

## The Larger Williams Family

Until several decades ago, colleges were considered to operate *in loco parentis*, in the place of parents or guardians. This typically took the form of a small army of adults who lived and worked in dormitories to make sure students did not do any of a long list of things. Interestingly, Williams has not routinely had adults in the dorms since early in its history.

This practice of oversight ended nationally for several reasons. One was the realization that students determined to do things found places other than the dorm to do them. The foot soldiers in that army also realized that their negative role often prevented them from having positive, educational influences on students; they were seen merely as people to outwit. Meanwhile, 18-year-olds were established as adults in the law. But most important, I believe, was a change in society's understanding of what it means to be parents of young adults.

These changes in parenting grew from a deepening understanding of the developmental needs and opportunities of this age group. We realize now that young people are developing their identities, autonomy and sense of purpose and that they do this most effectively through learning to make their own decisions. As a result, treating them as adults helps them become adults.

In addition, effective parenting always has involved much more than saying no; it's about helping our children reach their full potential—helping them embrace a broadening array of opportunities.

There are at least four areas in which Williams strives to complement the efforts of our students' families.

*Providing resources.* Williams parents have done this for their children all their lives, including by enabling their children's Williams experience. To the revenue they provide for that purpose, through their payment of fees, we're fortunate to be able to add considerable resources from gifts and endowment earnings.

The most valuable resources open to them are people—faculty knowledgeable in their fields and passionate about teaching students inside and outside the classroom and staff dedicated to supporting all aspects of student learning.

Physical resources also are important—classrooms, libraries, laboratories, dorms, theaters, studios, concert halls, playing fields, and on and on.

*Setting an example.* This is the most powerful teaching tool of all. As Williams families have strived to set the best example for their children, we work hard to engage them each day with adults whose caring intelligence, critical thinking skills and involvement with their community and the world are bound to rub off. Every Williams graduate I know can speak endlessly about the professor, coach or staff member (often more than one) who permanently touched his or her life through strength of character.

*Offering support.* Skinned knees on the playground turn into more trying pains and challenges later in life. Though at college students still can turn to their families for support from a distance, they also can find help here on campus. Faculty, deans, chaplains, health officers, safety personnel—an array of people are trained and available to support students who face academic or personal struggles.

*Seizing teachable moments.* All of us who are or have been parents of young adults have experienced the futility of lecturing them on life issues. But we also know that moments arise when the most hardened of them suddenly open, if briefly, to deep conversation. Like our students' families, we keep our antennae out for those occasions and leap to make the most of them. These may be personal, as someone falls down or faces a particular struggle, or campus-wide, as the community deals with some crisis or provocation. Many life lessons are learned in such uncomfortable settings. Effective parents and educators endeavor to bring good out of them.

This I believe is what it means to be parents—and educators—of students in this generation. It's important and exciting work, which all of us here at Williams are honored to share with our students' families.

—Morty Schapiro

## NEWS BITS

The College is saying **farewell** to **Provost Cappy**

**Hill '76**, who will take the helm as Vassar College's 10th president on July 1. Hill joined the Williams economics faculty in 1985, having worked for The World Bank and the Congressional Budget Office. She became provost in 1999 after serving as chair of the economics department and the Center for Development Economics. Williams President Morty Schapiro said of Hill's move: "Cappy is an extremely talented teacher, scholar and administrator who has worked tirelessly to help make Williams what it is today and to position it for an even stronger future." ■ **Stepping into the provost's post is Bill Lenhart**, the A. Barton Hepburn Professor of Computer Science. Lenhart has spent 24 years at Williams and was acting dean of the faculty from July 2003 through December 2004. While on leave



Cappy Hill

this year, he organized the College's outreach to Xavier University pre-med students who had been displaced by Hurricane Katrina. ■ Also joining the College's senior staff is Brown Professor of History **Bill Wagner, who was named dean of the faculty**. Since joining the faculty in 1980, he's been a department chair, assistant dean of the

College, director of the Williams-Exeter Programme at Oxford and coordinator of the Tutorial Program.

Wagner succeeds fellow history professor Tom Kohut as dean. ■ In January **Williams was named a Truman Honor Institution** by the Harry S. Truman Scholarship

Foundation. During a reception celebrating the honor, Louis Blair, the foundation's executive secretary, praised Williams students—calling them

"wonderful, warm and quietly understated"—and the College's "institutional values." The Truman Foundation annually awards 70 to 75 scholarships of up to \$30,000 to college juniors who plan to attend graduate school in preparation for careers in government and public service. Williams has had nine Truman Scholars. ■ The Williams College Museum of Art has received a **special grant from the Henry Luce Foundation** to partially support senior curator Nancy Mowl Mathews' research on the relationship between new technologies, the art

market and the French/American debates about modern art circa 1900. Mathews is on sabbatical until January 2007. ■ A group of **students headed to**

**Biloxi, Miss., for Spring Break** to help out with hurricane relief. They planned to meet up with a Williams alumni group there. 🐷

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

## In Memoriam

**W**illiams lost two professors last winter. Nicholas Fersen, Professor of Russian, emeritus, died Dec. 13 at the age of 85. Vincent M. Barnett Jr., the James Phinney Baxter 3rd Professor of Political Science, emeritus, died Feb. 11. He was 92.

Because Fersen was fluent in Russian and English and had a background in biochemistry, the U.S. government, seeking to keep pace with the Russian space program, recruited him as a teacher in the mid-1950s. He taught at Georgetown and Middlebury before coming to Williams in 1961 as a professor of Russian language, literature and history. He retired in 1988. He published two novels, *Corridor of Honor* and *Tombola*, and wrote a weekly column for the *Bennington Banner*. He also wrote a play, *Lovequilt*, and was active in Williams theater.

Fersen is survived by his wife, Nina, a son and three grandchildren, including Nicholas Fersen '08.

Barnett helped found Williams' Center for Development Economics and the political economy program, designed to give students a theoretical and practical grasp of the ways in which political and economic forces interact in shaping public policy. Barnett taught at Williams from 1939 until 1984, except for the six years he



Nicholas Fersen



Vincent M. Barnett Jr.

spent as president of Colgate starting in 1963. Barnett also worked for the Office of Price Administration and the War Production Board during WWII and served with the Economic Cooperation Administration Mission in Italy. He was chief

of economic affairs at the U.S. Embassy in Rome and its counselor for economic affairs. In 1960, the State Department awarded him its Superior Service Medal. In addition to editing the book *The Representation of the United States Abroad*, he was a trustee of The Brookings Institution, Colgate, Cazenovia College and Colgate-Rochester Divinity School. He received honorary degrees from six colleges and universities, including Williams.

Barnett is survived by his wife, Barbara, five children, including Stephen V. Barnett '66, 14 grandchildren and seven great-grandchildren.



# Farther Afield

A sampling of appearances by Williams in the media outside the College's local area, 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)

"Want to be a college president? Join the faculty of the economics department at Williams College," states a Jan. 20 *Chronicle of Higher Education* article about professors [Michael S. McPherson](#), [Stephen R. Lewis Jr.](#) '60, [Morton Owen Schapiro](#) and, most recently, [Catharine B. Hill](#) '76 being named president of Macalester, Carleton, Williams and Vassar, respectively.

New information about Pluto and its largest moon, Charon, is changing how astronomers think about the ninth planet and the development of the outer solar system, according to a Jan. 30 *Boston Globe* article on astronomer [Jay Pasachoff](#). Working with MIT researchers, Pasachoff determined that Pluto's thin atmosphere is warming and successfully measured the radius of Charon. Their findings appeared in the Jan. 5 issue of the journal *Nature*.

In a Jan. 2-9 *Weekly Standard* article on the [growing proportion of women at colleges and universities across the country](#), admission director [Dick Nesbitt](#) '74 says Williams' past as an all-men's college and its strong math, science and athletics programs help to keep numbers in balance.

Several newspapers ran op-ed pieces written by [James MacGregor Burns](#) '39, professor of government, emeritus, and [Susan Dunn](#), professor of humanities,

calling for the [end of term limits on U.S. presidents](#). "Hasn't the time come for Congress and the voters to revoke an authoritarian, barely considered amendment?" they wrote in the Jan. 5 *New York Times*.

Geosciences professor [Paul Karabinos](#) commented in the Jan. 5 *New York Times* on the popular sport of [skijoring—tying a dog to a cross country skier to increase speed and power](#): "The Norwegian dogs all looked ecstatic pulling their owners on the trails around Lillehammer, and it hit me that I had to try this with Gimli," his 3-year-old German shepherd.

In a Jan. 16 article about the growing number of [exotic community-service trips offered to teens seeking to boost their college applications](#), *The Wall Street Journal* quoted [Fran Lapidus](#), associate director of admission, who stated, "I think it's wonderful if kids want to do that and parents want to pay for it, but it's not going to sway me in the admissions process."

**Don't forget to vote in this year's elections for alumni trustee and Tyng Bequest administrator. Paper ballots must be postmarked by April 1, 2006. Questions? Please contact [alumni.relations@williams.edu](mailto:alumni.relations@williams.edu) or 413.597.4151.**

**Climb far.**  
THE WILLIAMS CAMPAIGN

## SPOTLIGHT ON: FINANCIAL AID

In recent years, Williams has greatly expanded its support of students who would otherwise not be able to afford to attend the College. The number of students receiving Williams' need-based aid has increased significantly and represents a wide range of family incomes.

