

A Legacy of 'Little Things'

by *Dawna Duncan and Heidi Splittgerber*

Few people can claim the world is a tangibly better place because of their actions during their lives. Carl and Gus (Augusta) Levine can make that claim, although they say even the small act of opening a car door for someone makes the world a better place. Opening a car door, however, seems small compared to what these two 96-year-old people have done. Carl taught at the University of Southern Colorado for three years and at CSU for twelve years. Though Carl & Gus have spent recent years in Fort Collins contributing to the community and CSU even after Carl retired from teaching English, their efforts to make a difference did not begin here in Fort Collins. Their lives have been models of continued service to people all over the world.

Following World War II, Gus tells us, she and Carl left their business in the fashion industry after sixteen years to do whatever they could to help the survivors of the war in

Europe. When asked why they took such a step, Gus replied, "We felt extremely fortunate Carl didn't have to serve [because of a childhood hearing problem]. But that didn't leave us free of a sense of responsibility—which is motivation enough when you feel you can help people who are a hell of a lot less fortunate than you are."

They began their efforts by traveling to Sweden to join a Jewish Organization supplying goods to people in recovery. When they had done all they felt they could do in setting up a supply plan, they traveled to Germany where they worked one on one with war survivors, including those from concentration camps and others whose lives were utterly destroyed by loss of homes or family.

They came upon a group of individuals known as displaced persons, or DPs, who were simply wandering the streets trying to figure out how to find some semblance of order in the midst of the horrific chaos. Carl

please see LEVINES, page 20

The Secret Lives

of Faculty and Staff

by *Heidi Splittgerber*

Gilbert Findlay has no life outside the "office," jests the CSU professor of English. It is a predicament largely shared and joked about by faculty and staff, but, of course, is not entirely accurate. Many students only see their professors in the classroom or around the department and have no idea what else they do outside of this role. As extraordinary as it seems, our professors do not spend all of their free time reading and writing. Some do not even spend it on land.

"Scuba diving is more than recreation for me," comments Karl Krahnke. "It is the exploration of an environment that is part of our whole ecosystem. It provides a sensory dimension that is a complete contrast to what we normally experience." Krahnke is a scuba instructor as well as avid participant. He has been diving for 15 years and teaching it for 10 and says it is a tremendous stress reliever. Colorado seems like a strange place for a scuba diver to live. He anticipated this quandary on my part. "Colorado is a hard place to dive, but I'll dive anywhere except

maybe septic tanks," he says with a grin. "I love Colorado, but I've traveled all over the world to get a chance to dive in places other than ponds and reservoirs."

Krahnke has dived in the Caribbean, Mexico, South Africa, Japan, California and even the Great Lakes. He has also had the opportunity to combine his love of the water with his job as an English professor. "When I was in Japan," he said. "I taught a nature writing and literature class. I discovered that while there is a lot of water related nature writing, there is very little underwater based nature writing." He is currently researching and writing papers on this subject.

Gilbert Findlay's avocation abides not in the sea, but in the sky. He is known around the department and throughout Ft. Collins as an expert birder. The term "bird-watcher" is a faux pas, he says. "For some reason, 'bird-watching' has come to signify elderly British women in tweed suits. 'Birder' has a more professional connotation," he says. Bird

please see HOBBIES, page 13

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Freestone

Features

Secret Lives of Faculty & Staff.....1
 The Toughest Degree
 You'll Ever Love.....8
 Department Culture & Diversity.....9
 Resolution Begins
 with Communication..... 9
 Number Crunching
 Departmental Review.....13
 Send-A-Paper
 CSU & PHS Unite.....14
 Tenure: Trap or Opportunity.....17

Profiles

Legacy of 'Little Things'.....1
 A "Serendipitous" Life.....3
 From Alberta to Arizona.....6-7
 Minnesota to Marlboro
 Worldly Words8
 Moving to the Head of His Class.....12
 To the Beat of a Different Drummer....16

Literary Magazines

Colorado Review.....10
 Nieve Roja Review.....11
 Greyrock Review.....11

Course Highlights

What Does it Mean to be Green?.....4
 Ecocriticism Course
 Writing the Web.....4
 HTML Course
 Writing Concentration Proposed.....5
 Comps vs. Coloquium.....15
 CD Program Revisions

Notes

Alumni News.....5
 Awards.....21
 Department Publications..... 22-23

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A ‘Serendipitous’ Life

Bill McBride’s English career came by chance

by Todd Forkner

Perhaps it is appropriate that John Steinbeck is one of his favorite authors. It is because “the best laid schemes o’ mice an’ men,” sometimes go awry that we have had the pleasure of working with and learning from Bill McBride.

His scheme, after graduating in 1950 with a degree in animal science from Colorado State University, was to go back to the small rural community of Rocky Ford, on the arid southeastern plains of Colorado, to farm with his father.

However, before he could embark upon that chapter in his life—one that might have read like a chapter from his favorite author—the first of a series of serendipitous events occurred that propelled him in a new direction. While McBride might not say that serendipity caused his schemes to go awry, they certainly took him on an unexpected journey.

The summer after McBride graduated from college, an old high school friend who worked for the Manzanola school district called to see if he was interested in a teaching position at the school. Ironically, it was an English position that the friend initially called about, but once the superintendent saw that he had a degree in animal science, McBride was tapped to teach an agriculture course at the high school.

“He hired me to teach agriculture but that was only one class a day. He didn’t have any place else to put me, so in order to accommodate the rest of the day, he put me with fifth and sixth graders for whom I was totally unprepared.”

Despite his “sink or swim” induction into the profession, McBride persevered.

“*When you grow up on a fairly isolated farm, you do a lot of things to amuse yourself, and reading was certainly one of those things.*”

It was in 1957, after a two-year stint in the Army, that McBride earned his Masters degree in English and his teaching certification from the University of Northern Colorado. He taught high school for another ten years in Manzanola and Fort Collins before trekking off to earn a doctoral degree at the University of Nebraska in 1970. McBride started teaching at Colorado State University in 1969, and this spring, after 30 years of training future teachers, he announced his retirement.

Recently, I caught up with McBride to talk about his life



Bill McBride retires after thirty years of dedicated service to the English Department at CSU.

as an educator and where serendipity might next lead him.

TF: What was your first English teaching position.

BM: When I came back from the service and applied for my old job, all they had available was an English teaching position for grades seven through twelve.

TF: So it was rather serendipitous that you became an English teacher?

BM: Absolutely. Almost everything in my life has been serendipitous.

TF: Did you have an interest in Language Arts before you fell into that position?

BM: Yes, but when I was in high school, we were told that English and social studies teachers were a dime a dozen. Because both my grandmother and my mother taught, I thought that I wanted to do anything but teach. Everybody told me that was what I should do, so I decided that is exactly what I would not do.

TF: So there is a legacy of teachers in your family?

BM: Yes, if it hadn’t been for my mother who was teaching elementary school ten miles away, I don’t know what I would have done with the fifth and sixth graders. I didn’t have the vaguest notion of how to teach them. I had no education courses. I had never student taught. It wasn’t the direction I had intended to go. But my mother was a fine elementary teacher, and she had lots of good ideas. It was the fifth and sixth graders who really convinced me that teaching was where I wanted to be.

TF: Could you talk about literature? What role has literature and language played in your life?

BM: I think it has played a major role because I’ve always been an avid reader. When you grow up on a fairly isolated farm, you do a lot of things to amuse yourself, and

please see MCBRIDE, page 18

What Does It Mean to Be Green?

by Jim Thompson

This is one of the overarching questions that, hopefully, will be answered in Ecocriticism (E630C) by the end of the semester. Ecocriticism is a fairly recent attempt to bridge the previously expansive gap between literary theory and ecology through a reinvention of the ideas of nature and culture.

Based in part on the assumption that ecological concerns' failure to permeate culture is due to a failure of narrative and an hitherto ideological stance, this class intends to melt down traditional cultural and ecological narratives and ideologies. It also seeks to uncover their various connections with an increasingly postmodernist, post-structuralist ecological consciousness in order to recast them into a more comprehensive, more flexible whole.

From the Edenic narrative to the frontier myth of the old West to present-day narratives of post-structuralism and feminism, ecocriticism tries to re-map the role of discourse in historical events and movements influencing and influenced by ecology, like the scientific revolution,

the genocide of indigenous Americans, landscape architecture, the creation of National Parks, and the testing of atomic bombs in Nevada, among others.



Dawna Duncan

The Ecocriticism class discusses ecological narratives past and present.

Ecocriticism also looks into the motives and strategies of various environmental movements and groups, such as conservationism, preservationism, ecofeminism, environmental justice and ecoterrorism, to see from where they are coming and where they are going and to analyze their role in the ongoing discourse surrounding environmentalism.

