**FACULTY BULLETIN**

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**DECEMBER 2014**

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**Faculty Bulletin**

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December 2014
For this issue we invited further reflections around the past 50 years or so, as the celebration of 250 years of Brown University is being continued this academic year, as well as new matters. The nine articles in this issue relate to this call, and examine added issues.

Felicia Nimue Ackerman, of Philosophy, starts us off with a whimsical collection of terse verse. Each of us may think of faculty and other characters whom her poems may describe.

Bill Beeman, always in good voice – he returned to sing at the memorial Service for a member of our English Department – points to the significance of IRIS, pioneering at its time, and familiar to him because then-Provost Glicksman had the good sense to appoint him as an anthropologist to the guiding committee.

Maurice Glicksman reflects on his Brown University years as part of his life journey, a substantial part (25 years) and much of that as an administrator as well as a faculty member – and is candid about variances in visions between administrators, Corporation and faculty. President Gregorian sometimes described us as having champagne tastes and a beer budget.

Janet Cooper Nelson, Chaplain, looks back towards the time even of Chaplain Charles Baldwin, and how the diversity engendered in the student body from then on by shifting admissions which have certainly made our students more globally diverse, with accompanying diversity of religious knowledge and practices to be respected, and assisted in difficult times that can arise suddenly and unbidden.

Barrett Hazeltine, of Engineering and wide teaching fame, points to possibilities of practical concerns in a liberal education – fish where the fish are, as he writes - and many of our graduates gain employment where they might not have thought, in gaining a liberal education.

Lew Lipsitt has, in a few words tossed to us the light seed-corn for reflection on transience of campus buildings and occupants, mentioning even Charlie Bakst, a Brown Grad who wrote for many years for the Providence Journal, and Lew adds fertilizer ground up from once-solid memories, which we have given extra growth in an Editorial Note to expand and illustrate his theme.

Peter Richardson, following Felicia Nimue Ackerman’s tongue-in-cheek style, has written about the Faculty Travel Fund which does not typically become part of the routine record – the fund of stories which arise incidentally from experiences on travels, and he gives a few personal examples to illustrate from decades of his own travels.
Peter Wegner expands his series of book reviews in the Faculty Bulletin by taking on Hillary Clinton's Hard Choices, topical especially as we witness yet another election with the certainty of more to come. This article does not judge her possible ability to serve as President, but suggests that her 4-year contribution as Secretary of State was substantially positive.

Finally, we have added a Help Wanted item: a large board with more than 250 signatures has been found, many are of known connections to Brown, including a few Presidents and Provosts as well as faculty, but how it came about is unknown, so we've mentioned about 25 sample signatures in the hope that we can 'crowd source' assistance about its history and significance.
Five Poems
Felicia Nimue Ackerman
Professor of Philosophy

Credits: “The Cell Biologist,” “Professor on Alert,” and “Proposal to Professor Superstar” first appeared in *The Providence Journal*. “Bound for Tenure” and “Professor Superstar Turns 65” first appeared in *The Chronicle of Higher Education* online. All are reprinted by permission.

Bound for Tenure
He hardly could be a more suitable fit
If we had constructed him out of a kit.
He knows whom to take note of and whom to ignore.
He’s been on this trajectory since he was four.

Professor on Alert
They say “impact adversely,” and I tell them to say “hurt.”
“Empower” and “proactive” also put me on alert.
And, like, they’re like tenacious when it comes to saying “like.”
I dream that I’m the Dutch boy with his finger in the dike.

The Cell Biologist
Jerome finds cells enthralling.
He loves to make them grow.
The more he learns about a cell,
The more he wants to know.

Jerome craves every honor
His cell research can net.
The more awards that he receives,
The more he wants to get.

The Bible may deny it,
And yet it’s plainly true:
A man can serve two masters, and
That’s just what many do.
Proposal to Professor Superstar

Come marry me! Come be my love
(Or fake it that you love me).
The job I crave is at your school,
But others rank above me.

The old boy system didn’t die.
It took a new direction.
Today the favored form of pull
Is marital connection.

To hold you fast when we’re a pair,
They’ll surely want to hire me.
When I get tenure, we can split —
There’s no way they can fire me.

Professor Superstar Turns 65

Today is your 65th birthday.
Your status is ever so clear.
Your colleagues have set up a tribute
Extolling your shining career.

They bask in the secondhand honor
That flows from their honoring you.
They thrill to the visiting speakers,
Who radiate eminence too.

“Society’s far too unequal,”
Your colleagues are prone to lament.
But strictly within their profession,
They worship the top one present.
Brown University, the Cyber Revolution and the Study of its Effects

William O. Beeman
Department of Anthropology
University of Minnesota

Having served on the Brown faculty for more than thirty years from 1973 to 2007, I remember with delight the expansion of all areas of research, artistic expression, teaching and leadership that took place during my tenure. Brown, being a small university was able to punch well above its weight through its conventional departments, but also through the formation of remarkable cross-disciplinary institutions such as the Brown-Trinity Consortium, the Brown Institute for Brain Science, the Brown Medical School, the Annenberg Institute for School Reform, the Population Studies and Training Center, The Joukowsky Institute for Archaeology, the Watson Institute for International Studies just to name a few.

As an anthropologist, it was my pleasure and privilege to be able to participate widely in the range of scholarship on the Brown campus over this long period of time. Anthropology, being the study of the nature of humanity in all times and all places, had a place at many tables—music, theater, art, international relations, population studies, philosophy, literature, linguistics, cognitive science—even mathematics, laboratory science and engineering. Because of the intimate setting of the University on College Hill, it was possible to know and love many diverse academic pursuits in a highly collegial atmosphere, made even more pleasurable by Brown’s outstanding student body—always a pleasure to teach and know on a personal level.

I want to single out one cross-disciplinary institute that may not leap to mind when thinking about these fruitful years, but which has had an outreach well beyond the Brown Campus. It was my privilege to head up the Office of Program Analysis at the Institute for Research in Information and Scholarship (IRIS) in the 1980s. In 1984 as IRIS was being organized, then Provost Maurice Glicksman with uncanny vision felt that this new Institute, devoted to research in computing and information technology in higher education, needed a social science branch. This unit within IRIS would be charged to assess the effects of digital technology as it was gradually introduced to higher education. He tapped me, a newly tenured Associate Professor of Anthropology, to head up this research program. There was certainly a wonderful set of research problems on computing and its cultural effects ready for investigation. In 1984 only 25% of the senior class at Brown claimed to have any experience with computers or computing. In the same year, 100% of the freshman class claimed to have had some computing experience. It was clear that this was a moment of monumental change in American society, and certainly in the Brown community, as the digital age—the Cyber Revolution—swept through the campus. IRIS was at the forefront of so many developments that we now take for granted in our lives. When we started our research there was no generally available email, no internet, no hypertext and no educational applications for classroom use beyond simple computation programs and primitive word processing (something opposed, ironically in retrospect, by
Provost Paul Mader who told pioneering computer scientist Andy Van Dam that “computers are for scientists, not for poets!”). Within a decade, all of those remarkable applications had become reality, and went on to dominate the lives of the people all over the world.

IRIS’ main project was the development of hypertext applications. The term hypertext is now itself almost obsolete, because it is so utterly ubiquitous in our digital age, but at the time the idea that words and phrases on a document page could be electronically linked to other related documents was utterly novel. Of course everyone in the University was completely familiar with the use of footnotes and annotations, but to have large documents and explanatory terminology—even animated images—ready to pop-up on a screen to explain a word or passage in a primary reading with a click of the newly invented “mouse” was exciting and new.

