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[Is the 'Pod Ripe?](#)



First-year student Daniel Turgeon listens to his iPod during a session of the first class ever at UVM to require the players, an English first-year seminar taught by Professor Paul Martin. (Photo: Bill DiLillo)

Like any professor who has been around for 35 years, Charles Rathbone, associate professor of education, is always looking for ways to keep his lectures fresh. This semester he turned to his iPod, putting together a seven-minute Podcast of the highlights of a 40-minute lecture and posting it on his blog.

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Wise Guy For an unassuming academic who spends his time tucked away in an attic-like office talking with students and reading Plato in the original Greek, Professor Mark Usher just pulled off something seriously cool. Stepping out of the comfortable confines of the scholarly journal, Usher has turned the foundation of philosophy into a joyous romp of a children's book.

Prying at Prejudice Negative expectations have a wicked way of coming true, says psychology Professor Carol Miller. But not always. Exploring the complex effects of prejudice and stigma is a personal and intellectual passion for Miller, a UVM University Scholar this year.

THE WEEK IN VIEW

Nov. 16, 4 p.m.
Lecture: "Global Culture and Language: The Industrial-Consumer Paradigm, Multiculturalism, and Linguistic Imperialism," with Joel Spring, Queens College and Graduate Center, City University of New York. 427 Waterman.
Information: [Distinguished Lecture](#)

Nov. 17, 7:30 p.m.
Musical: The UVM Department of Theatre presents "Hair." Royall Tyler Theatre.

Nov. 17, 7:30 p.m.
Concert: UVM Lane Series presents "Blue Heron Renaissance Choir," directed by Burlington native Scott Metcalfe. Saint Michael's College Chapel. Information: 656-4455 or [Lane Series](#)

Nov. 17-18, 9 a.m.
Flu shots: Faculty and staff can purchase vaccinations until 2 p.m. John Dewey Lounge, Old Mill. Shots are \$10. Information: 656-3322

Nov. 18, 8:30 a.m.
Board of Trustees: Committee of the Whole. 338 Waterman Building. Information: [Trustees](#)

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UVM HOMEPAGE

Is the 'Pod Ripe?

As Apple's engaging music player moves into classrooms across UVM, faculty are assessing the learning potential and limitations of the trendy technology

By Jon Reidel

Article published Nov 16, 2005



First-year student Daniel Turgeon listens to his iPod during a session of the first class ever at UVM to require the players, an English first-year seminar taught by Professor Paul Martin. (Photo: Bill DiLillo)

Like any professor who has been around for 35 years, Charles Rathbone, associate professor of education, is always looking for ways to keep his lectures fresh. He's a prime example of a "more mature" teacher, as he lightheartedly refers to himself on his Web site, who uses new teaching methods and technology to engage his students as much today as he did when he arrived on campus in 1970.

This semester, Rathbone put together a seven-minute Podcast of the highlights of a 40-minute lecture from his "Learning and the Learner" course, hoping it would stimulate some discussion and help bring to life what he viewed as pretty thick content. The response to the use of Apple's palm-size digital music player far exceeded expectations.

"I decided that if I continued to stand up there and impart wisdom, we were all going to go crazy," says Rathbone. "So I recorded the highlights of a lecture I gave three weeks earlier into an iPod, tying it to more current content, and posted it on my blog. It took me 15 minutes. Students were engaged and making connections that I hadn't seen them make before. It was as fresh for them as it was for me. There's a lot of innovation going on that attempts to refresh teaching. I don't think we spend enough time studying its effects on learning."

Rathbone's experiment, although still somewhat rare, is becoming more common at UVM and at other universities as the concept of using iPods in classrooms gains acceptance. Paul Martin, assistant professor of English, is the first person at the university to teach a course requiring students to use UVM-loaned iPods, devices previously known more for downloading songs from the iTunes Music Store for 99 cents. But as far back as 2001, the music department used a Rio, an antecedent of the iPod, to record up to two hours of music for students to listen to at various times during the day as part of a music theory course.

