

Changing the World One Step at a Time

The current generation of students gets a bad rap. Media tell us they're intent on separating themselves from the world behind a wall of video games, headphones and private pursuits.

But if Williams students are at all typical, this is untrue. They do some of these things, to be sure, but they also engage the world in many ways that elude public notice. This is partly because their means of engagement differ from my generation's. While students of the 60s and 70s marched and protested against broad issues, students now focus more on changing the world one person or one issue at a time. And now that those tie-dyed T-shirts have been eaten by moths, who's to say that this different approach isn't better, especially in a different time?

In just the past few years, Williams students have launched programs to fight global AIDS, register bone marrow donors and deliver leftover dining hall food to local social service agencies. The numbers and ways in which they engage the world aren't contracting; they're growing.

A "Profile of Civic Engagement at Williams College" was compiled by Chaplain Rick Spalding and Coordinator of Experiential Education Paula Consolini. The profile, which you can obtain by visiting www.williams.edu/Chaplain (the link for the report is to the left, under volunteer community service), should change your view of the current generation.

"Virtually every student group on campus is involved, in some way and at some point in the year, in community service or civic engagement," it reports. The Lehman Service Council, which has been around for decades, is expanding its projects and has been joined by such groups as Students for Social Justice and Greensense. Religious groups, cultural groups, athletic teams and arts groups all give time and talent to the local community. The Garfield Republican Club, Williams Democrats and Williams College Debate Union all help us see the world outside the Berkshires.

Experiential learning is an important part of the curricular innovations that lie at the heart of our strategic plan.

"Learning by doing" has long been the rule in such courses as environmental studies, in which groups of students plan local bike paths, say, or conversions for abandoned buildings. But now it's spreading across the curriculum.

More than half of our students will experience at least one semester of study abroad. And beginning in fall 2005, they can explore what New York City has to offer in a pilot version of a semester-long Williams in New York program.

Much student engagement with the local community is through the schools. The College's Program in Teaching lists each year the many academic and extracurricular ways that students can get a taste of teaching, from classroom work to tutoring to coaching.

Summer internships send an increasing number of students into practical experiences around the world, from Capitol Hill to villages in Kenya.

As the ethos of caring grows, so does the creativity of these efforts. For instance, in The Translation Project, students "translate important documents into Spanish (and other languages) for the benefit of newly-arrived immigrants in the region." In Hats for the Homeless, students knit caps for those who need them.

The list goes on and on.

"Williams could not be Williams apart from an integral relationship with the communities that surround [it]," the profile concludes. The same is true of the world beyond the Berkshires. That Williams students are increasingly, constructively engaged with that world speaks well of them and of their generation and, as important, bodes well for us all.

—Morty Schapiro

NEWS BRIEFS

Latina/o Studies Expanded to Include Concentration

At their most recent meeting, Williams faculty voted to elevate Latina/o studies to the status of a program, offering students the option of a concentration.

To concentrate in Latina/o studies, students will complete introductory and senior-level courses and choose three electives from among the growing number of offerings in several departments.

According to the program's proposal, the College's goal is to become a leader in Latina/o studies among comparable institutions "by providing a comprehensive, well-rounded, and intellectually rigorous program ... that is genuinely interdisciplinary and comparative."

Four faculty members currently offer courses covering historical and social science perspectives as well as artistic and cultural dimensions of Latina/o studies. The College will search during the coming academic year for a fifth faculty member, with a focus in literary and cultural studies.

"Latino studies as a field has grown tremendously in academic significance, so it's very important that Williams be in the forefront in this area among liberal arts colleges," says President Morty Schapiro. "Those who have been involved in the effort of getting the College to this point know that it's the result of long, hard work by many faculty, students, administrators and alumni."

WCMA Director Takes Post at Cincinnati Arts Center

After 15 years as director of the Williams College Museum of Art, Linda Shearer has been appointed director of the Cincinnati Contemporary Arts Center. The College has begun a national search for her successor. In the meantime, Marion Goethals, former WCMA associate director, will serve as interim director.



Linda Shearer

Shearer's tenure at WCMA included forging strong ties between the museum and Williams' academic departments and overseeing critically acclaimed exhibitions, including "Kiki Smith, Introjection," "Carrie Mae Weems: The Hampton Project" and "Prelude to a Nightmare: Art, Politics, and Hitler's Early Years in Vienna."



Rain forced golfers under cover for more than an hour but didn't dampen spirits at the 44th annual Alumni Golf Tournament at Taconic and Waubeeka golf clubs July 22-25. The weather cleared by Saturday, when the competitive 9-hole scramble was played and three teams tied for first with a three-over-par 38. To see complete tournament results by flight, visit www.williams.edu/alumni and click on the link under "Of Note."

To be included on the invitation list for next year's tournament, please e-mail alumni.relations@williams.edu or call 413.597.4151.

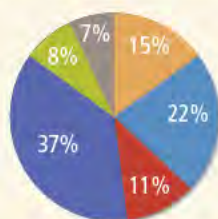
RUN THE ALUMINUM BOWL

The 32nd running of the Aluminum Bowl, a five-kilometer cross-country race held in conjunction with the Williams Purple Valley Classic, will be Sept. 25 at Mt. Greylock Regional High School. All are invited to participate. For information, contact cross-country coach Pete Farwell '73 at pfarwell@williams.edu or 413.597.3249.

Class of 2008 at a Glance

This year more than 5,700 students applied to Williams, dwarfing last year's record of 5,341. The acceptance rate was 19 percent—the lowest in the College's history—with 1,093 students offered a place in the Class of 2008. Here's a look at

the 540 students expected to arrive on campus in September:



- from Mid-Atlantic States
- from New England
- from the West
- from the South and Southwest
- from the Midwest
- from overseas

275 women 265 men

57 African Americans
48 Asian Americans
45 Latinos

28% American students of color
7% non-U.S. students

NEWS BRIEFS

Remembering Bob Quay '04

Family and friends gathered on campus and in Amherst, N.H., this summer to remember Bob Quay '04, who died in a bicycling accident just weeks after graduating from Williams.

An active outdoorsman, Quay, 23, was president of the Williams Outing Club, a junior advisor, an Eagle Scout and assistant scoutmaster of the Williamstown Boy Scout troop and a volunteer in the Stamford, Vt., public schools. He was an American studies major.

He was honored at Williams July 13 during a brief memorial service on the lawn of Siskind House (home of the Outing Club and Chaplain's Office), followed by a hike on the '98 Trail, which he had helped to construct. The College also provided transportation to Amherst, N.H., his hometown, for an Aug. 14 memorial service and celebration of life.

Quay is survived by his parents, James '71 and Phyllis, his brother David, uncles Anthony G. Quay '77, Jonathan G. Quay '75 and Douglas Tashjian '75, aunt Cynthia Quay Tashjian '75 and cousin Julie B. Dunn '78. His family has created a memorial fund in his name to benefit the Outing Club. Please contact donor.relations@williams.edu for information.



Bob Quay

Major Gift to Name New Student Center

An alumnus who wishes to remain anonymous has committed \$15.75 million—one of the largest gifts in Williams' history—in support of the College's strategic plan.

Most of the gift will become unrestricted endowment "to sustain Williams' long-term excellence and help provide the significant subsidy from which all Williams students benefit," says President Morty Schapiro. The rest will support financial aid to help ensure access to the College for all outstanding students, regardless of family income.

In appreciation of the gift, the Board of Trustees has voted to name the new student center in the donor's honor. At the donor's request, the center's largest gathering place will be named Baxter Hall, to carry on the legacy of James Phinney Baxter III, Williams' 10th president (1937-61). The College expects to break ground on the center in the fall.

The College's strategic plan also calls for construction of the '62 Center for Theatre and Dance, transformation of Stetson Hall and Sawyer Library into a humanities/social sciences center and strengthening the two essential aspects of a Williams education: students learning from professors and students learning from each other.

CALLING ALL ROWERS!

The Williams Crew Alumni/ae Regatta is Sept. 25-26. Meet at 1:15 p.m. Saturday at Chapin or at 2 p.m. at John A. Shaw Boathouse, Lake Onota, Pittsfield. Saturday dinner and Sunday brunch are available for \$30. For information, contact Peter Wells '79, 413.597.2480 or pwells@williams.edu.

Ephraim Williams Society Launched

On June 11 the College inaugurated the Ephraim Williams Society—a new bequest and planned giving recognition group—with a breakfast and talk from Williams President Morty Schapiro.

The society was launched with more than 1,300 charter members who have life income gift arrangements with Williams or have notified the College that they plan to include it as a beneficiary of their estates. Membership, which is open to everyone, includes alumni and honorary alumni from the

Classes of 1917 to 2002 as well as faculty, staff and Williamstown residents.



"Our thoughtful planning will ensure that students of future generations will benefit from the excellent liberal arts experience that Williams College has always provided," stated John Chandler, Williams president, emeritus, and chairman of the society.

Please contact the Planned Giving Office at gift.planning@williams.edu or 877.374.7526 for more information.

COLLEGE INTERVIEWS AVAILABLE FOR CHILDREN OF ALUMNI

The Office of Admission offers preliminary assessment to children of alumni who are high school seniors. Students may request an interview with senior admission staff to obtain early evaluation of their credentials. They also can participate in campus tours and group information sessions. For information, contact the Office of Admission at 413.597.2211.

