

Williams



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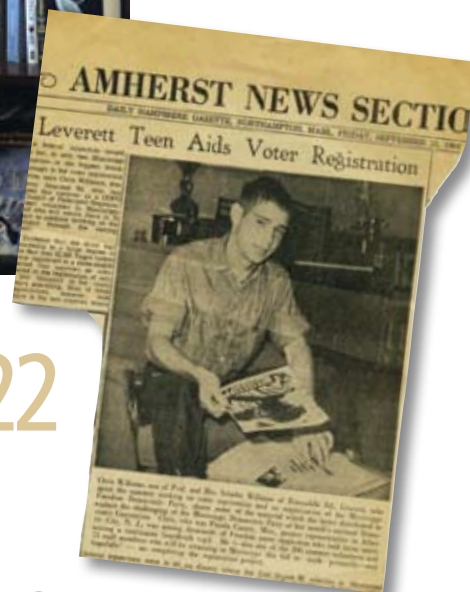
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Untitled 1992 works by Glenn Ligon (American b. 1960) were part of a campus-wide discussion of Ralph Ellison's *Invisible Man*. Photographed by Roman Iwasiwka. WCMA purchase, Kathryn Hurd Fund. Courtesy of the artist. (M.2001.10.C and B)



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Making the Most of the Fiscal Crisis

by President Adam Falk

I came to Williams as it was exiting the global economic crisis as from a cold shower, with energy high and senses fully alert. And while few would long to repeat the experience, it's now clear to me, nearing the end of my status as newcomer, that the College definitely made the most of it.

Because the heavy work took place before I arrived, I can report gratefully on the ways that Williams got this right in terms of both outcome and process.

The outcome was protection of the College's academic offerings and its commitment to broad access. The student-faculty ratio remained an enviable 7:1 and, through the careful deployment of available resources, the faculty was even able to

through attrition and an early retirement program in addition to the reorganization of many administrative functions with the aim of increasing both their effectiveness and efficiency.

The main challenge was to reduce spending from the crisis-reduced endowment, which the College did by almost \$30 million.

Equally remarkable was the thorough, thoughtful and inclusive process that led to this result. From the start, board members, faculty and staff rolled up their sleeves to think creatively and make difficult decisions, while students offered many of their own money-saving ideas and adapted well to necessary changes, and alumni, parents and friends remained terrifically generous despite the strains on their own finances.

It was a point in the College's life that I'm convinced historians will smile upon. It certainly has my admiration.



JUSTIN KNIGHT

FOR AN IN-DEPTH LOOK AT THE COLLEGE'S FISCAL YEAR 2010 FINANCES, INCLUDING INTERVIEWS WITH PRESIDENT ADAM FALK AND BOARD OF TRUSTEES CHAIRMAN GREG AVIS '80, VISIT [HTTP://BIT.LY/WMSFINANCIALS2010](http://bit.ly/WMSFINANCIALS2010).

add major programs in Arabic, environmental policy and environmental science. At the same time, the only budget line that increased was financial aid, as the College continued

to make this exceptional Williams experience available to students from all backgrounds.

All this was achieved without layoffs, the sale of assets at distressed prices or the floating of taxable debt.

This was the case in large part because Williams acted both quickly and thoughtfully. First steps involved cutting operating budgets, postponing new capital projects and reducing spending on capital renewal. This bought time to determine longer-range plans, which included reductions in the number of faculty and staff

Meanwhile, all of us at Williams reap the benefit. As the economy stabilizes, we're strongly positioned to offer students from a variety of backgrounds an undergraduate experience second to none. We look forward to starting this spring the construction of the new Sawyer Library, which will transform our teaching and learning in the humanities and social sciences. And we can begin to think about carefully planned advances in areas that include internationalization, sustainability and technology.

We do this on a new financial and operational base that fits solidly the new realities. It results from this community's deft response to a global challenge. And I thank deeply all who played a role. ■

LETTERS

learn

The story about the math/statistics professors and the responses by the students makes me feel very enthusiastic about Williams, more than I have for a while ("Fun, Seriously," January 2011). I have been telling my grandchildren to study statistics, as it is the key to understanding the real world.

—Stephen Stolzberg '63, Portland, Ore.

As a Williamstown boy, I especially liked the article about Williams students teaching students at Mount Greylock Regional High School to write better ("Teach. Write. Learn." January 2011). Cheers for all in the program. Our Williams class focused its 50th reunion gift on the hope that the College would produce even more fine teachers and also help area secondary schools.

—Ernest F. Imhoff '59, Baltimore, Md.

perfect

I cannot think of many times I have ever enjoyed reading a college publication as I experienced this morning with the January 2011 issue. Some of my wife Mary's and my happiest moments were when we got "Parents of the Williams Crew" off the ground in 1993.

—R.C. Everett, 1996 Eph parent, Scarsdale, N.Y.

I write with humor to point out a small error in the January 2011 *Alumni Review*. The article "Football Celebrates Fall Firsts" says Aaron Kelton became the first Williams coach in *any* sport to finish a debut season with a perfect record. I believe that Frank

Navarro (then head football coach) had his debut season in 1964 as freshman baseball coach. Even though Coach Navarro was not familiar with the ins and outs of America's pastime, a team of fairly good players turned in an undefeated season.

—Larry Ricketts '67, Denver, Colo.

memory

Many thanks to Professor Robert H. Bell for his warm remembrance of Clara Park ("In Praise of Memory," January 2011). Professor Park stands out among my many superb teachers at Williams, and her thoughtful critiques of my writing benefit me to this day. Her blend of kindness and high expectations is the spirit that makes Williams great.

—David Wagner '86, Boston, Mass.

I was dismayed to read about the Gaudino Option in the September 2010 *Review*. One of the greatest lessons the College is capable of imparting to its students is that we all are responsible for the work we do. Our school work and our professional work represent, in some significant way, the people we are.

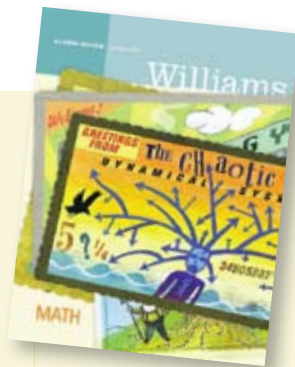
The Gaudino Option is a way for many Williams students to shirk the acquisition of this lesson and offers a perpetuation of the idea that perfection exists (as expressed through the form of GPA). A B-minus is not necessarily a bad grade. If the Williams diploma is worth the paper it's printed on, employers, admissions officers, etc., will look beyond such an academic "low point."

options

Some students are pressured financially or by their families to succeed. When possible, these problems should be tackled through restructured financial support from Williams or between the student and his or her parent/guardian. Williams needs to reinforce that in life, all things worth doing require some degree of risk. Students should learn now—when it does not count in any kind of life-altering, significant way—that imperfection and failing to meet one's own or another's expectations is part of life.

If students cannot bear the thought of a grade "no more than two-thirds of a grade below his or her GPA," if they are truly scared to take a class because a grade they are not accustomed to seeing on their transcript might appear, Williams has serious problems to address: academic and intellectual cowardliness.

—Cary Choy '09, Troyes, France



The Williams Alumni Review welcomes letters relating to articles or items that have appeared in recent issues of the magazine. Please e-mail comments to alumni.review@williams.edu or send them to the Alumni Review, P.O. Box 676, Williamstown, MA 01267-0676. Letters may be edited for clarity and space.



OUR STORIES, OUR RESPONSIBILITIES, OUR COMMUNITY

The College kicked off the spring semester on Feb. 3 with the third annual Claiming Williams Day—14 hours of lectures, forums, films and performances exploring community on campus. This year's events, including a spoken-word presentation and Q&A by the four-woman troupe HerStory (pictured above) on the MainStage of the '62 Center for Theatre and Dance, drew an unprecedented number of students, faculty and staff. For more on Claiming Williams Day, visit <http://claiming.williams.edu/>.

NEW DEAN OF FACULTY, PROVOST NAMED

On July 1, philosophy professor Will Dudley '89 and English professor Peter Murphy will begin serving as provost and dean of faculty, respectively.

Dudley, the College's Gaudino Scholar, is a past chair of the Committee on Undergraduate Life and served on the



Will Dudley



Peter Murphy

Committee on Educational Policy, Faculty Interview Panel and Committee on Diversity and Community. He is a trustee of Massachusetts College of Liberal Arts. He succeeds Bill Lenhart, the A. Barton Hepburn Professor of Computer Science, as provost.

Murphy recently completed a term as chair of the English department. He was also dean of the College, chair of the Ad Hoc Committee on Departments and Programs and a member of the Faculty Steering Committee, Faculty Review Panel and Multicultural Center Advisory Committee, among others. He succeeds Bill Wagner, who has been dean of faculty since 2006, serving as Williams' interim president from August 2009 through March 2010. Wagner returns to his position as the Brown Professor of History.

Physics professor Sarah Bolton will continue in her role as dean of the College.

TWO SENIORS RECEIVE TEACHING FELLOWSHIPS

Gabriela Hernandez '11 and Oscar Moreno '11 were among 25 students selected nationally to receive Woodrow Wilson-Rockefeller Brothers Fund Fellowships for Aspiring Teachers of Color.

Hernandez, who is an art history major completing a concentration in

Africana studies, has taught Spanish at Breakthrough Collaborative, a national nonprofit that recruits high school and college students to teach middle schoolers. The San Francisco native also spent time working in the nonprofit's national development office. She plans to teach social studies in secondary schools.

Moreno, who is from Huntington Park, Calif., is an American studies major, completing concentrations in Africana and Latino studies. He's worked with elementary school students in Williamstown and hopes to teach social sciences.

