

# OPINIONS & EXPRESSIONS

## West Meets East

China, we're told, is the country of the future. When you're there, as I was this summer, it's easy to see why. The amount and rate of change—economic, social, political—is breathtaking. I'd not been to the mainland in almost 20 years; it felt more like 200.

I was traveling with Trustee Paul Neely '68, Asian Studies Chair Neil Kubler and others on a visit organized by Trustee Emeritus Jack Wadsworth '61, former chairman of Morgan Stanley Asia, and Robert Oxnam '64, former president of The Asia Society.

More than 40 Williams-related people attended a reception in Beijing, and a new regional association, the College's 77th, was born.

In addition to meeting with alumni and parents, the purpose of the trip was to discuss with leaders in Chinese education, business and government the future of higher education there and how Williams might most effectively engage with it.

Globalization is one theme of the College's 2020 Project—our effort to identify the trends most likely to affect Williams' mission over the next dozen years and how best to respond to them. In the last *Review* I wrote about changes in U.S. demographics and in the market for faculty. Next time I'll talk about technology and the environment. But for now, what's on my mind is globalization.

We need to ensure that students leave Williams prepared to act as global citizens—aware of different cultures and their growing interconnectedness and



Pictured at a dinner in Beijing, from left: Freda Wang, trip organizer; Jim Kolesar '72, Williams assistant to the president for public affairs; Paul Neely '68, trustee; Joe Bergeron '01; Geraldine Shen '01; Morty, Mimi and Rachel Schapiro; Rosie Zhang '09; Mao Zhang and Yanyuan Liu P'09; CK and Li Shen P'99, '01, '11; Marcie Rothman (Mimi's mother); Asian studies professor Neil Kubler; and Enoch Blazis, Williams senior development officer.

able to operate effectively in a variety of contexts.

To help reach this goal, in recent years we've increased the number of students from abroad from 4 percent to 8 percent (another 5 percent carry both a U.S. and a second passport), launched an international studies program and brought to campus more international leaders, scholars and performers.

Faculty are now exploring more ambitious initiatives. We might, for instance, use both Winter Study and the summer in more focused ways to provide international experiences for our students. We could bring overseas faculty to campus for one- or two-year fellowships, perhaps even adopting a "scholars-at-risk" program that would offer temporary positions to scholars and artists from areas marked by war, natural disaster or limited intellectual freedom. We certainly want to take more advantage than we have of the potential of the Center for Development Economics

to connect the College and its students with the wider world. To tie together these efforts we might be well served by a newly formed campus Center for Global Initiatives.

The Chinese leaders we met agreed unanimously that their higher education system needs to move from its current mode of specialized training toward the liberal arts. One distinguished academic went so far as to say that a reason the Cultural Revolution occurred was that leaders hadn't been trained to think independently, so the liberal arts were needed to prevent such a thing from happening again.

At the same time, American students have much to learn from Asia and elsewhere. So it feels urgent indeed that we bring those worlds to Williams and bring Williams to those worlds. ■

—Morty Schapiro





In "What's the Price of a Williams Education" (June 2008), Jim Kolesar '72 uses an old, specious calculation to determine the "real" cost of a top education—dividing a university's operating budget by number of undergraduates. But are students the only beneficiaries of every item in the budget? Are landscaping, sports teams, orchestras, libraries, museums, foreign programs and faculty

## price points

research legitimate parts of each student's education? Certainly, the state universities of New York, Texas, Michigan and California yearly furnish many thousands of stellar educations at a fraction of the tuition and "real cost" of the top-tier schools.

On the income side, consider direct government grants for research and tax abatements for all universities. Endowments start as tax-free contributions by well-to-do donors and then grow tax-free. And one can only guess the enormous sums of real-estate tax that Williams, were it not exempt, would annually generate for the Commonwealth of Massachusetts.

I am a proud dad of a Williams alumnus and of a Princeton undergraduate. But that is another story, and don't get me started.

—Howard Schranz, 2004 parent, New York, N.Y.

*From Jim Kolesar '72, special assistant to the president for public affairs: Everything Williams does relates to the education of students (including certainly libraries and faculty research), and even deduct-*

*ing the costs Mr. Schranz suggests would leave the College's cost per student far above the highest price charged. It's certainly true that some colleges offer a fine education while spending less per student. But few would say that students' experiences there are the same as at Williams. And most of that higher cost the College absorbs, while passing some on to families—those who seem able to afford it. I would hope, therefore, that Mr. Schranz could be proud not only of his Williams son but of that son's alma mater as well.*

As he was for Phil Smith '55, Fred Copeland '35 was a powerful influence on my choosing Williams over Harvard and some other good places ("Admitting Success," June 2008). Fred was also my lab instructor in freshman biology, and he gave me a sharp early lesson

## remembering fred

in proper academic behavior my first month on campus. I had left a

lab report with a classmate who looked puzzled at the assignment, thinking it might help him.

When I got the paper back, Fred had written in large letters, "WHO WROTE THIS, YOU OR \_\_\_\_\_?" Scared spitless, I explained it to him, and he smiled and

accepted my explanation. Lesson learned.

—Mac Nelson '55, Fredonia, N.Y.

## LETTERS

I was walking down the hallway during a break between classes at Shoreline High School, north of Seattle. It was 1960. A friend walked up beside me and said, "Let's go hear this guy talk about Williams College."

I said, "What's Williams College?"

"I think it's a small men's college in Massachusetts."

I said, "Why would I go to that?"

"You can cut your next class."

So, of course, I went, and I listened to a "Mr. Copeland" explain how the freshman dorms were vertically connected, and how they had scholarships available and how they would really like to have more students from the Pacific NW.

I went to Williams because Fred Copeland '35 believed in me, even though he didn't know me. Now I still believe in Williams.

—Johnny Sundstrom, '66, Deadwood, Ore.



The Alumni Review welcomes letters related to topics in the magazine. Send letters to: Alumni Review, P.O. Box 676, Williamstown, Mass., 01267-0676; fax: 413.597.4158; e-mail [alumni.review@williams.edu](mailto:alumni.review@williams.edu). Letters may be edited for clarity and space.



# OPINIONS & EXPRESSIONS

## Williams-at-Home, Reprised

by Jeff Thaler '74

Last January Charlotte Silverman '10 began her Winter Study project, "Resettling Refugees in Maine," looking for answers about what life was like for a Cambodian family living more than 8,000 miles from their homeland. Instead she left with even more questions—and that was my plan.

"Resettling Refugees" grew out of my 1971-72 participation in Professor Robert Gaudino's Williams-at-Home program. I was one of 17 students who lived and worked with Southern small-business owners, Appalachian miners, Iowa family farmers and Detroit autoworkers—while keeping journals and writing papers—exposed constantly to what Gaudino, a proponent of experiential education, called "uncomfortable learning." We returned to campus, Gaudino said, "with revised purposes for the Williams education."

Years later, during a panel discussion at my 20th Williams reunion, I said that even if it took another 20 years I'd push for current students to have the "chance to do the type of experiential education program with rigorous follow-up" I had done through Williams-at-Home. With the invaluable help of the Gaudino Memorial Fund, established by former students and colleagues, this year I took a step closer to that goal, cramming Williams-at-Home into a three-week Winter Study project held in Portland, Maine.

For 30 years, Portland has been a refugee resettlement city, attracting more than 10,000 refugees. With fewer than 70,000 residents total in Maine's largest city, refugees are an important part of our social fabric. Indeed, more than 50 languages are spoken at several local schools.

Before moving in with their host families and working with service providers, the four Williams sophomores who signed up for "Resettling Refugees" wrote papers about race, class, ethnicity, and national identity in their lives. Two of them had never been outside of the U.S. or Canada; none had been to Africa, Asia or Eastern Europe, where our host families were from. Their frames of reference were quickly changed.

They kept journals during their stays and then, before leaving, wrote how their perceptions had changed or evolved. As Charlotte wrote after working in Portland High School tutoring refugee and immigrant students, "I've had to explain simple parts of grammar

I HAD TO FIND THAT LINE BETWEEN INTERACTION AND INTRUSION. I DIDN'T WANT TO TAKE THE FIELD STUDY ROLE."

—SAMANTHA DEMBY '10,  
*ON LIVING WITH A SUDANESE REFUGEE  
FAMILY IN PORTLAND, MAINE.*

that really have no explanation; it's just the way English works. What I'm realizing is that there are certain parts of American society that are very hard to explain, as well. So actually having to reflect on [this] while being exposed to aspects of other sorts of cultures has been very interesting."

