

NEWS BRIEFS

EVENTS

NOTABLES

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UVM HOMEPAGE

## Tales from the Beauty Shop...



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If you know Willi Coleman you may think of her as a genteel colleague or a sassy friend or a passionate activist who in a blink can trade her sweet, southern-lady speech for powerful, preacherly cadences. If you don't know her poems that's because she long ago chose to channel her writing energy into academic scholarship. Yet it's with a poet's vision that Coleman, who is stepping down from her post as vice provost for multicultural affairs, approaches her beloved field of history

[FULL STORY ►](#)

### CURRENT NEWS BRIEFS AND EVENTS

[Graduate Fulbright Scholar to Study in Caribbean](#)[CESS to Hold Research Symposium May 4](#)[State Archaeologist to Discuss Recent Discoveries](#)[Celebrate John Bramley on May 11](#)

### [A Classic Teacher](#)

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### [Commencement](#)

[Preview](#) Commencement speaker Gustavo Esteva, a prominent Mexican writer and social activist, is known for the power of his unexpected questions and metaphors. *the view* asked several UVM faculty who have worked with Esteva a simple, yet hopefully provocative, question of our own: Why should someone come hear him speak on May 21?

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## THE WEEK IN VIEW

May 3, 3 p.m. Lecture: John Dewey Award Presentation and Lecture recognizing George Cross and Susan Ohanian, who will give a lecture titled, "Taking Back Our Schools." Memorial Lounge, Waterman Information: 656-3424

May 4, 8:30 a.m. Ceremony: "McNair Seniors Recognition Day" honoring 2006 McNair Scholars winners. Waterman Grace Coolidge Room, 501 Waterman. Information: 656-4546

May 10, 7:30 p.m. Lane Series Concert: Marian McPartland Trio. Flynn Center for the Performing Arts. Information: 656-4455

May 21, 9 a.m. 202nd Commencement Ceremony. University Green. Information: 656-1266

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UVM HOMEPAGE

## Tales from the Beauty Shop... ...and other powerful places

By Lee Ann Cox

Article published May 03, 2006



"I learned to read before I went to school because of the public library in New Orleans," Willi Coleman says. "I don't believe I would have survived as an intellect without it." Now she's urging UVMers to help rebuild the library's storm-damaged collection; for details, see the story. (Photo: Andy Duback)

The poet Willi Coleman wrote,

*Used to be  
Ya could learn a whole  
lot of stuff  
Sitting in them  
beauty shop chairs...*

If you know Coleman you may think of her as a genteel colleague or a sassy friend or a passionate activist who in a blink can

trade her sweet, southern-lady speech for powerful, preacherly cadences. If you don't know her poems that's because she long ago chose to channel her writing energy into academic scholarship.

Yet it's with a poet's vision that Coleman, who is stepping down from her post as vice provost for multicultural affairs, approaches her beloved field of history. She'll return to teaching in the fall of 2007.

For Coleman, the poem excerpted here, "Among the Things That Used to Be," which she wrote around 1970, is a kind of history, a documentation of lives that went unobserved. Back in those heady days in Berkeley, black women of every age and class met up in the beauty shop and engaged.

"It was a place where extraordinary cultural, political and economic business got taken care of..." she explains. "Does it mean that I want to look white if I straighten my hair? Does it mean I want to look African if I don't? ... There was no language in existence to discuss those questions... Lots more got taken care of than hair for those women sitting there, but we did not know it then."

Yet Coleman intuitively understood that her words bore witness to something important. The poem has been republished five times, most recently in 2001.

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*Used to be  
Ya could meet  
A whole lot of other women  
Sittin there  
Along with hair frying  
Spit flying  
And babies crying*

"It is probably one of the most prophetic and, I think, important poems I've ever written," Coleman says, noting that women's studies and African American studies had yet to be born. "I think what I had gotten a grip on, although I couldn't articulate it, was an understanding that women have a history of their own, but it's frequently not understood to be history because it takes place in places that are not valid for the rest of the world - like beauty shops."

What's always been clear to Coleman, who was raised in an all-black community in New Orleans before moving to San Francisco at 15, is that every group had a history whether people are willing to talk about it or not. She essentially became a historian to prove it.

"It doesn't make sense to teach history (like they did) in my day. Anybody who ever did anything of importance on the planet was white? What is wrong with that? That is just stupid... Other people, they're around, but they don't matter... I think women are still (neglected)... women of color, even more so... so you make a life in which you have a more legitimate response — you need some ammunition."