Alumni Fund Sets Records

Twenty-two classes set dollar records and 19 set participation records to close the 2004 Alumni Fund with \$8.2 million. More alumni than ever—14,212, or 63.01 percent—made gifts to the fund.

"In this first year of The Williams Campaign, alumni have climbed farther than ever before for the College," says Tom Balderston '78, fund chair. "Together we are providing the resources to allow the College to move quickly and decisively to implement its ambitious strategic plan."

This past year's success comes at the beginning of the most ambitious fund-raising effort in the College's history. Kicked off last September, The Williams Campaign aims to raise \$400 million in five years.

As the cornerstone of the campaign, the Alumni Fund is "the envy of American higher education," says Williams President Morty Schapiro. The fund "enables Williams to deploy resources when and where they're most needed to take advantage of each strategic opportunity as soon as it presents itself."

Results of the Alumni Fund were announced and trophies were presented June 12 at the Annual Meeting of the Society of Alumni during Reunion Weekend. For a list of trophy winners, visit www.williams.edu/alumni/giving/trophie.pdf. For more information about The Williams Campaign, visit www.williams.edu/alumni/campaign.

GRADUATE FELLOWSHIPS AVAILABLE

Williams alumni can apply for a variety of graduate fellowships for study in the United States and abroad. For details and deadlines, visit www.williams.edu/dean.

CELEBRATE THE ARTS THIS FALL!

Celebrate the contributions of Williams alumni to the arts Oct. 9-11 and help establish a new Alumni Arts Network. For more information about the weekend events or the network, contact Aaron Kechley '96 at aaron.kechley@sloan.mit.edu.



Softball Tripleheader Hits 30

2004 marks the 30th year that members of the Classes of 1971 and 1972 have gathered at Cole Field in May for a weekend of softball and reminiscing. A tradition that originated on the Berkshire Quad and moved to Cole Field in 1975, the Annual Memorial Day Tripleheader draws alumni, spouses, children, grandchildren, friends and even former faculty and staff from across the country and from all walks of life. This year, 53 people participated.

Election Results Announced Reunion Weekend

With more than 4,200 paper and electronic ballots cast in an alumni-wide election, Michael E. Reed '75 and Gregory Woods '91 were named alumni trustee and Tyng Bequest administrator, respectively.

Reed of Silver Spring, Md., runs a company that helps create more inclusive work environments through leadership training, executive coaching and management skills development. He co-chairs the Williams Black Alumni Network, is an admission representative and Alumni Fund associate agent and received the College's Bicentennial Medal in 1993. Reed shared the ballot with Cynthia P. Spencer '76 of Madison, Wisc., and Malcolm W. Smith '87 of Austin, Texas.

Woods of New York, N.Y., is a partner at Debevoise & Plimpton, where he negotiates multinational financing transactions as a member of the firm's corporate finance and Latin American practice groups. He also does pro bono work in asylum and discrimination cases. Woods shared the ballot with D. Christopher



Michael E. Reed



Gregory Woods

Kerby '81 of San Francisco, Calif., and Thomas N. FitzGibbon '87 of Los Angeles, Calif. The Tyng Bequest is an important source of funds for Williams students who need financial assistance for graduate school.

Election results were announced at the Annual Meeting of the Society of Alumni on June 12. Also announced were new officers and Executive Committee members of the Society of Alumni: President Jill E. Stephens '77 of London, U.K.; Vice President Richard Levy Jr. '74 of Larchmont, N.Y.; and committee

members Gillet Lefferts Jr. '45 of Darien, Conn., Carl A. Strauss Jr. '61 of Cincinnati, Ohio, Jacqueline Higgs Caldwell '78 of Tulsa, Okla., Kevin N. Hinton '89 of Washington, D.C., Leila H. Jere '91 of Belmont, Calif., and Christopher S. Bell '98 of Eugene, Ore.

Williams is seeking nominations for next year's alumni trustee and Tyng Bequest administrator elections. Please send names to: Alumni Relations Director, 75 Park St., Williamstown, MA 01267-2114.

EPH'S BOOKSHELF

Why Knot? An Introduction to the Mathematical Theory of Knots. By Colin Adams, Francis Christopher Oakley Third Century Professor of Mathematics. Key College Publishing, 2004. 100 pp. \$29.95. An illustrated comic book introducing knot theory that includes a Tangle toy to use in experiments throughout the volume.

Suddenly Speaking Babylonian. By Stephen Beal '60. Hanging Loose Press, 2004. 96 pp. \$14. The longtime editor and artist's poetry collection.

The Gold of Troy. By Robert Cluett '54. Discourse Associates, 2003. 204 pp. \$37 hard cover, \$25 paper. A semi-autobiographical story of the Morehead-Cluett inheritance and the effect of its transmission on the values and behavior of subsequent generations.

Jordan's Near Side. By Frank Stafford Davis '74. Singing River Publications, 2003. 97 pp. \$13.95. A collection of essays exploring the sacred qualities of nature.

Hell on Ice. Introduction by Thomas A. De Long '57. Flat Hammock Press, reissued in 2003. 352 pp. \$27.95. The story of USS *Jeannette's* ill-fated 1879 expedition to the North Pole. Written by Commander Edward Ellsberg and first published in 1938, it includes a CD recording of Orson Welles' 1938 radio broadcast telling the story.

Stats: Data and Models. By Richard De Veaux, professor of statistics, et al. Pearson Education, 2005. 809 pp. \$105. A textbook on working with statistical models and data sets. Includes a CD-ROM.

Intro Stats. By Richard De Veaux, professor of statistics, et al. Pearson Education, 2005. 621 pp. \$106.67. A new college and high school statistics textbook. Includes a CD-ROM.

Restoring Women's History Through Historic Preservation. By Jennifer Goodman '86, editor, et al. The Johns Hopkins University Press, 2003. 464 pp. \$49.95. A collection of essays about the representation of women's history at historic preservation sites.

Hillbilly: A Cultural History of an American Icon. By Anthony Harkins '86. Oxford University Press, 2004. 324 pp. \$35. A historical look at the hillbilly as an American cultural icon.

Portraits in the Collection of the American Antiquarian Society. By Lauren B. Hewes, MA '90, et al. American Antiquarian Society, 2004. 418 pp. \$49.95. Documents the historical and aesthetic merits of the American Antiquarian Society's eclectic portrait collection.

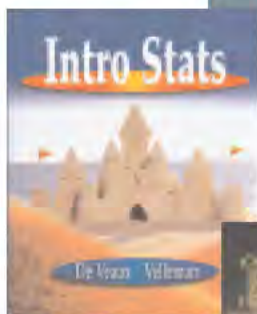
Hunger for the Word: Lectionary Reflections on Food and Justice, Year A. By Larry Hollar '70, editor. Liturgical Press, 2004. 220 pp. \$19.95. A discussion of the Catholic lectionary, with a focus on anti-hunger advocacy and social justice.

Doing Empirical Political Research. By Mark S. Hyde '67 et al. Houghton Mifflin, 2003. 436 pp. \$75. A textbook on political science research methods.

Electric Dreams: One Unlikely Team of Kids and the Race to Build the Car of the Future. By Caroline Kettlewell '84. Carroll & Graf, 2004. 304 pp. \$24. A team of high school students from a struggling North Carolina community competes to build the best electric car.

Evolution: The Remarkable History of a Scientific Theory. By Edward Larson '74. Modern Library, 2004. 368 pp. \$21.95. A look at the history of Darwin's evolutionary theories and their impact to the present day.





Leigh Hunt: Later Literary Essays, Vol. IV of The Selected Writings of Leigh Hunt.

By Charles Mahoney '87, editor. Pickering & Chatto, 2003. 2,400 pp. \$795 for six-volume set. A collection of the influential British writer and political commentator's later critical essays.

Romantics and Renegades: The Poetics of Political Reaction.

By Charles Mahoney '87, editor. Palgrave MacMillan, 2003. 280 pp. \$69.95. A study of the criticism of the Lake poets and their changing political views.

The Smartest Guys in the Room: The Amazing Rise and Scandalous Fall of Enron. By Bethany McLean '92 et al. Portfolio, 2003. 414 pp. \$26.95. A historical account of how corporate greed led to the demise of Enron and the criminal prosecution of its executives.

The Secret Life of the Lonely Doll: The Search for Dare Wright. By Jean Nathan '79. Henry Holt & Co., 2004. 320 pp. \$25. A biography of children's author Dare Wright.

George & Belmore Browne: Artists of the North American Wilderness. By John T. Ordeman '52 et al. Warwick Publishing, 2004. 156 pp. \$70. Includes previously unpublished sketches, family photos and excerpts from letters and diaries, as well as more than 50 paintings.

Three Marys. By Paul Park, lecturer in English. Wildside Press, 2004. 180 pp. \$15. The story of the New Testament, retold through the eyes of the three women most devoted to Christ.

Sport Psychology in Europe. By Guido Schilling '59, editor, et al. European Federation of Sport Psychology, 2003. 112 pp. \$15. A history of sport psychology focusing on the importance of mental health.

