

The Alumni Network...A web of career connections p.12 + cover | **Creating Knowledge...**This year's 147 senior theses p.20 | **Gentlemen Jews...**What shaped early Jewish life at Williams p.22 | **Heliotropes...**The senior studio art show p.26 | **A Stitch in Time...**Pieces of a Renaissance chasuble p.36

Williams



After advising her classmates to “learn more ... in the sense of an informed empathy, a respect and a curiosity for the truths we have not heard,” Class Speaker Julia Juster '14 also encouraged them to “leap, and the net will appear—just in time for you to take a selfie with it.” Juster was one of 524 seniors to receive BAs at the college's 225th Commencement. Another 12 students in the graduate art history program and 30 fellows from the Center for Development Economics received MAs. For full commencement coverage, visit <http://bit.ly/Wms2014>.





WILLIAMS MAGAZINE SUMMER 2014

VOLUME No. 108, ISSUE No. 5

Editor Amy T. Lovett

Assistant Editor Francesca B. Shanks

Student Assistants Mei Mei Chan '17,
Khan A. Shairani '15

Design & Production Oberlander Group

Editorial Offices: P.O. Box 676, Williamstown, MA,
01267-0676, tel: 413.597.4278, fax: 413.597.4158,
email: magazine@williams.edu, web: magazine.williams.edu

Address Changes/Updates: Bio Records, 75 Park St.,
Williamstown, MA 01267-2114, tel: 413.597.4399,
fax: 413.597.4178, email: alumni.office@williams.edu,
web: <http://alumni.williams.edu/updatemyprofile>

Williams Magazine (USPS No. 684-580) is published in
November, January, March, May, July and September
and distributed free of charge by Williams College.
Opinions expressed in this publication may not
necessarily reflect those of Williams College or of
the Society of Alumni.

All photography copyright © Williams College,
unless noted.

Periodical postage paid at Williamstown, MA 01267
and additional mailing offices.

Postmaster: Send address changes to Williams
Magazine, 75 Park St., Williamstown, MA 01267-2114

WILLIAMS COLLEGE Board of Trustees

Adam F. Falk, *President*

Michael R. Eisensohn '77, *Chairman of the Board*

Keli Gail, *Secretary to the Board*

Elizabeth A. Andersen '87 • Barbara A. Austell '75 •
Patrick F. Bassett '70 • Brian D. Carpenter '86 • Eric
L. Cochran '82 • William C. Foote '73 • O. Andreas
Halvorsen '86 • Yvonne Hao '95 • Stephen Harty '73
• Joey Shaista Horn '87 • Jonathan A. Kraft '86 •
James B. Lee Jr. '75 • Robin Powell Mandjes '82 •
Caron Garcia Martinez '81 • Clarence Otis Jr. '77
• Richard R. Pickard '75 • Kate L. Queeney '92 • Liz
Robinson '90 • Robert G. Scott '68 • Sarah Mollman
Underhill '80 • Martha Williamson '77 • Leila H.
Jere '91, *President, Society of Alumni, attends
meetings by invitation of the Trustees*

On the cover

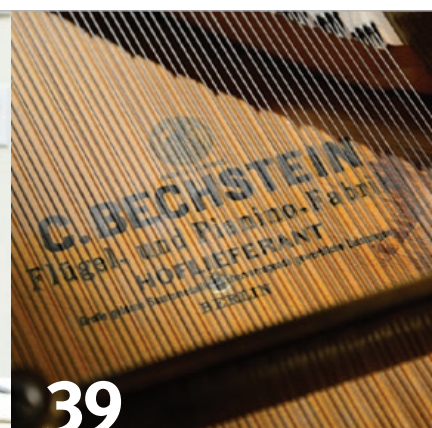
Illustration by Jon Krause

 facebook.com/williamscollege

 twitter.com/williamscollege

 youtube.com/williamscollege

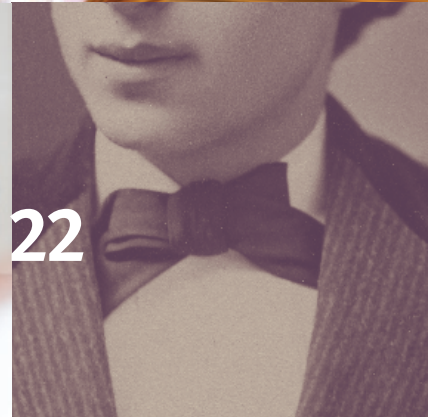
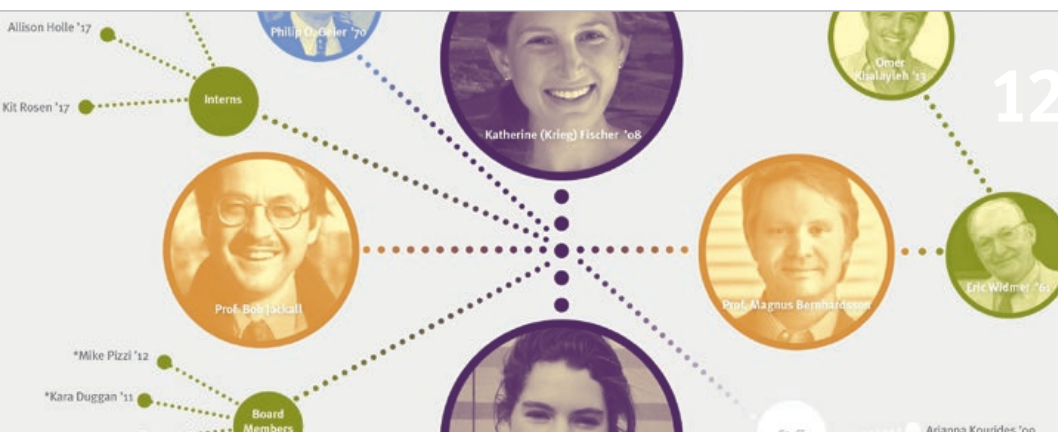
 instagram.com/williamscollege



Looking in Thomas Hardy's Wessex, by Abigail Adams • Investigation of the potential neuroprotection of a brain injury, by Jenna C. Adams • "Whereas a Controversy has Long Subsisted": The Massachusetts General Court's timing among adolescent girls: The roles of interpersonal stress & diurnal cortisol rhythms, by Jenna C. Adams • The SVAR approach, by Alex Albright • Explicit forms for & some functional analysis behind a family of associated transfer operators, by Ilya Amburg • The eruptive history of Strawberry Crater, San Francisco, by Ivan Badinski • VAT evasion & firm-level responses to the changes in the standard VAT rate, by Ivan Badinski • Effect of growth profiles, by Shayna M. Barbash • Sick of the very name: Jane Austin & illness, by Anna McDonald Barnes • State policymaking, 2001-2010, by Emily Barreca • Carbon mitigation potential of solar ovens in Nicaragua, by Sharona Bollinger • Polymeric carriers for polyphenol antioxidants in Japan & the United States, by Sharona Bollinger • The relationship between the stark shift in the indium 5p1/2 [yields] 6s1/2 [yields] 6p1/2 transition, by Nathan R. Bricault • The relationship between the synthesis of enigmazole A: Efforts towards a C1-C12 fragment, by Craig Burt • Bubble formation estimation, by Shiwen Chen • Promoting entrepreneurship in South Africa: A study of the relationship between entrepreneurship and identity formations of the Chinese in Peru, by Linda Tzu-Ching Chertkov • Shifting homes: Identity formations of the Chinese in Peru, by Linda Tzu-Ching Chertkov • Functionalized aromatic systems, by Peter L. Clement • Ripping & stitching: Narrative & the trajectory of a cat, by Galen E. Corey • Completions of unique factorization domains with unique factorization



Williams



features

- 12 The Alumni Network**
So often it's a fellow Eph who opens the door to what turns out to be the rest of your life and says, *Come on in.*
- 20 Creating Knowledge**
The 147 senior theses of the Class of 2014.
- 22 Gentlemen Jews**
A look at the forces that shaped early Jewish life at Williams.
- 26 Heliotropes**
Highlights of the senior studio art show at the Williams College Museum of Art.

departments

- 6 Report**
President Adam Falk on the alumni network.
- 7 Comment**
Readers respond to our coverage of "The South in Black and White," great Eph athletes and more...
- 8 Notice**
A look at Baccalaureate, Commencement, Bicentennial Medalists and more...
- 32 Study**
Physics tutorials, poetry and music, Renaissance chasubles and more...
- 38 Muse**
The "Higher Education" of Mari Edwards '14.



Adam Falk

The difference
our alumni make
—to the world,
to Williams and
to our students
—is astonishing.

A Powerful Network

After the last of this year's seniors walked across the stage at Commencement to accept a diploma and a handshake (or a hug) from me, Dennis O'Shea '77, president of our Society of Alumni, took to the podium to address the new graduates. This is no formality. It's a sincere and warm welcome to the oldest and, dare I say, best college alumni association, with nearly 29,000 members worldwide. For a great majority of graduating seniors, it's also the beginning of a lifelong relationship with their fellow alumni and with Williams that benefits us all. The difference our alumni make—to the world, to Williams and to our students—is astonishing.

Indeed, many of the members of the Class of 2014 have already benefited from the legendary Williams alumni network. In "The Alumni Network" feature on page 12, you can read a few stories about the power of our career network. That power is demonstrated time and again—through the internships, jobs, mentoring and advice our alumni provide to fellow Ephs, and through the incredible reach and influence of our alumni around the world, in every field, in every part of society, in ways far disproportionate to their numbers.

Our alumni are shaping policy, advancing technology, educating our children, healing the sick and feeding the hungry, protecting our country and the environment, leading industries and movements, raising families and social consciousness, creating art and opportunity. All the while, they are incredibly devoted to each other and to Williams.

This means not only that Williams students are making connections with alumni that lead to fulfilling careers, but also that alumni are endowing internships that enable students to explore career fields, perform public service and gain valuable experiences that might not

otherwise be available to them. About 100 such alumni-sponsored opportunities currently exist, including the one you'll read about in these pages that helped launch the film career of Guy Danella '03, now a VP at Gold Circle Films, who is paying it forward by opening the door to many Williams students and alumni.

Then there are the stories every alumnus has of dashing across a room in Santa Fe or a square in Kathmandu, having spotted someone who seemed different from them in every way except that they were wearing a Williams T-shirt or cap. The connection is immediate.

Of course, it's the dedication of Williams alumni to which we are all indebted. After Zephaniah Swift Moore resigned as Williams' second president to found Amherst College in 1821, Emory Washburn (1817) and Daniel Noble (1796) put notices in newspapers throughout the region, calling upon graduates for help. Two weeks later, nearly a quarter of the college's living alumni met and formed the world's first society of alumni. Their work sustained the college in its greatest moment of peril. Today, about 10 percent of living alumni serve as Williams volunteers. Among other things, they're engaging 6 out of 10 Williams alumni to give to the college each year and, in that work, through personal emails and phone calls to classmates, reconnecting alumni with their alma mater.

I know our students, including those we've just sent out as graduates, are grateful for the support of Williams alumni. It's a powerful network, to be sure—as powerful in its caring for students as in its influence in the world. Ultimately, Williams alumni care so deeply about students because they were shaped by the same wonderful educational experience, and they know what Williams students go on to achieve.

BLACK AND WHITE



As a longtime colleague (and admirer) of Professor Charles Dew '58, who has taken a post-retirement job at the University of Mississippi, I was delighted to read that he and Professor Leslie Brown are engaged in a dialogue with their students about the cruelties of the segregated South ("The South in Black and White," spring 2014). However, the powerful narratives of these two professors would not be complete without some consideration of events in the North. When I was young, anti-Catholic prejudice was very strong. "Jew" was an insulting verb, at least for older folks, and "Spic" referred to Italian immigrants, apparently because they "no spica-da-English." The prejudices, fear and cruelty that Professors Dew and Brown discuss also existed (if less violently) in the North. Much work in all parts of the U.S. remains to be done.

—Peter K. Frost '58, Oxford, Miss.

Loved "The South in Black and White." I would have loved to have taken the course.

—Paula Butturini '73, Paris, France

40 AT 40



Enjoyed the spring issue, particularly "40 at 40." Too often the positive effect of sports is overlooked. My late son-in-law, Stu Deans '78, was a varsity swimmer and said long after he graduated that not a day went by that he didn't benefit from something he learned from "Sam" (Coach Carl Samuelson) at Williams. Keep up the good writing!

—Jim Carpenter '54, Naples, Fla.

Best article I have read in years. Thanks for recognizing the great work your coaches do in making leaders in so many fields, from the arts to finance to science and community service.

—Bob Bode, 2002 parent, Raleigh, N.C.

As a member of a dual-alum household and parent of a 2013 NESCAC champion and national Sweet Sixteen women's volleyball team member, I was extremely disappointed to see women's volleyball not represented

on the cover of the spring 2014 issue. Also missing from representation are D-III champion women's crew and national champion women's tennis. By my count, there are eight images of men's sports and six of women, and the size distribution is male weighted as well. C'mon, Williams—in an era when we are still fighting for equal pay, we expect more equity and parity from our alma mater. A picture paints a thousand words, after all. Eph women deserve equal treatment.

—Carol Dwane O'Day '83, Los Angeles, Calif.



Editor's note: We ran the incorrect photo with the bio of All-American track and field star Healy Thompson '03 (left) in "40 at 40." Our apologies.

LIBRARIES AND LEGOS



I greatly enjoyed the spring 2014 issue, in particular "Typology of a Library." I'm encouraged that Williams continues to believe strongly in the written word—on paper, that is—to the extent of enlarging the Sawyer Library. Another article that I pumped my fist and yelled "Yes!" about was "The Mathematics of Legos." When I entered Williams, I thought I would major in math, but the course "Elements of Real Analysis" shot down that idea. I ended up majoring in physics, with lots of art courses, and became an architect. I think a course like "The Mathematics of Legos" would have been a great experience. It turns out we architects are pretty good at solving problems. The course sounds like a blast.

—James T. Biehle '66, Ballwin, Mo.

BEYOND LIVING BUILDINGS

"A Living Laboratory" (fall 2013) and recent correspondence with fellow classmates and President Falk prompted me to write this letter. The Living Building Challenge is a worthy environmental initiative. Green building is what we must do in the future if indeed we have one. Of more immediate concern to me is the fate of our children and grandchildren in the world our generation will leave behind. The unfortunate likelihood is that it will be one of depleted resources, devastating

and unpredictable storms and a reduced standard of living and quality of life for all, including the most privileged, like those who had the benefit of a Williams education. Now is the time for the college to show intellectual and moral leadership and demonstrate concrete commitments through divestment of stock in fossil fuel companies, educating students and alumni in finding real and hopeful solutions for this generation and the next, and becoming a role model for an amplified level of institutional self-sacrifice. The college's current commitments to sustainability, frankly, seem anemic in the face of the manifest threats to the planet and to humans, animals and plants.

—Steve Kaagan '65, honorary degree 1984, Asheville, N.C.