*Lots more got taken care of  
than hair  
Cause in our mutual obvious dislike  
for nappiness  
we came together  
under the hot comb  
to share  
and share  
and  
share*

Ten years ago, after serving as both associate professor and founding director of the Center for Women and Ethnic Issues at California State University, San Luis Obispo, Coleman came to UVM, ready to battle the status quo here. She was armed with rich stories about the contributions of women of color and an unrelenting belief that a true education can only be achieved in a diverse academic community, with ethnic and gender diversity represented in the faculty, student body and curriculum.

Coleman was one of the first people hired in ALANA Studies and she directed the program from 2001 until she became vice provost in 2003. In that role she's funded tiny but meaningful student projects, strengthened

the Henderson Fellows program to bring young scholars of color into tenure-track positions, helped faculty figure out how diversity fits into the curriculum of not just a history or sociology course, but in disciplines like environmental science and engineering. And she's been an incredible role model.

"To me she's a friend and a mentor," says Wanda Heading-Grant, associate dean in the College of Education and Social Services. Coleman chaired Heading-Grant's doctoral committee when she was a graduate student here, and they worked together when Heading-Grant was executive officer for affirmative action. "When I say mentor, she's not just someone who nurtures my professional growth. As an African American woman in a senior leadership role, she helps to show all of us what is possible."

Denise Youngblood, a professor of history who served alongside Coleman in the provost's office for two years, also feels her influence.

"She models a different kind of leadership, which is why it's important to have people who are not from the majority on a campus that's largely white..." Youngblood says. "She's shown me that maybe slow and quiet is better... I know not a single day of (working on the diversity requirement) was easy, but she always keeps her eyes on the goal... She's going to be a very hard act to follow, but at the same time she's laid a very solid foundation. That's a hallmark of a true leader."

*But now we walk  
heads high  
naps full of pride  
with not a backward glance  
at some of the beauty which  
used to be*

Though it's widely agreed that she's a naturally savvy and diplomatic administrator, the way Coleman tells it, she struggles with being a "grown-up," by which she means having to curb a natural impulse to speak her mind. "I always had a mouth," she laughs. "I mean that. Always."

So after a quiet year of research and writing her new book (an examination of women of color and globalization in the 19th and early 20th centuries), she can't wait to get her mouth and her mind back in the classroom. She loves teaching, both the sense of being on stage and the potential for challenging the ideas of students.

And sometimes — only when they ask — it comes back around to the issue of hair. White students with dreadlocks, Coleman says, are often curious about what African Americans think about them.

Truth be told, the trend makes her crazy.

"Why is it OK," she posits, "for whites to appropriate everything that

belongs to us, *everything*? I can't bear to watch MTV. And yet when we do something which is perceived as whiteness somehow we have to explain or apologize or feel uncomfortable about it. I don't think most white people ask themselves that question. The young people with the Rastafarian hair don't. They just say, 'We like kinking up our hair; it's not a big deal'...

"It's not wrong — I just want them to ask questions about it. What stuns me is that we now have a generation that is clueless that there is something called cultural appropriation. They can resist courses that introduce them to African American culture, they can not particularly know or like any black people, but be very, very comfortable appropriating all of the things that are presented as blackness."

So Coleman pushes her students to ask better questions about themselves and the world.

"At the end of the semester, invariably they're asking better questions about their own behavior," she says. "Whether they change it or not is insignificant to me, but they're asking better questions."

*cause with a natural  
there is no natural place  
For us to congregate  
To mull over  
Our mutual discontent*

Getting every student at UVM exposed to this kind of conversation is behind Coleman's push for a six-hour diversity curriculum requirement, which, after a year of crafting, debating and putting her heart on the line, has just passed the Faculty Senate and will go to a vote by trustees in late May.

"We have just crossed an amazing hurdle...", Coleman says, discussing the long history and many contributions involved in creating the requirement. "I got handed the baton. Other people ran the race and I got handed the baton. And I'm so pleased that it happened on my watch."

*Beauty shops  
Could have been  
a hell-of-a-place  
To ferment  
a.....revolution.*

Today Coleman sees that those beauty shops did launch a revolution. And she misses them. There's progress in integration, she says, but a lot of value is lost, too. Black women came together and together they figured out a lot about who they were. For one, they discovered that the decision for an African American woman to straighten her hair is every bit as valid as that "natural."

"What we want are options," Coleman says. "We want to be able to do what we want to do with our hair."

In the 1970s Coleman's choice was a huge Afro, a statement she loved. Her hair is more subdued now, but she will never be. It's the paradox of Coleman that she's at once a loving, gentle soul and a fierce fighter, including for the right to pick her own causes. Aging has only deepened her spirit and sense of agency.

"You know frankly, I've never been happier, I've never been freer, I've never been more independent," she says of being 65, wondering at the fact that so many people view aging as an ending. "People are so busy thinking of older women... as invisible and powerless, they leave you the hell alone... And for me, I don't want to be restricted by other people's nonsense or rules or regulations... If you're an old black lady people just think you don't matter — which to me is a positive because I do what I want to do."

