

# Williams

MAGAZINE SPRING 2017

## IMPACT WORTHY

Shedding light on Williams'  
\$2.3 billion endowment **p.18**





A large, conical sculpture made of perforated metal is being installed in a rotunda. Several students are working on it, some standing on yellow scaffolding. The rotunda has white columns and a curved ceiling. The sculpture has a complex, geometric pattern of holes. The students are wearing casual clothing. The scene is brightly lit, likely from large windows or skylights. The overall atmosphere is one of collaborative work and artistic installation.

## RIAD IN THE ROTUNDA

Students in the Winter Study course Public Art and Climate Change collaborated with artists to install a sculpture and mount an exhibition in the Williams College Museum of Art's Rotunda. This Moroccan riad is the latest project in a yearlong collaboration with international artist collective Ghana ThinkTank to study how climate change affects the community and implement solutions.





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Front cover photo-illustration: Mark Hooper  
Back cover photograph: Katie Sawyer Rose '96

## Lifting Us Up

THERE'S NO SHORTAGE OF ISSUES TO KEEP A COLLEGE PRESIDENT AWAKE AT NIGHT. From the safety of our students to the strength of our academic programs, I've done a lot of worrying and lost much sleep in my eight years here. It's part of my job.

Among these issues, the responsibility for stewarding our financial resources is something I take particularly seriously. We are fortunate to have a \$2.3 billion endowment, the sum of gifts given by loyal Ephs from the beginning of our history. The endowment enables us to raise the college to new and greater heights. Many

hands share in the work of lifting us up.

Day to day, my staff and I, with our board as fiduciaries, are accountable for the endowment's care and use. It's a daunting task in complicated and volatile economic times. But it's also an exciting one.

In this issue of *Williams Magazine*, Lizzie O'Leary '98, host of American Public Media's *Marketplace Weekend*, spoke with Provost Dukes Love, Chief Investment Officer Collette Chilton and me about the Williams endowment. As a journalist, she challenged us to answer tough questions about higher ed finance.

It's an important time to think about college and university endowments. Too many public figures have misrepresented them as stockpiles of wealth—a politically popular claim, but an inaccurate one. Their criticism misses the crucial role endowments play in supporting operations and making a college education affordable. Here at Williams, endowment revenue pays for almost half our total annual spending, which means we can provide better teaching, programming and facilities for all students. It also means we can invest more in their education than we ask them to pay in tuition. Thanks to our generous financial aid program, today's students pay on average 60 percent of the sticker price, which itself is only about 60 percent of what we spend per student. None of this would be possible without the generosity of past and current alumni, parents and friends.

So we come back to the issue of what keeps me up at night. If we didn't continue to sustainably manage and grow our endowment through wise investment, prudent spending and our comprehensive campaign, it would steadily dwindle. We would then either have to radically scale back our educational ambitions or increase tuition—a choice too many of the nation's tuition-reliant schools are having to make.

We're fortunate not to have to face such a decision. My obligation, in light of that good fortune, is not just to gratefully accept the generosity of our forebears, but to explain what the endowment does and then encourage you to join me in caring for it. This is the driving principle behind our Teach It Forward campaign.

I feel an overwhelming sense of duty to the Ephs who came before us—and those yet to come. But it's a duty I accept with pleasure and pride. Because there are plenty of things to keep a college president awake at night, but only a precious few that enable us to dream.

—ADAM FALK, PRESIDENT

There are plenty of things to keep a college president awake at night, but only a precious few that enable us to dream.



## Williams

SPRING 2017 | VOL. 111 NO. 3

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*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.

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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

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## QUOTED

"I am delighted that you have received the potential awakening of a lifetime, and that now you might actually get what so many of us have been describing all along. Welcome to that deep perpetual angst. Embrace it, and allow it to motivate you to a deeper form of action."

—RHON S. MANIGAULT-BRYANT,  
ASSOCIATE DEAN OF THE  
FACULTY AND AFRICANA

STUDIES PROFESSOR,  
in "An Open Letter to White Liberal  
Feminists" surprised by the election  
results, for the African American  
Intellectual Historical Society



Join the conversation on social media about the ideas in the spring issue. Or start a discussion of your own using #williamsmag.

"It's where we are in this country right now. Anyone who thinks that race has faded away in any realm of life is obviously kidding themselves."

—ROGER KITTLESON,  
HISTORY PROFESSOR,  
in an SBNation.com article about  
evidence of implicit racial bias in  
Major League Soccer officiating

"It's a tremendous opportunity. It's a chance to see the universe change around you."

—JAY PASACHOFF,  
ASTRONOMY PROFESSOR,  
in a Space.com article about  
the first total solar eclipse visible  
from the continental U.S. in  
four decades, set to take place  
on Aug. 21, 2017

## LETTER

## REMEMBERING VICTOR HILL

Professor Hill had a great influence on me ("In Memoriam," fall 2016). He was a freshman advisor like no other. For the eight or 10 of us he advised, that meant handwritten invitations to visit on our doors when we arrived, frequent calls to come for donuts, 10-course dinners (really) and frequent harpsichord concerts. I wasn't much of a math student, but he didn't care. I couldn't pronounce the names of the meals he cooked, didn't know which utensil to use and had no idea what a harpsichord was. But he was kind and friendly and really looked after us. Twenty years after I graduated, I was invited to give a talk at Williams and stopped by his office in Bronfman. He wasn't there, so I left a note. I received a long letter in the mail soon thereafter and it seemed like we had just spoken. As a teacher, I try to do things in the same way that Professor Hill did, but, alas, without his panache!

—STEVE COHEN '73,  
CAMBRIDGE, MASS.

## "Turn on your kitchen faucet, and you'll likely see the work of an EPA grant. Most drinking water systems receive critical EPA support to keep aging infrastructure delivering clean water to American households."

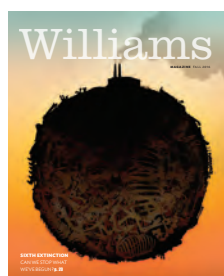
—PHOEBE COHEN, GEOSCIENCES PROFESSOR (with David Bond, associate director of the Center for the Advancement of Public Action at Bennington College), in an op-ed for the *Bennington Banner* about how proposed cuts to the Environmental Protection Agency could harm Vermont's work to safeguard drinking water in communities affected by PFOA contamination

"Rather than a barrier, early decision helps us pursue our goal of increasing access for low-income students."

—ADAM FALK, PRESIDENT, in a letter to *The New York Times*, responding to Frank Bruni's column "The Plague of 'Early Decision'"

"The data are striking. If I wasn't a respectable, distinguished person, I would use curse words to describe these results, because they're amazing."

—NATE KORNEILL,  
PSYCHOLOGY PROFESSOR,  
in a Smithsonian.com  
article about a Japanese  
study showing that  
macaque monkeys, like  
humans, know the limits  
of their own memories



## #APOCALYPSENOW

@WilliamsCollege I love you but this really wasn't the most comforting thing to receive in the mail this week! #ApocalypseNow

—ALLISON KHERDERIAN '09, @ALLISONLK  
NOV. 15, 2016

Williams Magazine welcomes letters about articles or items published in recent issues. Please send comments to [magazine@williams.edu](mailto:magazine@williams.edu) or Williams Magazine, P.O. Box 676, Williamstown, MA 01267-0676. Letters may be edited for clarity and space.



# NOTICE



## MORAL COURAGE

“It is critical that those who are most targeted by oppression get to define the agenda,” author and activist Barbara Smith told a packed Chapin Hall during her keynote address for Claiming Williams on Feb. 2. Now in its eighth year, the student-led day of conversations and questions was organized around the theme of “Moral Courage.” See what the community shared on social media at <http://bit.ly/claimingwilliams2017>.







# GRANT HELPS STUDENTS ADDRESS FOOD INSECURITY

TWO WILLIAMS STUDENT GROUPS WORKING COLLABORATIVELY TO ADDRESS FOOD insecurity in northern Berkshire County have won a \$5,000 grant from the Campus Kitchens Project.

Williams Recovery of All Perishable Surplus (WRAPS) has long partnered with Dining Services to gather, prepare and distribute free, healthy meals to area housing communities and organizations. Last year, using Dining Services kitchen space during off-hours, WRAPS delivered 1,409 meals to Mohawk Forest Apartments and Louison House in North Adams.

Under Campus Kitchens, WRAPS will join forces with Moo-Mami, a student cooking group, to organize weekly shift operations to recover food, prepare and deliver meals and do programming and outreach. The grant, sponsored by CoBank, will also be used to purchase supplies for packaging and transporting meals.

“The Campus Kitchens Project is about serving each other through hunger relief and relationship-building,” says Megan Maher ’17, Campus Kitchens coordinator at Williams. “The team at Williams is extremely excited for this opportunity to collaborate with a variety of student and community groups who share these values. Not only will this help us coordinate and strengthen existing efforts, but it will also help us brainstorm new ways to expand our work, build relationships with new people and join a national network of people seeking to serve each other by alleviating hunger.”

The Campus Kitchens Project is the leading national nonprofit empowering high school and college students to fight hunger and food waste.



Rashida Braggs



Nicolas Howe

## FOUR PROFESSORS RECEIVE TENURE

Four Williams faculty members have been promoted to associate professor with tenure, effective July 1, 2017. They are Rashida Braggs, Africana studies; Nicolas Howe, environmental studies; Tim Lebestky, biology; and Catherine Stroud, psychology.

Braggs introduces a performative lens to African diasporic cultural expressions including jazz, mass media and sports. She teaches courses on graphic novels, jazz, migration, music in African-American literature, performance studies and sports, and she is

### IN THE NEWS

When it comes to providing access to high-achieving, low-income students, Williams is a “blueprint” for other elite colleges, according to a *Hechinger Report* story that appeared on *PBS NewsHour’s* website in January. “Generally, despite their prosperity, rich colleges don’t give many students of lesser means a shot at an elite, private education,” education writer Mikhail Zinshteyn wrote in the story. “Williams is rare.”

Last year, 19 percent of Williams students received Pell Grants—federal aid that’s typically for students from families earning less than \$40,000 per year. And the college’s most recent six-year graduation rate for Pell students was 90 percent, nearly 40 points above the national average.

“To do this requires a very strong institutional commitment, not just from a philosophical point of view, but also from a financial point of view,” Williams director of admission Richard Nesbitt ’74 stated in the article. “Having a strong endowment certainly helps.”





Tim Lebestky



Catherine Stroud

affiliated with the comparative literature and American studies programs. Braggs serves on the Claiming Williams Committee.

Howe examines the role of religion in American environmental thought and how religious beliefs have shaped the American landscape and continue to shape contemporary environmental politics. He teaches courses on climate change, environmental humanities, and religion and ecology, among others. Howe is a member of the Campus Environmental Advisory Committee.

Lebestky, a behavioral neurogeneticist, is interested in the genes and molecules that modulate behaviors and internal arousal states in the brain. His research uses the fruit fly as a genetic model system to understand molecular regulation of grooming, sleep and optomotor behaviors. Lebestky recently received a grant from the Hellman Family Foundation.

Stroud's research focuses on the origins and consequences of depression. She examines the interface between depression and the social environment, exploring reciprocal associations among stress, interpersonal relationships and depression in studies that examine children, adolescents, adults, couples and families. Stroud teaches courses on experimentation and statistics, psychological disorders and clinical and community psychology.