"Both Oscar and Gaby have shown an unusual commitment to public education



Gabriela Hernandez



Oscar Moreno

>> [Click here for text only](#)



The Williams community is mourning the unexpected death of Visiting Artist in Residence Steven Bodner, 35 (pictured above), who passed away Jan. 11. He joined the music department in fall 2000 to direct Symphonic Winds, which grew over time from eight students to as many as 80. "He seemed to be in a constant state of celebration about how music works on us: from attending almost every student recital and concert to creating opportunities for everyone in the music department ... to make music together," said Brad Wells, the Clay Artist in Residence and director of choral/vocal activities, during a tribute to Bodner at the February faculty meeting. "Steve didn't stop opening doors, lending an ear, creating community through performance."

and are already quite experienced in the classroom," says Molly Magavern, the College's director of special academic programs.

Hernandez and Moreno each will receive a \$30,000 stipend to complete a master's in education, as well as preparation to teach in a high-need public school, support throughout a three-year teaching commitment and guidance toward their own teaching certifications.

The fellowship program was established in 1992 to help recruit, support and retain individuals of color as public education teachers and administrators. Since its inception, the program has awarded nearly \$8 million in grants and financial assistance to 375 fellows.



FURTHER AFIELD

Williams professors in the news

"When you think of revolutions in history, whether it's the French, the Russian or the Iranian ... or the American Revolution, these took a long time. They just didn't happen over the course of three weeks. [Egypt's revolution] has really been unraveling before our very eyes, and the speed of it is unprecedented. Part of it is we're living in a time, the Information Age, when ... information travels very quickly. The government in Egypt could no longer control the speed of information and the ability of people to organize themselves on the basis of that information." —*History professor Magnus Bernhardsson on the events leading up to the resignation of Egyptian President Hosni Mubarak. WAMC News, Feb. 14*

"I think the 'Tiger Mom' book captures something that's pervading our society, which is a sense that there are all these things you have to do just right to get a child to come out just the way you want them to be. And the fact is there's no point to that. Children are influenced by many forces out of your control. A lot of who they are is set from early on, and you'd be much better off relaxing and enjoying the relationship with them than trying to shape them in a particular way." —*Susan Engel, senior lecturer in psychology and the Class of 1959 Director of the Program in Teaching, discussing her new book, Red Flags or Red Herrings? Predicting Who Your Child Will Become. Good Morning America, Feb. 11*

"You get rushed and preoccupied, and you stop taking the perspective of the other person, precisely because the two of you are so close." —*Psychology professor Kenneth Savitsky explaining his research with colleagues at the University of Chicago on why couples often communicate with each other no better than strangers do, something they call the "closeness communication bias." The Telegraph U.K., Jan. 21*

WCMA DIRECTOR TO STEP DOWN

Lisa Corrin has announced she will step down as the Class of 1956 Director of the Williams College Museum of Art on June 30. She will continue to teach at the College for the 2011-12 academic year and plans to serve as both a Clark Fellow at the Sterling and Francine Clark Art Institute and as a visiting scholar in museum studies at New York University.



Lisa Corrin

In her six years as WCMA director, Corrin has overseen more than 75 exhibitions, several of which have traveled nationally and internationally. She established a Faculty Advisory Committee and encouraged collaborations between the museum and the College's academic departments. She added significant works of art to the collection, from old masters to contemporary Brazilian, South African and Chinese photography.

Corrin "carried out a thoughtful plan to refocus museum activities on the College's teaching mission, which includes ... the first reinstallment of the collection in many years," President Adam Falk wrote in a letter to the Williams community about Corrin leaving as director. "Exhibitions developed under her leadership have gained international recognition for creatively prodding, educating and challenging viewers." A national search is under way for her successor.



Senior co-captain Troy Whittington led men's basketball to an undefeated NESCAC season, securing a first-place ranking and top seed in the NESCAC Tournament in February. For the latest sports news and standings, visit <http://williams.prestosports.com/landing/index>

Williams adjunct faculty member Julia Morgan-Leamon was teaching a printing and drawing course in Egypt during Winter Study when the protests began in Cairo. After seeing to it that her students got out of the country safely, she stayed on for a few weeks to document in watercolor what she was witnessing. See what she had to say about her experience in a video on Time.com (<http://bit.ly/egyptwinterstudy>) or view her sketchbook images on her website (<http://bit.ly/morganegypt>).



THE CDE AT

50

His association with the Center for Development Economics spans the better part of its existence. Now **Steve Lewis '60** shares his perspective on the program's first half-century.

[>> Click here for text only](#)



Professor Bill Gates '39 (back row, center) with 1972 CDE fellows.

*e*conomics professor Jerry Caprio '72 once gave an exam with a question that began: "Suppose you are the advisor to the prime minister..." One of his students, a fellow of Williams' Center for Development Economics, wrote in response, "*I am* the advisor to the prime minister in my country, and here is how I would answer..."

Imagine the experience of sitting next to that person in class, learning beside him or her, working on projects together, dining together, as some Williams students have done. Williams is perhaps the only college in the country—and the world—to offer undergraduates the opportunity to really get to know current and future policy makers from countries around the globe. And it is all thanks to the Center for Development Economics, which is celebrating its 50th anniversary this year.

Our College

The idea for the CDE, as it is known, was hatched in the summer of 1958 on the front porch of economics professor Emile Despres' Williamstown home. At the time, African and Asian countries were emerging from colonial rule and joining Latin America in the struggle to raise their people's living standards. Despres (who had just come back from advising the Pakistani government) and his colleagues at Williams were convinced that policy formulation required local expertise. The success of these countries hinged upon experienced professionals schooled in economic development theory and practice who could serve as advisors or senior officials.



Not only would the CDE enable Williams to play an important role in global economic development, but it also would bring citizens and issues of the world to Williamstown.

—Steve Lewis '60

What better place for that education to happen, they reasoned, than Williams? The economics faculty carried on the liberal arts traditions of teaching core concepts and critical thinking skills. But they also had in-country experience in positions involving policy analysis and advice. Political economist Vince Barnett had been in charge of the Marshall Plan in Italy, where Paul Clark had been on his staff. John Sheahan had worked for the Marshall Plan in France. Bill Gates '39 had worked in Haiti. "Triple R" Brooks had spent his 1957-58 sabbatical in Latin America. Henry Bruton arrived in 1962, fresh from Despres' Institute of Development Economics in Pakistan, where John Power also worked.

Not only would such a program enable Williams to play an important role in global economic development, but it also would bring citizens and issues of the world to Williamstown.

Despres and his colleagues designed the program with key elements that remain in place today. CDE fellows would take leave from and return to a position in their own countries. The master's in development economics would be a "terminal" degree, not a stepping-stone to a Ph.D. Courses would focus on teaching analytics useful to those in a position to make or advise on economic policy. And the program would be no more than a year—generally the maximum time agencies would part with their best staff.

Initially financed with a \$423,000 grant from the Ford Foundation, the CDE welcomed its first class in September of 1960. Twenty men from 17 African, Asian and Latin American countries moved into the Cluett Estate on Gale Road—called "the monastery" by early fellows because it was so far from campus. (Six years later, the program moved to St. Anthony Hall on Main Street.) Since that time, some 1,100 men and women from 105 countries in the developing world have graduated from the program. Ninety percent of the fellows returned to work in their home countries; most of those who did not went on to serve in international organizations concerned with development.

During my 21 years on the Williams economics faculty, I had the pleasure of teaching some extraordinary CDE fellows who went on to remarkable careers as ministers of finance, heads of central banks, government budget directors, advisors to presidents, executive directors of the IMF and World Bank, ambassadors—and two prime ministers. When my wife Judy and I visited Singapore we were invited by my former student Goh Chok Tong, CDE '67, to lunch at the prime minister's residence. What a treat!

Equally fascinating was the chance to recruit new students through the relationships I formed with alumni of the program and my work in developing countries. Ever since Williams President James Phinney Baxter, Class of 1914, brought Despres, Kermit Gordon and others to Williams from their World War II positions in Washington, D.C., the economics faculty have been encouraged to take frequent leaves to recharge their intellectual batteries.

In 1986 I was the junior member of an Asia Society delegation that went to the Philippines just before Corazon Aquino's election. Our first meeting was with Minister of Finance Cesar Virata. In his introductory remarks he noted that he was glad to have "Professor Lewis from Williams" in the delegation, since so many of his key staff and advisors had been trained at Williams College. My stock in the delegation rose.

Personal interviews have always been a key part of the CDE's recruiting process, since generally no more than one in five (in recent years, one in seven) applicants is selected for the program. I recall a recruiting trip to Ethiopia in 1972, when Woldemariam Woldemichael, CDE '67, introduced me to Addis Ababa. He had just been promoted to a vice ministerial position in charge of the national budget, and we celebrated at a dinner in his home with other fellows. On that trip I recruited three Ethiopian civil servants to join CDE's Class of 1973. Botswana's current finance minister, Ken Matambo, CDE '75, served for many years as the head of economic planning, directing the economics staff for the whole government. He made sure the cream of the crop came to Williams, as he and other CDE alumni served as "quality controllers" in recruiting.

Indeed, much as the College is known in the Western world for its unmatched undergraduate experience, Williams is known in the developing world for the prominence of the men and women who studied at the CDE. As Dr. Gaositwe Chiepe, an exceptional woman who held major cabinet positions in Botswana for more than 20 years and worked with many CDE alumni, once told me, "We in Botswana think of Williams as *our* college."

Quick to Question, Slow to Answer

In the early years, 20 fellows came annually from 12 to 15 different countries throughout the non-Communist developing

world—Asia, Africa, Latin America, with occasional students from the former Yugoslavia and the Middle East. As the world changed, the countries represented at the CDE changed. The number of Latin American fellows dropped when financing for those students to attend programs in the U.S. became scarce. India, like some other countries, stopped sending students to Williamstown when it developed its own programs. The end of the Cold War brought opportunities for countries that had been part of the Soviet Union. Georgia, for example, had sent 13 fellows to Williams by the time of the “Rose Revolution” that brought President Mikheil Saakashvili to power. The graduates, in turn, were brought into the new government in a variety of senior positions, including as minister of finance and deputy governor of the central bank.