The Brahimi Report and the Future of U.N. Peace Operations.

By Moira K. Shanahan '01 et al. The Stimson Center, 2003. 142 pp. \$20. A study of the impact of the landmark August 2000 report on U.N. peacekeeping.

Love and Hydrogen. By Jim Shepard, J. Leland Miller Professor of American History, Literature and Eloquence. Vintage Books, 2004. 340 pp. \$13. A collection of short fiction containing 22 new and selected stories.

Project X. By Jim Shepard, J. Leland Miller Professor of American History, Literature and Eloquence. Alfred A. Knopf, 2004. 164 pp. \$20. A novel told from the point of view of an angry, disaffected eighth-grader contemplating violent revenge.

The Complete Handbook of Manner and Protocol. By Akiko Sugita '84. Diamond Publishing Co. of Japan, 2004. 233 pp. \$13.50. Advice for Japanese businesspeople on foreign business and social interactions.

Ideology, Social Theory and the Environment. By William D. Sunderlin '76. Rowman & Littlefield, 2004. 256 pp. \$27.95. A study of the impact of ideology on attitudes toward the environment.

This Must Be Love. By Tui T. Sutherland '98. HarperCollins Publishers, 2004. 256 pp. \$15.99. For young adults, a comic retelling of *A Midsummer Night's Dream*, set in a contemporary high school.

Social Policy Reform in Hong Kong and Shanghai: A Tale of Two Cities. By Lynn White '63, editor, et al. M.E. Sharpe, 2004. 292 pp. \$27.95. A study of how social reform in Hong Kong and Shanghai has altered the routes they have taken to where they stand today.

Cosmic Chemistry

Although Karen Kwitter says her research is not as “sexy” as the Mars Rover or Cassini’s exploration of Saturn, her work assessing carbon abundances in planetary nebulae gets to the heart of one of our oldest and most fascinating questions: Where did we come from? Through “cosmo-chemistry,” Kwitter, her colleagues and students are piecing together the story of how the conditions necessary for life came to exist.

To better understand how carbon, nitrogen and other building blocks for life evolve, the Ebenezer Fitch Professor of Astronomy focused on “unassuming stars like the sun,” whose modest size typifies the majority of stars in the Milky Way Galaxy. With a grant from the National Science Foundation, Kwitter and a colleague from University of Oklahoma began analyzing the chemical composition of planetary nebulae, the expanding, glowing gases “burped off” of dying stars. By examining the nebulae’s visual light spectra, Kwitter was able to measure levels of nitrogen and oxygen produced by the stars to determine how their abundances have grown in



Karen Kwitter

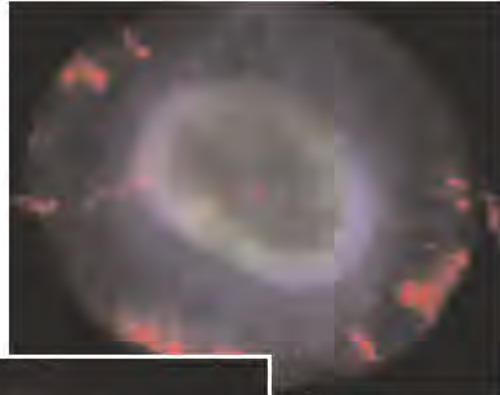
our galaxy and solar system.

Because carbon does not reveal itself in the visual part of the spectrum, Kwitter turned to ultraviolet spectra, which are obtainable only from above Earth’s atmosphere.

She and two colleagues, with a 2003 grant from the Space Telescope Science Institute, are using the Hubble Space Telescope to collect these data.

Kwitter and student researcher Joseph Gangestad ’06 began work this summer comparing archived ultraviolet spectra of several planetary nebulae with new Hubble images. Her students learn the methods and computer skills necessary to decode and understand astronomical data in courses such as Astronomy 211 and then apply the tools in independent study projects, during summer internships and on research trips with Williams faculty to observatories around the world.

By studying visual and ultraviolet data, Kwitter and her colleagues are validating a method for improving estimates of carbon levels, comparing



Images of planetary nebulae can be analyzed to calculate the amounts of different chemical elements they contain, including carbon, oxygen and nitrogen, which are necessary for life. Each color represents an element in a particular state of ionization.

carbon distribution with that of doubly-ionized oxygen—an element easily observed using ground-based telescopes. Their technique is crucial for future generations of astronomers, as federal support for small- and medium-sized telescopes shrinks, major research facilities are privatized and the Hubble program comes to a premature end.

Kwitter received a bachelor’s in physics and astronomy from Wellesley in 1972 and a PhD from UCLA in 1979, the year she came to Williams. In addition to numerous publications on her research, she has co-written several books with her husband Steven Souza, observatory supervisor and instructor of astronomy, for J. Weston Walch’s *Hands-on Science* series for junior high and high school students. Among other courses, she teaches “Extraterrestrial Life in the Galaxy: A Sure Thing, or a Snowball’s Chance?”

Understanding Self-Consciousness

A student carrying a tray in the dining hall trips and sends her dinner flying. Everyone notices, right?

Not exactly.

According to psychology professor Kenneth Savitsky, other people don’t pay as much attention to us as we believe they do. Nor do they judge us as harshly for our blunders and mishaps as we expect. A recent study Savitsky conducted with Harvard’s Nicholas Epley and Cornell’s Thomas Gilovich helps bear out this theory.

In conducting the study, the researchers divided 260 Williams and Cornell students into three groups. Students in one group were asked to imagine they had committed a faux pas, such as accidentally setting off a security alarm in the library or being the only guest at a party who didn’t bring a gift for the host. These students were then asked to predict how severely their peers would judge them for their behavior.



Kenneth Savitsky

Students in the second group were asked to indicate how harshly they, as witnesses, would judge their peers’ faux pas. The third group was asked to predict how the witnesses would judge the offenders.

The study found that offenders expected to be rated on the most severe end of an 11-point scale—more than double the average rating from the other two groups. Savitsky says that in many other studies the same findings emerge



Helga Druxes

Do you MOO?

Helga Druxes is hiding in a broom closet, eavesdropping as students in her German 104 class discuss the concept of utopia with each other and their counterparts at Vassar College. Only the broom closet is really a virtual space, and Druxes is “listening in” via a transcript that will be e-mailed to her later for review. And the entire discussion—which is happening at midnight—is taking place in a powerful Web-based learning environment known to its users as the “MOO.”

Not Just a Chat Room: Free and accessible to anyone via the Internet, the MOO, which stands for “Multi-users Object Oriented,” is hosted by Vassar. In addition to being able to converse with each other in real time in German, visitors can enter “rooms” created by students using photographs and essays to explore concepts such as space and utopia. Last spring one Williams senior created a “cave” based on Franz Kafka’s short story “The Burrow.” Another student built a utopia modeled on J.R.R. Tolkien’s Middle Earth. Each of the rooms—and the accompanying commentary and critique from classmates and Druxes—draws upon literary and cultural materials studied in class.

Advancing Language Learning: Intermediate learners like those in German 104 typically don’t have the tools to “read philosophy texts or serious fiction,” Druxes says. But allowing them to explore and discuss manageable chunks of material posted on the MOO builds their linguistic skills—and their confidence. “The only way to get to the next level of language comprehension is to make mistakes,” Druxes says. That the mistakes are made in writing, instead of out loud in front of the entire class, lowers inhibitions and allows students of all abilities to mingle comfortably. It’s important, she adds, “to have this experience of confusion and being bogged down a little bit, but also being able to help each other past these impasses.”

A Noisy Classroom:

When students begin using the MOO about halfway through the semester,

Druxes notices an increase in the level of classroom “noise.” She’s not referring to the sound of furious typing in Weston Language Lab as conversations fly across the Internet, but rather the shift that occurs when students begin defining the course of discussion, asking and answering questions for each other. As a professor, Druxes says, she is “there to intervene, but we don’t have such a central role, which I think can be deadening to the flow of ideas.” And although students sometimes tell her they prefer the structure and predictability of textbooks and traditional oral drills, she adds, “Drilling is not real life.”

Expanding the Community of Learners: Developed six years ago with a \$700,000 grant from the Andrew W. Mellon Foundation, the MOO has allowed three Williams professors and two at Vassar to collaborate on a strong intermediate-level curriculum. “We gain new colleagues this way,” Druxes says. “We all have different ideas.” A native of Wuppertal, Germany, she studied teaching at Westfälische Wilhelms-Universität Münster and earned a doctorate in comparative literature from Brown in 1987, the year she joined Williams’ faculty. She also teaches “Berlin—The Metropolitan Village Between East and West” and “Everyday Life in Literature and Film,” among other courses.

Visit the German-language MOO at moo.vassar.edu:7000 or the English version at moo.vassar.edu:7666. Type in the user name “Guest,” and leave the password field blank.

when participants actually commit, as opposed to imagine committing, a mild blunder as part of the experiment.

“When we commit a faux pas and imagine how others see it, we seldom stop to consider how we would see them in the same circumstance,” Savitsky says. “It’s probably the case that in the midst of an embarrassing moment, when we find ourselves focused inward and mired in our own chagrin, we simply lack the cognitive resources to see ourselves as others see us.”

