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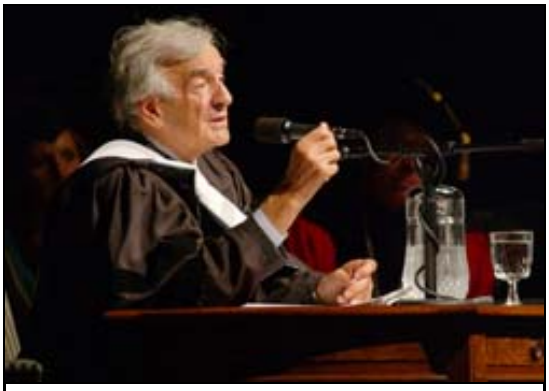
Words of a Witness



Elie Wiesel, author, teacher, Holocaust survivor, captivated a full-house audience at Patrick Gym on April 25. He spoke about prevailing after the Holocaust and reaching out to victims of violence and war everywhere. *(Photo: Bill DiLillo)*

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FULL STORY ▶

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When Alzheimer's Hits Home

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Teaching Through the Rearview Despite renown as an author and a historian, it's teaching that Mark Stoler regards as his true gift, his passion, even a "religious calling." The fact that his students and peers concur landed him one of this year's Kroepsch-Maurice Excellence in Teaching Awards.

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THE WEEK IN VIEW

***April 26*, 7:30 p.m. Lecture Series: "George Houghton: Vermont's Civil War Photo-grapher," Don Wickman. Bailey/ Howe Library. Information.**

***April 30* 2-4 p.m. Lecture: "Envision the UVM of the Future," Ben Cohen, Billings North Lounge.**

***May 1*, 6-7 p.m. Community Medical School: "Learning from Lyme: The Disease, Arthritis and the Immune System," Dr. Ralph Budd, professor of medicine and director of immunobiology. Carpenter Auditorium, Given. Register in advance: (802) 847-2886 or Community Medical School.**

***May 2*, 1 p.m. and 7:30 p. m. Lane Series: *Romeo and Juliet*, Aquila Theatre Company. St. Michael's College, McCarthy Arts Center. Pre-performance talk by SMC Shakespeare expert Nicholas Clary, 6:30 p. m., SMC Recital Hall.**

Words of a Witness

By Lee Griffin, Amanda Waite
Article published April 26, 2007

Elie Wiesel, author, teacher, Holocaust survivor, captivated a full-house audience at Patrick Gym on April 25. He spoke about prevailing after the Holocaust and reaching out to victims of violence and war everywhere. *(Photo: Bill DiLillo)*

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President Daniel Mark Fogel, who conferred on Wiesel the degree of doctor of humane letters, expressed how "humbled and deeply privileged" the university was to honor yet another "great champion of peace." Wiesel, winner of the 1986 Nobel Peace Prize, joined previous UVM honorees, Peace Nobelists Bishop Desmond Tutu and alumna Jody Williams.

"You have carried the torch of memory for those silenced by the Holocaust, weaving from that terrible history memorable art and a life of purpose and influence," Fogel said. He also quoted from Wiesel's Nobel acceptance speech the words that have driven Wiesel's passionate quest: "I have tried to keep memory alive… I have tried to fight those who would forget. Because if we forget, we are guilty; we are accomplices."

Soft-spoken, mesmerizing, the everyman-rabbi, Wiesel talked intimately and without script to his audience of 3,600 people while seated at a table on the dais.

Care for brothers, for yourself

"Memory is what makes culture the extraordinary adventure it is," Wiesel

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said. But, "what do we do with the memory of suffering? What do we do with suffering?" Wiesel sees the past in the present — in Rwanda, in Darfur — people and cultures facing extinction because no one comes to their aid. "We lost our dignity in Rwanda; we're trying to make it up by helping Darfur," Wiesel told local media in a meeting prior to the event. Whether Darfur lives or dies "depends on us," he said.

In his main address, he quoted his favorite commandment in Hebrew and translated: "You should not stand idly by when the blood of your brother is being shed." Why, he asked, does the bible begin with the "sordid story" of Cain and Abel? To tell us, 'beware.' Whoever kills, kills his brother."

Wiesel, who was approached in 1999 by a delegation from Sudan before the genocide in Darfur was widely acknowledged, became a champion for ending the atrocities in that region. The delegation members came to him because they had heard President Clinton, in the company of Wiesel, pledge never to allow a tragedy like Rwanda to happen again. Wiesel must help, they said, because he was now "the custodian of a presidential promise."

