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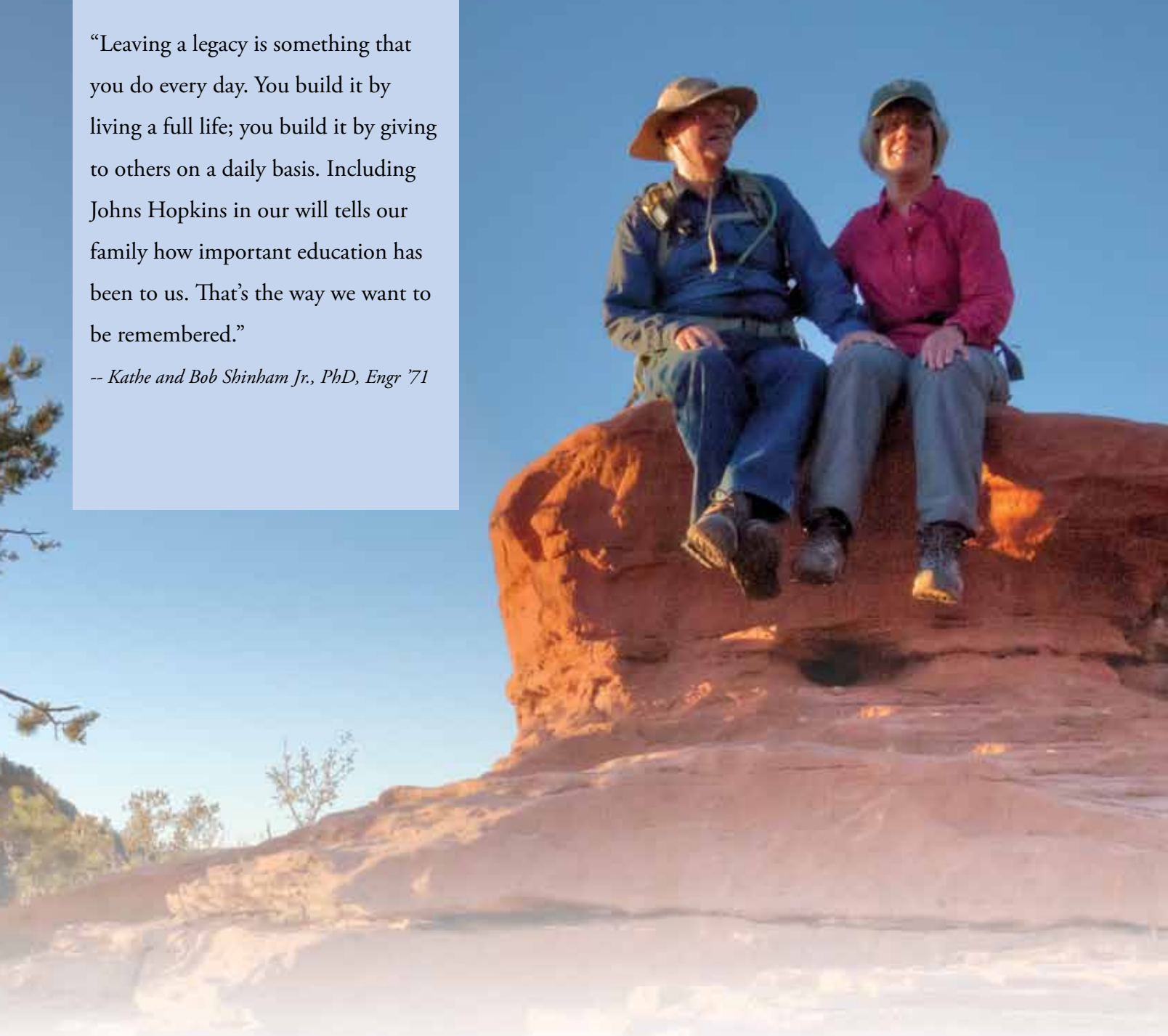
# JOHNS HOPKINS MAGAZINE



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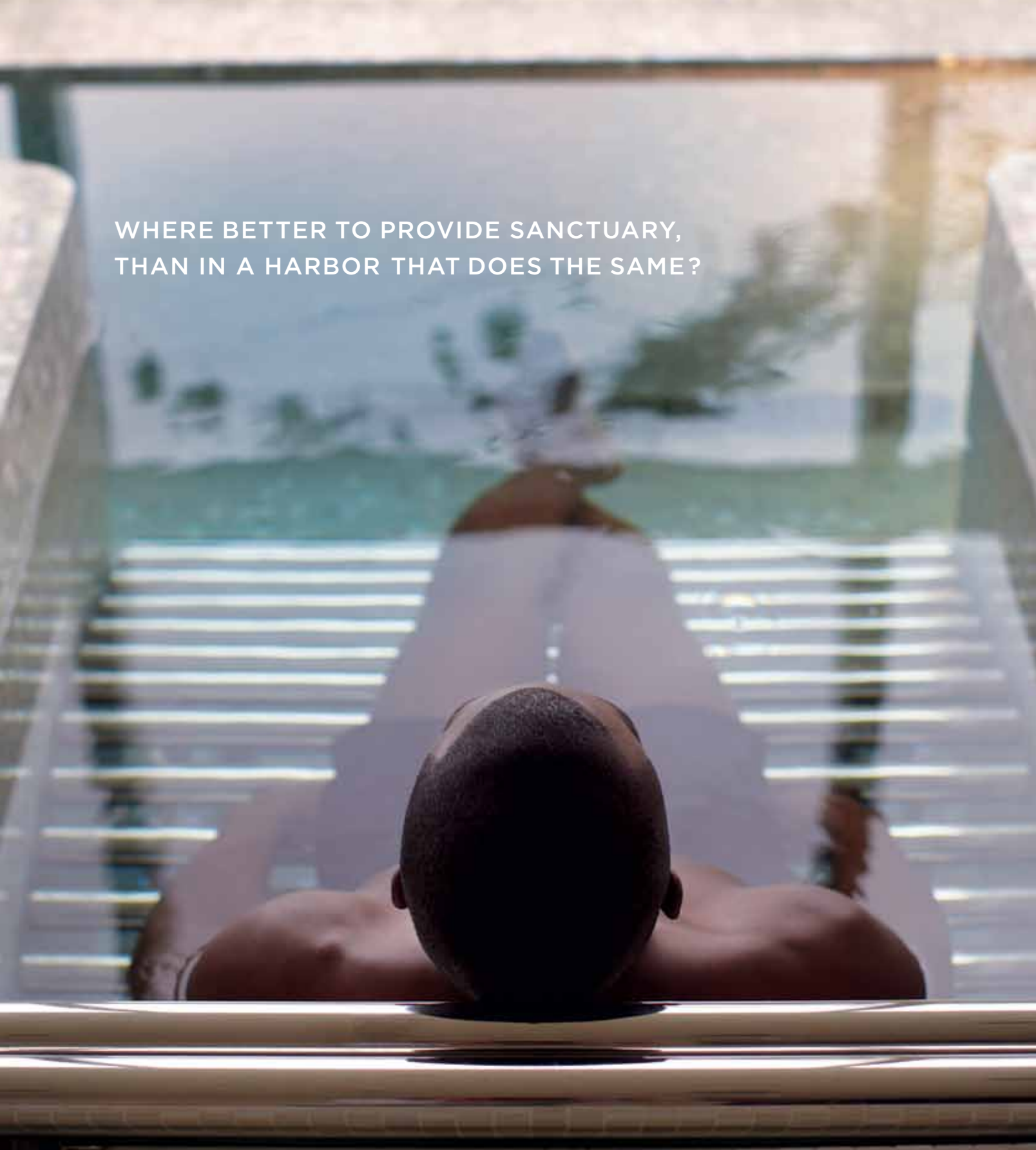


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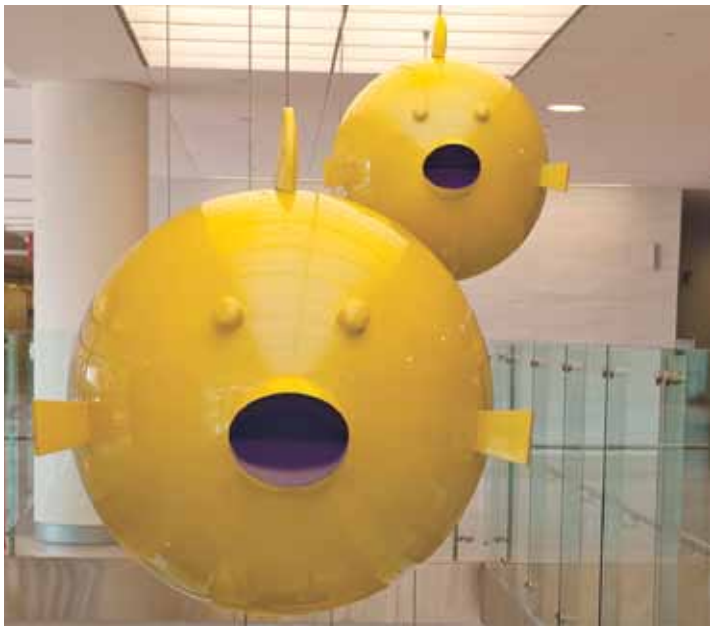

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**EDITOR**
Catherine Pierre

**ASSOCIATE EDITOR**
Dale Keiger, A&S '11 (MLA)

**SENIOR WRITER**
Bret McCabe, A&S '94

**ASSISTANT EDITOR**
Kristen Intlekofer

**ART DIRECTOR**
Pamela Li

**ALUMNI NEWS & NOTES**
Lisa Belman
Kristen Intlekofer

**BUSINESS MANAGER**
Dianne MacLeod

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**Correspond with *Johns Hopkins Magazine***
*Johns Hopkins Magazine*
Johns Hopkins University
901 S. Bond Street, Suite 540
Baltimore, MD 21231
jhmagazine@jhu.edu
Telephone: 443-287-9900
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## Contributors

**Michael Blanding** ("Breaking the Euro 'Doom Loop,'" p. 16) covers politics, social justice, and travel. His work has appeared in the *Nation*, the *New Republic*, the *Boston Globe*, and *Boston Magazine*, among other publications.

**Lavinia Edmunds** ("The 90-Year Divide," p. 50) is a Baltimore-based writer who teaches writing at the Community College of Baltimore County and Introduction to Mass Communication at Towson University.

**Lauren Small** ("The 90-Year Divide," p. 50), A&S '80 (MA), '81 (MA), '86 (PhD), is an adjunct professor of creative writing at the Community College of Baltimore County and the author of *Choke Creek* (Bridle Path Press, 2009), a historical novel about Colorado's Sand Creek Massacre in 1864. She is currently working on a novel about Adolf Meyer.

**Adam Simpson** ("Hospital, Heal Thyself," illustration, p. 36) is an artist whose body of work includes large-scale projects, such as a 60-foot mural in his hometown of Leicester, England, as well as illustrations for clients such as the British Academy of Film and Television Arts, the *New York Times*, and the *Telegraph*. He lives and works in North London.

**Chris Hartlove** ("Changing the Game," p. 28, "Sham Text," p. 44, photography) is a Baltimore-based photographer. His photos have appeared in the *Washington Post Magazine*, the *Boston Globe Magazine*, and the *New York Times*, among other publications.

**Oliver Jeffers** ("NY State of Mind and Stomach," illustration, p. 73) is a Brooklyn, New York–based artist. His illustration clients include the *Guardian*, the *Irish Times*, *Newsweek*, and the *New York Times Magazine*. He has also authored and illustrated a number of children's books. His latest picture book, *The New Jumper*, was published by HarperCollins Children's Books in April.

**On the cover**
Musician Dontae Winslow was photographed for our cover by Los Angeles–based photographer **Elena Dorfman**. Shooting at Fever Recording Studios in North Hollywood, Dorfman says, "Dontae was a pleasure to photograph. He's a performer so he has presence in front of the camera—and his wardrobe was great. His clothing popped in the recording studio and in front of the background. It all worked out well." Dorfman has shot for a variety of editorial, advertising, and movie studio clients, including the *New Yorker*, *W* magazine, *Fortune*, Best Buy, and Paramount Pictures.

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PHOTOGRAPH BY CHRIS HARTLOVE

VOL. 64

**So, we cheated.**

As the magazine's associate editor, Dale Keiger, likes to say, "Babies are cheating." Magazine editors use them (shamelessly) to draw readers into stories. Puppies are also cheating, as are happy, playful elementary school students. You just can't skip over a story with pictures of cute kids.

That's why, when considering how to illustrate "Changing the Game," Bret McCabe's feature story about the School of Education's new role in managing day-to-day operations of the East Baltimore Community School, we took the irresistible approach: We asked Chris Hartlove (a dad, naturally) to photograph some EBCS students. Flip to page 28 to see what I mean.

But in truth, baiting readers was not our only motive. Bret's story covers a lot of ground—some of the larger issues being debated in education reform; the challenges EBCS students face; the role a newly implemented curriculum is playing in changing the way those kids feel about learning; and the university community's commitment to the neighborhood surrounding its East Baltimore campus. As a demonstration of that commitment, not only has President Ron Daniels made this a priority, but School of Education Dean David Andrews has moved into the neighborhood, just across the street from the school.

All of these are important issues, and they come down to one thing: the kids. After all, they are the future of our wonderful and challenged city. And whether you're a parent, a teacher, a Baltimore City resident, or none of those things, you can't look at their charming little faces and not care what happens to them.

**EDITOR** Catherine Pierre

## Arts take the stage

Thank you, Mr. Astin ["Staging a Revival," Summer]. As a Homewood freshman in 1965, I saw an excellent Hopkins production of *The Threepenny Opera* at the Barn and, as a sophomore, *Waiting for Godot* at Center Stage. Although I was a premed student, these experiences moved me more than Alsoph Corwin's organic chemistry course. I became a physician and, since retiring, have enjoyed a second career acting and directing in a community theater. Best of luck in re-establishing a quality theater tradition at Hopkins.

**Charles A. Braslow, A&S '69, Med '73**
Christiansted, St. Croix, U.S. Virgin Islands
Comment from hub.jhu.edu/magazine

The Aquaponics Project is supported by grants and is in no way a "waste of JHU money," nor does it involve funding support from alumni donations.

## Untelling fish tales

Charles Kestenbaum's letter, "Food for Thought," from the Summer issue, contains several uninformed comments about the Aquaponics Project [Wholly Hopkins, "Farming for Urban Tilapia," Winter 2011].

The Aquaponics Project, developed by the Johns Hopkins Center for a Livable Future, is not a backyard project. Rather, the project provides a field lab environment for the serious study of aquaponics in order to help raise awareness of and increase the body of knowledge about aquaponics as an economic, social, and ecologically sustainable avenue for raising edible aquatic animals and plants. Moreover, the project is designed to engage Johns Hopkins students, faculty, and staff members—as well as the general public—to facilitate experiential education, applied research, and job training. Overall, by applying what we learn we aim to drive the field of aquaponics and recirculating aquaculture forward.

As the letter notes, some overseas tilapia production has been associated with unsustainable practices. However, we do not use pesticides, antibiotics, steroids, or growth hormones. Instead, we examine techniques for practical application, such as studying vegetarian and/or algae-based feeds that make tilapia healthier and more environmentally friendly to raise. We are also researching methods for capturing and recycling fish wastewater to raise crops like lettuce, kale, basil, and tomatoes, which act as biofilters to clean the water.

CLF's Aquaponics Project is supported by grants and is in no way a "waste of JHU money," as the letter states, nor does it involve funding support from alumni donations.

For those who would like to learn more about the project or aquaponics in general, please visit our website. We also welcome visitors to the Johns Hopkins Center for a Livable Future Aquaponics Project site located in Baltimore's Cylburn Arboretum.

**David Love**
*Project Director, Public Health and Sustainable Agriculture Project*
*Johns Hopkins Center for a Livable Future*
*Johns Hopkins Bloomberg School of Public Health*

The fact that the horseshoe crab is a near neighbor to Johns Hopkins, coming ashore at the mouth of the Delaware River to lay eggs, makes this relationship even more special.

## Learning from animals

I enjoyed "Aping Nature" in the Summer issue. It reminded me that investigators at Johns Hopkins were learning from other species even in the early 1960s. Professor Jack Levin developed an assay for endotoxin (pieces of the wall of gram-negative bacteria) using the blood of the horseshoe crab, called *Limulus*

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*polyphemus*. These bacteria induced clotting of the crab's blood, causing death, and this was the basis for the assay, which led to a standard test used to ensure that vaccines and injected fluids are free of bacterial contamination. Of course, the fact that the horseshoe crab is a near neighbor to Johns Hopkins, coming ashore at the mouth of the Delaware River to lay eggs, makes this relationship even more special.

**Peter Zauber, A&S '68, Med '71, HS '76**
South Orange, New Jersey

For a child who is unable to swim, simply slipping while doing the washing could result in a drowning fatality.

## To swim, or not to swim?

In "Troubled Waters" [Spring], concerning the drowning epidemic among children in Asia, Adnan Hyder states that although he thinks teaching kids to swim is a good idea in general, he has not seen scientific evidence proving that swim lessons reduce rates of drowning.

Data collected by the Bangladesh Health and Injury Survey shows that children unable to swim have a much higher chance of drowning than those who are able to swim. Additionally, research by the Centre for Injury Prevention and Research, Bangladesh, strongly suggests that learning to swim reduces a child's risk of drowning. The data was presented at the World Conference on Drowning Prevention in Vietnam.

However, some argue that if children learn to swim, they will become overconfident and put themselves at higher risk of drowning. This argument is out of context and hampers efforts to coordinate a national swim program. The BHIS suggests that each year, 17,000 children die of drowning in Bangladesh. Water in Bangladesh is mainly used for necessary daily activities—washing, cooking, cleaning—where there is a high risk of involuntary entry. For a child who is unable to swim, simply slipping while doing the washing could result in a drowning fatality. Even if a very small proportion of children began swimming for recreational purposes, the protective benefit would far outweigh any risks associated with recreational swimming.

**Tom Mecrow**
Dhaka, Bangladesh
Comment from hub.jhu.edu/magazine

**Adnan Hyder responds:**
We appreciate the letter from Tom Mecrow and agree that all efforts should be made to prevent drowning in children, especially in countries like Bangladesh. However, please note that for children 1 to 4 years old, interventions have to be barrier- or parent-based. For children 5 and up, swimming is both intuitive and potentially important—there is some data from high-income countries (like the United States)—but the work in Bangladesh mentioned in the letter has not been scientifically published or peer-reviewed; we look forward to that evidence informing our work in the future. Finally, we are starting a series of studies as well and hope to report on our work in the coming years.

**Adnan A. Hyder, SPH '93, '98 (PhD)**
*Professor, International Health*
*Director, International Injury Research Unit*
*Johns Hopkins Bloomberg School of Public Health*

***Poker—who'da thunk? Top five stories from Summer online***

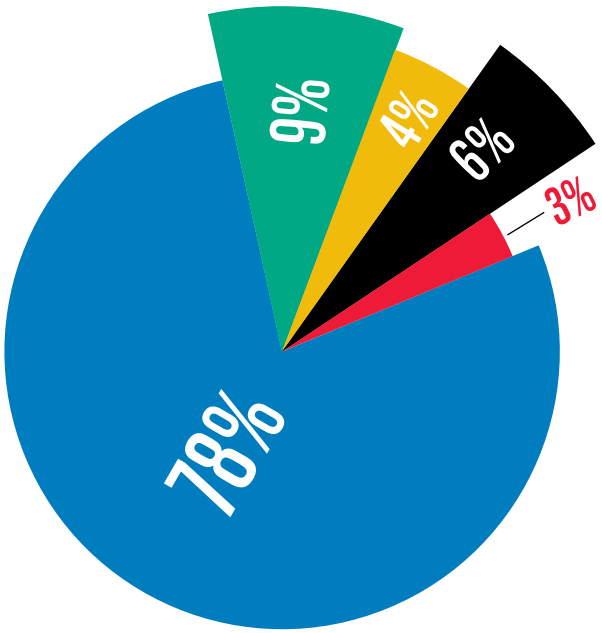


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ILLUSTRATION BY LUKE BEST

# Sunshine with a Twist

*Interview by* **Dale Keiger**

*The global population's health would much improve if people had access to clean water. According to the Stockholm International Water Institute, half of all the world's hospital beds—half—are occupied by people sickened by waterborne illnesses. In 2009, the World Health Organization and UNICEF estimated the number of people forced to live without safe water at 850 million. Alexander S. Harding, a student at the School of Medicine, believes a partial answer to the problem may be as simple as squirting some citrus juice into a jug of water and leaving it in the sun for a few hours.*

**Context**

In 2009, Harding was in a School of Medicine class taught by professor of biophysics Jon Lorsch when Lorsch mentioned that lime juice splashed on the hands can result in patches of sunburn. This is because sunlight activates biomolecules in the lime juice called psoralens, which damage skin cells. Harding knew that one method of household water treatment recommended by UNICEF is solar disinfection—putting water into a 1- or 2-liter plastic bottle and leaving it in the sun for at least six hours. Harding's mind connected these pieces of knowledge: "The first thing I thought about was using lime juice to disinfect water by turning the psoralens against microbes." To test the idea, he filled plastic bottles with tap water, contaminated each water sample with one of three harmful bacteria (including *Escherichia coli*), then added juice squeezed from Persian limes, the variety most often found in grocery stores. The last step was to expose the bottles to sunlight—not only in a lab but on the deck of the Denton A. Cooley Center swimming pool.

**Data**

Harding collaborated with Kellogg J. Schwab, director of the Johns Hopkins University Global Water Program in the Bloomberg School of Public Health, on a study recently published in the *American Journal of Tropical Medicine and Hygiene*. They used 30 milliliters of lime juice per 2 liters of water, roughly equivalent to 1 ounce of juice per half-gallon of water. The water samples contained *E. coli*, MS2 bacteriophage (a surrogate virus commonly used in research because it is similar to some common pathogenic viruses), or murine norovirus (another surrogate, this time for human norovirus, a highly

contagious cause of gastroenteritis that cannot be cultured in the lab). The combination of lime juice and exposure to UVA for 30 to 150 minutes led to about a million-fold reduction of *E. coli*. The study also found significant reduction in the MS2 bacteriophage tests. The technique did little to reduce norovirus, which had already proved resistant to simple sun exposure.

### Upshot

Most of sub-Saharan Africa and much of Latin America and Southeast Asia experience sufficient sunlight for lime juice–enhanced solar disinfection. Fortunately, many of those regions also produce limes and lemons (which, the researchers say, should be investigated as a substitute in places where limes are harder to obtain). Plus, limes are cheap, and lime juice seems to boost the effect of solar disinfection enough to lessen the need for long sun exposure. And there's one more favorable factor: Many cultures already use citrus juice in food preparation for its disinfective properties. They are accustomed to the flavor.

### Conclusion

On a cloudy day, solar disinfection (frequently called SODIS in public health literature) can take up to 48 hours to work, one reason it is not more widely used. Harding's method could greatly speed up the process, plus it involves almost no technology. "All you need is a plastic bottle, which you can get almost anywhere on earth, and sunlight, which is readily available in places where clean drinking water is not available," Harding says. "If we can find a way to speed up SODIS so it can be done in the morning and then you can use the water to cook lunch that afternoon, it will have a lot more popularity."

**CATCH AND COLLECT** Bill McCloskey spent 27 years as a congressional liaison for the Applied Physics Laboratory before retiring in 1989. He also spent 50 years as a seafaring shutterbug, documenting the lives of commercial fishermen. In 2011, his photographs, including this one of Alaskan fishermen hauling in a catch of king crabs, were officially added to the Smithsonian Institution's National Museum of American History collection. To see more images from the William McCloskey Fishing and World Fisheries Photographic Collection, 1952–2005, visit hub.jhu.edu/magazine. **Catherine Pierre**

# FOREFRONT

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# 1

INTERNATIONAL FINANCE

## Breaking the Euro "Doom Loop"

**Michael Blanding**

In macroeconomics, when a crisis hits people flee to where they feel safest. So when the economy in the United States collapsed in 2008, many investors traded stocks for bonds, eventually parking their assets in the safest spot: U.S. Treasury bonds. Supported by the large and diversified U.S. economy, Treasurys are the closest thing to a risk-free investment—you won't make a lot of money, but you won't lose your shirt either.

In Europe, investors tried to do the same thing—only there was a glitch. Because each European country issues its own treasury bonds, investors not only fled to safety across asset classes (stocks to bonds to treasury bonds), but also across national borders, dumping bonds from the perceived riskier countries in southern Europe such as Greece, Portugal, and Spain, and buying up everything they could from the northern countries of Germany, France, and the Netherlands. That created problems on both sides of the borders, says Erik Jones, director of European Studies at the Nitze School of Advanced International Studies and director of the Bologna Institute for Policy Research in Italy. Because there are not nearly enough government bonds in the "safe" countries of Europe, investors have flooded the market, creating the perverse situation where countries like Germany are charging negative interest rates.

"People are essentially paying Germany to keep their money safe," says Jones. "That's not sustainable for the long haul." Meanwhile, in poorer countries, banks are seeing the value of their government holdings plummet, forcing national governments to bail them out, creating a "doom loop" between bank balance sheets and government finances that further destabilizes the peripheral economies. Voilà, the eurozone crisis we know today.

