

# UPFRONT



## PRESIDENT'S LETTER

BY MICHAEL S. ROTH '78

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Education depends fundamentally on our ability to generate optimism and find reasonable (defensible) ways to sustain it. When our faith in the future is shaken, whether it be by technologies we don't understand, economic competition that undermines job security, or by cultural forms that challenge our sense of identity, when our faith in the future is shaken, we often criticize education as having failed to prepare us for our current predicaments. When our faith in the future is shaken, we often turn to the past, to tradition. This is one of the reasons why "the anti-traditional tradition" of liberal learning has once again come under such critical scrutiny. This was my topic at a recent exchange that Wesleyan and the Chinese Academy of Social Sciences organized in Beijing.

The critique of university education was already intense in the middle of the 19th century when Ralph Waldo Emerson wrote. He famously attacked the kinds of scholarship that merely taught obedience to authority, that merely developed subservience to the past under the guise of sophistication. One can indeed learn from the past, the Sage of Concord emphasizes, as long as one keeps looking towards the future. One must, Emerson insists, be an inventor to read well. He readily admits that guidance of the best books is a great service, but this service can turn into corruption if they teach subservience to the material—if they teach dependence.

"Colleges, in like manner, have their indispensable office—to teach elements. But they can only highly serve us, when they aim not to drill, but to create; when they gather from far every ray of various genius to their hospitable halls, and, by the concentrated fires, set the hearts of their youth on flame."

Emerson here is radicalizing the notions of education that Thomas Jefferson developed when founding the University of Virginia. The enemy for the founding father was rote learning; the plague was to be trained for a destiny that had already been chosen for you. Emerson builds on Jefferson in looking

human capacities and energy there would always be elites—his notion of equality was an equality of access or opportunity, not an equality in which everybody wins. But he also believed strongly that without a serious effort to find and cultivate new talent, the nation's elites would harden into an "unnatural aristocracy," increasingly privileged, corrupt, and inept.

From Jefferson through Emerson and on to our own day, we have preserved the belief that education allows for the experience of freedom as one's capacities are enhanced and brought into use. The author of the Declaration of Independence wanted university students to make these discoveries for themselves, not to be told to study certain fields because their futures had already been decided for them by their families, teachers, churches, or government. The author of "The American Scholar" writes of students who can "resist the vulgar prosperity that retrogrades ever to barbarism" and shape the culture with independence and vitality. To my great surprise, one of our hosts in China quoted Emerson back to me to emphasize his own worries that the pursuit of prosperity in his country was undermining a culture educators were committed to preserve.

Can we in America find a way to take the experiences of freedom and equality we find in education at its best and translate them to the sphere of politics and society more broadly without at the same time increasing governmental tendencies toward tyranny? Of course, higher education has its own dilemmas of fairness and of elitism, but that does not absolve us of the responsibility to connect in positive ways what we value in research and learning to our contemporary situation. To make these connections productive, universities must at the very least strive to be places where young people discover and cultivate their independence while resisting the trends of economic inequality and social conformity. Emerson thought we might educate scholars to become "the world's eye" and "the world's heart." We should aspire to do nothing less. **UPFRONT**

The campus as a place of equality and freedom has deep roots in America, at least as far back as Jefferson. Even with all his prejudices, he favored education at the public expense to prevent the creation of permanent elites based on wealth who would try to turn the government's powers to their own private advantage. Jefferson believed strongly that given the variability in



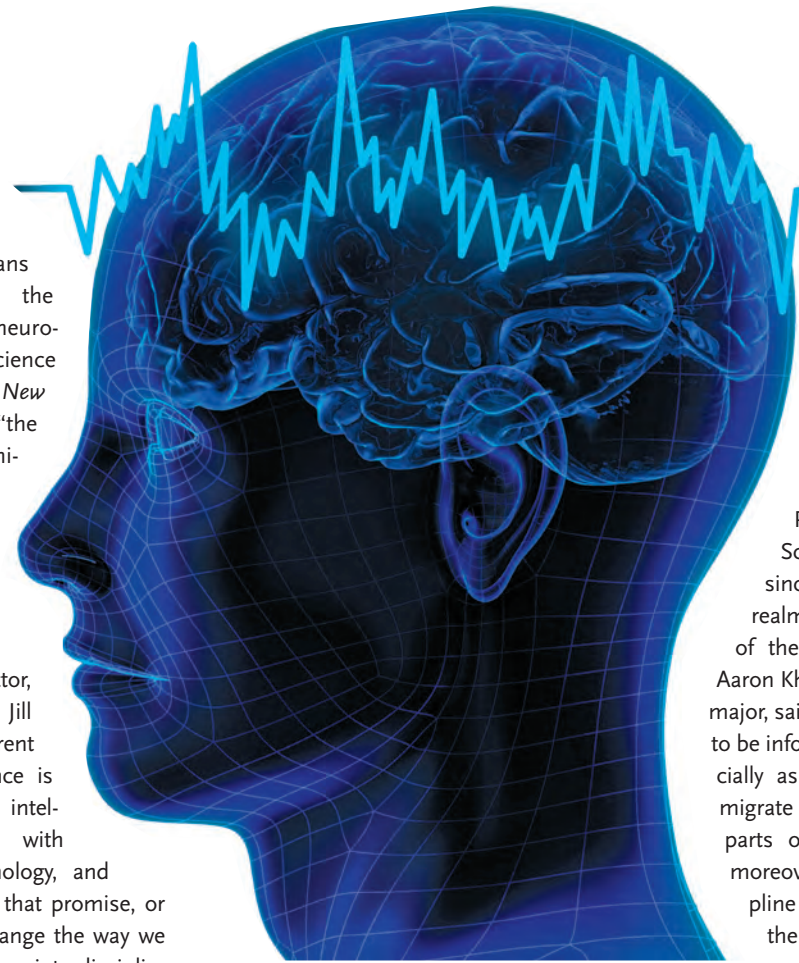
## (YOUR) BRAIN ON CULTURE

Will brain scans revolutionize the liberal arts? Is neuro-cognitive science going to become, as *The New York Times* put it recently, “the next big thing” for humanities scholars? These questions framed a workshop titled “(Your) Brain on Culture,” held in September at the Center for the Humanities.

The Center’s director, Professor of Psychology Jill Morawski, says the current enthusiasm for neuroscience is one among several larger intellectual shifts associated with globalization, digital technology, and other complex phenomena that promise, or threaten, to significantly change the way we live. The Center provides an interdisciplinary space for “the creative joining of multiple methods” in the effort to understand these forces comprehensively.

Brain scans can help humanities scholars understand how culture affects the brain, argued Matthew Kurtz, associate professor of psychology at Wesleyan. Kurtz noted that functional magnetic resonance imaging scans have become the preferred method of studying the brain because they detect changes in the flow of oxygenated blood—and thereby map brain activity as accurately as is currently possible. These pictures also reveal how we shape the patterns of brain activity through our own practices. Musicians, for example, mold the networks of neurons in their brains through rehearsal so as to enable the more precise execution of the right tones and the finer distinction of one tone from another. The same kind of neuroplasticity that makes such training possible also allows our cultural environments to wire and rewire our brains, Kurtz said.

Jonathan Kramnick, professor of English at Rutgers University, and Jan Slaby, junior professor of philosophy at Free University of Berlin, appealed for a more critical



consciousness and perceptual experience.

“(Your) Brain on Culture” piqued the interest of Wesleyan students as well as faculty. “I’ve always felt neuroscience and the humanities to be inextricably tied,” said Susan Park ’12, an anthropology and Science in Society program major, since “knowledge produced in one realm always leads to a reevaluation of the other’s tools and methods.” Aaron Khandros ’13, a Science in Society major, said that neuroscience badly needs to be informed by other disciplines, especially as its findings and speculations migrate from the laboratory to other parts of the university. This is true, moreover, of any work from one discipline that claims to be able to address the issues and objects studied by another, Khandros said. “You can’t do interdisciplinary stuff uncritically. To really speak to people in different fields, you have to do the hard work of really understanding their ideas.” **UPFRONT**

*David Coombs, Andrew W. Mellon Postdoctoral Fellow, Center for the Humanities.*

## WESLEYAN RECEIVES \$2 MILLION CHALLENGE FOR HUMANITIES PROGRAM

Wesleyan has received a \$2-million challenge grant from The Andrew W. Mellon Foundation to help endow the Center for the Humanities. The grant requires Wesleyan to raise an additional \$4 million in endowment funds over the next four years.

“This grant is a welcome acknowledgment of the Center’s leadership role in keeping humanities scholarship at the center of the most interesting trends in American intellectual life,” says Wesleyan President Michael S. Roth. “Scores of humanities centers across the country have adopted

the Wesleyan model, and I am deeply grateful to the Mellon Foundation for affirming the importance of this work.”

The Center—since the establishment in 1958 of its forerunner, the Center for Advanced Studies—has a distinguished record of promoting interdisciplinary scholarship. Now, the Center will build on its tradition by refocusing its mission to support projects that not only advance scholarship but also connect research to pedagogy, and pedagogy to particular problems of culture and society. The Center will be an incubator for new courses as well as research, and it will be a resource for connecting humanities research to public life.

The Center will focus on collaborative projects that permit the sustained investigation of complex problems beyond the reach of a single scholar. For example, a project at the Center, “Fact and Artifact,” is producing work that will contribute to debates about the grounds for evidence, including those in science, law, history, religion, and health.

The Center’s director, Jill Morawski, notes that “the Mellon Foundation’s generous support of significant, innovative humanities projects affords a timely opportunity for humanities scholars to engage with and enhance research enterprises in other fields.” **UPFRONT**

## NEW PAINTINGS BY DAVID SCHORR AT DAVISON ART CENTER IN EARLY 2012

The most recent work by Professor of Art David Schorr will be shown in February and March 2012 in the exhibition *APOTHECARY (storehouse)* at Davison Art Center. The show features more than 75 paintings of antique apothecary bottles that have been meticulously executed by Schorr in gouache and silverpoint on luxurious, colored Fabriano Roma papers. A 160-page full-color catalog accompanies the exhibition.

The bottles in these paintings float curiously in space, a mysterious, bright light glistening on their curves and bevels, sometimes shimmering through but not revealing their contents. Some of the objects seem empty. The bottles are meant to contain not chemicals and unguents but stuff such as *Bad Intentions*, *Furtive Glances*, *Old Flames*, *Lazy Afternoons*, *Sweet Love Remembered*, and *Sleepless Nights*. Just as their original models bear labels in Latin or pharmaceutical terms only partially understood, these painted labels are often in foreign languages: French, German, Hungarian, Italian, Yiddish, and others.

