoe manufacturing to Asia has now begun to hit home as the corporate giants begin to show their face just down the block.

There of course is no stopping this corporate juggernaut. The old joke that at some future date we will all be working for one company may come to pass sooner rather than later. But Americans should take a little time out of their hectic lives and ponder what we have given up in the name of efficiency, low prices and volume. We may be on the threshold of relinquishing the enjoyment of seeing our neighbor succeed on his or her own, the confidence of dealing with people we trust and the pride that comes with enjoying a Main Street with a personal identity. Wal-Mart may have its greeters when you enter the stores, but the greeter is just another cog in a gigantic enterprise from Arkansas. Smiley faces only hide the fact that Wal-Mart has won, while mom and pop have lost.

Michael Kryzanek is Editor of the Bridgewater Review.
The name Rondonia may invoke an image of a mythical kingdom, perhaps a place sprung from the imagination of a Tolkien or a Lewis. It is in fact a very real place in the heart of South America: one that at the close of the twentieth century is undergoing a fitful transition from frontier to former frontier. This transformation is both reminiscent of the closing of North American frontiers in the nineteenth century and perhaps instructive in relation to those few frontiers that will remain in the twenty-first century.

I spent three months in 1996 studying the Rondonian landscape, enjoying its people, and trying to find out how its cities are connected to deforestation. Because of the nature of my research, I spent most of my time in Porto Velho, but I also visited smaller towns and several ranches. Remarkably, during an entire season in the Amazon, I spent only a few hours in the rain forest itself.

The capital of Rondonia is Porto Velho, situated on the Rio Madeira one thousand kilometers from its confluence with the Amazon River and a total of 2,200 kilometers upstream from the Atlantic Ocean. It is located near the Santo Antônio Cataract, a series of some twenty waterfalls that marks the effective head of navigation on the Rio Madeira. In 1907, the U.S. firm of May, Jekyll & Randolph began construction of the legendary and infamous Madeira-Mamoré Railway in order to gain access to tin reserves located further upstream in Bolivia. The railroad was built at considerable human and financial cost, but it did not operate for more than a few years. As in frontier regions elsewhere, however, the railroad played a critical role in the development of the region, and is still a prominent

Rondonia includes some 625,000 square miles, making it about the size of the U.S. state of Arizona and approximately five percent of the land surface of the Amazon region. It is bordered to the north and east by the states Amazonas and Mato Grosso, and to the south and west by the country of Bolivia. The lowland terrain of the valleys of the Rio Madeira in the north and the Rio Mamoré in the west give way to rolling hills in the center of the state. The eastern and southern portions of the state are dominated by river valleys. Despite the lush vegetation throughout most of the state, the majority of soils are of extremely low fertility and are highly erodible once exposed. The climate is hot, humid, and seasonally wet, with a relatively dry season from June through August.
Near downtown Porto Velho, as elsewhere in Rondônia, access to global culture, including the latest Hollywood releases, is increasingly available.

symbol of Porto Velho. The rail station was placed at the main port in Porto Velho, where it remains as a historical museum and departure point for afternoon family excursions on a short-line railroad. In the same year that the railroad was built, a telegraph line was constructed from Porto Velho to the south of Brazil. Thus this new town — whose name has always meant “Old Port” — became a very unusual communication node: linked by water to the Atlantic, by rail to Bolivia, and by wire to Rio de Janeiro.

The tin and rubber boom surrounding the establishment of Porto Velho was not, however, the true frontier era in Rondônia. This came much later, in the years surrounding its transition to statehood in 1983. As late as 1960, the population of Rondônia — a federal territory the size of Arizona — had been only 70,000. By 1980, it was nearly five hundred thousand, and continuing to grow rapidly. Most of the one-and-a-half million current residents of Rondônia were not present during a pioneer era that began in earnest only in the 1970s.

RONDÔNIA’S FRONTIER ERA

The rapid landscape change that has occurred in Rondônia has its origins in government policies at the national level. The Amazon region had been economically important during the rubber boom of the early twentieth century, but by the 1950s it was once again economically insignificant to Brazil. The Amazon regained significance after the military took power in 1964. The military regimes in Brazil saw development projects in the Amazonian regions of Peru and Venezuela as geopolitical threats, and began a series of programs intended to occupy the region. The promise of great mineral wealth also contributed to renewed government interest in the region. The integration of Amazonia with the rest of the country was to be achieved primarily through road construction, agricultural colonization and industrialization.

The national government provided funds for the construction of almost 10,000 miles of roads. In addition to the highways, side roads built at regular intervals would make land available throughout a 30-mile swath along each highway. Brazil’s “March to the West” echoed frontier expansion in the United States in the nineteenth century. Just as the Homestead Act provided land to farmers willing to settle the North American frontier, so were the colonization projects in Brazil intended to make land available for family farms.

In Rondônia, the frontier-settlement program followed an existing corridor: the service road connecting stations along the old telegraph line was upgraded and paved to invite migrants to the territory. The Northwest Pole program provided 250 acres of land to each family that would commit to farming it. The government also created small rural service centers where families could obtain medical and educational services. In some cases, existing settlements that had grown up around the telegraph stations served these functions.

Settlement projects throughout the Amazon were intended to relieve population pressure in the Northeast, where the inequitable distribution of land was increasingly problematic. Rather than address the land tenure issues directly, the government chose to offer subsidies to people who would leave the Northeast and settle in Amazonia. Ignoring the presence of indigenous people, Brazil’s president promoted the Amazon as a “Land without men for men without land.” Programs intended to absorb modest numbers of migrants from the Northeast had the unintended consequence of encouraging massive migration from the South and Southeast.

As a result of the unexpectedly strong response to the regional development programs in the 1970s, rapidly growing populations emerged along the entire
axis of BR-364 in Rondônia. Although many migrants to the frontier settled on small parcels as intended, poor soil conditions frequently led the original settlers to abandon their property after only a few years. It has come as a surprise to many that the soils found under rain forests are unsuitable for settled agriculture. In fact, some of the most nutrient-poor soils in the world are found in rain forests. Because of high temperatures and abundant precipitation, most nutrients are rapidly metabolized in rain forest environments, but these same conditions prevent their accumulation in soil. Rain forests have evolved to these conditions by storing nutrients almost entirely above ground. In contrast, agricultural crops such as corn and wheat rely on the storage of nutrients in soil, as they are not able to process nutrients directly from their stalks and leaves. Farmers clearing rain forest by burning will typically enjoy one or two years of bumper crops, as the ash from the burned biomass has enriched the soil. Once the initial store of nutrients is depleted, however, cultivation of crops is extremely difficult.

As the small farms failed, they were consolidated into the larger holdings of ranchers, many of whom were wealthy urban Brazilians who were holding land as a hedge against inflation. Cattle ranches frequently served merely to mark the territory as part of a land speculation scheme. As a result, up to 85 percent of the land cleared in Rondônia has been used to graze cattle, saturating the market for beef. Combined clearing of land for agriculture and ranching destroyed at least seventeen percent of the rain forest in the state.

Land speculation and consolidation of farms resulted in the rapid growth of extremely large farms while the average size of small farms declined rapidly. This combination favored wealthy land owners, allowing them to control both local land and labor markets, and to pay extremely low wages. As a result, the labor surplus led to the dislocation of new settlers, and their subsequent migration to urban places. In many cases, the rural service centers began to increase in population quite rapidly.

**PORTO VELHO TODAY**

If Porto Velho is known to outsiders at all, it is mainly as the gateway to rural Rondônia. If the city is mentioned in an article, it is likely to be only because the airport was closed by the smoke of burning rain forests as a writer was trying to get to the "real" story somewhere in Rondônia's interior. Even within Brazil, this capital city of almost 250,000 — the third largest in the Amazon region — is barely known. Scouring six months of *Veja* (Brazil's major news weekly) page-by-page may not reveal a single mention of Porto Velho. Sometimes Porto Velhenses themselves do not even seem to believe it is a real place. The fact that I had traveled to Brazil specifically to spend three months in their adopted city was sometimes met with disbelief and even a measure of annoyance that I had bypassed other regions of Brazil that my hosts were certain I would have found more interesting.

Migration to urban areas began as a process of stepwise migration from other regions via rural areas of the state, but by the time of my visit in 1996, urban growth had taken on a life of its own. Migrants were beginning to arrive in Rondônia's cities directly from other parts of Brazil. This is increasingly true in a neighborhood on the periphery of Porto Velho by the name of Cidade do Lobo, literally City of the Wolf, after a rancher named Lobo whose land had been invaded to create the neighborhood.

Land invasions are a common occurrence in growing Latin American cities, but in Porto Velho as elsewhere, they create a number of difficult problems for local officials. For this reason, the municipal government has created at least two neighborhoods of single-family homes for new migrants. These neighborhoods are well-organized grids of very small houses, each on its own lot. The neighborhoods are known as Pombal (Dovecote) 1 & 11 because of the tiny size of the houses and the minimal provision of infrastructure. Because the houses are simple and the lots are relatively big, the program provides a way for families to obtain basic housing and then make improvements as they are able. Although land invasions continue as Porto Velho grows, many areas of the city are by now well established.

The outside world may continue to be unaware to Porto Velho, but the opposite is certainly not true. The people of Porto Velho are rapidly becoming "plugged in" to the world economy and to the world of information. Just as the telegraph system of the nineteenth century allowed the most remote towns in North America to remain connected, so too do broadcast media and the Internet serve to bring the world to Porto Velho. Recent Hollywood releases are available for rent, and even smaller cities in the interior of Rondônia now have makeshift video parlors with Mortal Kombat and other North American games. Household computers remain rare in Rondônia, partly because of high tariffs. I arrived in Porto Velho soon after the first Internet connections, but already individuals were scrambling to find ways to get connected. State-of-the-art computers could be found in the back rooms of houses in fairly modest neighborhoods. The high price of telephone communications actually makes the Internet a very attractive alternative for those trying to maintain connections outside the region. In fact, I encountered several foreign visitors who had never used the Internet until they got to Rondônia!
OURO PRETO

Ouro Preto do Oeste, located near the center of Rondônia, began as a telegraph relay station, as did the other major towns on the BR-364 highway. It is difficult to conceive of a better name for a frontier town than one which means “Black Gold of the West.” Although Ouro Preto’s modern growth did result from gold mining, it is actually named for an eighteenth century mining town in Minas Gerais. Unlike its namesake, which had grown rapidly with gold mining and then declined rapidly, Ouro Preto actually grew substantially after the local gold resources had literally panned out.

