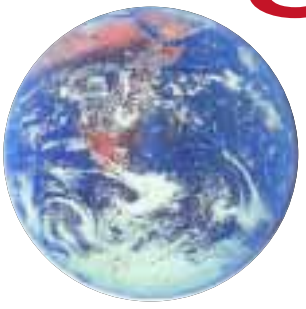
Badger Ideals Global Connections

By Christine Lampe '92



Three years ago, Europe 2003 was merely an idea bandied about the dining room table of Norway alumni club leader Rolf Paulssen MS'66, PhD'68. But this June, the characteristics and connections that brand — and bind — Badgers were brought to Oslo and taken to a new level.

It's nearly impossible to go anywhere in Wisconsin without spotting a UW-Madison T-shirt, Bucky flag, or Motion W license plate. But that's to be expected — there are nearly 120,000 alumni living in state and, geography aside, Badgers are a loyal breed. Which is why it shouldn't surprise me to hear stories about UW grads all over the world discovering each other in workplaces, on trains, or as volunteers in the Peace Corps and forming an instant bond.

Yet, as I perused the participant list before leaving for Europe 2003, the UW's international alumni conference, I was startled to see a familiar name: Lenore Maruyama '61, MA'62. In 2001, we met on a Wisconsin Alumni Association educational tour of Australia and New Zealand. I smiled to think that we would connect once again, this time in Oslo.

Maruyama was just one of 125 participants who expended dollars and hours and miles, traveling from twelve different countries to attend Europe 2003. Of course, the trip offered a chance to meet high-profile individuals such as stem cell visionary Jamie Thomson, U.S. Ambassador to Norway John Doyle Ong, and Perditlev Simonsen, the mayor of Oslo. But the more I talked with participants during our stay, the more it became apparent that in their own ways, each had anticipated this conference as an opportunity to revive traditions and make new connections.

That was certainly true for Maruyama. We caught up with each other at breakfast on the first day of the conference, both happy to see a familiar face. But as she pointed out, "I've lived in Hawaii — two thousand miles from the nearest landfall — since 1996 and am always amazed at how frequently UW-Madison ties surface." Part of the reason Maruyama made the trip to Oslo was because the conference and subsequent Alumni College Abroad tour in Voss made an attractive vacation package. And though she didn't anticipate meeting anyone else she already knew, I had a feeling she would enjoy the new connections she was about to make.

Of course, that was a top goal for conference organizers. When Paula Bonner MS'78, the Wisconsin Alumni Association's president and CEO, kicked off Europe 2003's first session, she said, "Over the next few days, we look forward to taking 'Badger Ideals, Global Connections' to the next level." Honorary Chair Paul Collins '58 followed that sentiment, saying, "Europe 2003 will be considered a success if you come away feeling it was informative, intellectually stimulating, and enjoyable." Neither host need have worried.

Conference attendees learned that the Wisconsin Idea — the renowned Badger ideal, which involves extending the intellectual capital of the university to the entire state and beyond — has become increasingly global in nature. They learned, among other impressive facts, that each year, UW faculty make three hundred invention disclosures to the Wisconsin Alumni Research Foundation, and that the UW Graduate School is currently educating students from ninety-six different countries. They also learned that the European Union is moving toward a more flexible attitude on stem cell research, and that companies worldwide will likely adopt the European model of corporate governance.

And, true to the spirit of free thinking at UW-Madison, they debated: whether the UW — or any other entity — should be allowed to own stem cells, whether it was appropriate for the U.S. to bypass the U.N. and wage war in Iraq, and whether there's a test for personal integrity that can put truly ethical leaders in charge of our companies.

Through it all, conference attendees heeded Bonner's call, making unexpected connections and taking existing ties to a new intensity. Europe 2003's most memorable associations were old and new, personal and professional, and born in academics and politics. And they happened both inside and outside the classroom.

Many facets of the conference illustrated ways that Wisconsin-Norwegian partnerships have flourished over hundreds of years. And from the very first day, Europe 2003 participants could note a deepening of these long-standing relations. When UW-Madison Chancellor John Wiley MS'65, PhD'68 spoke at the welcome reception in Oslo's City Hall, he said, "I'm convinced that success belongs to institutions that forge alliances

PHOTO: STURLAFSON, OSLO

John Doyle Ong, U.S. Ambassador to Norway; Soren Sommerfelt, former Norwegian ambassador to the U.S.; Knut Vollebaek, Norwegian Ambassador to the U.S. and Alfred Defago, former Swiss Ambassador to the U.S., prepare for their panel discussion on transatlantic relations.

— within a university, with other universities, and internationally." His words alluded to a ceremony that would take place the following day, making the University of Oslo the first European university outside of Britain invited to join the Worldwide Universities Network. This consortium was created in response to the challenges of globalization, bringing together research-led universities and corporate partners to address complex problems of international concern.

Of course, business connections were a focus throughout the conference, culminating at the gala dinner, where Wisconsin Department of Commerce representative Mary Regal '78 presented Arne Martin Bolstad '67, MS'69, a leader in the Alumni Club of Norway, with a document inducting the chapter as an Honorary State Promotion Office. Under this agreement, the club will help pursue opportunities for joint economic development and serve as a resource for Wisconsin businesses in Norway. As Bolstad accepted the certificate, he said, "This is a huge surprise. On behalf of all club members, I will use this tool to repay (Wisconsin) for all we've earned."

While the daily discussions at Europe 2003 were engaging, not all were easy. Day two of the conference caused quite a stir — both in the classroom and in the community. An esteemed panel addressed the issue of transatlantic relations, and Norway's two leading TV channels — NRK and TV2 — were there to cover it. For starters, the panel featured such high-ranking officials as Ambassador Ong; Alfred Defago, former Swiss ambassador to the U.S.; and Knut Vollebaek, former Norwegian foreign minister and current ambassador to the U.S. It was the first time Ong and Vollebaek had been seen together in public since the countries' disagreement over how to handle Iraq.

A frank and engaging discussion ensued about the relationship between Europeans and the U.S. concerning such issues as terrorism, the war in Iraq, and the role of NATO. That evening, NRK quoted Ong as saying, "Any relationship can get better, and I'm sure that goes for U.S.-Norwegian relations as well. I believe there is potential for continued development of mutual interests and mutual gain."

That same afternoon, Conchita Poncini-Jimenez MS'64 brought her own distinct perspective to transatlantic relations, addressing the role that women can — and have — played in the peace movement throughout history. Her statements impressed Norwegian club leader Rasmus Falck MBA'69, and he passed her name along to the Norwegian University Women, an organization of professional women who are part of the Confederation of Norwegian Business and Industry. Poncini-Jimenez extended her stay in Oslo to address the group on the following Monday, and was thrilled at the additional opportunity to convey her message about gender equity. "The UW has always been global in thinking — I learned that from another international student thirty-five or forty years ago," she said. "But the only way to effect a true paradigm shift is to continue having conferences like this one."

I was so busy noting the nuances that made Europe 2003 memorable that I didn't sit down to talk with Maruyama again until the final event of the conference, the gala dinner reception at Holmenkollen Park, home to Norway's most famous ski jump and renowned for its spectacular views of the city. We recalled our earlier conversation, and Maruyama chatted about the new acquaintances she'd made — and, to her surprise, some old ones, too. "Many of the participants who had attended the first International Alumni Convocation in Madison in 1999 were also on this trip," she said. "We reconnected in Oslo."

A few weeks later, when Maruyama had returned from Europe 2003 and the Alumni College Abroad trip that followed in Voss, she e-mailed me a postscript to our last exchange. "When we last talked, I was anticipating beautiful scenery in Voss, and I was not disappointed. In retrospect, I realize that each day in Norway brought forth something more spectacular than the day before," she wrote.

Maruyama's is one of many stories that came to life at Europe 2003. Those I've missed are probably being told right now over cubicle walls, on a train, or via e-mail. And somewhere in the world, it's dinnertime, where one of these stories will spark the sequel to this conference of invaluable connections.

Christine Lampe '92 is the senior copy writer for the Wisconsin Alumni Association.

Coming of Age

BY EMILY CARLSON

JEFF MILLER (2)

While studying how humans adapt and thrive in their natural environment, the School of Human Ecology itself has evolved, paralleling a changing society and finding its place in academia.

WHEN PARENTS STEP INTO THE UW Preschool Laboratory, they glimpse a world of make-believe, where balls of pink yarn become scoops of strawberry ice cream and where rectangular blocks turn into cell phones. To the outsider and even to the children, it's all play. But to the preschool's teachers and some university researchers, it's learning disguised as fun.

"It looks like play, but the children are busy learning everything," says Jackie Leckwee '75, MS'78, director of the preschool. "Pretend play is a huge component of what they do every day. They take on roles so they can understand them."

By turning a classroom's corner into an ice cream parlor, for instance, the youngsters learn about colors, flavors, shapes, money, and how to interact with others. This knowledge, nestled inside games and activities, starts children down the path toward discovering the world around them and the real roles they will play in it one day.

This educational philosophy applies to more than just the preschool. In fact, the School of Human Ecology (SoHE) — the administrative parent of the preschool — has followed this style of learning for nearly one hundred years. When it offered its first courses in the spring of 1904, students spent class time cooking in laboratory kitchens and sketching different room arrangements.

Someone peeking through the windows of South Hall, where the school started out, might have assumed these undergraduates — all of whom were women — simply played homemaker, just like the children at the preschool do today in small, plastic houses. But to people familiar with the home economics program, the young women who enrolled in the classes learned about chemistry, bacteriology, sociology, health, architecture, and economics. Their education taught them about the families and businesses that, in time, many would start.

Even though this learning disguised as "domestic science" leaves its students with just as much — if not more — knowledge about the world in which they live, the School of Human Ecology has struggled to be recognized for all its contributions by the outside world, including the university.

Over the years, this struggle has resulted in three administrative shifts, four physical moves, and four unique names. While each change has helped the school develop into what it is today, many people still think that its primary mission is to train the next generation of homemakers and home economics teachers.

"We want to have people understand what it is we do and that it's more than vocational training," says SoHE Dean Robin Douthitt, adding that only twenty of the school's current 1,009 undergraduates are preparing to teach life management skills at the high school level. "The challenge is to get them to see us for who we are."

Today, SoHE resides on Linden Drive in a building that it once shared with UW Extension. With forty-two faculty, many of whom have joint appointments across campus, and eight majors within five departments, the school strives to improve the quality of human life by studying people in their natural environments. This is human ecology.

"All of the biological sciences now understand that living things are best understood by studying them in their natural habitats — where they live," says David Riley, SoHE professor of human development and family studies.