The English labels often have poetic sources. Two are labeled *Rough Magic* and

*Present Mirth*. In an insightful essay by Professor of English Emerita Phyllis Rose in the accompanying catalog, she identifies Shakespeare’s *The Tempest* and *Twelfth Night* as the sources of these two phrases, while she explains Schorr’s concept and process. Other words on the labels remain obscure, tantalizing and teasing the viewer.

In the exhibition catalog, Schorr offers the following statement about the works:

“For a problem that had been plaguing me, a wise ophthalmologist suggested I try artificial tears. In gratitude I made him a drawing of an apothecary bottle I had salvaged from my father’s medical office, changing the Latin of the original label to the Latin for ‘artificial tears.’ I became interested in drawing more of these bottles and started to collect them on eBay. Because I had long wanted a place to put away cherished values or to hide shameful thoughts, I discovered to my delight that the Greek word ΑΠΟΘΗΚΗ, from which our word ‘apothecary’ derives, means ‘storehouse’. This project followed.”

Regarding the installation at Wesleyan, Schorr also says that the hundreds of Wesleyan alumni who took his Drawing One class will remember a homework assignment involving cylindrical bottles or cans and their labels.

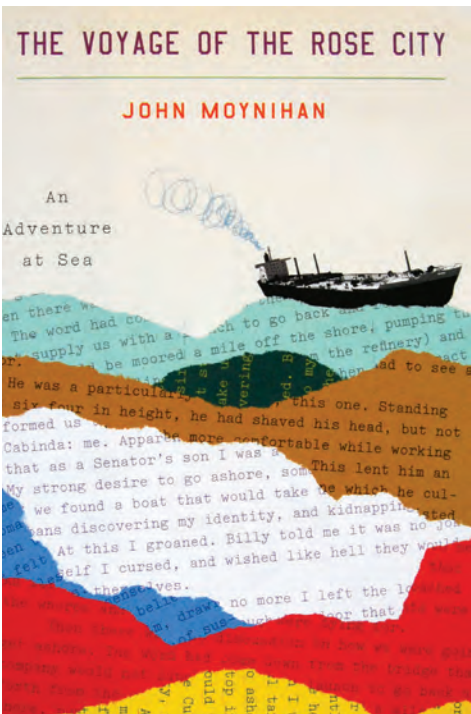
The exhibition will continue on to the Mary Ryan Gallery, located in New York City, in the spring. **UPFRONT**



Works from Professor of Art David Schorr’s *APOTHECARY (storehouse)*, initially inspired by a bottle he found in his father’s medical office: (left) *Sleepless Nights* (2011); (right, top) *Obsolete Miracles* (2010); (bottom) *Summer Nights* (2011).



## FROM MOURNING TO CELEBRATION: A POSTHUMOUS BOOK



**T**he *Voyage of the Rose City: An Adventure at Sea*, the senior thesis of John Moynihan '82, was published this fall, 29 years after his graduation and seven years after his death.

*Kirkus Review* calls it “a sincere study of the life of a man at sea, eschewing the romanticism often associated with the lifestyle,” and pronounces Moynihan “a talented writer, wielding crisp and clear prose.”

Moynihan, the son of Elizabeth and the late Senator Daniel Patrick Moynihan, had decided to spend a summer between Wesleyan semesters in the Merchant Marine.

“It was simply a question of escape,” he explained in his book. “Something motivated me toward the Seafarers International Union to get my Z-card and a job out at sea. Despite the sick feeling in my gut, that twinge every hitchhiker knows between the time he decides to hit the road and is actually liberated by a series of rides, I felt optimistic and recklessly carefree.”

His mother recalls: “He came home and he told us that he wanted to ship out in the summer. His father, who had been in the Navy and worked on the docks, told him that he didn’t think it was the fun he was

expecting.” She, however, thought it would be exciting and helped him get a job.

The young writer soon found that acceptance from his mates was fraught, once the hands learned that he was not of their hardscrabble origins. To further complicate Moynihan’s plans, the original 45-day job ticket to the Mediterranean was changed to four months across the equator, around Africa, across the Indian Ocean, and up to Japan. The physical challenges were grueling and the dangers at sea—including piracy—were real and proved to be not only formative experiences but also the basis of his creative writing thesis at Wesleyan.

In Paul Horgan’s writing tutorial, Moynihan made up for slow progress in the fall semester by grinding out 270 typewritten pages during winter break. “Keep sailing—you’re on your way,” wrote Horgan. Moynihan graduated from Wesleyan with high honors in General Scholarship.

The young Moynihan had tried, at the time, to share the written account with his parents. While his father had been intrigued by the narrative, his mother initially declined: “...I felt so guilty, you see,” she explains. “When I heard how tough it had been, I thought, how could I have done that?”

“It was after he died that I was finally able to read the journal and then I was so struck by what he knew about himself and about the world that I kept re-reading it and it helped me enormously,” she says. With this healing in mind, she published 100 copies for friends as a way to commemorate her son’s life.

The book came to the attention of a publisher at Random House, who saw it as a gem, a true coming-of-age-at-sea story—and Moynihan’s Wesleyan thesis reached commercial bookshelves all over the country this year. Liz Moynihan describes a bookstore event—with Wesleyan friends in attendance—as a real turning point. “We all felt a great cloud had lifted—we were now celebrating his book’s publication rather than mourning his death,” she notes.

*The Voyage of the Rose City* was chosen by *New York Times* book critic Dwight Gardner as one of the 10 best books of 2011. The *Kirkus* reviewer offers a heartbreakingly true summary: “He brings the narrative to a satisfying close, only marred by the fact that the author’s life was cut tragically short.”

—CYNTHIA E. ROCKWELL **UPFRONT**

## MALAMUT’S ASTRONOMY DRAWS ON HUBBLE OBSERVATIONS

**I**n the summer of 2010 Craig Malamut traveled to the Easter Islands to study and photograph a rare solar eclipse.

Soon after his eclipse observations were completed, NASA used one of his photographs in their official materials about the event. He also spent a week collaborating with astronomers from the University of Chile in Santiago to study Pluto’s atmosphere as it obscured the light from a faint star. This year, Malamut has coauthored two papers for astronomical journals and is analyzing data from the Hubble Space Telescope on gas and dust clouds lying near the sun and other nearby stars.

It’s the kind of two-year research run that many scientists would be proud and excited to have accomplished. But Craig Malamut is not a paid researcher or a member of any faculty. He’s a college student who is still working through his senior year at Wesleyan.

Malamut ’12, an astronomy major, has been working at an advanced level for someone who has yet to earn a bachelor’s degree. While the experience has been intense, he hasn’t been intimidated by the complexity of the work or felt limited by his undergraduate standing. “I’ve felt very prepared for this level of research from the courses, discussions, and advising I received from the astronomy department,” he says. “Professors Herbst, Moran, Redfield, and Kilgard do a great job getting their students involved early in astronomy research, whether at Wesleyan or abroad.”

Malamut became involved in active research at Wesleyan after talking to Seth Redfield, assistant professor of astronomy. Redfield, whose areas of specialty include investigating nearby clouds of gas and dust in space, known also as Local Interstellar Medium (LISM), welcomed him. Soon the student was examining previously unstudied LISM data.

“Craig is a very sharp student and he has



Craig Malamut ’12 writes: “Steele Hill of NASA’s Goddard Space Flight Center created the composite of our photo with one from the Solar and Heliospheric Observatory (SOHO) around it and one from the Solar Dynamics Observatory (SDO) covering the dark lunar disk (both are NASA space telescopes).”

Malamut was part of a team, led by Williams Professor Jay Pasachoff, that marshaled seven different cameras to make hundreds of high-resolution images.

The best of these images were integrated into a single, definitive image of the solar corona. Their results were compared with those of another team that did identical overlays of images taken of the total eclipse from the island of Tatakoto, as well as NASA’s images.

According to Malamut, the combined effort allowed researchers to see how “the innermost regions of the corona changed over a very short timescale.”

His research also resulted in co-authorship in two papers that were published this year: “Structure and Dynamics of the 2010 July 11 Eclipse White-Light Corona,” which appeared in the June 20, 2011, issue of *The Astrophysical Journal*, and “High-Resolution Imaging of the 2010 Total Solar Eclipse at Easter Island,” which appeared in the *The Coronal Courant*, a journal maintained by the

Solar Physics Division of the American Astronomical Society (AAS).

“Craig is a wonderful student to have as part of our program,” says Bill Herbst, Van Vleck Professor of Astronomy. “He is interested in many different subjects and has taken advantage of the opportunities that Wesleyan provides.”

Malamut is scheduled to graduate in 2012, but he is strongly considering Wesleyan’s B.A./M.A. program in Astronomy. He also talks about working in science outreach.

“I think there’s a big need for wider science literacy and support of science in the public sphere,” he says. “This is especially true in today’s rapidly changing world.”

—DAVID PESCI **UPFRONT**



ECLIPSE PHOTOS BY CRAIG MALAMUT, MUZHOU LU, AND JAY M. PASACHOFF. PHOTO OF MALAMUT (RIGHT) BY MUZHOU LU (WILLIAMS ’13)



# LETTER HOME

## CAMP COUNSELOR IN MOROCCO

### BY SHERRY SYBERTZ '10

Dear Friends and Family,  
“Hello from summer camp! I miss you all! The beach is my favorite part of the day...”

How many letters have I written like that? And why am I still writing these words, as a college graduate?

No longer the camper, I'm the counselor now—and I'm not on Cape Cod, or Maine, or even Colorado. I'm in the beachside town of El Jadida, Morocco. And the goal isn't pure fun-in-the-sun: I'm a Peace Corps volunteer, a youth development leader with the El Jadida English Language Immersion Camp. In Moroccan society, English represents a way to get a good job—either in Morocco itself or abroad—and that is the opportunity we are

offering. And to learn a language, you must live it. At the camp, English is not a course students take in school: it is also a way of life. As a Peace Corps volunteer living in the Middle Atlas Mountains, where very little French or English is spoken, I know how true that is. I've lived Arabic and Tamazight—the local Berber dialect—because that is what I need at the weekly market to buy my food. Onions and tomatoes for spaghetti sauce... I know these words well, and now many other words that I use in my daily life.

The most surprising part about this camp for me, so far away from my home, is the similarities these kids share with their American counterparts. Ages 13–16, they often travel vast distances across the

country—from the urban, chic city centers of Rabat and Casablanca to the rural, small Berber communities of the Middle Atlas Mountains—eager to meet other campers and learn new things. As I was walking on the beach the other day, I watched them play together in the waves. Some kids, like Fatima from my village, wore jeans, a long-sleeved T-shirt, and her headscarf. Other campers wore string bikinis. And yet, they played with one another in the ocean, side by side, and the cultural differences between them were mere formalities.