Assuming that our environmental problems are a result of our culture, it is the essential task of ecocriticism to re-evaluate our cultures and to deconstruct the idea of nature itself so we can more clearly define the problems and their solutions.

Writing the Web: New Spaces

by Neal Bastek

Conceived as an independent study for one or two students, Writing the Web (E695) evolved into an on-line writing and design class of fifteen by word of mouth alone.

Professor Mike Palmquist taught the course, for which he produced an extensive set of simple guides to HTML coding that made up the bulk of the course material. The guides include information on basic HTML Tags, formatting an HTML page, making links, working with images, lists, tables, frames, image maps, forms, and simple JavaScripts.

"With more and more of our students entering the high tech workforce, these skills are coming to be expected of them," Palmquist noted. This is especially true of those in the Communication Development program who have recently landed jobs with companies such as Symantec and Hewlett Packard.

For the first part of the semester students learned the basics of HTML coding by producing individual homepages. During the second half of semester students devoted themselves to projects that contributed to the CSU Online

Writing Center. Members of the class were responsible for both the content of their project and coding the pages. Some projects focused on online reading strategies, online publishing, and designing new Web pages for the English Education program.

Several of the students in Writing the Web teamed up with members of Palmquist's other course, Computers in Writing (E603) to work collaboratively on a final project. Students in E603 developed an electronic writing space, designed to make writing resources and tools more readily available to student writers. Members of E695 helped code many of the pages associated with the writing space. This summer the writing space will give a new look to the computer desktops in the Computer Assisted Writing Center located in Eddy 300 and in the Eddy computer classrooms.

Speaking of the relevance of this course to an English curriculum, Palmquist says online writing is "a natural extension of the writing we do now -- we are not just looking at print anymore. Our graduates need to be able to write in all rhetorical contexts," he added.

Palmquist plans to turn Writing the Web into an official English Department course. This summer, he'll begin the process of proposing the course, tentatively titled, Advanced Design Techniques for Online Writing.



Dawna Duncan

Todd Forkner, John Robinson, and Mike Palmquist

From Alberta to Arizona, New Faces in the

by Megan Doney

Among the everyday bustle on the third floor of the Eddy building, there are four new faces whose contributions to the department are intriguing, diverse and even quirky. Assistant professors Nick Carbone, Sarah Rilling, William Marvin and Debby Thompson came to Colorado State by a variety of paths, and their academic and personal interests span an extraordinary range of subjects.

Nick Carbone, Writing Center director, was teaching at Marlboro College in Vermont before he came to CSU (See Nick for precise directions to the college), although he was entertaining fantasies about sailing: “But then I realized you needed a lot of money for that sport, and as a teacher, money wouldn’t be coming in lots. So, [I] stayed at Marlboro for three years, “

Carbone is quick to dismiss the notion that there is a plethora of Marlboro Men at Marlboro College, although “there was this one woman who, well, she wore a duster, cowboy hat and knew how to let a cig hang off her lip.” Carbone was attracted to Colorado State because of its closer proximity to some of his wife’s family, and “because the job description read pretty much like [his] c.v.—writing center, computers, use of department car, and so on.”

Presently, Carbone is teaching Writing Arguments (CO250), in which “students come up with persuasive



reasons for contorting themselves,” as well as overseeing the Writing Center Internship. Though Carbone is reluctant to state goals for his career here (as “people tend to see if you’ve reached

Nick Carbone is most likely found at his computer.

them”), he does have this piece of advice for beginning writers: “Avoid alliteration always.”

Sarah Rilling is another new faculty member in the English department. Fresh out of graduate school, Rilling obtained her PhD from the University of Northern Arizona in Flagstaff in applied linguistics. She has taught for ten years in various ESL and English programs, including four years in Japan.

“I really like the split position that I have here at CSU,” Rilling remarks. “I teach in both English and ESL, so I get to work with both graduate and undergraduate students, but I also liked the size of Fort Collins, and I wanted to stay in the West.”

The best thing about Rilling’s job — working in both the

English department and the Intensive English Program — is also the most challenging, as she “has to learn more new routines and get to know more people.” Rilling

envisioning developing new courses in English and ESL during her career at CSU. Her research interests include using computer technology for language teaching, as well as student personality and writing. She is presently analyzing the data from a study on correlations between student personality type and discussion patterns and looks

forward to researching gender and online class participation. Currently, Rilling is teaching Language in Society (E320), a disciplinary writing class for ESL graduate students, and after spring break, she will teach a basic-level ESL grammar class. In her spare time, Rilling enjoys cross-country skiing and reading: “I have a fifteen-year-old son, and I’ve been reading a lot of the books he’s assigned to read, so I’ve read *The Outsiders*, and *To Kill A Mockingbird*. He didn’t like it that much, but I thought it was great!”

The first thing a visitor in William Marvin’s office notices is the imposing dark pine desk that dominates the east wall. Only great works could be produced at such a desk, which Marvin has had since the seventh grade. Before coming to CSU, Marvin taught medieval literature at Carleton College in Minnesota, where he also organized a yearly Chaucer camping trip.

“ . . . teaching writing mostly, but also, on occasion, teaching students how to make up excuses for the work they didn’t get done. ”

“I think one of the things that attracted me to Colorado State was a certain spirit of academic freedom; studies here are influenced by, but not bound by, trends in the academy. There’s a lot of independent inquiry here,” Marvin muses. “It was a challenge to come from Carleton to CSU; there was a difference in mission between a land-grant university and a liberal arts college, but everything about the CSU experience is more diverse.”



Sarah Rilling juggles the demands of ESL and English.

Minnesota to Marlboro:

English Department

In terms of academic goals, Marvin hopes to expand the medieval curriculum to include older Germanic literature (he studied at the University of Tubingen in Germany, where he translated for the Department of Rhetoric for seven years). He would also like to research the ways in

“*This is a healthy department without a lot of factionalism and self-mutilation.*”

which medieval hunters perceived poaching in the royal forests. In terms of personal goals, Marvin and his family are learning to ride horses, so he “hopes to become a good rider.”

The entire Marvin family are animal-lovers as well: “My daughter wants some pets, so we’ll need to get some animals; guinea pigs or other critters. Things that don’t need to be walked!” Marvin adds. In addition to Marvin’s impressive pine desk, he also keeps his “academic regalia” in a dictionary/book stand, away from the sun. Though



William Marvin: in his good clothes.

Marvin walks to school, he owns a classic motorcycle, a 1976 BMW R75-6, which he drove between DU and central Texas during his college days. I ask why he doesn’t drive such a fine machine to school, and he says, appalled, “I can’t drive it in my good clothes!”

Debby Thompson is the new resident dramatist in the department. Thompson came to Colorado State after teaching for a year at Florida State University in the school of

theatre. An avid reader and writer since childhood, Thompson “always knew [she] wanted to be a teacher, but got sidetracked into chemistry for three years in college.” Previously, she taught for four years in the University of Alberta’s department of drama.

“Driving from Edmonton to Tallahassee, we went through Montana, Wyoming and Colorado, and I just loved it. I thought to myself, ‘I need to be near the mountains,’ and when I heard about this job I thought there might be some connection,” Thompson muses. “This is a healthy department without a lot of factionalism and self-mutilation.” This is Thompson’s first experience teaching in an English department, and she was impressed with the camaraderie among faculty members whom she met at an

MLA interview. Thompson remarks, “Good teaching is valued here, which is very important to me.”

One challenge that Thompson has faced this year is adapting her teaching to large classrooms. “I’ve never had more than 25 students in a class, so I’ve had to modify my lecture and discussion styles to accommodate that.”

In addition to pedagogy, Thompson’s research interests concern theories of the body in modern theatre, particularly cross-racial

casting. “I’m examining theories of the body and how they relate to the body onstage, so I look at feminist theatre and African-American theatre. I’m also interested in how directors contend with issues of cross-racial casting and the relationship of post-structuralism to race as a con-

“*...one of the things that attracted me to Colorado State was a certain spirit of academic freedom.*”

struct.” At the moment, Thompson is finishing a book on African-American theatre, and positions herself “on the theory-practice divide: I want to develop skills in talking to practitioners on both sides.” Thompson is also teaching Introduction to the Humanities and Modern British and European Drama.

She visited her mother in Florida over the spring break. “I taught her to use the Internet, so I’m really proud of both of us! I also went cross-country skiing in Snowy Range, Wyoming; I’ve been every Saturday all semester. That’s the one thing I’ve taken up here.” Thompson is presently reading a mystery thriller entitled *Devil In A Blue Dress*, and looks forward to exploring the Front Range’s natural wonders come spring.

Carbone, Rilling, Marvin and Thompson have been welcomed by Colorado State students and faculty alike, and their myriad research interests will dramatically enhance the multifaceted nature of the department.



Debby Thompson brings drama to the English Department.

