

fellowship

The Newsletter of the Woodrow Wilson National Fellowship Foundation



THE WOODROW WILSON
National Fellowship Foundation

SPRING 2016

Teachers as Gamers: First HistoryQuest Fellows Named

You're a king whose subjects give you the wealth produced by their work; you can decide without restriction what to do with it. But what happens when the rules change and your unhappy subjects can go on strike? In the world of game-based learning, such changes in rules become a vehicle for students to engage with history and economics.

This summer, 70 New Jersey social studies teachers will be engaging with their own new material. The educators—the inaugural class of the Woodrow Wilson History Quest Fellowship—will attend a weeklong professional development workshop focused on integrating game-based pedagogy into their classrooms. Developed in partnership with the Institute for Play, the HistoryQuest Fellowship uses the power of games, play, and digital tools to transform both teacher practice and student engagement.

"The 2016 class of HistoryQuest Fellows represents the innovation and interactivity demanded from 21st-century educators," said Stephanie J. Hull, executive vice president and chief operating officer at the Woodrow Wilson Foundation. "Each day, we see further examples of the need for stronger civics education in our schools.



HistoryQuest Fellows Jim Washburn, Sandra Kitain, and Katelyn Schmitt workshop a game at the 2015 summer HQ preview.

Through game-based learning and design, these HistoryQuest Fellows will address that growing need, better connecting with their students."

Spanning nearly 40 New Jersey school districts, from Paterson Public Schools to Princeton Charter, Fellows were first nominated by their school districts and then chosen through a rigorous selection process launched by WW last year. Each Fellow attends the summer intensive, then participates in a 10-month follow-up

program that includes additional workshops and individual coaching.

The HistoryQuest program, a collaboration between Woodrow Wilson and New York City's Institute of Play, will help educators incorporate games in their lessons, equip them to create their own gaming experiences for students, and prepare them to teach students to think like game designers. In the long term, the Woodrow Wilson Foundation hopes

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BOOK SPOTLIGHT

NOTES ON FELLOWS

Cathy N. Davidson WF '70 Awarded the Ernest L. Boyer Award

FOUNDATION UPDATES

Woodrow Wilson Board Adds Tom Kalinske as New Trustee
Trustee Wins Innovator Award

MISSION

The Woodrow Wilson National Fellowship Foundation identifies and develops leaders and institutions to meet the nation's most critical challenges.

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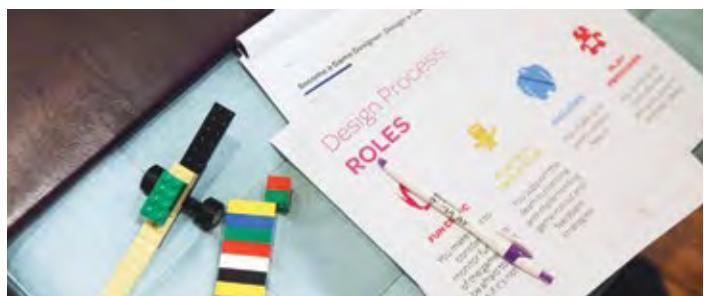
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Teachers as Gamers



Continued from page 1

the game-focused initiative will also enhance the Foundation's ongoing work to improve teacher and education leader preparation.

Katelyn Schmitt, who will build on her knowledge of game design this summer, has seen some of the effects of games in her history class. "Students come back and say, 'Oh, you remember when we played the ancient Roman Senate game for three days and we learned so much about ancient Rome,'" she says. "That's what they tend to remember, and they gain the perspective of what it was like in that historical time. They're a lot of fun for me and they're a lot of fun for the students also."

Another of the new Fellows, Jim Washburn, got a sneak peek at some of HistoryQuest's methods last summer at a daylong workshop where educators designed and modified games, then brainstormed about how to bring those games back to their classrooms. "It's the best when [students] design it," says Mr. Washburn. "If they have ownership of the game, then they will take it and run with it."

The HistoryQuest intensive will focus on interactive learning through games and play, game design process and principles, systems thinking, and the purposeful integration of technology. Teachers who participate will both create games and work with existing games, all in the context of content standards, as well as learn how to assess the progress their students make through games.

"Across the nation, schools have effectively used games to teach complex subjects like civics and history," Dr. Hull said. "Games empower teachers to use new approaches to better reach their students. Games can be used to connect with learners who otherwise feel disconnected from either the instruction or the content. The Woodrow Wilson Foundation is delighted to be working with the Institute for Play and the 70 teachers who are pioneering this effort to connect game-focused PD with improved classroom instruction and student learning." **WW**

Abbreviations used in this issue:

CEF = Career Enhancement Fellow

MN = Mellon Fellow

CN = Charlotte W. Newcombe Fellow

RU = Rural Policy Fellow

MLK = Martin Luther King Jr. Fellow

TR = Trustee

WF = Woodrow Wilson Fellow

WS = Women's Studies Fellow

Fellowship, the newsletter of the Woodrow Wilson National Fellowship Foundation, is published semi-annually in spring and fall. Issues are also posted online at www.woodrow.org/newsletters. Email inquiries may be directed to communications@woodrow.org.

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Nancy Weiss Malkiel Junior Faculty Fellows Announced

Last year the Woodrow Wilson Foundation established the Nancy Weiss Malkiel Junior Faculty Fellowship, a one-time award designed to support junior faculty as they work towards achieving tenure. Named in honor of Dr. Nancy Weiss Malkiel, the Fellowship was created on the occasion of her 40th year of service on the Woodrow Wilson Foundation Board of Trustees, including ten years as its Chair.