The concept for this technology was so innovative that there was no existing hardware platform on which it could run. So the computer engineers at IRIS expertly cobbled together an Apple and an IBM computer on which to develop this new software. Ironically because of proprietary patents, the software developed on this platform could only be used at Brown.

The Office of Program Analysis consisted of between twelve and fifteen researchers—a mix of anthropology Ph.D. graduates, graduate students, advanced undergraduates and incipient software professionals—known then as “programmers.” The model for research was a venerable one in anthropology—ethnographic study of social and technological change. This was pursued through the classic fieldwork methodology for investigating social change—establishing a status quo ante base level for the phenomenon, documenting the innovations carefully as they were introduced, and then measuring the effects of the innovations as they became thoroughly established. This ethnographic research methodology allowed the researchers to transcend simple-minded survey methods and use participant observation to detect the unconscious patterns of behavior in the faculty and students as they were in the process of changing. As an anthropological linguist, I was particularly fascinated to be able to document the way that computer mediation changed basic human communication patterns—something that continues to engage me and many others today.

To test the effectiveness of the hypertext concept in the classroom, a new software system called “Intermedia” was painstakingly developed. Three experimental courses were developed on the Intermedia Platform: One in English literature, led by Professor George Landow; one in Music Theory led by the late Professor William Ermey, and one in Cell Biology led by Professor Peter Heywood. The Office of Program Analysis studied these courses first, as traditionally taught; next, as Intermedia was introduced and finally, as experienced after Intermedia was established for classroom use. The software developers and their process were also carefully studied as they progressed in their development process. Mounds of data were generated from this research. When analyzed, the results were surprising in many ways.
Classroom learning using Intermedia definitely increased, and students in the experimental classes reported that the learning experience using hypertext was enjoyable. However, the amount of labor needed to produce the courseware was considerable—requiring effectively a team of developers. Moreover it was hard to determine whether the positive learning effects were due to the software or to the extra labor needed to author the rich course content. Many hypertext documents had to be written from scratch—at least as many as found in a book-length scholarly monograph. Additionally the new material had to be "linked" to core material using multiple interconnected electronic pathways—a new, novel and tedious programming task (one we take for granted today). The increased, immediately available content for the courses was seen as a plus but the learning curve for using the software was steep for students and the faculty members. However, the excitement factor and the obvious possibilities for the use of the system going forward were very great, keeping all participants highly motivated. This fascination and the high motivation to accept this new technology eventually swept not only through Brown, but eventually through all of human society utterly transforming all of human life. In retrospect, the Cyber Revolution has been one of the great human watersheds, and we in the Office of Program Analysis were privileged to study it first-hand. We were not alone going forward. George Landow eventually produced several highly regarded books on hypertext based on his experience with this system and his later elaborations of it. The Office of Program Analysis (later renamed the Research Project on Education, Culture and Technology) went on to conduct research on the effects of introducing email communication into an academic network, the introduction of the electronic card-catalog in the Brown library, the introduction of electronic medical record keeping at Rhode Island Hospital and additional research projects on cyber culture and its social effects both at Brown and in other locations. These were pioneering studies in the social and cultural change effected by new information technology in organizations. Venues for the publication of these studies spanned wide academic territory ranging from the journals of the Modern Language Association, to anthropology and other social sciences, to education and engineering.

The history of computing is deeply indebted to the developments at Brown, but the Office of Program Analysis produced another set of important developments going forward today. Every one of the young researchers in the Office has gone on to work in business, industry and academic institutions continuing research on the role of technology in human life. Dozens of major corporations, such as Xerox, Intel, Microsoft, IBM, General Mills, Target, BBDO Advertising, and General Motors now employ Ph.D. anthropologists to conduct this same effective ethnographic research in planning, design and marketing of major technology and commercial products and services. The ethnographic revolution in business and industry is one of the major growing international trends in commerce today. Brown researchers in this area were not completely unique in studying the culture of technology, but they have emerged as major intellectual leaders in this area.

Today, a major annual conference, now in its 11th year, the Ethnographic Praxis in Industry Conference (EPIC) flourishes. Brown graduates were founders. The conference hosts a gathering of 500 Ph.D. anthropological researchers employed in commerce and industry working in the same ethnographic manner as we did in the Office of Program Analysis
thirty years ago. Their contributions to human knowledge and material well-being will continue well into the future. It is one of Brown’s most important legacies.
Brown University as Part of a Life Journey

Maurice Glicksman
University Professor Emeritus; Provost Emeritus

My tenure as a faculty member at Brown University lasted twenty-five years (1969-1994). Before I accepted Brown’s invitation, I had thought I would shift from research on semiconductors to the field of neuroscience, particularly the mechanisms of memory and learning. But Brown wanted me to help develop electrical sciences in Engineering, and I found two other physicists engaged in developing Neuroscience, and not needing my help. Hence I stayed in my semiconductors field. I did lecture in a neuroscience course offered by my physics colleagues. My daughter Marcie attended Brown and developed a career in Neurobiology, and her daughter is following in the same general field. My dreams of forty-five years ago did not die.

My disappointment in the lack of support in industry for fundamental research (in neuroscience in particular) led to my responding positively to invitations from universities to consider becoming a professor. The sixth university that came calling was Brown, with an offer I could not refuse. I saw an institution which maintained high values in its respect for people and ideas, in an American scene roiled by the controversial war in Viet Nam.

Before I came to Brown, I knew that I enjoyed the excitement of research and thought I would also enjoy providing leadership for colleagues who felt as I did. When I refused industrial operational leadership, I was put into the category of “research track (non-administrative)” people by my corporate supervisors, and I accepted this and decided I would shy away from administration, especially at a university.

At Brown University, however, I was asked by my faculty colleagues to serve on faculty committees, got to know and assess the skills of administrators, and felt the University could do better. When I was challenged to show that improvement was possible, I accepted invitations to take on administrative responsibilities.

Brown seemed to me a special place, one committed to guiding young people to sharpen their skills, increase their knowledge and understanding, and hone their judgment, so that they could be useful and contributing members of our democratic society. While an administrator I continued to benefit from teaching students.

My focus as an administrator was on developing the quality of the faculty, departments and academic programs. Brown is especially good at encouraging its faculty members and students to work together, not just in coursework, but also in independent studies involving research. Brown continues to expect its faculty members to teach both undergraduate and graduate courses.

The Graduate School, my first administrative challenge, has an important role in supporting graduate studies. Forty years ago, its existence was challenged by a student group that
Proposed closing it and using the money saved to eliminate a deficit threatening the financial viability of the university. I pointed out the important role the Graduate School and graduate programs played in the university, and especially for its undergraduate students. Fortunately, both the faculty and the governing trustees and fellows saw the importance of graduate programs to the quality of Brown University, and the financial strain was alleviated with other sacrifices.

In early 1969 I met with Acting President Merton Stoltz and asked him what the university’s goals were. He responded that Brown University would like to be like Harvard, have perhaps 7000 undergraduates and 3000 graduate students and a thriving medical school. Brown had launched a fund drive and was adding faculty to service a larger student body. Pembroke College was closed and undergraduate admission was made gender-blind. In two years (I believe 1968-70), there were 100 tenure commitments made. However, that fund drive was closed short of its goal, and the Brown Corporation halted the expansion of the undergraduate student body, although it approved the establishment of an M.D. program. The resulting shortfall in revenue forced a major belt-tightening, with staff lay-offs, junior faculty contracts not renewed, a smaller administration and decreased maintenance of the university infrastructure.