Savitsky likens these perceptions to an optical illusion. Our self-centered view of the world isn’t “wrong,” he says, but it is something we should take into account in our social interactions.

Savitsky first became interested in social psychology when he read Gilovich’s “How We Know What Isn’t So” (1991) as an undergraduate at Indiana University. He received a doctorate in social and personality psychology from Cornell in 1997 and joined the Williams faculty that year. Courses he teaches include “The Self

and Social Judgment,” “Perspectives on Psychological Issues” and “The Pursuit of Happiness.”

He has received several awards and honors, including a Kellogg Teams and Groups Fellowship from the Kellogg Graduate School of Management at Northwestern University. He has been published in numerous scholarly journals, including the *Journal of Personality and Social Psychology* and the *Journal of Experimental Social Psychology*.

At the Frontiers of Science and Technology



Thanks to Ralph Gomory '50, U.S. Navy ships are better deployed, paper manufacturers cut their stock more efficiently and oil, gas and data flow more easily. And that's just the beginning.

Years before the Department of Homeland Security established www.ready.gov, before “offshoring” became a political and economic buzzword, before computers became small enough to carry around, Ralph Gomory '50 was envisioning a future in which bioterrorism, globalization and technological revolution would be reality.

“He was prescient,” Paula Olsiewski, a program director at the Alfred P. Sloan Foundation—of which Gomory has been president since 1989—told the magazine *Government Executive* in March. Gomory, she added, is “a very creative thinker.”

A respected mathematician and researcher, Gomory has made a career out of figuring out “the next big thing” in a number of fields. He set out on this path more than a half-century ago at Princeton, where his research, interrupted by three years in the U.S. Navy, established the field of integer programming, a quantitative technique still used to analyze everything from manufacturing to network flow to financial models. As one writer for *Think* magazine stated in 1972, “Thanks to Gomory, U.S. Navy ships are better deployed, paper manufacturers cut their stock more efficiently, oil and gas and data flow more easily.”

Gomory then joined IBM's research division in 1959, rising to director of research and ultimately senior vice president for science and technology by the time he reached the company's mandatory retirement age of 60 in 1989. During his tenure, he oversaw 2,000 researchers working around the globe to develop innovations such as the relational database and the tiny transistors

that made computers smaller and more powerful. Two IBM physicists won Nobel prizes under his watch.

“Our goal was to help the company and do first-rate scientific research,” says Gomory, for whom IBM named a \$25,000 award for the industrial application of science. “Developing new technology presented difficult technical problems, and we were able to invent in that sphere.”

At Sloan, one of the nation's largest private philanthropies (with grants totaling \$63 million in 2003), Gomory has earned a reputation for identifying little-researched topics at the frontiers of science and technology that could have a major impact on society with the proper attention and financial support.

In the early 1990s, for example, before the Internet became a public, commercial venture, he envisioned delivering college courses to students at remote locations via computer networks. A decade later, with help from Sloan (which originally gave grants to individual professors), Gomory's vision of “anytime, anyplace learning” has transformed the delivery of education, with 1.5 million students around the globe completing at least a portion of their coursework online.

Gomory also foresaw the potential for another, more sinister application of science, this time to terrorism and to large-scale biological and chemical attacks. Refusing to accept the prevailing wisdom at the time that there either was no threat or that nothing

could be done to respond to it, in fall 2000, Sloan underwrote The Johns Hopkins University's Center for Civilian Biodefense

By David McKay Wilson

PHOTOS BY CHARLES ESHELMANN

"Civil defense has to be a major part of protecting



lawmakers, media outlets and post offices, Sloan began helping the Department of Homeland Security to draft a list of recommendations for the public to follow in case of a bioterror attack. A public awareness campaign, funded by Sloan and launched in February 2003, encouraged Americans to have a disaster kit containing a dust mask, radio, water bottle, flashlight and whistle, as well as duct tape and plastic sheeting. The list was posted to the Web site www.ready.gov, which has since logged 20 million visitors.

"The foundation has been absolutely essential to what we did," Maj. Gen. Bruce Lawlor, retired chief of staff to Homeland Security Secretary Tom Ridge, told *The New York Times* the day after the campaign was launched. "Ralph in particular has been a catalyst for thinking about ways to protect people and doing it in a way that tries to take advantage of existing systems."

The federal government also asked the Sloan-funded Center for Law and the Public's Health to develop model legislation for states to respond to bioterrorist attacks, authorizing them to enforce quarantines, vaccinate people and seize and destroy property believed to be related to a terrorist attack without offering compensation. Sixteen states have adopted all or part of the model.



Strategies to the tune of \$3.5 million and approved a three-year grant to the Center for Law and the Public's Health at Georgetown and Johns Hopkins to study legal aspects of bioterror events.

"When we started our funding, few people took us seriously," says Gomory, who has served on the President's Council of Advisers on Science and Technology during the past three Republican administrations. "But now people realize that civil defense is quite important. And I feel that we have moved the issue along."

Indeed, in the wake of post-9/11 anthrax attacks at the offices of several

against terrorism, which can strike anywhere."

"Civil defense has to be a major part of protecting against terrorism, which can strike anywhere," Gomory said in an interview with Fox News shortly after www.ready.gov went live. "You can't say, 'Let the government do it.' This is a long-range threat, and we must start now to work against it."

The son of an international banker and a homemaker, Gomory credits his educational and scientific background with teaching him to trust his instincts on bioterrorism preparedness and other issues. He came to Williams in 1946 intending to study physics, but Professor Don Richmond sparked in him what would become a lifelong interest in mathematics. The two published a paper together on nonlinear differential equations in the summer of 1950.

Gomory also played on Williams' soccer team—he recalls eating steak at Coach Clarence Chafee's training table—and continues to be active, skiing in Sun Valley each February with his wife Lilian Wu, three children and nine grandchildren.

Even following him from Grand Central Station to the Sloan Foundation's offices at Rockefeller Center can be a challenge, as he moves briskly, precisely and without stopping—not surprising for a man who can run a mile-and-a-half in 11 minutes. Gomory also is a graduate of the

Bondurant School of High Performance Driving.

He speaks fondly of Williams and is known to wear a purple cow tie at the office. The College gave him an honorary degree in 1973, one of many he's earned along with a wall of awards, including the National Medal of Science, the John von Neumann Theory Prize and the Heinz Award for Technology, the Economy and Employment.

An active scholar who does most of his writing on an IBM ThinkPad while commuting from his home in Chappaqua, N.Y., to Manhattan on the Metro-North train, Gomory has written and co-written upwards of 87 technical papers and was co-author of the acclaimed *Global Trade and Conflicting National Interests*, published by MIT Press in 2001.

He's been hailed as an expert on "offshoring" and globalization, testifying before a congressional subcommittee earlier this year and speaking to college audiences around the country, including at Williams as the Class of 1960 Scholars Lecturer in Economics in 2003. During that visit, he also gave a talk to mathematics students on "Reflections on a Semi-Scientific Career."

As Edward Burger, chairman of the Department of Mathematics and Statistics, which hosted Gomory's colloquium talk last year, says: "He is a rare



breed: a great scientist and research scholar who can inspire other scientists to be more creative than they thought they could be."

For Gomory, it's less scientific than that. "Give people reasonable areas and goals," he has said, "and they invent." ■

David McKay Wilson is a senior writer at The Journal News in White Plains, N.Y.



ART EVANS

By Maryann Teale Snell
Photos by Scott Barrow
unless noted

Evan Couzo '05 has been on the job for more than an hour, handing out kazooos and greeting kids. Clad in a fleece cow costume, he is helping to keep the throngs of alumni and families gathered on Baxter Lawn entertained until it's their turn to

join the massive reunion parade winding its way along Main Street.

Already the pillows he's stuffed into the udders of his costume have slipped down to his knees, a few toddlers have retreated behind their parents' legs at his approach and one kid reminded him, after careful inspection, that cows have hooves, not sneakers. But Evan is having a blast.

"Living in Orlando," the physics major says, "I've seen enough mascots in action to do it on my own." Plus, he likes children, "and it's pretty cool to be liked by them."

Evan is one of a rare breed of students who—long after their friends have skipped town for the summer—stay in

BBQs, Buttons Balloons, and Bovines

A rangers'-eye view of
Reunion 2004



Williamstown to help steer the roughly 2,000 Ephs who descend on campus each June through Reunion Weekend. Clad in butter-colored T-shirts with a trio of dancing cows, rangers are as ubiquitous as the purple and gold balloons that dot the landscape.

Like the host of a good party, a ranger's work involves anticipating and responding to guests' needs—whether it's helping to track down lost keys (or canes or cameras), handing out kazoos and temporary tattoos, helping alumni get where they need to go or fielding a bevy of questions, from “Can I still get a grilled honeybun in Baxter?” (you could until June 14) to “Who was this year’s



commencement speaker?” to “Have you seen my wife?”

Here's a look at Reunion Weekend 2004 through the rangers' eyes.

“People” people

As head of reunion registration, Sandra Brookner hires and assigns





rangers to their various tasks. As a multimedia technician during the academic year—she supervises monitors in Weston Language Lab—she’s gotten good at picking out the right people for the job. Besides insisting that her charges be courteous, dependable and conscientious, her number-one requirement is that they have superior people skills.