## AT A GLANCE

# ON THE RIGHT TRACK



Six months after graduation, most members of the Class of 2016 report that they're employed full time or in graduate school and they're happy with what they're doing—and they say Williams helped them get there, according to the Career Center's first-ever First Destinations Survey. "This speaks directly to the hireability of the Williams liberal arts graduate," says Don Kjelleren, Career Center director. As of January 2017:



90%

are employed, enrolled in graduate school or doing volunteer or service work

73%

ARE EMPLOYED FULL TIME



CONNECTIONS



# WILLIAMS'

CAREER RESOURCES INCLUDE:



FACULTY



ALUMNI NETWORK



CAREER CENTER

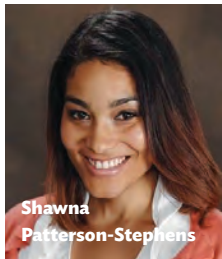
59% of 2016 grads know of other Ephs employed at their organization; 38% say fellow Ephs helped them secure their current position

83%

ARE SATISFIED WITH WHERE THEY ARE

SOURCE: CAREER SERVICES AND INSTITUTIONAL RESEARCH

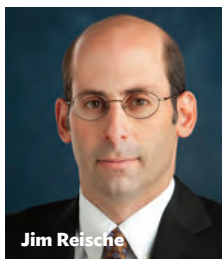
## WILLIAMS WELCOMES NEW STAFF MEMBERS



Shawna  
Patterson-Stephens

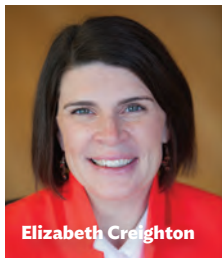
TWO NEW STAFF MEMBERS RECENTLY JOINED THE CAMPUS community—Shawna Patterson-Stephens as director of the Davis Center and Jim Reische as chief communications officer. Meanwhile, Elizabeth Creighton '01 was named to the newly created position of dean of admission and financial aid.

Patterson-Stephens most recently served as a house dean at the University of Pennsylvania and has worked at Michigan State, Penn State and Florida State universities. At the Davis Center, she is responsible for leading the campus conversation on issues of diversity and equity; advising, supporting and developing students from historically underrepresented and underserved groups; supporting affinity groups and their programming; and working with academic departments and programs to advance pedagogical and curricular initiatives that foster inclusion and address issues of power and equity.



Jim Reische

Reische most recently served as chief communications officer at St. John's University and, before that, as vice president of communications at Grinnell College. In his new role he provides institutional leadership of a comprehensive communications program that helps to advance the college's mission, enhance its national and international visibility and reputation, and deepen its engagement with the entire Williams community, including students, faculty, staff, alumni, prospective students and their families, and prospective faculty and staff.



Elizabeth Creighton

Creighton joined Williams' Office of Admission in 2006 and most recently served as deputy director, providing strategic and operational leadership. As the college's first dean of admission and financial aid, she is responsible for advancing and reshaping the ways the two offices work together to build and support a diverse population of approximately 2,000 students.



## 257 STUDENTS SELECTED IN EARLY DECISION

In December, Williams offered admission to 257 students under its early decision plan. The group of students make up nearly 47 percent of the incoming Class of 2021, whose ultimate target size is 550.

Thirty-four states are represented, and the 12 international students admitted come from 10 countries. American students of color are 30 percent of the early decision group, including 27 who identify as African-American, 30 as Asian-American, 18 as Latino and one as Native American. Twenty-five students come from families in which neither parent holds a college degree, and nearly 20 percent of early decision students come from low-income families.

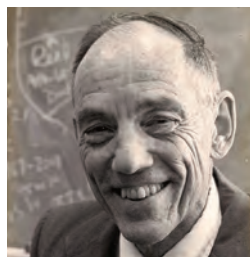
"We were particularly pleased with the increase in applications from high-achieving, low-income students, which I attribute to our intensive efforts to extend our message of access and affordability to students of all socioeconomic backgrounds," says director of admission Richard Nesbitt '74.

Of the 257 students, 140 identify as men, 94 as women. One identifies as agender, and 22 students did not respond to an optional question about gender identity.

### IN MEMORIAM

Williams said goodbye to Professor Robert M. Kozelka, who died in December at the age of 90. Kozelka taught in the math department from 1957 to 1988 and served as its chair for five years. His

specialty was statistics, and the department honored him in 2001 by establishing the Robert M. Kozelka Prize in Statistics, awarded each spring to a promising statistics student.







#### A CLOSER LOOK

## WILLIAMS-MYSTIC

THOUGH THEY'RE BASED ON THE SEACOAST OF Connecticut, students participating in the Williams-Mystic maritime studies program are more likely to be on a boat, at the beach or in a port, enhancing their interdisciplinary study of the history, literature, policy and science of the sea with hands-on experience. Last semester, 20 students from colleges around the country, including Williams, visited the tidepools, estuaries and bays of Northern California (1, 2); learned about forces shaping the Louisiana Gulf Coast (3); and sailed a tall ship on Lake Erie (4, 5).





# DEVELOPING ECONOMIES

Graduate fellows of the Center for Development Economics bring the world to Williams—and return home to have an outsized effect on the world.

BY ABE LOOMIS  
ILLUSTRATIONS BY JANICE KUN

GROWING UP IN THE TINY MOUNTAIN TOWN of Salima, Lebanon, Diala Issam Al Masri experienced a life of uncertainty. A 15-year civil war destroyed the country's infrastructure. A string of political assassinations followed. And Lebanon's struggling economy was further strained by civil war in neighboring Syria.

The hope of one day addressing the challenges facing her homeland led Al Masri to Williams' Center for Development Economics (CDE), an intensive 10-month master's degree program from which she graduated in 2015.

"Williams and I were a perfect match," says Al Masri, who as an undergraduate studied political science, international affairs and economics at the Lebanese American University. She received a Fulbright Scholarship to attend the CDE and remained in Williamstown after graduation to work as a teaching assistant for the center's Class of 2016. She then signed on as a teaching and research assistant with economics professors Peter Pedroni and Peter Montiel.

In November, Al Masri learned she'd been awarded a Rhodes Scholarship to continue her studies next fall at the University of Oxford. As the first CDE graduate to receive a Rhodes, she says she's one step closer to a career as an economist and an academic specializing in low- and middle-income countries and fragile states.

In its 57-year history, the CDE has trained an extraordinary corps of economists from countries wracked by war, suffering from widespread poverty or overcoming oppression.

**Diala Issam Al Masri, CDE '15, is the first graduate of Williams' development economics program to be awarded a Rhodes Scholarship.**







The fellows study, take classes and live together in an incubator-like program housed in the former St. Anthony Hall, on the western edge of campus. They gain a deep understanding of economic theory and public policy as well as a broad perspective on the global community. And they return home poised to make an immediate and profound impact.

In many ways, Al Masri isn't a typical CDE fellow. Most have established careers in their home countries as economists, financial officers and public- and private-sector analysts. Yet Al Masri's aspirations and achievements are of a piece with a program that, despite enrolling only 30 fellows per year, has had an outsized effect on the world beyond Williamstown.

Al Masri is joining the ranks of graduates including Eteri Kvintradze, CDE '99, who's helping to shape the economy of a young Republic of Georgia; Daniel Jenya, CDE '12, who's working to stabilize the economy of Malawi, one of the world's poorest nations; and Wahid Waissi, CDE '05, who's building bridges between the government of Afghanistan and those of neighboring nations in cooperation with NGOs and U.N. agencies.

Says Tom Powers '81, who worked as an international banker before becoming director of the CDE in 1999, "When we make admission decisions, we're trying to assess who may really have the wherewithal—both in terms of motivation and intellectual capacity—to return home and be an active contributor in that country's policy process. Our alumni go home and can earn a lot of responsibility quickly."

## SHAPING A NATION

Situated at the heart of the Caucasus, on the eastern shore of the Black Sea, the Republic of Georgia is considered a crossroads of Eastern Europe and Western Asia. Russia sits to the north, and Turkey, Armenia and Azerbaijan are to the south. A plane headed south from Georgia's southern border would enter Iranian airspace within about 100 miles.

Georgia's pivotal geopolitical position is one reason the country's influence and sovereignty have regularly been contested. Such conflicts have caused terrible hardships, but there have also been moments of opportunity, including in 1991—the end of Soviet rule.

"I'm part of the generation that finished high school in the Soviet Union and went to university in independent Georgia," Eteri Kvintradze says. "We are a transition generation. ... We saw the effects of bad policies on people. And we saw how much freedom and opportunity could increase as a result of good policy decisions."

At university, Kvintradze studied international economic relations, a new major, at a time when Georgia was just beginning to establish links with the rest of the world.

"All the others before us were learning Marxism and Leninism, which were no longer relevant," she says. "We had these translated books from Germany, copied on Xerox machines, and that's how we learned about international trade. During my first job interview, those skills got me hired, because nobody else could answer questions about balance of payment or exchange rate."

The openness meant that Kvintradze could apply for an Edmund S. Muskie Fellowship, awarded by the U.S.

## PREPARING FOR CHANGE

When President Donald Trump signed an executive order in late January titled "Protecting the Nation from Foreign Terrorist Entry into the United States," the campus community leapt into action, ensuring that faculty, staff and students who might have been traveling outside the country were all accounted for. They were. But it was clear that the proposed changes in U.S. immigration policy would deeply affect many across the college.

Williams is hardly immune to political and economic forces, but the impact can be felt more acutely at the CDE, where 30 fellows are gathered from some of the most vulnerable countries around the globe. In the early 1990s, enrollment dropped to 14 amid global recession and lingering debt problems in developing

countries. After the Sept. 11, 2001, attacks, terrorism and its effect on U.S. foreign policy were very much on the minds of CDE staff. Civic unrest, changes in leadership and even the numbers of people seeking visas in a given year can all affect the makeup of the CDE.

This makes planning each class—recruiting fellows, finalizing admissions and securing visas—extremely difficult, says CDE director Tom Powers '81. Trump's executive order, which included a 90-day ban on entry into the U.S. by citizens of Iran, Iraq, Libya, Somalia, Sudan, Syria and Yemen, may complicate matters in the future.

"In many years since 9/11, visa conditions have delayed or prevented some CDE participants from enrolling as planned," Powers

says. "The 2017-18 admission cycle could be even more challenging, but we'll do our best to enroll a diverse set of participants. It's critical to maintain the open and active intellectual environment that is the basis of the program."

Immediately after the executive order was signed, with events still unfolding rapidly, Williams President Adam Falk sent a letter to all students, faculty and staff assuring them that the college was doing everything possible "to support those in our community who have been placed at risk."

"This is a distressing time," he wrote. "But Williams prepares us for moments when moral courage is required. We can—and must—show the world we're capable of something greater and nobler than fear."





**Eteri Kvintradze, CDE '99, is one of 29 alumni helping to shape the economy of the Republic of Georgia.**

Department of State, which funded her studies at Williams. She calls her CDE experience “transformational.”

“Professor Henry Bruton often used the phrase ‘searching and learning,’” she says. “His students, whenever we meet, say we are in the business of searching and learning in the continuous process of trying to find better solutions and move development forward.”

After Williams, Kvintradze returned to Georgia, where she worked as deputy minister of finance. In 2003, demonstrators bearing roses protested what they believed were fraudulent Parliamentary elections, resulting in the resignation of President Eduard Shevardnadze.

The Rose Revolution ushered in a pro-western, pro-market reform movement steered, to a significant degree, by Kvintradze and other CDE-trained economists. In the 14 years since the revolution, 29 Georgian CDE alumni have taken key government positions, served as educators or worked as advisers to other nations.