Watching them, I've realized that I believe, more than anything else, in world friendship. I see it develop between the campers—and I was also touched to find it offered to me.

Last week the kids and a few counselors took a field trip to an old Portuguese cistern. When we arrived at the ticket window, we were told that it was free for Moroccans, but Americans had to pay 10 dirhams (about \$1.25) to get in to see the structure.

It was then that “Fat Tony,” a skinny 15-year-old boy (who chose a moniker he thought an American rapper might say with pride) spoke up from the seat beside me. “Sherry is Moroccan,” he told the man at the booth. “She lives in Morocco. She speaks our language and she cooks our food. She should not have to pay.”

I blushed—and, as I didn't want any conflict, I quickly paid the American fare. However, as we were walking back to the camp, I thanked Tony for what he had said about me.

“You are American,” he explained, “so you could be living in a house in America like the ones that they show on MTV cribs. Instead, you are living with us in Morocco—so you are Moroccan.”

World friendship. That's what I am working for, right? The effort to speak another language, learn another culture, live side by side: these are acts of friendship. If my community development projects never come to anything, I know that Tony has shown me what it takes to build a friendship. **UPFRONT**



Peace Corps volunteer Sherry Sybertz '10 (right, rear) shares lessons and fun with Moroccan friends at the El Jadida English Language Immersion Camp.



# HISTORICAL ROW

## WESLEYAN'S TIME MACHINE



Did you ever wonder what Wesleyan was like more than 140 years ago? Find yourself daydreaming about what students of the time thought of the brand new buildings on College Row or the fledgling sport of “base ball”? Perhaps you've wondered about the elaborate facial hair of Wesleyan students in a period when sideburns and complex mustaches were all the rage. Or maybe you'd like to know firsthand how Wesleyan's all-male student population reacted to the introduction of coeducation in 1872.

Wonder no more. Now you can go back in time to the Wesleyan of 1868 to 1892 via the online *Argus* “time machine.” The *Argus* and Special Collections & Archives are launching a joint project to digitize the historical *Argus*. The initial phase of the project, which covers the first 24 years of the *Argus*, is now live. Funded with the generous support of a grant from the Wesleyan Student Assembly (WSA), the online *Argus* is easily accessible via the Special Collections & Archives and *Argus* home pages. Or you can go to it directly at: <https://news.arcsearch.com/usctwsl/>.

The first issue of the *Argus*, then known as the *College Argus*, was published on June 11, 1868. Although Wesleyan had a short-lived monthly student magazine, the *Classic*, or *College Monthly*, in the early 1840s, and many other student publications since, only the *Argus* has been published continuously over most of the history of the University. The period shortly after the Civil War was a time of a great rise in periodical and newspaper publishing in the United States, and many college and university newspapers originated within the first decade after the war. As with many other similar milestones,

it's impossible to determine with certainty which college newspaper is the “oldest” or the “first,” but Wesleyan's *Argus* is clearly among the few most venerable university publications around. The *Amherst Student* also dates to 1868 and claims to be the “oldest independent weekly college publication.” (Note that the *Argus* is not a weekly: it was originally published every three weeks and is now issued twice a week during the school year.) The *Harvard Crimson*, “the nation's oldest continuously published daily college newspaper,” began publication in 1873. (Note that the *Argus* has never been a daily newspaper either.) The *Yale Daily News*, “the nation's oldest college daily newspaper,” was founded in January 1878. (See Harvard.) Bowdoin, Brown, Columbia, Cornell, and Dartmouth all make similar claims. The *Williams Record* masthead identifies it as a newcomer, first published in 1887.

The first issue of the *College Argus* provides a fascinating glimpse into aspects of daily life at Wes that go unremarked by the history books and other official records. Especially interesting, and often amusing, are the “Statistics of '68,” in which the Class of 1868 is categorized by age (19–35), height (5'3¼” to 6'2¾”), weight (120½ to 166 lbs.), and an assortment of other features. On marital status: “Number married, 1; engaged, 6; about caught, 4; nibbling, 3; disdaining bait, 9.” On facial hair: “Capillary—Full beard, 1; ditto, minus the mustache, 2; sides and mustache, 3; sides only, 1; goatee and mustache, 1; goatee only, 1; mustache only, 7; improving prospect of do [i.e., the mustache], 1; imberbes [i.e., beardless], 6.” A brief report about the University infrastructure reminds us how hard it might have been to keep that facial

hair carefully groomed: “An effort is being made to have water brought from the city pipes into the college buildings. We hope it may be successful.” And, with considerably more historical import, the *Argus* announces that Horace Greeley, founder and editor of the *New York Tribune* and a prominent abolitionist, will be the speaker on Monday evening during Commencement week. The editors (Freeman B. Hamblin, Martin A. Knapp, and Albert J. Nast) and publishers (Charles L. Bonnell, D. Ward Northrop, and Joseph E. Robins), all members of the Class of 1868, consider the rise of college journalism and its mission, “reflecting the popular sentiment of its students, and giving to the world a broader view of its internal life and workings.” Only Nast returned to journalism after Wesleyan, serving as editor of *Der Christliche Apologete*, a Methodist German language newspaper published in Cincinnati, while teaching German and Latin at Illinois Wesleyan College.

The digitized *Argus* is easily searchable from remote locations as well as on campus. Of course it's no substitute for the original newspapers, which are richly evocative artifacts as well as invaluable sources of insight into the Wesleyan of the past. For the early years of the *Argus*, we now have the best of both worlds, paper and digital. Further years of the *Argus* will be digitized and made easily accessible as funding becomes available.

—SUZY TARABA '77, MALS '10,  
University Archivist

*The Wesleyan University Archives welcomes researchers interested in the history of the Argus, the Argus digitization project, or any other topic related to Wesleyan.*



# CONVERSATIONS

## PETER RUTLAND

**Peter Rutland** has mentioned in the past that many Americans know little about the European Union (E.U.), and what they know may be based more on myth than fact. With a major debt crisis threatening the E.U.'s very existence, we thought it might be a good time to discuss some of these misconceptions with Professor Rutland, who is Colin and Nancy Campbell Professor in Global Issues and Democratic Thought, professor of government, and professor of Russian and Eastern European studies.

**DAVID PESCI:** What is one of the more significant myths many Americans believe is a "fact" about the E.U.?

**PETER RUTLAND:** That the European Union brought peace to Europe. Many liberals tend to idealize the European Union as an attractive alternative to the United States—a place that is peaceful rather than violent, communitarian rather than individualist, and with a strong social safety net. Many conservatives demonize the Europeans for the same reasons. When all is said and done, the bottom-line defense of the European Union is that it has ended the centuries-old proclivity of European states for invading each other. It's true that most of Europe has enjoyed six decades without war. But this was due to Uncle Sam and Uncle Joe (Stalin) physically occupying the continent and dismantling its armies in 1945. NATO and the Warsaw Pact were in place well before the emergence of European Community institutions. It was the Cold War, and not the Brussels bureaucracy, that preserved the peace in Europe.

There is also the problem of the wars in Yugoslavia in the 1990s. This was a conflict for which Yugoslavia's European neighbors share some responsibility, because of their precipitate recognition of the independence of Slovenia, Croatia, and Bosnia-Herzegovina, followed by their inability to stop the fighting until the U.S. intervened.

**DP:** What about the often-heard assertion

that the European Union has transcended the nation-state?

**PR:** Another myth. European federalists have been proclaiming the end of the nation-state for decades. Far from abolishing the nation-state, the European Coal and Steel Community, the forerunner of the E.U., was introduced to rebuild and hence rescue the nation-states of Europe that had been destroyed by World War II. Their economies were in ruins, their political elites discredited, and their societies polarized. Economic integration was the only way for national political elites to rebuild their countries and restore their sovereignty.

In recent years the European Union has actually enabled and encouraged the splintering of Europe into smaller sovereign entities. It has given a home to the small nations that emerged from the break-up of the Soviet Union, Czechoslovakia, and Yugoslavia; and its existence has emboldened nationalists from Scotland to Catalonia. Moreover, there is no evidence that a federal Europe is evolving over time. Periodic polls of Europeans do not show any trend over time towards closer identification with Europe rather than their national identities.

**DP:** Even with all this, don't we often hear Europe's economic model is superior to ours, especially with regard to quality of life and health care?

**PR:** Europe certainly scores well on quality of life, health, and equality indicators. However, the Greek crisis has revealed a design flaw at the heart of the European model. The introduction of the Euro in 1999 meant a common currency for the 17 states now in the Eurozone, but there was no mechanism in place to enforce fiscal probity, nor to correct trade imbalances. This mismatch between fiscal and monetary policy is a structural design flaw akin to the location of the gas tank on the Ford Pinto, which could blow up both the tank and the car in a crash.

As a result Greece and others were allowed to run huge and persistent budget and trade deficits. Depreciation of the national currency was a time-tested mechanism for correcting

## The Greek crisis has revealed a design flaw at the heart of the European model.

such imbalances—one that is not available to members of the Eurozone. States in the U.S. also do not have their own currencies to devalue—but in contrast to the E.U., the states are not allowed to run a deficit, and the rule is strictly enforced. In the face of a gap in competitiveness between member states, the existence of a common language and culture and a more flexible housing market (at least before the current crisis) make it easier for workers to move between states in the U.S. than between countries inside the European Union.

**DP:** Okay, how about another commonly repeated "fact" that the European Union has abolished borders?

**PR:** Only partly. It is truly a remarkable feeling to sit in a car in Poznan and drive all the way to Brussels without having to show a passport. How many lives were lost, and how much suffering there was, fighting across those German borders in the course of the 20th century. However, mobility within Europe is not as untrammelled as mobility within the U.S. Each member country still has jurisdiction over citizenship, migration, and refugee policy. Regulations for guest-workers from outside the E.U. also vary from country to country. In the wake of the Tunisian revolution, for example, France reintroduced border controls with Italy to stem the tide of refugees headed their way. Deportations of Romanians from France and other countries, back to E.U. member Romania, have also taken place. Some E.U. members, such as Britain, remain outside the Schengen free mobility zone altogether.

**DP:** Okay, but at least we can say Europeans are more tolerant than Americans, right?

**PR:** Not really. For many years Europeans pointed to the sorry state of race relations in the U.S. and the enduring legacy of slavery. However, liberal smugness over the inclusiveness of European national identities has taken a hit in recent years as large immigrant communities, particular those from the Moslem world, have challenged the prevailing Christian or secular model of integration. France was convulsed by the ban on headscarves in schools, now extended to a ban on the full-face burqa in public. Britain was proud of its multicultural redefinition of British identity—until the subway bombings of July 7, 2005. Three of the four perpetrators had been born and raised in Britain, and polls showed 15 percent of British Moslems supported the use of violence for political ends. Even tranquil Norway saw the insanity of Anders Breivik's killing spree this past July. In contrast, the U.S. model of assimilation is still working well. The United States is home to the largest number of immigrants in the world, and the immigration debates here have not risen to the level of existential crisis that we see across Europe.

