

## Faith in the Liberal Arts

**A**s I sat onstage during this year's Baccalaureate, the multi-faith service that graces Commencement Weekend, my heart ached.

It ached at the haunting beauty of the music and of the chanting and the readings of scripture by graduating seniors Zach Ulman, from Psalm 90, Joe McDonough, from the Gospel of Matthew, and Esa Seegulam, from the Qur'an. Associate Chaplain and Cantor Bob Scherr pierced the hearts of everyone packed into Chapin Hall by ending the service with a soaring rendition in Hebrew of The Threefold Blessing.

My heart ached with joy to share this powerful expression of religious devotion across traditions and to do so at such a pivotal moment in the lives of our graduating seniors. It ached also, though, with longing . . . both for our campus and our world.

I longed for members of our college, and others, to get better at helping students integrate their spiritual lives, evidenced in this service, with their academic lives.

Mirroring national trends, most of our students arrive as first-years with religious inclinations. In surveys, almost three-quarters of new Williams students report having attended religious services in the previous year. More than 90 percent have discussed religion occasionally or frequently in that year. Two-thirds say it's important to them to develop a meaningful philosophy of life, and more than half expect their experiences at Williams to strengthen their religious beliefs or convictions.

While I appreciate that it's appropriate, perhaps even important, for young adults to question their beliefs, I'm pleased that Williams students engage in a wide array of religious activities on campus and with neighboring faith communities. We have active programs rooted in a variety of faith traditions, including many branches of Christianity, and we offer the chance to study the phenomena of religion through our religion department.

The President's House overflows with life when my wife and I invite students, faculty and staff to break the fast after Yom Kippur in the fall and to Passover seders in the spring—both of these being parts of my own tradition that I cherish. An equally lively group comes to the house to celebrate Eid-al-Fitr at the end of each Ramadan.

And the College is careful to acknowledge that religion can be pursued far outside the familiar forms of traditional faiths.

I'm proud that the College takes so seriously the needs and interests of a student body that increasingly reflects the religious diversity of the world. I'm also pleased that we're taking steps to enhance the resources for religious life that we make available.

I lament, however, that we live in a time that encourages students to separate into compartments their academic selves and their religious selves. The former is broadly conceived as "rational" and the latter "non-rational," with the twain thought never to meet. But they complement each other as ways of knowing and together can shed new light on the questions that provoke both religion and classical education: What is this universe we find ourselves in? Why are we here? How should we live?

Religion and academia both involve the transforming of lives and engage the passions we hold as individuals.

Faculty, whether overtly religious or not, do grapple with these questions and certainly have passion for the particular piece of life that they teach and for how it fits into larger, often mystifying, puzzles. Students, whether overtly religious or not, long to find and develop their own passions and to synthesize what they learn into fuller understanding of life as a whole. Conversations on campus to which faculty and students bring both their passions and their knowledge do take place. But I long for a change in the intellectual climate that keeps them from happening as often and as richly as they could. I say this without naïveté about how difficult and challenging those conversations can be, if they're honest. We don't all understand the world in the same way, and our values collide at times. But difficult conversations can lead to deep learning and even to transformation.

Back in June, sitting on the Chapin stage, I ached also for the world, too often riven by religion, to experience the liberating joy that results when religious people affirm, as at Baccalaureate, the powerful bonds that unite them.

Williams and the world need more of it.

—Morty Schapiro

NEWS  
BITS

*U.S. News &  
World Report*  
has named

Williams the **best liberal arts college in the country**. This is the fourth year in a row the College has been ranked first overall and the 16th consecutive year it has received the magazine's highest rating for academic reputation (tied with Amherst). Amherst and Swarthmore remained second and third overall, respectively. ■ For the first time in

Tournament link beneath "Of Note." To receive an invitation for next year, e-mail [alumni.relations@williams.edu](mailto:alumni.relations@williams.edu) or call 413.597.4151.

■ Golfers also took to the links in June for the **Dick and Denise Baxter Reunion Golf Trophy Competition**.

Nine classes and 72 players participated, with 13 members of the Class of 1991 taking first place with a score of 64, 14 from 1971 finishing second with 66 and six from 1966 coming in third with 77. ■ Four

For more information on any of these stories, visit [www.williams.edu](http://www.williams.edu) and enter the topic into the search field.

its history, the **Alumni Fund reached \$10 million**, with more than 14,000 alumni (61 percent) making gifts this year. At the end of The Williams Campaign's third year on June 30, the fund—plus a **\$1 million Parents Fund** and substantial gifts from this year's 50th and 25th reunion classes and planned and leadership giving—brought **total campaign commitments to \$320 million**.

That amount grew to \$325 million by mid-August, considerably higher than annual projections toward \$400 million at the end of 2008.

■ The **46th Annual Alumni Golf Tournament** attracted 228 Ephs and friends July 27-30. Though rain threatened, all rounds—a total of 10,260 holes—were played. For results visit [www.williams.edu/alumni](http://www.williams.edu/alumni) and click on the Golf

alumni were named 2006 **National Science Foundation Graduate Research Fellows**. John Rudoj '05 will study cognitive neuroscience at Northwestern University, Aya Reiss '00 will study life sciences at University of British Columbia, Malin Pinsky '03 will study life sciences at University of California-Santa Barbara, and Lissa Ong '04 will study geosciences at University of California-Santa Cruz. ■ University of Notre Dame honored former Williams president and history professor emeritus Francis C. Oakley with an **Honorary Doctor of Laws** degree. ■ The '62 Center for Theatre and Dance received a 2006 **Innovative Design in Engineering and Architecture with Structural Steel** award from the American Institute of Steel Construction. ■



David C. Bowen



Valda Clark Christian



Malcolm W. Smith

## New Trustees Join Board

The Williams College Board of Trustees welcomed three new members to its ranks: David C. Bowen '83 and Valda Clark Christian '92, who will serve five-year terms, and Malcolm W. Smith '87, who will serve until 2009.

Bowen is a founding partner and director of several portfolio companies for Ascend Ventures, a private investment firm based in New York City. He previously was an investment banker at Salomon Smith Barney and Goldman Sachs. He has a master's degree in business administration from Stanford University's School of Business, where he was chairman of a trustee committee overseeing part of the school's endowment. He also was a trustee and chairman of the investment committee of Regis High School, which he attended.

As a Williams volunteer, Bowen has served as a mentor, admission representative and special gifts vice chairman for Manhattan during the Third Century Campaign. He also was a member of the Sterling Brown Endowment Committee, the Williams Black Alumni Network (WBAN) Steering Committee, the Williams Club Board of Governors and his class's 10th reunion committee.

*Continued on p. 23...*

## In Memoriam

Earl Lester McFarland Jr., professor of economics emeritus, died July 9. He was 71.

McFarland taught at Williams from 1968 to 2001, including at the Center for Development Economics, of which he was a past director. For many years he taught "Introduction to Macroeconomics," required of all economics majors. He served on a number of College committees, including the Provost's Advisory Committee, and he was chairman of the Foreign Student Activities Committee and the Committee on Undergraduate Life.

McFarland was an adviser to Botswana's Ministry of Finance and ran its macroeconomic planning unit and employment policy unit. His work

*Continued on p. 23...*



Earl McFarland



# Farther Afield

A sampling of appearances by Williams in the media, compiled by the Office of Public Affairs. For a complete listing, visit [www.williams.edu/admin/news/inthenews.php](http://www.williams.edu/admin/news/inthenews.php)

"Eventually South African society will have to reduce poverty and narrow economic inequalities, or conflict will intensify," said Michael MacDonald, the Frederick L. Schuman Professor of International Relations, in an Aug. 15 interview with the South Africa *Mail & Guardian* about his new book *Why Race Matters in South Africa*. "The identification between black citizens and the government gives it more time [to address inequalities], but it does not solve the problem."

The June 1 *Edmonton Journal* quoted Heather Stoll, assistant professor of geosciences, in an article on the Arctic's climatic history. Stoll says understanding a burst of intense warming 55 million years ago, in which sea temperatures in the Arctic soared to 23 degrees C, is important for making better predictions for the future and that "clearly CO2 is not the only driver of extreme polar warmth."

In a May 21 *New York Times* article discussing Columbia University's \$4 billion campaign, Gordon Winston, the Orrin Sage Professor of Political Economy, emeritus, talked about the importance of fundraising, because "the subsidies being given to students at wealthy schools are huge."