Samantha Demby '10 wrote about her first night living with a Sudanese woman and her five children. Five minutes after she went upstairs to her room to read, her host brother came in and asked whether she was OK. She realized that they were concerned because in their household people just didn't go off by themselves without explanation. They "do everything around the TV, around the dinner table—everything is shared, which is nice," wrote Samantha, who taught at Portland Adult Education's ESL program, administered by my classmate Rob Wood '74.

The experience, Samantha added, made her realize how much refugee families struggle with differences in language, race and culture. While the children quickly latch onto greater freedoms in America, the parents often feel their rights are being taken away.

As for me? I learned at least as much as the students. I realized what a challenge it was for Bob Gaudino—on his own—to undertake a program with 17 college students living and working all over the U.S. for five months. And, in his honor, I decided to offer the Winter Study project again. ■

*Jeff Thaler '74 is a founding trustee and former chair of the Gaudino Fund. An environmental, energy and litigation attorney in Maine, he is organizing "Resettling Refugees" again for Winter Study in January 2009.*



# SCENE AND HERD

## NEW TRUSTEES JOIN BOARD

The College Board of Trustees welcomed three new members to its ranks: Fred Nathan Jr. '83, Kate Queeney '92 and Sarah Keohane Williamson '84, who each will serve five-year terms. Retired from the board this year are Chairman Robert I. Lipp '60, Steven S. Rogers '79 and John S. Wadsworth Jr. '61.

Nathan is founder and executive director of Think New Mexico, an independent think tank in Santa Fe, and board chairman of the Rio Grande School there. He was special counsel to then New Mexico Attorney General Tom Udall, was a Coro Foundation Fellow in Public Affairs and belonged to the Constitutional Revision Commission and Gov. Bill Richardson's Task Force on Ethics Reform. He has a law degree from Northwestern. As a Williams alumnus, Nathan was a class president, started the Regional Alumni Association of New Mexico and was on the Society of Alumni's Executive Committee.

Queeney is a chemistry professor at Smith College. She received a 2004 NSF CAREER Award to support her research on biofilm formation and a multi-institution study on self-efficacy among upper-level chemistry students at liberal arts colleges. She co-founded in 2007 the Achieving Excellence in Math, Engineering and Science Program at Smith to enhance access to these fields for students from underrepresented groups. She previously was a postdoctoral member of the technical staff at Bell Laboratories, Lucent Technologies. She spent a year in Australia on a Fulbright Postgraduate Fellowship and has a doctorate in physical chemistry from Harvard. Queeney was a Williams associate class agent and is a member of the Executive Committee.



Kate Queeney



Fred Nathan Jr.



Sarah Keohane Williamson

Williamson is senior VP, partner and director of global relationship management for Wellington Management, leading teams in Boston, Hong Kong, London, San Francisco, Singapore, Sydney and Tokyo. She previously was the company's director of endowments and foundations relationship management. She spent more than five years with McKinsey & Co. and was also employed by the U.S. Department of State and Goldman, Sachs & Co. She has an MBA from Harvard Business School and holds the designation of chartered financial analyst. Williamson is a member of her Williams class's 25th reunion fund committee.

## GIFTS SUPPORT EXCELLENT TEACHING

Two major gifts to The Williams Campaign announced over the summer will help support excellence in teaching on campus and abroad.

Trustee Robert G. Scott '68 and his wife Karen made a \$3.7 million gift to support initiatives that promote advances in teaching, bringing their total campaign commitment to \$5 million. Their earlier gift added to a professorship they previously endowed recognizing distinction in teaching and service to the community. "I'm proud of Williams' continued leadership in curriculum development and pedagogy, and I hope we can continue to expand our outreach,"

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

## They Said:

A collection of opinions and ideas expressed at Williams and on its Web sites.

"Our alumni accept the obligation and cherish the opportunity to support the continuing excellence of the College for current and future generations of Ephs." —*Bill Sprague '80, Alumni Fund chair, on the 2008 fund, to which 62 percent of alumni made \$11.2 million in gifts. June 2008. [www.williams.edu/alumni/campaign/afreport/](http://www.williams.edu/alumni/campaign/afreport/)*

"What's the country going to be like when we're getting our news and opinions from Web sites where we feel comfortable and where people feel just the way we do?" —*Kate Stone Lombardi '78, New York Times columnist, on the future of print journalism. Reunion Lecture, June 2008.*



# SCENE AND HERD

## Climb far. THE WILLIAMS CAMPAIGN

### THE GREAT FACULTY MIGRATION OF 2008

Approximately 4,300 boxes. At least 30 rolls of tape. Three trucks. Ten professional movers, plus three supervisors and a consultant. Myriad College staff, among them, three full-time coordinators. Eighteen days of loading and unloading.

That's roughly what it took to accomplish the relocation of 190 faculty and staff—and all of their stuff, including these masks from Java belonging to anthropologist Peter Just—from nine buildings all over campus into their new homes during July and August. Most moved into the new North and South Academic Buildings, which complete Phase I of the Stetson-Sawyer project, a multiyear plan to build a new library and provide faculty offices and classrooms for the humanities and social sciences.

Funding the Stetson-Sawyer project is a goal of The Williams Campaign. To learn more about the project, visit [www.williams.edu/go/stetsonsawyer](http://www.williams.edu/go/stetsonsawyer).



says Scott, the father of a 1994 Williams graduate.

Meanwhile, Robert L. Guyett '58 and his wife Sue made a \$2 million commitment in honor of Bob's 50th reunion. The gift will support the Williams-Exeter Programme at Oxford University and tutorials in Williamstown (inspired by the Oxford model). "Teaching is at the very heart of the Williams enterprise," Guyett says. "We're honored to be able to lend our support."

In announcing the gifts, President Morty Schapiro said they "are tremendous votes of confidence in one of Williams' particular strengths: our excellent faculty. The Scott and Guyett families have helped ensure that Mark Hopkins' legacy will long endure."

### ALUMNI GOLFERS TEE UP IN W'TOWN

Seventy-two players representing eight alumni classes took to the links in June

for the Dick and Denise Baxter Reunion Golf Trophy Competition. Twelve members of the Class of '58 took first place with a score of 66. Three classes tied for second with a score of 67: 2003 had 15 players, 1973 had eight and 1968 had 16.

In July, 240 players representing the Classes of 1946 to 2007 participated in the 48th Annual Alumni Golf Tournament. For results visit [www.williams.edu/alumni](http://www.williams.edu/alumni) and click on the Golf Tournament link beneath "Of Note." To receive an invite for next year, e-mail [alumni.relations@williams.edu](mailto:alumni.relations@williams.edu) or call 413.597.4151.

### NEW COACHES NAMED

Two new names will appear on Williams' head coaching roster this fall: Fletcher Brooks for track & field and Mike Maker for men's basketball.

Brooks spent the last three years as head coach of MIT's women's track & field and cross-country. From 1998 to 2005 he was Williams' strength and conditioning

coach and an assistant and associate head coach for track & field, coaching 46 All-Americans and four NCAA champions.

Maker, who's spent most of the past 20 years coaching Div. I basketball, replaces Dave Paulsen '87, who will make his Bucknell debut in November.

Maker spent last year as an assistant coach at Creighton, where the Jays notched 20 victories and 10 conference wins for the 10th consecutive season—something only two other programs (Kansas and Stanford) have accomplished. He previously coached at West Virginia, Samford and Dartmouth.

### ALL-AMERICA HONORS

Track & field and women's golf were in the spotlight last spring, with Ephs collecting a host of honors.

Track & field's Elise Johnson '10 was named an All-American after finishing sixth with a time of 14.27 in the 100-meter hurdles at the Div. III National



# the list

## PEOPLE YOU (SHOULD) KNOW

Retirements, departures and shuffles in recent years have changed the face of the Alumni Relations Office. We asked the staff (pictured below) to share their most memorable job experiences and something surprising about themselves. From left:

**Jason Kohn '08**, intern since July. **Memorable job:** PA announcer for Williams basketball games. I got to sit courtside for every game I worked and see up-close highlights. **Surprise:** I was a state champion varsity fencer in high school in New Jersey. **Juan Baena '07**, assistant director overseeing technology and affinity programs since July. **Memorable job:** While taking a year off from Williams, I was a Snack Bar assistant. It was a blast working with the staff. **Surprise:** I first came to Williams as a sophomore in high school with a program called Urban Scholars. **Brooks Foehl '88**, director of alumni relations since March. **Memorable job:** Making donuts at 5 a.m. at age 15. **Surprise:** The fact that I've run six marathons would be surprising to anyone who knew me during our undergraduate days. **Paula Moore Tabor '76**, associate director overseeing lifelong learning programs since October 1992. **Memorable job:** Working in Alumni Relations because of the wonderful people I've met for the first time or with whom I've been reacquainted. **Surprise:** I am an Oriental rug merchant and represent artist and faculty member Michael Glier '75. **Rob Swann '90**, assistant director overseeing off-campus programs since March 2006. **Memorable job:** I worked at Discovery Channel's parent company in three departments over the course of 12 years. **Surprise:** I'm a fourth-degree black belt in traditional Shohei-ryu karate. And I'm color blind. **Rex Lybrand**, assistant director overseeing classes

and reunions since July. **Memorable job:** Teaching field studies/nature immersion to inner-city students in a temperate rainforest of the Pacific Northwest. **Surprise:** I beat the U.S. Women's Olympic Basketball Team in a bowling league.



