

Colorado Review Poetry Editor Wins Pulitzer

Jorie Graham, the poetry editor of *The Colorado Review* a literary journal of the English Department, has won the 1996 Pulitzer Prize in poetry. "Obviously, we're very proud of Jorie's association with the *Review* and of her many accomplishments," David Milofsky, director of the Creative Writing Program, said. "After joining the *Review* in 1992, she turned the journal into one of the premier publishers of poetry. Among the many writers she has drawn to our pages are John Ashbery, Mark Strand, Jane Miller, Louise Gluck, James Tate, and Charles Simic. She has also been instrumental in planning the Colorado Prize, which in a very short time has become one of the most prestigious poetry awards given in this country." Graham is the author of five collections of poetry, and she teaches at the Iowa Writers' Workshop. Previously, she won a MacArthur "Genius" Award.

Thomas Mark: A Great Teacher Honored

by Theresa Waggoner

"I am very pleased," Thomas Mark, retired professor of English, said when asked how he felt about receiving one of Colorado State University's Best Teacher Awards. The CSU Alumni Association presented Mark, as well as five other professors, with the award on February 6, 1996. There were 51 nominees, each nominated by current students or alumni. Mark said, laughing, that the alumnus who nominated him, James Pence, "remembered me in the men's room."

In his essay nominating Mark, Pence ('70 English) wrote the following about the inspiring, two-minute men's room encounter: *The door opened. In walked Tom Mark, my favorite professor. I thought he*



Thomas Mark receiving Best Teacher Award

was bigger than life. In him, I found both mentor and model. It was an awkward moment, but finally I said what was right: "Do you have any advice for somebody who is about to teach his first class? I am a little nervous." Standing at the sink, he washed his hands. Looking down all the while, he told me that he remembered his first time teaching and that he was nervous at the beginning of every new term. He said he would quit teaching if he lost that feeling.

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THE FREESTONE

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About Freestone:

We chose the name *Freestone* — which refers to a mountain stream with a bed composed of slowly shifting stones — because it is an apt metaphor for the nature of change in English departments. Except during the spring runoff (or massive budget reallocations), those changes typically come slowly, and aren't always noticed by a student who is here for only four or five years. Nonetheless, over time, accumulated changes can result in profound differences.

Outcomes Assessment Reflects Continuing Quality

by Kerri Conrad

Since 1991, the English Department has participated in the Outcomes Assessment Program, regulated by the Colorado Commission of Higher Education (CCHE). The purpose of this program is to provide quality education to all students attending Colorado colleges and universities by assessing through senior and alumni surveys and senior portfolios whether students meet particular educational goals.

According to the 1994-95 Accountability Report, English majors graduating in 1995 have attained “appropriately high levels of . . . achievement” in terms of critical reading and writing — abilities most valued by the department. Eighty-seven percent of our graduating seniors also said that if given another chance, they would again major in English, as opposed to 85 percent the previous year.

The department also measures outcomes assessment through surveys of alumni: on a five point scale, “alumni who continued their education rated the degree to which their undergraduate program prepared them for additional course work” at 4.40.

In response to students’ requests in 1993-94 for more culturally diverse literature courses, Clenora Hudson-Weems, visiting professor of Afro-American literature, taught two courses in spring 1995. Perhaps it is because of this kind of commitment to quality education and students’ needs that graduating seniors often give faculty favorable reviews on the Senior Survey. One student wrote: “There are many professors in the English Department whose intellectual stature is amazing to me It would be hard to single one out. All of the profs here are wonderful.”

THE FREESTONE STAFF



standing: Eric Spery,

Mary Graziano,

Jonathan Howell,

Debbie Matuskevich

kneeling:

Allyson Klein,

Theresa Waggoner

NEH Grant To Focus on Multi-Cultural Experience

by Debbie Matuskevich

Louann Reid, professor of English, has been named project director of the new National Endowment of Humanities (NEH) Focus grant. Reid, a specialist in English education and multicultural literature for young adults, will be part of an intensive study of literary texts that portrays Chicano and Native American experiences in the American West in the nineteenth and twentieth centuries.

"The study will focus on the voices, values, and aversions of the American West," Reid said. "We are particularly interested in learning how the cultural values portrayed by the Chicano and Native American experience help us understand, 'what it means to be an American'."

The project will bring together

eight teachers from Lincoln and Cache La Poudre Junior High Schools. Two administrators, two future teachers, and faculty from Colorado State University will collectively represent the disciplines of English, math, science, and foreign language. Reid said, "I am excited about the grant because it will strengthen the ties between CSU and the Poudre R-1 School District." The group will meet for five Saturday Seminars and a two-week summer study that will combine lecture, discussion, viewing, and drawing.

Many English Department professors will bring varied perspectives to the literature of the West. David Mogen will present a workshop titled "The Power of Frontier Myths in American Culture." William Tremblay will talk about



Louann Reid

"Crossing Boundaries, Intersecting Cultures." Leslee Becker will help participants critique film images of the American West and show how film can be used in the classroom. Irene Vernon will lead discussions on several readings that demonstrate various aspects of Native American history, art, culture, and literature. Rodney Torrez will do the same for Chicano literature. Experts will assist them in storytelling, dance, and art.

This interdisciplinary, multicultural project will meet four goals: to provide accurate informa-

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Surf's Up!

by Theresa Waggoner

You can now ride the internet waves to the English Department's new World Wide Web site. To your delight, you will find that once at the site most of your questions concerning the department can be answered. For example, the home page menu currently includes information on academic programs, department publications, computer facilities, enrollment and scholarships, and faculty lists.

"The department developed the Web site to better serve its students and its prospective students. The department has been a national leader in the use of computer technologies to support teaching and scholarship for nearly two decades," Mike Palmquist, associate professor of English, said. "Our Web site is the latest example of our commitment to using computers to enhance the services the department can provide."



Dawn Kowalski and Luann Barnes work on the Web page

The Web site has also created an educational experience for many students. "Creating and continually revising the department Web site is a superb opportunity for our students to gain experience writing in what is clearly becoming an important medium," Palmquist said. "We've really benefited from the enthusiasm of the students who have helped write the Web page." Students have been involved with everything from the original concept to the final editing. The graduate students who

have helped thus far with the Web site include Luann Barnes, Chris Heinrich, Dawn Kowalski, Todd Schack, and Bronwyn Shone.

In the near future, the Web site will provide back issues of *The Freestone* and *Greyrock Review*, the undergraduate literary journal, among other information about the department.

You can reach the English Department's Web site at: <http://www.colostate.edu/Depts/English/>.

Internship Opportunities Increase

by Debbie Matuskevich

Internships, a form of experiential learning, offer graduate students an opportunity to sample careers, beef-up their resumes and portfolios, collect academic credits, and possibly earn some money. Because an internship is an important part of a student's education, the English Department has appointed a new internship coordinator — Deanna Ludwin. Ludwin is dedicated to helping students find internships that suit their particular career goals.

Ludwin's position was built on a foundation set by John Calderazzo and Neil Petrie, who worked together to match students and hosts for on-the-job learning experiences. According to Pattie Cowell, department chair, "The idea for the position of internship coordinator developed over a couple of years, as we recognized the need for helping English graduate students learn about careers beyond teaching and as we planned for a Ph.D. program in Discourse Studies. Professor Henze suggested we just DO IT NOW, and the program was begun."

Internships are beneficial to both the intern and the supervisor. Host companies get a chance to see what a prospective employee can offer. They are also given insight into what skills students are being taught to prepare them for employment. Interns, of course, receive academic credit, but they also benefit from "real world" experience that keeps them abreast of the newest technologies.

"Although the intern will be better prepared for employment after the internship, the opportunity

for a full-time position is never a guarantee," Ludwin said. "It is likely, but never a promise."

This semester, approximately 13 out-of-department internships are in progress.

One intern is designing a three-part literacy seminar for the Fort Collins Public Library

Adult Literacy Program. Another is working closely with an alumnus as a freelance writer. Still another intern is working in research and development for the Poudre R-1

"English majors have a heightened awareness of language, audience, and popular culture which makes them highly marketable."

school district. Ludwin plans to visit each intern on the job to get a closer look at the program in action.

Ludwin hopes that each person who goes through the M.A. and M.F.A. programs will take advantage of the valuable benefits of an internship. She believes English majors are a great asset to any company because they have excellent communication and marketing skills. "English majors have a



Internship Coordinator Deanna Ludwin

heightened awareness of language, audience, and popular culture which makes them highly marketable," she said.

In the future, Ludwin would like to see students take more risks. "I would like to see interns try jobs they have never

considered," she said. "I teach Introduction to Creative Writing and I am always amazed that students who enter with a preference for writing one genre often leave with a preference for another." In addition, she hopes that students will consider trying both out-of-town and summer internships.