Dr. Malkiel, who in 1969 became the first woman to join the faculty of the Princeton University Department of History, is a leading scholar of civil rights and race relations in early and mid-20th-century America; she also served for a record 24 years as Princeton's Dean of the College, the senior officer responsible for undergraduate education at the university. Throughout her long and influential career, Dr. Malkiel, a 1965 Woodrow Wilson Fellow, has shaped understandings of a crucial time for



(Photo: Dartmouth College/Eli Burakian)

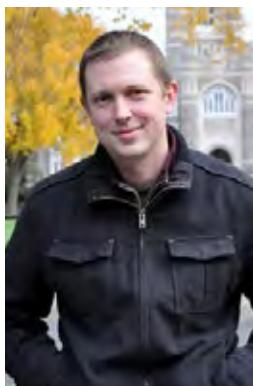
American society, blazed trails for women faculty, inspired the next generation of scholars by instilling a deep love of the field of history, and set the highest standard for university administration.

This spring, five outstanding young faculty members whose work shows promise in research, teaching, and service have been awarded the Woodrow Wilson

National Fellowship Foundation's Nancy Weiss Malkiel Junior Faculty Fellowship (See full list below).

The Malkiel Fellows currently teach at Fordham University, George Mason University, Rutgers University–Newark, Stony Brook University, and the University of California—Berkeley. They work in the fields of history, law, and sociology, and their current projects include a history of federally funded artistic production during the early 1960s; the building of the welfare system after the Great Depression; and the impact of healthcare reform on Latino immigrants' experience with the healthcare system.

Each of the Malkiel Fellows will receive a 12-month award of \$10,000 that will support them as they work toward tenure at their institutions. These Fellows represent an emerging class of faculty leaders who are poised—like the program's namesake—to play a significant role in shaping American higher education. **WW**



Christopher Dietrich



Tiffany Joseph



Mark Krasovic



Sam Lebovic



Karen Tani

2016 NANCY WEISS MALKIEL JUNIOR FACULTY FELLOWS

Christopher Dietrich • Fordham University, history • CURRENT PROJECT: *Tortured Peace: Ralph Bunche, Race, and UN Peacemaking*

Tiffany Joseph • Stony Brook University, sociology • CURRENT PROJECT: How race, ethnicity, and documentation status shape Latino immigrants' qualitative experiences with the healthcare system under health reform

Mark Krasovic • Rutgers University–Newark, history • CURRENT PROJECT: Federally funded artistic production during the New Frontier/Great Society

Sam Lebovic • George Mason University, history • CURRENT PROJECT: A history of American efforts to promote and manage cultural globalization in the middle decades of the twentieth century

Karen Tani • University of California, Berkeley, law • CURRENT PROJECT: *States of Dependency: Welfare, Rights, and American Governance, 1935–1972*

HONORABLE MENTION:

Christy Chapin • University of Maryland, Baltimore County, history • CURRENT PROJECT: *Politics and Money: Finance Capitalism and the U.S. Economy*

WW MBA Fellowship in Education Leadership Adds Campuses, Builds Out

This spring, the WW MBA Fellowship in Education Leadership continues to grow. Working with business schools as well as schools of education at partner institutions, this new, more rigorous terminal degree for school leaders is transforming the way universities prepare principals and superintendents.

The program's two New Mexico partner institutions—the University of New Mexico and New Mexico State University—both launched their first classes of Fellows last summer. In Indiana, where the WW MBA program at the University of Indianapolis was launched in 2013, two new institutions have joined the program; Indiana University—Bloomington and Indiana State University; they just selected their first classes this spring. Conversations with

other states and universities interested in the program continue.

Meanwhile, the WW MBA model is also branching out into executive education. Long typical of the MBA, executive education offers senior-level leaders an intensive, accelerated approach to key principles and concepts.

As more and more school districts look to providing executive education to their leaders and principals, the WW MBA program is offering day-long and multi-day courses on such subjects as data-driven decisionmaking, talent management, leading change, and resource allocation. While the full WW MBA Fellowship program enrolls current educators who are seeking preparation for leadership positions, the executive education components are

tailored to participants who are already school or district leaders, and who seek opportunities to build new skills. Providing executive education for other leaders in Fellows' districts creates a supportive context for Fellows' efforts to lead change.

Conversations are under way with other states interested in the WW blend of business-based leadership preparation with specific school administration needs. Supported to date by the Daniels Fund, Lilly Endowment, the Kern Family Foundation, and the New Mexico Public Education Department, the WW MBA in Education Leadership draws on the Foundation's experience with its state Teaching Fellowship. Together the two programs are working to change the preparation of educators at 33 universities in seven states. **WW**

The WW MBA Fellows at Milwaukee School of Engineering spent some time in Poland last summer. During the trip they observed Polish classrooms, spoke with headmasters and teachers, and attended a seminar at Institute of Educational Research. The Fellows traveled to Krakow and Warsaw.



Q&A with the 42nd Secondary School Headmaster in Krakow.



The group at the Warsaw Uprising Monument.



The MSOE WW MBA Fellows visit with students at 42nd Secondary School in Krakow.



A presentation by the principal and the founder of the Edison School in Warsaw.

WW Academy Builds Its New Model

Since last year's public launch of the Woodrow Wilson Academy of Teaching and Learning, the WW Academy—the Foundation's ambitious new graduate school of education—has been building its basic structures and curriculum, making significant advances in both. Created in collaboration with the Massachusetts Institute of Technology, the WW Academy will use a competency-based model, rather than credit hours and seat time, to reinvent the preparation of teachers and school leaders for the 21st century.

The WW Academy has submitted formal applications to both the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Department of Higher Education to secure licensure and degree-granting authority. In its applications, the Academy noted the importance of preparing science and math teachers — high-need areas not only for Massachusetts, but across the nation. Preparation of teachers in other fields will follow as the Academy continues to grow.