For Riley and other faculty on campus, the preschool laboratory is a perfect setting for studying child development in action. He says, "It's a natural habitat where we can study children through direct observation."

SoHE may have more space, students, and administrative independence than it did a century ago, but it upholds a legacy of education, research, and service centered on improving human life, particularly that of the family.

"A lot of what we do here is family related in the broadest sense," explains Douthitt. "As goes the family, so goes civilization. We're very proud that we've recognized this throughout our history." The focus during much of this history, however, has centered on women — improving their daily lives and expanding their future roles.

All this began in 1903, when UW-Madison received $7,500 from the Wisconsin legislature to develop a domestic science department. Part of the College of Letters and Science, the new Department of Home Economics offered its first classes the following spring. Courses included house sanitation, house decoration, selection and preparation of foods, dietetics, and household economy. All thirty-four students were women.

While they would learn about domestic activities, such as decorating and cooking roast beef at the proper temperature, the students were required to complete one year of college chemistry before admission to the program. They

Playing — from being doctor and patient (left) to capturing imagination on paper (above) — is how children learn at the school's Preschool Laboratory.

were accepted under the same conditions as students applying to other programs. And, to graduate, the home economics majors had to take at least forty-seven credits in the sciences, including biology, physiology, and organic chemistry.

These rigorous requirements established by Caroline Hunt, the department's founding director and first faculty member, set the school up as a training ground for not just wives and mothers, but also for scientists, researchers, and other professionals.

Hunt had trained in chemistry at the graduate level and conducted original research published by government agencies. Perhaps because of her experiences, she stressed the importance of grounding the home economics program in academics — not domesticity.

"Hunt set high standards for the curriculum. She and the other early women faculty members were scientists trained in economics, biology, and chemistry," says Douthitt. "They had a view of how important it was to open up opportunities for women in higher education. They themselves had worked so hard to get there."

From the very beginning, faculty and their students conducted research. The earliest project dates back to 1908, when Ellen Alden Huntington, assistant to Hunt, evaluated the "fireless cooker" — a precursor of today's electric slow cooker. Huntington, along with students in the department, performed a number of experiments to test the ability of foods to hold heat. They also determined the advantages of cooking food below the boiling point. And, just like students in departments across campus, those in domestic science wrote theses, often based on original research.

In some instances, the students carried out this research in one of the school's practice cottages, the first of which was purchased in 1911. Working laboratories complete with modern kitchens and living quarters, these cottages provided students with a simulated environment where they could apply and practice theories learned in their classes. For short periods, dietetics students lived in the cottage, where they planned, purchased, prepared, and served meals for themselves and two instructors. The kitchen, though, usually dished up more than dinner; it served as a chemistry laboratory for class experiments on food preparation, nutrition, and sanitation.

Looking inside the windows of the first practice cottage, which was originally located at the corner of Randall Avenue and Linden Drive, an observer might have spied a woman standing by the stove, setting the table, or washing dishes. Seeing her dressed in an apron — not a lab coat — the onlooker might have assumed the cottage was not a working laboratory, but a playhouse.

The school has always been committed to academics and research, but not many people have known this, says Douthitt. Many parents allowed their daughters to attend the home economics program, adds the dean, because they thought the young women would learn how to be wives and mothers.

"Many alumnae have said that they didn't choose this program, that their parents did," she recalls. "In many ways, the program made it acceptable for these young women to go to college." What parents didn't realize, says the dean, is that their children learned much more than vocations.

As the program pushed toward establishing an identity that reached beyond home economics, administrative moves altered its course.

In 1908, the board of regents voted to transfer the department from L&S to the College of Agriculture. The change also brought several physical moves — from South Hall to Agriculture Hall, then to the attic of Lathrop Hall, and finally to the east wing and fourth floor of the Home Economics and UW Extension building, completed in 1914.

"Moving us to the [agriculture] school was a major change," says Douthitt. "We took on more of a focus on homemaking."

But during this time, the department experienced its greatest growth in terms of courses, space, and outreach efforts. While it did not add a biochemistry program — as had been proposed by the department's second director in an effort to retain students interested in the sciences — it did create new majors in communications, and child development. It also added new facilities: practice cottages, a tearoom and cafeteria, and a nursery school that grew into today's preschool laboratory.

In all these places, students gained hands-on experience. At the nursery school, for instance, dietetics students prepared meals and watched the children eat, and students in child development observed the children at play and wrote reports on what they learned.

The preschool also extended the department's growing commitment to outreach. Started at the behest of neighborhood mothers in 1926, the nursery school provided a learning environment and day care program for young children, whose parents were not necessarily affiliated with the university. As society's needs changed, so too did the preschool.

"In the old days, it was part time, part year," says Leckwee, the current director. "But as society changed — as more mothers went to work — we needed to be more flexible." Today, the preschool offers full-day programs throughout the year. Furthermore, growing interest in early childcare for babies and one-year-olds encouraged SoHE in 1999 to open an infant program at the preschool's second site, on Madison's west side. Leckwee says, "We're staying with the times."

Under the auspices of the College of Agriculture, the department served the community in other ways. It reached wives and mothers throughout the area with the radio show called the *Homemakers' Program*, which eventually aired five times a week on WHA. Students were involved in the sanitation, quarantine, and feeding of female influenza patients in 1918. And, during World War II, some students organized a Clothes Clinic to teach others how to repair and reuse clothing for conservation purposes.

By 1941, the home economics department had 675 students. And, in 1947, it admitted its first male student, Paul Cleary '55 (he served in the Marine Corps from 1950 to 1953). He was not expected or even allowed to live in the practice cottage, at that time called the Home Management House.

Because of its continued growth, the university regents voted to turn the department into a school within the College of Agriculture. Effective July 1, 1951, it became the School of Home Economics with four departments: clothing and textiles, foods and nutrition, home management and family living, and related art. Four years later, the school added a fifth: home economics education and extension.

A campuswide advisory committee, however, suggested a different direction for the new school. In 1967, it recommended the school change its name to one that put more emphasis on research, and become an independent unit within the university. So within the next six years, the School of Home Economics switched to the name of School of Family Resources and Consumer Sciences, converted the remaining practice cottage into office and classroom space, and became an autonomous unit.

Looking back on its history, Douthitt says, "Our legacy would have been different had we not become part of the agricultural school." But she admits that the program's independence marked a significant moment in the school's history. "Autonomy was important symbolically," she says. "We had always been looked upon as a women's program and seen as being incapable of running it. For the program to be autonomous and not perceived — whether real or not —

BIRTH & FIRST STEPS 1895–1908

One of the earliest photographs of the home economics department, probably taken during Caroline Hunt's tenure.

Spring 1895
Helen Campbell gives a series of lectures titled "Synoptical Lectures in Household Economy," later published under the title *Household Economics: A Course of Lectures in the School of Economics of the University of Wisconsin.*

June 1903
Upon the recommendation of President-elect Charles Van Hise, the board of regents names Caroline Hunt professor of home economics, with her salary for a part year set at $1,000.

Caroline Hunt

January 1904
The regents vote to make domestic science a department in the College of Letters and Science.

1908
Research in home economics begins with Ellen Alden Huntington's publication of *The Fireless Cooker.*

Spring 1908
The board of regents votes to transfer the Department of Home Economics to the College of Agriculture. It soon forces the resignation of Caroline Hunt. No classes are offered in the 1908–09 year.

Food class, c. 1909

THE GROWING YEARS 1909–39

Vitamin C, 1927

June 1910
Sarah Sutherland becomes the first graduate of the program when she earns a BS degree. The title of her thesis is "A study of the methods of cooking the rump of beef showing cost, in market cost, in preparation and loss in cooking." Alice Loomis graduates with an MA in agricultural chemistry. Her thesis is on the "Effect of high and low percentages of fat upon the digestibility by pepsin of the rennet curd of milk." She becomes an instructor in the home economics department.

Sarah Sutherland

June 1911
Katherine Agnes Donovan earns an MS in home economics, making her the first recipient of a graduate degree in the field. The title of her thesis is "A study of infant mortality of Madison."

Design class, c. 1910

1911
The university purchases a small house near Agriculture Hall and remodels it. It becomes the department's Practice Cottage.

The Practice Cottage, c. 1912

1914
A permanent research tradition begins with instructor Amy Daniels, who uses graduate students to begin experimental work on the effects of preparation methods on nutrients in food. The home economics department moves into a new building it shares with UW Extension.

October 1918
Students in the home economics department help care for influenza patients. They are involved in the sanitation, quarantine, and feeding of female patients. Abby Marlatt, the department's director, later writes about the helpers, "They certainly were jewels, and worked like Trojans, being excused from classes during the crisis. The result is that the home economics department has come into its own."

Abby Marlatt

Lunch room, 1923

1923
A tearoom and cafeteria is established in the home economics building, providing students with experience in institutional management.

1924
Home economics is divided into three departments: foods and administration, clothing and textiles, and applied arts. Applied arts is soon renamed related arts.

A student uses the Sanborn Metabolism Apparatus to measure basal metabolism.

1926
The Dorothy Roberts Nursery School is established at the request of some neighborhood mothers. After spending a year in Luther Memorial Church, it moves in 1927 to a porch added to the Practice Cottage.

Dorothy Roberts Nursery

1926–29
The first *Homemakers' Program* is broadcast during these years. By 1929, the program is aired five times a week on WHA.

May 1932
The first PhD is granted to Julia Frank Nofsker, in education and home economics.

Homemakers' Program

as needing oversight by a predominantly male unit was a good thing."

However, one of the disadvantages of such independence, says Douthitt, is that the foods and nutrition program — originally part of the home economics department — remained part of the agriculture school, which by then had been renamed the College of Agricultural and Life Sciences.

"Most universities have foods and nutrition in human ecology," explains Douthitt. "This made our curriculum less interdisciplinary."

It might have lost a discipline or two, but the school's curriculum became even more diverse. With the focus shifting from vocational to professional training, courses reached into new academic areas, including financial planning and consumer economics. In 1961, the school offered twelve majors. Its department gained more independence in developing curricula, resulting in coursework geared toward specialties, such as interior and textile design. Beginning in the 1960s, the core curriculum included twelve credits of science-related courses. Today, students are required to take just nine.

"We're training fewer generalists than before, because that's what the market demands," says Douthitt.

The school has consolidated some of these majors. It now offers eight majors in retailing, consumer science (including personal finance and consumer affairs), textile and apparel design, interior design, family and consumer journalism, human development and family studies (with child development and family studies), human ecology, and family and consumer education. The majors span five departments: consumer science; environment, textiles and design; family and consumer communications; human development and family studies; and interdisciplinary studies.