So she'll keep working. She'll keep railing about the 13 million American children who go to bed hungry and the 40 percent of the country's wealth that's concentrated in the hands of the top one percent. "It makes you wonder if you've got half a brain," Coleman says in a near whisper, then that preacher's voice rises and falls again. "It makes you *mad* if you've got half a brain."

While she's on leave next year, she says she's going to exercise more, lift some weights. "I mean, you cannot kick people's butt if you do not have the physical energy to do that," she says. "I aim to kick butt until I guess they bury me."

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## Honoring Willi Coleman

Provost John Bramley invites the UVM community to honor Willi Coleman on Wednesday, May 10, at 4:00 p.m. in Memorial Lounge in Waterman. Because of Coleman's deep love both for books and her birthplace, she's asked that any resources that might be used to acknowledge her tenure as vice provost be channeled into the effort to rebuild the collection of the New Orleans Public Library. Donations of new or gently used books can be brought to the reception or left in the provost's office at 350 Waterman by May 22. Monetary donations can also be made by check, payable to the New Orleans Public Library.



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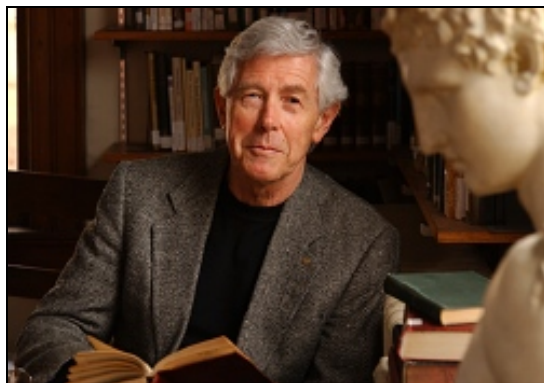
UVM HOMEPAGE

## A Classic Teacher

*Kidder award-winner Philip Ambrose is legendary for his passion for his subject - and his insistence that students do their very best*

By Amanda Waite

Article published May 02, 2006



Kidder award-winner Professor Philip Ambrose taught his last course as a member of UVM's regular faculty on May 3. (Photo: Sally McCay)

The Greek god Hermes, accompanied by a host of classical deities and flanked by a throng of female admirers, walks swiftly across the gymnasium floor. His winged sandals and cap, which mark him as the messenger of Mount Olympus, stand out against the red toga draped across his

youthful frame. It's only the white wires extending from his ears to the iPod in his right hand that expose this Vermont high schooler for the mere mortal he is.

Amid the myriad high-tech distractions of the modern world, nearly 1000 middle and high school students have devoted weeks to preparing for Latin Day. From writing and practicing skits, to brushing up on Latin conjugations, to learning how to tie a toga, these students have immersed themselves in classical culture. What — or more appropriately who — is the driving force behind this annual event?

The man at the podium asking the quiz questions, leading the Latin songs and keeping the masses on task with the occasional air-horn blast: Philip Ambrose, professor and chair of classics, organizer of UVM's Latin Day and winner of this year's George V. Kidder Outstanding Faculty Award from the UVM Alumni Association.

Ambrose has kept Latin Day alive for 30 consecutive years, long enough to have taught several of the high school teachers who now coach their own students. His tenure as Latin Day organizer is only outlived by his career in UVM's classics department, a post he first occupied in 1962. In 44 years at the university, Ambrose, who is set to retire at the end of this semester, has mentored dozens of colleagues, instructed hundreds of



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courses and taught thousands of students.

### **The music of language**

He is perhaps best known among university students for his popular mythology class, which he began teaching in 1973. The course looks at the ways in which classical mythology has been employed in the art and literature of every time period, and this immense scope testifies to the depth of Ambrose's knowledge. He discusses Eugene O'Neill as effortlessly as he lectures on the tangled genealogies of the gods.

Angeline Chiu, a former student of Ambrose's and a teaching assistant for the mythology course, remembers the professor's teaching style well. "He has the ability to do the unexpected... He would read Latin aloud as if it were opera and sing Vergil and Homer to his classes," Chiu recalls.

Like Ambrose once did, Chiu is now working on her doctorate in classics at Princeton, where she is yet to meet a professor like Ambrose. "Coming to grad school at Princeton, nobody would do that — make you learn to read the texts as if they were music, make you engage in that way...He really did seem to think that literature was alive and that it should be more than just words on a page."

Another former student of Ambrose's, Mark Usher, has come to know Ambrose as a colleague as well as a teacher. Usher, an associate professor of classics who will succeed Ambrose as department chair next year, admires Ambrose's approach to teaching. "He's always used his teaching as a springboard for research. I know that teaching and research don't always easily meld," explains Usher, who believes that many scholars consider teaching to be the secondary endeavor. "For him it's absolutely the opposite. He's one of the few people I know for whom that is true."