ALUMNI VALUES



The fall 2013 issue's "By the Numbers" on alumni values included a question about the importance of participating in religious activities and groups. Fifty-nine percent of alumni responded "not important at all." It may interest them to know that at an earlier time in Williams' history, nearly 100 percent of its constituents would have said religion was essential. Virtually all the people associated with Williams' early history were deeply committed to the Christian faith. These included its benefactor, Ephraim Williams. Its first four presidents were all doctors of divinity. Others included Williams' original trustees, administrators, faculty and students. This state of affairs remained well into the last century, albeit to a diminishing degree. While for the majority of alumni religion is not important, they would do well to remember those who brought them to the dance.

—Sloane Graff '80, Louisville, Ky.



Williams Magazine welcomes letters about articles or items published in recent issues.

Please send comments to magazine@williams.edu or

Williams Magazine, P.O. Box 676, Williamstown, MA 01267-0676. Letters may be edited for clarity and space.

PHOTOS BY KRIS QUA, ROMAN INVASIWKA



CELEBRATING '14

The college's 225th Commencement on June 8 was a festive send-off for the Class of 2014. During the ceremony, President Adam Falk (bottom left, in purple) bestowed honorary degrees on (from left) Gregory M. Avis '80, outgoing chairman of Williams' Board of Trustees and founding managing director of the venture capital and private equity firm Summit Partners; Michael R. Bloomberg, entrepreneur, philanthropist and three-term New York City Mayor; Karen Armstrong, award-winning religious scholar and author; Vishakha Desai, former president and CEO of the Asia Society; and Steven Chu, Stanford University physics professor and former U.S. Secretary of Energy. Bloomberg then gave the commencement address, telling the soon-to-be graduates: "It won't be easy, but I firmly believe you can make even more progress over the next 50 years than we made over the past 50, if you always carry Roosevelt's words with you: Try something. If it fails, learn from it—and try something else."

Ephs Lead Start to Finish to Win 17th Director's Cup

Williams won the Learfield Sports Director's Cup in June—its 17th in the 19-year history of the cup. The award is presented each year by the National Association of Collegiate Directors of Athletics (NACDA) to the best all-around sports program for team performance. Colleges accrue points based on how their teams finish in NCAA championship events.

Williams edged out the University of Wisconsin-Whitewater by 90 points, one of the smallest margins of victory in the cup's history. Ephs finished in the top five nationally in



nine sports and in the top 10 in five others.

"The best thing about this award is that it gives us a chance to celebrate our entire department," says Williams Athletics Director Lisa Melendy. "I am proud of all of our teams and

the work our coaches, athletes and support staff put in year in and year out."

The Ephs scored 1,225.25 points in 17 sports (eight men's and nine women's) to win the cup. Whitewater followed with 1,134.75, and Johns Hopkins University came in third with 977.5 points.

Melendy accepted the cup at the NACDA convention in Orlando, Fla., in June. A public presentation is planned in Williamstown during the Oct. 11 football game against Middlebury.

► For more details, visit <http://bit.ly/S8gGFt>. And for the latest statistics and scores, visit ephsports.williams.edu.

Convocation, Bicentennial Medals Kick off The Book Unbound



During Fall Convocation on Sept. 20, six alumni will receive Bicentennial Medals from the college. This year's honorees were selected for distinguished achievement in fields relevant to The Book Unbound, a yearlong initiative celebrating the dedication of Sawyer Library taking place that weekend.

The medal recipients are: Kristen Anderson-Lopez '94, Oscar-winning songwriter for the Disney movie *Frozen*; Mary Cotton '01, pseudonymous author of 11 best-selling novels for young adults and owner of Newtonville Books in Newton, Mass.; Kenard Gibbs '86, CEO of Soul Train Holdings and co-founder of MadVision Entertainment; Steven Rothstein '78, recently retired president of the Perkins School for the Blind; historian David Spadafora '72, president and librarian of the Newberry Library in Chicago; and Ethan Zuckerman '93, director of the Center for Civic Media at MIT and a principal research scientist at the MIT Media Lab.

► For information about convocation and The Book Unbound, visit convocation.williams.edu.

BY THE NUM3ERS

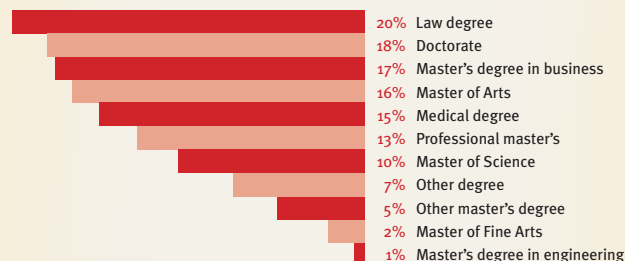
ALUMNI PROFESSIONAL LIVES

A Williams education is excellent preparation for graduate study and future careers, according to a spring 2013 survey of 4,113 alumni in 10 classes spanning the years 1968 to 2008. The survey received 1,840 responses.

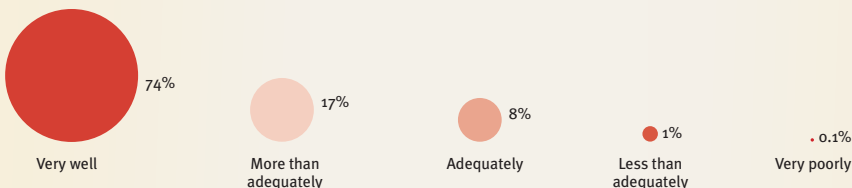
GRADUATE STUDY

Eighty-one percent of respondents have pursued a degree program since graduation; of those, 71 percent enrolled within their first three years after Williams. They've pursued an array of degrees and fields of study, including divinity, government contracting and nonprofit leadership.

WHAT GRADUATE/PROFESSIONAL DEGREES DO YOU HAVE/ARE YOU PURSUING?



HOW WELL DID WILLIAMS PREPARE YOU FOR GRADUATE OR PROFESSIONAL SCHOOL?



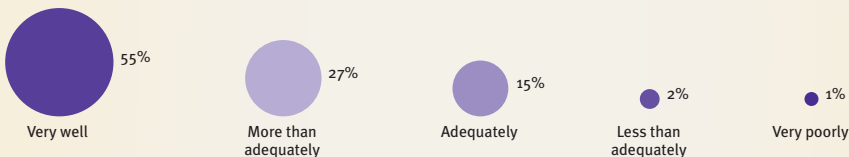
CAREERS

Seventy-two percent of respondents said they were employed full time, with another 11 percent employed part time, 4 percent seeking employment and 12 percent not. Of the employed, 47 percent said they were very satisfied with their careers thus far; 39 percent reported being generally satisfied.

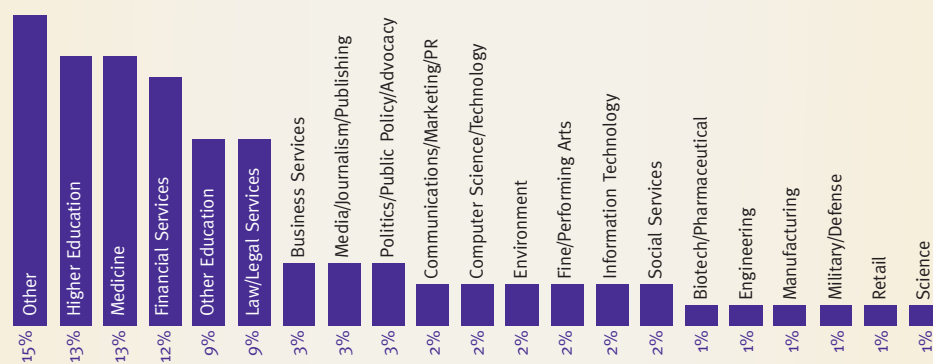
IN WHAT SECTOR ARE YOU EMPLOYED?



HOW WELL DID WILLIAMS PREPARE YOU FOR YOUR CURRENT CAREER?



WHICH INDUSTRY BEST DESCRIBES YOUR EMPLOYER?



Source: Institutional Research, Williams Office of the Provost

College Announces Changes to Board of Trustees



The college welcomed Sarah Mollman Underhill '80 to the Board of Trustees on July 1. She was elected by the Society of Alumni and appointed by the trustees.

A recipient of the Rogerson Cup, the college's highest award for alumni service, Underhill is a past president of the Society of Alumni and has been a class president, 25th reunion book editor, reunion chairwoman and class agent. She also has chaired the boards of the Sarah Lawrence College Library, the Bronxville Public Library and the Bronxville School Foundation.

Also on July 1, Michael R. Eisensohn '77 succeeded Gregory M. Avis '80 as chairman of Williams' board. Avis' 12-year term included six years as chairman.

Laurie J. Thomsen '79, who served on the board since July 1999, also stepped down when her term ended June 30.

Reed '75 Named VP at Dickinson College



After eight years as Williams' VP for strategic planning and institutional diversity, Mike Reed '75 will be joining Dickinson College in Carlisle, Pa., as the VP for

institutional initiatives in the fall.

At Williams, Reed was a leader in important college initiatives such as the formation of the Diversity Action Research Team and the re-envisioning and rededication of the Multicultural Center as the Davis Center. He developed the position of associate dean for institutional diversity and was a leading force in launching the Creative Connections Consortium—a group of liberal arts colleges working to increase the presence of historically underrepresented groups within the academy. Before joining the senior administration in 2006, he was a Williams trustee, among other volunteer positions, and worked in admission and alumni relations.

In Memoriam

George Pistorius, the Frank M. Gagliardi Professor of Romance Languages, died on March 15 at the age of 92.

Pistorius taught at Williams from 1963 to 1992 and chaired the Romance languages department for 11 years. Fluent in four languages, he wrote five books and many articles about 19th- and 20th-century French literature and 20th-century Franco-German literary relations.

He and his wife Marie escaped their native Czechoslovakia after

World War II, part of the academic exodus from Europe spurred by political turmoil. After working as a journalist and completing postgraduate studies in Paris, he earned his Ph.D. at the University of Pennsylvania and taught at Lafayette College before coming to Williams.

Pistorius was an active member of the Modern Language Association and a pianist. He is remembered by his colleagues as a devoted professor and a true gentleman with old-world manners who never lost his deep connection to European intellectual and cultural life.



A CLOSER
LOOK

The Spirit of Commencement

Late in the afternoon the Saturday before Commencement, Chapin Hall is awash in organ music as more than 1,000 people file in. Graduating seniors clad in caps and gowns fill row after row, surrounded by their families and friends. As the last people take their seats, a silence settles over the gathering.

Suddenly a single, clarion note rings out from the rear balcony. The assembled turn in their seats to locate the source—Muslim Chaplain Bilal Ansari, chanting the *adhan*, the call to prayer recited five times daily by muezzins around the world.

So begins Williams' Baccalaureate service.

For the next hour and a half, the seniors lead and listen to readings, blessings, anthems and hymns from many faiths and in many languages, selected by and with the college's chaplains: Ansari; Gary Caster, Catholic chaplain; Robert S. Scherr, Jewish chaplain; and the Rev. Richard E. Spalding, chaplain to the college. Though the service is multifaith, one need not practice religion to appreciate it.

Inspired to write a hymn for this year's service, Spalding leads the choir in the first two verses of "This Grateful Place." The entire assembly joins him on the third:

*The climbing high through winding years
Insistent labors, conquered fears,
All time's a sacred gift, all space,
When home to hope, a holy place.*

Then Baccalaureate speaker Karen Armstrong, one of the world's leading religious scholars, implores members of the Class of 2014 to be compassionate: "We cannot live without one another, so now is the time we can create a better understanding," she says.

President Adam Falk tells the seniors how proud he is of the graciousness and generosity they have shown in their four years at Williams. The students must take those values out into the world, he says, "to see beyond a narrow focus of what might make your own life more comfortable and secure."

At the end, the three chaplains in attendance bless the room. Scherr sings in Hebrew, his deep voice accompanied by chapel organ and cello, as Ansari and Spalding recite a blessing. They bid the crowd goodbye: "Namaste, vaya con Dios, pax vobiscum, grace and peace to you, salaam alaikum, shalom, go with God."

Says Scherr of the service, "It's a great satisfaction to watch people walking out and know they got it."

Baccalaureate, Spalding says, is "an occasion of prayerful reflection or worship expressing gratitude for the privilege of learning and the vocation to service." It's the spiritual companion to the next morning's celebration of academic achievement. And it joins together the graduating class in a way that many students have never experienced.

It's where, Spalding says, seniors on the eve of graduation get a sense "of the human whole they've been a part of all this time."

► See Karen Armstrong's Baccalaureate speech at <http://bit.ly/1sC4VYN>.



SO OFTEN IT'S A FELLOW EPH WHO OPENS THE DOOR TO WHAT TURNS OUT TO BE THE REST OF YOUR LIFE
AND SAYS, *COME ON IN.*

the alumni network

BY AMANDA KORMAN '10

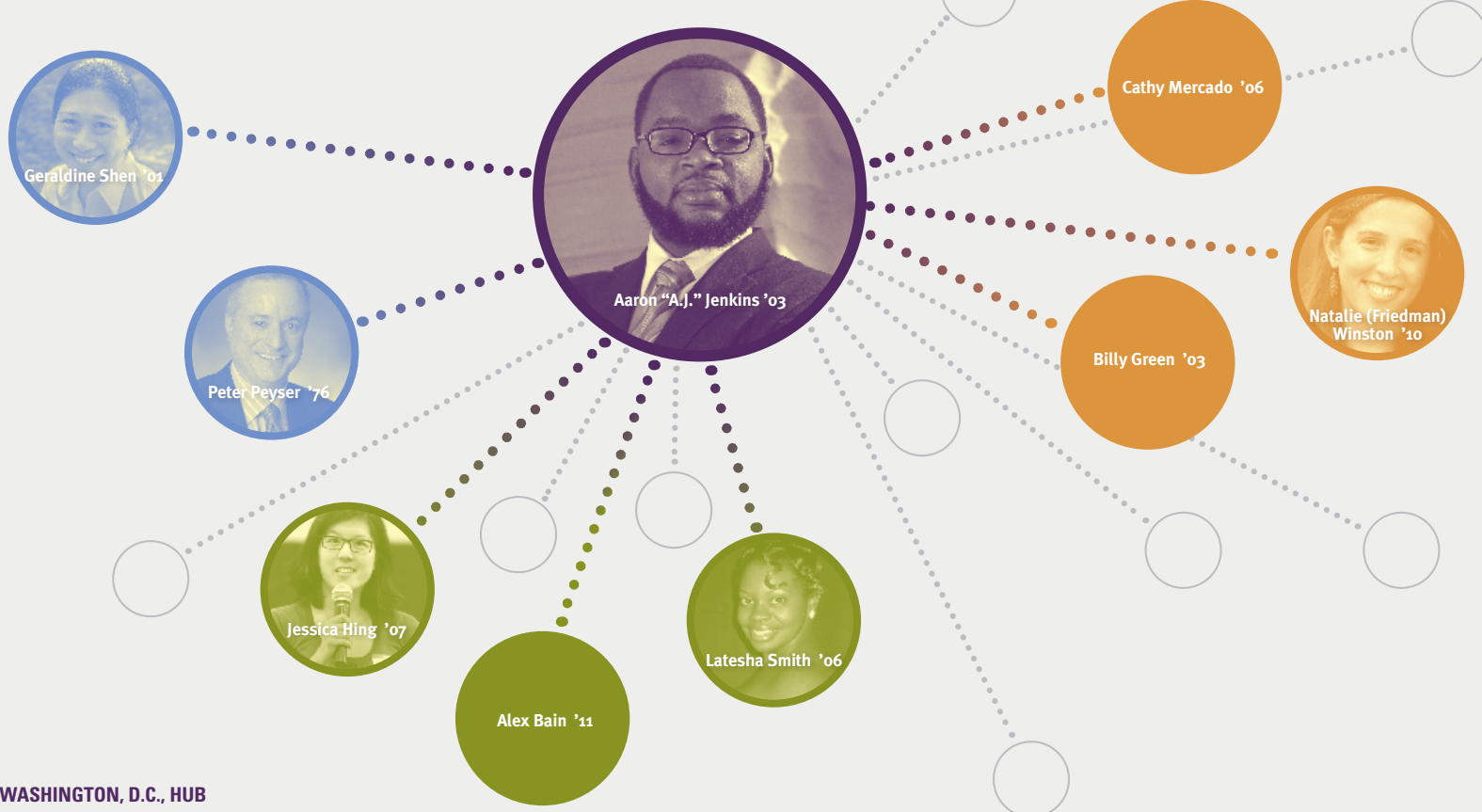
Aaron “A.J.” Jenkins ’03 made his first Williams connection at age 16, during a visit to campus. Naturally outgoing, he stopped a student at the snack bar to ask about the college. She not only answered his questions, she also treated him to ice cream at Lickety Split. To this day, Jenkins remains friends with Geraldine Shen ’01, who now works as a fundraiser for the college, and with Peter Peyser ’76, a Washington, D.C., lobbyist with whom he had an internship as a student. Their generosity was transformative and sparked in him the realization that “Williams is more than just a college, more than just an institution,” he says.