This doom loop has already pushed Greece, Ireland, and Portugal out of the market and is threatening Spain and Italy as well, says Jones. "It's really a disastrous situation, and the only way we can solve it is to stop people from being afraid, or to give them a new reflex to channel their fear in a more constructive way."

The new way Jones and others have proposed to fix the problem is to create a risk-free investment of last resort similar to U.S. Treasurys. These eurobonds could be issued by every country that has adopted the euro as its currency—the so-called eurozone—but would come out of one centralized authority and carry a single credit rating, thereby stopping the geographic flight of money across borders and breaking the doom loop. Jones has become one of the chief proponents of eurobonds, holding workshops and seminars on the topic at SAIS and proselytizing for their adoption in speeches at conferences across the continent and in a prolific article-writing campaign in European newspapers and financial blogs.

He has run into stiff resistance from some in northern Europe who argue that setting up a common bond instrument would put richer countries on the hook for poorer countries' debts, giving the poorer nations incentive to borrow more and further exacerbate

the crisis. In fact, says Jones, the system as it's been proposed would do the opposite. Each country would be given a limit on how many eurobonds it could issue, perhaps 60 percent of GDP. As a hypothetical example: Germany might be allowed to borrow up to $2 trillion through participation in a new eurobond issue, but Greece, with its lagging economy, would be restricted to a maximum of $180 billion. For Greece to borrow more than that, it would need to issue national bonds rather than eurobonds, and the interest rates demanded in the markets for national bonds would be much higher. Thus, eurobonds would create an incentive for countries to borrow less money, not more. In addition, to qualify for borrowing through eurobonds, countries would need to open up their books and meet certain financial requirements, making their economies more transparent and accountable.

Only by confronting fear can the eurozone get out of its crisis, Jones says. "Every economy needs a risk-free asset where people can put their money when they are afraid. The alternative is to wish away fear, and you show me the politician who can do that."

# 2

CRITICAL THEORY

## Structuralism's Samson

**Bret McCabe**

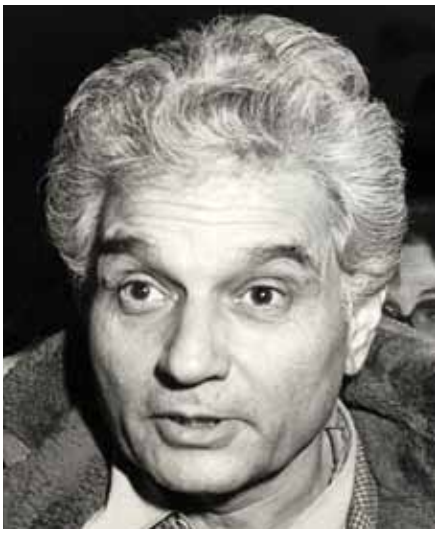
A brilliant, endearing presence on the Homewood campus for more than 60 years, Richard Macksey, A&S '53, '53 (MA), '57 (PhD), approaches knowledge the way a foodie looks at nature: There's potentially something tasty everywhere, and seemingly disparate things can complement each other. In 2005, Macksey wrote the preface to the second edition of *The Johns Hopkins Guide to Literary Theory and Criticism*, a more than 1,000-page reference doorstop first published by Johns Hopkins University Press in 1994. He begins this historical overview of literary criticism with a brief tale of 18th-century British historian Edward Gibbon, "fresh from his Calvinist cure in Lausanne." Conversations with Macksey refreshingly wander as memories and ideas open narrative trapdoors, fitting for a man who chose Proust for his dissertation. These digressions can venture into intellectual life's lesser-known nooks, such as indelible eccentrics who were unable to fit into the academy's square pegs.

"We had Charles Sanders Peirce, who was the most brilliant of all eccentrics and one of the most difficult," Macksey says. Peirce was an intellectual Swiss Army knife. Mathematics, logic, philosophy, science, semiotics—whatever the discipline, he could slice through it with his nimble, creative mind. His Johns Hopkins career was far too brief, 1879 to 1884, but the shadow he cast was long enough for

Macksey to invoke Peirce's chutzpah for "adapting the methods of one science to the investigation of another" during the opening remarks to *The Languages of Criticism and the Sciences of Man* symposium held at the Milton S. Eisenhower Library from October 18 to 21, 1966. It assembled a cadre of French intellectuals whose multifaceted investigations of the social sciences had made structuralism, the very loose umbrella for a wide array of thought, existentialism's successor. By the end of the conference, though, a Peirce sentence from his 1891 *Architecture of Theories* provided a more fitting epitaph: "May some future student go over this ground again, and have the leisure to give his results to the world."

The conference helped position Johns Hopkins as a gateway for contemporary French thought into North America, and the event itself was populated with flamboyant personalities: interlocutors fortified by a few too many French 75s prior to question-and-answer sessions; a native French speaker mispronouncing "meet" as "mate," which made his desire to meet with the students sound a tad odd; and a last-minute presenter who, Macksey admits, "was an intellectual terrorist. He had better manners than many French academics, but there was an element of disruption, obviously."

Given that the 18-minute TED talk is the current de facto forum for sharing big ideas, it might be difficult to understand how a university-sponsored gathering of more than 100 thinkers from around the country and eight other nations could cause the seismic ripples that it did. With a Ford Foundation grant and the support of the Humanities Center's founding director, Charles Singleton, a trio of young Johns Hopkins faculty members wanted to bring to the university as many leading structuralists as possible. Guests would present their papers, to be followed by question-and-answer time in which invited interlocutors could respond with an intervention—an extemporaneous mini-lecture reply that might lead into a question.



Jacques Derrida

PHOTOGRAPH AP PHOTO/ALEXIS DUCLOS

It was organized by René Girard, then chairman of Johns Hopkins' Romance Languages Department and now a Stanford University professor emeritus; Eugenio Donato, A&S '65 (PhD), a former graduate student who taught at Johns Hopkins for a few years before moving on to the University at Buffalo and the University of California, Irvine; and Macksey. The speakers included Roland Barthes, Lucien Goldmann, Jean Hyppolite, Jacques Lacan, Charles Morazé; former Johns Hopkins faculty Georges Poulet, Guy Rosolato, Nicolas Ruwet, Tzvetan Todorov, Jean-Pierre Vernant; and Johns Hopkins faculty Neville Dyson-Hudson, Donato, Girard, and Macksey. The event was standing room only—"people were falling out of the windows," Macksey jokes—and a closed-circuit broadcast was eventually set up in the MSEL's staff lounge.

Belgian anthropologist Luc de Heusch was invited to attend but couldn't, and the organizers needed to find a replacement at short notice. Invitee Hyppolite suggested a 36-year-old former student. His name was Jacques Derrida. "I'm not sure how clear we were about where this guy was going," Macksey says. "Hyppolite just said, 'I think he would be somebody who would come.' So we got in touch with him, and Jacques, on fairly short notice, said yes, he would come. I hadn't realized that he was going to be the Samson to tear down the temple of structuralism."

With "Structure, Sign, and Play in the Discourse of the Human Sciences," Derrida impishly but effectively identified flaws in the organizational thrust of Claude Lévi-Strauss' work in kinship and mythologies, work that formed a critical base for structuralist theory. It struck at the heart of the work of some of the assembled guests, and Derrida's responses to interventions were deft deflections. For example, his former teacher Hyppolite introduced algebraic examples to discuss Derrida's arguments, and then asked him if that was what he was going for. Derrida responded, "I was wondering myself where I am going. So I would answer you by saying, first, that I am trying, precisely, to put myself at a point so that I do not know any longer where I am going."

Derrida spoke on the conference's last night, but he would return to campus—and the American lecture circuit—over the ensuing years, as Johns Hopkins in the late 1960s and early 1970s became an incubator of post-structuralist thought and thinkers. The conference was a pivotal point in Derrida's career. In its obituary following Derrida's 2004 death at the age of 74, the *New York Times* noted that his Johns Hopkins appearance "shocked his

American audience." "Did we know what had happened?" Macksey asks. "No, but there was a sense."

J. Hillis Miller, a University of California, Irvine, professor emeritus of English, was a member of Johns Hopkins' English Department at the time and missed Derrida's lecture because he had to teach a class. But he caught up with his friend and former colleague Poulet immediately afterward. "And he said, 'I have just heard the most important lecture of the conference—it's against everything that I do but it was the most important lecture,'" Miller recalls. "It was quite an extraordinary piece of prophetic insight. . . . I don't think the historical importance of that conference has been exaggerated."

Macksey has revisited this conference a number of times, including penning a new preface for the 2005 reissue of the book that collected the presented papers, *The Structuralist Controversy*. In it he quotes from a Derrida presentation at an American university some two decades after the symposium, in which Derrida acknowledges, "What is now called 'theory' in this country may have an essential link with what is said to have happened there in 1966."

The ghosts of ideas and people move in and out of time and mind, liable to appear in quotidian moments. Shortly after first sitting down to begin this conversation, Macksey asked his guest for a match. A shuffling through the stacks of papers and books that cover the table in his library soon followed. His guest found a match-book and held it up. "No, they're empty," Macksey says, before noticing the script logo of a Swiss tobacco manufacturer on the cover. "They're Davidoff. I haven't had Davidoff since Jacques Derrida was here."

# 3

EATING DISORDERS

## Pathologically Picky

**Kristen Intlekofer**

If hell is having to do the same thing over and over again, imagine eating chicken nuggets every day. For the rest of your life. Not because you're a connoisseur of processed chicken or you have misguided notions about its nutritive properties, but because you sincerely believe you cannot keep any other foods down. For thousands of adults, picky eating, also known as selective eating or food neophobia, poses a real problem.

In this context, picky eating means more than eschewing the occasional brussels sprout or beet. Adults who suffer from picky eating subsist on an extremely limited range of foods—most often kid-friendly staples like french fries, chicken fingers, or pizza. Psychiatrist Angela Guarda, who directs the Johns Hopkins Eating Disorders Program, says that most of the adult selective eaters she has seen in her practice were also picky eaters as children. Unable to outgrow their fussy habits, they continue to eat bland "kid" foods that often have high-fat, high-sodium, or high-sugar content, avoiding fruits and vegetables altogether. The problem is that not only are picky eating habits unhealthy—contributing to problems such as anemia, diabetes, even scurvy—they can also have severe consequences for one's social life, career, and family relationships. Bob Krause, a self-described picky eater who started PickyEatingAdults.com, an online support group, has said that his condition was partially responsible for the demise of his first two marriages. Other picky eaters describe lying or making excuses to avoid social situations that revolve around eating. The family Thanksgiving meal becomes a source of anxiety for someone who eats only a few foods.

Speculation about potential causes runs the gamut from an extreme sensitivity to food textures or smells—a sensitivity associated with autism or obsessive compulsive disorder—to the "supertasters" theory, which posits that some folks have more taste buds than average and are therefore highly sensitive to certain bitter flavors. For an adult picky eater, a new food might cause gagging, vomiting, or stomach pain.

It's difficult to pin down an exact number of people who suffer from the disorder, Guarda says, because picky eating is tricky to define—the term is often used to describe a heterogeneous group with several subsets. For example, a 2008 study conducted by researchers at Pittsburgh and Duke universities found that among the nearly 7,000 men and women who responded to their online questionnaire for picky eaters, only 28.7 percent of respondents fell into the "picky eating group," meaning they reported high rates of picky eating behaviors but low rates of other disordered eating behaviors. Nearly 50 percent were also found to have symptoms of other eating disorders such as bulimia or anorexia; the remaining 21.4 percent had low rates of any disordered eating symptoms. Guarda says that for adolescents and adults who suffer from picky eating, the condition is usually treatable. With the patients she has seen, Guarda has taken an approach similar to that of treating anorexia. "It's a behavioral treatment approach," she says. "So you don't work on trying to understand *why* they like french fries. You help them eat other foods."

Eugene Leake's *May Rocks and Trees* "had been savaged."

# 4

FINE ARTS

## Lost, Found, Restored

**Dale Keiger**

Michael Sullivan knew what he had right away. He was standing with a group of contractors in a corridor of the AMR I freshman residence hall on the Homewood campus last May, at the beginning of a major renovation of the dorm, when he spotted an oil painting leaning against the wall. A demolition crew working on the dorm had found it in a janitor's closet and moved it to the hallway. The painting was a mess, but Sullivan, senior design and construction project manager at Homewood, recognized it immediately as a landscape by the late Eugene Leake, former president of the Maryland Institute College of Art and founder of the Homewood Art Workshops.

Sullivan called Craig Hankin, current director of the Art Workshops and the author of *Maryland Landscapes of Eugene Leake*. Says Hankin of the painting, *May Rocks and Trees*, from 1984, "It had been savaged, basically. The canvas had been torn in a couple of places. Someone had driven nails through the backs of the stretchers"—the framework on which the canvas had been stretched taut—"and the nails had punctured the canvas as well. Solvents and things had been spilled on it and it was really badly stained. I was a combination of horror-stricken and grief-stricken."

The university turned the painting over to Mary Sebera, a conservator at the Baltimore Museum of Art. Sebera noted that despite the damage, overall the painting was stable. She removed the nails, patched the holes, cleaned the surface of the painting, and resecured it to the stretcher. When he first saw Sebera's restoration, Hankin says, "My jaw dropped. To look at it today,

you would never imagine that the painting had been so badly abused. It's absolutely stunning."

The painting now hangs in the Ross Jones Building of the Mattin Center.

# 5

LANGUAGE INSTRUCTION

## Your Brain Has an Accent

**Bret McCabe**

The sound of the *a* in *rat* is a low, front, unrounded vowel. The tongue's tip hits the back of the lower teeth and carpets the mouth. The mouth opens wide and the sound erupts from the throat. It can be a difficult sound to make for non-native English speakers. "It is an unusual sound, kind of an ugly sound, so people feel a little shy making this sound," says Julia Yarmolinskaya, A&S '10 (PhD), a lecturer in Johns Hopkins' Center for Language Education. Sitting in her office in the basement of Krieger Hall, she opens her mouth wide to make the short vowel, demonstrating how she works with the students in her Accent Reduction class, which is part of the summer Intensive English Language Program.

For Americans trying to learn French prior to a Paris holiday, a subpar understanding merely means being one of those tourists who asks for directions to the "Loo-vray." For non-native speakers of English trying to make it in America, an accent can be problematic. According to the U.S. Equal Employment Opportunity Commission, English-only rules in the workplace or harassment of people who speak English with an accent are unlawful. But if effective oral communication is a requisite, employers can legally take accent into account.

Typically, we learn new languages by listening to examples from instructors, or from language CDs or computer programs, then trying to mimic what we hear. Yarmolinskaya, a native Russian who speaks English with but a trace accent, comes at the situation a little differently through her interest in neurolinguistics. Her mother is a neurologist in Arkhangelsk, Russia, located on the White Sea about 750 miles due north of Moscow, and Yarmolinskaya recalls growing up fascinated by the cases her mother and her colleagues would discuss. She came to Johns Hopkins as a cognitive science doctoral candidate in 2002 and soon found herself interested in the phonology of second language acquisition and perception. While conducting her own experiments and going through published research, she came across findings that argued that the brain processes foreign sounds differently.

Everybody's phoneme bank is established very early in childhood, shaped by the languages the brain is exposed to. Those sounds eventually accrue the sophisticated meaning of speech. When the brain encounters sounds outside of its native language, though, it doesn't always know how to interpret them. It may reinterpret them according to what they sound like in the native tongue. Basically, the ears accurately convey a foreign sound, but when the brain tries to make sense of it, it substitutes a more familiar existing sound. So it's quite possible the brain isn't hearing a foreign sound correctly.

Yarmolinskaya encountered this phenomenon in her own research on phonologic perception with Slavic languages, which have some consonant clusters that don't exist in English. She had a subject who said he couldn't hear the difference between *gleena* (clay), which is pronounced "GLEEN-uh," and *dleena* (length), which is pronounced "dleen-UH." English doesn't have a corresponding "dl" sound, so his brain was hearing it as the more familiar "gl." There are various phonological processes that take place, but essentially the brain reinterprets it according to the phonological grammar of the first language. "And there's really nothing you can do," she says, adding, "you don't hear the difference between a foreign sound and a similar native sound, and [so you] fall back to your native sound because that's what you're used to."

Considered that way, an accent—the intensity of which can range across age groups and native languages—is a matter of understanding sounds. In short, Yarmolinskaya gives her students an intensive course of applied phonetics, which includes learning the International Phonetic Alphabet. Accents can only really be overcome through sustained language practice, but this approach gives non-native speakers an empirical framework in understanding sounds as an avenue toward learning how to produce English sounds better.

For the coming academic year, the center is offering Accent Reduction to the international teaching assistants. It's a pragmatic approach to language, one Yarmolinskaya experienced when she took a phonetics course and found it instructive. "That class was helpful to me because even though I did not have much accent, it really organized things in my mind. Now I know the differences between sounds. I may still not be able to produce them reliably or hear them reliably, but consciously I am aware of the differences and if I practice hard enough I'm able to differentiate [them] and say them correctly."

# 6

BIOMEDICAL ENGINEERING

## Shark Fin Science Project

**Dale Keiger**

Sophie Elisseeff is one smart kid. Last year, the 13-year-old accompanied her mother, Johns Hopkins professor of ophthalmology and biomedical engineering Jennifer Elisseeff, to the National Geographic Society's headquarters in Washington, D.C., to see a film titled *Shark Island*. The film documents the remarkable congregation of hammerhead sharks and other ocean predators in the waters around Cocos Island, 300 miles from Costa Rica. Subsequent to viewing the film, Sophie read a *New York Times* article about the massive killing of sharks to harvest their fins, which are dried for use in shark fin soup, a delicacy in China. Often, the fins are sliced from the living shark and it is tossed back into the water to slowly die. Sophie knew that her mother's laboratory works on cartilage regeneration, so she hit on an idea: On the assumption that shark fins were largely composed of cartilage, might it be possible to grow shark fins in the lab and perhaps save millions of animals?

When your mom is a Johns Hopkins researcher, your ideas sometimes turn into research projects. Jennifer works with a company in Hawaii called Cellular Bioengineering Inc., and through contacts there she secured samples of dried fins. Under her mother's guidance Sophie set about analyzing their composition, which would be important for trying to mimic them in the lab. "First we took the dry weight of the fins, then we made them hydrated and weighed them again to see the difference, to see what happened when you dried and packaged them for eating, because maybe it changed how they'd taste or something," she says. They then did a chemical assay for chondroitin sulfate, a molecule found in cartilage, and discovered less than a quarter of what they expected. So much for the idea that shark fins are mostly cartilage.

COURTESY DANIEL HERZKA

An MRI of a shark fin revealed unexpected structural details.

The next step involved a large hammerhead fin sent by Neil Hammerschlag, a researcher at the University of Miami, which arrived on their doorstep via FedEx. "We started dissecting it in our kitchen," Sophie explains. "As we were cutting it open, we found these long, sort of noodle-like pieces. They're clear and a little bendy and running all along the shark fin, held together by this tissue. From the top it looks like a bee's honeycomb." The Elisseeff team also secured an MRI of a fin, courtesy of a colleague in biomedical engineering, Daniel Herzka. More chemical assays for collagen and keratin lie ahead, and once the Elisseeffs have a better idea of the fins' composition, they'll have a better idea if they can replicate fins in the lab. If they succeed there, next stop will be the test kitchen.

Whether or not they can create a culinary alternative to harvesting actual shark fins, Elisseeff sees her daughter's project bearing some interesting research results. For

example, the MRI of the hammerhead fin revealed interesting structures that resemble miniature knee joints. Elisseeff is talking with Rajat Mittal, professor of mechanical engineering at Homewood, about trying to model the movement of the fin based on what the MRI showed. She also thinks what they are learning could have implications in the development of new biomaterial scaffolds for tissue engineering.

# 7

DEMOGRAPHY

## Betting on the Population Bomb

**Dale Keiger**

When an economist from the University of Michigan named David Lam addressed the 2011 annual meeting of the Population Association of America, he sounded an upbeat note about our ever more populous planet. "I am sure that by the time of the 2050 PAA annual meeting, the world will still face important challenges," he said. "But I also expect that it will have improved in many ways, including lower poverty rates, higher levels of education, and plenty of food to go around." Lam alluded to a famous occasion when the optimistic economist Julian Simon bet the pessimistic biologist Paul Ehrlich that global mineral prices would decline over a 10-year period despite rising population and demand. Ehrlich lost that bet, and Lam said that were anyone to make a similar bet against his predictions, he thought they'd lose, too.

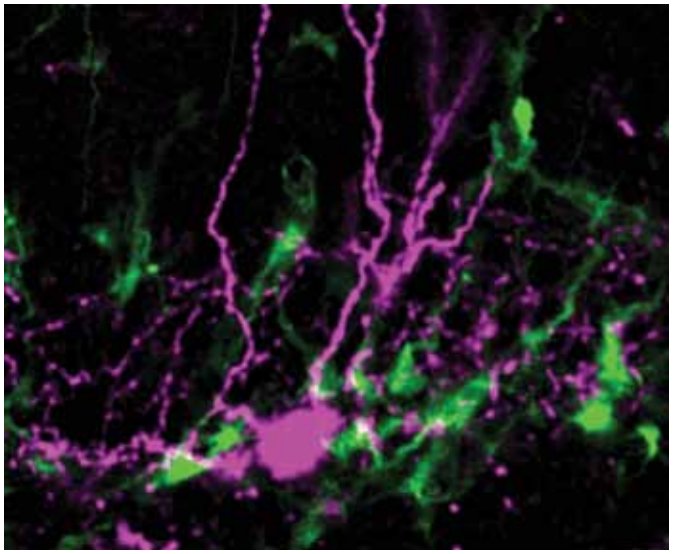
Stanley Becker of the Bloomberg School of Public Health was in the audience for Lam's address. Becker is a professor of population, family, and reproductive health, and he decided to take up Lam's challenge. So at a gathering last October at Johns Hopkins to mark the global human population reaching 7 billion, Becker and Lam announced a wager. Lam bet that the inflation-adjusted prices of five foods—cereals, dairy, meat, oils and fats, and sugar—will decline from 2011 to 2020, and Becker bet that they will go up. The two professors agreed that the loser will donate up to $1,000 to a nongovernmental organization of the winner's choosing.

In "How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History," published in *Demography*, Lam notes that despite a doubling of global population from 1960 to 1999, food supplies per capita substantially increased while prices declined. "There were many concerns about the potential impact of rapid population growth in the 1960s, including mass starvation in countries such as India, depletion of nonrenewable resources, and increased poverty in low-income countries," he wrote. "The actual experience was very different. World food production increased faster than world population in every decade since the 1960s, resource prices fell during most of the period, and poverty declined significantly in much of the developing world." He felt confident that through hard work and creativity, those trends would sustain despite continued rapid population increases.

"He's saying basically that things are looking good, and since they've been relatively good over the last 50 years, he thinks the future isn't that bad," Becker says. As a social demographer with an ecological orientation, Becker has considered a variety of factors and come to a more pessimistic conclusion. As about 75 to 80 million additional people join the world's population each year, global aquifers are being tapped for water at a rate that exceeds their rate of replenishment. That's water vital for farm irrigation, among other uses. Becker points out that most of the globe's arable land is already under cultivation, with no guarantee of ever-increasing yields. Furthermore, global climate change could disrupt agricultural production in important areas like the American Midwest (Becker notes that this is already happening due to drought). "There's lots of land in the Congo and Brazil under rain forest, but you chop that forest down and find the land is not that good for farming," he says. In rapidly developing countries like China, newly prosperous people are eating more meat, and meat production is a far less efficient use of agricultural resources than production of vegetable protein. Much agricultural production is dependent on oil in various ways, and oil supplies are finite. Fish stocks in the world's oceans have declined to the point that vast areas of the sea are fished out of some species. All of which feeds Becker's doubts about stable food prices.

"There could be a breakthrough," Becker says. "I could be wrong for a bunch of reasons. There are likely to be food subsidies by governments to prevent food riots. Maybe we'll have another Green Revolution, a *green* Green Revolution. I ask my classes, how many of you are vegetarian? A few hands go up. So if we were all vegetarians, we could probably feed 10 billion people. How many would eat seaweed? Fewer people raise their hands. If we all ate seaweed, we could probably feed 12 billion because there's a lot of seaweed out there. You know how things change, so who knows?"

Eavesdroppers: Mouse stem cells listen in on neurons' chemical conversations.



Tumor bomb: Drugs derived from a weed shrink tumors in mice.

RIGHT: PHOTO BY MIGUEL ANGEL GARCIA
LEFT: PHOTO BY GERRY SUN

**By Dale Keiger**

For more information on these discoveries, go to hub.jhu.edu/magazine.

## DANGEROUS OUT THERE

Older women who experience more fragmented sleep—waking repeatedly after initially falling asleep—were found to be three times more likely to end up in a nursing home.

People with serious mental illness such as schizophrenia, bipolar disorder, or depression are 2.6 times more likely to develop cancer. A separate study found that a similar population was twice as likely to end up in an emergency room or a hospital inpatient department as a result of injury, and 4.5 times more likely to die from those injuries.

## STEM CELLS

Scientists used induced pluripotent stem cells derived from humans with Parkinson's to create in a lab the sort of damaged neurons indicative of the disease. This "Parkinson's in a dish" creates, for the first time, the ability to study the ailment in a lab using human neurons instead of mouse models.