A ranger, she’s fond of saying, is “an ambassador for Williams”—someone who can explain to a 90-year-old alumnus that Perry House is the former Alpha Delta Phi fraternity and reassure a 2-year-old child that the giant purple cow frolicking across Baxter Lawn is, in fact, friendly.

The ranger might be called upon to “tell alumni about a favorite class last semester and what it’s like living in coed dorms,” Brookner says. “Someone who’s been trained on the ropes course in Hopkins Forest or would love to lead a hike up Stone Hill. Someone who has worked at the art museum and likes kids.”

Rangers span all class years, academic interests and geographic regions; many are international students. (This year’s crop of

40 rangers, selected from about 120 applicants, includes students from Greece, Kenya, Curaçao, Botswana, Sweden and the People’s Republic of China.)

Regardless of background, their reasons for taking the job are all pretty similar: Friends told them it was a blast. They love hearing tales from the “Dark Ages.” It’s nice to experience the College and Williamstown without having their heads buried in books. They can earn about \$300 to \$400 for a week’s worth of work. And, as ranger Julie Allen ’04 puts it, “I love being surrounded by people who love Williams.”

Dressing for success

Work begins in earnest the Tuesday before reunion in the Alumni Center, on the first floor of the Faculty House, located at the corner of Park and Main. The gathering space has been transformed into “Registration Headquarters,” with

boxes of decorations, class gifts, forms and registration materials strewn about.

The rangers listen earnestly as Brookner describes in detail the weekend to come. “It can be really ... exciting, funny, heartwarming,” she tells them. “Did I say hysterical?”

Before handing out the rangers’ “uniforms,” Brookner reminds them to wear the T-shirts whenever they are on duty, “preferably on your torsos, not wrapped around your ankle or on your head.”

Though she keeps the group laughing, Brookner’s charge is serious. “Remember, you are a host for your school and a representative of Williams today to many generations of alumni and their families,” she says, quoting *Everything a Ranger Needs to Know*, a hefty handbook of maps, schedules, directives (“Smile, a friendly face is an approachable face”), reminders (“There are no stupid questions, especially from alumni”) and promises (“You will be busy, and your days will be long”).

Work and play

Julie Allen, a psychology and art major from Connecticut, is slated to staff the Williams College Museum of Art on



ART EVANS



Saturday, leading tours and doing projects with children. Ashley Ulmer '05 also will spend part of the day there, decorating mirrors and making mobiles. Now in her second year as a ranger, Ashley, an art and gender studies major from Cohasset, Mass., says she enjoys speaking with alumni who know her Williams relatives—her father Kevin is Class of 1972 and her grandfather Kenneth was Class of 1945.

Veteran Dennis Immonje '05 is to cover the registration table and hand out water at Saturday's Fun Run. The previous year, he worked the children's activities, playing soccer and lobbing water balloons. A bit of spontaneous networking that weekend landed the economics major a summer job with an alumnus, doing microfinance work in his hometown of Nairobi, Kenya.

As the week progresses, rangers move furniture and transport supplies from the attic of Mears House on Park Street to the Alumni Center. Some set up the

registration table and double-check room assignments, while others work to spiff up gathering places around campus with signs, posters and Mylar balloons.

Underlying all the hard work is a sense of camaraderie and fun. "They may be studious to the *nth* degree," Brookner says of the rangers, "but they have not forgotten how to play."

Saying hello

On Wednesday, Dodd House opens its doors to alumni who have passed the 50th reunion milestone and, as a result,

are invited back to Williams every year to celebrate.

Ranger Megan Saffold '06 sits in the sun on the steps of Dodd, reading a book and greeting people as they approach. She says she loves working with the post-50th alumni and hearing how Williams used to be.

Inside the lobby of Dodd, Elliot Morrison '04 hops up from behind the registration table and offers to help a couple with their luggage. "You guys came up from Atlanta?" the Ossining, N.Y., native asks. "Thanks for making the trip back!"

A seasoned ranger (his first year on the job, Elliot accidentally backed a College van into an alumnus's car but was so good otherwise, Brookner says, that she "had to hire him again"), Elliot describes the work as "a pretty sweet job. What really makes it is being here, in Dodd. You hear story upon story—'Here's what we did in Beta in the 1940s.' The alums love telling them, and I really enjoy listening."

Kat Jong '07 also enjoys being stationed there. "They all have great stories



ART EVANS



about what it was like here,” she says of the post-50th group. “I had lunch with one from the Class of ’45 who comes back often, even when it’s not his class’s reunion year.”

As a few registrants straggle in, Kat gives them their keys and instructions on how to get back into the dorm after 10 p.m. (She laughs when someone responds, “Boy, I could have used *that* 60 years ago!”) She also hands out little blue cards that list the new names and functions of the former fraternity houses.

By Friday, the scene at Dodd is calm, with nowhere near the crush of younger classes that has descended upon the Alumni Center. But Angie Phienboup, who works in the Alumni Relations Office, has some words of advice for the rangers. “It’s quiet now,” she says, “but 6 p.m. is cocktail hour. ‘Pre-prandials’ they call them. It’ll get crazy. There were 135 people in here last night.”

Hi, can I help you?

On Friday, the rangers cycle between periods of quiet and chaos at the Alumni Center. By noon, a steady flow of people files through registration while the rangers look up room assignments, hand out keys and dispense class gifts. They have been instructed by Brookner to



“maintain crowd control and strict inventory” of the souvenir caps, shirts, totes, towels, corkscrews and martini glasses for alumni.

Those waiting to register gaze up at a silent slide show (scenes of last year’s reunion) and suck on purple lollipops. A faint aroma of grape hangs in the air. There’s the repeating call of the rangers: “Hi, can I help you?” and the answering queries from the guests: “Is there a bathroom?”; “Can I get a copy of the current course catalog?”; “Is the weather always like this?”; “Do students still get down into the steam tunnels?”; “When’d you

graduate, Fido?” (directed at a woolly, gray-haired dog in the queue).

Brookner, meanwhile, circulates through the crowd, her ears and eyes trained to detect any snags in what she hopes is a smooth-running operation. She’s not a mother hen when it comes to her rangers, but she keeps a lookout for anyone who might need her assistance.

A short time later, the swell of voices grows almost deafening. One alumnus who didn’t sign up for a dorm room prior to reunion has a complex housing request. There are reports of malfunctioning keys. The computer records don’t reflect a payment made. A toddler throws up. There’s a bang, like a shotgun, and for a moment all is quiet. Then people realize the sound came from a popped balloon, and the noise level rises again.

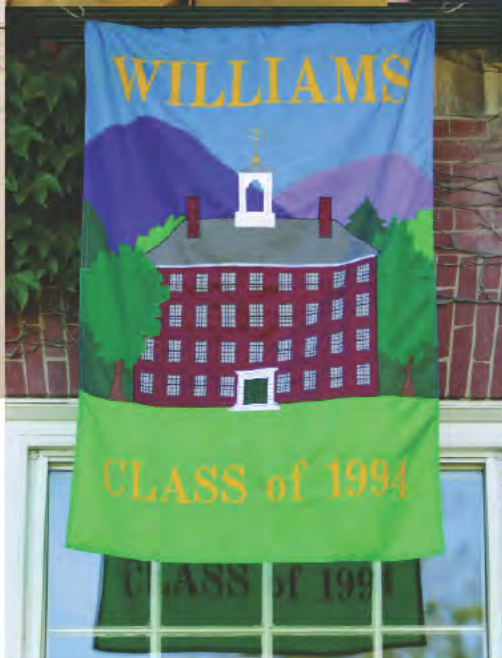
The rangers are on the ball, fielding questions gracefully under pressure as alumni restlessly switch lines, hoping that one will move faster than the other. The



strain of staying patient is palpable on both sides of the registration table. After the place clears out, the rangers brace themselves for the next onslaught.

By dinnertime, it's about 30 degrees warmer in the Alumni Center, and the single registration line has become five queues that snake out the exit at the back of the room. The lollipop-sucking seems more intense, and people are fanning themselves with their events schedules. At one point, it seems as if 150 members of the Class of 1999 have arrived en masse to register for reunion. But the rangers keep up, helping them with their requests, running keys to the dorms and picking up discarded wrappers and papers.

When asked how everything is going, Brookner grins broadly and jokes, "Oh my gosh! It's terrible!"



Have fun!

Early Saturday morning, a handful of rangers are out hanging yellow and purple streamers and signs on the trolley that will carry members of the Class of 1939 along Mission Park Road, up Park, along Main and down Spring for the Alumni Parade. With nine convertible cars, a truck, the trolley, two bands and several hundred participants involved, the rangers are integral to keeping things moving.

Some rangers actually march in the parade, carrying big signs announcing the

arrival of a particular class in the procession. Another group lines Park Street, handing out purple and yellow class buttons and hooting, cheering and clapping as the parade passes by, en route to Chandler Gym and the Annual Meeting of the Society of Alumni.

While folks trickle into the gym or wander off to participate in other reunion activities, Evan Couzo, clad in the fleece cow costume, shuffles back to the Alumni Center. "Oh my god," he says as he catches a glimpse of his bovine shadow on the sidewalk. "That's ridiculous."