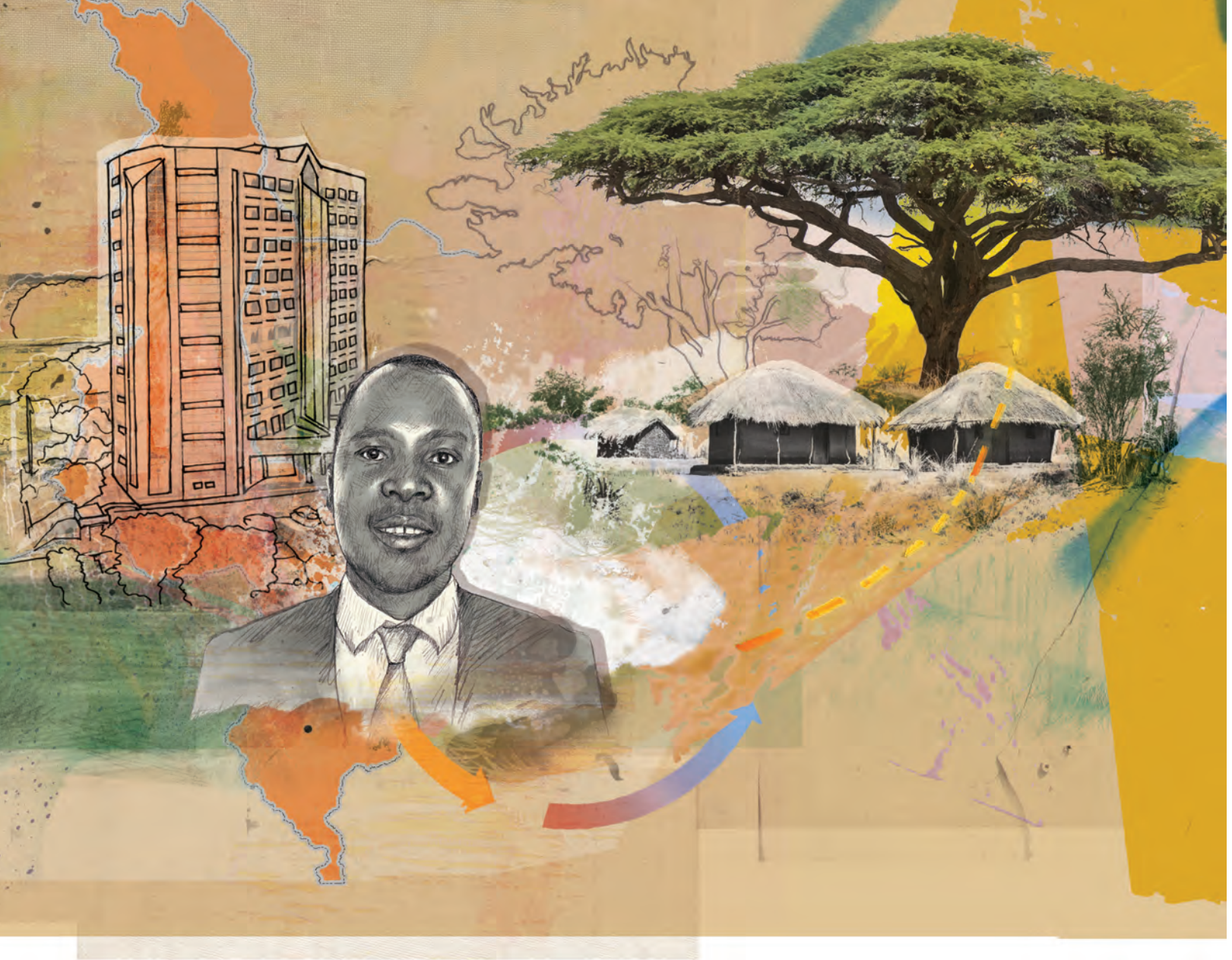
“We had a minister of finance, a vice president of the central bank, a head of treasury, a deputy head of tax

administration and many other positions filled by people who came out of the CDE,” says Kvintradze, who later earned a Ph.D. in economics at Georgetown University. “It helped economic policy coordination in a very unexpected way. We spoke the same language in terms of the way we approached policy issues. In that way, the CDE network was very influential.”

After the revolution, Kvintradze represented Georgia’s interests at the World Bank and wrote chapters for a background paper presented on behalf of the republic to the first donor consultative group meeting in Brussels. She also advised Georgia’s Ministry of Finance during debt restructuring negotiations at the Paris Club.

Now, as resident representative for the International Monetary Fund in Sri Lanka and Maldives, she has facilitated the realignment of budget and tax policies through discussions with Sri Lanka’s economic team. She says the emphasis on applied policy at the CDE has allowed her to communicate effectively with officials.





**Daniel Jenya, CDE '12, is among 31 alumni working to stabilize the economy of Malawi, one of the world's poorest nations.**

"The tool set that the CDE gives you is very much policy oriented," she says. "You are able to analyze issues from a policy and development angle, and it helps you to engage better with your counterparts in the government who deal with those problems on a daily basis.

"You could bring various theoretical models or textbook examples, but the authorities relate to practical experiences, practical solutions to problems at hand," Kvintradze says. "And that's where the CDE is very helpful. Because it grounds you in reality."

#### **STABILIZING AN ECONOMY**

In his office on Capital Hill in Malawi's Lilongwe, with a view of the city and the Dowa Highlands beyond, Daniel Jenya often reaches for a textbook that has pride of place on his desk: *Macroeconomics in Emerging Markets*, written by CDE professor Peter Montiel.

The chapter on public finance, in particular, has been a welcome reference, Jenya says. As chief economist and head of the macroeconomic policy unit of the treasury

in the Ministry of Finance, he's working to stabilize an inherently fragile economy recovering from a 2013 fraud in which millions of dollars in public money disappeared in six months.

"Our budget used to rely on what we call budget support—aid that donors would give without specifying what you spend it on," Jenya says. "That stopped after the discovery of the fraud. So we have been going through an adjustment process in the budget to match the revenues and the expenditures."

Jenya grew up in the small village of Kampepuza and attended village schools. He rose early each morning to work in his family's garden tending corn and, when he was older, tobacco, a staple crop in a landlocked country that has suffered a string of devastating droughts.

Inspired by neighbors who attended university in Lilongwe, he began to envision a way out. "When they came back from the city, driving their cars, I admired them," he says. "I realized education would change my life and my family."



# “You can be part of the solution, national as well as global.”

—DANIEL JENYA, CDE '12

He scored well on Malawi's version of the SAT and was admitted to the University of Malawi's Chancellor College. Early on he was tracked into the social sciences and, because he was good at math, chose economics as a specialty. After university, Jenya taught at a business college in Malawi, clerked in a bank and then took a job with the Ministry of Finance. It was then that a CDE alumna encouraged him to consider the program.

After graduation, Jenya stayed on for six months, working as a teaching and research assistant, tutoring CDE fellows and supervising course projects. He also worked with Williams undergraduates in an applied policy course on Computable General Equilibrium modeling, a tool used by government organizations when evaluating policy alternatives.

Such courses, and fellows' involvement with them, are just two ways the CDE has strongly influenced Williams' undergraduate program. Because the CDE is staffed by full-time faculty in the Department of Economics, Powers says, Williams offers as many undergraduate courses in international and development economics as many research universities.

That's a draw for faculty, many of whom focus their research on or act as economic advisers to developing countries. Their experiences filter into the undergraduate and graduate courses they teach.

Montiel has worked around the world for the IMF and the World Bank and was an economic adviser to the central banks of Azerbaijan, Ecuador and other governments. Jerry Caprio '72, the college's William Brough Professor of Economics and chair of the CDE's executive committee, spent 18 years working at the World Bank and teaching graduate courses at George Washington University before coming to Williams in 2006. Since then, he's advised the central bank of South Korea and the government of Rwanda on economic issues. Were it not for the CDE and opportunities like these, he says, it would have been more difficult for him to leave the Washington, D.C., area.

CDE's ties to Malawi—home to two current fellows and 31 alumni—were a major factor in Susan Godlonton's decision to join the Williams faculty in 2014. An associate research fellow at the International Food Policy Research Institute in D.C., she studies labor, demography and health in developing countries. Starting this June, during a sabbatical from Williams, she'll be working with a number

of CDE alumni while in residence at Malawi's Ministry of Economic Planning and Development.

Getting to know CDE fellows “is a great opportunity,” she says. “You're learning from them and at the same time able to invest in individuals who are then going to help their governments ... redesign programs to utilize what we currently know is the best evidence of what works and what doesn't.”

Jenya continues to use what he learned at the CDE in his new role leading the macroeconomic policy unit at Malawi's Treasury. There he's developing recommendations for alleviating poverty and leading his country toward a more sustainable future.

“Malawi has been massacred by climate change,” he says. “Last year was one of the worst droughts in decades. So that raises the question of ... making the country resilient at the macro level. The CDE imparts confidence that you can be part of the solution, national as well as global.”

## BUILDING BRIDGES

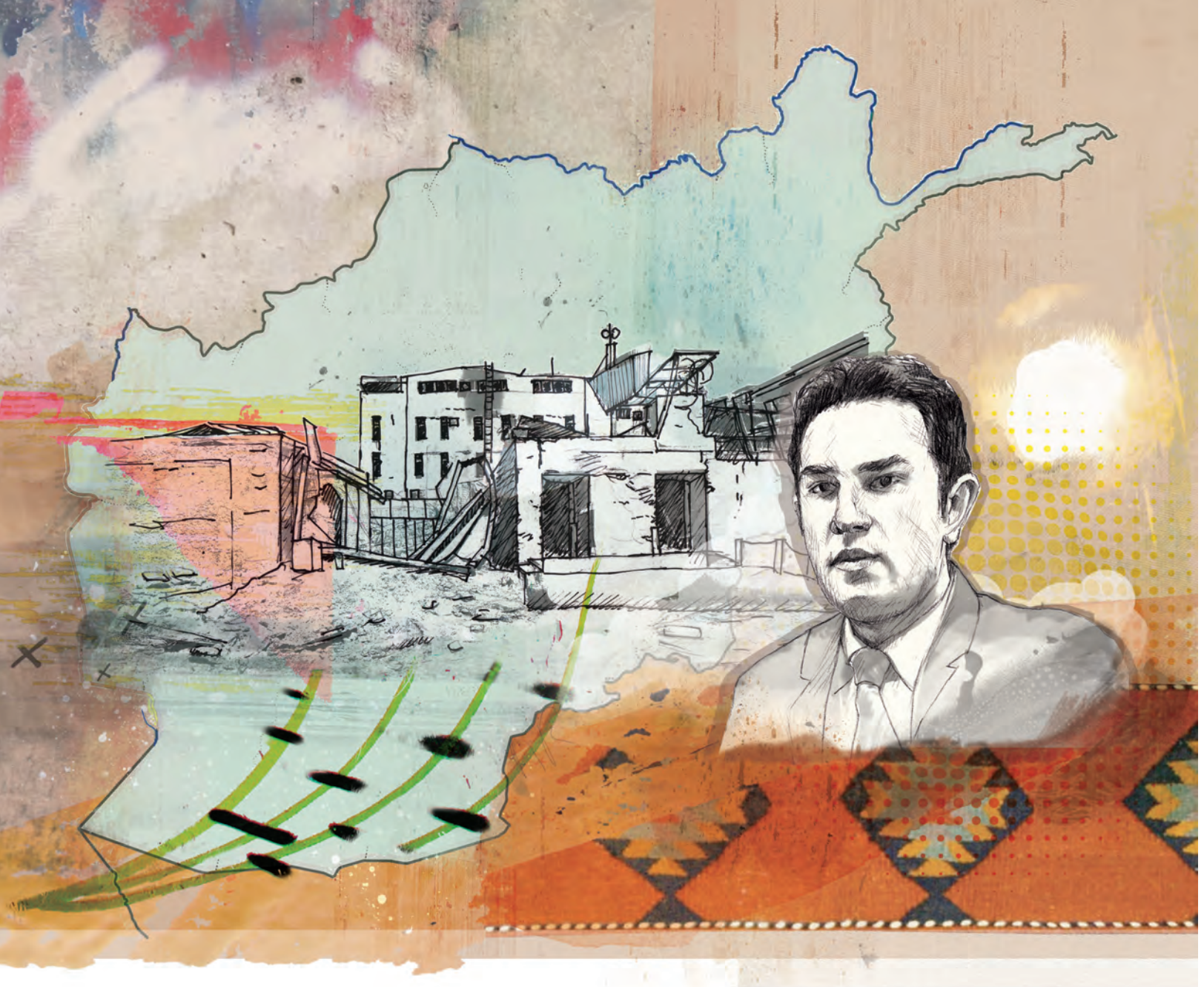
Afghanistan's last quarter-century has been marked by war, displacement and economic ruin. The end of the Soviet Union's 10-year occupation in 1989 triggered fighting between the Soviet-installed communist government and mujahideen rebels. After the government fell, rival rebel factions battled for possession of Kabul, leaving much of the capital in ruins. In 1996, the Taliban emerged from Kandahar Province, took control of most of the country and imposed a repressive regime. Following the Sept. 11, 2001, terrorist attacks, the U.S. invaded, toppling the Taliban.