The Toughest Degree You'll Ever Love

by Heidi Splittgerber

I have two clichéd images in my head. One is of graduate students, existing undivided from teaching, reading and writing: organic-based extensions of the campus. The other is of Peace Corps volunteers: a tribe of backpack-toting, pony-tailed optimists. Why not nullify these stereotypes by becoming a graduate student and a Peace Corps volunteer at the same time? A new Master's program through CSU presents the opportunity to combine a degree in Teaching English as a Foreign Language (TEFL) and serving in the Peace Corps.

The purpose behind this degree is to give students an intense experiential aspect to their academic studies. This experiential aspect involves three months of language and cross-cultural training. Students engaged in the TEFL program will most likely spend their time abroad by teaching English to secondary students and introducing new methodologies to local English teachers.

English professor and former Peace Corps volunteer, Karl Krahnke, is one of the key contacts for the program. "This is a great opportunity to make your Peace Corps career more focused and professional, and it's also valuable for people more interested in the academic aspect of TEFL," he says. "Peace Corps and TEFL fall together." Krahnke suggests that students who are "independent

learners, adventurous and self-sufficient" are probably the best suited for this program.

In order to join the program, prospective MA or TEFL students must apply separately to both the CSU graduate school and the Peace Corps. Once accepted by both, participants will need to notify the Corps as to when they want to begin service. Students involved in the program will spend one year at CSU and then finish in the Peace Corps, which is usually an additional two years.

CSU has a long and prosperous relationship with the Corps as the seventh largest contributor to the institution in the U.S. The MA/Peace Corps program has been in existence at CSU for ten years in Agriculture and Forestry, but the TEFL/Peace Corps program is new and one of only five in the country.

There are many benefits to joining the Corps. Participants receive considerable experience in teaching and in cross-cultural communication. Imagine living in a distant country long enough to truly know the people who live there and what their world is like. Imagine what you would learn about teaching English and about yourself. For more information, visit the CSU English department web site at www.colostate.edu/Depts/English.

Worldly Words

by Heidi Splittgerber

America does not suffer from a deficit of extraordinary poets. On the contrary, many of the world's greatest word-smiths have come from this country. But, as Mary Crow, CSU poetry professor and Colorado Poet Laureate, observes, "We need to look beyond the U.S. for the fullest sense of contemporary poetry and fiction."

The International Poetry Reading Series is in its infancy but has already had an impressive emergence. Last semester, Irish poet Eavan Boland came to CSU to read her work to an audience of 450 rapt listeners.

Mary Crow initiated the program with the help of funding from the late Lilla B. Morgan, wife of past CSU president, William Morgan. This funding only covers the first three years of the reading series. After that, Professor Crow hopes to see CSU host a Readings Center with a permanent commitment to readers from abroad.

The next international reader is Mexican fiction writer and poet Homero Aridjis, who is currently president of

International PEN and head of an important environmental movement; he is scheduled to be here in the fall. Aridjis has had 27 books published, has won two Guggenheim fellowships and has served as Mexico's Ambassador to the Netherlands and Switzerland. He will be on campus for two days, giving a workshop the first day and a reading the second. "I expect Aridjis will have as huge an audience as Boland had," said Crow.

Crow considers the International Poetry Reading series valuable and is working to keep the program running. By bringing talented writers in from all over the world, the hope is not only to expand CSU's horizons as far as literature and creative writing are concerned, but also to extend our understanding and appreciation of those activities in the context of other countries and other peoples. Crow has begun her search for funding for future readings in the series, without which the CSU community would lose an opportunity to both experience words that defy borders and encounter those who put them together.

“*We need to look beyond the U.S. for the fullest sense of contemporary poetry and fiction.*”

Resolution Begins With Communication

by Gary Chang

Though the roles of writing and English studies have been well-rounded in the past, the span of subject matter in many classes as general as Freshman Composition is growing broader in order to encompass a variety of topics. One of those topics is that of cultural studies. The Fort Collins area is inhabited by predominately middle-to-upper class Caucasians, but growth of the city as well as Colorado State University is creating a more diverse community. In an effort to cater to the wide variety of students coming from all walks of life, many teachers (faculty and graduate teaching assistants) in the English department are making efforts to bridge the gaps between cultures and create awareness in their students about the influences of culture as well as the impact they can have on changing traditional notions of race, and social and economic status.

GTA Paul Barribeau's sense of the importance of discussing diversity is so serious that his Master's project includes creating a writing curriculum which focuses on cultural studies. He says, "We are all interacting with culture all the time, and writing is an important part of that interaction."

Though understanding between many peoples and cultures around the world, in the United States, Fort Collins, and at CSU in the English department remains incomplete, even a small amount of emphasis in this area can work wonders for motivating awareness and absolution through communication.

--Dawna Duncan

In the Fall 1998 semester, my Freshman Composition (CO150) class was comprised of thirteen white students and six non-white students. One of the white students came from Southern California and another from Florida. For years, they had both worked with new-immigrant Latinos in their respective hometowns; both spoke Spanish passably. I was told this section of CO150 showed unusually high diversity for a class at Colorado State University.

Although this school-wide "under-representation" concerned me, I did not blame the University. CSU had not devised a quota for discrimination, affirmative or negative, recruiting on the basis of diversity or hegemony. Nor does the school do so today. The majority of students at CSU come from a one-hundred-fifty-mile radius of Fort Collins and will therefore reflect the area's ethnicity. Once, during a class discussion of bell hooks' "Keeping Close to Home" essay, Anthony, from Fort Collins, half-jokingly stated, "It's not my fault I'm a white, middle-class yuppie. I grew up here." No, it wasn't anyone's fault.

As a graduate student brought up multi-culturally, I felt an obligation, *giri*, to acclimate incoming freshmen to not only the academic setting but also to CSU's cultural environment. None of the non-whites had come from Fort Collins; the two closest to home had arrived from Aurora. Having moved from Hawaii, I could relate to the alienation these students felt. We exchanged many head nods and smiles the first weeks as I shared my own "cultural displacement" with them.

After reading Leslie Marmon Wilko's "Witches" poem from her *Storyteller* collection, I opened the floor up to whatever concerns the students had regarding the way tragic consequences result when communication/language breaks down. A male student from Houston said, "Someone finally called me 'nigger' in King Soopers. At home, it's easier; you know where you can go and where they don't want you." The speaker, as well as most of the other students, did not feel the incident typified Fort Collins, or represented the area's sensibility. What was important was that this student could talk about the experience. Resolutions begin with communication.

Caucasian students responded in several ways. Josh, in his first draft of the Response Essay, had considered bell hooks a "black supremacist," because of her "Keeping Close to Home: Class and Education" essay. In conference at the end of the week, Josh and I talked about what hooks intended. He looked at his essay, quiet for a minute. A lot of work needed to be done if he wanted to support his assertions. "My essay comes across as racist, doesn't it," Josh asked.

"Yes," I replied, "unfortunately." He said "sorry" and opted to write a completely new essay on another author in which he examined the same issues more deeply.

Another student responded negatively to discussions. She would cross her arms or put her head on her hands, elbows on the table, obviously disinterested in dialogue. Although I tried to create in the "marginal spaces a world of community and collectivity where resources were shared" (hooks 121), this student did not want to be part of it.

I told Composition Director, Mike Palmquist, about the discussion. He agreed that it was a good idea and suggested I "should not change [my] openness. You'll take risks being in the position you're in but we all benefit from your perspective."

The above anecdotes present just a few issues concerning diversity, both in the classroom and in society. As an instructor, while I may not be able to affect what happens in King Soopers, with our department's support, I try to clear the windows at Colorado State University.

E ho'o laulima. Let's pull together. ◀

Colorado Review

by Lisa Metzber

Colorado Review, Colorado State University's internationally known and distributed literary magazine has, in twenty-six years of publication, gained a reputation for its quality.

Published by CSU's Center for Literary Publishing, the magazine currently publishes two issues annually, each of which contains a mix of contemporary fiction, poetry, and non-fiction by both emerging and well-established writers.

Last July, due to increased funding from the University, the Center hired Managing Editor Stephanie G'Schwind. According to David Milofsky, editor of *Colorado Review* and director of the Center, the new position has been extremely beneficial, and the Center is "very fortunate to be able to hire someone with Stephanie's background and experience." That experience and the time added by G'Schwind's position have allowed *Colorado Review* to think about future growth, including going from two issues per year to three beginning in the summer of 2000.

According to Milofsky, G'Schwind has also "made an enormous difference both in the production of the magazine and in the training of students for possible careers in publishing."

One of the Center's goals has always been to provide educational opportunities to graduate students through its internship in literary publishing. By working on the *Colorado Review*, graduate students learn and practice many professional publishing skills, including submission selection, copyediting, typesetting, marketing, and subscription fulfillment.