These specialties, then and now, bring together faculty from a range of disciplines, often leading to unique interdisciplinary projects.

"I used to kid former Chancellor David Ward that he got the idea of the 'cluster hire' from us. We have always brought people together from many different disciplines," says Douthitt. Smiling, she adds, "We're delighted to see the rest of the campus doing it."

Along with more specialized research interests, new outreach efforts to improve the lives of women, along with their families, have emerged. While some reach only the university community, others reach globally.

In 1989, Douthitt, then an assistant professor of consumer science, helped to launch the Women Faculty Mentoring Program at UW-Madison. After learning through a research survey that female faculty members were twice as likely to resign as their male counterparts, Douthitt mailed letters to junior and senior women faculty asking if they would like to participate in a program designed to support the female teaching community at the university.

"I was bombarded with positive responses," recalls the dean. When the group gathered for its first meeting at the University Club, "the room was filled," she recollects. "Everyone just stood and smiled. It was the first time women faculty had come together," Today, the program includes about one hundred mentoring pairs.

A service project by human development and family studies professor David Riley targets a different audience — parents of newborns and toddlers throughout the world. Riley, along with UW Extension, developed a series of instructional newsletters mailed monthly to parents with infants. As "just in time" bulletins, the newsletters present parenting tips and information on infant development that's specific to certain ages.

Started in 1982, the newsletter now reaches more than forty thousand Wisconsin families with babies under one year old. About fifty thousand families in the state with children between one and three years old also receive the bulletin. Parents in fifteen other states, parts of Canada, and cities in Great Britain also receive it. Plus, English and Spanish versions are available on the Internet. The latter version, says Riley, receives about three hundred hits per day from Latin America.

"The original goal of the parenting newsletter was to provide tips to parents in rural Wisconsin who were isolated from centers or resources," says Riley. "Combine the newsletter with its online presence, and suddenly we end up serving the whole world."

In a renewed effort to match its name to its far-reaching mission and interdisciplinary identity, the school underwent its most recent name change in 1996. It became the School of Human Ecology.

"Part of the reason for all the name changes is to differentiate ourselves from vocational training," says Douthitt. "When people hear home economics, they think high school home economics." But another important rationale for switching names was to align the school with similar programs at other institutions that vie for the same students and faculty, adds the dean. SoHE's competitors include Cornell University, the University of Minnesota, Penn State University, and Ohio State University.

Although the school now occupies all of the building it originally shared with UW Extension, plus the old practice cottage, the growing number of students, faculty, and their related research stretches the school's seams. Plans are under way to redesign the current building, establishing more space for projects. Douthitt expects this endeavor to raise the school's profile even more.

"Our faculty have spider legs across campus," she says. "While they and their research may be well known, their home base is not." She explains that the researchers, squeezed for space at SoHE, have established projects and centers elsewhere on campus. "What we're trying to do is bring resources back to the school so faculty can conduct their work here. Our research will be far more visible that way than having it diffuse on campus," she says.

During this remodeling, the Preschool Laboratory will expand into a more modern learning environment, as well as an updated research facility. "It'd be great to see a modern facility so the next generation of early childhood research can occur," says Seth Pollak, a UW-Madison psychology professor who studies emotional development. More than eight of his research projects have involved children who have attended the preschool.

Whether outsiders looking into the school recognize all its depth may be beside the point. What counts, however, are the contributions it has made and continues to make to its students — may they be preschoolers or undergraduates — and society at large. Over the years, SoHE has trained teachers, researchers, and entrepreneurs. Its commitment to improving human life has been achieved every day for the last one hundred years through research and service-learning projects.

"We're brought together by our mission of trying to enhance the quality of life," says Douthitt. "We're directed by our strong interests in teaching and research."

In the coming years, the school will continue to grow and evolve. Perhaps its name will change again or it will incorporate more majors into its overall curriculum. Perhaps passersby peeking through the windows of the new building will witness all the school's dimensions.

But one thing is certain: the school, whatever it's called or wherever it's housed, will shape the lives of the next generation of people who step inside.

Emily Carlson doesn't remember what she learned in preschool, but she does know she had a blast catching ladybugs and pretending to cook.

GAINING INDEPENDENCE 1939–1961

Home Management House

Spring 1941
The Home Management House is finished. It continues to be used for practical live-in training until 1970.

Ruth Henderson teaching an extension course in Greece, c. 1953

1943
A major in child development is introduced as a joint program among several departments, including home economics.

April 1951
The regents vote to make the department into a School of Home Economics effective July 1, 1951. Frances Zuill, head of the department, is named associate dean in the College of Agriculture.

1951
675 students

1951–53
The west wing of the Home Economics Building is built at a cost of

Home Economics Building after the construction of the west wing

1955 extension brochure

$975,000. The school moves in during May 1953.

1955
A fifth department is added: home economics education and extension.

1957
The current Preschool Laboratory building is built between Agriculture Hall and the Home Management House.

1958
The course catalog drops gender-specific pronouns.

CHALLENGES AND SUCCESS 1961–1974

A woman works on an Indian printed textile in the school's collection

1961
49 faculty and 8 majors

December 1967
After review conducted by a campuswide advisory

Three graduate students conducting nutrition research, 1962

committee, the school is told to place more emphasis on research, focus on improving its graduate program, and adopt a new name.

May 1968
The name of the school changes to the School of Family Resources and Consumer Sciences (FRCS).

Helen Louise Allen teaching weaving

August 1968
Faculty member Helen Louise Allen passes away. She bequeaths her collection of textiles to the university.

Textiles class, c. 1975

March 1970
William H. Marshall, the school's director, writes a letter to the director of the Wisconsin Utilities Association informing him that he would like to abandon the use of the Home Management House as a live-in practice cottage and instead use it for office space and classrooms.

July 1, 1973
The school becomes an autonomous unit, administered by a dean and an associate dean.

A NEW BEGINNING 1974–CURRENT

Consumer science students at the resource library of the Department of Justice's Consumer Protection Division, c. 1975

1989
Professor Robin Douthitt launches Women Faculty Mentoring Program. She is appointed dean in 2001.

Robin Douthitt

FRCS graduate student Grace Tonge publishes **Ten Dynamic Women** *with funding from the Meta Schroeder Homemaker Fund.*

Gallery of Design

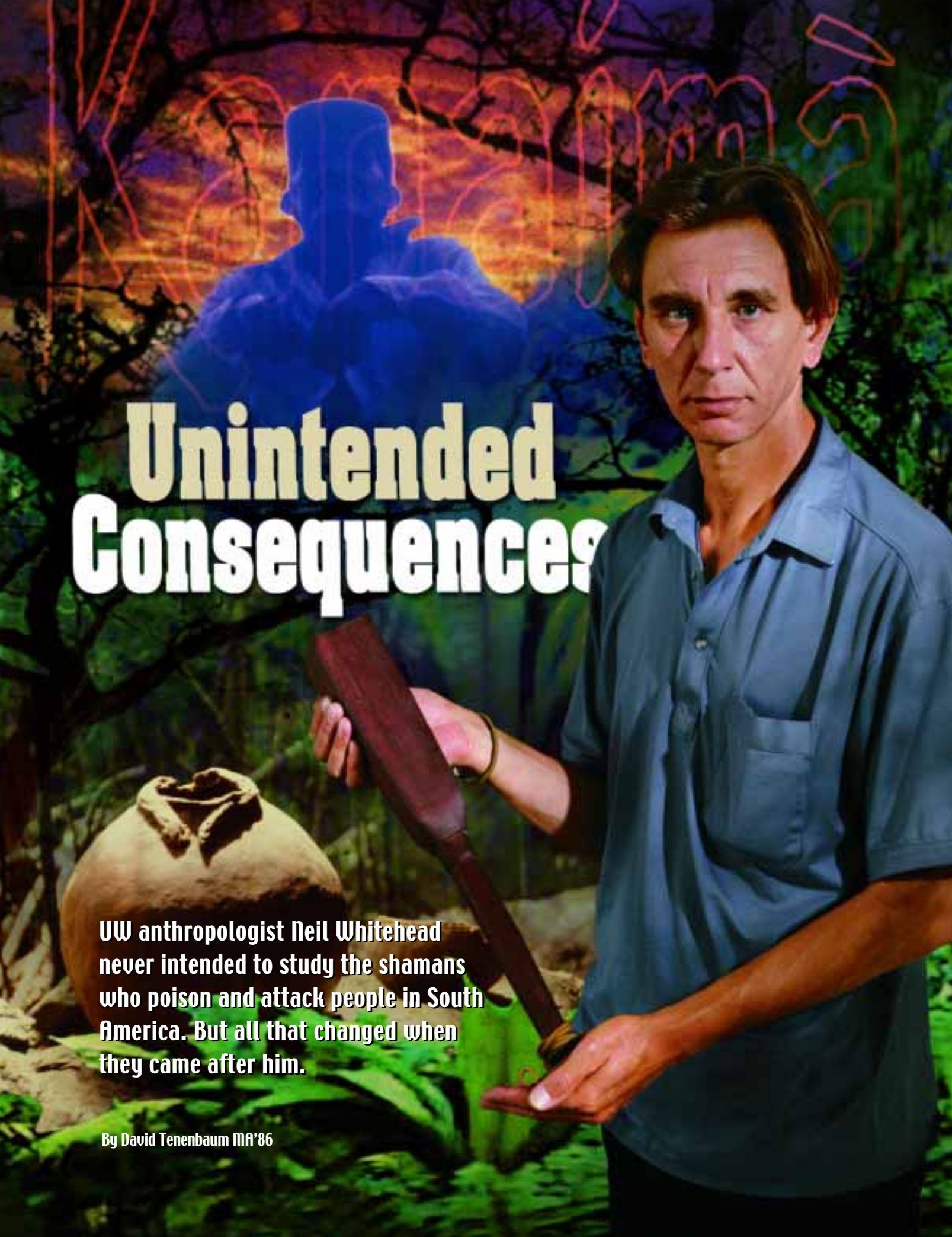
Fall 1991
School opens gallery to exhibit processes and results of design.

July 1996
The name School of Human Ecology is adopted.

2000
A second preschool site is established to provide care for infants as well as toddlers.

2003
1,107 students, 8 majors, 42 faculty

For more information about SoHE or its history, visit: http://sohe.wisc.edu ***or*** http://uwsohecentennial.com



Unintended Consequences

UW anthropologist Neil Whitehead never intended to study the shamans who poison and attack people in South America. But all that changed when they came after him.