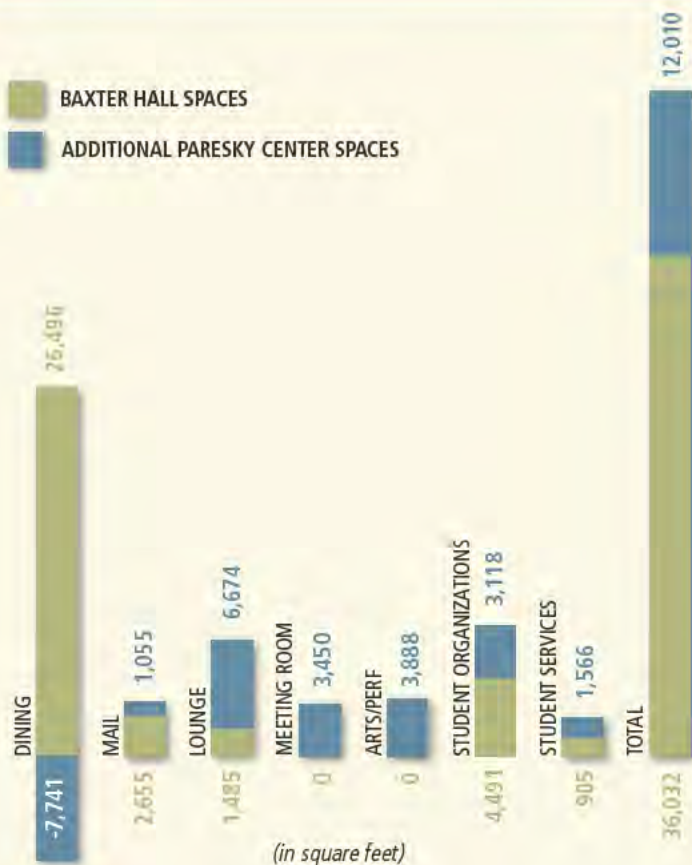
An April 28 article in *Pharmaceutical Business Review* mentions associate psychology professor Kenneth Savitsky's study "Don't Tell Me, I Don't Want to Know: Understanding People's Reluctance to Obtain Medical Diagnostic Information." In it he says patients who think they have serious, untreatable diseases are less likely to seek out information and a firm diagnosis than those who think their conditions are treatable.

## Climb far. SPOTLIGHT ON: PARESKY CENTER

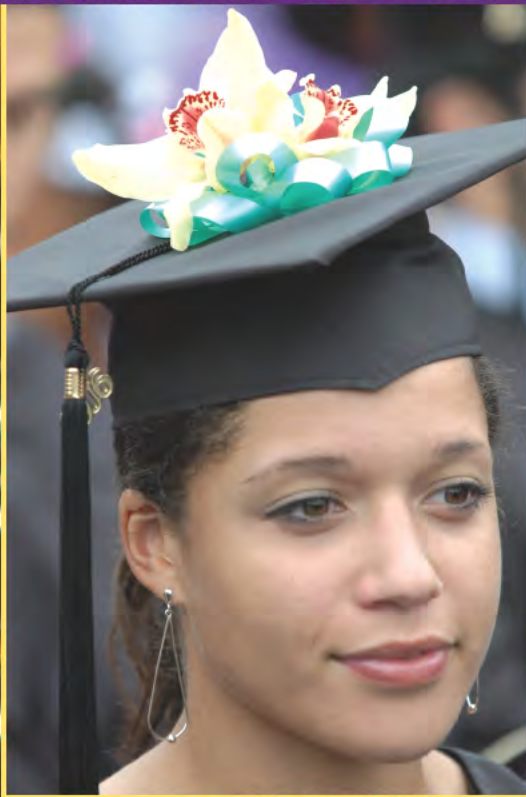
Though fitting roughly within Baxter Hall's original "footprint," the Paresky Center will provide 12,000 more square feet of functional, light-filled space devoted to student activities. Accommodations for everything from quiet study to student performance to student organizations to the Chaplain's Office and academic support will be substantially larger than they used to be. The Paresky Center captures new space in part by devoting less space to dining services. (The new housing system means the building needn't function as a residential dining hall.) That said, Paresky visitors will be able to dine in the traditional snack bar, snag a bite at "Grab-N-Go," make their own salads and enjoy other dishes in the new "marketplace servery," or relax in the new pub (complete with a stone-hearth pizza oven).

Source: Mike Briggs, senior project manager, facilities

The Paresky Center ([www.williams.edu/go/studentcenter/](http://www.williams.edu/go/studentcenter/)) is a principal objective of The Williams Campaign, which, as of mid-August, stood at more than \$325 million toward its five-year, \$400-million goal. For more about the campaign, visit [www.williams.edu/alumni/campaign/](http://www.williams.edu/alumni/campaign/).







# 06 Commencement

**“I feel like I’ve wandered into a Christo show,”** President Morty Schapiro said as he took in the purple ponchos and striped umbrellas covering West College lawn June 4 during Williams’ 217th Commencement. But the 514 undergraduates and 41 graduate students accepting their diplomas that day didn’t seem fazed by the soggy weather, particularly when Commencement Speaker Chuck Davis encouraged them to jump up and dance.



Among the Class of 2006, 10 students graduated summa cum laude, 67 magna cum laude, 108 cum laude, 37 with highest departmental honors and 93 with departmental honors. There were 64 members of Phi Beta Kappa and 54 members of Sigma Xi. Also honored that day were retiring faculty members Kim B. Bruce, the Frederick Latimer Wells Professor of Computer Science, and Victor E. Hill IV, the Thomas T. Read Professor of Mathematics. For audio, video and text of the speeches and citations given, visit [www.williams.edu/home/commencement](http://www.williams.edu/home/commencement).

Photographs by Ben Garver [UNLESS NOTED]



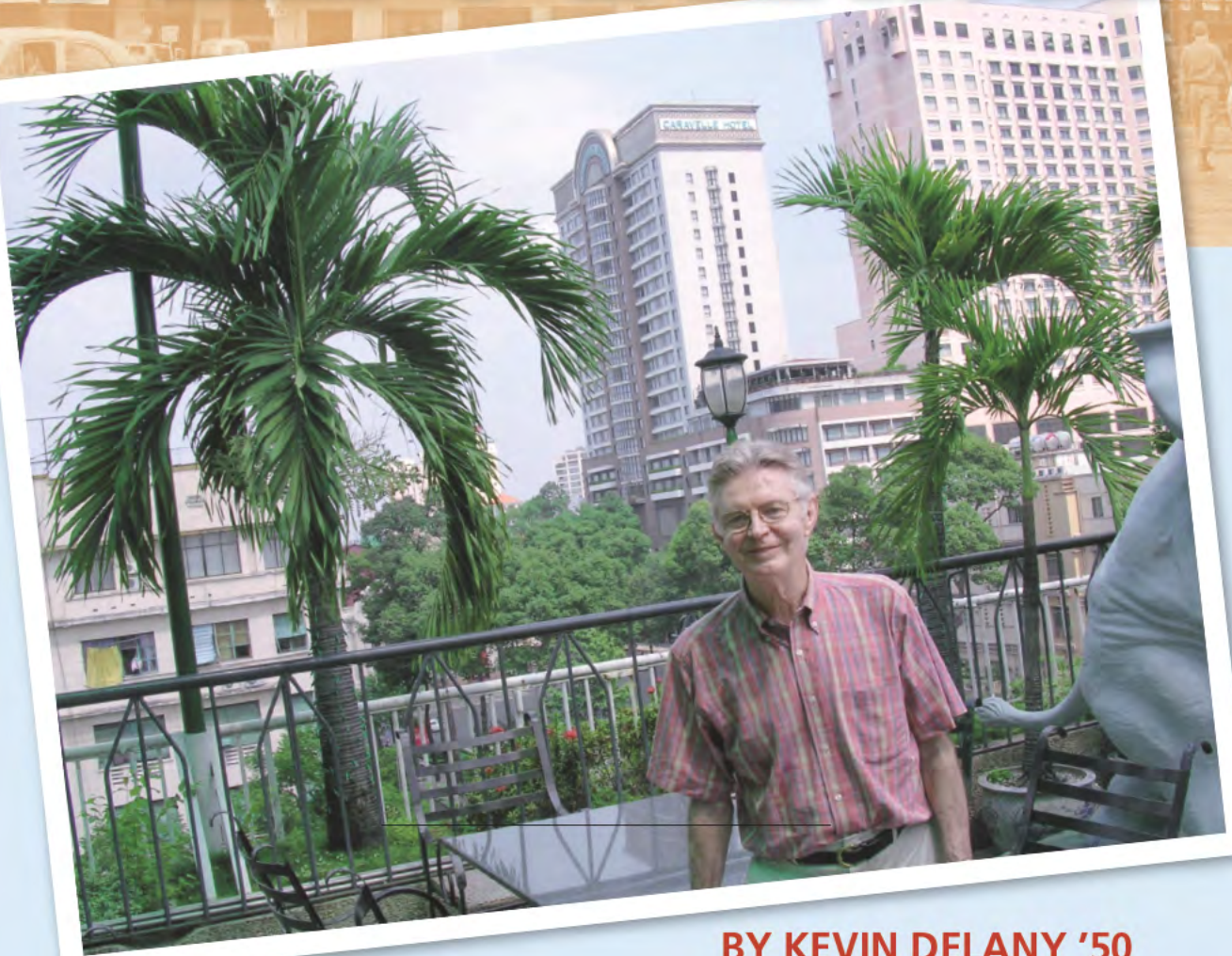


**Chuck Davis, founder & artistic director of the African American Dance Ensemble, said:** "This ceremony is like a rite of passage when you go into a sacred forest. Williams College is the sacred forest. The first thing you learned was what respect was, and then your mind became like a dry sponge, running to the sea of knowledge. And from there, you learned about courage, perseverance, responsibility and discipline. Those are the seeds of this forest."