Ludwin notes that many new internships are posted regularly. If you cannot find an internship to suit your needs, consider designing your own. One piece of advice: if you are considering an internship, apply early. Having an application and resume on file will save time when you find the perfect internship.

If you are interested in being either a host or an intern, contact Ludwin at (970) 491-3438, or stop by her office at Eddy 334.

Goddess of Administration Retires

by Debbie Matuskevich

January 1996 marked the end of Marian Lemmon's work as administrative assistant in the English Department. "It was a really fun job," Lemmon said, "it kept me busy every minute." Lemmon enjoyed working with the students and staff, and especially liked meeting the new students from all walks of life. She was never too busy to answer questions or provide assistance. "The day I wasn't accepted in the M.F.A. program, Marian called me at home and got me to switch to the CD program," Eric Sperry said. "Marian is the reason I'm in grad school."

Although she never attended college, Lemmon became interested in the department and enrolled in several creative writing, composition, and literature courses. "All were great fun," she said. "If I were to go back to school I know I would get a degree in English. Now that I have more time I will definitely be taking some more creative writing courses." In the meantime, Lemmon plans to enjoy her retirement. First on her list is to use the fishing pole that she received as a retirement gift. And in May, she and her husband plan to take a six week trip to Alaska.



Photo by David Lindstrom

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tion and sufficient knowledge for junior high school instructors to teach students about two diverse cultures in America; to increase multicultural teaching literacy; to contribute to the national conversation about American pluralism and identity; and to improve the teaching of humanities.

Participants of the study are expected to gain an understanding of the diverse cultures of the West and to develop ways of implementing this learning into their curricula. It is hoped that all involved in this project will extend that learning into the humanities long after the grant is concluded.

Meet the Office Staff

In their helpful and friendly manner, the English Department's office staff is always willing to assist both students and faculty. Most of us would be lost without them. We thought you might enjoy an opportunity to get to know them better.

Sue Russell— "I like the diversity of my job and I enjoy the English Department faculty. And, I especially love the people contact I have in the English Department—both students and faculty."

Nan Beard— "I am an outgoing person who enjoys interacting with people of all ages and backgrounds. Since my background is education, this position is interesting and taps into my interests and strengths. One of the most important challenges to me is to keep the office atmosphere friendly for everyone concerned. I also like the varied personalities and the congeniality within the department."



Photo by Allison Klein

Sue Russell
Nan Beard

Tracy Barber
Marcia Aune

Tracy Barber— "Variety makes my job interesting. Routine duties are constantly interrupted with other questions and projects. Problem solving is never typical, as most problems are somewhat unique."

Marcia Aune— "Since the English Department is so large we deal with many people on a daily basis. I used to have more interaction with students than I do now, and I miss being able to help the undergraduates."

Professor Defies Simple Labels

by Mary Graziano

Professor Barbara Sebek's inviting manner disguises an intensity of purpose. Listening to her discuss her views on teaching and interpreting early modern literature, it becomes clear why she was chosen for a highly coveted position in the English Department. Her enthusiasm for Renaissance studies is as infectious as her laugh which punctuated our interview.

Living in Fort Collins only since the fall, she is already at ease in her new surroundings. When asked how she likes Colorado State University she responded enthusiastically. "We have wonderful majors...and a supportive welcoming group of colleagues for a new faculty member. This is a really good place to be." She is excited about living in Colorado, especially coming from the flat cornfields of Illinois. She marvels at the mountain vistas on a daily basis, and has already made a pilgrimage to the summit of Horsetooth Rock.

Sebek completed her M.A. and Ph.D. at the University of Illinois, but she said her undergraduate experience at the University of Chicago, "where the socratic method was alive and well," shaped her own mission as a teacher.

Her own questions about Renaissance texts are shaped by her training as a New Historicist, a label she hesitates to use for herself. "I think of myself as a cultural historian," she said, explaining that a wide range of questions and approaches fall under the heading of New Historicism. She defined these as a "dialectic between written forms and cultural events." Viewing texts in their historical context is not new, but Sebek said that rigorously examining the "way your own positioning shapes your interpretive practice" puts the 'new' in New Historicism.



"There is always an unpredictable element to what's going to happen in class."

When asked how she adapts her theoretical background to her own classroom Sebek responded first with a laugh. "Well, there's not this kind of New Historicism machine that I bring into the classroom and plug into Milton; it's just that certain kinds of questions get asked," she said.

Sebek tries to use these questions to make Renaissance texts accessible to undergraduates — her other mission as a teacher. Sebek said that this means "making the texts relevant and making difficult language easier to work with." She often accomplishes this by comparing early modern and postmodern cultural events, making aspects of the past more concrete and easier to comprehend.

She enjoys interacting with her students. "I'm quite dependent on them to be there," she said. "There is always an unpredictable element to what's going to happen in class which keeps it exciting, but also keeps me on the edge."

Her own approach to interpreting Renaissance texts is interdisciplinary. The research for her dissertation subject (gift-giving and exchange as a way of forming social groups and mediating power relations) required her to utilize aspects of theories from anthropology, literature, history, and linguistics.

To date, Sebek has taught a variety of undergraduate courses including Milton, Shakespeare, and British literature. Next year she is looking forward to teaching a graduate course entitled "Early Modern Discourses of Difference." She would also like to develop a course to study women writers of the Renaissance, as well as a survey class of early modern drama.

In spite of living here only a short while, Sebek has already started a few new projects. She leads a discussion group on theoretical and historical approaches to the field of Renaissance studies. Additionally, Sebek will soon begin turning her dissertation into a book, while continuing to find time for singing soprano in the Larimer Chorale. Obviously, this professor defies simple labels.



The Wind Carries Spirits

by Mark Smallwood

Trying to categorize Irene Vernon's background is almost as difficult as categorizing Native American literature itself. Just as Native American literature must be considered within the context of cultural, historical, religious, and political influences, Vernon's diverse background, both personally and professionally, must be considered to understand her identity as a professor of literature.

Vernon's combined positions as professor of English and professor at the Center for Applied Studies of American Ethnicity (CASAE) speaks to the eclectic nature of her experience. Vernon's Ph.D. in Ethnic Studies from the University of California at Berkeley and a master's degree in History from the University of New Mexico, brings a fresh perspective to Native American studies at Colorado State University. Her long association and work with Native writer and scholar Gerald Vizenor influenced Vernon's understanding of Native literature. Her background in Native culture and issues in law, natural resource management, history, and literature speaks to the holistic nature of Native American studies.

When questioned about her attraction to literature, Vernon said, "When I was a child, literature didn't speak to me, didn't speak to my experience. As an adult, I began to read Native literature and to meet Native writers, such as Viz, Lewis Owens, and others. Native literature spoke to me."

Vernon traces her heritage to Mescalero Apache, Yaqui, and Hispanic roots. Her parents moved from Texas to Arkansas, where she was born, and later immigrated to California, settling finally in Santa Barbara. "I was difficult to stereotype," she said. "What was I? A Mexican, a beach Indian?" She did not grow up on a reservation, but experienced an urban life common to many Native Americans and mixed-bloods. As she points out, most Native literature deals with at least some aspect of this urban experience, an experience that sometimes puts Native writers at odds with those coming out of a tradition of reservation life. "I'm interested in issues of identity, how we identify ourselves and how others identify us," she said. For example, Vernon's nine-year-old daughter, Rachael, "has been a vegetarian since she was

four, and has little problem with identity, she claims 'native.'" Vernon talked about her varied religious identity which was influenced by her mixed upbringing. "I believe that the wind carries spirits," Vernon said.

After completing her Ph.D., Vernon was visiting Fort Collins when her friend Lewis Owens, a Native novelist and scholar, suggested she get in touch with David Mogen, a mutual friend. During a brief visit, Mogen suggested Irene meet with Pattie Cowell, who then suggested she might be interested in efforts to establish CASAE. After several meetings with the College of Liberal Arts administration and English Department faculty, Vernon was offered the job as the head of the Native American section of the CASAE program. In addition, she was offered a position within the English Department to develop additional

"I'm interested in issues of identity, how we identify ourselves and how others identify us."



Irene Vernon with her daughter Rachael

coursework in Native literature.

In her classes, Vernon combines traditional scholarship with an energetic and engaging style that encourages student participation and discussion. For example, in her "Native American Autobiography" graduate course, Vernon stimulates discussion around questions of authenticity, audience, Native culture, historical and legal influences of the texts. Vernon said, "I'm interested in what's lost and what's not lost in Native American literature."