Percentage of Students Receiving Aid

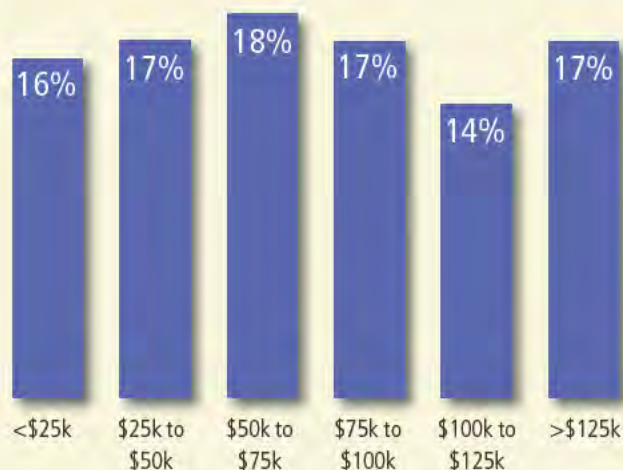
Class of 1999 40%

Class of 2009 49%

Sources: [Paul J. Boyer](#) '77, financial aid director, and [Chris Winters](#) '95, institutional research director

Funding the growing commitment to financial aid is a goal of The Williams Campaign. To learn more about Williams' financial aid program, visit [www.williams.edu/admission/financialaid.php](http://www.williams.edu/admission/financialaid.php). To learn more about the campaign's role in financial aid, visit [www.williams.edu/alumni/financialaid](http://www.williams.edu/alumni/financialaid).

Breakdown by Family Income of Grant-Aided Students (enrolled 2005-06)





## Paresky Center to Open in '07

For David Paresky '60, who attended Williams on full financial aid, making a multimillion-dollar gift to the College in 2004 was an opportunity to give others a similar educational advantage. Now the College's Board of Trustees is taking the opportunity to recognize his and his wife Linda's generosity, naming its new student center The Paresky Center in their honor.



The Paresky Center

Alicia E. Smith

The Paresky Center is slated to open in early 2007 on the site of Williams' former student union, Baxter Hall, named for the College's 10th president, James Phinney Baxter 3rd, Class of 1914. To carry on Baxter's name, Paresky requested that the central gathering place in The Paresky Center be called Baxter Hall.

The Pareskys co-founded the Boston-based Crimson Travel Service in 1965. When American Express purchased the company in 1994, Crimson/Thomas Cook was America's third largest travel agency.

According to Paresky's classmate Francis T. "Fay" Vincent Jr. '60, "Dave's generosity speaks volumes about a very successful alumnus who began as the son of a shopkeeper in Bennington, Vt., and has now provided our alma mater with extensive resources to provide an even better undergraduate education for students today and tomorrow."

**The Pareskys' gift—one of the largest the College has ever received—supports key initiatives of The Williams Campaign.**

## They Said:

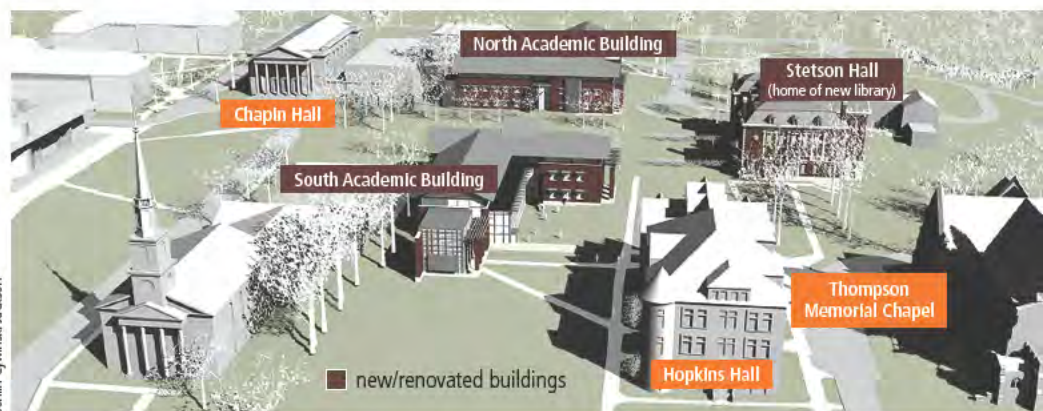
A collection of opinions and ideas expressed in Web blogs and in *The Williams Record*, which can be found online at [www.williamsrecord.com](http://www.williamsrecord.com)

"The major advantage ... is that it increases the geographic unity of each cluster while diminishing the disparity in quality between the clusters." —*The Williams Record* editorial board, on a new housing plan that places first-year students in Mission Park, Sage and Williams and creates four clusters of housing for upperclassmen. *Record*, 1.18.06

"If Williams is an idealistic purple bubble, the first few days in Biloxi were a real-life education on amphetamines. It's a bittersweet moment, your second day in Biloxi, when a couple, both with terminal cancer, thank you profusely for literally shoveling 44 years of married life out of the house they built by hand. The whole time we wore masks because of the mold and the stench (the refrigerator leaked some truly vile juices as we moved it out of the house)." —*Jaime Hensel '05*, on her experience as one of several alumni and students who traveled to the hurricane-ravaged Gulf Coast to do relief work in December and January. *Record*, 1.18.06

"We wanted to pick a place where we could study something we had never learned about. The physical challenge is not the explicit purpose." —*Grant Burgess '08*, on an independent Winter Study project he and five students embarked upon to follow—on foot and by bicycle—the Juan Bautista de Anza National Trail from the Mexican border at Nogales, Ariz., to San Francisco, Calif., and study the effects of the European army captain's initial expedition on the culture and people who live in the area today. *Record*, 1.18.06

## Stetson/Sawyer Project



Bohlin Cywinski Jackson

The Board of Trustees voted unanimously in February to proceed with a \$128 million project that involves constructing two new buildings for faculty offices and classrooms; removing two additions to Stetson Hall and building a new library in their place; and then removing the current Sawyer Library building to create a new quadrangle in the heart of campus. Construction is expected to begin as early as spring 2007. For updates on the project visit [www.williams.edu/go/stetsonsawyer](http://www.williams.edu/go/stetsonsawyer).





# A CLOSER LOOK

**ANNA L. WARING, President**  
**Josephinum Academy, Wicker Park, Chicago**

## *Background*

**Education:** Day student at Milton Academy through A Better Chance; B.A., Williams College, 1978; Ph.D., Administration and Policy, Stanford, 1995

**Previous positions:** Admission, A Better Chance; helped create the Haas Center for public service at Stanford; assistant professor in the Public Services master's degree program at DePaul University, Chicago

*"Milton was critical for me. Afterward, thinking about that experience, I realized that education has a class focus to it. When you're educating a worker class, you want them to stay in line. When you're educating a leader class, you expect them to push envelopes and cause trouble."*

*...Continued on page 8*

**Photography by Jason Smith**



## Josephinum Academy

**Description:** Catholic middle and high school for girls

**Founded:** 1890 by Sisters of Christian Charity

**Administered by:** Religious of the Sacred Heart

**For more information:**

[www.josephinum.org](http://www.josephinum.org)

*"The neighborhood is having a renaissance, but the families of our girls can't afford to live here anymore. So we draw students from about 25 zip codes throughout the city. Increasingly, they're*

*coming from public schools, not from Catholic feeder schools, because more and more schools are closing."*



## Faculty

**Student-to-teacher ratio:** 12:1

*"We have an incredible faculty. They are smart, hardworking, idealistic, and they really believe in the potential of our students—so every day they do amazing things with them. Every one of them could be making between \$5,000 and \$20,000 more if they worked at a public school, but they choose to teach here."*

*"Size does matter in the sense that every student is known and known pretty well. We have a lot of programs to encourage success that focus on study skills, particular subjects, peaceful transitions. We have tutors. We have a full-time counselor."*

## Students

**Latina:** 45 percent

**African-American:** 50 percent

**Total enrollment:** 155

**Graduation requirements:** 24 credits, 40 hours community service

**Students who graduate:** 100 percent

**Students accepted to two- or four-year colleges:** 95 percent

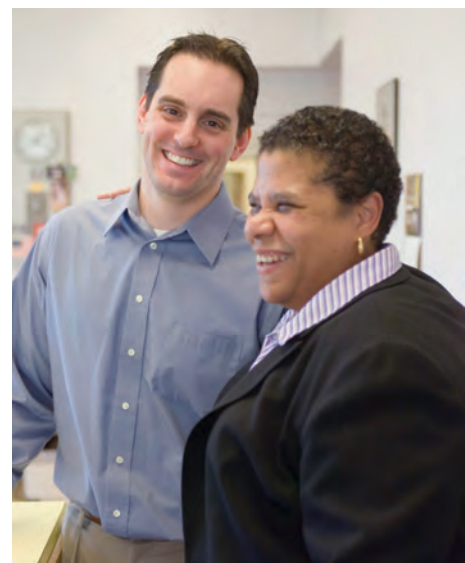
**Students who attend four-year colleges:** 66 percent

*"We don't ask, 'Are you going to college?' We ask, 'Where are you going to college?'" That's the difference."*



*"We have young women who want something for their lives. They don't always know exactly what it is. If you ask them—they'll say they're either going to go to college or be rap singers. They come to see some possibilities for their lives."*

*"Many of these young women's home lives are pretty narrow. So we have a lot of field trips—to museums, volunteering, they build Habitat homes in South Carolina, they've gone to New Mexico. Slowly, their horizons and their conceptions of themselves really open up."*



Waring and Mike Heidkamp '92, who is academic dean at "The Jo."

## Single-Sex Education

**Percentage of girls at Josephinum who say it's easier to concentrate at an all-girls' school: 89**  
**Percent who say it's easier to express themselves: 81**

*"The longer I'm here, the more I believe that low-income women of color, particularly, need a space where they can try things out. Adolescence is a time of trying out lots of different personalities. But it's hard sometimes to try out the 'smart girl' personality in a co-ed setting where everything is about who's popular and who's dating whom and who's wearing what. Here, you can not only try on the 'smart girl' personality, you can wear it a lot—and it doesn't hurt you. It doesn't hurt your social life."*

*"Girls here have opportunities they might not in a co-ed school. So everybody on student government is female; every captain of every sports team is female. Some kids here will say they don't like math—no one here says girls can't do math, because girls are doing math here all the time. There's not a sense that there are certain things girls can't do."*



## Financial

**Students who qualify for federal free or reduced-price lunch: 85 percent**  
**Average tuition paid by families: \$2,000 per year**  
**Cost of an education at "The Jo": \$12,000 per year**  
**Amount raised in charitable gifts last year: \$1.3 million**

*"Catholic schools used to run with just a principal, because most private schools get 85 percent of their operating budget from tuition. But because our school is so different—we get 80 percent of our operating budget from charitable gifts—we needed to free up the principal to focus on academic affairs, students and faculty."*

## Williams Connections

*"I'm one of those alums who have been a little distant from Williams. I made some good friends there, but it was a difficult time, both personally and because it hadn't been co-ed very long. But since my 25th I've been getting closer. Every time I meet a Williams graduate, I like them." ■*

*Interviewed by Jay Vanasco, a syndicated columnist based in Chicago.*





# Beyond the Purple Bubble

Students swap fresh air for Times Square  
and an unforgettable semester of intensive,  
hands-on learning through the new W@NY program.