His dedication to Darfur was, in part, what brought Wiesel to campus. His visit was conceived by UVM senior Meredith Burak, the founder of a UVM chapter of the national group Students Take Action Now: Darfur (STAND). Burak, who introduced Wiesel at the lecture, has traveled to Switzerland and East Africa as a member of that organization to learn more about the genocide happening in Sudan.

Wiesel told media before the lecture that he hopes more students take action against genocide. Students hold more power than they realize, he said, and urged students to sign petitions against the genocide in Darfur. "Do something for your sake," he said, "as much as for theirs."

Words and witness

Wiesel has traveled the world many times over listening to survivors of atrocities. "My job is collecting tears," he said. "I try to be present for them, because I remember a time when we needed someone to come" and no one did. Wiesel and his family were interned in Auschwitz; later, he and his father were moved to Buchenwald. Both parents and his younger sister died; he and two older sisters survived.

Following liberation at the war's end, the young survivor was sent to an orphanage in France. "I plunged into study, into learning," he said, the salvation of his sanity and the continuing passion of his life. Wiesel, the Andrew W. Mellon Professor in the Humanities at Boston University, said: "I go on teaching because I have a passion to learn. I'm not sure I'm the best teacher in the class, but surely I'm the best student."

Wiesel, author of 50 books, also spoke movingly about words and writing. "Words are important to the witness," he said, explaining that he didn't speak or write about his experiences in the Holocaust for 10 years.

"Because I wasn't sure I could find proper words. There are no words. … [In the camps] language failed us. … Writers more than any other survivors committed suicide after the war," he said. "Maybe we didn't change the world because we couldn't find the words."

Despite the burden of memory, Wiesel nurtures the blessing of optimism. He sees hope that both Israel and Palestine are wearied by conflict and death and could find a way to create a separate Palestinian state. "Israel is waiting for a partner," he said. He also told media that he liked President Bush's recent talk of sanctions for Darfur and sees hope in the wide student activism on this tragedy.

Wiesel said it best in his Nobel speech, also quoted by Fogel in his welcome: "Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented." And, on April 25 he said: "He or she who listens to a witness becomes a witness."

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Comparing Crags

By Joshua Brown
Article published April 24, 2007

Skimming with ski poles, Rick Paradis, lecturer in the enviornmental program, leads his students in Comparative Mountain Systems down from the frozen summit of Mount Mansfield. *(Photo: Joshua Brown)*

"This is the most extreme thing I've ever done," Taylor Severns '08 says, as ice crystals and sunlight sift across her black North Face jacket. She and six other students have just climbed a snow-filled chute dotted with stunted spruce trees. Far below, the Stowe Mountain Resort ski lift drones like a misplaced lawn mower. Above, scoured drifts follow the ridge to the top of Mount Mansfield's "chin," Vermont's highest point.

Compared to the travails of Edmund Hillary on Everest, this gondola-assisted trek is mild. And even compared to most winter days here, this 20-degree March afternoon is balmy. But Severns is on to something. This is an extreme place, part of the northern Appalachian mountain range, where thousands of storm tracks converge, bringing the worst weather in the world. It's no accident that Mount Washington — sometimes visible from where the students stand — has the highest wind speeds ever recorded, 231 miles per hour.

"New England's alpine ecosystems are extremely rugged and extremely fragile," says Rick Paradis, the students' instructor in Comparative Mountain Systems Natural History and Conservation. Paradis, a faculty member in the Environmental Program and director of UVM's Natural Areas Center, brought the students here for one of four field trips that form the heart of the course.

Over Easter weekend, they traveled to New Hampshire's Crawford Notch for another deep snow hike in the White Mountains and to perform a service project at the Appalachian Mountain Club's Highland Center. On May 15, the students will fly to Britain for two weeks of meetings with conservation organizations and boot-leather education — hiking in the Scottish Highlands.

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Tough and tender

Reaching the Mansfield summit, the students eat cold sandwiches and watch off-trail snowboarders rip down an impossibly steep gully while Paradis describes a tiny plant, Lapland diapensia, hidden under snow. Diapensia serves as a symbol of the paradoxical nature of these mountaintops: tough and tender. A true arctic plant, it has persisted here since the last glaciers retreated. Diapensia still exists in Vermont only in a few patches on Camels Hump and in sheltered pockets of the 250 acres of alpine tundra UVM owns on the summit of Mansfield.