Colorado Review Continues to Thrive

by Jonathan Howell

In a small, cramped office in Johnson Hall, Mark Sanchez tries to concentrate on reading one of the many submissions received for the *Colorado Review*. Sharing the office with him, surrounded by huge stacks of entries from all over the world, are several other fortunate graduate students who, each year, pour over the nearly 10,000 submissions to the Colorado State University's literary journal.

"The quality of the submissions is increasing as the reputation of the magazine improves," Managing Editor Erik Simon said. The journal publishes works by established and "unknown" writers in an



effort to produce one of the finest journals of its type in the nation. Each piece is carefully reviewed by the staff of lucky graduate students and evaluated for inclusion in the popular journal, published twice each year.

The *Colorado Review* has gone through many changes over the years and is rapidly becoming a model for the publication of quality literature. First published in 1967, the *Review* was forced to stop publishing in the 1970s due to lack of support. However, a revival of the journal was initiated by William Tremblay. Now under the careful guidance of editor and writer David Milofsky, the *Review* has continued to gain popularity and recognition.

The selections are divided equally

between fiction and poetry. Many of the contributing authors have won awards from the O' Henry and National Book Award to the Pulitzer Prize. Dubbed "the literary journal to watch" by poet Laura Mullen, the *Review* is fast becoming one of the leading publishers of quality literature. The only requirement for publication in the *Review* is that submissions have never been published before. Past contributors include Robert Olen Butler, W.S. Merwin, John Ashbery, Mark Strand, Jane Miller, Louise Gluck, James Tate, and Charles Simic, to name a few.

The *Colorado Review* is available at the Stone Lion Bookstore and subscriptions are available through the English Department for \$15.00/year or \$28.00/two years.

Evil Companions Literary Award

On April 11, the *Colorado Review*, along with the Tattered Cover Bookstore and the Oxford Hotel, presented novelist Robert Boswell with the fourth Evil Companions Literary Award.

Boswell, who teaches at New Mexico State University, has published three novels and two collections of short stories. His most recent novel, *Mystery Ride*, has achieved much critical acclaim.

New Voices Grows in Its Second Year

by Mary Graziano

New Voices continues to thrive in its second year of publication. Produced by the Center for Literary Publishing, *New Voices* provides a forum for Colorado State University students and alumni to express their creativity. The first volume of *New Voices*, an anthology of short stories, was published last year. Since that time, *New Voices: The Essay* has been added.

David Milofsky, director of the Center for Literary Publishing, heads the project. Students are responsible for not only typesetting the volumes, but also editing the publications. Professor Richard Henze, executive editor, said, "Student effort is making it happen."

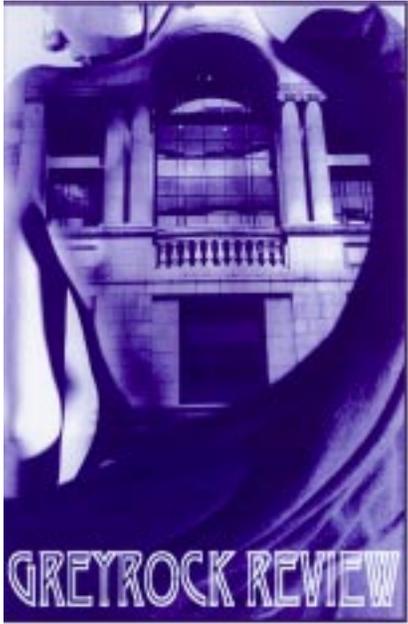
According to Pattie Cowell, department chair and *New Voices* publisher, funds from sales continue to help support the *Greyrock Review*, and a \$500 *New Voices* undergraduate scholarship has been created. The scholarship recipient will be announced this spring, and the award will be given next year. Cowell said that as the venture "becomes solvent, we hope to expand the scholarship program, and all profits will be given to the students."



Greyrock's Popularity Increases

by Sarah McCarthy

The room quickly filled with the staff of the *Greyrock Review* as they prepared to discuss submissions. According to Bronwyn Shone, graduate advisor



to the undergraduate literary magazine, the size of the staff at the *Greyrock* has increased considerably over the past three semesters. The increased staff, higher-quality publication and greater opportunities for students can be attributed to the financial support of the English Department.

When the *Greyrock* became a course for internship credit, in addition to a student organization, the Associated Students of the Colorado State University (ASCSU) could no longer fund the publication. The ASCSU does not fund organizations where students receive course credit. "There is an infrastructure now, people who care," Shone said. "The English Department has helped to create a foundation and a sense of continuity for students."

The *Greyrock* receives additional funding from part of the *New Voices* revenues, from local businesses purchasing ad space, and from grants. "Students feel more connected with the community by going to local businesses and asking them to support their publication," Shone said.

Even though there has been a change in financial support, the *Greyrock* continues its recognition of undergraduate writers and artists by publishing their work. The financial changes have not shaken the high quality publication; instead they have helped to develop a greater sense of structure. Throughout the production process, students follow a course syllabus where they learn about literary editing and publishing

in a structured way.

The staff chooses pieces for publication that are serious and of clear intent. Christine Clark, treasurer of the *Greyrock*, emphasized that they must not judge the content of the submissions, but rather how well they are written. This year, the staff received 282 poems, 81 short stories, and 13 pieces of artwork. Of these submissions, approximately 10 fiction pieces, 20 poems, and a few pieces of artwork were accepted.

The biggest change Shone has seen is a more positive attitude and a higher morale among the students. "Everyone on the staff seems really laid back and fun to work with. I enjoy editing and I feel this is a good opportunity to see if this is really what I want to do," Amy Ho, sophomore staff member, said.

The fact that the *Greyrock* is both a student organization and a class makes for a stronger learning and



The Staff of the Greyrock Review

Photo by Allison Klein

improved production process. It's apparent that the staff is working towards a specific goal — to produce a high-quality undergraduate publication. There is no question that this is an excellent opportunity for students, yet as *Greyrock* president Sharla Shipman points out, "You get out of it what you put in to it." From the look of this year's publication, the staff has profited immensely.

Brazilian Hopes to Continue Studies at CSU

by Mary Graziano

Twenty years ago, young Denise Da Silva Fialho began her love affair with the English language. She's been studying it ever since. Her family moved to Fort Collins in 1976 while her father studied for his Ph.D. in veterinary science at Colorado State University. They lived here four years before returning home to Santa Maria, Brazil, giving her years of practice speaking the language.

While completing her secondary education in Santa Maria, Fialho took additional English classes at schools devoted to language studies. When she was 17 years old, one of these institutions invited her to teach. Later, while working toward her B.A. in English, she was hired by another school, YAZIGI International.

In 1994, after graduating from Faculdade Imaculada Conceicao, a private college in Santa Maria, Fialho was still teaching, but she decided that she really wanted to advance her own abilities even further. When her

father decided to return to CSU for post-doctoral work, Fialho jumped at the chance to return to Fort Collins. She was joined by her mother, who has a degree in biochemistry, and her younger sister.

Fialho applied to the English Department's Teaching English as a Second Language (TESOL) program and was accepted for the Spring 1995 term. "I'm enjoying CSU's program of study," she said, "and I'm learning a lot." Fialho believes that a degree in English from a native-speaking country will enhance her employment opportunities back home. "If I complete

*"I'm enjoying CSU's program of study...
Even if I don't get a scholarship from
Brazil, this semester at CSU was very
valuable to me."*

my M.A. here, I'll still have to compete with many others in Brazil for a teaching position at a university," she said.

As her first semester draws to a close, Fialho

worries about getting the financing she needs to complete her M.A. She is depending on her government to grant her a scholarship. If she doesn't receive the financial assistance, she plans to return to Brazil in September and continue teaching at YAZIGI. She's

optimistic that she'll receive financial assistance but is prepared for either outcome. "Even if I don't get a scholarship from Brazil, this semester at CSU was still very valuable to me," she said.

Naturally, she will be disappointed if she must leave, but she has enjoyed her stay in Colorado. When not studying, Fialho spends her spare time country dancing, hiking, and ice skating, activities she didn't do back home. "People don't usually hike in Santa Maria," she said. "It's not what people do there; they aren't outdoor types." Fialho, however, loves to hike in Rocky Mountain National Park. She also has a great time hitting the ski slopes of Steamboat Springs.

Fialho has tried to make the most of her time in Colorado, and she hopes that she can continue with her studies at CSU in the future.



Photo by Allison Egan



Keeping Company with the Imagination

by Karen Marcus

Senior Sharla Shipman has been described as “wonderfully bright” and a “terrific student and writer” by instructors in the English Department. Shipman was suggested independently by three people as an outstanding undergraduate, and one can easily see why. Shipman has made a name for herself among the literati here at CSU as an “extraordinary” writer, as a Creative and Performing Arts Scholarship winner, and as a student editor of the *Greyrock Review*.