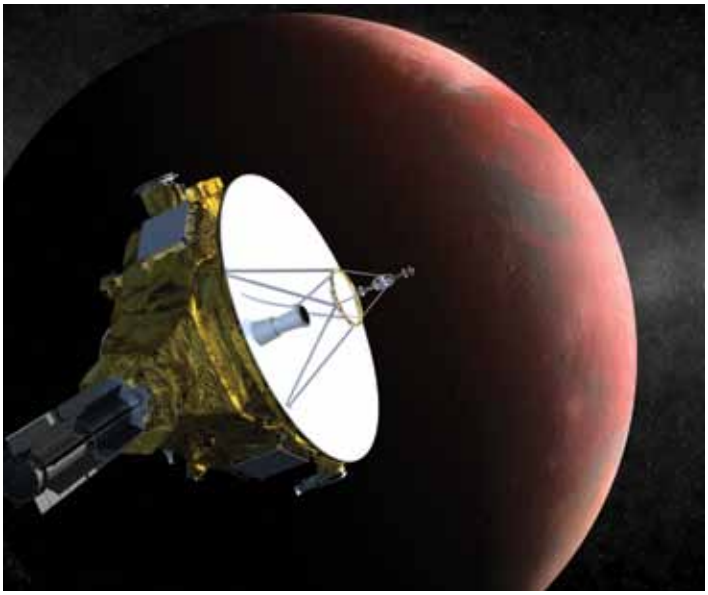
Stem cells in the brains of mice monitor the chemical messaging among neurons, to determine whether they should remain dormant or create new brain cells in response to stress. Scientists likened the cranial eavesdropping to listening in on a nearby telephone conversation.

When seeded onto nanoscale artificial fiber scaffolds, stem cells derived from the bone marrow of goats developed into material much like cartilage. When the scaffolds were then implanted in the damaged knees of rats, they produced a more durable type of collagen that could help repair cartilage.

## EGGS AND WEEDS

More than one-fourth of egg-allergic children lost their egg allergies altogether after receiving carefully metered and increasingly larger doses of egg-white powder over a 10-month period. Other

Pluto bound: *New Horizons* is more than halfway there.



Fingertip medicine: Students use smartphones to test for anemia.

RIGHT: COURTESY JHUAPL/SWRI
LEFT: COURTESY THE HEMOGLOBE TEAM

research has shown that similar oral immunotherapy can be useful in treating children's allergies to milk and peanuts.

A three-day course of a drug derived from *Thapsia garganica*, a Mediterranean weed, reduced human prostate tumors grown in mice by more than 50 percent within 30 days. The same drug produced at least 50 percent regression in models of breast, kidney, and bladder cancers.

## TOWARD SAFER HOSPITALS

Requiring a safety checklist and urging health workers to report potentially unsafe practices was found to reduce colorectal surgical site infections (SSIs) by 33 percent. Such infections result in hospital readmissions and long stays, and cost an estimated $1 billion annually.

A single skin infection in a patient's past—such as an abscess, impetigo, or cellulitis—may make that patient three times more likely to develop an SSI after an operation.

Adults 65 to 89 years old who suffer serious head injuries on the weekend are 14 percent more likely to die from those injuries than adults who get hurt Monday through Friday. A similar "weekend effect" has already been documented for heart attack, stroke, and aneurism. Investigators suspect weekends are dangerous because hospitals have fewer experienced doctors and nurses on duty, and specialists are harder to locate on Saturdays and Sundays.

## MACHINES BIG AND SMALL

*New Horizons*, the spacecraft seven years into its 10-year voyage to Pluto, "rehearsed" its future encounter with the dwarf planet in a detailed simulation directed by the Applied Physics Laboratory. Controllers on Earth sent 9,675 commands to *New Horizons*, which conducted 77 observations and successfully transmitted data back to Earth.

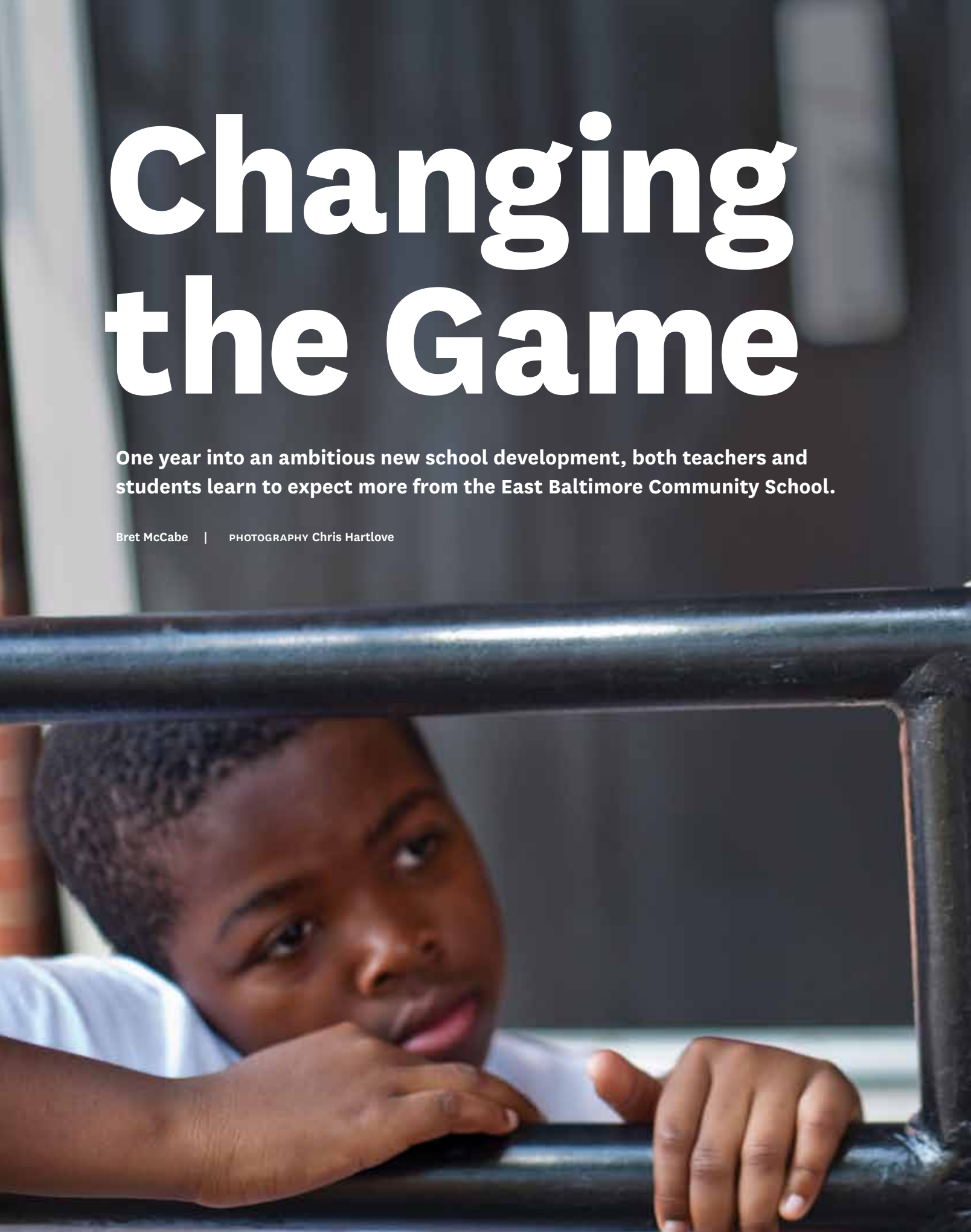
To help diagnose anemia in developing nations, biomedical engineering undergraduates have developed a prototype low-cost sensor that shines light through a patient's fingertip, measuring hemoglobin in the blood. The sensor then displays the color-coded results on a health care worker's cellphone. The technology could enable cheap anemia tests that do not require pricking fingertips with needles.

Researchers have figured out how to sort cells in a liquid by driving them over an obstacle course of microscopic speed bumps. When cells encounter a series of micron-scale diagonal ramps in a testing device, heavier ones have more trouble getting up the ramps, which divert them to side lanes. Ramps of different sizes could sort the cells by weight, and variations on the technique could sort by size or electrical charge. The new technology could have important applications in detecting circulating tumor cells.

# Changing the Game

**One year into an ambitious new school development, both teachers and students learn to expect more from the East Baltimore Community School.**

Bret McCabe | PHOTOGRAPHY Chris Hartlove



**"This program has allowed me to be more focused and patient and complete my classwork. Now I read with interest and curiosity."**

**Sidney Young**

The corner of Ashland and North Collington avenues in East Baltimore is a stark example of urban renewal's transitional anxieties. It's located along the southern border of about seven acres of an inner-city neighborhood where residential row houses once stood. Now it's a weedy plain bounded by a fence. A train track runs along the lot's northern edge, rushing passengers between Washington, D.C., and New York. This intersection sits in Baltimore's Perkins/Middle East neighborhood, home to roughly 4,500 people. It's a neighborhood where more than 87 percent of the population is African-American. Where the median household income is just above $18,000 per year. Where 28 percent of residents live below the poverty line. Where about 20 percent of residential properties are vacant.

On a hot Monday evening in June, Baltimore Mayor Stephanie Rawlings-Blake stands on a podium at that corner inviting people to visualize something different. "We have set out an ambitious goal of growing Baltimore by 10,000 families in the next 10 years," she says. "But to do that, we need current residents to know that we are focused on the fundamentals that mean the most to families: safer streets, better schools, and stronger neighborhoods. . . . An important part of the community is a strong school. And that's what residents will have here soon."

A nice-sized crowd has gathered for the ceremonial groundbreaking of Elmer A. Henderson: A Johns Hopkins Partnership School, construction of which is slated to begin this fall. There is a carnival-like atmosphere. Kids have their faces painted. Nursing students invite kids to jump rope and take their pulse to see how exercise increases heart rate. Both Ravens and Orioles team mascots have shown up. The school, a $43 million facility to house kindergarten through eighth grade and early childhood and community centers, will be the anchor to the 88-acre biotech and residential urban renewal project started in 2002 by the East Baltimore Development Initiative. East Baltimore Development Inc. is a nonprofit organization forged out of the partnership of the state of Maryland, the city of Baltimore, the Annie E. Casey Foundation, the Harry and Jeanette Weinberg Foundation, and other institutions and businesses, including Johns Hopkins University, whose East Baltimore campus is less than half a mile from this corner. The school will be the first new one built in East Baltimore in 25 years, and Johns Hopkins' first university-assisted community school partnership, a strategy of education reform that has sprouted up around the country over roughly the past three decades.

In his September 2010 inaugural address, Johns Hopkins President Ron Daniels spoke of the university's responsibility to its surrounding neighborhoods. "This commitment to community is manifested in so many different and profound ways," he said. "In the role that our faculty, students, and staff play in our public school system, in the many contributions that our schools and health systems have made to address the pressing health needs of our city, in the energy and financial resources we have invested in the very ambitious and worthy project that is aimed at restoring our city's east side as a safe, prosperous, and vibrant community."

The East Baltimore Development Initiative, and this school specifically, is a big part of that community engagement for Daniels, who in February told the EBDI board that he stakes the success of his presidency on the project's success—a genuine risk, given the community criticisms of the development project since its inception. Speaking at the June groundbreaking, he thanked the elected officials, community and foundation leaders, and Johns Hopkins deans and staff who make the partnership possible, before remarking on an Amtrak train that had passed during a previous speech. "Imagine that in the years to come, when people go up and down the Northeast Corridor," he said, "what they will see in East Baltimore is this magnificent school."

It's an ambitious vision sometimes difficult to picture right now. The East Baltimore Community School is a Baltimore City Public Schools contract school (a version of a charter school) founded three years ago by EBDI. A year ago, the Johns Hopkins School of Education partnered with Morgan State University to take over day-to-day operations of the school. When the new school building is complete, EBCS will move into the space and change its name to Henderson-Hopkins. Until that time, EBCS will be housed in a temporary building that, like Johns Hopkins' East Baltimore

campus, is less than half a mile from the groundbreaking event, only to the northwest. Inside a roughly half-square-mile area surrounding the new site, the Baltimore Police Department crime incident reports reveal the following data for January 1 through June 13, 2012, the beginning of the year to the last day of school: 22 assaults, eight breaking and enterings, 10 thefts from vehicles, nine thefts, one vehicle theft, seven robberies, one arson, and three registered sex offenders.

During the 2011–12 year, EBCS served approximately 250 students across grades K–3, 6, and 7. Sidney Young is one of those students. She is also the emcee for the groundbreaking event, and, for a third-grader, she is fantastic with a stump speech, looking adorable in her school uniform and with her face painted, pulling a stool out so she can reach the podium microphone. She proudly talks about her teachers, how her reading habits have changed, and how she feels better about herself. "This program has allowed me to be more focused and patient and complete my classwork," Young says. "Before this program I had a difficult time staying focused and all I wanted to do was get to the end of the story, but I wouldn't understand what the story was about. Now I read with interest and curiosity."

Young's improvement in reading comprehension is commendable. More impressive is how she describes her attitude *toward* reading. Of course, the complete story of the school and its success won't be revealed for at least a decade, when the students who entered kindergarten here complete high school and begin to navigate life after public education. But the story of how education reform begins is already under way. Three years into its existence and one year into its partnership with Johns Hopkins, the EBCS community is starting to see its students see themselves differently. It's a school in the process of getting people—teachers, staff, parents, students—to expect more from themselves and their school.

Inside the EBCS temporary building, the cafeteria is a white-tile-floored rectangle. Every Wednesday at 11 a.m., tables are folded up and pushed to one side for the weekly community day assembly. On a May morning, students in their uniform khaki pants and navy polo shirts file in by class, taking seats on the floor and clapping in time to a pair of middle schoolers playing hand drums.

Music teacher Bridget Myers directs traffic with a wireless microphone. "This doesn't sound like the end of the school year to me," she says, before thanking teachers by name for getting their classes into place. "Let me see. Does kindergarten clap the loudest? Or does first grade clap the loudest?" She runs through all the classes, with each class adding a little more excitement when she calls on them. Save sixth grade, which puts all the energy 11- and 12-year-olds can muster into the activity. "Sixth grade?" Myers asks, looking directly at them before breaking into a smile. "Sixth grade needs a little help this morning."

The roughly 20-minute assembly is peppered with music and call-and-response, which provide a framework for participation, an entry point for students to take part in and take charge of the day. "What that does for our middle school is it really boosts their confidence and allows them to know they are really the school leaders," says kindergarten teacher Andrea Evans. "It's not just sit still, be quiet. We have a purpose of why we're in community meeting and they want to be a part of it and included and know that the younger children are looking up to them."

This sense of purpose is the biggest noticeable change in the school. It was one of the main goals for the 2011–12 school year identified by Annette Anderson, the School of Education's dean of community schools. A Baltimore native, Anderson was hired by EBDI and brought to the school in January 2011. She had previously been the principal of a university-assisted school in Chester, Pennsylvania, a partnership between Widener University and the Chester Upland School District.

Anderson says that when she arrived at EBCS one of her immediate goals was to address the school's culture and environment. "We set out to change the conditions in which the instruction occurred," she says. That included changing colors and settings in the school itself to create a different atmosphere. Bare cinder block walls were covered with images depicting life in the neighborhood. "We chose very specific images of East Baltimore and our school in the context of the rest of the world because we want our children to know where they are and where they're going and

that they're part of something bigger," she continues. "We needed to announce that we were here and that we're serious about what we came here to do. The priority this year is to set the conditions for rigor."

In the education reform conversation of recent decades *rigor* is one of those words associated with a different group of three Rs—rigor, relevance, and relationships. It's an ideal summarized by Richard Strong, Harvey Silver, and Matthew Perini in their 2001 book, *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*: "Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging."

This definition frames public education not as the institution through which we gain access to information but the laboratory where we learn how to think about who we are. That sets the benchmark higher than the dominant 20th-century model, which defined K–12 education as the first step on the road to college and/or entering the workforce. At stake is how a society produces knowledge, and universities—especially research universities—are knowledge producers.

In a sense, Johns Hopkins' relationship with EBCS and the building of the Henderson-Hopkins partnership school brings education reform back to where its American revolution started. In the 2000 paper "The Role of Community-Higher Education-School Partnerships in Educational and Social Development and Democratization," the University of Pennsylvania's Ira Harkavy and the late Lee Benson chart the course of American education revolutions, naming the creation of Johns Hopkins—a distinctly American variation on the European research university—as the first. The second revolution is the postwar rise in Big Science in conjunction with the Cold War, spurred by Manhattan Project administrator Vannevar Bush's call for a bigger governmental support of research.

Since the 1989 end of the Cold War, Benson and Harkavy argue that research universities should continue to realign their identities, pursuing local solutions alongside scientific breakthroughs. Building on the education reform ideas of John Dewey (who received his doctorate from Johns Hopkins in 1884), who launched lab schools at the turn of the century, the authors see education as the key component in creating healthy communities, which create a healthy democracy. One of the byproducts of the Big Science era was the creation of a "contradiction between the increasing status, wealth, power, and dominant role of American higher education in American society . . . and the increasingly pathological state of the American city," they write. In short, "after 1989, the combination of external pressure and enlightened self-interest increasingly spurred American research universities to recognize that they would benefit greatly if they functioned simultaneously as *universal* and as *local* institutions of higher education, i.e., democratic cosmopolitan civic institutions not *in* but *of* and *for* their local communities." [italics the authors']

It's such an endeavor that President Daniels alluded to in his inaugural address, and to get there requires a change in school culture—at the university level of how it understands its role in its surrounding community and particularly at the level of the primary school and in the classroom itself. It's a matter of calibrating students, teachers, and parents to expect something different from the time kids spend at school. It's a matter of defining and refining the parent-student and parent-teacher relationship. It's a matter of everybody—teachers, students, parents—knowing and understanding their roles in the education process.

A school of education's role is to identify issues facing education and try to address them, and Henderson-Hopkins will provide the Johns Hopkins School of Education with a site for such research, professional training, and evaluation. When it opens in 2013, the new school will involve faculty and graduate students from not only the School of Education but also the School of Nursing for health and wellness, the Peabody Institute for musical instruction, and other of the university's academic divisions to create a hub for the developing East Baltimore community. "The timing was right for us to move in and get to know the existing staff while we think about how we're going to expand and build those relationships," says David Andrews, dean of the School of Education, of the


**It's a school in the process of getting teachers, staff, parents, and students to expect more from themselves and their school.**

school's role at EBCS. "So when we move into the new building, it's about expanding and modifying a program, not building it from the ground up." Taking over school operations enabled Johns Hopkins to begin the transition process, including hiring a principal and introducing a new curriculum.

That principal is Baltimore native Katrina Foster, Ed '05 (MAT), a 10-year education veteran who joined EBCS a few weeks before the 2012–13 school year began. (With a new kindergarten class matriculating, the school has grown this year to 284 students.) The new curriculum is Success For All (SFA), a comprehensive school reform effort that builds peer-to-peer learning into its program.

In education reform, such student-to-student conversations are known as "Accountable Talk," a concept introduced by educational psychologist Lauren Resnick in the mid-1990s as a way to add interactive discussion to the primary education process. How Accountable Talk works in the classroom is one ongoing discussion in education reform. Success For All was created in the 1980s by Robert Slavin, A&S '75 (PhD), his wife, Nancy Madden, and Johns Hopkins colleagues. (Today, Slavin and Madden are faculty at Johns Hopkins' Center for Research and Reform in Education, and SFA curricula are used in about 1,500 schools nationwide.) It's a reading-comprehension and oral communication–intensive approach that emphasizes cooperative learning, grouping students together according to ability to focus on skills development, steady assessment to identify and address issues quickly, and family engagement.

It's also an evidence-based education curriculum that promotes best practices informed by classroom data. "We have what is generally considered one of the most evidence-based literacy programs in the country," Andrews says. "It's particularly suited for trying to close the achievement gap, especially with struggling readers who need to be regrouped and focused."

SFA facilitator Christine SySantos came to EBCS to train the staff in the curriculum, oversee the process, and provide professional development throughout the year. "The students go through a transition of getting along together and learning problem-solving skills and listening skills," she says. "Success For All is based on cooperative learning, so if the children don't know how to work together, it's not going to be successful."

For the first two weeks of the academic year, the kindergarten team worked with the students to create a more sociable classroom, where speaking to the teachers and each other was part of the process. "We worked on being respectful and taking turns and being able to talk and disagree without being argumentative," Evans says. "Accountable Talk is a big push in Baltimore City

this year, speaking and listening. An assessment has to be individualized, but while we're working out our answers, it's OK to talk with other people. It's not just, well, Johnny, you sit and you get your answer, and Sue, you sit and you get your answer, and then you'll compete and see who has the best answer. Those days are gone."

That social aspect runs through the school, the product both of the SFA approach and the school's stabilizing its identity in its third year of operation. "The whole environment of the school was different this year," kindergarten teacher Terry Kreft says. "We know the children and they know us. And to me that's one of the biggest things with behavior—we all know what's expected of us."

Parents know what's expected of them as well, says teacher assistant Matthew Prestbury, who this past year started the Fathers Are Necessary club, where fathers and father figures discuss fatherhood, manhood, and raising children. "The parents have an understanding of the fact that it's not going to be a whole bunch of foolishness," he says. "If you want your child here, there are certain things you have to do."

"Our parent base is similar to what you would find at an elite school—they'll go above and beyond," Evans says. Parents consistently show up for the school's Celebrations of Learning nights, where the students present classroom projects; Parent and Community Engagement meetings, during which school policy and procedures are discussed and shaped; and weekend Parent University classes, to work on and discuss parenting skills. When EBCS had to present its name change to Henderson-Hopkins before the Baltimore City Public Schools board, about 50 parents showed up to the meeting with placards supporting the change. "The idea that we have both Henderson and Hopkins in that name, in that collaboration, I think that was very important for the community," Anderson says. "I think we've built up a great degree of trust with families."

Classroom success, though, is still evaluated by the standardized testing mandated by the No Child Left Behind Act, and in Maryland that means the Maryland School Assessment administered to third- through eighth-graders every March. EBCS third-, sixth-, and seventh-graders scored about the same as their citywide peers on the math assessment. The seventh graders scored better than their peers in reading, though the third- and sixth-graders performed worse.

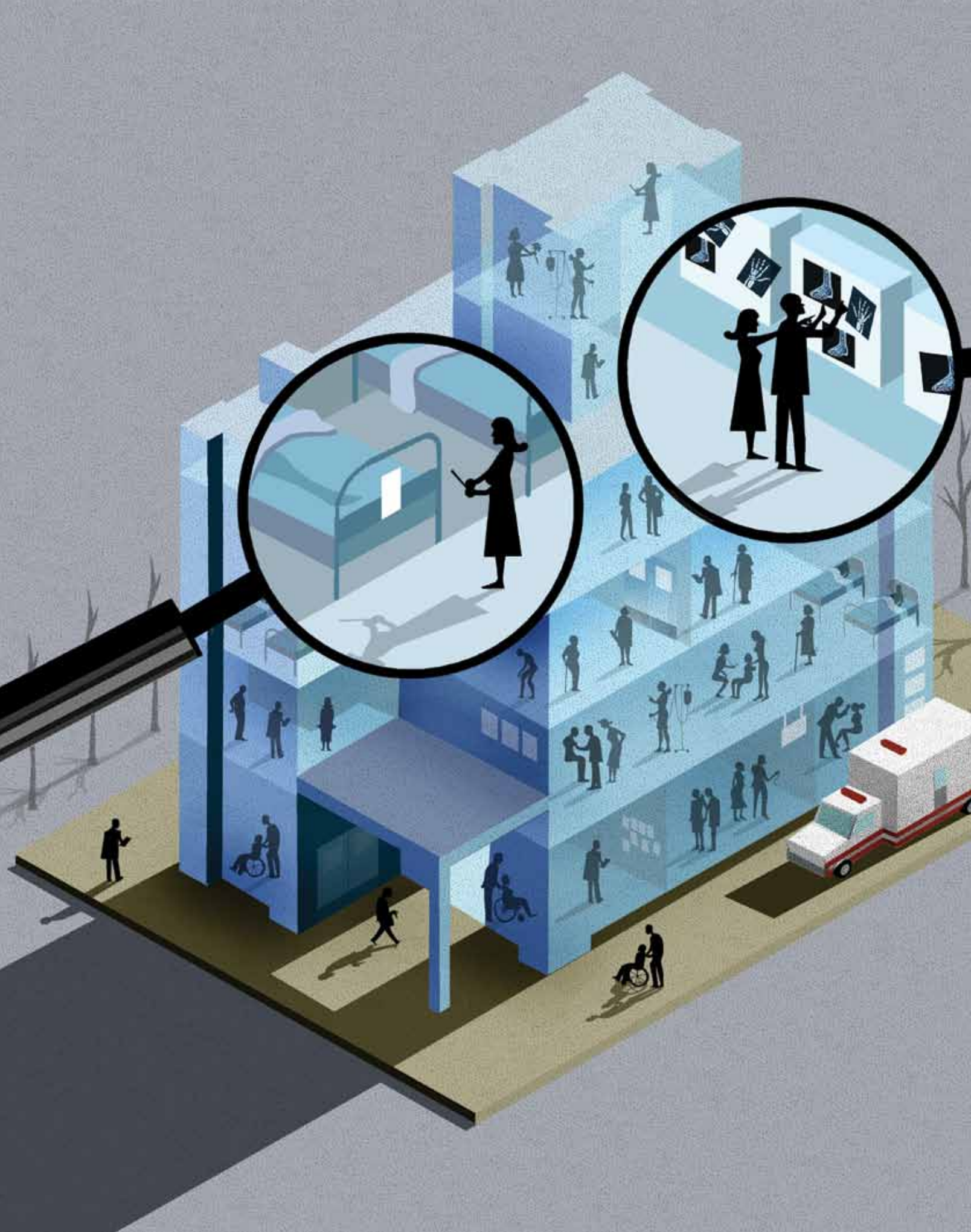
"New schools take two or three years to have the kind of impact that we want them to have, typically," Andrews says of the MSA scores. "The first year is essential to establish the right type of culture and climate. When we came into the school there was an overabundance of discipline and attendance problems. So we spent a lot of time improving the culture and climate, and we feel like we've accomplished that pretty well. We've seen major drop-offs in discipline contacts, meaning the number of kids sent to the principal's office who are written up, or suspensions or expulsions." But that's only the first step, Andrews says. "We're happy with the culture and the climate, but we're not satisfied with where we are academically. We have to keep expectations high for this group of kids. That's my job—to keep pushing really, really high expectations and not settle for what we see as kind of small wins."