Students in Martin's English 005 TAP course, "The Great White North: an Exploration of Canadian Culture," listen to pre-loaded content that includes Canadian music, news programs, lectures, poetry, sports and other information about Canada. Students also create their own Podcast about their trip to Ottawa.

"It has been a lot of fun," says first-year student Sarah Souza, who had never used an iPod before the class. "I have to admit, listening to a lecture on an iPod is better than hearing some professors give one, especially if you missed

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[Wise Guy](#)

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parts of it. An iPod wouldn't work in my math class of course, but it would help in my Spanish or Chinese classes."

Fad or fab?

Martin and other professors are trying to discover the most effective uses of the players as teaching tools. A much-ballyhooed experiment at Duke University in 2004 that put iPods in the hands of all 1,650 freshmen has answered some of these questions, but raised others. A study by Duke's Center for Instructional Technology found that 75 percent of first-year students used the devices for at least one course, and that more than 1,200 students in 50 courses utilized the technology.

The original belief by Duke officials that the new technology would invigorate academic life, however, hasn't been borne out enough for them to give this year's incoming class iPods. Instead, Duke distributes them only to students who enroll in courses that put the device to substantial use. According to an article in *The Chronicle of Higher Education*, more and more professors are recording lectures in digital formats for students to listen to outside of class. Detractors of "coursecasting" say it rewards lazy students who skip class and could ultimately lead to empty classrooms and ultimately the "death of the sage."

The availability of lectures has also raised serious intellectual property rights. Proponents say it's a very effective learning tool, especially for certain disciplines such as foreign languages, music and literature. "It's a trial run and we've been experimenting left, right and center," says Martin, who was also one of the first UVM professors to blog through the university. "Audio definitely adds an important dimension and is especially helpful to auditory learners. It has challenged me to rethink how I teach and to find different ways of getting my message across in the classroom."

Martin launched his project with the help of a \$5,000 Instructional Incentive Grant from the Center for Teaching and Learning and with some additional support for the dean's office in the College of Arts and Sciences. He bought Apple 20 G color iPods with Griffin iTalk microphones for about \$270 each. The microphones allowed students to record reflections and sounds from the Ottawa trip as part of a 10-minute audio essay, or podcast, which they will edit, using editing programs such as Audacity or GarageBand.

"The Podcasts give students a voice in the classroom they may normally not have," says Martin. "They can record these things in their dorm room, eliminating the self-censorship that goes on in the classroom."

Despite its current popularity, the future of the iPod as teaching tool could be short-lived. Its demise, ironically, appears to be the rapid pace of technology itself. Steve Cavrak, assistant director for academic computing services, says the iPod is a fad in the sense that it's new and fashionable and, perhaps most importantly, is reaping profits. (Many other digital players have similar or greater capabilities in the classroom, but are less frequently mentioned.)

"From my point of view, the iPod is about online marketing of music at 99 cents a pop," says Cavrak, who helps professors utilize blogs, iPods and other technologies and estimates that about 30-40 percent of UVM students own the devices based on responses of students and parents at orientation.

"It's a fad in the sense that it's the commercialization of a product. The part that's not a fad is that you can download language materials and lectures on the fly," he continues. "That's permanent. It's definitely an effective teaching tool, but you have to let them (professors) see what it can do; otherwise it's just an expensive toy. The iPod is a valuable teaching tool, but ultimately it's a technology to be used on the way to the next one."