CDE fellows over time ranged in age from 24 to some in their mid- to late-30s. All had to adjust to an American approach to education that emphasized challenging your teachers and fellow students and frowned upon rote learning. Many had to re-learn skills in economics, math and statistics, as well as how to study for exams. Almost all had to become accustomed to taking classes and living with people from very different cultural backgrounds.

For me, the classes were fascinating, stimulating—and often hard to teach. Among the greatest pleasures was getting fellows to engage with and learn from one another and to think beyond their local or regional circumstances. Early on, for example, when I used rupees (used in India and Pakistan) as the local currency in an international trade example, fellows from Latin America or Africa quickly lost interest. I asked my historian colleague Frank Oakley to suggest a once-important currency no longer in circulation; he suggested that of the Byzantine Empire. Thereafter the byzant (Bz) became the local currency in all my examples, and the fellows seemed to identify with it as their own!

How did the descendants of Mark Hopkins converse with the CDE fellows on the other end of the Log? Despres and his founding colleagues wanted the analytical techniques presented in the courses to be applied to real policy situations. Thinking this sounded something like a trade school, one young, outspoken, untenured faculty member named Bob Gaudino strongly and publicly objected. As a student at the time, I well remember Mr. Gaudino’s assault on the concept of CDE. However after he spent time living in India in the early 1960s, developing his

ideas about “uncomfortable learning,” Mr. Gaudino became a strong supporter of the CDE.

Unlike large university programs, where students might take a smorgasbord of courses that may or may not add up to a focused course of inquiry, the early CDE curriculum was carefully planned out. I can still visualize super-organized Paul Clark laying out on his desk each topic in each course, week by week. The idea was that a subject or technique required in the middle of the first term in one course must be taught in another course before it was needed!

For many years, the curriculum consisted entirely of required courses; every student took every course. In the 1970s, more flexibility was introduced, as was more work on individual projects. Electives in areas such as environmental policy and natural resource management, public health, the role of social safety nets, and urbanization and development were introduced as the nature of policy problems and approaches to development economics evolved. The CDE remains one of the few programs in the world



Opposite: Steve Lewis '60 outside St. Anthony Hall, 1979.

Top: 1991 CDE fellows with professors Cappy Hill '76 and Earl McFarland (back row, third and fourth from left) and Henry Bruton (back row, far right). Bottom: Professor Vince Barnett (center) with 1962 CDE fellows.

PHOTOS COURTESY OF CDE



nongovernmental organizations. All of these, Ahmed said, clearly illustrated that one could not rely on a fixed body of knowledge or a formula when it came to economic policy. Instead, he and others learned at the CDE how to ask questions and to seek solutions.

Elsie Kanza, CDE '00, advisor to Tanzania's president, put it another way: She recalled learning from Professor Henry Bruton that she should be "quick to question and slow to answer." Indeed, one alum-

nus from an African central bank remarked that his boss preferred to send staff to Williams instead of Harvard, since those from the CDE came back with challenging questions, while those from Harvard came back thinking they knew all the answers.

Asked what she had learned at Williams, Colombia's Ana Maria Rodriguez, CDE '87, now at the Inter-American Development Bank, cited three messages emphasized throughout the program. One: "There is no good policy if you cannot implement it." Two: "Think about what you are thinking; think about what you are saying." And three: "Don't take anything for granted."



in which all courses are specifically designed around developing country policy issues.

When the CDE was founded, the optimists thought that the world might deal with economic development in a couple of decades. I didn't know anyone who seriously thought that the program would continue to be an important resource for developing countries 30 years later, much less after half a century. And yet, during the CDE's 50th anniversary celebration last October, one alumnus after another, from the earliest fellows to the most recent, spoke of the enduring lessons they learned in Williamstown, such as the importance of critical thinking and of challenging assumptions—lessons also learned by generations of Williams undergraduates.

Fakhruddin Ahmed, CDE '71, chief advisor (effectively the prime minister) for the interim government of Bangladesh from 2007 to 2009 and previously the governor of the Bangladesh Bank, was among those at the anniversary celebration enumerating the changes affecting developing countries since his graduation: the greatly increased role of international flows of private capital; the emergence of stock exchanges and internationally traded bonds issued by developing countries; the demise of the system of fixed exchange rates among major currencies; the rise of

A Very Humbling Experience

The CDE has had an effect on nearly every aspect of the College, but perhaps the most visible benefits can be seen in the economics department. The concentration of prominent development economists has been a magnet for both the young and the experienced. In the past 25 years Jerry Caprio '72, Ken Kuttner, Peter Montiel and Dick Sabot joined the senior faculty, bringing extensive experience from the World Bank, the International Monetary Fund and the Federal Reserve. (Caprio and Cappy Hill '76, who was also at the World Bank and the Congressional Budget Office prior to joining the faculty, took courses in the CDE when that was the exception.)

Teaching and administration at the CDE absorbs the equivalent of four full-time faculty, so the economics department is larger than it otherwise would be. Meanwhile, since faculty seldom teach more than one CDE course per year, they naturally bring their specialties in monetary, fiscal, environmental or regional economics to the undergraduate curriculum. As a result, Williams has two to three times the number of economics courses with international content as Amherst or Swarthmore, a huge advantage in a more globalized world. Lectures and seminars sponsored by the CDE are open to the whole campus.

There's also the chance for Williams undergraduates to work alongside CDE fellows in graduate-level courses that satisfy their major or degree requirements. When I began teaching in 1966, we had at most one or two undergraduates in any given class. In many classes there were none. The experiences of those few students were exceptionally rich, however, as they got to know the fellows in class and during lunches or suppers at St. Anthony Hall.

By the late 1990s, 15 to 20 Williams students per year were taking CDE courses; in 2008-09 the number reached a high of 73. The increase can be attributed to growing interest in global issues as well as a growing population of international undergraduates, many from developing countries, says CDE director Tom Powers '81. In fact, Powers says, the program has never made a formal effort to integrate undergraduates into the curriculum (which could result in overly large classes). Much of the interest has been via word of mouth.

At the same time, the CDE fellows have become more involved in campus life. As the economics of running a full-time dining operation at St. Anthony Hall became more difficult, fellows began eating evening and weekend meals in other College facilities. So the interaction with undergraduates has increased—with conversations taking place in a variety of languages. A more diverse array of cultural and intellectual offerings also has attracted fellows to the Williams College Museum of Art, the '62 Center for Theatre & Dance and lectures and talks across the disciplines.

When Williams President Adam Falk spoke at the CDE's 50th anniversary gathering in October, he pointed to the need to provide the program with "hard money" funding, since so much of the center's budget depends on fellowships from third parties. New funding would ensure its selectivity, the diversity of country experience and the quality of its instruction for the future.

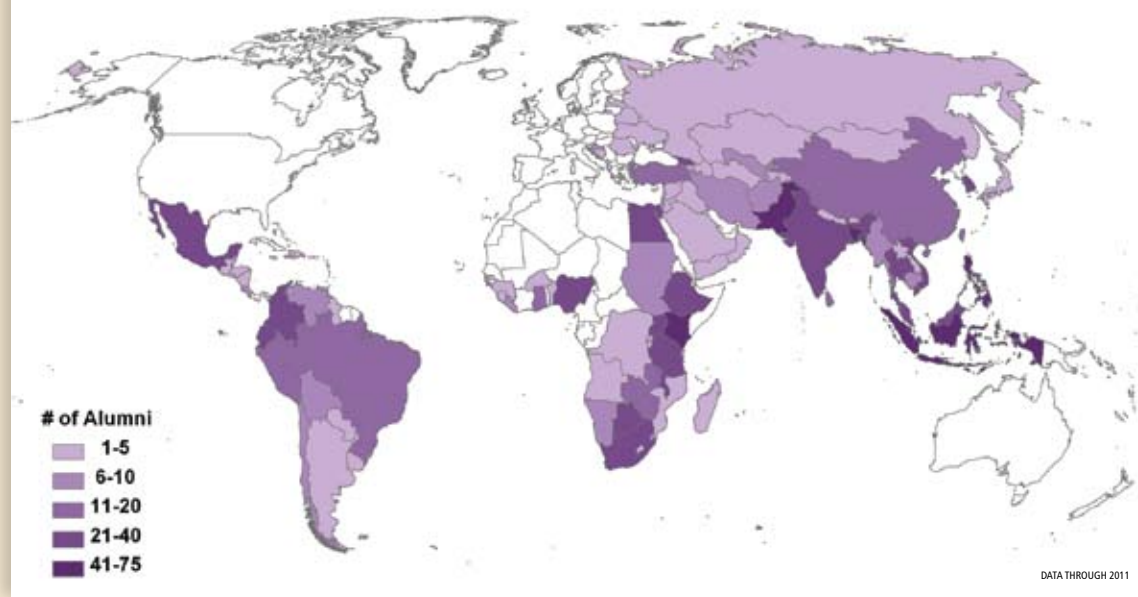
Fortunately, several individual alumni have made very significant gifts to the College for the CDE, and the Class of '61 is designating part of its 50th reunion gift to the center, so the program is on its way to being funded in line with the president's vision.

President Falk also emphasized the potential for even more synergy between the undergraduate and master's programs, both for students on campus and among alumni. Given the level of accomplishment and the positions of responsibility held by both CDE and undergraduate alumni (particularly Ephs working in international business and finance, development or diplomacy), both groups have much to be gained from the kind of networking that has gone on for decades among the traditional alumni body. With e-mail and Facebook making communication easier, there is clearly a base from which to build.

Ana Maria Rodriguez of Colombia echoed the thoughts of many CDE alumni and, probably, those of undergraduate students and alumni as well, when she spoke during the anniversary celebration of one more lesson she learned at the center. "You get together with people from such different ends of the world with such different traditions of all types," she said. "It really opens a window for you. It becomes a very humbling experience. You discover that you don't know anything, and you become more tolerant, more open to ideas, and I think honestly you become a better human being." ■

Stephen R. Lewis '60 was a student at Williams during the founding of the CDE. He earned a Ph.D. at Stanford and worked at Emile Despres' Institute of Development Economics in Pakistan before joining Williams' economics department in 1966. Lewis taught both undergraduate and CDE courses and twice served as provost of the College before he left Williams to assume the presidency of Carleton College in 1987. He is chair of the CDE's Visiting Committee and occasionally returns to the center to give seminars.