# THE SAIGON I LEFT BEHIND



**BY KEVIN DELANY '50**

PHOTOGRAPHS PROVIDED BY KEVIN F.X. DELANY  
EXCEPT WHERE NOTED



## After a Williams alumni trip to Saigon, former ABC newsman Kevin Delany '50 recalls his evacuation 31 years earlier, as the city fell, and the extraordinary efforts to save his Vietnamese co-workers and their families.

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I started looking for something familiar from the time we touched down at Tan Son Nhut Airport on an evening flight from Danang. It had been nearly 31 years since I left on April 29, 1975. Saigon was to fall to the North Vietnamese the next day, symbolized by one of their tanks smashing through the gates of an already empty Presidential Palace.

I had wanted to return for years, but one thing or another intervened. Now I was back for a too-brief visit through a tour of Southeast Asia with 15 Williams alumni. They ranged from my 1950 classmates Sid Moody and Bud Blakey, with their wives, Pat and Judy, all the way to the class of 1994, represented by Kila Weaver of Chicago.

For most of my trip-mates, it was their first exposure to the sights and charms of Vietnam, Thailand and Cambodia. A notable exception was Dan Cianfarini '69, who, with his wife, Margaret '70, was revisiting Danang after a year of Army service there in 1970-71. John Churchill '63 and his wife, Robin, were also Asian veterans after some years living in Japan and Australia.

We had only a few days in Thailand, enjoying Bangkok's remarkable temples and floating market, with a side trip to the ancient capital of Ayuthaya, site of the Emperor's beautiful summer palace. Unfortunately I ran out of time trying to visit the old Peace Corps office where I had served as director in the late 60s.

We had highlights at every stop on the tour, but for me the real destinations were Saigon and Hanoi, the lair of "the enemy" during my years in Vietnam as ABC News bureau chief from 1971-73 and again in 1975, during South Vietnam's final throes.

En route to Hanoi from Bangkok, we spent a delightful day cruising on serene and lovely Ha Long Bay before proceeding to the relatively low-keyed capital, which bans trucks from its downtown and has a tolerable number of motorbikes. Since the cautious and conservative Vietnamese Communist leadership lifted the wraps on small enterprise a few years ago, it is thriving. It has new hotels and some fine restaurants to go with visits to Ho Chi Minh's tomb and the infamous Hanoi Hilton, with its heavy handed description

***"For me the real destinations were Saigon and Hanoi, the lair of 'the enemy' during my years in Vietnam as ABC News bureau chief from 1971-73 and again in 1975 during South Vietnam's final throes."***

of the North Vietnamese regime's "kind" treatment of U.S. pilots during the "American War," as it is called in Vietnam.

Saigon, the main course for me, was getting closer at hand. First, we had brief stops in the ancient capital of Hue and Danang, with its famous China Beach. I had a parochial interest in seeing China Beach, as my niece Dana Delany had starred in an eponymous TV series some years earlier.

Finally, I had two nights and a day to renew my acquaintance with Saigon. Nobody, we found, calls it Ho Chi Minh City, except for a few proper tour guides and government functionaries. Just about everything for me had changed in Saigon

Opposite: The Caravelle Hotel, home to ABC News' Saigon bureau until 1975 (top, courtesy of Bettman/Corbis) and last February, when Kevin Delany '50 revisited Vietnam.





***"ABC wished to assist all Vietnamese who had worked so earnestly ... at great risk during the war."***

but the name. Tan Son Nhut was a very large and attractive airport that dwarfed its tired predecessor. Our glitzy, five-star tourist hotel was not far from Chinatown (Cholon), as there was no longer room in the downtown area for such a large structure.

The real epiphany occurred after we checked into our hotel and I tried to get some late news of the world on my room television. The first thing that appeared was *The Daily Show* with Jon Stewart in New York. No, Toto, we were definitely not in Kansas anymore.

The next day our tour bus joined the noisy and crowded din of traffic, led by a horde of motorbikes, to visit such sites as Notre Dame Cathedral and the Presidential Palace (now renamed the Reunification Palace). At that point I broke away long enough to pay a visit to Tu Do Street (now Freedom Street) and take a look at the apartment house I stayed in for my last six months before Saigon's fall. It's been torn down and has become a lovely children's park.

I continued on a few blocks to the Caravelle Hotel, which housed our old ABC News bureau on the sixth floor and was my home for a year on the eighth floor. The Caravelle has been greatly spruced up, but most significantly its original 10 floors have had an additional 10 stories built on top of them. It was one more sign that feisty Saigon is flourishing.

I had one more surprise before our day of touring ended. We were taken to something called the War Remnants Museum, which houses all manner of artifacts related to the war. In it I discovered an exhibit called "Requiem," which was a collection of photos by and of the 134 reporters and photographers killed during the long war.

I suspected that the list of the fallen would include two of our ABC News cameramen who were killed in a North Vietnamese ambush in Quang Tri near the end of the very bloody Easter Offensive in 1972. And they were listed: Terry Khoo and Sam Kai Faye, both tough and courageous Singapore Chinese who had produced years of combat footage.

Terry was regarded as the dean of cameramen and was literally on his last day of assignment in Vietnam before heading to Hong Kong to marry a woman in our bureau there. He had volunteered to take someone else's place on that day's assignment.

It was clearly the low point of my stay in Vietnam. Heavy fighting had continued in the area of the ambush for three days after they went down, and by the time another cameraman and I were able to travel to the scene, we had trouble identifying their remains. I later attended their funerals in Singapore. It was still difficult, even after so many years, to see their pictures and read a description of their deaths.

In spite of the changes to Saigon, the visit brought back a flood of other memories. The real tension for me in those last days in Saigon came in the week to 10 days before my own evacuation by a Marine helicopter on April 29. It was prompted by a rather cloak-and-dagger evacuation of 101 of our Vietnamese staff members and their families in a series of suspense-filled days.

As city after city fell to some 20 divisions of North Vietnamese, the people of Saigon reluctantly began to face the prospect that the capital was doomed as well. Our Vietnamese staff showed few overt signs of their growing anxiety until the final days, but we could sense their concern that they might be left behind.

No one could predict what would happen after a North Vietnamese takeover, but everyone assumed that anyone who had worked with Americans would be dealt with harshly. (That proved to be true and resulted in defeated South Vietnamese military forces and civilians employed by Americans spending from many months to years in rugged re-education camps.)

I began discussions in late March with our New York management about the possibility of getting our local staff out. The decision was made that ABC wished to assist all Vietnamese who had worked so earnestly and in many cases at great risk during the war years.

We compiled a list of 17 staffers and their families. With little time to make a momentous decision, 15 staff members said they and their families were prepared to leave. Only two staffers said they would remain in Vietnam—one a driver and the other an office boy, both of whom spoke little English.



My first list of staff and family members communicated to New York totaled 58. This number grew by leaps and bounds as families “discovered” sons and daughters they had overlooked. Every few nights I would call in a larger number, until it reached 101. I kept saying that we were dealing in human lives and, to their credit, the dubious New York executives accepted the final number.

But there was still a catch-22 to getting them out of the country. Exit visas and passports had always been almost impossible to obtain in Vietnam. In addition, government security at the airports and along the coast had been greatly increased to head off any potential exodus for fear it would even further hasten a military collapse.

The American Embassy, however, became aware that the news media were considering dangerous measures to get their staff out, and, to avoid such freelancing, they worked out a compromise with us. We would be given an OK for a certain number of staff with families to leave on a given day. If we got them through the Vietnamese MPs at Tan Son Nhut gate, they would be driven to the Air America (CIA) terminal and flown out of the country to Clark Air Base in the Philippines.

On April 21, the day President Nguyen Van Thieu resigned and Xuan Loc, the last South Vietnamese Army stronghold, was about to fall,

we were informed that 22 of our ABC News Vietnamese group should be ready to leave later that day. Tearful, anguished scenes took place as the families loaded into two vans. A mother or a younger brother had to be left behind for a future group—assuming there were such shipments. But



Kevin Delany '50 (center) with Vietnamese officials.

after much waving of expired documents at tough MPs at the gate, our vans were allowed through and the group successfully left the country.

Three days later—as President Thieu was flying out of the country with ease—we were instructed that 36 more of the ABC group should be ready to go. Crammed into two large vans, we arrived at the main gate only to have a nasty looking Vietnamese MP officer ignore our pleading and document waving and order us away from the gate.





tion; some are still working for ABC News, and others have earned their retirement.

By the time it was the Americans' turn to leave a few days later, it almost seemed anticlimatic to me. Mid-morning on April 29, the embassy put out the word that everyone was to report to assembly

points right away—there would be only one evacuation, as the situation was turning desperate for the South Vietnamese military.

The largest group of news personnel headed for the nearby collection point on Gia Long Street. The first few busloads to Tan Son Nhut went smoothly. Then whole families of Vietnamese civilians started arriving and began pushing onto the buses, determined not to be left behind.