By David Tenenbaum MA'86

It was during his interviews with dark sorcerers in South America that UW-Madison anthropologist Neil Whitehead finally reached a line he would not cross. At the sorcerers' insistence, he'd paid for the interviews. Although that's something that anthropologists are loath to do, the payments, as it turned out, were the least of his difficulties.

The men who stood before Whitehead claimed to be *kanaimàs*, dark sorcerers of the Guyana highlands who mutilate and poison their victims as part of gruesome and highly ritualized murders. Whitehead, an expert on violence among South and Central American tribes, had read about kanaimà (which refers to both the people who perform the killings and the practice itself), but he assumed the lurid descriptions were exaggerations that colonists told each other to justify subjugating native peoples. Were these men telling the truth, or were they just trying to hustle a fast buck by impressing the big-time professor from the United States? It was hard to know — but this also wasn't Whitehead's biggest problem.

In the early 1990s, when Whitehead first traveled to Guyana, he had no interest in hearing about such stomach-turning practices. He had landed in the country, located on the north coast of South America, to catalogue artifacts and sites of anthropological interest. But within an hour of arriving in a highland village, he found himself talking to a nurse who told him that she had treated the men's victims. On average, she told him, kanaimàs killed one victim in that region every year.

The bizarre practice, like much else about the Guyana highlands, had remained hidden from the world because the government "had neither the resources nor the knowledge to do anything," Whitehead says. But he soon came to believe it was still taking place — and his belief was based on personal experience. On the first days of that research trip, Whitehead unknowingly triggered the ire of one or more kanaimàs. That, he believes, incited them to poison him, ultimately pushing him to understand what had happened.

And so, a few years later, Whitehead sat surrounded by men who presented him with a dilemma — one we might call an "invitation problem." As a rule, anthropologists try to immerse themselves in the cultures they study, and living among — even working with — research subjects is a hallowed tradition. But as Whitehead pressed for details in his hurried interviews with the men, they responded with an invitation. If he was so fascinated by the practice, they said, perhaps he'd like to attend a murder. Then, after the body had putrefied for a few days, he could return and sample the pineapple-scented fluid of decay, which, they explained, was a key goal of the entire ritual.

The professor focused his studies on conflict, rather than the more traditional anthropological subjects such as culture, clan, and belief.

Whitehead obviously had certain powers, and a compelling interest in kanaimà, the men noted. Wasn't he interested in becoming a dark sorcerer?

• • • •

You don't see a pith helmet in Neil Whitehead's office overlooking Lake Mendota, nor a poster from an Indiana Jones movie. He's a different sort of swashbuckling anthropologist. Think Harrison Ford with a splash of Anthony Hopkins. Picture a slightly tweedy character with an unabashed interest in mysterious places and dark tales.

The forty-seven-year-old professor grew up in London, the son of a publisher of technical journals and a homemaker. Focusing on conflict, he says, was a natural outgrowth from the headlines of his youth. "I grew up during a very lively terrorist war with the IRA [Irish Republican Army]," he says, "and I believe the world has gotten more like that as time goes by." His PhD research at Oxford University concerned the Caribs, ferocious natives of Central America and the Caribbean, whose name supplied the root for both *Caribbean* and *cannibal*.

Whitehead's studies led him to conclude that, while the European explorers considered the Caribs to be cannibals, those opinions were suspect. A couple of decades after 1492, the year Queen Isabella sent Columbus across the ocean and evicted the Jews from Spain, she permitted Spanish conquistadors to usurp land from "cannibals" without payment. The edict, says Whitehead, created a huge financial incentive to "discover" cannibalism among the "savages" of Central and South America.

The experience led Whitehead to focus his studies on conflict, rather than the more traditional anthropological

subjects such as culture, clan, and belief. Examining the ways that people and cultures clash allows "anthropology to speak to the central problems of our society, not bury itself in rather obscure truths," he says.

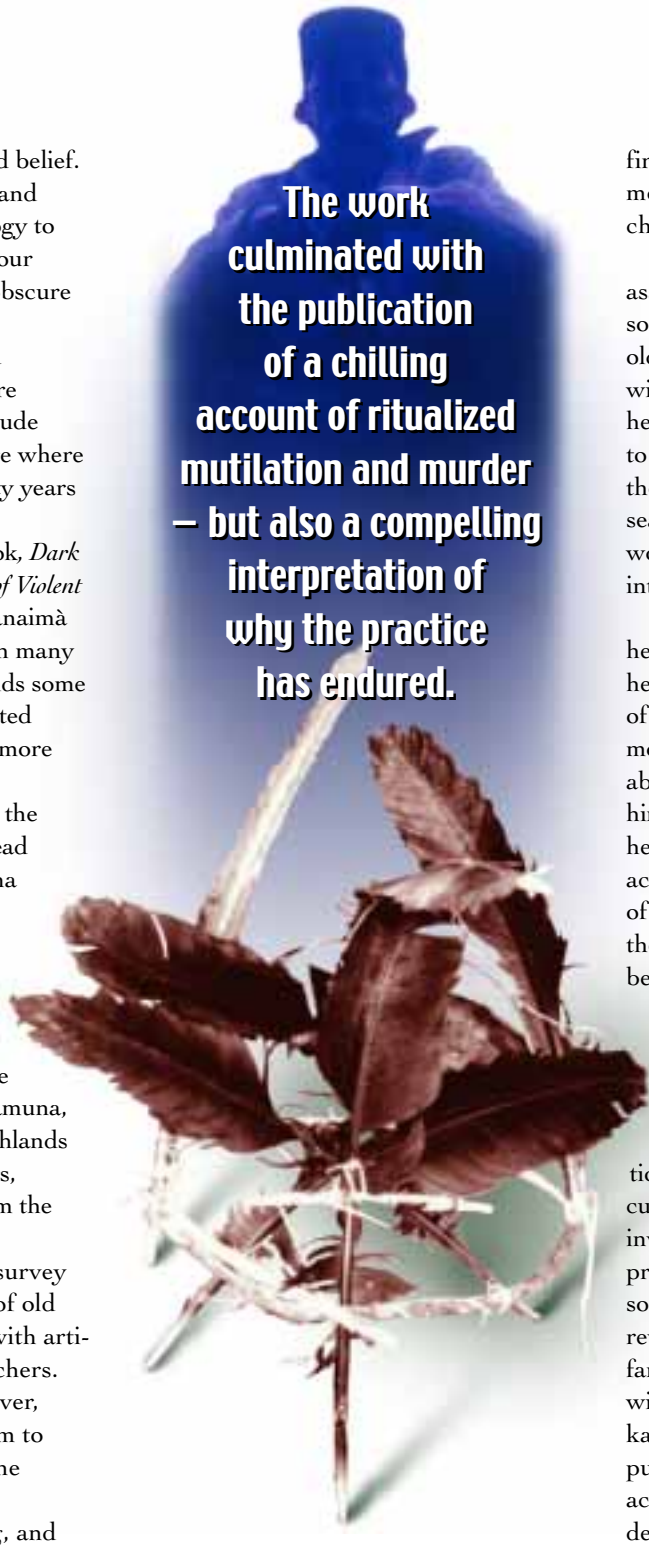
However, he soon discovered that discussions about violence are surrounded by taboos. "Our attitude and knowledge about violence are where they were about sex thirty to forty years ago," he says.

Indeed, Whitehead's new book, *Dark Shamans: Kanaimà and the Poetics of Violent Death*, contains descriptions of kanaimà horrendous enough to be taboo in many publications. This story, too, avoids some of the harsher details, but interested readers can consult the book for more explicit descriptions.

In 1992, a year before joining the faculty at UW-Madison, Whitehead made his fateful trip to the Guyana highlands, a forested part of the southern region of the country. Although part of Guyana, the area has closer economic and social relations to the Amazon basin of Brazil, to the south. Once predominantly populated by Patamuna, a fairly traditional people, the highlands have faced incursions from miners, who have been moving north from the Amazon region.

Whitehead was planning to survey the highlands, assembling a list of old villages, burial sites, and caves with artifacts for the aid of future researchers. No sooner had he arrived, however, than the local nurse implored him to shift his attention to kanaimà. She insisted that kanaimàs were still stalking, bludgeoning, poisoning, and mutilating their victims on forested mountain paths.

Kanaimàs, Whitehead learned, usually didn't immediately kill their victims, preferring to first maim and intimidate by breaking victims' fingers or dislocating their necks. After the victim endured a few months or years of pain, the kanaimàs would mount a ferocious killing attack, piercing the victim's tongue with snake fangs, mutilating the mouth and anus with sharp objects, and inserting toxic plants into the anus. "The sheer violence of the attack," Whitehead says, "is meant to drive out the life force of the person." Even with medical treatment, victims die an excruciating, lingering death.



The work culminated with the publication of a chilling account of ritualized mutilation and murder — but also a compelling interpretation of why the practice has endured.

Initially, although the nurse was in a position to know, Whitehead refused to believe her horrifying tales. On his first day of hiking through the mountains, however, he had his mind changed for him.

The professor and his Patamuna associates entered a cave that held a solitary, ceramic urn containing several old bones. The Patamuna treated the urn with awe, and refused to touch it. Whitehead, however, not only moved the urn to take a photo, but also removed one of the bones. That action, as it turned out, sealed his fate, guaranteeing that he would soon have a deeply personal interest in kanaimà.

The Patamuna interpreted Whitehead's behavior as an announcement that he was either a kanaimà himself or one of their enemies. His actions, he believes, motivated his new enemies — presumably directed by kanaimàs — to poison him. Their intent was not murder, Whitehead says, which they easily could have accomplished through their knowledge of natural poisons. Instead, he believes, their goal was to threaten him about being too nosy.

The attack, delivered in the form of a meal, caused several weeks of serious gastrointestinal problems, and it helped persuade Whitehead that the nurse was right. That realization, followed quickly by scientific curiosity, locked him into a decade of investigating — though never personally practicing —the deadly rituals of dark sorcery. During the next five years, he revisited the area, talking with the families of victims and buying interviews with a few men who claimed to be kanaimàs. The work culminated with the publication of *Dark Shamans*, a chilling account of ritualized mutilation and murder — but also a compelling interpretation of why the practice has endured.

That story is full of contradictions. Kanaimà is murder, an illegal act, and an extreme example of dark shamanism. Yet other shamanic practices are seen as healing, both in Guyana and elsewhere. "Kanaimà is part of the eternal battle between light and dark shamanism," Whitehead says. In the local world view, "it's sacrifice, not murder or revenge.

It's connected to the idea about what is necessary to sustain the bounty and fertility of the cosmos. It represents the sorcerer's gift to human beings."