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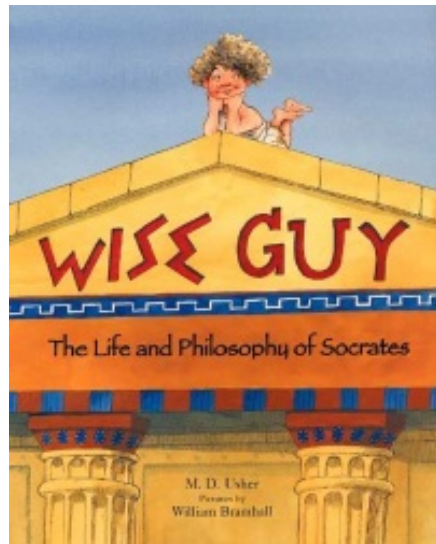
UVM HOMEPAGE

Wise Guy

By Lee Ann Cox

Article published Nov 16, 2005

For an unassuming academic who spends his time tucked away in the attic-like offices of UVM's classics department, talking with students and reading Plato in the original Greek, Associate Professor Mark Usher just pulled off something seriously cool. Stepping out of the comfortable confines of the scholarly journal, Usher has turned the foundation of philosophy into a joyous romp of a children's picture book published this month by Farrar Straus Giroux.



"Long ago in ancient Greece, a boy named Socrates declared that all he knew was nothing. So he spent his whole life asking questions," begins *Wise Guy: The Life and Philosophy of Socrates*. Excluding Socrates' early life, for which we have no information today, Usher has based the text entirely on ancient sources, taking what is known about the adult to imagine the child as "a curious boy, and cheeky too."

Usher, too, was a curious kid (we have no report on his cheekiness), and while he swears he wasn't indoctrinated in the Presocratics from the cradle, he was but five or six when *D'Aulaires' Book of Greek Myths* sparked his interest in the classics. His fate was sealed as a UVM

undergraduate:

"I majored in classics," Usher explains, "primarily because the more I got into any topic of European philosophy or European history or modern literature or thought, the more I realized that it all goes back to the classics. If you really want to get at the root of an idea or the origin of a problem you find yourself in Greco-Roman antiquity... So it's like a bad habit. I just kept doing it and then doing more of it, kind of like drugs. Then you find yourself just completely wasted, captivated, addicted, and you can't get out of it."

Philosopher as four-year-old?

The compulsion has led him into painstaking translations; articles on Homer, Longinus, Plato, Euripides, books like *Homerocentones Eudociae Augustae*, a critical edition of a *Homerocentones* (in Greek) composed by the Byzantine Empress Eudocia; and even an opera libretto, in Latin, based on Vergil's *Aeneid*, using the pastiche form known as the cento. Usher was immersed in work on an academic paper on Socrates as a satyr character in Plato's *Symposium*, in fact, when he started to muse on the philosopher's appeal, potentially even to "the read-aloud crowd."

"Socrates is a personification of the desire for truth and wisdom, never proclaiming to have it but always desiring it," Usher says. "And that just struck me as very childlike, comical, loving." But to many who knew him, Socrates was also deeply annoying, even embarrassing, to be around, not, Usher notes, unlike small kids with their endless uninhibited questions, the ones they seem to save for the grocery-store checkout.

"Socrates was that sort of person," he explains. "He brought those things to light in public and really there were no holds barred in his question asking... In a way, he's kind of a guy who never grew up, as many great thinkers and artists are. They've chosen not to join adult society in some way."

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So if children are attracted by a kindred spirit in Socrates, Usher reasons, they might just pick up on his ideas too. Mimicking the classical form of text with commentary, Usher has created two tiers of text on each double-page spread, with a short narrative for young children and early readers along with more complicated exposition and historical detail in a sidebar.

"What is *goodness*? What is *courage*? What is *justice*? What is *love*?" questions the young Socrates in the book's early pages, as the vivid ink and watercolor illustration features pompously important people who "huffed and puffed, claiming to know the answers and pretending to be wise." The scruffy little thinker sneers skeptically in the background as the sidebar explains: "Socrates once said that, based on his experience, the people with the best reputations tend to be the ones who know the least. The reason for this, he thought, was that people who are overly concerned about how they look or seem to others fail to see themselves for who and what they really are."