Cameraman Tony Hirashiki and I crowded onto a bus to Tan Son Nhut. We arrived to find it still under attack by Vietcong units—with U.S. Marines fanning out to protect the evacuation effort. Exploding shells and small-arms fire provided a constant background for the arrival of group after group. Tony and I were not sure where the rest of our ABC crews were, so we started shooting film and preparing a news story as a matter of course.

Finally they roared into view—big U.S. Marine helicopters, the famous jolly green giants—and one could sense the soaring confidence of the evacuees that they were going to exit from Vietnam.

The choppers began loading up, and after about three hours it was our turn to run for the helicopter. Marines surrounded the chopper pad with guns at the ready, but the jolly green giant blew skyward and rapidly out of range of Vietcong missiles bracketing the airport.

As Saigon disappeared from view, the enormity of the event registered on the faces of Americans and Vietnamese alike at the realization that they could be leaving Vietnam forever.

We passed over small fleets of boats leaving the coast line with more fleeing Vietnamese, and 30 miles from the coast a beautiful sight came into view—the flight deck of the *USS Midway*, one of 10 Navy ships participating in the evacuation. As the day went on, chopper after chopper disgorged more than 7,000 Vietnamese and Americans on

We drove around the base to a back gate only to be waved off again. Time was running out to get to the CIA terminal, and we went back to the main gate for one last try. I asked the heads of households to give me all of their Vietnamese piasters—soon to become worthless. We collected a wad of bills, probably worth about \$100 U.S. I gave them to cameraman Minh, the senior Vietnamese there, and he headed for the gate.

The MPs tried to send Minh away, but he kept waving his documents and talking at a machine-gun pace, all the while getting the

money into position behind the documents—until it finally touched the head MP's hand. He hesitated for a moment, and then his fist suddenly closed around the money. "Thank god for corruption," I thought, "The system still works."

The MP waved us onto the base a minute later, and when we were safely inside we all clapped and pounded each other in sheer joy. I can hardly recall a more thrilling moment.

The same scene repeated itself three days later, when our last batch of people was shipped out. This time we broke the staff into small groups and had to bribe our way through in seven different carloads. There were a few close calls, but all made it to the Philippines. They soon were flown to the refugee center in Guam and continued on to a new beginning in the States. All 15 of the staffers were given jobs within the ABC organiza-



Top: Kevin Delany (left) with a Vietnamese government official (center) and Tran Dinh Lam, a newsman in ABC's Saigon bureau who would go on to work for ABC News in Washington until his retirement in 1992.

Bottom: Delany with co-workers Nghiem Thi Loan (left) and Trinh Thi Thuan in Saigon. Loan worked for ABC News in New York until she retired in 1997. Thuan still works for ABC News in Washington after 35 years with the company.

Opposite: On the highway to Quang Tri during fighting in 1972.





landing pads, making it the largest helicopter evacuation ever.

We were able to get our story about Saigon's demise on a flight of news materials to the Philippines and on to Hong Kong. It was sent by satellite from there to New York and led ABC's broadcast that evening.

The evacuation was over for many Americans and Vietnamese, but not yet for the many South Vietnamese who were left behind and had to resort in succeeding years to all manner of boats to try and escape the country. It was not quite the end of that somber chapter in American history called Vietnam. ■

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*After returning from Vietnam, Kevin Delany '50 directed the day-to-day coverage in ABC News' Washington bureau during the Watergate period, including the impeachment hearings and Nixon's resignation. He then became ABC's director of news for Asia in the 1980s and now is a communications consultant in Washington, D.C.*

***"We arrived to find [Tan Son Nhut airport] still under attack by Vietcong units. ... Exploding shells and small-arms fire provided a constant background."***





# Leadership Study

With its strong tradition of selecting its own faculty for key leadership positions on campus, Williams has become one of higher learning's most dependable presidential training grounds.

BY JIM MULVIHILL

ILLUSTRATIONS BY ROBBI BEHR '97

Unlike most of the dozen college presidents to have emerged from the Williams College faculty over the last 40 years, Steve Lewis '60 envisioned his destiny at an early age. As a student at Williams in the late 1950s, the future president of Carleton College told

revered political philosophy professor Robert Gaudino that someday he would like to be a dean or even a college president. Gaudino eyed him suspiciously and responded pointedly with mock surprise, "But, Mr. Lewis, I thought you were interested in education!"

While the majority of colleges and universities keep faculty and administration separate and beyond arm's reach, Williams has mingled the two branches successfully for decades. With faculty taking turns as deans or provosts every few terms, Hopkins Hall has become one of higher learning's most dependable presidential training grounds. Williams, in turn, has inadvertently established itself as a "go-to" institution for liberal arts schools in need of leaders.

"The fact that a number of people in senior positions at Williams have gone on to be presidents means that they're interested in doing so and have had good training," says Madeleine Green, VP and director of the Center for Institutional and International Initiatives at the American Council on Education (ACE), where she develops programs on leadership and change management. The former interim president of Mount Vernon College, who has served on the boards of several small colleges, adds, "What boards usually look for is a person with senior administrative experience or experience as president at an institution that looks somewhat like theirs."

That is precisely what happened in January when Provost Catharine





"Cappy" Hill '76 was named the 10th president of Vassar College. Hill replaces Frances D. Fergusson, who held the post for 20 years.

"The minute you move into one of these positions—the provost or the dean of the faculty's office—you start getting called about possibilities," Hill says. "Once you're in the job for five or seven years you really learn the ropes and get a very broad exposure to how the institution works. It puts you in a pretty good position to go be a president."

**H**iring top administrators from within is "quite common in major research universities," says John Chandler, Williams' 13th president, who as a consultant has helped to place at least 40 college presidents using his contacts and understanding of the requisite skills to identify qualified candidates.

"But at most institutions, particularly the smaller colleges, they look to the outside," Chandler says. "It's a little mysterious as to why they look to those giants striding across other lands. They may appear better because you see them at a greater distance, and their blemishes and warts are not as obvious."

Not so at Williams, which in its 213-year history counts six former faculty members among its 16 presidents, plus John Haskell Hewitt, the Garfield Professor of Ancient Languages, who served as interim president from 1901 to 1902. While 27.8 percent of U.S. college presi-

dents are recruited from within their own institutions, according to ACE's survey "The American College President," Williams has chosen one of its own (including Hewitt) 41 percent of the time.

"It has to do ... with the atmosphere of civility at Williams," says Chandler, who joined the faculty in 1955 as an assistant professor of religion and then climbed the ladder to department chair, provost, dean of the faculty and then president, first at Hamilton and then at Williams from 1973 to 1985. "The sense of loyalty to and responsibility for the College contributes to the fact that the faculty, to a rather large extent, runs the College. Colleagues are taking turns at the big jobs, and there's not the animosity between faculty and administration. Many colleges and universities have rather intense political divisions internally, but the Williams faculty doesn't seem to get caught up in that."

To illustrate that point, Lewis recalls when serving as provost he shocked the wife of a new hire from California with a housewarming gift of wine and a six-pack of beer. "If you bring in a bunch of people from big state universities, there is not the sense of institutional loyalty and that culture of collegiality," he says.

Despite Gaudino's friendly chiding, Lewis served two separate terms as provost at Williams, where the assimilation of faculty into administration propelled him toward his goals at an unusually young age. The economics professor was 30 when he was appointed provost his first time around.

"I felt like I was taking my turn as a citizen of the College who knew some things and was trusted by a reasonable number of people," Lewis says. "I wanted to be helpful if I could.

It was really that, rather than a career perspective, that moved things along."

At the age of 50, having served nine years total as provost, Lewis was named the ninth president of Carleton in 1987. (Today's typical college president is 58.)

Morty Schapiro, another young president to emerge from the economics faculty, was an assistant provost at Williams before University of Southern California tapped him to be chair of its economics department and, in 1994, dean of the College of Letters, Arts and Sciences and later VP for planning. He became Williams' 16th president in 2000.

Lewis, along with Neil Grabois, a former dean and provost at Williams and president of Colgate University from 1988 to 1999, and Michael McPherson, a Williams





## Williams Faculty Members Who Have Become College Presidents Since 1960

**William G. Cole** (religion),  
Lake Forest College (1960-1969)

**Vincent M. Barnett** (political science),  
Colgate University (1963-1969)

**Dwight J. Simpson** (political science),  
Robert College (1965-1967)

**John W. Chandler** (religion),  
Hamilton College (1968-1973);  
Williams College (1973-1985)

**Francis C. Oakley** (history),  
Williams College (1985-1993)

**Steven R. Lewis** '60 (economics),  
Carleton College (1987-2000)

**Neil R. Grabois** (mathematics),  
Colgate University (1988-1999)

**Peter Berek** (English),  
Mount Holyoke College (interim, 1995)

**Michael S. McPherson** (economics),  
Macalester College (1996-2003)

**Charles Karelis** (philosophy),  
Colgate University (1999-2001)

**Morton Owen Schapiro** (economics),  
Williams College (July 2000-)

**Catharine B. Hill** '76 (economics),  
Vassar College (July 2006-)

*Provided by the Office of Public Affairs*



econ professor who was president of Macalester College from 1996 to 2003, “are all people who served the College in Hopkins Hall and had a chance to prove themselves,” Schapiro says. “More important, they had a chance to decide that this was a life they might want to pursue. Some people really like it and want to stay on, and others try it for a few years and say, ‘Thank you, but that’s enough.’”