Europe and the United States face common challenges and must work together to find common solutions. In times of crisis it is all too easy to resort to finger-pointing and stereotyping: scoring cheap political points at home by denigrating the other. Anti-Americanism has been a standard trope in European politics of the left and the right, while the Iraq war saw the U.S. Congress discussing "Freedom Fries." But there is more that unites than divides the two economic powers sitting on either side of the Atlantic. Both the American and European models have distinctive strengths and weaknesses, and these have often served to complement each other, if the politicians on both sides approach the relationship with understanding and tolerance for the differences that unite us.

**DP:** You presented at an international



OLIVIA DRAKE

conference in Berlin during December. What was your impression of the German people's response to having to bail out Greece, Italy, Spain, and Portugal, and perhaps others as this unfolds?

**PR:** The crisis is being portrayed as a result of a cultural gap between northern Europe and Southern Europe, between hard-working, thrifty Germans and lackadaisical Greeks. There is some truth to this, but the broader context is the fact of European integration, which tied together these disparate economies in the first place. The astonishing levels of unemployment in southern Europe (in Spain 46 percent of 18- to 25-year-olds are out of work) has led to a migration of young people to the north, particularly to a place like Berlin, where rents are cheap.

**DP:** Aside from the economic havoc that a partial or full dissolution of the E.U. could produce, what other consequences potentially loom if the relationship crumbles?

**PR:** It's important to remember that the

European Union has played a very positive role in helping to stabilize democracy and prevent the outbreak of ethnic conflict in the former socialist countries of Central Europe, Yugoslavia being a grim exception. There is still work to be done in extending this zone of stability to Belarus, Moldova, and Ukraine. This region is home to a total of more than 60 million people but it gets little attention in current U.S. foreign policy. So another unfortunate byproduct of the Eurozone crisis is that Brussels is unlikely to be able to bring pressure to bear to roll back the corrupt and authoritarian leaders in Minsk and Kyiv, not to mention Moscow itself.

**DP:** Do you think the Euro and the E.U. will survive all this economic turmoil?

**PR:** At this point all the bets are off. The European Union and the Euro will survive in some form, but it seems clear that the ground rules will be radically changed and we can expect to see several countries exit the Eurozone. **UPFRONT**



## SEEKING TRUTH WITH THE INNOCENCE PROJECT

As part of the Innocence Project team for the exoneration of Cornelius Dupree, Elizabeth Langston '05 walked into a Texas courthouse with him in 2010. "Right before we stepped inside, he turned to me and said, 'You've got to be strong because if you are strong, I can be strong.' I thought to myself, 'He's been in prison all these years for something he didn't do.' When things go wrong in my life, recalling that moment reminds me of his strength and his hope. It puts things into perspective."

Cross-racial eyewitness identification was what initially put Cornelius Dupree behind bars for 30 years—and DNA testing, arranged through the Innocent Project, set him free.

Dupree had been only 19 when convicted of a robbery that occurred in connection with a rape. "He and a friend were stopped by police because they matched a general description," Langston says. "The victims were a woman and a man—two white victims and two black perpetrators. The woman identified him and his friend." A 2010 re-examination of the rape kit, processing DNA in a way that was impossible at the time of the crime, revealed two male profiles—neither of which matched that of Dupree. "It was a great moment: we knew he was innocent," she recalls.

The Innocence Project, begun in 1992 as a clinic at the Benjamin N. Cardozo School of Law and now a separate nonprofit, uses

"In the midst of trauma, the memory doesn't always capture details that would make an identification a reliable basis on which to convict a person," Langston notes.

DNA testing to re-examine convictions. With a staff of seven full-time lawyers, each with a caseload of approximately 50 clients, the project continues to provide a law school clinic for Cardozo students—such as Langston, Jess Smith '06 and Rachel Pecker '05—with legal experience and heavy responsibility.

Not every case leads to exoneration, Pecker points out, quoting statistics from the Project website: "Among our cases that

go to DNA testing, the DNA proves our clients innocent about as often as it suggests they are guilty. In a review of Innocence Project cases that went to DNA testing and were then closed over a five-year period, DNA testing proved innocence in about 43 percent of cases, confirmed the prosecution theory in about 42 percent of cases, and was inconclusive or not probative in about 15 percent of cases."

However, like Langston, both Smith and Pecker have experienced the moment of watching a formerly convicted criminal be declared innocent. Smith's client, Freddie Peacock, had already served his sentence but still sought the help of the Innocence Project. "He refused to let being out of jail be enough," said Smith. "For the pure and simple dignity of it, he wanted exoneration. His message: 'I still believe in the justice system enough so this will mean something.'"

Pecker's client, Michael Morton, had been convicted of murdering his wife, despite his continued insistence that he was innocent, and had served 25 years of the life sentence. The Innocence Project accepted his case in 1999 and spent six years trying to gain permission from the prosecutors to subject a bloody bandanna to DNA analysis. It had been found in the construction site behind the couple's home the day after the murder. The DNA results were coming back just as Pecker had joined the team last June.

The DNA profiles were from two people, a female and a male. While the female DNA matched that of the murdered woman, the male DNA was not from Morton. The team was heartened by this proof that Morton was not the murderer, but they knew that the prosecutors were resistant and planned to

continue to fight Morton's release, despite this first exclusion.

Next, they ran the unknown male's DNA through CODIS, the national database of DNA from convicted criminals. There they found a match to a convicted felon, whose DNA has now also matched an unsolved murder that occurred two years after Christine Morton's in a neighboring town.

Prior to this, in 2008, the team had submitted a Texas Public Records request

for the prosecutor's evidence. They were stunned to find it included among other items, the transcript of a police interview with the couple's son, 3 years old at the time, a few days after the crime, describing the bludgeoning of his mother by a man who was "not Daddy." The son, now a married adult himself, has no memory of this event; he was raised by his mother's sister and had cut off communication with his father when he was a teen. Additionally, the file included a report from police from another Texas town, that the murdered woman's charge card appeared to have been used. Amazingly, these were never shared with the defense, nor had police followed up on these leads, which had clearly pointed toward a suspect other than Morton.

"It was the exculpatory evidence from the 2008 records request, combined with the DNA exclusion and CODIS hit, that created the perfect storm we needed," says Pecker.

The Innocence Project team requested—and received—permission for the release of their client. His conviction has been overturned by the Texas high court, and his final exoneration took place at a court hearing on Dec. 19.

Smith explains the process that a letter from a convicted person claiming innocence sets in motion: "Our key question is 'Can DNA answer this question?' If the answer is yes, one way or the other, guilty or innocent, then often the Innocence Project decides that it's worth taking the case. The Innocence Project is a last resort—only after someone has tried everything else through the legal system, exhausted all of their appeals, does the IP get involved."

The next step is to find the old evidence for updated analysis. It is a process that teaches perseverance. "We begin by telephoning the last known place it was stored," says Smith. "We often have to call one person after another, chasing leads, and begging police officers in another state to please, please, get up out of your seat, go unlock the evidence room, and search through all the items there."

For those who picture this evidence neatly stored on shelves and tracked on computerized lists—think again.

Much of this material dates back to pre-digital days. Items are catalogued with long ID numbers, handwritten on now-faded tags. Sometimes Innocence Project interns

find their items stored elsewhere—a nearly flooded courthouse basement, a lawyer's home office.

While some states now have laws that mandate proper procedure for maintaining evidence, Smith notes that some states don't. Langston adds that advocating for legislative changes—such as evidence storage protocol, and witness identification techniques—is also a facet of the Innocence Project, which analyzes each case to determine the point (or points) that caused a miscarriage of justice.

For instance, they've found that many of the DNA exonerations had been convicted by eyewitness misidentification, and frequently where there was a cross-racial ID, as Dupree experienced.

"In the midst of trauma, the memory doesn't always capture details that would make an identification a reliable basis on which to convict a person," Langston notes.

She understands the forces at work that urge victims and officials, alike, toward a conviction: "I have tremendous empathy for the victims, and I understand that the police want to get the perpetrators and are under pressure to do so," she says. "And when the jury hears evidence of 'That's the guy,' it's incredibly convincing and they want to do the right thing."

In the case of Dupree's exoneration, Langston calls it "lucky" that the district attorney didn't oppose it, adding, "This is more rare than you'd like to believe. This particular D.A.'s office is committed to uncovering the truth; others argue that a convicted person has no right to even review evidence."

While Langston, Smith, and Pecker were thrilled to see justice served in these cases, they see their work in a larger context. "I was just there representing a whole line of students who worked on the case. I feel fortunate that I got to see Cornelius walk free," says Langston.

Smith concurs. "For as long as I live, it will be a touchstone: I helped someone get his dignity, his life, back."

"I'm becoming a lawyer with the idea that I am furthering justice and helping to fix the injustices in our system," says Pecker. She recalls that Morton's first words to the press after exoneration were, "I thank God this wasn't a capital case. I only had life."—CYNTHIA E. ROCKWELL UPFRONT

## RECOLLECTIONS OF WESLEYAN IN THE 1930S



Nineteen-thirty was a tough year: my father's real estate business had been an early casualty of the Depression, my parents had to adjust to a yearly income of less than \$2,500, and I had given up hopes of going East to college.

However, a miracle came in the form of a phone call from a Mr. John Wing. He was on a committee at Wesleyan University to recruit students from outside its usual geographic base; would I like more information?

I knew enough not to ask him whether it was Ohio or Illinois Wesleyan. When I told him that I doubted whether I could afford the tuition at any private school, he told me about the regional Olin scholarship for excellent, well-rounded students. While I was a good student, I certainly did not qualify as excellent, nor did I make it as well-rounded. I was a minor editor on the school paper, but definitely a triple-S athlete: small, slow, and scared. But the competition for midwestern students was virtually non-existent that year, so they gave it to me.

My first impression in that fall of 1931 was of the extraordinary beauty of the Wesleyan campus. I know, it is still beautiful, but you should have seen it before the 1938 hurricane took down so many magnificent trees. They were old, those trees, as old as Wesleyan, but well nourished by all the rain that regularly doused the campus.

At the time we walked across the campus on wooden walks, made of parallel planks. My mother (Smith College, 1903) was happy that I had made it East, but at first seemed a little neutral about the college. It turned





out that she had had a Wesleyan wannabe beau, Joe, whom she thought of as a little too square, in part because he always wore his overshoes. When my mother first visited Wesleyan it rained, of course, and as she stepped on the walkway the water squished up between the planks and soaked her feet and ankles. “Finally,” she said, “I know why Joe always wore his overshoes.”