Shipman’s first literary victory came at an early age. In fourth grade, she wrote a poem called “The Caterpillar,” which her teacher posted where it could be seen by all. Shipman was proud, enjoying the positive feedback. She took an interest in writing after that, and — as she liked to be alone — her imagination kept her company. She wrote poetry regularly in high school, but switched to fiction in college, where she found that people seemed to like her short stories better than her poems. Fiction, she said, gave her “more space to say what I wanted.”

Shipman writes most easily about adolescents

and, she said with a mischievous grin, “I like to write about characters who are just a little too smug and make something terrible happen to them.” For Shipman, the best thing about writing is “when

someone shows me something about my writing that I didn’t realize was there, and they like it.” She doesn’t have as much time to write as she would like, and she lets an idea linger in her mind for awhile before setting it down on paper.

Shipman has had much encouragement from professors Leslee Becker and Gilbert Findlay. Findlay, she said, “Helped me discover the part of myself that goes into writing — the very essential part of me that I had never discovered before,” while Becker was honest about what worked and what didn’t

work in Shipman’s writing. Becker also “laughed at the things I wanted

somebody to laugh at,” Shipman said.

Shipman admires writers like Milan Kundera, Flannery O’Connor, Tom Robbins, and D.H. Lawrence. She gets new ideas



Photo by Allison Klein

by reading writers with different writing styles. She also likes to read work that is “thought provoking” and “emotionally provoking.” In addition, as editor of the *Greyrock Review*, Shipman gets to read the differing styles of student writing. Her duties also include making sure everyone stays “on task,” and thinking of ways to improve the journal. She also looks forward to seeing the finished product.

After graduation, Shipman plans to teach English in Korea, travel in eastern Europe, and then come back to the United States to attend graduate school. Her advice to young writers is: “Don’t address some big, overwhelming issue that you think you should write about. Write about something close to you, that you have a sensory grip on.” Some of Shipman’s other activities include volunteering at a mission here in Fort Collins and working as an optometry assistant.

“Don’t address some big, overwhelming issue that you think you should write about. Write about something close to you, that you have a sensory grip on.”

The IEP: Beyond the Classroom

by Theresa Waggoner

The English Department boasts a program with international flair--the Intensive English Program (IEP). Since it began in the early 1970s, the IEP has helped international students learn English to advance their academic, professional and personal goals.

During the Spring 1996 term, the IEP enrolled 84 international students representing 22 different countries. Fifty-eight percent of the IEP students were from Asia, 25 percent were from the Middle East, 13 percent were from Latin America and two percent were from both Africa and Europe. Many of these students have been admitted to CSU or plan to apply. But, many travel thousands of miles to CSU specifically for the IEP because of its good reputation.

Omer Abuhashim traveled all the way from the northern city of Tabook in Saudi Arabia to attend the IEP. Because it is intensive, Abuhashim said, the program has significantly helped improve his English speaking and writing skills. "All the classes are interesting and informative, and all the teachers are always ready to give individualized help," Abuhashim said. Abuhashim plans on using his English language skills for studying Education Administration and for other creative, educational pursuits. "I plan to translate some useful children's books to my native language," he said.

Not only does the IEP help improve students' English language skills, it also helps students gain a better understanding of American culture. As Peggy Lindstrom, a curriculum supervisor who has been with the IEP since 1976, said "Teaching English as a Second Language (TESOL) is more than just teaching." Students learn American culture through intercultural

activities like Conversation Partners, a program where students have the opportunity to converse informally with American students, as well as through recreational activities. "The program makes for a nice

introduction to the university and to our culture," Elliott Skolnick, an IEP graduate teaching assistant, said. "Most of the friends students have made are through the program."

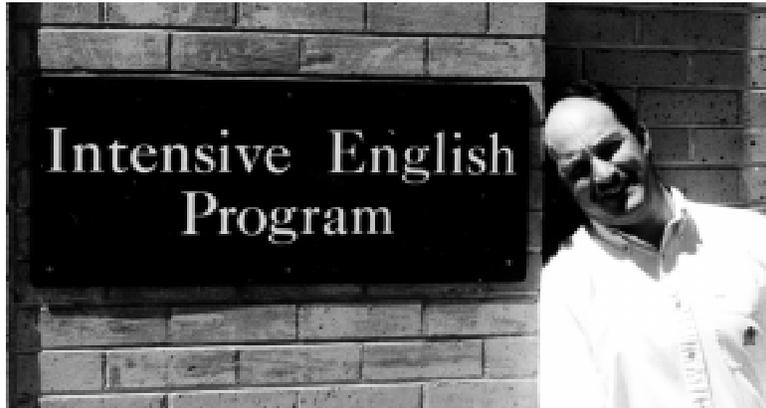
Skolnick, who is majoring in TESOL, said the IEP has also helped him as a student. "They give you a chance to teach and

to teach on your own," he said. "It's a very nurturing environment." In addition to teaching assistantships, the IEP also offers TESOL graduate students internship opportunities. "Interns get a really great opportunity to work one-on-one with students and in a team teaching situation," Elaine Harcus, curriculum supervisor said. "It's very supportive."

Recently, an English graduate student internship opportunity in Japan was developed through the IEP's Special Contract Program. The Special Contract Program custom designs short-term,

intensive English programs for universities and international businesses. Each year Kobe University in Japan usually sends approximately 30 students for five weeks to study language and culture at CSU. In turn, this relationship has given the English department an opportunity to develop a TESOL graduate student internship this year at Kobe University. Sally Reed is the first student accepted for this internship.

Clearly, the IEP benefits both its graduate and its international students in many ways. Still, Charlie Brainer, director of the IEP, can sum up the entire program with one sentence: "Language learning should go beyond the classroom."



IEP Graduate Teaching Assistant, Elliot Skolnick

"The program makes for a nice introduction to the university and to our culture."

Organizing the First ASLE Conference

by Carol Cantrell

It never really seemed like a crazy idea, though it should have. I had written to Cheryll Glotfelty to thank her for setting up the ASLE network, mentioning that I thought there was a lot of interest in literature and environment issues here. Her response was, I came to learn, pure Cheryll: she asked if I'd like to set up ASLE's first conference at Colorado State University. "Sounds interesting," I wrote back. "Let me look into it."

This was in late winter of 1993, and we soon learned that we had barely started soon enough to plan a conference for the summer of 1995. Mike Hood, a graduate student with remarkable organizing skills, quickly came up with a list of students that we could count on for major tasks. Green light there. We began negotiations with Conference Services about housing, registration costs, and logistics. (Looking back, I am amazed to remember that we wondered whether or not we should use this service.) Another green light. The yellow light came when we tried to set a date, and learned that even more than a year ahead of time we had only two dates to choose from in the summer of 1995. A hasty poll of ASLE members resulted in the choice of June 9-11, 1995.

I no longer remember what all those hundreds of e-mail messages linking Fort Collins to Nevada, Texas, California, Louisiana, and elsewhere were about. The most exciting feature of our planning was also the most difficult: this was the first conference, and we were setting the precedent. We had no idea how many people would come, how much money we needed to generate, or what the schedule should look like. Somehow all these unknowns seemed to fire our enthusiasm, and we developed what turned out to be a workable strategy for dividing up the tasks: Scott Slovic and Cheryll would be in charge of calling for papers, setting up panels, and organizing a schedule of papers and

panels. The Fort Collins recruits would work on local arrangements, including recreation, and preparing the brochure and program. Early on we imagined a sort of European schedule: we would have papers and panels in the mornings and evenings, and spend afternoons out-of-doors, walking, biking, rafting, climbing, or enjoying long lunches and good conversation. We wanted this conference to be different — it should be about doing as well as talking, it should create multiple conditions for dialogue, it should honor *place*, it should be an interaction with nature, not just a discussion about nature. And, we thought, it should be affordable for graduate students and young faculty.

Through the efforts of my dean and department chair, we received enough funding to keep registration fees relatively low and still make the conference self-supporting. The students who designed our brochure, program, and conference t-shirts worked with natural images suggestive of this area — the aspen leaf and the local landmark, Horsetooth Rock, against which the ASLE logo was printed. The recreational activities offered activities from mountain to prairie. Yet as the extraordinary rains of April, May, and early June threatened to rewrite our landscape, we became increasingly aware that events at this conference were going to be propelled by energies bigger than our plans.

For starters, we were not able to produce a leisurely schedule. From the moment that proposals began coming in, the expected number of participants rose virtually day by day. We didn't print enough brochures and had to print more. Even after the deadline for registration came and went, new participants continued to send in their checks. By the time the conference date arrived, people who had signed up for single rooms in the dorms found that they would have to have roommates, and several of the rooms scheduled for panel sessions in

the Student Center turned out to be much too small for the ASLE crowds. Though we were able to acquire a larger room for plenary sessions than the one originally scheduled for us (thanks to Dan Dykstra of Conference Services), the crowd for Lawrence Buell's Special Forum at 5:00 p.m. Saturday jammed a large room to overflowing.