Education reform is hard work, particularly at a school that will serve as an anchor to urban revival efforts. And Anderson sees the school—its students, teachers, and parents—laying the groundwork for getting the community where it aspires to be. "We really had a great transition into becoming the operator, but that transition is not finished," she says. "We still have to transition into the new facility and transition into our programming serving children not only at a K–8 facility but serving children from 8 weeks old to eighth grade. There's just so many pieces to transition and connect all those dots together."

Anderson also sees the school's relationship with Johns Hopkins as a future model for education reform and university-community school partnerships. "We are uniquely poised to be a leader around what universities can do in the K–12 arena," she says. "The university has a strong impact on the school, but the school is also impacting the university. And I think that is really where the conversation around true education reform is built."

**"We're happy with the culture and climate, but we're not satisfied with where we are academically. We have to keep expectations high for this group of kids."**
**David Andrews**

Bret McCabe, A&S '94, is the magazine's senior writer. Many thanks to the EBCS students who participated in our photo shoot: Breyell Pratt, Melise Cade, Catrell Butler, and Reggie Phifer.



# Hospital, Heal Thyself

**Johns Hopkins surgeon Marty Makary's new tell-all book argues that medicine is too often malpracticed. Why did he decide to blow the whistle on his own profession?**

**Michael Anft**

ILLUSTRATION
**Adam Simpson**

It's a good, virtuous life: In the morning, Marty Makary performs painstaking, delicate procedures on the pancreas, sometimes saving patients with the grimmest of prognoses. What's more, his surgical innovations have been key to restoring the lives of pancreatitis sufferers who, wracked by debilitating pain, previously had little hope of returning to normal. During the afternoon and evening, Makary, an associate professor of surgery at the School of Medicine, teaches those advanced techniques. On many days, his expertise and plain talk about medical matters pop up on CNN, where he plays a regular correspondent's role. And he was on a short list of candidates for U.S. Surgeon General in 2009. That's a serious résumé for a young doctor, one who still has energy for weekend rounds of golf and regular trips to the Middle East.

Yet for all of those days well spent, Makary, 41, is far from satisfied. Dating back to his time at Harvard Medical School, something's been eating at his craw, gnawing at the core of what he does and who he is. Back then, the mistakes, oversights, and slights he saw in hospitals led him to leave med school. Doctors unqualified to perform operations did so anyway. Hospitals ignored their harrowing rates of infection. Patients often received care not because they needed it but because it was what their specialists were trained to give them. Too often, they had "care" shoved down their throats. "There were too many examples of, 'When you're a hammer, everything's a nail,'" Makary says. "I had to get out."

He dropped out to study public health, but would eventually return to med school to take his place among the oath takers, determined not only to do good but to do better. "When I first landed at a hospital, the other residents and I would talk about some shocking stuff—errors in surgery,

dangerous glitches in basic care—over dinner or drinks," he recalls. "During residency, you see just how messed up things are. The problem is, it's very difficult to speak up about it all."

As years went by, things didn't change enough to calm him. So, two years ago, Makary decided to pipe up. After receiving and rejecting the usual tips on possible medical book subjects from publishing agents (such as the best vitamins for health), he decided instead "to write what was in my heart." What he found there was bile for a system that often puts itself forth as a charity but acts with the cruel calculation of a business. The result is the often pointed but ultimately hopeful *Unaccountable: What Hospitals Won't Tell You and How Transparency Can Revolutionize Health Care*, published by Bloomsbury in September.

The book emerges at a time when the United States is facing questions about how to run a health system. "People are increasingly frustrated by the entire health care system," says Makary, a slight man with a deliberate and direct way of talking. "The culture of medicine, the way we do what we do, is the giant elephant in the room. It should be transparent, yet it isn't." Putting that culture under the microscope motivated him further, he says. "I thought it was the right time to change the health care debate."

Everyone has a hospital horror story, he says—everything from a relative who was given a dangerous prescription to a friend of a friend whose operation was performed on the wrong side of the body. "I'm hoping that people inside and outside the industry are starting to see they need to deal with this," Makary says. "When people saw that bank fees were out of control, many put their money into [lower-fee] credit unions. We need that kind of activism in medicine."

Though his book is far from autobiographical, Makary uses examples from his own medical career to present the inadequacies of health care. He relates, with regret and fine writerly detail, the tale about a night when he, as an exhausted resident, almost lost a patient on a ventilator because of a mistake he made. By writing about such instances, he hopes to inspire more doctors, nurses, and hospital administrators to bare their souls. "I'm trying to break down the closed-door culture of medicine," he says. "We keep our shortcomings to ourselves and we shouldn't. It's obviously stressful when patients suffer from a mistake, but it can be devastating for caregivers as well. If we can't talk about these mistakes, how can we change things, make them better?"

The idea that medicine—long viewed, perhaps wrongly, as an implacable, charitable source for good as well as a fount of continuous innovation—can be drastically improved by changing its culture is a relatively new one. Though concepts such as "accountability" and "transparency" have been trotted out from time to time, Makary believes that medicine is still a closed shop.

In *Unaccountable*, he specifically targets hospitals, arguing that they need to gather, analyze, and publish information vital to prospective patients. They should keep precise tabs on patients' surgical outcomes, the rate of hospital-borne infections, and other measures, and then put the statistics out where the public can see them (including on the Internet). Doing that would encourage hospitals to hold themselves to higher standards. They would be forced to rehabilitate, train, or weed out physicians and other professionals who need to do better, Makary says, and the practice of medicine would be greatly improved.

By focusing only on best practices, hospitals would also reduce the cost of care. Other improvements, such as placing video cameras in operating rooms and intensive care units, could catch bad surgeons and the potentially harmful habits of staff early on, before people are hurt, he adds.

Alas, hospitals too often do the opposite, he says, preferring to promote more costly offerings, such as robotic surgery, that offer no benefit to patients beyond that of more traditional surgical techniques. Doctors often receive what Makary fearlessly calls "kickbacks" to use certain machines or prescribe some drugs. None of this redounds to the patient's benefit or to the faith people have in the medical industry.

Meanwhile, hospitals see little gain in presenting statistics about their performance, Makary says—another impediment to better treatment. "Their thinking is, 'What if we have a bad year?' They'd rather keep the steady stream of money coming in. They know that people view them as a beneficent entity, almost a charity. But if they're going to behave like a business, such as by hiring aggressive collection agencies to go

after patients, they need to truly act like a good business acts."

Unfortunately, too many medical centers wait till tragedy strikes before making changes, he adds. "The one thing that moves hospitals the fastest is patient deaths and botched surgeries that have been made public," Makary says. "After public relations disasters happen, you're much more likely to see cameras in operating rooms," along with other accountability measures.

Makary is careful to note that the vast majority of medical people are qualified and dedicated, and regularly do fine work. But his frustration is palpable. He came to write *Unaccountable* after years of dedicating half of his professional practice (his afternoons and nights) to research into patient safety. (These days, he is also an associate professor of health policy and management at the Bloomberg School of Public Health.) While many hospitals highlight glitzy new cancer centers, Makary believes they should emphasize safety at least as assiduously. "Advances in patient safety will save more lives than chemotherapy this year," he says.

Not long after coming to Johns Hopkins a decade ago, Makary created an operating room checklist designed to eliminate simple mistakes and to improve patient outcomes. He published the lowered postoperative infection rates that accompanied the use of the list, which was also highlighted in *The Checklist Manifesto*, a 2009 best-seller penned by Atul Gawande, a surgeon at Harvard and a writer for the *New Yorker*, as an example of how simple measures—washing hands, regularly sterilizing IV lines, communicating clearly, the checking off of duties by nurses—can go a long way toward making patients healthier. The surgical checklist was used as a model by the World Health Organization for its own checklist, which is now regularly posted on operating room walls around the world.

Along with the intensive care unit–centered work of Peter Pronovost, a professor of anesthesiology and critical care medicine at the School of Medicine, Makary has adapted widely used questionnaires that hospital staffs answer to determine how safe their practices are. The duo's research into making hospitals safer has saved uncounted lives—and reinforced Johns Hopkins Hospital's organized efforts to improve patient care.

Because of his groundbreaking research into patient safety, other physicians say he's the right one to blow the whistle on the medical profession. "He's been a dedicated observer of health care at several institutions and has published very strong research," says Michael Johns, a chancellor at Emory University, in Atlanta, and the former dean of the Johns Hopkins School of Medicine. Johns, who got a sneak peek of the book, pre-publication, offers one caution: "He does a really nice job of grabbing readers' attention with his stories. But the book needs to be read in the right sense, and that is that there's room for improvement. You don't want people to read it and be afraid of seeking out care."

Makary's strong use of anecdotes to open chapters makes for compelling narratives. There's the neglect and abysmal living conditions suffered by wounded soldiers at Walter Reed Army Medical Center. A butchering surgeon that residents dubbed "HODAD"—shorthand for "Hands of Death and Destruction." An elderly patient who declined a biopsy but was given one anyway—with horrible results. Perhaps those thumbnail sketches are why *60 Minutes*, *Reader's Digest*, *Dan Rather Reports*, and other shows and publications are lining up to interview Makary or excerpt his book. An independent film company is making a documentary about health care based on it. Bloomsbury, his publisher—the same outfit that released the Harry Potter books—has made *Unaccountable* its top priority for 2012.

For all the brewing hubbub, Makary insists he's not so much a single-minded activist as a messenger. "I didn't create this movement," he says. "We're at a turning point in American medicine now. There is a new generation of physicians that believes medicine should be transparent, that is tired of the old b.s., and wants to change things." But the old guard isn't far behind—which gives Makary even more hope. The Institute of Medicine, a vaunted research entity that often investigates best practices, and the American Board of Internal Medicine are starting to take accountability seriously. Even the doctor-protective American Medical Association has taken notice. "Doctors are monitoring exactly what they do. They're researching and questioning it," he says. "It's unprecedented."

Michael Anft is a former senior writer for the magazine.

**Marty Makary hopes to inspire more doctors, nurses, and hospital administrators to bare their souls. "I'm trying to break down the closed-door culture of medicine."**

**Dontae Winslow looked back to older instrument designs to create the trumpet he needs today.**

**Bret McCabe | PHOTOGRAPHY Elena Dorfman**

# making notes

Trumpeter Dontae Winslow was searching for a sound. He knew it when he heard it—the cool coo of the unflappable Miles Davis in the 1960s, the brassy punches that Richard "Kush" Griffith peppered into the funk and soul of James Brown, George Clinton, the Jackson 5, and the Commodores. He just couldn't quite get it right.

"I was looking for two things," says Winslow, Peab '97, '99 (MM), who is receiving the 2012 Peabody Conservatory Young Maestro Award this fall. "I was looking for something that would pop and was crisp on record when I'm playing behind these rap stars and R&B artists, and [something that would] sound vintage also."

Winslow is a West Baltimore native whose artistic tastes are as influenced by the gospel of his Baptist upbringing and the classical music of his Peabody training as they are by contemporary jazz, hip-hop, and R&B. As WinslowDynasty, he and his wife, Mashica, write, perform, and produce their own music. But Dontae also makes at least part of his living touring and recording with the likes of D'Angelo, Lauryn Hill, Dr. Dre, Beyoncé, and others.

"I love P-Funk horns," he says. "I love old James Brown horns. And a lot of times those guys played Conn instruments." He's talking about a small-bore trumpet manufactured by

C.G. Conn Ltd., an American instrument maker founded in 1876 in Elkhart, Indiana. (The bore size refers to the diameter of the tubing that runs from the mouthpiece to the bell.) From the 1910s to the late 1940s Conn manufactured a professional-grade small-bore trumpet, in addition to a number of other brass and wind instruments, and became a favorite brand for a number of postwar jazz musicians. Conn began to focus on the public school band market in the late 1950s, which led to a decline in quality and reputation. The company changed hands several times from the 1970s onward and was eventually acquired by the Steinway Musical Instruments conglomerate. Over the years, medium- and large-bore trumpets became the industry standard, and Conn's schematics for its small-bore trumpets were lost in various ownership shuffles.

Winslow went looking for anybody who was making something similar today. "I was asking, 'Can you make a horn that's, like, vintage,'" he says. "I'm always trying to sound like a sample—like an old record. None of the horns they make today really speak to that."

Medium- and large-bore trumpets create a big, open sound, which is good for orchestral music and players who can produce a wealth of wind. "But small-bore trumpets, which was what mostly jazz people played back in the day—Dizzy, Miles, Clifford Brown, Lee Morgan, Freddie Hubbard—they are more efficient," Winslow says. "They use less air to get more notes and more sound. And when you push on it, it kind of has this compressed quality to it."

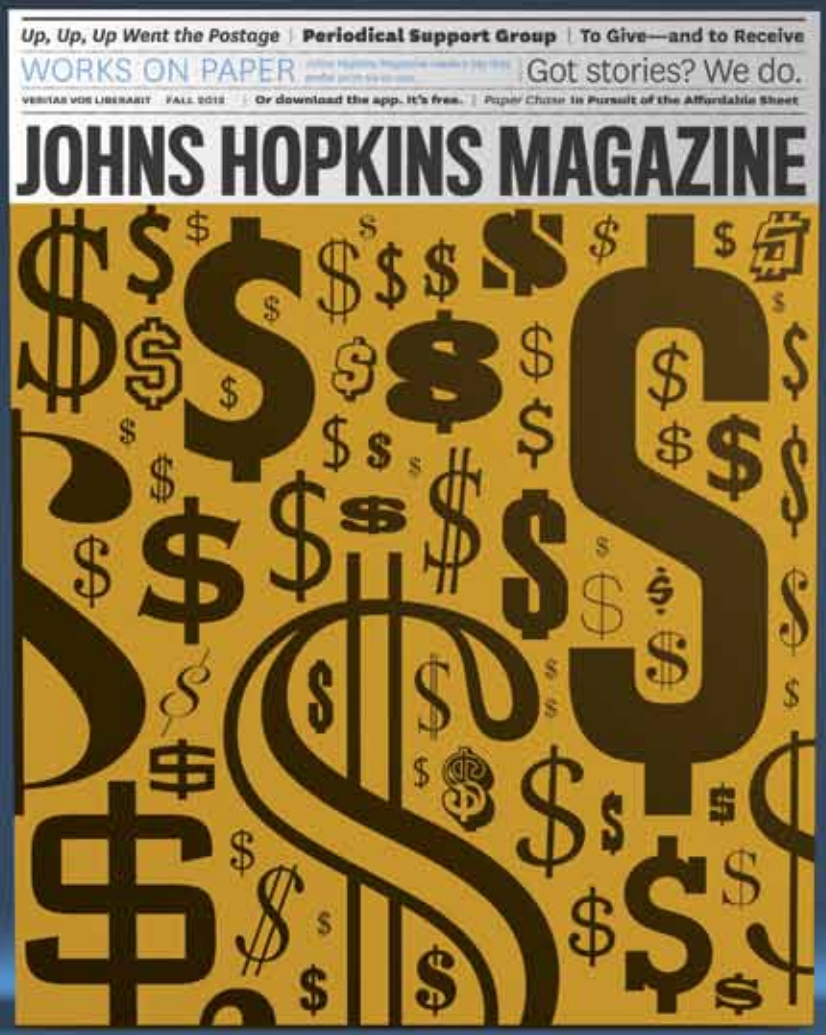
Winslow knew a Dutch instrument maker called Adams Musical Instruments because he used its flugelhorn for recording and touring. He got in touch with instrument designer Miel Adams; they discussed what he was looking for and started prototyping models. The first one didn't cut it, and while the second one was better, "it had some funky notes on it," Winslow says.

After another prototype, Adams nailed it with the fourth, and the Dontae Winslow Adams DW A6 trumpet made its debut in May at the 2012 International Trumpet Guild Conference in Columbus, Georgia. It's the trumpet Winslow played on *American Idol* and *The Voice* last season, and the trumpet he took on tour this summer with Jill Scott. On the side of the tube leading to the bell, etched into tubing is "WinslowDynasty."

"That's the only horn I play," he says. "I mean, I'm a guy from North Avenue. I would never have dreamed that I would grow up in Baltimore public schools and have a trumpet named after me."

**Bret McCabe, A&S '94, is the magazine's senior writer.**

**To hear Winslow play the DWA6, visit hub.jhu.edu/magazine.**

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**Johns Hopkins just acquired a massive collection of books and manuscripts—every last one of them fake.**

A Dominican friar with the assonant name Giovanni Nanni published a work of scholarship in the late summer of 1498 titled *Commentaries on the Works of Various Authors Who Spoke of Antiquity*. A volume of substantial erudition and no small ambition, *Commentaries* reproduced six inscriptions, unearthed at a dig near Viterbo, Italy, and 11 texts from the various ancient authors of the title, including Berosus the Chaldean, Quintus Fabius Pictor, Cato the Elder, and Archilochus. Medieval scholars knew of these authors' existence but believed that none of their work had survived, save for scarce fragments. Nanni, better known today as Annius of Viterbo, not only published these texts for the first time but took what they related concerning antiquity and used it to rewrite the history of the West from Noah's flood to Charlemagne. His was a startling revision that not only posited Viterbo as site of Noah's first postdiluvian colony and thus the world's oldest city, but denigrated the ancient Greeks as overrated plagiarists while elevating the Etruscans to Noah's eldest and favorite descendants and the true inventors of everything valued from the ancient world. In the words of scholar Walter Stephens, the book revealed "a European past of which his contemporaries had barely dreamed, whose contours and boundaries bore only a superficial resemblance to those they had known before." From 1498 to 1612, about 20 editions of the book were published in Italy, France, Germany, Switzerland, Belgium, and Spain. *Commentaries* was a remarkable

**Dale Keiger**
PHOTOGRAPHY **Chris Hartlove** | LETTERPRESS **Mary Mashburn**

example of early Renaissance humanistic learning. It also was a fraud from first word to last.

The six inscriptions? Annius had forged them, and by one 16th-century account had buried the fragments himself, so they could be dug up "accidentally" and then "translated" by him. He had made up almost every word of the 11 literary texts as well. Because there were no complete extant works from his lost ancient authors, he could make them say whatever he wanted, and he did. From this initial act of forgery, he spun more than 350 pages of dense scholarly commentaries and created his argument for the primacy of the Etruscans and Viterbo's status as the cradle of European culture. Skeptics began to question the authenticity of *Commentaries* within a few years of its appearance, but for more than 200 years there were scholars who promoted Annius' work as genuine scholarship, whether they believed it or not. He still had energetic defenders as late as 1779.

In his lifetime, Annius climbed the ranks of the church to become Maestro del Sacro Palazzo, official papal theologian under Pope Alexander VI. But once he was conclusively debunked, he fell into obscurity. In the 1970s, he came to the attention of Stephens. A doctoral student then and now a professor of Italian studies in the Krieger School of Arts and Sciences, Stephens was fascinated by the work of François Rabelais, who may have been familiar with Annius. "I had a kind of literary fixation on this play of truth and falsehood in these early literary texts," he says. "I ended up going to Italy for several years to work on my dissertation, and I had a mentor in Pisa. When I explained to him this interest of mine, he said, 'Well, you should be reading Annius of Viterbo.'" Stephens went out that very day and found a copy of *Commentaries*, then spent the next four years working on it. "Once I got into the text, there was almost no way out. It became a kind of addiction." He ended up writing his doctoral dissertation on Annius, and for one of his email accounts uses anniodaviterbo for a username. As a scholar Stephens has written about a variety of other subjects, including Renaissance literature and witchcraft, but he says, "No matter what I write about, I always seem to come back to forgery in one way or another."

So you can imagine his pleasant anticipation of a large assortment of newly acquired works temporarily shelved in a storeroom of the Rare Books and Manuscripts Department at the Milton S. Eisenhower Library. A makeshift paper sign taped to the shelving reads "Bibliotheca Fictiva." This is the informal name of the Arthur and Janet Freeman Collection of Literary and Historical Forgery, recently bought by Johns Hopkins: 1,200 rare books and manuscripts, assembled by Arthur Freeman, an antiquarian book dealer in London, and his wife that form a comprehensive survey of literary and historical forgery from ancient Greece to the end of the 20th century. Stephens is unequivocal about the standing of this collection. "Number one. Number one," he says. "In the first place, because it's such a complete collection. In the second place, because it is so single-mindedly dedicated to forgery. There are other people who collect forgeries, but to the best of my knowledge, there's nobody who has anything even remotely approaching the size and scope of this collection. It's just absolutely phenomenal."

**The full catalog runs to more than 100 pages and continues to grow through new acquisitions.**

The full catalog runs to more than 100 pages and continues to grow through new acquisitions. There are forgeries from ancient Greece, ancient Rome, and the early Christian West. Medieval ecclesiastical forgeries, medieval secular forgeries, forgeries forged for profit and forgeries forged for political or ideological or theological gain. Fakes from Britain, France, Belgium, Switzerland, Germany, Holland, Italy, Spain, Russia, Eastern Europe, and the United States. The work of the notorious forgers William Henry Ireland, Thomas Chatterton, William Lauder, James Macpherson, and John Payne Collier. There's the first printed description of an "ancient" Hebrew engraving that proved, Annius' claims notwithstanding, that Noah settled in Austria after the flood. (For a time, there was a brisk business in claiming "Noah landed here.") There's an eyewitness account of the fall of Troy. "Evidence" that one Johann Mentelin, not Johannes Gutenberg, invented printing by movable type. "Proof" that John Milton plagiarized substantial sections of *Paradise Lost*. A prank by some early 18th-century students in the form of a 14th-century edict from Queen Jeanne de Naples authorizing royally licensed whorehouses. (College boys never change.) Phony travel narratives, including one from the early 18th century in which the author,

George Psalmanazar, claimed to have traveled in Formosa (now Taiwan) and compiled a fake alphabet and lexicon that included a version of the Lord's Prayer in "Formosan." The first apparent printed account from 1581 of the "Aquila discovery" of a scroll that "recorded" Pontius Pilate's death sentence upon Jesus Christ. Speaking of Christ, there's some correspondence from him, including a "letter from heaven" (a forgery first promulgated in the sixth century), and an account of his missing teenage years in India. (Who knew.)

Earle Havens, a curator of rare books and manuscripts at the Sheridan Libraries and possibly the only person as excited as Walter Stephens about the Bibliotheca Fictiva coming to Johns Hopkins, says, "This collection gets at the heart of what we teach our students every day at this university, which is to appreciate and constantly question the sources of our knowledge of the historical past." And he adds, "Forgery has always been with us, like original sin. And it's still going on today."

Stephens has harbored an interest in these works for 40 years. "I'm intrigued by the way fiction and forgery rely on misrepresentation," he says. "In some of these older texts, there's a very thin line between what we would now call fiction and what we would now call forgery. There's even a subclass of literary works that are what I call 'fake forgeries' or 'pseudo-forgeries.' That is, they are works that only pretend to present themselves as genuine, knowing quite well that the reader will intuit from the way they're presented that these are forgeries. Since the reader isn't fooled, we can't call them forgeries in a strict sense. If you trace the trajectory of fake forgeries, what you eventually come across is the novel."

He says that with a forged text, frequently there are three "authors" at work. There's always the person who actually put pen to paper, whom Stephens calls the empirical author. Often there is an imaginary attributed author, such as Robinson Crusoe in Daniel Defoe's 18th-century novel of the same name, or a misrepresented historical author such as Ben Jonson in the forged poem "No Songe No Supper." Third, says Stephens, there's often "the sponsor," a third voice, created by the empirical author, that sponsors the text, presenting it to the reader as the work of the attributed author. For example, says Stephens, "Umberto Eco's *The Name of the Rose* opens with a statement to the effect that, 'Here is a memoir by a 14th-century monk, dear reader, I hope you enjoy it, blah, blah, blah'—implicitly saying, 'I didn't write this, I'm just giving it to you.' And that's the quintessential move of the forger: 'I found this. I didn't write it. This is something written by someone else, probably long ago, which I had the good fortune to run across.'"

A convincing work of forgery often requires a significant level of scholarship and an abundant knowledge of the history of textual production from the Middle Ages to the modern era. The aforementioned Annius of Viterbo might have been dishonest, but his work reveals that he was also learned about texts and textual history in antiquity and early Christianity, was a theoretician of political reform, and had an interest in natural philosophy and philology. Hermann Kyrielis, who forged a poem by Martin Luther (nine three-line stanzas signed by the "author"), knew he could further enhance the credibility of his manuscript by tipping it into a late 16th-century binding that scholars knew had been made for Jacques-Auguste de Thou, the leading historian of the French Renaissance.