**W**illiams’ first president to arise from the faculty was none other than Mark Hopkins, Class of 1824, a 30-something professor of moral and intellectual philosophy when he was tapped to succeed Edward Dorr Griffin. The College’s next three presidents—Paul Chadbourne, Class of 1848; Franklin Carter, Class of 1862; and Hewitt—likewise were former faculty.

Following a 70 year-gap, the trend reemerged in 1973, when Chandler, a former chair of the religion department, was named the College’s 14th president. It was Chandler’s mentor, John Sawyer, who created the positions of provost and dean of faculty, the key stepping-stones to a presidency at Williams or any other liberal arts college.

“Jack started in 1962 and brought Joe Kershaw in from the RAND Corporation to be the first provost of the College,” Lewis explains. “Kershaw went on leave in ’65-’66, and Sawyer

picked John Chandler to be acting provost. Then it was just a series of us folks from inside.”

Sawyer’s influence reached well beyond organizational changes. The faith he had in his charges was just as important in pushing them to assume greater responsibility.

“My apprenticeship with Jack Sawyer was really quite thoroughgoing,” says Chandler. “He had me working on a lot of issues, even though my official title was acting provost, then dean of faculty.”

Chandler was typically in charge of personnel matters, but Sawyer insisted he become involved in other areas, including many of the most polarizing issues of the late 1960s and early 1970s. When fraternities were abolished, Chandler gained valuable experience meeting with alumni and student groups to explain the controversial decision.

“I learned a lot of lessons from Jack, especially about bringing constituents along,” Chandler says. “No president can succeed without having opinion leaders from the student body and the faculty and the alumni accompanying you in the direction you’re going.”

Another Sawyer protégé was Grabois, who was the dean of the College under Sawyer and a provost under Sawyer and Chandler.

“It was all a matter of chance, hardly aspiration, that an opportunity came up to take on the provost’s position, which I did for a few years before going on leave,” Grabois says. “It was around that time that I began to be aware of the fact that I had a lot of experience in administration at Williams and that I was fortunate to





have worked with some extraordinary presidents. It seemed I ought to at least think about the possibility of a presidency."

Many of the presidents marvel at Sawyer's uncanny ability to see potential they had yet to realize in themselves.

"He was always five moves ahead of everybody on the chess board and was always thinking about long-term consequences," Lewis says. "Jack was very explicit with us youngsters about what he was doing, why he was doing it, how he was doing it, what the sequence was and so on. It was just a continual seminar on leadership and governance."

econ department meetings in 1985 went on to become college presidents."

Yet the anomaly is no accident, as any of the four—Lewis, McPherson, Schapiro and Hill—will tell you.

"The economics department spent a lot of time in our meetings thinking about the good of Williams as a whole," McPherson says. "I think of the great leaders I experienced—Bill Gates, Henry Bruton, Roger Bolton, Gordon Winston, Ralph Bradburd, Steve Lewis. At department meetings, of course, we would deal with the business of the department, but we would also talk about policy issues that were affecting Williams as a whole."

During his tenure as provost, Lewis regularly sought the advice of departmental colleagues on issues he was wrestling with at the college level.

"In rather subtle ways, though I wasn't particularly conscious of it, we were being socialized into thinking of ourselves as citizens of a college," McPherson says.

"I didn't know Jack Sawyer, but I sure knew Steve Lewis," says Schapiro. "When he went off to become president of Carleton and was so successful and enjoyed it so much, it was natural that in the back of my mind, and in other people's minds, presumably, we thought, 'Well, Steve really likes it, maybe we should think about it.'"

to the illustrious list of faculty members who have become college presidents.

"The fact that a very surprising number of people had this opportunity doesn't mean, in my judgment, that the College should be grooming people for presidencies," Grabois says. "I do think it is a continuing part of the Williams tradition that relatively young people who have demonstrated some talents are given opportunities and that they are not obliged by virtue of those opportunities to think that they are now and forevermore administrators. In a sense it's the very structure of Williams and the way it's managed that gives you a very broad perspective on the College and how it develops. That is implicitly incredibly good training for considering going beyond Williams."

A final reason for the parade of presidents marching out of Hopkins Hall, and one that should not be underestimated, is the stellar reputation Williams has as a premier liberal arts college. In the case of potential leaders, it is not simply a matter of what they have done, but where they have done it.

"People naturally look to the institutions that they think are well run and at the top of their games," Schapiro says. "It's not surprising that when a place is looking for a president they would look at a provost or dean of the faculty at Williams. Quite a lot of schools admire what we do and think that maybe they can import part of what makes Williams so special." ■

*Jim Mulvihill is a freelance writer based in Houston, Texas.*



**T**he latest generation of college presidents from the Williams faculty includes a highly improbable number of economists, which Lewis attributes to "The Sawyer-Gates-Kershaw Effect." The theory recognizes a powerful chain of economists at Williams that ran concurrently from the influential president to department chair Bill Gates '39 to Sawyer's earliest provost, Kershaw.

"Gates, I think, was responsible for creating the culture in the department," Lewis says. "He made it clear at our departmental lunches that we, collectively, as a group of economists and as a department, had a responsibility to think about the whole institution. The people who have succeeded since I was there have continued that."

Schapiro calls it "bizarre" to consider that "four of us who were sitting around



**A**s long as Williams continues to develop top administrators from within for its own benefit, there is no reason to think more of them won't eventually add their names



# Q&A

The Office of Career Counseling (OCC) long has provided Williams students with one-stop shopping for profession preparation. Since the arrival of John Noble as its director in summer 2005, the College has added even more dimensions to the OCC's comprehensive guidance and support.

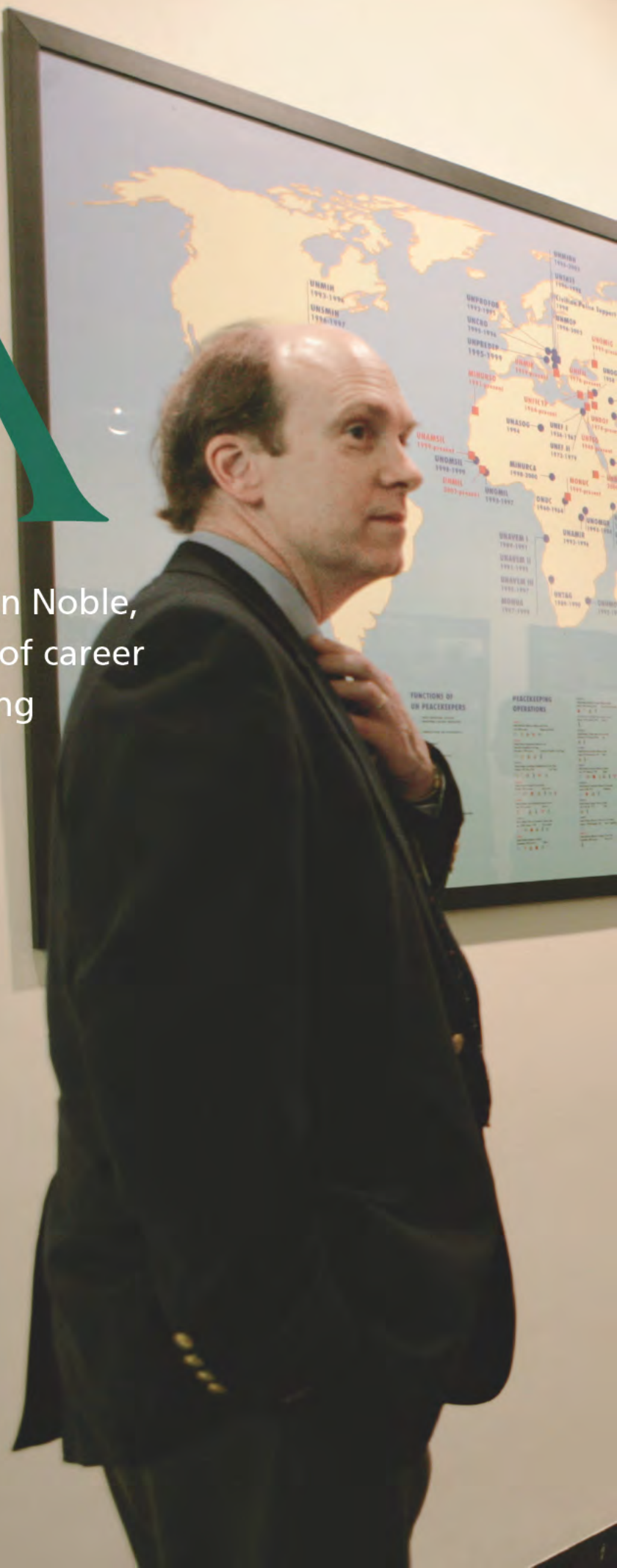
Noble comes to Williams from the John F. Kennedy School of Government at Harvard University, where he was director of career services. Prior to that he headed the career development center at Duke University. Noble sat down with the *Alumni Review* last spring to discuss changes at the OCC, how alumni stand to benefit and whether it's better to be lucky or good.