“There’s a familial connection,” he says. “People are looking out for my best interests, so I should do the same.”

Jenkins returned to D.C. after graduation to work on Capitol Hill and was happy to pave the way for an ever-widening circle of Ephs. As a legislative aide to U.S. Sen. John Kerry, he offered them career advice, forwarded their résumés and shared leads on jobs and apartments. He helped students find internships in his office and elsewhere. Now, as the executive director of the nonprofit Operation

Understanding DC, which brings together African-American and Jewish high school students to build community and learn about civil rights and social justice, he’s looped in alumni to serve as board members, speakers and mentors.

Stories abound of the kinds of informal, often impromptu, professional networks like the one Jenkins helped create in D.C., some of which are highlighted on the pages that follow. Fueled by a shared experience and understanding of what it means to have lived



A WASHINGTON, D.C., HUB

Aaron Jenkins '03 was a prospective student when **Geraldine Shen '01** introduced him to Williams. As an undergraduate, he interned with **Peter Peyser '76**, a D.C.-based public affairs and strategic business consultant who remains a friend and mentor. As a legislative aide to U.S. Sen. John Kerry, Jenkins hosted Williams interns

including **Jessica Hing '07** (now New England's Clean, Green and Healthy Schools coordinator for the Environmental Protection Agency) and **Alex Bain '11** (in medical school at the University of Pennsylvania). He also connected **Latesha Smith '06**, whose Williams roommate knew Jenkins through the step-dance team Sankofa, to her first

job, at Meridian, helping international ambassadors get acclimated to the U.S. Smith is now a freelance event planner. Jenkins recently became executive director of the nonprofit Operation Understanding DC, which educates African-American and Jewish high schoolers about civil rights and social justice. He recruited **Billy Green '03** to speak to the group

about LGBTQ issues. And **Natalie (Friedman) Winston '10**, who participated in Operation Understanding in high school, is one of Jenkins' board members. Jenkins also runs the Abramson Scholarship Foundation's mentoring program for first-generation college students. Several Williams friends, including **Cathy Mercado '06**, are mentors.

and learned in the Purple Valley, the networks cut across class years, geographic lines and industries.

And Williams is devoting new resources to expand access to those networks. In addition to maintaining a database of 28,700 alumni, fostering 70 regional associations that host networking events around the globe, overseeing 95 internship opportunities supported by alumni and having an active LinkedIn presence, the college last fall hired Wendy Webster Coakley '85 as its first-ever director of alumni career networking. It's her job, working in concert with the Career Center, to ensure that members of the Williams community see the college—and each other—as resources at every stage of their lives.

"We have an alumni network that's the envy of other schools," Coakley says. "And the college is dedicated to supporting that network, providing resources that everybody can access to help them find jobs or become more successful in their careers."

THAT FIRST INTRODUCTION

A professor who connects students with alumni to launch a nonprofit; a mentor who points the way after an unexpected job loss; a benefactor whose support provides a foothold in a tough industry;

an employer who understands the power of a Williams education—so often it's a fellow Eph who opens the door to what turns out to be the rest of your life and says, *Come on in*.

That was the case for Tracy Heilman '88. Twenty-six years ago, as a Williams senior, she was camped out in the Career Center, wading through binders in search of alumni working in management consulting back home in the Midwest. She wrote down the name Bill Holt '81, the youngest person listed who met her criteria—and, in her mind, the least intimidating. She had no inkling that Holt would help set the course for the rest of her professional life and inspire her to do the same for others.

Holt worked for a small health care information company in Chicago called The Sachs Group and responded warmly to Heilman's letter of introduction. He suggested a meeting, which turned into an interview, and before she knew it

Heilman was shaking hands with Sachs' president and going out for a beer with Holt's colleagues. Within three days she had a job offer.

Holt sent Heilman apartment clippings while she was finishing up at Williams and, later, introduced her to the city's running community. One Thanksgiving when Heilman was bogged down with work and couldn't make it home to Holland, Mich., Holt welcomed her at his own family's table.



Tracy Heilman '88

At Sachs, Heilman got involved with Internet product development, an expertise that eventually led her and several colleagues to launch the consumer health information startup Subimo, which they sold to WebMD in 2006. Today she is the co-founder and consumer behavior strategist of ConnectedHealth, which helps educate consumers about health insurance options.

Holt died from complications due to AIDS in 1993. And Heilman, acknowledging the role he played in her career, is now helping Williams students and alumni find their own paths. Last spring she helped judge the college's third annual Business Plan Competition, in which student entrepreneurs compete for \$15,000 to launch or bolster a business.

She's also active in Williams' 13,240-member career network, talking with young alumni who are interested in health care entrepreneurship. "In part because of how open people like Bill have always been to me," she says, "I want to pass that along and be available to other people."

In a survey of alumni volunteers last summer, 59 percent said they were willing to participate in career-based initiatives supporting students; 46.7 percent would do the same to support fellow alumni.

"Ephs are predisposed to help other Ephs," says Coakley. "They provide opportunities for current students and each other because they know opportunities were provided for them."

A PROFESSOR'S CONNECTIONS

Look closely at the nonprofit Reclaim Childhood, and you'll find a web of Williams connections that spans more than 40 class years. But it all began with a conversation between two students and a professor.

Katherine (Krieg) Fischer '08 and Anouk Dey '09 were troubled by the refugee crisis in Jordan; 750,000 Iraqis had fled there during the war, and the small country couldn't support them. Fischer, then a senior, and Dey, a junior, decided to submit a proposal to the Davis United World College Scholars Program, an organization co-founded and run by Philip O. Geier '70, which offers grants to undergraduates implementing grassroots solutions to complex problems around the globe.

In developing the proposal, Fischer spoke with Magnus Bernhardsson, her professor of modern Middle Eastern history. He suggested that she and Dey focus on young girls, who had been gravely impacted by the displacement; many had been forced into labor or prostitution. Bernhardsson felt that Fischer, a field hockey player, and Dey, a skier, cyclist and rower, could use their enthusiasm and expertise to help the girls reclaim their childhoods through sport. The idea for a summer sports camp for refugee girls was born.

Bernhardsson put the students in touch with Eric Widmer '61, who was opening a private school in Jordan called King's Academy. Widmer provided them with housing at the school, arranged for his students to volunteer at the camp and brought in people to help

In a survey of alumni volunteers last summer, 59 percent said they were willing to participate in career-based initiatives supporting students; 46.7 percent would do the same to support fellow alumni.

Fischer and Dey navigate the Arabic-speaking world—including Omer Khalayleh '13, then a high school student who helped them negotiate more efficient busing.

"It's one thing to make the connection," says Bernhardsson, "but it's the person who has to then capitalize on that opportunity. And I had total faith in them."

Dey and Fischer originally planned to hand over the camp to King's Academy volunteers after the \$10,000 Davis grant they'd received ran out. But after their first summer in Jordan, they decided to form a nonprofit, Reclaim Childhood, and expand the program to include year-round camps, clinics and sports programs for refugee girls, as well as coaching clinics for women.

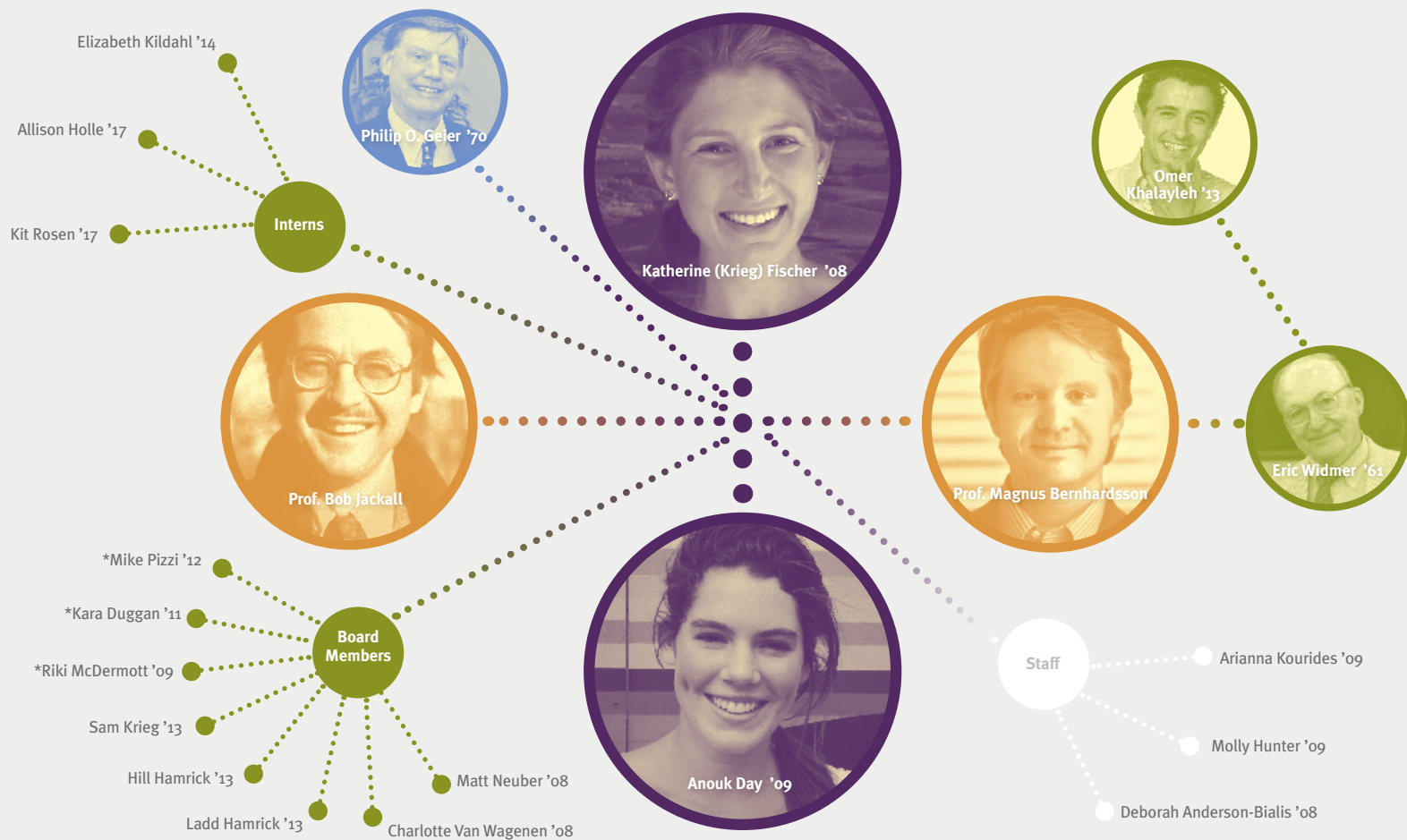
Williams connections were crucial to keeping the organization afloat. Ephs back in the U.S. hosted fundraising events. Deborah Anderson-Bialis '08 deferred law school for a year to become the camp's first year-round Jordan program director while Dey finished her last year at Williams and Fischer began a job at Bain & Co. Sociology professor Bob Jackall provided the women with the name of a lawyer friend in New York who worked pro bono to obtain 501(c)(3) status for the organization. Molly Hunter '09 came on as the next Jordan director and is now executive director of operations. Arianna Kourides '09 volunteered for several summers and worked for a year as director of business strategy and development. A steady stream of Williams students now spend summers working in Jordan.

The Williams engine that powers Reclaim Childhood also inspires one of the organization's long-term goals: To one day provide a scholarship to a refugee so she can become an Eph.

Says Fischer, "The mission of the organization was formed by our Williams experience and the like-minded philosophy that there is a lot of value in having another sport or activity in your life."

A MID-CAREER MENTOR

In almost every career there are shifts—whether because of a job loss, personal circumstances or the desire to pursue a new direction. Coakley is particularly attuned to the unexpected turns professional lives take. At the age of 50, she needed a change from her 17-year



Reclaiming Childhood

A \$10,000 from the Davis United World College Scholars Program, founded by **Philip O. Geier '70**, and assistance from history professor **Magnus Bernhardtsson** helped students **Katherine (Krieg) Fischer '08** and **Anouk Dey '09** launch the summer camp for Iraqi refugee girls in Jordan that evolved into Reclaim Childhood. Bernhardtsson

put the students in touch with **Eric Widmer '61**, headmaster of the new Kings Academy in Jordan, who provided logistical support and introduced them to high school student **Omer Khalayleh '13**, one of many contacts who helped Fischer and Dey navigate the Arabic-speaking world. When they decided to form a nonprofit after the camp's first summer,

sociology professor **Bob Jackall** connected Fischer and Dey with a pro-bono lawyer. In the U.S., Ephs hosted fundraisers to support Reclaim Childhood; many are now members of the organization's junior board along with three former Williams interns. Williams students continue to intern each summer. **Deborah Anderson-Bialis '08** deferred

law school to work as the first year-round Jordan director, followed by **Molly Hunter '09**, now the organization's executive director of operations and a foreign editor with ABC News. **Arianna Kourides '09**, who volunteered for several summers, was director of business strategy and development until February, when she returned to the U.S.

*former student interns

THE WILLIAMS CONNECTIONS BEHIND RECLAIM CHILDHOOD CROSS MORE THAN 40 CLASS YEARS.