Howard Swearer’s tenure as President of Brown University brought success in raising funds to bolster the smallest endowment in the Ivy League. We had a consultant who informed us that the most we could raise in a five-year campaign (1978-83) was $95 million. Howard said he had $250 million of urgent needs, and set a goal of $158 million. At the end of five years we celebrated exceeding that goal with a total of over $180 million. The budgets were balanced and the undergraduate student body was kept in the 5200-5300 range, but with difficulty, since the applicant pool was very talented.

Toward the end of the campaign, President Swearer told me that the Brown Corporation thought the faculty too large, and wanted a program to reduce its size by five per cent. My response was surprise at the conclusion that Brown raised money in order to reduce the faculty size, and opined that doing this should and would lead to both of us losing our positions! I suggested that we should propose a freeze on the size of the faculty, and that funds available because of faculty losses (resignations, retirements and deaths) be put into a pool, to be used to fund appointments in new areas and urgently-needed replacements. Faculty and department chairs did not like the limitation on expansion, but the budgets remained balanced.

In the years following my involvement President Gregorian and President Simmons led highly successful, ever increasing campaigns. The university infrastructure was repaired, new buildings rose, the faculty grew in numbers and expanded in coverage, and financial aid for undergraduates became much more robust. A snapshot of the Brown University of 2014 shows almost 6200 undergraduates enrolled, over 2700 graduate and medical students engaged in studies, a tenure-track and tenured faculty of 736 (50% larger than when I arrived) and a modest endowment of about $3.2 billion, the smallest in the Ivy League and less than one-tenth that of Harvard University. Brown recovered from its initial hiccups and continues on its way to its goals.
The Perennial, the Peripheral and the Unimagined:  
Religious and Spiritual Life at Brown in 2014  

Janet Cooper Nelson  
Chaplain of the University

Brown University’s delightful celebration of our 250th anniversary includes a quieter task of review to insure that our continuing legacy will be of enduring worth. A brief review of some of the changes in the University’s religious and spiritual life during the last 25 years life may offer a vantage best described as “peripheral centrality” and may be useful to the larger institutional task.

In the mid-1990s, religious life at Brown University clearly needed new structure. One idea proposed was renaming the chaplain, creating the post of Dean of Religious Life. At a meeting with the then new provost I asked his opinion of the idea. After a long pause he said, “There are three officers in this university whose roles I actually understand: the president, the provost, and the chaplain; everyone else seems to be a dean of something.” The room erupted in hearty laughter. At Brown the chaplain’s historic title was retained and our work moved forward. However, that provost’s clarity about chaplains is not widely shared or known, as these vignettes illustrate:

~A student researching Brown’s history of peace activism asks why the Christian Association and Rev. K. Brook Anderson would have been at the center of campus nonviolence work in the 1950s.

~Lindsay Harrison’s (2008) poignant memoir Missing (2011) about her mother’s suicide, described meeting the Chaplain in the bereavement group, saying, “She couldn’t have been further from the buttoned-up, conservative, tight-lipped clergywoman I’d been expecting.”

~At a 2008 Yale Divinity School conference exploring a new phenomenon of “workplace chaplains,” the observation that university chaplains are also considered workplace chaplains was quite startling to many.

Consternation about the work of America’s academic chaplains derives in part from pervasive stereotype and inexperience with religion in general. However, dramatic changes on campus both in religious demography and curricular canon also play a role.

Brown’s chaplaincy structure is radically renovated in the last quarter century and reflects uniquely the broader context for higher education to which all in the university are replying. Chaplains in university context must serve the university’s core academic mission and this largely takes the form of providing care of all members of the campus community. But in recent decades we also shoulder a significant role to create and to

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1 Professor David Patterson used this phrase in the autumn of 1986 in a brief talk to the Mount Holyoke community to describe the value of Judaic Studies for an undergraduate curriculum.
nourish the overall campus climate—tasks that require increasing nuance as universities welcome an unprecedented diversity of identity, belief, and culture. This affords the campus and our chaplains a rare and urgent opportunity to find ways to engage diversity with both compassion and curiosity lest higher education produce educated cynics amid clashing sub-cultures. The chaplaincy’s work now occurs in myriad languages of belief and culture, often well beyond those of the chaplain’s formation. Skill and trust are required; neither the faint-hearted nor the easily daunted is likely to be an effective guide.

As the academic year begins each fall, we herald academic integrity, endeavor, and service to society. We join faculty and deans as we collectively renew our profession of the academy’s “statement of faith,”--a commitment to form an academic community that, however imperfectly, strives to create a welcoming, equitable, inclusive, and engaged intellectual climate. We urge everyone to take up this credo and to practice the academic disciplines and engage in community building, preparing diligently for the work that will measure us beyond the university's gates: the very transformation of society.

Brown University's eighteenth-century charter expressed the aspiration "that the rising generation may be able to discharge the offices of life with usefulness and reputation." Such lovely words rarely produce objection. But agreement about how to measure the "usefulness" and "reputation" of higher education is not easily achieved on College Hill nor across the nation.

Technocrats see education as training for an emerging professional class and tend to measure academic capacity by a graduate’s employment and financial success. Philosophers understand education’s privilege as a moral obligation: the learned will discern their moment in history, transform its ills, and anticipate the future with useful innovation and compassion. Universities like Brown must struggle to embrace this wilderness of visions and hopes with equality and without prejudice. Within this forest, part of a chaplain’s work may be to aver that these time-honored tasks are both sacred work and our historic purpose—while also testifying the broad range of spiritual practice and priority that abides within our community.

Stunningly for those who conceptualize higher education as an artifact of privilege, our colonial forbears, facing a vast literal wilderness, devoted scarce resources to establish our oldest American universities. Varied religious visions fueled their work—the Congregationalists founding Harvard; the Anglicans, William and Mary; the Baptists, Brown University—yet their impulse was common. In our nation’s 18th- and 19th-century wilderness many others raised their voices as religious leaders, aspiring to clear space and to build educational institutions with enduring foundations.

These great schools stood thriving in the twentieth century even as a new cohort of campus clergy emerged. No longer presidents of these institutions but serving as their chaplains, these religious leaders were charged to insure that their institutions and those who studied within them took up work of worth and significance. Such remarkable voices as Rev. Dr. Howard Thurman at Boston University, Rev. Dr. George Buttrick and Rev. Peter Gomes at Harvard, the Reverend Charles A. Baldwin at Brown and the Rev. William Sloane Coffin at
Yale exhorted, comforted, and fiercely interrogated their communities. They decried the unrighteousness of discrimination, racism, imperialism, privilege, and exclusivity that was found within the academy and the nation. Their voices resounded from the hallowed halls of ivy with some of the scriptural authority of biblical patriarchs and the animating revolutionary fervor of the nation’s founders. Essential catalysts for integral change, the pulpits of these prophets were not in cathedrals but in university chapels. Ironically, while their voices animated national movements for social change, they also articulated a quieter rationale for clear-cutting much of the forest from which they emerged. Presidents and Boards of Trustees feared their independence, iconoclasm, visibility and eloquence. As the twentieth century concluded these prophets grew quiet through death or retirement. The work they had urged continued to advance. But its form, its context and its leaders were largely new and the process and mode of their work was dramatically changed.