Yet even the difficulties felt like part of a celebration. The strong show of interest publishers expressed in the program, the book displays, and in the ASLE membership was one of the most visible of the many signs that the world was ready and waiting for this conference. Thanks to Bronwyn Becker's thorough professionalism and "can-do" approach, we had a book display and a group of publishers' representatives on hand to let us know that what ASLE members read and write has a large and lively audience. And thanks to Carter True's excellent command of logistics, the conference went smoothly despite the larger than expected numbers.

Molly Murfee, another one of our four marvelous graduate students, took on the task of organizing the recreational activities for the large number of attendees. "The initial list of things to do in and about Fort Collins totaled around 60, way too many," Molly said. "I had to limit. My committee and I set about to achieve an equal balance of guided and unguided hikes, short and long programs, educational ones, and just pure fun ones to cover the interests of the broad spectrum conference-goers that would range from hard-core mountaineers to pure academics."

"Contact, contact, contact," Thoreau exclaims, and a brief contact with Colorado is what I tried to give. After all, we reasoned, what is a literature and environment conference if there is no actual contact with nature itself?

Editor's Note: This report was first published in the ASLE Newsletter.



Departmental

Catherine Barnes gave a paper, titled "Myth-Making for Dollars: The Wild West Show," to the Rocky Mountain M.L.A. convention and was recently awarded a grant by the Professional Development Fund at Colorado State University.

Leslie Becker's story, "The Excitement Begins," which has been nominated for a Pushcart Prize, appeared in the Autumn 1995 *Ploughshares*. Her collection of stories, *The Sincere Cafe*, won the Mid-List Press Fiction Prize. Becker published an article titled, "Colonial History: A Writer's Odyssey," in the July 1995 *Women's Review of Books*.

Linda Ben-Zvi recently edited and wrote the introduction for *Susan Glaspell: Essays on Her Theater and Fiction* and directed Glaspell's play, *Trifles*. Also, the University of Michigan Press will publish *Theatre in Israel*, which she edited, and her essay on playwright Suzan-Lori Parks appears in *The Critical Gamut: Essays on Postmodern Theatre*.

Martin Bucco published an article, "Mark Schorer," in the *Dictionary of American Biography*, and contributed the introduction and a number of other pieces for a critical edition of *Main Street*, by Sinclair Lewis.

John Calderazzo won the Co-Visions Literary Fellowship in Creative Nonfiction from the Colorado Council on the Arts and had a number of essays anthologized in forthcoming books, includ-

ing *American Nature Writing* and *In Short: An Anthology of Short Creative Nonfiction*. Calderazzo also published new essays in *Orion*, *Writer's Digest*, *Odyssey*, and *Magazine Feature Writing*.

Jennie Camp's short story, "Parallel Tracks," has been accepted by *Prarie Schooner*.

SueEllen Campbell published "The Detective Heroine and the Death of Her Hero: Dorothy Sayers to P.D. James" in *Feminism in Women's Detective Fiction*. One of her essays was also selected for *In Short: An Anthology of Short Creative Nonfiction*.

Carol Cantrell had "Report From Fort Collins" published in the *ASLE Newsletter*.

Pattie Cowell wrote a chapter titled "Ann Eliza Bleecker" for the *Oxford Companion to Women's Writing in the United States*.

Mary Crow had poems anthologized in *Dog Music*, *Chattahoochee Review*, *Anthology*, and *What Will Suffice: Contemporary American Poets on the Art of Poetry*. Additionally, Crow had poems published in *Nimrod* and published translations of poetry by Enrique Lihn, Olga Orozco, and Yolanda Pantin.

Gerald Delahunty received a grant from the Service Integration Projection and published "The Inferential Construction" in the September 1995 issue of the *International Journal of Pragmatics*.

Mary Ellison's poem, "Letter to Guadalupe in El Salvador," was accepted for publication in *Sistersong*.

Amy Polisso had two poems — "Blessings from the Kitchen" and "Gloria" — accepted for publication in the *Dry Creek Review*.

Bhanu Kapil had an essay selected for *In Short: An Anthology of Short Creative Nonfiction*.

Nannette Rogers Kennedy's short story, "In the Garden at Midnight," was published in the April 1996 issue of *Raconteur Magazine*.

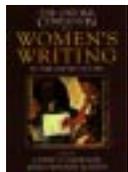
Kate Kiefer co-authored two chapters with Mike Palmquist, "How does access to a computer network change writing students' interactions with peers and teachers?" and "Traditional vs. Computer Classrooms: Some research findings about teachers." They will appear in *Current Trends in Writing*.

Daniel Koen's poem, "The Week Before Christmas," was published in the winter issue of *Whisky Island Magazine*.

Karl Krahnke had *Reading Together* published.

Jon Leydens co-authored the article, "The Campus Writing Center as a Focus for a Network-Supported Writing Across the Curriculum Program" with Mike Palmquist. The article was published in *The Assembly on Computers in English Newsletter*.

Andrew Love's poem "The Painting of my Portrait by Edouard Manet," won second place in the Glouster Poetry Center's annual contest. A Poem was also published in *Bullseye*.



Publications

Deanna Ludwin had work appear in *The Dry Creek Review* and her poem "Sister Mary Immaculata Renews Her Vows" appeared in the premier issue of *The Brownstone*.



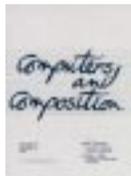
David Mogen had his article, "Review of Into the Wilderness Dream: Exploration Narratives of the American West," published in *Western American Literature*, May 1995.

David Milofsky had articles published by the *Colorado Review* and *New Voices*.

Laura Mullen published a number of poems and pieces of prose in *Exquisite Corpse* and the *Denver Quarterly*. Additionally, she had two pieces anthologized in *Post-Feminist Fiction*.



Mike Palmquist contributed articles to *Computers and Composition*, *The Journal of Engineering Education*, *Written Communication*, *IEEE Transactions on Professional Communication*, *The Journal of Business and Technical Communication*, and *The Assembly on Computers in English Newsletter*.



John Clark Pratt contributed articles to critical editions of Ken Kesey's *One Flew Over the Cuckoo's Nest* and Graham Greene's *The Quiet American*, and published four essays in the forthcoming *Encyclopedia of the Vietnam War*. Also, the University of Georgia Press has reissued a revised edition of his *Vietnam Voices*.

Louann Reid had "A Few Recommended Books for Young Adults Interested in Learning About Other Cultures" published in *Educational Leadership Quarterly*. Additionally, Reid was awarded a National Endowment for the Humanities Award to facilitate the creation of a network connecting Poudre R-1 teachers and administrators with established faculty at Colorado State University.

Dan Robinson's short story, "The Scream of Water," received honorable mention in the *Mississippi Review* Prize for fiction, and *The Dry Creek Review* accepted two of his poems: "A Black-and-White Sonnet" and "In the Evening We Tangle." Also, his translations of two Jorge Edward short stories were accepted by *World Speaker*. Finally, his article on Hemingway was accepted by *Florida Keys Magazine*.

Bruce Ronda contributed the chapter, "Print and Pedagogy: The Career of Elizabeth Peabody," to Susan Albertine's, *Living of Words: American Women in Print Culture*.

Steven Schwartz contributed pieces to *Redbook* and *Mid-American Reviews*. His novel, *Therapy*, was released in paperback by Penguin/Plume.

Barbara Sebek published reviews of Jean Howard and Nigel Wood in *Theatre Research International*.

Mark Smallwood's story, "Blue Sky," was published in the December 1995 issue of the *High Plains Literary Review*.



Charles Smith contributed "An Ars Legendi for Chaucer's Canterbury Tales: Re-Constructive Reading" to the *Journal of the Rocky Mountain Medieval and Renaissance Association*, published "Chaucer's Reeve and St. Paul's Old Man" in the *Chaucer Review*, and co-authored *Human Nature: Impacts and Implications of Science Since 1859*, which will be published by the Association for the Unity and Integration of Knowledge.



Jon Thiem contributed "Myths of the Universal Library" to *The Serials Librarian*, "The Translator as Hero in Postmodern Fiction" to *Translation and Literature*, and "The Textualization of the Reader in Magical Realist Fiction" to *Magical Realism: History, Theory, Community*.

Paul Trembath's "Orbiting Planet Foucault" was published in the *Minnesota Review*.

William Tremblay was interviewed in *The Bloomsbury Review* and had the poem, "Walking to Round Butte," published in *The Midwest Quarterly*.

Irene Vernon's "The Hunt for Willie Boy: Indian Hating and Popular Culture," was published in *New Mexico Historical Review*.