The former municipal airport in Ouro Preto is the site of perhaps the most unusual residential settlement I encountered during my field work. Even some of its earliest residents are unaware of its history. During the gold rush in Ouro Preto, an air strip had been located in the midst of the rain forest near the town. It ceased operation when the gold was exhausted, at the beginning of the dry season in 1985. In August, at the end of the dry season, the rain forest along the air strip was burned and massive trees were removed. Unlike other settlements in the region, this land was never used for agriculture, but rather was cleared specifically for urban, residential use. The land invasion was well-organized, and now a large neighborhood is oriented on a very regular grid oriented along an extremely long and straight boulevard that was the original landing strip. The axis of that strip is now one of the major arteries of the city, and the neighborhood surrounding it is known as “Airport Garden.” For this reason, visitors to the town who board a bus marked “Airport” might ride in vain, never finding an air terminal. Today, another kind of “gold” appears to be supporting the economy of Ouro Preto. Because a road ending in Ouro Preto connects the Bolivian frontier to BR-364, evidence suggests that coca from Bolivia is transshipped through the city.

ROLM DE MOURA

Rolim de Moura is a genuinely new city, which was built by the Brazilian government as a rural service center in 1975. Even at its inception, the town was built on a grand scale. The main boulevard is over 300 feet wide, and all of the secondary arteries are 100 feet wide. Since none of these streets was paved in the early years of the settlement, a red dust obscured visibility in the town during the dry season. Dust was once almost unheard of in the region, but a pall now hangs continuously over the city throughout the dry season. Despite its grandiose street plan, Rolim de Moura in 1996 retains one symbol of its pioneer days. A local history features on its cover one of several difficult ferry crossings required to gain access to the town. As of 1996, one of those crossings remained, but a bridge to replace it was under construction.

Frontier regions are frequently littered with “boom towns,” which grow rapidly and then disappear once a local resource has been depleted. Although its population appears to have stabilized, Rolim de Moura is as close to a boom town as I encountered in Rondônia. Local elites with whom I met lamented declines in population, the timber industry, and the productivity of agriculture since they had arrived in the 1980s. Unlike many other parts of the state, where forests have typically been cleared by small-scale agriculturists, the timber harvest itself has usually been the driver of deforestation.

Because of the great diversity of tree species in the rain forest, many acres would usually be cleared in order to obtain only a few specimens of highly valuable trees such as mahogany. At one time this harvest occupied 180 saw mills in the city; in 1996, I was able to visit one of only three mills that remained. This mill was now processing lower-valued species of trees, and trees harvested from indigenous reserves. Still, the trees currently being harvested are so large that each eight-foot section of a tree can build an entire, if modest, home. After my visit, I learned that the municipio (county) of Rolim de Moura has experienced more extensive deforestation than any other, losing 87 percent of its original forest in a fifteen-year period.

The effects of deforestation are many. They include the interruption of the carbon cycle and the hydrologic cycle, both of which may contribute to climatic changes such as global warming and desertification. Rain forests are host to an unusually diverse collection of plant and animal species, many of which are extremely localized. Deforestation not only results in the extinction of many species, but it also replaces a complex ecosystem with new ecosystems that are far simpler, and far less resistant to disturbance.

During a visit to a ranch near Rolim de Moura, I experienced this personally. The owner of the ranch, who lives in town, allows members of a local apiary cooperative to use his land in exchange for a bit of the honey. I joined the beekeepers as they tended their hives, which are located in a large opening among grazing cattle and a large number of charred tree trunks. We all put on beekeeper’s suits as a precaution, although I had to improvise with my own khakis and work gloves because a full suit was not available. Once the hives were opened, I had the unforgettable experience of being swarmed by the bees for several minutes. They were very aggressive, and I was greatly relieved that the face guard of the suit held securely. I subsequently learned from another geographer studying in the region that the bees...
The Palace of the Pioneers is the town hall in Ouro Preto do Oeste. The cities and towns of Rondônia exhibit strong nostalgia for a frontier past, although the frontier period was no longer ago than the 1970s, or even the late 1980s in many areas.

in this area had originally been as diverse as the rain forest itself, but that deforestation had greatly reduced their variety, allowing Africanized bees, an invader strain, to dominate the bees of the region.

ART IN THE FOREST
Near the end of my trip, I had the privilege of visiting Anká, an artist renowned in Porto Velho. To visit his home and studio, I began by taking a bus downtown, where fortunately I purchased a fruit juice and roll from a street vendor, to fortify me for what was to be a long journey. I disembarked in Candeias do Jamari, a small town that grew up around a station where taxes are collected from trucks bringing goods along BR-364 into Porto Velho. Anká met me as planned, and we ducked behind the office, crossed a field, went behind a house, and climbed down some steps cut into the soil of a very steep bank down to Rio Candeias.

We got in his little motor-canoe, which has a very small engine and only a very minor leak. We putt-putted upstream past mile after mile of forest. The river itself was a beautiful, opaque green, and forest reached down to the banks almost continuously. At one point, a tannin-stained, black-water tributary entered from our left, creating a miniature “wedding of the waters,” similar to the famous confluence of the Solimões and Rio Negro, where they meet near Manaus to form the Amazon. We saw quite a few birds, including some very fast black-and-white swallows which live in the river banks, a blue heron, and quite a few others. Shining blue morpho butterflies traversed the river, and were so enormous and bright that one is actually visible in a photograph I took from a considerable distance.

In this way we passed through meander after meander of the river. From time to time we saw people swimming or fishing. We passed only a dozen houses, all of which were on high bluffs and difficult to see. We saw three or four gold mining dredges, pumping sand from the bottom of the river up onto the bank. These mining operations are a considerable environmental hazard, as the mercury used to separate the gold is easily concentrated in the tissues of local fish.

After an hour and fifteen minutes, Anká pointed to the top of a very high bluff — his home. He and his wife Estela have been there since 1975, on a government land grant of 450 acres. Unlike most grantees, however, they have removed almost no forest from their land. Their house is among the trees, with a beautiful view of a great loop in the river. The house is 100 feet above the water, and is reached by steps cut by hand into the river bank. The way we came is the only way to reach the house. They have built the house themselves, transporting every bit of it from town by boat. For the first five years, they did not have a motor, and the trip from the highway took six hours. The house has all of the ordinary fixtures, including a refrigerator, a generator, tile, and a variety of furniture. Power is from a 12-volt battery and generator. Everything in the house comes either from the land itself or from Porto Velho. I was incredulous and impressed. I asked repeatedly how they got these things to such a difficult location. Anká’s response was nonchalant, even the refrigerator was “not really that heavy,” for example.

The main room of the house is probably 12 feet square, with a cathedral-type ceiling and a balcony in one corner. On all of the walls are his art. It is a combination of painting and carving that is wonderful and unique. All of the works depict fantastic visions of the forest, although some also include the railroad that has come to symbolize Porto Velho. Anká explains his technique as the result of a voice coming to him and forcing him to do art. He argues that being an artist in a wilderness where people do not appreciate art is crazy, and that therefore he would not do it if he did not have to. Art is suffering, he says. Actually, Anká is a pseudonym, and he has a little flier
describing the birth of Anka as the hearing of this voice. I asked him several times where he was literally born, and he said this kind of thing is stupid details for the police or the government. Where one is born makes no difference in what a person is. As a geographer, I did not agree, but was not about to argue the matter with this wonderful artist. After we had lunch, we returned to his canoe and began the journey back to Porto Velho — with a carefully-wrapped piece of his artwork on my lap.

**FRONTIERS ELSEWHERE**

A visit to Rondonia invites comparisons to the frontier era of North America a century and more ago. Is the environmental destruction this time more severe than in the past, or is it just more immediately and widely known? Ranchers I met in Rondonia were keenly aware of North Americans’ concern for the rain forest, but they also argued that the parallels to our own frontier development were being forgotten. Similarly, both frontiers had been considered empty territory, despite the presence of indigenous civilizations.

Just as in North America, transportation routes and nodes are the focus of frontier growth. Just as Louisville, Kentucky grew around the riverside terminus of a railroad, so too has Porto Velho. The towns of Rondonia engage in a competition for resources and attention that was common in the American West. In the United States, boosters hoping to promote their towns would seek to have them named as county seats. In Rondonia, this strategy has been pursued, but with an interesting twist. Because resources flow from the federal government to município (county) seats, the state has allowed an unprecedented proliferation of counties, which have increased in number from seven to fifty-two in the space of twenty years.

Even as deforestation continues in Rondonia, for most of its citizens the frontier era has passed. Elsewhere in the Amazon Basin, however, new settlement continues to occur, both in Brazil and in the other countries with Amazonian territory. It can be hoped that the experience of Rondonia will lead to more balanced change in such new frontiers.

*James Hayes-Bohanan is Assistant Professor of Earth Sciences and Geography.*

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*Bekeeping provides a means of recovering some value from degraded land. Because of the loss of diversity among native bee populations, however, hives are increasingly likely to contain Africanized “killer” bees, as does this one on a ranch near Rolim de Moura.*
The future will be even more demanding in a business environment that will be more dynamic and volatile than in previous times. Technology is developing geometrically. New businesses are being formed and others are undergoing major changes at an unprecedented rate. Mergers, acquisitions, and global alliances are prevalent. Trade agreements in North America and Europe have influenced the competitive environment and future alliances are anticipated in South and Central America and among the Pacific Rim countries.

The Past
The demands of an expanding nation and a growing population brought about specialized collegiate education as a societal necessity. The consequence was the establishment of medical, law, engineering and other professional schools in the eighteenth and nineteenth centuries. However, specialization in business education lagged most other professional fields with the establishment of the initial, lasting collegiate school of business in 1881 when the Wharton School was founded at the University of Pennsylvania.

With the growth of larger corporate structures and manufacturing enterprises, business educators focused initially on bookkeeping and the administration of bureaucratic organization structures. However, key events precipitated the need for change and the incorporation of a growing body of knowledge into business and management education.

Early in the twentieth century, Frederick W. Taylor, who has been identified as the father of scientific management, researched the application of scientific methods in the workplace. The outcome was the development and implementation of the concept that a task could be scientifically studied to devise the one best method to perform the task. With a clear understanding of the task and how it would be performed, the worker most qualified to perform the task could be selected and trained. Standards of output expectations could be established and incentive pay structures could be designed to encourage optimum output.

Frank and Lillian Gilbreth built upon the concept of scientific management. Through the use of motion studies, they were able to design jobs and the work place to improve efficiency and reduce fatigue. Using slow motion film techniques, they established time standards for basic work motions.