Enduring images

Wise Guy presents Socrates in all his sprawling glory — an intellectual who loves to party, who's as physically tough as he is wise, who values the craftsman over the lawyer, who eschews material goods and laughs at his own bad looks. It aims to entertain and inform at every age level, even for adults. "I wanted people to feel smarter by reading the book," Usher says. And he hopes, just as he still recalls the brilliant illustrations from D'Aulaires', that these humorous, loving images of Socrates will be ones that carry kids throughout their lives, so he spent a lot of time conveying the philosopher's freewheeling standards of dress and decorum to artist William Bramhall.

"Socrates was his own best caricature," Usher wrote in detailed, page-by-page notes to Bramhall, who used them to produce his exuberant drawings. "The fully mature Socrates...is a robust, bearded man; he is not stately or dignified, but a carefree and exuberant creature, barefoot, chubby, boisterous, teasing... the boy Socrates is not a precocious academic, but a thoughtful, playful street urchin... innocently puzzling things through."

Usher says that he wrote the book to capture the mystique of the man, not to drum in some high-minded idea that children must know more about Socrates. And yet it's clear that he'd like to see Socrates become an antidote to the consumerist, entertainment culture that kids are bombarded with.

"(What I want them to take away) is that they should not be afraid to ask tough questions, to be interested in finding answers that convince them," Usher says. "(I want them to) see that there are more important things in the world than iPods and television and T-shirts and brand names... there's something about Socrates and Greek philosophy in general that privileges the soul and the mind and things that are beyond the everyday dross that we deal with... If a kid decides that it's okay to be intellectual and they associate (that) with asking tough questions all the time and talking about ideas with other people, that's a good thing."

theview

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UVM HOMEPAGE

Prying at Prejudice

Social psychologist and University Scholar Carol Miller is an expert in the complexities of how people experience — and sometimes overcome — social stigmas

By Kevin Foley

Article published Nov 16, 2005



Social psychologist Carol Miller is a University Scholar for the current academic year. (Photo: Bill DiLillo)

Negative expectations have a wicked way of coming true, says psychology Professor Carol Miller. The ability of preconceptions to shape reality in positive and negative ways — a teacher, when told her students will make “unexpected gains,” will often subsequently see them — is well-studied in the discipline, but other effects of prejudice and stigma, a personal and intellectual passion for Miller, weren’t as thoroughly examined, and a crucial

variable was often left out of the equation.

“Normally, in looking at self-fulfilling prophecy, the person with the stereotypes is the perpetrator, and it is almost as if the target is a blank slate,” Miller recalls. “My thought was, ‘Wait! You’re starting with a person here!’ How does an individual’s expectations interplay with the people who have the prejudice?”

Examining that interplay over time led Miller in some surprising directions, some of which she will explore in a University Scholar seminar, “Turning Threats into Challenges: Coping with the Predicaments Created by Prejudice,” on Nov. 16 at 4 p.m. in Memorial Lounge, Waterman Building. The University Scholar Awards program annually recognizes distinguished faculty members for sustained excellence in research and scholarly activities. The scholars are selected by a panel of distinguished faculty based on nominations by their colleagues.

A surprising result

Miller and her then-colleague Esther Rothblum designed an experiment in the 1990s that would place overweight women and a control group of nonoverweight women in a telephone social interaction with another person. A videocamera was in the room with the overweight women. At times it was on, allowing the participant’s partner to see her during the interaction; at other times it was off. Sometimes the women were told that they could be seen by their partners and the camera was on; sometimes they were told they couldn’t be seen and the camera was also functional. Miller’s team confounded their subjects’ expectations in various ways with an expectation of locating a self-fulfilling prophecy.

“My initial hypothesis was that the expectations of the people who were the target would make the situation worse,” Miller says of experiments, explaining that she expected that the women would be on their guard when they knew their partners could see them, and perform worse in the interaction. Not so. “This was very naive,” she laughs.