"Through the WW Academy of Teaching and Learning, the Foundation will create a new model for preparing teachers and school leaders to succeed both in the classrooms of today and the schools of tomorrow," Woodrow Wilson Foundation President Arthur Levine said. "Our nation needs educators who can straddle both the current and the future, and the WW Academy will meet that need."

Through its collaboration with MIT, the Woodrow Wilson Foundation seeks to create a movement for change in educator preparation and support. As part of this mission, the WW Academy is not only focusing on the initial preparation of future teachers, but also exploring, with MIT, how best to support the more than 3 million teachers currently working in our public schools. Some next steps include the development, with MIT, of prototype learning challenges, games, and simulations for use by prospective educators around the world.

Building on the kinds of mentoring and professional support central to the Woodrow Wilson Teaching Fellowship

program, the WW Academy has launched a new Master Teacher initiative to ensure that WW Academy teacher candidates learn from current K-12 teachers committed to transforming teaching and learning. As part of this effort, the WW Academy has partnered with the Burlington, Cambridge, Natick, Revere, and Somerville school districts, and will work closely with these districts to ensure strong clinical experiences for teacher candidates and rich professional learning for teachers.

The Woodrow Wilson Foundation announced its plans to create the WW Academy last summer, noting strong support from organizations such as the Bill & Melinda Gates Foundation, Amgen Foundation, Simons Foundation, and many generous individual supporters. Since then, leading philanthropic organizations such as the Carnegie Corporation and the Nellie Mae Education Foundation have joined the effort.

In summer 2017, a trial cohort will pilot the WW Academy curriculum. **WW**

Goizueta Foundation Supports Microgrants for WW Georgia Teaching Fellows

In 2015 the Goizueta Foundation of Atlanta made a three-year, \$910,000 grant to provide professional enrichment for WW Georgia Teaching Fellows working in the metro Atlanta area. The funding makes possible a series of competitive microgrants for projects that benefit Fellows' students, other teachers, and the schools where they do their clinical placement. Recipients can choose to attend and present at conferences, buy materials they need for teaching, or do a service learning project in their community—opportunities unusual in high-need schools, even for veteran teachers. At a series of workshops, the 15 Fellows who receive microgrants will report back to other Fellows on what they learn or accomplish.



Goizueta Foundation microgrant recipients Michael Seymour (left), Iran Roberts (top), and Yancey Miller

16 Fellows Receive MMUF Grants

Sixteen doctoral students, all former recipients of Mellon Mays Undergraduate Fellowships, were awarded grants by the Woodrow Wilson Foundation this spring to support their graduate work. Six MMUF Dissertation Grants will support Fellows in the final stages of dissertation writing. In addition, ten MMUF Travel and Research Grants will help recipients cover the costs of travel and/or research in preparation for writing their dissertation. See the full list of 2016 Fellows below and read more about the Mellon suite of programs on page 10.

2016 MMUF Dissertation Fellows

Kyrah Daniels • Harvard University, African & African American Studies/ Religion

Lisa Young • Purdue University, American Studies

Jacinta Saffold • University of Massachusetts Amherst, Afro American Studies

Mary Thomas • University of California, Santa Cruz, History of Art and Visual Culture (Visual Studies)

Nkosiyazi Dube • University of Witwatersrand, Social Development

Lizeth Gutierrez • Washington State University, American Studies

2016 MMUF Travel & Research Fellows

Tessa Brown • Syracuse University, Composition & Cultural Rhetoric

Cecilia Caballero • University of Southern California, American Studies and Ethnicity

Jonathan Howard • Duke University, English

Eric LeFlore • University of Massachusetts Amherst, Environmental Conservation

Kelsey Moss • Princeton University, Religion

Memory Mphaphuli • Universiteit Gent, Sociology

Tony Perry • University of Maryland, College Park, American Studies

Conor Reed • CUNY Graduate Center, English

Dineo Seabe • Vrije University Brussels, Stellenbosch University, Economics

Daniel Wu • Harvard University, Sociology

2016 Class of Women's Studies Fellows Announced

This spring ten new Fellows were awarded the 2016 Woodrow Wilson Dissertation Fellowship in Women Studies. Their dissertations address such topics as maternal and infant health in Nationalist China; marriage, citizenship, and political sovereignty in Jordan; modern history of Cuban domestic service; and the use of scrapbooks and photo albums by twentieth-century poets. This year's Fellows also include the first Ph.D. in creative writing ever supported in the program.

The Fellows are completing their graduate work at some of the nation's top institutions, in the fields of English, history, anthropology, sociology, and art history and Latin American studies.

The Women's Studies Fellowship supports the final year of dissertation writing for Ph.D. candidates in the humanities and social sciences whose work addresses

women's and gendered issues in interdisciplinary and original ways. Each Fellow is granted \$5,000 for expenses such as research-related travel, data work/collection, and supplies connected with completing their dissertations. In addition, their dissertation titles are publicized with leading scholarly publishers at the conclusion of the dissertation year.

Now in its 42nd year, the WW Women's Studies Fellowship is still the only national dissertation award for doctoral work on women's and gendered issues. The program has supported more than 500 Ph.D.s in various fields and includes a Pulitzer Prize winner, two MacArthur Fellows, eight Guggenheim Fellows, a number of Fulbright Fellows, and many others who have achieved significant distinctions in their fields.