Perhaps the most notable change was an ensuing silence. A new, quieter conversation began led by new women and men who voice for ethics and worth included language that was able to encounter concepts of deconstruction—political, religious, feminist, postmodern, and more. These changes were reflected in and or caused by parallel changes in faculties, curriculum, administrative structures, and student bodies that were also changing dramatically. Universities were growing horizontally more than vertically. As the late 1960s gave way to the ‘70s and ‘80s, previously excluded communities began to arrive on campus in significant numbers. Their advent was accompanied by a pruning away of archaic patriarchy and hegemony to create space for the newly arrived, exposing societal isms for which the campus still lacked immunity. The vast new work of embracing the previously marginalized embodied much of the prophetic dream of earlier generations, but religion’s voice in this work grew quiet in some places and was silenced in others.

Ironically as Admissions officers traveled broadly to increase numbers of underrepresented minorities perhaps inadvertently they increased campus spiritual diversity as well. Personal piety continued to be protected on campus. But faculty and students alike learned quickly “to park” religious identity and discourse off campus. Race, sexual orientation, ethnicity, culture, gender, and socioeconomic status now formed the locus of campus discourse on identity. Religion was relegated to the periphery.

In the opening decades of the twenty-first century the oft-expressed fear that religious life was vanishing from campus actually reflects the rapidly changed face of university spiritual and religious life. At Brown and across the United States chaplains took up architectural work to support and to articulate the radical reconstruction underway in American higher education. We struggled to reshape concepts like pastoral care to honor the trust of diverse constituencies. We truly had lost authority that attached to patriarchal, hegemonic cultural Protestantism. But in eschewing that model we earning the opportunity to be heard as honest critics whose integrity, vulnerability, vision, and faith that could be included in a pluralistic academic community within which there would be no dominant belief—not even secularism.

In those early days we shared whispered fears and dreams with students and faculty colleagues in circles of racial, ethnic and cultural identity, feminism, economic justice, non-
violence and ecological concern. We worked to dispel exclusionary shadows and to offer radical welcome to those who never dared to expect it. We continued to raise concerns of worth and worthiness even as our own identities and Traditions prompted questions of legitimacy. A new rank of chaplains arose from the ranks of those once ignored, barred, or repudiated on campus with a deep personal concern to protect and to prevent retrenchment. History’s gaze was harsh as we were hired to be “the first” to hold these roles. And this pioneering was unusually tiring as the campus climate became increasingly religiously illiterate and politically averse.

Nonetheless the collective campus conscience focused: to ameliorate religious, racial, and cultural bigotry; to foster medical research; to protect the environment; to promote economic stability and comprehensive health care; and to relieve hunger, homelessness, and greed remained. These core concerns are the perennial work of chaplains and we focused on doing our work. We strove to engage and secure resources for a Brown family that was annually more diverse--focusing our initiatives on religious, spiritual, convictional and ethical dynamics for both communities and individuals.

Our shared hope as chaplains serving at Brown remains well described by the Hebrew prophet Isaiah: “to sustain the one who is weary with a word” (Isaiah 50:4. But in 2014 we take up this work with a broad host of campus colleagues – faculty, students, deans and *alumni/ae*. We continue to urge forward the work of both the newly arrived and the long established---those who never imagined they would have the opportunity to earn a Brown degree and those whose legacy has been to conserve academic tradition and wealth. We urge humane perseverance in catastrophe, natural and political; and offer comfort in illness, trial, and tragedy; we continue to provide historical and spiritual wisdom to encourage capacious, liberal vision.

The Reverend Janet M. Cooper Nelson is serving in her 25th year as Chaplain of the University at Brown where she also directs the Office of the Chaplains and Religious Life and does some teaching at Alpert School of Medicine. She writes for national initiatives in higher education, religious literacy, and interfaith understanding and strives to keep the poets and a quiet beach near-at-hand. This essay is closely derived from the Foreword of *College and University Chaplaincy in the 21st Century: A Multifaith Look at the Practice of Ministry on Campuses across America*. Forster-Smith (editor) Skylight Paths Publishing: Vermont, 2013.
On the Role of the Practical in a Liberal Arts Education—revisited

Barrett Hazeltine
Professor Emeritus of Engineering

Twenty-five or so years a note was published in the Faculty Bulletin suggesting that the aims of a liberal education might in fact be advanced by inclusion of practical matters. A few friends responded with polite encouragement but nobody took the trouble to object, at least to me. Within the past year, the same plea for inclusion of some real world perspectives was presented to two different Brown alumni groups. Each group produced only a single but passionate objection, each to the same effect that if students had to worry about “real world” issues they would not have time to discuss such matters as the “Krebs cycle, the Song of Roland, Engels, and Hilbert Spaces” (from a letter received May 2, 2014). My point is not the thrust of the objection but that so few objections were raised. With this lack of visible opposition why has change been so slow?

The “practical” to me includes technology. It also includes the deep planning and the tedious details of transforming an idea, technological or otherwise, into an enterprise—for profit or not for profit. I believe we are doing most students a disservice if we do not ensure they feel comfortable in thinking about technology and entrepreneurship—now more than ever.

Glimmers of change in attitudes about the role of the practical in a Brown education have appeared. My good friend Alan Harlam gave a compelling talk at an Ashoka Conference “Recentering Higher Education for a Post-Course World: Charting a New Course for Higher Education” (https://www.youtube.com/watch?v=CyurUxYElyU, March 14, 2014, accessed Oct 26, 2014), focusing on a “new educational approach in which extracurricular activities, real-world problem solving, and student passions and interests move from the educational periphery to the center to play a prominent role alongside the academic coursework.” Alan describes several programs at Brown that do integrally include, using Alan’s words, “opportunities beyond the classroom walls”: TRI-lab, iPROV, and Engaged Scholars. We now have Master’s programs with a professional emphasis and a relationship, to be enhanced, with a Spanish Business School. Plans are underway for a Center of Innovation and Entrepreneurship. At least parts of the new Themes in Building on Distinction effort pay attention to practical matter. All the signs are hopeful but an enthusiastic embrace on the Brown campus of the idea that the practical is an integral part of a liberal education is not visible to me.

The argument is not that a liberal education should be entirely focused on the intricacies of the real world, only that the complexities in making something happen be part of the discussion, be not denigrated. I presume every generation believes it is facing social problems of unprecedented difficulty but the ones facing ours—such as unemployment partly caused by information technology, global warming acerbated by the fall of gas prices, fragile social and political systems in the Middle East—do seem close to intractable. Dealing with these will require deep and theoretical insights but these insights are only
useful if they are consistent with what is actual fact. Useful scholarship requires both deep understanding of underlying principals and familiarity with the nitty-gritty.

An objection to a university dealing with the practical is that real world problems are messy and hard to encapsulate with an elegant theory or a clear-cut finding. Academic rigor is harder to measure. But an argument can be made that this complexity is a reason students should be exposed the practical problems—to learn to think soundly about fuzzy issues. Academic rigor has its limitations.

What is the role of the practical in a liberal arts education? Why should we care if it is not embraced? If nothing else, attention to practical things can be an important vehicle to learning for some students. Fish where the fish are. Helping students learn by building on what they know and think important is not pandering. A list of the aims of a liberal education would include understanding the world a graduate will face and giving confidence that she or he can be a productive citizen. The Value Rubric, developed by the Association of American Colleges & Universities (https://www.aacu.org/value/rubrics, accessed Oct 26, 2014) gives a full set of educational aims. Appreciation of real world matters can help realize these aims efficiently. Further, attention to the reality of making change may encourage a “bias to action”; to use what one knows to accomplish change. The University charter speaks to “a succession of useful” people. To be useful in many spheres requires a respect for real world problems, as well as deep insight.