COURTESY OF RECLAIM CHILDHOOD

corporate career in the financial services sector, where she most recently was public relations manager for a Fortune 300 insurance company. The opportunity to serve as director of alumni career networking for Williams was one she couldn't pass up.

"Very few, if any, Williams grads are going to find a job or career path that's financially, mentally and emotionally rewarding for 40-plus years," she says. "And for those whose careers are disrupted by a job loss, there can be a stigma. I want Williams grads' first instinct to be to tap into the alumni network, particularly when they're at a fork in the road 10, 15, 30 years in."

That was lawyer David Futterman's '87 instinct when he reached a crossroads in his own career. After working as a litigator for a large New York City firm for 10 years, he had a yen to do something different in the field. A friend put him in touch with finance lawyer Steve Brody '83, who met with Futterman to discuss their work. Brody told him, "I don't have a position to offer you, but I like you, and I'm going to help you." Not long after, Brody—whom Futterman still considers a mentor—kept his promise, putting in a good word with a former colleague who interviewed Futterman for a position with Bank of America. Futterman got the job and worked there for eight years until, he says, his position was "restructured out of existence."

Futterman again turned to Williams, sharing his experience in his class notes in an effort to lessen the stigma associated with losing one's job. "As with other crucial phases of my life," he wrote, "Williams friends were there to support me. Too many to mention from our class and others eagerly shared their connections, served as references, took meetings, listened to my whining and more."

"And it was an Eph," he wrote, "who introduced me to the contact that ultimately produced my new role as U.S. director of litigation for TD Bank."

Futterman is also a resource for those just getting their start in law. In 2012 he spoke to the Williams Law Society and, before the night was over, connected with a handful of students on LinkedIn.

He's also a mentor to young lawyers. Hoyoon Nam '01, a banking and finance attorney, sought him out in 2011 after finding his name in the career database. At the time Nam was working at a large law firm but wasn't sure whether it was the right fit. Nam says Futterman was a voice of reason and understood his decision to leave the path many top-tier law grads take. Nam recently moved to a smaller firm.

"As a high school student applying to Williams, you hear about this tight, close-knit alumni network as one of the big advantages of going to a small liberal arts college," Nam says. "You don't really understand what that means until you're put in a situation where you need something from people who have gone through the process."

Says Futterman, "Among other things, your Williams degree is a ticket to this incredible network of people willing to do anything to help you, to talk to you, to be a sounding board, to be a mentor. It's a

"Your Williams degree is a ticket to an incredible network of people willing to do anything to help you, to talk to you, to be a sounding board, to be a mentor."

—DAVID FUTTERMAN '87



David Futterman '87

very special piece of Williams that we get to take with us when we leave school."

ENTRÉE TO AN INDUSTRY

In their work to map the relationship between majors and careers (see <http://bit.ly/Devadoss>), math professor Satyan Devadoss and student researchers combed through 15,600 alumni records and grouped them into 15 fields. They found that, not unexpectedly, certain fields attract a large number of Ephs: 26 percent work in K-12 or higher education; 15 percent in health care and medicine; 12 percent in the law; and 9 percent in banking or finance. The concentration of Ephs in other industries is lighter, and the college's Alumni-Sponsored Internship Program is helping to feed these smaller but no less active professional networks.

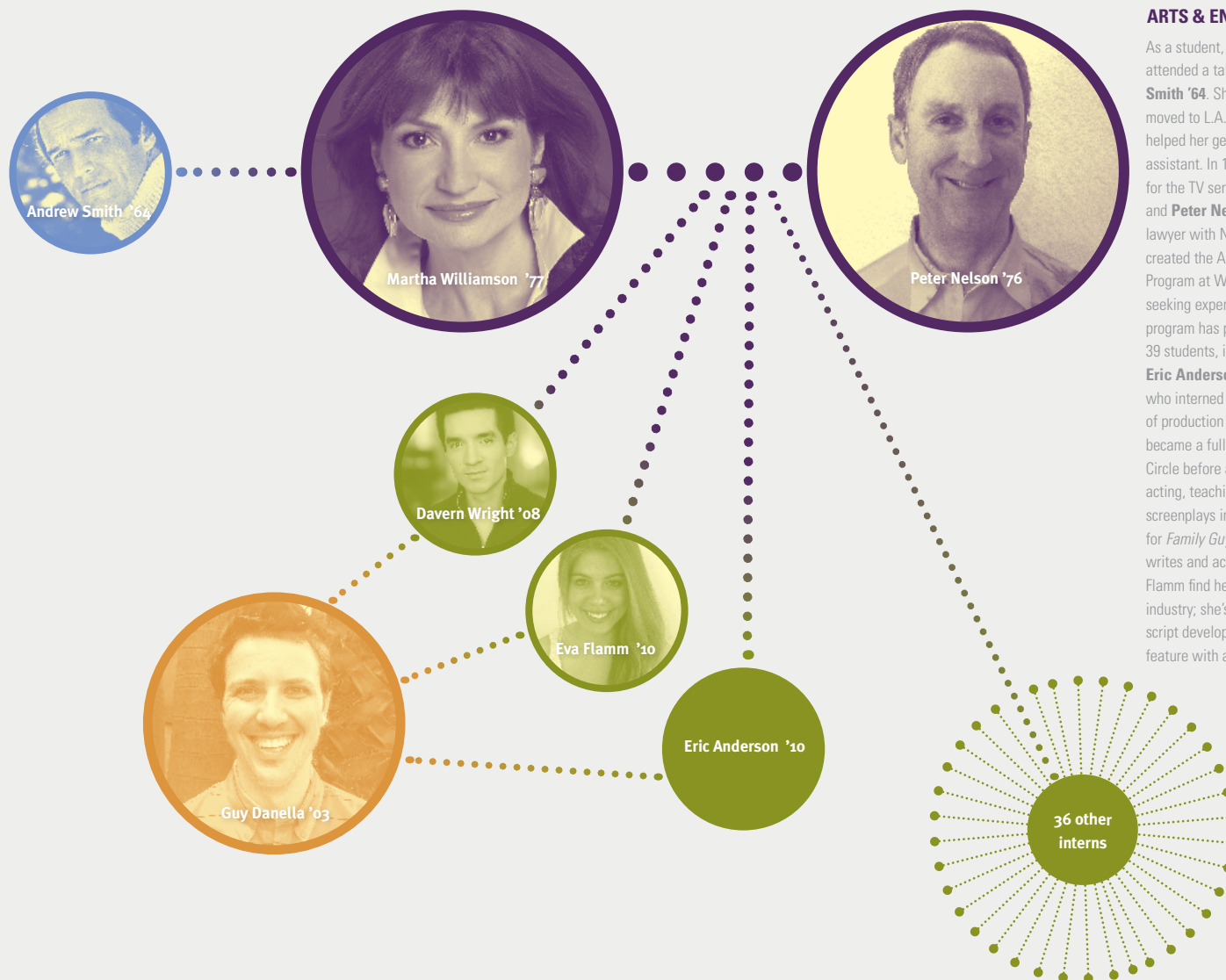
Since its creation in 1991, the program has funded 1,500 students in fields where internships would otherwise be unpaid. According to Career Center Director John Noble, 95 students this summer are receiving \$3,200 stipends from 15 different funds, most of them geared toward nonprofits, public service and community service.

The Arts & Entertainment Internship Program is unique among them in that it's specifically designed to expose students to the entertainment industry. Devadoss' research shows that 3.26 percent of Williams alumni work in TV and film production, sports promotion, composing and related fields.

Martha Williamson '77, executive producer and creator of the TV series *Touched by an Angel*, established the fund in 1991 with Peter Nelson '76, a senior partner with entertainment law firm Nelson Davis Wetzstein. They were looking to host a unique event for the college's L.A. regional association and decided on a fundraiser to support Ephs seeking work in Hollywood.

Williamson knows firsthand how difficult it is to get a start in L.A. When she moved there after graduation, she slept on a friend's floor until writer Andrew Smith '64, who spoke at Williams while she was a student, helped her secure her first job as a production assistant. From there she met the people who hired her to work for *The Carol Burnett Show*. Her first job as a staff writer was for *The Facts of Life*.

"It's not like an entry-level position where all you have to do is keep going up the ladder and survive," Williamson says. "You don't



ARTS & ENTERTAINMENT

As a student, **Martha Williamson '77** attended a talk by the writer **Andrew Smith '64**. She contacted him when she moved to L.A. after graduation, and he helped her get her first job as a production assistant. In 1991, Williamson, who's known for the TV series *Touched by an Angel*, and **Peter Nelson '76**, an entertainment lawyer with Nelson Davis Wetzstein, created the Arts & Entertainment Internship Program at Williams to support students seeking experience in Hollywood. The program has provided \$3,200 stipends for 39 students, including **Davern Wright '08**, **Eric Anderson '10** and **Eva Flamm '10**, who interned with **Guy Danella '03**, VP of production at Gold Circle Films. Wright became a full-time script reader for Gold Circle before attending film school; he's now acting, teaching and developing his own screenplays in Berkeley. Anderson works for *Family Guy* creator Seth McFarlane and writes and acts on the side. Danella helped Flamm find her first two paying jobs in the industry; she's now freelance writing and script developing while working on her own feature with an independent film producer.

even know where to find the ladder in show business.”

While the Arts & Entertainment program is helping Williams students find their way into show biz, an eager group of alumni is welcoming them when they arrive. The L.A. alumni group Ephs in Entertainment, launched by Dan Blatt '85 in 2002, hosts informal mixers for industry newcomers and veterans. Meanwhile, Guy Danella '03 routinely hosts Williams interns at Gold Circle Films, best known for *My Big Fat Greek Wedding* and *Pitch Perfect*, where he is executive VP of production.

“I moved out here without knowing anybody or without any real information,” Danella says. “So I’d like to try to be a bridge from the Berkshires to L.A.”

Eva Flamm '10, a theater major at Williams, interned with Gold Circle for about a year after graduation. Danella set her up with her first two jobs in the film industry: as an assistant first to a producer and then to a manager of writers and directors.

Flamm says Danella “was a great friend and mentor, finding time for me even when he was incredibly busy and always treating me like an equal even when I was a very little fish who knew absolutely nothing about Hollywood.”

She is now developing her first feature with an independent film producer, and one of her short films was shot and directed by a friend in June.

In an industry where who you know can seem more important than what you know, the Arts & Entertainment program and alumni network provide sturdy footholds for students and young alumni. “We went to Williams,” says Williamson, whose latest TV show, *Signed, Sealed, Delivered*, premiered on the Hallmark Channel in April. “We have what it takes to do it *if we can get the chance*—that’s important. And the best people to give us that chance are other Williams alumni who understand what we’re capable of accomplishing.”

A TWO-WAY STREET

Williamson’s statement underscores an important point about the power of the alumni network. Those in a position to help often benefit from the relationship as much as those who reach out to them.

That was the case for Pittsfield, Mass., Police Chief Michael Wynn '93, who was creating the department’s first crime analyst

position when he heard from Amanda O'Connor '10.

O'Connor joined the Army National Guard after graduation and spent two years on active duty. But when her dream of working for the FBI was sidelined by the U.S. government sequestration, she returned home to the Southern Berkshires to look for a job. She sent dozens of résumés “into the abyss,” she says, but got little traction.

On the recommendation of a former boss who knew their Williams connection, O'Connor contacted Wynn to pick his brain. That's when she learned about the crime analyst position and applied for the job. With her training in military intelligence and her Williams background, her résumé quickly rose to the top of the more than 50 Wynn considered. She started work this past December, building the Berkshires' first police intelligence unit.

Police and military work are unusual career choices for Ephs; Devadoss' research shows that fewer than 5 percent of alumni work in “government,” which includes the two. Says Wynn, “I would be thrilled if more Williams grads chose public service. So if I can influence that in any way, then that's part of my responsibility as both a Berkshire County resident and as a grad.”

Wynn and O'Connor met not only because they are Williams alumni, but also because they had the Berkshires in common. And Coakley is hoping to make it possible for alumni in every profession, in every geographic location and at every stage of their careers to easily find one other.

“There are some directions in which alums tend to go, at least initially,” she says. “But a liberal arts education is designed to give you the wherewithal to consider a variety of paths or areas in which your skills can be adapted. So it's incumbent on us here at Williams to enable alumni across all industries to connect with one another and to learn from one another.”

HOW CAN I BE HELPFUL?

When Coakley started work as director of alumni career networking last fall, her first order of business was knitting together the network of Ephs online. She created a Williams College LinkedIn page (<http://bit.ly/WMSLinkedIn>), connecting more than 15,000 alumni. She and fellow members regularly share career- and college-related information there. Members can find each other with a search by field, city and class year.

“Ephs live everywhere,” Coakley says, “and you can't always be in a city where a big event is happening. You may not be employed in an industry where there happens to be an active career affinity group.”

So she's also working on developing a hub for alumni careers on the Williams website to complement the alumni directory. She imagines the site as an employment marketplace as well as a resource center for sharing advice and experiences related to career

building—a giant map where alumni can “check in” with their location, current job and the path they took to get there, accessible to all members of the Williams community, including students.

Equally important is fostering the face-to-face connections and mentoring relationships that already benefit so many Ephs. Planning is under way for annual networking events in a handful of major cities. Coakley is also beginning to work with alumni to create career affinity groups based on the Ephs in Entertainment model. The groups would offer professional advancement for alumni and serve “as an on-ramp for students who want to go into a certain industry,” she says.

The alumni career network “can teach new skills, it can provide referrals, and, in a perfect world, it can provide job offers, too,” Coakley adds. “Whatever the outcome, it can demonstrate to students and underscore to alumni that their Williams experience will remain meaningful long after they leave campus.”

That was the case for A.J. Jenkins, for whom the alumni network is a second, enormous family that only gets better with age. It's only natural, he says, to want to help.

And it's only natural, hearing as a student about the power of the Williams alumni network, to seek help, too. A survey of the Class of 2014 showed that 70 percent of seniors talked to at least one alumnus as they made plans for after graduation. Of that group, 96 percent said they found alumni advice and assistance helpful.

“A fish doesn't know it's in water,” Jenkins says. “So offering assistance to a Williams person isn't even something I actually think about. It's, ‘Oh, someone from Williams is calling. How can I be helpful?’”

.....

Amanda Korman '10 is a Henry Hoyns-Poe/Falkner Fellow in the University of Virginia's MFA Program in Creative Writing in Charlottesville, Va.