A full list of the 2016 Fellows and their dissertation titles can be found below. [WW](#)



The Woodrow Wilson National Fellowship Foundation Dissertation Fellowships in Women's Studies, 2016

Julia Bowes • History, Rutgers University • *The Government of the Family: The Child, the Growth of the State and the Remaking of Patriarchal Authority 1850–1930*

Alison Fraser • English, University at Buffalo • *Homemade (Post)Modernisms: Ephemeral Objects in the Twentieth-Century American Poetry Archive*

Anasa Hicks • History, New York University • *Hierarchies at Home: A Twentieth-Century History of Domestic Service in Cuba*

Joshua Hubbard • History & Women's Studies, University of Michigan • *Reproductive Subjects: Chinese Women and the Politics of Global Health*

Erin McCutcheon • Art History and Latin American Studies, Tulane University • *Strategic Dispositions: Women, Art and Tradition in Mexico, 1975–1990*

Jaimie Morse • Sociology, Northwestern University • *Documenting Mass Rape: The Emergence and Implications of Medical Evidence Collection Techniques in Settings of Armed Conflict and Mass Violence*

Adeola Oni-Orisan • Anthropology, History, and Social Medicine, University of California, San Francisco • *To Be Delivered: Pentecostalism and Maternal Health in Southwest Nigeria*

Eda Pepi • Anthropology, Stanford University • *Marital States: Kinship and Citizenship in Jordan*

Misha Rai • English and Creative Writing, Florida State University • *Blood We Did Not Spill: A Novel*

Sarah Roth • English, Northwestern University • *An Interesting Condition: Reproduction and the Un-Domestication of the Victorian Novel*

Embracing Campus Diversity: Ongoing Struggles, Incremental Progress

In February 1956, Autherine Lucy—the first African-American student to enroll at the University of Alabama—was forced out because of riots and death threats. Sixty years later, campuses still face struggles with diversity, from acrimonious debate to literal racist, sexist, and homophobic violence, as well as religious intolerance. Fellowship talked this spring with five Fellows from various WW programs who work on campus diversity issues.

Evelyn Blackwood WS '90 is a faculty advisor for Purdue University's Center for Research on Diversity and Inclusion. Today's campus climate, she says, reflects continuing ignorance about discrimination. "It's still too easy," she says, "for majority students to reject arguments about racism—or sexism, homophobia, and so on—and to call other students 'too sensitive' when they respond to racist and discriminatory actions and behaviors." Ironically, she adds, concerns about freedom of speech leave faculty poorly positioned to address instances of aggression cloaked in opinion.

On the other hand, José Orozco MN '88, a professor of Latin American history and an advisor to Whittier College's MMUF program (see p. 10), is concerned with structural barriers—the effect of college costs on access to education for the impressive students of color he meets. "The MMUF students are fantastic and eager and they want to get out there [in the academy]," he says. "But getting a college education is so expensive now—that haunts a lot of us in academia." The burden is especially heavy, Dr. Orozco observes, for Latino and African American students, a disproportionately large number of whom "come more from working-class families and have less family support."

"The MMUF students are fantastic and eager and they want to get out there [in the academy]," he says. "But getting a college education is so expensive now—that haunts a lot of us in academia." The burden is especially



Alvin Schexnider WF '72



José Orozco MN '88



Evelyn Blackwood WS '90



Chiquita Collins CEF '04



Richard J. Reddick CEF '10

heavy, Dr. Orozco observes, for Latino and African American students, a disproportionately large number of whom "come more from working-class families and have less family support."

Whether rooted behaviorally or structurally, inequity and discrimination on campus cause strains that seem intractable to many observers. Richard J. Reddick CEF '10, Assistant Vice President for Research and Policy in the Division of Diversity and Community Engagement and a professor of educational administration at the University of Texas—Austin, cites the "tension between students, faculty, staff, alumni, and community members recognizing the deficits in how institutions embrace and develop diversity—and the desire and urgency for immediate change." That change, Dr. Reddick observes, requires revisions to curriculum, recruitment of new faculty, and removal of barriers, all shifts that take time. "How does one endure the painful and long process to enact meaningful change?"

All five Fellows emphasized that the answer lies in leadership and a long-term commitment to change organizational culture, including a more robust pipeline of future scholars and leaders. Alvin Schexnider WF '72—an advisor to the Association of Governing Boards who has led Winston-Salem State University, Norfolk State University, and Thomas Nelson Community College—points out that ultimate responsibility rests with the institution's board of trustees, "which must set expectations for the president and the campus and then ensure accountability." Boards themselves, he adds, have to cultivate a consistent, high-priority commitment to diversity and ensure that their own membership reflects campuses' increasing diversity.

"Diversity is also about organizational culture, the quality and frequency of meaningful interactions between

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DIVERSITY at WW

FROM THE ARCHIVE: Fellow Reflects on WW's Long-Term Role in Graduate Education and Diversity

John M. "Tim" Reilly was a 1954 Woodrow Wilson Fellow. Until his death in 2004, Dr. Reilly was a Graduate Professor and the Director of the Graduate Program in English at Howard University. He also served as the Preparing Future Faculty Coordinator in Howard's graduate school. In 2003, Dr. Reilly wrote this piece for Fellowship reflecting on WW's early commitment to diversity, as well as its impact on his own academic career:

The Woodrow Wilson Fellowship has affected both the fact and the course of my career. Without it, I probably would not have had an academic career. Moreover, my own less-than-sterling preparation for that career has motivated me to be greatly interested in the professional training of graduate students.

I first heard of the Fellowship in 1953 from my Chaucer professor at West Virginia University. The department chair declined to write me a letter of recommendation, saying I didn't seem to be committed to an academic profession. Luckily the Chaucer professor and two others thought I might be saved.

At the Fellowship interview, the interviewers disabused me of the idea of using the Fellowship—if I got it—at an Ivy League school. Everyone, they pointed out, wanted to go to that sort of place. "How about Brown?" I asked. "Well, you can try," they said. Soon after I got the news that I was awarded the Fellowship, I was turned down by Brown.