In the rare books department at the Eisenhower Library, Havens opens a volume that once belonged to Sir Thomas Phillipps, the greatest manuscript collector of the 19th century. Composed of 52 leaves of artificially aged vellum, the book prompts Havens to say, "It looks like something out of *The Lord of the Rings*, right?" Each leaf is covered in handwritten Greek minuscule ostensibly written by Meletios of Chios, a Mount Athos monk. Actually, it was written and assembled by Constantine Simonides, a contemporary of Phillipps and a forger. To fool Phillipps, Simonides needed a facility in both late demotic and ancient Greek, plus knowledge of paleography and manuscripts and a fine hand for convincing ancient calligraphy. "He would take pieces of parchment, which were very rare, and forge important Greek texts that ostensibly go back to classical antiquity, including this one, the only known 'history' of Byzantine painting to have survived from the ancient world," Havens says. Phillipps also is

known to have had in his collection some fragments of ancient Greek texts by Homer and Hesiod. Simonides wrote those, too.

Like Simonides, many forgers were in it for the money, and they did not always have to invent an entire document or book. For example, a con artist might enhance the value of a volume by forging a signature, or a note on the title page, to make it appear that the book once had been owned by someone noteworthy. In the Freeman collection there's an important cosmographical text from 1563 by Bartholomeus Mercator, *Breves in sphaeram meditatiunculae*, signed by Johannes Kepler. Well, actually, signed by Vrain-Denis Lucas, a 19th-century forger who, over the course of 16 years, cooked up an astonishing 27,345 letters and documents written by people you might have heard of, including Aristotle, Alexander the Great, Attila, Cleopatra, Vercingetorix, Mary Magdalene, Judas Iscariot, Dante, Shakespeare, Montaigne, Pascal, and Newton.

Some of the most important forgeries represented in the collection were means to political ends. One occurred in either the eighth or ninth century, when someone—experts point the finger at various unidentified Catholic monks—cooked up a fourth-century document now known as the Donation of Constantine. According to the document, when the Roman emperor Constantine the Great left Rome to establish his eastern capital at Constantinople in 330 CE, he granted to the pope authority over Rome and all of the western Roman Empire. This specious "donation" was used in the Middle Ages to justify papal infallibility, the occupation of the Papal States in eastern Italy in the late Middle Ages and early Renaissance, and the pope's ostensible authority over all the kings and princes of Europe. Subsequent popes invoked "the donation" when it suited their interests, such as when Pope Hadrian I was exhorting Charlemagne to endow the church. The document was widely accepted as legitimate until the 15th century, when critics began to point out discrepancies. For example, a scholar named Lorenzo Valla noted that the document used a vernacular style of Latin inconsistent with common use at the time of Constantine. The Freeman collection includes a nearly comprehensive collection of major 15th- and early 16th-century treatises that either proved the Donation of Constantine to be fraudulent or stubbornly defended it as legitimate. Havens calls it "the most famous forgery ever."

**"Most people now find it impossible to imagine how a really respectable scholar could possibly toss in a few forgeries as part of his work."**

**Arthur Freeman**

Johns Hopkins partly owes its acquisition of the Freeman collection to the forger John Payne Collier. It was Collier's forgeries that first grabbed the attention of Arthur Freeman. Before he became a full-time rare book dealer, Freeman was a Harvard-trained scholar and professor at Boston University whose specialty was Elizabethan literature, especially Shakespearean and pre-Shakespearean drama. Collier had been a Shakespearean scholar as well, who after gaining access to the major collections of early English literature in the early 1800s began producing a series of forgeries, including a copy of Shakespeare's Second Folio that included changes to the plays that Collier claimed had been made by "an old corrector." In 1853, Collier published a new edition of Shakespeare that incorporated these changes, all of which were spurious. Over a period of 60 years, he interwove false and genuine documentary evidence about the life of Shakespeare and many other writers. Why? He was a competent scholar in a comfortable position with access to all of England's great collections. "Some of it was amusement. Some of it was pulling the leg of people he figured would be unable to contradict him," Freeman says. "Sometimes it was keeping his own name in everyone's eye, to show up his rivals, and keep his position as the leading authority in his field."

He adds, "The question is never answered in a paragraph, for any forger. I think if Collier and I could talk openly, we wouldn't have any problem understanding each other. One problem with forgery is that attitudes toward it have changed enormously over the years that we've studied. Most people now find it impossible to imagine how a really respectable scholar could possibly toss in a few forgeries as part of his work. They cannot understand this because they are educated to believe that forgery is lying and lying is bad." Such has not always been the case, however. "Erasmus is not only a truly great scholar, he's a man who people adore. But, I mean, Erasmus did forge a whole big, heavy patristic text, just to sort of further his own theological and political ideas.

And I don't think he went to his grave thinking, 'Oh God, how could I have done that?' You have to look at things in terms of their time."

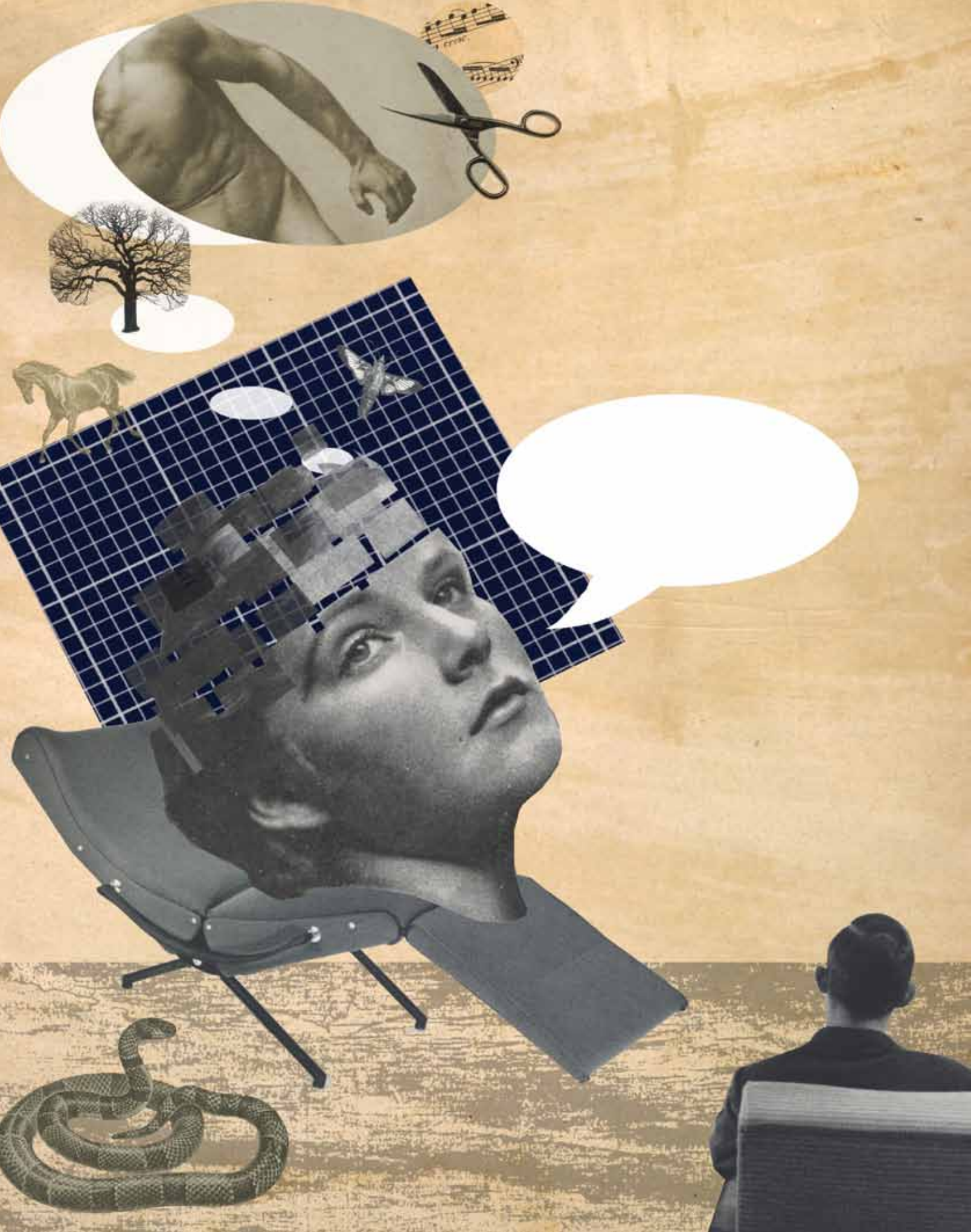
The American-born Freeman eventually moved from academia to the rare book business and from Boston to London. In the late 1950s, he began to assemble what would become the world's largest private collection of works pertaining to John Payne Collier. "When I married my wife [Janet Ing], I asked her if she could find a way to become interested in Collier, because I thought I had to do something about all the material I'd built up over the years," he says. "She said, 'Not in a million years.'" Nevertheless, they worked together for 20 of those million years on a 2004 study of the forger that runs to 1,483 pages in two volumes. Says Freeman, "If it fell on your head, there'd be no saving you."

Collecting Collier led Freeman to other forgers, and over five decades he assembled the Bibliotheca Fictiva. "I never thought there was any excuse for collecting books unless you used them," he says. To that end, he wanted the books and manuscripts to end up at a major research library. But he was intent on keeping the collection intact in one repository. Havens had known Freeman for years, and when he heard in 2010 that another library had expressed interest in acquiring only some of the texts, he contacted the collector. He says, "I ended up telling Arthur, 'If you're willing to part with it now, I would be interested in the entire collection.'" The Sheridan Libraries lined up funding—Havens will only describe the sum as "a substantial commitment of funds over a multiyear period"—from money endowed to the university for the express purpose of acquiring rare books and manuscripts, foundation support, and other sources. The Freemans donated a number of valuable items that the library could not afford. The whole collection arrived at Johns Hopkins in the weeks between Thanksgiving and Christmas last year.

Stephens could not be happier. "The collection positions Hopkins to be the world leader in an until now neglected field of study," he says. "Given the fact that we now have the bulk of the known forgeries in European history, anyone can come here and consult a relatively complete sample of any text or category of literary forgery, and do it in one place." That study will have importance beyond teasing apart the work of 26 centuries of literary rascals. "Forgery can be an incredibly destructive activity," he says, noting that generations of scholars accepted Annius' work as valid history, and *The Protocols of the Elders of Zion* was an anti-Semitic forgery that had a profound influence on 20th-century history.

In November, Johns Hopkins' Charles Singleton Center for the Study of Pre-modern Europe and the newly established special collections research center in the Brody Learning Commons will sponsor an international three-day scholarly conference on the collection and its central themes. In 2014, a major exhibition of the collection will be installed in the Peabody Library. And scholars will begin poring over its contents. Stephens contemplates that prospect with great satisfaction. He says, "I could sit right here until I'm too old to move and never run out of things to write about."

**Dale Keiger, A&S '11 (MLA), is the magazine's associate editor.**



# The 90-Year Divide

**Nearly a century ago, rival approaches to psychiatry fractured the profession. The grand argument is far from over.**

**Lavinia Edmunds and Lauren Small**
ILLUSTRATIONS **Darrel Rees**

Clara Thompson had been one of the top psychiatrists on the staff of Adolf Meyer, selected by him to tend to his private patients when he was away. He had been her mentor, both in the clinic and in her personal life, and a few years earlier had written a glowing recommendation for her. Now Meyer, director of the Henry Phipps Psychiatric Clinic at Johns Hopkins, was contemplating how to fire her. As he sorted through the events that had occurred over the summer of 1925, beginning with the suicide of one of his private patients, Meyer wrote notes to himself in his neat, meticulous script. Thompson had created "an inadmissible situation," he said. Against his explicit wishes, she had entered into Freudian psychoanalysis with Joseph Thompson, a most "unsavory character." (The two Thompsons were unrelated.) Joseph Thompson had lured her over to his office down the street from the clinic, and now she was taking patients from Phipps there as well. It was a clear "misuse of her position," showing "lack of judgment," Meyer wrote in his notes.

To Meyer, who was concerned about the increasing influence of Sigmund Freud, Clara's defection amounted to a "division of allegiance and separation of an analytic camp." Known as the dean of American psychiatry, Meyer had spent his career carefully developing his theory of psychobiology, which rejected the dualism of mind and body to focus on the whole person. He believed in a "commonsense" approach to psychiatry, rooted in close observation of a patient's behavior, physical symptoms, and life story. Leaving behind psychobiology, Thompson had championed Freudian theory, which was much more mind-oriented and held that all symptoms of mental illness could be traced to hidden conflicts in the unconscious. She advocated that not only patients but also

their doctors—like Meyer—would benefit from intensive analysis. Meyer firmly rejected such an idea; he saw no purpose in dwelling in what he called "the cesspool of the unconscious."

These strong positions of nearly a century ago bred conflicts that still divide psychiatry. The divisions, which had serious repercussions at Phipps and affected the careers of both Thompson and Meyer, live on in the current controversy over the revision of the *Diagnostic and Statistical Manual of Mental Disorders*, the psychiatrist's bible known colloquially as the *DSM*. In the heat of that debate are Johns Hopkins psychiatrists Paul McHugh and Phillip Slavney, who have raised serious questions about the *DSM*'s approach in their textbook, *The Perspectives of Psychiatry*, and in the May 17 issue of the *New England Journal of Medicine*. Psychologist René J. Muller, A&S '75 (PhD), goes further: He has proposed scrapping the *DSM* altogether and replacing it with a classification system based on Meyer's ideas.

The fundamental questions confronted by psychiatrists in the 1920s remain unresolved today. Encountering a new patient, what does a doctor see? A set of symptoms requiring treatment? A life story waiting to be revealed? And what scientific evidence backs up any approach?

As a young man in Switzerland, Meyer initially trained as a neuropathologist. Unable to find professional opportunities in Europe, he immigrated to the United States where he landed at the Illinois Eastern Hospital for the Insane, at a time when people suffering from mental disorders were warehoused and forgotten. There he examined slides of brain tissue taken from autopsies, hoping to discover an organic source of mental illness. Years later, doctors discovered that almost a third of the "insane" patients inhabiting asylums actually suffered from tertiary syphilis. But Meyer could find no anomalies.

When his mother was hospitalized in Zurich for severe depression, Meyer railed against the hopelessness associated with mental illness and turned his attention to an intense examination of living patients. He left neuropathology for the budding field of psychiatry, using his medical background and wide-ranging, eclectic reading to probe all aspects of the mind, delving into Greek history for anything useful, as well as the pragmatic philosophy of the day, including that of his contemporary William James and social reformers Jane Addams and Julia Lathrop. Making his way through the ranks of American institutions, he arrived at the pinnacle of his career when he was appointed the first professor of psychiatry at Johns Hopkins Hospital in 1908. The next year, he was named psychiatrist-in-chief, and in 1913 presided over the opening of the Phipps Clinic.

At Johns Hopkins, his theory of psychobiology came into practice. "What is of importance to us is the activity and behavior of the total organism," he wrote. It is unlikely, he said, that "we should ever come to distinguish sharply between mind and body in our field, because, after all, we face one large biological problem, the disorders and actual diseases of biological organisms." Meticulous record keeping marked his scientific approach, which he described as based on facts that might include anything that made a difference in a patient's life, as revealed in the patient's attitudes, activity, and behavior. Every aspect, from family history and physical ailments to jobs and recent actions, was recorded in chronological order on detailed, standardized life charts. "It is 'the story' that counts in a person," he said. Meyer's ideas revolutionized the field from the development of psychiatric case histories to the establishment of psychiatric training programs.

By 1909, Meyer was one of the luminaries invited to give a talk at a conference at Clark University in Massachusetts. There he met Freud, who was presenting his ideas on psychoanalysis in the United States for the first time. Initially open to Freud's ideas, Meyer remarked on the "indisputable importance" of the new theory. However, he predicted that many in the medical establishment would object to the Freudian focus on sex. Furthermore, Freud required psychiatrists to dig into the unconscious mind to make interpretations through analysis of dreams and slips of the tongue and word associations. "Not everybody is a born detective. Not everybody can venture upon the ground of rather delicate constructions and interpretations," Meyer cautioned.

The Phipps was a grand testimony to Meyer's own vision. He had spent four years planning the 88-bed clinic, which he had designed to be the lat-

est in research as well as practice, and for private as well as public patients. In the old system, patients were committed by law to asylums for what often amounted to a life sentence. At Phipps, patients could walk in voluntarily and find humane treatment. They could stroll the interior gardens, play basketball, or receive a variety of hydrotherapy treatments in the elegant Queen Anne–styled building.

One of the bright young medical students who flocked to work at the Phipps in the early years was Clara Thompson. Brilliant but troubled, Thompson had graduated in 1920 from the School of Medicine and begun a residency at the Phipps. Colleagues at the hospital described her as "lonely," "embittered," and "in considerable distress," according to Sue Shapiro, a New York therapist who has written about Thompson. Like Meyer, Thompson had grown up in a small town in a religious household. Her parents belonged to a strict Baptist sect, where dancing and sexual relations before marriage were condemned as the work of the devil. For refusing to go to church and other sins, Thompson later would be estranged from her mother for 20 years. She was eventually analyzed by the Hungarian psychoanalyst Sándor Ferenczi; in *The Clinical Diary of Sándor Ferenczi*, translator Michael Balint, an associate of Ferenczi, identified her as "DM," a patient who was grossly sexually abused by her father. (Thompson never publicly acknowledged this.)

When Thompson was at the Phipps, it was not unusual for psychiatrists to treat one another. Soon she entered therapy with her chief. In Meyer, known for his gentle, incisive questions, she found both a challenging professor and father confessor. Meanwhile, as she practiced his psychobiological approach to psychiatry, she rose in his estimation, becoming a favorite on his staff.

Without effective medications or brain imaging, psychiatrists often could do little to influence the outcome of a mental disease. Meyer was open to any approach that could be shown to be effective. He shunned simplistic diagnoses for a thorough understanding of the patient's life story. "You have to know your cases, and if you do, the name of the illness will be of a secondary matter," he wrote. According to Meyer's records, kept on hundreds of note cards, up to 19 percent of the patients who left the clinic were listed as "recovered," and up to 64 percent "improved," depending on the diagnosis.

Meanwhile, other psychiatrists were claiming grand cures using the new psychoanalytic method pioneered by Freud. By the 1920s, many young students of psychiatry, including Thompson, were swept up in a frenzy over Freud. She had first become exposed to psychoanalysis in 1918, when she worked as an intern at St. Elizabeth's Hospital in Washington, D.C., at the time a hotbed of Freudian thought in the United States. To the outside world, Meyer retained a professional openness to psychoanalysis. But at best, he viewed it as only one of many theories that were subsumed by his overarching psychobiology. Meyer "attempted to incorporate psychoanalysis within what he saw as his own broader psychobiological approach—at the cost of modifying Freud's ideas almost beyond recognition," notes Ruth Leys, a Johns Hopkins professor of humanities who has written extensively on Meyer.

Inside the Phipps Clinic, Meyerian psychobiology ruled. Meyer mistrusted the cultlike claims of Freud's disciples. Residents on Meyer's staff soon learned that if they had an interest in Freudian concepts, they had best keep it to themselves. They were expected to use Meyer's odd terminology, with words like *ergasia*, a Greek term for self that many privately ridiculed. Meyer deplored the use of psychoanalytic interpretations over facts and shunned the Freudian emphasis on sex.

His opposition to analysis intensified when, in January 1925, psychoanalyst Joseph Thompson (known as "Snake" for his interest in herpetology) set up shop in Baltimore at 800 N. Broadway, just a few blocks from Phipps. When Thompson wrote to him asking for patients under his care "who might not be recovered"—implying that he

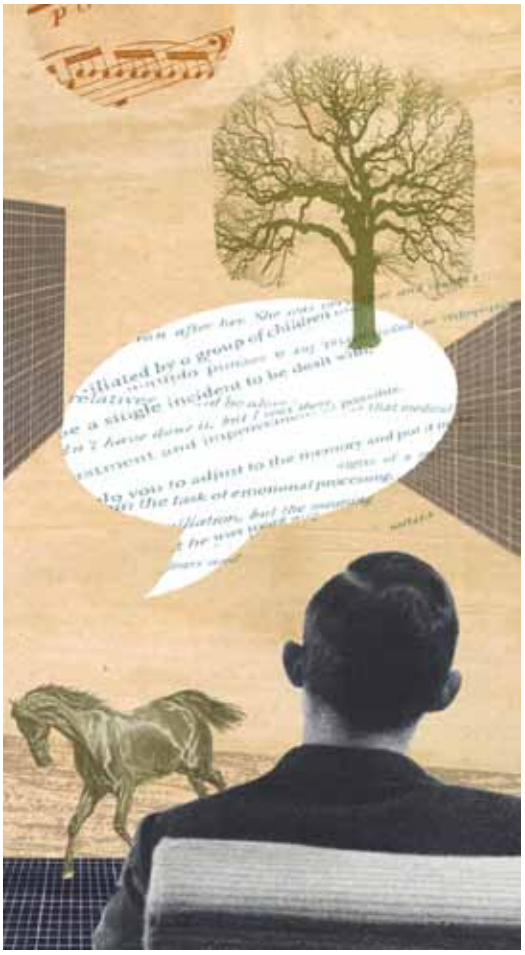
could cure Meyer's failures—Meyer coolly refused to help him. Meyer also turned down his request to give a public lecture at the clinic on psychoanalysis. He was infuriated when Clara decided to enter psychoanalysis with Joseph.

To Meyer, Joseph Thompson appeared to be one of those Freudian converts who preached an end to the world's problems while blinded to the possible ill effects of psychoanalysis. Meyer had consulted his colleague A.A. Brill, the translator of Freud and Carl Jung in New York, about Thompson. "Brill considers [Thompson] a crazy person, insane and dangerous," Meyer recorded in his notes. Thompson affects "a very peculiar cast which leaves no doubt of his eccentricity." Thompson, who had served in the U.S. Navy's medical corps, wore his uniform constantly as an assertion of authority, with a green scarf fastened by a gold pin in the shape of a snake. Having grown up in Japan as the son of a missionary, he had served as a spy with cartographer Andrew Seoane during the Philippine insurrection of 1909 and 1910, charting Philippine invasion routes along the Japanese coast for the U.S. military.

Meyer distrusted Thompson, but the analyst did have respectable credentials. A graduate of the Columbia University College of Physicians and Surgeons, he was vice president of the Washington Psychoanalytic Association. On one point, however, Meyer was correct: Thompson's zeal for Freudian psychoanalysis, which Thompson equated to the discoveries of Copernicus and Darwin. Publishing in the *United States Naval Medical Bulletin*, Thompson suggested that 50 percent of all people ill in hospitals—all people, not just mental patients—could be cured by psychoanalysis.

As Meyer privately seethed about Clara's analysis with Thompson, her classmates noted a positive change in her demeanor. The two Thompsons clearly had a strong rapport. "They were seen dining together, or walking arm in arm, talking animatedly," according to psychiatrist Maurice Green. Rumors, later denied by Clara, soon began to circulate that they were having an affair.

The antagonism between the psychobiological and psychoanalytical camps, represented by Meyer on the one hand and Joseph Thompson and Clara Thompson on the other, festered during the summer of 1925, beginning with the suicide of one of Meyer's private patients in late May.



James Baker, a 46-year-old Princeton University graduate, was found dead "in a room at the institution," reported a Baltimore newspaper. "His throat had been cut with a razor blade and there were five gashes in his right wrist. The wounds, according to police, were self-inflicted." Suicide was rare at the Phipps. According to Meyer's records, there were 16 between 1913 and 1940. Doctors made every attempt to guard against danger. On admission, patients' razors, mirrors, keys, and other potentially sharp implements were confiscated. Patients were monitored and their behavior noted carefully by round-the-clock nurses. Yet despite reports of his worsening mental state, Baker had managed to harm himself. What had happened? Albers Harken, the psychiatrist on duty at the time of the suicide, refused to hand over his case files. A native of Holland who spoke little English, Harken had experienced problems adjusting to Meyer's demand for extensive note taking. As the conflict over the suicide

embroiled the Phipps staff, Harken, who was seen more often in the company of Clara Thompson and Joseph Thompson at the psychoanalytic office on Broadway, grew defiant. F.I. Wertheimer, psychiatric resident, wrote to Meyer during the summer that Harken had been "openly insubordinate" to three other members of the staff. Meyer decided to terminate Harken's appointment two months early.

As Meyer departed for his summer vacation, Esther Richards, associate psychiatrist, wrote to him about the growing tension at the Phipps. By July, Wertheimer and Harken were not speaking, and on at least one occasion, nearly got into a fistfight. The Maryland Commission for Mental Hygiene was investigating the suicide, Richards reported. "Sorry to interrupt your holiday" with these "volcanic eruptions," Richards wrote, but Harken, claiming he was owed pay, now threatened to use "legal means to defend himself."