When asked about his teaching philosophy, Ambrose carefully considers the question before answering. "One thing I think about teaching," he says, "is that you must never give the impression to the students that they can't learn or they're stupid or they aren't up to the subject...You have to give them the impression that it's safe to speak up, to ask questions, to make a mistake, to be corrected without feeling that they've been reprovved."

### **Demanding and caring**

How does Ambrose feel about winning the award? As a professor known for his high standards, he doesn't disappoint when critiquing himself. "That I have been considered a good teacher by anyone is amazing," he says. "I have a face that turns somebody to stone when I get angry."

He recalls a moment he spent with a former student turned high school teacher at Latin Day: "I put my arm around his shoulder and said, 'Oh, my. I remember the day I locked you out of class when you came the third time to class late, and I just locked the door, and you were out there pounding the door.' And the student said, 'I remember that, and I



remember the first test in that course. You came in and slammed the papers down on the desk, and you said, 'These papers are an insult to my teaching.' So maybe what I said before about teaching is more theory than practice."

But the many letters sent in by former students paint a different picture. They describe a man happy to devote hours outside of the classroom to individually mentoring them; they portray a teacher who pushed them to achieve academic goals they never expected to attain.

"Phil is a very particular person," says Usher. "He has very high standards and opinions, but at the same time, he is genuinely, to the core, a kind and compassionate person. He has taken this idea of vocation to heart. I think it's a genuine sense of duty, and he gets that from his classical training. He sees that steadfastness and compassion in the texts."

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UVM HOMEPAGE

## Commencement: Why Go?

By The View Staff

Article published May 02, 2006

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Here are thoughts on Esteva from Cynthia Belliveau, David Shiman and Luis Vivanco, ranging from *comida* to community self-determination in the face of globalization to, er, crap:



photo: Bob Lawson, Courtesy of SIT Study Abroad

### The Complexity of Communities

Cynthia Belliveau, co-director of UVM Continuing Education

I first met Gustavo Esteva in Oaxaca a little over a year ago at his Centre for Intercultural Dialogues and Exchanges. He was speaking to a group of UVM students about "the complex social and

economic structure of local indigenous communities and how they were regenerating their own cultural and natural spaces." I had come to Oaxaca to meet Gustavo because of my research on food and culture for my doctoral dissertation. I wanted to talk to him about his concept of *comida*. In Spanish, the word simply translates as food. But in his book, *Grassroots Postmodernism*, Esteva explains that *comida* has deeper meaning, one that embraces and embodies the communal meal. To Esteva, it's about cooking and eating together; a process that re-enacts cosmic relations, transforming fruits of the soil and rains into meals. Oaxaca is famous for its food. The cuisine is rich with deep culinary traditions where corn is ground for tortillas on the stone *molcajetes* and pre-Hispanic ingredients like chocolate, squash and chilies simmer in large cast iron pots. It's a place where every day at 3 p.m. the family and their guests pause together for food and siesta until 5 p.m.

During our discussion, Gustavo sat at the table, hands folded in front of him, and asked a deceptively simple question; "Do you know what

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industrial eaters are?" One of Esteva's critiques of industrial societies is that we have become nations of industrial eaters. He claims industrial eaters have minimal involvement with the growing or cooking of their food. They rarely dine with other people, he feels, "...industrial eating transmogrifies peoples into "consumers", who consume "commons" in pursuit of the illusion of being an "individual self."

To Esteva, the concept of *comida* is the antithesis of industrial eating. He smiled as he challenged the students to re-evaluate their own social realities. He warned them to be aware of the exclusiveness of Western-defined notions of the self-sufficient individual, as opposed to "people-in-community." *Comida* is about sharing and hospitality and interdependence. We sat transfixed by his words. We were reminded of what we have perhaps lost on the seductive road to industrialization, and we were grateful this wise man gave us the opportunity to reconsider.

### Engaging and Exciting UVM Students

*David Shiman, professor of education and director of the Center for World Education*

Not a stranger to UVM, Gustavo Esteva has engaged and excited our students for nearly a decade by his commitment to social justice and his capacity to help us see ourselves as instruments of social change. I have used his writing in my classes because he poses important questions about our responsibilities as citizens of the world and our local community. He has worked tirelessly on behalf of rural communities striving to maintain their cultural identity in the face of an invading global economy. His commencement address, I am sure, will provoke and challenge us.

### Arresting Questions

*Luis Vivanco, associate professor anthropology, director of the Latin American Studies Program and lead faculty for Continuing Education's Oaxaca program*

One of the first times I met him, Gustavo asked me an arresting question: "What happens after you crap in the toilet?"