Amanda O'Connor '10



Michael Wynn '93



WENDY WEBSTER COAKLEY '85
DIRECTOR OF ALUMNI CAREER NETWORKING

PHOTO BY ROMAN IMASWICKA

Observing & overlooking in **Thomas Hardy's** *Wessex*, by Abigail Adams • Investigation of the potential **neuroprotective effects** of estradiol in a mouse model of repetitive mild traumatic brain injury, by Jenna C. Adams • "Whereas a **Controversy** has Long Subsisted": The Massachusetts-New York border dispute, 1609-1787, by Jacob D. Addelson • Predictors of pubertal timing among adolescent girls: The roles of **interpersonal stress** & diurnal cortisol rhythms, by Elizabeth B. Albert • An investigation of quality & hype in the market for **wine**: A panel SVAR approach, by Alex Albright • Explicit forms for & some functional analysis behind a family of multidimensional continued **fractions**: Triangle partition maps & their associated transfer operators, by Ilya Amburg • The **eruptive history** of Strawberry Crater, San Francisco Volcanic Field, Northern Arizona, by Eloise Andry • Evidence of export-related **VAT** evasion & firm-level responses to the changes in the standard VAT rate, by Ivan Badinski • Effect of group **housing & exercise** on brown fat gene expression & fatty acid profiles, by Shayna M. Barbash • Sick of the very name: Jane Austin & **illness**, by Anna McDonald Barnes • Cheap talk, rich interests: The **social construction** of CEOs & corporate policymaking, 2001-2010, by Emily Barreca • Carbon mitigation potential of **solar ovens** in Nicaragua, by Gordon Bauer • Shadow of the beast: Complexities & legacies of **Godzilla** in Japan & the United States, by Sharona Bollinger • Polymeric carriers for polyphenol **antioxidant** delivery, by Todd Aaron Brenner • Toward a **precision** measurement of the stark shift in the indium 5P1/2 [yields] 6S1/2 [yields] 6P1/2 transition, by Nathan R. Bricault • The relationship of **spousal earnings** over the course of marriage, by Carson Brooks; • Toward the **synthesis** of enigmazole A: Efforts toward a C1-C12 fragment, by Craig Burt • "**Bubble**," by Emily Nichols Calkins • Resampling methods with applications in **variance** estimation, by Shiwen Chen • Promoting **entrepreneurism** in South Africa: A study of the constraints facing SMMES & the ineffectiveness of government policy, by Taylor Lynn-Louise Chertkov • Shifting homes: **Identity formations** of the Chinese in Peru, by Linda Tzu-Kwan Chu • Synthesis & characterization of phenylenevinylene **oligomers** & functionalized aromatic systems, by Peter L. Clement • Ripping & stitching: Narrative & the **trauma of 9/11**, by Abigail E. Conyers • The uneasy **eroticism** of Renoir's *Boy with Cat*, by Galen E. Corey • Completions of unique **factorization domains** with unique factorization modulo a principal prime ideal, by Craig Corsi • Chunking in preschoolers: The effects of conceptual & spatial **organizational cues** on young children's working memory, by Alida A. Davis • A study in syzygy: Observations analyses of stellar occultations & the 2013 total **solar eclipse**, by Allen B. Davis • A radiocarbon reconstruction of the deglacial **Bering Sea**, by Paul A. de Konkoly Thege •

About a third of the Class of 2014 completed a senior thesis—a piece of in-depth, independent research undertaken in close collaboration with a professor. Here is the result of their work...

CREATING

A characterization of **trees** with convex obstacle number 1 or 2, by Philippe Demontigny • Short-term ecological responses to an **intense storm** event in the Hopkins Memorial Forest, by Jamie Dickhaus • For meat's sake: Anticipated **hypocrisy** & environmental information avoidance, by Peter M. Drews • A paleoclimate reconstruction of **Lake Linné**: Interpreting the influence of sediment sources through time, by Johanna Eidmann • Beating the standard: Improved **hologram** calculation for highly symmetric holographic optical trapping, by Richard P. Eiselen • Modeling & improving pitching strategies in **major league baseball**, by Carson Eisenach • Facebook Official: Affirmation, validation & ambivalence among the children of the **social network**, by Rebecca Fallon • Habitat selection in the **boreal chorus frog** (*Pseudacris maculata*), by Luke Faust • Decoupling & coalescing **race** checks, by Parker Finch • **Maria** A-Z, by Samuel O. Flinn • **Multi-class** feature selection, by Joshua Elliot Geller • "**War** is over if you want it": Cooperative security in the Persian Gulf, by Kerry Goettlich • Jérôme Bel's Disabled Theater: The stage presence of **Down syndrome**, by Sarah Gottesman • Mapping the relevant downstream **pathways** on the organum vasculosum of the lamina terminalis (OVLT), by Allison Graebner • The art of **survival**, by Isabel Greer • Variation in the benefits of **ant-tending** to the treehopper *Publilia concava*, by Eric Hagen • The type VI secretion system of **agrobacterium** tumefaciens in biofilm formation & attachment, by Elizabeth M. Hart • Does residential segregation inhibit **gentrification**? Accounting for race in a housing-based model of gentrification, by William Hayes • Planetary nebulae as tracers of the chemical history of the **Andromeda Galaxy**, by Kerrin Hensley • Conceptualizing progress in the thought of **Jacques Rancière**, by C.J. Higgins • Genomic adaptation & molecular acclimation to **light stress** in *Prochlorococcus*, by Kathleen Higgins • A **kinetically mixed** Z' gauge boson at the LHC, by Isaac Hoenig • **Ancient Maya** socioeconomic complexity, by Cecelia Holm • von Hippel-Lindau mRNA & protein may mediate asymmetrical **cell division** during *Helobdella robusta* embryonic development, by Nina B. Horowitz • Benford's law & **power law** behavior in fragmentation processes, by Joseph R. Iafrate • Nature & artifice: Bethesda Terrace in **Central Park**, by Melanie Idler • Identification of discrete, intermingled hypocretin (Hcrt) **neuronal populations**, by Manasi Iyer • The sedimentology of storm-emplaced coastal **boulder deposits** in the northeastern Atlantic region, by Kalle L. Jahn • Reflections of a **Haitian American**: Politics, testimony & cultural agency, by Kenny E. Jean • From pictures to pageants though plastic: **Korea's changing** face, by Annie Estella Jeong • Dare to survive: gendered & cultural survival strategies of the **Africana diaspora**, by Jallicia A. Jolly • ADF vs. CR: The relative physiologic effects of alternate day fasting and caloric restriction on **chronic disease** risk factors in male C57BL/6 obese mice, by Patrick Magnus Neset Joslin • Contested memory: Struggles of the 1990s in post-Cold War **Okinawa**, by Sara Kang • A new all-fiber **pulsed laser**: Continued study of the nonlinear optical loop mirror, by Maxwell LaBerge • When moving gets you nowhere: Investigating the limits of the **dynamic superiority effect**, by Alexander LaTourrette • Time-series **forecasting** using a large number of predictors, by Vu Le • Shocks & trends in **global equity** markets, by Vu Le • **Reunion**, by Christopher Lee • Performing the artist: the role of gender in understanding **Pollock & Warhol**, by Louisa M. Lee • We are not superheroes, others are not villains: Identity & body politics in Japanese & Korean **war films**, by Min Joo Lee • "Neither first, nor last, nor only, nor alone": Skepticism & realism in **James Joyce's** *Ulysses*, by Amy Levine • How can experience justify our beliefs? Rethinking **McDowell's** rejection of the Given, by Amy Levine • Sharing is caring: Adult prosocial behavior & emotional responses to real & fictional **social interactions**, by Eric Y. Liao • Benford's Law & **fraud detection**, by Yang Lu • The effect of liquidity on **low beta** anomaly, by Yang Lu • Relieving & readjusting Pythagoras: Improving the **Pythagorean** formula, by Victor Luo • Imitations: Medium & stereotype in the art of **Betye Saar & Kara Walker**, by Annie Lynch • The enigma of American primary care: A political economic study of **physician**

specialization informed by the Canadian experience, by Rachel Lai-Ying MacLean • What we do in the liar: Stories, by Stephen Marino • Memorabilia, by Sato Matsui • Unreasonable ethics: A Socratic insight into Gandhian ethics, by Isaac Maze-Rothstein • As if it were: Stories, by Nickolas Maziarka • Aberrant pathway choice of Mauthner axons may cause lateralization of startle responses in the Trinidadian guppy, Poecilia reticulata, by Kelsey McDermott • Weight-based discrimination of Cornus canadensis in a generalist pollination network, by Molly H.F. McEntee • Did tax cuts contribute to rising pre-tax income inequality in the United States? Evidence from a long panel of state-level data, by Brian Westfall McGrail • Dopaminergic regulation of activity & sleep in the mushroom body of Drosophila melanogaster, by Zachary M. McKenzie • The law of any numbers, by Cassandra Dolores McLellan • Informing teacher tenure decisions using value-added modeling: The case of New York City, by Carl Jepsen McPherson • The political theology of antinomianism, by Ali McTar • Timescales for the quantum Zeno effect, by Cesar Melendez • Fitting in to feel good: Implicit & explicit predictors of conformity, by Fanny R. Mlawer • Activation of [sigma]U & the putative role of PrsU in Streptomyces coelicolor, by Jessica E. Monterrosa Mena • The butterfly's wing & the framework of steel: Reality & narrative form in the fiction of Virginia Woolf, by Sophia Whitney Montgomery • The atom transfer radical polymerization of acrylated methyl oleate, by Lilliana Schmalzer Morris • A study of male & female gametogenesis in the non-indigenous sea anemone Diadumene lineata in North America, by Katherine Newcomer • Synthesis of amino acid containing block copolymers by ATRP, by Julia Nguyen • The role of dfoxo in the fat body of Drosophila, by Stephanie Nguyen • Examining the associations between diurnal cortisol rhythms, subjective appraisals of stress & depressive symptoms in adolescent girls, by Emily M. Norkett • Selfish city, by Alyssa Northrop • Let the skies speak: The evolution of aerial discourse & the poetics of flight, by Taylor W. Nutting • Blueprint for a new vision: The past, the present & future of war museums in Japan, by Leo K. Obata • Uptake of HIV prevention technologies: Conditional cash transfers may bridge the age-based gap in the uptake of voluntary male circumcision in Kenya, by Jackline Atieno Odhiambo • Creating kings: Gertrude Bell's evolving views of Arab political aspirations & the creation of Iraq, by Alexandra Rossana Oviedo • Chasing the gangster: Generic repetition & revision in The Sopranos, by Frank Pagliaro • Physiological & molecular characterization of light acclimation responses of the marine cyanobacterium Prochlorococcus, by Catherine J. Pang • Sulfate reduction at Deep Springs Lake, California: Applicability to the dolomite problem? by Michelle E. Paradis • The North Korean mass education

KNOWLEDGE

system, by Eilin Rafael Perez • Completions of reduced local rings with prescribed minimal prime ideals, by Byron Perpetua • Simultaneous inference on margins of binary data, by Faraz W. Rahman • "Was that a good performance?!" The effect of visual cues on judgments of music performance quality, by SarahVictoria Skylar Rosemann • Sister goddesses in exile: Gender roles within the Ache Lhamo performances of Tibetan refugee communities, by SarahVictoria Skylar Rosemann • The economic & social implications of patterns in internship participation, by Sarah Rosenberg • SC06672 in Streptomyces coelicolor A3(2): Defining its role as a carrier protein phosphodiesterase in antibiotic production, by Georgiana Salant • Testing Benford's law, by Jirapat Samranvedhya • She-Wolf, written & performed by Sarah E. Sanders • Characterizing the subcellular localization of Hspb7 in developing zebrafish embryos, by John B. Sanderson • Investigating the role of dfoxo in affecting the central nervous system, bang-sensitivity, foraging & starvation in Drosophila, by Rahul Sangar • Louis I. Kahn's memorial to the six million Jewish martyrs & the architecture of remembrance, by Henry Schmidt • Atmospheres of sound: Debussy's impressionism & the music of Beethoven & Messiaen, by Daniel Schreiner • Building sum-product networks, by Daniel T. Seitza • Lives of their own: A social history of the German Democratic Republic examined through Die Kinder von Golzow, by Joon Hun Seong • Savages or activists? U.S. journalists narrate Ecuadorian indigenous movements, 1990-1995, by Quinn Squires Solfsburg • The American feeling: Female writers' reflective process of the sentimental bind, by Nitza Solis • From grassroots to government: A study of social movement to political party transformations in Bolivia, Brazil & Ecuador, by Ariana Spiliotes • Electron spin resonance (ESR) dating & Homo sapiens evolution: Evolutionary significance of [greater than] 200,000-year-old Homo sapiens teeth found in Tanzania, by Kassandra Violet Spiller • A place apart from place: The relief & vanity of Oriental escape in selections of Alfred, Lord Tennyson's poetry & James Joyce's Araby & Ulysses, by Elizabeth Brodie Stern • A novel model for white nose syndrome in little brown bats, by David Stevens • Peter/Wolf, by Adam J. Strawbridge • Negotiating narrative: Reading accounts of sex work & sex trafficking through Daniel Defoe, by Amanda Su • Maximal bipartite subgraphs of special 4-regular planar graphs, by Sean Sutherland • Sandusky County, Ohio: A community at war, by Nathaniel Chase Sutton • Limiting spectral measures of random matrix ensembles with a polynomial link function, by Kirk Swanson • Edible forest gardening at the Clark Art Institute, by Sonja M.N. Thalheimer • Examination of the protective effects of progesterone in a mouse model of repetitive mild traumatic brain injury, by Megan H. Trager • Primes in arithmetic progressions of polynomials, by Samuel Tripp • Paul Klee's drawings: Line, temporality & space, by Xiaoxiao Tu • Atatürk & the language reforms of Turkey: One man's vision & the future of a nation, by Nicholas Tyson • Polymeric micelles with varying hydrophobic blocks for delivery of therapeutics, by Bianca A. Ulloa • Developing novel non-heme iron catalytic systems using amino acid & ester derived ligands for olefin epoxidation, by Areli Valencia • "Every joke is a tiny revolution": Political humor in Egypt, by Isabel Fairchild Vázquez • Development of biochemical & chemical systems for novel antibiotic discovery, by Chau D. Vo • Measurement of the hyperfine structure of the 7P1/2 state & the 8P1/2 state in 205Tl & 203Tl, by Gabrielle Vukasin • As you like it: Frauds, charlatans & bullshit, by Madeline Vuong • Reciprocal modulation of A. tumefaciens type VI secretion system & host defense expression, by Melinda Wang • Educational differentials in morality: Evidence from the U.S. census & CPS, by Sam Woodbury • The influence of grade leniency & student gender on student evaluations of female teachers in traditional & online classroom settings, by Mattia Wruble • The new economic geography of industrial agglomerations in China, by Dan Zhao • Expression of small heat shock protein HSPB7 in the zebrafish heart is essential to valvulogenesis, by Kaijie Zheng • Synthesis & modeling of diaryl pyrazole & diaryl isoxazole compounds for CckA & PhoQ inhibition, by Anna S. Zhou • Learn more about the senior thesis at <http://bit.ly/wmsthesis>.



GENTLEMEN JEWS

A LOOK
AT THE FORCES
THAT SHAPED
EARLY JEWISH LIFE
AT WILLIAMS.

When asked several years ago to survey the historical presence of Jews at Williams, Benjamin Aldes Wurgaft expected to be brief. In terms of sheer numbers, Williams “has never had the Jewish population of other colleges of comparable size.”

In fact, it has often been assumed that there was no history of Jewish life at Williams—at least prior to the middle of the 20th century.

“And yet,” Wurgaft wrote in the preface to his recently published, 186-page book *Jews at Williams: Inclusion, Exclusion and Class at a New England Liberal Arts College*, “one of the pleasures of this project has been its sheer defiance of my expectations.”