CDE Alumni Around the World



Opposite (clockwise from top center): CDE's Class of 2011; Professor Paul Clark and his wife Sarah in the early 1980s; 1972 fellows Shamsul Alam (left) of Bangladesh and Ishrat Husain of Pakistan. (Husain went on to serve as governor of the State Bank of Pakistan from 1999 to 2005.)

BEYOND THE Reading Group



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Invisible Man is a daunting book.

It's daunting in terms of the complicated questions author Ralph Ellison raises about race, culture and society. In terms of how the book addresses universal themes such as invisibility, opportunity, self and community. In terms of its place in history, published just before the dawn of the modern Civil Rights movement. Even in terms of its length (nearly 600 pages).

Nevertheless, during the blustery days of Winter Study, dozens of students, faculty and staff came together to explore *Invisible Man* as part of Williams Reads. Free copies of the novel were distributed across campus, followed by public readings, a talk at the College museum and lunchtime discussions and presentations. The events and objects pictured on these pages were designed to stimulate conversation and deepen understanding—in short, to build community.

Now in its fifth year, Williams Reads is “a wonderful idea,” says history professor Leslie Brown, who helped select *Invisible Man* as this year's book and taught a Winter Study course about it in January. “We read a book collectively, and through that book and its reading we engage together—and apart—on the intellectual project of thinking about our worlds, the ones we inhabit, the ones we came from. We examine and assess differences and similarities, recognize our conflicts and incompatibilities, but also our crosscurrents and confluences.”

MARK MCCARTY



MARK MCCARTY



ARTHUR EVANS



MARK MCCARTY



ROMAN WASTOVA

Top to bottom: History professor Leslie Brown (left) and English professor Karen Swann discuss *Invisible Man* with a lunchtime audience; A student takes in a Sawyer Library display about the book's historical, social and cultural contexts (including music of the time, at left); The College museum hosts a gallery talk about art works that evoke author Ralph Ellison's Harlem in the 1950s.

In anticipation of Williams Reads, English professor Vince Schleitwiler asked students in his "Introduction to African American Writing" course last fall to read *Invisible Man* and identify what book they would tackle next. Here are some of their recommendations:

Lorraine Hansberry's *The Sign in Sidney Brustein's Window: A Drama in Three Acts* (1965)

Lorraine Hansberry was a dramatist working in the 1960s in Harlem. In *The Sign in Sidney Brustein's Window*, she depicts a Village Jewish intellectual confronting his inability to engage in his politically charged atmosphere. She consciously avoids addressing "black issues" through the "emotional protest against black social conditions." Ellison addresses a similar hypocrisy in *Invisible Man* in his narrator's involvement with the Brotherhood. Like Ellison, Hansberry develops black and white characters without pitting them directly against each other; both are simultaneously victims and oppressors. She addresses themes in opposition, many of which the *Invisible Man* struggles with: cynicism, idealism, ambition and humility. Where Ellison is free to embroil his narrator and reader in moral ambiguity, uncertainty and frustration, Hansberry is constricted to the stage, working within the audience's limited ability to "read between the lines." The reader can return to the themes of *Invisible Man* with the insight and clarity conveyed onstage.

—Kendall Follert '13

Chester B. Himes' *Cotton Comes to Harlem* (1965)

Cotton Comes to Harlem seems to grab the reader from the very get-go. The suspenseful shoot-outs, the run-ins with various different women and the flavorful dialogue are enough to keep any reader thoroughly entertained. If you're a fan of *Shaft*, or any other "bad mamma jammies," this book comes highly recommended.

—Isaac Nicholson '11

Jean Toomer's *Cane* (1923)

Throughout *Invisible Man* I was intrigued by the somewhat surreal nature of events that occur around the nameless narrator: figures of speech often became literal, and situations escalated to violence within absurdly short amounts of time. I later learned of Ellison's reputation as an experimental author with this novel. Similarly, Jean Toomer's classic, *Cane*, is recognized for its offsetting experimental content, comprising a collection of poetry, prose and drama that focuses on the heritage and life of African Americans in the U.S. If you enjoyed the experimental and modernist narration of *Invisible Man* and want to read another, similar migration narrative, take a look at *Cane*, and brace your artistic self.

—Keelia Willison '14

Ann Petry's *The Street* (1946)

Unhappy with *Invisible Man's* lack of any significant female characters? ... Ann Petry offers up a powerful story detailing the life and struggles of an African American woman in an urban setting. Lutie

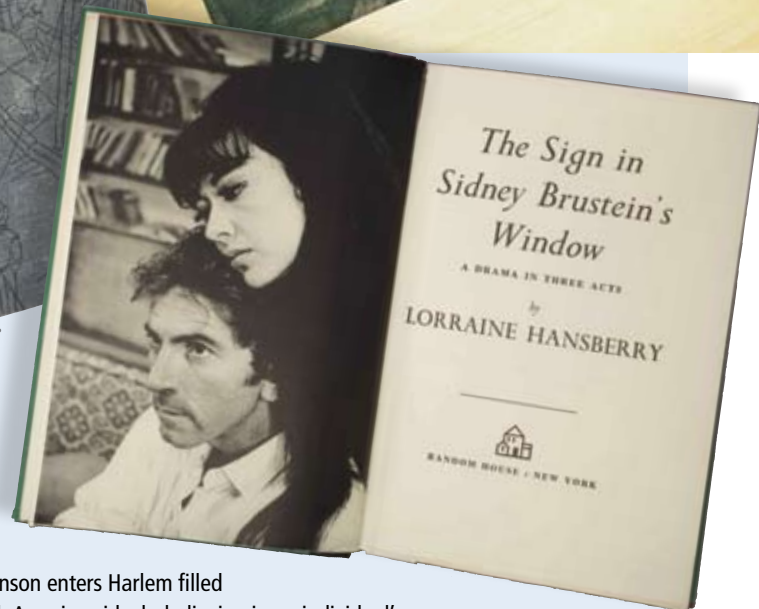
Johnson enters Harlem filled with American ideals, believing in an individual's ability to rise up and achieve a better life. She leaves the city a broken woman. In this visionary book, Petry reveals that, for women, oppression in the city is a combined result of racism, sexism and economic hardship. Prepare for a story that will make brutally clear the extra challenges facing African American women in Harlem.

—Elizabeth Cornett '14

Gayl Jones' *Corregidora* (1975)

Though a great novel documenting one man's journey navigating race, *Invisible Man's* ambiguity disconnects the reader from his personal journey. *Corregidora* is a painful and intense dramatization of a young black girl's passage into womanhood and the obstacles that stood in her way. The main character, Ursa Corregidora, is a direct descendent of slave women who were used by their master, Corregidora, as prostitutes. Her life has been shaped by their pain, and she struggles to find her own path in spite of this dreadful past. *Corregidora* is a difficult read, but you will not want to put it down. Jones takes readers out of their comfort zones and places them in the midst of real-life agony.