"The rowing team is second only to the track team in terms of team size, and it's key for the physician and trainer to know the sport."  
—Kristine Karlson '85 on her role as team physician for the U.S. rowing, canoe/kayak and triathlon squads at the Beijing Olympics.

A three-time world rowing champion, she was a member of the '92 U.S. Olympic team that took fifth in Barcelona. *Concord (N.H.) Monitor*, 7.17.08

## SPORTS WRAP

"I couldn't be more proud of how we went down today. For a while there it looked like we were going to come back, and that is a testament to the guys and this team."  
—Men's tennis coach David Donn after the Ephs were defeated 5-2 by Claremont-McKenna in the quarterfinals of the NCAA Championships, finishing the season with a 17-4 record.

Championships in Wisconsin. Williams finished 67th out of 83 teams.

Teammate Carrie Plitt '08 was selected to the CoSIDA/ESPN The Magazine District 8 All-America Second Team. Plitt received the Sebastianski Award as the Most Outstanding Female Performer at the NESCAC Championships in April, where she set a meet record with her first-place finish in the 200-meter dash (24.95), won the 400-meter dash (57.05) and ran legs for the triumphant 4x100- and 4x400-meter relay teams.

Overall, the team compiled cumulative GPAs of 3.46 for the women and 3.3 for the men, earning them the designation of All-Academic Scholar Team of the Year by the U.S. Track & Field and Cross Country Coaches Association.

Meanwhile, after being the first women golfers at Williams ever to be named All-American Scholars last year, Laura Koplik '09 and Anne O'Leary '10 again received the honor from the National Golf Coaches Association. The duo also received All-East nods after helping to lead the Ephs to a second consecutive appearance in the NCAA Championships, where they finished eighth.





# Commenc

**T**hreatening rain didn't dampen spirits as five hundred ten undergraduates and 35 graduate students crossed the stage to accept their diplomas during Williams College's 219th Commencement on June 1.

Among the Class of 2008, 10 students graduated summa cum laude, 68 magna cum laude, 102 cum laude, 40 with highest departmental honors and 87 with departmental honors. There were 66 members of Phi Beta Kappa and 45 members of Sigma Xi. Honorary degrees were awarded to world-renowned sculptor Richard Serra, who gave the Commencement Address; business leader Robert I. Lipp '60, who gave the Baccalaureate Address; Exeter College Rector Frances Cairncross; women's health advocate Nawal Nour; and former Secretary of State George Schultz.

For the complete texts of speeches and citations, along with an archive of commencements past, visit [www.williams.edu/home/commencement/2008](http://www.williams.edu/home/commencement/2008).

Though standing a diminutive 4 foot 6, my grandma has more experience than anyone I have ever met, as she is 100 years old and counting. The last time I saw her, I sat down by her bed and earnestly asked her, "Grandma, what do you think a graduating college student should know about the world?" She gazed for a while into my eyes and replied, slowly, "You're beautiful." ... As I sat there trying to make some sense from her confused reply, I realized that Grandma's statement contains wonderful advice for life. ... Find the beauty in everything and everyone as best you can. It'll make you happier, focusing on the positives in your everyday lives. Be liberal with your compliments, as it is a great way to make friends out of strangers.

—Class Speaker Gordon Phillips '08 in his address  
"Good Morning"



# ement 2008

Photography by Nicholas Whitman



The real lesson is that the things that made you happy at Williams are exactly the things that you should continue for the rest of your life. I know it's hard to believe, but life can really be a continuation of Williams. ... Keep learning. Keep searching out interesting people. Keep a broad perspective on your career choices—if you can follow a "passion," this is the time to go for it!

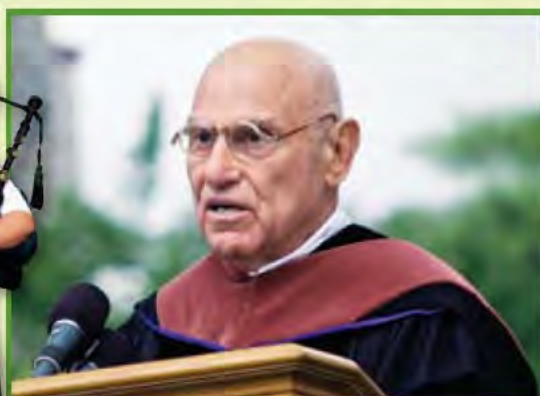
—Robert I. Lipp '60 in his Baccalaureate Address  
"Don't Make a Living, Make a Life!"





The purely practical value of the liberal arts is only a small part of their worth. Once you've put enough space between yourself and the finals, the papers, the deadlines and the stress that came with all of your classes here, take a moment to look back. ... No, we will no longer have the amazing and talented faculty of Williams at our disposal, but the spirit of Mark Hopkins and his log is portable (though good luck fitting the log in your car).

—Valedictorian Zachary Thomas in his address  
*"The Liberal Arts After Williams"*



You are going to have to rely on yourself to manage the world, to make the world intelligible and in so doing not allow yourself to be victimized. Identity need not be found in rejection. ... Don't suffer fools gladly. ... You must begin to forget all the voices that are buzzing around in your head, and you may find it necessary to say no to the demands of the many who claim that they have only your best interest at heart, because ultimately you cannot become the person they want you to be. ... Fear is poison. Resist it. ... This is not the time to play it safe, it's the time to take risks, the more the better: If not now, when?"

—Richard Serra in his Commencement Address *"If Not Now, When?"*



Let me just tell you about a statement that was a great relief to me. It's buried in pages and pages of contract, regulation and equipment specifications for the position I'm taking next year. I am going to follow capuchin monkeys around the forest in Costa Rica. The sentences read as follows: "The project also has machetes to give out. These you keep over the year as well." Let's just pause and think about what this really means. To me, it meant this: If you want to cut your own way, you can find people who will, quite literally, give you a large jungle knife to do so. ... It suggests we can have confidence that others will be supportive of our wandering into new territory. Supportive and excited enough to help equip us with the crazy tools required to go."

—Phi Beta Kappa Speaker Erika Williams '08 in her address  
*"Get a Machete"*





# Quotable Williams



As editor of the *Yale Book of Quotations*, I am often asked, “What makes something quotable, such that you want to include it in your compilation?” The process of selection involves both science and art.

The science consists in comprehensively identifying the most famous quotations by using sophisticated research techniques; for the state-of-the-art editor, this means employing a panoply of online collections of books, periodicals and newspapers along with traditional research and networking with experts in many fields.

The art requires the compiler to be sufficiently attuned to the intensity and impact of words so that he or she “knows” a great quotation “when he sees it,” to paraphrase



Supreme Court Justice Potter Stewart on obscenity. Like Emily Dickinson recognizing poetry, the quotation anthologist responds to the verbal quarry with the sense that “it makes my body so cold no fire can ever warm me. ... I feel physically as if the top of my head were taken off.”

In my work, I have tried to encompass both the most eloquent and the best-known quotes, blending the art and the science of selection.

On the following pages I’ve provided a snapshot of Williams’ quotational legacy. But rather than simply run off a list of famous alumni and/or their famous quotes, I thought I’d present them in the form of a quiz. Can you match the following words with their Williams-educated authors? (The answers are on p. 15.)

**BY FRED R. SHAPIRO**

ILLUSTRATIONS BY ROBBI BEHR '97





1 To **him who in the love** of Nature holds  
Communion with **her visible forms**, she speaks  
A **various language**.

2 **Wynken, Blynken, and Nod** one night  
Sailed off in **a wooden shoe**—  
Sailed on **a river of crystal light**,  
Into **a sea of dew**.

3 The ordered, **regular life of maturity involves** necessarily more  
or less **degeneration for simple tendencies**. Indeed, **the best  
definition of genius is intensified and prolonged adolescence**,  
to which excessive or premature systematization is fatal.