When Meyer returned in the fall, the battle lines between himself and his former star pupil were deep and unbridgeable. Clara had been spending three or four afternoons a week at Joseph Thompson's office. Even worse, against clinic policy, she had taken patients from the Phipps and treated them with psychoanalysis, charging $100 a month, as Meyer noted in early fall. "Analytic séances with patients in her own room with burning of incense," he fumed in his notes. The final blow occurred when one of the patients Thompson had been treating outside the clinic attempted suicide in October. According to Meyer's notes, Thompson had telephoned him to see if the patient could be admitted to the Phipps, "provided she could be his physician. I declined and referred her to the hospital. She did not report to me that night—only telling others I had declined help without saying why and how."

Thompson's career at Johns Hopkins ended with a terse letter tendering her resignation on October 23, 1925. She had secured a job in the Department of Neurology's outpatient clinic. Meyer wrote to Warfield Longcope, Johns Hopkins Hospital's president, to block the appointment. "In addition to matters which would have made continuation of service impossible, she has since June treated several patients of the clinic for a fee of $100 a month at the office of a clever but unsavory psychoanalyst. . . . She is bright but unduly free of some of the traits we would like to consider obligatory," Meyer wrote.

Four years later, Thompson sought reconciliation with Meyer, admitting her naïveté and mistakes while still making a case for psychoanalysis. Meyer's point of view is clear in a letter he sent to Thompson on December 10, 1929. "These are to the best of my knowledge the facts and the motives of whatever I had a share in with regard to a frankly distressing experience, but not one governed by 'emotional tension,' at least not on my part," he wrote. "I no doubt have often said and felt that I have had bad experience with a number of devotees of psychoanalysis. Why should I not look for a less seductive type of formulation?" In a letter dated December 15, Thompson maintained that psychoanalysis had offered her a personal and professional transformation: "As to psychoanalysis—I am convinced (and I think I have given other methods a fair trial) that in the hands of a well-trained person who has his own problems well understood, it can do more therapeutically than any other method. So I have tried to become well trained & well analyzed & I think to the improvement of both myself & my efficiency. But I think all psychiatrists would be more effective in a therapeutic method if they were themselves analyzed and had their own personality difficulties smoothed out."

Clara's analysis with Joseph Thompson proved not to offer the relief she sought. She continued to pursue variations of psychoanalysis, spending the summers of 1928 and 1929 in analysis with Sándor Ferenczi in Budapest; she moved there to work with him in 1931. Eventually labeled a "Neo-Freudian," she became a leader in interpersonal psychiatry and adapted Freud's theories to better meet the needs of modern women. A founder and executive director of the William Alanson White Institute of Psychiatry, Psychoanalysis, and Psychology in New York City, she worked as a therapist and teacher there until she died in 1958.

Soon after Thompson resigned, Harken sailed for Curaçao and was never heard from again. Joseph Thompson, frustrated by fractious infighting in the Freud camp, ended up in San Francisco as a psychoanalyst breeding Burmese cats. After his death in 1950, Meyer faded into relative obscurity as Freudian theories rose to dominance in the 1950s and 1960s. The innovations he had

**When Meyer returned in the fall, the battle lines between himself and his former star pupil were deep and unbridgeable.**

pioneered became an integrated part of the profession, but few recognized Meyer as the innovator.

Going on 90 years later, the fundamental rift in psychiatric practice that divided Meyer and Thompson has not been resolved. At least two fundamental questions—What causes mental illness? How best to treat mental illness?—still await definitive answers. When the first edition of the *DSM* appeared in 1952, many psychiatrists welcomed it as providing a more scientific basis to chart the incidence and prevalence of mental illness. But by its 1980 revision, the scope of the *DSM* had expanded to a lengthy list of symptoms to be used in the diagnosis of all kinds of mental disorders. According to critics like McHugh and Slavney, the *DSM* sidestepped the disputes over explanatory theories of psychopathology and became something akin to a naturalist's field guide that "offered no way of making sense of mental disorder." Their recent article in the *New England Journal of Medicine* continues, "[The *DSM*'s] emphasis on manifestations persuades psychiatrists to replace the thorough 'bottom-up' method of diagnosis, which was based on a detailed life history, painstaking examination of mental status, and corroboration from third-party informants, with the cursory 'top-down' method that relies on symptom checklists."

Psychologist René Muller, author of the 2007 book *Doing Psychiatry Wrong: A Critical and Prescriptive Look at a Faltering Profession*, uses stronger terms: "The *DSM* got it wrong. It's been a disaster. You get somebody having the worst day of their lives and they are branded as schizophrenic or bipolar disorder on the basis of the *DSM*. Those are heavy-duty labels. [Doctors] neglect to look at the interior—why is this person doing this?" Following discussion with McHugh on the *DSM*'s failures, Muller is now working to create what they consider a better method for diagnosing and classifying mental disorders that makes more systematic Meyer's ideas of psychobiology. "The reason he's not known is that he never did set up a system," Muller says. "Meyer didn't think diagnosis was as important as plugging into the reasons why people did what they did and trying to help them readjust to their life circumstances."

**At least two fundamental questions—What causes mental illness? How best to treat mental illness?—still await definitive answers.**

Like Meyer, McHugh and Slavney believe diagnosis is secondary to knowing the case history. In their textbook, *The Perspectives of Psychiatry*, they call for a blend of approaches according to the needs of the patient. Reflecting Meyer's theories, they write, "[A] cause is . . . anything that makes a difference in the evoking or sustaining of a disorder." While McHugh recognizes the *DSM* as important and entrenched as a reference work, he proposes adding categories for causes, or "perspectives," as a way of evaluating patients rather than focusing on symptoms. These "perspectives" include brain diseases, personality dimensions, motivated behaviors, and life encounters.

David Kupfer, chair of the task force charged with *DSM* revision at the American Psychological Association, responds that the four perspectives represent "a theoretical ideal that, unfortunately, does not fit well with current constraints on psychiatric practice or methods of reimbursement. In the best of all possible worlds, all psychiatrists would have the time to approach patients from this vantage point. However, today's reality is that this can rarely happen, particularly in public systems of care. The well-trained psychiatrist working in such a system of care will draw on these perspectives while using the *DSM* to efficiently arrive at a reliable diagnosis that should lead to appropriate treatment."

Yet Kupfer sounds like Meyer as he advocates "a comprehensive patient assessment. Clinicians should always consider not just the symptoms listed in the manual's diagnostic criteria but the presenting complaint as stated by the patient, the patient's past psychiatric history and response to any previous treatments, his or her developmental history and family background, and any family psychiatric history."

Long after Adolf Meyer pondered how to fire Clara Thompson, psychiatry still has not solved the mind-body conundrum or come to an agreement on how best to treat patients. In a recent grand rounds session at the School of Medicine, McHugh posed the question: "What is madness?" He quoted sources ranging from the characters in *Hamlet* to the current issue of the *New York Review of Books* before concluding, "We are still asking that question."

Lavinia Edmunds is a teacher and writer based in Baltimore. Lauren Small, A&S '80 (MA), '81 (MA), '86 (PhD), is at work on a novel about Adolf Meyer.


**MEDIA.**


**MULTIMEDIA.**

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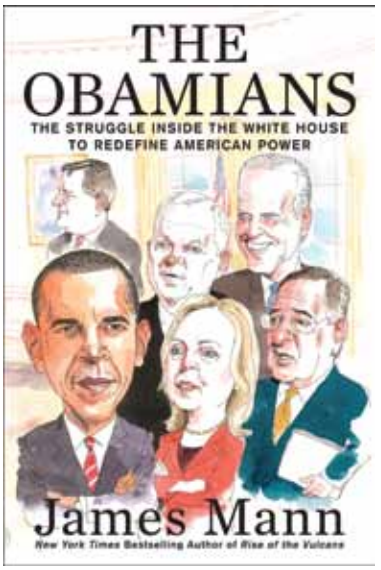
***The Obamians***
James Mann




POLITICS

## Rebalancing Power

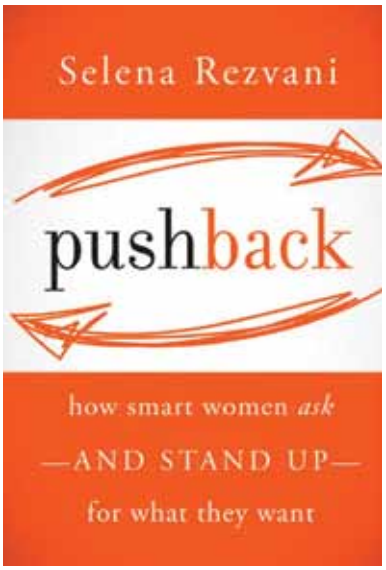
James Mann's *The Obamians: The Struggle Inside the White House to Redefine American Power* (Viking, 2012) offers a surprisingly entertaining behind-the-scenes look at who shapes President Barack Obama's foreign policies. Mann, a daily-paper veteran with a reporter's eye for the background story and an ear for the telling quote, is now author-in-residence at the Nitze School of Advanced International Studies. Here his streamlined storytelling chronicles the lesser-known foreign policy thinkers with whom Obama surrounded himself after the 2008 election.

These are the advisers—including deputy national security adviser Denis McDonough, deputy national security adviser for strategic communication Ben Rhodes, and senior director for multilateral affairs Samantha Power—Mann dubs the "Obamians." They came of political age in a post-Vietnam world, Mann argues, and they don't hew to the assumption that Republicans are military hawks and Democrats are anti-war doves. When Obama took office, the Obamians understood that the United States didn't have the economic resources and global clout that it once did, but that doesn't mean the country is in decline. In the global economy, power and resources have to be multilaterally shared.

This "rebalancing"—the Obamians' word—shifts U.S. focus toward Asia and away from the Middle East, toward domestic nation building and away from "bringing" democracy elsewhere, toward diplomacy and away from military occupations. Mann tracks this rebalancing by showing how Obama responds to key moments, such as the Osama bin Laden raid, and he identifies Obama's handling of Libya as a foreign-policy precedent: using U.S. military force in the service of humanitarian efforts in the absence of "compelling national interest" and then stepping back and allowing allies to take over.

The Obamians' philosophy starts to feel like a variation on Teddy Roosevelt's big stick—speak dove-y and carry some unmanned aerial vehicles and tactical special operations units. Paying attention to these background players is a bit like learning about a film director by exploring the character actors with whom the auteur always works. It's an ingenious approach but it doesn't always produce an ideological overview of the body of work—especially when a project is still in production. **Bret McCabe**

***Pushback***
Selena Rezvani

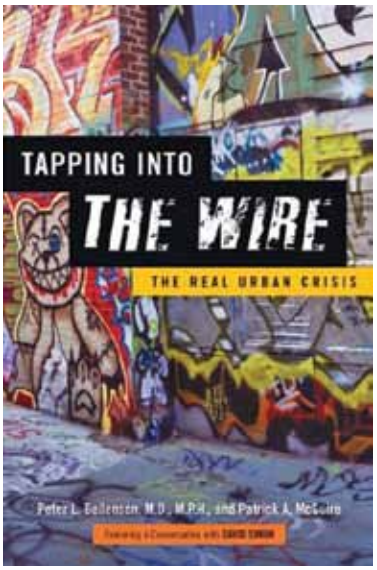



BUSINESS

## Woman Up

Anne-Marie Slaughter included a call to redefine the "successful" career arc in her "Why Women Still Can't Have It All" essay in the July/August issue of the *Atlantic*. Consider *Pushback: How Smart Women Ask—and Stand Up—for What They Want* (Jossey-Bass, 2012) an informative guide on how to navigate that process. *Washington Post* columnist Selena Rezvani, Bus '09 (MBA), interviews scores of top female professionals, including Facebook chief operating officer Sheryl Sandberg and *Self* editor-in-chief Lucy Danziger, for practical career-building advice. She offers anecdotes and social psychology research to show the career-long benefits of pushing back against complacency, and provides tips for negotiating a better salary, fighting for a stronger management role, and adjudicating conflicts. **BM**

***Tapping into* The Wire**
Peter L. Beilenson and
Patrick A. McGuire




PUBLIC POLICY

## *The Wire* in Real Life

Inspired by the critically acclaimed HBO series *The Wire*, former Baltimore City commissioner of health Peter L. Beilenson, SPH '90, created a Homewood campus–based class that examined urban issues—drugs, crime, poverty—as matters of public health. In *Tapping into* The Wire*: The Real Urban Crisis* (Johns Hopkins University Press, 2012), co-authored with former *Baltimore Sun* reporter Patrick A. McGuire, Beilenson shares experiences from his 13 years as a city health commissioner, from the success of getting Baltimore's needle-exchange program off the ground to an honest look at efforts that weren't as successful—and why. Each chapter opens with a familiar character or scene from *The Wire*, lending depth, humanity, and context to the broader public policy discussion. **Kristen Intlekofer**

# ...Ed Connor

**Hollis Interviews**

**Ed Connor**
*Professor*
*of neuroscience, Director*
*of the Mind/Brain Institute*

**Hollis Robbins,** A&S '83, is chair of the Humanities Department at the Peabody Institute; she teaches courses in literature, drama, film, and aesthetics. She has a joint appointment in the Center for Africana Studies at Homewood, where she teaches African-American poetry and civil rights.

**Favorite writer/producer/director:**
Joss Whedon

**Favorite Joss Whedon productions:**
*Buffy the Vampire Slayer*, *Firefly*, *Dollhouse* (TV series); *Serenity* (2005 space Western film); *Dr. Horrible's Sing-Along Blog* (2008 Emmy-winning Internet tragicomedy miniseries)

**So, you study how people see what they see?**

Yes, though I'd say my primary question is how do we *understand* what we see—how do we "do" vision, how do we extract physical structure, beauty, value, and other meanings from visual images? Our previous work has focused on the neural code for complex object structure; our new projects address how that structural information is transformed into object meanings.

**In 2010, you had an unusual collaboration with the Walters Art Museum called *Beauty and the Brain*.**

Right. We wanted to study what measurable characteristics make an object more pleasing, and how those characteristics are processed by neurons in the brain. In the Walters collaboration, we examined what 3-D shape characteristics influenced human preference judgments about abstract sculptures by Jean Arp.

**In your laboratory, you look at the question from inside the brain?**

That's right, we record "action potentials"—electrical spikes emitted by individual neurons—from higher visual brain areas in monkeys performing visual tasks. You need to measure action potentials to understand how the brain processes visual information, in the same way you would need to track bits in a computer to understand how it performs multiplication.

**How did you end up doing mind/brain research?**

My academic path was somewhat tortuous. In college (Loyola, in Maryland) I was a biology major, but I was most inspired by courses in philosophy of mind, especially Aldo Tassi's courses on Edmund Husserl and phenomenology. I wanted to study the mind at the biological level but didn't get the right guidance at the time. As a result I floundered through several graduate experiences, beginning with a PhD program in pharmacology at Vanderbilt . . .

**That wasn't the right field for you . . .**

It was a great program, but I fell asleep in every single seminar—a clear sign I was in the wrong field. I left with a master's degree and went to law school. I didn't enjoy much of that besides constitutional law. I pretty much spent my 20s agonizing about what I should do with my life.

**So, from philosophy to pharmacology to law, you ended up in neuroscience.**

As soon as I started in the graduate program here, I was immediately enthralled; I went from depressed to ecstatic, like someone flipped a switch. I studied under Ken Johnson, a great computational and experimental neuroscientist whose ideas about the central importance of pattern coding (in vision and other senses) remain the specific inspiration for everything we study in my lab.

PHOTOGRAPH BY WILL KIRK/HOMEWOODPHOTO.JHU.EDU

ILLUSTRATION BY ANJE JAGER

**I have to ask about your Joss Whedon scholarship. In an essay called "Psychology Bad: Why Neuroscience Is the Darkest Art in the Latest Whedonverse," you praise him for dramatizing the relationship between mind and brain.**

Yes. In *Firefly*, *Serenity*, and *Dollhouse*, Joss' heroines embody how all things human—our greatest vulnerabilities and our most miraculous faculties—are functions of the brain, and how much hidden power the brain has to reassert its humanity after injury and madness. It is the insane complexity of the brain (trillions of connections between neurons) that makes human existence so rich, profound, and unpredictable. Joss gets that.

**As a vision scientist who saw Whedon's *Avengers*, what do you think of 3-D?**

I like 3-D in movies when it is done well (e.g., *Avatar*). I think 3-D is a commercial failure because it is often done poorly, and there are so many other equally powerful depth cues besides stereovision. I remember one animated feature where the cars looked the size of matchbox models, presumably because stereo cues fixed their depth near the screen, forcing the perceived size of a huge cityscape into the frame of the movie theater. I think 3-D is barely noticeable most of the time, but, being a vision freak, I can't bear the idea of watching a movie in 2-D if it is available anywhere in 3-D.

**Ed Connor**, Med '90 (PhD), '92 (PGF), is a professor of neuroscience in the School of Medicine. Since 2007, he has served as director of the Zanvyl Krieger Mind/Brain Institute, which has strong connections to the Krieger School of Arts and Sciences and the School of Medicine.

## Study Hall

PHOTOGRAPH BY WILL KIRK/HOMEWOODPHOTO.JHU.EDU

Studious undergraduates, and what other kind are there at Johns Hopkins, found 500 new places to read, write, and peck at a laptop when they returned to campus this month. In mid-August, the Brody Learning Commons opened for business—quiet academic business—on the Homewood campus. The $30 million addition to the Milton S. Eisenhower Library adds four floors and 42,000 square feet of badly needed space for solitary or group study, with a good measure of high technology, an extraordinary amount of natural light, and a café to dispense the caffeine that fuels Hopkins kids.

The new facility, named after former Johns Hopkins President William Brody and his wife, Wendy, meets a demand for study space that up to now has far outstripped supply. Despite Internet access that brought a universe of research material to any dorm room on campus, the MSEL and Gilman Hall's Albert D. Hutzler Reading Room were routinely packed with students, especially later in the semester as exams approached. When the Charles Commons residence hall opened in 2006, campus librarians noticed even more demand as students streamed across the street and up the Beach to study in the library. They also noticed a change in study habits. "Social activity is part of the library now in ways it wasn't 15 years ago," says Brian J. Shields, communications and marketing manager for the Sheridan Libraries. Students needed space for collaborative group study, and there simply wasn't any in the existing library.

The official groundbreaking for the Brody Learning Commons, just south of the MSEL building, took place in June 2010. When Shields gave an informal tour last month, work crews were installing the last cosmetic touches, and librarians were in a seminar room learning about the new facility. Store tags still dangled from chairs, and taped-up signs stood in for the formal signage that will designate the various rooms and spaces.

It would be accurate to describe the new building as a clean, well-lighted place. It also would be accurate to describe it as flat-out gorgeous on a bright morning. Sunlight pours through expansive windows and skylights. In the open common spaces, chairs and small tables can be moved around to suit students' needs. There are 15 group study rooms, several classrooms wired to the max for digital technology, and a large quiet reading room that houses an installation by artist and curator Mark Dion that he has called "an archaeology of the material culture of knowledge." It gathers in display cabinets and drawers more than 500 objects from every corner of Johns Hopkins, including old microscopes, manual typewriters, lab equipment, medical models, skulls, even antique wooden lacrosse sticks. Besides increasing study space by a third, the library addition will house the Department of Special Collections and a new conservation laboratory for the Department of Conservation and Preservation. There are numerous interesting details. In study rooms, the walls have been painted with special paint that will allow students to write on them as whiteboards. Student lockers are equipped with outlets for charging cellphones. Marble used in construction of the new building was salvaged from the earlier renovation of Shriver Hall.

It's enough to make you want to be an undergraduate again. Almost.

**Dale Keiger**

## Funding Locally

Not surprisingly, kids who are chronically absent from school do worse on standardized assessment tests than their peers. When the 2012 Maryland School Assessment scores were released this summer, Baltimore City schools CEO Andrés Alonso identified missing 20 or more days per school year as a key factor in poor performance. As a board member of the Baltimore Education Research Consortium (BERC), a partnership that includes Johns Hopkins University, Alonso knows that chronic absenteeism affects more than just test scores. BERC has published studies that explore the relationship between attendance and retention. Students don't learn when they're not at school, and students who are frequently absent often eventually drop out.

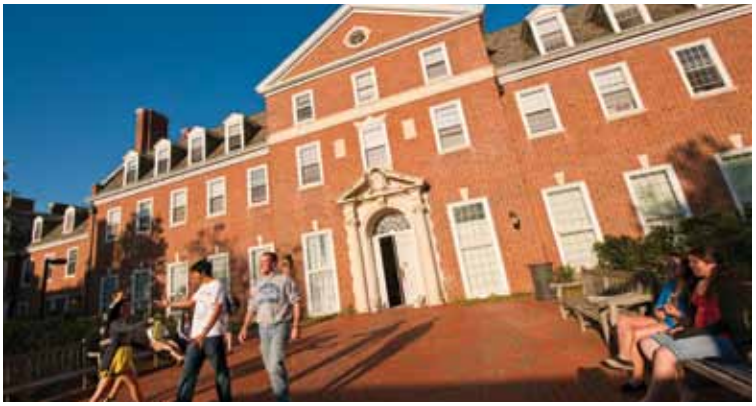
Stephan Plank, an associate professor in the Krieger School of Arts and Sciences' Department of Sociology and co-director of BERC, co-authored those papers. In July, his research was honored with one of the inaugural President's Research Recognition Awards for researchers examining Baltimore's urban issues. The two debut awards—each of which came with a $5,000 grant—went to Plank and to the team of Deidra Crews, HS '06, Med '07 (PGF), and L. Ebony Boulware, SPH '00, assistant professors of medicine who research ways to lower the incidence of kidney disease in impoverished African-Americans.

"There are so many faculty at Hopkins who do amazing things in the community," says Amy Gawad of the Johns Hopkins Urban Health Institute, which co-presented the awards. Last year, Gawad explains, the Community-University Coordinating Council, which is made up of Johns Hopkins faculty and community members and is one of the UHI's two advisory boards, suggested honoring Johns Hopkins researchers for their Baltimore-based endeavors.

The President's Research Recognition Awards acknowledge researchers who have been on the university's faculty for 10 or fewer years and whose research focuses on local urban issues. "There are faculty here whose heart is in community-based work," Gawad says. "But it takes time, and there's a lot of trust building that needs to take place." **Bret McCabe**

***New Dean for Carey***
Bernard T. Ferrari

***Room Service***
Alumni Memorial Residence



RIGHT: PHOTOGRAPH BY WILL KIRK/HOMEWOODPHOTO.JHU.EDU
LEFT: PHOTOGRAPH COURTESY CAREY BUSINESS SCHOOL

## New Dean for Carey

In July, Bernard T. Ferrari became dean of the Carey Business School. Ferrari has been a surgeon, a CEO of a medical center, a director of a global management consulting firm, and the chairman of his own business consultancy firm. That combination positions him well to take the helm of the Carey Business School, which recently announced that it was strengthening the focus of its degree programs on the study of business issues related to health care and the life sciences.

Ferrari, 64, was a director at McKinsey & Company, where he was a partner and health care consultant for nearly two decades. He retired from that position in 2008 and founded Ferrari Consultancy LLC, helping clients in financial services, transportation, energy, medical products, and other areas create business strategies. Prior to his stint at McKinsey, he was chief operating officer and assistant medical director of the Ochsner Clinic in New Orleans and had been vice chairman of the Department of Colon and Rectal Surgery there. He holds bachelor's and medical degrees from the University of Rochester, a JD from Loyola University School of Law, and an MBA from Tulane University's A.B. Freeman School of Business.

In an announcement to the university community, President Ron Daniels described Ferrari as "a proven leader, visionary strategist, and expert communicator, who values deeply the importance of building partnerships." Fresh on the job in early July, Ferrari said in an interview published in *Bloomberg Businessweek*, "We have some chronically weak sectors in the U.S. that we haven't put enough talent into, including health care, government, and education. Those sectors are begging for more talent infusion. It just so happens that this university has some extraordinary strength in those sectors, and I think by the business school collaborating with other parts of the university, we can create some very impactful educational experiences for future leaders in these areas. I am pretty excited about that."

**Catherine Pierre**

## Room Service

San Diego native Ian Han recalls arriving at Homewood two years ago and having to run all over with his parents searching for items he couldn't bring on the plane. "I love my parents, don't get me wrong," Han says, "but spending two days with them trying to scramble to get all this stuff—everything from laundry detergent to printers and pillows—was crazy."

So Han and Chris Alvarez, both Class of 2014, created The Complete Dorm Room, a Web-based business offering one-stop shopping for the necessities of dorm living. They got startup funds from Hopkins Student Enterprises (HSE), a program created by the Center for Leadership Education to support undergraduate entrepreneurs. (HSE maintains a venture capital fund that provides seed money.) They asked dorm residents what they wished they had when they moved in, then contacted suppliers and set up a website. Then they partnered with the Admissions and Registrar's offices to connect with incoming freshmen. Finally, during Move-In days, student

***Provost Departs***
Lloyd Minor

***Lax's New Hub***
The Cordish Lacrosse Center

LEFT: PHOTOGRAPH BY KEITH WELLER

employees delivered purchases as freshmen checked into their rooms.

This first year, The Complete Dorm Room has already made back HSE's initial investment and turned a profit, and Han says they plan to expand the business. "We want to be more of a delivery service throughout the [academic] year," Han says. "So for Valentine's Day you can order a rose for someone special. Your parents can order you a cake on your birthday."

