

# Woodrow Wilson *In Focus*

## WOODROW WILSON TO PROMOTE *“Early College High Schools”*

THE WOODROW WILSON FOUNDATION RECENTLY ANNOUNCED A NEW \$5.8 million, five-year effort, funded by the Bill & Melinda Gates Foundation, to create great urban high schools that engage students deeply in the disciplines—as deeply as do great colleges. Made public at a press conference on March 19, the Woodrow Wilson program will be part of a larger Gates-funded initiative that also involves seven other national organizations, such as Jobs for the Future, the Middle College Association, and La Raza.

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## *“We Need People Who Are Intellectually Adventurous”:*

**BUSINESS, NONPROFIT, EDUCATION LEADERS CONVENE FOR FALL DIALOGUE ON RESPONSIVE PH.D.**

RECENT CONVERSATIONS WITH LEADERS ACROSS sectors reveal an emerging consensus with vast professional-development implications for Ph.D.'s and doctoral students in every field. In an interview with the University of Washington's "Re-envisioning the Ph.D." project, a business leader commented on Ph.D.s' potential in the corporate world: "We need people who are intellectually adventurous." Said a college dean: "Our new faculty don't understand students for whom school comes after family and job. Sometimes I think they don't even like this type of student, but they represent our livelihood." From another business leader: "Graduate education...needs to skate to where the puck is."

Even for those who believe, as does the Woodrow Wilson Foundation, that graduate education also sometimes requires skating to where the puck is *not*, these calls for relevance

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**RESPONSIVE PH.D....**

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demand attention. Such sentiments inspired Woodrow Wilson's Responsive Ph.D. initiative, which gathered doctoral education's "producers" and "consumers" last fall for a dynamic dialogue.

Created in 2001 to reform the highest degree in American education, financed in part by the Pew Charitable Trusts, the Responsive Ph.D. initiative builds on previous studies of doctoral education, including the University of Washington effort directed by Jody Nyquist. The Responsive Ph.D. adds a series of dialogues focused on four main areas of inquiry:

**New paradigms:** What encourages—or blocks—adventurous, innovative, responsive scholarship?

**New practices:** How can pedagogical training be as challenging, intensive, and versatile as scholarly training? And how can knowledge be applied beyond the academy?

**New people:** Why does the Ph.D. fail to attract students of color in real numbers? Does the degree unintentionally appear too exclusive, abstract, or socially irrelevant?

**New partnerships:** How do we create a powerful, permanent dialogue between the producers and consumers of Ph.D.s?

Fourteen Ph.D.-granting universities are partners and demonstration sites for the Responsive Ph.D.

In November 2001, these academic partners, as "producers" of Ph.D.s, sat down in Washington, D.C. with their "consumers"—representatives from business, the nonprofit sector, and government and policy organizations—to discuss needs and options. Among the suggestions: more emphasis on practical internships, K-12 experience, and



Earl Lewis, National Chair of the Responsive Ph.D. and Vice Provost and Graduate Dean at Michigan, talks with George Walker, Vice President and Graduate Dean at Indiana.

community engagement for doctoral students, as well as field-based faculty sabbaticals and visitors' appointments that could bring business and community leaders into doctoral seminars. The conversation also touched on needs for more doctoral-level interdisciplinary opportunities.

To enhance Ph.D.s' preparation to teach, forum participants recommended classroom-focused courses in the history and nature of a student's discipline, along with hands-on teaching experience at campuses other than doctoral universities. Funding agencies, said one observer, might create broader programs to stimulate and support multidisciplinary research and training.

Success in bringing more doctoral students of color to the liberal arts, noted some observers, may require innovative connections between doctoral programs and community colleges, the gateway to higher education for many students of color. Participants also suggested greater reliance on mentoring—a particularly effective form of support for students from underrepresented groups—and better coordination among programs geared to attract and retain minority doctoral students.

To improve partnerships and networks in humanities doctoral education, forum participants called for more

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## CHRONICLE ONLINE COLUMN FEATURES WW HUMANITIES AT WORK INITIATIVE

IN SEPTEMBER 2001, THE ONLINE VERSION OF THE CHRONICLE OF HIGHER EDUCATION inaugurated a new monthly column from Woodrow Wilson. Housed in the Career Network section, the Humanities at Work column draws on the WW program of the same name, offering both practical advice and larger perspectives on humanities careers within and beyond the academy. For a look at columns published to date (listed at right), see <http://chronicle.com/jobs/archive/advice/humanities.htm>.

## EARLY COLLEGES...

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Under this new program, Woodrow Wilson will facilitate the creation by colleges and universities of nine “early college high schools” in cities nationwide. While these new public high schools—some on college campuses, some off-campus—may use various models, the effort is inspired by the Bard High School Early College, established last fall in Brooklyn by Bard and Simon’s Rock Colleges.

Focused on highly motivated high school students, the Woodrow Wilson schools will emphasize challenging coursework typical of introductory college classes. Graduates may receive significant college credit—in some cases, enough to enter baccalaureate programs as sophomores or juniors. The schools have four program objectives:

- Prepare high school graduates to move more quickly and effectively to and through college;
- Raise the academic aspirations of high schools, especially in the liberal arts;
- Bring high school and college programs closer together; and
- Encourage close collaboration among high school and college faculty.