One of the first stops I made at Wesleyan was to the library to apply for a job. It was a great place to work; the student supervisor, Gert McKenna, was consistently helpful and encouraging, and on quiet evenings you could get a lot of studying done. It didn't pay much but it is probably the reason for my longevity: every time I thought of starting to smoke I remembered that cigarettes at 15 cents a pack equaled almost a half hour's work. I remained at the library all four years, and along with waiting on tables at Eclectic and fixing the fire at the Faculty Club and doing some selling for Hazen's Bookstore, I made enough for meals and books and laundry and travel.

In those days, Wesleyan relied on fraternities for meals since it had no dining services, so before classes started we went through a complicated set of visits, including several free meals, to help us find out which House provided the best cuisine. Actually, I thought that the fraternity was a major contributor to my maturing years; the brothers were serious

about their classes and about helping the freshmen learn how to study. Prohibition was repealed while I was there, but we still didn't drink much. Who could afford it?

We selected our classes while still selecting our fraternities. I was happy to “place out” of freshman English and physics, but soon found that was a mistake. I never did discover what basic physics was all about; with English I had to take a composition course instead of the freshman course. My first four papers came back at the same time; my best grade was a B-minus. I'd never received a grade below B in my life, so I asked Charley Olson '32, an English major at Eclectic, what I should do about it. He said to take them to Mr. Banks, my instructor; I had assumed somehow that he was too important to worry about me. Anyway, that's what I did, then and thereafter. He went through my papers play by play, ending by grumbling, “You should have learned this in Freshman English.” And so I should have. The accessibility of faculty was one of Wesleyan's best assets.

We griped about having to take required courses, but I never would have taken Professor Bell's English History course if I hadn't had to, and I later wished that I had taken more: learning the historian's way of thinking is good preparation for any profession. Poetry wasn't my thing, but classmate Keith Huntress '35 told me that I shouldn't

leave Wesleyan without taking Professor Snow's modern poetry course. I waited until my senior year—when I had been admitted to medical school and grades weren't so important—before risking it. There was a man who really loved his work.

I felt that I should make up for my athletic deficiencies by getting into extracurricular activities, so I worked on the *Argus* and in the theater, and became manager of swimming. We did a lot of Shakespeare, as all-male colleges liked to do because most of the parts are for males. I recall that Mrs. Banks helped out in the female roles, as did the lovely and talented townie Ginny, who later married classmate Gil Clee. As manager of swimming I remember watching Ken Degnan '36 learn how to master the new-fangled butterfly, which then was still considered a breaststroke.

I had an eccentric but well-to-do distant relative who, when she heard that I was going to Wesleyan, said that she would match my scholarship if I went to a proper university like Harvard, Yale, or Princeton. I turned her down, and I have never regretted it. Most important in my decision was that Wesleyan's main target was teaching undergraduates. At Wesleyan I learned a lot, I matured a lot, I made many good friends, and I made career decisions that turned out to be the right ones. I owe a lot to the University. —KNIGHT ALDRICH '35, M.D. **UPFRONT**



C. Knight Aldrich '35, M.D. (second row, second from the right) poses with the Paint and Powder Club for the *Olla Podrida*, 1935.

# SCHOLAR ATHLETE

## LAURA KURASH '13

Laura Kurash '13, team quad-captain for the 2011 Wesleyan women's soccer season, was named first-team all-New England Division III by the National Soccer Coaches Association of America (NSCAA). She received NESAC honors in women's soccer for the third straight year and was named first-team all-NESAC for a second year in a row after being named Rookie of the Year in 2009. She has scored 28 goals, 12 of which have been game-winners, and dished out 10 assists for 66 career points. She is a first-team District II CoSIDA/Capital One Division III Academic All-American.

A chemistry and Spanish double-major, she says her favorite class was organic chemistry, which she took last spring. She is a pre-med, has registered for the MCAT, and is considering a specialty in orthopedics or perhaps gerontology.

“The soccer season is the best part of the year for me,” she says, noting that she chose Wesleyan for the balance between academics and athletics. “To make this work, I have to schedule my life by the hour. There's not a lot of free time,” she admits. “But it's worth it. My downtime is practice, and my favorite part of soccer is the team.” **UPFRONT**



JOHN VAN VLACK





## MESSAGE FROM THE CHAIR MICHAEL KLINGHER '78

The fall semester is already behind us, and this year's seniors are hearing the question, "What will you be doing after graduation?"

Some have an answer—graduate school, travel opportunities, a career-track position.

Others will find answers in the upcoming semester or soon after graduation.

Talking recently with Michael Sciola, director of Wesleyan's Career Center, I learned that he is approaching the pre-Commencement search season with greater optimism about the job market than he's had recently. He also offers a reminder for alumni and parents to consider Wesleyan graduates when they have openings in their firms or organizations.

"The economy is getting better," Mike observes, "but it is still a tough job market for internships and entry-level jobs. We still need to leverage the Wesleyan community's resources for opportunities for our students."

As loyal alumni, there is no better way

to show our commitment to the liberal arts education we received than to support a Wesleyan undergraduate in his or her beginning steps on a career path. And, as an added bonus, we keep our own connection to the campus vibrant when we work with today's students and recent graduates.

Wesleyan's commitment to the success of our graduates is getting a very visible boost this spring when we open a brand new, state-of-the-art Career Center in the recently renovated former Squash Courts building—now known simply as 41 Wyllys Ave. (Let me know if you would like to name the building!) The space will host Art History, the College of Letters, and the Wesleyan Career Center—featuring the latest video conferencing technology, enabling Wesleyan to connect students with potential employers worldwide ("Think Skype times 10," says Mike.).

"The Career Center is actively engaging

employers," Mike says. "We'll follow up promptly to any and all leads to see how we can best match your hiring needs with great candidates. We have a sophisticated system for connecting students with opportunities based on skills and interests and would be thrilled to feature Wesleyan referred opportunities."

If alumni and parents have a need for an incredibly bright, talented young person to fill an internship or job, I urge you to think of Wesleyan first. Send an e-mail to [career-center@wesleyan.edu](mailto:career-center@wesleyan.edu) and a member of the Career Center team will follow up.

You will be strengthening both Wesleyan's reputation in the workplace and our alumni network—and you will get a chance to help a fellow Wesleyan alumnus/a off to a great start on his or her own career success.

Michael Klingher '78, P'13, P'15  
Chair, Wesleyan Alumni Association  
[alumni@wesleyan.edu](mailto:alumni@wesleyan.edu)

## 'AMAZING STORIES' OF SOCIAL ENTREPRENEURS

I realized there was a need—that young people were seeking advice and guidance on how to launch a career in changemaking—but they weren't finding what they needed," says Lara Galinsky '96. "Yet, here I was, sitting on some of the most amazing stories and ideas and examples of people forging these paths."

Galinsky, senior vice president of Echoing Green, which provides seed funding and wrap-around support to the world's most

promising social entrepreneurs (including Jess Posner '09 and Kennedy Odele '12 of Shining Hope for Communities), offered a WESeminar workshop on campus in May, based on her book, *Work on Purpose* (Echoing Green, 2011). Graduating seniors, their parents, and alumni filled the room for a multigenerational exchange and to hear her advice.

In her book, Galinsky traces the path of five young social entrepreneurs, outlining key moments, decisions, and questions that led them to become changemakers in their generations. Her



Lara Galinsky '96, senior VP of Echoing Green, offers a framework to create a career with impact.



Homecoming/Family Weekend was a perfect time to gather Wesleyan alumni and their current offspring for an "all in the family" photo on Denison Terrace.

hope is that the book, like the WESeminar, "will create an opportunity for people to reflect and ask big questions—about career purpose and impact in the world."

Often, says Galinsky, when she meets career seekers, they have a clear idea of what they *don't* want to do, which they've discovered the hard way: by trying a career and finding that it made them miserable. However, their ideas about what they *do* want to do are only semi-formed. Often they simply say: "I want to make a difference." Her advice: "I ask people to go all the way back to their childhood and try to identify clues that could reveal a way forward." She writes, "The stories of many changemakers suggest that the convictions and values forged in childhood are a *foundation* for a career with personal and social meaning."

The next step, says Galinsky, is "synching head and heart." After discovering

what is most important to them, what evokes an emotional response, Galinsky asks her career-seekers to closely examine their skills and intellectual abilities.

"Synching head and heart is a choice," she writes. "Many changemakers find that once they decide to let their entire selves be part of their work, they generate opportunities to work with purpose—to create a life that feels simply right."

What happens when both emotional and intellectual commitment are working together, says Galinsky, is what she calls, "hustle," a certain kind of energy. "Hustle is a state of being 'in the zone'—impact driven and heading toward change."

While she warns that this doesn't mean you will never experience bad days or setbacks, she notes that this "head + heart = hustle" formula provides a high level of determination and energy that helps propel the changemakers past obstacles.

She calls her formula "a framework you can use throughout your life to create a career with impact" and notes that it has no age limit.

"The more reflective you are, and the more you pay attention to your feelings and thoughts, the bigger the payoff," she says. She encourages career-seekers to have conversations beyond their immediate circle: "engaging a larger brain trust," she calls it, and was thrilled to see these discussions open between participants after her presentation at Wesleyan.

"Choose to be bold and to create a meaningful life, because this path will make you happy, and because you can have an impact," she says. "The world needs you."

CONNECT WITH WESLEYAN

For further information on Echoing Green, Work on Purpose, workshops, and other offerings, see: [echoinggreen.org](http://echoinggreen.org).



# CONNECT WITH WESLEYAN

## TRAVEL WITH WESLEYAN 2012

RIVER LIFE ALONG THE WATERWAYS OF HOLLAND (APRIL 21–29)



**From \$3,795**

Join us in Holland and Belgium for nine days, cruising for seven nights aboard a state-of-the-art AMA Waterways vessel. A special highlight is Floriade 2012: Living Nature, the world's largest horticultural festival, held only once every 10 years. Meet local residents during the exclusive Village Forum™ and visit Amsterdam, Bruges, Kinderdijk, and Keukenhof Gardens.

COASTAL LIFE ALONG THE ADRIATIC SEA (JUNE 24–JULY 2)



**From \$4,195**

Explore the Adriatic Sea's Dalmatian Coast aboard the exclusively chartered, deluxe *M.S. L'Austral* on this seven-night cruise featuring General Wesley Clark, NATO's Supreme Allied Commander Europe (1997–2000). Visit Šibenik, Split, Korcula, Kotor, Dubrovnik, Mostar or Medjugorje, Pula, and Rovinj. Enjoy specially arranged lectures, an exclusive Village Forum™ with local residents and a folk music performance onboard. Two-night Venice Pre- and Post-Cruise Options offered.