As the students learn in one of their course texts, *North Woods*, diapensia grows in a low cushion to resist the tearing power of winter winds and ice, using tight, thick leaves to endure hurricane-strength blasts, thin soil, and limited available water. It's a 10,000-year survivor. So Paradis is not worried about the plant getting too cold; he's worried about boots. More than 40,000 visitors cross the summit each year, and when they stray from the path, the extremely slow-growing plant faces a crushing threat that can take decades or centuries to heal.

"What are you guys studying?" a backcountry skier asks the group as he comes up the Sunset Ridge Trail. "You guys!" Paradis answers, with a laugh.

"As much as I like to think it's all about the ecology here on the ridge, it's more about culture," Paradis says. "It's a grand experiment. How can we use these places and also protect them? Can ornithologists and skiers get along? We have large ski areas and a major telecommunications interest," he says, pointing to the series of hoar-frosted radio and TV towers that poke up from the Mansfield "forehead" on the other end of the swooping ridge. "And we have Bicknell's thrush, mountain sandwort, and other sensitive creatures and plants that live here."

He describes a summertime summit caretaker program he manages through UVM's Natural Areas Program that puts rangers on the top of Mansfield and other peaks in the state to talk with hikers about the delicate natural communities underfoot. It's one example of the point of this class — to understand the unique natural communities that are mountaintops and to understand the role of conservation organizations, government agencies and private businesses engaged in the work of land protection, habitat restoration, visitor management and ecotourism in these high places.

New England to Old Scotland

"Take in this landscape," Paradis says, pointing to the knobbled ridge, the slope plummeting west to the settled Champlain Valley and east to a venous network of ski trails that winds down to a compact knot of parking lots, lodges, new houses and snow-making ponds — "then see what you see in Scotland."

Though the Scottish Highlands are farther north than New England's

mountains, they're about the same elevation, Paradis points out. The highest point in Scotland, Ben Nevis, is 4,406 feet high, almost identical to Mansfield. It gets some 100,000 visitors each year. Although the Atlantic's Gulf Stream keeps Nevis, and other Scottish sites these students will visit, a bit warmer and rainier than the Green or White Mountains, the climate is roughly the same. It's no coincidence that diapensia finds its southernmost strongholds on Mansfield and Mount Washington and in one spot in Scotland, a 2,800-foot summit near Glenfinnan.

"These two mountain regions also have a similar land use history, with forest products and agriculture, though the history of exploitation is deeper in Scotland," Paradis says. "My interest is in how we have responded to these things, to this history. Why has Scotland only recently established national parks? How are ski areas managed in these two places? And trails and forestry?"

"The Scottish model is quite different from the U.S.," he continues. "They have farms and a working landscape in their national parks. What does this teach us about conservation?"

Back down in the parking lot, the students peer up at two cranes poised over a four-star hotel under construction. Skiers pour out of the gondola house like helmeted subway commuters. Rick Paradis looks around and points back up the mountain. "You might think that this kind of development is the biggest risk to the alpine zone. But, really, this new development is quite compact and well-managed," he says, "I think the biggest challenges for conservation here are the more subtle problems of acid rain and climate change."

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Teaching Through the Rearview

Caution — object lessons might not be as they appear

By Lee Ann Cox

Article published April 26, 2007

History Professor Mark Stoler, who delights in shattering idols and myths, received a Kroepsch-Maurice Award this year. *(Photo: Bill DiLillo)*

Mark Stoler is a contradiction. Or maybe he's not. Stoler is not the first baby boomer to see his 1960s' idealism and righteous anti-war stance recede in pace with the length of his hair, but this highly lauded professor of military and diplomatic history tells his students when they arrive at the subject of John Kennedy, "there's a schizophrenia that's going to enter me now, because I was 16 years old when he was elected. To this day, I cannot look at motion pictures of Kennedy without my hand shaking." But the historian views the presidential record through a different lens.

Despite renown as an author and a historian, it's teaching Stoler regards as his true gift, his passion, even a "religious calling." The fact that his students and peers concur landed him one of this year's Kroepsch-Maurice Excellence in Teaching Awards.