Gustavo is a master of the arresting question and insight, but coming from such a genteel individual, a renowned international public intellectual whose work I have been reading for quite some time, this one caught me totally off-guard. I sputtered out something about pulling down on the flushing mechanism and feeling better.

His own follow up offered a fascinating insight into his kind of critical thinking and how it is linked to the politics and cultures of indigenous people and other marginalized sectors here in Mexico. As he said, modernity's answer to the toxic mix of feces and urine that I created is the establishment of a sanitation system and the bureaucratic institutions that are required to operate it. Referring to the theme of indigenous autonomy, he argued that such institutions tend to undermine collective

self-determination. He described movements among people to whom he is close to regain control of their crap.

Working together to build composting toilets, he noted, his friends sought to delink their communities from unreliable and exploitative centralized institutions, thereby regenerating their capacity for self-determination. He added that this work also saves a lot of water and regenerates soils, as people return organic matter to soils battered by chemical fertilizers and pesticides. It was a revelation. As Gustavo reminded me, crap is not only soil fertilizer — it is intellectual and political fertilizer.

---

*Gustavo Esteva is a prominent Mexican writer and social activist whose life has been a multi-faceted, courageous and pioneering intellectual journey. Esteva is the author of 30 books and scores of articles that have made significant contributions to scholarly fields from economics to cultural anthropology, philosophy to education. A strong voice for indigenous people, campesinos and urban migrants, the core of Esteva's thought is a challenge to the validity of social systems that subordinate traditional community values and institutions to the priorities of the global marketplace.*

*Esteva's connection to the University of Vermont began in the mid-1990s when several faculty members in the College of Education and Social Services read *Escaping Education* and began a correspondence with the author. That relationship would ultimately grow into many cross-disciplinary connections with UVM faculty and an innovative semester-long study-abroad program in Mexico. Esteva's assistance in Oaxaca has been vital to creating opportunities for UVM faculty and students to learn firsthand how indigenous communities are organized and experience the ongoing political and cultural revitalization within those communities.*

For information about Esteva, the other honorary degree recipients and the ceremony: [UVM Commencement 2006](#)

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UVM HOMEPAGE

## Where the Ferns Grow

### *Botanist David Barrington to lead National Geographic Expedition to China*

By Joshua Brown

Article published May 03, 2006



Regenerating a genus: David Barrington with a Himalayan holly fern, a representative of the genus *Polystichum* that he will study in China this summer. (Photo: Joshua Brown)

Barrington, professor of botany, will tell you, this famous definition by Ernst Mayr has spawned as much controversy as clarity. And it's just one of dozens. Though there is broad agreement about the biological reality of species, where and why to draw the lines between them can be devilishly hard.

To see how hard, drive into the mountains of southwestern China with a jeep full of botanists and try to decide if the thin-leaved holly ferns at your feet are one species or two. Ready for a debate?

That's what Barrington will be doing in July. An expert on the holly fern genus *Polystichum* (and, yes, the definition of a genus is intimately tied up with the definition of its various species), he has assembled a team of American and Chinese fern scientists that will meet in Beijing and travel toward the Himalayas. It's the next step in Barrington's decades-long, worldwide study and cataloging of these quiet residents of forest floors and limestone outcrops.

And he's doing this trip under the banner that every guy with a new camera and waxed field vest dreams about; he's leading a National Geographic Expedition.

"It's not like the helicopter or the ropes-in-the-mountain thing at all," says Barrington with a wan smile, "it's a botanical expedition. Our rate of

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Commencement speaker Gustavo Esteva, a prominent Mexican writer and social activist, is known for the power of his unexpected questions and metaphors. *the view* asked several UVM faculty who have worked with Esteva a simple, yet hopefully provocative, question of our own: Why should someone come hear him speak on May 21?

progress will be dismal. You spend all morning walking up one hillside."

### Diversity... or over-description?

Many of these hillsides are in geologically young Himalayan regions of Yunnan and Sichuan provinces as well as another *Polystichum* hotspot south of the Yangtze River. This rugged area of China has the world's greatest diversity of holly ferns, thanks in part to the evolutionary pressure put on plant lineages thrust into higher elevation habitats by rapidly rising mountains.

Here is the only place to find many of the holly ferns identified in the Chinese-language *Flora of China*, the painstaking account of the plants of the country begun in 1959 and still a work-in-progress. Within its pages, 168 holly fern species, carefully described by Chinese botanists, include plant architectures and traits unknown anywhere else in the world.

But are there really 168 species?

"Look at these," Barrington says, holding up a battered copy of the book and pointing to pen-and-ink drawings of two feathery and elegant ferns. "They kind of look all the same don't they?" To the untrained eye there might as well be one drawing.