This is Han and Alvarez's second business launched through HSE. As freshmen they started The Blue Jay Cleaners, employing students to clean on- and off-campus apartment complexes, an idea that Han came up with while visiting Alvarez's dorm. "I went into his bathroom and it was really disgusting and I said, 'Hey, man, I'll clean your bathroom—give me $10,'" Han recalls. "And he's, like, 'Sure.' Ten bucks, I cleaned his bathroom, and I thought, *There's something here*." **BM**

## Provost Departs

Lloyd Minor, provost of Johns Hopkins University for the past three years, departed at the end of August to become dean of Stanford University School of Medicine. He assumes his new role on December 1.

Minor came to Johns Hopkins from Vanderbilt University Medical Center in 1993. He joined the School of Medicine's otolaryngology department as an assistant professor and soon had joint appointments in Neuroscience and Biomedical Engineering. Within 10 years, he became director of the Department of Otolaryngology–Head and Neck Surgery, where he increased departmental research funding by 50 percent. He was named provost in September 2009.

In a letter to faculty and staff, President Ron Daniels lauded Minor as "a dedicated advocate for the roles that interdisciplinary scholarship and teaching play in advancing our mission" and "a tireless supporter of the role of undergraduate and graduate education." **DK**

## Lax's New Hub

Johns Hopkins lacrosse begins fall practice this September, but the men's and women's programs will not be returning to their accustomed quarters in the Ralph S. O'Connor Recreation Center. The Cordish Lacrosse Center, a 15,000-square-foot facility at the east end of Homewood Field, has been completed. It houses locker rooms, offices, training rooms, study space, a 50-seat theater, and a reception area, as well as numerous reminders on the walls of Johns Hopkins' rich lacrosse heritage.

The center is named after David Cordish, A&S '60, '69 (MLA), who played with three varsity lacrosse squads, including the 1959 national champions. Cordish was principal donor for the project, which was funded entirely by private contributions. **DK**

# Abbreviated

Catherine Pierre

### KRIEGER SCHOOL OF ARTS AND SCIENCES

The English Department's **Eric Sundquist**, A&S '78 (PhD), the Andrew W. Mellon Professor of the Humanities, has won the Modern Language Association's 2012 Jay B. Hubbell Award. His work focuses on African-American literature, Jewish-American literature, and literature of the Holocaust.

### WHITING SCHOOL OF ENGINEERING

A team of biomedical **engineering undergraduates** has, to date, won $55,000 in prize money to commercialize QuickStitch, a mechanical suturing device the team invented to improve surgeons' ability to properly close after abdominal surgery. **Sridevi V. Sarma**, an assistant professor of biomedical engineering, has received a Presidential Early Career Award for Scientists and Engineers for her work focusing on treating Parkinson's disease using deep brain stimulation.

### CAREY BUSINESS SCHOOL

Adjunct Professor **Yuval Bar-Or** published *Crazy Little Risk Called Love* (The Light Brigade Corp.) in July. In the book, he applies risk-management principles to intimate relationships. The school's **Leaders + Legends** series kicks off on September 12 with a talk by Maryland Gov. Martin O'Malley, who will be discussing the challenges of guiding the state through economic crisis and his vision for growing the state's knowledge-based economy.

### SCHOOL OF EDUCATION

Professor **Robert Balfanz** appeared on the July 17 episode of PBS' *Frontline* as part of its *Dropout Nation* series. The program reported on Balfanz's research showing that potential high school dropouts can often be identified by their middle school performance—at which point dedicated schools can intervene to prevent that fate. This summer, leaders from more than 30 charter schools nationwide convened at the School of Education to reflect on the 20-year history of charter schools.

### SCHOOL OF MEDICINE AND JOHNS HOPKINS HOSPITAL

*U.S. News & World Report*'s "Best Hospitals" list was released in July, ranking **Johns Hopkins Hospital** No. 2 in the nation overall and No. 1 in the nation in five specialties: ear, nose, and throat; geriatrics; neurology and neurosurgery; psychiatry; and rheumatology. In June, students in the schools of Medicine and Nursing launched **The Patient Promise**, a public commitment to set a model of healthy living, including exercising regularly, eating a balanced diet, and managing stress.

### SCHOOL OF NURSING

Students and alumni traipsed the globe this summer during the school's **Where in the World Is the Nursing Pin?** initiative, in which participants photographed themselves and their nursing pins everywhere from the Ljubljanica River in Slovenia to the base of Utah's Mount Timpanogos.

### PEABODY INSTITUTE

This fall, acclaimed mezzo-soprano **Denyce Graves** joins Peabody's voice faculty. Faculty artist and jazz bassist

## GOLOMB'S GAMBITS™

***Hidden Critters***

Solomon Golomb, A&S '51

In each example, the word defined can be completed by inserting the name of a member of the animal kingdom. For instance, with the definition "criticized," BE_ _ _ ED is completed by inserting *RAT* to form *BERATED*.

1. job: VO_ _ _ION
2. tap: S_ _ _OT
3. frown: S_ _ _L
4. a play: D_ _ _A
5. slid: S_ _ _DED
6. hatch: IN_ _ _ATE
7. from there: T_ _ _CE
8. bellicose: COM_ _ _IVE
9. extended: REN_ _ _D
10. traditional: CL_ _ _IC
11. Asian big shot: S_ _ _UN
12. unscrambled: DE_ _ _ED
13. skillfully: D_ _ _LY
14. the sky: W_ _ _ IN
15. a charm: A_ _ _ _T
16. suffocate: S_ _ _ _ER
17. board game: S_ _ _ _BLE
18. on a ship: A_ _ _ _D
19. shout: EX_ _ _ _ATION
20. authorization: SI_ _ _ _URE
21. very showy: F_ _ _ _OYANT
22. held in common: S_ _ _ _D
23. removing clothes: DIS_ _ _ _ _G
24. capable of widening: EX_ _ _ _ _BLE

Note: Word 14 is uncommon.

*Solutions on page 79*

**Michael Formanek** releases *Small Places*, a new CD recorded with his quartet, in September. In July, Kevin Spacey and Robin Wright made appearances in Mount Vernon when parts of the Peabody Institute stood in for a Georgetown hotel during the filming of the Netflix series *House of Cards*.

### BLOOMBERG SCHOOL OF PUBLIC HEALTH

**Jonathan Weiner**, professor of health policy and management, will direct the new Johns Hopkins Center for Population Health Information Technology, which will bring together faculty from around the university to help public health agencies and private health care organizations improve and expand their use of e-health tools.

### PAUL H. NITZE SCHOOL OF ADVANCED INTERNATIONAL STUDIES

**Hans Binnendijk**, formerly vice president for research and applied learning at the National Defense University, has joined SAIS as a senior fellow in its Center for Transatlantic Relations. Binnendijk also served as the National Security Council's special assistant to the president and senior director for defense policy and arms control. **Deborah Brautigam**, a recognized expert in the relationship between China and Africa, is the new director of the International Development Program.

### APPLIED PHYSICS LABORATORY

As members of the Mars Science Laboratory team, APL space scientists **Nathan Bridges, Jeff Johnson**, and **Michelle Minitti** were on hand at the Jet Propulsion Laboratory in Pasadena, California, to witness the touchdown of the rover *Curiosity*.

### *Welcome*

From the streets of East Baltimore to the souks of Marrakesh, Johns Hopkins alumni are taking their expertise around the world. In this issue, colleagues Emma Tsui and her former professor, Lori Leonard, discuss Emma's research on job-training programs in East Baltimore (p. 70). Mellasenah Morris talks about her longtime friend and fellow Peabody alum Janet Jordan, whose singing career has taken her across America, Europe, and Asia (p. 72). And after traveling to dozens of countries in her role as a human rights and democracy specialist, SAIS alum Maryam Montague settled in Marrakesh, where she runs a boutique hotel and writes about Moroccan style and design (p. 76). Read on, for these stories and more.

# *ART AND SOUL*

*Written by* | MAT EDELSON

At the dedication of the new Johns Hopkins Charlotte R. Bloomberg Children's Center, philanthropist and New York City Mayor Michael Bloomberg, Engr '64, made this observation: "I don't often give speeches in front of a pair of colorful rhinos," he joked of the 20-foot-high sculptures hovering over his left shoulder, "but that's my point. It's these signature defining touches . . . [that] have all contributed to a unique and uplifting environment of support and healing."

Creating a nurturing environment through the use of art, architecture, and design is central to Bloomberg's ongoing philanthropic capital construction commitments, including the Children's Center, which was named in honor of his late mother and supported through Bloomberg's $120 million gift.

"We think about the importance of art being part of the gift so it's not just stone and mortar, but the creation of a cultural soul that's part of the building," says Nancy Rosen, who has worked as a curator and creative consultant on numerous Bloomberg projects. The results of their collaborations can be seen around New York City (Rosen formerly served as Bloomberg's representative on the city's Public Design Commission and helped choose the World Trade Center memorial design) and on Johns Hopkins' Homewood campus in the Gilman Hall renovation.

Bloomberg wanted the art within the Charlotte R. Bloomberg Children's Center and the adjoining Sheikh Zayed Tower to be both beautiful and purposeful. At the Children's Center, that meant creating a welcoming first impression for families and youngsters, from the moment they glimpse the 1.6 million-square-foot building until they make their way to a private room. The gently curved outer glass facade, awash in soothing colors inspired by Monet's water lily paintings; the elevated walkways from the garages illuminated in gently changing light patterns caused by etched glass walls; the numerous hanging animal sculptures inside the expansive, atrium-like main floors—each design aims to create a soothing environment for the hospital's young patients.

Beyond creating an environment that encouraged immediate healing, Bloomberg wanted to use art to promote long-term health in engaging, kid-friendly ways. "There's a lot of data—and the mayor is very data driven—proving the correlations between reading, literacy, and being a healthier adult," says Rosen. "So, celebrating reading and being read to fitted into the whole idea of, How do we do something that's more than just decoratively pleasing but that also has some meat on it and offers deeper layers to explore?" To that end, Rosen engaged dozens of artists to base works on classic children's books, including Hans Christian Andersen's *Little Mermaid,* Beatrix Potter's *Peter Rabbit,* and Dr. Seuss' *500 Hats of Bartholomew Cubbins.* What emerged was a potpourri of kaleidoscopic linocuts, silkscreens, acrylics, and dozens of other works that are homages to the wonders of children's literature. These works

PHOTOGRAPH BY JOHN DEAN

pop out at different places all over the hospital, such as the recessed glass enclosures that are a bit like literary fish tanks, sunk into the walls near the elevators on each floor. There, at kids' eye level, are the come-to-life stuffed puppets of artist Jennifer Strunge, including smiling sunflowers whose petals cradle a beautifully illustrated book.

In all, the talents of some 70 artists grace the new Children's Center, and their work is already sparking conversations about how art can be used in other therapeutic forms. Johns Hopkins Child Life Director Patrice Brylske, who worked with Rosen on how children could best interact with the art, says she's now received grants to bring dancers, poets, and actors to her young patients, creating new and stimulating ways for children to play and grow while they're in the hospital.

With justifiable pride, Mayor Bloomberg in his dedication speech noted that, "inside and out, the new Johns Hopkins Hospital building is a place that's intended to comfort and inspire through the innovative use of art and design." The mayor also articulated his hope that the facility serve as a blueprint for other hospitals interested in adopting a similar approach.

Playful sculptures and lively art installations pop up all over the new Charlotte R. Bloomberg Children's Center. Here, artist Robert Israel's *School of Puffer Fish* swims above the lobby's main entry stairs.

# HOW TO GET REAL IN PUBLIC HEALTH

*Interview by* | VIRGINIA HUGHES, A&S '06 (MA)

PHOTOGRAPH BY WILL KIRK/HOMEWOODPHOTO.JHU.EDU

**Lori Leonard** is an associate professor of health, behavior, and society at the Bloomberg School of Public Health, with joint appointments in the departments of Anthropology and Sociology. She also directs the Center for Qualitative Studies in Health and Medicine.

Lori Leonard, an associate professor at the Bloomberg School of Public Health, takes an ethnographic approach to research: observing the lives of a few individuals over long periods of time rather than comparing thousands of people in search of statistical correlations. Under Leonard's guidance, Emma Tsui, SPH '03, '10 (PhD), used such qualitative methods when completing her dissertation. For that work, published in April in the journal *Sociology of Health and Illness*, Tsui zoomed in on the lives of two East Baltimore residents and observed how chronic illness affected their success in a job-training program.

As a newly minted assistant professor at Lehman College at the City University of New York, Tsui is still interested in the intersection of work and health; she's now studying the people, mostly female immigrants, who cook institutional food. Leonard, meanwhile, is finishing up a book about her 12 years studying the families living near an oil pipeline in Chad. In late June, via a Baltimore-to-Bronx Skype connection, the two discussed how their ethnographic perspective—though in the margins of the public health field—could influence policymakers.

**Lori** If I'm remembering it right, the idea for your dissertation started with your volunteer job teaching a GED class to ex-prisoners?

**Emma** Yes. The search for employment was so much at the center of how they wanted to configure their lives, and their health seemed very connected to their search for employment. They might have physical health problems that were preventing them from finding a job. And the job search itself was affecting their mental health—what was weighing on them most was the ability to find a job and play a certain role in society. I wanted to look at a few job-training programs that had been put in place in conjunction with a neighborhood revitalization project in East Baltimore and try to understand how participants navigate health and social issues while seeking work.

**L** It was a fascinating project, partly because it was 2008, and that was a really bad year to get a job.

**E** Yeah, the economic situation was a big factor in the success of the job-training programs, but it also became clear that the way the programs operated was making it harder in some ways for people to get jobs. For example, they didn't take into account that most people used prepaid cellphones and were changing their numbers a lot as well as sometimes having to change where they lived. So, if a job wasn't available when they completed the program, program staff might have trouble contacting them if job opportunities arose later.

**L** You did a really good job of telling the individuals' stories in ways that gave the job programs ideas and material they could use to think about improving their day-to-day operations. But you also asked provocative questions that opened up ways to think about health policy.

**E** I wanted to provoke thinking about whether this approach to job training can work for people with chronic health conditions and limited material resources. In one paper, I ended up focusing on two women, one with epilepsy and one with narcolepsy, who enrolled in a job-training program. The program wanted participants to overcome these issues, so both women needed to show that they were working as hard to manage their health conditions as they were to find employment. This was complicated because these women had already developed strategies for managing their health after living with these illnesses for many years. However, in an effort to prove their commitment to the program, they tried new strategies. A narcolepsy drug that one woman tried, for example, gave her so much extra energy that she was worried that other people, especially employers, would think she was high. For the woman with epilepsy, the job-training program encouraged her to avoid any emotional stress coming from her family, as this could be a source of her seizures. But this advice ignored the very real fact that she was the primary caregiver for a large extended family.

**L** Your dissertation is a great example of what ethnography, which is anchored in the study of everyday life, can contribute to public health. We're interested not just in describing social life, or the ways people make sense of their bodies, or an illness, or a particular phenomenon like unemployment or addiction or being out of work. We're interested in challenging the assumptions and the concepts that are used to study those things in our field.

**E** Exactly. One of the concepts I wanted to explore was employability. We assume that employability is just about job-related skills, but it turns out that it's about health, too. In public health, then, we can begin to see a link between our field and all of the current policy and program efforts to help people find employment. I think ethnographic methods are uniquely suited for illuminating how concepts like employability work in people's lives. There is some recognition in the field of the importance of qualitative methods and ethnography, but I think doing intensive qualitative data collection and analysis, and conceptualizing a project in an ethnographic way, is still on the margins.

**L** I agree, it's very much on the margins in public health. But it provides public health with important linkages to other disciplines. For example, many of the people interested in your work are sociologists who study labor. So you are able to have conversations with them that go beyond public health but also contribute to it.

**E** This has been one of the most nourishing aspects of doing this kind of work. I think these conversations have the potential to really enrich and complicate—in productive ways—how we study public health problems and policies. Hopefully, the approach we take to research will lead to findings that change how policymakers and others see these problems.


PHOTOGRAPH BY VIRGINIA HUGHES

**Emma Tsui** is an assistant professor of health sciences at Lehman College at the City University of New York. She teaches in Lehman's Master of Public Health Program and in the CUNY Graduate Center's doctoral-level public health program.

# SAFE HAVEN

*Written by* | KELLY BROOKS

"We met the very first day of orientation," says Mellasenah Morris, Peab '68, '71 (MM), '80 (DMA). "It wasn't too hard to connect—there weren't too many black students at Peabody at that time."

The year was 1964. Morris and her soon-to-be roommate, Janet Jordan, Peab '68, were among the first African-American students to attend the school. Now, 48 years later, Morris is dean of Peabody Conservatory of Music and deputy director of the Peabody Institute. Jordan has enjoyed an international performing career, and the two are still close friends.

As students, Morris studied piano performance while Jordan pursued a degree in music education. The two didn't attend many classes together, but they became roommates during their second semester, says Jordan, and "that's when we really bonded." Their Park Avenue boarding house held 30 music and art students (all women), a grand piano in the parlor (where Jordan would sing and Morris would accompany her), and a creepy basement (where Morris refused to do her laundry without the company of a friend).

"I turned 16 years old when I arrived at Peabody," recalls Jordan, who now lives in New York. "We were young, and we were in a new city. We went through this adventure together, and Mellasenah was a safe haven for me."

Throughout college, weddings, pregnancies, and career moves, the friendship endured. After Peabody, Jordan's career "took a zigzag road," she says, first to the Manhattan School of Music for a master's degree, then a short stint working as an assistant librarian in the Music Division of the New York Public Library. Soon enough, Jordan got her first break and joined the European tour of *Porgy and Bess*.

"It was always fun to get postcards from Janet from Japan or Scandinavia. Janet was always having a fabulous tour somewhere," recalls Morris. Jordan's singing career took her across America, Europe, and Asia, to Broadway and Carnegie Hall and beyond. "It was so wonderful to see her with Yul Brynner in *The King and I*. We had tickets to the National Theatre and saw that performance in D.C.," says Morris. "That was fabulous!"

Meanwhile, Morris' career took an academic track—from her position as assistant dean for academic affairs at Peabody to professorships and deanships at Alabama State University, James Madison University, Ohio State University, and back to Peabody again—continuing her performing career all the while.

"Even with all of her academic achievement and all of her success, she remains the same sweet person," says Jordan. "Because we shared so much over the years, I see myself reflected back when I look at her. Mellasenah is one of those special people you meet in life—if you're lucky."

Each summer, the two have a Baltimore reunion. "We shop. We dine. We sit and talk and go through old memories," says Morris. "She's like the sister I didn't have."

Mellasenah Morris (left) and Janet Jordan met at Peabody in 1964 and have been close friends ever since.

PHOTOGRAPH BY WILL KIRK/HOMEWOODPHOTO.JHU.EDU

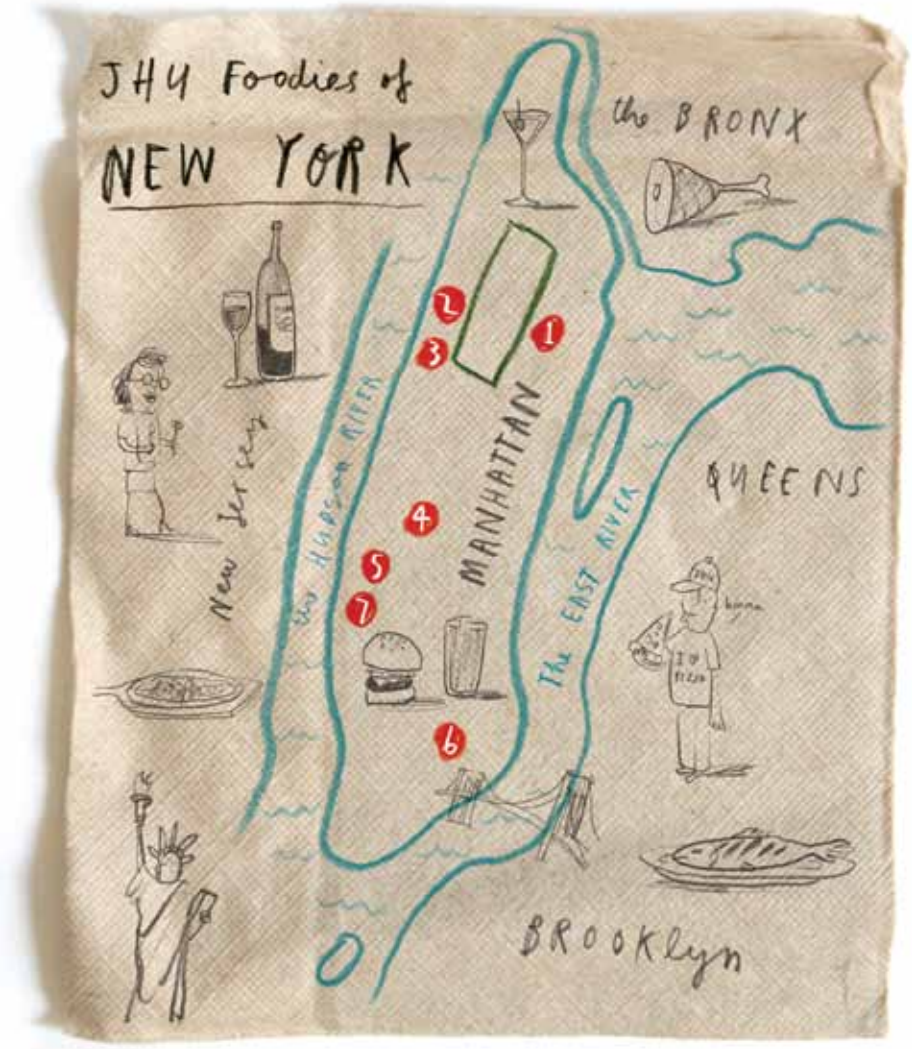



ILLUSTRATION BY OLIVER JEFFERS

# NY STATE OF MIND AND STOMACH

*Written by* | LISA BELMAN

"Food is an important thing in New York," says Sue Srinivasan, A&S '95, vice president of the New York Alumni Chapter. "Everyone is very conscious of what they are eating and how they are eating." Easy to do in a city with 20,000 restaurants peppered throughout the five boroughs.

In March, Srinivasan and fellow food aficionados Ana Zampino, A&S '01, and Andrea Mantsios, SPH '06, launched the Foodies of New York group to connect with similarly minded Johns Hopkins alumni. "I think people are excited just to get out and have a shared experience, i.e., Hopkins," says Zampino, president of the New York chapter. "Plus, it's a great way to network."

In service to our readers, we asked these passionate New York foodies for their recommendations.

Located on the Upper East Side, **Candle 79 (1)** is the upscale sister restaurant of the famous Candle Cafe and one of Zampino's favorite farm-to-table vegan spots. For a taste of something more European, Srinivasan suggests **Bar Boulud (2)**, Daniel Boulud's casual French bistro located across from Lincoln Center. For their May event, the Foodies group enjoyed a special prix fixe menu including degustation de charcuterie—a sampling of charcuterie—which Srinivasan says is one of the best in the city. Nearby, a more casual alternative, according to New York City Young Alumni Committee member Arielle Goren, A&S '05, is **P.J. Clarke's at Lincoln Square (3)**, a great burger joint known for its boisterous crowds and martinis. Or, if you'd rather meet some colleagues for fondue and an herb-infused cocktail, try **Craftbar (4)** in the Flatiron District. For a fun night out and a table full of tapas, Young Alumni Committee members Andrew Modell, A&S '10, and Julienne Markel, A&S '08, both recommend **Alta (5)** in Greenwich Village. The Foodies held their inaugural dinner at the Lower East Side's **Rayuela (6)**, known for its "freestyle Latino" dishes—think red snapper ceviche in a citrus soy ginger sauce. And finally, when you just need a quick slice of the city's best pizza (according to Goren), head over to **Joe's Pizza (7)**, a Greenwich Village institution that still serves $2 slices.

To learn more about the Foodies of New York group, contact alumevents@jhu.edu.

***KEY***

1. **Candle 79**
   154 EAST 79TH STREET (LEXINGTON AVENUE)
2. **Bar Boulud**
   1900 BROADWAY (WEST 64TH STREET)
3. **P.J. Clarke's at Lincoln Square**
   44 WEST 63RD STREET
4. **Craftbar**
   900 BROADWAY (EAST 20TH STREET)
5. **Alta**
   64 WEST 10TH STREET (SIXTH AVENUE)
6. **Rayuela**
   165 ALLEN STREET (STANTON STREET)
7. **Joe's Pizza**
   7 CARMINE STREET


[1]

## ALUMNI WEEKEND 2012

*Written by* | LISA BELMAN

In May, nearly 5,400 alumni and friends celebrated their mutual past and toasted to their future during Alumni Weekend 2012 on the Homewood campus. Were you there? To view more photos, visit alumni.jhu.edu/reunionshomecoming. And save the date for Alumni Weekend 2013, April 26–28.

[1] "Let's go, Hop!" the crowd chanted as Johns Hopkins crushed Army 13–6 at the annual Homecoming lacrosse game. This game marked the 68th meeting for Johns Hopkins and Army in a series that dates back to 1921.

[2] Howie Mandel, A&S '77, and his wife, Susie, marked his 35th reunion by celebrating in the Decker Quad with good friends, beer, and oysters at Friday night's Blue Jay Bull and Oyster Roast.