But on this breezy, bright and otherwise brilliant day, it hardly matters. Evan, like his fellow rangers, is having a good time doing his job.

"What it really comes down to is getting paid to live in Williamstown for a week," he says, echoing the words of many of his coworkers about the reunion experience. "The weather rocks, and the job is pretty easy and fun." ■

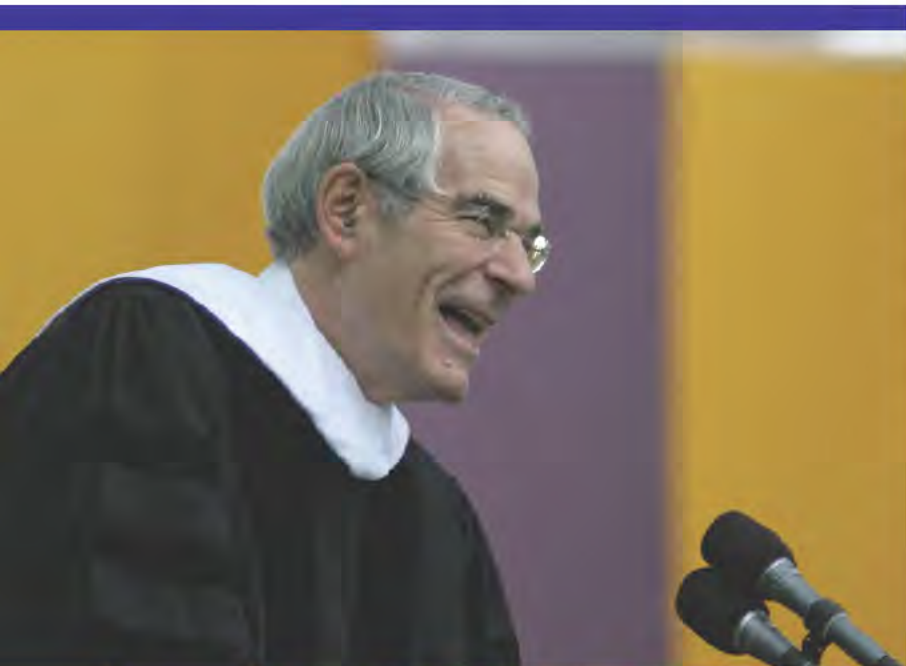
Maryann Teale Snell is a free-lance writer based in Saratoga Springs, N.Y.

Though gray skies threatened rain, spirits soared June 6 as 531 seniors and 42 graduate students accepted their diplomas during Williams' 215th Commencement. Among the Class of 2004, 10 students graduated summa cum laude, 90 magna cum laude, 110 cum laude, 38 with highest departmental honors and 83 with departmental honors. There were 66 members of Phi Beta Kappa and 38 members of Sigma Xi. Also honored that day were retiring faculty members Raymond Chang, the Halford R. Clark Professor of Natural Sciences; Renzie W. Lamb, assistant professor of physical education; and Gordon C. Winston, the Orrin Sage Professor of Political Economy. Following are excerpts of commencement speeches. For the full text and additional coverage, visit www.williams.edu/home/commencement/index.php.



COMMENCEMENT

Photos by Scott Barrow



David Halberstam

Commencement Speaker

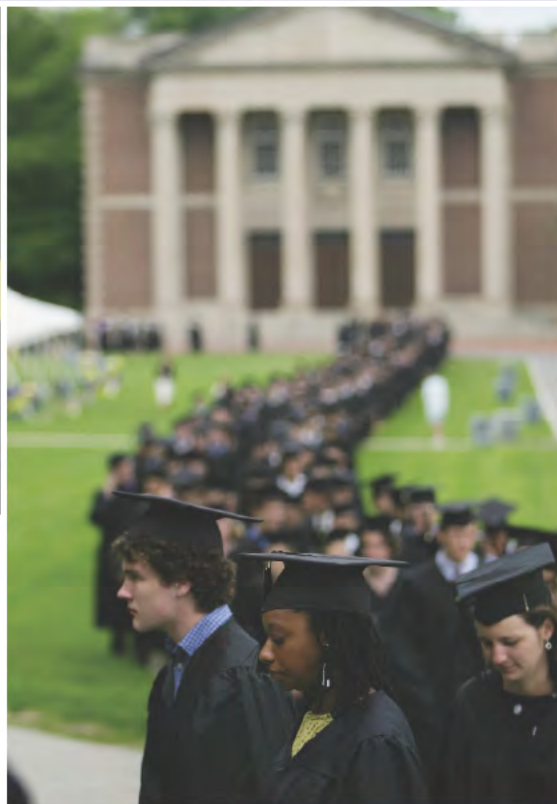
Do not be afraid to try and fail early in your life; we often stumble toward the things we will end up doing best. Do not be afraid to take chances when you are young, to choose the unconventional over the conventional.

I suspect that you in the graduating class must look at us gathered here on the stage and see people who look like we have always succeeded. You do not see me at the moment—a few days short of my 22nd birthday—when the editor of the paper I worked for fired me. (I was writing too much about race, which was supposed to be an unmentionable subject). Fired as it were from the smallest daily in Mississippi after less than a year—

what an auspicious start to a career!

Understand that it is—in different ways, perhaps not all of them quite so dramatic—like that out there every day, even for the most successful of us; we are defeated every day in lots of little ways. Succeeding is more than anything else picking yourself up on the bad days and deciding that you will not be defeated. How you deal with it will determine your level of success and happiness in your life.





2004



Jonathan I. Lovett

Class Speaker

"I took it for granted!" said the stranger, who now spoke not to me, but to the clouds and the mountains and the campus below.

"Everything went downhill for me after graduation. I peaked in college. I wasn't ready to leave school. I had no plans, no ambitions, and I only had one major. In college, though, I knew what I was. Those years," the hobo said, choking back his hobo tears, "were the best years of my life."

I turned to offer the stranger a tissue, but he was gone. Slowly my legs carried me down the trail, my mind rapt in thought, filled with ideas of hobos and tacos. Perhaps in his words I might find the lesson I've been looking for.



COMMENCEMENT 2004



Samuel M. Arons

Phi Beta Kappa Speaker

I wandered into the Williams C entry last week and, there, perched on the edge of a recycling bin, was the *Webster's New Universal Unabridged Dictionary*—2,129 pages of pure survival potential.

Asking around the entry, I soon found out that this itinerant dictionary has been wandering around campus for some time. Rumor has it that it started out in the philoso-

phy department, then was picked up by a student who took it to the frosh quad, and then it proceeded to migrate from common room to common room until it ended up in the recycling bin on move-out day, at which point I discovered it and took it back to my dorm room.

I began to realize how much we, in a way, are like this dictionary. We arrived on campus, perhaps started out with one department or another, switched departments, changed our majors. We wandered from classroom to dorm room to barroom and back, migrated from entry to senior housing, felt, at times, as if we were perched precariously on the edge of a giant recycling bin, only to be rescued and soothed and made sane again by our friends. We have become filled with definitions and words and memories, and we—like this dictionary—have somehow, amazingly, found our way up onto this stage today.





Kai Chen

Valedictorian

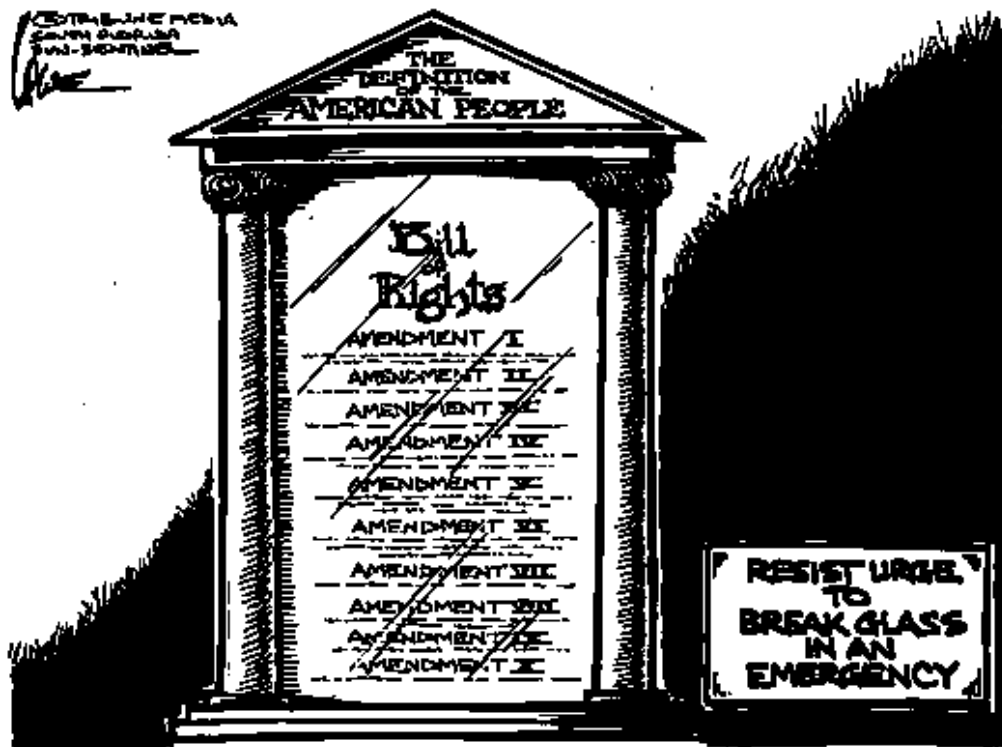
Four years ago I left home for Williams. Since then I rarely had chances to go home. My grandpa badly missed me, and his health situation worsened. It was September 21, 2002, when I last saw him.