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It turned out that when the women knew that their partner could see them they were in many ways *more*, not less, socially skillful than they were when they thought they couldn't be seen. This wasn't what other research predicted, so Miller and Rothblum were puzzled. Then Rothblum had the insight that the women were coping, making a conscious effort to be extra-charming so as to mitigate any liability that their size might cause. And Miller began wondering: What, exactly, was different about her experiment than its predecessors?

"I looked again. I discovered that in almost none of the studies was the target of the stereotype a visible member of an actual stigmatized group," she says. "The work was based on manipulation of false information or false expectations... The studies would take someone non-stigmatized, like a college student, and put a stigma on them. But our women, who were visibly overweight, actually *were* stigmatized. Big difference."

Miller's interest in coping deepened from there. Miller, like most other social psychologists, saw stigma and prejudice as pervasive and damaging. Where she parted ways with them was in looking at the ability of individuals to sometimes successfully adapt to this force. People confronted by prejudice aren't passive objects; they can, as with the overweight women, mitigate or even overcome prejudice.

This is not to say that Miller downplays the power of bigotry to harm in any way.

"The effects of prejudice can be strong enough to rob people of their ability to cope," she says. "In no way am I saying this is a happy ending. But the ability that people who are the targets of prejudice can have to live their own lives is impressive."

She pauses. "Then you have to wonder what they could do without the obstacles."

Current directions

Miller is currently examining how people with HIV/AIDS cope with stigma in rural communities. Along with Sondra Solomon, she's looking at the relationship of community attitudes toward people with the disease and perceptions of stigma by people with HIV/AIDS who live in those communities.

She has also pursued a simple but productive social experiment at UVM looking at the reactions that people have toward an African-American who says he or she was discriminated against. It turns out that raising the issue of prejudice is quite harmful — despite, or perhaps because of, the nominally egalitarian ideals most people now express and believe in.

"There's a real social stigma to saying you've been discriminated against," Miller says. "People think, 'Don't blame others, just do your work.'"

In the study conducted by then-graduate student Cheryl Kaiser and Miller, people had a very negative perception of an African-American who blamed discrimination for not getting a job; even if study participants were told in strong terms that prejudice was indeed the factor for the individual not being hired and the boss made racist comments, they saw the African-American more negatively for mentioning racism than if he blamed himself.

In an interesting example of the perplexities of prejudice and stigma, Miller mentions that the more convinced an individual is that the world is basically fair and just, the more vehemently they objected to discrimination — not its existence, but to an individual mentioning it as a factor.

Miller is coming from a totally different place, that the world *should* be just but often isn't. Her research interests derive, she says, in part from a personal commitment to egalitarianism established in her childhood in rural Indiana.

"My parents didn't exactly intend to promote this message, but they somehow did anyway. I inherited a deep belief that things should be fair from upbringing," she says.

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[Kalkin Family Gift to Fund Fleming Museum Endowment for Exhibitions](#)

Nov 15, 2005

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While the Bush Administration rejected United States participation in the Kyoto Protocol for reducing greenhouse gas emissions, a substantial number of states and localities have already adopted or are pursuing similar escalating reduction targets, according to a brief communication published in the Nov. 17 issue of the journal *Nature* by Brendan Fisher, a doctoral student in the Rubenstein School of Environment and Natural Resources, and Robert Costanza, director of the Gund Institute of Ecological Economics.

[Funeral Services Saturday for UVM Alum Killed in Iraq](#)

Nov 09, 2005

Funeral Services for Vermont Army National Guard 2nd Lt. Mark Procopio '04 will be held Saturday, Nov. 12 at Ira Allen Chapel at 1 p.m.

[Provost Search Committee Formed, Input Sought](#)

Nov 07, 2005

UVM is beginning its search for a new senior vice president and provost. A search committee has been formed and will hold two campus forums to solicit input from all members of the campus community.

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By Jay Goyette

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"This gift will have a significant impact on our ability to present world-class art at the Fleming," said Fleming director Janie Cohen. "Major projects such as the Warhol, Rembrandt and New Turf exhibitions of the past several years enrich the cultural and intellectual life of the campus and the entire community. Thanks to the Kalkins, we can look forward to shows of this caliber year after year."