—Quanece Calhoun '11





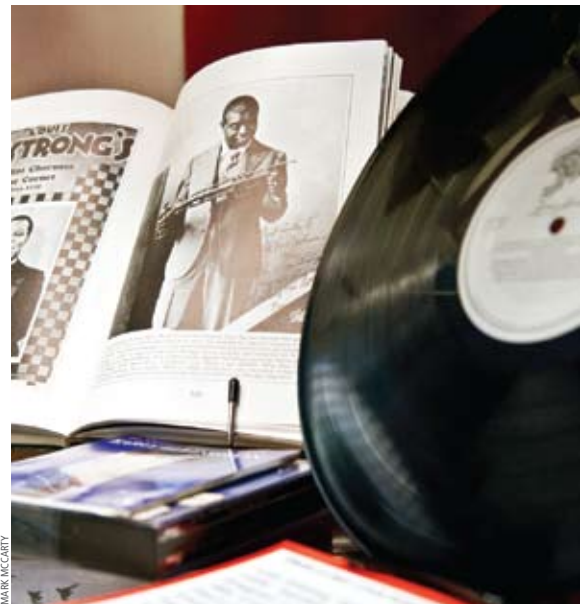
ROMANI IWASIWKA



MARK MCCARTHY



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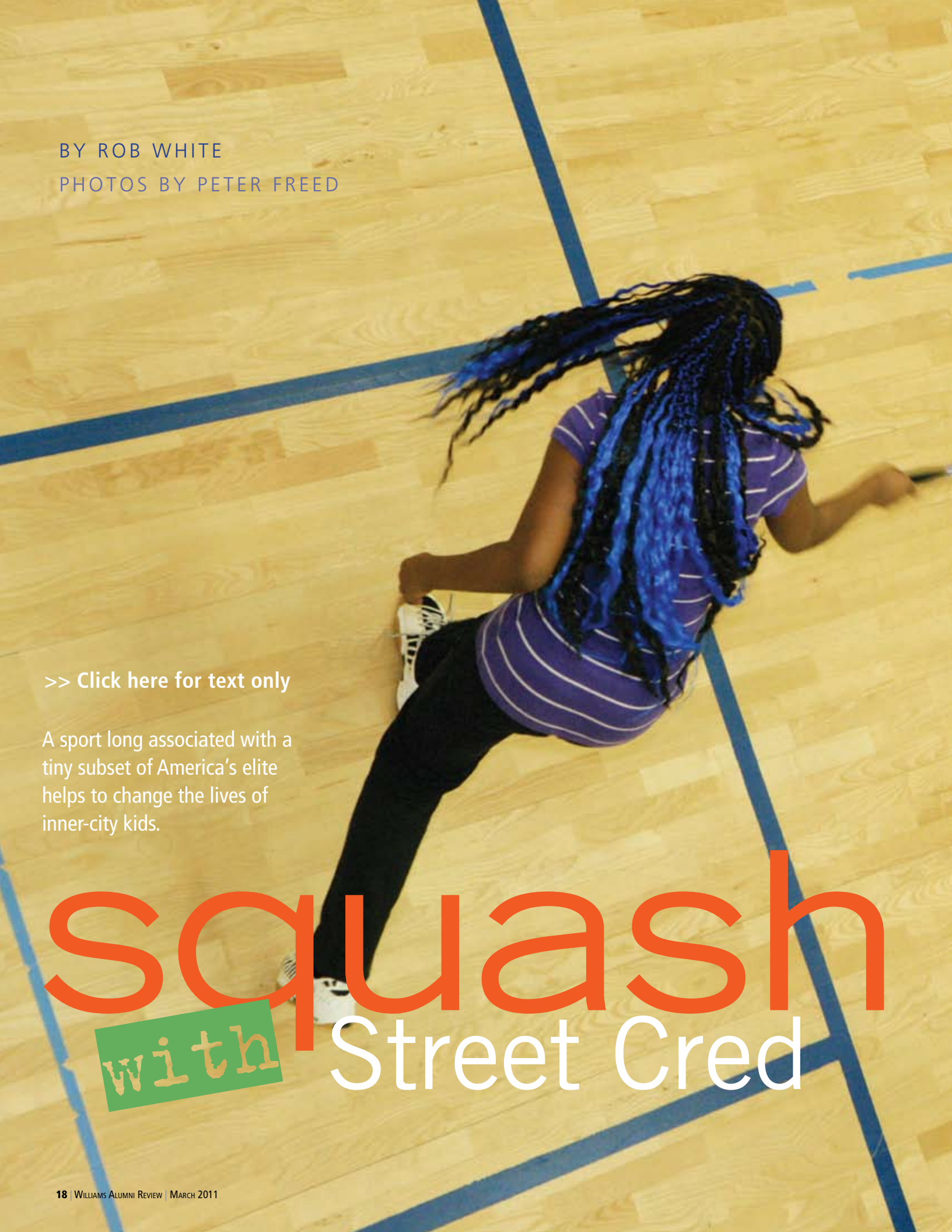


MARK MCCARTHY



ROMANI IWASIWKA

This page (clockwise from top right): A lunchtime discussion helps place *Invisible Man* in context; Sawyer Library offers up music of the era and (opposite page) suggested reading; the College museum hosts a gallery talk featuring art works by Glenn Ligon (on the wall), John Wilson (on the table) and Aaron Siskind (on shelves).

A high-angle, top-down photograph of a person with long, thick dreadlocks dyed in shades of blue and black. They are wearing a purple and white horizontally striped short-sleeved shirt and black leggings. They are in a dynamic pose on a light-colored wooden floor with blue court lines, holding a squash racket. The person's head is tilted back, and their hair is in motion.

BY ROB WHITE

PHOTOS BY PETER FREED

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A sport long associated with a tiny subset of America's elite helps to change the lives of inner-city kids.

squash

with Street Cred

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ony? Hey, Tony! They’re here, man.” Dozens of them—middle school and high school students—pour into the locker rooms of New York City’s Stephen L. Green StreetSquash Community Center on 115th Street, between Fifth and Lenox Avenues. They emerge minutes later, having swapped school clothes for squash gear. Christian Henze ’10, Jessica Lovaas ’06 and Tony Maruca ’08 are ready for them.

Amid the cacophony of squeaking sneakers, the pock-pock-pock of hard-hit balls and the clamor of adolescent voices, the three Williams alumni construct a chain of learning moments. Henze organizes the entire 8th-grade group into a fitness drill—a relay race of sorts—around mini traffic cones. Maruca (in ragged sweatpants and an eponymous shirt left over from his Williams days) hits volleys to a boy clad entirely in black. Two 6th graders stand reverently outside a court where Daequan Leslie, a 12th grader accepted early decision at Franklin & Marshall College, hits rail after perfect rail.

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The organized chaos adds up to a typical day at StreetSquash, an intensive enrichment program combining academic tutoring, athletic instruction and healthy doses of community service and college preparation that serves about 160 Harlem kids each year. The theory behind it, says Henze: The more engaged the kids are, “the less vulnerable they’ll be to other temptations.”

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but a very poor student—hyperactive, attention-starved. Now he’s a leader in the program.”

StreetSquash is one of nine “urban squash” programs nationally that, over the course of 14 years, have served more than 1,000 youngsters, mainly from impoverished families, failing schools and dangerous neighborhoods. The programs’ results are remarkable: Every one of the participants has graduated from high school. Ninety-three percent have graduated from college.

Urban squash traces its roots back to Greg Zaff ’84. As Williams’ top player and a three-time All-American, Zaff played professionally for seven years and was ranked among the top squash players in the world. He loved the sport but eventually developed a case of socioeconomic claustrophobia. “We’d be playing in Detroit or Philly or Boston,” Zaff says, “but we were all Ivy/Williams types doing something completely disconnected with the cities surrounding us.”

Zaff retired from the circuit and enrolled in the master’s program at Harvard’s Kennedy School of Government, where he wrote a term paper about creating an urban squash program. His thesis—that an “upper-class” sport could provide a pathway to success for inner-city kids—was counterintuitive, but some facts were in his favor. Because they’re used by such a tiny population, says Zaff, “squash courts sit vacant in every U.S. city, 365 days a year.” The game itself—an individual sport played by members of a team—requires a particular kind of discipline and accountability. And that kind of discipline, nurtured and applied to squash, schoolwork and service, might help kids with limited resources achieve more than they ever imagined.

“It’s really simple,” Zaff says. “I wanted to help inner-city kids ... and literally the only thing I had to offer was squash.”

After brief, frustrating stints at a public housing finance agency and a large inner-city school





Christian Henze '10 (back row, left), Jessica Lovaas '06 (back row, right) and Tony Maruca '08 (front row, center) with StreetSquash students.

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"The program was like a second home for me," says Patrick Williams, who grew up in the Mission

Hill area of Roxbury, Mass. Selected when he was a 6th grader at Timilty, he attended SquashBusters three times per week until he graduated from high school. Now he's captain of the squash team and president of the senior class at Bates College. SquashBusters, he says, "kept me off the street during some of the worst times to be outside, like after school from 3 o'clock to 7 o'clock."

Word of the program's success spread through the close-knit squash community. George Polsky, a member of the U.S. squash team that Zaff captained at Israel's 1988 Maccabiah Games, went on to found StreetSquash in Harlem. Former professional players in Baltimore, the Bronx, Chicago, Denver, New Haven, Philadelphia and San Diego followed suit. The programs now fall under the umbrella of the National Urban Squash and Education Association (NUSEA), founded in 2005 by Zaff, Polsky and executive directors of two other urban squash programs.

Urban squash continues to grow, with new programs coming on board in Detroit and Minneapolis. Homegrown efforts in Oakland, Calif., and Charleston, S.C., have received NUSEA support and will be able to apply for membership in upcoming months. Zaff, who left SquashBusters in 2005 to run NUSEA full time, expects another 10 programs to launch in the coming decade.

One reason for the rapid expansion is urban squash's track record of getting at-risk kids through college. Another is money. It cost about \$10 million apiece to build the facilities for SquashBusters (which shares its courts with Northeastern University as part of a 50-year deal) and StreetSquash (which shares its courts with Columbia). Most of that money came from wealthy former college squash players delighted to help kids from low-income families while introducing the sport to a wider audience. Traditional squash centers in higher education have also anted up. At Williams, for example, squash coach Zafi Levy '01 organizes a professional tournament each April to raise funds for a street squash tournament held at the College each June.

To a remarkable degree, urban squash's rise has been a collective Williams effort. (Polsky, a Harvard grad, calls it "downright scary.") Former Williams players Lenny Bernheimer '63, chairman of SquashBusters' board, and Bill Simon '73, a Williams trustee who chairs NUSEA's board, have supported Zaff's efforts from the earliest days. They've also worked closely with alumni like Mike Keating '62, another Williams trustee and former college squash player, to raise funds for SquashBusters' facility at Northeastern. Dozens of Ephs volunteer as coaches and tutors. Last fall Megan Henze '05, who serves with classmate

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Joanna Leathers ’05 and four other Ephs on the StreetSquash Young Leadership Committee, collected \$5,000 in donations for the program while running the New York Marathon with Kate Whipple ’07 and Ashley Eyre ’08.

Squash Haven, a NUSEA program created in 2006 in New Haven, Conn., is directed by former Williams women’s tennis and squash coach Julie Greenwood ’96. Her program serves 50 students in 4th through 9th grades, and she’s adding a new class each year. Her students use Yale University’s courts, and the university has donated exclusive use of classroom space and a small office. Yale players coach Squash Haven students, and 30 volunteers are academic advisors.

As with all NUSEA programs, Squash Haven selects its students based on their potential for sustained commitment to the program. This year, Greenwood took only 12 from a pool of 40 applicants. “We think our kids are capable, and we set a high bar,” she says. “We’re looking for a six- or seven-year commitment from each of them, and we make an even longer commitment in return.”

That commitment extends into college and beyond. Having worked with juvenile offenders on Rikers Island and at the Harlem Children’s Zone, Jess Lovaas now serves as director of alumni outreach at StreetSquash in Harlem. She shadows graduates through college matriculation and financial aid mazes and continues to work with them once they’re in college to make sure they have the resources and support they need.

It turns out relatively few graduates of urban squash programs go on to play competitively in college. The exceptions are Patrick Williams and four players on the women’s team at Bates, as well as a handful of others at colleges like Franklin & Marshall. But “squash is not and has never been the magic bullet behind urban squash,” Zaff said upon receiving the Manhattan Institute’s 2010

Social Entrepreneurship Award. “The real keys are serving young people, day in and day out over many years of their lives, having the highest expectations of everyone, especially yourself. ... People, especially the kids, catch your drift quickly and rise up to be unreasonably committed with you.”