James Work published, "Variations on the Gunfight in Western Short Stories," in *Heritage of the Great Plains*. His short story, "Cougar at the Well," received honorable mention in the 1995 Frank Waters Foundation Creative Writing Contest.



Partners in

From Deadlines to Nature

by Sonja Heite

Shortly after Valentine's Day, I sat down with a popular couple in the English Department: SueEllen Campbell and John Calderazzo. SueEllen specializes in literature while John teaches creative non-fiction. I wanted to find out how they maintain a successful relationship while working at the same place.



Photo by Allison Khan

When people discovered I was going to do this interview, many wanted to know how they both landed jobs at Colorado State University doing exactly what they want to do. Before coming to the department, they were both in Ohio, which was very different from Colorado: oppressive weather and no mountains. Both SueEllen and John wanted to relocate to the West. After freelance writing for several years, John decided to interview for a job at CSU teaching fiction and nonfiction. His first visit to Fort Collins was for the interview and he took a long look around. He took SueEllen's resume along and discovered that there might also be a future opening for her. Within two years, both

SueEllen and John obtained their teaching positions and have been here for about ten years.

SueEllen is originally from Denver but has spent time studying and teaching at several other universities. She received her B.A. from Rice University and both her M.A. and Ph.D. from the University of Virginia. Her post-doctoral work was primarily in theory but she has recently become more interested in environmental studies. Campbell completed her dissertation on Wyndham Lewis, a British Modernist who was also a painter/artist and critic. After completing her Ph.D., she taught at the University

of Wyoming and Rice before securing a position in Bowling Green, Ohio. It was there that she became professionally involved with environmental studies.

While at Bowling Green, SueEllen met John, who is from Brooklyn, New York. He received his B.A. in English from the University of Florida and dabbled briefly in science and physics. He was lecturing at Bowling Green after receiving his M.F.A. when they met. One of John's interests at the time was creative writing. Since then he has published works in a variety of

genres ranging from travel writing to short stories.

One of the things they most enjoy together is nature. They spend much of their free time cross country skiing, hiking, and birding. Their rural home provides ample wildlife viewing, they often jump in the car and head out on backroads to explore and catch a glimpse of the local beauty. They recently returned from a trip to New Mexico where they found themselves walking around Bandelier National Monument listening to the sound of cranes flying overhead.

When I asked about personality differences between them, John confirmed the old adage: opposites attract. "I'm an deadline junkie," he said. "It's an adrenaline rush to wait until the last day to mail something to my publisher." He has rarely mailed anything before the last possible moment. John is proud, however, that he's never missed a deadline and he remembers one time in particular, "I was driving to the Federal Express office with

beads of sweat forming on my head worried about trains. Just as I crossed the last set of railroad

"It's an adrenaline rush to wait until the last day to mail something to my publisher."

tracks I knew I'd make it!" John offers a bit of advice to others: "Get to know your editors well. You'll know which ones will let you fudge on deadlines. Sometimes they're more behind than you are." SueEllen, on the other hand, always has the deadline under control. "She's the methodical thinker, always on time," he said.

Life and Work

Peggy and the Dr.

by Allyson Klein

The Lindstrom's future began at the University of Rochester in upstate New York. Peggy and David were both English majors there when they met in the University choir. "Dave always tells people that I was the tallest alto and he was the shortest baritone."

They were married shortly after their graduation. David received his master's from Colgate University and his Ph.D. in Literature from Penn State where Peggy worked at the Pattee Library. From there, the Lindstroms ventured to Fort Collins, Colorado, where David was offered a job in the English Department. Soon after arriving at CSU, their second child was born. This put a temporary hold on Peggy's educational goals as she stayed home to take care of her children. After her youngest son was old enough for kindergarten, Peggy coordinated the English as a Second Language program and taught ESL in the Fort Collins public school system. She realized then that a master's degree at CSU was in her path.

When asked about advice on marriage, she said, "My father-in-law told us when we got married that it's a 75-75 proposition. If you both give more than half, then you should come out okay." It sounds like a match-up between two fighters, but fighters don't have nearly as much fun as the Lindstroms do. They sing and ski in their spare time, what little there is of it. They have traveled to Europe to sing with the Larimer Chorale three times.

When I asked Peggy about where she most enjoyed singing, Peggy said, "It was a real kick to sing in the big cathedral in York. But when we

because we give advice, in some sense, routinely. I find teaching, especially at CSU, very rewarding. The students here have always been



sang in a little country church in Chippenham, we happened to be singing there the day of their flower festival. The church was filled with beautiful English flowers: that was marvelous."

David entered the room and wondered what had been said about him already. Peggy just laughed. I asked him if he had any advice on teaching, writing, or marriage. He

"My father-in-law told us when we got married that it's a 75-75 proposition. If you both give more than half, then you should come out okay."

smiled and said, "On what?" He seemed genuinely stumped. He said, "I'm surprised by the question. A teacher shouldn't be surprised, I suppose, by being asked for advice

interesting young people, and my colleagues here are interesting as well." He enjoys teaching undergraduates because they are coming in contact with great literature, in many cases, for the first time. About teaching he said, "It's just flat out fun!"

Because of scheduling conflicts, they have a difficult time planning vacations. Instead, they go on day hikes up the Poudre, as well as camping and bird watching. When I asked David about his favorite place in Europe to sing, he gave his "75 percent" to the marriage. "This is a trap, right?" he asked. "I'm supposed to say the little flower church in Chippenham?" We all laughed.

The CD Program

The Communication Development (CD) program allows students to tailor their degree to suit their particular career goals. It is an interdepartmental program involving the departments of English, Speech Communication, and Journalism and Technical Communication. Many of the students choosing this program will follow a track in professional writing, non-fiction writing, literary theory, computers and composition, or linguistics. As you might suspect, the students who graduate from the program are involved in varied careers. The following is a spotlight of three successful CD alumni. *Editor's Note: this department program profile is the first in a series of profiles of department programs.*

Mick Gusinde-Duffy

by Alex Hunt

Mick Gusinde-Duffy, acquisitions editor for the University of Utah Press, made an enjoyable visit back to Colorado State University last June. Duffy received his Communication Development, M.A. in 1988. CSU hosted the first conference of the Association for the Study of Literature and the Environment (ASLE), which Duffy attended. Still, it must have seemed to him a triumphant return. At a time when many graduate students worry about finding satisfying careers in their field, Duffy's story offers a positive example.

A native of England, Duffy "drifted" into undergraduate work majoring in American Studies. He married an American, and the two decided to apply to graduate programs in the U.S. They came to CSU in 1986. Noting that the American West is very different from his home in suburban London, Duffy said, "I've become attached to the environment around here." He appreciates the warm climate as well as "a lot of space and the opportunity to get out and enjoy that space." Overseas, he adds, the West still has a certain mystique: "They're aware that it has its contradictions, I think, but even the most stereotypical myth of the West still has its appeal."

As a graduate student and a graduate teaching assistantship, Duffy studied in the CD program intent on working in the publishing trade. But like most graduate students, he worried about "getting a job at the end." The CD program, he said, combined "the best of both worlds, offering both interesting research and hands-on experience." Duffy took technical writing and editing courses in the Journalism Department as well as literature and composition theory courses in English. In the publishing concentration, he

took courses in publication management and interned with a literary magazine. Duffy's own work was influenced by the theory he studied at CSU. "It hones your reading skills, and you adopt a certain skeptical eye," he said.

Currently, as acquisitions editor at the University of Utah, Duffy works to put together contracts, solicit writers, consider proposals and manuscripts, and coordinates peer reviews of work under consideration. In some cases he also works with authors editing their manuscripts for final publication.

He emphasizes the idea that "the best writing manages to carry a strong argument and a strong stance without alienating many readers." The growing trend of "narrative scholarship" is also closely associated with environmental studies. This approach blends a writer's personal perspective with the subject under consideration, in which, as Duffy said, "The trick is that they don't become self-indulgent, that they have value beyond the personal narrative."

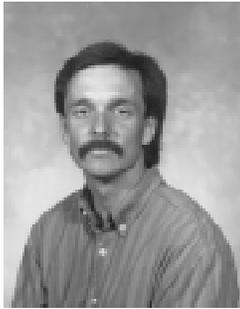
The CD program gave Duffy the right combination of critical theory and practical knowledge for his position. He also remembers the department as a caring environment. "While I was in graduate school, my wife and I had a baby that died after eight hours. The whole English Department was magnificent," he said. "They rallied around me, friends supported me, the whole department was extremely supportive and that's something I'll always appreciate." The graduate student, Duffy said, functions "in a fairly intense work atmosphere both in teaching and in keeping up with research." With such a tragedy, a supportive community is crucial. Duffy's return to CSU for the ASLE conference was rewarding for him. He said that the "great teachers" and friendly atmosphere make for a memorable experience.