By Denise DiFulco

Photos by Ben Rudick '08



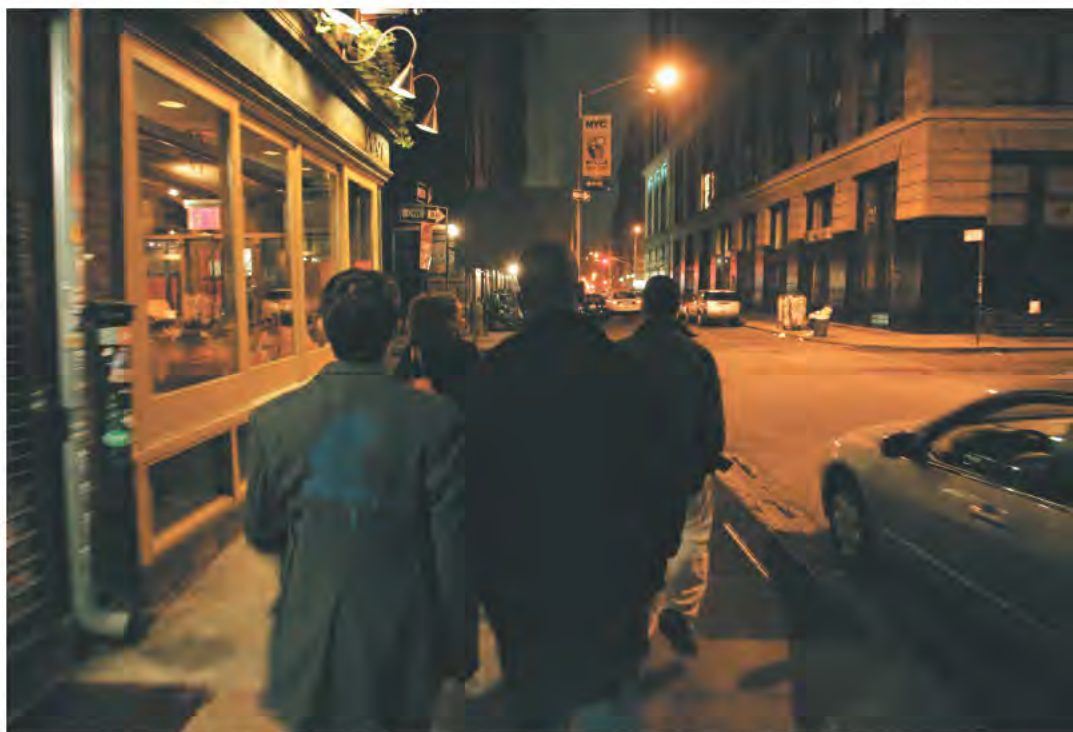
**W**alden Maurissaint is sitting at a conference table just inches away from a confessed murderer. The man is unkempt though not particularly menacing, despite wearing prison-issue blue scrubs and a countenance misshapen by years of drug use. He nudges the 20-year-old Williams junior with an uncuffed hand. “You’re like an attorney in training or something.” The student laughs and mutters, “Yes.”

Maurissaint isn’t intimidated by the prisoner, who is conversing with him as casually as he might if they were sitting together at a bar. Then the man coolly recounts how he put two bullets into another man’s head and drove from the crime scene to another state to pick up a goat for a Santería sacrifice that was supposed to protect him from getting caught.

Reflecting upon his experience weeks later, Maurissaint recalls that he wasn’t nervous until the man told that graphic tale. “He had this completely stoic look,” says the political science/history major from East Orange, N.J. “He didn’t think anything he did was wrong. He just thought, ‘I got caught. I got busted.’”

While it’s not the sort of encounter that Maurissaint ever expected to have in the “purple bubble” of the Williams campus, it has become an unforgettable part of his undergraduate experience. As one of six students enrolled in the first official semester of the Williams in New York (W@NY) pilot program, he had a field placement in the U.S. Attorney’s office in Manhattan for 13 weeks last fall. During that time he shadowed Assistant U.S. Attorney Daniel Levy ’92 and was given almost complete behind-the-scenes access in the prosecutor’s office and the courtroom. He frequently sat in on the interrogations of cooperating witnesses, and during those sessions he made the acquaintance of more than one hardened criminal.

Each student attending W@NY’s inaugural semester worked in the occu-



pational field of his or her choice, from broadcast media to Broadway production, from policy-making to public advocacy. But these weren’t run-of-the-mill internships or gopher jobs. Rather, they were what is known as “experiential education”—more akin to sociological fieldwork than prevocational training. In addition to attending three seminars, each of which required a major term paper, the students wrote five, five-page papers about their field experiences as part of a graded tutorial. The goal was to teach the students not only the methodology of fieldwork but also how to enter any occupation or organization and learn how its participants construct their worlds.

Maurissaint says he was surprised by the access he had to U.S. attorneys, FBI agents and the criminals themselves—perhaps because he was a student. Moreover, he was fascinated by what he learned from these close encounters. “I always had this stereotype of who a criminal was, and I was shocked to find that they come from all different sexes, ages, economic backgrounds—even levels of attractiveness,” he says. “That has been an eye-opening experience.”

He says he also found it interesting to examine the ways in which other people view their own realities. When the cooperating witness he met talked about buying the goat for the Santería ritual, Maurissaint says he was shocked that

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From left: Juniors Walden Maurissaint, Brandon Carter, Andrew Lazarow and Lily Gray on the town last fall during the first official semester of the W@NY pilot program.



the man actually believed it would work. “But one of the most important things I’ve realized from this experience,” he says, “is that people live in culturally different worlds.”

**W**@NY is largely the brainchild of Class of 1956 Professor of Sociology and Public Affairs Robert Jackall, who himself has spent the

past three decades delving deep into the world of work, examining occupational environments as divergent as large industrial corporations, public relations and advertising agencies and the New York City Police Department.

Jackall will tell anyone who will listen that there is “a disconnect between the liberal arts and the work in the world that students will eventually do.” He



believes that fieldwork—not the traditional internship—bridges that gap, giving students an opportunity to observe in real life what they’ve learned in the classroom. “I’ve been doing fieldwork all my professional life,” he says, “and I know how transforming it is.”

Williams has seen a couple of incarnations of a New York-based learning experience, though none like W@NY. Robert L. Gaudino, the late professor of political science and a proponent of experiential education, first proposed a Williams in the City program in 1970. It was managed by the political science department and combined academic study with practical experience but had self-discovery as its principal object. Political science professor Charles H. Baer led a second venture in 1976. The Williams Urban Studies Program in New York City consisted of a fall seminar at Williams and two spring courses in New York. As part of the program, students were required to complete internships in neighborhood organizations.

Jackall began advocating for a new New York-based program that integrated coursework and fieldwork beginning in the mid-1990s. His idea eventually received the endorsement of more than two-thirds of the faculty in May 2001 as part of the College’s strategic planning process. “Then 9/11 happened and everyone got cold feet,” he says.



Economics major Krista Nylen (at left, foreground) and English/political science major Brandon Carter (above, with professor Philip Kasinitz) conducted their fieldwork in the special events department at ABC News.



With no further action on the program in 2003, it looked as if a sunset clause was going to kick in, which would have removed W@NY from consideration altogether. That's when Jackall says he decided to approach the trustees of the Robert L. Gaudino Memorial Fund—whose stated purpose is to break down the barriers between the college world and the “real” world—to back

the Manhattan Institute, the Women's Commission for Refugee Women and Children, ABC News Special Events and Dodger Theatricals, which produced the Broadway hit *Jersey Boys*. Every other week the students met in pairs with Professor Jackall for a classic, Williams-style tutorial. They discussed and defended papers they wrote, each reflecting on a different question or theme

What happens when mistakes occur?

The hope was that, through this intense examination of the world of work, the students would develop “critical, reflective habits of mind that they will carry with them into the world of affairs,” Jackall says. “We want to give them the analytical tools to learn from what they do so they can develop their own criteria for knowing and discerning.”

New York City, of course, is the ultimate laboratory for such an experiment—a living classroom, an animated textbook. “It is the intellectual, cultural and political center of the United States and therefore of the Western world,” Jackall says. “The city has every opportunity one can imagine for this sort of program.”

The students spent the semester living on the fifth floor of the well-appointed Williams Club in the shadow of the Empire State Building on Manhattan's East Side. In addition to working and attending Professor Jackall's tutorials, they explored the inner life of the five boroughs through two additional seminars: “Arts & the City,” taught by Jean-Bernard Bucky, the College's William Dwight Whitney Professor of Arts and Theatre; and “Slow Motion Riot: The Social Life of the Metropolis,” taught by Philip Kasinitz, professor of sociology at Hunter College and at the Graduate Center, City University of New York, and a former tenured Williams faculty member.

It's one thing to read about gentrification in a textbook, but it's another to see its effects firsthand, as the students did when they took a walking tour through Harlem with Professor Kasinitz, stopping along the way at the world-famous Sylvia's restaurant to sample some soul food. And not a single one of the students had ever attended an opera until they accompanied Professor Bucky to a performance of *Madame Butterfly* at the New York City Opera. There were other one-of-a-kind experiences awaiting the students throughout the semester: A tour of the set of NBC's *Law & Order* with Stephen Wertimer '77; a field trip to the opening night of *Jersey Boys*, where the



Above: Nylen (left) and Carter at ABC News. At right: The Williams Club on East 39th Street served as home base for the W@NY program.



the program. Jackall, who was Gaudino Scholar from 2001-04, received a grant that allowed him to bring five students to New York in January 2004 for Winter Study. The Board of Trustees eventually approved that prototype, and W@NY was born.