The effort is meant to narrow the institutional gap between secondary schools and universities, combat “senioritis,” and overcome the low priority that colleges and universities give to freshman-level courses.

Existing Woodrow Wilson programs—which range from summer institutes to ongoing seminars to nationwide curricular conversations—already bring together college and high school faculty around topics ranging from genomics to quantitative literacy to administrative reforms. These programs provide a rich resource for the new school-university collaborations.

“Teachers are the key,” says Woodrow Wilson President Robert Weisbuch. “For twenty years, Woodrow Wilson has acted on the belief that teachers themselves must be deeply engaged in their fields if their students are to discover learning and discover themselves.” The intent, he says, is to “make students love learning. We want students to understand their world and themselves better through the basic subjects—the liberal arts—and you can do that by challenging them, as great schools and colleges prove every day.”

Dr. Weisbuch adds that the early college high school initiative naturally bridges the Foundation’s major emphases. “We think of three major goals for what Woodrow Wilson attempts: a renaissance for the liberal arts, opportunity for all, and school-university partnerships. The early college project encompasses all three categories. Whenever an organization finds a fit that’s so good, it gets us to the office early and home late. For the last few months, this project has been the first thing I think of when I wake every morning. I’m excited about it.”

*The year of full employment*, Robert Weisbuch (September 4, 2001)

*A different kind of postdoc*, Judith Pinch and Hadass Sheffer (October 1, 2001)

*Freelance careers in the media*, Hadass Sheffer (October 29, 2001)

*Learning to be a citizen-scholar*, Richard Cherwitz, Thomas Darwin, and Laura Grund (December 3, 2001)

*If they had it to do over again*, Kimberly Suedkamp Wells and Adam Fagen (January 14, 2002)

*Toward a responsive doctorate*, Robert Weisbuch (February 11, 2002)

*Humanities careers in museums*, Beverly Sanford and Hadass Sheffer (March 11, 2002)

*An academic life in the public sphere*, Clement Alexander Price (April 8, 2002)



## FROM THE PRESIDENT:

# Why Early College Matters

THE GAP BETWEEN HIGH SCHOOLS AND COLLEGES in the United States is greater than in any other nation in the world. A lot of kids don't leap over that divide. There are great teachers and good schools in our major cities, but it is also the case that urban public education is a mess. And our great colleges and universities, whose privileges depend upon a conviction that they serve the public good, have largely been ignoring it—ignoring it when it is so close to home, in the realm of education itself. Almost every college has a number of outreach programs with the schools, but all too many of these programs are random, trivial, temporary, and they don't add up.

These same universities go to great and timely lengths to attract a diverse student population. Yet it is that very population—African American and Latino kids—who most suffer the results of the decline of city schools. The life of the mind, which draws from the discoveries and controversies of the great academic disciplines, is most robust in our universities. So if higher education doesn't intervene, school reform becomes an empty note, and colleges and universities lose opportunities to reach the same students they seek out.

## First-Ever Forum

### GATHERS DISTINGUISHED WW ALUMNI

ANCIENT GREEK LOVE LYRICS, A TREATISE ON 21st-century challenges, Roman mythological verse, a Victorian elegy for a friend and an age—at first glance, they differ widely. But, though the works discussed at a first-ever Woodrow Wilson forum spanned genres and millennia, four distinguished Woodrow Wilson Fellows explained why each considered one of these works the most important he or she had read.

On Wednesday, February 13 at the Princeton Club of New York, Caroline Walker Bynum (WF '62), Stephen Jay Gould (WF '63), Erica Jong (WF '62), and Michael R. Winston (WF '62) spoke to an invited audience of nearly 90 Woodrow Wilson Fellows and friends. The Foundation's National Advisory Committee sponsored the event. Eleanor Thomas Elliott and Catharine Stimpson, committee co-chairs, hosted the panel.

Mrs. Elliott called the event "the beginning of the realization of a dream." The Woodrow Wilson Fellows, she noted, include "artists, writers, business leaders, government officials, politicians, community activists, MacArthur Fellows,

Nobel Prize winners. Our dream is to try to make connections among some of these wonderful people."

The forum opened with the four speakers' presentations of their selected works. Ms. Jong, author of such bestsellers as *Fear of Flying*, *Fanny*, and *Fear of Fifty*, discussed the work of Sappho, whose 2500-year-old poems exist only as fragments. "What you discover when you read Sappho," said Ms. Jong, "is that the entire imagery of love—from Ovid to Sammy Cahn to Cole Porter to the songwriters of today—all of these metaphors were actually invented by Sappho. She is the mother of poetry."

Dr. Bynum, prominent medieval historian, University Professor at Columbia University, and newly named member of Princeton's Institute for Advanced Study, spoke about Ovid's *Metamorphoses*. In his retelling of myths of transformation, she said, "What Ovid is really raising for us is the question, 'What is identity, what is survival?' How do we as individuals or cultures catch a moment in which we define ourselves if

But some hope came last September inside a modest old school building in an ugly section of Brooklyn. There, Bard College, with the enthusiastic cooperation of the New York City schools, opened a public high school with a college atmosphere. The go-ahead came on July 1 and a school opened two months later. The kids, black and brown and white, from all over New York, are motivated but not geniuses. They are a real range. Half of the teachers are gifted high-school veterans, half were recruited from colleges.