"Stoler has a cult-like following among people who are serious about their schoolwork," says senior Cassidy Hooker, who's not alone in crediting Stoler with her decision to major in history. "He's one of the most demanding professors I've had; he sets an incredibly high bar." So high even the proselytes admit to cursing Stoler by semester's end, a phenomenon he both expects and apparently enjoys.

When an intermediate class last week tittered anxiously at the reminder that papers were due on Monday, Stoler shot back, "Laughter is one response to that."

A rebel and a cause

He's been a tough grader since 1970, when he arrived here to start his first, and only, fulltime faculty position. Then, Stoler wore jeans and t-

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shirt, his hair tied back. His students said they knew he was the prof because *his* shirt was clean. Today he walks into Old Mill in a professorial jacket and tie, although the coat quickly comes off and the sleeves get rolled up. “First, I was like their brother, then their favorite uncle,” reflects Stoler, who retires from UVM in May. As his relationship evolved to father, now grandfather, he sees changes beyond his own maturing.

“What I’ve found is, given the consumer culture, for the past five to 10 years I’ve had to be more explicit in my opening lecture,” he says. “I had to be willing to risk my popularity… to clarify that the values they might be bringing into the classroom I did not share.” If students believe they are the customers at university, Stoler begs to differ: “That makes me the checkout clerk, and that’s not why I got a Ph.D. and decided to teach.” He offers a model of education as social contract a la John Locke, with rights and responsibilities on each side.

“When I was in college I was lectured about all my responsibilities,” Stoler tells students the first day in his deep, newscaster’s voice. “You’ll learn that all of that generation rebelled violently, and the odd consequence of that is that you know everything about your rights … and nothing about your responsibilities.” Then Stoler outlines the terms of their mutual contract and offers the opportunity not to “sign.” For those who stay, Stoler will go to any lengths to help them succeed.

Idols and ideology

As for causes in the classroom, David Horowitz can rest at ease — this professor pointedly steers away from sharing his own politics. “My responsibilities,” Stoler says, “…(are to) provoke them, get them to question, get them to look at different sides of an issue, not give them my own ideology but all of the different possible interpretations of what’s going on.”

He’s so serious about it that when he has a strong bias, he warns students and takes steps to counter it. “I bash Woodrow Wilson,” Stoler says, citing his top example. “I think he’s the most overrated president in American history and one of the most dangerous.” But he also assigns a biography that praises Wilson.

“I’m an iconoclast,” he says, “I love to shatter idols and myths. For years I got the liberals in my class upset by attacking Wilson but now he’s become a neoconservative so I can get the liberals and the conservatives upset simultaneously.” Depending on the decade and where his students stand, he’s argued both for and against Roosevelt dropping the bomb on Hiroshima.

The heart of history

Stoler is so good at teaching that one doesn’t have to listen long to be entertained (he distinguishes between Johnson’s colorful and sharply pointed profanity – “The OAS couldn’t pour piss out of a boot if the instructions were written on the heel,” – and Nixon’s bitter profanity-laced rants); awed by his ability to reel off long, eloquent, obscure

historical speeches; and deeply unsettled by the profound limits of humanity, the deliberate and merely misunderstood lessons of history, the damage done by good intentions uninformed by knowledge.

“What I see constantly is people looking for analogy, for ‘lessons of the past’ to apply to the present,” Stoler says. “I’m on the verge of rejecting any analogy because they are so often misused. What I think may be simply a human tendency is that you will choose the lessons from the past that reinforce the conclusions that you have already reached. History is a process,” he continues. “I do not think history ever repeats itself — patterns of human behavior do, but history does not."

Ultimately, he says on drawing lessons from history, you have to be very careful, recognize your own biases, and truly know your history.

Stoler’s primary bias now, one he says comes with age, is toward drawing on the mind rather than the heart. Somehow it seems you need both to puzzle out the right way to live. Reinhold Niebuhr, one of Stoler’s great influences, speaks of the inescapability that you’re on earth to do good; to do good you need power; power will corrupt you; resisting power to stay pure is immoral. It’s heady. But if you listen to Stoler and his many sage quotations, this time from the Jewish scholar Hillel, working out that puzzle is our imperative: “If I am not for me, who am I? If I am only for me, what am I? And if not now, when?”