COLORADO RIVER THROUGH CATARACT CANYON (JULY 17–20, 2012)



**\$1,506 adult/\$1,408 youth (7–17 years old)**

Utah white-water rafting on the Colorado River and Cataract Canyon has it all: stunning scenery, easy floating, and paddling through wild Class III whitewater. Add to that some side hikes into Utah's dramatic canyon country and ancient rock formations with fascinating geology and you have a whitewater rafting adventure in Utah suitable for the whole gang! Explore Canyonlands National Park made famous by the John Wesley Powell expedition of 1869 and get a taste

of the wild wet waters of the Colorado River from the deck of your paddle raft.

WATERWAYS OF RUSSIA (AUGUST 28–SEPTEMBER 7)



**From \$3,895; Early booking deadline February 28, 2012**

Cruise with us for nine nights aboard the exclusively chartered, deluxe *M.S. Volga Dream*, the premier ship cruising Russia's waterways. Enjoy time in St. Petersburg and Moscow and visit the legendary open-air museum of Kizhi Island, the 14th-century monastery of Goritsy, medieval Yaroslavl and 10th-century Uglich, rustic remnants of Old Russia. Optional two-night Moscow Post-Cruise.

Please contact Adriana Rojas '07, assistant director of alumni and parent programs, at 860/685-3979 or [arojas@wesleyan.edu](mailto:arojas@wesleyan.edu) for more information about these travel opportunities.

[wesconnect.wesleyan.edu/travel](http://wesconnect.wesleyan.edu/travel)

### WHY VOTE FOR ALUMNI- ELECTED TRUSTEES?

### BECAUSE YOUR VOTE MATTERS.

BALLOTS ARE SENT ELECTRONICALLY TO ALL ALUMNI WITH AN E-MAIL ADDRESS ON FILE. UPDATE OR ADD YOURS NOW AT [HTTP://WESCONNECT.WESLEYAN.EDU](http://WESCONNECT.WESLEYAN.EDU)! ALUMNI WITHOUT AN E-MAIL ADDRESS ON FILE WILL RECEIVE A PAPER BALLOT.



On Nov. 6 in Memorial Chapel, Wesleyan dedicated the Daltry Piano, a gift from Marjorie R. Daltry Rosenbaum, in memory of Joseph Samuel Daltry. Joseph Daltry was Wesleyan's first professor of music, founder of the Music Department, university organist, and the inaugural John Spencer Camp Professor of Music. Pictured: John Driscoll '62, alumni director in University Relations, presents Rosenbaum with a plaque during the dedication ceremony. Neely Bruce, professor of music, is seated at the instrument.

### KAIL '99 DIRECTS BROADWAY BASKETBALL PLAY AND INTERVIEWS STAGE DIRECTORS

Thomas Kail '99 will direct Eric Simonson's *Magic/Bird*, a Broadway play based on the relationship between basketball superstars Larry Bird and Earvin "Magic" Johnson, due to open on March 21. The work is produced by Fran Kirmser and Tony Ponturo, who also produced *Lombardi*, Simonson's Broadway play about Green Bay Packers coach Vince Lombardi, which Kail directed as well.

The new production has a cast of six actors and contains 20 scenes lasting 90 minutes. The play will try to capture the energetic pace of a basketball game while covering a number of events in the lives of the two legendary players.

In a recent article in the *Wall Street Journal* about casting *Magic/Bird*, Kail said "sports merely forms the framework of the play. There are some big issues being explored ... such as how athletes cope with their own mortality and how 'enemies become brothers.'

"The process of how two people can become defined by one another is fascinating to me."

Kail has also conceived a new podcast series, "In Conversation With...," which showcases Broadway directors and choreographers and airs biweekly. The series began Nov. 17 at [americantheaterwing.org](http://americantheaterwing.org). Introduced by Harold Prince, these discussions with Kail deal with the directors' distinct visions and their work process. In the first five podcasts, Kail speaks with Jason Moore, Joe Mantello, Alex Timbers, Susan Stroman, and Moisés Kaufman.

The conversation "Thomas Kail and Alex Timbers" is available online at: [americantheaterwing.org/sdcfmasters/detail/alex\\_timbers/](http://americantheaterwing.org/sdcfmasters/detail/alex_timbers/). Kail and Timbers talk about their impulse to start their own theater companies and create new work. They also discuss those who have inspired and influenced them as directors.—DAVID LOW

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### WESCONNECT

#### THE BEST SOURCE FOR NEWS ABOUT FELLOW ALUMNI

POPPER '05: 'FUNNEL YOUR FLOOD OF  
SOCIAL STREAMS'



Ben Popper '05 reviews the new look for the Flavors.me social site on BetaBeat: Once a static webpage, it is becoming a social streaming hub.

FOR AMY SCHULMAN '82, LEADERSHIP IS  
ABOUT SHOWING, NOT TELLING



Amy Schulman '82, P'11, executive vice president and general counsel at Pfizer, believes in the "showing, not telling" style of management leadership.

SEBASTIAN JUNGER '84 JOINS RETURNING  
SOLDIERS ON ADVENTURE TRIPS



ABC *Nightline* reports that war correspondent Sebastian Junger '84 has partnered with Outward Bound for Veterans to help soldiers adjust to civilian life.

REBECCA KNIGHT '98: WHY THE 'GLASS  
CEILING' IS A 'LABYRINTH'



Rebecca Knight '98 interviews Alice Eagly, professor of psychology at Northwestern University, on why the glass ceiling metaphor is an over-simplification for women in the workplace.

SIRMANS '91 TO HEAD MAJOR INTERNATIONAL  
CONTEMPORARY ART EXHIBIT



Art curator Franklin Sirmans '91 will be the artistic director of the premiere biennial of modern art from around the world held in the United States.



# JUST PUBLISHED

STACY CARLSON '96

*Among the Wonderful*

(STEERFORTH PRESS, 2011)

In her first novel, Carlson brings to life 1840s New York City, a time when Phineas T. Barnum as a young man transforms a dusty natural history museum into a place of human wonders and an amazing live animal menagerie, which will become the nation's most popular attraction. The author focuses on two compelling characters: Emile Guillaudeu, the museum's grumpy taxidermist, who is horrified by the chaotic change Barnum brings to his beloved institution; and Ana Swift, a professional giantess plagued by chronic pain and jaded by a world of gawkers. They are part of a universe where upper Manhattan is still untrameled wilderness, the Five Points is at the height of its bloody glory, and within the walls of Barnum's museum, ancient tribal feuds play out in an unusual community of marvels.

MARTY DOBROW '83

*Knocking on Heaven's Door: Six Minor Leaguers in Search of the Baseball Dream*

(UNIVERSITY OF MASSACHUSETTS PRESS, 2010)

Dobrow explores the "anguish of almost" as he delves into the lives of six minor league baseball players who are so close to something they have always wanted, but something they still might not get: to play in the majors. The book explores the contradictory culture of the minor league. On one hand, nothing could be more wholesome or family friendly: the kitschy mascots, the hokey promotions, the Little Leaguers hanging over the railing to get autographs from earnest young players. On the other hand, it is a savagely competitive world where the success of a teammate—if he plays the same position that you do—is a bad thing, while his injury represents good news. Dobrow offers a revealing and intimate look at minor league life: the relentless tedium of its itinerant routines and daily rituals; the lure of performance-enhancing drugs as a means of gaining a competitive edge; the players' wives, girlfriends, and relatives; and the role of agents in negotiating each player's failures as well as his successes.

SAM HAN '06

*Web 2.0*

(ROUTLEDGE, 2011)

This highly accessible introductory text examines crucial discussions and issues surrounding the changing nature of the World Wide Web. It

puts Web 2.0 in context within the history of the Web and explores its position within emerging media technologies. The book discusses the connections between diverse media technologies, including mobile smart phones, handheld multimedia players, "netbooks," and electronic book readers such as the Amazon Kindle, all of which are made possible by the Web 2.0. The publication considers new developments in mobile computing as it integrates various aspects of social networking and also covers recent controversial debates that have arisen in a backlash to the Web 2.0.

WENDY LUSTBADER '76

*Life Gets Better: The Unexpected Pleasures of Getting Older*

(TARCHER/PENGUIN, 2011)

In her encouraging book, social worker Lustbader writes that, though we're taught as a society to revere youth, it is not until we've passed through our tumultuous 20s and onward toward middle age that we can truly enjoy all of life's benefits. Lustbader draws on her own life experiences as well as those of her older clients to demonstrate that, for most of us, youth and early adulthood are periods of anxiety, confusion, and self-doubt, and that, as we get older, our lives improve because we become more and more ourselves. We gain the confidence to say what we think and do what we want, without fearing the judgment of others. We become more grateful for all that is good in our lives, and we develop closer bonds with our loved ones. The longer we live, the faster we recognize and dispense with the trivial, and begin to focus on what really matters. The author suggests that each obstacle we face shapes our perspective and helps us become the best possible version of ourselves.

JACK MCDEVITT MALS '72

*Firebird*

(ACE, 2011)

This sci-fi mystery marks the sixth outing for Alex Benedict, an antiquities dealer living in the far future. An eccentric and well-known physicist, Christopher Robin, vanished 40 years ago during a major earthquake. Before his disappearance, his fringe science theories about the existence of endless alternate universes

had earned him both admirers and enemies. Benedict and his partner, Chase Kolpath, are hired to auction his belongings and soon discover that Robin had several interstellar yachts that also went missing. As they try to find out what happened to the physicist, they find their lives threatened. A critical clue relates to the 9,000-year-old Igor Stravinsky symphony *The Firebird Suite* in this irresistible thriller.

CHRISTOPHER MCKNIGHT NICHOLS '00

*Promise and Peril: America at the Dawn of a Global Age*

(HARVARD UNIVERSITY PRESS, 2011)

Nichols' challenging and illuminating study traces the history of isolationist and internationalist ideas from the 1890s through the Great Depression. He uncovers unexpected connections among individuals and groups from across the political spectrum who developed new visions for America's place in the world. Nichols explores how reformers, thinkers, and politicians confronted modern society's challenges, and then struggled with urgent pressures to balance domestic priorities and foreign commitments. Each individual articulated a distinct strain of thought, and each was part of a sprawling national debate over the nation's global role. Nichols considers such public figures as Henry Cabot Lodge, William James, W. E. B. Du Bois, Jane Addams, Randolph Bourne, William Borah, and Emily Balch. Through these individuals, he transports the reader into the larger community as it strove to reconcile America's founding ideals and ideas about isolation with the realities of the nation's burgeoning affluence, rising global commerce, and new opportunities for worldwide cultural exchange.