But the Foundation came through with a definite personal touch. Robert Goheen, who at the time was National Director of the Woodrow Wilson Fellowships, asked me to telephone him. He said the traditionally elite schools didn't realize things needed to change—nice point to be made by a Princeton man. He noted that Washington University in St. Louis had produced Woodrow Wilson Fellows, but had not yet enrolled one. Moreover, he said, it seemed a small enough place to provide good mentoring.

So, that was my choice, and Washington University agreed to take me. When I arrived at Washington's



The late John M. "Tim" Reilly WF '54

Graduate School and met the dean, he remarked that he recalled my file, since I was the applicant whose written statement showed that he didn't know how to use a semi-colon. "But you'll learn," he said.

Considering my inauspicious beginnings, I am grateful for the Foundation's determination, not to mention its apparent interest in securing a diverse representation of undergraduate training. Above all I marvel at Robert Goheen's intervention.

Today, in addition to my teaching and administrative

responsibilities in Howard's Graduate Program in English, I am the Preparing Future Faculty Coordinator in the Howard Graduate School, a position that includes oversight for training of Teaching Associates. In this role, I am devoted to helping students learn about the complete range of professional responsibilities and opportunities in the professoriate. This includes acculturating students to research in the disciplines: how we "do" English, history or math, which means fostering students' active participation in professional conferences, service in associations, and preparation of work for publication. Preparing students professionally also means providing them practical experience for mentoring, for the ethical issues of academic life, and for understanding how their students will learn.

The kind of student-centered, learning-centered professional education I practice relates to the values of my early Woodrow Wilson Fellowship—it prepares students for careers, rather than simply for jobs and rather than just giving them coverage of an intellectual area. I believe, too, that my feeling of having been "plucked" encourages my sense that doctoral training has a social mission.

So when I play a part, as a Woodrow Wilson Fellow, in the Foundation's Responsive Ph.D. initiative, I have a sense of coming full circle—and of taking the opportunity that my own Fellowship created to offer new generations of scholars even better preparation. **WW**

WW MLK Fellows Provide Four Decades of Leadership

Established in 1968, the Martin Luther King Jr. Fellowships offered Black veterans who served in the U.S. Armed Forces during the Vietnam Era the opportunity to pursue graduate or professional degrees. The 245 MLK Fellows went on to flourish in a range of fields, from law to medicine, social work to public administration.

For Indiana Supreme Court Justice Robert D. Rucker MLK '74, "The financial support that the Fellowship provided was tremendously important."

After completing his U.S. Army service, Justice Rucker completed his B.A. at Indiana University and used his Fellowship to attend Valparaiso University School of Law. "Without the Fellowship," he says, "I'm not sure at all how I would have financed my law school education."

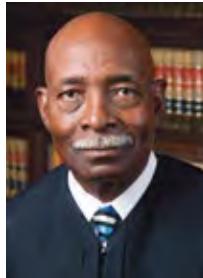
Dr. James E. Savage's undergraduate career was split by a stint in the U.S. Air Force. While completing his undergraduate degree at Norfolk State University, Dr. Savage MLK '68 was introduced to psychology and encouraged by his mentor to study the field. As one of the first MLK Fellows, he went on to receive his M.A. and Ph.D. from Northwestern University.

"[The Fellowship] gave me the opportunity to pursue psychology," says Dr. Savage. "I've been able to complete many of the things that I had planned to do in terms of using my education to help within the Black community."

In 1979 he founded the Institute for Life Enrichment, which now comprises three clinics in the greater Washington, DC, area. "My clinics have helped thousands of Afro-Americans as well as others," says Dr. Savage.

Throughout his career, Justice Rucker has been dedicated to increasing diversity in the legal profession. In 1991 he was appointed to the Indiana Court of Appeals, becoming the first African-American appellate judge in the state. Eight years later, he was appointed to his current seat on the Indiana Supreme Court.

"Over the years we have really witnessed a dramatic increase in the number of



Justice Robert D. Rucker



Dr. James E. Savage



An archival WW photo of Clarence Williams MLK '73 (right) discussing research on his dissertation, "Why the Revolution Failed," with Douglas B. Sumner, the MLK Program Director from 1973-1975.

women and people of color entering the legal profession," says Justice Rucker. "But to paraphrase the words of Robert Frost, we have miles to go before we sleep."

Justice Rucker cites the out-of-reach cost of a legal education for many and the need for majority law firms to increase their recruitment and retention efforts of minorities. Justice Rucker has supported women and lawyers of color by appointing them to various Supreme Court boards and commissions, consistently hiring them as law clerks, and being a mentor.

"It has been a very rewarding experience for me, watching and mentoring and guiding young lawyers as they are beginning their legal careers," says Justice Rucker.

Dr. Savage also sees mentoring as crucial in diversifying his field. As a former professor at Howard and George Mason Universities and in his role as the 2004 President of the Association of Black Psychologists, Dr. Savage has influenced many students and professionals.

"Many of our young people had no role models for the profession they chose to embark upon," says Dr. Savage. "So being one of the early role models, and an up-close-and-personal type of role model, I did give them at least a glimpse of what

they could bring to the field and what the field could bring to them."

Along with changes to their fields, both Fellows have also seen a change in the treatment of veterans since their time of service. Justice Rucker remembers a time when "many Americans confused opposition to the war with opposition to the warrior. So veterans felt the brunt of much anger and hostility."

Today, although attitudes have changed and many supports are available to veterans, Dr. Savage thinks more must be done, especially in the field of mental health. "We have a challenge to provide the services necessary to bring about some resilience in that veteran population."