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INTERview: Gale Burford

By Jon Reidel

Article published April 25, 2007

Gale Burford, professor of social work, says Vermont has led the way in showing the positive outcomes of reparative probation. *(Photo: Bill DiLillo)*

Gale Burford, professor of social work and director of the UVM and State of Vermont Department for Children and Families Child Welfare Training Partnership, recently examined all court convictions (34,471 dockets) for misdemeanor charges sentenced and remanded to the Vermont Department of Corrections for probation supervision between 1998-2005. His analysis included data for 9,078 offenders sentenced to either reparative (2,396) or standard probation (6,682) over the five-year period. The report, "Reparative versus Standard Probation: Community Justice Outcomes," was completed with the support of a $197,000 grant from the National Institute of Justice and has drawn praise from Robert Hoffman, commissioner of the Vermont Department of Corrections.

The view sat down with Burford and, via conference call, his co-principal investigator, John Humphrey, Professor of Criminal Justice at St. Anselm College, to discuss the study's results and what they mean for the way Vermont and the nation deal with probation.

THE VIEW: What exactly is reparative probation and how does it work in local communities across the state?

BURFORD: Basically, reparative probation holds that when criminal offenders are required to make direct amends to the community and their victims for their harmful acts, they are less likely to re-offend. As a result of the reparative probation approach, ideally, the community has been restored, victims compensated, and the offenders have realized the far-reaching consequences of their behavior. From a pioneering standpoint, Vermont is unique. A lot of other places have used Vermont's ideas and extended them, but when this was originally cooked up in the 1980s, it was really unplugged thinking.

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The local (reparative) boards that facilitate this process through the state's 13 Community Justice Centers and their 500 volunteers meet with those who have been charged (and referred) — and their victims, if possible. There's a lot of room for local fingerprints to shape the process to local needs. I think the process usually starts with an admission to the charge, so the conversation can start with everyone having the same understanding. People get a chance to comment and suggest ways to make amends.

Is the fact that these offenders are facing members of their own community a key element to the success of reparative probation?

I think that part makes the most difference; it's a cornerstone of reparative probation. First of all, boards are made up of lay people; it's not professional (corrections) people in the room. It's people from your own community. The idea is that rather than being in front of some dispassionate court you are in front of the people who may well have felt the effect of what you did. You may even know the person you did this to, so it's felt in a more direct way. You may be faced with the tremor that went through the community when it happened.

Your study shows that being placed on reparative probation versus standard probation decreases the odds of a new conviction during probation by 23 percent. Vermont received the coveted Ford Foundation/Kennedy School Innovations in American Government award in 1998 for its efforts in this area. Now that you've shown through empirical evidence that reparative probation works, how do you convince other states to adopt it given the punitive climate of sentencing over the past few decades?

Our (United States) incarceration rates are the highest in the world and our recidivism rates among the highest. There are interventions with solid research to back them up that they work, but we have a very interesting way of ignoring that in this country in favor of doing more of something that doesn't work. Exploiting fear and moral panic are the big political currencies. … I'm amazed at how little research actually impacts policy decision-making.

JOHN HUMPHREY: I don't know that the public is swayed that much by empirical evidence as much as they are by personal experience. In the case of Vermont, people listen more to people they know and trust, like their neighbor, and then it becomes more convincing to them. The people then influence the politicians in the legislature to support it. Vermont has really taken the lead on this and should continue to do so.

Why did you both decide to examine the data now and were the results what you expected?

We thought it was time to look at the numbers. It's been going on now for quite awhile, and there hadn't been any studies done on it. I was

surprised how strong the results were in support of reparative probation.

Here's another piece of evidence that says many different types of crimes can be handled at the local level without resorting to the hugely expensive court and prison systems. ... It's one more stamp of approval for questioning why in the world we continue in this country to spend so much money on the current system and get so little in the way of results for it. It's a short-term vote-getter to claim that you're going to be tough on crime by locking people up. ... Vermont's a real success story for showing that you can get community volunteers involved and that people are interested in doing something about crime.

A recent Pew Charitable Trust study claims that the nation's incarceration rate will reach 562 per 100,000 (one of every 178 Americans) over the next five years at a cost to states of $15 billion for prison operations and $12.5 billion in construction costs. It also predicts that Vermont's prison population will increase by one-third over the next five years. Could reparative probation prevent small-time offenders from becoming big-time criminals?

Reparative probation is intended for low-risk, first-time, non-violent offenders. It keeps lower level offenders from advancing further within the system by reducing recidivism. Commissioner Hoffman is taking the route to be both fiscally responsible and to get the best outcomes possible. He knows the state can't afford to continue to incarcerate people at the current rate. Programs like reparative probation saves money and keeps more people out of the system. It just makes sense.