## HOPKINS, GARFIELD & THE ROOTS OF THE LOG

**A**ny discussion of famous Williams-related quotations has to start with Mark Hopkins and the log, which nicely illustrates the complexities of quotations scholarship. The well-known story is that future U.S. President James A. Garfield, Class of 1856, delivered an address to Williams alumni at Delmonico's restaurant in New York City on Dec. 28, 1871. In this speech Garfield is supposed to have said—referring to longtime Williams president and legendary teacher Mark Hopkins (a member of the Class of 1824)—“A pine log with the student at one end and Dr. Hopkins at the other would be a liberal education.” (This version is taken from a speech in the late 1880s by John James Ingalls, Class of 1855, who would become president pro tempore of the U.S. Senate.)

In his 1938 article “Familiar ‘Small College’ Quotations: Mark Hopkins and the Log,” Carroll A. Wilson, Class of 1907, points out that the newspapers covering the Delmonico's dinner did not include Garfield's quotation in their articles and that all variants of the quote are taken from later accounts. The earliest record appears in an undergraduate publication, the *Williams Vidette*, which reported in its Jan. 27, 1872, issue: “Offer him [Garfield] the finest College buildings, the largest library and the most complete physical appliances, and he would rather have Dr. Hopkins in a brick shanty than them all.” Wilson did not find the “brick shanty” changed to a “log cabin” until a September 1881 article in *Harpers Magazine*: “Give me a log cabin in the center of the state of Ohio, with one room in it and a bench with Mark Hopkins on one end of it and me on the other, and that would be a college good enough for me.”

Using searches in databases of historical newspaper articles, I was able to

improve upon Wilson's research. The first example I found of the “log cabin” variant was in the *New York Evangelist*, July 17, 1879: “General Garfield thinks there is a whole college in Dr. Hopkins. He once said: ‘Take a log cabin in the West, put a wooden bench in it, with Mark Hopkins on one end and a student on the other, and you have a college.’” The Ingalls speech mentioned earlier appears to have introduced the log itself as the locus of the teacher-student interaction and crystallized the familiar form of the saying.

Garfield's other famous sound bite poses even more of a challenge for quotation research. After Abraham Lincoln was assassinated, Garfield allegedly calmed a crowd in New York on April 17, 1865, by proclaiming: “God reigns and the Government at Washington still lives.” The earliest evidence I find for this via historical text searching is in the *Bangor Daily Whig & Courier*, June 29, 1880, when Garfield was running for president. Suzy Platt, in her book *Respectfully Quoted*, cites Garfield biographer Theodore Clarke Smith: “Smith notes that while the tradition of this speech was so well established during Garfield's own lifetime as to become a ‘familiar commonplace,’ no clipping of it exists among Garfield's papers, nor did Garfield himself, so far as known, refer to it in later times.” *They Never Said It*, by Paul F. Boller Jr. and John George, goes further: “It's a splendid story, but unfortunately it's not true. Garfield, an Ohio Congressman at the time, wasn't even in New York in April 1865.”

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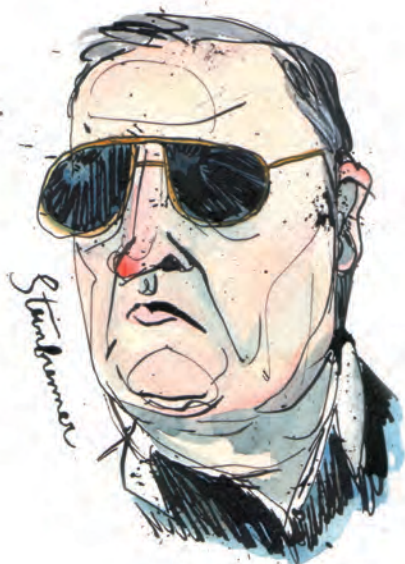
*Fred Shapiro is the editor of the Yale Book of Quotations, published in 2006 by Yale University Press. He is associate librarian for collections and access services at Yale Law School Library.*



**4** One manifest truth ... is this: **the sincere, sensitive artist, willing to go beneath the clichés of popular belief to get at an underlying reality,** will be wary of confining a race's entire characters to a half-dozen narrow grooves. He will hardly have the temerity to say that **his necessarily limited observation of a few Negroes in a restricted environment can be taken as the last word about some mythical the Negro.**



**5** I don't know **why it is** we are such in a hurry to get up when we fall down. **You might think we would lie there and rest a while.**



**7** "Mrs. Robinson," he said, turning around, **"you are trying to seduce me. ... Aren't you?"**

**8** *Transactional* leaders approach followers with an eye to exchanging one thing for another: **jobs for votes, or subsidies for campaign contributions.** ... The *transforming* leader looks for **potential motives in followers, seeks to satisfy higher needs, and engages the full person** of the follower. The result of transforming leadership is **a relationship of mutual stimulation and elevation** that converts followers into leaders and may convert leaders into moral agents.

**6** Everything's **Coming Up Roses**



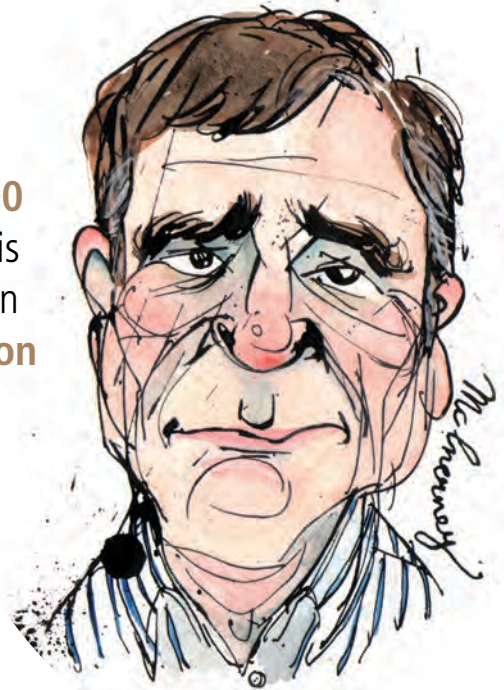


9

**You are not the kind of guy** who would be at a place like this at this time of the morning. But here you are, and **you cannot say that the terrain is entirely unfamiliar**, although the details are fuzzy.

10

To turn **\$100 into \$110** is work. To turn **\$100 million into \$110 million** is inevitable.



11

**"Supply-side economics"** ... could be interpreted to mean **economics supplied to meet the demand of politicians to rationalize what they intend to do.**

These days, one is as likely to find quotations in films and popular music as in literature and other writings or political and humorous utterances. Thus Stephen Sondheim '50, who began as the 27-year-old lyricist for *West Side Story* and went on to usher in a new maturity for the Broadway musical, looms as large in a Williams quotation roundup as any literary author. Charles Webb '61 is remembered because dialogue from his book was repeated in the movie version of *The Graduate*. And the most famous modern quote associated with a Williams alumnus may be one from the motion picture *On the Waterfront* (1954). Although not the screenwriter, Elia Kazan '31, as its director, could be regarded as the "auteur" of the lines ranked as number three on the American Film Institute's list of top 100 movie quotations in all of American cinema: "You don't understand! I coulda had class. I coulda been a contender. I could've been somebody, instead of a bum, which is what I am."

In the future, famous quotations may emanate from blogs or YouTube clips or new media not yet even envisioned. Whatever the medium, Williams people will probably be quotable in it.

— Fred Shapiro



**12** Winning is the most important thing in my life, after breathing. Breathing first, winning next.

**13** We must develop a fair appreciation for the real strengths and limitations of government effort on behalf of children. **Government, obviously, cannot fill a child's emotional needs.** Nor can it fill his spiritual and moral needs. Government is not a father or mother. **Government has never raised a child, and it never will.**

**14** To do the job without angering an owner is impossible. **I can't make all 28 of my bosses happy.** People have told me I'm the last commissioner.