While the MLK Fellowship program ended in 1974, the Fellows' leadership today is as crucial as ever.

"I think that in my day-to-day routines I'm still dealing with some of the issues, such as systemic racism, that are facing the Afro-American community," says Dr. Savage. "I think psychology has a very important role and I plan to continue to work and provide the kind of guidance and service to see our way out of this quagmire of despair that we've been in for a long time." **WW**

Creating—and Patching—the Pipeline



Attendees at the 2012 Career Enhancement Fellowship conference.



Amada Armenta CEF '15 presents on her research at the CEF retreat last summer.

If we haven't fully provided opportunities for diverse, talented students to pursue advanced degrees and ultimately become faculty themselves, we will make only incremental progress," notes Chiquita Collins, a 2004 WW Career Enhancement Fellow who is now Associate Dean for the Office of Diversity and Cultural Competence at the Johns Hopkins University School of Medicine.

A suite of three programs at the Woodrow Wilson Foundation has been working to provide such opportunities for more than 15 years. These programs—the **Mellon Mays Fellows Professional Network**, the **MMUF Dissertation Support Program**, and the **Career Enhancement Fellowship**—are part of a pipeline, supported by the Andrew W. Mellon Foundation, that helps promising young scholars launch and sustain academic careers.

All three programs (along with several counterparts at the Social Science Research Council) are part of and support the work of the Mellon Mays Undergraduate Fellowship (MMUF) program. Through an expanding network of 46 member campuses and consortia, the MMUF program supports undergraduates from underrepresented groups and others who have demonstrated academic ability and an aspiration to pursue a doctoral degree in selected humanities, social science, and physical science fields.

The **Mellon Mays Fellows Professional Network (MMFPN)** provides formal and informal networking and mentoring opportunities for MMUF alumni.



Harjant S. Gill CEF '15, left, talks with his mentor Karen Nakamura at the CEF retreat last summer.

Created in 2011, MMFPN events include in-person sessions on how to find and work with a mentor; regional mixers with graduate students and faculty; a set of webinars on how to apply to graduate school; and a new series of "grad school bootcamps" at which Fellows hone their applications to Ph.D. programs.

MMUF Fellows who are pursuing the Ph.D. can compete in the **MMUF Dissertation Support Program**, established in 2000, which comprises both Travel/Research Grants and Dissertation Grants. The former, awarded as Fellows prepare to write their dissertation, provide up to \$5,000 for one summer or one semester of dissertation research, travel, and materials; the latter, for Fellows in the final year of dissertation writing, offers up to \$20,000 for a 12-month period (depending on other funding sources). The Travel/Research funding, one recipient wrote, "was crucial to...my research, as very few funding sources exist to support anthropological fieldwork in the U.S." "Because of this [Dissertation] grant," wrote another, "I was able to focus on writing, editing, and researching my topic without extreme financial burdens."

The **Career Enhancement Fellowship**, first offered in 2001, offers recipients both time and mentoring to make scholarly progress toward tenure. Awarded to junior faculty in their third year of a tenure-track appointment, the Fellowship supports scholars in core arts and sciences fields—both those from underrepresented groups and others who are committed to eradicating racial disparities, breaking

Continued on page 14

"It Means Everything": WW-RBF Fellows Empower Students of Color

For Ogechi Irondi, a fifth-grade teacher in Rockville, Maryland, and 2012 WW-RBF Fellow, being a teacher of color "means everything."

"I think my students feel more comfortable having certain types of conversations [with me] because I look like them, because I understand some of the things they talk about, because it's so different for them to have a teacher of color," says Ms. Irondi. "They can go their entire lives only having one—and that's ridiculous when they go through 13 years of schooling."

Fall 2014 marked the first time that white students were no longer made up the majority of public school students in the United States. However, recent figures from the U.S. Department of Education suggest that just 18 percent of the nation's teachers identify as people of color.

The Woodrow Wilson-Rockefeller Brothers Fund Fellowship for Aspiring Teachers of Color—established at the Rockefeller Brothers Fund in 2009 and administered at Woodrow Wilson from 2010 to 2015—has sought to address this gap in teacher representation. The program has supported more than 440 Fellows, providing funding for a master's degree in education and mentoring throughout a three-year teaching commitment.

"It is a huge privilege to be a teacher and to be a teacher of color," says Emily Lee WW-RBF '11. "I think it is really empowering. At the same time, it can be very frustrating when the field itself is generally pretty homogenous."

Ms. Lee and 2012 Fellow Nanor Balabanian brought culturally responsive teaching into an interdisciplinary immigration lesson at their school in Redwood City, California. Opening the wall that separates their ninth-grade classrooms—Ms. Lee's in English, Ms. Balabanian's in world studies—the two teachers jointly taught a two-week unit in which students researched and wrote their own immigration stories. The nonprofit Made Into America published the students' work online. Ms. Lee and Ms. Balabanian wrote their own immigrant stories along with their students.



Donna Chung WW-RBF '12



Ogechi Irondi WW-RBF '12



Ms. Lee, left, and Ms. Balabanian.

"For students who struggled most with their writing, we saw their best writing come from it," says Ms. Lee. "For students who have more recent immigration stories, this project came very easily, which is not something they usually get to experience in school."

"It was empowering for our students whose stories got published online," says Ms. Balabanian. "It was also an empowering experience for Emily and me."

The joys of teaching are accompanied by myriad challenges, especially in the early years. On top of mastering classroom management and pedagogy, new teachers must navigate district and school systems and cultures.

Ms. Irondi, for instance, found herself in an environment that "had a lot of preconceived notions about me because of what I look like and where they thought I came from."