Commissioned by alumni to mark the 20th anniversary of the Jewish Religious Center, Wurgaft’s book charts the “slow progress toward institutional change” at Williams between the 1870s and today, from a time of anti-Semitic abuse and exclusion to one of a flourishing Jewish community on campus. The book sheds light on relatively unexplored territory: the entry of Jews into the liberal arts college scene. Its early chapters in particular examine closely the lesser-known “fringe of American Jewish society that found routes into the more privileged circles of higher education.”

In this excerpt from the first chapter, Wurgaft, an intellectual historian, discusses the wider social, educational and political issues that shaped the experiences of early Jews at Williams.



QUICK GLANCE AT THE NAMES OF THE EARLIEST JEWISH STUDENTS AT WILLIAMS—AUERBACH, LEHMAN, NAUMBURG, GREENBAUM—reveals a preponderance of German names. Indeed the majority of these young men were of German-Jewish descent, often the grandsons of immigrants from Germany or Austria who had made the crossing during the largest phase of Jewish migration from the German-speaking lands to the U.S. from 1830 to 1880, *prior* to the great rush of Jews from Eastern Europe that took place from 1880 to 1920. They had the privilege of education at Williams because their families had been in the country long enough to build wealth and professional status—or in some rare cases they brought those things with them when they emigrated. They frequently came to Williams on the recommendation of a preparatory school headmaster, or perhaps a business partner of the student’s father was himself a Williams man. But the college’s Jewish population did not remain exclusively wealthy and German, for the position of German-Jewish Americans in higher education was threatened when their Eastern European counterparts, arriving in far greater numbers toward the end of the 19th century, began to send their sons to college. Williams, like most elite centers of higher education, became the site of small but significant struggles over which *kinds* of Jews could be considered “clubbable,” struggles in which German-Jewish prejudice played a prominent role.

The same phenomenon was taking place at Dartmouth, New York University and many other institutions. Being a gentleman, it seems clear, meant something special to the Jews who had attained that status. It stood for acceptance not only into American society at large, but also into a special sector of the social elite. It was not unreasonable to worry that different and more foreign-seeming Jews, with odd manners, accents and more visible patterns of religious observance, might jeopardize decades of integration into American society. In 1908, while addressing a meeting of the American Society for the Advancement of Science, the German-born Jew and father of American cultural anthropology Franz Boas gave the talk “Race Problems in America.” Describing recent patterns of immigration and the challenges they presented both for those immigrants and for American society at large, Boas—no stranger to anti-Semitism, bearing on his cheeks scars he earned as a student in Germany by fighting duels over Jewish honor—definitively identified himself with the German immigrant community rather than with the Jews. Yet Boas’ attitude was not purely an artifact of his immigration to the U.S.

Two years after Boas’ address, an increase in the number of Jewish students in Williams’ freshman class (the Class of 1914), which included a few students of Eastern European background, would occasion one of America’s first student-led demonstrations against Jewish enrollment at a college or university. German Jews, present in small numbers, never received such a welcome. While no firsthand accounts of the demonstration have been found, President Harry Garfield described it in a letter, in a secondhand fashion, by saying that afterward he felt it necessary to take to the pulpit in the chapel to remonstrate with the students for their bad behavior.

Only at a school like the Williams of 1910 could a small number of Jews have seemed so threatening. There were some six in the Class of 1914. Williams was simply an unusual choice for Jews at this point, and not because it presented insuperable barriers to Jews, but simply because most had not heard of it. It was off the map for American Jews unless their families had already become acquainted with the social groups from which Williams drew most of its students, or unless some stroke of luck—a chance encounter with an alumnus, for example—informed them about Williams and led them to believe admission was possible. Indeed, while it was the dream of many Jewish immigrants to send their sons to college so they could be professionals rather than peddlers, tailors or otherwise non-credentialed workers, they tended to target the municipal college systems of cities such as New York, or perhaps Harvard, Columbia or other prestigious institutions that loomed large in the public imagination. And for most of the Eastern European Jewish immigrants of the late 19th and

WURGAFT WRITES THAT THE “ACTORS” SHAPING JEWISH LIFE AT WILLIAMS “WERE MORE OFTEN IMPERSONAL FORCES ... THAN HEROIC COLLEGE STUDENTS, ADMINISTRATORS OR FACULTY.” YET IT’S WORTH NOTING SOME OF THE EARLIEST JEWISH STUDENTS WHO MADE AN IMPACT ON THE COLLEGE AND SOCIETY.



EMMANUEL COHEN, CLASS OF 1876

It's not clear how the college's first known Jewish student, the son of Polish immigrants (his father was a merchant tailor), came to attend Williams.

Cohen was active with the Adelpic Union, the drama club and the debating society, and he helped organize Williams' Pennsylvania alumni association. An attorney, he was deeply involved in Jewish life in Philadelphia and Minneapolis.



CHARLES GROSS, CLASS OF 1878

After Williams, Gross pursued doctoral studies in medieval European history at the University of Göttingen. He had difficulty finding a teaching position and barely escaped joining his family's clothing business in Troy, N.Y. But in 1888 he was hired at Harvard, where his class on English constitutionalism became a staple of the social sciences curriculum.

early 20th centuries, it was the public school system that promised to Americanize one's children and prepare them for success.

Williams was “protected,” as it were, from Jewish attentions during the gentlemen's era by the social networks it served. They in turn served it by providing new students and loyal alumni. Between 1880 and 1920, no other New England liberal arts college was as closely connected to the Social Register families of New York and Boston, a group that, with a few exceptions, emphatically did not include Jews. As sociologist Richard Farnum explains, it was the only liberal arts college in the “top five” schools (Yale, Harvard, Princeton and Columbia are the others) to which the majority of “social registrants” flocked, particularly from the 1880s to the 1920s. It was in fact the fourth most popular destination for registrants from Boston and the fifth for New Yorkers. It was thus part of a tiny cluster of schools serving a social network that crystallized out of the East Coast's Protestant elite families in the 1880s and 1890s; the first edition of the *Social Register* was published in New York in 1888. The children of registrants characteristically attended the “St. Grottlesex” schools (the prestigious private schools St. Paul's, St. Mark's, St. George's, Groton and Middlesex), which in turn gave them access to institutions like Williams. While the college's sheer popularity among registrants was not a *technical* barrier to Jewish enrollment, it did mean that knowledge of Williams was often transmitted within a socially distinct and non-Jewish circuit.

Williams was also protected by its sheer geographic isolation. Whereas Columbia attracted many Jewish applicants, and the urban environments of Cambridge, Mass., and New Haven, Conn., were not so difficult to reach from New York, Williamstown was worlds removed. While Jews had moved through the Berkshires and other rural parts of New England during the 19th century, Williamstown itself had never seen real Jewish settlement. As historian Hasia Diner notes, most Jews around the turn of the century wanted to remain in cities that had become home to significant Jewish populations. They clustered in the major Jewish enclaves of New York, Chicago, Philadelphia, Boston and other cities where businesses, schools and other institutions observed the rhythms of the Jewish calendar.

If it was possible to obtain a college degree without leaving Jewish time or space, then the incentive to attend a rural college like Williams was low indeed. For certain Jewish students, the gains in social connection—and thus career and life preparedness—would have been obvious, and because these students came from more Americanized backgrounds, the need to remain in Jewish centers was lower. For others such things were superfluous, part of a Society game of which they were unaware or had no interest in because they knew they would be unwelcome. It may be noted, however, that if Williams was far from beaten Jewish paths, it was not far from the resort hotels where many wealthy non-Jewish families came to vacation as early as the 1840s.

ANTI-SEMITISMS PLEBIAN AND PATRICIAN

JEWES AT WILLIAMS, like their counterparts at other institutions, were subject to anti-Semitic treatment during this period, ranging from verbal abuse to exclusion from fraternities and clubs. However, the label “anti-Semitic treatment” may obscure more than it clarifies. It is crucial to distinguish between the types of prejudicial behavior seen at Williams and the political and social meanings we often associate with the term “anti-Semitism.” Coined by the right-wing German journalist Wilhelm Marr in 1879, “anti-Semitism” was intended as a scientific-sounding pill in which a rather unscientific doctrine could be delivered: The Jews, according to Marr, were behind all of the problems modernity had brought to the Western world. Marr's anti-Semitism could not countenance the possibility of conversion away from Jewish identity; one cannot convert one's blood. While Jew-hatred had been a common phenomenon in Europe since the medieval period, Marr's innovation made it an inextricable part of a political platform.

Jews received very different treatment in the U.S. of the late 19th century, which was already embroiled in political debates over just which immigrant groups could be healthfully assimilated into the national mainstream. Prejudicial treatment of Jews in the U.S. had been

linked to the more general form of American anti-foreign sentiment, nativism. Sociologist Norman Friedman described nativism as “a deep-seated American antipathy for internal ‘foreign’ groups of various kinds (national, cultural, religious), which has erupted periodically into intensive efforts to safeguard America from such perceived ‘threats.’” Nativism was the driving force behind anti-Catholicism in the American Northeast, the opposition to Eastern Europeans (Jewish and otherwise) suspected of importing radical politics and a racism based on a positive conception of Anglo-Saxon identity. In constructing a list of nativist groups, the historian might reach for the “Know-Nothing” movement of the 1840s and ’50s, which was Protestant, populist and driven by fears that the country was being overrun by Catholic immigration from Ireland and Germany, but also for the elite Immigration Restriction League established in 1894 by five Harvard graduates and supported in 1912 by then-Harvard President Abbott Lawrence Lowell, who added the vice presidency of the league to his list of titles.

Whether adopted by the working poor, the middle classes or by elites, the force behind American social (as opposed to political) anti-Semitism was less religious or racial hatred than anxiety over resource scarcity. While Americans displayed ambivalent attitudes toward Jews up to the mid-19th century, these were primarily driven by a combination of religious unease and praise for the imagined business sense of the Jewish people, which was sometimes understood as a positive force for the development of local economies throughout the country. It was only in the later 19th century, as Jewish immigrants from Eastern Europe began to arrive in the Northeast in great numbers, that Jews began to be perceived as a competitive force capable of depriving more established Americans of their place in the social and economic order. Historian John Higham observes that anti-Semitic sentiments developed in three general groups in this period: agrarian radicals, the urban poor and patrician intellectuals, the latter group especially worried by the economic depression of the 1890s, which seemed to threaten their established family fortunes. The rise of American anti-Semitism was perfectly timed with the rise of anti-Semitism in Europe and also with the demographic “tipping point” when American Jewry lost its Germanic “complexion” and took on a decisively Eastern European character. This had the effect of increasing Jewish visibility in America by an enormous factor.

After this shift, relations between Jews and non-Jews in the big cities of the East Coast took a decisive turn for the worse at both ends of the American class hierarchy. The first restricted social and sporting clubs soon appeared in New York City and its environs. In the remaining years of the century the rejection of Jews by fashionable clubs and hotels up and down the East Coast was becoming total, making it nearly impossible for Jews to participate in certain forms of “society life.” Elite clubs for Jews began to appear, usually mirroring Gentile social establishments in their exclusiveness. Working-class discrimination in cramped urban quarters often produced violence. Attacks on Jews by Irish and German Americans on the Lower East Side were not uncommon. However, if these developments came in step with the growth of anti-Semitic political parties in Europe, they were not part of a pattern of *political* anti-Semitism in the U.S. And if the nativisms of the mid-19th century had been focused on the exclusion of new immigrant groups from American society in general, late 19th-century anti-Semitism was usually triggered by more specific anxieties. The exclusion of Jews from upper-class social facilities, for example, was prompted by proprietors’ (not entirely unreasonable) fears that a marked Jewish presence would drive out their traditional WASP clientele. The restriction of the social clubs thus anticipated the restriction of the Ivy League and its satellite members, by means of *de facto* if not *de jure* quotas, some 30 years later.

From JEWIS AT WILLIAMS: INCLUSION, EXCLUSION AND CLASS AT A NEW ENGLAND LIBERAL ARTS COLLEGE, by Benjamin Aldes Wurgaft. Williams College Press, 2013.



EDWARD S. GREENBAUM, CLASS OF 1910

After students protested the six or so Jewish freshmen entering the college in the fall of 1910, Greenbaum met with Williams President Harry A. Garfield, Class of 1885, and offered to screen Jewish applicants to “keep away the undesirable sort.” Garfield responded that while Williams was “always ready to receive men of the right sort, whether Jews or Gentiles,” the college didn’t attract that many Jewish students. Greenbaum became a founding partner (with Morris L. Ernst, Class of 1909) of one of Manhattan’s largest law firms and served in the War Department during World War II. He was also a close friend of Williams President James Phinney Baxter III, Class of 1914.



GILBERT WOLF GABRIEL, CLASS OF 1912

*A prolific novelist and professional theater and music critic, Gabriel belonged to the fencing club, Cap & Bells, the **Literary Monthly** and Gargoyle Society at Williams. In 1917 he published **The Seven-Branded Candlestick: The Schooldays of a Young American Jew**, a thinly veiled coming-of-age novel addressing identity and class conflicts between assimilated German Jews and the more recently arrived Eastern European Jews at “the city’s university”—likely based on anti-Semitism he experienced at Williams.*

heliotropes



*A small purple flower named for the way it changes direction to face the sun. The title *heliotropes* conveys dual meaning: “helio,” referring to a constant turning toward the sun, is a metaphor



HIGHLIGHTS FROM THE SENIOR STUDIO ART SHOW AT WCMA

FOR THE 10 STUDIO ART MAJORS

who graduated from Williams in June, the senior art show, *heliotropes*, was the culmination of four years of formal training and conceptual development. Their work drew inspiration from a wide range of sources, delving into naturalistic and abstract portraiture, Holocaust survivors, medieval iconography, mixed-race relationships, color fields, video essays, surrealistic still-lives and mental health issues. The artists addressed these topics in a variety of media, including oil and acrylic paint, charcoal, wood and video.

In organizing the exhibition, which ran at the Williams College Museum of Art (WCMA) through June 8, the artists worked closely with students in the Graduate Program in the History of Art to pair their works with objects from the museum's collection. A sampling of the exhibition, including descriptions of the works written by the graduate students, follows.

PHOTO AT LEFT: KATE DREW MILLER; ALL OTHER PHOTOS: ROMAN IWASIWKA

Tim Cannon's film and Joseph Cornell's box share a revolutionary effect. These works present artifacts of the everyday—video and sound clips in Cannon's video and little trinkets in Cornell's box—repackaged for a viewer in surreal arrangements; they are *familiar moments rendered strange*. The effect of these arrangements is revolutionary: Seeing and questioning these estranged artifacts, we are forced to inspect and rethink the artifacts of our own everyday lives. —DANNY SMITH, MA '14



TIM CANNON '15* WORK

They Feed They Lion

2014; video; 8 minutes
view at <http://bit.ly/theylion>

*graduating Dec. 2014



PAIRED WITH WCMA'S

Joseph Cornell (American, 1903-72) Sun box

ca. 1956; wood, glass, metal and paper;
gift of Mrs. John A. Benton; 73.19



Ilana Ellis might say her paintings are about light, color and texture, a formal language that can't easily be put into words. Attached to traditional ways of making and meaning, she strives to master techniques of the past but always with an eye toward capturing the present. Her subjects—who are her friends—are unmistakably 21st-century individuals. Cecilia Beaux, too, *walked the line between contemporaneity and tradition*. She trained in Paris during the heyday of the Impressionists, but she rejected their innovations in favor of realism. Regardless of style, Beaux's portraits—like Ilana's—present figures grounded in their contemporary moment. —HILLARY REDER, MA '14

ILANA ELLIS '14 WORKS

(clockwise from top)

Elisa

2014;
oil on canvas;
20 x 16 in.