Maurissaint and five other students from the Class of 2007—Lily Gray, Kara Brothers, Brandon Carter, Krista Nylen and Andrew Lazarow—all joined Jackall in the city for the fall 2005 semester. Each student worked 15 hours per week in field placements that included

related to their fieldwork: What is the place of the occupation and of its typical career paths in the larger society? What are the characteristic habits of mind that members of the occupation develop in the course of their careers? How does one prove oneself to peers and superiors?





Above: Andrew Lazarow did his fieldwork in the business office of Dodger Theatricals, which produced the hit Broadway show *Jersey Boys*. At right: Walden Maurissaint and Kara Brothers take a break at The Williams Club.

students rubbed elbows with celebrities including Joe Pesci, John Lithgow and Robert DeNiro; and a trip to the trading floor of the New York Stock Exchange. Each experience was deconstructed or analyzed in class and in the papers students were required to write throughout the semester.

“I didn’t realize how amazing the program was going to be,” says Nylen, an economics major from Milton, Mass., who worked in the special events department at ABC News. “We’re not just living in the city and participating in the workforce, but we’re able to step back and take everything in. Not a lot of New Yorkers get to do that.”

Nor do most New Yorkers have the additional opportunities afforded to the students through the College’s connections with its alumni. Nylen, for instance, was interested in speaking with someone employed in the fashion industry and got to meet with an alumna who works for the luxury handbag retailer Coach. The students also met with many distinguished Williams graduates who spoke weekly at Professor Jackall’s “Craft and Consciousness” seminar, which examined how people are shaped by their work. Among the presenters were Arthur Levitt Jr. ’52, former chairman of the American Stock Exchange and of the Securities and Exchange Commission; Robert Margolis





'78, an independent filmmaker; Herbert A. Allen '62, president and chief executive officer of Allen & Co.; Laurel Blatchford '94, chief of staff for the New York City Department of Housing Preservation and Development; Tim Ross '87, head of research at the Vera Institute of Justice; and John Kifner '63, a senior correspondent for *The New York Times*. Jackall says the seminar provided a way to draw alumni into the academic life of the College. "It's a public forum for alumni to join in shaping the intellectual lives of Williams students by reflecting on their own work in the world."

And even though it wasn't a stated goal of the program, the opportunities for cross-generational networking within the Williams family and to make contacts on the job weren't lost upon the students. "We might have skipped over the hardest part of breaking into some of these fields," observes Brandon Carter, an English/political science major from Brunswick, Maine, who worked with Nylen at ABC News. "As long as we maintain these networks, this could be very helpful to us in a few years."

The W@NY pilot will afford the same opportunities to at least eight students each semester through spring 2008. Students will continue to live at the Williams Club and have access to the library and classrooms at the nearby Graduate Center of the City University of New York.

The fall 2006 and 2007 programs, directed by Jackall, essentially will be similar to last year's. Then Professor Eugene "EJ" Johnson '59 will take the reins for spring 2007 and 2008. In addition to the fieldwork tutorial, spring courses will include "Street Smarts," taught by Anthony Robins '72; "Cinema & the City," taught by Williams Professor Liza Johnson '92; and "Revolutions: Contemporary Art in the City," taught by Shamim Momin '95.

Fieldwork opportunities will mirror the tripartite curricular divisions of the College, with placements in humanities and the arts; law, media, advocacy

and public affairs; and medical sciences and public health. Sites include the Metropolitan Museum of Art, the New York City Department of Investigation and Mount Sinai School of Medicine. (For a complete list visit [www.williams.edu/go/newyork](http://www.williams.edu/go/newyork).)

Jackall also is arranging for the students to make several one-day excursions into worlds that they might not otherwise see. These include a trip with NYPD detectives to the uptown killing grounds of the drug wars of the 1980s and 1990s and to an experimental high school where corporations work with educators to develop curriculum.

In 2008, W@NY will be reviewed for permanent status on par with the Williams-Exeter Programme at Oxford University, which immerses students in the Oxford tutorial system, and Williams-Mystic, which affords students an interdisciplinary opportunity for coastal and maritime study at Mystic Seaport in Connecticut. The hope is that W@NY eventually will realize the scope of its original vision, with two full-time faculty directors and 20 students per semester.

"To date, the Williams in New York program has been very successful and

has exceeded our expectations," says John Gerry, associate dean of the faculty. "We're optimistic that the program will outlive the pilot phase and become a permanent study-away option in the future."

Last semester's participants say W@NY would have enormous benefits for future generations of Williams students. For one thing, it made New York seem much smaller and accessible, says Andrew Lazarow of Cincinnati, who worked in the business office for Dodger Theatricals. "It makes living in New York manageable," he says. "It was something I wanted to do, and something I was afraid to do."

The program also opened doors for many of the students to return to the city after graduation. Sitting in a Starbucks coffee shop last November overlooking the ABC News building and the bustling sidewalks of Columbus Avenue on the Upper West Side, Nylen contemplated the implications of her W@NY semester. "I feel like this is the beginning of my experience in New York," she says. "It's preparing me for the future. It's not a one-semester thing." ■

*Denise DiFulco is a freelance writer and editor in Cranford, N.J.*

**A** longtime New Yorker, Robert Jackall has canvassed murder scenes with NYC police detectives, penetrated corporate secrecy to illuminate managerial work and immersed himself in the kaleidoscopic worlds of advertising and public relations. His publications include the award-winning *Moral Mazes: The World of Corporate Managers*; *Image Makers: Advertising, Public Relations, and the Ethos of Advocacy* (with Janice M. Hirota); *Wild Cowboys: Urban Marauders & the Forces of Order*; and *Street Stories: The World of Police Detectives*.

Jackall arrived at Williams in 1976 after teaching part time for 10 years at colleges across the country. He earned a bachelor's in sociology and a Ph.L. (Licentiate) in philosophy from Fordham University and a Ph.D. in sociology from the Graduate Faculty of Political and Social Science at the New School for Social Research.

The Class of 1956 Professor of Sociology and Public Affairs has always stressed the benefits of students doing fieldwork and had the chance to create such opportunities when he was Gaudino Scholar at Williams from 2001-04. In 2004, the National Endowment for the Humanities awarded him a fellowship to pursue yet more fieldwork, this time on a project called "The Demonics of Terror and Bureaucracy." — Denise DiFulco







# The Brothers Field

CELEBRATING THE LIVES AND LEGACIES OF ONE OF WILLIAMS' EARLIEST PROMINENT FAMILIES

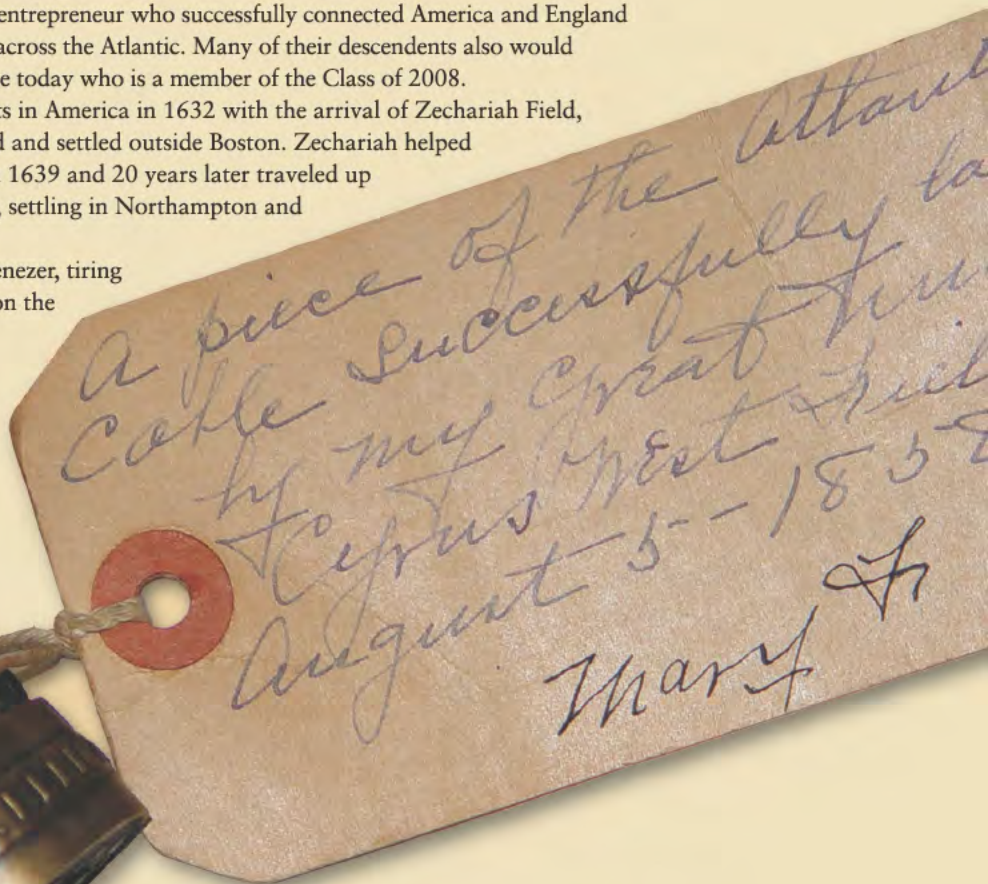
By Russell F. Carpenter '54

**T**heir histories are as much a part of the College as they are of 19th-century America—five brothers of the Field family who held among them a total of 10 academic and honorary degrees from Williams.

They were an accomplished group that included a prominent lawyer who codified the laws of states and nations, a four-term senator in the Massachusetts State Legislature and its president for three years, a U.S. Supreme Court justice, a minister who traveled the world speaking and writing about his experiences for a national audience and a financier and entrepreneur who successfully connected America and England with the first telegraph cable across the Atlantic. Many of their descendants also would attend Williams, including one today who is a member of the Class of 2008.