MARK REINHARDT '83

*Who Speaks for Margaret Garner?*

(UNIVERSITY OF MINNESOTA PRESS, 2010)

In January 1856, Margaret Garner and her family were at the center of one of the most dramatic and intensely contested fugitive slave cases in American history. Hours after escaping slavery in Kentucky and taking refuge in a Cincinnati dwelling, the Garners were trapped by authorities. As the captors sought to enter the house, Garner killed her two-and-a-half-year-old daughter. Reports suggested that she also had tried to kill her three other children. Garner's story inspired Toni Morrison's celebrated novel, *Beloved*, but the details of the actual events remain largely unknown. Reinhardt has assembled the most important primary documents concerning the case and its aftermath: newspaper accounts of the Garner family's escape, capture, and trial; sermons; editorials; legislative debates; and literary responses, opening up a new perspective on American culture and society on the eve of the Civil War. He provides a thoughtful study of antebellum America's debates over such contentious issues as slavery and freedom, race and gender, party and region, and law and politics.

MICHAEL S. ROTH '78, PRESIDENT

*Memory, Trauma, and History: Essays on Living with the Past*

(COLUMBIA UNIVERSITY PRESS, 2011)

In his engaging essay collection, intellectual historian Roth employs psychoanalysis to build a richer understanding of history, and then takes a more expansive conception of history to decode the cultural construction of memory. He begins by examining the development in 19th-century France of medical criteria for diagnosing memory disorders, which signal fundamental changes in the understanding of present and past. Next he explores links between historical consciousness and issues relating to the psyche, including trauma and repression, and hypnosis and therapy. Roth considers the work of postmodern theorists in connection with the philosophy of history and then examines photography's ability to capture elements of the past. He concludes with essays on liberal education's promises and risks, calling for a pragmatic and reflexive approach to thinking and learning.

JAMES WALLENSTEIN '85

*The Arriviste*

(MILKWEED, 2011)

Neil Fox, the narrator of Wallenstein's debut novel, laments the suburbanization of his Long Island Arcadia even as he contributes to the process. As a greedy and immoral young man,

he made a healthy living on venture capital deals, and along the way developed an inflexible ambition. Now, years later, that same cunning has evolved into an unyielding isolation, which Neil wishes to preserve even as a new neighbor, Bud Younger, builds his home on a lot that Neil himself once owned. But when Neil's wife moves out, Bud, who has a loving family, interacts with Neil. Soon they share an off-shore business partnership and the affections of a woman—to Neil's dismay and also, possibly, his advantage. In his compelling tale of influence, power, and solitude, Wallenstein traces Neil's longing for his own estate in a society obsessed with money and social status—reminiscent of the worlds of 18th- and 19th-century British novels that dealt with the consolidation of property and the formation of great estates.

BROOK WILENSKY-LANFORD '99

*Paradise Lust: Searching for the Garden of Eden*

(GROVE PRESS, 2011)

Wilensky-Lanford's carefully researched book traces the stories of various men who have sought over time to find the "real" Garden of Eden all over the globe, often in the most unlikely places, despite scientific advances and the advance of Darwin's theory of evolution. This obsessive quest consumed Mesopotamian archaeologists, German Baptist ministers, British irrigation engineers, the first president of Boston University, and many others. These relentless Eden seekers all started with the same brief Bible verses, but ended up at different spots on the planet, including Florida, the North Pole, Ohio, China, and Iraq. The author taps into the human urge to understand our origins and how we arrived where we are today. The stories she shares are often weird, wonderful, and highly entertaining.

RICHARD L. ZWEIGENHAFT '67 AND

G. WILLIAM DOMHOFF

*The New CEOs: Women, African American, Latino, and Asian American Leaders of Fortune 500 Companies*

(ROWMAN AND LITTLEFIELD, 2011)

Zweigenhaft and Domhoff consider closely the women and people of color leading today's Fortune 500 companies, exploring the factors that have helped them achieve success, and their impact on the business world and society more broadly. The authors combine compelling interview excerpts with new research, as they trace how these new business leaders came to power. The writers question whether they differ from white male Fortune 500 CEOs in meaningful ways, ask whether the companies that hired

them vary from other companies, and examine what we can learn about power in America from the emergence of these successful workers in an increasingly globalized world.

BOOK REVIEWS BY DAVID LOW '76

If you are a Wesleyan graduate, faculty member, or parent with a new publication, please let us know by contacting David Low at [dlow@wesleyan.edu](mailto:dlow@wesleyan.edu) or at *Wesleyan* magazine, Office of University Communications, Wesleyan University, South College, Middletown, CT 06459.

FICTION AND POETRY
Elizabeth Kincaid-Ehlers P'99, <i>How Do I Hate Thee?</i> (ANTRIM HOUSE BOOKS, 2011)
George Justice, editor, and Jane Austen, author, <i>Emma: A Norton Critical Edition</i> (W.W. NORTON, 2011)
Justin Kurlan '94, <i>The Sunlight Lies Beyond</i> (REGENT PRESS, 2011)
NONFICTION
Krishnaroo Appasani P'12, Raghu Appasani '12, <i>Stem Cells and Regenerative Medicine: From Molecular Embryology to Tissue Engineering</i> (HUMANA PRESS, 2010)
James Clark MALS '93, <i>Connecticut's Fife and Drum Tradition</i> (WESLEYAN UNIVERSITY PRESS, 2011)
Paul Dickson '61, editor, <i>Baseball Is... Defining the National Pastime</i> (DOVER, 2011)
George J. DuPaul '79 and Lee Kern, <i>Young Children with ADHD: Early Identification and Intervention</i> (AMERICAN PSYCHOLOGICAL ASSOCIATION, 2011); George J. DuPaul '79 and Mark L. Wolraich, <i>ADHD Diagnosis and Management: A Practical Guide for the Clinic and the Classroom</i> (PAUL H. BROOKES PUBLISHING, 2010)
Jacklyn Friedman '93, <i>What You Really Really Want</i> (SEAL PRESS, 2011)
Rachel Grob '88, <i>Testing Baby: The Transformation of Newborn Screening, Parenting, and Policymaking</i> (RUTGERS UNIVERSITY PRESS, 2011)
Philip S. Kennedy-Grant P'97, P'00, P'03, AIA <i>New Jersey Guidebook: 150 Best Buildings and Places</i> (RUTGERS UNIVERSITY PRESS, 2011)
Daniel Markovitz '85, <i>A Factory of One: Applying Lean Principles to Banish Waste and Improve Your Personal Performance</i> (PRODUCTIVITY PRESS, 2011)
Thomas J. Miceli '81, <i>The Economic Theory of Eminent Domain: Private Property, Public Use</i> (CAMBRIDGE UNIVERSITY PRESS, 2011)
Ariel Rubissow Okamoto '81 and Kathleen M. Wong, <i>Natural History of San Francisco Bay</i> (UNIVERSITY OF CALIFORNIA PRESS, 2011)
Daniel Schneider '81, <i>Hybrid Nature: Sewage Treatment and the Contradictions of the Industrial Ecosystem</i> (MIT PRESS, 2011)
Peggy MALS '87 and Murray Schwartz, <i>The Dance Claimed Me: A Biography of Pearl Primus</i> (YALE UNIVERSITY PRESS, 2011)

OF NOTE: FACULTY BOOKSHELF

Faculty Bookshelf is a new Web page that lists and describes recent books written by Wesleyan faculty: [www.wesleyan.edu/academics/faculty/bookshelf.html](http://www.wesleyan.edu/academics/faculty/bookshelf.html)



# PERMACULTURE TAKES ROOT IN THE WESTCO COURTYARD

TO WILD WES, 'LANDSCAPE' MEANS 'NATURAL'  
BY Yael Chanoff '11

From the top of Foss Hill, the view of Wesleyan is a picture of New England college charm. But in the green expanses of lawn, where most see tradition and classic beauty, some Wesleyan students see an environmental affront.

Look toward the WestCo courtyard, however, and you will see a field of dirt where a student group, WILD Wes (Working for Intelligent Landscape Design), is trying an alternative approach to landscaping. With Wesleyan's support, WILD Wes has embarked on a bold experiment: ditch the lawn and replace it with a sustainable landscape, based on the principles of permaculture.

Permaculture design is meant to mimic natural patterns, such that the systems thrive permanently on their own, with low human maintenance. Wesleyan Head of Grounds Dave Hall believes the WestCo site has the potential to reach this level. "I'm hoping that it becomes labor-neutral," he says. "There's the possibility of some handwork, but no machinery."

*New York Times* writer Michael Tortorello described permaculture as "a growing and influential movement that runs deep beneath sustainable farming and urban food gardening. You can find permaculturists setting up worm trays and bee boxes, aquaponics ponds and chicken roosts, composting toilets and rain barrels, solar panels and earth houses."

The concepts of permaculture originated when farmers at the turn of the 20th century espoused the value of "permanent agriculture" to save the land from the industrial forest-field-plow-desert pattern that

produced quick results but left land barren. The movement picked up in the 1970s, and acquired a cultural dimension with alternative commune-style living, "eco-villages," and private residents experimenting in their own backyards. Now, permaculture has entered the mainstream, and WILD Wes has a hand in this new stage in the movement.

For Miles Bukiet '11, co-founder of WILD Wes, "It's a victory for permaculture and it's a victory for Wesleyan. What this project represents is a coming of age of the permaculture movement."

Tom Christopher, author of *The New American Landscape: Leading Voices on the Future of Sustainable Gardening*, believes that the university's endorsement of the project represents a big step away from high-maintenance, unsustainable practices, which use nearly 4,000 gallons of gas and diesel fuel per year, according to Wesleyan's lawn service vendor. "The real change comes in deciding no, I'm not going to do it that way," Christopher says. "I'm not going to prop up the thing with massive amounts of chemicals, and tons of fertilizers, and hundreds of thousands of gallons of drinking water sprayed all over it every summer."

The courtyard is a challenging site. Years of erosion have swept away the topsoil, leaving the ground rocky and compact. Several large beech trees had to be removed in late May due to an epidemic of beech bark disease, essentially leaving the area devoid of any plant life other than the ailing lawn. Jokes Katie McConnell '13, who led the project's implementation last summer, "We got assigned one of the places where it's like, 'Well, if you mess up it was pretty bad already, so—go for it!'" Bukiet acknowledges the difficulty of the task

Emboldened by Wesleyan's support, the students of WILD Wes are excited about the permaculture movement's potential all over campus, and even beyond.

ahead: "Turning a highly eroded, steep bit of land into a productive, low maintenance system is not easy. And we're all novices. But we're determined to make it work."