In addition to the publication of the *Colorado Review*, interns work on several other literary projects. Each year, the Center sponsors the Colorado Prize in Poetry, through which students learn skills such as contest administration, book production, and

G'Schwind has "made an enormous difference both in the production of the magazine and in the training of students for possible careers in publishing."

marketing. This contest, which attracts about 600 book-length manuscripts annually, carries with it publication of the winning book and a \$1500 honorarium. This year's winner was Michael White's *Palma Cathedral*. Past winners include Dean Young's *Strike Anywhere*, Bruce Beasley's *Summer Mystagogia*, and Catherine Webster's *Thicket Daybreak*.

Interns are also able to work on the organization of events such as sponsorship of the Evil Companions Literary Award and reception in Denver. This year's winner, Jim Harrison, is the acclaimed author of many books including *The Road Home* and *Legends of the Fall*. The event was held on April 8th at the Oxford Hotel in downtown Denver. Past winners include Dorothy Allison, Mona Simpson, Robert Boswell, Joanne Greenberg, and James Galvin.

The internship and the variety of publications and activities sponsored by the Center and the *Colorado Review* provide a unique educational opportunity to graduate students in the English department. According to Milofsky, "The literary editing internship is unusual in that it provides training that is both relevant to positions that students may eventually be qualified for, and it allows students to participate in the production of publications of national and international significance."



Nieva Roja Review: Online

An Update from the Editor

by Jody Jacobson

Last year, we detailed the history of the department's on-line literary magazine, the *Nieva Roja Review*. This year, we'd like to remind everyone that we're still out there, looking better than ever. We are currently, as always, accepting submissions for fiction, nonfiction, poetry, criticism, artwork, and interviews from both CSU and non-CSU affiliated persons.

In the meantime, not that there's much of that to go around, we're working towards adding to both our submission volume and our staff. To do this we need everyone's support. Too many of university on-line publications die after their creators graduate and leave. We want to make certain that isn't the fate of the *Nieva Roja Review*. The magazine provides a great opportunity for graduate students to get both publishing experience as well as technical expertise in publishing as well as web-page coding and design. It also



The staff of the Nieva Roja Review.

provides an opportunity for authors to reach more readers.

With support from faculty, students and alumni, we can continue supplying new work to audiences on the internet. Check out our new issue; submit to the next one; send us your ideas for changes and additions. The Nieva Roja Review Needs You.

Visit our site: www.colostate.edu/Orgs/NieveRoja

Calling all grad students:

Are you looking for a way to add technical skills to your resume? Are you interested in on-line development but don't know much about it or where to start? Do you need internship credits? Well, jump on the web carpet ride and join us, your favorite online literary magazine, The Nieva Roja Review.

Calling all authors:

Are you looking for a place to publish your work? Or just a place to showcase it while you send it off to other publishers? Publish your work on-line with the Nieva Roja Review or in print with the Greyrock Review.

Advisor's Update

The Greyrock Review Celebrates 20 Years

by Johannah Racz, Graduate Advisor, The Greyrock Review

Our April 1999 issue marks the 20th year of *The Greyrock Review's* appearance as a forum for writers in the CSU community. Over the past twenty years, *Greyrock* has helped to make known

the presence of the arts on campus, giving exposure to writing talents and facilitating a dialogue among students. The education in publishing that students gain in creating the issue gives them the skills to carry on the tradition in their future communities.

This year's staff has enjoyed participating in that tradition. Meetings have been filled with not only a sense of enthusiasm and comradery, but a real feeling of devotion to the cause of supporting the literary arts. For me, it has been wonderful to work with students who easily understand the connection between the administrative tasks of filing and photocopying to the larger project of creating a quality issue, and further, to the project of making a statement in support of writing. It has been a pleasure for me to witness the eagerness and careful consideration with which this issue has been prepared.

This is also a monumental year for *The Greyrock Review* because our April issue features a poem by inter-

nationally renowned poet, Eavan Boland. That Boland agreed to contribute her work is a testament not only to *Greyrock's* reputation, but also to that of the caliber of the CSU writing community as a whole. We are grateful to her and to the many local supporters of our endeavor. The concern and enthusiasm of the faculty, staff, and students of the English department has been inspiring. *The Greyrock Review* is indeed in, and the result of, good company.



Moving to the Head of His Class

by Shannon M. Hurd

To anyone who has ever changed since high school, this is a story for you. This May, amidst work, wedding plans and student teaching, CSU graduate student John Robinson will complete the academic requirements necessary to earn a combined Masters Degree in English and Secondary Education Certification, taking him one step closer to his dream of becoming a junior high school teacher.

This is quite an accomplishment for a guy whose primary memory of his high school days is the fact he was a “definite troublemaker”.

“I never really got into school — it was something I always struggled with,” he said. “Even after I completed my undergraduate degree at the University of Illinois, I still had no idea what I wanted to do with my life, so I took a couple years off to travel the country, working odd jobs as a mechanic or bartender. It wasn’t until I dropped in on a close childhood friend in Thornton, this guy I really used to get into a lot of trouble with, that I began to consider graduate school as a possibility.”

Robinson discovered his former partner in crime had become a middle school teacher, and consequently, because “I thought it was so awesome that someone who used to struggle so much in school was now teaching,” he began to check out Colorado schools.

“*I thought it was so awesome that someone who used to struggle so much in school was now teaching...*”

Drawn to the landscape of Northern Colorado, Robinson originally enrolled in CSU seeking only a teaching degree.

“I decided on teaching because everyone has a gripe about society, but there’s not much point in bitching about it unless you’re going to take action,” he said. “I figured teaching will allow me to put my money where my mouth is because at least I can get out there and become a positive role model.”

Little did he know things were about to change; early into the certification process, Robinson bumped into the “extremely helpful and completely on the ball” Louann Reid, Associate Professor and Director of English Education, who convinced him to work toward a Masters degree. The rest, as they say, is history.

Today, Robinson balances thirteen credit hours, a student teaching job at Rocky Mountain High School, a minimum of 20 hours a week as Gifford Computer Lab’s faculty relations representative and a strong passion for “the nuts and bolts of Web-page designing” in preparation



John Robinson readies himself for teaching in the next century.

for a future he hopes will make a difference. In fact, his master’s project is designed to do just that: “The question I am exploring is simple and relevant. That is, how can we revamp the national curriculum to be more inclusive and empowering to Hispanic students?”

Citing statistics from US census

projections which predict the Hispanic population will increase exponentially to the point where one-third of the population will be Hispanic, Robinson feels strongly that classrooms today need to be more representative of the nation as a whole.

“Today in Larimer County alone, Hispanic students have a 50 percent drop-out rate,” Robinson notes. “But if you look in textbooks and only see pictures of whites, what kind of message do you think this is sending to them? Quite simply, ‘you’re not wanted or needed’. So it is our job to ensure that these kids recognize their full potential.”

As insightful and impressive as this is, Reid recognizes that his concern for the equal education of the people he works with is simply one of Robinson’s strengths.

“Too often, people go into teaching English because they love literature, and when they find out the kids don’t share their enthusiasm, they get discouraged,” she said. “But it is not like that with John — I really believe he wants to teach because he feels education is important to kids. He is obviously concerned with the kids who don’t do so well, and he can help and relate to them.”

Part of Robinson’s concern is evident through his mature attitude about grades. “A lot of people see school as a competition, but that’s ridiculous. I am paying for my education; I see it as a personal relationship between the

please see ROBINSON, page 21

Number Crunching

by Dawna Duncan

The CSU English department is in the process of completing their periodic review. This review is an educational opportunity to let CSU as a whole know what the department is accomplishing, as well as to submit to the expectations of the Colorado Commission on Higher Education. Department chair, Pattie Cowell, sees the review as an avenue for progress as it allows the department to “formulate some form of action plan to address whatever issues and opportunities we need to focus on.”

During the process of review, an internal review and an external review will take place based on statistics regarding enrollment, enrollment trends, faculty productivity and publications. Provided with these numbers by the Office of Budgets and Institutional Analysis, a committee of three members in the English department will be able to decipher the significance of the statistics.

Cowell indicates, however, that these numbers only tell part of the story: “With those numbers, we will develop a set of questions that will give us an avenue for telling the larger story.” Once all of the data is in, the committee’s job, with the support of other members of the department’s faculty, is to

take apart the numbers and put them back together in a way that

“*We often don’t know what people are doing on the next floor let alone in the next building or across campus...*”

presents an accurate account of the English department’s productivity and direction.

Once the bigger picture comes into focus, the English department will present it to the external committee made

up of faculty members from a variety of fields in Liberal Arts. Currently in the midst of the review process, Cowell suggests that it “gives us a chance to say to ourselves what coherently we think we’re doing and to Deans and Provosts ‘this is our agenda and it is an appropriate agenda,’ and we want to find ways in which it will fit in with the university’s agenda.”