"I've been looking at these for 30 years and they look the same to me," he says. The reason? "Well, a lot of them aren't different. They're over-described. In a number of cases, there are separate names given for things that are in a continuum; they really are part of the same species."

Which points to another central goal of Barrington's expedition: to work closely with Chinese botanists, particularly his collaborator Zhang Li-bing, in writing a new, more accurate, version of the Flora of China's account of the *Polystichum* genus. It's part of a massive effort to write an English-language edition of the whole book, since, as Barrington says, "English is the new Latin."

The new holly fern account will draw on modern techniques, including molecular analysis of DNA, for determining species — and will more tightly conform to the central idea of Mayr's biological species concept: species are distinguished by reproductive barriers, not by how they look. Those that can reproduce are in one species, those that can't, aren't.

### Specifying species

But in practical terms, botanists often distinguish species based on a plant's form, its morphology, since these differences can serve as a pretty reliable surrogate for a true reproductive barrier. "The traditional approach to finding species boundaries is to look for clear interruptions in the spectrum of natural variation," Barrington says. "So, for instance, you could write a plant key that had a division between 'leaves round' versus 'leaves long and thin.' Now if there is every imaginable variation between 'round' and 'long and thin' there is no edge there."



In contrast, "some of the Chinese have rather idiosyncratic ideas of what a species is. Essentially, for any slight variant seen in nature they would apply a name, calling it a species," Barrington says. "These differences of approach mean there is this subtle undertone of..." — he pauses, carefully selecting the next word — "...negotiation between the rest of the world and the Chinese."

This negotiation will take place in the right place: the actual forests and limey rocks where the holly ferns grow. "You need to see the plants alive," Barrington says. Though a top goal of the trip is to make a collection of plants for herbarium study and laboratory research, there is no substitute for natural habitat. "You lose characteristics when you dry them and flatten them out," he says.

And making sense of species boundaries is only one piece of Barrington's larger goal of understanding the ecology and evolutionary history of the ferns. This means seeing what kind of soil they grow in, with how much light and moisture and with what kind of companion plants. It means mapping their locations across varying geographies.

"I've had a lot of success with this kind of work in the New World, especially in Central America, Mexico, Costa Rica, where I spent most of my time in the field," he says. "With a lot of patience, I worked out *Polystichum* species lines very carefully and I now am at the point where I can talk about the history of the production of those species via evolution."

He hopes to do the same in China — before it's too late.

"The high-altitude forests where these ferns live are full of species vulnerable to water stress," he says. "And the big thing that is happening with climate change is increased water stress in these forests. It won't take much. My attitude is: I better get on this or there's not going to be anything left to study."

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## EVENTS

## NOTABLES

## SEARCH

## PRINT THIS ISSUE

## PRINT PAST ISSUES

## FEEDBACK

## UVM HOMEPAGE

## NEWS BRIEFS

Select a result page (15 articles per page): [1](#) [2](#) [3](#) [>](#) [»](#)

[Graduate Fulbright Scholar to Study in Caribbean](#)

May 03, 2006

English graduate student Meredith Kalman will spend a year studying in Barbados on a Fulbright Scholarship at the University of the West Indies at Cave Hill. After she graduates from UVM this summer with a master's in English literature, Kalman will travel to Barbados to continue a project she began with her master's thesis: an in-depth look at Francophone, Hispanophone and Anglophone Caribbean women's literature. The effort, she says, grew out of her long-time interest in the region and her personal political activism.

[CESS to Hold Research Symposium May 4](#)

May 03, 2006

The College of Education and Social Services will sponsor a research symposium highlighting the scholarship of its faculty on May 4 from 8:30 to noon in Mann Hall on UVM's Trinity College campus. Lunch will follow.

[Bailly and the Bee](#)

Apr 25, 2006

"Jacques Bailly as himself" -- the unlikely line will show up on another set of movie credits, as the associate professor of classics appears in his second feature film, "Akeelah and the Bee," which opens nationwide on April 28.

[Hitting the Books — er, Brook](#)

Apr 14, 2006

Crossing back and forth on logs, about 25 eighth-graders from Edmunds Middle School bash their way up Englesby Brook. "I hope I don't fall in," one of them shouts and then prances across the three-foot-wide current on a rickety board.

[New Class of University Scholars Named](#)

Apr 18, 2006

An awards ceremony and reception on May 9 at 4 p.m. in Memorial Lounge, Waterman Building, will honor the 2006-2007 class of University Scholars, UVM's highest honor for sustained excellence in scholarship and research

NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

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By Corey Christman

*Article published May 03, 2006*

English graduate student Meredith Kalman will spend a year studying in Barbados on a Fulbright Scholarship at the University of the West Indies at Cave Hill. After she graduates from UVM this summer with a master's in English literature, Kalman will travel to Barbados to continue a project she began with her master's thesis: an in-depth look at Francophone, Hispanophone and Anglophone Caribbean women's literature. The effort, she says, grew out of her long-time interest in the region and her personal political activism.