So, what pertinent things have changed in the last 25 years? The professoriate at Brown University is now more professional, which tends to mean more focused away from day-to-day practice—the risk is increasing of neglecting the practical. At the same time our students are more diverse. With diversity comes more students who learn best by working from what they see in the real world. Outside of Brown University, technology—particularly information technology—has increased the range of what is feasible. Our students seem to recognize these possibilities and take seriously approaches including them. The US government wants more people to go to college and, sorry to be offensive, the government’s goal seems to emphasize education that embraces the practical. External support in general may follow government rhetoric. Approaches to economic revitalization based on creating new enterprises are now more respected. A liberal education that includes the practical is consistent with important trends.

Leo Marx discusses the “the machine in the garden”, how technology disturbed an ideal bucolic life. (Leo Marx, The Machine in the Garden: Technology and the Pastoral Ideal in America, 2000, Oxford University Press, NY) Guess what? The machine is still in the garden and becoming even central to what our students and we ourselves do. Better that we teach and learn about it rather than ignore it. I do not know why acceptance has been slow in coming.
A Poetic Reflection: 250+ years

Lewis P. Lipsitt
Professor Emeritus of Psychology

The Hunter Lab is gone.
Renamed and reissued.
Not even the name remains.
Progress personified.
The past demonized.

Professors with forgotten names too.
Just ran into Charlie Bakst and his wife.
He remembers.
And so do I, like the day he cancelled my class
Using his authority as editor of the Brown Daily Herald.

April Fools!
One-day foolishness is lots of fun.
Year-round fools are inexcusable.
Editor’s Note: re Lewis Lipsitt’s poem

Professor Emeritus Lipsitt supplies a terse reminder of some of the ‘vanishings’ and ‘re-namings’ which have occurred on Brown’s Campus in the past 50 years. Not only has the “Hunter Lab” been re-named as BERT, and the plaques commemorating distinguished faculty members formerly in the building moved away, it has also been extended upwards, and it holds an auditorium (Carmichael) that was used for monthly Faculty Meetings once the Corporation Room in University Hall had become too small, where the President did not have to leave University Hall to preside. It was known that President Barnaby Keeney could sometimes be approached at a pool table in the back of the Faculty Club. The ‘Administration’ was rather thin then.

There have been many ‘conversions’ and ‘re-namings’ since then. The Pembrokers’ swimming pool was converted into the Ashamu dance studio – an unusual donation for that, which came from Africa. Richardson Hall (named for a distinguished professor here in Mathematics) lived through transformations, finally as a dorm, before it was demolished and its site was covered by part of the footprint of the GeoChem (MacMillan) Building. The block of Manning Street between Thayer and Brook Streets, before it became a walkway, had a house on it which included a planetarium, used by Prof. Smiley, perhaps our last Professor of Astronomy as such; by the beginning of building the new Science Library that house had vanished. In the late 1950s the then Division of Engineering was housed in a building on the south side of the Lower Green, an architectural feature being its glass-windowed roof to provide lighting for drawing tables, many decades ago a staple in engineering undergrad studies, but replaced in the late 1950s by teaching those students early programming languages for computers. Like most other campus buildings, it was not air-conditioned, and some of the faculty offices had windows facing the back of a student dorm; it could be noisy in evenings and at weekends. It is the ‘Lincoln Field Building’ now. The presumed carriage house for 182 George Street had space for a carriage, horses and for horse-feed when I first saw it (now Barus Hall), it was rather jokingly called The Castle.

The Graduate Center more than 50 years ago was a large house on Manning Street, between Cooke and Governor Streets, and it seemed more of a social center, especially for Friday evenings when various adventurous local young ladies would come to meet the predominantly male graduate students, several being from overseas. The Graduate Center, the Rockefeller Library and List had yet to be built. Benefit Street, especially to the north, had old houses largely used as rooming places for RISD students, before the Providence Preservation Society began to have an impact. It had been an opportunity for enlarging Brown-owned footprint, closer than the Jewelry District and above the hurricane flood plain, but that opportunity was not taken.

Perhaps there was a shift in naming new buildings after donors of money to help build them, and more particularly for named professorships, as also for donors of rooms inside buildings, not to mention renovations, such as in Faunce House. But then, of course, our Governors were willing to change the name of the University itself, many years ago, to that of a family which had slave-traders among its members, in view of a donation which was
large at the time. We may wonder how those donors would have felt if the new slavery monument on the Quiet Green had been placed there in their lifetimes. Naming College buildings after donors was nothing new, ancient Colleges at Oxford and Cambridge were sometimes named after the dioceses of bishops who donated the funds to build them, or in at least one case by Latinizing the surname of the donor (as Caius)–yet letting it be spoken of by using the unlatinized original (Keyes). There is something similar here, where Pembroke is applied to a collection of buildings which used to be associated distinctly with female undergraduates, as well as to a Hall which is part of that, and originated from the College where a founder of the State of RI had been a student in the UK. We have other, deliberately periodic remembrances, such as the Edgar Lownes Memorial Organ Concert, where a donated fund provides for inviting an outsider and paying associated travel costs and a fee to an eminent organist to perform, and the Van Wickle Gates which have a specific ceremonial purpose on just two days in a year. It may only be MIT which dodged the craze for naming and gave its buildings integer numbers.

Faculty members have only one reliable prospect of being remembered in the long term – by the accomplishments of their students, and by their work-products, be they art or more typically their publications – sometimes far in the past these could have been both, which some places such as the British Library may display, although even there some beautiful documents are known for where they were discovered, rather than who created them. A few scholars may be known for equations which they showed to be important and are named after them, and some may be so familiar the names have become words without initial capitalization, such as watt. James Watt helped set off the Industrial Revolution, and ultimately global warming, so our appreciation of him may change over time. Perhaps we should give the final memories in our still Western culture to Shakespeare’s description: all the world’s a stage, and all the men and women merely players…
Faculty Travel Fund: An Alternative Perspective

Peter D. Richardson
Professor of Engineering and Physiology

Faculty Travel has a Fund, but that sort of accounting is far from my focus here. We travel, primarily and ostensibly on 'business', but the reality is that we acquire a fund of stories in a sort of 'open curriculum', the unexpected things which happen to us being so open that we likely would not have signed up for them had we known, but which we remember and learn from.

My first vignette has the subtitle All roads lead to Rome. As part of a leave in the Medical School in Aachen, I witnessed the habilitation of a medical researcher, and decades later I had been invited partly from his influence to make a presentation at an Angiology Conference, to be held in Rome. I flew in a day before it began, having a habit of enjoying examination of the host city or town to get my bearings there. My stay for the Conference was being paid by the organizing Committee, and I felt sure I could find somewhere for my first night – and did, at a place named Fawlty Towers (really!). It was clean, cheap and basic, and my room window overlooked red-tiled residences of the hard-working, so reasonably quiet. There were folders in the rooms for travelers, and I saw one possibility – a place which organized walking tours. I'd already enjoyed one in Berlin, led by a student from New Zealand, who had rather liked it before the Wall came down, and in the morning went out to buy a map of the central city, and check on the center point for those walks, for schedules. I decide to try to use public transport to reach my meeting hotel, where I could soon check in. Then I was mugged by a group of gypsies, cash and some papers taken – my only mugee experience so far. Not only would I have to report this for insurance purposes, I was going to need to walk to the meeting hotel and that map would be invaluable. Clutching my police report I set out in the direction of the Spanish Steps, close to which was an American Express office, and years before I had bought some travelers’ checks of which I had kept note of the numbers and denominations, so in such circumstances I could claim them as uncashed, and quickly (?) be compensated.