Where does this get the department?

“We often don’t know what people are doing on the next floor let alone in the next building or across campus, and it has been an opportunity for us to highlight some of the accomplishments and achievements of faculty and graduate students,” states Cowell.

In past reviews, the English department has done well. The reason for this follow-up review is to find out “how it is that we can take where the English department wants to go and merge that with where the university wants to go.” Though the review doesn’t necessarily come up every five years, it rolls around approximately every five to ten years. Each department must go through this process periodically and it has been seven or eight years since the English department’s last review.

Check out the next edition of the *Freestone*, Spring 2000, for information regarding the outcome of the review and enhancement of the English program at Colorado State University.

“*With those numbers, we will develop a set of questions that will give us an avenue for telling the larger story.*”

HOBBIES, *continued from page 1*

watching is far more than a hobby for Findlay, who inherited his interest in birds from his father. “Our backyard has been designated as an urban wildlife area. I’ve seen 106 species in our little lot,” he adds, “but I’ll refrain from listing them for you—this time.” Findlay and his wife have landscaped their yard specifically to attract birds, and he keeps detailed records of what birds he sees. He has also been the president of the local Audubon Society four times.



Courtesy of K. Krahnke

Karl Krahnke enjoying scuba diving

“Birding is not a hobby,” he restates. “I don’t know what hobbies are about. I don’t do it to fill my time. I hope I never have to fill time. This is another occupation.”

Rhonda Shank, graduate programs administrative assistant is another person with something to do besides

make the wheels of our department run smoothly. She is well known among colleagues as a devoted gardener and superb cook. According to Shank, who primarily grows herbs and vegetables and then uses her harvest in her cooking, the two activities go hand in hand. “The garden is where I can escape to. It is a quiet place,” she says.

Difficult as it is for students to believe, faculty and staff on Eddy’s third floor do pursue activities outside the scope of English. From skiing and singing, to fishing and restoring cars, the English faculty and staff, like strange and mysterious nocturnal Madagascar mammals, lead lives that, until now, have been relatively unknown.



Courtesy of The Coloradoan

Gilbert Findlay’s secret life!

‘Send-a-Paper’ Landing Close to Home: CSU & PHS Join Forces

by Jen Gault

What do you get when you cross CSU’s prodigious Writing Center with cyberspace and America’s future? Better writers, we hope. At least that’s what the main goal was when Writing Center Consultant (and past Director) Laura Thomas teamed up with our current Writing Center Director, Nick Carbone, and took their online tutoring show on the road—the “virtual” road, that is. This road led to the doors of Poudre High School.

This year, Thomas and Carbone — along with Writing Center intern, Jill Greene, and tutors Paul Barribeau, Todd Forkner and Jen Gault— have introduced

CSU’s “Send-A-Paper” online tutoring program to Poudre High School’s International Baccalaureate students. The students draft their papers, key up the Writing Center Home Page (www.colostate.edu/Depts/WritingCenter/) and follow the simple hypertext instructions as they have been trained to do. Before sending their papers, the PHS students must (as must any user) answer a series of four questions about their own writing. These questions pertain to the purpose, audience and strengths/weaknesses of the text and are designed to help the tutor with his or her response. With a bit of cutting and pasting, the text is on its way! When Nick receives the papers, he divvies them out to the tutors, and the tutors begin their job of responding online.

If you see Carbone ascending and descending the three flights between room 6 (The Writing Center) and room 310 (his office) in Eddy Hall, be sure to ask him about the benefits of online tutoring. He’ll probably toss a handout at you with the heading “Ten Principles of Online Tutoring” printed at the top. These principles follow the basic philosophy of The Writing Center (making better writers, not merely better writing) and have been tailored to meet the needs of “virtual” tutees. Carbone expounds, “Teaching writing online is similar to teaching writing face to face; we use a digital office for people who can’t get to Eddy during the hours we have people in our brick and mortar office. By extending our reach, we extend our teach—to go a little Johnny Cochran on you.” This works perfectly for the IB students at PHS. Short of herding them all into the Eddy

building in the middle of the day for a school field trip, these students would not be able to access CSU’s Writing Center without the “Send-A-Paper” program. “High school writers get an outside reader’s perspective on their writing, in writing, by writing to a writing consultant who has taught writing at the college level, a level many of the high school writers intend to go on to,” adds Carbone.

I asked Todd Forkner, a veteran GTA and tutor, to comment upon the writing he’s had a chance to respond to from the students at PHS: “I have been impressed with the work the students at Poudre have produced. They have been reading and writing about some difficult works of literature in a fairly sophisticated manner for tenth grade students. Many of them need help in the traditional problem areas such as focusing the thesis and organizing their texts, but these are ongoing problem areas that many college level writers are working on as well.” Todd feels that one of the most beneficial aspects of the online tutoring program is that the IB students get a chance to improve their writing by making revisions based on the tutor’s response.

While Paul Barribeau, another GTA, admits to being rather critical of a strictly online approach to writing instruction and response, he says he entered into the Poudre project in hopes of alleviating some of his skepticism. The verdict? Barribeau’s jury may still be out: “I think there are different expectations for what we’re doing with the Poudre students. That is, serving as merely more feedback I think works fine online. The students can get a response,

which is never really bad. I would say my general impression of online tutoring now is that it is valuable if used properly, meaning you

have to recognize the limitations of the medium.”

Thomas characterizes the overarching goal of the PHS program as one of “outreach.” “We intend to set up an ongoing relationship with Poudre High School first (now that we have a permanent Writing Center Director) and then perhaps branch out to other high schools,” she says. Paper exchanges with schools in the Poudre School District

“*Many of them need help in the traditional problem areas such as focusing the thesis and organizing their texts...*”

“*...my general impression of online tutoring now is that it is valuable if used properly, meaning you have to recognize the limitations of the medium.*”

please see STORY, page 16

Comps vs. Colloquium:

Changes to Communication Development on the Way

by Paul Barribeau

More than 30 years ago the English department began offering a concentration in Communication Development (CD) for graduate students. According to Richard Henze, the goal of the CD program in its early stages was to provide its students with “credentials to teach at the community college level.” Since that time, the CD concentration has been examined and revised on a regular basis, adjusting to changing needs of students and goals of the faculty. Such changes have expanded to include fields like creative non-fiction writing, linguistics, and composition theory. It has, says Henze, become the most flexible program available to English graduate students. Recently the program was once again examined by a committee of English faculty, and some important changes are on the way.

The committee revising the CD program includes faculty with a range of interests, including literature, literary theory, composition theory, computers and composition, linguistics, and non-fiction writing. A clear reason for such variety is that students in the CD program often seek to combine interests in two or more of these areas in designing their programs. The committee established two major goals for making changes: articulate more clearly and overtly the connection between the three core courses Theories of Writing (E501), Semantics, Pragmatics and Discourse (E522), and Literary Theory (E615), and make the information about the CD program more available to prospective students. Though the committee’s proposal is still in the process of being finished, they have agreed on how to address these two goals.

In the past, the major medium for connecting the three core courses has been comprehensive exams. The committee is proposing Comps be removed and replaced with a colloquium in which students will discuss their individual research and how the various core courses comment on that research. In bringing students from the various facets of the CD program together, the committee hopes the colloquium will produce an experience more valuable than Comps. Not surprisingly, CD students are excited about this potential change. Last semester members of the revision committee solicited informal responses

from students taking the core courses, and the feedback was wholly positive. Neal Bastek, a first-year student in the CD program, is glad to see the changes: “The way the program is structured now, I don’t feel much sense of community.” He feels the changes will bring the various parts of the CD program together, and that it will be helpful to gather and “see what everyone is doing.”

The other major concern was providing enough information for prospective students to understand what the CD program has to offer. The committee has undertaken the task of rewriting the current program description and will place the revised description on the English department Web site for prospective students to see. A main goal is to ensure prospective students see the range of possible paths down which they could proceed in the CD program. To accomplish this goal, the committee is also planning to collect a list of the various projects and theses completed by CD students, which will also be placed on the homepage. This list will better demonstrate the variety and flexibility the CD program offers.

Now that the committee’s proposal for changes is complete, it must progress through the graduate committee. Then several other administrative steps will be taken before the changes are implemented. However, Henze sees the changes being made possibly as early as next year. In any case, while the Communication Development concentration is again adjusting to changing times and demands, it will retain its main strength: flexibility.



Richard Henze



A group of CD students discuss the program revision

To the Beat of a Different Drummer

by Summer Rivers

In addition to her sweet smile and determined character, Sheri Messmer is an outstanding undergraduate at CSU. She will graduate in the fall of '99 with her BA in English, as well as an Asian Studies Interdisciplinary Certificate, a Religious Studies Certificate and a Spanish Minor. To most, this would seem an impossible load — one which would call for many sleepless nights in a caffeine-induced stupor. However, for Sheri, this is pure heaven. It stems from her love of language and culture.