The contributions of Taylor, the Gilbreths and others that followed were broadly applied and sparked the need for qualified practitioners which led to the initiation of the new professions of industrial engineering and manufacturing engineering. Based upon research conducted by academics, such as, Elton Mayo, Douglas McGregor and Abraham Maslow, the behavioral or human relations movement gained recognition as a vital element in the effective management of people.
With the growth of business enterprises and with the increasing dominance of the corporate form of organization structure in the latter part of the Nineteenth century, the need became evident for more authoritative, reliable, and consistent standards of financial reporting and control. The passage of the Sixteenth Amendment to the constitution in 1913 gave to congress the powers to levy corporate and personal income taxes. The Revenue Act of 1913 ushered in a new era of professional requirements for accounting practitioners as millions of corporations, partnerships, and individuals became accountable to the Federal Government for the payment of income taxes. The Securities Act of 1934 authorized the creation of the Securities and Exchange Commission and a broad new area of business oversight. Subsequent amendments to the tax codes authorized employers to offer deferred income savings plans to employees and new controls and reporting requirements were enacted relative to employer administered pension plans.

Professional organizations, such as, the American Accounting Association and the Institute of Certified Public Accountants codified accounting standards and certification criteria. As distinct from public accounting, the refinement of industrial cost controls, planning, and budgeting systems created the corporate controller function. With the growing complexity of shareholder relations, finance and investment instruments, finance separated from accounting as a distinct profession.

Many laws, regulations, and legal precedent relative equal employment opportunity, labor relations, work hours and conditions, compensation, benefits, occupational health and safety, environmental protection, product labeling, product safety and liability have added significantly to the responsibilities of management and the knowledge needed to manage.

The considerable logistical challenges of World War II inspired the use of quantitative methods for the solution of complex problems to facilitate the war effort. After the war, these methods were adapted to the solution of complex business problems and led to the creation of the new management disciplines of operations research and management science.

Large corporations began to install large, mainframe computers during the 1950s to reduce the manual workload of corporate payroll preparation and financial reporting. Subsequently, viable material requirements planning, inventory management and scheduling systems were programmed to run on mainframe computers in a learn-as-you-do environment for most management people who had no prior computer training or experience. As smaller, less costly, and more versatile computers and computer chips became available, computer technology was applied to computer-aided design, computer aided manufacturing, computer programmable production machinery, robotics, and communications. This ushered in a new generation of computer literate managers and professionals.

The decade of the 1980s is identified with the definition and application of strategic management and global management as essential elements of management practice and education. The exposure and prosecution of unethical and illegal business practices, particularly in the investment field during the 1980s, precipitated the more frequent inclusion of ethics as a management course subject.

On September 8, 1995, Dr. James B. Appleberry addressed the Bridgewater State College community on the subject, The Impact of Technology On The Re-engineering of Higher Education. He quoted a Peter Drucker article which appeared in the November 1994 Atlantic Monthly, "...that in the emerging knowledge-based society, education will become the center of that society, and the school its key institution. ...It has been said that the total of humankind's information doubles at least one time every five years, and that by the year 2000, ninety-seven percent of what humankind knows will have been discovered or invented since those of us here today were born."

Dr. Appleberry referred to a former member of the United States president’s cabinet who estimated that by the year 2020 information available to mankind will double every seventy-three days. He elaborated on the impact of the information revolution by mentioning the following career forecast from the head of Partnership Houston "...students graduating from our colleges and universities today can expect to have as many as five careers in their working lifetime, four of which do not exist today. In addition, they may be expected to retrain as many as thirteen times in their working lifetime."

Did Dr. Appleberry overstate the case or was he prophetic? By reviewing a cross section of current publications, one might draw the conclusion that, if anything, his forecasts were too conservative.
THE FUTURE

The challenges to America's colleges and universities in the area of business education are enormous. Those challenges are so daunting because of the uncertain nature of the new global economy. Reflective of the times, a recent book authored by Tom Peters is entitled, *Thriving On Chaos.* In a similar manner, an article, "Managing Through The Chaos," Ram Charan, *(Fortune, November 23, 1998)* quotes Ford Motor Corporation CEO, Jacques Nasser, that, "The velocity and volatility with which trade, capital, and currencies move around the globe is unprecedented. A 10% to 15% yen volatility can wipe out your 5% after tax margin and alter the whole global competitive landscape." Yet despite the chaos, Nasser talked confidently about, "...the extraordinary connectedness of the world economy."

One thing is certain about the new global economy and the role of business education - the workplace has changed markedly and will undergo greater change in the future. An article, "Finished At Forty" by Nina Munk *(Fortune, February 1, 1999)* states that, "The working world has changed. It has become faster and more efficient and, for many people, crueler. The unemployment rate hovers at thirty year lows; even so, companies announced the elimination of some 600,000 U.S. jobs last year, according to Challenger, Gray and Christmas, an outplacement firm that tracks such depressing data." The article further states, "Today, for many people, the longer you've been at one company, the more disposable you are. ...Perhaps technology is to blame. Maybe in this 'new' economy the old ways of doing business are indeed anachronistic...if the economy is new, who needs experience?" It cites a survey conducted last year by management consulting firm, Watson Wyatt Worldwide, which asked 773 CEO's at what age they felt that people's productivity peaked. The average response was 43 years. As one 41 year older, who was interviewed for the article, stated, "For my salary, the company can hire two twenty somethings."

The article concludes with the question: "When will older workers get some respect? Answer: When they're needed. By 2003, more than half the nation's workers will be forty or over. Who will replace them? Generation X (born between 1965 and 1977) numbers only forty-five million; generation Y (the echo boomers) is huge, but it won't be noticeable in the workforce for another decade or so. The bottom line: at some point, probably around 2011 when the boomers start turning 65, companies will become desperate for workers, even older workers, according to the Hudson Institute's Richard Judy, a co-author of *Workforce 2020.*"

An article by Daniel Q. Haney *(Boston Globe, 1/23/99)* quotes Martin Clarksberg, a Cornell University sociologist, that, "People are working longer hours, and it's not because they want to." His research data shows that when couples' work hours are added up, they are spending more time on the job than ever before. Between 1972 and 1994, total working time of couples has increased by seven hours per week. Another trend in business that alters both methods of management and work is the growth of the alternative work place. Mahlar Apgar, in an article entitled, "The Alternative Workplace: Changing Where and How People Work," *(Harvard Business Review May/June 1998)* states that, "Today, AT&T is just one among many organizations pioneering the alternative workplace (AW)...the combination of non-traditional work practices, settings, and locations that is beginning to supplement traditional offices. This is not a fad. Although estimates vary widely, some thirty million to forty million people in the United States are now either telecommuters or home-based workers. ...Since 1991, AT&T has freed up some $550 million in cash flow—a 30% improvement—by eliminating offices that people don't need." Continuing, Apgar states that another reason for this trend is the potential to increase productivity. Employees in the alternative workplace tend to devote less time and energy to typical office routines and more to customers.
The trend has other implications—the reduction of commuting time and its impact upon the environment and quality of life; taxation questions as more employees establish home-based offices; management and social changes as fewer workers interface and interrelate directly with supervisors and other employees in the workplace.

An article entitled, "A New Mandate For Human Resources," by David Ulrich (Harvard Business Review, January/February 1998) makes the point that there are five critical business challenges that require organizations to build new capabilities:

- **Globalization** requires the addition of new ingredients to strategy development, which he identifies as volatile political situations, contentious global trade issues, fluctuating exchange rates, and unfamiliar cultures. He emphasizes the need for more literacy in the ways of international customers, commerce, and competition than ever before.

- **Profitability through growth** will have to come from revenue expansion rather than downsizing, reengineering, delayering, and consolidation that has been relied upon by Western companies during the past decade to improve efficiency.

- **Technology,** from videoconferencing to the Internet has made the world smaller and faster. According to the author, "In the coming years managers will need to figure out how to make technology a viable and productive part of the work setting. They will need to stay ahead of the information curve and learn to leverage information for business results. Otherwise, they risk being swallowed up by a tidal wave of data—not ideas."

- **Intellectual capital, knowledge,** has become a direct competitive advantage for companies selling ideas and relationships, such as, professional services, software, and technology-driven firms and for all companies attempting to differentiate themselves by how they serve customers.

- **Change, change and more change,** the author states, is perhaps the greatest competitive challenge companies face. They must be able to learn rapidly and continuously to innovate and take on new strategic imperatives faster and more comfortably.

Diversity in the workplace and in the classroom will continue to challenge managers and education. The work force will continue to change dramatically in the next ten years as it becomes more diverse. Women represented 42.1% of the civilian U.S. labor force in 1979 and 45.5% in 1992. They are expected to represent 47.7% in the year 2005—an increase of 24% in the next ten years. The number of men in the work force is projected to increase approximately 14% in the same time frame. Change in racial composition will be even more dramatic. Between 1992 and 2005, people classified as Asian and other in the work force will increase over 81%. People classified as black will rise over 25% and those classified as whites by 15%. Workers classified as whites will have declined as a percentage of the civilian labor force from 87.6% in 1979 to 85.5% in 1992 and are projected to constitute 82.9% in 2005. The number of Hispanics in the labor force will jump by almost 64% in the next ten years. These projected changes portend management challenges relative to the demand for more flexible work schedules, childcare, promotional opportunities, diversity issues and employee transfer conflicts where both spouses are on career paths.

An article authored by Brendan I. Koerner, entitled "Where The Boys Aren’t" (U.S. New and World Report, 2/8/99), indicates that, "This year, women are expected to earn just over 57 percent of all bachelor’s degrees, compared with 43 percent in 1970 and under 24% in 1950. The U.S. Department of Education now projects that by 2008, women will out-number men in undergraduate and graduate programs by 9.2 million to 6.9 million. The trend is moving quickly; if it continues at this pace, the graduation line in the year 2068 will be all females, says Tom Martensen, a higher-education policy analyst." The article reports that, by 1995, there was almost parity of women to men receiving bachelor’s degrees in business and management.

The litigation and legal precedents being set proceed unabated. The awards are increasingly posing ever more severe penalties on employers who are either ignorant of or fail to enforce the law in their organizations. The June 11, 1998 issue of the Boston Globe reports on the substantial backlog of discrimination and sexual harassment cases awaiting a hearing.
The Boston Globe carried an Associated Press article on January 19, 1999 which reported that, "As the federal work force shrank, employee complaints alleging discrimination or other mistreatment swelled in the 1990s and have cost taxpayers more than $866 million, federal records have found:"

The article states that during the period 1990 through 1997, the government spent $378 million on counselors, judges and investigators and another $488 million went to employees who won compensation awards ranging from a few thousand dollars to millions for class-action suits. Although substantial, that sum pales when compared to costs incurred for violations by businesses and industry in the same period.