AMEX staff members there were helpful, but it would take 24 hours before I could get replacements or any money. The Conference schedule, which I still had, mentioned there would be an evening Opening Reception, so perhaps I could eat a bit there to replace an otherwise missing supper. I struggled up one of the famous seven hills – not quite the walking tour I had expected – and triumphantly announced to the desk staff I had come to check-in, only to find them saying I had already done so. It took them some considerable time, close to two hours, for them to realize that Peter Richardson from Providence was not the same as Peter Richardson from Boston – their sense for the east coast of New England was fuzzy at best, compensated only by their being easy on the eyes – and they had thought it was an accidental duplication from the same place. Various managers raised their eyes in pleas to heaven – or for tips, which I could do nothing about – and in a few hours I was given a room. With a shower and change of clothes for an Evening Reception I was a better
man, thinking meanwhile this was the real *Fawlty Towers*, no matter what the outside lettering had said.

The Organizing Committee had provided something more to whet my appetite: the Reception would commence with a piano concert, and because the pianist would be on the same level as the Congress ‘delegates,’ her fingers on the keyboard of the piano would be displayed on multiple overhead screens. We never had a view of the pianist herself, only of her mildly plump fingers. I was further dismayed when I discovered she enjoyed giving encores. Finally there were snacks and conversation with other attendees and speakers, and I could retire to bed with more than my original *Fawlty Towers* breakfast and a long, hot hike with my baggage for the day.

Next morning the meeting hotel continued in its inefficiency, this time to my advantage. Unlike so many other European hotels, I was not asked for my room number at the breakfast room, and had further catch-up possibility for my calorie deficit. My invited talk was adequately attended, and the slide projector functioned properly. The rest of the trip was unremarkable.

My second vignette is entitled *you never know when something happens you can use as an assignment*. The background is a long-distance Schnellzug on a West German DB train, and a half-full compartment. A man pushing a cart along the corridor opened the compartment door, tersely describing his available refreshments, and I bought a can of cooled fizzy drink from him and placed it on the small shelf by the fixed window I was sitting next to, with the train winding through a wooded valley and the Sun shining sometimes through the window. I had not rushed to open my drink, and after about 10 minutes the top exploded open, spraying me and the attractive lady sitting opposite. After making an apology to her, I realized this must be due to thermodynamics and radiative heat transfer, both areas I knew and sometimes taught about. Thinking back to the man’s cart, I realized he must have kept that part of his stock on a bar of solid carbon dioxide, so water content of the drink had separated out as a block of ice, leaving a more concentrated liquid solution above it, which would have a different relation between boiling pressure and temperature, and radiative heating from the Sun to the opaque but heat-conducting shell of the can would have preferentially heated that liquid, to the point of reaching the rupture pressure, lowered by the scribed or pressed line used to determine where a pull-tab is to tear open, and so lowering the can’s rupture pressure. That’s the sort of thing to provide more lively assignments for a course on otherwise somewhat dull topics.

My third vignette is entitled *too much knowledge may not be good for your blood pressure*. The beginning scenario is at Gatwick Airport (maybe on the day baby Gary was found there in a woman’s toilet, and later never identified or claimed, but that is not the story), on a day an American airline was on its last flight out from there, ‘giving up the gate’. I’m used to all the specific sounds of getting a plane ready to fly, and taking off, and I noticed the right-hand wing flap did not deploy properly, and knew the likely consequences, once we passed a certain point you can’t abort a take-off as there’s not enough runway left to brake to a halt. I tried to get cabin crew attention, but the one crew member in sight, already belted in for takeoff, waved my raised hand down. We began our take-off acceleration, and I began
estimating where the plane would likely crash, as there would not be enough lift on the right and the plane would swerve in that direction and crash after attempting lift-off. I was perhaps the only passenger glad when the pilot aborted the take-off and brought us to a screeching halt; however, he told us on the PA he’d done so because one warning light for that wing had come on once we were moving, it might just be a defect in the light. He also told us he’d have to allow three hours to let the wheel brakes cool down, and we parked somewhere on the airfield away from the terminal. Again I tried to get the attention of a crew member, but they were more worried about keeping us orderly, and cool – it was a warm day, the auxiliary jet engine was not run to provide ventilation, and being an engineer from Brown counted for nothing. They’d taken aboard passengers from another flight before our aborted take-off, and perhaps were thin on flight attendants. After a few hours some unbuttered ham sandwiches were brought aboard, and I could see that passengers for whom this was an improvident choice could only eat the dry bread. After three hours we were told the warning lights had been checked and were not defective, and now the flap itself would be examined – and it was removed, for some machining and later refitted. A rear side door in the fuselage had been opened for ventilation, but it was just a hole from which no one could escape. After about 7 hours on the tarmac we were told the plane was ready to try again, and if we took off successfully this time they would serve us first the small snack which would have been served as we came into Logan, which would have been about then, and serve the larger meal as we approached Logan.

The experience did not damage my love for airplanes, which had started by WWII and during which my father had worked for the Ministry of Aircraft Production, the first book he had given me as a kid was one on how to fly single-engined propeller-driven planes, my PhD supervisor Owen Saunders had been invited to watch the first test flight of a Whittle-powered jet plane, and one time I had gone to San Francisco to lunch with Milton Bramson, who’d written a report on the practicality of the concept as a consulting engineer, which allowed Whittle jet engine development to proceed, and for that matter my home had been badly damaged by a German V-1 flying bomb, powered by a cheap pulse-jet with no rotating parts late in the war. Sadly I’ve noted that some thermodynamics textbooks used by our students have had serious errors of fact about modern jet engines, such as stating the bypass part is used for take-off and the core jet engine for higher speed flight, although in fact both are used all the time and use of the bypass has been introduced to reduce exhaust jet noise, as indicated in a paper by the late M.J. Lighthill published in 1952. He made it clear the noise coming from the exhaust was a high multiple (eighth power) of the exiting jet speed, and by taking more power from the turbine and using it to drive the bypass flow the speed of the core jet engine exhaust was reduced, and thereby the noise. This made it possible to locate airports closer to the communities they serve, because the engine noise is most noticeable on take-off and coming in to land.

My lessons from the worn flap incident were you don’t know ahead how poorly some airlines treat passengers when there are airplane malfunctions and also designed-in sensors may not be good enough for foreseeable malfunctions. Sadly, that contributed to the loss of Prof. Kanellakis of Computer Sciences and his family when their commercial flight flew into a mountainside, and we have two such flights lost into oceans.
To end on a happier note, I will mention opportunity when on travel may be unexpected and may need to be grasped. While spending a summer in Turkey, primarily to help a bit in improving education and research in a new university, I met a visiting archaeologist who had a Land Rover and a profound dislike for Turkish truck drivers. After years of driving in RI, London and France I was willing to take them on, and I had a wonderful expert-escorted tour of historic areas, especially in the Goreme Valley, well before they might be turned into tourist traps. Right then, it was open for research. Marvelous!
Hillary Clinton, “Hard Choices”

Peter Wegner
Professor Emeritus of Computer Science

Hillary Clinton called her new book *Hard Choices* because she believes that selection and execution of choices determines the impact of one’s contribution to society. She reviews her role as First Lady, New York senator and failed presidential candidate, but focuses mainly on her role as Secretary of State (2009-2013), acting on her own beliefs and those of President Obama. This cooperation shows that both of them submerged their earlier disagreement to promote their joint service to their country.