The family planted its roots in America in 1632 with the arrival of Zechariah Field, who emigrated from England and settled outside Boston. Zechariah helped to found Hartford, Conn., in 1639 and 20 years later traveled up the Connecticut River Valley, settling in Northampton and Hatfield, Mass.

Zechariah's grandson Ebenezer, tiring of constant Indian raids on the



A piece of the telegraph cable laid across the Atlantic by Cyrus West Field, successfully connecting America and England.





MATTHEW BRADY COURTESY OF TERENCE SUGA

Six Field brothers in 1859 (from left): Henry Martyn, Cyrus West, Jonathan Edwards, David Dudley, Matthew Dickinson and Stephen Johnson. Siblings not pictured: Timothy Beals (lost at sea at age 27), Emilla Ann and Mary Elizabeth.

frontier in Deerfield, moved downriver around 1696 to southern Connecticut, where three generations of Fields prospered, participated in the American Revolution and produced 26 children. One of the youngest was David Dudley Field, born in 1781. A Yale graduate with highest honors, he began his life's work as a minister and, with his wife, Submit Dickinson Field, raised seven sons and two daughters in Hamden, Conn., and in the Parsonage in Stockbridge, Mass.

Williams College was just up the road, and the family's connections to it were plentiful. David's predecessor, Stephen West, was a founding trustee and the College's first treasurer. The Fields were neighbors of Mark and Albert Hopkins—the future Williams president and astronomy professor, respectively—who were school and college classmates of eldest son David Dudley Field Jr. Another neighbor was the father of the ill-fated French and Indian War colonel, Ephraim Williams Jr., whose will provided for the College's founding. And the Field children attended Stockbridge Academy, where the headmaster, also a Williams family relative, sent many students to the College.

This story of the richly active and productive lives of the five Field brothers is limited to snapshots of their time at Williams and their many and lasting contributions to the history and achievements of the 19th century.

David Dudley Field Jr., Class of 1825, was a member of the first class to matriculate at Williams following the departure of President Zephaniah Swift Moore and half the students to Amherst in 1821. At the time the campus consisted of East College and its first building, West College, where all the undergraduate Fields probably lived for their first two years at Williams and joined in the daily trek for water down the path to the spring, now covered, that still flows at the foot of Spring Street.

David's class numbered 15 of the College's 49 students, including his friend, Mark Hopkins, Class of 1824. Admission requirements for those years were specific: knowledge of English, Latin and Greek grammar; ability to construe and parse Virgil, Cicero and the Greek testaments and to write true Latin prose; knowledge of arithmetic and geography; and testaments of good character.

Discipline, controlled by the faculty, was equally rigorous. "Punctual attendance" was required at church, plus twice daily prayers and recitations. The ledger of delinquencies was open to inspection by parents and the trustees. Fines were levied and chapel confessions required.

As a freshman David and 27 other students each were fined \$2 (term tuition was \$7) for "bringing ardent spirits to the college without leave." Younger brother Jonathan Edwards Field, Class of 1832, also was fined in his first year "for firing a pistol on July 4th" and "having and drinking wine." Brother Stephen Johnson Field, Class of 1837, was put on probation for four months for "injuring a College building" and "blowing a horn in the halls," a punishment later rescinded after he presented his case and apologized publicly.

David left Williams near the end of his junior year over a point of principle, a character trait that governed his life. A friend had been suspended for leaving campus without permission, albeit for health and financial reasons. The students responded by tarring the tutors' doors, removing faculty firewood and ringing the College bell. Faculty minutes state that David "was doomed to be sent home ... for the leading part [he] took in the late riot" for a six-month suspension.

He did not return to Williamstown, writing later: "If resistance to college authorities is ever justifiable, so offensive had been the conduct of the Faculty, it was so then." Of some 50 rioting students, only he and one other were punished.

David would ultimately reconcile with Williams in the 1830s, when three of his brothers were students and Mark Hopkins was College president. By then David also was married to a Hopkins cousin, Lucinda, who had become a member of the Hopkins household upon the death of her parents.





He started his career reading for the law in the New York offices of his prominent Stockbridge neighbors, the Sedgwicks, and soon became a partner. His professional life in the law was guided by his belief that: “The only men who make any lasting impression in this world are fighters,” a characteristic that earned him both respect and fear.

He fought for legal reform in New York for almost 50 years, writing and promoting new codes for civil and criminal procedures and law that eventually were adopted. California, through the influence of his brother Stephen, adopted these plus David’s political and administrative codes. Versions of his civil code were adopted in Idaho, Montana and the Dakotas. His civil procedure code, the earliest and most influential of these, was adopted in more than half the states and had a significant influence on similar reforms in England and the British dominions overseas.

In his later years David prepared an outline for the codification of international law and traveled extensively in Europe to promote it. He was elected the first president of an international association of jurists formed in Brussels in 1873 to codify the laws of nations. One of the group’s chief objectives was to substitute arbitration for war.

David represented a range of clients, most notably in corporate, political and civil liberties cases. He defended New York’s corrupt Boss Tweed and represented Erie Railroad barons Fisk and Gould, subjecting him to editorial condemnation, cartoon mockery and an unsuccessful attempt to censure him by some members of the Association of the Bar of the City of New York, which he had helped found. An author of one memorial to David wrote: “He always held that even the guiltiest man had certain rights still left to him which it was the duty of his counsel to protect.”

David kept a 50-year diary on a very irregular schedule, but on his birthday and the New Year he would lament how little he had achieved. Often he would note that he “saw the president yesterday.” A Feb. 27, 1863, entry states: “Went to Washington to get my brother, Stephen, a place on the bench of the Supreme Court of the United States [to fill a seat created by Congress to serve the new Pacific Coast states]. I did what seemed necessary to secure [his] appointment.” The nomination was Abraham Lincoln’s, and Stephen was chief justice of California.

David’s association with Lincoln began in early 1860, when he and William Cullen Bryant, Class of 1813, escorted him to the Cooper Union stage in New



HULTON ARCHIVE/GETTY IMAGES



York for Lincoln’s first eastern speech that gained him national attention. David’s influence among delegates at the 1860 Chicago Republican Convention is said to have assured Lincoln’s nomination.

Although constantly involved in political action and controversies, David made two early runs for political office—one for the state assembly to advance the cause of law reform and one for Congress as a Free Soil candidate—which were unsuccessful.

He was elected to a vacated New York Congressional seat for four months, allowing him to represent the interests of Democrat Samuel J. Tilden in the 1876 presidential election with Rutherford B. Hayes, contested over the allocation of Florida’s electoral votes. David appeared before a special commission appointed to recommend a decision to Congress; brother Stephen was one of its five delegated Supreme Court members.

David defended civil liberties in two precedent-setting cases in the Reconstruction period following the Civil War. Presented successfully to the Supreme Court, again with his brother seated on the bench before him, one affirmed that a citizen could not be tried by a military court when the civil courts were open. The other invalidated loyalty oaths that Missouri had required of public officials, teachers, the clergy and others in order to work.

He was a leader of the young Williams Society of Alumni as it was organizing to support the College after President Moore left for Amherst. He also gave and raised funds in response to President Hopkins’ needs, including a professorship in astronomy in his son’s memory and an equipped observatory for his friend and astronomy professor Albert Hopkins. (It was built of cast iron and rattled in the wind, which made accurate measurements difficult.)

David led efforts to erect Williams’ monuments: at Ephraim Williams’ battleground gravesite near Lake George (refurbished this past fall), in front of Griffin Hall honoring alumni lost in the Civil War, in Mission Park and in the College cemetery for Williams’ founding leaders. He gave a record \$40,000 to Williams (current value is estimated as \$880,000). His unrecorded gifts, as well as the ones he motivated from others, increase that sum substantially.

He presided at an alumni meeting in New York in 1871 at which Congressman James A. Garfield, Class of 1856, responded to criticism by Professor John Bascom, Class of 1849, with the statement that developed into the aphorism: “The ideal college is Mark Hopkins on one end of a log and a student on the other.” He presided again at the founding meeting of a New York



CHAPIN LIBRARY WILLIAMS COLLEGE





alumni club in 1885, when he was elected the organization's first president. He is described in the book *Mark Hopkins and the Log* as "one of the first professional college alumni." The College awarded him honorary master's and law degrees.

David was no less concerned with ensuring Williams' basic foundation and future abilities to address the changing needs of the nation and its youthful aspiring leaders. He advocated Civil War military training (it happened), suggested attending to gymnasium needs (a first gym was built), urged the end of fraternities (it took a century), supported alumni trustees elected by their fellows (they were) and recommended with Bascom in a minority report of an appointed committee that Williams become coeducational, because "it is a good and progressive work, and it has been our wont to seek and perform such labors" (accepted 100 years later).

An early College historian remarked, "No alumnus of the College had a more romantic affection for his Alma Mater," citing parts of David's oration at the alumni meeting during Commencement 1875, the 50th reunion of his class: "The sight of these faces, of the old roofs and halls, of these meadows and streams and these encircling hills so quickens the inward sense that it sees forms that have vanished, and hears voices that are silent."

In Stockbridge he was an early conservationist, purchasing land to preserve its natural habitat that remains public today. He exclaimed about the delights of Stockbridge and the Berkshires to whoever would listen, inviting them to visit to enjoy for themselves. One such gathering in August 1850 assembled Oliver Wendell Holmes, Herman Melville and Nathaniel Hawthorne, among others, for walks, a picnic on Monument Mountain and a long dinner at his home.

As stated on his tomb in Stockbridge, David "devoted his life to the reform of the law: To codify the common law; To simplify legal procedure; To substitute arbitration for war; To bring justice



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CORBIS



HALTON ARCHIVE/GETTY IMAGES

Opposite page: (top) Cyrus West Field (left) and Jonathan Edwards Field; (bottom) David Dudley Field's diary. This page: (clockwise from top left) David Dudley Field, Henry Martyn Field, Stephen Johnson Field and the 1860 Republican National Convention site, where David's influence among delegates is said to have assured Abraham Lincoln's nomination as president.

within the reach of all men." His work brought him renown and wealth, public acclaim and scorn, association with major figures and events of the nation and abroad, extensive travel and the recognition and satisfaction that his life's efforts would have a major impact on his nation and beyond. He died in 1894, two days after he caught pneumonia after returning by ship from Rome. He was 89.