With an estimated 13 million children under the age of 18 living below the poverty level in America, urban squash admittedly is a small drop in a very large bucket. But it’s still a pretty powerful drop, says Ed Haldeman, CEO of Freddie Mac and a former NUSEA board member. (He’s also the father of Matt Haldeman ’02, a SquashBusters board member.) Mass interventions, Haldeman says, can be like “thin-spread peanut butter. I think we also ought to help individuals in a very deep way.”

“NUSEA is a ‘business’ model that is people intensive,” says Bill Simon. “It doesn’t impact millions of people, but it has a profound impact on a few individuals’ lives.”

Take the impact SquashBusters had on Patrick Williams, who says Greg Zaff “taught me more than I can say. When he would get on the court with me, he always told me to ‘volley the ball, Patrick.’ Now that may be on the court. However, I see that as something more like, ‘Take opportunities when they are in the air. Don’t let them crash down around you.’ ... Greg truly is *the man*.” ■

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CHEMICAL INTUITION

By Jennifer Weeks '83

Of all widely taught undergraduate courses, few have reputations as fearsome as organic chemistry, the study of carbon and its myriad compounds. College students almost universally speak of "orgo" as a killer class that separates real scientists from dabblers and is a make-or-break for anyone considering medical school. But Thomas E. Smith '88, professor of chemistry at Williams, says it doesn't have to be that way.

"At many schools organic chemistry is taught in an enormous class, and the goal is to move students through as fast as possible," says Smith, one of five national winners of a Henry Dreyfus Teacher-Scholar Award from the Camille & Henry Dreyfus Foundation in 2008. "The easy way to do that is to make it all about memorization and screen people out who can't keep up. But that's not what we want to accomplish."

In Smith's view, high school and introductory college chemistry cover fairly predictable material. "Up to this point in their chemistry studies, students are accustomed to seeing a lot of equations and may assume that if they know where to plug the numbers in, they can turn the crank and they're done," he says.

Orgo, however, is dramatically different. Carbon's chemical properties give it a propensity to combine with other elements in numerous forms. There are more than 6 million known organic compounds, many of which are extremely large and complex. Mastering organic chemistry takes more than memorizing formulas.

Chemists classify organic compounds with similar structures into so-called functional groups, such as alcohols and ethers. Once students learn the fundamental principles of how various classes of organic chemicals behave, Smith tries to help them develop chemical intuition. "It's key to recognize the relationship between chemical structure and chemical reactivity," says Smith. "Much of the work in orgo involves learning about the reactivity of these functional groups—understanding that electron-rich substances react with electron-poor substances, and vice versa."

Smith and his colleagues use three-dimensional molecular models to help students comprehend organic compounds' physical shapes.



JON ROEMER

"Organic chemistry has a visual quality that separates it from other chemistry fields," says Smith, who studied art history as a Williams senior and might have pursued architecture if chemistry hadn't beckoned. Today he's still thinking about structures—they're just invisible to the naked eye. "I'm a nano-architect," he says with a laugh.

With enough chemical facility, students can make assumptions about unfamiliar substances. On exams, Smith often includes a full-page diagram of a huge organic molecule like Vancomycin (a potent antibiotic drug used to treat stubborn bacterial infections) and asks students how it is likely to react with other substances. "Their initial reaction is, 'Oh my god, I've never seen anything like this.' But if they look deeper, they see key features of the molecule and start to realize that they can understand it," he says.

“It’s really simple,” says Greg Zaff ’84, founder of SquashBusters and the National Urban Squash Education Association. “I wanted to help inner-city kids ... and literally the only thing I had to offer was squash.”

former college squash player, to raise funds for SquashBuster’s facility at Northeastern. Dozens of Ephs volunteer as coaches and tutors. Last fall Megan Henze ’05, who serves with classmate Joanna Leathers ’05 and four other Ephs on the StreetSquash Young Leadership Committee, collected \$5,000 in donations for the program while running the New York Marathon with Kate Whipple ’07 and Ashley Eyre ’08.

Squash Haven, a NUSEA program created in 2006 in New Haven, Conn., is directed by former Williams women’s tennis and squash coach Julie Greenwood ’96. Her program serves 50 students in 4th through 9th grades, and she’s adding a new class each year. Her students use Yale University’s courts, and the university has donated exclusive use of classroom space and a small office. Yale players coach Squash Haven students, and 30 volunteers are academic advisors.

As with all NUSEA programs, Squash Haven selects its students based on their potential for sustained commitment to the program. This year, Greenwood took only 12 from a pool of 40 applicants. “We think our kids are capable, and we set a high bar,” she says. “We’re looking for a six- or seven-year commitment from each of them, and we make an even longer commitment in return.”

That commitment extends into college and beyond. Having worked with juvenile offenders on Rikers Island and at the Harlem Children’s Zone, Jess Lovaas now serves as director of alumni outreach at StreetSquash in Harlem. She shadows graduates through college matriculation and financial aid mazes and continues to work with them once they’re in college to make sure they have the resources and support they need.

It turns out relatively few graduates of urban squash programs go on to play competitively in college. The exceptions are Patrick Williams and four players on the women’s team at Bates, as well as a handful of others at colleges like Franklin &

Marshall. But “squash is not and has never been the magic bullet behind urban squash,” Zaff said upon receiving the Manhattan Institute’s 2010 Social Entrepreneurship Award. “The real keys are serving young people, day in and day out over many years of their lives, having the highest expectations of everyone, especially yourself. ... People, especially the kids, catch your drift quickly and rise up to be unreasonably committed with you.”

With an estimated 61 million children under the age of 18 living below the poverty level in America, urban squash admittedly is a small drop in a very large bucket. But it’s still a pretty powerful drop, says Ed Haldeman, CEO of Freddie Mac and a former NUSEA board member. (He’s also the father of Matt Haldeman ’02, a SquashBusters board member.) Mass interventions, Haldeman says, can be like “thin-spread peanut butter. I think we also ought to help individuals in a very deep way.”

“NUSEA is a ‘business’ model that is people intensive,” says Bill Simon. “It doesn’t impact millions of people, but it has a profound impact on a few individuals’ lives.”

Take the impact SquashBusters had on Patrick Williams, who says Greg Zaff “taught me more than I can say. When he would get on the court with me, he always told me to ‘volley the ball, Patrick.’ Now that may be on the court. However, I see that as something more like, ‘Take opportunities when they are in the air. Don’t let them crash down around you.’ ... Greg truly is the man.” ■

Rob White is the College’s deputy director of communications for alumni relations and development.



BY BRUCE WATSON

Taking Democracy Door to Door

As one of 1964's youngest Freedom Riders, Chris Williams, today a College staff member, helped shape Civil Rights in America.

>> [Click here for text only](#)

Chris Williams devotes his days to making the College's buildings flow and function. As assistant director for architectural services, he rattles along access roads in his blue pickup truck, stopping to check a building's code compliance or survey a future construction site. He's a world away from the 1960s, the South and the Civil Rights Movement, but mention Mississippi, and watch him light up.

"Not a week goes by when I don't think about Mississippi," he says. "I feel grateful every day to have been part of Freedom Summer."

He began sharing his experience with the wider College community only recently, teaching a Winter Study class in January about the summer he spent registering black voters. It was 1964. The country was still mourning the death of John F. Kennedy. American involvement in Vietnam was deepening. The South reeled from whiplash violence against Civil Rights marchers. And in Mississippi, the Student Nonviolent Coordinating Committee (SNCC) was planning a daring social experiment.

That spring, Williams was a high school senior in Amherst, Mass. While his friends talked about summer fun, he had different plans. Years before, while growing up in Maryland, he had befriended a black child. Neighborhood kids had shouted "Nigger lover!"—something Williams never forgot. So when he heard that SNCC was looking for hundreds of college students to spend a sweltering summer in Mississippi registering black voters, Williams didn't think twice.

"You don't run into many situations where there is a clear right and wrong," he says. "In this case, 'right' seemed obvious."

At the age of 18, Williams was one of the youngest of 700 volunteers for Freedom Summer, but he was already deeply attuned to the Civil Rights movement. A century after the Civil War, Mississippi was waging a last-ditch effort to preserve Jim Crow. Murders, assassinations and black bodies floating in rivers scared away even Martin Luther King Jr.'s Southern Christian Leadership Conference. Racial savagery had become so common it no longer warranted front-page news.

But Williams felt he had to go. "There was a sense that this was not some crazy escapade," he says. "This was going to be written down, talked about. This was a sea change in the United States."

In mid-June, with his parents' cautious blessing, Williams hitchhiked to a leafy Ohio campus for six days of training. There, SNCC staffers struggled to prepare college kids for Mississippi's "closed society." Volunteers were taught how to take a beating—to curl up, cover their heads, protect vital organs. They also heard first-hand stories of drive-by shootings, firebombs exploding in the night and marchers who were beaten in custody. "It just scared the crap out of us," Williams wrote in his journal at the time. A few students went home. But he and nine others boarded a bus rocking with freedom songs and bound for Panola County, Miss. From tumbledown sharecropper shacks to billboards reading "Impeach Earl Warren," the rural enclave felt like a foreign country.

Williams had been warned about white Mississippi, but that first day, black Mississippi overwhelmed him. Beneath the scorching sun, blacks rushed up to shake his hand and thank him for coming. At a "juke joint," he and fellow volunteers drew a crowd eager to meet them and share local moonshine. That evening, however, the welcome turned grim, with reports of the disappearance of two white college kids—Andrew Goodman and Michael Schwerner—and their friend James Chaney, who was black. Williams had met all three during his training in Ohio. Now, although no one dared say it, everyone in SNCC knew the three were dead.