Technological breakthroughs and new product introductions are being announced almost on a daily basis in pharmaceuticals, biogenetics, telecommunications, and other high technology products. Twenty and thirty year olds are earning fortunes in software and Internet company start-ups. An Associated Press release printed in the Cape Cod Times on February 7, 1999 entitled, "You Don't Need Profit To Make Money," noted that Amazon.com, the on-line seller of books and related products, realized a 900% appreciation in the value of its stock last year without ever having realized an operating profit. There are now dozens of other start-ups offering various products and services and attempting to cash in on the same formula.

The 1998 Christmas season set a record for sales via the Internet. Fifty percent of new car buyers in 1998 did research on the Internet prior to the purchase and the purchase of twenty percent of the cars sold was accomplished on the Internet. In a February 6, 1999 article, the Boston Globe reported that the U.S. Department of Commerce would begin publishing annual on-line retail sales figures for the first time, reflecting the Internet's significant impact on the retail industry. "Our Census Bureau will begin to track e-commerce separately in our annual retail survey, "a major indicator of the nation's economic health," according to Secretary of Commerce William Daley. Fortune magazine's recent Technical Buyer's Guide stated that in the past year, major brands and retail outlets have set up electronic shops as millions more people turn on, tune in, and start surfing. Major retailers, such as, the Gap, Sears, Macy's, Spiegel, J.C. Penney, L.L. Bean and many others are on the Web. Over the past year, the variety of goods available has broadened tremendously and the technology has improved to the point where security is hardly an issue, according to the article.

Ross Kerber, in an article entitled "Internet Boom Reverbating in Business Schools," (Boston Globe, February 4, 1999) stated that the hottest course at MIT's Sloan School of Management stopped taking applications after 150 students signed up for the 76 available seats. The course, Electron Commerce and Marketing, is popular since, "the Internet revolution reshaped the business landscape and allowed even those with modest resources to generate quick fortunes on the World Wide Web. Now many business students who once imagined making their mark on Wall Street or in consulting firms dream of careers in cyberspace." Harvard Business School opened an office in the Silicon Valley to develop case studies for teaching classes about Internet company start-ups. The Sloan School, in order to accommodate growing student interest in the Internet, will offer a new track of courses in electronic commerce and on-line marketing. Similar efforts are underway at Vanderbilt University. Carnegie Mellon University's business school recently announced a one-year master's degree program to train students to run Internet companies.
Click, a special section of the Boston Globe, was introduced on February 11, 1999. The cover page stated that, "This issue of Click, the Globe's new section on personal and communication technology, focuses on the electronic economy, and its effect on our financial lives. Today we can pay bills, buy stocks, bid on antiques, file taxes and, order valentine chocolates without ever touching a dollar bill. Even ATM and credit cards may soon be obsolete as banks' 'tin tellers' will dispense everything from airline tickets to mutual funds with a literal blink of an eye."

**CONCLUSION**

Schools of business and management were opened and grew in response to the needs of business and industry. During the first one hundred years or so of that period, the growth was evolutionary - business expanded, new business and management practices were developed, new laws and regulations imposed, and more efficient manufacturing and business technologies were introduced. Higher education conformed to the needs of business and, in some instances, led the way.

The business environment of the future will offer new opportunities and, from all indications, will change at a revolutionary rate. If higher education cannot anticipate, or at least respond expeditiously to this change, business and industry will turn inward. It has been amply demonstrated that corporations are willing to make extensive investments to train and educate professionals and managers outside of higher education.

If schools of business and management are to remain viable, they must not lag behind the leading edge of the change wave. In the classroom, textbooks must be supplemented with contemporary data, curriculum must be updated quickly in response to business developments, and real-time input must be garnered from business organizations. Most of the means for achieving this input are not new, but are in need of more extensive application. Such initiatives as faculty consulting assignments and faculty summer internships, executives in residence, student internships and cooperative education programs, seminars with and guest speakers from business and industry can enhance the real-time exchange of knowledge and understanding. The initiation and operation of business and entrepreneurial centers by schools of management allows management faculty to become proactive rather than reactive to the change process. The solicitation of government and industry grants for the conduct of business studies and research by management faculty provides another useful and knowledge-enhancing interface between academia and the corporate world.

If business and management students are to be properly served, they must commence their careers with an education that has focused on the future rather than on the past.

*Frederick Sheppard is Professor of Management.*
The recent paintings and mixed-media works on paper are an abstract dialogue that embraces the subtleties of experience and the search for home. The work is clouded with melancholy, irrevocably tied to the memories of my childhood in Cuba and the isolation of being exiled. Through an expressionist palette, this dialogue weaves through the connection of my Afro-Cuban religion and heritage while speaking of the felt alienation and fragmentation of modern life.
The six pieces included here, *The Haunting of Flowers. II, Revelations, Sendero Luminoso* (Shining Path), *Bitter Tuesday, What The Living Do* and *Saint Sebastian* are from a larger series of works that have evolved since my sabbatical year in the winter of 1996. The titles function as departure points, but allow for the viewer’s individual discovery and reaction. Each piece conveys its own intimate universe of experience—from Bitter Tuesday’s unfolding memories of loss, to the rhythmic hues of the more celebrant Sendero Luminoso—yet they also work thematically, exploring and capturing the subtleties in experiences.
The works on paper begin with an abstract drawing of lines and forms using Japanese sumi ink. This beginning work is layered with textural drawings in gesso, watercolor, and sumi ink stained tissue and rice paper collaged onto the surface. This process allows me to conceal certain forms while creating illusions and mystery. There are also times, in the mixed-media works and the paintings, when the beginning black forms remain pivotal to the overall piece rather than as a point of departure, relying on the simplicity of form.
The title of this series, Drifter's Lament, evokes my own lament at being driven further away from what defines Cuba for me—the people who also emigrated. As those close to me pass on, they take the pieces of the Cuba I knew with them. At times, it is the feeling of being adrift, without a cultural identity or a sense of home—living in the present, while far removed from the past. This series of works is the attempt to connect with the soil in this country; it is a personal dialogue of documenting and defining a moment in time, while experiencing the loss of another moment.
Saint Sebastian, 1998, 40x28" mixed-media/collage: Japanese sumi ink, gesso, watercolor, tissue+rice paper stained with sumi ink on Arches drawing paper
DISHING THE PERSONAL NARRATIVE: ITS PRESENT CLASSROOM IGNOMINY, ITS CLASSROOM POTENTIAL

by Anne E. Doyle

"My Summer Vacation," "My Family's Last Holiday," "My Most Memorable Experience"—if these composition topics call up unhappy memories for you, you are in good company. For much of this century, college English teachers and students alike have undergone torments while composing—or reading—essay assignments which ask for some sort of personal narrative under that most impersonal and fraught of circumstances: submitting the essay for evaluation and grading. Writing teachers complain that the results of such topic assignments are often bland, generalized narratives with little personal voice, while writing students sometimes complain that being required to write on a personal matter leaves them with a sense of invasion of personal space.

With such criticisms leveled at the use of personal narratives in writing classes, then why do writing instructors continue to assign personal narratives? The answer lies partly in a set of ancient assumptions about the logic of writing and partly in seldom-questioned twentieth century assumptions about the cognitive development of the writer.

The concept of narrative as an element of persuasive discourse is quite ancient: in A Theory of Discourse (1971), University of Texas rhetorician James Kinneavy traces the classification of narrative as a "mode of discourse"—along with description, eulogy, and definition—back to ancient Roman schooling in preparation for training in rhetoric. As the ancient rhetoricians made use of them, these "modes of discourse" were not really purposes for writing but logical frameworks for writing. As recently as the nineteenth century, philosopher Alexander Bain's classification of the modes of discourse still included narrative—this time alongside description, exposition, argumentation and persuasion. (Notice that, in Bain's list, narrating seems co-equal with persuading and arguing—a step toward viewing narration as a purpose—and not an organizing principle—of writing.) Although many nineteenth century writing textbooks in both the United States and Great Britain eventually adopted four of Bain's five modes (persuasion was quickly combined with argumentation), textbook writers over time have rushed further to subdivide the logical process of exposition into more discrete textual structures (or rationales for certain kinds of textual structures), such as comparison, contrast, causes, effects, process analysis, etc. Yet they have continued to view narrative as organizationally simple (because of its temporal arrangement) and to assume a similar purity and simplicity in narrative's purpose.

Overall, textbook attempts to rationalize the question of text organization into bite-sized segments, or modes, has proved popular: the modes of discourse have become a handy mechanism by which to organize and speak of written texts, and the use of the term "modes of discourse" is widespread among teachers at the secondary and college levels.

By the middle of this century, the modes of discourse (including narration) had become such a staple of organization in writing instruction that they had long since entered the traditions of the college composition field. In 1976, Gary Tate's groundbreaking work on then-current writing research Teaching Composition: Ten Bibliographical Essays included an entire essay (of the ten) solely devoted to discussing research on the modes of discourse. To this day, one may still find in the tables of contents of college freshman readers a requisite bow to the modes of discourse—including narrative.

But this "modes" approach to writing focuses on the logical structure of a finished text, rather than on what the writer does while creating the text. In response to what is now a well-documented change in college student population in the 1960s, college writing instructors began to change the focus of their instruction from the finished text to the process by which a writer might achieve a finished text; this change in focus led directly to the development of a "writing process" pedagogy and to research on the ways by which successful writers created their texts.
These same composition instructors and researchers also began to ask whether the traditional modes of discourse simply described the structure of a finished text, or whether the modes had some psychological reality for a writer while the writer was developing the text. In other words, they began to question whether description, or narrative, or even comparison, referred to a psychological or cognitive analytical process as well as to the preferred structures of texts devoted to these modes. Their assumption that there was some such psychological reality led to a further conflation of narrative (the textual structure) with a single purpose of the personal narrative (to illuminate some facet of the self).