Wahid Waissi lost friends in mujahideen fighting and saw a neighborhood family killed by a rocket. When the Taliban took over, his parents—both teachers—fled to Pakistan with his four siblings. He stayed behind to finish his schooling, graduating first in his class in 1998 at Kabul University with a bachelor's degree in general pharmacy.

“We were interested in doing whatever it took for our country,” he says. “That passion came to me and my classmates to do service wherever possible, to help the people.”

For the next four years, Waissi lived in remote villages in Kandahar Province, the seat of the Taliban's power, coordinating public health projects and working as a regional health administrator. On the advice of friends, he found a job at the Afghanistan Aid Coordination





Authority, a government agency managed by Ashraf Ghani, who is now the president of Afghanistan. Waissi worked in the same department as Williams alumnus Lyn Debevoise '98, a U.S. government employee who encouraged him to apply to the CDE. A year later, after traveling to Islamabad, Pakistan, to obtain a visa, Waissi headed to Williamstown.

Because his visa was delayed, he arrived at the CDE two weeks after classes began. With a late start and no background in economics, he says the first semester was “a nightmare.” But having experienced a post-conflict economy up close, he quickly got into a groove, forging connections with classmates from around the world.

Among them were fellows from countries near Afghanistan—the Kyrgyz Republic, Uzbekistan and Georgia. Waissi says he gained from his classmates a thorough understanding of each country’s system of

government, education, economy and way of life—just as his classmates learned from him.

“That made understanding and making decisions easier when I was working on regional cooperation and economic ties,” he says.

In 2012 Waissi was named director general for economic cooperation at Afghanistan’s Ministry for Foreign Affairs. Learning alongside Georgian classmate Lasha Dolidze, CDE '05, gave him tools to formulate plans for joint programs between their two countries. Among many other international projects, he also helped coordinate negotiations for the TAPI Pipeline—a massive pipeline to move natural gas from the Caspian Sea and Turkmenistan through Afghanistan, Pakistan and into India. And he was the chief negotiator for an agreement signed last May that opens a new transport corridor between Afghanistan and India via the Iranian port Chabahar, bypassing Pakistan.

**Wahid Waissi, CDE '05, is building bridges between the government of Afghanistan and those of neighboring nations.**



“You’re learning from [CDE fellows] and at the same time able to invest in individuals who are then going to help their governments.”

—ECONOMICS PROFESSOR SUSAN GODLONTON

“The CDE really opened my eyes,” says Waissi, who was recently appointed Afghanistan’s ambassador to Australia. “It [taught me] how to deal with the development process, how to deal with the reconstruction of a country and how to deal on inequality, on gender and on macro and micro processes at the national level.”

#### RETURNING HOME

Back in Williamstown, Diala Issam Al Masri learned she was selected for the Rhodes Scholarship while celebrating Thanksgiving with history professor Magnus Bernhardsson and his family. “There were a few moments of disbelief, then pure, overwhelming joy,” she says. “I feel deeply grateful to everyone who got me here and, at the same time, a responsibility to the trust placed in me.”

The career she now envisions after Oxford involves research to help middle- and low-income countries in the Middle East build wealth and expand opportunity for all their citizens. She also hopes to someday have a hand in policy decisions.

Al Masri says she found a welcoming community at the CDE—and at Williams, in general. She and her classmates engaged with undergraduates in classes, at lectures and in activities such as intramural soccer competitions. (Al Masri’s CDE team included players from seven countries.) Williams faculty and staff welcomed her and her classmates into their homes and took them on excursions into the surrounding area.

“The general friendly and tolerant attitude in Williamstown was also present in the CDE program, with the staff and the professors really trying to make us closer and highlighting that differences make us stronger,” Al Masri says. “I love this environment.”

In coming years, the CDE will undergo changes to strengthen its program. Since the CDE’s founding in 1966, fellows have lived and learned together in the same building, even as class cohorts have expanded from 20 people to 30 and courses have welcomed an increasing number of undergraduates. An average of 65 Williams students take graduate-level courses alongside CDE fellows each year.

To make the best use of the program’s physical space, construction will begin this summer on a new 30-bed

residence hall directly behind the current headquarters. The new building, which will use only the energy it produces on site, is expected to open for the start of the fall semester in 2018.

Then the current headquarters at the former St. Anthony Hall will undergo renovations to provide additional classroom and study space as well as offices for faculty and staff. The renovations also will address energy efficiency. The building is expected to reopen in the summer of 2019.


Meanwhile, CDE faculty will continue their periodic review of the program’s curriculum with feedback from alumni. Over time, courses have shifted their focus from the comprehensive planning of economic growth to making the market an effective instrument of development. And new courses have been developed on financial-sector issues, program and project evaluation, political economy and tax policy.

Some things, however, are not up for discussion, including the meeting of a diverse set of minds and experiences that is the program’s hallmark.

“They’re a group of students who can’t wait for class to start,” Caprio says of CDE fellows. “They don’t want class to end, and they’re continually raising questions about how a policy would work in their country.”


Class discussions frequently delve into why a particular economic policy worked in one country but failed in another. When the people engaged in conversation are responsible for implementing these policies in their homelands, Caprio says, it “leads to a much finer understanding of the role of institutions in countries that it’s easy to take for granted if you don’t have those differences represented.”

Graduates of the program agree.

“CDE gives you the diversity of the classroom,” Kvintradze says. “You deal with people coming from all parts of the world, and just by interacting with them you gain a different type of knowledge, and it humbles you. But it also gives you grounding in terms of respecting the problems that people are dealing with and appreciating how difficult finding solutions may be.” 

*Abe Loomis is a writer living in Western Massachusetts.*





**Shedding light  
on the college's  
substantial  
endowment and  
why it needs to  
grow even more.**

# **IMPACT WORTHY**





PHOTO-ILLUSTRATION BY MARK HOOPER



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Williams and its peers have come under fire for their large endowments. Ours stands at \$2.3 billion—a large sum by any measure. There are calls for the college to spend down the endowment to reduce costs, pressure to divest from fossil fuels and threats from the federal government of penalties and taxation. With the endowment under increasing scrutiny, *Williams Magazine* brought together President Adam Falk, Provost Dukes Love and Chief Investment Officer Collette Chilton for a conversation with Lizzie O’Leary ’98, host of American Public Media’s *Marketplace Weekend*, about where the endowment comes from, what the money is used for—and why Williams is seeking to raise even more.

**LIZZIE O’LEARY ’98:** What do you see as the purpose of the endowment?

**ADAM FALK:** To support the mission of the college, which is to educate young women and men and prepare them to be effective in the world. It’s the most important resource we have to fulfill that mission. It’s what makes possible the faculty, the programs—everything we do.

**O’LEARY:** Walk me through how the endowment figures into the education of current students.

**DUKES LOVE:** We spend about \$105,000 per student per year. Fifty-nine percent of that goes directly to compensating faculty and staff. Sixteen percent is spent on the annual costs of operating buildings, capital renewal and paying off debt. The remaining 25 percent is for everything that’s not a person or building—chalk boards, chairs, library books, energy, computers, travel.

**FALK:** The largest source of funding for the college’s \$225 million annual operating budget is the endowment, which covers 49 percent. We spend roughly 5 percent of the endowment value every year to run the college. If we didn’t earn money on the endowment, after 20 years it would be gone.

**COLLETTE CHILTON:** One of the most powerful things about Williams is its close-knit community. That’s what the endowment supports. Our student interns tell us what it’s like to work in their professors’ labs, go to their houses for dinner or stay in touch with them after graduation. It’s hard to put a dollar value on that.

**FALK:** Oh, we can put a dollar value on it. It’s the most expensive thing we invest in, and I’m super proud of it: our student-faculty ratio, seven to one.

**LOVE:** A lot of the endowment is also going to support students on financial aid, to make sure that the most talented students from around the world can come here, independent of their families’ financial circumstances. That’s at the heart of what we do.

**O’LEARY:** What percentage of the endowment goes to financial aid?

**FALK:** In a sense, all of the endowment supports financial aid. Everything we pay for with the endowment we don’t have to collect in tuition. (Tuition covers 36 percent of the cost per student.) Over the past 15 years, the net tuition revenue hasn’t grown faster than inflation, and that’s possible because of the endowment.

**LOVE:** It’s important to keep in mind that it’s not a single endowment. We have 1,660 individual endowments. The smallest has a market value of \$1,133. The largest is \$100.3 million to support faculty and compensation. The endowments all have different restrictions and purposes, but they’re invested as one.

**O’LEARY:** Can you explain the 5 percent benchmark?

**CHILTON:** Five percent is what the college needs in order to cover 49 percent of its operating expenses. Every year we model our portfolio and then structure it to



# "WE SPEND ROUGHLY 5 PERCENT OF THE ENDOWMENT VALUE EVERY YEAR TO RUN THE COLLEGE. IF WE DIDN'T EARN MONEY ON THE ENDOWMENT, AFTER 20 YEARS IT WOULD BE GONE."

—PRESIDENT ADAM FALK

support the college and try to deliver 5 percent real return over the long term. There are some single years where we perform much better than that and others where we perform much worse, like during the financial crisis. What matters, though, is the performance over time.

**FALK:** We do everything we can to smooth out the ups and downs. Every dollar we spend is precious. As much as it's a great benefit to Williams to have a large endowment that supports much of what we do, we know that extended periods of growth are often followed by corrections. We take a comprehensive view in the good times and the bad.

**CHILTON:** We're long-term investors. We make changes at the margin. We might move 1 percent from equities into hedge funds. We have very little exposure to bonds. In the financial crisis, we had much more exposure to debt.

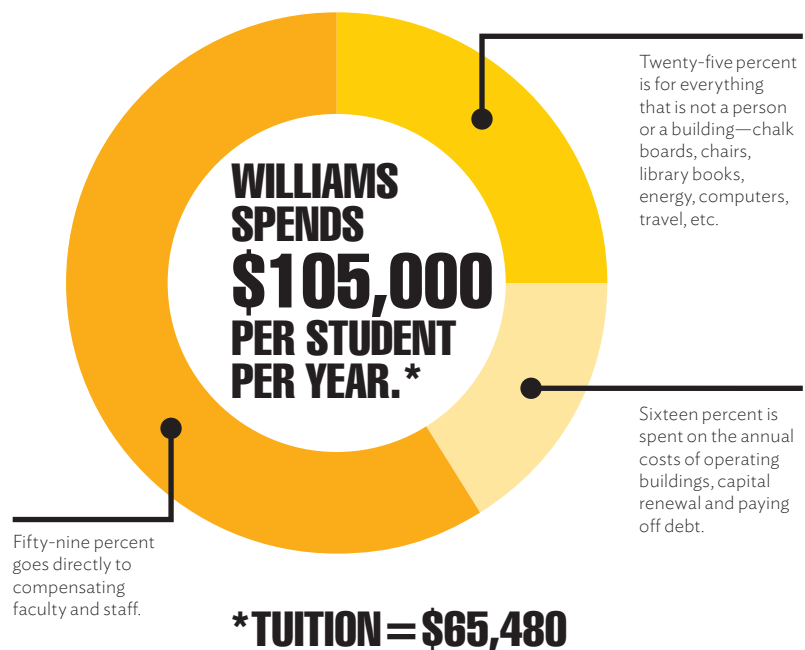
**O'LEARY:** Was that because of returns or because of the volatility you saw in the market?