For more than a decade, researchers have placed teacher attrition at 40–60 percent during the first five years, particularly in high-need schools and for the teachers

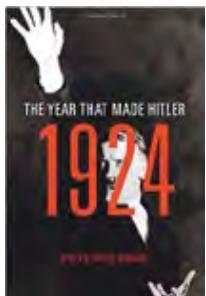
of color disproportionately placed in such schools. The WW-RBF Fellowship's mentoring and community-building efforts help Fellows navigate these issues.

Donna Chung WW-RBF '12, particularly noted the support she received from her mentor teacher. "To have someone who can reflect with me and be involved with me in improving my practice was invaluable," says Ms. Chung. "I don't think teachers normally get that."

"It is already an uphill battle to be a teacher," says Ms. Lee. "I think we're at a year where a lot of people burn out, and I would not be able to do it if it weren't for the people in our community that WW has provided. The WW-RBF Fellowship has been integral to keeping us in the classroom."

"It's all a growth process and a learning process," says Ms. Balabanian. "It's never going to be perfect. I think that helps me relate to the kids in the classroom who are struggling. This is a process—we're all in it together. We don't give up." **WW**

BOOK SPOTLIGHT



1924: The Year That Made Hitler

Peter Ross Range WF '64

Nine years before he was appointed Chancellor of Germany, Adolf Hitler was sitting in a jail cell. In 1924, Peter Ross Range details the events of the year that cemented Hitler's ideology and laid the groundwork for his vision of the Third Reich.

After a failed attempt to overthrow the German government, Hitler was tried for treason in 1923. From the witness stand, he honed his speaking skills, garnered press attention, and gathered followers. During his sentence, Dr. Range told NPR's Fresh Air, "Hitler went into a period of reflection, and building his willpower and self-confidence, or self-belief, he came out of it in many ways a new man." With time on his hands, Hitler wrote the first draft of *Mein Kampf*.

The Kirkus Review called the book: "A lucid description of a year that made all the horror possible, even inevitable."

Dr. Range is a former White House correspondent for U.S. News & World Report and foreign correspondent for Time. He has written for publications such as *The New York Times Magazine*, *National Geographic*, and *London Sunday Times Magazine*. He was an Institute of Politics Fellow at Harvard's Kennedy School of Government and a Distinguished International Visiting Fellow at the University of North Carolina journalism school.

Until There is Justice: The Life of Anna Arnold Hedgeman

Jennifer Scanlon WS '87

Anna Arnold Hedgeman lived an extraordinary life. A teacher, lobbyist, politician, social worker, and activist, Ms. Hedgeman was integral in more than half a century of social justice initiatives, working alongside colleagues like A. Philip Randolph and Martin Luther King Jr. Yet *Until There is Justice* is the first biography of Ms. Hedgeman.

Her efforts for equality traversed race, gender, and religious boundaries—from helping New York City Black and Puerto Rican Americans secure civil service appointments during the Great Depression to serving on the administrative committee for the 1963 March on Washington, using her role with the National Council of Churches to rally 30,000 white Protestants to the march. Jennifer Scanlon's biography of Ms. Hedgeman presents a rich portrait of one of the most

influential, though less-known, civil rights leaders of the 20th century.

"By showing how Hedgeman mediated between white religious leaders and black civil rights activists, interracialism and black power, and issues of race and gender, Scanlon reshapes our understanding of the civil rights movement's leadership and legacies. Until There Is Justice is a moving, insightful, and truly necessary book, one that illuminates inexplicably ignored aspects of our common history," says Jacquelyn Dowd Hall of the University of North Carolina at Chapel Hill.

Dr. Scanlon is the William R. Kenan Jr. Professor of the Humanities in Gender and Women's Studies and the Associate Dean for Faculty at Bowdoin College. She is the author of *Bad Girls Go Everywhere: The Life of Helen Gurley Brown*.



What Belongs to You: A Novel

Garth Greenwell MN '03

Called the "first great novel of 2016" by Publishers Weekly, Garth Greenwell's debut novel explores the intricacies of a fraught relationship between an American teacher in Bulgaria and the streetwise hustler, Mitko, whom he hires for sex.

After numerous meetings with Mitko in the public bathroom under the National Palace of Culture, the book's narrator moves their encounters to his apartment and, later, his childhood hometown, where things turn violent. Years later, they reconnect—but is it a genuine caring or a financial need that brings Mitko back?

Born from an award-winning novella, *What Belongs to You* looks at how identities are shaped by the past, by experience, and by shame. The book is "a rich, important debut," according to *The New York Times Book Review*. "An instant classic to be savored by all lovers of serious fiction because of, not despite, its subject: a gay man's endeavor to fathom his own heart."

Dr. Greenwell received his M.A. from Washington University in St. Louis, an M.A. in English and American Literature from Harvard University (where he also began Ph.D. work), and attended the Iowa Writer's Workshop as an Arts Fellow. He is a published poet and writes literary criticism for *The New Yorker* and *The Atlantic*. 

NOTES ON FELLOWS

BOOK AWARDS AND NOMINATIONS

Renata Adler WF '59 made the Art of the Essay shortlist for the PEN Literary awards with her new work *After the Tall Timber: Collected Nonfiction*; **Benjamin Paloff MN '01** made the translation longlist for his translation of *The Game for Real* by Richard Weiner.

Leo Damrosch WF '64 is on the shortlist for a National Book Critics Circle Award for his new work, *Eternity's Sunrise: The Imaginative World of William Blake*.

Alice Dreger CN '94 is a finalist for a Lambda Literary Award in LGBT Nonfiction for *Galileo's Middle Finger*.

NAC&U BOYER AWARD FOR DAVIDSON



Cathy N. Davidson WF '70 was awarded the Ernest L. Boyer Award from the New American Colleges and Universities. The award is given to those making significant contributions to American higher education. Dr. Davidson is a distinguished professor and director of the Futures Initiative at the Graduate Center, The City University of New York and was appointed in 2011 to the National Council on the Humanities by President Obama.