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**BY JIM MULVIHILL**

Photos by Elizabeth Lippman

with John Noble,  
director of career  
counseling







**Alumni Review:** There is a perception that Williams students are groomed to be i-bankers, lawyers and teachers. Is that an accurate perception, and is it one you'd like to change?

**John Noble:** I think there is a perception that this is the case, due primarily to the fact that these are the employers that recruit on campus. Yet we have very little to do with which recruiters appear on campus and which do not; the economy is the determining factor. It is an expensive proposition to send recruiters to campus, and so only those employers who can afford it will make the visit. Consequently, consulting firms and investment banks are most prevalent. I'd prefer to have students perceive that they have a wide range of career

options by coming to Williams and that they have the resources here to explore all of them.

**AR:** If only large firms and corporations can afford to send recruiters to campus, what steps are necessary to connect students to options at small businesses or with nonprofits?

**JN:** This is what our new Route 2 Program is all about and what we'll be implementing as soon as possible. The program involves several key components, but at the heart of each is alumni participation and assistance. Basically, the idea is to create formal pathways to a variety of careers by creating "alumni career groups" in each field. These groups will become a gateway for students to explore and then enter the career

fields of their choice. It involves relying on our alumni in new and more significant ways.

**AR:** How do you enlist and foster the necessary help from alumni?

**JN:** It is clear to me, in my short time at Williams, that the alumni here are exceptionally dedicated to the College. It is also evident that the alumni office is very experienced at tapping into the talents of this enthusiastic group. I intend to partner with the alumni office to help launch the Route 2 Program and, together with the OCC, make it a success. I see involvement in this program as a significant and new way for alums to give back to the institution.

*Continued on next page...*





John Noble (back row, fifth from left) and students learned about career opportunities at the United Nations in March.

**AR:** Say a Class of '90 alum is looking to make a career change. Are the services you offer to students available to alumni as well?

**JN:** Alumni are key to the success of our office, so it is only logical that we should be ready to assist them in any way we can. Because our services are, at present, geared to undergraduates, many resources may not be appropriate or useful to the 1990 alum. However, two things occur to me: one, that the alumni database is available and an incredible resource for everyone as a networking tool (<https://alumni.ephnet.org/awc>); and two, the alumni career groups that are a part of our new program may become a professional resource for alumni making transitions later in their careers.

**AR:** How has career counseling changed over the nearly 25 years you've been following and shaping it?

**JN:** In the early '80s when I first entered this field, the word "placement" was

still quite prevalent and accepted. The idea of "placing" students into positions seemed more accepted and in line with the paradigm students were used to—academic achievement equals good job. This paradigm grew out of the early post-World War II era, when there was a supply-and-demand gap for highly educated college grads, i.e., more demand than supply. Corporations were lining up at the doors of the top schools vying for their graduates, and, for the most part, college seniors could pick and choose.

That picture changed dramatically in the late '60s, '70s and '80s as the economy changed. Supply and demand evened out or reversed. The baby boom generation hit the job market, and we had a whole new scene. Of course, a sociologist would have a field day with this simplistic analysis, but in essence the viability of placing students into jobs has become unrealistic and the emphasis has turned to teaching students job-hunting strategies.

Most students do not get their first jobs as a result of on-campus recruiting

or from postings they see in the OCC jobs database. They return home or venture to a new place with a group of friends and begin their job search on the ground, pounding the pavement. So, necessarily, the OCC's role for the past many years—even decades—has been to help students decide which career paths to follow and then to teach them the skills needed to follow that path successfully.

**AR:** In the past, it seemed that giving a student a contact was enough to get them started down a path. Nowadays they want career counselors to help them foster more meaningful relationships with prospective employers.

**JN:** Recent generations of college students expect something I refer to as "high tech and high touch." In other words, they want access to information that is specific to their needs, but they also want someone to care about what they're doing and to connect on a personal level.



## Where Do Students Want to Work?

It isn't enough to send students to the database. They will go, they will mine the names, but few of them will make the leap to connecting by e-mail, phone or in person.

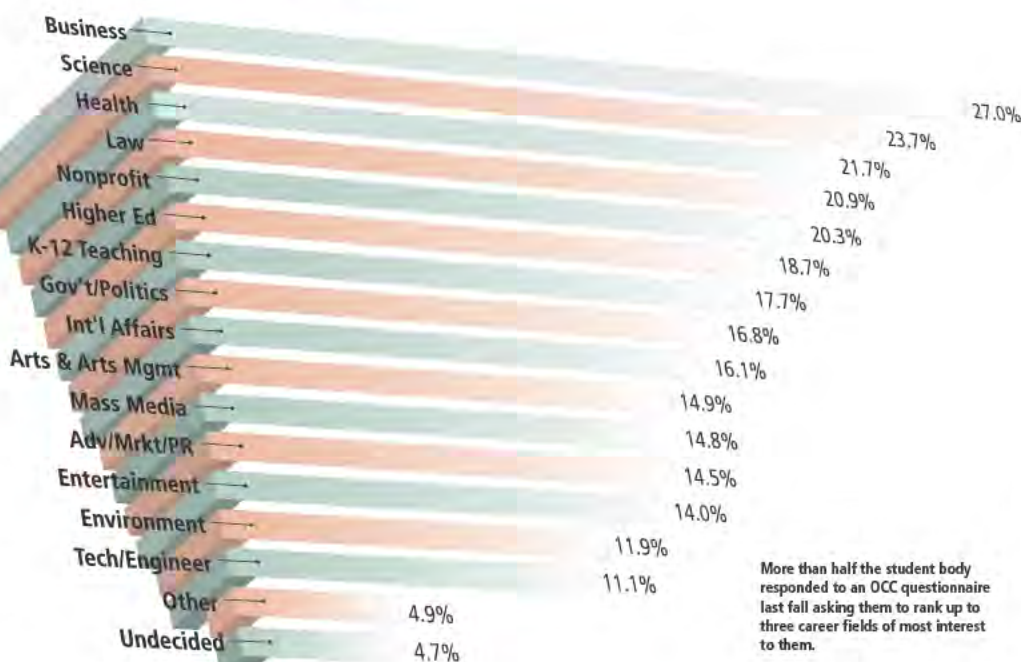
The Route 2 Program establishes a link via the counselors in our office who can then make a personal referral. Rather than say to the student, "Look in the database for alums in the field of your interest and give them a call," we can say, instead, "Please call 'Joe Jones '89' and 'Mary Worth '95' from the Ephs in Entertainment Group, who are eager to help you." I think that personal touch makes all the difference.

**AR:** How has the structure of the OCC changed since your arrival?

**JN:** In the past the OCC had a counselor that dealt primarily with undergraduates and a couple that dealt with juniors and seniors. We have now adopted an experience-based approach and split our four counselors by career fields, each counseling students from all classes. The counselors get to develop expertise in a field and have more of a depth of understanding. That's the model I experienced when I first started. Harvard was set up that way, and we set it up that way at Duke. It makes sense.

Ron [Gallagher, the OCC assistant director specializing in nonprofits, arts and sciences] is a great example. He's had experience in the nonprofit world, he's on the boards of several community groups, and he's very involved in public service. He can talk from his own experience about how it works, as opposed to the stereotypical career counselor who hasn't done anything but counseling. There's a personal connection there to tie in.

**AR:** How do you balance the College's liberal arts mission with specific career aspirations?



More than half the student body responded to an OCC questionnaire last fall asking them to rank up to three career fields of most interest to them.

**JN:** I am a firm believer in the liberal arts approach of learning a discipline, a way of thinking and an approach to solving problems. Done seriously, a student can apply this discipline to any field of endeavor. That's one side of the equation. On the other is a firm belief in experiential learning. You have to test out your discipline in different environments, and that's where the OCC, the Center for Experiential Education and other innovative experience-based learning opportunities such as the Williams in New York and Williams-Mystic programs are absolutely necessary.

Our program and the others attempt to challenge students to try out the lessons learned in the classroom on the outside, to test their approaches to solving problems. Extracurricular activities also provide an opportunity for students to gain this necessary experience. Leadership activities and/or membership and involvement in peer-organized groups are great places to put theory into practice. The staff of the OCC coaches students in their efforts to find opportunities that will lead to specific career paths. Students who do not take this extra step beyond the classroom are putting themselves at a great disadvantage when it comes time to leave the Purple Valley.

**AR:** I saw the Woody Allen movie *Match Point*, and one of its recurring themes is whether it's better to be lucky or good. When it comes to a career search, would you rather be lucky or good?

**JN:** Ah, yes, I love this polemic. It reminds me of a question often asked of admission officers at top schools—"Is it better to get 800's on my boards or straight A's on my report card?" Most of the time the answer is simply, "Yes." In other words, it's better to get 800's and straight A's.