**15** The **Smartest Guys** in the Room

## EPH ANSWERS

- 1 William Cullen Bryant, Class of 1814, poet and editor of the *New York Evening Post*, in his poem *Thanatopsis* (1817-21)
- 2 Eugene Field, who attended Williams from 1868 to 1869, poet and journalist, in his 1889 poem "Wynken, Blynken, and Nod"
- 3 G. Stanley Hall, Class of 1867, founder of American child psychology, educational psychology and scientific psychology generally, and president of Clark University, in his 1904 book *Adolescence*
- 4 Sterling A. Brown '22, literary critic, poet and folklorist, in his 1933 article "Negro Character as Seen by White Authors"
- 5 Max Eastman, Class of 1905, editor and writer, founder of *The Masses* magazine, in his 1935 book *The Enjoyment of Laughter*
- 6 Title of the 1959 song written for *Gypsy: A Musical Fable*, by Stephen Sondheim '50, composer and lyricist, winner of the Pulitzer Prize and seven Tony Awards
- 7 Charles Webb '61, in his 1963 novel *The Graduate*
- 8 James Macgregor Burns '39, political scientist, Pulitzer Prize-winning biographer and the father of leadership studies, in his 1978 book *Leadership*
- 9 Jay McInerney '76, writer, in his 1984 novel *Bright Lights, Big City*
- 10 Edgar Bronfman '50, businessman and philanthropist, president of Seagram's, chairman of MGM, president of the World Jewish Congress, quoted in *Newsweek*, Dec. 2, 1985
- 11 Herbert Stein '35, economist, chairman of the Council of Economic Advisers, in his 1989 book *The Triumph of the Adaptive Society*
- 12 George M. Steinbrenner III '52, shipping executive and principal owner of the New York Yankees, quoted in the *Fort Lauderdale Sun-Sentinel*, June 7, 1998
- 13 William J. Bennett '65, U.S. Secretary of Education and national "drug czar," conservative commentator and author, in a speech given at the University of Notre Dame, Oct. 1, 1990
- 14 Fay Vincent '60, lawyer and former commissioner of Major League Baseball, in a statement after resigning his commissioner post, Sept. 7, 1992
- 15 Title of the 2004 best-selling book about Enron (written with Peter Elkind), attributed to its author and business journalist Bethany McClean '92






# Out of the Darkness

Shine a Light, an organization founded, led and supported by members of the Class of 1993, focuses on getting children off the streets throughout Central and South America by connecting the hundreds of nonprofits that serve them.

**By Denise DiFulco**





**A** 22-year-old Argentinean man, in full close-up, speaks quietly, confidentially, to his handheld camera. He pans to a shot of a dank sewer tunnel—a favorite haunt of his youth. It is the place where he sniffed glue with his buddies, the hideout where he eluded capture after snatching women's purses from the street above. He is fearful, breathing heavily. He slowly begins to retrace his steps through the muck-filled passage.

The screen is black except for subtitles that translate his Spanish into English: "I never imagined back then, running through that tunnel in the dark with a stolen purse in one hand and a bag of glue in the other, 'What future can this boy have?'"

The darkness breaks momentarily, and he aims the camera at the apertures in the street grates above. The streaks of light raining down are an epiphany. "I had opportunities—like those little lights—but I didn't take advantage of them," he laments.

The 15-minute film, *El Túnel*, is thick with metaphor, describing how Alejandro Ledezma eventually found the light at the end of his proverbial tunnel thanks to La Luciérnaga, a youth group in Córdoba that helped him get off the streets. He later started working for the nonprofit, which uses income from the sales of its monthly magazine to support 400 young writers and impresarios and to provide study support and vocational training. Helping other children to change their lives, Ledezma says, is "one way we can make up for all the wrongs we did to society."

But his film, and La Luciérnaga itself, likely would have remained in the shadows were it not for Shine a Light, a nonprofit serving some 300 educational and humanitarian organizations in 49 cities throughout Latin America. The brainchild of Barry Malin '93 and Colin Rule, who met at Harvard's John F. Kennedy School of Government, Shine a Light's primary focus has become providing troubled youngsters living in the streets and shantytowns a means of expression and empowerment through the arts.

Malin became interested in child poverty and homelessness after visiting Honduras and Nicaragua for a graduate school research paper. At the time UNICEF estimated that 40 million children were living in the streets of Central and South America.

He and Rule came up with an idea for a nonprofit that helped serve humanitarian workers and educators on the front lines of the issue. Knowing their futures lay elsewhere, they thought Malin's Williams classmate Kurt Shaw '93 would be a perfect fit to lead the organization. Shaw had spent time working with grassroots organizations in Latin America as a Fulbright Scholar, and he had recently withdrawn from his doctoral studies at Harvard to help street kids in Santa Fe and New York. The timing couldn't have been better. Shine a Light launched in 1998 with Shaw as its executive director and only full-time staff member.

"I put to Kurt all these big ideas I had come up with—things that would be helpful to grassroots organizations that help street kids," recalls Malin, who now serves as president and board member of Shine a Light while finishing his residency in head and neck surgery at the State University of New York at Buffalo. "It seemed so far-fetched that from Harvard Square we could do anything that would be useful."

It turned out their plan had legs. Traditional organizations assisting the poor in Third World countries had a wealth of front-line knowledge about how to help street children with a variety of problems, but they had no way to share their expertise across the barriers of language and distance.

"You'd have this brilliant street-based high school in Mexico and an extraordinary street-based dance program in Brazil or Colombia, but they never had the opportunity to talk to each other and learn from each other, and everybody was just reinventing the wheel," says Shaw. "So that became our model: not how we can solve the problem, but how is it that we could help people communicate."



Shine a Light originally focused on connecting educators and humanitarian workers with each other via the Web site [www.shinealight.org](http://www.shinealight.org). So an agency in Bolivia looking for ways to help girls steer clear of prostitution could read an online essay about a successful program in Mexico or Chile. If the Bolivian group wanted more details or had specific questions about other programs, it could contact the organizations directly via e-mail.



Shine a Light-produced films such as *El Túnel* (previous pages) and *Ruleta de la Vida* (above and opposite page) allow children to "move from being victims of someone else's world to becoming agents in their own lives," Shaw says.

Over time, Shaw began noticing common themes and problems being faced by the nonprofits, and he decided to make his first foray into video by creating digital workshops that could be shared via CD-ROM or DVD. Shine a Light's first digital workshop was created with a Mayan organization in San Cristóbal de las Casas in Mexico and described in detail how to handle linguistic and cultural differences among indigenous street children. Those lessons could then be used by grassroots workers dealing with a Mapuche child in Chile or an Aymara kid in Bolivia.

"Almost 20 years ago there were no indigenous kids on the street," Shaw says. "The idea that you would have someone who was both urban and indigenous was a paradox—a contradiction in Latin American thought."

Today, understanding the needs of street kids in Latin America remains critical, despite a pronounced decline in the number of them living in urban areas. In some areas gentrification and urban renewal have cast the poor to the outskirts of the city, where they are far less visible. And many indigent, neglected or abandoned children now find their needs met by gangs, so they're not taking to the streets in the numbers they once did.

The reduction in the number of street kids has presented new problems and challenges for the humanitarian workers concerned about their welfare. "What happens then when you don't have street kids?" Shaw asks. "You don't have that constant reminder that there is injustice. That there are people living in absolute poverty not that distant from where you are."

As Shine a Light enters its second decade, one of its goals is to become a mediator between dominant, wealthy society and the marginalized poor so that street children don't go unseen and unheard. And what Shaw and others have found is that art—film, in particular—does the best job of mediation and education.

"So that's the model that we began to think about," Shaw says. "How is it that we could turn Shine a Light into a space where kids and organizations could make that sort of mediation in the world? That they could—at the same time—teach dominant society the wisdom of the periphery and also transform the injustices of the periphery?"

To that end, Shine a Light played a role bringing Alejandro Ledezma's movie *El Túnel*—and many other films by current and former street kids—to a broader audience. Originally intended to show other troubled youngsters in Córdoba an alternative to the crime and violence of the streets, *El Túnel* was posted on Shine a Light's Web site, [www.shinealight.org/tunnel.html](http://www.shinealight.org/tunnel.html). There it attracted the attention of educators interested in La Luciérnaga's successful model. It then was picked up by a film festival and screened throughout Argentina.

One of Shine a Light's latest efforts has been producing a feature-length movie, *Ruleta de la Vida*—or *Life's Roulette*—based on the harrowing experiences of former Colombian child soldiers but set within an urban context. During the Colombian Civil War, young peasant children signed on with guerrilla or paramilitary groups not for ideological reasons but for the \$150 monthly salary to help their starving families. After witnessing the senseless violence and brutality of the unrelenting conflict, they fled the armies in droves, escaping into the jungle. They ultimately made their way to the cities, where they lived in the streets in order to avoid capture by their own or enemy forces.





10-minute weekly episodes will reflect on being poor and Indian in the largely white city of Compa. Shaw, who now lives in Florianopolis, Brazil, but frequently returns to Santa Fe, N.M., on business, says he would like to do similar work with undocumented immigrant children in the Southwestern U.S. Their tales of families broken apart by borders, growing up in an unfamiliar culture and suffering economically and socially from unbridled discrimination are much like those of their Central and South American counterparts.