I've been there. I've seen it. I saw a group of eleventh graders discussing Plato in a way that would make me proud of college seniors. And I saw a cadre of city kids who will become leaders. I also saw the liberal arts where they ought to be, where the social action is most consequential. Earl Shorris, in *Riches for the Poor*, argues compellingly that the humanities are practical education—that the way to ensure opportunity for all is not to train people to work in fast-food restaurants, but to give them the equipment to see themselves and their world. “The humanities,” Shorris says in a March 2000 interview with *Mass Humanities*, “teach us to

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Stephen Jay Gould listens as Erica Jong discusses Sappho's poetry.



Caroline Walkner Bynum comments on Ovid's *Metamorphoses*.



Erica Jong, Foundation President Robert Weisbuch, and National Advisory Committee Co.-Chairs Eleanor Thomas Elliott and Catharine Stimpson listen in.



Michael Winston outlines Paul Kennedy's work, with Catharine Stimpson looking on.

everything is coming and going, forever on its way to something else?”

Recently called “the best-known scientist in America” by the *Chronicle of Higher Education*, Dr. Gould spoke to Alfred, Lord Tennyson's *In Memoriam*. “The Victorians read it as an expression of certainty,” he said. “T.S. Eliot read it as an expression of doubt. I read it as a chronology of grieving and a recognition that there is no answer, but that time does heal in some sense, and there's not much more you can say about it”—even through science, which for Tennyson, said Dr. Gould, offers no moral resolutions.

Turning from the past to the future, Dr. Winston, who is president of the Alfred Harcourt Foundation, presented Paul M. Kennedy's 1993 *Preparing for the 21st Century*. Kennedy shows, he said, that the great demographic,

economic, environmental, and technological challenges of the century ahead are transnational. The book demonstrates, observed Dr. Winston, “a moral imperative for those of us in rich and powerful countries to develop a sense of fairness and a sense of proportion that is applicable to our global situation, not merely to ourselves as individuals or nations.”

Following the four presentations, speakers discussed some surprising commonalities among their chosen works, including the predominance of poetry among their choices. Audience members also described some favorite works, ranging from Dante's *Divine Comedy* to Salman Rushdie's *Fury*.

By late spring the Foundation will publish a full transcript of the day's discussion on its Web site ([www.woodrow.org](http://www.woodrow.org)). The success of the Manhattan forum has also prompted plans for a second similar event, to be held in Los Angeles in Fall 2002.

# AN ACADEMIC LIFE WELL APPRECIATED IN THE PUBLIC SPHERE

BY *Clement Alexander Price*

*A note from Robert Weisbuch, Foundation President:* Our last newsletter introduced the remarkable Clement Price, who has joined us at the Foundation this year as our first-ever Scholar in Residence. We hope that soon, through contributions to our new Robert F. Goheen Scholar-in Residence Fund, we will be able to sustain this position as an annual appointment and bring in other inspiring colleagues like Dr. Price.

A Rutgers University Board of Governors Distinguished Service Professor and a Professor of History at Rutgers-Newark, Dr. Price has reinforced some of our core values, as the following essay demonstrates. First presented to our Board of Trustees as a longer address in February 2002, this excerpted version speaks eloquently to public scholarship. I hope you'll agree it's an inspiring statement.

LIKE MANY IN THE ACADEMY, I HAVE LONG known of the good work and worthy ideals of the Woodrow Wilson National Fellowship Foundation. So, when Bob Weisbuch asked me to spend a year working with the Foundation, I was extremely pleased. This assignment in public scholarship and forward-thinking philanthropy—which is at once intellectually and morally refreshing—comes at a time when public intellectual work faces a curiously contradictory set of challenges and opportunities.

On the one hand, as fealty to the needs of the public has become a veritable political and social gospel, many colleges and universities now seek to be more useful in the larger community, to strive against the distress that too often exists just beyond the campus gates. On the other hand, even as higher education rediscovers public service and

claims renewed commitment to it, the academy's traditional modes of scholarship weigh against it. Scholars, especially younger scholars, face enormous pressure to embellish their research and publications, to sequester themselves in archives or laboratories, to stay glued to their computers—to retreat, in fact, from the public sphere. The tenure and promotion system de-emphasizes the larger public resonance of an academic life, and so there is a disconnect between scholars' stilted academic priorities and our society's urgent need for their leadership and civic involvement.

This disconnect is less fortuitous now than ever, because—especially for scholars in the humanities—the public realm is now far more open than at any time in American history. In the years after the civil

## IMAGINING AMERICA

### WOODROW WILSON ANNOUNCES WINNERS OF PUBLIC SCHOLARSHIP GRANTS

IN DECEMBER 2001, THE FOUNDATION ANNOUNCED WINNERS OF ITS THIRD YEAR OF PUBLIC Scholarship: Imagining America grants. These \$10,000 grants support community-university partnerships in the arts and humanities. For details on the seven winners (listed below), see [http://www.woodrow.org/imagining-america/2001\\_winners.html](http://www.woodrow.org/imagining-america/2001_winners.html).