Joan and Eugene Kalkin '50 are the co-chairs of the university's \$250 million comprehensive campaign and are long time benefactors of UVM. A prior gift of more than \$1 million during the university's first campaign enabled construction of the School of Business Administration's Kalkin Hall, and other gifts have advanced a range of university priorities and initiatives, from the Fleming Museum to Holocaust Studies to student scholarships.

Joan Kalkin has been a member of the Fleming Museum Board of Advisors since 2003.

Upcoming exhibitions at the Fleming Museum include one of the most celebrated works in the history of Western art, Francisco de Goya's *Los Caprichos*, a 1799 collection of 80 captioned, black-and-white prints satirizing the foibles of late 18th century Spanish society, February 16-May 14, 2006; *The Inferno of Dante* by Michael Mazur, 41 black-and-white prints illustrating the most famous section of Dante Alighieri's *The Divine Comedy*, February 16-May 14, 2006; and *Artists' Books: Selections from UVM's Special Collections*, January 17 – June 5, 2006.

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Students start setting up their "new home" as they are called by project organizer Melinda Atkinson, AmeriCorps*VISTA representative for Community Service Programs, at noon. Participants will be given one meal of soup, bread and water at a makeshift soup kitchen created by students at CBW.

The National Weather Service predicts a low temperature of approximately 20 degrees Fahrenheit on Nov. 17.

In other events, representatives from the Committee on Temporary Shelter will speak from 7-9 p.m. that evening, followed by a showing of the "The Red Wagon: Facing Hunger," a documentary about Vermonters struggling to feed their families, at CC Theatre in the Billings Student Center. Students, who have been raising money through pledges for COTS, will return to their shelters for the evening by midnight. The project is part of Hunger and Homelessness Awareness Week.

"It's an experiential event," Atkinson says. "Hopefully it raises money and awareness, and shows students what people have to go through day-in and day-out in our community."

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Fisher and Costanza analyzed greenhouse gas reduction policies at the subnational level and found that between 24 and 35 percent of the US population are currently or shortly will be engaged in policies directed towards significantly reducing human-generated climate change. The authors estimate that the effort corresponds to 27 to 49 percent of the gross domestic product. Even the low estimate of 27 percent of the U.S. economy pledged toward significant reductions corresponds to almost a tenth of the entire global economy. Greenhouse gases, most notably carbon dioxide, are primarily produced by burning fossil fuels and tend to trap heat within the Earth's atmosphere, a cycle that most scientists believe is causing global climate change.

"We wanted to get people to look at this issue a little differently, to find the true context and color, and see that it's not a one or zero in terms of US compliance with Kyoto," says Fisher. "While it is often said the United States is against Kyoto, a substantial percentage of the population would support and is supporting some kind of Kyoto action."

Fisher says that the effort to curb emissions at the state- and local-level is important, but cautions that they are not a sustainable substitute for a national effort.

"Federal involvement will be crucial for their long-term success," Fisher says. "Involvement at the national level will be crucial for the success of any sort of global emissions trading, monitoring and reporting scheme."

The Bush administration argues that the Kyoto protocol's reductions aren't supported by research, would have devastating consequences for economic growth and are unfair to the developed world. They advocate a system that would reduce the "intensity" of emissions (emissions per unit of GDP) but would permit substantial growth in overall emissions levels.

Fisher and Costanza's analysis focuses on states and localities with policies in line with the lower targets established in the Kyoto process, analyzing the populations and economic activities of areas that have adopted the targets, probably will adopt them, or possibly will.

The adopters are California, New York, Massachusetts, Vermont, Rhode Island, New Hampshire, Connecticut, Maine and New Mexico, who together comprise 70 million people (nearly a quarter of the population) and 27 percent of U.S. GDP. The probable adopters are New Jersey, Oregon and Washington, who account for 7 percent of GDP. Possible adopters are 25 different municipalities with a combined population of 12.7 million and a 15 percent share of the GDP.