Jonathan Edwards Field, Class of 1832, named for the second minister resident in Stockbridge, entered Williams at 16 as a qualified sophomore. He gave the salutatory address at his commencement and immediately started reading the law in his older brother's New York office. Not wanting to practice in his "brother's shadow,"

he moved to Ann Arbor, where he opened an office, was elected county clerk of court and became one of the secretaries of the convention that formed the Constitution of Michigan for its admission to the Union.

Poor health, chills and fever caused him to return after five years to Stockbridge, where he became a prominent member of the Berkshire County legal community and led the initiative to construct a system to bring pure water to the town from the surrounding hills to eliminate dependence upon unhealthy well water and the annual occurrence of "Stockbridge fever."

A Democrat, he was elected in 1854 as a senator to the state's General Court for a single term and was at once appointed to a commission of three by Gov. Emory Washburn, Class of 1817, to prepare plans for a revision and consolidation of the state's general statutes (undoubtedly with David Dudley Field Jr.'s advice). He became a Republican during the Civil War to support the Union and was elected to the Massachusetts House for the 1862 term. He returned the next year to the state Senate, where he was elected president by his peers for three terms, a record at that time, particularly for a member from the





westernmost county in the state. He became president of the Williams Society of Alumni in 1864.

Following the death of his wife and daughter within a year, leaving him with four young children and a new wife, his attention moved to state and national politics. He attended James A. Buchanan's 1857 inauguration and shortly thereafter asked friends to recommend him to the president and cabinet members for a chief judgeship in the western territories of Nebraska, the Dakotas and New Mexico. Nothing became of this effort, and in 1862 he returned for the first of his four consecutive terms in the state legislature.

Information about his personal and political life during this time is sketchy. It is unclear how he managed the long travel between Boston (where his housing was) and Stockbridge (where he returned often during the January-April session)—particularly for a man suffering from illness since his days in Michigan. His health was further complicated by the “National Hotel Disease”—viral dysentery—he incurred at Buchanan's inauguration, for which Jonathan termed himself “one of the last survivors.” Jonathan died in 1868 at age 55.

His colleagues in the Senate at the close of his final session stated that, “By his dignity, his impartiality and his courteous manner, he rendered himself so popular with men of all parties that he was elected [president] three times.”

Before entering Williams, Stephen Johnson Field, Class of 1837, spent more than two years in Turkey with his sister Emilia Field Brewer, whose minister husband was a missionary in Smyrna. There Stephen learned Greek, French and Italian and gained an appreciation of differing cultures and classes. After graduating from Williams as valedictorian, he also studied law with his brother David Dudley Field Jr., who encouraged him to relocate to California, not yet a state, and offered to fund his travel and purchase of property.

Though Stephen resigned his partnership with his brother to return to Europe, he came home within a year upon learning of the discovery of gold in California. After crossing Panama

on land between two ocean voyages, he arrived in San Francisco in 1849 with \$10 in his pocket.

He practiced law for a time in San Francisco before moving inland up the Sacramento River to the site of a new town in the gold territory to be named Marysville. He immediately purchased 65 returnable lots on credit, owning enough land to be considered wealthy. Within three days of his arrival he became



Secret session of the 1887 Electoral Commission set up to decide the result of the presidential election between Rutherford B. Hayes and Samuel J. Tilden. David Dudley Field, representing Tilden, appeared before the commission; His brother Stephen was one of its Supreme Court members. At right: David's diary mentions meeting with President Lincoln.

mayor and judge of the new town; he was 33.

Government and justice were volatile and rough in those forty-niner days. Disputes were often settled by guns and duels, and Stephen carried a pistol in each coat pocket, but there is no record of him ever firing them. Land ownership was a constant source of conflict between existing Mexican law, settlers' claims and miners' stakes. Stephen's reputation grew as a knowledgeable, fair, articulate and strong-willed judge whose conduct and decisions were principled and informed. Within a year he was elected to California's first state legislature, where he founded the state's judicial system and prepared the codes of civil and criminal procedure (with help from brother David). Seven years later Stephen was elected a justice of the State Supreme Court and in two years was appointed its chief justice.

In 1863, President Lincoln nominated the 47-year-old Stephen as a U.S. Supreme Court associate justice; he served for 34 years (a record broken a century later when Justice William O. Douglas served 36). Stephen's tenure spanned the last years of the Civil War through the chaos of Reconstruction, the post-war rebuilding of the country and the explosive growth of the nation's population and politics, economy and foreign involvements. He is described in one history of the court as “the pioneer and prophet of our modern constitutional law” and “one of the seminal influences in our judicial history.”

At a railroad stop on a trip west, he survived an assassination attempt by a disgruntled plaintiff who earlier had appeared before Stephen's California bench. (Stephen's bodyguard marshal fired first.) He was proposed as a presidential candidate in 1880, and Williams awarded him honorary master's and law degrees. Stephen died in Washington, D.C., in 1899 at 83.





Cyrus West Field determined not to attend college but to start work as soon as possible, so at 14 he went to New York, boarded with his older brother David Dudley Field Jr. and clerked in a major dry goods store, a position that his brother arranged. After five years he started his own business as a paper merchant and was so successful he retired in his early 30s. He was introduced by older brother Matthew Dickinson Field to a telegraph engineer seeking capital to construct a cable line across the Newfoundland wilderness to a shore point where ships could carry mail quickly across the shortest ocean distance to England. (Matthew, who also did not attend college, was a self-taught engineer who had built railroads and the first suspension bridges in the Midwest.)

Cyrus at first dismissed the idea. But, upon studying a globe, he wondered why not lay the cable across the ocean between the two continents? That thought galvanized his vision, entrepreneurial and managerial abilities and persistence for the next 13 years. The first cable was attempted in 1857 after several years of preparation; it parted 350 miles from Ireland. Attempts to snare the cable from the seabed and splice it to new cable were successful, and the next year solemn messages were exchanged between Queen Victoria and President Buchanan (his took 67 minutes to arrive), and public celebrations occurred in both nations. A telegraph in brother Jonathan's law office brought the news to Stockbridge.

But in three weeks the signal died, not to be revived, and Cyrus determined to start once again. Although the Civil War intervened, he organized a new company, obtained new capital, built an organization and found a ship large enough to carry the entire supply of new cable. The second Atlantic attempt took place in 1865; the cable broke after 1,200 miles. But a try a year later was successful, the first cable was retrieved also, and the world was suddenly and permanently smaller.

Cyrus received the adulation of the world for his triumph. Congress awarded him a special medal, and Williams gave him honorary master's and law degrees. Celebratory dinners were held and fireworks displayed. His brother David was his legal counsel and close adviser during the project, operating from their adjacent New York homes on Gramercy Park with a door cut between them. (Matthew was a cable project manager.)

Cyrus' direct involvement with Williams seems to have started in the 1850s, when he commissioned a student and a faculty member to conduct a geological survey for the cable line in Newfoundland. At commencement in 1875—when the oldest of his two Williams sons graduated, he received an honorary law degree and David celebrated his own 50th reunion—he mentioned to President Paul Chadbourne his interest in providing a lake for Williamstown. Though Cyrus hired an engineer from the Hoosac Tunnel project to survey the possibilities, he later was told building a dam to create the lake would “cost a fortune to build and keep in repair.”

Apparently having allocated funds for the project, Cyrus

offered the budgeted \$10,000 for specific improvements for Williams and Williamstown. Among these were straightening and raising the Hoosac River sufficiently for crew races, with a carriage road and walkway along the shore; painting some college buildings; restoring Christmas Lake (across from Weston Field) to its original design by Albert Hopkins; and removing the fences (and animals) in front of the houses on Main Street so that “the buildings may appear as if situated in a grand park.” It is reported that the students built a record bonfire with the fences.

Cyrus also funded a landscape gardener, selected by him, to advise “what is best to be done to improve the village.” With funds added by the College, plans for the campus and town landscape were developed that led to the formation of the Village Improvement Society in 1877. Its work included development of the park at the western end of Main Street, where two successive meeting houses had served the town and Williams before the last one burned in 1866. The alumni at their annual meeting in 1878 voted to name the area Field Park in recognition “of his generous contribution towards the improvement of the College grounds and the village of Williamstown.”

Cyrus' Atlantic cable fame brought him association with the nation's leaders, including President Garfield, whom he had encouraged to attend his 25th reunion in early July 1881, four months after his inauguration. The president and his party were to travel by private rail car to Williamstown, stopping at Cyrus' home in Irvington, N.Y., but Garfield was shot at the start of the trip in Washington's Union Station. Within days Cyrus had committed funds to provide a “suitable memorial window in the College chapel” if the president died from his wounds; if he survived the funds were to be used for “keeping in order the grounds about the College Buildings and the Parks which I have improved ... within one mile of the present Chapel” (Goodrich Hall). The memorial window is now located in the west transept of Thompson Chapel.







The illustration "General Gordon raising up General Barlow on the Battle-Field" from Henry Martyn Field's book *Blood is Thicker than Water: A Few Days Among Our Southern Brethren*, published in 1886.

Henry Martyn Field, Class of 1838, was the youngest brother and the only one to choose his father's ministerial calling. He qualified to enter Williams at age 12 with the understanding that his older brother Stephen would look after him; they were roommates for two years. He gave his class Commencement Oration, "Effect of Music on the Feelings," and immediately began his studies for the ministry. At age 18 he received a license to preach and during the next 12 years served as the pastor of a Presbyterian church in St. Louis, a change from his father's Congregationalism, the religion Henry later returned to at a church in West Springfield, Mass.

During extensive travel in Europe between ministries, he wrote a long series of travel letters for a New York newspaper as well as his first book, *The Irish Confederates and the Rebellion of 1798*. This was the start of a speaking and writing career that was to bring Henry fame over the next 40 years, as he produced 18 popular books, including 11 in a 15-year span, that all helped to make the world smaller and more understandable. His final book, *Bright Skies and Dark Shadows*, following a journey through the South, was one of the first to reflect on the racial concerns ahead for the region and the country.