"I decided... that I really liked post-colonial literature because it gave expression to people who have kind of been sidelined in the literary canon for a long time, and who only in the past two decades or so, are really getting a voice for the first time and whose work is absolutely brilliant," she says.

The application process for the award begins with a screening process at UVM that selects some applicants to compete nationally. Then, working closely with Abu Rizvi, associate dean of the honors college, Kalman produced multiple drafts of her personal statement and sharpened her vita for the application. This scholarship provides the applicant with a place to live and admission in a university in the country in which the student's research can be continued.

Applicants also must make a contact at the university to make sure they are willing to host a Fulbright scholar. At the recommendation of Helen Scott, an associate professor of English and her advisor, Kalman chose to work with Evelyn O'Callaghan, with whom Scott previously had worked at the University of the West Indies. Kalman says she is very excited about working with O'Callaghan and participating in the university's innovative interdisciplinary Department of Language, Linguistics and Literature.

Kalman plans to continue her studies after she completes her fellowship, pursuing a master's degree in French literature at Middlebury College and eventually applying to doctoral programs. In Barbados, though, she hopes to find some time for travel as well as study.

"I'm guessing I will have some free time, but the project is so big, I honestly don't think I'll have a ton. I definitely want to make sure that while I am there I have an opportunity to soak up the culture," she says. "I think it would be so stupid to go to Barbados and just spend all my time

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reading books."

The Fulbright Scholarship Program is the U.S. government's flagship academic-exchange effort. Every year, the program sends some 800 U.S. faculty and professionals to 140 countries to lecture, do research or participate in seminars.

#### [Where the Ferns Grow](#)

What's a species? Open a biology textbook and read: "Species are groups of actually or potentially interbreeding natural populations that are reproductively isolated from other such groups." Well, that sounds tidy. But, as David Barrington, professor of botany, will tell you, this famous definition has spawned as much controversy as clarity.

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NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

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## CESS to Hold Research Symposium May 4

By Jeff Wakefield

*Article published May 03, 2006*

The College of Education and Social Services will sponsor a research symposium highlighting the scholarship of its faculty on May 4 from 8:30 to noon in Mann Hall on UVM's Trinity College campus. Lunch will follow.

Dean Fayneese Miller says the symposium is the first of what will be an annual event designed to spur interdisciplinary research within the college and to boost awareness of the scholarly work of CESS faculty among members of the UVM community at large.

Between 25 and 35 faculty will share their work, in both panel and poster sessions. Faculty from all of CESS's departments will participate, including education, social work, and integrated professional studies, and from the Center on Disability and Community Inclusion.

"The kind of inter-college faculty interaction that an event like this will promote, and the interdisciplinary research projects that could result, are of vital importance to our goal of fostering a community of teacher-scholars who can make a contribution to the real world challenges facing our society," Miller says. "I'm also proud of the scholarship we're producing in CESS and hope members of the UVM community will be able to come share in the new knowledge we're creating."

Miller, a scholar in her own right, will participate in a panel session, discussing research titled "Effective truancy prevention programs: Evaluating the RI Stop Truancy Outreach Program."

Topics of papers and presentations include aggression in teen dating relationships, post-divorce parent education and mentoring K-12 students long-distance through technology. A complete list is available at [CESS Research Symposium](#).

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NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

UVM HOMEPAGE

## EVENTS

Select a result page (15 articles per page): [1](#) [2](#) [3](#) [>](#) [»](#)[State Archaeologist to Discuss Recent Discoveries](#)

May 02, 2006

Giovanna Peebles, Vermont State Archaeologist, will give a talk in Memorial Lounge on May 4 at 7:30 p.m. titled "Thirty Years of Vermont Archaeology: A Journey of Discovery."

[Celebrate John Bramley on May 11](#)

May 02, 2006

A reception for the campus community honoring John Bramley's years of service to UVM will take place on May 11 at 4 p.m. in the Billings Student Center. President Daniel Mark Fogel and Rachel Kahn-Fogel are hosting the celebration of Bramley's contributions and dedication to UVM.

[A Cappella Group to Celebrate Fifth Anniversary](#)

May 03, 2006

The co-ed a cappella group Hit Paws will celebrate five years of performance at its annual Spring Show on May 6th at 8 p.m. at Ira Allen Chapel. Admission is \$5.

[Benefits Fair Will Answer Questions Before May Open Enrollment](#)

Apr 24, 2006

Employees can learn about their benefits and ask questions of vendors and human-resources staff on April 27-28 in Memorial Lounge, Waterman Building. The April 27 session runs 10 a.m.-5:30 p.m.; the April 28 edition runs 7 a.m.-2 p.m.