Because dark sorcery is usually performed by neighbors against neighbors, kanaimà also creates a bizarre dynamic among Patamuna communities in Guyana. On one hand, Whitehead says, most victims' families would "quite happily kill the kanaimà if they could," and for that reason, kanaimàs often prey on people without family members who could avenge them.

Yet he adds that kanaimàs do carry a certain moral authority. In a region where law enforcement is weak and where encroaching cultures threaten local ways, kanaimà can be beneficial — even practical. "It shows that they have not lost all their culture," says Whitehead. "Kanaimà becomes a vivid, dramatic way of affirming that, and creating a rather useful caution in the minds of government agencies, cops, and armed Brazilian miners about whether they should screw around with these people."

• • • •

In focusing the anthropological lens on cannibalism, Whitehead is not alone. Another recent book — Beth Conklin's *Consuming Grief: Compassionate Cannibalism in an Amazonian Society* — has emerged to paint a warmer, fuzzier picture of a practice most people have been perfectly willing to dismiss as twisted.

Conklin, an anthropologist at Vanderbilt University, studied the Wari tribe in South America, where, until recently, in-laws ritually ate parts of their dead relatives. Until pressure from government officials and missionaries forced the Wari to desist about forty years ago, the grisly ritual was an integral part of the emotional recovery from death, Conklin says. "It marked a distance between the people doing the eating and the person who is eaten," she says. "The Wari believe you need to gradually create emotional distance between the living and the dead, because in a small society, the ties of love and affection to your family are your strongest bonds, and they don't dissolve or loosen with death."

Conklin's and Whitehead's attempts to understand, rather than condemn, cannibalism have forced them to ponder the interpretation of their work. As Conklin puts it, Whitehead "is trying to grapple with the problem of taking violence in indigenous society seriously — trying to understand it in ways that don't reinforce stereotypes of savagery."

But Whitehead is aware that his work could regenerate some of those stereotypes. "The concern is that you end up painting a picture of a bunch of violent savages," he says. "This is the difficult aspect of deciding to write about a topic that doesn't cast people in the best light. It's a political, cultural issue that faces anthropology, and I'm very conscious of pushing the envelope on that."

At the same time, Whitehead's observations are upsetting to people who prefer to regard shamans as sacred healers. Recently, when Whitehead read from *Dark Shamans* at a Madison bookstore, some audience members were unsettled by his focus on dark shamanism. But the professor responded that these darker forms of sorcery are common in the continent: "Kanaimà is actually not exceptional; it's one example of a very important aspect of shamanism in South America," he says. "There's been an emphasis on the curing, beneficial aspects of shamanism. We want to set the ethnographic record straight by reminding people of the very important cosmological links between the power to kill and the power to cure. They represent complementary possibilities of the universe, and are fundamental to the way shamanic activity is conceived."

Furthermore, Whitehead argues that a full discussion of cannibalism must extend beyond South America and tribal cultures. He notes that perspective matters — especially since history is generally written by victors. "The history of conquest in South America looks very different from Europe than from South America," he says. While the Spanish were massacring Indians, he points out, "the Europeans were talking about nailing people to crosses and hanging, drawing, and quartering. There were public executions and body snatching."

In essence, he notes, one person's cannibal is another's cultural hero.

"Braveheart [William Wallace, a medieval Scottish rebel] was ripped to pieces," he adds. "There was plenty of torture in the medieval period — it's not just cannibals that are sticking heads on spikes, right?"

Yet attempts to place cannibalism within a broader context can be seen as justifications for it. Whitehead and others who write about practices like cannibalism are often criticized for practicing cultural relativism. It's a criticism Whitehead welcomes.

"Cultural relativism simply underlines the fact that there are choices to be made," he says. "It does not say *what* choice you should make, it merely suggests you make your choice in light of the best possible understanding."

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Consequences
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He suggests, for example, that some Americans have little business condemning other cultures as violent without applying the same critique to their own. "There's an open debate about the role of violence in our culture, from how we see Hannibal Lecter as entertainment all the way up to state executions," he says.

In Whitehead's view — which, he allows, is one of an outsider regarding U.S. affairs and policies — those judgments often lack consistency. "We don't mind condemning certain kinds of violence, but it's more difficult to make the connection between the Columbine massacre, the D.C. snipers, and the presence of a violent criminal justice system or a violently oriented foreign policy."

Those who study cannibalism today, he says, "are trying to disaggregate cannibalism, [saying that] it's not always the same thing, and it's not always obvious what it is. The Spartans [in ancient Greece] would lick blood from their swords. Is that cannibalism?" Medieval European doctors prescribed the ingredient "mummy," made from processed human bodies. In Denmark, the drinking blood of living people (or freshly executed prisoners) was thought to cure epilepsy. Are these practices cannibalistic?

Unlike the lurid accounts of native cannibalism in New Guinea or South America, these other activities rarely get discussed in histories, which Whitehead says illustrates that the taboos are alive and well. "There may be all kinds of ritual behavior that involve mucking around with human bodies," he says. "We roll it all up and say, 'Ugh, cannibalism,' without thinking clearly about what's going on."

Few people have taken a closer look than Whitehead. But despite having suffered personally from kanaimà, and despite having made enemies in Guyana that may prevent him from ever returning there now that his book is out, he doesn't consider himself exceptional. "My work is by no means unique among anthropologists. Many are working today in very troubling and challenging circumstances around the world," he says. "In anthropology, insofar as we stay close to cultures, we necessarily deal with things like violence and conflict. It's more and more part of the job."

And yet some jobs are tougher than others. Gaining an understanding of dark sorcery and cannibalism, in principle, does not differ from any other anthropological investigation. But some behaviors are inherently difficult to explain. Cannibalism, Whitehead admits, is "truly a challenging human behavior to interpret."

David Tenenbaum MA'86 has written about cannibalism for the science Web site The Why Files. *To read more, see http://whyfiles.org/164cannibal/index.html.*

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wandering eyes

By Michael Penn MA'97
Photos by Jeff Miller

Professors say cheating is on the rise among college students. But can they do enough to stop it?

David Hoferer never knew how to cheat until he became a teaching assistant. As a student, he worried too much about his assignments to think about subverting them. Now, his instruction is getting subverted, and that has piqued his interest considerably.

"I've learned about a lot of cheating technologies that I never knew about before," says Hoferer, who is pursuing a doctorate in environmental studies. "And some of them are really pretty ingenious."

Such as the time a student taped a cheat sheet to the underside of a baseball cap. Or when students programmed equations they were supposed to memorize into sophisticated calculators. Or when one student said that he was looking around for the clock — which apparently he thought was on his neighbor's paper.

All of those things have happened — or allegedly have happened — during examinations in Physiology 335, a five-credit leviathan of a course that Hoferer has assisted for four semesters. With an enrollment that usually exceeds two hundred students and a thorny set of four two-hour examinations, the course is like a semester-long stress test. During midterms, some students become so frazzled that they forget to fill in their names on the answer form.

Occasionally, students also forget their honor, a reality that keeps teaching assistants on patrol during examinations.

"I don't like to watch them. Sometimes I feel like the wolf watching the sheep," says Hoferer. "But all it takes is one person cheating to make the test unfair for everyone."

This is the new terrain of academic integrity. In an age when cheating has evolved to be faster, easier, and often nearly undetectable — when Internet sites sell pre-written papers, when computers come with cut-and-paste functions, when fifty bucks buys you a programmable calculator, and when even the most timid student can use a handheld digital device and sneak onto the Internet in the middle of an exam — no one can afford to look the other way. Universities, which strive to uphold the high virtue of fair play, are being challenged as never before to instill a spirit of honor among their students.

And it's not easy.

In Physiology 335, instructors take extra measures to derail academic misconduct. Exams are scheduled during evenings, so that they can be held in larger auditoriums where there is room to put empty seats between students. They've even outlawed hats. But there always seems to be a new fault for some determined cheater to discover. During an examination this spring, for example, one test-taker reported hearing repeated beeps from a neighbor's cell phone and suspected she was using the phone's text messaging function to get answers from friends. "We'd never thought of that," says Andrew Lokuta, a lecturer who coordinates the course.

"I think we can catch a lot of it," he says. "But how much we miss, we'll never know."

That's what scares many professors. As they grow wise to their students' ways, they're making discoveries that seem to suggest that there is a lot more cheating going on than anyone imagined — and worse, nearly everyone is getting away with it. After hearing reports that his students were reusing papers for his introductory physics course, for example, University of Virginia professor Louis Bloomfield ran 1,500 assignments through a computer program he designed to look for possible plagiarism. In spring 2001, he accused 122 students of copying others' work, initiating one of the highest-profile cheating scandals in modern academia. Eventually, forty-five students were kicked out of school, and three more had their degrees revoked.

The Virginia case may be the most prominent weed growing through the ivy, but it's far from the only one. Scandals have surfaced at universities throughout the United States and in places like China and Australia. And UW-Madison has certainly not been immune. From 1996 to 2002, 490 cases of academic misconduct were formally reported to the dean of students office, resulting in sanctions ranging from lowered grades to suspension from the university.

Not included in that total are twenty-seven accounting students who were accused this April of improperly collaborating on a take-home exam. According to accounting department chair John Eichenseher, the students were allowed to complete the exam outside of class so that they would be free to attend a business school guest lecture. The speaker? Sherron Watkins, the Enron whistleblower who brought to light the company's shady accounting practices.

These students are, of course, merely the ones who got caught. It's hard to know how much cheating really goes on: the goal of all cheats, after all, is to go undetected, and it's probably safe to assume that the vast majority of them succeed. About the only way to assess how many students really are cheating is to ask them to fess up.

Researchers began doing that in the 1940s, arriving on college campuses with armfuls of anonymous surveys that pried from students information about their past transgressions. The measures obviously aren't perfect, relying as they do on people being honest about their dishonesty. But the results have shown a definite trend over time. Most surveys done in the forties observed that less than one-quarter of students admitted to cheating on an assignment at any point during college. Now, using the same methods, researchers find that 50 to 80 percent of students own up to the deed. One 1994 study reported that 89.9 percent of undergraduate students said that they had cheated at least once in college.

"It's getting to be more and more of a problem, and we know less and less what to do about it," says James WollackMA'93, PhD'96, an associate scientist in the School of Education's Testing and Evaluation Services office, which, among other things, tries to help professors design cheat-resistant tests and testing environments (see sidebar, page 39).

In 1996, Wollack set out to discover the extent of UW-Madison's cheating problem. Instead of asking students if they'd cheated at any point in the past, which he considered vague and inconclusive, he visited a dozen undergraduate classes immediately after an exam and administered an anonymous survey about that one test. About 5 percent of the respondents said they had copied answers from someone else during the exam.