**CHILTON:** It's really about the college. Considering how much of the budget we support, we need to be careful about volatility. We don't want to have high highs and low lows. We want to chug along in the top half of our peer universe, because over long periods of time, that will be very good for us. (View annual investment reports at <http://investment.williams.edu/annual-reports>.)

**FALK:** As president, I find that very comforting. The idea that we're not reacting to every perceived change in the economic environment matters a lot to me, because I think of leading the college as a very long-term play. Williams has been here for 200 years. We don't change things quickly in our educational programs or residential programs. Being supported by an investment office and investment committee that also take a long-range, steady view in their values and approach fits with the philosophy of how we lead the college as a whole. (The investment committee consists of eight alumni volunteers who assume the fiduciary responsibility of investing the college's assets.)

**O'LEARY:** You've seen the study from (Stanford economist) Raj Chetty and his colleagues looking at how colleges shape students' prospects of upward mobility. (See the report at <http://bit.ly/2kV7Ahp>.) Eleven percent of Williams students come from the bottom 40 percent of the income bracket. How do you use the endowment to increase that number? Should you?

**FALK:** We do use the endowment, and we should. The most important change over the last 15 years at Williams has been the increasing diversity—in particular the socioeconomic diversity—of the student body. The endowment is critical to that because of the amount we're able to put into our financial aid program, which has grown by a factor of four over the last 15 years. That speaks directly to recruiting students in the bottom 40 percent of the income bracket. We've also invested in recruitment. It's not about whether we are selecting those students once they're in our application pool. The work is to get those students in our application pool and get them to think about Williams, to think about the liberal arts, to think about coming to a beautiful and yet somewhat hard to get to corner of Massachusetts. Our ability to do that aggressively comes from the endowment. So, too, does our ability to support students when they get here. We make incredibly important investments into academic support, mental health services, the dean of the college's office. We now have a dean who works with all our first-generation students and one who works with international students. We're in a position to make those investments because of the endowment. They're as important as financial aid and recruitment to true access to Williams.





# THE ENDOWMENT "IS THE ENGINE OF THIS COLLEGE, AND WE ARE SO FORTUNATE THAT FOR 200 YEARS PEOPLE HAVE BEEN CONTRIBUTING TO IT."

—PRESIDENT ADAM FALK

**O'LEARY:** The college is in year two of a \$650 million campaign. Why do you need to raise the money?

**FALK:** Every one of us at the college, whether we're a student, faculty or staff member, benefits from the philanthropy of those who came before. We are the beneficiaries of the commitment to Williams of past generations. That gives us a moral obligation to take the same responsibility for those who will be here in the next 200 years. We also raise money because we need Williams to become better and evolve in response to a changing world. That requires resources. It's appropriate to look to those who have benefited from the college to provide the resources that will allow others to benefit in the future.

**LOVE:** It's also a fact that every one of our students, even full-pay students, receives a substantial subsidy from the college—the gap between the sticker price of \$65,480 and the actual cost of \$105,000. Every single student is receiving value well in excess of what they pay. Also, our students are going to go on to generate an enormous amount of social good in the world. This guides our educational mission, and we want to make this place accessible to more students, independent of family means. This is fundamental to the college and a socially worthwhile purpose of philanthropy.

**FALK:** As is access to a Williams education. We have an aspiration that, over the generations to come, we should endow our entire financial aid program. Right now, about a third of our financial aid comes from dedicated endowments. With what we're spending on financial aid today, if we raised another \$600 million solely for financial aid, we could endow the entire program. That's more than we can do in this campaign. But in declaring a goal of \$150 million for financial aid, we are conscious that, over

the next four campaigns, we can get to a point where the entire program is endowed.

**CHILTON:** The investment office just had its 10-year anniversary, and we did some data mining on the money we've sent to the college and the number of students it affected. During those 10 years, 4,000 students received financial aid, and the entire financial aid budget for those 4,000 students was equivalent to the outperformance of the endowment versus the market. People think, "The endowment is so big. Why should I give?" It's the engine of opportunity for the college. And it's those 4,000 kids.

**O'LEARY:** Let's talk about divestment. We just finished the hottest year on record on this planet. Is it hypocritical to invest in products that are harming the world Williams students are going to graduate into?

**FALK:** If I thought divestment would make any significant difference in this critical, existential crisis facing humanity, I would do it. But I don't think anyone's made a remotely compelling case that divestment is a demonstrably effective step toward changing the behavior of corporations in our society.

**O'LEARY:** There's an argument that, if Williams divests, it sends an important signal to the world, even if it's symbolic.

**FALK:** What's the cost of a statement whose value is in its symbolism? What's the cost of the ability to support the financial aid program or faculty relative to the impact of that symbolism? It's an assessment that we are morally obligated to make. The only way to divest fully would be to change fundamentally the way Collette and her team invest the endowment—to give up the outperformance we've had over the past decade. As she said, the cost would be the entire financial aid budget over the last 10 years—and over the next 10 years. Choosing to invest in the

## IMPACTS LARGE AND SMALL

We tend to think about Williams' \$2.3 billion endowment as a single entity. But it actually consists of 1,660 individual endowments—each with its own purpose

and restrictions—that are invested as one.

The smallest is the **GENERAL SAMUEL ARMSTRONG CHAPMAN FUND**, started in 1925 with a

\$50 gift from his classmates in the Class of 1862. Today the fund is worth \$1,133 and is used for unrestricted support of the college's highest priorities. Chapman served

in the Union Army and rose to the rank of lieutenant colonel, commanding the 9th regiment of the U.S. Colored Troops. The experience led him to start

a school for black soldiers after the war.

The college's largest endowed fund currently is **THE SAMUEL HOPKINS MEMORIAL FUND**, started



sustainability of the campus and in the academic program is a more powerful statement about the college's values. (Read the statement by the board of trustees and President Falk on climate change at <http://bit.ly/trusteeclimate>.)

**O'LEARY:** The holdings in fossil fuels are in commingled funds; they're not direct investments. What about putting those holdings behind renewables instead?

**CHILTON:** That's exactly what we're doing with some of our funds. The investment office spent the last year mapping the market. We changed our policy statement to reflect the fact that we're going to be doing impact investing. We sent a letter to all our investment managers asking them to keep in mind—to the extent that they can—when they're investing that the college cares deeply about sustainability. That's the only time in my 10 years here that we've sent a letter to every one of our investment managers on any topic. We recommended our first investment in alternative energy to the investment committee in September, and the committee approved it. Our average period to research and investigate any investment tends to be one year, whether it's impact investing, venture or anything else. This money is incredibly important. It's not ours. It belongs to everybody who touches Williams.

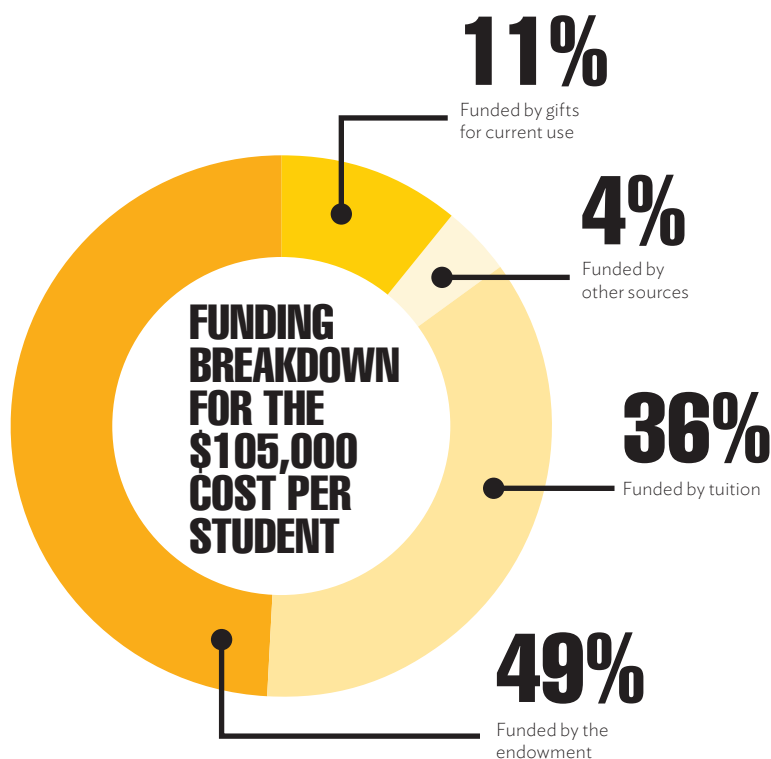
**O'LEARY:** The planned investments in sustainability will total about \$50 million over the next five years.

**FALK:** Yes. So that's not \$50 million in endowment. That's the total investment in buildings, academics, community projects and impact investment.

**O'LEARY:** Is \$50 million enough?

**FALK:** Over the next five years, we believe \$50 million is the amount of money we can spend responsibly. At the end of five years, we're not finished. We're going to look at the landscape of local renewable energy, at the academic program, at impact investment, at the college's financial position and make decisions from there. However, I do not want to cut into the financial aid program in order to address sustainability. As important as climate change is, it's not more important than access to Williams.

**O'LEARY:** What is the biggest miscommunication between the college and its stakeholders when it comes to the endowment?



**FALK:** It's the notion that the endowment is a large, static pool of money rather than a dynamic engine for everything we do here that is in our mission. It's the impression that it's a savings account—that we're saving for later. But, in fact, the endowment works every single day to allow Williams to be the institution that it is. If we want to be the same college in 10, 20, 30 or 40 years, we have to earn on the endowment. If we want to do more, we need to grow it. The endowment is like your retirement account, but you never die. It's the engine of this college, and we are so fortunate that for 200 years people have been contributing to it. It gives us a profound responsibility to steward it and use it to do the good things we do at Williams.


**LOVE:** The endowment allows us to bring talented students to campus. It allows us to put them in classrooms and laboratories with professors. It allows us to have tutorials. Everything that is part of our institutional identity is coming from the endowment.

**FALK:** There's a question of responsibility—my responsibility—having come to a place that has so much. I don't believe my responsibility is to give it away, because it was given to the college by people who wanted to support Williams. But the responsibilities are twofold. The first is to make this place as accessible as it can be to people from every corner of society. The second is to educate students in a way that allows them to go off and be effective in the world—to magnify their impact. The number of alumni doing remarkable things is far disproportionate relative to the size of each graduating class. Meaning, the scale of the impact Williams has on the world is not set by just 550 students a year. The scale has to be an impact worthy of a \$2.3 billion endowment. **W**

with a \$630,000 gift in 1917 by Samuel Hopkins, a wealthy cotton merchant from New York with no immediate connection to Williams. Hopkins made the gift, which supports faculty

compensation, in honor of one of his ancestors, the Rev. Samuel Hopkins, a distinguished theologian and abolitionist. Today the restricted fund has a value of about \$100.3 million.





In The Carrying Stones Project,  
Katie Sawyer Rose '96  
explores the “double burden”  
of women’s work inside  
and outside the home—and  
how little time women  
have left for themselves.

# WOMAN'S WORK





SK

BY JULIA MUNEMO

PHOTOGRAPHS BY STEVEN VOTE



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ATIE SAWYER ROSE '96 AIMS TO MAKE THE INVISIBLE visible with her artwork. Her multimedia sculptures represent the work women do both inside and outside the home—something economists struggle to measure—and reveal that data can be surprisingly beautiful. “We are inundated with statistics,” Rose says. “Sometimes it’s easier to understand the data if someone draws you a picture.”