Effecting change in this way, one life at a time and one mind at a time, is slow but potent. Shaw laughs as he remembers a time, shortly after he graduated from Williams, when he had hoped to be something of an American-born Ché Guevara. "Those big ideals—those aren't the changes that are necessary," he says. "What really matters are these infinitesimally small steps that allow people who are marginalized to come to the center. Film, as well as music, allows children to move from being victims of someone else's world to becoming agents in their own lives." ■

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

If they were lucky, the ex-soldiers might encounter a humanitarian worker or group that would help them reintegrate into society and find an outlet for their stories.

*Ruleta de la Vida*, like other Shine a Light productions, was shot on the group's three handheld cameras and edited on iMovie software that comes standard with Mac computers. It was screened in Bogotá in March at a special-invitation event hosted by the Dutch non-governmental organization Warchild. Shaw and others involved in its production hope it eventually will make it to the international film festival circuit.

"It's a very compelling story," Shaw says, "and when you combine it with a documentary about the making of the movie—showing how the kids created this story, how they filmed it, how the camera is like a gun but a transformation of the gun—I think it will be a powerful tool."

Other upcoming projects include a telenovela series, filmed and produced by indigenous children living in Bolivia. The

## KEEPING THE LIGHT BRIGHT

Shine a Light's efforts are largely owed to the generosity of Kurt Shaw and Barry Malin's Williams 1993 classmates and classmates' families, including Tim Lupin '93 and the Lupin Foundation; Dave Litvak '93, whose wife Meredith's family is involved with the Boston Foundation; and Matt Griffin '93. The organization was launched with 100 percent of its funding from Williams connections. Today Ephs cover 60 percent of Shine a Light's annual operating expenses, which were just shy of \$56,000 in 2007. "That support has been tremendously important," Shaw says.

Last year, Shine a Light hired its second staff member, academic director Rita Oenning da Silva, a Brazilian anthropologist. She and Shaw were married in April. In addition to working with other nonprofits and producing movies, the group has been hard at work developing its Web site, which has grown to 5,000 pages of text, video and photos translated into English, Spanish and Portuguese.



# WRITING HISTORY,



In addition to changing the lives of thousands of Williams students over the years, Bob and Lee Dalzell have built a career delving into the stories behind the houses of famous Americans.

BY ROB CALDWELL '81



# TOGETHER

**I**n 25 years as a TV reporter in Maine, I have interviewed, by rough guess, more than 10,000 people. Most of them are average folks—teachers, cops, waitresses, truckers and the like.

I've also had the chance to sit down with more than a few of the rich and famous, and it's not a bad list. Starting at the top, with former residents of the White House, it runs from Bill to Hillary to George to Barbara. I've talked with everyone from John McCain to John Updike to Jon Bon Jovi, with Three Dog Night and Dog the Bounty Hunter, with Mr. Rogers, Mrs. Fields and Miss America.

Those encounters and many others have left me at ease when I do an interview. The nervousness that would well up when I was a young reporter is gone, rubbed away by the give and take of countless conversations.

That's what I thought, anyway. Then one day a few summers ago, while looking at the taping schedule for the news magazine I co-anchor, I gulped. I had 24 hours to read a book by and prepare for an interview with one of my history professors from nearly 30 years ago at Williams, the formidable Robert F. Dalzell Jr. and his wife Lee Baldwin Dalzell.

As an American civilization major, I had been a bit intimidated by Bob Dalzell, a demanding teacher with an unerring knack for taking apart shoddily constructed arguments. To this day I can hear his stern admonition—"Now don't muck it up"—to a hapless student pausing to

answer a question. Many times the debris of my own classroom assertions came fluttering down around me after being demolished by a surgical Dalzellian strike. But his intellectual rigor made students sharper and more "tough-minded"—a favorite word of Bob's—and by the time I signed up for a third course with him ("America in the Sixties: From Camelot to Watergate") he had become one of my favorite professors.

My affection deepened in my senior year, as he and Mrs. Dalzell entertained students in their house or joined similar gatherings at the home of Prof. Fred Rudolph '42. Now, 26 years after I graduated wearing a small "Am Civ" button on my lapel, the tables had turned. It was my chance to ask the questions.

What brought the Dalzells to my TV station was the new book they had written together, *The House the Rockefellers Built: A Tale of Money, Taste, and Power in Twentieth-Century America*. The driving idea behind their history of Kykuit, the Rockefeller family home north of New York City, was straightforward: to tell the stories of people through their house.

The approach is one the Dalzells had used in their first collaboration, *George Washington's Mount Vernon: At Home in Revolutionary America*. "This works particularly well in the case of the Rockefellers and Washington," Bob told me, "because they cared so terribly about these houses. They really did see them ... as an expression of who they were and of their place in the world."







A collaborative history of how Washington built Mount Vernon was not what the Dalzells originally had in mind. Bob was thinking about writing a single-volume biography of Washington when he and Lee visited Mount Vernon on a quiet day, got a rare top-to-bottom tour of the place and then stopped in the gift shop to buy a book on the house itself. "There was nothing except the standard guidebook," Bob says. "And I said to Lee, 'You know, there's the book that needs to be

written—and we could do it together.'"

The project was a pleasure for both of them. "We have so much experience in common," Lee says. "When we were first married, during spring vacation we used to read aloud about houses to each other in the car and go see Virginia houses along the James River. I can't imagine doing this [work] with somebody else."

But even for a single author, writing is a tug of war, an endless series of decisions about what to say and how to say it. How did the Dalzells make it work as a team?

"It was a process that started with a lunch we had in Charlottesville, Va., where we were doing research on the book. It was a lovely fall afternoon. I think we may have had two Bloody Marys," Bob recalls with a chuckle, "before we actually got down to talking about the book. And I said, 'You know what we should do? We should just write a list of chapters of the book and see what it might look like.' I said to Lee, 'OK, just for fun—there were 10 chapters—you write down the titles of the five you want to write, and I'll write down the titles of the five that I want to write, and we'll see what happens.' Well, we both did it, and there was absolutely no duplication."

Working on the Washington book was so enjoyable they started looking for another such project. Bob wanted to write about the

Rockefellers' home; Lee was unenthusiastic. "It was hard for me to get out of the 18th century because I really loved working on it," Lee says. "But the big thing was, I just did not want to write a book about a stone pile, and this is what I thought it would be."

A tour of Kykuit changed her mind, and they set about trying to unravel the mysteries of the home and the people who built and lived in it. For the second project in a row, the Dalzells weren't just historians. No, they merit a snappier job description: House Detectives. "I love that," Lee says with a laugh. "Maybe I'll put that down as an occupation at some point."

It would not be a stretch. Both the Mount Vernon and Kykuit books are packed with details about architecture, construction and decoration, and it was Lee, the retired head of reference and research services at Sawyer Library, who dug up most of that information.

Bob says he wouldn't have wanted to write the chapters Lee did—nor could he have. "The research is terribly difficult, painstaking, and you spend enormous quantities of time piling up material without knowing what the hell it means or what you're going to do with it," he says emphatically. "I admire Lee's patience and her ability to do it. It's just something I could not do."

The appendix in *George Washington's Mount Vernon* reflects the depth of Lee's research. It gives the reader, among other things, a clear understanding of how houses were constructed in the 18th century. "I'm not a builder, so I had to explain it to myself," Lee says. "The hardest part was figuring out how stairs were built." "Which," Bob says, finishing her sentence, "is truly complicated."

Completing each other's thoughts is something that after 47 years of marriage comes naturally to the Dalzells. So does writing history together. "I tell people—and this is the truth—we can fight over how to start the car, which is a matter of no consequence," Bob says. "But the books were important enough that we never really had a fight about them."





"That's absolutely true," Lee says. "Your ego can't enter into this because it's the project that's more important."

Between them the Dalzells have given 65 years of service to the College, so when they dedicated *The House the Rockefellers Built*, they once again found themselves in complete agreement. "With heartfelt gratitude," the dedication reads, "to all those Williams students who have taught us both so much over the years."

Of the thousands of students he has taught at Williams since 1970, Bob says, "I sometimes think I may have learned more from them than they learned from me. That dedication seemed perfectly natural to both of us. We never talked about any other option, any other possibility."

So when the time came for the Dalzells to

walk into the TV studio and distill all their research and knowledge and passion into a live, five-minute interview with me, how did they—and their former student—fare? Well, I've learned that it's a good idea to let viewers draw their own judgments, and you may do that by watching the interview yourself at [tinyurl.com/6m2juj](http://tinyurl.com/6m2juj).