At Work

Larry Wiland

by Debbie Matuskevich



Larry Wiland received his CD degree in 1989. He is presently a science writer with the University of Wisconsin Sea Grant Institute. The Institute administers scientific and policy research on marine and Great Lakes issues. Wiland researches and writes their newsletters, press releases, special projects, and

internal communications. In addition, he helps write and produce a radio program called "Earthwatch Radio," which is a daily two-minute feature on scientific and environmental topics. The program is distributed to nearly 130 radio stations in the Great Lakes area.

Wiland has also been doing freelance work the last 10 years for magazines like *Backpacker*, *Boys' Life*, *Snow County*, and *Current Science*. As a graduate student in Fort Collins, Wiland worked for a trade magazine called *International Dredging Review*. He began at this position as an intern in circulation management and was later offered a job as managing editor, which he held until 1990.

Looking back on his education, Wiland comments that he enjoyed the flexibility of the CD program because he was able to take classes in both the English and Journalism departments. "Now out in the 'real world' of writing," Wiland said. "I find I have a better grasp of literary technique than my straight-journalism colleagues, and I have a better sense of media dynamics (i.e. deadlines, public relations, news value, the business end of publishing, etc.) than those who have just studied English."

For those currently in the program working toward the more journalistic end of writing, Wiland suggests taking advantage of any internship opportunities available. He also suggests freelancing to gain experience about deadlines, news writing style, interviewing, and finding angles. Finally, Wiland advises: "Read a lot. Especially read writing you enjoy. It seeps into your own writing, and that is not all bad. I think that imitating a writer who is better than you,

whether consciously or not, is a necessary step to becoming a better writer yourself and to ultimately finding your own style."

Karla Oceanik

by Debbie Matuskevich



Karla Oceanik, a 1992 graduate of the CD program, is making motherhood and a freelance business work well together. A resident of Fort Collins, along with her husband Scott and three year-old son Seth, Oceanik enjoys her work because it allows her the freedom and flexibility she

needs to balance both home life and a career.

Oceanik's most recent accomplishment is the publication of *Healing The Bereaved Child*, on which she acted as editor and ghostwriter for Dr. Alan Wolfelt. For Wolfelt, she also worked on a video, wrote and edited his bi-annual newsletter, coloring book, brochures, and professional journal articles. In addition to working for Wolfelt, Oceanik has worked on public relations and marketing materials.

As a student at CSU, Oceanik was a graduate teaching assistant. Her experience teaching CO150 was very favorable. "I learned more about my own writing by teaching writing," Oceanik said. "Not only did I gain more confidence to push ahead on my own, I was able to look at writing as an analyzable commodity and pick out good writing from bad." Oceanik later taught CO301 and JT362, and although she has not taught recently, she said, "I am getting the teaching itch again."

Oceanik's future projects will include a catalog and a mainstream publication book with Wolfelt. In addition, she is presently working with her first intern from the CD program — who just happens to be this writer. I can personally say that working with Oceanik is both an interesting and educational experience. Her knowledge as a writer and businessperson is an inspiration.

Graduate Students

"I Always Want to be Active"

by Talitha Davis

The writer Kierkegaard tells a story about a young man who was so disconnected from life that one day, "he woke up to find himself dead." This story neatly summarizes MFA candidate, Andrew Love. Excluding drama, Love always fell asleep in every high school class. Suffering from narcolepsy, Love woke up one day and declared that "sleeping is worthless!" Love decided that he would be an active participant in life. He maintains that his "hyper personality is a defense for intellectual salvation; I always want to be active." An active body fights against the artificial and conventional dichotomy of body and mind; for Love, they are one.



Photo by Allison Klein

In his work as an E210 graduate teaching assistant (Intro to Creative Writing), Love combined the mind and the body to create what he calls a "multi-sensory" environment. The main learning avenues are visual, auditory and kinesthetic. Instead of adhering to one avenue risking the exclusion of other equally effective paths, Love combined them to create a multi-sensory avenue. Love claims that "there is no [identical] separation"

of the senses, because "life intersects with everything."

Love encourages students to be "active participants" and "active consumers" instead of passive recipients in education. Love suggests that "students ought to be intelligent omnivores." In his two sections of E 210, Love asked his students, "What do YOU want to learn? This is your education; I am here for YOU." Love allowed the students to create their own syllabus. They were initially fearful of being allowed so much control; however, they responded

continued on p. 23

"Accidentally Blown Up."

by Jen Zamora

If you frequent the halls of third floor Eddy, you may have seen Chris Heinrich going in and out of various offices, attempting to calm the fears of professors whose computers have "accidentally blown up." While this is an extreme scenario, it's not too far off from what Heinrich encounters on a daily basis.

Heinrich is a second-year student in Communication Development (CD) who plans to graduate this May. He received his B.A. in English at the University of Northern Colorado in 1989, then departed for Taiwan "to expand his horizons."

In Taiwan, Heinrich taught English at an elementary school, then worked as a technical writer for a computer company. Within the two years of his employment in Taipei, he learned to speak Chinese, was promoted to supervisor of publications, made friends, and met his girlfriend, Marie.

In December of 1991, Marie came to Colorado State University and Heinrich moved back to Fort Collins with her. For the next few years, he worked for two non-profit organizations and became increasingly interested in the English Department's CD program. In the fall of 1994, he received a computer-assisted teaching assistantship which enabled him to utilize his technological expertise, while continuing to learn about computers in the academic setting.

Heinrich's interest and enthusiasm for his current position have served him well. As technology more frequently becomes a part of the educational curriculum, he realizes the potentials (and pitfalls) of computer-assisted instruction in the classroom. In the meantime, as May quickly approaches, Heinrich said he'll work "like a mad dog" on his thesis.

After graduation, he hopes to find a position which will allow him to write fiction, literary non-fiction, and poetry, while simultaneously working in the computer industry.



Photo by Allison Klein



On the Move

"What Else Could You Ask For?"

by Allyson Klein

Before enrolling in the English department's Teaching English as a Second Language (TESOL) program, Kate Phillipson lived the life of an international traveler. Her passport reads like 007's dance card.

Her father joined the Foreign Service and carted off his family to Thailand for five years. They lived in numerous places from New Mexico, to Virginia. By the time Kate was 11 her foreign experience was just beginning. Her father was stationed in Nicaragua for six months before the Santanista Revolution exploded. All foreign diplomats were evacuated from the country, which left Phillipson and her family homeless. They returned to New Mexico and Virginia before they could gather their belongings in Nicaragua. They moved to Bogota, Columbia, where Phillipson attended middle school, and learned the language.

The next stop on the trail of South American cities was Santiago, Chile. Phillipson's family stayed in Chile for two years where, she said, "They have delicious foods-- a huge variety of fruits and vegetables. There's nothing in this country that can compare." One more trip to the states, for a year and a half, then it was back to South America. Her family moved to Buenos Aires, Argentina, where she finished high school. Phillipson then got her B.A. in Spanish Literature and Communication from the University of Virginia.

Like most graduates, the road to finding a good job was not a smooth one. She lived in Washington, D.C. for a

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"It's Only Life After All"

by Shelley Widhalm

Dave Brooking hates to read, even though he is a third-year graduate student in the literature program at Colorado State University. "I used to like to read," he said. "This is a terrible thing for an English major to say, but I hate to read. Enough is enough."



Photo by Allyson Klein

Brooking might change his mind after a couple of years, but he still likes to write. For his thesis, he is writing a play, "The Staging of Reality," about a gay man's attempt to figure out reality and the difficulties he has coming out.

Late at night, he sometimes sits at his computer, working on it, his poetry or some other piece of writing, because, as he said, "I can't go any length of time not writing." Brooking was born in DeKalb, Illinois and attended Northern Illinois University, where he received his B.A. in English. Some of his undergraduate professors recommended he apply to CSU, not only because the master's program was meritable, but also to see the mountains. "It didn't take much," he said. "Colorado, hmm."

When he has the time, he hikes up to Greyrock or to Horsetooth. The problem is that writing, taking classes, tutoring in the Writing Center, teaching C0150 and working in the English department's computer lab does not leave him much time. His future goals are to teach freshman English at the college level, most likely at a community college. He applied for a lectureship in the fall at CSU. After staying in the area for awhile, he would like to move to some place different. "I like doing that," he said. He also likes the idea of being able to get students excited about learning. To do this, he uses clips from movies and music videos and has various speakers visit his class. Like the Indigo Girls say in one of their songs, he does not "take the life so seriously, it's only life after all." That pretty much sums it, don't you think?" He would enjoy life even more if he made "lots and lots of money, so I don't have to work." When Brooking is not being wild, he drinks water with lime. The man who drinks diet Mountain Dew "to get really wild," said, "I used to be really serious about grades and what's going on in my personal life, then I realized I was never having fun. I figured if I am going to be here, I might as well enjoy it to some extent."