*HumaniTech: Technology Play Project. University at Albany (SUNY) Department of English; SUNY Center for Excellence in Teaching and Learning; the Capital Repertory Theater; the UC Irvine HumaniTech Center.*

*Africa-related Resources in the Rocky Mountain Region: Conservation, Culture, and Arts. University of Colorado-Boulder Department of Anthropology; the Foundation for African Resources; The University of Colorado Developing Areas Research Teaching Institute (DART) and Economics Institute; local arts/civic groups, teachers, and businesses.*

*Los Angeles at the Millennium: The Quest for Identity and Community in the 21st-Century City. Los Angeles Institute for the Humanities at the University of Southern California; Los Angeles Times Festival of Books.*

rights movement, the meaning of public has become fuller and more challenging. We have now put behind us the greatest battles over protocols of integrating public facilities and services, and it is now much easier to discuss publicly a host of racialized issues informed by the humanities and the sciences.

In short, I believe that we are living through a period in which the ideals of American cultural workers and humanists can find traction. Those of my generation who sought to bring the new humanities scholarship into the academy have accomplished many of our goals. The “culture wars” that raged across the American educational landscape over the past three decades, with their battles over representation, sexuality, gender, race and memory, have been largely resolved by wisdom and inevitable change. Moreover, the popularization of knowledge now enables scholars to venture into every nook and cranny of public life. This, then, is a moment ripe for a bold, imaginative scholarly engagement with the public!

But despite the public’s need for the kind of energy and perspective that scholars can bring, and despite old expectations that my generation would answer the call, we are largely isolated from social and cultural organizations, K–12 teachers, and other constituencies beyond

higher education. Far too many faculty who began their careers in the late 1960s now prefer an institutional insularity that recalls a far more conservative era. Indeed, my generation of professors is now, officially, a part of the problem. We now have influence, and our voices, were we to raise them, would be heard. Yet we have not collectively pushed our institutions as we once thought we would, and as a result, we are seemingly fenced in.

But should not scholars comport themselves as explicitly public servants, bringing new knowledge to a wide range of

**TO TALK IN PUBLIC, TO THINK IN SOLITUDE,  
TO READ AND TO HEAR, TO INQUIRE AND  
ANSWER INQUIRIES, IS THE BUSINESS OF  
A SCHOLAR. —SAMUEL JOHNSON**

public settings? Should not scholars be found on local, state, and regional boards, commissions and committees, where the grinding work of democracy takes place? And should not universities, almost as an act of faith in the public, reward faculty scholars who establish a public component in their careers?

In this year, I have seen the Woodrow Wilson Foundation taking up many of the challenges that I have observed over the course of my career as a university professor and public scholar. The Foundation is working hard to promote smart collaborations within and between educational institutions,

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Thirty Days of Art and Education on Women’s Incarceration. *Northeastern Illinois University Departments of Women’s Studies, African-American Studies, and Criminal Justice; Beyondmedia Education; Chicago Legal Advocacy for Incarcerated Mothers (CLAIM).*

Imagining Yosemite: Actions and Ideals. *The University of Nevada-Reno; the Yosemite Institute; the Yosemite Research Library.*

The Homelands Project: Neighborhood History and Community Theater in Southwest Detroit. *The University of Michigan Arts of Citizenship Program; the Matrix Theatre Company.*

Desert Rainwater Harvesting Demonstration Project. *The University of New Mexico Departments of Anthropology and Art; the Alfonso Ortiz Center for Intercultural Studies; a local landscape architect and a public school.*

## GAIL KERN PASTER

DIRECTOR-DESIGNATE, FOLGER SHAKESPEARE LIBRARY, WASHINGTON, D.C.



GAIL KERN PASTER (WF '68) TAKES office as the new Director of the Folger Shakespeare Library in Washington, D.C. on July 1, 2002. Home to the world's largest Shakespeare collection, the Folger Shakespeare Library is a major center for scholarly research and a lively venue for exhibitions, cultural programs, and the performing arts.

"No other institution that I know of does a better job of conserving the objects in its keeping or communicating the relation of past and present in an exciting, varied, and accessible way," says Dr. Paster. "Our culture focuses more and more on the book as an agent of change, and the Folger is really at the center of all of that. Technology will never replace books, but it helps us preserve books and promote access."

Dr. Paster sees access as essential not only for scholars, but also for the public.

"Washington has responded warmly to us.

We do a middle and high school program where we bring the kids in to perform on our stage. We also host the PEN/Faulkner Award [annually conferred for the best work of fiction by an American author] and its series of readings. So we're a resource that the community draws on regularly."

Named to her new post in March, Dr. Paster is Professor of English at the George Washington University and editor of *Shakespeare Quarterly*. In addition to the Woodrow Wilson Fellowship for her Ph.D. studies at Yale, Dr. Paster has held both NEH and Guggenheim Fellowships. When she settles into her new post in July, she will succeed Dr. Werner Gundersheimer (WF '59) as Director, giving the Folger its second generation of Woodrow Wilson leadership.

Of her Woodrow Wilson Fellowship, Dr. Paster says, "It's an honor I'm proud to claim—it establishes you as a serious and substantial person. And the Foundation itself has a wonderful mission, which has been expanding and changing and evolving as the academy has evolved."