As for me, I found the conversation a delight, a reminder of how Williams keeps coming back into one's life in unexpected and rewarding ways. And since I have the last word, an experience I never had in one of his classes, let me assure Bob Dalzell that I learned far more from him than he learned from me. ■

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*Rob Caldwell '81 is an anchorman with WCSH6, an NBC affiliate in Portland, Maine.*



Set high above the Hudson River about an hour's drive north of New York City, Kykuit (a Dutch word that rhymes with "high cut" and means "lookout") was built by John D. Rockefeller Sr. and his son John Jr. With their immense fortune, they could easily have commissioned the most grandiose house in America, surpassing even the opulence of the 250-room Biltmore estate in North Carolina. That they chose to build a comparatively modest home says much about the Rockefellers and their view of wealth.

Rockefeller Sr. bought the property in 1893, and the main house, a six-story mansion with 40 rooms, was completed in 1913. In the decades to come, the family "spent several kings' ransoms embellishing and maintaining" the estate, according to Bob and Lee Dalzell in their book *The House the Rockefellers Built*.

The family later turned Kykuit over to the National Trust for Historic Preservation, which opened it to the public in 1994. The basic tour takes about two hours and shows all of the ground floor of the house, Nelson Rockefeller's basement art galleries and much of the surrounding grounds with their elaborate gardens and landscaping, featuring a sculpture collection that includes works by Picasso, Henry Moore and Alexander Calder. "If you are willing to spend a bit longer," Lee Dalzell says, "there is a tour that includes more time in the gardens—our favorite things there. They are at the height of their beauty in late spring and early fall, but are truly lovely at any season."

Kykuit is open to the public from May to November (closed on Tuesdays). For more information, visit [www.hudsonvalley.org](http://www.hudsonvalley.org) or call 914.631.8200 (weekdays) or 914.631.3992 (weekends).



## DANCING BETWEEN WORLDS

by Zelda Stern

It's the middle of winter, and sparks are flying in Spencer Studio Art building. Students in Satyan Devadoss' Winter Study class are busy at work welding pieces of metal together as he looks over their shoulders. "I think visually," says the professor. "Art is concrete." Spoken like a true—mathematician?

The course, "Geometric Modeling," which was cross-listed with studio art, had students constructing an array of tetrahedrons and polyhedrons, among other things, in an effort to probe "tons of unsolved problems I was working on," Devadoss says. "I kept it completely open for the students to be creative in terms of expressing or studying these ideas using any tools they wanted."

"IT'S BEEN A DREAM OF MINE TO COLLABORATE WITH ARTISTS TO PUSH THE FRONTIERS OF MATH."

Devadoss is drawn to almost any field containing geometric shapes. Juggling, cartography, origami and computer animation are among the subjects he has explored mathematically, and he regularly collaborates with experts in non-math disciplines. "I love to connect stuff that isn't normally connected," he says. "I love dancing between worlds."

What Devadoss brings to each encounter is a set of mathematical tools that enables him to keep track of how shapes change when they are folded, stretched, compressed, twisted or otherwise distorted. He also has a knack for coming up with what he calls a "pretty question," one that has the potential to yield "a gorgeous answer"—that is, "a solution that reveals a mathematical property you didn't know existed," he says.

Among those pretty questions: What happens if origami paper has thickness? "Traditional origami theory assumes that paper is infinitely thin," Devadoss says. But after studying thick origami for a year with one of his students, he discovered that "introducing thickness changes the key questions that need to be asked, making simple many of the difficult questions of classical origami yet introducing new, fascinatingly difficult ones."

As it turns out, "thick origami theory" has many uses. NASA, for instance, wants to send into space a telescope



Scott Barrow



that's about the size of a football field—40 times the size of the Hubble. "You can't physically put that in a space capsule," Devadoss says. "So what do you do? You fold it and put it in the shuttle and unfold it in space."

But there's another challenge. To collect data, the telescope's mirror has to be curved. "You can't fold it too much, because with each crease line, you lose information," says Devadoss. "So the question becomes, 'How can you fold a curved piece of paper efficiently?'"

It's a pretty question—reason enough for a theoretical mathematician to attempt an answer, which is exactly what Devadoss hopes to find with the help of his students. And who knows where such questions and answers may lead?

"Theoretical work extending the symmetries of cubes done in the 1840s became the heart of quantum mechanics more than 50 years later," Devadoss says. "When we make a discovery, it's building a brick in a wall; eventually someone will lean on it." ■



Williams professors and others weigh in on the issues of the day. For a complete listing of media appearances, visit [www.williams.edu/admin/news/inthenews](http://www.williams.edu/admin/news/inthenews)

Men as a group "often seem to make bad choices ... as a way of protesting, and subverting, a feeling of individual impotence," writes [Jim Shepard](#), the J. Leland Miller Professor of American History, Literature and Eloquence, in his essay "[Why Men Do Crazy Things](#)," published in the July issue of *O*, the Oprah Magazine.

Though the [hottest segment of children's literature these days is about surviving the end of the world](#), books such as *City of Ember* might also be interpreted as having a

Christian message about "the need to ascend to a higher place to escape the despair of everyday existence," according to religion professor [Glenn Shuck](#) in a July 21 *Newsweek* article.

## IN THE NEWS

"If aliens are out there, then pi would be important to them. If I were someone set on making something look alien, this is the number I would pick," says [Colin Adams](#), the Thomas T. Read Professor of Mathematics, in a June *Science* article about a 12-year-old crop circle in Wiltshire, England, that may have been a hoax delivered by mathematicians.

A July 17 article in *Slate* about the recent recovery of a Shakespeare folio stolen 10 years ago from Durham University library in England recalls the last such [theft of a 1623 First Folio—from Williams' library in 1940](#). Because the folios are precisely identifiable, down to individual grease spots on the pages, the Purple Valley perpetrator was unable to sell it after four months and turned himself in.

The June 23 *Health & Medicine Week* cites a study by psychology professor [Marlene Sandstrom](#) clarifying the [relationship between self-esteem and aggressive behavior in children](#). She found that children with high explicit self-esteem only (what they say about themselves) are more likely to be aggressive than those with high implicit self-esteem (measured by automatic responses, such as how they associate words with favorable or unfavorable connotations with themselves).



# LIFE OF THE MIND



"CHILDREN'S BOOKS—AND ESPECIALLY TEENS' BOOKS—ARE ABOUT POTENTIAL. ... THERE'S SO MUCH EXCITEMENT ABOUT LIFE. ... THIS IS A TERRIBLE GENERALIZATION, BUT MOST ADULT BOOKS ARE ABOUT WASTED POTENTIAL."

## MAKING A NAME FOR HERSELF

by Denise DiFulco

Few writers ever make it to the bestseller list. But at 30 years old, children's book author Tui Sutherland '98 already has seen several of her works featured on the infamous grids at the back of *The New York Times' Sunday Book Review*. "Technically I've had five bestsellers, but it has been really weird," she says. Not a single one has been under her actual name.

Sutherland is probably best known (or unknown) as Erin Hunter, the nom de plume for the four women responsible for *Warriors*, a popular young-adult series that chronicles clans of feral cats through generations. The books' success led to a spinoff series, *Seekers*, which details the lives of three polar bears as they embark on dangerous treks through the wilderness. Sutherland wrote the debut volume, which was released in May 2008. It not

only hit the *Times'* list but also was chosen as a kids' book club pick by Al Roker for NBC's *Today* show.

Of the nearly 30 children's and young-adult books that Sutherland has published, she's been credited as herself on only about half of them, including her new *Avatars* apocalyptic fantasy series and a teen romance novel, *This Must Be Love*. It's somewhat ironic considering that she possesses such a singular name—one that so wonderfully captures her personality and zeal. Her first name, Tui, comes from her mother's homeland, New Zealand, and is derived from a Maori word for a large, noisy bird native to the island.

Sutherland's readers also know her as Tamara Summers, a pen name she chose in order to write teen romance titles for two different publishers. Tamara is her

middle name and Summers the surname of the title character of her favorite TV show, *Buffy the Vampire Slayer*. ("That's my superdork coming out," she admits.) She used the name Heather Williams for her work on the *Little House* series. Heather is the middle name of her sister Kari Sutherland '02. And since she needed a last name beginning with "W" for the books to be shelved with the original Laura Ingalls Wilder novels—well, her choice of last name needs no explanation.

Sutherland, who lives outside Boston with her husband Adam Sterns '98, says she enjoys switching genres and bylines. "It helps me to not get bored," she explains. "If I was writing just about funny romances, I'd feel stuck." In addition to completing another episode in the *Seekers* series, she's currently writing as Tamara Summers on what she calls "a vampire paranormal romance beach read," and, finally, as herself on a new Scholastic series called *Pet Trouble*.