While none of the state-level programs exceed Kyoto protocol requirements, they are sweeping. The Kyoto agreement calls for countries to reduce emissions 5.2 percent by 2012, while participating Northeastern states have committed to 10 percent reductions by 2020.

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The municipalities, identified as possible adopters in the communication, come from a list identified by Cities for Climate Protection, an international non-governmental organization. Inclusion in the list requires establishing an emissions baseline, setting a target for future emissions reductions, creating an action plan and monitoring results. Fisher would like better data on the local initiatives, but says the efforts are meaningful.

"Just the fact that these cities have these programs is significant. That is how the Kyoto protocol started," he says.

Fisher expects to complete his doctorate in 2006. His primary research interest is in analyzing the effects of economic globalization on social, economic and quality of life measures in developing countries.

theview

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[Talk Discusses Method of Measuring Progress of Democracy Worldwide](#)

Nov 15, 2005

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[Aiken Documentary Premieres](#)

Nov 09, 2005

In celebration of its 30th anniversary year, the George D. Aiken Lectures will present two premiere screenings of "George Aiken of Vermont: Balancing Freedom & Unity," a retrospective documentary on the life the Vermont politician, on Nov. 9 at 6:30 p.m. in the Pavilion Building Auditorium, State Street, Montpelier and on Nov. 11, 2005 at 6 p.m. in the Campus Center Theatre, Billings, UVM campus. Both events are free and open to the public.

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UVM HOMEPAGE

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By the view Staff

Article published Nov 15, 2005

An emphasis on promoting democracy is at the center of American foreign policy. But how does one define and track democracy? Is Russia, with its multi-party system, now a democracy? Uganda's government, until recently, forbade political party activity, but called itself a democracy. Is this possible?


Edward McMahon, research associate professor of community development and applied economics and political science, will discuss one methodology for assessing democratic development in a talk, "How Democratic is the World? The Freedom House Annual Survey of Political Rights and Civil Liberties: 1986-2004," on Nov. 29 at 7 p.m. in North Lounge, Billings.

McMahon, a former diplomat, is also a senior research associate at Freedom House. He is part of a team that produces the Freedom House Annual Survey of Political Rights and Civil Liberties. The report assesses the state of democratic development of every country in the world and has increasingly become a key reference point for scholars, journalists, governments and international organizations. It has become an integral part of such international studies as the UNDP's Arab Human Development Report. It is also used as a criterion for the new multi-billion dollar U.S. Millennium Challenge Account, a foreign assistance allocation process.

McMahon's talk will address the following three main questions:

- Why it is important to identify a country's level of adherence to democratic standards?
- How can this can be done?
- What are the results?

The presentation will be comparative, contrasting the state of the world as assessed by the Annual Survey in 1986 and 2004. It will be followed by a question and answer period. The presentation is co-sponsored by the Vermont Council on World Affairs, the Departments of Community Development and Applied Economics and Political Science and the Area and International Studies Program.

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Organizers advise coming early; supplies of the vaccine are limited.

Information: 656-3322

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Students from Edmunds Elementary first visited campus on Nov. 11 under the auspices of a new "Teaching Our Youth" effort. UVM undergraduates led a tour of labs and other activities, and Jeff Frolik, assistant professor of electrical engineering, offered a workshop on electricity.

"The kids were totally blown away by the tour and activities," said Rachael Comeau, organizer from Edmunds.

The tour will be repeated on Nov. 18 and Dec. 2.

On Dec. 3, the College of Engineering and Mathematics will sponsor another outreach event, its annual Design TASC competition. Forty-five teams from 21 high schools have assembled machines in hopes that their creations will kick balls farther and faster than machines from competing teams — and football players affiliated with the Vermont Ice Storm.

Entries in the design competition will be set up in the tennis court area of Patrick Gym from 8 a.m. to 2 p.m.