HUMPHREY: The ones who have had prior convictions can escalate and go from misdemeanors to felonies, from non-violent to violent. There are issues surrounding career criminals that need to be addressed. If we can intervene early on with those people I think there's reason to be believe that the prison population would decrease. The need for continuing to build new facilities is very expensive. This (reparative probation) is not.

Do you see any potential changes coming in the way people are sentenced and the role of local communities in making those decisions?

I think society is moving to an overall view that things go better when the affected parties themselves have a say in what the plan is. In education, students have a say in what they want to learn. ... In medicine, the idea that a patient ought to be a source of knowledge about what is wrong with them and what to do about it has taken hold. But, with things like child abuse, domestic violence and crime, people say 'oh my gosh, we could never ask the perpetrator about this,' despite research evidence that says asking them what the problem is and what should be done about it, actually increases compliance.

I'd really like the local community justice center to be the first port of call for everything from neighbors settling a dispute over the size of their

hedges to child welfare issues. That's where the edge of the envelope is — having these things owned and handled at the community level, but at the same time doing it in a way that doesn't turn them into another extension of government. The beauty of this is that communities and government in Vermont see the value in this approach, and both embrace it.

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National Groups Recognize Faculty, Administrators' Successes in Student Affairs

By the view Staff
Article published April 23, 2007

A faculty member and two student life administrators have received prestigious national awards for their work in student affairs.

Kathleen Manning, associate professor of education, has received two awards granted by the National Association of Student Personnel Administrators. At the organization's national conference in March, she received an award for outstanding contribution to literature or research. Manning has written five books and numerous articles, book chapters and reviews. Nominees were judged by how well student affairs practitioners use their literature and/or research, which must be applicable nationally.

Her nomination notes that "scores of graduate students have been educated in the research process using Dr. Manning's works on how to conduct qualitative inquiry as a student affairs researcher and practitioner." She was cited also for her work in multiculturalism, which has influenced advocacy and practice in the field.

Manning also received an appointment as a Faculty Fellow for 2007-2010. In that role, she will provide consultation and contributions to NASPA on such issues as quality assurance in student affairs, diversity and graduate preparation; promoting scholarship; and providing direction on NASPSA research priorities and initiatives.

Annie Stevens, assistant vice president for student and campus life, received the Medallion of Inclusion Award from the American College Personnel Association (ACPA) for her work in inclusion and diversity at UVM.

Stevens was cited for her commitment to social justice and her genuine interest in the lives of students who have traditionally felt marginalized and excluded. David Nestor, associate vice president for campus life and dean of students, says that Stevens "has been a leader in implementing an extensive diversity training and development program for the 350 employees in the division and has championed numerous programming efforts including "Voices," which received a Voice of Inclusion Exemplary Program Award in 2003. The program brings panels of students into dialogue with their peers about a broad range of diversity topics. She also developed a first-year student induction ceremony that highlights the university's "Common Ground" values, in which students pledge to honor the values of respect, integrity, innovation, openness, justice and

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responsibility. Annie also co-edited the book *Out and About Campus: Personal Accounts of Lesbian, Gay, Bisexual and Transgender College Students*.

Michael DeBowes, assistant director for the Center for Student Ethics and Standards, received the New Professional award from ACPA, given to someone in a student affairs position for fewer than three years whose focus is student conduct. His nominators noted that DeBowes responds to those involved "with clarity and compassion." He also teaches a course for students who face suspension, focusing on the unique opportunity to change course.

He also has "woven social justice issues into his training of hearing officers and panels" and helped develop a course on inter-group dialogue.

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Film Producer Kilik Seeks Challenges

By Jay Goyette
Article published April 24, 2007

An appreciative capacity crowd greeted independent film producer Jon Kilik '78 in the Campus Center Theater on Monday evening, April 23. Kilik was on campus to talk about his experiences in the film industry and his latest production, *Babel*, nominated this year for an Oscar in seven categories, including Best Picture.

Todd McGowan, associate professor and director of UVM's film and television studies program, introduced Kilik and posed a series of questions to elicit his reflections on the film industry and his own approach to telling cinematic stories.

"I do it the old-fashioned way," Kilik said of his movie-making style, a hands-on, do-it-all, collaborative way of working that harkens back to days as a student filmmaker at UVM. Today, he said, the movie-making process tends to be much more compartmentalized, especially the projects undertaken by the major studios. "That's why there are so many producers on some films," he said.