In January, Rose was a resident with Assets for Artists, a program administered by MASS MoCA that provides support services and financial training for creative entrepreneurs. She spent two weeks in a studio on the museum’s North Adams campus, planning and building prototypes of the sculptures she’ll make for her new project, “Force of Nature.”

Rose plans to interview roughly 50 women from all over the country who represent different ages, racial and ethnic backgrounds, and working lives. From the interviews, she’ll create a sculpture to represent each woman’s work, starting with her college roommate, Tracy (Weir) Marek '96, an attorney living in Newburgh, N.Y.

“Her world is very ordered,” Rose says of Marek. “She likes it to run like clockwork—and yet she is also deeply grounded. Her sculpture will include geometric shapes and yet be composed of earth materials, like rock.”

Another sculpture Rose began developing at MASS MoCA will portray a lesbian couple. One of the women commutes to a job in Washington, D.C., from San Francisco every week, while her wife is a stay-at-home mom. “Their sculptures will somehow be intertwined,” Rose says. “I want to portray how much these two working women depend on one another.”

Once all the sculptures are complete—a project Rose thinks will occupy most of the next two years—she’ll photograph each woman carrying or wearing her sculpture, “literally shouldering her load,” she says. She also plans to publish a book documenting the sculptures and the portraits as a way of telling the women’s stories.

“Force of Nature” is the second part of a larger project Rose calls The Carrying Stones Project. She first heard the expression “carrying stones” during a trip to Brazil with her two young children. “I had a baby under each arm and was running around doing this and that,” she says. “My host said, ‘Stop carrying stones and sit down.’”

“The expression can be traced to the Portuguese, and it’s common in Brazil today,” Rose says. “When women are grumbling about their work life, they say, ‘If I’m not working, I’m carrying stones.’ It means: ‘I work all day for my family to make money, and then I work all night for my family to hold this house together.’” This idea is at the heart of Rose’s project.

Rose, who lives in the San Francisco Bay Area and is a full-time working artist, exhibited the first installation of The Carrying Stones Project in September 2016 at



Fort Mason Center for Arts & Culture in San Francisco. Called “Ties That Bind,” the installation featured a 20-foot sculpture made of tiles representing 1,000 work hours completed by 47 women around the country, including those holding multiple paid jobs, stay-at-home moms and white-collar professionals. “I aimed to represent as many demographics as possible,” Rose says.

In order to collect the data the sculpture is based on, Rose developed a mobile phone app that participants used to track their time. For each hour they were awake, the





women logged whether they were completing paid labor, unpaid labor or other activities. Based on the participants' data, Rose crafted different types of tiles—each roughly 4 by 6 inches in size—to represent different types of work. The tiles are tied together to form a three-dimensional tapestry that resembles a woman's body.

In the sculpture, paid labor is represented by tiles made from silver solder and copper. "The metalwork tiles look a bit like coins," Rose says. "For some women, money means status; for others, survival."

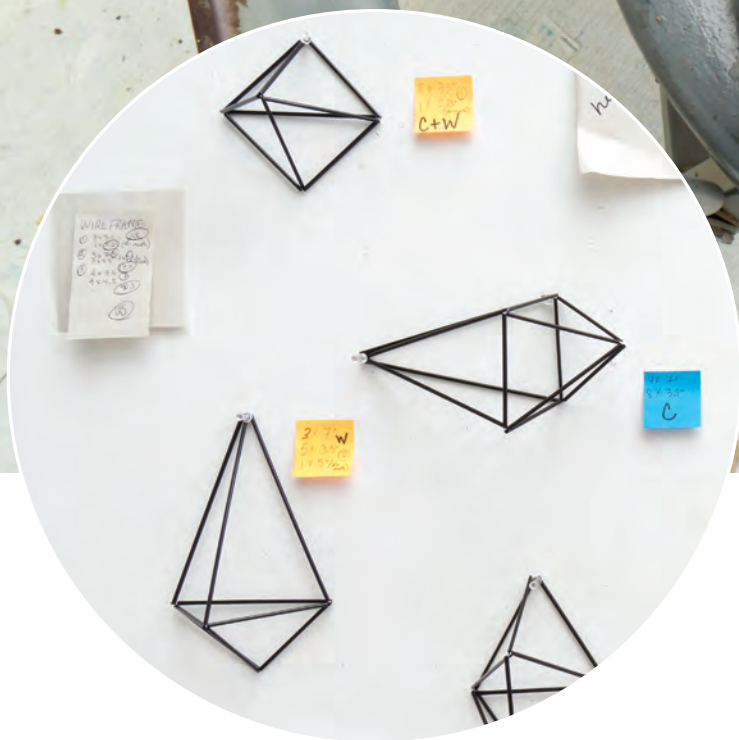
Unpaid labor is represented by tiles onto which Rose sewed fabric resembling a dishcloth. "There are a lot of dishcloths in my life," she says with a laugh. "It's symbolic of all the work we do at home."

The few blank spaces scattered throughout the sculpture represent the hours women logged as "leisure/other."

Rose defines "leisure/other" as anything that isn't work—activities ranging from a facial to a dentist appointment. She defines work as anything a woman would be doing for others and not for herself. "I worked with an artist who didn't know how to categorize her time spent sketching projects, because the sketches would not result directly in payment," Rose says. "We decided that if what she was doing was in furtherance of paid work, it should be counted as paid labor. In other words, I went with intent."

Williams economics professor Lucie Schmidt, who teaches a course on Gender and Economics, uses a similar rubric for defining work and leisure. But that rubric can be





**“TIES THAT BIND” REPRESENTS 1,000 WORK HOURS COMPLETED BY 47 WOMEN. ARTIST KATIE SAWYER ROSE ’96 DEFINES WORK AS ANYTHING A WOMAN IS DOING FOR OTHERS AND NOT FOR HERSELF.**

subjective, she says. Some people categorize an activity—say, baking with one’s child—as leisure, while others consider it home production or unpaid labor. “I show my class the American Time Use Survey and ask students to decide which activities they think are home production and which leisure,” Schmidt says. “It’s harder than you might think.”


Rose says that no matter how you separate work and leisure, “What you can see so clearly in ‘Ties That Bind’ is that most of our time is spent working, either in the home or outside of it. Only 15 percent of the space on the sculpture is blank, for non-work activity.”

Schmidt, who says those numbers are largely consistent with American Time Use Survey data, puts the question of men’s and women’s labor in a different context. “Feminist economist Nancy Folbre has compared the careers of men and women to a race,” she says. “The only difference is that the men get to run



unhindered, and women run while carrying all the family responsibility on their back.”

Schmidt, who has asked Rose to video-conference in the next time she teaches Gender and Economics, says there’s value in making art that demonstrates data. “What makes this project so special is that it makes visible something that is unseen,” Schmidt says. “Women’s home production is invisible to most people and invisible in most of our data. It doesn’t show up in employment statistics or GDP, and only in recent years has the U.S. collected nationally representative time-use data that allows us to measure it.”

Making the invisible visible was one of Rose’s goals. “I want to give voice to women who are not given voice, who are not encouraged to take up space,” she says. “I want these women’s stories to take up as much space and to make as much noise as possible.” 

*Julia Munemo is a writer based in Williamstown, Mass.*

# VISUALIZING THE INVISIBLE

While in residence at MASS MoCA working on “Force of Nature,” artist Katie Sawyer Rose ’96 talked with Williams economics professor Lucie Schmidt about how their work overlaps.

**KATIE SAWYER ROSE ’96:** Usually my projects start out when I get a bee in my bonnet about something, and then I go all nerdy and start mining for information. Only after I have the data can I start asking how I’m going to convey that to other people, how I’m going to draw them a picture.

**LUCIE SCHMIDT:** In my Gender and Economics class, the students write family histories. They do a work family tree, tracing everyone as far as they can and exploring what they did for paid work. Then they write papers putting their family experience in the context of broader trends. One important outcome is that students recognize that their mothers were economic actors who had all sorts of options. Whether they chose to stay full time in the labor force or to stay home, what they did at home was sometimes invisible until the students started to analyze it academically.

**ROSE:** Yes, now they can quantify it in a different way. I explained to my husband recently that if you measured women’s domestic work it would make up 25 percent of the GDP (gross domestic product). He had this moment of clarity. Whereas for me, it’s a visceral life experience, to him it only makes sense when he thinks of it in terms of money.

**SCHMIDT:** In economics, we have measured estimates of how GDP has changed over time. There’s definitely an overestimate of GDP growth in part because, over the last 40 years, a lot of the work that women used to do for free at home is now being added to the market.

**ROSE:** It would be impossible for me to be a working artist without the woman who takes care of my children. In my own sculpture for “Force of Nature,” I plan to include her—and make sure she’s in the photograph with me, helping me to shoulder my load.

**SCHMIDT:** We have this idea in economics of public goods. It asks: If children are public goods to society, and if I raise my children well, then what are the benefits to the rest of the world?

**ROSE:** They could grow up to be the doctor that cures cancer.

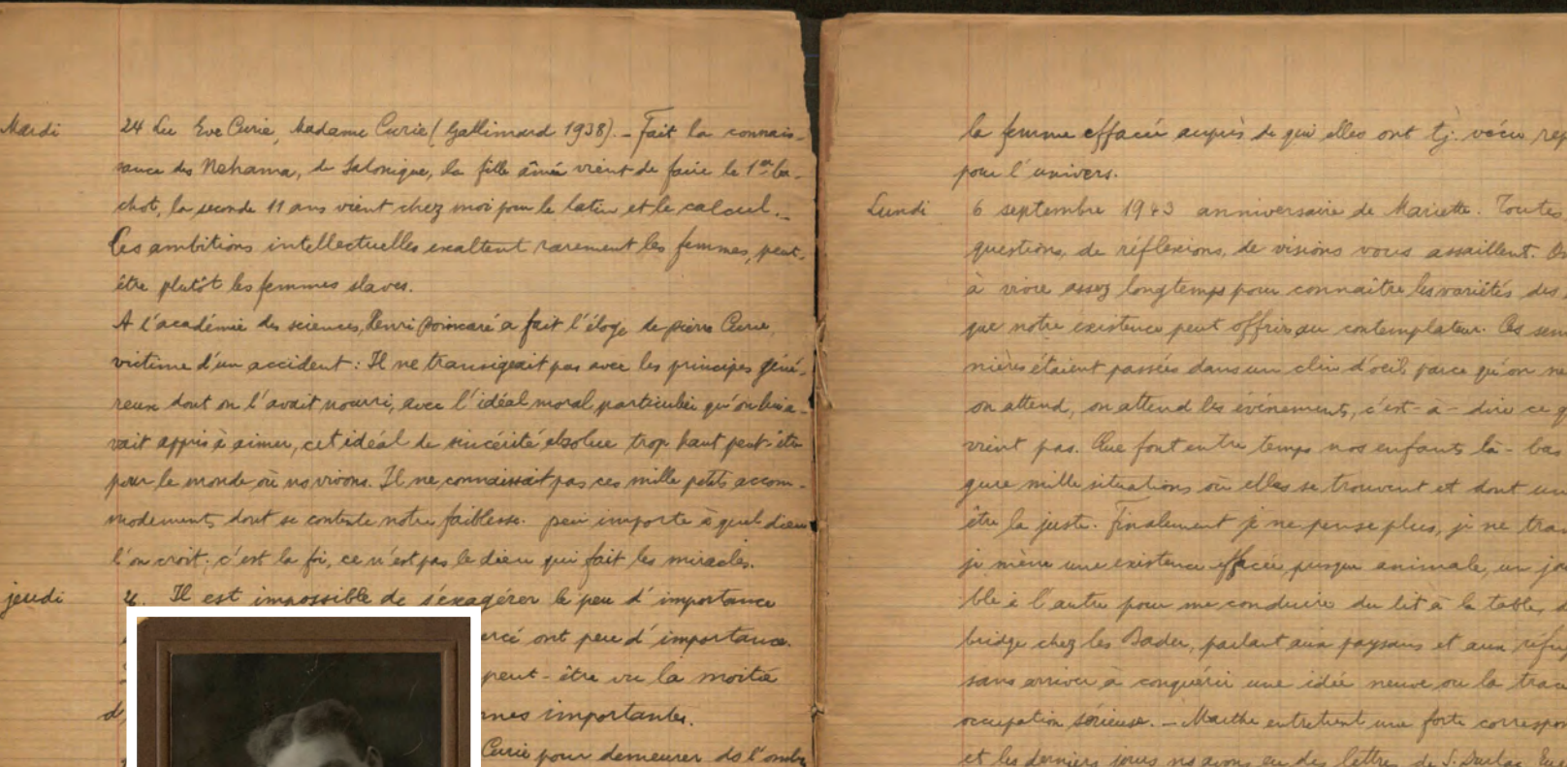
**SCHMIDT:** But we treat individual women’s choices on child rearing as individual decisions. So we’re spending too little time on caring labor from society’s point of view. Add to that the fact that for me to hire someone to take care of my kids while I work requires some level of income inequality.