As the slayings drew national attention to Mississippi, Williams began working to take democracy door to door. For generations, sharecroppers who registered to vote were fired from their plantations or shot at from passing pickup trucks. But in Panola County, a recent federal injunction had outlawed the literacy tests and poll taxes that kept black registration to just 7 percent. All summer, Williams recruited dozens of black voters, often accompanying them to the courthouse to register. Retaliation was minimal—there were simply too many targets. Yet he saw his share of Mississippi's burning rage.

Writing to his parents in early August, Williams predicted trouble: "The whole state is beginning to tighten up. In the last week people have been shot at in the daytime on the streets of Greenwood, and a mob attacked two Civil Rights workers there." A few days later, a tear gas bomb hit a home where Williams had stayed. Shotgun blasts soon followed. Coming to the courthouse one day, Williams found a dead rattlesnake nailed to the front door.

"All summer, there was a sense that anything could happen at any moment," he says. "A constant sense of not knowing what to expect."



MARK MCCARTHY



Top: In January Chris Williams taught a Winter Study course about his experience as a Freedom Rider. At right: Home from Mississippi in 1964.



But his wry humor kept him on the job. “He was kind of goofy, kind of crazy,” says fellow volunteer Claire O’Connor, who went on to become a community organizer and is now retired. “We could always depend on him to be funny.”

In late August of 1964, Williams journeyed to Atlantic City to witness more history. At the Democratic National Convention there, “Freedom Democrats” demanded to be seated in lieu of Mississippi’s all-white delegation. President Lyndon Johnson’s back-room deals undercut the challenge, but Freedom Democrats were guaranteed that future conventions would never be segregated.

Come September, Williams stayed on in Mississippi, deferring enrollment at the University of Pennsylvania. “I knew Mississippi was far more educational than anything I’d get at Penn,” he says. Through the fall and winter, he drove dusty back roads, stopped at shacks and spoke in one-room churches. One afternoon, as he met with sharecroppers, he spotted the dust plume of pickup trucks roaring toward him. Several white men jumped out and surrounded him, threatening to

EYEWITNESS TO CIVIL RIGHTS

As an 18-year-old working to register black voters in Mississippi, Chris Williams never imagined he’d be sharing his experience with college students nearly half a century later. In January, students enrolled in his “Eyewitness to the Civil Rights Movement” offered their thoughts on the new Winter Study course:

The Civil Rights movement has always been fascinating to me. I was interested in the “eyewitness” aspect of the class, which has proven to be extremely insightful. Sometimes class feels like story time. The firsthand account gives it an entirely different dynamic. The most challenging aspect of the class is to understand just how segregated society was in Mississippi. In this day and age, it is hard to wrap my head around the intense hatred and violence that embodied the South in the 1960s.

—Tala Abujbara '14 of Doha, Qatar, plans to attend medical school after Williams.

When I signed up for the course, I wanted to learn about the details you don’t always get from secondary sources, such as the internal debates and strategies SNCC went through before they achieved major victories for the movement. I

wanted to understand how their actions might apply to student activism today, particularly here at Williams. What is most striking to me is that even the leaders of SNCC were so young and confident in what they were doing, despite the risks, and the fact that ordinary people were so aware of the fact that they were making history.

—Haley Pessin '13 of Suffern, N.Y., plans to major in history.

Coming from a background that shares a similar history as that of African Americans in the U.S., I would like to learn about how people finally stood up to demand their rights and freedom. Since it was a class taught by firsthand accounts of this era, it was an appealing class.

—Sikandar Ahmadi '14 of Kabul, Afghanistan, plans to apply to law school after Williams.

As we often talk about in class, I was overly familiar with the “master narrative” of the Civil Rights movement and wished to learn more about it on a micro level. I jumped at the chance to spend a month learning and conversing with someone who was actually there. I have really come to appreciate the

throw him in the Tallahatchie River. They ultimately took Williams to the sheriff's office, where he spent two days in jail on a vagrancy charge. By the spring of 1965, Williams' brushes with violence and danger had grown more frequent, and he decided it was time to leave.

"I'd given it a good shot," he says. "I had been involved in lot of different parts of it, I'd met extraordinary people, and maybe this was as far as it went." He and a fellow volunteer left Mississippi and spent the summer at the University of California, Berkeley, where Freedom Summer veteran Mario Savio was leading protests against a ban prohibiting political activity on campus. By August 1965, President Johnson signed the Voting Rights Act, opening the doors to the massive black registration that changed American politics.

After his year in Mississippi, Williams spent a decade roaming, trying to figure out the nation he thought he had known. Finally settling down, he studied architecture at the Pratt Institute in Brooklyn and then worked in Manhattan before coming to Williams College in 1989.

He returned to Mississippi for the first time in 2004 as one of the subjects of a book on Freedom Summer. He barely recognized the place. Despite dogged poverty, Mississippi now has hundreds of black police officers, judges and mayors, and more black legislators than any other state in the U.S. Then, on Inauguration Day 2009, inspired by discussions about inclusivity and privilege taking place at the College, he shared his story with his colleagues in the facilities office.

Sitting in his office strewn with architecture books and building schematics, Williams now looks back with pride. "We came into the state in integrated groups and held mass meetings and went out into plantations," he said. "We did it in a kind of fearless, in-your-face style. Mississippi was never the same after that." ■

Bruce Watson is the author of Freedom Summer: The Savage Season That Made Mississippi Burn and Made America a Democracy (Viking 2010). Chris Williams is one of four volunteers featured in the book.

Opposite page: Voter registration pamphlets Williams handed out during Freedom Summer. Below: Books read in his Winter Study class.

diversity of perspective in the class from our varied backgrounds and upbringings. Stories about the Civil Rights movement conjure up powerful feelings. I find it very hard to understand how activists were able to adhere to the nonviolence initiative. I find myself needing to stifle my emotions—and I'm just somebody learning about it in a class 50 years later!

—Elike Kumahia '12 of Randolph, Mass., is a history major with a concentration in Africana studies.

I know a lot about the Apartheid regime in South Africa, but I do not feel like I know enough about the Civil Rights movement in America. I wanted to learn more about the movement at the grassroots level. A lot of the material we are covering I had not encountered before, which is interesting considering how significant the events we are studying were to the success of the overall movement. It's always so hard for me to visualize someone who actually believed that the system of racism in place at that time was a good thing.

—Kushatha Fanikiso '13 of Gaborone, Botswana, plans to double major in computer science and math.



MARK MCCARTY

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CHEMICAL INTUITION

By Jennifer Weeks '83

Of all widely taught undergraduate courses, few have reputations as fearsome as organic chemistry, the study of carbon and its myriad compounds. College students almost universally speak of "orgo" as a killer class that separates real scientists from dabblers and is a make-or-break for anyone considering medical school. But Thomas E. Smith '88, professor of chemistry at Williams, says it doesn't have to be that way.

"At many schools organic chemistry is taught in an enormous class, and the goal is to move students through as fast as possible," says Smith, one of five national winners of a Henry Dreyfus Teacher-Scholar Award from the Camille & Henry Dreyfus Foundation in 2008. "The easy way to do that is to make it all about memorization and screen people out who can't keep up. But that's not what we want to accomplish."

In Smith's view, high school and introductory college chemistry cover fairly predictable material. "Up to this point in their chemistry studies, students are accustomed to seeing a lot of equations and may assume that if they know where to plug the numbers in, they can turn the crank and they're done," he says.

Orgo, however, is dramatically different. Carbon's chemical properties give it a propensity to combine with other elements in numerous forms. There are more than 6 million known organic compounds, many of which are extremely large and complex. Mastering organic chemistry takes more than memorizing formulas.

Chemists classify organic compounds with similar structures into so-called functional groups, such as alcohols and ethers. Once students learn the fundamental principles of how various classes of organic chemicals behave, Smith tries to help them develop chemical intuition. "It's key to recognize the relationship between chemical structure and chemical reactivity," says Smith. "Much of the work in orgo involves learning about the reactivity of these functional groups—understanding that electron-rich substances react with electron-poor substances, and vice versa."

Smith and his colleagues use three-dimensional molecular models to help students comprehend organic compounds' physical shapes.



SCOTT BARROW

"Organic chemistry has a visual quality that separates it from other chemistry fields," says Smith, who studied art history as a Williams senior and might have pursued architecture if chemistry hadn't beckoned. Today he's still thinking about structures—they're just invisible to the naked eye. "I'm a nano-architect," he says with a laugh.

With enough chemical facility, students can make assumptions about unfamiliar substances. On exams, Smith often includes a full-page diagram of a huge organic molecule like Vancomycin (a potent antibiotic drug used to treat stubborn bacterial infections) and asks students how it is likely to react with other substances. "Their initial reaction is, 'Oh my god, I've never seen anything like this.' But if they look deeper, they see key features of the molecule and start to realize that they can understand it," he says.



Organic chemicals are building blocks of modern pharmaceuticals as well as plastics, petrochemicals, synthetic fabrics and other staples of industrialized life. “You can see the relationship between a molecule’s structure and its reactivity played out in medical research,” says Smith. Medicines produce biological responses based on how they react with different receptors in the human body—a function of their molecular shapes. Smith has spent a lot of time studying those relationships. He was an American Cancer Society postdoctoral fellow at Harvard after receiving his Ph.D. from Stanford, and he has received research grants from the National Institutes of Health, the American Chemical Society, Pfizer and the National Science Foundation.

Currently Smith’s lab includes four Williams students and one postdoctoral researcher, whom he hired to provide some continuity

on research projects while undergraduates cycle through. The group is studying tools for producing synthetic versions of natural compounds with cancer-inhibiting properties. He doesn’t expect that new drugs will come directly out of his lab, but this work—in scientific parlance, methods development—could make applied pharmaceutical research at other institutions more efficient.

Smith brings this research perspective back into the classroom by teaching a course on medicinal chemistry. “I want to show students that they don’t have to be doctors to have an impact on human health—they can contribute as chemists or statisticians or in the pharmaceutical industry,” he says.

Or by making orgo a portal instead of a barrier. ■

EAT. PREY. LOVE.