He named Bergman, Truffaut, Scorsese, Capra, and Kazan among his earliest influences but otherwise resisted the several invitations from audience members to single out favorite films and actors. One notable exception: Bill Murray, with whom he worked on *Broken Flowers*. "Just the greatest," he said. "Talk about someone who makes you feel like you're back in your college dorm."

Kilik said *Babel* grew out of his friendship with director Alejandro González Iñárritu, whom he first met in Mexico when both were working on films there. He was attracted to the project, he said, primarily because it had a good story to tell and offered a cross-cultural perspective on issues worth examining, including cultural stereotypes and how people deal with loss and pain.

Was he disappointed that *Babel* didn't win the Oscar for Best Picture? "The act of doing the work was the prize," he said. "Making this film was an amazing life experience for all of us."

His current passion is for his next film, *Le Scaphandre et le papillon* (The Diving Bell and the Butterfly), slated for release in the United States next fall. "It's in French, the cast are all unknowns, there's no distribution yet," Kilik said. "What can I say? I like a challenge."

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Students Continue 'Livable Wage' Hunger Strike

By Jon Reidel
Article published April 26, 2007

The hunger strike by students wanting livable wages for all university employees reached its fourth day on April 26.

The roughly dozen or so students camped in front of the Waterman Building say they have consumed only water and juice since Monday, April 23. They say they will continue to do so until the university commits to raising to a "livable wage" the salaries of the 256 employees earning less than the $13.62 an hour currently defined as a livable wage by the legislature's Joint Fiscal Office. The lowest-paid UVM workers start at $10.60 an hour after a probationary period.

“We’re not naive enough to think it will happen tomorrow,” said James Stoops, a freshman hunger striker from Connecticut. “We understand that there are a lot of issues involved with the budget and that a straight-up change to a livable wage would be difficult to institute overnight. We don’t want other programs to be affected or buildings to stop going up; we just want a policy and commitment from the university to move to a livable wage over time. I’m proud of what this university stands for. That’s why I came here. Our Common Ground is a good thing. I just want to help uphold it.”

President Daniel Mark Fogel contacted the campus community on April 24 expressing admiration for the commitment of the students and concern for their health. “I deeply respect the passion and activism of our students, and their rights of free expression and peaceful dissent …” Fogel said in an email. “With this strong concern for safety and well-being uppermost in our minds, I hope the involved students will rethink the approach of employing a hunger strike to impose their demands on the University.”

The Student Labor Action Project (SLAP), the student organization behind the strike, in conjunction with the Vermont Livable Wage Campaign, reported on its website on April 26 that it has drafted a policy proposal to be submitted to the president and his administration, outlining the implementation of a livable wage at the university.

In his communication to the campus community, Fogel also referenced the work of UVM’s Basic Needs Equitable Compensation Task Force, which included some of the student strikers, and its role in informing the university’s negotiation with the United Electrical Workers union. He

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noted as well the release in January 2007 of the document "Parameters for Compensation at the University of Vermont" that provides for the basic needs of lower-paid employees in setting compensation.

Fogel highlighted the following benefits in an email to the campus community of both full-time United Electrical Workers and non-EU employees: a post probationary starting wage of $10.75 per hour (increasing to $11.00 per hour by July 1, 2008); A UVM contribution of 10 percent of earning into a 403b retirement account health benefits with a compensation-based formula that the university's lowest paid employees pay only three percent of the health care premium (reduced from six percent in last contract); free dental insurance; free tuition to UVM and Vermont State Colleges for employees and their children.

"UVM is one of Vermont's most responsible employers," Fogel said in the release. "Our lowest paid employees receive wages and total compensation (salary plus benefits) that are highly competitive in relevant local markets. UVM demonstrated its commitment to take basic needs into account through good faith collective bargaining negotiations that resulted in a duly ratified contract with the United Electrical Workers."

SLAP responded to Fogel's email with a statement on its website on April 26 calling the president's response "misrepresentative of the administration's true position," adding that if the administration wants to truly "honor the advocacy of your students" as stated in Fogel's email, it should so by "by implementing change."

Response from some of the employees whose salaries fall below $13.62 an hour has varied, with many expressing support of the students' efforts and others saying UVM pays far better than other employers in the area and offers superior benefits.