## SELECTED ALUMNI OF NOTE

### LEADERS OF CULTURAL INSTITUTIONS

William M. Brashear, WF '68 Curator: *The Papyrus Collection, The Egyptian Museum (Berlin)*

Magnus Fiskesjö, CN '98: *Director, Museum of Far Eastern Antiquities (Stockholm)*

Thomas G. Kessinger, WF '65: *General Manager, Aga Khan Trust for Culture*

Reynold Levy, WF '69: *President-designate, Lincoln Center for the Performing Arts*

Phillippe L. de Montebello, WF '61: *Director, Metropolitan Museum of Art*

Robert C. Morris, WF '64: *Director, National Archives—Northeast Region*

Edgar J. Munhall, WF '55: *Retired Curator, Frick Collection*

Barry Munitz, WF '63: *President and CEO, The J. Paul Getty Trust*

Emily J. Sano, WF '66: *Director, Asian Art Museum*

Barbara A. Wolanin, WF '66: *Curator, The United States Capitol*

## ROBERT J. FITZPATRICK

DIRECTOR, MUSEUM OF CONTEMPORARY ART, CHICAGO

“MY CAREER IS FAR REMOVED FROM my graduate days, but teaching has always been the consistent element,” says Robert Fitzpatrick (WF '64). “A teacher is an impresario, a bridgemaker between the artist and the audience. The word I like is *portparole*, ‘the carrier of the word’—which does have a religious sense to it, a sense of zeal.”

Zeal has been the hallmark of Mr. Fitzpatrick's career. Director of Chicago's Museum of Contemporary Art since 1998, he has also been Vice President of the 1984 Los Angeles Olympics Organizing Committee and Director of the Olympic Arts Festival; President of the California Institute of the Arts; President of Euro Disneyland in Paris; and Dean of the Columbia University School of the Arts.

Early on, while studying to become a Jesuit priest, Mr. Fitzpatrick decided to teach instead, and won a Woodrow Wilson

Fellowship for doctoral work in medieval French literature at Johns Hopkins. But, after his election to Baltimore's City Council and his appointment as Johns Hopkins' Dean of Students, he steered away from the professoriate. In 1975, when *TIME* magazine featured him among its “Forty Under Forty,” he was offered the presidency of Cal Arts, the post that launched his work in cultural institutions.

Still, he says, the importance of his early academic career in French frequently comes home to him at important moments—such as his negotiations in China while planning the Olympic Arts Festival. “I didn't speak Chinese and they didn't speak English—so many of the conversations happened in French. I'd been forewarned that it would be a long and complicated process. So I sat down with the Cultural Minister. He asked what I wanted. I told him. He said fine. I was shocked!

“I asked him why it had been that easy. I'll never forget what he said: he said it was because I'd spoken French, because anyone who knew more than one language had already learned that there was more than one way to think, feel, act and be. And there, in the middle of Chengdu City, I flashed back to my Woodrow Wilson days.”



## LEVY NAMED LINCOLN CENTER PRESIDENT

REYNOLD LEVY (WF '69) ASSUMES THE ROLE OF PRESIDENT OF LINCOLN CENTER FOR THE PERFORMING ARTS on May 1. Dr. Levy previously served as President of the International Rescue Committee, President of the AT&T Foundation, and Executive Director of the 92nd Street Y, and is currently Senior Lecturer at the Harvard Business School. A graduate of Hobart College, Dr. Levy holds a law degree from Columbia University and a Ph.D. in government and foreign affairs from the University of Virginia.

## MUNHALL ORGANIZES GREUZE EXHIBITION AT FRICK

WHEN, AFTER SOME 35 YEARS, EDGAR MUNHALL (WF '55) ANNOUNCED HIS RETIREMENT AS Curator of The Frick Collection in May 2000, he also agreed to organize a 2002 exhibition of the drawings of Jean-Baptiste Greuze, eighteenth-century French painter and draftsman. Set to open on May 14, the Greuze exhibition will be the first ever devoted exclusively to Greuze's drawings. In August, the exhibition will move to the J. Paul Getty Museum in Los Angeles. For more information, visit <http://www.frick.org/html/prgreuze.htm>.

# 2002 MELLON FELLOWSHIPS ANNOUNCED

## MELLON FELLOWSHIPS FINAL SELECTION COMMITTEE, 2002

*Leonard Barkan, (WF '65), Comparative Literature  
Princeton University*

*Richard Brodhead, English  
Yale University*

*Stephen Darwall, Philosophy  
University of Michigan*

*Carla Hesse, History  
University of California, Berkeley*

*Stephen Hinton, Music  
Stanford University*

*James Kloppenberg, History  
Harvard University*

*Nell Painter, History  
Princeton University*

*Patricia Meyer Spacks, English  
University of Virginia*

*Andrew Szegedy-Maszak, (WF '70), Classics  
Wesleyan University*

NINETY-FIVE WINNERS OF THE ANDREW W. MELLON FELLOWSHIPS in humanistic studies were announced in late March—the 20th cohort of Fellows since the program began in 1983. Funded by the Andrew W. Mellon Foundation, the Fellowships are designed to help exceptionally promising students prepare for careers of teaching and scholarship in humanistic disciplines. Mellon Fellows receive full tuition and a \$17,500 stipend for the first year of studies toward a Ph.D. in the humanities; Fellows may take their awards to any accredited graduate program in the United States or Canada.

The 2002 Mellon Fellowships competition attracted 753 applications—100 more than in the previous year. Many members of the program's final selection committee (at left) and seven regional selection committees commented that the 2002 applicants were among the best they had ever seen. The Fellows chosen in March came from 50 different undergraduate institutions, a greater range of colleges and universities than ever. Among the 95 winners, 57 were women, eight identified themselves as African American, and six identified themselves as Hispanic (ten declined to identify their race or ethnicity). The 2002 Fellows most frequent intended fields of study were history, English, and art history.