[Measuring Wal-Mart's Impact on Local Labor Markets](#)

Apr 25, 2006

David Neumark, professor of economics at the University of California, Irvine, and a senior fellow at the Public Policy Institute of California, will discuss "The Effects of Wal-Mart on Local Labor Markets" on April 27 at 3:30 p.m. in John Dewey Lounge, Old Mill.

[Politics and the Environment Lecture](#)

Apr 25, 2006

David Orr, professor and chair of the environmental studies at Oberlin College, will discuss "Politics and the Environment in a Sustainable and Desirable Future" on April 27 at 6 p.m. in Campus Center Theatre, Billings.



NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

PRINT PAST ISSUES

FEEDBACK

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## State Archaeologist to Discuss Recent Discoveries

By The View Staff

*Article published May 02, 2006*

Giovanna Peebles, Vermont state archaeologist, will give a talk on May 4 at 7:30 p.m. in Memorial Lounge on "Thirty Years of Vermont Archaeology: A Journey of Discovery."

Peebles, state archaeologist since 1976, will discuss the significance of some of the archeological discoveries over the last 30 years and how they have shed new light on the lives of 500 generations of original Vermonters. Peebles has been working with professional archeologists in government, the nonprofit and private sectors and at the university to debunk old myths about the state's ancestors; answer some tough questions; and raise some new ones about how they really lived. These histories have been enriched by the stories told by modern-day Abenakis about their more recent history.

Peebles will also discuss the special role that the university has played in these archaeological discoveries and the extraordinary contributions of Professor James Petersen, who was killed in 2005 during a research trip with colleagues in Brazil. Her talk is sponsored by the Center for Research on Vermont.

Information: 656-4389

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NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

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FEEDBACK

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By The View Staff

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Bramley is returning to the faculty of the College of Agriculture and Life Sciences after serving as the university's provost since 2001. New Provost John Huges, currently associate provost at Miami University, will succeed Bramley as provost and senior vice president in July.

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NEWS BRIEFS

EVENTS

NOTABLES

SEARCH

PRINT THIS ISSUE

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FEEDBACK

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By The View Staff

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The 10-person group will perform a wide range of songs from its current repertoire, which includes such classics as "Sittin' on the Dock of the Bay" by Otis Redding; "My Girl" by the Temptations; and "Baby It's Cold Outside" by Dean Martin.

Information: 318-3617

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## NOTABLES

May 3, 2006

**Awards and Honors** Students **Jonathan Hayward** and **Maria Chapman** won first place in the newcomer foxtrot category at the 10th annual MIT Open Ballroom Dance Competition on April 23. The two were among six students from the newly formed UVM Swing and Salsa Society who traveled to Cambridge. Their trip marked the first time UVM has participated in the huge college dance competition, which this year attracted 4,100 entries in various ballroom dances from representatives of 53 institutions. Hayward and Chapman also placed fourth in the newcomer swing category; **Tina Bechard** and **Taylor White** placed seventh. The UVM dance club is coached by UVM dance instructor **David Larson**. For more information on the competition, see [MIT Open Ballroom Competition](#)

### Publications and Presentations

**Mark Fung**, MD, Ph.D., assistant professor of pathology was the lead author of the report titled "Clinical effects of reverting from leukoreduced to nonleukoreduced blood in cardiac surgery" in the March issue of *Transfusion*. This was a followup study that continues to show that the use of leukoreduced blood in cardiac surgery is associated with decreases in the length of hospital stays.

Dr. **Ted Bovill**, chair and professor of pathology, and Fung are co-authors with other colleagues on an article titled "Curriculum Content and Evaluation of Resident Competency in Clinical Pathology (Laboratory Medicine): A Proposal" that will be simultaneously published in Human Pathology, Clinical Chemistry, and Pathology Patterns, the supplementary issue of the American Journal of Clinical Pathology.

Dr. **John Helzer**, professor of psychiatry, along with co-authors including psychiatry colleagues John Searles and Gail Rose, will publish "Stress and Alcohol Consumption in Heavily Drinking Men: 2 Years of Daily Data using Interactive Voice Response" this month in *Alcoholism: Clinical and Experimental Research*. Helzer was also lead author of "Should DSM-V Include Dimensional Diagnostic Criteria for Alcohol Use Disorders?" The article appeared in the journal's February issue.

Dr. **Richard Rubin**, clinical associate professor of psychiatry, gave an invited lecture, "Clinical Research Update on Adolescent ADHD Medication," at the American Society for Adolescent Psychiatry annual meeting in March. Rubin was also a presenter at the ADHD Curriculum Development Workshop at Johns Hopkins.