And narrative continued to be viewed as somehow inherently basic. For example, in 1968's *Teaching the Universe of Discourse*, English education theorist James Moffett asserted that both the thought processes of narrative and the genre of narrative made their appearances early in a child's life. He suggested that narrative was a basic kind of discourse: that a child began a movement toward writing and literacy by beginning to narrate her day, aloud, to herself and to others. Others have also made some claim for the initial or "fundamental" nature of narrative. In their 1976 analysis of school writing in Great Britain, *The Development of Writing Ability: 11-18*, James Britton and his co-authors suggested that more personal forms of writing (like personal narrative) were necessary for a child's development as a writer. Their theory was that more public, communicative forms of writing (which they called *transactional*) grew out of the child's personal writing. Following this logic, they considered reporting (a non-fictional genre akin to narrative) as a lower-level form of discourse essential for a writer's ability to master other, higher-level forms, such as generalizing.

With the influence of these works and others, narrative became enshrined in the lore of composition studies as a sort of base-line genre upon which other genres are built, and with which most students should be familiar long before college. To this day, many US composition instructors who assign a personal narrative to their students harbor the wistful assumption that, because the assignment is personal and narrative, it must be easier for their students to handle.

There was yet another reason for the focus on personal narrative within the 1960s. The expressivist school of writing instruction, at that time in the forefront of educational reform in writing instruction, taught that writing instructors should provide students with opportunities to write on topics which mattered to the students; the goal was the production of "authentically-voiced student writing," — that is, writing in which the writer's honest and authentic positions could be discerned by the readers—and the narrative was often extolled as the form of writing which offered students the least hindrance in their movement from ideas to text. If, as Moffett suggested, the narrative form was one early used and mastered by students, then its use in college writing classes could be a way to ease nontraditional writing students into the difficult task of writing and revising to clarify their thoughts. Further, if these students wrote narratives on the subject of their own experiences, then they would be dealing in the most positive way with the known and the familiar, and their stress in writing would be somewhat dissipated. Student writers would thus be able to focus their energies on shaping their texts to fit their evolving ideas.

And so, despite its venerable age by the middle of this century, "My Summer Vacation" retained its place in the composition classroom. Duly sanctified in its multiple roles: familiar topic which demands a familiar mode of discourse in response, and narrative topic which makes use of students' presumed facility with narrative. The personal narrative became known, in the expressivist school of writing instruction, as perhaps the best assignment with which to begin a writing class. In fact, the alliance of expressivist writing with writing process theory, which focused on idea generation and revision as well as on production of text, has led over the years to a conflation of writing process pedagogy with personal narrative pedagogy—so much so that many composition theorists today criticize writing process theory under the incorrect assumption that writing process instruction must *necessarily* focus on the personal narrative.

Today, on the eve of the new millennium, we teachers of writing still wring our hands and agonize over our students' lack of engagement or facility with the personal narrative. Accepting the lore that narrative is somehow basic and that to write about oneself is necessarily easy, we lay unwitting traps and deadfalls for our students in the shape of assignments like: "How I Got to Be What I Am Today" (a rather daunting topic for most eighteen-year-olds).

As rhetorician George Dillon of the University of Washington has remarked on many occasions, we all seem to have forgotten how sophisticated and difficult good narrative can be. In despair over poorly-formed and—frankly—sometimes boring personal student narratives, some college writing departments now contemplate eschewing the narrative discourse mode entirely; at a recent national conference on college composition, members of the Rhetoric Department at the University of Iowa announced a departmental decision to consider barring the use of personal narrative assignments in their freshman writing courses.

What is most ironic about this current state of affairs is that, in composition and literacy studies (two closely allied fields), narrative has never appeared livelier. For example Mike Rose's largely autobiographical work, *Lives on the Boundary: A Moving Account of the Struggles and Achievements of America's Educational Underclass* (1990) has won several of the highest awards possible in composition studies; so too has Victor Villanueva's narratively-complex
method of research and publication in literacy studies. Such a narrative is a first-person account of the literacy practices of a community which the researcher has joined in order to study; wary of imposing a foreign pattern of interpretation on the literacy practices discovered during the research, the ethnographer is careful to use informants from the community in order to test the reasonableness of the patterns which seem to emerge from the data. Over the past fifteen years, readers in literacy studies have been informed, challenged, and educated by ethnographies of classrooms, of ethnic groups such as the Amish, and of other social groups such as members of an inner-city youth basketball league. These ethnographies have joined the case study and the phenomenological study in offering to readers a research narrative with a persuasive intent, in moving—at their best, with studied awareness and grace—from anecdote or illustration to analysis of that anecdote.

For example, in Close to Home: Oral and Literate Practices in a Transnational Mexicano Community (1998) literacy theorist Juan Guerra persuades his readers to reconsider the nature of literacy, to rethink the relationships of oral and written language, in an ethnographic narrative in which the characteristics of oral and written language intertwine in the language of his subjects, and in which their oral language sometimes demonstrates the characteristics more often ascribed to written language.

His subjects are members of a community of Mexicanos who live and work in extended familial or social relationships in both central Mexico and Chicago, Illinois; their principal language is a dialect of Mexican Spanish. Yet the story of this extended social group is strong enough that even non-Spanish speakers get caught up in the subjects’ experiences (often recounted in their own words with a translation provided). For example, while telling the story of her most recent trip to Mexico, young Isobel writes for researcher/friend Guerra of her “last flirtation” before marriage. Readers of this passage—Isobel’s story in her own words—will recognize how Isobel’s writing has been influenced by her residence in the US: her language in writing is less flowery than that of her elders—it is more direct, even somewhat slangy. In Guerra’s account, readers can see how, over time, the shape of Mexicano life and literacy is changing for this transnational community as their families’ connection with the US—through outposts of relatives working in Chicago—continues. But readers will also enjoy the human drama in stories such as Isobel’s, where a young woman, affianced and on her own visiting at “home” in Mexico for the last time, harmlessly flirts with a young man at a dance.

Narrative, then, functions for the ethnographic researcher as a sophisticated device, offering opportunities for illustration, yes—but also providing a mechanism by which readers can perceive the ethnographic subject in rounded, human shape. As Guerra notes, the goal of an ethnographer is to “proliferate information about a culture, rather than to appropriate it” (10). To this end, literacy ethnographers work carefully to reveal their subjects in their narratives and carefully mark their movements from narrative to theory or analysis. The stories, powerful as they may be, usually center on the subjects.

Yet there is a point at which the ethnographer and the ethnography itself become part of the story. At such a point, any boundaries between narrative and analysis break down—narrative becomes analysis. For example, consider the narrative elements of this passage—its setting, atmosphere, characters—as well as the moves toward analysis which its author, University of Iowa rhetorician and cultural critic Ralph Cintron, begins to make here:

The conversation with Martin occurred inside Don Angel’s apartment below the bare bulb which illuminated his bedroom/living room. Earlier that week Don Angel had left for Mexico to help bury his mother, and so Edmundo and I had the apartment to ourselves. Martin had dropped by to shoot the breeze, for awhile, but as the evening wore on, our talk began to “click”—at least in my head…. Martin without knowing it seemed to be laying out the structured emotional logic by which violence gets justified…. I want to begin my account at two or three o’clock on the morning of the tenth in that apartment that did not separate bedrooms from living rooms…. Edmundo and I were both somewhat worn out with Martin when he began to unfold the story… [which] concerned Martin, Fidel and Gonzalo, formerly close friends, who had been arrested months earlier for peddling narcotics. Martin… was being charged far more severely than Fidel and Gonzalo. Martin was bitter about this apparent unfairness. Moreover, the other two had never come around to console him for taking the bigger rap and, worse yet, Fidel had spread “lies” that Martin was behind the bust and had collected Crimestoppers’ money for the betrayal. In short, he had received “no respect, no consideration” from Fidel and Gonzalo.

(Angels’ Town, 1997:147)

With these words, Cintron begins the central portion of his rhetorical critique of the culture of a group of Hispanic men in a city in Illinois. Subtitled “Chero Ways, Gang Life,
and the Rhetorics of the Everyday," Cintron’s study offers a stunning analysis of what he calls "the logic of violence," by which his subjects extract meaning from the events they observe and offer respect, for themselves or to others, under conditions where the dominant culture would find little or no opportunity for respect. In the culture Cintron examines, respect is often the most precious or only possession one may have, and violence in language or deed is the mechanism by which one requires respect.

Cintron’s cultural critique, along with more “traditional” ethnographic pieces—if one can speak of ethnography as a “traditional” form at all—demonstrates the powerful impact of narrative upon the reader. As Cintron begins to tell the reader the stories of his two Angels and their lives and activities, he also begins to weave for readers the story of his own developing research. For example, at an early point in his text, Cintron admits that his work fails to include much about the women of Angels’ Town: in an anecdote, he paints himself as a rather earnest researcher—camera in hand—who tries to photograph a group of girls engaged in styling each other’s hair, only to have them run as he approaches: his “highly direct walk, age, clothes, gender” mark him for these neighborhood girls as an outsider, an "other." Throughout his text, we see the researcher alongside his subjects: sleeping at Don Angel’s apartment; driving around with a “thumper” (a young driver operating a flashy car, sometimes with flashing lights and hydraulics, but always with a good sound system—hence thumper); awkwardly listening on the periphery as his research assistant Edmundo and Don Angel engage in a sophisticated game of albures (a Mexican language game where [most often] men engage in a conversation using words within their conventional meanings while also exploiting the words’ potential sexual meanings).

The entire text of Angels’ Town can be construed as Cintron’s narrative of his research, punctuated as it is by the individual narratives he tells about his subjects—among them Ramon, Martin, Don Angel, Valerio, and Valerio’s brother Angel. If the overall effect of this text is persuasive, its mechanism for persuasion involves the narrative, the anecdote, the illustrative example, and the carefully-recorded ethnographic field note.

Thus it must be confessed that, even as composition instructors bemoan the state of their students’ narrative essays, they are surrounded with potent examples of narrative at work in aid of exposition or persuasion—narrative, in other words, which takes experience—often first-person experience—and uses it to move the convictions of others.