In the first two decades of the program, nearly 2,000 Mellon Fellowships have been awarded. Former Mellon Fellows are now teachers and scholars at some of the nation's top colleges and universities.

## CIVIL LIBERTIES INSTITUTE FOR NJ TEACHERS SET FOR JULY 2002

APPROPRIATE SURVEILLANCE, NON-CITIZENS' RIGHTS, PROSECUTION OUTSIDE THE CIVILIAN judiciary—complex issues raised by recent events in the United States challenge high school social studies teachers to present some difficult material in their classrooms. This July in Princeton, Woodrow Wilson will host “American Civil Liberties at Times of Crisis: A Retrospective for New Jersey High School Teachers.”

Supported by the Geraldine R. Dodge Foundation and developed by Clement Price, the Foundation's 2001–02 scholar in residence, the week-long institute will feature guest lectures by noted faculty and attorneys, as well as a possible visit to the New Jersey Supreme Court. The curriculum will cover more than two centuries of precedents: the Alien and Sedition Acts (1798), black codes in antebellum America, suppression of free speech in World War I, World War II internments, McCarthy-era raids, federal civil rights legislation, and the anti-terrorist bill passed by Congress in October 2001.

Like Woodrow Wilson's Teachers as Scholars and CORE programs, the institute will bring high school teachers together with university faculty. The “commuter institute”—offered in day-long sessions during business hours on weekdays, for teachers' ease of access—expands a Woodrow Wilson format previously used with New York City teachers. The July session will serve New Jersey teachers in the Newark-to-Trenton corridor; up to 25 teachers will participate.

## FALL DIALOGUE ON RESPONSIVE PH.D.

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active connections among alumni offices, career offices, and academic departments; greater attention to reform by disciplinary and professional associations; increased faculty involvement in policy-level discussions; and creation of a set of working groups to test various ideas.

A number of attendees also expressed two overarching concerns: the need for a “road map” to doctoral reform that would synthesize various studies and projects into concrete guidelines and models, and the importance of defining core competencies that doctoral students should acquire, including both interdisciplinary knowledge and practical know-how.

In late spring, graduate deans from the partner institutions will reconvene to discuss the fit between suggestions that emerged from the November forum and efforts already under way on their campuses. A summer 2002 report from Woodrow Wilson will synthesize the outcomes of the various discussions, place them in the context of other studies and initiatives, and propose next steps that campuses might take.

Says Foundation President Robert Weisbuch, “When we elicit comments from ‘consumers’ of the Ph.D.—business leaders and deans at liberal arts colleges and public agencies—we also need to have the people who produce doctoral education, the graduate deans and faculty, engaged. The Responsive Ph.D. is not about immediate social challenges undercutting the search for truth; it’s about a charged dialogue between academics and the world. We don’t want the tail to wag the dog, we want to let the dog out of its cage.”



Kimberly Suedkamp, Ph.D. candidate at the University of Missouri-Columbia, presents her comments.



Juliet Goodfriend, Chairman of Strategic Marketing Corporation, comments.

## FROM THE PRESIDENT...

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think reflectively, to begin, to deal with the new as it occurs to us, to dare.” The Bard school is building bridges—helping these kids find a beginning, not just more of the same. It’s helping them to dare.

Woodrow Wilson has worked for years to bridge another gap: the gap between teachers in the schools and the universities. As I’ve written before, rote learning and relic knowledge won’t deliver kids to the life of the mind. Study after study tells us that the quality of teachers is the single decisive element in the success of students. But heretofore in our own work, we’ve been bringing one group to the educational house of the other. Now we mean to help build a third space, a space where public and higher education lose their boundaries. This is the space of hope.

We’ve been given nearly \$6 million by the Bill & Melinda Gates Foundation to encourage nine more universities to create their own high school early college. And the early returns tell us that many more than nine want to join into this attempt. They get it. They understand that educational history is at stake here. A path that had seemed closed is being cleared. Now we will see which universities will attempt this arduous walk.

It’s not easy. This is an attempt to marry two educational systems with vastly different financing, wildly different cultures, and a prior relationship alternating between indifference and mutual accusation. It may well fail. But if it succeeds, something basic may be changed, something that can improve adolescence and alter lives.

And that too is a beginning.

# Alumni Notes

## APPOINTMENTS:

**Karen Dee Michalowicz (WT '91)** has been named to the United States National Commission on Mathematics Instruction, part of the National Academy of Sciences.

**Morris Moscovitch (WF '66)**, Director of the Memory Lab at the University of Toronto, is Co-Editor-in-Chief of *Neuropsychologia*.

**Martha Nell Smith (WS '84)** is Director of the Maryland Institute for Technology in the Humanities (MITH), opened under her leadership at the University of Maryland with a 1999 NEH Challenge Grant.

## AWARDS & HONORS:

**Johnnie Eng (WF '65)** was named the 2001 National Teacher of the Year (Secondary School) by the American Association of Teachers of Spanish and Portuguese; as well as Spanish Teacher of the Year by the Texas Foreign Language Association; he also received a Texas Excellence Award for Outstanding Teachers from the University of Texas at Austin.