He also was the ever-faithful historian and chronicler of the Field family, recording and publishing *The Story of the Atlantic Telegraph*, *The Life of David Dudley Field* and the genealogy of the family. For more than four decades he was publisher and editor of *The Evangelist*, a Presbyterian periodical in New York. Williams gave him an honorary Doctor of Divinity. His house in Stockbridge was built on the foundation of the Williams' home.

The Fields of this generation were an extremely close and supportive family personally and professionally throughout the many tragedies and successes of their lives. David Dudley Field Jr. was their leader and mentor, watching over their parents and each brother and sister and their children with care, sharing expertise and associations, lobbying on their behalf and always ready with financial and emotional help. They corresponded, collaborated and

visited with each other frequently and returned faithfully to their old home in Stockbridge.

In 1853 the entire family but Stephen (in California)—37 people in three generations in all—assembled in Stockbridge to celebrate the parents' golden wedding anniversary. The children had added a new room to the old parsonage just for that event. Six years later all living family members, now numbering 46, including "Uncle Judge" Stephen Johnson Field and his new wife and a new generation's two great-grandchildren, once again gathered together in Stockbridge for the last time.

By 1907 the generation of the five Fields of Williams was gone, but they are still together in the Stockbridge Cemetery just down Main Street from the parsonage and across from their father's church and the memorial tower with the "Children's Chimes" given by David. Typically, he had the last word for them all; his gift instructions were that the "ringing of the chimes at sunset [would] give pleasure to all ... in this peaceful spot." He backed his words with a generous endowment to ensure that it happened "from apple blossom time until frost." It still does. ■

*Russell F. Carpenter '54, a descendant of the Field family and retired Williams administrator, lives in Williamstown. He appreciates the resources and help of the Williams Archives, Chapin Library and the Stockbridge Historical Room and the advice and comments of Frederick Rudolph '42, Professor Emeritus of History, and Philip Bergan, whose biography of David Dudley Field Jr. is in progress. The author welcomes additional information or questions about the Field family.*



## FACULTY IN FOCUS

### Picturing Williamstown's Past

It's mind-boggling to think of all the photographs tucked away in people's attics, closets and shoeboxes that might be helpful to a researcher seeking to build a complete picture of Williamstown's past. Even more perplexing is figuring out how to organize them. But thanks to a powerful piece of software available to Williams faculty and students, biology professor Hank Art is doing just that.



Hank Art

With the help of the College's Instructional Technology group, Art and his students have created several searchable photo databases that can be used for research, classroom study and public information.

"The Rosenberg Archives," for example, contain photographs taken from 1905 to 1930 at Buxton Farms, now known as the 2,500-acre Hopkins Memorial Forest. Over the years, the photos—collected by Arthur Rosenberg, a Buxton farmhand and extraordinary field biologist with no formal training—made their way to the College. Art, who holds the Samuel Fessenden Clarke Chair in Biology and who long has conducted research on how people and nature influence the ecosystems and relationships among species in Hopkins Forest, recognized their importance.

"There are photographs of landscapes back to the early 1900s when you could stand on Bulkley Street and look right up to the Taconics," he says. "Being able to identify bits of topography gives some real sense of how the landscape changed."

Using software called CONTENTdm®, Art built a fully indexed, searchable collection of digitized Rosenberg images and accompanying descriptions. The images and many other types of files can be viewed using a Web browser.

While working on the archives, Art realized that Williamstown residents were another source of photography shedding light on the town's past. So he



Twin Oak Poultry Farm.

developed a Winter Study course, taught in 2004, in which students worked with townspeople to organize, scan and digitally restore their pre-1975 photos, postcards and other materials. They also helped create a community-wide exhibition of the images and a database called "Picturing our Past," which resides in the Williamstown House of Local History and the College Archives.

While the students mastered the technology of digital preservation, they also reaped personal benefits. "It brought Williams College students into contact with the town," says Art, "and they developed relationships with people from the community that never would have been made otherwise."

Art found a practical use for a third Web-based collection in a fieldwork/lecture course he taught last semester, "The Natural History of the Berkshires." The course focused on teaching students how to read the landscape, identify species and compare their own field measurements with historical materials to interpret changes in the environment.

"The hope is to make this Web site, too, an amenity for the public, so people can know more about their local environment," Art says. "It's a wonderful window into what life was like, and it's communicated through images."

—Kipp Lynch

To view "The Rosenberg Archives," "Picturing Our Past" and "Natural History of the Berkshires," visit: [drm.williams.edu/rosenburgarchives/](http://drm.williams.edu/rosenburgarchives/), [drm.williams.edu/picturingourpast/](http://drm.williams.edu/picturingourpast/) and [drm.williams.edu/nhb/](http://drm.williams.edu/nhb/)

### Christianity's "New Race"

Universality is presumed to be one of a religion's positive attributes, welcoming members from all backgrounds into a family where everyone is equal in the eyes of their chosen god. However, according to religion department chair Denise Buell, the language of inclusion "paradoxically could have ended up creating

an 'insider identity' that would draw boundaries between Christians and outsiders," as well as between rival groups of Christians.

#### The Present Past

Much of the parlance used by early Christians to collectively define themselves—describing a

"family" of "chosen" or "true" people considered to be direct descendents of the apostles—persists today. In her latest book, *Why This New*

*Race: Ethnic Reasoning in Early Christianity* (Columbia University Press, 2005), Buell suggests that



Denise Buell

the "ethnic reasoning" of Christian antiquity and the ways that moderns interpret early Christians can continue to hinder commitments to ending racism and

Christian anti-Judaism. "I'm hoping that by calling attention to this language ... it can be a



## The Future of Black Studies

An African-American studies and Africana diaspora program that had no core faculty members a year ago is poised to become a significant voice on campus and in the field of black studies, thanks in large part to the work of new program chair Joy James.

Since her arrival at Williams in September, the former Brown University professor has led the hiring of two additional faculty members set to start next fall along with the program's first artist-in-residence, renowned jazz guitarist Freddie Bryant. There's also a search under way with the English department for a two-year Mellon postdoctoral fellow in visual culture.

"This is a huge step forward in terms of our expansion and the way we're able to connect with other programs," James says. "Even though there are black scholars on campus, there's never been a concentration of intellectuals working in this area of studies situated in the same site."

James, the John B. McCoy and John T. McCoy Presidential Professor of Africana Studies, also would like the program to "be very central to Williams' intellectual, cultural and political life. To have an identity which is flexible enough to include different viewpoints but also coherent

enough to set an agenda and provide leadership for dealing with issues that still plague us—racial injustice, reproduction of biases, erasures in academic thought, marginalization of black intellectuals in American culture, gender issues and paternalism toward poor and working-class people."

The next major step to realizing her vision is an April 28 forum discussing the future shape of black studies at Williams. The forum will feature an address by anthropologist Ted Gordon, director of the Center for African and African American Studies at the University of Texas-Austin and Williams' fall 2006 Sterling Brown Visiting Professor. Another symposium, "Policing the Black Body," includes Hampshire College video production professor Kara Lynch '90, who's working on a documentary about New Orleans.

"It's not just about the terror of natural disaster," James says, "but the way in which the sorrow and suffering of certain people gets overlooked or frozen in sound bites on the news. We want to look at the way in which the black body figures into these narratives."

James has edited several anthologies



Joy James

and published many articles on incarceration in the U.S. She's currently teaching "The Study of Race and Social Structure: Race, Culture and Incarceration," examining "intersections of democracy and captivity in penal societies," including "how poor people disproportionately bear the brunt of policing mechanisms."

A self-described feminist and progressive political theorist, James has taught and written on subjects such as the Black Panthers, imprisoned intellectuals and the high-profile Central Park Case, in which five black youths were wrongly imprisoned and ultimately exonerated for a 1989 rape.

In the 1980s, James became involved in "liberation movements" that fought apartheid in South Africa and sheltered Central American refugees as part of the Sanctuary Movement. She attended Union Theological Seminary to study liberation theology with celebrated activist and intellectual Cornel West after earning a doctorate in political philosophy from Fordham, where she wrote her dissertation on German Jewish philosopher Hannah Arendt.

—Jim Mulvihill

talking point ... for intellectual communities to think about how the very study of modern religion has been formed in part on presumptions about race," she says. "The tools that we use to study religion are themselves racialized. I also hope that religious communities will find this work useful, because so many

of them tend to still be organized along racial or ethnic lines."

### Religious Roots

Buell traces her research interests back to high school, when she read Elaine Pagels' *The Gnostic Gospels*. "I was fascinated by these ideas that not only are there different forms of

Christianity today that appeal to early Christianity to authenticate their different ideas, but that there are all these other options that never made it," she says. She studied with Pagels at Princeton, an experience that set her on a career path one might not expect of someone who is not a member of a religious community. "I didn't

go to college thinking I would be a religion major," says Buell, who received a master's in divinity and a doctorate from Harvard. "But the good teaching and the intellectual exchange just won me over."

—Jim Mulvihill



## EPH'S BOOKSHELF

A sampling of current books and other published materials received by the *Williams Alumni Review*

**Diabetes Danger: What 200 Million Americans at Risk Need to Know.** By Walter M. Bortz II, M.D. '51. Select Books, 2005. 156 pp. \$21.95. One of the world's foremost authorities on longevity provides comprehensive information on the dangers of uncontrolled diabetes and steps to prevent and manage the disease.

**Why This New Race: Ethnic Reasoning in Early Christianity.** By Denise K. Buell, associate professor of religion. Columbia University Press, 2005. 257 pp. \$45. A new look at the central roles played by race and ethnicity in early Christian theology.

**The Book of Faces.** By Joseph Campana '96. Graywolf Press, 2005. 132 pp. \$14. A debut collection of poems based on the author's fascination and adulation for Audrey Hepburn.

**Bleeding Red: A Red Sox Fan's Diary of the 2004 Season.** By Derek Catsam '93. VELLUM/New Academia Publishing, 2005. 272 pp. \$16. A memoir about identity, unrequited love and almost inexplicable loyalty to a team and an idea.