That number — which doesn't even attempt to quantify plagiarism or other forms of cheating that go on outside exam rooms — adds up fast. Based on that ratio, if someone were to give the whole campus an examination, you could bet that more than two thousand students would have a case of wandering eyes.

"The data show it's happening every time a test goes on," he says. "Over four or five years of college, that's a lot of opportunities to cheat. I think it's very serious news."

None of the students who agreed to talk says that he or she has cheated. Yet all have seen it happen. Most of it, they say, stems not from premeditated deception, but from momentary desperation

Chapter 14 of the UW System administrative code defines six types of academic misconduct, ranging from plagiarizing parts or all of a paper, to giving a friend a test answer, to forging academic documents. Students who commit or even assist someone else in any of these transgressions "must be confronted and must accept the consequences of their actions," the code states.

It would be hard to find anyone among the faculty or administration who disagrees. Professors usually put stern warnings about cheating in course syllabi, and many discuss their expectations openly in class. The UW Writing Center, a popular resource where students go for help with term papers and other assignments, offers classes in the dangers of plagiarism, and its online guide to citing sources states bluntly that the university "takes very seriously this act of intellectual burglary, and the penalties are severe."

Delivering on those promises, however, is more challenging than making them. In 2001–02, seventy-five students were charged with acts of academic misconduct, according to the dean of students — less than two-tenths of 1 percent of the university's enrollment. Only two students found guilty of cheating were suspended during that year. Six were put on probation. Five failed the course in which they cheated, and three more were removed from the course. By far the most common punishment —

which was levied in fifty-two cases — was to award the student a lower grade on the work in question.

During an examination this spring, one test-taker reported hearing repeated beeps from a neighbor's cell phone. The student suspected she was using the text messaging function to get answers from friends.

Some who look at those numbers wonder if they belie the university's tough talk about cracking down on cheaters. "Why are there so few instances of cheating that result in serious disciplinary action?" asks Ralph Cagle JD'74, a professor of legal ethics. "Is it that cheating isn't really a problem here, or is it that we don't enforce the rules?"

But other professors say those numbers indicate the difficulty of enforcing — not disdain for — the rules.

Virginia Sapiro, a professor of political science and associate vice chancellor for teaching and learning, says faculty put a "high priority" on fighting academic misconduct. But they lack the time and support to do it especially well. "We try to find various ways to prevent it, and to catch and deal with it when it happens," she says. "But it is part of a growing pile of responsibilities that have fallen on faculty since the Internet."

Proving cheating is labor intensive, and most of the labor rests with the faculty who suspect it. If a professor believes a student is cheating, he or she must gather evidence, confront the student, and then prepare a report detailing findings and sanctions. Depending on the sanctions, the report may be filed with the dean of students office, which facilitates the process and offers students an opportunity to appeal the professor's decision. Appeals are heard either by an examiner appointed by the dean of students office or a standing review board. In either case, the burden of proof lies with the accuser.

"You need the evidence," says Sapiro. "Often, professors will find themselves in situations where they suspect students of having copied something, but that's not going to be good enough in a judicial process."

Many faculty say that those proceedings chew up time that they do not have to give. "Most of us barely have enough time to do a decent job teaching classes, let alone have the time to prosecute a single student," says Gregory Moses, a professor of engineering.

But time is not the only problem. Accusing a student of academic misconduct inevitably becomes a contentious matter that takes an emotional toll. "You take it personally," says Susan Smith, an associate professor of nutritional sciences. "It eats away at you."

When Smith suspected one of her students had plagiarized large sections of a final paper, she spent a week deliberating whether to press the issue. Finally, she did, calling the student in for a private meeting. The student burst into tears, saying she didn't know she'd done anything wrong. "I had no basis to judge the veracity of her statement," she says. "What was I supposed to do — put her on a lie detector?"

That sense of frustration echoes not just at UW-Madison, but at universities across the nation. In one survey of faculty attitudes, Donald McCabe, a Rutgers University professor, found that 55 percent of professors "would not be willing to devote any real effort to documenting suspected incidents of student cheating."

Instead, they seek alternative routes to the formal channels, such as handling cases privately, focusing on prevention, or even changing their teaching. Moses has radically de-emphasized homework in computer science classes, for example, because students frequently copied each other's answers. Out-of-class assignments are now done in teams and count less than 20 percent of the grade.

Moses is frustrated by the compromise, which he says probably hurts students in the long run because they get less exposure to hands-on problem solving. "But we gave up," he says. "We were fighting against an overwhelming force."

IT WOULD BE EASIER NOT TO KNOW.

For Cathy Middlecamp PhD'76, MS'89, a distinguished faculty associate in the chemistry department, those halcyon days of ignorance ended when she overhauled her Chemistry 108 course to include more writing assignments. Soon thereafter, she found herself questioning

her students' work. There was one paper in particular — a book review from a student who just oozed enthusiasm about the insights he'd gained by reading it. "This made no sense," says Middlecamp, "because the book was incredibly boring." She grabbed her personal copy and found its conclusion copied word-for-word into the paper, with no attribution.

A few semesters later, a teaching assistant who suspected a handful of students of plagiarizing sent around an e-mail to all 180 students in the course, asking anyone who may have forgotten to cite sources to come reclaim their paper and make the changes. It seemed like an innocent way to deal with an isolated, and perhaps inadvertent, problem. But then came seventy responses, most from students who wanted to revise their papers.

"This is not why I entered the teaching profession," Middlecamp says. "I don't want to be the cop in my classroom."

Ironically, the same technology that makes cheating easier has allowed Middlecamp to catch more of its perpetrators. She reads papers at her desk, with a Google search engine open on her computer screen. Sometimes it takes only minutes to find that paragraphs have been heisted from Internet sources. For the past three years, Middlecamp has snared two to four students per semester in the net of this rudimentary detective work. She knows there are others. "I only catch the dumb ones," she says. (One student who didn't get away with his deceit had lifted entire paragraphs from a textbook written by Middlecamp herself.)

As punishment, those students usually have their grades docked. But they also get a conversation with Middlecamp, who says she would rather explore why students cheat than dwell on how they're penalized. "Plagiarism raises more questions in my mind than it answers," she says. "I'm much more interested in trying to figure out what's going on with my students than I am in the sanctions."

Although professors say they sense cheating is on the rise, most are at a loss to explain why. Technology obviously enables it. So, too, may a general malaise of societal ethics, where fact-fudging accountants, drug-doping athletes, truth-dodging politicians, and plagiarizing journalists and book authors set less-than-inspiring examples. Students are traditionally great rationalists, and, in a world where cheaters seem to flourish more often than perish, some of their rationalizations can seem almost rational.

Yet the students who get caught defy simple categorization. Some are defiant, but many are complicit. Some seem to be habitual offenders, while others insist they've made a one-time-only misstep. Many are struggling students, trying for an edge. But many others are at the top of their class, and determined to stay there. "I look at their GPAs and think, 'Why do you need to cheat?' " says Lori Berquam, associate dean of students, who coordinates academic misconduct cases. The answer, she learns, is often fear.

"A lot of students come here used to getting good grades, and when they don't, that's when they feel that they must resort to something else," says Micaela O'Neil, a sophomore.

"You're so scared of not doing what you want to do because of one class," adds junior Heather Lilla.

None of the students who agreed to talk about cheating for this story says that he or she has cheated. Yet all have seen it happen. Most of it, they say, falls not into the class of coldly premeditated deception, but stems from momentary desperation. Students fall behind on assignments, and then make Faustian bargains to their computer screens in the middle of the night. They cut corners — by cutting and pasting — because that's the deal that allows them to get some sleep.

"A lot of academic misconduct cases involve situations where the student didn't think that [he or she] was doing something wrong. There's a lot of education that needs to go on."

"I don't think anyone is proud of cheating," says Chris Miller, a junior biology major. "People realize that there is no honor in it. I've been tempted to cheat before, and I think most people have. It comes at three in the morning, when I don't have time to do this, and I know that tomorrow morning I can just get these answers from someone else."

Still, Miller and other students say they are frustrated by the complacent attitude many of their peers — and even some of their instructors — take toward academic dishonesty. "I don't think cheaters are particularly scorned here, certainly not the cheaters [for whom] it's an occasional thing," says Miller. "I think that's pretty accepted."

Few students resist cheating out of fear that they'll be caught or severely punished. From their perspective, that hardly ever happens.

THE RELATIVELY LOW NUMBERS of academic misconduct cases may contribute to that perception. When professors don't report cases to the dean of students office, they may inadvertently play into the hands of habitual cheaters, who can skate by on pleas that they'll "never do it again." That is one reason Berquam advises faculty to involve her office, even when the offense seems minor and the sanctions are light.

"Faculty are very forgiving, and the process of accusing a student and actually proving that misconduct took place takes time," Berquam allows. "[But] this is a learning institution, and these cases are part of the learning process. We need to be engaging students in a dialogue about this, because the discussion is itself a tool for instruction."

National surveys show a considerable gap between what professors and students define as the boundaries of acceptable behavior. A study conducted in 2001–02 by Duke University's Center for Academic Integrity found that 55 percent of students said it wasn't "serious cheating" to ask peers for answers to tests they'd taken in the past — something nearly all professors say clearly crosses the line. Neither did half of those surveyed say that falsifying lab data constituted serious cheating. Only about one in four students responded that cutting and pasting without attribution constituted a serious breach.

"A lot of academic misconduct cases involve situations where the student didn't think that [he or she] was doing something wrong," says Wollack. "There's a lot of education that needs to go on."

It does not help matters that even professors can disagree about the definitions. Some faculty allow students to collaborate on assignments, while others consider that no better than copying answers on a test. Is it okay to use an exam the professor gave in last year's class as a study aid? Many professors think not, and decry the fraternities and sororities that maintain old test files. But others encourage the practice and even

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copy guy

Despite all the gadgetry available to cheaters, some of the most problematic forms of pilfering are the oldest. Copying answers from a neighbor's paper may lack high-tech wizardry, but it's still one of the most common problems professors see.

James Wollack, an associate scientist with the Office of Testing and Evaluation Services, has been studying answer-copying for years — trying to see eye-to-wandering-eye with those who cheat so that he might design testing environments that make it harder for them to do it.

In 1996, he conducted a survey of UW-Madison undergraduates to assess not only how many students cheat, but how they do so. He asked enough probing questions to define a geography of answer-copying — information that is helping some professors set up exam rooms where cheaters don't find it so easy to operate.