Their determination was on display in December 2011, when WILD Wes held its first annual Design Charrette, a symposium that brought together professional permaculture designers, faculty and staff from Wesleyan, and students from the University of Massachusetts-Amherst to brainstorm ideas for sustainable landscaping on campus. The next semester, spring 2011, Bukiet and WILD Wes co-founder Sam Silver '11 taught a student forum, the Sustainable

Landscape Design Studio, in which they developed practical plans for WestCo. They also won a \$50,000 grant from the Green Fund, Wesleyan's student-run resource for environmental initiatives on campus.

In the short term, the WestCo site won't be pretty. But Joyce Topshe, associate vice president for facilities, has faith that the project will ultimately provide a pleasing result. "Every project at Wesleyan is scrutinized to be sure that it fits within the context of the campus," she explains. "This means something aesthetically pleasing, economically viable, and sustainable. The WILD Wes students have demonstrated a very realistic approach to their proposals."

Even in the courtyard's current state, with its rocky ground dug up and no longer hidden by sparse grass, the project's exciting potential is clear. Last summer McConnell, upbeat despite having spent a blindingly hot morning swinging a pick-axe, explained, "Basically right now, I'm getting dirt ready." The pick-axe was for constructing swales, low-level trenches across the contours in the land to collect water and curb erosion. Next, McConnell planned to begin sheet mulching: layering compost, then cardboard as a biodegradable weed barrier, and then mulch on top of that [now done].

After rebuilding the soil, the site will be ready for planting this upcoming spring. WILD Wes is considering wildflowers, innovative sustainable lawns, and even edible fruit trees. Ned Phillips-Jones, a recent Hampshire College graduate who started a permaculture food forest at his alma mater and now runs a sustainable landscape design business, has worked closely with the group and acted as a source of inspiration. Jones remembers when his garden was in its beginning stages, looking as desolate as the WestCo site. "Now it's about four years from that point, and there are over 40 types of fruit crops and a lot of students go there to hang out and study. It's a real place of learning," says Jones, who believes the WestCo site could follow a similar path.

Emboldened by Wesleyan's support, the students of WILD Wes are excited about the permaculture movement's potential



Members of WILD (Working for Intelligent Landscape Design) Wes celebrate the area near WestCo dedicated to low-human-maintenance landscaping. Clockwise from top left: Manon Lefevre '14, Miles Bukiet '11, Kathryn McConnell '13, Sophie Ackoff '11, Andrew Pezzullo '13, and Will Mithoefer '12.

all over campus, and even beyond. Says Bukiet, "You could call people idealists who are involved in projects like this. But I think if you ask people in the group, we would call ourselves realists. We can start right here. We have to start right here."

Bill Nelligan, Wesleyan's director of sustainability, has confidence in the project. "It's a great sustainable model. We will be creating landscapes across campus that

are not only self-sufficient and native but will provide an edible landscape as well."

Christopher is also optimistic about the project's reach. He predicts that faced with environmental emergency, governments and businesses are going to have to create more sustainable designs. And when they do, "It's going to be people working in the WestCo courtyard who are showing them the way." PROFILES



# CENTER FOR PRISON EDUCATION

BY JIM SMITH

Russell Perkins '09 was a high school student in Evanston, Illinois when the Anthony Porter case changed Illinois law. It changed Perkins' life, as well.

Convicted, in the 1980s, of murdering two Chicago teenagers, Porter had been sentenced to death. Thanks to multiple appeals, however, he was still alive in 1998 when an investigation by students in a Northwestern University journalism class produced compelling evidence that he had not committed the crime.

The case fueled the debate over capital punishment, and an international coalition of individuals and organizations petitioned then-Governor George Ryan to end the death penalty in Illinois. When another man confessed to the crime for which Porter had spent more than a decade behind bars – during which time he had once dodged death by only hours – Porter was exonerated and released. And Ryan, though he remained a supporter of capital punishment on principle, acquiesced to public pressure and issued a moratorium on executions in the state.

The case piqued Perkins' interest and over the next few years he educated himself about not only capital punishment, but a host of other issues concerning the corrosive impact of incarceration in America's often over-crowded prisons. When he arrived in Middletown in the autumn of 2005 it didn't take him long to discover a cadre of upper-classmen who shared his interest.

"For several years before I came to Wesleyan they had been volunteering, bringing educational resources to Connecticut prisons," says Perkins, now a Rhodes Scholar at Oxford. "They were passionately committed to rethinking who gets access to educational opportunity."

Many studies conducted over the past decade have, indeed, demonstrated a measurable decline in recidivism rates among prisoners who participated in higher

education programs while incarcerated. A comprehensive analysis of 14 different studies, completed by the Institute for Higher Education Policy in 2005 on behalf of the Department of Justice, showed that prisoners who simply participated in postsecondary education while in prison were nearly 50 percent less likely to become repeat offenders than were members of the general prison population.

As a freshman, Perkins began making weekly trips to the Cheshire (Connecticut) Correctional Institution, where he led a seminar on literature and philosophy for small groups of prisoners. Opened nearly 100 years ago, Cheshire Correctional Institution is an imposing hulk of a building, corralled with barbed wire. It's a maximum security prison housing almost 1,500 inmates. Many have committed extremely serious crimes, for which they may spend the rest of their lives behind bars. But even among those the Wesleyan students discovered a thirst for knowledge.

"We always called ourselves facilitators, not teachers," says Perkins. "I certainly learned as much as the prisoners did. Those were some of the best seminar groups I was involved in at Wesleyan."

"Television and popular media instill in us so many hollow stereotypes about prisoners. In retrospect I should not have been as surprised as I was to find myself in a unique community of people who were highly motivated to learn, ask questions, and participate in serious academic study, but who had few academic resources available to them."

"They were an extremely diverse group," he adds. "They came from a wide range of backgrounds and brought to the seminars varied life experiences. Many had very little formal education, but they used their time in prison to educate themselves."

By the time Perkins was a senior he had become a leader in the program and, along with Molly Birnbaum '09, Alexis "Lexi" Sturdy '10 and others, spearheaded collaboration

Prospective students must demonstrate aptitude and commitment, write an essay and submit to an interview.

with faculty and administrators that resulted in creation of the Wesleyan Center for Prison Education (CPE). The group obtained a grant of nearly \$200,000 from the Bard Prison Initiative, a Bard College program that offers courses in some New York prisons. With that funding, they began a year-long effort to engage the Wesleyan community.

"Making the CPE happen required a vote of the faculty, as well as an extensive administrative approval process," explains Perkins. "We spent the entire 2008-2009 year meeting virtually every faculty member one-on-one, sometimes more than once, to explain what the program proposed to do." In May 2009 the faculty voted overwhelmingly to support the initiative and the CPE was launched as a two-year pilot program. It began offering courses at the Cheshire prison that September.

While Wesleyan offers prisoners an opportunity to earn college credits free of charge, admission is no cakewalk. Past criminal behavior is not taken into consideration, but academic potential is rigorously evaluated. Prospective students must demonstrate aptitude and commitment, write several essays, submit to an interview and have graduated from high school or have a GED. Of the 120

inmates who applied last year, just 19 made the cut.

After graduating, Perkins stayed on at Wesleyan for a year to coordinate the new program, a process he describes as "very challenging, but also very rewarding." Part of his responsibilities included finding faculty members to teach courses at the prison. Though he knew them all by then and his powers of persuasion were a matter of record, he still met with some resistance.

"Russell talked me into it," says Professor of History Emeritus Richard Buel. "Frankly, I was nervous and I thought I didn't belong in that setting."

It is, after all, an environment "exuding anxiety," says Lori Gruen, chair of the philosophy department. Like Buel, she says Perkins actively recruited her. And even though she'd had previous experience teaching in women's prisons she was at first reluctant.

But after teaching History of Political Philosophy to a group of men who, Gruen says, "come to class prepared to be engaged," she is grateful to Perkins for lobbying her. "This work has reinvigorated my commitment to the power philosophy can have in opening people's minds," she says.

And when Buel visited the prison and watched a class, he was sufficiently impressed by the prisoners' enthusiasm to sign on. "These guys have very little in their lives besides this program," he says.

When he taught his Survey of American Intellectual History he found the task of exposing his students to "the enormous complexity of our culture as it has evolved over three and a half centuries" less of a challenge than he'd imagined, even though many of the prisoners had no previous formal exposure to history. "It gave many of them a personal context in our nation's history," he says.



From left, Clyde Meikle, 38, Vasco Thring, 34, and Andre Pierce, 34, take part in an English class offered by Wesleyan that provides two college-level courses for inmates at the Cheshire Correctional Institution in Cheshire, Conn.

CHRISTOPHER CAPOZZIELLO

Associate Professor of Molecular Biology and Biochemistry Mike McAlear found himself up against substantial impediments teaching Chemistry in the Modern World in a setting where students have no access to a laboratory or the Internet, and limited access to the prison's modest library. Yet, he says, "They were engaged and attentive and they asked questions."

"This experience made me look at all of my students differently and made me see my material from a fresh perspective," he adds. "Education can be very exciting when you have an opportunity to make a significant difference."

Last spring the University faculty voted overwhelmingly to reapprove the CPE, extending the program for a five-year period and mandating that it continue to grow, admitting new cohorts of 18-20 students per year. According to Sturdy, who took over as CPE Fellow last year when Perkins left, the program has raised more than \$140,000 to support itself at least through the current year, though fundraising will remain a high priority.

"This program is a successful effort to democratize access to educational opportunity while also reducing crime and incarceration," Sturdy says. She adds that the program aims to build on its success by doubling the number of inmates participating at Cheshire and expanding to include York Prison, a women's prison in Niantic,

Connecticut. "Our ultimate vision is comprehensive access to college throughout the Connecticut prison system," she says.

Perkins, currently studying philosophy, politics and economics, says he wants to pursue a Ph.D. in philosophy and hopes to teach. Though he doesn't plan to embark upon a career in prison reform, he remains involved with the CPE, an experience he describes as one of the most important in his life.

"The United States incarcerates a higher percentage of its population than any other nation," he says. "When you consider, in the context of our current state and federal deficits that reducing by half the number of non-violent offenders in our nation's prisons would save nearly \$17 billion a year, it's easy to see how wasteful prison is."

"My work with the CPE made that clear and it also showed me just how deeply inequitable access to education is in the United States. As important as it may be to hold individuals accountable for crime, incarceration can be an enormously destructive experience, and one that disproportionately impacts those who are already most disadvantaged in society. With the CPE we're showing how much we all stand to gain when we include those same individuals in our academic community."

To learn more about the Center for Prison Education and learn how you can help this program achieve its goals, visit the website – <http://www.wesleyan.edu/cpe/>. PROFILES