To be truthful, some college composition instructors are already beginning to rethink the place of personal narrative within their courses—not to cast it out, as the University of Iowa is threatening, but rather to embed it more completely within an instructional framework that allows students to see its persuasive and analytical potential. For example, there is a growing interest among composition instructors in the literacy narrative, which University of Kentucky professors Carey Eldred and Peter Mortensen defined in a 1992 article in College English as

those stories…that foreground issues of language acquisition and literacy…structured by learned, internalized “literacy tropes,”…by “prefigured” ideas and images…sometimes [including] explicit images of schooling and teaching; they include texts that both challenge and affirm culturally scripted ideas about literacy. (“Reading Literacy Narratives” 514)

The literacy narrative assignment involves introducing students to the notion that they have lenses through which they interpret their own reading, writing, and learning experiences, and that these lenses shape the stories they tell about those experiences. Instructors who use the literacy history as a writing assignment offer students the opportunity to begin to see the nature of the narrative plots they use about their writing (“My teachers have always told me I am good at writing”...“I remember the first time an English teacher made me cry over my writing”...“I use my diary writing to make sense of my life”...“I have always been bad at writing”) as lenses through which they filter their experiences. Such an assignment moves students from banal statements to revisions that probe the banal, revealing its hidden importance (“Why do I depend on the teacher’s good will?”...“Why should that memory still make me cringe?”...“Why do I make such a sharp distinction between my diary writing—which I love—and the rest of my writing, which doesn’t interest me?”). Over succeeding drafts, the students become literacy researchers themselves, as they learn to recognize in their personal stories various examples of socially transferred metaphors and assumptions about writing and reading.

No, good narrative does not come easily to any writer. And though story-telling may make an early appearance in a child’s development, it takes a lifetime to master. Should it be taught in a college freshman course? Most definitely. But in a college essay-writing class, the narrative must be taught like qualitative research—in the case study and the ethnography particularly—the narrative should be taught to college freshmen as a form with persuasive and expository potential. Students in college freshman writing classes need to be assisted in seeing that the choice of a plot itself can betray a shaping ideology or analytical lens, and that thus narrative can be analytical as well as very persuasive.

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The Honors Program at Bridgewater
by Barbara Apstein

The Honors Program provides an opportunity for gifted and highly motivated students to reach their full academic potential. The senior Honors Thesis, completed under the guidance of a faculty mentor in the student's major field, is the capstone of the program.

Christine Olinger
Christine Olinger is currently teaching English, Psychology and Journalism at Abington High School. She also works part time for the U.S. Government as an Internet Security Specialist, and publishes a bi-monthly column of satire and social commentary on the Ladybug Books website (www.ladybugbooks.com/attic.htm). Last year she co-authored a book, He Mail/She Mail: the meaning of life in email, with psychologist Elliot Grant, which received a five star review from Amazon readers. She is working on her first novel and earning her Middle School Teaching Certification at Bridgewater. Olinger was the 1999 recipient of Stones magazine's "Best New Voice" award for poetry.

There is a moment in every English major's life when it happens: words on a page change everything. It's an epiphany, a catharsis of the mind, a complete connection to literature. For me this moment came in Professor Judith Stanton's Modern American Poetry class, reading H. D.'s Trilogy. Long after the semester was over, I found myself leafing through my dog-eared copy of the three epic poems. It seemed natural, when it came time to choose a topic for my honors thesis, to focus on this work. The thesis was a detailed analysis of the multiple layers of history dissected in the poem. This careful scrutiny of each civilization's common myths, sounds, and images provides the basis for H.D.'s poetic revelation: that masculine theology, philosophy, and history has trapped mankind in a death-cycle. She uncovers the hidden secret: that while male gods represent destruction and death, female goddesses embody birth, love and renewal.

H.D. was born Hilda Doolittle in Bethlehem, Pennsylvania, and was dubbed H.D. by her contemporaries, who included such notables as Ezra Pound, Marianne Moore, Amy Lowell and D. H. Lawrence. In July of 1939, when the bombings of World War II began in England, Doolittle was living on Sloane Street in London. A visionary and spiritualist, H. D. began holding daily seances in order to find meaning in the midst of chaos. What emerged from these sessions were three long poems of Imagist verse, The Walls Do Not Fall, Tribute to the Angels, and The Flowering of the Rod, later to be published together as Trilogy.

In Trilogy, H.D. analyzes the similarities of phrase, myth and symbol common to each civilization. "We have always said," she writes, "forever and ever, Amen," connecting the Christian word of agreement with the Egyptian sun god Amen-Ra. Doolittle was present in the Valley of Kings when King Tut's tomb was opened. Inside, archeologists found Roman plasterings covering figures of Amen, and Corinthian columns placed over altars to the god Mithra. H. D. was very aware of the layering of cultures. Connecting the bomb-torn city of London to Luxor, Egypt, in her poem The Walls Do Not Fall, she notes that in both places "the shrine lies open to the sky, the rain falls, here, there/sand drifts; eternity endures..." The idea of an eternity enduring many destructions, only to be reborn, is a central theme in Trilogy.

The most challenging aspect of writing the thesis was the degree of research necessary to understand a work as complex and rich as Trilogy. My first task was to create a glossary to the text, identifying the gods, goddesses, biblical and mythical figures, and archeological and astrological references. This was a valuable experience for me as a writer and scholar, forcing me to always keep digging, even when it seemed impossible that I would ever discover the source of a particularly obscure reference. Working with Professor Stanton and the other members of my reading committee was a joy. In fact, I found all of the faculty in the English Department eager to help in any way they could. I know the experience made me a better writer, deepened my commitment to finishing a large project, and strengthened my willingness to persevere through difficulties.
Recent research has shown that children have been increasingly self-concept and self-esteem immediately after divorce has taken place. As a result, including detailed planning, diplomatic communications with Britain, France, the United States, and Russia, and the securing of the military forces they believed would be adequate to achieve their goal.

Ultimately, the conspirators were foiled by British Prime Minister Neville Chamberlain's agreement to meet with Hitler and discuss the Czechoslovak "issue." With the virtual surrender of Czechoslovakia to Germany at the Munich conference in September 1938, the Halder Plot against Adolph Hitler, the subject of my history honors thesis, originated in the days before the Munich Pact of 1938, at a time when it appeared to some in the German military command that their Fuhrer would go to war with Czechoslovakia if his territorial demands in that country were not met. The conspirators, Franz Halder, Chief of the General Staff among them, believed that such an action would inevitably result in a conflict with France, Britain and the Soviet Union. Germany could not possibly hope to emerge victorious from such a war, particularly if the United States was acting as the "arsenal of the Western Democracies," as Halder's predecessor, Ludwig Beck, once put it. As a result, the plotters believed that removing Hitler from power was the only way to avert a disaster for their nation. They took considerable steps toward this end, including detailed planning, diplomatic communications with Britain, France, the United States, and Russia, and the securing of the military forces they believed would be adequate to achieve their goal.

Ultimately, the conspirators were foiled by British Prime Minister Neville Chamberlain's agreement to meet with Hitler and discuss the Czechoslovak "issue." With the virtual surrender of Czechoslovakia to Germany at the Munich conference in September 1938,
the plotters no longer had a viable basis for their action. Specifically, the threat of an unwinnable war with Britain, France and the USSR had dissipated. Beyond this, Hitler, whose popularity had been waning in the days when it appeared war was imminent, now again seemed to be an infallible leader. Those in the military who had earlier chosen to move against Hitler could not hope to be successful against such a popular leader without a basis for their actions. My paper explores in detail the conspirators' planning and military preparations at home, as well as their diplomatic overtures in the west. Furthermore, it deals briefly with the myriad reasons for the plotters' failure.

I first encountered the Halder conspiracy while reading William Shirer's *The Rise and Fall of the Third Reich*. I found myself fascinated with the idea that, even before the arrival of World War II, there were those in the German military command with the foresight to see that any extended conflict with the West could only end in defeat for their *Reich*. When I later became interested in the Honors program, the choice of a thesis topic was a simple one — Halder's aborted attempt at a *coup d'état* was both interesting and could be treated in the time available. I worked closely with Prof. David Culver over the course of several semesters, and I owe Dr. Culver my sincerest thanks for the many hours he spent reading various (often non-concise) drafts of the paper and discussing them with me. Overall, writing this thesis proved to be one of the most personally rewarding of my experiences at Bridgewater.

**LINDA BOCCUZZO**

Linda Boccuzzo is currently attending the University of Vermont, where she is a master's candidate in the Department of Plant and Soil Sciences. The focus of her current research is the cold hardness and phenolic content of apple trees. She intends to pursue a doctorate in this area.

My honors thesis was completed as part of an ongoing program within the Biology Department. Faculty members seek out upper-class students in the department to aid them in their own research. By the spring of my junior year, I was ready to begin my honors research project. At this time, Dr. F. Hardy Moore was looking for students to help him study the separation and analysis of pigments from sugar beets (*Beta vulgaris*). Currently, there is not a lot of scientific information about the sugar beet's pigments. Dr. Moore intended to identify the pigments using different forms of light (spectrophotometric analysis). Personally, this research project was a great opportunity because I wanted to attend graduate school to study plant biology.

The project focused on the cellular morphology of the beets. Plant cells are different from those of animals. The major difference is that plant cells are surrounded by a stiff outer wall, which animals lack. This cell wall serves many roles, but mostly provides mechanical support and protection for the plant cell. This wall is composed of polysaccharides that are essentially "glued" together. In order to separate the pigments from the cell, this wall must be removed. What is left after its removal is a membrane-bound sac, known as a protoplast. Within this protoplast there is an organelle known as the vacuole. The vacuole contains stored sugars, water and secondary metabolites. It is here that the pigments are located.

As you can guess, getting to the pigments without damaging them is rather tricky. Extreme care must be taken in any part of the separation. Once the protoplasts are released from their protective cell wall they are extremely vulnerable to damage from salts, changes in pH and physical damage (puncturing).

Dr. Moore was having a problem obtaining a large enough quantity of the protoplasts for analysis. Our research focused on solving this problem. Using beets obtained from the College's greenhouse, we cut and placed them into digestive solutions. These solutions contained a variety of enzymes that would degrade the "glue" that holds these walls together. After a number of trials, and by altering environmental (by heat, shaking, etc.) and chemical factors, we determined a protocol that would digest the cell walls efficiently, but would not damage the protoplasts. After their release, the protoplasts were then filtered and placed in a stabilizing medium.

Towards the end of the semester we were achieving a high protoplastic yield. We then attempted the next step in the separation process: removal of the vacuoles from within the protoplasts. This was done using a chemical compound that basically "breaks open" the plasma membrane, and allows the vacuole to escape. We were only able to do this twice before the semester ended and had minimal results with this procedure.

By the semester's end, we had developed a successful protocol for separation and isolation of the protoplasts. This spring, Dr. Moore continued his attempt to isolate and analyze the pigments with a new set of students.
ART grants enable faculty and librarians to pursue research projects. Professors Stanley Hamilton, Jeff Williams and Susan Rayl are among those recently awarded CART grants.