Hillary’s goals as Secretary of State included the repair of fractured alliances; winding down two wars; addressing and repairing global financial crises; handling conflicts with Iran, North Korea, and China; resolution of various conflicts in the Middle East, including the conflict between Israel and Palestine. She discusses her role in reviewing these issues with her colleagues and with leaders of countries that she visited in an effort to resolve them.

Secretary Clinton’s first trip, in March 2009, was to East Asia, where she visited Japan, Indonesia, South Korea and China, to make America part of a Pacific alliance that included the Association of South-East Asian Nations (ASEAN) and the Asia-Pacific Economic Cooperation Organization (APEC). The goal of including Asia as a focal point of the Administration’s foreign policy was also encouraged by the President (a native of Hawaii). Countries in the “Asian” community included Australia, New Zealand, India, and Burma, as well as the countries she visited during this first Asian trip.

President Obama ended US involvement in IRAQ soon after his election, but found leaving Afghanistan more difficult, because US defeat of terrorists had not been completed. Hillary appointed Richard Holbrook chief US diplomat, and approved the addition of 30,000 troops to overcome the terrorists. She visited Afghanistan frequently to persuade President Hamid Karzai to increase democracy in government, but was still not entirely satisfied that removing all US troops would permit Afghanistan to become a flourishing democracy.

As for Pakistan, though it was in principle pro-American, it supported Al-Ka’ida’s control of Afghanistan and its opposition to US forces there. Hillary worked to improve Pakistan’s interaction with the US, and she describes her participation with the Administration in the attack on and killing of Bin Laden, which she watched with the President in the White House while it was taking place. She was responsible for approving the attack and agreed that it should be executed without the involvement of the Pakistani government.

Hillary’s desire to promote cooperation with Europe generated frequent visits to Britain, France, Germany, and other European countries. She interacted with British Labor and Tory governments, with French leaders Sarkozy and Hollande, and with German Chancellor Angela Merkel, whose feminist stance comported with her own. She supported NATO, whose members’ military cooperation was extended to include Eastern countries like Czechoslovakia,
Poland, and Bulgaria, as well as the European Union (EU), whose Parliament included countries that had fought against each other in two world wars.

Turkey, whose two major cities are Istanbul in Europe and Ankara in Asia, was transformed into a secular country by Mustapha Kemal Ataturk after the dissolution of the Ottoman Empire. Its citizens are primarily Muslim, and today it is being morphed into a Muslim country by its new Prime Minister Ahmet Erdogan, whose policies include promoting Islamic law and discouraging secular laws. He also supports Turkish control of Cyprus, champions Azerbaijan against Armenia (which has separated itself from Russia and houses many Kurds who had originally escaped from Turkey) and supports the Arab struggle against Israel. Although Hillary rejects Turkish Islamic political and military policies, she still talks to Prime Minister Erdogan, in the hope of persuading him to become more secular (though it seems clear that his position will not change).

Hillary’s tenure as Secretary of State included the “Arab Spring”, during which several countries replaced autocratic leaders by democratic governments that supported the interests of the workers. She interacted with committees in Tunisia and Egypt that promoted the election of new governments that would provide better leadership. Tunisia created an acceptable new government, but Egypt elected as president a leader of the Moslem Brotherhood, Mohammed Morsi, who could not combine Muslim interests with democracy; and the military leadership replaced him with a more inclusive democratic military governor, Abdel Fattah El-Sisi).

The US government accepted both the Tunisian changes and the sequence of Egyptian changes, while continuing to support existing governments in Jordan, Saudi Arabia and other autocratic states. It also supported changes in the Sudan, and discredited Syria’s attempts to maintain its government by eliminating opponents who tried to replace the leader. The US approved of changes that promoted human rights and economic independence, whenever this was approved by a country’s leadership but also accepted the persistence of autocratic governments that could not easily be changed except by external force -- as in Iraq and Afghanistan.

The Secretary of State had to choose between Israeli and Palestinian plans for government, whose conflicting views of “good” and “bad” were accepted by one side and rejected by the other. Hillary approved of Israel’s democracy, but believed also that a two-state solution was essential, and that Israel should cease creating West Bank settlements and support Palestinian control of the West Bank and the Gaza Strip. She considered Hamas a terrorist organization and disapproved of its control of the Gaza Strip as part of a two-state solution. She was unable to make any progress during multiple meetings with Israeli and Palestinian leaders, during which she encouraged agreement on a two-state solution, which she believed possible despite her inability, and that of the two countries themselves, to make any progress towards a peace agreement.

As for relations with Russia, that country’s loss of control over the countries on its borders in 1991 had permitted East European countries like Poland and Czechoslovakia to switch from Russian domination to European Union membership. Hillary endorsed Winston Churchill’s view that Russia should base its technical and scientific culture on European principles and acknowledge Europe’s outstanding contribution to world culture. But Vladimir Putin, who
succeeded Boris Yeltsin as Russian President in the year 2000, believed that Russia should reassert its dominion over neighboring countries in order to regain its high status as a major world power. He was thwarted by Chechnya, whose Muslim inhabitants strongly resisted Russian control; but he managed to regain partial control of Georgia in 2008; and deprived Ukraine of the control of Crimea in 2013, despite American and European attempts to prevent Russia from doing this. Bowing to an eight-year term limitation on the Presidency, Putin allowed Dimitri Medvedev to take over as President in 2008, but he himself retained power in the role of Prime Minister and regained the presidency in 2012, when he continued to prevent Ukraine from establishing relations with Europe at Russia’s expense.

Iran was pro-western during Shah Reza Pahlavi’s long reign from 1953-1979, in which year he was overthrown by the fundamentalist Ayatollah Khomeini, who imposed control over the population, and took over the US Embassy, imprisoning more than 50 Americans for 444 days. Iranian terrorists attacked American barracks in Lebanon and Saudi Arabia as well as the Jewish Community Center in Buenos Aires, and Iran became the world’s most active terrorist center during the 1980s.

The US was able to prevent Iran’s attempt to create a nuclear bomb (being supported in this by Saudi Arabia and other Middle Eastern countries as well as by Israel). But Iran’s activities became harder to control during Obama’s presidency because President Mahmoud Ahmadinejad (elected in June 2009) claimed that he needed the bomb both to defend his country against western attacks and as a means of attacking and destroying Israel. Hillary worked hard to persuade the Security Council (which includes Russia and China, to pass a resolution sanctioning Iran for its continued attempt to create nuclear bombs in defiance of international agreements outlawing this. The sanctions included obstructing the distribution of Iranian oil.

A June 2013 election replaced Ahmadinejad by President Hassan Rouhani, who approved the passage of an Iranian law against nuclear proliferation, which in turn led to the lifting of sanctions and restoration of Iran’s economy. This change did not occur until about one year after Hillary’s stint as Secretary of State came to an end, but it resulted in part from Hillary’s actions while she still held that post.

International improvements in human life require attention to global warming, better handling of jobs and energy, and stronger support for human rights. Hillary worked at supporting these issues in both well-developed and developing countries. Obama and Hillary agree that climate change represents a severe threat to humanity and that its handling involves a major test of US leadership. Thirteen of the warmest-ever years have occurred during the period 2000-2014, causing the meltdown of glaciers and the consequent loss of seaside resorts due to a rise in ocean levels. Lowering the temperature would require a reduction in the level of carbon monoxide, methane and greenhouse gases generated by fuel production.