Wollack's study found, for example, that most students copy not from students to their left or right, but from those in front of them. They also tend to copy from friends, usually by pre-arranged agreement, which means that a professor might disrupt plans by randomly assigning seats before an exam.

"A lot of the copying that is going on could be reduced — I don't think we can ever say eliminated — by some pretty easy, non-invasive measures," Wollack says.

The testing office, part of the School of Education, can help professors who suspect answer-copying to determine if students may have cheated. Analysts feed student answer sheets through a statistical index developed by Wollack to evaluate how similar students' answers should look, given their scores and characteristics of the test, and red-flag any that are unusually alike. Organizations that do standardized testing have used the index to sniff out potential cheaters, but it's still relatively untapped on campus. Only a handful of professors have sought the service, which Wollack admits isn't widely advertised.

Another trick Wollack encourages is to create multiple versions of a single multiple-choice test by shuffling the order of questions. That cuts down on most answer-copying, Wollack says — or at least makes it pretty ineffective, since a neighbor's answers won't match your questions. Wollack's office can facilitate this by scoring the scrambled forms.

Like car alarms and bike locks, the goal of the technology is to increase the effort or danger involved, not necessarily to beat it entirely. "Nothing is cheat-proof," Wollack says. "There is always a way."

— *M.P.*

Cheating
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hand out answers in class. "This is why professors need to clarify in their course syllabi what they expect," says Berquam.

But an ad hoc approach to academic integrity may be making it harder for the university to deliver a cohesive, community-wide message about cheating. Classroom discussions often focus on mechanics rather than ethics, students say. "It seems like appealing to your character might affect more people," Lilla says. "I think that if we started talking about how Madison is a school of academic integrity, that would have a little more impact."

Classroom ethics do often take a back seat to other pressing matters when students arrive at UW-Madison. During summer orientation, there is so much to cover about social life, integrating into a large school, respecting others, and behaving responsibly that probing discussions about honesty in academic work can get left behind.

"As a university, we probably haven't done a good enough job of getting across the message that theft of intangibles is every bit as important as theft of tangibles," says Sapiro.

That could change. There have been recent efforts to build more discussion of cheating into so-called Comm A courses, the writing-intensive classes that 75 percent of all UW-Madison students take. Residence halls such as the Bradley Learning Community have organized extracurricular discussions around the topic. And communities within the university, such as the Biocore series of biology classes, as well as many individual professors, are adopting honor codes that pledge students and professors to act ethically.

There is even talk among some faculty about pushing for a campuswide honor code, which would entail some kind of promise from students that they would abide by standards set by the university community. Popular at military and private schools, honor codes are cropping up at larger universities, including Duke, Georgia Tech, Maryland, and Kansas State. Experts question how much real effect they have on student behavior; they point, for example, to the problems at the University of Virginia, whose 160-year-old honor code offers one punishment — expulsion — to those caught. But, UW engineering prof Gregory Moses notes, it couldn't make things worse. "And I think it could help change the general psychology and attitude people have," he maintains. "You don't hear much talk about academic integrity. It would really help if that message came from the institutional community, so that it wasn't just Professor X saying, 'I have a code of ethics.' "

But professors are not

alone They have a significant ally in the large community of honest students, who often suffer tangibly from unchecked deceit. When cheaters claim good grades that they don't deserve, it's the students who have done the work who get pushed down the curve.

Andrew Lokuta says much of the street knowledge that he and his teaching assistants bring into the exam room in Physiology 335 comes directly from those students who know how to cheat, but don't. If the instructors let dishonest students slip by, they hear about it. Lokuta's department has fielded angry e-mails from students who have seen cheating during exams and want it stopped.

And he understands completely. "This is a very hard class," he says. "Students who do well really deserve credit for that. They don't deserve to be put in the same category as someone who got there by artificial means. We owe it to the students who are trying hard."

It was an honest student, as well, who convinced Middlecamp to persist with the often thankless work of tracking down plagiarists. She was close to giving up, when Heather Lilla, who served on one of her student leadership boards, reminded her, "You're doing it for us."

To professors such as Ralph Cagle, that makes the extraordinary effort not merely worthwhile, but imperative. "If students are getting the sense that we're not taking cheating seriously, it affects a whole different level of student [than just those who cheat]," he says. "I do worry about the student who comes to us with high standards, believing that if they play by the rules they will be rewarded. If we detract from that student's experience by allowing cheating to go on, we have failed our responsibility in a big way."

Cagle may have been thinking about a student such as Woodie Mogaka, whom he encountered a few days earlier at a meeting of the Teaching Academy, a faculty group that strives to improve instruction and address classroom issues.

Mogaka, an affable and talented sophomore, was there as part of a student panel on academic integrity, whose members urged faculty to keep battling against the cheating problem and offered insights from their perspective on how it might be curtailed. He had personal motivation for being on the panel. During the fall semester, he had gotten a B+ in a class — missing an A by just a few points, so close he almost could have grabbed it. But the thing that stuck with him was knowing that other students in the class falsified lab reports. Not only did they get away with turning in those bogus reports, he says, but they got good grades on them. Since the class was graded on a curve, that may have been all it took to rob Mogaka of his A.

Now, Mogaka can't help feeling resentful about how effective that strategy was, about how he got knocked down a grade by others who were half as bright and nowhere near as ethical as he.

When something like that happens, he says, "it softens the will of those who don't cheat." He has learned a lesson. It just may not be the right one.

Michael Penn MA'97 is senior editor of *On Wisconsin*. To illustrate this story, photographer Jeff Miller enlisted the help of several student volunteers to recreate various forms of cheating that take place on college campuses. We're pretty sure the students pictured in this story don't actually do the things we made them do.

Badger Beauties

Everyone has an opinion when it comes to beauty — and beauty pageants — and UW-Madison was once no exception. From a former judge's guidelines and Badger Beauty recollections, we take a closer look at a forty-year campus tradition.

By Candice Gaukel Andrews '77

I have to admit,
I've never believed them —
those women in swimsuits who walk in front of a panel of judges and then try to tell me beauty pageants are all about talent, academics, and winning scholarships.

Right.

Granted, I've read that the new, politically correct Miss World Pageant has jettisoned the national costumes, skimpy swim wear, and high heels for the "more natural environment" of jeans and T-shirts.

Please.

So when I found out that the University of Wisconsin-Madison, an institution of higher learning in a progressive city — my own alma mater — actually had a contest for female students based solely on beauty, I couldn't believe it. But there they were. In the *Badger* yearbooks from 1931 to 1969 — almost four decades — six women (typically) were bestowed with full-page portraits only because they had been selected as "Badger Beauties."

I hoped that the contest might at least be tied to a scholarship, but my initial research didn't uncover any monetary reward or civic duty that would accrue to the winners — other than judging the annual engineering students' beard contest. As Mary Olmsted Wallace, a 1948 Badger Beauty and spouse of *60 Minutes* anchor Mike Wallace, told me, "The contest didn't have anything to do with talent or brilliance. There were no scholarships or commercial jobs. I don't think they should have it today. A contest is kind of silly if it's just based on looks."

Bingo.

So how did the beauty pageant concept find a home for so long on the UW-Madison campus, and what did the former Badger Beauties think about it now? In the Spring 2003 issue of *On Wisconsin*, I sent out a call for Badger Beauties to tell me their stories. I heard from more than forty of them.

It appears to have all started innocently enough — not as much like a beauty competition as like being given an honorary title by a loosely organized committee. Prior to 1931, the *Badger* yearbooks included a "Wisconsin Women" section featuring women's athletics, clubs, and sororities. But in that year, for the first time, five full-page face shots were devoted to the first so-named "Badger Beauties": Frances Fosshage, Margaret Newman, Carolyn Olson, Sally Owen, and Alice Ubbink.

The earliest Badger Beauty I talked to is Ruby Jo Swanstrom, who told me, "In 1937, it was a complete and utter surprise when I found out I had been elected from Langdon Hall. I reported to the Union, where I was interviewed for twenty minutes, and then I modeled a formal dress. I was told almost immediately I was a Badger Beauty."

According to the yearbooks, by 1946 the contest had evolved into an adjunct of the Junior Prom, with the Beauties serving as the prom's Court of Honor. By 1954, Badger Beauties had shifted to functioning as the Military Ball's Court of Honor. And by 1957, the tradition had turned into a campuswide contest, with 165 entrants vying for the title.

With true competition status came the need for judges, and *Badger* yearbook staff strove to give the pageant validity — and publicity — by employing celebrities. Over the years, judges included radio, film, and TV personalities such as Fredric March '20, Bing Crosby, Don Ameche x'31, Phil Silvers, Arthur Godfrey, Fred S. Meyer (MGM vice president), and Billy Rose (Broadway theater producer); John Robert Powers of the same-named modeling agency; and "Pogo" cartoonist, Walt Kelly. And as the contest grew, the judging criteria became more sophisticated. On December 21, 1944, the *Daily Cardinal* reported that George Petty, Sr., one of the first pin-up artists, "nationally famous for his stimulating drawings of women for *Esquire* and other magazines, will judge the co-eds for their photogenic beauty, personality, and stature."

I wasn't surprised.

By 1961 those rather subjective three aspects had been expanded into seven, with verbalized standards. Professional photographer Duane Hopp '55, who was assistant professor at the Photographic Media Center on campus from 1958 to 1986, still possesses his original *1961 Judge's Guidelines,* and he provided me with a copy. I now had a concrete piece of the puzzle, with which to analyze the contest itself.

1961 Judge's Guidelines

In a few weeks you will be responsible for the enviable, but difficult task of selecting the six most beautiful girls on our campus. In a contest like this, there must be some uniform criteria for judging all of the girls entered.

We have attempted to give you these concepts by composing a score sheet, which is broken down into seven parts, with a total of 100 points:

1 Walk (10 points). Look at the girls and see if you think they would look at home walking down the stairs in Great Hall on the night of Military Ball.

Roberta Hicken Schmidt '59 remembers, "In March of 1958 or 1959, my roommate invited me to hear a speaker coming to the Wisconsin Union Theater. We had seats in the balcony, and while waiting for the program to begin, we were talking about the recently announced Badger Beauties. Of course, in our opinion, most of them didn't measure up. Just then, a young woman came walking up the aisle towards us. After she passed, I commented that she was my idea of what a Badger Beauty should look like. The speaker that day was John F. Kennedy, and we realized later that the young woman I had singled out was none other than Jackie Kennedy."