Self Portrait

2014;
oil on canvas;
20 x 16 in.

Elisa and Liv

2014;
oil on canvas;
20 x 16 in.

Myya

2014;
oil on canvas;
20 x 16 in.

Helen

2014;
oil on canvas;
20 x 16 in.



PAIRED WITH WCMA'S

Cecilia Beaux

(American, 1855-1942)

Eleanor Gertrude Du Puy

ca. 1884; oil on canvas;
museum purchase, Joseph O. Eaton Fund,
J.W. Field Fund, John B. Turner '24
Memorial Fund and the
Bentley W. Warren Fund; 96.27



Izzy Greer's portraits celebrate the strength and individuality of three Holocaust survivors and artists, including her grandmother. Carol Rosen's photomontages, with their dark, monochrome palette and intimate scale, conjure the disorientation felt in the wake of historical trauma. Whereas Rosen's figures appear occluded by their context, Greer's large-scale color paintings present her subjects front and center. Although Rosen's images speak to a generalized history of violence while Greer's brushwork emphasizes the sitters' distinct personalities, *both artists explore how historical memory is given visibility* in our current generation. —NINA PELAEZ, MA '14



IZZY GREER '14 WORKS



Erika

2014;
oil on canvas;
36 x 48 in.

Edith

2014;
oil on canvas;
36 x 48 in.

Maria

2014;
oil on canvas;
36 x 48 in.



PAIRED WITH WCMA'S

Carol Rosen

(American, b. 1933)

The Holocaust Series VIII, A Children's Tale

1988; artist book;

gift of Carol Rosen; M.2001.1.1

Julie Le works in washes of color, discovering the variations between values. In one painting, she began with green and red in alternate corners of the work, finding an undulating harmony between the two. In another, the transition works more quickly, creating a hard line between color shades. Both works eschew representation, *eliciting emotional response primarily through color*. James Whistler created his *Nocturne* landscape by layering acid washes to form a shimmering, gem-like surface. Le's works address Whistler's maxim, "Paint should not be applied thick. It should be like breath on the surface of a pane of glass." —DAVID SLEDGE, MA '14



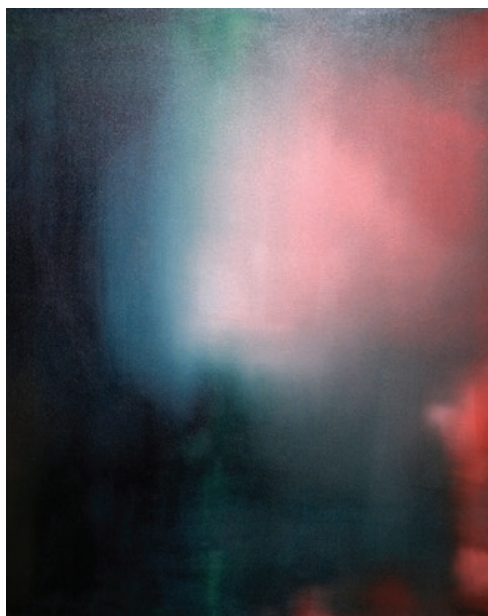
JULIE LE '14 WORKS

Untitled

2014;
oil on canvas;
24 x 36 in.

Untitled

2014;
oil on canvas;
72 x 84 in.



PAIRED WITH WCMA'S

James Abbott McNeill Whistler
(American, 1834-1903)

Nocturne

1879-80; drypoint in brown ink on toned
laid paper; museum purchase, Karl E. Weston
Memorial Fund; M.2008.23



Learning to Think Like a Physicist

For physics majors at Williams, the core curriculum isn't delivered in a lecture hall or around a seminar table. It's far more intimate than that. Juniors and seniors take three essential classes—classical mechanics, electricity and magnetism, and quantum mechanics—as tutorials.

A signature experience at Williams across all the academic disciplines, a typical tutorial brings together about five pairs of students each semester who, guided by a professor, take turns developing independent work and critiquing it. But in the physics department, tutorials become the focus of the major and, effectively, a requirement for graduation.

Since tutorials are required of all physics majors, as many as 30 students enroll in one each semester. The entire class meets on Friday afternoons for a lecture on the coming week's topic and to receive a problem set to work on for the tutorial session. A professor might meet with as many as 15 pairs of students each week.

"One great aspect of this is how the students talk to each other about the problems," says Kevin Jones, department chair and William Edward McElfresh Professor of Physics. "You can see them each week, standing at the blackboard in the Physics Common Room, working together."

Max LaBerge '14, who graduated in June with honors in physics, says the tutorial format means each student's investment in the class skyrockets.

"You can't worm your way to the answer; you really have to own what's going on," he says. "I have a better understanding of physics than I would have with a more classical curriculum."

An area of study such as the nature of light involves several different courses

in the major, including the tutorials for quantum mechanics and for electricity and magnetism. While most things in the universe can be described as either wave or particle, light seems to be both.

"Particles describe most of the stuff around us," says Frederick Strauch, assistant professor of physics. "Light particles can be thought of as extremely tiny tennis balls bouncing back and forth between atoms. Or light can be thought of as forming beautiful waves, much like the ripples on a quiet lake when it's disturbed by a skipping stone."

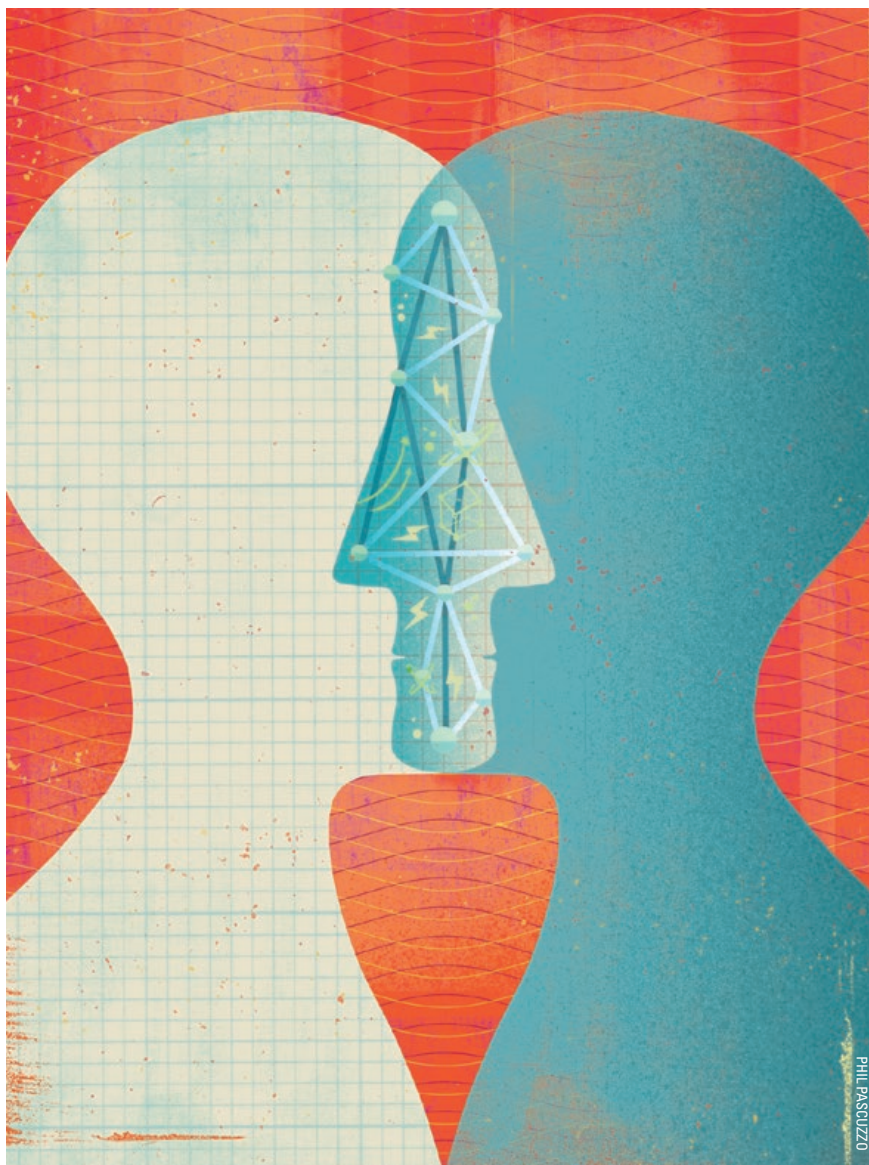
Understanding this so-called "wave-particle duality" requires sophisticated mathematical theories, including the wave theory explored in Strauch's electricity and magnetism tutorial last fall and the particle aspect covered in the quantum mechanics tutorial, which Jones is

teaching next spring.

In Strauch's tutorial, the students used Maxwell's equations—four equations developed in the 19th century that, when answered in sequence, govern how waves of electricity and magnetism travel through otherwise empty space in the physical world.

Using the equations, the students first modeled how light is produced by electric charges. They then plugged that information into the next equation in the series. When they answered that question, "requiring a good amount of calculus just to write down what we're talking about," Strauch says, they were another step closer to understanding light.

"The skills that are developed during tutorials aren't just 'How do I solve physics problems?' and 'How do I learn the fundamental laws of physics?'" Strauch says. "But also, 'How do I think and communicate like a physicist?'"



PHIL PASQUAZZO

—Julia Munemo

Words and Music

During a master class with acclaimed composer John Harbison in April, three seniors had the chance to share portions of compositions they were working on for their theses. The group delved into harmonic movements and pitch progressions. Then the conversation took a literary turn.

Describing the experience of listening to a difficult piece of music, the composer told the students that “the listener is a combination of party guest and victim.” Harbison’s observation launched an in-depth discussion about *The Rime of the Ancient Mariner*, Samuel Taylor Coleridge’s poem about terror and madness in the South Seas.

Harbison, a Pulitzer Prize and MacArthur Foundation “genius” award winner, was one of several visiting artists to participate in a weeklong collaboration examining the ties between music and poetry, and between composers and poets. Joining him were two more Pulitzer winners—Louise Glück, former Williams senior lecturer in English and U.S. poet laureate, and Lloyd Schwartz, music critic and poet—as well as mezzo-soprano Lynn Torgove of the Boston Conservatory.

In addition to offering lectures and master classes with students and professors in the English and music departments, the artists discussed the value of studying the relationship between words and music—“languages that speak to one another,” Glück called it—during a panel moderated by W. Anthony Sheppard, professor of music and department chairman.

As part of the master class with Harbison, music major Sato Matsui ’14 presented two pieces she composed: a movement of a string quartet and a piece for soprano, alto flute and piano set to a poem by Yone Noguchi. Matsui says her art history,



Sato Matsui ’14 (right) shares her thesis composition with visiting artist John Harbison.

religion and history studies at Williams all influenced her musical work. “I didn’t want to go to a conservatory,” Matsui says. “I wanted the liberal arts experience.”

The week culminated with a performance of Harbison’s work, including *The Seven Ages*, a setting for six poems from Glück’s book of the same name, and *The Right to Pleasure*, set to four poems by Williams assistant professor of English Jessica Fisher. Both pieces featured vocal accompaniment by Torgove.

The collaborations showed students that “there is another level of work to accomplish,” Sheppard says. Musicians need to consider more than just their instruments. And vocalists must “think beyond technique and focus also on how to convey the meaning of the poems,” he says.

All of which shines a light on the exchange of ideas that happens when students are free to study a wide range of material—one academic discovery often informs another, which leads to collaboration. Says Sheppard: “A lot of interdisciplinary thinking happens as students walk from one class to another.”

—Christopher Marcisz

On Writing: Tuesday Teas

History professor Leslie Brown developed her new book, *African American Voices: A Documentary Reader from Emancipation to the Present*, out of extensive conversations with Williams students about what primary source material to include.

Meanwhile, the seeds of political science professor Sam Crane’s latest book—*Life, Liberty and the Pursuit of Dao: Ancient Chinese Thought in Modern American Life*—sprung from years of personal essays and blogs.

And anthropology professor Antonia Foias’ *Ancient Maya Political Dynamics* grew from a chapter the publisher cut from another book she had edited.

In April the three professors discussed their books—and reflected on the process of writing and publishing—with students, faculty



colleagues and community members in small, informal gatherings called Tuesday Teas.

Sponsored by the dean of the faculty’s office and hosted by the library, Tuesday Teas have taken place nearly every spring since the late 1990s. Next spring’s series will be held in the Forum area of the new library.

At Foias’ talk, the last of the three, she explained to the audience of 40 that her book was intended “to answer the question about what we know and what we don’t know about Maya political organization based on archeological evidence.” To that end she passed around a reproduction of a vase used for drinking chocolate and fielded questions about the role of women and the gods in Maya political processes.

“The intent of a liberal arts education is to connect ideas across disciplines,” says organizer Christine Ménard, head of research services and library outreach. “Libraries play an important role in that exchange.”

—Julia Munemo

► To learn more about Tuesday Teas, visit <http://bit.ly/tuesteas>.

All Those Vanished Engines



Paul Park

Acclaimed science fiction writer and Williams lecturer in English Paul Park grew up in Williamstown as the child of two professors. He returned to the college to teach while raising his family in North Adams. In *All Those Vanished Engines*, published by Tor books in July, he draws on these experiences in three novellas.

Set in the past, present and future, the novellas offer a vision of Northern Berkshire County that is

larger, darker and grander than the one we know. Park imagines the U.S. split in two after the Civil War and then takes readers to an alternative present-day Williamstown, weaving his own experiences with a mysterious tale about secret projects at MASS MoCA, missing steam engines and a dystopian future.

The author of more than a dozen works, this is the first book in which Park has drawn deeply from his own life. Characters are based on his late parents, physics professor David Park and English lecturer and author Clara Claiborne Park. His younger sister Jessy is also an important character whose real-life autism is central to the narrative.

"There are places (in Northern Berkshire) with enormous, powerful significance to me," Park says. Among them is the old Sprague Electric facility, now MASS MoCA, which figures heavily into *All Those Vanished Engines*. An installation at MoCA by artist Stephen Vitiello shares the book's name and features text written by Park, which became the starting point for the book's middle novella.

At Williams, Park teaches expository writing and a class on the utopia in fiction. His books have been nominated for Arthur C. Clarke, Nebula and World Fantasy awards, and he helped organize the David G. Hartwell '63 Science Fiction Symposium on campus last October.