That morning, before I left home for the airport, I stopped by at his place to say goodbye. He was holding my hand and crying. I knew he was afraid that it would be the last time to see me. Yet I did not want to think that it would be the last time.

My fellow classmates, please take a moment to look around you. Take a look at the people standing next to you. Shake hands with them. Perhaps you will see each other again, or perhaps not—but never in this place at this moment. It might be hard to appreciate it now, but all these people have played important roles in your life here.



CivEd 101



Leadership trainer Gwen Garcelon '87 aims to help readers “wake up” their social consciences with a new book on citizenship.

Illustrations are provided by *Fort Lauderdale Sun-Sentinel* editorial cartoonist Chan Lowe '75.

Gwen Garcelon '87 isn't your typical activist. A studio art major at Williams, she remembers students protesting apartheid by setting up crosses and makeshift shantytowns on Baxter Lawn. At the time, she didn't feel compelled to take part.

But the experience sparked in her a need—which grew over time—to become more civically engaged. In 1994, Garcelon, an art gallery manager and part-time ski instructor in Aspen, Colo., became the volunteer leader of a citizen action group working on hunger and poverty issues. She also completed a master's degree in community leadership at Denver's Regis University in 2001. Now a leadership trainer specializing in grassroots political advocacy, she has turned her attention to helping others find their inner activists.

“There are people who are completely disengaged, but somewhere in them is a spark,” she says. “They really do care but have no idea where to start.”

Her new textbook, *Strategies for Active Citizenship*, published in June by Prentice Hall, aims to help them find that starting point. Though it's directed at college students, the book also can be a resource for anyone struggling with what Garcelon calls the “overwhelming” prospect of figuring out “where to

engage in society when the problems in all areas can seem equally compelling.”

Though the public conscience can be stirred by highly publicized events—such as the 2000 presidential vote recount, the Sept. 11, 2001, terrorist attacks and this year's fights over same-sex marriage rights in California, Massachusetts and New York—Garcelon and others say that active citizenship usually isn't sustained over time.

Indeed, 71 percent of 18- to 30-year-olds don't read any newspapers on a regular basis, according to the Committee for the Study of the American Electorate. The committee also reports that voter turnout during presidential elections has dropped steadily from a high of 65 percent in 1960 to 54 percent in 2000. That year, only 36.1 percent of eligible voters between the ages of 18 and 24 cast a ballot.

Meanwhile, data indicate that organized volunteerism today seems to be episodic rather than ongoing. On the one hand, the U.S. Department of Labor cites an increase from 59.8 million to 63.8 million in the number of people ages 16 and older doing any amount of volunteering during the 12-month periods ending September 2002 and September 2003. During that time, the percentage of the population volunteering also rose, from 27.4 percent to 28.8 percent of people 16 and older.

On the other hand, economists at MIT and Tufts University note a

by Kenneth Lovett

decrease in volunteerism over time. According to their 2001 report "Understanding the Decline in Social Capital, 1952-1998," people ages 25 to 54 were 5 percent less likely to volunteer in 1989 than were people in that age group in 1974. The report also cites fewer Americans joining membership organizations such as churches and youth clubs.

Another report, published in 2003 by the National Conference of



State Legislatures, finds that people ages 15 to 26 in general "don't

understand the ideals of citizenship; are disengaged from the political process;

lack the knowledge necessary for effective self-government; and have limited appreciation of American democracy." Only 9 percent of high school seniors can list at least two ways that democratic society benefits from the active participation of its citizens, according to the National Assessment of Educational Progress.

"We've got a major shift toward greater self [involvement]," says Curtis Gans, director of the

One Vote



The 2000 presidential election was an important civics lesson about the power of the vote. Yet in her work as a leadership trainer specializing in grassroots advocacy, Gwen Garcelon '87 still encounters people who believe going to the polls is a useless exercise. So for anyone whose faith in the electoral process needs a boost, she offers the following history lesson:

- In 1776, one vote gave America the English language instead of German.
- In 1800, President Jefferson beat Aaron Burr by one vote in the House following an electoral tie.
- One vote brought Texas and California into the Union.
- A single vote saved President Andrew Johnson from an impeachment conviction.
- One vote gave Rutherford B. Hayes the presidency of the United States.

- One vote gave women the right to vote.
- John F. Kennedy's margin of victory over Richard Nixon in 1960 was less than one vote per precinct.
- In 1989, a Lansing, Mich., School District millage proposition failed when the final recount produced a tie vote. The result meant that the school district had to reduce its budget by \$2.5 million.
- In 1994, Republican Randall Luthi and Independent Larry Call tied for the seat in the Wyoming House of Representatives from the Jackson Hole area. A recount produced the same result. Luthi was finally declared the winner when a Ping Pong ball bearing his name was pulled from a hat.
- In 1996, Loretta Sanchez was elected to Congress from California by a margin of less than four votes per precinct.
- In 1998, Donald Sherwood was elected to the House of Representatives from Pennsylvania by a margin of less than one vote per precinct.

—from Strategies for Active Citizenship



nonpartisan, nonprofit Committee for the Study of the American Electorate. Concerns over time and/or money, distrust and misunderstanding of the democratic process and of the media, a decline in citizenship education and everyday distractions ranging from school to work to family to TV watching also are among the reasons many Americans have become "civically illiterate," Gans says.

In *Strategies for Active Citizenship*, Garcelon and her co-author, Kateri Drexler, attack these issues systematically, offering step-by-step instructions on how to budget time and money; manage projects; read critically; write

coherently; conduct research; understand democratic processes; and lobby or advocate for change. Readers are directed to interview the head of a nonprofit service provider, research a social or political issue and write a letter to a lawmaker, among other assignments intended to help people overcome the obstacles that prevent them from getting involved.

But it all starts, Garcelon writes, "with your heart." "Look at how you are spending your time on a daily basis," she says. "Does it express who you want to be? If not, start from there."

Garcelon's own starting points were hunger and

poverty. "It occurred to me that something must be very insane about a system in which there are plenty of resources to allow all citizens of the planet a dignified life, yet a third of those citizens can't even keep themselves or their children from dying of starvation or preventable diseases," she says.

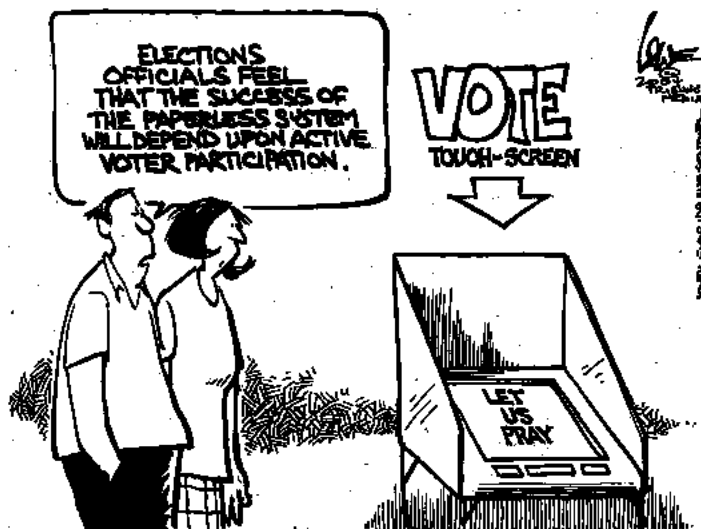
Her decision to work with RESULTS, a global

Garcelon is quick to point out that citizenship doesn't have to be a career choice. Nor does it have to be tied to any one political party, policy issue or "big idea." Sometimes it's simply day-to-day activities that provide a spark—whether it's going to classes, job-hunting, commuting, raising a family or navigating retirement.



anti-hunger, anti-poverty citizen action group based in Washington, D.C., gave her the opportunity to “directly generate political will and engage in changing damaging systems rather than Band-Aiding their awful symptoms.”

Once readers outline their interests, they should start small. “Providing proper nutrition to every child around the world may seem like a colossal undertaking,” Garcelon writes. “However, when we look at what we *can*



do, we experience empowerment."