"I'm sure every candidate was somewhat surprised when she made the cut and moved on to the photo session," says 1956 Badger Beauty Virginia Burdick Duncan. "Fortunately for us, the photographers were excellent and put everyone at ease. Fortunately for me, a most generous friend loaned me a beautiful dress to wear for the session. I always wondered if maybe it was *the dress* that won Badger Beauty. In the 1956 yearbook, there I am, in my borrowed finery, photographed seated on top of the UW president's grand piano! The ultimate thrill of this fairy-tale experience was at the Military Ball, where the Badger Beauties were officially presented. It was an era of beautiful ball gowns, long, white gloves, and handsomely uniformed escorts. We swept down the stairway of Great Hall in the Memorial Union, and under a military sword arch."

UW-MADISON ARCHIVES (4)

Beauty may be in the eye of the beholder, but the UW tried to make a science out of its own beauty contest. Members of the 1951 committee (above) may have relied on their own subjective values, but ten years later, judges had to follow a hard scale of 100 possible points. Opposite: the 1960 Beauties demonstrate poise (10 points).

Okay. I must admit: I've always wanted to do that.

As I suspected, however, having a confident stride wasn't a principal factor. In fact, it was worth only half as much as:

2 Figure proportions (20 points). We have defined this category as the relationship of the feet, ankles, legs, hips, waist, bust, and shoulders.

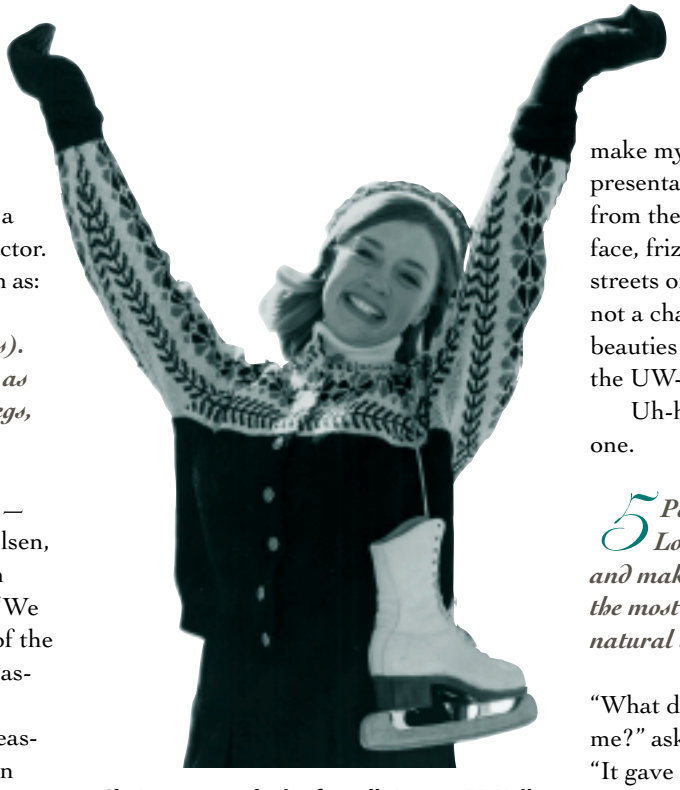
"I was a judge for one year — 1941 — the best job I ever had!" Arthur Nielsen, Jr., chair emeritus of the ACNielsen television-rating company told me. "We were to supply two things: a photo of the girl and a complete and accurate measurement of her figure. I took the photographs and helped with the measurement task — they were dressed in bathing suits. We did the initial judging for Earl Carroll, who had a musical show on Broadway that boasted the 'most beautiful women in the world.' He was happy to be a judge, and he took it very seriously."

Nielsen's recollections almost made me forget the sword arch — until I heard from Barbara Morey Shade '41, one of the contestants the year Nielsen was a judge. "No way did I wear a swimsuit!" she reassured me. "We all wore black dresses. Mine was off the shoulders, and a friend sent me an orchid to wear. It seemed everyone was sponsored by a sorority. Mine was Pi Beta Phi. The contest was sort of like sororities in general: wonderful for the ones who made it, but a heartache for the ones who didn't."

Number three, where I, personally, would have assigned more points, brought me back to the low scorers:

3 Poise (10 points). Are they at ease — do they present the best possible picture of themselves — would they be able to tackle a strange situation without being unduly nervous?

It felt good to hear 1955 Badger Beauty Nannita Ruggles Stahl also deny Nielsen's report — from over a decade later. "This was not a 'bathing beauty' competition. We were selected after a series of interviews by various people, including professors and student leaders. Then we became representatives of the University of Wisconsin, campus groups, dorms, and sororities. We had and needed many other characteristics than appearance."



She's gonna make it after all: Joanne McNeil Hayes '67, a 1965 Badger Beauty.

Maybe — but the big points were really made with:

4 Facial balance (40 points). When considering this category, we suggest that you look at the following features: eyes, nose, mouth, chin, ears — and see if the total adds up to a beautiful face, a face that will be remembered and envied by others.

"With long, straight hair that hung just below their shoulders, these young women were everything I wasn't," writes Barbara Joan Bass Grubman '54, a student who remembers seeing Badger Beauties on campus in the early 1950s. "Midwestern and beautiful, their striking smiles and straight, white teeth were attributes I did not have, nor could ever hope to strive for. True, the braces I wore up until leaving for college did help to make my prominent under bite quite presentable, yet it was light-years away from their dazzling smiles. A freckled-face, frizzled-hair brunette from the city streets of the Bronx, New York, stood not a chance of standing among the six beauties who were chosen every year on the UW-Madison campus."

Uh-huh. I knew it. Back to square one.

5 Personal appearance (15 points). Look at the girls' hair, clothes, and makeup — see if they have done the most they could to enhance their natural beauty.

"What did being a Badger Beauty do for me?" asks Suzanne Holly Bachman '62. "It gave me confidence, improved my public speaking ability, and made my junior year one of the most memorable years of my life. But perhaps more importantly, it put 'appearance' in perspective. While no one has ever denied its importance, it is what a person does, how hard she works, and what she contributes to her family, community, and society that defines a life."

According to Jane Brandley '57, using her "appearance" at Badger Beauty appearances had a good and bad side. "I was very shy and quiet in those days and pretty much did what I was told. I remember being very upset to find myself in my formal adorning a car dealership. Pretty much soured me on the beauty pageant concept. The ball was fun, and the attention was fun. The sorority pushed me forward for other things that revolved around looks — such frivolity seems out of place in today's world. All of life's experiences have made me a confident, caring woman ready to try anything. Did being a Badger Beauty have any part in that? Probably."

I'll concede a point.

And while I hate to admit it, I almost like point six:

6 Ability to converse (5 points). Can the girls carry on an intelligent conversation?

Says 1941 Badger Beauty Jane Eriksen Dryburgh, "The dean of women was very determined that this should not be just a beauty contest. All candidates were to have three-point averages or higher and be involved in extra-curricular activities. She interviewed us individually in her office to make sure we met her standards."

"What I most remember is the interview we all had to go through before the last cut," recalls Barbara Becker Glass '52. "I talked about my employment as a counselor and sailing instructor at a summer camp on Lake Nagawicka. Somehow I think that subject as well as the dress I chose for one of the sessions — a slinky, gray-blue satin, borrowed by actress Gena Rowlands for her Badger Beauty picture in the 1950 *Badger* — was key to my being chosen."

So, again, it comes down to a dress? Makes me wonder if the judges meant integrity or cloth when they asked:

7 Is this girl Badger Beauty material? This will not be scored, but will be used to help break ties.

"I was a contestant in 1952 or 1953," says Bonita Stein Kammer '53, LLB'55. "I lived in one of the unofficial Jewish girls' houses that were privately owned [Norris Hall]. I remember walking to the Union in my heels and dress: a tight-fitting, red top, with a black skirt with hip pockets. I made it to the second-round finals.

"My dad came from Poland and my mother from Russia. They met in Milwaukee in their late teens. There was little opportunity for school in my parents' generation. My dad went to school until he was twelve. As a Jewish girl in Russia, my mother wasn't allowed to go; she would look in the window of the grade school and try to learn things. People would throw stones at her to chase her away. Education was like forbidden fruit for my mother and father. My college experience was so different. To me, being in the Badger Beauty contest meant I was part of Americana, and that was amazing to me! It was a new adventure.

Winter years: Linda Jens was a 1965 Beauty. The contest would only last until 1969.

I had a ball at the UW. I can't begin to express it."

Now this is sounding more like *my* university. Kammer certainly had the "material" or "right stuff" — in bushels.

Jane Dryburgh says her cohort had it, too.

"We all looked to the future with both hope and apprehension due to the growing war in Europe," she says. "Six months after I graduated in June, Pearl Harbor plunged the United States into World War II. Some of our Badger Beauties group became WAVES and WACS, and one joined the Marines' Woman's Auxiliary."

It was Grubman who got to the crux of the matter for me. "I often wonder if being a Badger Beauty opened any magical doors for these women. Did it allow them to lead happier, more fulfilled lives? Did they look in the mirror and see their beauty like I saw my lack of it? Would my life have been changed in any way had I been one of them?"

Pamela Lynch McDonald says yes. "When I graduated from the School of Journalism in 1957, it was a very competitive job market for advertising copywriters in Chicago," she says. "Despite that fact, I received calls granting me an interview from every advertising agency to which I had submitted my resume. The first thing each interviewer said was, 'I always wanted to meet a Badger Beauty.' I realized that opened the door and allowed me to make important contacts."

But Jean Durgin Harlan '45 replies with an emphatic no. "I wonder whether we were particularly determined, during the early stages of World War II, to blot out that painful reality as we planned our small-minded activities," she muses. "For whatever reason, many of us focused energy on the usual campus rivalries among dorms, sororities, and other residence units, jockeying for social prominence. The Badger Beauty phenomenon was a component of that lightly veiled, ongoing competition.

"No, this was not one of life's peak experiences for me. It probably helped me get into student government subsequently, but it certainly had no direct bearing on my later life in the grownup world."

Even Virginia Duncan agrees. "There wasn't anything really important about being a Badger Beauty. You didn't have to *do* anything worthwhile," she says. "All in all, it was pretty superficial, and later generations of women would look for more 'relevant' achievements. But for a little girl from a small town in western New York state — a girl who was still trying to discover who she was and what she was hoping to achieve — it was a 'moment in time' that contributed to her confidence and belief in herself. The gawky, self-conscious teenager had perched on top of the university president's grand piano, to be photographed as a glamorous young woman ... all in a borrowed dress!

"But, oh, to be able to just one more time sweep magnificently down that grand stairway into Great Hall."

As it turns out, that I can believe.

Candice Gaukel Andrews, an *On Wisconsin* writer, rates herself a 98.6 (37 centigrade). For a listing of all the Badger Beauties she talked to and more recollections, visit uwalumni.com/onwisconsin.