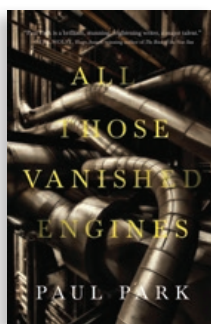
EXCERPT ▼

Now as I left, I passed a room on the first floor and noticed the name beside the door. An old man sat on the side of his bed, his hair white and yellow and unkempt. "Mr. Whitney," I said, "could I come talk to you?"

Startled, he looked up. His eyes were rimmed with pink.

"Somebody told me you worked in the old boiler house at Sprague Electric. Do you mind if I ask you a few questions?"

I was looking for a breakthrough. I took out my laptop, on which I had a slide show of the power plant. "It looks like something's been removed from there," I said, indicating one of the big tanks. "You can see where the bolts have been cut away. Was there a pump there? A hydraulic pump?"



"Pump?" he said. His face took on a creased, thoughtful expression. "I don't know there was a pump."

I got to my feet. With no desire to go home, I stood in the doorway for a moment, wasting time. But then Roy Whitney began to speak, and it was obvious from the difference in tone that he had dropped the embarrassing impression of senility that had made contact difficult up to that point. He turned onto his back and closed his eyes, and as if to himself he started talking about the frustration of trying to switch back, after the end of the Second World War and the termination of a number of Department of Defense contracts, to making small electronic components for commercial products, and of course steam. . . . His voice seemed to come from someplace far inside, as if produced by a mechanical process no longer under his control. The vocabulary he used was increasingly specialized, but even so, ignorant as I am, I could not but guess at the excitement of these nascent technologies, even as his tone and his delivery grew increasingly arid and more formal. I could not but glimpse the excitement of his early research, all but forgotten now, into optical masers and microwave amplifiers in the 1950s. I could not but catch a glimpse into a field of privately funded research that anticipated modern photovoltaics.

—From *All Those Vanished Engines* (Tor, 2014), by Paul Park, lecturer in English

Other books



The Map Thief. By Michael Blanding '95. Gotham Books, 2014. The incredible story of E. Forbes Smiley, a respected

dealer of antique maps who made millions stealing and re-selling them until he was caught in the Yale University Library.



Talking to the Dead. By LeRhonda S. Manigault-Bryant, Williams assistant professor of Africana

Studies. Duke University Press, 2014. An ethnography of seven Gullah/Geechee women who receive guidance from deceased ancestors through dreams, prayer and visions.



Looks Good on Paper?: Using In-Depth Personality Assessment to Predict Leadership Performance. By Leslie S. Pratch '84. Columbia University Press, 2014. An empirical approach to identifying effective candidates for high-level executive positions.

The Invention of Religion in Japan. By Jason Ānanda Josephson, Williams associate professor of religion. University of Chicago Press, 2012. How the Japanese grappled with the Western idea of religion after Americans entered their country in 1853.

► Visit ephsbookshelf.williams.edu to see more works by members of the Williams community and to learn how to submit new publications.

New Luce Research Scholars Program Encourages Women in Science

Seven female science majors will spend the summer conducting research alongside their professors as part of the new Luce Research Scholars Program.

Established by the college in January with the help of a \$246,440 grant from the Clare Boothe Luce Program of the Henry Luce Foundation, the research scholars program funds fellowships for up to eight women pursuing scientific research during the summer after their sophomore or junior years. It's designed to encourage women to pursue graduate school and eventual careers in scientific fields.

"Increasing the representation of women in the physical sciences is a tremendously important component of the larger goal of diversifying the scientific community," says Andrea Danyluk, the Dennis A. Meenan '54 Third Century Professor of Computer Science, who served on the committee that chose the scholars. "There's a great deal of evidence that early research experiences and cohort building are extremely effective in encouraging and retaining young scientists. We're thrilled to provide such opportunities to our talented students in this new program."

THIS SUMMER'S FELLOWSHIP RECIPIENTS ARE:

Astrophysics major **Allison Carter** '16 and physics major **Ariel Silbert** '16, who joined physics professor Ward Lopes' research group to study the motion of defects in diblock copolymers, molecules that self-assemble in repetitive patterns that attain repeat spacings from tens to hundreds of nanometers;

Math major **XiXi Edelsbrunner** '16, who, under the mentorship of math professor Steven J. Miller, is working on a variety of problems in probability and analytic number theory as part of a research program sponsored by the National Science Foundation;

Geosciences major **Mary Ignatiadis** '16, who, with geosciences professor Phoebe Cohen, is comparing the temporal distribution of eastern New York state stromatolites—reef-like structures formed by



Luce Research Scholars Laura Stamp '16 (left) and Mary Ignatiadis '16 crush 800-million-year-old rock samples to prepare them to be dissolved in acid to extract microscopic fossils. They are working this summer with geosciences professor Phoebe Cohen.

cyanobacteria during the Cambrian era—to older stromatolites from elsewhere;

Math major **Olivia Meyerson** '16, who, with math professor Mihai Stoiciu's research team, is working on problems in mathematical physics, analyzing random and deterministic operators to develop a better understanding of the behavior and properties of metals, semiconductors and insulators;

Geosciences major **Laura Stamp** '16, who is spending a week in the field with Professor Cohen, exploring the diversity of microfossils from the Fifteenmile Group formation of the Yukon Territory, and then, back on campus, working to identify new microfossils; and

Computer science major **Lauren Yu** '16, who is helping to develop algorithms for Professor Danyluk to identify whether a website belongs to a computer scientist, and, if so, whether it belongs to a woman.



Brown to Lead School for Advanced Research

Michael Brown, the James N. Lambert '39 Professor of Anthropology and Latin American Studies at Williams, has been named president of the School for Advanced Research in Santa Fe, N.M.

The author of six books and numerous articles and reviews, Brown researches indigenous intellectual property rights, magic and ritual, the New Age movement and the native peoples of Amazonia. He and his wife, Sylvia Kennick Brown, who served as Williams' archivist and special collections librarian since 1998, both retired from the college in June.

The School for Advanced Research is one of the country's oldest residential research centers. It encourages scholarship in anthropology and the humanities and facilitates the work of Native American scholars and artists.



Knowing when and where the velvet pieces were made means Deb Brothers' students could learn about Renaissance textiles in a deeper context.

A Stitch in Time

A few fragments of deep crimson silk velvet in the Williams College Museum of Art (WCMA) have opened the door to understanding the history of ecclesiastic ceremonies, trade routes and the relationship between economics and religion during the Renaissance.

Until recently, little was known about the fabric pieces beyond the fact that they were likely of the Renaissance period. Deb Brothers, the college's costume director and lecturer in theater, used them in her costume design class to explore the painstaking

processes of weaving, dyeing and embroidering during that period.

For her students, Brothers says, it was an opportunity to "look at those details and know that every stitch was made by hand. It really is that critical moment of looking a little deeper."

And then Brothers happened upon a photograph of a similar piece of velvet in the book *In Fine Style: The Art of Tudor and Stuart Fashion* by Anna Reynolds, curator of paintings at The Royal Collection. A caption identified the fabric as part of a chasuble—a





THIS PAGE: Italian; Chasuble fragment; 1420-1500; silk velvet; Anonymous gift; T1. 28

FACING PAGE: Chasuble with orphrey cross: The Crucifixion, ca. 1450-1525; velvet brocade with red satin lining; Anonymous gift; T1.15

garment worn by Catholic, Anglican and Lutheran priests during Mass and other religious ceremonies.

After researching the fabric pieces in WCMA's collection, Brothers and Liz Gallerani, curator of Mellon academic programs, confirmed that they were in fact from a chasuble made in Italy between 1420 and 1500. "What looked like some scraps of material suddenly came to life," Gallerani says.

Knowing where and when the velvet pieces were made means Brothers' students could learn about Renaissance textiles in a

deeper context. Velvet was crafted from silk thread by highly specialized and regulated trade guilds. The fabric was expensive and primarily worn by the wealthy ruling class or made into fine ecclesiastic vestments (such as chasubles). Cochineal, the insect used to make the red dye, also was rare—imported from Poland, Armenia and, later, Mexico, after Columbus returned from the New World. Italian velvets, known for their high quality, were sent to markets all over Europe; in Italy, the papacy was a major consumer.

The textile fragments in WCMA's

HOW TO MAKE A RENAISSANCE CHASUBLE:

1. Silk worms are cultivated, and silk filament is collected by hand from their cocoons.
2. The filaments are spun into thread, which is cleaned, dyed, reeled and mounted onto a loom. The crimson color of the piece of velvet at left probably comes from a dye made out of an insect called cochineal. The color was highly sought after during the Renaissance and is still quite vivid after several centuries.
3. Thread is carefully woven into velvet—work done by skilled tradesmen in professional guilds with tight quality control and closely guarded construction methods. Weavers, usually men, apprenticed for years under another expert.
4. A pattern is created in the fabric. The voided pomegranate pattern at left was likely made by weaving thick and thin silk pile into the same piece of fabric. The pile was carefully shaved down until the pattern was clear.
5. The fabric is embroidered, a task done mostly by women. Intact chasubles (like the German one at far left) often had ornate crosses embellished with silver and gold threads as well as representations of the Father, Son and Holy Spirit. Though the crimson velvet fragment at left has evidence of prior embroidery, the threads, which were extremely valuable and hard to come by, were likely reused on another garment centuries later.

Chasubles were—and still are—worn by priests during Mass and other sacred ceremonies. They are based on a Roman garment worn during traveling. The crimson fragment at left was probably part of a "fiddleback" chasuble, cut away in the front with an ornate back, allowing a priest to easily join his hands in prayer.

—Courtesy of Deb Brothers, lecturer in theater

collection bring to life other works of art in the museum. When Brothers' students look at paintings from the Renaissance and other periods that feature ornate clothing, they have an intimate window into what it meant to don those pieces and an understanding of how much labor went into making them.

The fragments "have opened up access to the museum in a different way," Brothers says. "You hope this is an example that makes students start looking at the textures and the nuance."

—Francesca Shanks

PHOTO BY SUSIE PAUL '16



“And don’t you be afraid
to leave the ground
Get lifted, come on
let’s get higher
Higher education”

—Mari Edwards '14

Higher Edukation

By Demarius “Mari” Edwards '14

Mari Edwards '14 has been writing and playing music since his high school days in Chicago, drawing on personal experiences and using music to explore who he is and who he will become. He released his first full-length album, *Higher Edukation*, on SoundCloud in April.

A psychology major with a concentration in Africana studies, Edwards was on the football and track and field teams at Williams. He and his college roommate Marty Clarke '14 have been writing and producing music together since their freshman year.

Edwards is now working full time in the online and mobile banking department of M&T Bank in Buffalo, N.Y., as a trainee in the management and development program. He plans to tour and promote his album in his spare time, weaving performances together with forums in which he will talk to students about their own lives and futures. “I want my music to be more than something you just listen to,” he says. “I want you to experience it.”

The lyrics to his song “Higher Edukation” follow:

Born in the city of a broken womb
Closed minds and an open wound
Don’t speak unless spoken to
Closed mouths wanting golden spoons

Black and his English it broke in two
Olde English toking dreams of blue
Used to wanna tote guns for dollars
But quoted books from scholars
And now I’m graduating college (true)

They’ll never take away my soul
They already took control
Took away the gold
You ain’t even know

You just living life ignorance is bliss
Stories never told voices never heard
You just keep it down (word)

You don’t lean on me, we just lean on lean
Meaning sipping that (syrup)
You tryna live behind the eyelids
System got you blinded
My eyes is still up on the prizes rising
They said the sky’s the limit lying
I’m aiming for the target, fuck that
I’m aiming way beyond it
Finding the findless, you’ll never find it
if you place that limit upon it

Chronic education
Take one, light one, let’s enlighten the nations
Put that love in a crack pipe act like you wanna get
high on vacation

Gotta get away
Like birds they got us in a cage
You ever wonder what they sang
Well you gon’ learn today
And don’t you don’t you

Hook:
And don’t you ever let them hold you down
You’ll break free and you’ll escape the world
And don’t you be afraid to leave the ground
Get lifted, come on let’s get higher
Higher education, let’s get higher education
(Let’s get higher)
Higher education, let’s get higher education
(Let’s get higher)
Higher education, let’s get higher education
(Get lifted, come on let’s get higher)
Higher education, let’s get higher education

I used to think ‘cause the way that I thought
That I prolly wouldn’t graduate
Even though I’m from the Chi (thank god I’m alive)
Shit I ain’t tryna be like ‘Ye

I stare in the mirror and I'm still self conscious
 Tryna fight these monsters, demons, in my closet
 Haunts me from back in the day even when
 I was semen
 Mama gives life to the boy then raise him
 Pops lived life on a day-to-day basis
 Love my parents with all of my heart
 But it breaks my heart to know that they aging
 I got family in cell blocks
 Hoping Jesus saves 'em
 Ain't put a letter in your mailbox
 But just know that I am praying
 For you

It's fucking with my conscience
 Went away to college
 They erased away my knowledge
 Replaced it when they washed it
 My brain my pain has been adopted
 Nah nah I ain't really have an option
 They was killing they was mobbing
 (Pop pop pop)
 Lord I would've been mindless

I'm having flashbacks and visions
 Of the day when I thought my life was
 almost ended
 (Fuck opps)
 The police they didn't tend it
 And I had class to be attended
 So I had to get away
 Lord I just wanna be saved
 If don't make it to tomorrow
 I'm gon' ask you today
 And he said

Hook

| Listen to *Higher Education* and learn more
 about Mari Edwards' music at <http://bit.ly/maridotedu>.

PHOTO BY JAY COREY



A Spiritual Instrument

When Cole Porter died in 1964, he left his 40-acre summer estate, Buxton Hill, and its contents to Williams. His gift included a Bechstein grand piano (above), upon which he wrote most of the score of his best-known musical, *Kiss Me, Kate*. The piano currently has a home in Thompson Memorial Chapel.

Bechstein pianos have been made in Germany since 1853, first in Berlin and now in Saxony. They were the preferred instruments of many great masters, including Franz Liszt, Richard Wagner and Claude Debussy.

The pianos are known for their rich, clear sound, and Porter's Bechstein is no different. "It holds pitch even in the humidity of the old building, and it has a nice, warm, tone," says the Rev. Richard E. Spalding, chaplain to the college. "Though it's not in the most superb shape, musically, it soldiers on."

Originally stored in Weston Hall, the piano was moved to the chapel and has been used during weekly Catholic Mass, multi-faith services, Reunion Weekend functions and student events such as the Black Student Union's "Taste and See" gospel service last winter. But it's also been a spiritual resource for students seeking quiet moments in the chapel. "Most hours of the day you can find someone sitting there to pray, to think or just to wonder, and some of those who stop in play the piano as part of their contemplations," Spalding says.

"Though there's nothing on the piano that identifies it as Porter's," he adds, "I think it would warm his heart to know that it's been used not only as a musical instrument but also as a spiritual one."

► On the eve of his graduation, history and political science major Taylor Halperin '14 played "Ev'ry Time We Say Goodbye" on Cole Porter's Bechstein piano in the chapel. Watch and listen at <http://bit.ly/porterpiano>.

Editorial Offices
P.O. Box 676
Williamstown, MA
01267-0676