As for how long the strike might continue, Stoops says he plans to remain past the end of exams (May 11) if necessary. He said students on strike are faring well physically, although some are feeling tired and a little weak. "We did a lot of research ahead of time and knew what to expect," he said.

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Spring Concerts Showcase Student Talent

By the view Staff
Article published April 25, 2007

From student recitals to ensemble concerts, the Music Department is closing out the spring semester with a number of events showcasing student and faculty talent.

Upcoming events, which are free an open to the public unless otherwise noted, include:

Thursday, April 26, 7:30 p.m. Small Jazz Ensembles Concert. Under the direction of Tom Cleary, the Latin Jazz Ensemble, Post-Bop Combo and Upstairs Combo will perform an array of selections from Dizzy Gillespie, Elmo Hope, Benny Golson and Herbie Hancock. Southwick Ballroom. Information: 656-3040.

Saturday, April 28, 8 p.m. University Concert Choir with the Burlington Choral Society. Under the direction of David Neiweem, the choirs will present Mendelssohn's *Elijah*. Ira Allen Chapel. Tickets available through the Flynn Center Box Office (802-86-FLYNN), at Borders Books and Music, and at the door. Information: 878-5919 or the Burlington Choral Society website, www.bcsvermont.org

Sunday, April 29

- 2 p.m. Senior Recital: Russell Flynn, jazz bass. Music Building Recital Hall. Information: 656-3040.
- 4 p.m. University Catamount Singers. The select chorus will perform choral music of the United States, from 1880-2000. Music Building Recital Hall. Information: 656-3040.
- 7:30 p.m. Junior Recital: William Rice, classical guitar. Music Building Recital Hall. Information: 656-3040.

Monday, April 30, 7:30 p.m. Jazz Big Band Concert. Under the direction of Bruce Sklar, the band will perform a selection of jazz favorites. Music Building Recital Hall. Information: 656-3040.

Tuesday, May 1, 7:30 p.m. Student Performance Recital IV. Music Students will perform various selections on their instruments. Music Building Recital Hall. Information: 656-3040.

Wednesday, May 2, 7:30 p.m. Hand Drumming Recital. Conga and Djembe students will perform a spirited selection of African dances and rhythms. Music Building Recital Hall. Information: 656-3040.

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Thursday, May 3, 7:30 p.m. Senior Recital: Justin Monsen, jazz guitar. Music Building Recital Hall. Information: 656-3040.

Friday, May 4, 7:30 p.m. Senior Recital: Peter Krag, jazz piano, Music Building Recital Hall. Information: 656-3040.

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NOTABLES

April 26, 2007

Awards and Honors

Joshua Bongard, assistant professor of computer science, has received a $200,000 Microsoft Research New Faculty Fellowship for his research on robots. Only five such awards are given nationwide. Bongard's areas of expertise are evolutionary robotics, evolutionary computation, and physical simulation including "self-healing" robots. The new funding will be used in his efforts to create robots that can perform simple tasks in the home such as cleaning and moving.

Makdyanet "Maggie" Cedeno, a junior, has been accepted to participate in APSA's prestigious Ralph Bunche Institute for young scholars this summer. Named in honor of the 1950 Nobel Peace Prize winner, the institute is a five-week, academically intensive summer program designed to simulate the graduate school experience. The institute, now in its 21st year, will be held at Duke University and host 20 students representing diverse institutions from across the country.

April 18, 2007

Publications and Presentations

Charles Irvin, professor of medicine and director of the Vermont Lung Center, co-authored an editorial in the March 29 *New England Journal of Medicine* titled "Airway Smooth Muscle as a Target for Asthma Therapy."

Ximena Elizabeth Mejía, assistant professor in integrated professional studies and the counseling program, presented “Men Choosing Nontraditional Careers: Implications for Counseling and Pedagogy” at the 2007 American Counseling Association conference in Detroit. The presentation focused on the application of feminist therapy concepts and a review of literature on the characteristics and issues of males choosing traditionally female careers. A case study was included to elucidate one man’s experience working for thirteen years in a female dominated field. Meija advocated for change in the terminology used to depict traits and careers, to navigate away from feminine and masculine stereotyping and gender role prescription.

Gayle Belin, clinical associate professor in communication sciences, participated in her third year as the Vermont representative to the Legislative Council of the American Speech Language and Hearing Association (ASHA) on March 22-25, 2007 in Washington D.C. Belin met