TRACING FRENCH CIVILIZATION IN PLACE NAMES
Stanley Hamilton, Professor of French

Place names, also known as toponyms, provide unique links to the past. In France, place names are an important source of information about the languages and customs of the Celtic, Romance and Germanic peoples who settled the country centuries ago. I have been investigating the origins of place names for many years during my visits to France, and have presented my research at recent meetings of the American Association of Teachers of French and the Massachusetts Foreign Language Teachers Association. The CART grant which I have been awarded will make it possible for me to visit eight French cities to research their toponyms in local and departmental archives.

The history of French place names begins with the Celtic tribes who settled the country many centuries before the Christian era and whose toponyms survive in almost every region. Many Celtic place names refer to geographical features, such as rivers, swamps and mountains. Thus, the earliest Celtic name of Paris, Lutèce, was derived, according to some sources, from the Celtic terms louk teih, meaning "swampland." Other references cite the Celtic roots signifying "a sheltered place in the middle of the river," referring no doubt to the islands in the Seine. Paris derives from the name of one of the Celtic tribes, the Parisii, and Amiens, Beauvais, Cahors and Nantes are among the other cities whose names can be traced to Celtic origins.

The Romans invaders of what was then called Gaul brought many imperial place names to their chief commercial and military outposts: modern Angers was named Juliaomagus, Troyes was Augustobona. These names did not, however, survive the fall of the Roman Empire in the fifth century.

It might seem obvious that the name of the country itself, France, was derived from the Frankish invaders who gradually overpowered a weakened Roman Empire. However, the meaning of the descriptive frank originally had nothing to do with ethnic identification. The term is thought to have originally meant "wanderer" and later "brave, courageous," with the suggestion of savagery when we examine the root in Scandinavian languages. The later meaning of frank as "free" or even "foolhardy" is thought to date from Merovingian and Carolingian times. In any case, a vast band of self-aggrandizing tribes apparently took the term as their collective title. The descendants of the medieval king Childeric took as their title rex francorum ("leader of the Franks"). However, it was not until 1254, during the reign of Saint Louis, that rex francorum officially became rex Franciae, "king of France" as opposed to "king of the French," denoting Louis' domination of a territory rather than a group of people.

The Christianization of France is also reflected in place names, for example, the numerous sites named for saints, the most popular being St. Martin, St. Jean, St. Pierre and St. Germain. According to official records, twelve percent of French communes have a form of saint in their names. Sometimes a particular saint was chosen for political reasons. For example, because of St. Martin's reputation for converting pagans, his name exists in many locations where Christian edifices were erected over the ruins of sites of Druidic worship. Place names associated with St. George have evolved very different spellings and pronunciations, including Saint-Jure, Saint-Jory, Saint-Geours, Saint-Joires and Saint-Jordy.

Turning from a historical to a linguistic perspective provides additional insights into the origins of place names. Take, for example, the Latin root mons, meaning "mountain" or "elevation" — "mount" in English. The Latin root is often used alone; on the map of France we find hundreds of places designated as Mons or [le] Mont. Elsewhere, the root is used in composition with a noun, as in Mont-de-Marsan or Mont Doré. Very commonly, le Mont is followed by a village name or a saint's name, as in Le-Mont-St.-Michel. Plant names also abound in composition, a reflection of the agricultural uses
of the local terrain; for example, Mont-Genèvre, combines [le] mont with genèvre (juniper-berry). Finally, the root is found in combination with adjectives of color, as in Montoire, which blends [le] mont with the Latin aureus (meaning "gold").

The study of place names thus reveals linguistic processes — the ways in which new words are created — as well as providing valuable clues to the lives, customs and habits of thought of ancient peoples.

African-American Women's Basketball in the City: The Mysterious Girls of Harlem and the Philadelphia Tribune Girls
Susan Rayl, Professor of Movement Arts, Health Promotion and Leisure Studies

The recent formation of both the ABL (American Basketball League) and the WNBA (Women's National Basketball Association) has led to a renewed interest in women's basketball at both the professional and amateur levels. Historically, women began playing various forms of basketball within months of its "invention" in 1891, and over the past 100 years basketball has proven to be a popular sport for women. Regardless of its popularity, very little historical research has been conducted on amateur or professional women's basketball, and the involvement of African-American women has been especially neglected.

My research project focuses on two African-American women's basketball teams which were active in New York City and Philadelphia during the 1920s, '30s and '40s: The Mysterious Girls of Harlem and the Philadelphia Tribune Girls. A top amateur basketball team for women in Harlem, New York, the Mysterious Girls played both as a preliminary to men's amateur and professional games and in independent matches. The team gained a reputation for excellence throughout the northeast, and although they never received the same level of newspaper coverage as their male counterparts, the Mysterious Girls and other female basketball teams were reported on and supported in the local black press. They were also viewed as a source of pride by the people of Harlem. In 1940, the Mysterious Girls of Harlem were awarded the city trophy in the girls' division of the amateur basketball league.

Philadelphia also supported women's basketball teams during the period between the two World Wars. Two of the top African-American women's teams were the Germantown Hornets and the Philadelphia Tribune Girls. Led by Ora Mae Washington, an American Tennis Association champion, and Inez Patterson, who served as business manager, the Tribune Girls were organized in 1931 and sponsored by the Philadelphia Tribune, a prominent black newspaper. The Tribune Girls played black and white teams alike; their opponents included black college, YMCA, club and company teams. They travelled extensively in the northeast and as far south as New Orleans, playing games in the winter and drawing capacity crowds. Between 1931 and 1934, the Tribune Girls maintained a 109 - 12 record, and in 1934, the Pittsburgh Courier praised the Girls as "national colored champions."

My research project involves further study of the history of these two teams. I hope to answer such questions as the following:

1) What socio-economic group did a majority of the players come from?
2) Why did these women play basketball and what role did basketball play in their lives?
3) Did the players ever receive "pay for play" or were the teams strictly amateur?
4) How often did the teams play and how long did women remain on the team?
5) Did the players have formal basketball training prior to joining the team?
6) Were the women encouraged by their families and spouses to play?

Answering these and related questions will involve a bit of travelling. I will need to examine the archives at the Schomburg Center for Research in Black Culture (a division of the New York Public Library in Harlem, New York) and the Naismith Memorial Basketball Hall of Fame library in Springfield, Massachusetts. These libraries possess microfilms of many local black and white newspapers dating back to the early decades of this century, as well as photo files and player files. Having written my doctoral dissertation on the New York Rens, a professional men's black basketball team from Harlem, I am familiar with these resources. I also plan to explore the archives of the Philadelphia Free Library in an effort to gather additional information about the Tribune Girls. In addition, I hope to locate and interview former players and their relatives.

Exploring the history of African-American women's basketball will provide us with a more complete picture of urban black communities during the 1920s, '30s and '40s. I also see my work as an attempt to confer on some black athletes, belatedly, the recognition they failed to receive in their own time, when basketball, like most other sports, was almost completely segregated.
SYNTHESIS AND MAGNETIC CHARACTERIZATION OF FeTAC

Jeff Williams, Professor of Physics

The word “magnet” may bring to mind the iron bar magnets with one side marked S (south) and the other N (north) which many of us played with as children. These same magnets demonstrated to us the power and mystery of magnetic fields. Magnets and magnetic fields are now an integral part of our daily lives. We use magnets to hang up our children’s art work and A papers on the refrigerator. Computers use magnetism to store information on the hard drive. In medicine we can see our bodies through Magnetic Resonance Imaging (MRI).

In order to study the magnetism of FeTAC, you must lower the temperature of the crystal. As you lower the temperature the magnetism along one direction grows by having longer and longer chains of iron atoms linked together in the same direction (see figure 1). However, there is no interaction between the chains (see figure 2). For most magnetic compounds, as you continue to lower the temperature these chains of magnets will start to link up in the second and third dimension. This is not the case for FeTAC and is one of the reasons it is a compound of great interest. In fact, FeTAC remains a one-dimensional magnet to the very low temperature of 2 Kelvin (two degrees above absolute zero).

Two studies still need to be carried out on FeTAC to elucidate its properties. One is an ac susceptibility measurement that will be carried out in collaboration with my colleague, Dr. Chris Landee, at Clark University. In this experiment the crystal is placed inside a coil of wire which is sensitive to changes in magnetic field. As the temperature is changed the magnetism is recorded.

The purpose of the second study is to use neutrons to probe FeTAC’s magnetism. This experiment will be carried out at NIST (National Institute of Standards and Technology), in Maryland, with another colleague, Dr. Nick Rosov. Neutrons are a great way to explore the internal magnetic fields inside matter. The neutron has its own magnetic moment that will interact with the magnetic fields of the sample. Therefore, it gives us an internal picture of the magnetic interactions in a way similar to that by which the MRI gives us an internal picture of our body. This experiment will be much more difficult because the neutron scattering experiment will need a large crystal (1 cm x 1 cm x 1 cm) of FeTAC. A crystal this size has never been synthesized before. Holding together several large crystals will most likely solve this problem.

Many people have studied FeTAC over the last decade, but it still has several mysteries. The two above studies will be the culmination of work on this very special compound. As with much of basic science there is no known use for this compound at the present. However, who is to say what the future holds?
The millennium approaches and with it an apparent desire on the part of some to look back over the 20th century and place it on an historical scale. Tom Brokaw, the NBC nightly news anchor, chooses to evaluate the century through the eyes of the generation born in and around 1920, raised during the Depression, and brought into adulthood during WWII. These Americans he calls the 'greatest generation.'

Peter Jennings and Todd Brewster in The Century take a wider view and chronicle the century’s events and achievements in a lavishly and profusely illustrated volume designed to complement the TV series which recently ran on ABC network stations. Both books allow some insight into how well known commentators understand the history they have watched and reported.

Brokaw calls The Greatest Generation “a small gesture of personal appreciation.” Brokaw tells us that he conceived the idea for his book on his 1994 trip to Normandy to report the 50th anniversary of the Allied invasion. Talking with veterans of June 6, 1944, he realized how many of the veterans, most of the 1940s, and seventies, retained vivid memories of what had happened to them and their comrades on that day. His book, therefore, collects oral histories of men and women, some well-known, most ordinary citizens, who, he says, belong to “the greatest generation any society has produced.” Some sentences later Brokaw characterizes the WWII generation as one that “by and large, made no demands of homage from those who followed and prospered economically, politically, and culturally because of its sacrifices. It is a generation of towering achievement and modest demeanor, a legacy of their formative years when they were participants in and witnesses to sacrifices of the highest order.”