The same day, UVM engineers, along with partners General Dynamics, the Green Mountain Council of the Boy Scouts of America and the Girl Scout Council of Vermont, will offer educational opportunities for girls and boys ages 12-17 in technology-related subjects. Students do not need to be scouts to participate in hands-on activities in aviation, architecture, business, computers, dentistry, disability awareness, electricity, engineering, energy, geology, hunter safety, metals, music, radio, photography, soil and water, space exploration, surveying, teaching using technology and veterinary medicine. Locations, details: [Scout Event Details](#)

Information: 656-8748

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Some vendor tables are still available; UVM employees may rent tables for \$25 (whole table) or \$15 (half table). A limited number of tables are available and will be assigned on a first-come, first-serve basis. More details are available in the November Issue of Staffline.

The council is also soliciting donations of hand-crafted items or food that they can sell to raise money for programs.

Information: 656-4493

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NOTABLES

November 16, 2005

Awards and Honors

As part of the NWA 34 (New Ways of Analyzing Variation) conference at New York University held on October 20-23, Department of Communication Sciences student Katherine Sadis received the Charles A. Ferguson Prize for Best Student Poster titled "Learning to talk native: Listeners' perception of speech from three dialect areas." Sadis, a senior, attended the Conference with her advisor Julie Roberts, an associate professor of communication sciences.

Publications and Presentations

Many UVM faculty presented at the 8th Annual Breast Cancer Conference at the Sheraton Hotel and Conference Center in Burlington on Oct. 21, including: Dr. **Seth Harlow**, associate professor of surgery; Dr. **Ruth Heimann**, professor of radiation oncology; Dr. **Julia Johnson**, professor of obstetrics and gynecology; Dr. **David Krag**, S.D. Ireland Professor of Surgical Oncology; Dr. **Richard Lovett**, associate professor of radiology; Dr. **Susan MacLennan**, assistant professor of surgery; Dr. **Hyman Muss**, professor of medicine; Dr. **Johannes "Chris" Nunnink**, clinical associate professor of medicine; Dr. **Patricia O'Brien**, clinical assistant professor of medicine and physical therapy; **Janis Peyser**, clinical associate professor of psychiatry and neurology; Dr. **Terry Rabinowitz**, associate professor of psychiatry and family medicine; Dr. **Deborah Rubin**, associate professor of radiation oncology; Dr. **Dennis Sanders**, assistant professor of medicine; Dr. **Emmanuel Soutanakis**, assistant professor of obstetrics and gynecology; Dr. **Christian Thomas**, clinical assistant professor of medicine; Dr. **Cheung Wong**, assistant professor of obstetrics and gynecology; and Dr. **Marie Wood**, associate professor of medicine.

Burton Wilcke, associate professor and chair of the Department of Medical Laboratory and Radiation Sciences, was invited to speak at Hartwick College in Oneonta, New York. His Nov. 7 talk was titled "The Impact of Microbiology on Global Health." Wilcke also was recently appointed to represent the American Public Health Association in the latest revision of the *Compendium of Animal Rabies Prevention and Control*. This compendium serves as the basis for animal rabies prevention and control programs throughout the United States.

November 9, 2005

Awards and Honors

Betsy Greene, Extension equine specialist, received the prestigious 2005 Sister Elizabeth Candon Distinguished Service Award. This award is presented to a woman who has shown evidence of promoting and working toward the advancement of women in higher education and involvement at the national, regional, state, and local levels in related activities. The award was presented at the annual conference of the Vermont Women in Higher Education.

Laura Lintault, a graduate student in the Department of Animal Science, was awarded second place out of 20 presentations in the graduate student competition at the American Society of Gravitational and Space Biology meetings in Reno. The title of her presentation was "Effects of Hypergravity and Food Intake on Gene Expression of Enzymes in the Liver of Periparturient Rats." Karen Plaut, a former chair of the department, was her master's advisor.