So which type of writing does she enjoy most? It's like asking a mother to pick her favorite child. "My favorite thing," she says, "is always the last thing I've written." ■





## FROM THE BOOKSHELF

**Organizing for Good: What it Takes to Achieve Sustainable Excellence.** By Michael H. Annison '65. Outskirts Press, 2008. A guide for managers in the 21st century.

**For Kin or Country: Xenophobia, Nationalism, and War.** By R. William Ayres '91 et al. Columbia University Press, 2008. An investigation of territorial claims based on shared ethnic ties across international boundaries after the collapse of Communism in Eastern Europe and the former Soviet Union.

**Christopher Plantin and Engraved Book Illustrations in Sixteenth-Century Europe.** By Karen L. Bowen '86 et al. Cambridge University Press, 2008. An interdisciplinary study of Plantin's pioneering role in the production and distribution of books with engraved and etched illustrations in Antwerp and beyond.

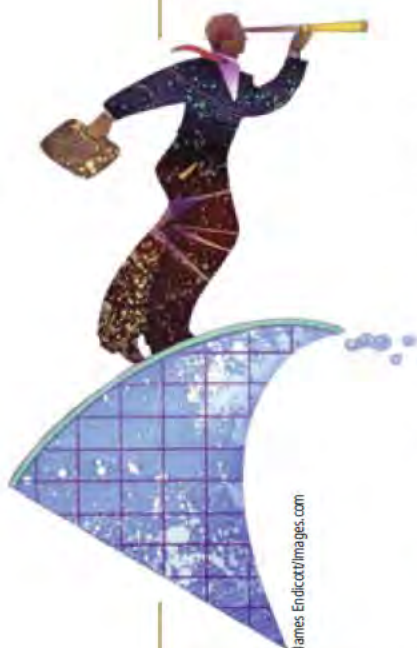
**Images of America: Red Lodge.** By John Clayton '85. Arcadia Publishing, 2008. Almost 200 annotated historic photos of a small Montana town, including construction of the Beartooth Highway into Yellowstone National Park.

**Poetry for All Seasons, and Other Poems.** By Francis Currier (Currier Smith '39). Self-published, 2008. A collection of seasonal and ruminative poems.

**Harnessing Hibernate.** By James Elliott '89 et al. O'Reilly Media, 2008. An introduction to the framework that easily and efficiently allows Java developers to work with information from a relational database.

**Exploring Nirvana: The Art of Jessica Park.** By Tony Gengarely '88 et al. MCLA, 2008. A catalogue of selected works, along with essays on the artist's life and work and the influence of autism on both.

## SUMMER SESSION

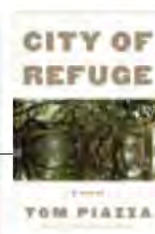


With mud season a distant memory and the theater season in full swing, it's easy to imagine Williams professors and students fleeing the Purple Valley to pursue some summertime R&R. But a great many remain on campus, working side by side on a variety of research projects. The largest number is in the sciences—with nearly 200 students working with more than 80 faculty members this past summer. Another 28 students conducted research with 25 professors in the humanities and social sciences. Here's just a small sampling of their work:

Betsy Todd '08 helped Classics professor Kerry Christensen develop a new course to be taught this fall on oratory and rhetoric in 4th century Athens by reading, summarizing and evaluating relevant scholarship. Ina Liu '10 created a digital archive of urban maps, English and Gujarati newspapers and images of ethnic genocide from the state of Gujarat, India, to be used in courses taught by sociology professor Arafaat Valiani. Four students—Elizabeth Esparza '10, Matthew Limpar '09, Elizabeth Pasipanodya '09 and Charles Shafer '10—worked on dating fossils from Mozambique, Egypt, Morocco and France for chemistry professor Anne Skinner. Marijke DeVos '11 worked with psychology professor Noah Sandstrom on studies exploring the mechanisms through which estrogens protect the brain from damage resulting from disrupted blood flow.



# LIFE OF THE MIND



**The New Teacher's Guide to Success.** By Matthew Haldeman '02. Shell Education, 2007. A comprehensive guide to help beginning educators prepare for their first year in the classroom.

**Guide to Evidence-Based Physical Therapy Practice.** By Dianne V. Jewell '84. Jones & Bartlett, 2007. A pocket reference to facilitate PT practice in both the classroom and the clinic.

**Even Now.** By Susanna Lang '77. Backwaters Press, 2008. The first collection of poems by the writer, whose poems, essays and translations from the French have appeared in journals such as *The Baltimore Review*, *Kalliope* and the *Chicago Review*.

**The Examination of Racism in America (and Reconciling McCain vs. Obama with Racism in America).** By Yung-Kuan 'Tim' Ma '92. Xulon Press, 2008. A Christian perspective on finding solutions to the problem of racism.

**House & Home.** By Kathleen McCleary '81. Hyperion, 2008. A woman who has it all is about to lose it all, including the house she adores, and she is willing to do just about anything to keep it.

**City of Refuge.** By Tom Piazza '76. Harper, 2008. A novel about two families, one white and one black, whose lives are torn apart by Hurricane Katrina and then pieced back together in ways they could not have imagined.

**N.C. Wyeth: Catalogue Raisonné.** By Christine Podmaniczky '80. Scala, 2008. A two-volume compilation of nearly 2,000 works by the famous artist known for his illustrations of classics like *Treasure Island* and *The Last of the Mohicans*.

**Essentials of Physical Medicine and Rehabilitation: Musculoskeletal Disorders, Pain, and Rehabilitation.** By Thomas Rizzo '81 et al. Elsevier, 2008. The new edition delivers easy access to the latest advances in diagnosis and management of musculoskeletal problems.

**Exploring the Gender Dimensions of the Global Health Workforce.** By Suzanne Skjold '97 et al. Global Equity Initiative, 2008. A study identifying issues that might be addressed to strengthen health care delivery and improve gender equity.

**James Merrill, Postmodern Magus.** By Evans Lansing Smith '72. University of Iowa, 2008. A study of Merrill's poetry with particular focus on the influence of Homeric narratives.

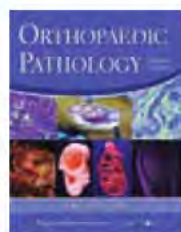
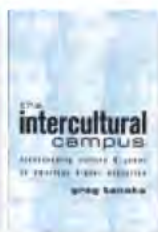
**The Intercultural Campus: Transcending Culture & Power in American Higher Education.** By Greg Tanaka '70. Peter Lang, 2007. A study of the underlying sources of racial fragmentation on campuses with programs to provide a new framework for diversity.

**Orthopedic Pathology, 2nd ed.** By Vincent J. Vigorita '72. Lippincott Williams & Wilkins, 2007. A comprehensive practical guide to diagnosing musculoskeletal disorders.

**The Literature of Collecting and Other Essays.** By Richard Wendorf '70. Oak Knoll, 2008. A collection of essays exploring the world of books, libraries and the visual arts, including chapters on Sir Joshua Reynolds and the Boston Athenæum.

## NEW MUSIC

**A la Carte.** By The Tonics (including Fred Dittmann '75). A recent a cappella release out of Philadelphia, Pa., the album includes Al Jarreau's "Boogie Down," "Stitched Up" by John Mayer and Herbie Hancock, and Jerry Garcia's "Black Muddy River." Available by e-mailing [dittmann@penntrust.com](mailto:dittmann@penntrust.com).





# Williams

To see more of the ongoing "I Am Williams" project, visit [www.williams.edu/home/iam](http://www.williams.edu/home/iam)

Documenting the many faces of Williams.

"Bird keeper, bowlers, bridge player, **cookie lovers** (esp. at photo shoot), costume designer, electrician, **production manager**, **puzzlers**, special ed consultant, **stitcher**, technical director, all great cooks.

We are very **different people** but have a blast working together

professionally in the '62 Center

for Theatre and Dance.

**Laughter works wonders** when

you work late at night."

**NATHANIEL WIESSNER**,  
MAINSTAGE TECHNICAL  
DIRECTOR; **BARBARA A. BELL**, COSTUME  
SHOP MANAGER;  
**MARY PFISTER**,  
DANCE PROGRAM  
PRODUCTION  
MANAGER



"I am an extremely 'type B'  
**Bangladeshi expatriate.**

The things I wanted to be when I was

little include: **astronaut,**

veterinarian, carpenter,

**elite warrior,**

shepherd, **tall."**

**HAZ SWALEHEEN '08**



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