Though her interest in Spanish began during high school, her interest in Asian Studies and love of Japanese started merely a year ago. After attending a Japanese Student Association meeting, Sheri's interest in the language increased a great deal, and she decided to take an intensive Japanese language course here at CSU. Involved with a type of "exchange volunteer" program, Sheri quickly became acquainted with two native Japanese women. Sheri was also involved with the International Exchange Program "conversation partners" program last spring, which pairs CSU students with the foreign exchange students on campus. However, it is not merely the language that captivates her, it is the culture represented by the people, and the great history so evident in each of their lives. When asked about the difficulties in communication and the troubles that can arise from cultural differences, Sheri responded that "it is just a matter of crossing those barriers." More or less, once a person can see others as individuals and valuable in their own right, communication becomes incredibly easy.

Following graduation, Sheri plans to enter the graduate



Sheri (right) works with a student in the Writing Center

program in Teaching English as a Second Language at CSU. When questioned as to why her interests tend to this area of communication, she replied with a smile, "It is something that I've always liked to do, maybe it's because I like to talk to people." Sheri is also investing a lot of time in her internship at the Writing Center, where she works with many graduate students and tutors undergraduates for CO150 and ESL classes.

It is clear that Sheri's love of culture and people is most perfectly manifested in her daily life. The programs and classes offered by CSU allow her to fully develop and sharpen her interest in these areas. Her character, manner and genuine presence are signs of her authentic, inviting nature. In a crowded world, it is a comfort to find a person who has dared to march to the beat of her own drummer. No doubt she will accomplish much with this attitude and will lead the way with giant leaps in regards to understanding and appreciating people of different cultures and backgrounds.

SEND A PAPER, *continued from page 14*

date back to the 1980's, when Bill McBride set up (physical) paper exchanges between his teacher education



Jen Gault

students and high school writing students. In the 1990's, McBride worked with colleagues Dawn Rodriguez and Mike Palmquist to develop the first Send-a-Paper program, using an early version of the department's online writing center. Thomas continued this effort during the 1997-98 school year when, as the Writing Center Director, she worked with Cory Hixon (PHS/CSU graduate) to

help comment on one set of composition drafts from PHS.

On March 16, Thomas returned to PHS to train the entire English faculty in the proper use of the "Send-A-Paper" program, opening up the "Send-A-Paper" opportunity to all English students at Poudre (not just those in the IB program). "We're laying the groundwork for a continuing relationship with Poudre," Thomas says. "We have realistic expectations for the program at this stage in the game. We're simply finding out what works and what doesn't."

It seems like something certainly is working though. The "virtual" bridge is being built between two academic worlds. Currently, Louann Reid's E402 class is setting up a Web Forum exchange with one of Tim Thomas's (Laura's husband and PHS English teacher) 10th grade English classes. In addition, Mr. Thomas is hosting CSU graduate student Rebecca Spafford this semester as his student teacher. Now, that's branching!

Tenure: Trap or Opportunity

by Dawna Duncan

Though some have argued that tenure is a trap which enslaves faculty and encumbers progress, others argue it is indispensable. The act of holding a position for which periodic contract renewals are not necessary, tenure serves the university, its students and professors by creating stability and establishing protocol for new faculty members. According to the American Association of University Professors, tenure was founded on a basis which would allow a relationship between tenured (senior faculty) and non-tenured faculty (junior faculty) to develop as tenured faculty members serve non-tenured members by providing advice and assistance in preparation for tenure.

John Calderazzo, a tenured English faculty member, speaks positively regarding the benefits of tenure. He says that in the midst of the technical nature of obtaining tenure and submitting to the confines of the university's standards, tenure "rewards independent thought." A tenured faculty member now in his thirtieth year of service to the CSU English department, Dr. David Lindstrom, states that he doesn't think of tenure as a trap for anyone. Simply put, "departments have kind of an organic thing going." With some of the faculty members who have been in the department for a longer period of time and new professors being hired frequently, it gives balance and variety to the subject matter which each member contributes to the conversation. Lindstrom adds that departments may run into problems if they have a group of tenured faculty filling all the positions, which does not allow for any variety since there is no room for new faculty to occupy positions.

Does the existence of tenure create a hierarchy, a tension between tenured and untenured faculty? As far as the English department at CSU is concerned, this is not a problem. Lindstrom reflects on his entering the department in 1969, stating, "We were immediately invited into committees and cycled into graduate courses."

Abuses? Certainly. Calderazzo, however, suggests that tenure is "not abused any more than people in other jobs abuse their positions." Lindstrom agrees that tenure may be abused, but indicates that it is only minimal. One of the precautions taken in order to keep track of professors are annual activities reports and the university's five year review process. Receiving tenure is not a simple matter,

either. After approximately six years of probationary status at a university, professors may apply for tenure. Based on student evaluations, peer observation, and an annual committee evaluation, the decision is carefully made.

Advantages: Tenure allows faculty to be "immune from political trends," suggests Calderazzo. In essence, this umbrella allows tenured faculty to maintain a "license" of sorts with which they can pursue whatever academic avenues they wish to. But the importance of tenure does not stop there. Tenure not only allows professors to study what they're interested in and provide them with job security, it offers the university stability. In addition, tenure works for the students advantage by keeping professors around who are some of the best in their field rather than allowing professors to be sold to the highest bidder.

For more information regarding tenure, visit the American Association of University Professors' Web site at www.aaup.org.



David Lindstrom



John Calderazzo

WRITING
CONCENTRA-
TION, *continued from*
page 5

introduced since I've been here in 30 years," comments Swinson. The degree attracts, comments Kiefer, "students who might not otherwise consider a major in English; the concentration also allows us to offer some courses—that we might not otherwise offer—that appeal to students looking for a focused writing opportunity, such as Writing Online."

While all of the new courses making up the writing emphasis have been approved, the process is not complete. The proposal for the new concentration has been approved by the English department but must be officially approved by the University's committee. Once the process is complete, the new emphasis is expected to formally go into place in the fall semester of 2000. Swinson does not foresee any problems with the change being accepted as the courses have all been approved.

Once approved, this degree will not only be open to freshman just entering CSU that fall but also to English students who have already completed a year or two of other English course work. The new writing concentration will require 42 English credits as opposed to the 39 for a general undergraduate English degree. Though the required English credits will increase, it does not raise the standard 128 credits required to graduate.

BILL MCBRIDE, *continued from page 3*

reading was certainly one of those things. Because both of my parents were readers it seemed like a natural thing to do. I liked literature when I was in high school partly because it came easily to me. Literature was a whole lot easier than mathematics and I enjoyed it. As a teacher, I know that I bought into the Matthew Arnold tradition that we need to expose children to the best of what has been thought and said, and that's what we thought we were doing. That was our mission. It was a challenge to help kids become readers. I guess I define literature with a small "l" rather than a capital "L." I never thought that it was necessary for every youngster in high school to read *Ulysses*. I did think it was necessary for people to become readers, to enjoy texts and to connect texts to their own lives.

TF: Tell me about your favorite authors. Are there any writers that you particularly love?

BM: Certainly Charles Dickens is up there close to the top of my list. I suppose that's because he's one of the first authors I read—one of the first authors who moved me. It was something that, academically, might not be classified as literature with a capital "L" because one of the first books I read, when I was about ten years old, was *The Old Curiosity Shop*. That turned me on to *Oliver Twist* and his other works, and it has become a life-long interest. The other novelist who I have always found really

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...we have to
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classroom or a
literature text...
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invigorating is John Steinbeck. He is one of my favorite American authors. I've probably also read every Louis L'Amour book that was ever printed—if you want to get into escape literature. I have found L'Amour useful in the public schools because there are a number of young men who are fascinated by that kind of literature. As a matter of fact, the Poudre High School librarians, years ago when my wife was working there, had to keep the L'Amour books on a protected shelf. Not because he needed to be protected in "certain ways" but because they needed to protect the books so they were available for the kids to read. Louis L'Amour was wildly popular with the sophomore boys. But when you talk about Louis L'Amour with pre-service teachers, they often don't get very excited.



Bill McBride early on in his teaching career

TF: Is there a place for that kind of small "l" literature in the high school classroom?

BM: I think so. I think that we have to decide what it is we really want kids to get from a literature classroom or a literature text—whether it is print or non-print. We could go back to the definition of literature. If we accept very broadly that literature is that which a society elects to keep,

then the western novel, the mystery novel, the popular novel is apt to be around for a very long time. If students find pleasure in reading, they stand a far better chance of becoming readers.

TF: I want to venture into higher education and talk a bit about that. How has teacher education changed since you have been in the profession, and where do you see it going in the future?