**Larry R. Grisham (WF '71)** won Princeton University's 2001 Kaul Foundation Prize for Excellence in Plasma Physics and Technology Development.

**Barbara A. Heavers (WT '95)** won a 2000 RadioShack National Teacher Award. Each year, only 100 teachers nationally receive these awards for excellence in mathematics, science and technology.

**Nolan E. Jones (WF '72)**, Director of the Human Resources Committee of the National Governors' Association, has been selected for the National Center for State Courts' 2002 Distinguished Service Award.

**Edmund L. Keeley (WF '50)** has been elected a Corresponding Member of the Academy of Athens and was named a Commander of the Order of the Phoenix by the President of Greece.

**Karen O. Mason (WF '64)**, director of Gender and Development at the World Bank, was awarded an honorary Doctor of Social Sciences degree in 2001 by the University of Southampton, United Kingdom.

**Arnold L. Mitchem (WF '66)**, President of the National Council of Opportunity Associations, received an honorary doctorate from Lewis University (Romeoville, Illinois) in early 2002.

**Barbara H. Partee (WF '61 H)**, Distinguished University Professor of Linguistics and Philosophy at the University of Massachusetts-Amherst, was a 2000 Fulbright Lecturer in Moscow and received an honorary doctorate from the Russian State Humanities University in Moscow in 2001.

**Annie L. Selden (WF '59 H)**, Professor of Mathematics at Tennessee Technological University, received the Association for Women in Mathematics' 2002 Louise Hay Award for Contributions to Mathematics Education.

**Neal F. Viemeister (WF '65)** will receive in June 2002 the Acoustical Society of America's Silver Medal in Psychological and Physiological Acoustics.

**Jon Whitman (WF '71)** has received the Polonsky Foundation 2001 Award for Contributions to Interdisciplinary Study in the Humanities for *Interpretation and Allegory: Antiquity to the Modern Period*, which he edited and introduced (Brill, 2000).

## OTHER ACCOMPLISHMENTS:

**Ronald Ferenczi (WT '00)** has had an experiment in cell/viral biology selected by NASA for a July 2002 mission by Space Shuttle Columbia. Mr. Ferenczi's seventh-grade class will participate in follow-up.

**Joyce C. Follet (CN '86)** has co-produced the video documentary *Creating Women's History: The Sophia Smith Collection* (2001); as producer of *Step by Step: Building a Feminist Movement, 1941-1977*, she won the 1999 EMMA (Exceptional Merit Media Award) from the National Women's Political Caucus.

**Mario Alberto Godoy-Gonzalez (WT '00)** recently received a \$10,000 Toyota Tapestry Grant for his work on ethnobotany across the curriculum with his ESL/Migrant students. Mr. Godoy also received the 2001 Distinguished K-12 Educator Award from the Society for the Advancement of Chicanos and Native Americans in Science.

**Eve Iversen (WT '99)** has received a \$10,000 Toyota Tapestry Grant for her "Pigeons in the Classroom" project, created in conjunction with UC-Davis' Agriculture Education program.

**Kearsley A. Stewart (WH '96)** has received a grant from the U.S. Department of State, through the Fulbright New Century Scholars Program, to conduct

research on bioethics and HIV/AIDS in Uganda. This new Fulbright initiative supports 30 international scholars, 12 of them U.S.-based.

## PUBLICATIONS:

**Lowell C. Bennion (WF '60):** *Traveling the Trinity Highway*, with Jerry Rohde (MountainHome Books, 2000), now in its second printing, as well as the article "Reflections on the Art of Place Writing," *Geographical Review* 91 (Jan/Apr 2001).

**Barry A. Bluestone (WF '66):** *The Boston Renaissance*, with Mary Huff Stevenson (Russell Sage, 2000).

**Alfred Brophy (MN '92):** *Reconstructing the Dreamland: The Tulsa Race Riot of 1921, Race, Reparations, Reconciliation* (Oxford University Press, 2002).

**Lois E. Bueler (WF '61):** *The Tested Woman Plot: Women's Choices, Men's Judgments, and the Shaping of Stories* (Ohio State University Press, 2001).

**Neal E. Cutler (WF '65):** *Advising Mature Clients: The New Science of Wealth Span Planning* (John Wiley, 2002). Dr. Cutler was recently appointed an associate editor of the *Journal of Financial Service Professionals*.

**Keith E. Davis (WF '58):** *Stalking: Perspectives on Victims and Perpetrators*, ed. with Irene H Frieze and Roland Marino (Springer, December 2001).

**Robert R. Edwards (WF '71):** ed. *The Siege of Thebes*, John Lydgate (Medieval Institute Publications, 2001). Forthcoming:

*Chaucer and Boccaccio: Antiquity and Modernity* (Macmillan/Palgrave, 2002).

**W. Reginald Gibbons, Jr. (WF '69):** *Homages to Longshot O'Leary* (poems; Holy Cow! Press, 1999). Forthcoming: *It's Time* (poems; LSU Press, 2002) and translation of Sophocles' *Antigone*, with Charles Segal (Oxford University Press, 2002).

**Howard R. Greene (NAC):** Six separate volumes in the series *Greene's Guides to Educational Planning* (Harper Collins, 1999–2001).