**ROSE:** For you to make more and her to make less.

**SCHMIDT:** You could imagine a future exhibit where there was some way of representing visually a carrying of the load by others, a way of sharing the load societally.



# STUDY



The diaries of Lucien Dreyfus (inset), a French Jewish intellectual and newspaper editor who perished in the Holocaust, captivated history professor Alexandra Garbarini '94. After piecing together the story of how they came to be at the U.S. Holocaust Memorial Museum in Washington, D.C., Garbarini is now ready to publish them in France.

## LIVING MEMORY

History professor Alexandra Garbarini '94 brings new life to a mysterious set of diaries sent to the U.S. Holocaust Memorial Museum.

SIXTEEN YEARS AFTER ENCOUNTERING THE diaries of Lucien Dreyfus, a French Jewish man who perished in the Holocaust, history professor Alexandra Garbarini '94 is about to have them published in France.

Garbarini came across the journals while researching her first book, *Numbered Days: Diaries and the Holocaust* (Yale University Press, 2006), an analysis of diaries from all over German-occupied Europe. During the 1990s, someone sent Dreyfus' journals—which he began keeping in the mid-1920s—to the U.S. Holocaust Memorial Museum in Washington, D.C., one notebook at a time. The envelopes were postmarked Dallas, Texas, but there was no return address.

"I felt the diaries should be published," says Garbarini. "But because they had been sent anonymously, there was no way to contact the next of kin to ask for the rights to do so."

Dreyfus' writing spoke to Garbarini for several reasons. He was an intellectual living in the provinces of France, so his story was unlike those of other Eastern European diarists she was studying. Also, in contrast to many other Orthodox Jews, he didn't question his religious faith as a result of the Holocaust and the events leading up to it.

Dreyfus was born in Alsace, a region of France that for much of his life was annexed by Germany. He was brought up as a French patriot and a Jew. At the age of 15, he was sent to Berlin for rabbinical school, but he changed course and returned to France to teach literature and history. As a French and German bilingual, he had a second job as a journalist and editor for *The Jewish Tribune*. When German Jewish refugees began flooding into France in the 1930s, he ensured that the paper included articles in German.

Garbarini, who joined the Williams faculty in 2003 and teaches courses on European Jewish history and the Holocaust, included an analysis of Dreyfus' diaries in *Numbered Days*. But his story continued to haunt her. So, one day in 2012, she returned to the museum to reopen her inquiry.

"A lot had changed in the archival landscape in the decade since I'd first read the diaries," she says. "I could now consult digitized sources, find ship manifests and do keyword searches."

The first clue in a long line of discoveries was a manifest listing Dreyfus' daughter, son-in-law and granddaughter, who escaped Vichy France as escorts to a group of rescued children. The granddaughter later settled in Dallas. Her husband found the notebooks after her mother's death and mailed them to the museum.

Though it's unclear how Dreyfus' daughter came to have the diaries, there's a specific moment in them when he began recording things he wanted her to know.

"The idea clearly was in his head from that point forward that this diary needed to reach her," Garbarini says.

Once Dreyfus' granddaughter learned of the journals' existence, she readily gave permission for Garbarini and University of Manchester lecturer Jean-Marc Dreyfus (no relation) to publish them. Later this year, Éditions Le Manuscrit (Paris) and the nonprofit Fondation pour la Mémoire de la Shoah (the Foundation for the Memory of the Shoah) will release an annotated edition of the volumes written during the war. The editors hope to one day publish the book in English in the U.S.

"Dreyfus' diary offers readers an original reflection on the meaning of the persecution of European Jewry as it was unfolding," Garbarini says. "It serves as an eloquent reminder of the impact of warfare on individual lives and about the human capacity for resilience."

—JULIA MUNEMO

## A FULLER PICTURE OF THEYANOGUIN

The Chapin Library is adding to the ongoing campus conversation about historical representation with a newly acquired 18th-century letter referencing Theyanoguin, the Mohawk leader depicted with college founder Ephraim Williams in a controversial mural in the Log.

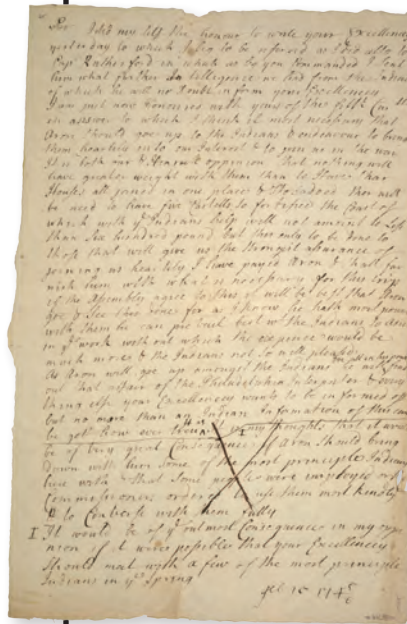
In the Feb. 15, 1745, letter, translator and interpreter Arendt Stevens reported to George Clinton, governor of the Province of

New York, the opinion of "Henrik" that colonial authorities should ally with the Iroquois Confederacy. "Henrick" refers to Theyanoguin, whom the English called Hendrick.

"It is both our and Henrik oppinion (sic) that nothing will have greater weight with them than to have thar (sic) houses joined all in one place and stockade," Stevens wrote. He also proposed that an emissary be sent "to the Indians & endeavor to bring them heartily into our Interest & to join us" in King George's War (1744-1748).

Chapin Librarian Wayne Hammond spotted the letter in October, while preparing for the Boston antiquarian book fair. He bought it using a fund established by the late J. Brooks Hoffman '40 for the purchase of Americana.

The letter is part of a spring exhibition at the Library Special Collections called "Take due notice of us for the future: Native Americans and Williams College," referencing a quote from Theyanoguin's address to the Albany Congress of 1754, in which he thanked the governor for instructing the Commission on Indian Affairs to "take due notice" of the Iroquois Confederacy. The letter is also one of the objects students are studying in the new spring course Uncovering Williams, taught by Dorothy Wang, associate professor of American studies, and Kevin Murphy, curator of American art at the Williams College Museum of Art. The course, "sparked by the current controversies around visual representations at Williams ... interrogates the history of the college and its relationship to land, people, architecture and artifacts."



### READING LIST

How does the family function as an economic unit? And how do individuals allocate time between the labor market and the

household? Students grappled with these questions last fall in Lucie Schmidt's course Gender and Economics. The

syllabus included readings from the books *Women Don't Ask: Negotiation and the Gender Divide*, by Linda Babcock and Sara

Laschever; *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued*, by Ann Crittenden; and *Latinas and*

*African-American Women at Work: Race, Gender and Economic Inequality*, edited by Irene Browne.



# THE POLITICAL AS SCRIPTURE

**Revelation in Aztlán: Scriptures, Utopias and the Chicano Movement.** By Jacqueline M. Hidalgo. Palgrave Macmillan, 2016.

## BOOK EXCERPT

In what might be either ironic or fully logical, the utopian vision and critical epistemology of a minoritized and subjugated group came to be biblical Revelation, one of the scriptures of an imperial order, first of the Roman world, and then, in modernity, of the various settler colonial nations of Western Europe. In reading U.S. history, we are frequently reminded of the power of the Exodus motif—which also exists in Revelation—as both a locus for settler colonial justification and African-American resistance to racialized enslavement. However, biblical motifs of place, such as Eden and the new Jerusalem, also were powerful. ... This project takes up a conversation between the Chicano movement and the Book of Revelation in order to think about scriptures as loci and discourses of knowledge and power, as practices of homemaking for those who have been unsettled, but also as practices of self-homing while unhoming others, at least as these practices have been used by settler colonizers and dominating regimes. A persistence of apocalyptic, utopian and scripturalizing modes travel from Revelation and become part of the social fabric that Chicanxs appropriate, contest and revise in the 1960s and 1970s.

A key assumption of this project is that Chicanxs have already been significant interpreters of Revelation, playing with the textual imaginary in ways that are not always registered as such in dominantized biblical scholarly discourses. In shifting from a focus on the Bible alone to the question of scriptures, I can look at the ways in which Chicanxs have engaged scriptural phenomena, particularly as legacies of biblical usages and imaginations, even when Chicanxs do not directly quote the Bible.



THE FIRST TIME JACQUELINE HIDALGO read *The Spiritual Manifesto of Aztlán*, she was an undergraduate at Columbia University taking an introductory course in Latino/a studies. The document was used to demonstrate a pivotal moment in the history of the Chicano Civil Rights Movement, which sought to achieve Mexican-American empowerment. Yet, as a religion major, she was surprised it wasn't considered a religious text.

"It's got the term 'spiritual' in its title, it evokes the mythical homeland of the Aztecs, and there is language throughout about destiny," says the associate professor of Latino/a studies and religion. "I now know interpreting such rhetoric as primarily political evidences the blurred relationship between the political and the spiritual within Chicano and Chicana identity."

That complication is at the heart of Hidalgo's new book, her first. In it, she explores political documents through a religious lens, redefining them as scripture. Both *The Spiritual Manifesto of Aztlán* and a similar document, *The Plan of Santa Bárbara*, were drafted in 1969 and quickly became ubiquitous. "They were touchstones people could turn to for phrases, images and an identification of who and what the Chicano movement was," Hidalgo says. That, she adds, is how we know they are scriptures.

Hidalgo, who attended the Claremont Graduate University for her Ph.D. for its Institute for Signifying Scriptures, explains

that scripture is not just text considered to be divinely inspired. "Scripture is any item that people feel stands as a mirror for themselves, something that is sacred and centering for a community," she says.

Hidalgo came to Williams as a Bolin Fellow in 2008 and joined the faculty in 2010. She teaches courses including Utopias and Americas, Racial and Religious Mixture, and Scriptures and Race. She says her book "attempts to fill a scholarly lacuna about the relationship between religion and Latino/a studies."

—JULIA MUNEMO

## MORE BOOKS



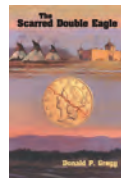
**Newsworthy.** By Samantha Barbas '94. How American law and culture struggled to define and reconcile the right of privacy and

the rights of the press at a critical time in history.



**Of This New World.** By Allegra Hyde '10. Twelve stories contemplate the notions of idealism and practicality, communal ambition and individual

kink and strive to answer the question: Is paradise really impossible?



**The Scarred Double Eagle.** By Donald P. Gregg '51. The former CIA official and ambassador to Korea tries his hand at chil-

dren's fiction, pursuing his lifelong interest in Native Americans.



**America's War on Same-Sex Couples and Their Families.** By Daniel R. Pinello '72. The evolution of rights for same-sex

couples in states where government recognition was prohibited.