BM: One of the most significant changes has been the increase of positive relationships between the public schools and the universities. The pre-service program here has taken a more practical turn in that almost

everything we do, in terms of pre-service preparation, has a relationship to what is happening in the public schools. That was not always true. Another plus on the local level has been the very positive relationship between the English department and the school of education. There has been a collegial relationship for at least thirty years. That can only be helpful. As we talked to prospective employees, people who were interviewing for my job, that question came up almost every time because the candidates knew they were interviewing for a job with the English department but that it was also an "English education position." They wanted to know about the relationship between the two departments, and some were surprised to find it a positive one.

TF: Is it traditional to find competition or a lack of communication between the departments?

BM: I think, probably, it's a lot of things. It may be a lack of communication. It sometimes is a lack of understanding, but to generalize about universities other than this one, education is not held in very high esteem. Many people in the content areas have had little training in pedagogy. They are in those positions because they are experts in a field, because they are scholars. But being a scholar and being able to teach what you know are two different things. So there is a kind of difference in the hierarchy.

TF: What you've just talked about leads into my next question. Maybe you could talk about this a bit more. I have studied under numerous professors who were brilliant in their disciplines, but would have difficulty

teaching a dying bird how to fall out of the sky...

BM: Simplistically, you know that's... You only had to know your field to teach at the university because traditionally—historically teachers were dispensers of information. Theoretically, then, the more you knew about the subject, the more scholarly you were, the more you had to offer. So all you had to do was lecture and students took notes. You didn't have to know anything at all about the people you were teaching. You didn't have to worry about reaching any of them. They were in your classroom to learn from you. That's often the way that high schools were run as well because we tend to teach the way we were taught.

TF: Do you see higher education changing? Are colleges placing a greater emphasis on teaching as opposed to research?

BM: Yes, I think they are. I don't know how long that will take to accomplish to any great degree. I do know that President Yates is on record as saying that teaching is a very important component. Again, historically, this university prides itself on being a research institution and it is—it's a fine one. What that means, often, is that the emphasis is on research and it's not on teaching. That places teaching in the second seat. But I think that's changing, and I think it has changed really quite visibly in the English department. Or maybe the people in the English department



Bill McBride following his thirty years of service in teaching

are ahead of the game. Many of the people in the English department are quite conscious of pedagogy.

TF: If there is an increased emphasis on teaching, what do you see as the impetus behind that movement?

BM: Part of this is conjecture on my part, but I think a lot of it has come about because we have increased the opportunities for students to attend college, and we have a much more diverse student body than we had. When I was in high school, the drop out rate was roughly 50 percent,

and we didn't worry too much about the group that dropped out. They found a way into the work force. Of the 50 percent who graduated from high school, a fairly small percentage went on to college, and of those who went to college probably a very small percentage finished. But there are so many more kids in college now who wouldn't have been here twenty years ago because the makeup of the student body is so different. People are much more articulate and verbal about their needs. When we were in college, if you had a problem, you kept it to yourself.

“
...you don't reach everybody just by lecturing...there has to be some kind of interaction.
”

TF: Do you see the students and families demanding more bang for their educational buck?

BM: Yes, but it depends on how you define “bang for your buck.” A number of years ago, parents did not interfere in educational matters, and students, by and large, did not spend much time in their professor's offices. It just wasn't done. But there were other things that weren't done. You didn't take an incomplete and you didn't change your major or take five or six years to finish. There was the understanding that you had four years and if you made a bad choice, you lived with it. But parents at all levels have become so much more involved in their children's education and so much more aware of rights. It's not unusual anymore for a parent to complain about a grade. But going back to what I said earlier, we have a lot more diversity on campus. We have students with special needs. You can't teach students with special needs the way you do run of the mill kids. We have more minorities, not as many as we ought to have, but we have a greater percentage of minority students. I think, and I am speaking only for the English department, that the needs of this new population have created a greater awareness of pedagogy among the professors in the department. They recognize that you don't reach everybody just by lecturing and that there has to be some kind of interaction. Kids have to be able to cope when they get out. The ethics have changed.

TF: Have you ever thought about leaving academia and heading back to the farm?

BM: I have thought about it, but I don't think it will ever happen. I know that I romanticize life on the farm. I left it because I couldn't accommodate the dust—that was one of the reasons, and I don't think there is any less dust now. But the romantic notions exist around the family farms, and most family farms don't exist anymore. I know my wife would say that I'm not really interested enough to even take care of the yard so to go back to the farm isn't very likely.

TF: Any regrets?

BM: There are no regrets. It's been a really great career that I think happened most serendipitously. I can't imagine, in retrospect, having done anything else. ◀

LEVINES, *continued from page 1*

and Gus began helping a group of people that were waiting to travel to America to begin new lives. They realized the best way to prepare the DPs for America was to teach them English and familiarize them with American culture before they sailed past the mythic green statue in a far-away New York harbor.

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One man can make a difference...I think that's a lesson all of us can learn.
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Carl and Gus began searching for options for textbooks with which to teach English. Because funding for actual textbooks was not available, Carl and Gus employed a symbol of America—the Sears Roebuck Catalogue. Gus says it served well as a textbook about America because the students were able to see how much things cost and learn about American culture, style and the monetary system in the midst of their language learning. At first the students were troubled to hear that Americans did not wear identification cards: “They couldn’t understand. They wondered how you live in America and you don’t have to carry an identity card. They said ‘How are they going to find you?’ And we said, ‘isn’t it better if they can’t find you?’” This is one of the many lessons Carl and Gus had to teach. By the time Carl and Gus had finished their brief lessons and the DPs were ready to ship out to America, they had gained a new perspective on a world outside of their own and were better prepared to adapt to American society.

The efforts of Carl and Gus did not end with lessons. They took special care not only to educate these individuals but to keep them out of trouble by occupying them with classes all day and warning them against the dangers of life on the street. “We kept them busy from morning till night because the German Police were looking for them. If they caught them at the black market, they confiscated their papers. Supplies were scarce and therefore hoarded and sold on the black market. “You couldn’t buy a pair of shoelaces,” Gus reflects. “If you had the right connections and a pack of cigarettes you could get things, though. For two packs of cigarettes, you could get a custom-tailored suit.” The DPs

relief provisions were also being siphoned by the black market, but Carl wouldn’t accept defeat. He searched for additional supplies on his own for these lost and homeless people who would have been grateful even for a toothbrush. When Carl and Gus found the provisions meant for the DPs, they called the director of the camp and he reluctantly allowed them to retrieve the supplies. Carl and Gus collected enough items to give all of the DPs a Christmas party. They even had records to play music. All they needed was a record player and a soldier they knew was able to procure one. The entire place was soon filled with joyful music and the unbelievable luxury of socks and toiletries from the stash Carl found. When asked how they managed to get help and supplies when they needed it, Gus replied, “People are willing to help; sometimes you just have to ask.”

Carl’s and Gus’s more recent humanitarian efforts have included motivating an entire community to provide child care and facilities for people at a Migrant Worker Camp in Wisconsin. While Carl was teaching at USC in Pueblo, Colorado, he and Gus created a program through which students had the opportunity to visit with, serve and learn from residents of a Pueblo mental institution.

Throughout their nearly ten decades of life, Carl and Gus have maintained their ambition for helping others and appreciate the little things. Gus complains, though, that there is too much passivity in this world, saying that we all have a tendency to get too absorbed with ourselves and our own troubles or problems that we forget or we choose not to help others. Many of us believe we will never actually make a difference, Gus notes with frustration as she tells of a young man helping Carl from the car to the door of a restaurant. “Carl has trouble getting into the car and when I open the door, someone inevitably comes to lend a hand to help him in” she says. “That’s doing something. It doesn’t take very much, but it makes a hell of a



Carl and Gus in their Fort Collins home.

difference in this world that we all have to live in.” Then she adds, smiling, “Somebody has been shoveling the walk for Carl and I. We can’t do it, but some mysterious person is. Little things like that, they make a difference.”

The message Carl and Gus want to give to

“
You know, people think when you're volunteering there must be something wrong with you. They think you want to save the world.
”

the world is one they don't merely state as a nice set of ideals to live by. The message the Levines send is one they have lived. "One man can make a difference...I think that's a lesson all of us can learn." A life of service to the world and an effort to make a difference in everything they have done. We can all sit around and think about how we might use our talents

“
...*what little we could do, we did. And it's no big sacrifice.*
”

to make a difference, but few of us can say we have come close to the impact that Carl and Gus Levine have had upon this world. "You know, people think when you're volunteering there must be something wrong with you. They think you want to save the world. Well, we didn't think that. But what little we could do, we did. And it's no big sacrifice." All of us can begin, perhaps, by smiling at a stranger we pass briefly on the street in this country where we have the freedom to do so. ◀

Awards

Jill Greene (GTA) and Barb Sebek (untenured faculty) have been awarded the Excellence in Teaching Award for the College of Liberal Arts for 1999. This award is given to a tenured and untenured faculty member and a GTA who have demonstrated outstanding and crucial contributions to the university's teaching mission in the area of liberal arts.