**John J. Janc (WF '67):** ed. *Hernani, Victor Hugo* (Rowman and Littlefield, 2001).

**Mary Ann Lamanna (WS '74):** *Emile Durkheim on the Family* (Sage, 2002).

**Sanford E. Marovitz (WF '60)** with A.C. Christodoulou, *Melville Among the Nations: Proceedings of an International Conference, Volos, Greece, July 2–6, 1997* (Kent State University Press, 2001); he also received the College English Association's Robert Miller Award for the Best Article Published in CEA Critic in 2000.

**Jon J. Nordby (WF '70):** *Dead Reckoning: The Art of Forensic Detection* (CRC Press, 1999). Forthcoming: *Basic Ethics for Forensic Scientists* (CRC Press, 2002).

**Alisa Peled (MN '87):** *Debating Islam in the Jewish State* (State University of New York Press, 2001).

**Jon A. Quitslund (WF '61):** *Spenser's Supreme Fiction: Platonic Natural Philosophy*

and *The Faerie Queene* (University of Toronto Press, 2001).

**Mary P. Richards (WF '66):** *The Academic Deanship: Individual Careers and Institutional Roles*, with David Bright (Jossey-Bass, 2001).

**Michael L. Satlow (CN '92):** *Jewish Marriage in Antiquity* (Princeton University Press, 2001).

**Sam S. Wineburg (SP '88):** *Historical Thinking & Other Unnatural Acts: Charting the Future of Teaching the Past* (Temple University Press, 2001), which won the Association of American Colleges and Universities' Fredric W. Ness Outstanding Book Award.

## LEGEND:

**WF=Woodrow Wilson Fellow**

**WT=Wilson Teacher**

**H=Honorary**

**WS=Women's Studies Dissertation Grant**

**WH=Johnson & Johnson**

**Women's/Children's Heath**

**Dissertation Grant**

**CN=Charlotte Newcombe Fellow**

**MN=Mellon Fellow**

**SP=Spencer Fellow**

**NAC=National Advisory Committee**

Alumni of Woodrow Wilson programs have so many interesting and important accomplishments to report that it is impossible to publish all of them here. The Woodrow Wilson Web site—[www.woodrow.org](http://www.woodrow.org)—will feature a fuller list of the kudos alumni have recently shared with us. If you'd like to report a recent publication, award, or appointment, please send us a note in one of three ways:

- e-mail us at [communications@woodrow.org](mailto:communications@woodrow.org)
- send surface mail to Communications, Woodrow Wilson National Fellowship Foundation, CN 5281, Princeton, NJ 08543-5281; or
- send a fax to Communications, Woodrow Wilson National Fellowship Foundation, 609/452-0066.



as well as between those institutions and the larger society. Through its array of programs dedicated to a broader scholarship, the Foundation has positioned itself near the forefront of national efforts to revitalize democratic ideals within the evolving realities of American education. Its engagement with a wide circle of humanists, scientists, philanthropic leaders, and citizens is, for me, the most fascinating and rewarding part of its work.

As I see it, our efforts might be summarized in this way:

- We seek and find imaginative ways for more educators to take up the unfinished agenda of American democratic reform movements.
- We find ways to bring highly educated individuals into sustained and respectful contact with local communities, especially those challenged

by poverty and other legacies of social and cultural prejudice.

- We forge new, discipline-based relationships between K–12 and collegiate teachers, making all the more possible the transcendent virtue of teachers—all teachers—within our society.
- We shepherd several doctoral and postdoctoral programs that enrich the field of higher education with talented women, minorities and other beneficiaries of 20th-century reform movements.
- We assist in the formation of a generation of public policy professionals in post-apartheid South Africa.
- We seek to demystify mathematics and history through professional discourse and K–16 collaborations in quantitative literacy and the National History Project.
- We seek to foster a new kind of Ph.D. experience—one that is more open to public engagement, interdisciplinarity, and professional service beyond the academy.

Toward this last objective, I hope to be especially useful. Perhaps because I am a product of the Negro History Movement, I always assumed that a role beyond the academy was a part of my responsibilities as a scholar. Indeed, I think there is much to be learned from the first two generations of black American college and university faculty members, whose scholarship had an actively and avowedly public purpose. The Woodrow Wilson Foundation, interestingly enough, espouses values important to those who until recently were all but barred from the nation's educational mainstream. I know of no other national foundation with so informed a perspective on recent American history and educational, or with so clearheaded a view of what needs to be done.

For my part, I have pressed the Foundation to strengthen its presence in New Jersey—an act of appropriate historical symmetry, given its namesake's own scholar-citizenship and nascent progressivism. Bob Weisbuch and his colleagues are responding impressively. They have worked with me to develop (with support from the Prudential Foundation) a Teachers as Scholars site in Newark—a city whose deep commitment to the humanities, the arts, and public scholarship is virtually redefining its troubled image of the past seventy years. A Newark site is also in the works for the National History Project of the Foundation's National Council on Education and the Disciplines.

The Woodrow Wilson Foundation should and will engage many other public intellectuals in this new reality in our post-industrial cities. Through the Foundation's doors pass many talented fellow educators, foundation leaders, scholars, and champions of civic work. To be within this circle of intellectual exchange over this past year, and to help turn its resources constantly outward, is a joy—one that I hope many more humanists, leaders, and scholars will share in the years ahead.

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