To see more works and submit new publications, visit <http://ephsbookshelf.williams.edu>.

Geosciences Professor Bud Wobus with students on a petrology field trip in New Hampshire.



# FROM SOLID EARTH TO THE UNIVERSE

*In June, the college will commemorate the 200th anniversary of the first geology class ever taught at Williams. Bud Wobus, the Edna McConnell Clark Professor of Geology, has been here for 50 of those 200 years. With these milestones in mind, Williams Magazine talked with Wobus, who received the National Association of Geosciences Teachers Neil Minor Award for 2016, about the discipline's place in the liberal arts and how the program has evolved in what has been—in geologic terms—the blink of an eye.*

**WILLIAMS MAGAZINE:** *What brought you to Williams?*

**BUD WOBUS:** I came in 1966. I finished my Ph.D. at Stanford in the spring, and I was here in the fall. I wanted to try teaching in a small, liberal arts college. I went to Washington University, Harvard, Stanford—all big universities, so I'd never experienced the small college tradition. And yet my closest friends at Stanford mostly came from small colleges. They could speak and think clearly about so many topics.

**WILLIAMS:** *What changes have you seen over the course of 50 years in the discipline?*

**WOBUS:** The department was small when I arrived—just four men. And, of course,

all the students were men. The best thing the college ever did, after divesting itself of fraternities, was to go co-ed. In those days, we taught what was basically “solid earth” geology. Students who focused on hard rock geology—igneous and metamorphic rock like granite—would go into mining. Students who studied soft rock or sedimentary geology went into oil exploration. Today, of the nine faculty members in the department, four are women. The curriculum has expanded to include the fluid envelopes around the earth—the oceans, the atmosphere. Climate studies are a major focus. Most students go into environmental consulting firms, several of which are run by our own alumni. We even do planetary geology. Our chair Ronadh Cox has had students go to graduate school for astronomy and planetary studies. So we've expanded from the solid earth to the universe, practically.

**WILLIAMS:** *How has technology changed field studies in the discipline?*

**WOBUS:** That's been a big change. When I came on board, we used aerial photographs, topographic maps, a little barometer to tell you what the elevation might be—which you had to set several times a day—and a little geological compass. Now people go out with laptops, everything is digitized, and they can download immediately the topography of the area. They can overlay that with what had been studied earlier, geologically, and GPS tells you exactly where you are. You don't need that barometer anymore. So we now go out with a whole armament of digital equipment that makes field work much more reliable.

**WILLIAMS:** *What do you see for the geosciences as you look ahead?*

**WOBUS:** Like so many things now, it's almost unpredictable what the needs are going to be. I think that's why a liberal arts background is as good as anything you can get. You can't possibly take all the courses that might be relevant for what you might be doing five years from now, which might be very different from what you might be doing 10 years from now. You've really got to be flexible, and that's what liberal arts colleges are supposed to be and have been. That's why our students are so much in demand.

—INTERVIEW BY SHANNON O'BRIEN





## PSYCHOLOGY OF EATING

RESEARCH SUGGESTS THAT WE MAKE MORE than 200 food-related choices each day, including what, when, where, with whom and how much to eat. In a new Winter Study course, Psychology of Eating, Assistant Professor of Psychology Jeremy Cone asked his students to consider how behavioral science informs our understanding of why we eat what we eat and how our decisions about food are influenced by many factors—only one of which is hunger.

“Food decisions seem less under our control than we might imagine or want them to be,” says Cone, whose research falls into two categories: judgment and decision-making on one hand, and social cognition and attitude change on the other. “I was interested in exploring how ideas from those fields apply to eating choices.”

Twenty students enrolled in his class, a mix of first-years, sophomores, juniors and seniors. They read about how people make judgments and decisions and about how those choices affect behavior. Then students tested these ideas on campus and around town.

“I wanted students to get a taste for how behavioral science can contribute to our understanding of eating decisions and to develop their critical evaluation skills,” says Cone, who came to Williams in 2015. “That’s why many of our class meetings included the replication of the studies we were reading.”

—JULIA MUNEMO

Among the studies Cone and his students replicated in Psychology of Eating:

### Popcorn at the Movies

A study conducted in 1998 involving 161 moviegoers attending two sessions of the movie *Payback* at a theater near Chicago found that increasing the size of a bucket of popcorn from 120 grams to 240 grams increased popcorn consumption by 48 percent. When Cone’s students replicated this study—using one- and two-gallon Ziploc bags for popcorn, similar (though smaller) differences emerged.



### All-You-Can-Eat Wings

In a Cornell study published in 2007, 50 graduate students went to an all-you-can-eat sports bar for chicken wings. Staff were instructed to regularly remove discarded chicken bones from one set of tables and leave them untouched at another. Participants at the cleared tables ate an average of 1.5 additional wings per person relative to those sitting at tables left unbussed for the duration of the experiment. When Cone and his students replicated this study at the Log, people seated at the bussed tables ate an average of three more wings per person than those sitting at unbussed tables.







### Healthy Menu Options

In a study published in *PLOS One* in 2013, Brian Wansink from Cornell University found that serving healthy foods first in buffet lines improved overall meal selection. Similar results came out in a 2016 study about making healthy foods the default option on menus. Cone's students considered these studies before eating together at Driscoll Dining Hall. After experiencing the buffet-style dining, they discussed questions including: Did having the hot entrees at the start of the food line influence what people ate relative to having the salad station or sandwich station farther along?

### More Ice Cream, Please

Research published in the *American Journal of Preventive Medicine* in 2006 in which 85 faculty, graduate students and staff members attended an ice cream social found that even nutrition experts served themselves 31 percent more ice cream when randomly given a 34-ounce bowl versus a 17-ounce bowl. When Cone's class replicated this experiment, the students served themselves an average of 24 grams more ice cream when they were given larger bowls.

### Free Candy at Work

In what Google dubbed "Project M&M," behavioral scientists at the tech giant tried a variety of approaches in 2013 to reduce consumption of the candy, which was freely available to employees in the snack room. One of the most effective strategies: Placing the M&Ms in an opaque container and putting other, more nutritious, snacks in transparent ones. It resulted in 3.1 million fewer calories from M&Ms consumed over a seven-week period. Though the students didn't get a chance to replicate the experiment, they studied it in class.



# FROM HUMBLE BEGINNINGS

BY JOHN CHANDLER

*The foundation of one of the most distinguished careers in higher education was built in an unlikely place and time. John Chandler served as president of Hamilton for five years and Williams for 12. He was president of the Association of American Colleges and Universities, chairman of the board of Duke and adviser to some 40 presidential searches in higher education. He has been awarded 16 honorary degrees. Still active in his retirement, he has been working on several writing projects, including a reminiscence of his years growing up in a North Carolina orphanage during the Great Depression, from which the following is excerpted.*

**M**Y FATHER WAS A SUBSISTENCE FARMER IN MADISON County. His first two wives died young, and my mother was much younger than he. He died in 1931, leaving her destitute. At age 6, I was the oldest of four children; the youngest was just 5 days old.

With the Great Depression tightening its grip, we moved to Black Mountain to live with an aunt and uncle, their two infant children and my invalid grandmother. They did their best to look after us all despite their own growing financial strains and my mother's worsening bipolar disorder. Some time later, to ease the situation, my brother Cal and I moved in with different relatives.

I tried to be as little a burden as possible and contribute as I could. I became skilled at feeding seedling tobacco plants into the mechanical planter. When it came time to castrate hogs, my function was to apply a quick daub of alcohol to prevent infection of the wound. The protesting squeals would ring in my ears for hours.

As the situation worsened, I overheard worried conversations about putting us up for adoption, which so upset one neighbor, Florence Ponder Duck, that she importuned her father, a Baptist minister, to seek our admission to Mills Home, a Baptist orphanage.

Many years later I became reacquainted with Florence and learned that she was actually a first cousin. Looking back, she said, "They were ready to give you away like kittens," adding that those who expressed interest in adopting us viewed us as farmhands and future caregivers, as a form of social insurance in a time when government programs made little provision for the elderly.

So in January 1934, my brothers Cal and Ted and I entered Mills Home. Our brother Baxter, still an infant, remained with our mother. The orphanage was my home until I graduated from high school.

Life there revolved around school, work, religion and athletics. There was considerable intellectual stimulation and an informed awareness of what was going on in the larger world. The library was excellent, and it remained open and busy throughout the year. Many staff members, in addition to the teachers, were college graduates. All of our teachers were dedicated, and some were truly excellent.

The school day extended into the evening, when we gathered in the living rooms of our cottages for supervised study. On Saturday evenings we worked on our Sunday school lessons so that we'd be prepared to discuss the assigned topic the next morning. No one went to bed without reciting to the satisfaction of the study hall supervisor a short passage from the Bible: the memory verse.

Because work was a large and economically necessary part of the experience, the school day was divided into two sessions. We lived by bells; the first sounded at 6 a.m. By 7:30, half of us were in school and the other half at our work posts. The afternoon was the mirror image of the morning.

I became a Linotype operator in the print shop, a skill that took a long time to learn and which later helped pay my way through college. In the sixth grade I worked as an office boy for the school principal.

I remember no precise moment when I assumed that I would go to college. But as I observed the departures of graduating seniors over the years, I saw myself as a member of the ranks of those who did so.

For more than half a century the August pilgrimage to Mills Home for alumni weekend was a highlight of my year. As the pitcher for the Williams faculty softball team, for many years I was in good enough shape to take the mound for the alumni team that played against orphanage youngsters. My wife Florence went with me to a couple of homecomings. Thereafter, she sent me on my way alone to enjoy the company of my hundreds of orphanage brothers and sisters. She

sensed the powerful bonds among those who had shared that experience.

**Read John Chandler's full reminiscence and see photos at <http://bit.ly/chandlerstory>**

*John Chandler earned a B.A. from Wake Forest and a Ph.D. from Duke. He joined the religion department at Williams in 1955 and later served as the first-ever dean of the faculty and chair of the curriculum committee that proposed the Winter Study program. During his 12-year tenure as Williams president, he led the completion of the college's plan to phase out fraternities and admit women, acquired the properties in Oxford that enabled the launch of the Williams-Exeter Programme at Oxford and oversaw the development of several campus buildings, including the gymnasium that bears his name.*



An engraving by Paul Revere depicts British troops firing upon Americans in front of the Customs House in Boston on March 5, 1770.

## EYEWITNESSES TO HISTORY

Two of John Chandler's achievements, the creation of Winter Study and, as Williams' president, the partnership with Exeter College at the University of Oxford, came together this past January when six students from Exeter College joined seven from Williams in the Winter Study course Eyewitnesses to History: American Treasures in the Chapin Library. This was the first time Oxford students were able to experience what the college has to offer, just as Williams juniors have long enjoyed the benefits of one of Britain's great institutions of higher education. Although the Oxford students were on campus for only half of January, during a vacation between terms, they made the most of their time at Williams and set a high bar for energetic research.

The Eyewitnesses to History class delved into a collection of American materials begun by Alfred C. Chapin, Williams Class of 1869, and developed through the generosity of other alumni and friends. Guided by Charles Dew, the Ephraim Williams Professor of American History, Lori DuBois, reference and instruction librarian, and Wayne Hammond, Chapin librarian, the students researched items including a 1493 report Christopher Columbus made to the Spanish court, letters written in 1904 by presidential candidate Theodore Roosevelt and (above) an engraving by Paul Revere of a "massacre" in front of the Customs House in Boston in which British troops fired into a crowd of rock-wielding Americans, killing five and injuring six. The students made presentations with the objects, wrote papers and put together a display that ran through Feb. 10 in the Special Collections Instruction Gallery in Sawyer Library. —WAYNE G. HAMMOND



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## WOMAN'S WORK

"Ties That Bind," by artist  
Katie Sawyer Rose '96. **p.24**