Photo by Allyson Klein

He made some joke about all the time he had spent in the men's room over the years. He talked of confronting the terror to know the joy. Then he stared at his own image in the mirror, adjusted his tie, took several deep breaths, and left without saying another word . . . (Reprinted from *CSU Alumni Magazine*, Spring 1996.)

Mark touched the lives of many students during the 42 years he taught — Shakespeare, Milton, Dante to name a few — in the CSU English Department. He retired following the Fall 1994 semester. Even though retired, he remains active in academic pursuits. Mark said he is busy translating the “devilishly difficult” Hungarian novel, *Dear Lukacs*. “I’m losing my youth over it,” he laughed.

Three other professors in the English Department — Gilbert Findlay, John Pratt, and William Tremblay — also received nominations for the Best Teacher Award.

while and then headed for Telluride. When asked about her reasons for moving there, she said, “I had one acquaintance in town and a brand new pair of skis. What else could you ask for?” She soon realized that graduate school was in her future.

Currently, she has an internship in the Intensive English Program (IEP) in addition to working both for the computer lab at the IEP and for the Engineering Department.

Phillipson intends to finish her M.A. then move abroad to teach English. It seems that the spirit of travel and finding new cultures is in her blood.

positively with many ideas. With pleasure, the students assigned themselves more work than what Love had initially intended.

Love transforms not only his classes into a total immersion environment, but the poetry readings that he attends as well. Love said, “Poetry is the marriage of tongue and page; it is performance.” When Love reads his work, occasionally he plays the harmonica or has a friend accompany him on guitar.

Love never tires of the constant interaction with dynamic life. Love said, “Poems are like life insurance policies; the more time you spend with them, the more you will get back.”

Alumni Notes

Jim Wohlpart ('88, M.A.) finished his Ph.D. at the University of Tennessee and took a position as assistant professor of English at the University of South Florida. He recently published an article on various Hawthorne short stories in *Studies of Short Fiction*.

Liza Daly Nelligan ('91, M.A.) is finishing her dissertation at the University of California/San Diego. She specializes in the early modern period.

Katherine Browder ('92, B.A.) is pursuing an M.A. at Boise State. Last year she was married.

Kayann Short ('91, M.A.) finished her Ph.D. at the University of Colorado in Boulder and is now working at its humanities program; the Farrand Center.

Mike Henley ('83, M.A.) is editor at Tall Oaks Publishing for two technical journals that deal with water treatment: *Ultrapure Water* and *Industrial Water Treatment*. The firm also conducts two conferences yearly. He is appreciative of the classes taught by Martha Trimble and Bill Stacey.

Janet (Samurison) Marting ('75, M.A.) is an associate professor of English at the University of Adron. Her most recent publication, *The Voice of Reflection: A Writer's Reader* (Harper Collins, 1995) is the result of her interest in the personal essay. Also, *Commitment, Voice, and Clarity: An Argument Rhetoric and Reader* was published in last July.

Beth Lechleitner ('81, B.A., '84, M.A.) is working for Hewlett-Packard in marketing communications. She is glad to see that the *Greyrock Review*, which she helped to create, is still alive.

Tom Parrillo ('91, B.A.) has been teaching sophomore English and coaching at Steamboat Springs High School since 1992. He is spending the 1995-96 school year in Istanbul, Turkey as a part of the Fulbright Teacher Exchange Program.

Richard Tayson ('88, B.A.) received his M.A. from New York University ('92) and has poems in the *Kenyon Review*, *Michigan Quarterly Review*, and *Crazyhorse* to name a few, and is awaiting publication in *The Paris Review*, *Prarie Schooner*, and *Chelsea*. He is currently co-writing the autobiography of a quadriplegic woman, Julia Tavalaro, to be published by Kodansha this spring. His first book of poems, *The Apprentice of Fever*, is being considered by High Risk Publishers.

A correction from last year:

Barbara J. McGrath ('90, M.F.A.) has been accepted into the Ph.D. Program at Illinois State University. In addition to a teaching assistantship, she has been awarded a \$1,000 fellowship for outstanding entering graduate students.

Teddy Haunts Eddy

by Eric Sperry

For years now, people have been having some strange experiences in the North-West corner of the third floor of the Willard O. Eddy building.

Ghostly experiences, eerie sounds and cold spots have all been reported in the vicinity of the English

Department's Library on the east side of the building. However, an informal code of silence has surrounded the whole situation. One staff member told me, "A number of us have seen the ghost, but you'd be crazy to admit to it. Everybody would think you were nuts."

The only person willing to allow the use of their name in this article was custodian Ed Garpo. For as long as Garpo can remember, people have been bumping heads with Teddy. "Teddy" got his name after a staff member heard someone writing on a blackboard late one evening. Thinking it was a co-worker, the staff member entered the room and found it empty. The word "Theodore" had been scrawled on the board. Thus, the legend of "Teddy of Eddy" gained its name.

"The first time I saw Teddy it was late, like 2:30 in the morning," Garpo said. "I was walking westward down the hall and I saw a face peek around the end of the wall. It scared the hell out of me. He looked pale and sickly, like a graduate student, but not mean or anything like that." Since then, Garpo reported that he hears, sees, or senses Teddy with some degree of frequency, sometimes as often as four to five times a week. Garpo said, "After a while you just get used to it, the noises and the weird little tricks; it makes the job interesting." When asked if he ever felt threatened by the apparition, Garpo said, "Why would I be afraid of him, he's never done anything to hurt me."

Apparently Teddy's visits became very frequent during the recent remodeling of the building. One staff member, who asked that her name not be used, reported that every night for a number of weeks, somebody, or something, would stack her books, approximately 75 of

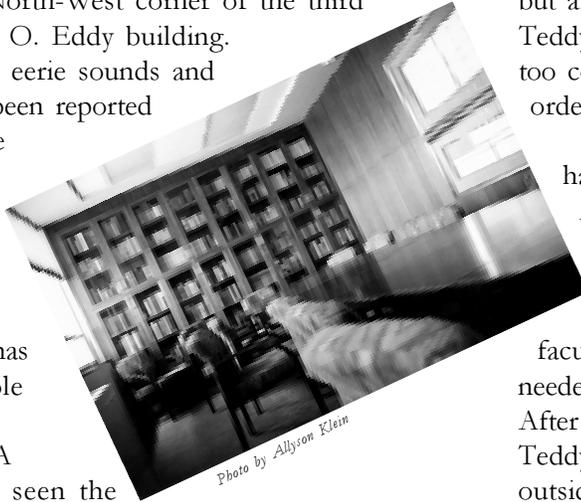


Photo by Allyson Klein

them, in front of her office door. "It really bothered me at first," she said. "I thought it was a co-worker, but after a couple of weeks I realized that it had to be Teddy. It took too much time and the individual was too consistent. The books were placed in the same order, night after night, for weeks."

The same staff member told me that Teddy has recently achieved a quiet form of notoriety. Apparently campus police caught four faculty members "saging" the English Library, a practice they believed would please the dead and satisfy roaming spirits. Apparently the four faculty members overestimated the amount of sage needed and set off the fire alarms in the building. After a couple of hours, the situation was resolved and Teddy's existence came to the attention of people outside the department. "For a while there, things would be pretty busy in here at night after everybody was gone. Paranormalists were allowed night access to the building," one staff member told me. "These guys spent a lot of nights in the building with some pretty funky equipment. I used to laugh because they reminded me of the Ghostbusters, but when I told them that, they didn't think it was very funny."

According to Garpo, "Teddy just went away when those scientists were here. I felt bad for them, they tried so hard, but they couldn't find a thing. As soon as they left, though, I saw Teddy every night for a couple of weeks. I think he was glad to be back." When asked why he thought

Teddy had picked the Eddy

Library, Garpo said, "Well, I know everybody

says a degree in English isn't very marketable these days, but I guess Teddy's telling us we ought to reconsider. We only live for about 60

years, dead forever.

to do something for—rather do, study economics or study literature?"

Maybe Teddy's right, apparently he's spent a lot of nights thinking about it.



Photo by Allyson Klein

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Colorado State University

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Dear Freestone Reader,

We hope you enjoy the third edition of *The Freestone*. We believe this newsletter will help bring together students, faculty and alumni of the Colorado State English Department for many years to come. You can help with this endeavor by letting us know what you're doing. In addition to telling us about yourself, you can help assure the future of *The Freestone* by helping us cover our publishing costs. With your help, *The Freestone* can become a longstanding English Department tradition.

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