The Oliver P. Pennock Distinguished Service Award recognizes five or more years of continuing meritorious and outstanding achievement by regular, full-time faculty members and administrative professionals at CSU. This year **Mike Palmquist** is one of five recipients of the award. Palmquist has also won the Provost's N. Preston Davis Award for Instructional Innovation.

Pattie Cowell won the Third Annual Women's Caucus Honors in December. Honorees will have served as role models for women at CSU through outstanding contributions to the status of women on campus or outstanding achievements which enhance the environment for women on campus.

JOHN ROBINSON, *continued from page 12*

university and me. I let my work speak for itself. I take a lot of pride in what I hand in, but to keep it in perspective, I remember that a grade is just one professor's opinion. And ultimately, he's not the one who will sign my paycheck or act as my publisher."

Not that Robinson has any complaints about CSU's English department. "It's wonderful, actually. Professors are approachable and understanding, and I really feel there is a progressive level of academic development gearing me toward a professional future. No longer am I writing a term paper just to write it like I did for my blow-off high school and undergrad courses, but now I'm actually being trained to develop material geared toward real presentations or learning how to write to actually get published."

Getting published brings back bittersweet memories for Robinson. In his pre-CSU days, a love of writing moved him to Chicago with the dream of becoming a published poet. There he learned the harsh lesson so many English majors struggle with today. "I was shot down hard," he recalls amusingly. "Agents and publicists would ask 'well, who do you know?' and when I didn't have an answer, they'd blow me off. People in Chicago were so harsh that, after awhile, my attitude about writing became 'to hell with it.' I was so turned off."

Once again, CSU to the rescue. "This attitude changed thanks to a class I took at CSU with Dr. William McBride. He got me to open up and start writing again because he made it fun by incorporating little exercises and games," said Robinson.

Although his attitude about writing is once again positive, Robinson has traded in his pen and paper for a computer, focusing primarily on the Web-page designing, which includes designing his personal home page as well as hosting regular informative seminars.

Why? "Computers are like life-blood. We're in a post-literate society — not many people sit down to read books anymore; the focus is on computers, and the majority of people in the next twenty years will get most of their information from computers," he said.

This attitude carries over to his goals, for in addition to teaching and potentially starting a doctoral program, Robinson hopes to help school districts learn to cope with the new Colorado Standards for Media Literacy on computers, which will require students to demonstrate knowledge of how to use computers in an academic context.

So how much time does he put into achieving all of this? "Too much," he replies jokingly. "No, seriously, school-wise I'd say I easily put in two to three times the work for every credit hour I'm taking, plus all the other stuff. But to me it's worth it. I just really want to make a difference in young people's lives. Above all else, that is my motivation. I pay a lot of money to go here, and I'd like to get my money's worth." We have no doubt he will. ◀

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We're in a post-literate society— not many people sit down to read books anymore; the focus is on computers...
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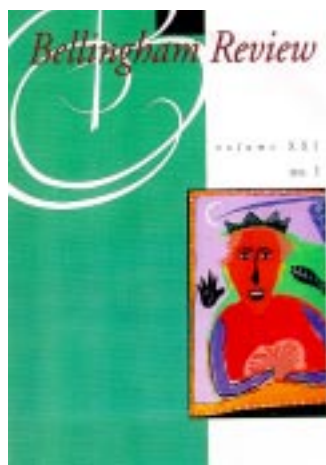
DEPARTMENT

Publications

Publications

Publications

Publications



Leslee Becker's story, "Striking," has been published in the *Bellingham Review*.

Martin Bucco has published the essay, "Sinclair Lewis on Western Writers," in the Fall 1998 issue of *Sinclair Lewis Newsletter*.

John Calderazzo published two essays: "Soldiers & Dust: China & Tianamen Square," reprinted in the January issue of *Dry Creek Review*, "Souls of Fire: Maurice & Katia Krafft," in the Spring issue of *ISLE: Interdisciplinary Studies in Literature & Environment*.

Joe Campbell's short story, "Carp," was published in the Spring, 1999 issue of the *William and Mary Review*.

SueEllen Campbell's "Magpie," was published in *Writing the Environment: Ecocriticism and Literature* and in *Coyote in the Maze: Tracking Edward Abbey in a World of Words*. An excerpt from her book, *Bringing the Mountain Home*, "On the Mountain," appears in *American Nature Writing*.

Gary Chang has two poems forthcoming in the Spring, 1999 issue of *Hawaii Review*: "Tiger: An Aumakua Feeds," and "Lanai After the Pineapple." Also, in *Zaum*, "To the Tattooed Cuz Who Approached Me While 2 Played Fetch With Fear, My Labrador," and "Dream Under the Winter Moon."

Mary Crow published "Nostalgia," in the Fall 1998 issue of *American Literary Review*.

Kate Kiefer has co-authored with **Mike Palmquist** "Creating community through communication across the curriculum" in *Electronic Communication Across the Curriculum*.

Cactus May has published: "One of Those Bodies is Sitting Up", forthcoming in *Touchstone*, "Walking Woman" & "Geometry" in *Dry Creek Review* and "Top Ten Matches: Love" in *Blue Mesa Review*

David Milofsky published two works in the last year: *Eternal People*, and a novel, *Playing From Memory*.

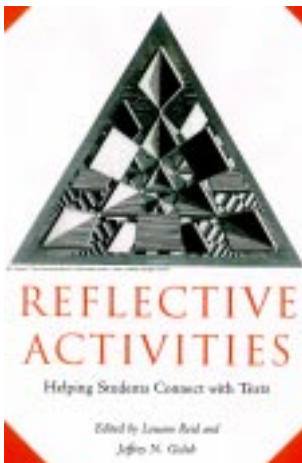
David Mogen's work "Circle in the Snow," appears in the Winter 1999 issue of *Weber Studies*.

Laura Mullen has published several poems and an essay: "Describing," in *American Letters & Commentary* #10, "Relation" & "One More for the Road," in the Winter 1998 issue of *BOMB* #62, "Glass Paperweight (History)," in the May 1998 issue of *The Boston Book Review* and "Demonst(e)ration;" in *American Book Review*.

Mike Palmquist is co-author of *Writing With a Computer*.

John Pratt has published, "Vietnam War Poetry, Film, and Drama," in *The Vietnam Encyclopedia* and "Project CHECO".

PUBLICATIONS



Stephen Reid's book, *The Prentice Hall Guide for College Writers*, appeared in its fourth edition.

Chip Rhodes has published his book, *Structures of the Jazz Age: Mass Culture, Progressive Education and Racial Disclosures in American Modernism*.

Sarah Rilling co-authored a chapter, "Meeting student expectations and behavioral challenges within a newly defined curriculum," in *Teaching in action: Case Studies from Second Language Classrooms*.

Steven Schwartz has published "Skeleton," in *Horizon Magazine Online*, 1998, "Madagascar," *Searching for Great Ideas*, a college text, and "Madagascar," *Here I Am: Contemporary Jewish Stories From Around the World* in Jewish Publication Society, 1998.

Heidi Splittergerber's essay, "As Lovely As a Tree", was published in the Feb/March issue of the *Poudre Canyon Cache*.

Jon Thiem's poems, "Abert's Squirrel," *Poudre Canyon Cache*, "My Son the Bassist," in *Bass World*, 1998, and "Cairns," and "Miners Candle" in *The Nieve Roja Review*, Summer 1998, have been published. He has also had an essay published in *Magical Realism* on the textualization of the reader.

William Tremblay has published several poems: "The Gatekeepers," in *Dry Creek Review*, Spring 1998, "Hollywood Comes to San Angel," *Massachusetts Review* August 1998, "Incident at Cerillos Road," in *High Plains Literary Review*, Winter 1998, and "Auto-Surgery," in *Willow Springs* Summer 1998.

Jean Wyrick has published the 7th edition of *Steps to Writing Well*, the 4th edition of *Steps to Writing Well with Additional Reading*, and the 3rd edition of *The Rinehart Reader*.

Richard Tayson, graduate of the CSU English Department is writing, giving readings, and teaching seminars. Two of his poems were published in January in the Canadian anthology called *Poetry Nation*. Tayson has been nominated for a 1999 Pushcart Prize. In addition, the book he co-authored with Julia Tavalaro entitled, *Look Up For Yes*, (see last issue of the *Freestone* for details) is a best seller in Germany. It has also been audio recorded by the Library of Congress and is available to blind and disabled people through Talking Books.



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