By Pam Kelley

"The story goes that even after the Return they tried to keep the roller coasters going. They said it reminded them of the before time. When they didn't have to worry about people rising from the dead, when they didn't have to build fences and walls and barriers to protect themselves from the masses of Mudo constantly seeking human flesh. When the living weren't forever hunted. They said it made them feel normal."

—from *The Dead-Tossed Waves*

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New York Times best-selling author Carrie Ryan '00 seems an unlikely chronicler of the undead. A debutante from Greenville, S.C., she swore off horror movies as a child after being traumatized by *Poltergeist*.

For years her goal was to write "chick lit," a genre that often revolves around a woman in her 20s moving to a big city and trying to find her way as an adult. "It was kind of my life," she says, "except for living in the big city."

So after graduating from Williams, the English major headed to Duke University for law school, figuring it would lead to a job in a glamorous city where she could glean plenty of material. There she started dating J.P. Davis, a fellow law student who shared her passion for fiction writing.

She let Davis talk her into watching *Dawn of the Dead*, the 2004 remake of George Romero's classic zombie movie. When it was over, she realized she had enjoyed herself. Davis then read to her Max Brooks' best-selling self-help manual *The Zombie Survival Guide*. Ryan was hooked. "What I find fascinating," she says, "is not necessarily the zombies, but the surviving."

The couple moved to Charlotte, N.C., working as lawyers by day (Ryan in trusts and estates). In the evenings, still intent on her original goal, she labored over a novel she'd titled *Dead Bodies and Debutantes*, about a young woman who takes a summer job in a coroner's office. Yet she and Davis, who was working on his own short stories, spent a lot of time talking about zombies. On walks, they'd imagine a world decimated by the undead.

One evening on her way home from work in 2006, Ryan was contemplating an article she'd read about the overfishing of tuna. How strange, she thought, to imagine a future where something as common as canned tuna was unknown. She wondered what other parts of our civilization might be forgotten in a future world.

Suddenly, she had an idea for a story about a world nearly destroyed by a zombie plague—a place where people have lived so long in their fenced-in village, sealed off from the zombie-filled forest, that they've collectively forgotten about the world's oceans. She pulled out her BlackBerry and e-mailed herself a single sentence—"My mother used to tell me about the ocean"—that would become the first line of her critically acclaimed debut novel, *The Forest of Hands and Teeth*.

"I hope you don't mind, but I'm using your world," Ryan told Davis shortly after beginning the first draft, which she finished in six months.

Meanwhile, she began contacting literary agents "the old-fashioned way," Ryan says, researching their client lists and recent sales before sending out queries. She took a chance and sent a letter to Jim McCarthy of Dystel & Goderich Literary Management. "Since Jim had just sold a zombie book," she says, "I figured at least he'd read the rest of my letter."

He did, and it was a good fit. He sent Ryan's book out one Friday in 2007. That Monday, she received a six-figure offer from Delacorte Press for a two-book deal. She quit her law firm job in late 2008. The two-book deal expanded to three. (Ryan has since sold three more young-adult books to Random House Children's Books, including a short story anthology she's editing.) *The Forest of Hands and Teeth* hit bookstores in 2009 and made *The New York Times* best-seller list for children's paperbacks in 2010, the same year she published its sequel, *The Dead-Tossed Waves*.

The apocalyptic vision of Ryan's books is well timed. Teen end-of-the-world dystopian novels are so hot that *The New Yorker* took note in its June 2010 issue, describing *The Forest of Hands and Teeth* as taking "an insular, vaguely medieval community reminiscent of the town in the M. Night Shyamalan film *The Village*" and adding George Romero-style zombie attacks plus "a love quadrangle with enough emo angst to rival *Twilight*."

Ryan now is on the cusp of another nationwide publicity tour, this one for *The Dark and Hollow Places*, the much-anticipated third and final book of the series, due out in March. (The book's ad campaign: "Eat. Prey. Love.") In February she participated in a panel discussion at Williams with author Jay McInerney '76 and literary editor Gary Fisketjon '76 on the realities of being a writer.

These days, Ryan, 33, writes at her computer near the fireplace in her Charlotte home. She wears sock-monkey slippers and rainbow fingerless gloves that keep her wrists from aching as she types. She prefers rainy, gray weather for writing.

She and Davis married last year, and it's not hard to imagine the dinner conversations at their house: How could you quarantine a continent? If zombies attack, where would you flee for safety? And her favorite question: What's the worst thing that could happen? ■

>> [Click here for text only](#)

Scrum for a Cure

by Jessica Herzer '11

Eighty minutes of rugby is hard enough. Believe me, I know from personal experience. But this spring, Williams' women ruggers will truly push their mental and physical limits when they attempt to play rugby for 24 hours straight. That's right, a match that lasts an *entire* solar day. As part of a fundraising event to support breast and colorectal cancer research, the Williams and Keene State College teams will tackle each other for hours upon hours in an effort to play the longest women's rugby match ever, right here in Williamstown.

Inspired by some rugby alums' current fights against breast and colorectal cancer, Coach Gina Coleman '90 concluded that there was "no better way to honor their courage than to raise awareness and funding for these causes." While brainstorming ideas, Coleman was drawn to the March of Dimes walkathon model, in which sponsors pledge a certain amount of money for every incremental measure reached—be it miles, hours or minutes. Since the goal is to play longer in order to increase total pledge results and raise more money, and with rugby being a sport of such epic athletic endurance, why not make history in the process? Coleman contacted Guinness World Records to see if they might be interested in covering the event.

"I thought it was a shot in the dark," Coleman says, "but I submitted the online form to attempt the longest-running women's rugby match." One month later, she received notice that Guinness would grant the team the opportunity to try. With no official record on the books, the players need to reach 24 hours of continuous play for Guinness to document the feat.

With every second of rucking, mauling and scoring tries, the Williams and Keene teams will collectively personify a relentless fight against breast and colorectal cancer. Guinness recognition is just the icing on the cake, as it increases publicity and ultimately maximizes the efforts to raise money for both the Breast Cancer Research Foundation and the Manhattan Surgical Associates Gastrointestinal Surgery Research Foundation.

To prepare for the match, Williams' rugby team is in the midst of determined physical training. Captains Leah Lansdowne '11 and



CARRIE TRIBBLE '13

Williams ruggers (in white jerseys) will attempt a 24-hour match against Keene State to raise money for breast and colorectal cancer research.

Carol Tsoi '11 have designed cardio and weight-lifting workouts for the team as well as a timeline of specific fitness goals. The ruggers trek to the gym every day in pairs or groups with a common vision in the backfield: 24 hours of crushing cancer. "I think what it is going to come down to ... is mental preparation," Lansdowne says. "Rugby is all about supporting your teammates. This match will be the ultimate test of that support."

Up in New Hampshire, Keene is rallying the troops as well. Rugby love has connected Williams and Keene for some time, and the upcoming match offers the two teams an invaluable chance to express it. "We play Keene State every spring season," Coleman says, "and [due to] our sisterly relationship with them, we were certain they would be more than agreeable to champion these causes with us."

The match begins at 8 a.m. April 23 on Cole Field, and the teams have every intention of playing until 8 a.m. April 24. There will be 22 players per team, with 15 on the pitch and seven substitutes on the sidelines. To assist the players, food, cots and Porta-Potties will mark the sidelines as well. It is sure to be a rollicking time packed with tight competition, team camaraderie, calorie-burning, sweaty scrums, intense laughter and maybe, just maybe, a proudly earned bruise or two. I do know one thing for sure. With all my rugby buddies, it will be swell. ■

Jessica Herzer '11 is pursuing a sociology major with a concentration in leadership studies. She began playing rugby her freshman year. She's also a DJ at WCFM, works at the student-run Goodrich Coffee Bar and is training her vocal chords for 24 hours of cheering for the women's rugby team during Scrum for a Cure. For more information about the event, contact Leah Lansdowne '11 at 541.610.8545 or info@scrumforacure.org.

Your *Vote* Counts!

You have until **April 1** to cast your ballot in this year's alumni trustee and Tyng Bequest administrator elections!

Brian D. Carpenter '86



Jane Ray Kell '76



Gregory H. Woods III '91

The alumni trustee serves a five-year term on Williams' governing board, representing the interests of the alumni body in helping to guide College policies and programs. This year's nominees are:

Brian D. Carpenter '86

Jane Ray Kell '76

Gregory H. Woods III '91

Michael R. Harrington '88



Pedro Ponce Jr. '93

The Tyng Bequest administrator serves three years on a select committee of alumni, trustees and students that allocates funding to Williams students who need financial assistance in graduate/professional school. This year's nominees are:

Colette C. Haider '97

Michael R. Harrington '88

Pedro Ponce Jr. '93



Colette C. Haider '97

Personalized ballots have been sent to you via e-mail
(or U.S. mail if the College doesn't have an e-mail address for you).
Questions? Please contact alumni.relations@williams.edu or 413.597.4151.



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STUDENT, vocalist, first-time actor,
violinist, would-be break dancer,
AUTHOR of an autobiography,
half-decent **PIANIST**,
devoted Facebooker, swimmer.

Born in the **Middle Kingdom**
of **CHINA**, I spent the past 3
nomadic years with a
host family in **California**.

I have noticed that I'm
now **WEARING**
purple, **EATING**
purple, and ...
BLEEDING
PURPLE too...



WEN HAN '13

Photo by Mark McCarty, 5.18.10

LOVE big dogs, even wet ones. Love kids,
but not the TV kind — my 2 Waldorf-raised
teens are **MORE FUN** and waaaay
MORE INTERESTING. HATE
slackers, racists, whiners,
and **LOUD** little dogs that bite.
LOVE my husband of 25
years, the **ROCK** of my sure
foundation. Love these
mountains **MOST**
of all.

LUCY GARDNER CARSON
'85,
DEVELOPMENT
RESEARCH SPECIALIST,
DEVELOPMENT OFFICE

Photo by Mark McCarty, 5.18.10