The same is true in life—with one caveat. I will argue that those who are good are the ones who get lucky; that if you pursue life according to your passions, with energy and enthusiasm, then luck will find you. I say this because every time we hear an alum speak about his or her success, they most often begin their talk with, "Well, I just got lucky and was in the right place at the right time." I contend that unless they were good at what they were doing, they would have been far from the right place and probably in a different time zone. ■

*Jim Mulvihill is a freelance writer and editor based in Houston, Texas.*



## FACULTY IN FOCUS

### Making History

**C**hris Waters understands the influence an extraordinary mentor can have on a young mind. He was an accounting major at California State University when an awe-inspiring history professor convinced him to change disciplines. Energized by the discovery of what seemed like his natural calling, Waters went on to earn a Ph.D. from Harvard. Today, as the Hans W. Gatzke '38 Professor of Modern European History, Waters derives much gratification from friendships he maintains with former students who are now colleagues. "It's always nice when the reverse happens to you," he says.

#### Back to Basics

Though he has taught topics as varied as the history of gender and sexuality, the philosophy of history and the politics of nostalgia and collective memory, Waters says one of his favorite courses is his History 301 seminar, "Approaching the Past: History, Theory, Practice." The course, which Waters has led nearly every year since he joined the Williams faculty in 1989, examines how historians since the 1820s have approached and understood their craft. "It gets students to think about what it means to love the past," he says.

#### London Calling ...

Honing his own craft, Waters spent last summer in London, researching 100 years of psychiatry and sexual identity in England. In particular, he seeks to understand "the ways in which the language of psychoanalysis in 20th-



Chris Waters

century Britain is used," he says. "Even by the 1920s, there's still a general sense of coterie and Victorianism. You don't talk about personal problems, and you don't delve deeply into one's mind talking about your sexuality and the sexual root of one's problems. That is an attitude that persists, and I think there's much more of a resistance to Freudian thought in Britain than there is in the United States, for example." Waters will present a portion of his findings—which he's now outlining for a book—at the North American Conference on British Studies in Boston in November.

#### ... And Williams, Too

Two years ago, as director of the Williams-Exeter Programme at Oxford University, Waters helped forge an agreement granting visiting Williams students rights and privileges equal to those of their local peers. This year, he's taking on a new challenge in the Berkshires—leading implementation of a new "Exploring Diversity" initiative requiring students to take at least one course that lays the groundwork for lifelong engagement with the diverse cultures, societies and histories of the U.S. and the rest of the world. "I was one of the people who felt we needed to change the requirements," he says, "and I think ... the Committee on Educational Policy came up with a really good proposal."

—Jim Mulvihill

### Insuring a Healthy Future

**O**ver the last 20 years, lawmakers have worked to make major expansions to Medicaid and other programs to ensure that as many children as possible—especially low-income children—have access to health insurance. Yet 9.2 million people under age 19 (12.1 percent of that population) continue to be uninsured, according to 2002 U.S. Census Bureau reports.

Health insurance for children is an issue Williams economics professor Lara Shore-Sheppard has been studying since her days as a graduate student at Princeton. At the time, Congress was working to change Medicaid eligibility requirements to include more children from low-income families. Child welfare seemed an area ripe for research.

By the time she arrived at Williams in 2000, Shore-Sheppard

had several grants under her belt from organizations including the U.S. Department of Labor, National Science Foundation and Census Bureau to study everything from changes in employer-provided dependent health insurance to the effects of Medicaid growth on private insurance. Since then her research has expanded to include an evaluation of the State



Lara Shore-Sheppard

Children's Health Insurance Program (SCHIP), a new initiative for children of the working poor who don't qualify for Medicaid,

and how the sources of children's insurance coverage have shifted over time. Today, for example, when a parent loses his or her job and its associated benefits, Medicaid and SCHIP are intended to ensure that his or her children



## Of Mice and Men

Normally, biology professor Steve Swoap does his physiology experiments on small rodents, but lately he's been using himself as a guinea pig. Enter Swoap's office and you will likely find him on a treadmill rigged with a wireless keyboard and facing an elevated computer screen.

The inspiration for the "walking desk" came from a discussion in his "Biology of Energy and Nutrition" class last year. Swoap and his students studied how obese people spend two-and-a-half more hours per day seated than do lean people. As an experiment, he hauled in a treadmill from the physiology lab. "I find I'm much more mentally alert when I'm walking," he says. "Normally, when I grade papers, I'm drowsy by the third one. But if I'm walking, my energy is boundless."

A cardiovascular physiologist, Swoap has published studies on hypertension and caloric restriction and on nutrition and heart disease. He also wrote a series of articles on weight loss for *Health Quarterly* titled "Biology of the Bulge." These days, his name is linked with leading research



Steve Swoap at his "walking desk."

on hibernation, a field he stumbled on "purely by accident."

While studying weight loss in mice last year, Swoap and his students discovered they were unwittingly inducing torpor, a low-metabolic state most animals enter when food intake is reduced or temperatures drop. "It's fascinating that animals can ... have their heart stop beating, their body temperature drop to nearly freezing and wake up from it with no ill effects at all," he says.

Unlike most scientists studying hibernation, Swoap is more interested in people than animals. "Why we don't hibernate is an important question," he says. "Almost certainly we still have the genes for it." Being able to trigger our

dormant ability to hibernate could have many useful applications, from controlling appetite to lowering a patient's metabolic rate during surgery.

Swoap works closely with his students on every aspect of his research. He co-wrote a paper with Ross Smith '05, published in the January *Journal of Neuroscience*, that examined chemical signals in the brain that trigger and counteract torpor in mice. (Smith is a technician in Gokhan Hotamisligil's laboratory at Harvard.)

Now Swoap's research team is busy isolating the biochemicals that initiate torpor. In November, the *American Journal of Physiology* will publish his study of the neuron type that signals hibernation, co-written by Liz Gluck '05.

Swoap is quick to emphasize the crucial role of students like Smith and Gluck. "Students drive the research," he says. "Their input helps me come up with experimental plans. They do the data analysis. They spark the ideas and generate the enthusiasm."

—Cathleen McCarthy

continue to have health insurance. "It's important to understand whether parents are using those alternatives," she says.

In analyzing federal data from a variety of sources, including Census Bureau statistics, Shore-Sheppard has found from both Medicaid and SCHIP that "children are getting more insurance than they would have if the programs hadn't been expanded, but there are lots of

children still uninsured, and that's a puzzle. Why is it that parents can get something for their kids free or close to free, and yet they don't sign their kids up?"

It's possible, she says, that parents may not know their children are eligible, or they rely on emergency rooms at the expense of preventive health care, or they find that filling out the forms required to enroll in federally funded programs is too daunting.

Shore-Sheppard—who is a faculty research fellow with the National Bureau of Economic Research, among other distinctions—says her research has implications "for figuring out the best way to achieve universal health coverage. If we are thinking about how to accomplish health insurance for as many people as possible, it makes sense to discover whether what we've been trying to do

for the under-18 population is actually working. That will help us figure out how to cover people 18 to 65."

The hope, she says, is that "policymakers will read what I find and change the programs accordingly so that they work better. We spend a lot of money on [the programs]. You'd like to think they are making a difference."

—Sally Abrahms



**Fishing for Beauty.** By W. Thompson

Bachmann '62. AuthorHouse, 2005. A memoir traces the late author's love of the ocean and nature, which transforms into a deeper understanding of life's grand adventure.

**Cornelia and the Audacious Escapades of the Somerset Sisters.** By Lesley M.M.

Blume '98. Knopf Books for Young Readers, 2006. A story of friendship and adventure takes 11-year-old Cornelia, the daughter of two famous pianists, around the world.

**Rethinking Bank Regulation: Till Angels**

**Govern.** By Jerry Caprio '72, professor of economics, et al. Cambridge University Press, 2006. An international history of finance aimed at the professional financial sector.

**The Looming Fog.** By Rosemary

Esehagu '04. Oge Creations Books, 2006.

The story of an intersexual child—shunned by villagers in rural Nigeria—who, with the gift of omniscient sight, finds others struggling to fit into or break free of society's expectations and assigned roles.

**Darkness Spoken: Ingeborg Bachmann—The Collected Poems.** Translated and

introduced by Peter Filkins '80. Zephyr Press, 2006. A collection of Bachmann's two celebrated books of poetry, including 129 newly translated poems from her archives.

**Wild Exuberance: Harold Weston's**

**Adirondack Art.** By Rebecca Foster '86, et al.

The Adirondack Museum, 2005. An exhibition catalog for the Adirondack Museum's show of the work of Harold Weston, an underexamined but significant 20th-century American painter, etcher and muralist. Accompanying DVD *Harold Weston: A Bigger Belief in Beauty* also available.

**Struggle for Empire: Kingship and Conflict**

**under Louis the German, 817-876.** By

Eric J. Goldberg, assistant professor of history.

Cornell University Press, 2006. An exploration of the contest for kingdoms and power among Charlemagne's descendents through a pivotal era that transformed Europe.