Citizenship also doesn't have to mirror the passion or free-spiritedness of the 1960s. "In the 60s, a lot of the activism didn't have the sophistication you see now," she says. "We're

starting to realize [we] need to understand the game, how the political structure we're a part of is going to impact us in the long term. There's a place for gathering in the streets, but it's important to also know how to work

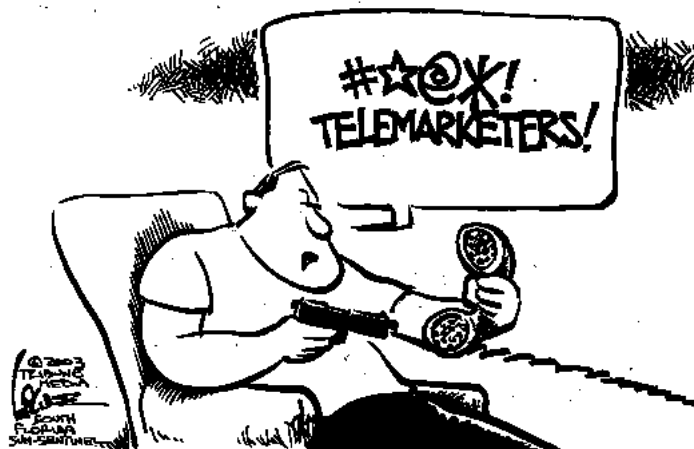
systematically behind the scenes."

Combining personality tests with a measure she calls a "problem-solving inventory," Garcelon boils active citizenship down to four styles—technician, diplomat, strategist and activist—and urges readers to consider their strengths in approaching an organization or problem. "If your

databases or Web sites. If you are more of an introvert ... you may not choose to engage in fundraising. You are more likely to experience empowerment as a citizen by using your own unique talents and by being guided by your own unique values."

Garcelon's approach may seem simple, but she says the lessons in her

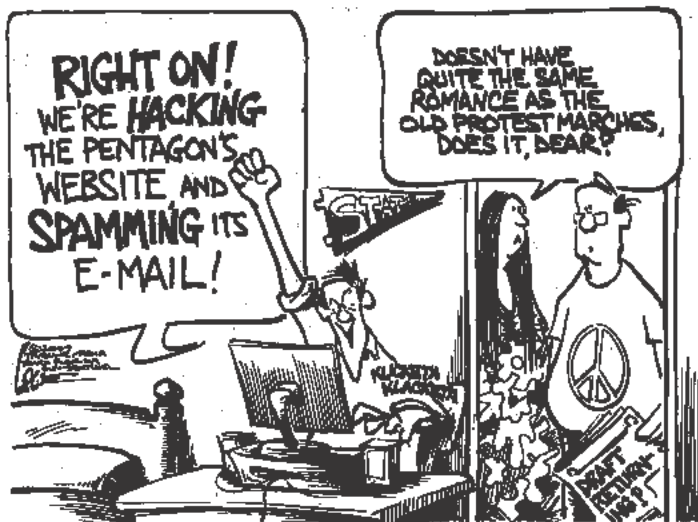
CIVICS LESSON: HOW TO EXERCISE YOUR FIRST AND SECOND AMENDMENT RIGHTS SIMULTANEOUSLY:



style is that of the activist," she writes, "you may find that you have a flair for participating in marches, public protests or public education. If, however, you have more of a technician's style, you may find that you excel in helping favorite nonprofit organizations set up computer

book apply to people in all stages of their lives. Just as college students might need to learn how to squeeze in time for citizenship between classes, homework, extracurricular activities and their social lives, adults need to be reminded to create room for it on their





Profile of a Gutbuster

already over-scheduled calendars. Including their children or grandchildren is just one way for parents and grandparents to buy more time for their own civic engagement.

"We schedule time to work out and do things like yoga," Garcelon says. "It can be the same thing in terms of scheduling time to be citizens, whether it's setting aside time to go to a civic meeting once a week or setting aside time to read about an issue."

Though it will take more than a textbook to change years of decline in civic involvement, *Strategies* comes at a time when many think tanks and "good government" groups are focused on education as an answer. The

federal judiciary's Subcommittee on Civic Education, for example, recently released a resolution stating that civic education should be a high priority for all educational institutions and that it is "vital to nurturing the democratic impulse and the civic participation of young Americans."

Regardless of their age or their education, Garcelon says, "People are political animals. A big part of our identity comes from who we are in relation to the polis. We just need to ... put our social instincts to work for us and make our democracy work for us." ■

Kenneth Lovett is New York State Capitol correspondent for the New York Post.

It all began with a comic strip in the *Williams Record/Advocate* in the mid-70s chronicling the exploits of a student named Slack and his nemesis, Professor Gutbuster. Today, Chan Lowe '75 is a nationally syndicated, award-winning editorial cartoonist based at the *Fort Lauderdale Sun-Sentinel*.

His cartoons appear in *Newsweek*, *The New York Times*, *The Washington Post* and on network TV. He illustrated the humor book *Are You a Newrotic?* and, in 1997, exhibited a kinetic sculpture at the National Gallery for Caricature and Cartoon Art in Washington, D.C. He also was commissioned to design a poster for the Library of Congress.

A Pulitzer Prize finalist in 1990, Lowe's accolades include the Green Eyeshade Award in 1992—when he was selected as the only non-writer to receive a John S. Knight Fellowship at Stanford—and the John Fischetti Award in 1996. That year, he also received a Williams Bicentennial Medal for distinguished achievement.

Coinciding with the Bush/Kerry presidential debate at University of Miami, "It's Debatable," an exhibition of Lowe's work, is on display through Oct. 17 at Lowe Art Museum, on the Coral Gables campus.

A Diva's Spell

For many people, mention of the name Nina Simone evokes stories. Stories about which of her songs move them the most, of where they were when they first heard these songs, of who first exposed them to her music.

And then there are the stories of dramatic or unexpected behavior encountered firsthand or as part of an audience. I hadn't heard these stories when I was presented with the opportunity to become Nina Simone's North American booking agent in spring 1997. I owned one of her CDs, a live recording that I purchased secondhand, and had read her autobiography, *I Put A Spell On You*, in graduate school. Jazz pianist Don Pullen, a former client of mine, regaled me with tales of her curt coyness and sharp tongue, which he experienced as her accompanist. But I was far from steeped in the lore of her legend.

She became my client the way many such relationships are formed—an artist gets a booking for a show and wants to add more but has ineffective or nonexistent representation. So the artist puts the word out. But it rarely happens to an artist of Nina Simone's stature. Millions of record sales and worldwide notoriety usually bring with them a long line of business suitors. Numbed with excitement, I didn't think too hard about why she would consider being represented by someone like me, a one-man operation still working out of my bedroom.

Though not my major at Williams, music permeated my student life, from trumpet playing to disc jockeying to writing for classes and the *Record*. Reality met me at graduation and ushered me to the business side of the equation, and, apart from a short, brain-recharging detour to academia that earned me a master's in African American studies from Yale, I dived wholeheartedly into music booking.

Edgy, avant-garde jazz and international music were my favorites and dominated the artist rosters of the early incarnations of Steppin' in Artist Development, the agency I founded in 1989 and nurtured, at least part time, for the next 10 years. I targeted agencies that shared my limited tastes and nearly begged them for a position, always in vain. I was consciously hoping and searching for a mentor, not realizing that the musicians themselves would fill this need. But nothing could have prepared me for Nina Simone.

Or Dr. Simone, I should say. Shortly before my association with her, she received an honorary doctorate and henceforth insisted upon the title of "doctor." I remember a memo to this effect to backstage production personnel at the New Jersey Performing Arts Center in Newark, in preparation for her upcoming performance. In time I would consider the demand modest compared to the exacting requirements conveyed to me for the normally straightforward process of booking live performances.

Dr. Simone's voice had become raspy and at times uncontrolled, but its underlying gracefulness and strength of character obscured its shortcomings. Attending many of the shows I booked for her, I recognized just a few of her songs but found that I was familiar with her onstage expression, her movements, her banter—her between-song pronouncements that bordered on ramblings, though every syllable commanded attention. I had seen them mimicked by countless other performers, heirs to her divadom. She had authored the diffident, glazed-over gaze, the alternating shows of appreciation and dismissal of fans' entreaties, the castigation of erring support musicians, the multiple reprises of a song based on whim.

During mid-performance breaks, she would ask her nattily dressed manager—waiting in the wings seemingly just for this purpose—to bring

her a cigarette. Presenting her profile to the crowd, she would tantalize them with a leisurely drag that combined elegance, sexuality and haughtiness, eliciting some of the audience's most ecstatic applause.

On several occasions, she told the crowd to "take a good look" at her, because, she guaranteed, she was "not coming back." This pronouncement wreaked havoc on my efforts to secure future bookings. But it was pure diva.

Her movement onstage could be described as teetering, but somehow she managed to teeter authoritatively. After ambling out to center stage to accept applause at her final Boston performance in 2000, she was urged by one of her band members to return quickly to her piano bench. She turned toward him like a tank rotating toward its target and admonished him in tones audible to the audience, "Don't rush me! Don't EVER rush me."

I never spoke with Dr. Simone on the phone, and I met her only once, in a surreal backstage moment at that Boston concert. Her manager's assistant, recently ascended to the role of manager, sheepishly introduced me to her as she gazed past me with faraway eyes. I was fine with the distance, which applied to all aspects of our association, figuring no contact was better than potentially negative contact.

Most of her fans were spared such lessons. Calling out incessantly to her at her concerts, they would risk public humiliation for the chance that she would hear their voices or maybe even grant their request of a song. Once someone shouted, "We love you, Nina!" to which she replied, "I need to hear that."

Eric Hanson '88 is a booking agent for Ted Kurland Associates in Boston. Nina Simone died in April 2003 at her home in southern France after an extended illness.