Developing countries like China, India, Brazil, and South Africa find climate control too costly, and wish to continue generating greenhouse gases in the interest of their economic growth. However, the United States succeeded in getting a motion passed in Copenhagen in June 2009, whereby participants agreed to curb carbon emissions; this served as a starting point for the passage of more effective laws curbing climate change.
Turning now to domestic issues, reduction of the US jobless rate requires better trade relations with countries importing our products. Hilary worked hard to improve trade relations, insisting on fair trade among exporters and importers. She hoped that both the US and foreign countries would expand their trade relations, so that the majority of workers could have a better quality of life as well as an adequate income.

Human rights should be extended to all human beings independently of their country of origin, religion, gender, or gay/lesbian orientation. Hillary focused on the human rights issue both in the US and in the countries with which she interacted; and went out of her way to lecture on the rights of women, gays and lesbians. The widowed Eleanor Roosevelt was responsible for the passage in December 1948 of a UN Declaration of Human Rights, which became the basis of Hillary’s ideas.

Hillary’s support for women’s rights was expressed in an important lecture she presented at the Beijing World Conference on Women in September 1995, when Hillary was still First Lady. Her assertion that “human rights are women’s rights and women’s rights are human rights” was widely approved and generated universal advances in women’s rights. Though the status of women has improved in the last eighteen years, the goal of equality is not yet attained, and Hillary is organizing a program on women’s evolution to be presented at a conference in 2015, twenty years after her Beijing proposal of 1995.

Gay and lesbian rights deserve to be treated as human rights but, like women’s rights, have encountered strong opposition. Hillary has tried to discourage several governments from taking hostile action against gays and lesbians, and in September 2011 she presented a well-received talk about gay and lesbian rights in Geneva at the Human Rights Council. Her assertion that human rights include the rights of gays and lesbians echoed her earlier assertions about women in 1995. This lecture received great acclaim from many governments and contributed to the recognition that gays and lesbians have rights equal to those of other citizens. Now that Hilary is no longer Secretary of state, her role as a human rights expert has become a more central part of her life.

Hilary has been widely promoted as a potential President of the United States. “Hard Choices” shows that she has a strong background for interacting with other governments and focusing on tasks that many individuals and some political organizations consider important in promoting a better society. I will refrain from assessing her capacity to serve as President; but in my view her book provides strong evidence of her abilities, and is worth reading to gain a better understanding of human progress thus far, as well as the role of the United States in creating a better world.
Help Wanted – What’s In These Names?

Peter D. Richardson
Professor of Engineering and Physiology

There are various times when people in a group sign documents – think of the Declaration of Independence. Somehow many people associated at some point with Brown University signed their names on slips of paper, 9 cm wide and 2.25 cm high, now stuck to a board in 7 columns and 37 rows, so a total of 259 name places. The board had been stored in some lab, and was brought to me as an old hand here: it was not appended to a declaration or document, and the questions are – what caused it to be generated, and should it be in the University Archives as a historical document, with some explanations? A good question to ask with our 250th Anniversary activities.

I’ll use letters to denote columns, and numbers to denote rows on this board. At top left on A1 is Donald Hornig, who was at one time President here. Many of the other names I know, and to the right of Hornig at B1 is Sture Karlsson, a Swedish native with a PhD from Hopkins and a former Professor of Engineering here, research ranging from Taylor instability between rotating concentric cylinders with a temperature gradient to a hypersonic flow of low-molecular weight metal ions – a sort of plasma propulsion system for spacecraft – to turbulent channel flows of air with transverse temperature gradients; and I recall going to his wife’s funeral, my first attempt at singing a hymn in Swedish. Under Hornig’s slip at A2 is one signed Donald E. McClure, who was in Applied Maths. A few slips have double signatures, such as E2 with Fred D. Stockton + Doris S. Stockton. At F3 is Simon Ostrach who graduated with the first PhD from Applied Math here and took a position at Case Institute, which became Case Western, and has been a prominent donor in support of fluids graduate students here. At D3 is Bill Benford, a former Engineering faculty member and Executive Officer, and I heard a Reserve Naval Officer. At D4 is Stanley A. Berger, another early Applied Math PhD who took a faculty position at UC Berkeley, and I have a couple of books he wrote. At G2 is Bill Reid, and my recollection of him is that he with J.B.Sykes translated the Fluid Mechanics volume from the Russian in the series on Physics by Landau & Lifshitz, and it contains for example the still clearest analysis of detonation wave propagation in a detonable gas mixture – and shock tubes were great for studying intermediate reactions in such mixtures.

At F4 is A.C. Palmer, who had been a graduate student here, returned with PhD to his native UK and mixed academic with consulting life, was elected a Fellow of the Royal Society in 1994, and I last heard of in Singapore. B15 is Richard C. DiPrima, whom I thought was at RPI and with whom Trevor Stuart of ICL collaborated frequently on fluid stability problems. Line 23 has an interesting cohort, from Sam Lerner at A23 (civil engineer/architect much involved in detail design for Barus & Holley) to Bruce B. Chick at B23 to Andrew V. Granato at C23, then Mayo D. Hersey at D23, a lubrication expert who has an ASME Award named after him, and who used to make and paint his own Christmas cards, John Nicholas Brown at E23 (a member of the founding family re the gift which gave Brown its name), Henry M. Wriston at F24 (former Brown President) and Eric Varley at G23, a
former grad student and theoretical viscoelastician, with applications to rubber tubes and large blood vessels. The lower part of column E contains a set of quickly-familiar names, from Donald M. Bolle at E30, an electrical engineer who left Brown for senior management at Brooklyn Poly and whom I met unexpectedly canoeing on a lake on Mt. Desert Island, to Sol R. Bodner at E31, a solid mechanician who left to join a university in Israel, to Zenas R. Bliss at E32, a former Provost here, to Maurice A. Biot at E36, an applied mathematician from our Applied Maths group whose variational method I applied in an early paper, with another Maurice in the same row, Maurice A. Jaswon at A36, who I recalled as a visiting faculty member who specialized in mathematical analysis of elastic bodies but including such features as dislocations, and experienced a person tragedy while here, a son was killed on a bicycle. Pierce W. Ketchum holds a corner spot on the board at A37, an analyst who worked applying hypercomplex variables and John B. Martin is at A31, a quiet solid-mechanician who worked with Paul Symonds here on impact loading of plates with plasticity; he was from South Africa, and having described his childhood there as largely barefoot, but having gone to the UK for his PhD, he later became Dean at a University in South Africa and quietly developed an integrated (black and white students) Engineering school there, well before apartheid ended politically.

These are just a sampling, roughly 10 per cent of the names, but enough perhaps to discover its origin – with quick notes from personal memory there’s likely enough to discover the origin, it might have been listing attendees at a conference here, or a collection made by someone who had a lab here, and from my own recall of connections regarding the names, there’s probably enough to determine it should be in the University Archives. For some of the names the ink has faded, and I recall signing the Charter Book of the Royal Society in London on parchment with an old-fashioned pen and ink it supplied, it was clearly intended to outlive me and other generations, as signatures are intact and legible in the Charter Book from the 1660s, so this board will warrant digital photography for longer preservation. With modern concern about identity-theft perhaps people would be more cautious these days about leaving signature samples.
INFORMATION FOR CONTRIBUTORS

GUIDELINES FOR SUBMITTING ARTICLES:

The next issue of the Faculty Bulletin will be published this spring. Articles should be submitted by late March for publication in April.

Please submit text electronically in Word format to:

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Articles should be approximately 1,000 words (two to three pages). If space permits, longer papers will be considered.

Articles and/or questions should be directed to:

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