**The Memoirs of Catherine the Great.**

Translated by Hilde Hoogenboom '81, et

al. Modern Library, 2005. A translation of Catherine's original manuscripts provides a window into 18th century Russia and the mind of an absolute ruler.

**Vulgar Eloquence: On the Renaissance**

**Invention of English Literature.** By Sean

Keilen '92. Yale University Press, 2006. A

genealogy of English literature that challenges prevailing accounts of English literary history.

**Nietzsche's Dancers: Isadora Duncan, Martha Graham and the Revaluation of Christian Values.** By Kimerer L. LaMothe '85.

Palgrave Macmillan, 2006. An investigation of the role Nietzsche's dance images played as a medium of religious experience and expression in the dancing, teaching and writing of Duncan and Graham.

**The Cultural Roots of American Islamicism.**

By Timothy Marr '84. Cambridge University

Press, 2006. A cultural history of Americans' engagement with Islam in the colonial and antebellum period analyzes the historical roots of how the Muslim world figured in American prophecy, politics, reform, fiction, art and dress.

**Match Made in Heaven.** By Bob Mitchell '66.

Kensington, 2006. A novel of golf and life, in which the main character suffers a heart attack and is challenged by God to an 18-hole golf match to save his life.

A MASTER OF EXPLANATION

In his 11th book for children, *Looking at Glass Through the Ages* (Houghton Mifflin, 2006),



Bruce Koscielniak '75 explains the history of making everything from mirrors to cathedral windows.

Koscielniak has been writing and illustrating children's books for almost 20 years, only

recently switching to nonfiction. Once he settles on an idea, he spends as much as two years doing research and getting the details right—in some cases even returning to Williams to do so. In researching his 2003 book *Johann Gutenberg and the Amazing Printing Press*, he visited Chapin Library to view books printed during the 15th century.

Like his other books, *Looking at Glass* contains detailed explanations of scientific processes and his own watercolor illustrations, which in this case include everything from a depiction of glassblowing techniques to a series of drawings showing how a prism works.

Koscielniak lives in Adams, where he spent his childhood. He plays the violin and jazz guitar, and among his other books is *The Story of the Incredible Orchestra: An Introduction to Musical Instruments and the Symphony Orchestra* (2000).







**A Princess of Roumania.** By Paul Park, lecturer of English. Tor Books, 2005. A magical fantasy about a teenage noble living in the alternate world of "Roumania."

**Rescaling International Political Economy: Subnational States and the Regulation of the Global Political Economy.** By Darel E. Paul, assistant professor of political science. Routledge, 2005. A discussion of recent trends in political and economic geography, focusing on globalization in North America and the importance of subnational states.

**Why New Orleans Matters.** By Tom Piazza '76. HarperCollins, 2005. A reflection of the people, culture and spirit of the city in the wake of Hurricane Katrina.

**The Fishing Club: Brothers and Sisters of the Angle.** By Bob Rich '63. Lyons Press, 2006. Fourteen anglers, including Ted Williams, George Herbert Walker Bush and Toby Cosgrove '62 share their first memories of fishing, the impact the sport has had on their lives and why they love it.

**The New Argonauts: Regional Advantage in a Global Economy.** By AnnaLee Saxenian '76. Harvard University Press, 2006. A look at the population of international high-tech workers challenges traditional predictions about globalization and Silicon Valley's former dominance as the world's technological hub.

**The Devil's Horn: The Story of the Saxophone, from Noisy Novelty to King of Cool.** By Michael Segell '73. Farrar, Straus & Giroux, 2005. The history of the saxophone, from its invention by an eccentric Belgian in the 1840s to its place in the jazz pantheon.

**Don't I Know You?** By Karen Shepard '87, lecturer of English. William Morrow, 2006. A psychological thriller examines the reverberations of a murder through three interconnected narratives.

**A Surgeon Remembers: Korea 1950-1951 and The Marines.** By Robert C. Shoemaker '47. Trafford Publishing, 2005. A memoir of a non-Marine doctor at the Chosin Reservoir and other battles.

**Frontiers in Antimicrobial Resistance: A Tribute to Stuart B. Levy.** Edited by David G. White, et al. ASM Press, 2005. A compilation of research articles edited and written by colleagues, associates and students of Stuart B. Levy '60 highlights his accomplishments and remarkable work in the microbiological sciences.

**The Boys of Everest: Chris Bonington and the Tragedy of Climbing's Greatest Generation.** By Clint Willis '79. Carroll & Graf Publishers, 2006. An account of a group of climbers who reinvented mountaineering and paid an enormous price for their achievements.

**Research-Based Strategies to Ignite Student Learning.** By Judy Willis '71. Association for Supervision and Curriculum Development, 2006. Strategies for improving student learning in the classroom based on research conducted by the author as clinical neurologist and active classroom teacher.

**ON CD Lessons and Carols: Traditional Celtic and American Christmas Music.** Produced by Field Horne '73, et al. Kiskatom Publishing, 2005. A recording of an unusual selection of Christmas music in a folk style.



## Reunions: A Glimpse Ahead, as Well as Behind

My dinner partner to the left was almost completely deaf and every few minutes opened with the same conversational gambit. "I was in the Battle of the Bulge, but I can't talk about it," he kept shouting. The dinner partner on my right, mercifully, was my father, who spoke in lower tones and was not using the occasion to review his own similarly traumatic memories of World War II.

There were, however, many other reminiscences. The event was my dad's 60th college reunion, and I was his date for the weekend. My father was in the Class of 1946; I graduated 32 years later, in 1978.

It's a special bond to have—something we share outside of the family connection. Of course, I've attended my own reunions over the years, too—as a newlywed for my fifth, pregnant for my 10th, with toddlers in tow for my 15th. When I celebrated my 25th, I left the teenagers at home, focusing instead on reconnecting with old friends and especially taking pleasure in making new connections with people I hadn't spent much time with as a student.

I can't imagine my dad having much fun if he had come to my reunions. But when my father first invited me to accompany him to his 50th 10 years ago, I was delighted. I see my dad frequently enough but rarely get him one on one.

As an additional benefit, I earned bonus points from my mother, whose idea of a good time does not include traveling to the Berkshires to a college she didn't attend and talking to wives she insists are all named Buffy and Muffy and Kitty. (This is actually not true, but I did meet men in my father's class who were referred to as Stinky, Chappy and The Judge.)

Anyway, the 50th was a lot of fun, except that my dad insisted on introducing me to all his classmates as his "trophy wife." Once we nipped

that mortifying joke in the bud, the rest of the weekend proceeded smoothly. The Class of '46 was an interesting one. My father arrived on campus in the summer of 1942 at the age of 17. He attended classes for only one semester before enlisting in the Army. Dad returned to Williamstown to resume his education in 1946, after the war ended. Many of his classmates also served, and some never made it back. My father actually graduated in 1949, but he and many of his classmates retain their original class identity with pride.

My dad's 60th reunion reminded me that in some ways we attended the same school; in others, a vastly different institution. We sang the same dopey football songs, lived in the same dormitories, enjoyed the same beautiful campus and even overlapped on a few professors who started out as teachers in the 1940s and were nearing the end of their careers when I was in college.

But the differences mark the changing times. The student body in my father's day was male, nearly all white, largely Christian and populated heavily by prep school boys. (Having twice experienced today's college application scene with my own children, it shocked me to hear several of my dad's classmates explain how they got accepted at Williams: "My headmaster asked my father where he wanted me to go and then called the director of admissions to tell him I was coming.")

I was in the fourth freshman class that included women. By then, there was a well-organized Black Student Union but few Latinos, and nobody was "out" as gay. A few years after graduation, some of our classmates would start dying of a mysterious virus that was not yet called AIDS. This year's reunion events included receptions for the Bisexual, Gay, Lesbian and Transgendered Alumni Network as well as for Alumni of Color, along with Shabbat services and various other activities that mirror a little

better what the country and the College look like today. At a reunion seminar on "today's admissions picture at Williams," we were told that the incoming freshman class is roughly 28 percent "Americans of color." An additional 8 percent are international students.

But reunions are reunions, and they have their own familiar rhythms. At the annual meeting, reuniting classes are seated by age. Those past their 50th reunion class are up front. Classes from the 1940s were surprisingly well represented. A fair share wore hearing aids and carried canes; there was some joking about how hard the repeated standing and sitting were on the knee and hip replacements.

The 50th reunion class looked dapper in their 1956 straw boaters. Farther back in the auditorium, the 25th reunion class had only a scattering of gray hair and balding pates. Toward the back, the youngest classes cradled babies and shushed toddlers.

While a large contingent of the Class of 2001 attended their fifth reunion, only a handful had woken up in time to attend the meeting, leading the College president to joke that their reunion gift should have been an alarm clock.

In a way it was like sitting in the middle of a real-life actuary table, seeing the age you once were in the people behind you and where you are heading up front. Looking over at my father that morning, I felt the time to be especially precious. The meeting ended with singing: "The Mountains! The Mountains! We greet them with a song!" We both still remembered the words. And the mountains were one thing at college that time hadn't changed.

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