“Service, sacrifice, and heroics”: these are Brokaw’s touchstones for the greatest generation, these and his frequent references to its work ethic and can-do optimism. The individual stories display these qualities in abundance; the tellers can hardly be criticized for their response to what they were called upon to do. Enmeshed within a huge and horrible war machine they hardly had a choice. Their stories as Brokaw relates them highlight luck and survival, obstacles—sometimes horrible wounds and disfigurement—overcome, and determination to construct a life, free in so far as possible, from the terrors of their early adulthood.

Collectively, however, the stories create a different impression. Brokaw, writing in the May/June 1999 issue of Modern Maturity (which audience certainly comprises large numbers of the generation he praises), asserts that “the children of the WWII generation, by and large, have never known really hard times. The American economy has been expanding since the war ended and that, in turn, has given birth to a long run of instant gratification in American society.” This assertion interprets hard times solely in terms of the nightly Dow-Jones average and implies that the post-war generation, having never known “really hard times,” somehow doesn’t quite measure up to the standard of “service, sacrifice, and heroics” set by its parents.

Brokaw’s “gesture of personal appreciation” is not history but hagiography and, as such, his beatification of the WWII generation rests on two troublesome and troubling premises. The first holds that becoming fully adult requires forging in the fire, real or symbolic, of conflict and battle. Those who have survived the battlefield know what’s required for becoming a man. Hindsight may cause one to attribute his survival to accomplished and heroic action, but as so many of Brokaw’s individual voices testify, survival on the modern battlefield is purely a matter of luck. Still, cumulatively, Brokaw’s portraits suggest that tempering in the fiery furnace produces more courageous, more determined, more complete humans.

Curiously, this view popped up a few years ago in an inverted way when Christopher Buckley argued in an Esquire article that those men of the post WWII generation—those born 1940 and after in Brokaw’s generational tables—who hadn’t served in Vietnam in the late 60s and 70s a decade later felt something missing in their lives, a sense that they hadn’t shared their generation’s formative experience. Columnist Bob Greene picked up the theme and stated outright that a feeling of guilt and of being less worthy had come over many of those who hadn’t answered the call to serve in Indochina. Such feelings perhaps underlie the antipathy felt by many in the WWII generation toward President Clinton in his capacity as commander-in-chief. One need not belabor the point that such trial by fire theories of human development and historical causality, while they might have been appropriate for a long past heroic age, serve only to make our fin de siecle more dangerous.
Brokaw's assertion that the post-WWII generation—mine—doesn't know how easy their lives have been compared to those of their parents suggests that the older generation harbors some resentment toward their offspring. Again, Brokaw's individuals underscore the virtue of hard work, discipline, and perseverance. In the aggregate, however, they convey a sense that the younger generation believes it enjoys an entitlement to all the prosperity created for them by their parents. Brokaw's comment that the children have never really experienced hard times defines hard times solely in economic terms and downplays the fact that from 1965 to 1974 hard times took on a rather more complex political and intellectual cast. No one who lived through the confrontations and upheavals brought about by the Vietnam War would label those times easy. The WWII generation may have fought—in their terms—the "right" war or the "good" war; they asked their children to fight a horrible war. Perhaps some refused to fight in order to enjoy their entitlements. Many others refused out of an awareness that "service, sacrifice, and heroics" in an unworthy cause drained citizenship of significance.

Todd Brewster, The Century (which should be titled the American century) represents an ambitious attempt to chronicle the 20th century's social, political, scientific, economic, military, and intellectual history. As such the book, and I suspect the TV series it complements, will segue from subject to subject, from a consideration of the labor reform movement to a consideration of the public's fascination with science. Lavishly illustrated and employing numerous sidebars to supplement the narrative, The Century betrays its origins in television production values where images dominate. The Century presents history as kaleidoscope.

Their chapter on the 1960s typifies the approach. Saying that "no decade in the twentieth century more determinably describes our era than does the sixties," Jennings and Brewster claim that "the cascade of events contained between the years 1961 and 1969 and the social metamorphosis that arrived with them... put this decade in stark relief to what came before and after it. Nothing can challenge the status of the Second World War as the century's most dynamic event, but while it is harder to measure its impact, the sixties were nearly as transforming, if only for the sheer quantity of conventions overturned, battles joined, and ideas put forth." Though these sweeping assertions ring true, one suspects their truth owes considerably to the gripping television pictures the decade produced.

The narrative proceeds from John Kennedy's confrontation with Castro's Cuba through the Civil Rights movement to the Dallas assassination. These events, the authors claim, produced youth that witnessed a "senseless adult world" against which they developed a counterculture. "Millions of young people were beginning to regard themselves as a class separate from mainstream society. They had been told since childhood that their generation was different, that they were the inheritors of the free world that the previous generation had fought to create, that they would grow up in prosperity with the best humanity could provide them, that they, too, would become great. Now they were about to turn that idea on its head." The generations clash again.

Sex, drugs, rock and roll, and Vietnam fueled the despair the youth culture expressed toward the American government, or so Jennings and Brewster would have it. Yet, like the youth they chronicle, they don't quite know what to make of the tumultuous events and end this pivotal chapter with Neil Armstrong's 1969 moonwalk. "At home," they say, "no matter where you stood, the sixties looked messy and unreadable." From the moon, however, "the planet projected a picture of harmony, an essentially beautiful orb, ordered and still." Such are the wonders of the zoom lens.

Reading The Century and remembering the images emphasizes that we have indeed lived in interesting times. Still, one looks in these books for some sense of connectedness, some sense that those who came before needn't be considered saints compared to those who followed, that the generations are as much parallel and continuous as opposed. The reader should perhaps bring to these books a certain wariness toward permitting celebrity TV anchors to organize our history for us. Making connections among the welter of images they televise for us nightly isn't exactly their strong suit. Dan Rather, to offer a recent example, reported on early May's tornadoes in Oklahoma and finished his account by observing that the storm damage went "beyond any scale of destruction." Had he, I wondered, been attending to his newscasts for the previous month with their nightly reports of NATO bombing in Yugoslavia and Serbian ethnic cleansing in Kosovo? What scale of destruction measured this human suffering? And on what scale of destruction do we place the two adolescent boys, members of a new countercultural generation, who scoured their Colorado high school? The twentieth century is over but its legacy of human destruction and generational conflict remains with us as a new generation and century come. The millennium approaches.

Charles F. Angell is Professor of English.
FACULTY PROFILE
WALTER GLEASON

Professor Walter Gleason of the Mathematics and Computer Science Department very well may hold the honor of being the most published faculty member on the Bridgewater campus. Upon entering his office it becomes immediately obvious that Professor Gleason is a very busy author. Displayed proudly next to his desk are the fruits of his academic labor. To date Professor Gleason has written thirteen mathematics textbooks, and he proudly points to three others that are in various stages of completion. The titles on display range from Statistics: A First Course, Algebra: A Problem Solving Approach, and a popular four book series, Is Your Math Ready for Physics? Chemistry? Biology? Calculus?

But while Professor Gleason takes great professional satisfaction in his textbook authorship (along with his two marathons and countless half marathons), he shifts quickly to point out that his greatest accomplishment is in the development of college texts that he personally publishes and markets to students at Bridgewater. After writing nine books for mainstream publishers, Professor Gleason became disen-chanted with the cost of textbooks to the students. Moreover, when so-called ancillary material, study manuals and test banks, were added into the textbook package, the final cost to the student often approached three figures. After seeing students struggle financially to purchase these math textbook packages, Professor Gleason decided to take matters into his own hands.

What Professor Gleason has done in the last few years is become a textbook entrepreneur. He has written four texts under his own copyright and secured the services of a local printer to mass produce copies of the texts. Bridgewater State students taking math courses such as Statistics and Calculus now use Professor Gleason’s texts. Also many of Professor Gleason’s colleagues in the Mathematics Department have agreed to use his texts in their classes, thereby expanding his readership and the savings to the students. The result is that, according to Professor Gleason’s estimate, Bridgewater students have saved over $50,000 in book purchase costs.

What makes him even happier is that the “Gleason Mathematics Series” has been praised by students for its helpful approaches to understanding what can be a difficult course of study. Students are naturally impressed with the cost savings, but they also enjoy the clear and concise method of presentation in his texts. What the “Gleason Mathematics Series” proves is that this textbook author has proven to be both a master entrepreneur and a master teacher.

Professor Gleason is another example of a faculty member at Bridgewater who takes special interest in students. In his case there is not only an obvious concern for their financial welfare, but also their academic welfare. With his textbook publishing, Professor Gleason is definitely on a mission to make mathematics affordable and understandable. He has certainly succeeded on both counts.

Building and maintaining this entrepreneurial enterprise is quite demanding. Professor Gleason teaches a normal instructional load, which besides statistics and calculus include courses such as probability and abstract algebra. After a day at the college, on weekends and during the summer, Professor Gleason becomes author/art director/publisher/marketer and of course spokesman for low cost textbook costs. There is a passion in his eye as he shows his pleasure in offering Bridgewater students reasonably priced textbooks.

What the “Gleason Mathematics Series” proves is that this textbook author has proven to be both a master entrepreneur and a master teacher. Professor Gleason is another example of a faculty member at Bridgewater who takes special interest in students. In his case there is not only an obvious concern for their financial welfare, but also their academic welfare. With his textbook publishing, Professor Gleason is definitely on a mission to make mathematics affordable and understandable. He has certainly succeeded on both counts.

will be achieved by the Bridgewater students. The savings to Bridgewater students brings a smile to Professor Gleason, who has coined an appropriate tag line for his mini-publishing empire - “The highest academic quality at the lowest cost to the student.”

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Noises Off requires a setting that is a revelation, in several ways. First, it must look like the two-story interior design of a fabulous English manor house with no less than seven functional doors, a staircase with a banister and mid-level landing, and a banistered balcony. Second, the audience discovers in Act I that this impressive English manor house is actually a set in a "play" that is being lovingly rehearsed one night before opening. Then, in Act II, the entire set must revolve to reveal a performance of the same "play" from the dark "backstage" world (where the "actors" already despise each other, get drunk, threaten mayhem, and try with varying degrees of success to negotiate the doors, stairs, and ruined love affairs). For Act III, the entire set must revolve again to reveal a final performance of the same "play" where "sardine" messes accumulate, a door handle comes off with the door jammed shut, and "injuries" occur including a "fall" down the entire staircase. All of the doors (front and back) and the staircases (front and back) must be in distance relationships that allow the action (front and back) to fit in perfect timing with the dialogue.