[3] Young alums, including Nicholas Chidiac, Engr '09,

[2]

[3]

[4]

PHOTOGRAPHY BY STUART WATSON

[5]

[6]

[7]

[8]

Blake Edwards, A&S '10, and Sheyna Mikeal, A&S '10, Ed '11 (MS), shared some laughs at the packed Young Alumni Party on Friday night.
[4] A future Blue Jay lacrosse star got some tips from a pro at the Junior Jays Lacrosse Clinic.
[5] Life is good when the Blue Jays are winning. Gene Kuchner, A&S '67, and his wife, Joan, enjoyed watching the Homecoming game with their grandson.
[6] Susan Willis, A&S '92, and fellow classmates mingled and danced to the light of the Hullabalooza's glow bar late into Saturday evening.
[7] Antionette St. Clair, Bus '00 (MS), and her husband, John, enjoyed a few minutes alone before joining the crowd on the dance floor at the Hullabalooza on Saturday night. The inaugural all-class post-dinner party was a hit with alumni of all ages.
[8] Celebrating his 50th reunion, Brian "Buzz" Rizen, A&S '62, toasted the class of 1962.

# 1951

**Solomon "Sol" Golomb, A&S '51**, a professor at the University of Southern California, received the 2012 William Procter Prize for Scientific Achievement from Sigma Xi, the scientific research honor society. He was recognized for playing a key role in formulating the design of deep-space communications for lunar and planetary explorations.

# 1964

**Leona Glidden Running, A&S '64 (PhD)**, a 95-year-old former foreign language teacher, received an honorary doctorate of humane letters from Andrews University in Berrien Springs, Michigan.

# 1965

**Frank Merceret, A&S '65, '72 (PhD)**, director of research for the Weather Office at the Kennedy Space Center, received one of five 2011 NASA Quality and Safety Achievement Recognition awards in February. He was honored for improving the criteria used during a countdown to determine whether the potential for a lightning strike presents a safety hazard for launching a rocket.

# 1968

**Geoffrey Berlin, A&S '68, Engr '73 (PhD)**, who works for the Federal Aviation Administration, was elected chairman and CEO of the Atlanta chapter of the nonprofit Project Management Institute.

**Stephen Wetherill, A&S '68, Med '71**, received the 2012 Laureate Award from the Delaware Chapter of the American College of Physicians.

# 1970

**Larry E. Sullivan, A&S '70 (MA), '75 (PhD)**, professor of criminal justice at the City University of New York, is editor-in-chief of the new journal *Criminal Justice and Law Enforcement Annual: Global Perspectives*.

# 1972

**Michael Berke, A&S '72**, writes, "I had to miss my class's 40th reunion because I was in Bloomington, Indiana, watching my son receive his bachelor's degree from Indiana University."

**James S. Economou, A&S '72, Med '80 (MD/PhD)**, recently completed his term as the 65th president of the Society of Surgical Oncology. He is professor of surgery and vice chancellor for research at the University of California, Los Angeles.

**Ingram Roberts, A&S '72, Med '76**, recently relocated to the Philadelphia region, where he practices gastroenterology.

# 1973

**John R. Chiles, A&S '73**, an attorney in the Birmingham, Alabama, office of Burr & Forman LLP, has been recognized as a 2012 Alabama Super Lawyer in the practice area of consumer law.

**Jamie MacGuire, A&S '73, '74 (MA)**, wrote a reminiscence of Elliott Coleman, founder of the Writing Seminars in the Krieger School of Arts and Sciences, published in the February 2012 *Fortnightly Review*.

# 1974

**Raymond D. Burke, A&S '74**, has been recognized as a 2012 Maryland Super Lawyer. Burke is a practicing litigation and construction lawyer with the Baltimore firm Ober Kaler.

**Nancy S. Grasmick, Ed '74 (Cert), '83 (EdD)**, formerly the state superintendent of schools in Maryland, was named in March a Towson University Presidential Scholar for Innovation in Teacher and Leader Education. In April, she was elected to the board of directors for the SEED Foundation.

# 1976

**Michele Longo Eder, A&S '76**, an attorney and small-business adviser, is a member of the Marine Fisheries Advisory Committee of the U.S. Commerce Department.

# 1977

**Clifford Snyder Jr., A&S '77**, received the Department of the Army Superior Civilian Service Award on March 12 for his contributions to the development and fielding of an adenovirus

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**Moroccan Style**

*In the city of Marrakesh, says Maryam Montague, SAIS Bol '90 (Dipl), SAIS '91, "belief in magic is embedded in design." As a human rights and democracy specialist, Montague has traveled to 72 countries and lived in seven. She didn't expect to settle down in Morocco, but Marrakesh held a mystical allure that soon had Montague and her architect husband building, designing, and decorating a permanent home. Their Moroccan-inspired house is nestled in a working olive grove just outside the city, and the guesthouse, Peacock Pavilions, serves as a boutique hotel. Millions of readers followed the couple's construction and design adventures in their blog,* My Marrakesh, *and this year, Montague published her first book,* Marrakesh by Design. *"I consider myself a citizen of the world," says Montague, "and I want to help bring Moroccan magic, mystery, and style into people's homes."* KELLY BROOKS

vaccine, which is administered to U.S. military recruits during basic training.

## 1982

**Michael A. Bruno, A&S '82**, a professor at the Penn State Milton S. Hershey Medical Center, was inducted as a fellow into the American College of Radiology in April.

**Mick Maurer, Engr '82 (MSE)**, assumed the presidency of Sikorsky Aircraft Corp., a company that designs, manufactures, and services helicopters and fixed-wing aircraft, on July 1.

## 1983

**Dan Weiss, A&S '83 (MA), '93 (PhD)**, currently president of Lafayette College, will become the 14th president of Haverford College on July 1, 2013. Weiss previously served as dean of the Krieger School of Arts and Sciences.

## 1985

**Charles L. Sawyers, Med '85**, is president-elect of the American Association for Cancer Research and chairs the Human Oncology and Pathogenesis Program at Memorial Sloan-Kettering Cancer Center.

## 1986

**William R. Wagner, Engr '86**, professor of surgery, bioengineering, and chemical engineering at the University of Pittsburgh, was named director of the McGowan Institute for Regenerative Medicine in April.

## 1987

**Marcel E. Salive, SPH '87, '88 (HS)**, received the 2012 Ronald Davis Special Recognition Award from the American College of Preventive Medicine. Salive has been a fellow of ACPM for more than two decades, holding multiple leadership positions over that time, and is a captain in the U.S. Public Health Service.

## 1988

**Boris Ruge, SAIS Bol '88 (Dipl)**, was appointed ambassador and director-general for Near and Middle Eastern Affairs and North Africa by the Foreign Office of Germany.

## 1989

**Joe Myers, Bus '89 (MAS)**, is chair of the National Society for Histotechnology's Immunohistochemistry Resource Group. He is employed as a senior technical sales specialist for Biocare Medical LLC and resides in Clearwater, Florida, with his wife and their two children.

**Awadagin Pratt, Peab '89 (PC), '92 (GPD)**, delivered the commencement address at Illinois Wesleyan University on April 29. A classical pianist, he is currently an associate professor of piano and artist-in-residence at the College-Conservatory of Music at the University of Cincinnati.

## 1990

**Bonnie Bassler, A&S '90 (PhD)**, a molecular biologist and professor at Princeton University, received the 2012 Laureate for North America prize, awarded by L'Oréal-UNESCO to recognize exceptional women scientists.

**Efrem Epstein, A&S '90**, is the founder of Elijah's Journey, a nonprofit focusing on suicide awareness and prevention in the Jewish community.

**Kathleen McFillin Lozano, Nurs '90**, completed a master's degree in nursing and education last fall and has accepted a tenure-track teaching position in Fresno, California.

## 1991

**James A. Mirabile, Bus '91 (MAS)**, a transmission compliance consultant at Baltimore Gas and Electric Company, was named the 2011 Outstanding Engineer by the Baltimore chapter of the Institute of Electrical and Electronics Engineers Power and Energy Society.

**Laurell Wiersma, A&S '91**, a high school math teacher, was one of 33 teachers named Arlington Public Schools 2012 Teacher of the Year.

## 1992

**Frederick L. Brancati, SPH '92, Med '92 (PGF)**, an internationally recognized diabetes expert, was named Distinguished Service Professor of Medicine by the Johns Hopkins University board of trustees.

**John Osborn, SAIS '92**, executive vice president and general counsel at the biotechnology company Dendreon Corporation in Seattle, recently completed a membership term on the U.S. Advisory Commission on Public Diplomacy.

## 1993

**Dyan Hes, A&S '93**, an assistant professor of pediatrics at Weill Cornell Medical College, was recently appointed to the inaugural American Board of Obesity Medicine board of directors.

## 1994

**Chris Arnade, A&S '94**, created a photo-essay and collection titled *Faces of Addiction*, chronicling stories of addicts in the South Bronx. His work was displayed at Urban Folk Art Studios in Brooklyn, New York, and is available for viewing on his Flickr site.

**Jonathan "J.B." Harris, SAIS '94**, reports that he and a team of attorneys won a $30 million verdict against R.J. Reynolds Tobacco Company on behalf of Florida lung cancer victim Emmon Smith.

**Zach Messitte, SAIS Bol '94 (Dipl), SAIS '96**, was appointed the 13th president of Ripon College in Wisconsin and assumed the presidency on July 1. He previously served as dean of the College of International Studies at the University of Oklahoma.

## 1995

**Gabriella Burman, A&S '95**, has written nonfiction that can be found in the *Bear River Review* (June 2011) and in *Joy, Interrupted: An Anthology on Motherhood and Loss* (Fat Daddy's Farm Press, forthcoming).

## 1996

**Marilyn Barber, Ed '96 (MS)**, chaired the State of Maryland International Reading Association Council's 40th Annual Conference, which took place in March.

**Tom Fraites, Engr '96**, and his wife, Melanie, live in North Carolina and welcomed their first child, Reilly Joseph Powers Fraites, on March 18. He wrote: "I recently attended the 50th anniversary celebration for the Department of Biomedical Engineering. I also picked up a Johns Hopkins onesie for Reilly, and I'm looking forward to watching the Jays with their newest fan!"

**Tim Meyer, A&S '96**, was recognized by *Business in Vancouver* as a "Forty under 40" award recipient for 2011, honoring young business leaders. Meyer is the head of strategic planning and communications at Triumf, a subatomic physics laboratory in Canada.

## 1997

**Steve Crutchfield, Engr '97**, was selected by *Crain's New York Business* publication for its "40 under 40" class of 2012, recognizing young business leaders for their accomplishments. Crutchfield is CEO of NYSE Amex Options.

**Laura (Mielcarek) DeRose, A&S '97**, her husband, RJ, and their daughters, Adelia and Kay, welcomed R. James DeRose IV on January 26.

**Lisa Lynch Jones, Nurs '97**, a nurse who works in an infectious disease clinic in St. Louis Park, Minnesota, was honored as the outstanding graduate student at the Metropolitan State University College of Nursing and Health Sciences spring commencement ceremony, where she was the student speaker.

## 1999

**Michelle Bell, Engr '99 (MS), '03 (PhD)**, professor of environmental health at the Yale School of Forestry and Environmental Studies, was the inaugural recipient of the Prince Albert II de Monaco/Institut Pasteur Award for her work concerning the environment and public health.

**Cindy Chang, A&S '99**, joined the intellectual property litigation group at the New York law firm Fish & Richardson in May.

**Holly Monteith, A&S '99, '10 (MA)**, a copy editing professional, reports that she will enter the doctoral program in Technical Communication and Rhetoric at Texas Tech University.

## 2001

**Jon M. Davis, SAIS '01**, was nominated for a promotion to lieutenant general in the U.S. Marine Corps and is slated to become deputy commander of U.S. Cyber Command, pending confirmation by the U.S. Senate.

## 2002

**Khalid Itum, A&S '02, SAIS Bol '02 (Dipl), SAIS '03**, recently moved from Washington, D.C., to Los Angeles. He has joined Singularity University, an academic institution in Silicon Valley.

**Ally Donlan Wilson, A&S '02**, and Lucious Wilson were married in November 2011 in Asheville, North Carolina. She writes, "Lots of Johns Hopkins friends were in attendance to help celebrate."

## 2003

**Kurt Erler, Engr '03**, was promoted to area sales representative for Australia and New Zealand at Brainlab, a medical technology company. He lives in Sydney with his wife, Tiffany.

## 2004

**Josya-Gony Charles, A&S '04**, graduated from Drexel University College of Medicine in 2011 and is now completing a family medicine residency program at Abington Memorial Hospital.

## 2005

**Maha Jafri, A&S '05**, a doctoral candidate in English literature at Northwestern University, is one of this year's 21 Charlotte W. Newcombe Doctoral Dissertation fellows. The fellowship provides $25,000 to support full-time dissertation writing. Her dissertation, "The Town's Talk: Gossip, Sociability, and the Victorian Novel," examines the relationship between gossip and the Victorian novel.

## 2006

**Bettina Chiu, A&S '06**, co-chaired an event on March 26 in Boston that benefited and promoted the Asian American Diabetes Initiative of the Joslin Diabetes Center.

PHOTOGRAPH BY WILL KIRK/HOMEWOODPHOTO.JHU.EDU

**Greener Gadgets**

*Holly Elwood, A&S '04 (MS)—dubbed the EPA's "green electronics lady" by the* Washington Post*—is making government greener. As part of the Environmental Protection Agency's Environmentally Preferable Purchasing team, she helps federal agencies buy products and services that use less energy, are made from less-toxic materials, and are easier to recycle. By leveraging its purchasing power, the federal government hopes to drive the electronics manufacturing and recycling industries toward more sustainable products and practices. As a project manager, Elwood collaborates with manufacturers, environmental advocates, and researchers to create standards for electronic products such as computers, monitors, and imaging equipment. "I love rolling up my sleeves and working with the team to come up with new ways to lead us to greener markets," says Elwood. Each year, 95 percent of electronics purchased by federal agencies must meet the "green" standards set forth by Elwood and other stakeholders in the Electronic Product Environmental Assessment Tool (EPEAT) registry.* KELLY BROOKS

## 2007

**John S. Butler, Ed '07 (MS)**, a 19-year veteran of the Howard County Department of Fire and Rescue Services in Maryland, was recently promoted to deputy chief. In March, he received the key to the city of Monrovia, Liberia, in honor of his volunteer work.

**Catherine Choi, A&S '07, '07 (MS)**, is a medical intern at Massachusetts General Hospital and began her residency in ophthalmology at Massachusetts Eye and Ear Infirmary in July.

**David E. DeMatthews, Ed '07 (MAT)**, earned a doctorate in education in May from the University of Maryland, College Park.

**Cherlyn Walden, A&S '07**, graduated in May from the Gonzaga University School of Law. As a third-year student, she appeared as amicus counsel in support of the appellee and provided oral argument before the U.S. Court of Appeals for the Armed Forces, the highest military appeal court whose rulings can only be reconsidered by the U.S. Supreme Court. She took the Washington state bar exam in July and is working this fall as an admissions ambassador for her law school alma mater.

# IN MEMORIAM

**Ellen Plass Kolodny, Nurs '28 (Cert)**, March 20, Rhinebeck, New York.

**A. Cooke Thomas, Engr '33**, May 5, Allentown, Pennsylvania.

**William James Tennison III, SPH '36**, April 2, Indian Wells, California.

**Sheldon Fox, A&S '38, Med '42**, March 29, Hillside, New Jersey.

**John Snodgrass, Engr '39**, April 19, Palm Valley, Texas.

**Donald MacArthur Peek, A&S '40**, April 13, Baltimore.

**Edward O. Thomas, A&S '40**, March 20, Adamstown, Maryland.

**Elizabeth J. Corner, Nurs '41 (Cert)**, April 12, Columbus, Ohio.

**Wayne N. Jacobus, A&S '44, Med '46**, January 30, Naples, Florida.

**Ora Huchting Breeden, Nurs '45 (Cert)**, April 9, Harwood, Maryland.

**Mary S. Lux, Nurs '45 (Cert)**, March 18, Olympia, Washington.

**Mary Burr McMahon, Nurs '45 (Cert)**, March 19, East Northport, New York.

**Merrill Frederick Nelson, A&S '45**, April 20, Signal Mountain, Tennessee.

**Betty O'Malley, Nurs '45 (Cert)**, March 13, Belvidere, Illinois.

**Lay M. Fox, Med '47, '50 (PGF), HS '49**, April 23, Austin, Texas.

**James D. Hurd, SAIS '47**, February 19, Washington, D.C.

**John Bisbee Walker, A&S '48**, April 13, Annapolis, Maryland.

**Richard K. Chapman III, Engr '49**, April 13, Manlius, New York.

**William Henry Muller Jr., HS '49**, April 23, Irvington, Virginia.

**Thomas Walter Gough Jr., A&S '50**, April 13, Baltimore.

**Robert L. Klein, A&S '50**, May 9, Plainfield, New Jersey.

**John M. Martin Jr., A&S '50 (MA)**, May 9, Augusta, Georgia.

**George L. Mitchell, A&S '50, '69 (MLA)**, February 11, Towson, Maryland.

**Justin J. Wolfson, Med '50, HS '53**, May 2, Shreveport, Louisiana.

**John Hinrichs, A&S '51**, March 7, Vero Beach, Florida.

**James I. Hudson Jr., Med '52, HS '53, '54**, April 26, Nashville, Tennessee.

**Chantal M. Shafroth, A&S '53 (MA)**, April 7, Chapel Hill, North Carolina.

**William Zerr, A&S '53**, April 28, Delmar, Maryland.

**Albert J. Kuhn, A&S '54 (PhD)**, March 26, Columbus, Ohio.

**Richard Lee Morgan Sr., Engr '54**, April 15, Charleston, West Virginia

**Howard M. Lenhoff, A&S '55 (PhD)**, July 12, 2011, Oxford, Mississippi.

**John L. Pitts Jr., Med '55 (PGF), SPH '59**, March 13, Annapolis, Maryland.

**Rosa Meyersburg Gryder, A&S '56 (PhD)**, February 28, Baltimore.

**Michael P. Boerner, SAIS '57**, April 24, Bethesda, Maryland.

**James B. Brooks, HS '57**, March 18, Baltimore.

**Joseph H. Condon, A&S '58**, January 2, Summit, New Jersey.

**Arnold P. Simkin, A&S '59, '60 (MA)**, March 26, London.

**Harry William Kluth Jr., Engr '61**, April 16, Glen Arm, Maryland.

**Robert Gordon Long, HS '61**, April 6, Dallas.

**James Claris Wright Jr., Med '64 (PGF)**, March 22, Indianapolis.

**Pearl M. Risser, Ed '66 (MEd), '68, (Cert)**, September 22, 2011, Sterling, Virginia.

**Mark E. Molliver, Med '67 (PGF), HS '71**, May 10, Baltimore.

**Helen G. Rolfe, A&S '68 (MAT)**, July 6, 2010, Richmond, Virginia.

**Walter W. Schmiegel, A&S '70 (PhD)**, April 11, Wilmington, Delaware.

**Beatrice C. Wolfe, Ed '70**, April 29, Glenville, West Virginia.

**Christopher Dugan, A&S '71**, February 20, Washington, D.C.

**David A. Bennett, SAIS Bol '73 (Dipl)**, February 21, London.

**Charles E. Hatch III, A&S '73 (MA), '75 (PhD)**, Pennington, New Jersey.

**Malcolm David Shuster, Engr '82 (MS)**, February 23, Rockville, Maryland.

**H. Paul Blaisdell, A&S '86 (Cert)**, January 2, Towson, Maryland.

**Carolyn Thompson, A&S '90 (PhD)**, March 2, Chattanooga, Tennessee.

**Carol M. Meils, Med '91 (PGF)**, April 1, Milwaukee.

**John L. Bergbower, Ed '98 (MS)**, April 1, Baltimore.

**Zenobia Ann Casey, HS '01, Med '02 (PGF)**, March 31, Baltimore.

**Philip Marcus, SPH '02**, April 9, Paris.

**Sonali Seth, SPH '05**, February 13, Seattle.

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## GOLOMB'S ANSWERS

### Hidden Critters

*Solutions (Puzzle on page 66)*

1 VO**CAT**ION
2 **SPIG**OT
3 S**COW**L
4 D**RAM**A
5 S**KID**DED
6 IN**CUB**ATE
7 **THEN**CE
8 COM**BAT**IVE
9 REN**EWE**D
10 CL**ASS**IC
11 **SHOG**UN
12 DE**COD**ED
13 D**EFT**LY
14 **WELK**IN
15 A**MULE**T
16 S**MOTH**ER
17 S**CRAB**BLE
18 A**BOAR**D
19 EX**CLAM**ATION
20 SI**GNAT**URE
21 F**LAMB**OYANT
22 S**HARE**D
23 DIS**ROBIN**G
24 EX**PAND**ABLE

# CAREER MOVES

*Written by* |
JIM PATERSON, ED '04 (MS)

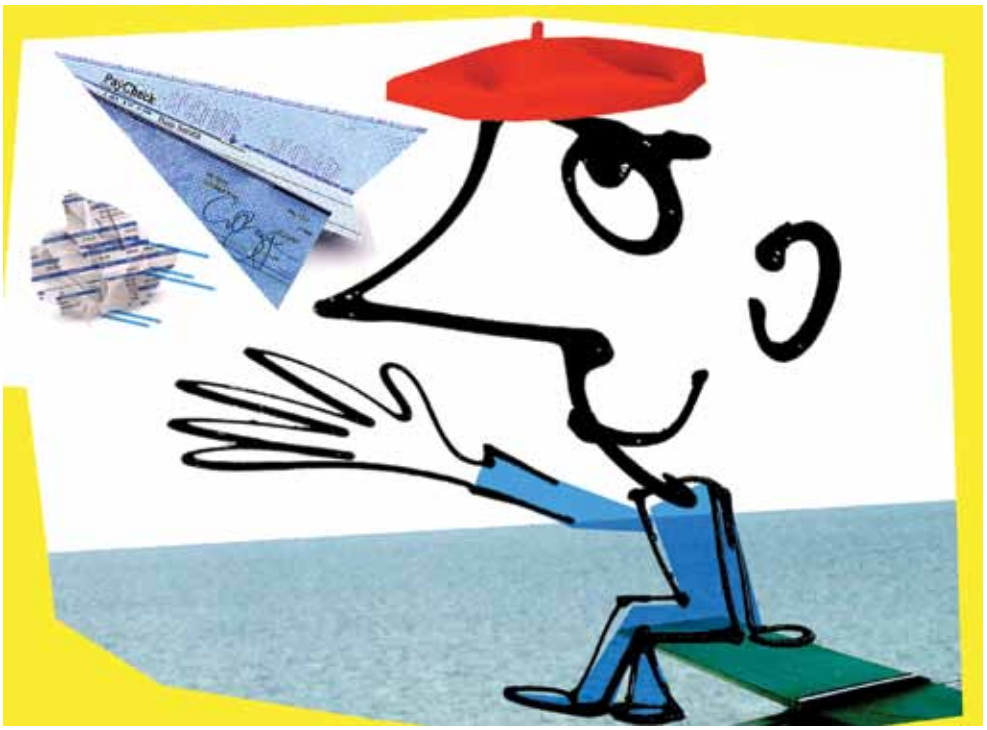


ILLUSTRATION BY LAURIE ROSENWALD

Not long ago it occurred to me that I might make a damn good dog trainer. It would be my third career change, each one accompanied by a different bit of strategic patter to defend my decision—to others and myself.

The dog-trainer idea came to me last winter while I was sick, laid up on the sofa and fairly enthralled by a *Dog Whisperer* marathon (it may have been the medication). As Cesar soothed one troubled dog after another, I began thinking, "I could do that." And then thinking, "No, seriously, I could *do* that." At the time, it seemed like a defensible next step after my current job as a school counselor.

See, the hurdle in these situations isn't finances, education, or whether you'll actually like "working with your hands" or "giving back." It's certainly not about any satisfaction you might get from transforming snarling pit bulls into happy lapdogs. It's about the *justification*. It's about explaining yourself to your current boss, to that ambitious couple you just met at a party, or, hardest of all, to your spouse. And it's about feeling comfortable with yourself as you step on the elevator with your last paycheck and that box of stuff from your desk.

When I've made career changes—from newspaper editor to freelance illustrator and then to head of a middle school counseling department—I've always felt obliged to gird myself with proof points and rationalizations. See, historically, career shifts have often suggested to others that you lacked conviction or that you were a little bit nutty. People imagined your house stacked with yellowing periodicals and too many cats.

Of course lots of people *thought* about changing careers—they fantasized about working for themselves in slippers all day, spending more time with the kids, or offering nonprofit assistance to people they've seen in *National Geographic* magazines or Shelby Lee Adams photos. But they didn't want to look like idiots and really do it.

But things are different these days. Now it's acceptable, trendy even, to change jobs. Look at ads for insurance, dental hygiene, and constipation relief—all full of beaming people living their dreams and starting hydroponic farms and bike shops. This is a good thing, right? All these self-fulfilled people doing what they love, helping others, and providing us with healthy food and well-tuned bikes.

But it also worries me just a bit. What if Johns Hopkins surgeons (some of whom have operated, fortunately, on me) decide to become furniture makers? What if some key State Department operative, in the midst of negotiating with an informant about a dangerous sleeper cell, realizes she'd rather be writing porn? What if infectious disease investigators go off and teach seventh-grade science instead?

Wait, maybe there *is* a career change in my future—advocating for the new stick-to-itiveness. There might even be a book deal. I could work from home. In my slippers . . .

**Jim Paterson** is a writer and editor and the head of counseling at Argyle Middle School in Silver Spring, Maryland.


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