**Why Goldens Do That: A Collection of Curious Golden Retriever Behaviors.** By Tom Davis '79. Willow Creek Press, 2005. 96 pp. \$15.95. A lighthearted explanation of the idiosyncrasies and behaviors of golden retrievers.

**A Sea Change: The Exclusive Economic Zone and Governance Institutions for Living Marine Resources.** By Syma Ebbin '83, et al. Springer, 2005. 223 pp. \$89.95. A look at the outcomes associated with the third Law of the Sea Conference, which brought 20 percent of the world's oceans and up to 95 percent of world fisheries under the national jurisdiction of coastal states.

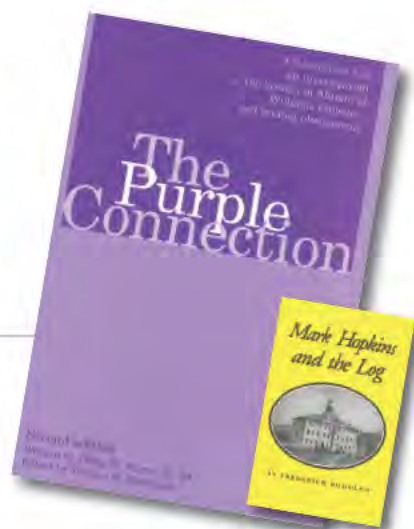
**Performance Dashboards: Measuring, Monitoring and Managing Your Business.** By Wayne Eckerson '80. John Wiley & Sons, 2005. 301 pp. \$45. A history of the evolution of performance dashboards used in corporate decision-making detailing case studies that frame the maturation of these tools within business intelligence and business performance management.

**Real Kids: Creating Meaning in Everyday Life.** By Susan Engel, senior lecturer of psychology. Harvard University Press, 2005. 220 pp. \$24.95. An overview of what modern developmental psychologists have learned about children's powers of perception and capacity for reasoning and suggestions for new ways of studying children that better capture the truth about their young minds.

**The Essence of Line: French Drawings From Ingres to Degas.** With essays by Jay M. Fisher '75, et al. The Baltimore Museum of Art and The Walters Art Museum, 2005. 389 pp. \$75 hardcover, \$39.95 paperback. A comprehensive discussion of rarely seen drawings and watercolors by some of the most influential French artists of the 19th century and their significance for the history of French art.

**Celebration: The Christmas Angel Book.** By Deidre J. Fogg '03. Red Rock Press, 2005. \$9.95. A collection of antique Christmas cards from around the world depicting history of yuletide cherubs.

**This Day in Business History: Great Corporation Tales, Commercial Milestones, Colorful Titans, Captivating Quotes and Calamitous Blunders for Every Day of the Year.** By Raymond Francis '72. McGraw-Hill, 2005. 400 pp. \$19.95. A compendium of fun facts, business trivia and money-making milestones throughout history.



### RECENTLY RE-ISSUED:

**The Purple Connection: A Celebration and an Investigation of the Society of Alumni of Williams College ... and Related Phenomena, 2nd Ed.** By Philip H. Warren Jr. '38, edited by Thomas W. Bleezarde, former *Alumni Review* editor. Williams College, 2005. 116 pp. \$10.95. An alumnus's exploration of the alumni experience based on his own personal history with the College.

**Mark Hopkins and the Log.** By Frederick Rudolph '42, professor of history, emeritus. Williams College, 2005. 283 pp. \$14.95. A second printing of Mark Hopkins' biography during his presidency of Williams College and a history of American higher education of the period.





**Oil Empire: Visions of Prosperity in Austrian Galicia.** By Alison Fleig Frank '93. Harvard University Press, 2005. 343 pp. \$49.95. Exploring the intersection of technology, nationalist rhetoric, social tensions, provincial politics and entrepreneurial vision in shaping the Galician oil industry.

**Good Shipmates: The Restoration of the Liberty Ship John W. Brown, Vol. 1: 1942-1994.** By Ernie Imhoff '59. The Glencannon Press, 2006. 386 pp. \$24.95. An oral history as told by the World War II crewmen and others who saved the vessel, which is now an operating maritime museum ship and memorial to shipyard workers, merchant mariners and U.S. Navy Armed Guard crews.



**The Unknown Battle of Midway: The Destruction of the American Torpedo Squadrons.** By Alvin Kernan '49. Yale University Press, 2005. 182 pp. \$26. A survivor's analysis reveals that the U.S.' greatest naval victory was actually a blunder resulting from avoidable mistakes and flawed planning.

**Operation Yao Ming: The Chinese Sports Empire, American Big Business and the Making of an NBA Superstar.** By Brook Larmer '94. Gotham Books, 2005. 320 pp. \$26. An insider's look at the industry and mechanisms of globalization that took the Chinese basketball star from a poor Communist family in Shanghai to the number-one draft pick in the NBA.

**In a Family Way: A Bill Damsen Mystery.** By James Calder (pen name of Jay Leibold '80). Chronicle Books, 2005. 384 pp. \$23.95. In the third novel of the Bill Damsen series, a couple's exploration of assistive reproductive technology raises questions about embryo manipulation, reproductive engineering and stem cells.

**I've Lost My What???: A Practical Guide to Life After Deafness.** By Shawn Lovley '82. iUniverse, 2004. 156 pp. \$15.95. A guide to assistive devices, cochlear implants, the psychology of adult-onset deafness and other topics affecting people who have lost their hearing.

**The Task of Criticism: Essays on Philosophy, History and Community.** By John William Miller, philosophy professor. Edited by Joseph P. Fell '53, et al. W. W. Norton & Co., 2005. 366 pp. \$15.95. A volume of the late, legendary Williams College professor's philosophical works.

**Real Analysis and Real Analysis and Applications.** By Frank Morgan, professor of mathematics. American Mathematical Society, 2005. 151 pp. and 197 pp., respectively. \$39 each. Concise texts for undergraduates that build upon the theory behind calculus from the basic concepts of real numbers, limits and open and closed sets.

**Sarah Bernhardt: The Art of High Drama.** By Carol Ockman, professor of art history, et al. The Jewish Museum, New York, and Yale University Press, 2005. 232 pp. \$50. A detailed examination of the career of "The Divine Sarah" as a French actress and theater entrepreneur and her status as a national icon in France and a beloved celebrity in America.

**America's Switzerland.** By James H. Pickering '59. University Press of Colorado, 2005. 472 pp. \$29.95. The first comprehensive history of the evolution of "western experience" tourist culture and its influence on Rocky Mountain National Park and neighboring Estes Park.

**Cathedral and Civic Ritual in Late Medieval and Renaissance Florence.** By Marica S. Tacconi '92. Cambridge, 2005. 392 pp. \$120. An examination of 65 liturgical manuscripts of the Florentine Duomo of Santa Maria del Fiore produced between 1150 and 1526, with insight into musical and artistic perspectives of late medieval and Renaissance Florentine culture.

**The Acquisition of Numeral Classifiers: The Case of Japanese Children.** By Kasumi Yamamoto, associate professor of Japanese. Mouton de Gruyter, 2005. 213 pp. \$109. The first book in the field of psycholinguistics that explores the cognitive processes of Japanese children during the early development of language and their subsequent acquisition of numeral classifiers.



## Hello, World

**T**here is life outside your apartment.  
 I know it's hard to conceive.  
 But there's life outside your apartment.  
 And you're only gonna see it if you leave.

So goes the song from the musical *Avenue Q*, which my mother quotes when I call her.

College commencement speakers try to inspire graduates to enter the real world confidently, create their destiny, enjoy life. But how can you do any of those when you're thrown into a new city, you're single for the first time in years, and your friends are thousands of miles away?

Before graduating from Williams last year, I had a great group of girlfriends—we were sure of ourselves because we had one another. We wore pajamas to class to protest the 8:30 a.m. hour, dressed in '80s gear for parties, stayed up all night eating cookie dough and laughing, and talked about our latest crushes over brunch. Now I've gone from walking across the hall to see friends to traveling over oceans, from staying up till 3 a.m. on weeknights to dozing off during *The Daily Show*. Sometimes I even crave dining-hall egg salad.

I asked my friend Olga in London when we're going to meet for coffee after pulling an all-nighter. We knew the answer: Never.

In the first months after graduation, I lived with my family on Long Island. My laundry was done for me, and dinner was waiting when I got home from my job. High-school friends were nearby. But fighting with my parents over my messy room and sharing a bathroom with my brother soon got old.

When I got an internship in Washington, I left and moved into my first apartment. It was exciting

having an adult job, paying adult bills, making adult dinner. But within weeks it hit me: I was alone.

I knew a few people from college and work, but nothing like what I was used to. I spent weekend nights watching rented movies. I cried at sappy commercials, stared out the window, waited for the phone to ring. It felt like the grown-up thing to do—deal with your problems on your own.

Everyone, from old friends to people I just met, seemed to have their lives together. No matter how down and out they said they were, I could always find ways they had the upper hand. My parents suggested I join a Jewish group. My college friends and I reminisced via Instant Messenger about road trips and snowball fights. But I felt beyond help. Putting myself out there for others to judge seemed too hard.

I went from self-assured, talk-to-anyone-who'll-listen Kim to nervous, playing-with-my-hair Kim. "It's not worth it," I told my parents. "Nothing's going to change."

"If you think like that," my mother said, "nothing will."

This time I actually heard her.

One Saturday after a few months in D.C., I woke up and saw the clear sky out the window. Kids played in the schoolyard behind my building. I got dressed, took a deep breath and stepped outside. I didn't know where I was going—I just knew I had to get out.

People smiled. A baby in a stroller waved. A



cute guy ambled by. My coffee was rich and good. The sun warmed my face, and there were flowers on the trees. An oddly sort of perfect day.

Maybe my mother and that Broadway show were right. Maybe there is life beyond my apartment. It'll take time, but I'm going to find it.

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*Kimberly Forrest '04 is an assistant editor at the Washingtonian magazine in Washington, D.C. While at Williams, she wrote for the Record, was a tour guide and performed in Frosh Revue. Reprinted with permission of Washingtonian.*