GUGGENHEIM MEMORIAL FOUNDATION FELLOWSHIPS

Each year the John Simon Guggenheim Memorial Foundation awards fellowships to midcareer scholars, writers, and artists. Out of 3,000 applicants, 175 were awarded fellowships this year, including 13 from the Woodrow Wilson Foundation ranks: **Jonathan David Bobaljik MN '90**, **Nadja Durbach CN '99**, **Stephen M. Fallon CN '84**, **Craig Koslofsky CN '93**, **Richard Kraut WF '65**, **Darrin M. McMahon MN '91**, **Victoria Nelson WF '65**, **Laura Pulido RU '90**, **Timothy Rommen CN '01**, **Matthew Avery Sutton CN '04**, **William G. Thomas MLK '70**, **Jing Tsu MN '95**, and **Brian Turner WF '67**.

Embracing Campus Diversity, Continued from page 7

people who are different from ourselves, institutional policies, and ensuring that everyone feels respected and valued," says Chiquita Collins CEF '04, Associate Dean for the Office of Diversity and Cultural Competence and professor at the Johns Hopkins University School of Medicine. "Well-intentioned efforts to diversify academic institutions should not be emblematic or short-lived but reflect a sustained commitment by senior leadership and college administrators to ensure a diverse, equitable and inclusive climate for all of its members—students, trainees, staff, and faculty."

With so many challenges still ahead in embracing campus diversity, what's the good news? The Fellows noted that more institutions are

hiring executive-level diversity officers who focus precisely on these issues. While national statistics on college and university faculty still comprise too few people of color—with just 10.5 percent from underrepresented groups—institutions are also making progress in hiring faculty of color and sustaining academic programs that explore diversity. Meanwhile, women's college enrollment continues to rise, from 51 percent of students in 1980 to a projected 59 percent in 2023.

"Institutions make incremental progress, and we need to recognize there is so much more work to be done," says Dr. Reddick. "It's our responsibility to 'stay woke' and critically examine, research, and speak out when we observe inequality in educational settings." WW

PUBLICATIONS

Heath Carter CN '11—*Union Made: Working People and the Rise of Social Christianity in Chicago* (Oxford University Press)

Monica A. Coleman MN '00 CEF '09—*Bipolar Faith: A Black Woman's Journey with Depression and Faith* (Fortress Press)

Jane Eberwein WF '68 (co-editor)—*Dickinson in Her Own Time* (University of Iowa Press)

Julie R. Enszer WS '12—*Lilith's Demons* (A Midsummer Night's Press)

H.C. Erik WF '65 (translation)—*Enlightenment Underground: Radical Germany, 1680-1720* (University of Virginia Press)

Jeanne Foster WF '63—*Goodbye, Silver Sister: Poems* (Northwestern University Press)

Nancy Rose Hunt WS '90—*A Nervous State: Violence, Remedies, and Reverie in Colonial Congo* (Duke University Press)

Alessa Johns MN '83—*Bluestocking Feminism and British German Cultural Transfer, 1750-1837* (University of Michigan Press)

Joan Judge CN '92—*Republican Lens: Gender, Visuality, and Experience in the Early Chinese Periodical Press* (University of California Press)

L.J.P. Muffler WF '58—*Geologic field-trip guide to Lassen Volcanic National Park and vicinity, California*

Megan Pugh MN '05—*America Dancing: From the Cakewalk to the Moonwalk* (Yale University Press)

Loren J. Samons II MN '86—*Pericles and the Conquest of History: A Political Biography* (Cambridge University Press)

Seth Schein WF '63—*Homeric Epic and its Reception* (Oxford University Press)

Marshall Shapo WF '59—*The Experimental Society* (Transaction Publishers)

Robert C. Williams WF '60—*Stealing Van Gogh: The Russian Collection, Soviet Confiscation, and American Reception of Night Café* (The Heritage Consulting Group)

Samuel Yamashita WF '68—*Daily Life in Wartime Japan, 1940-1945* (University Press of Kansas)

Ruth Yeazell WF '67—*Picture Titles: How and Why Western Paintings Acquired Their Names* (Princeton University Press) WW

FOUNDATION UPDATES

Woodrow Wilson Board Adds New Trustee



Frances M. Hannan

Tom Kalinske, who attended his first WW Board meeting in February, is chairman of Global Education Learning, a start-up dedicated to helping young children in China learn various subjects. He also serves on the board of Cambium Learning Group and is vice chairman of LeapFrog Inc, of which he was previously CEO and/or chairman at different times starting in 1997. He helped LeapFrog grow from a start-up specialty toy company to the world's largest educational toy company. Mr. Kalinske joined Knowledge Universe at its founding in 1996 as its president and also served on its board. From 1990 to 1996, he was president and CEO of Sega of America, Inc. He had previously been president and CEO of Universal Matchbox Group, as well as president and co-CEO of Mattel.

Mr. Kalinske is a current or past member of boards including Genious Omnitura, Gazillion, the Mandarin Institute, and the National Board of Advisors of the University of Arizona School of Business. A graduate of the University of Wisconsin, he earned an MBA from the University of Arizona and attended the Harvard Business School's Strategic Management Program. 

Trustee Wins Innovator Award



WW Trustee and DreamBox Learning CEO Jessie Woolley-Wilson has won the 2016 GSV Innovator of Color Award. The award celebrates individuals of color who have had a significant impact on advancing education and talent innovation at scale, and are an inspiring role model for fellow innovators. Ms. Woolley-Wilson was honored at the ASU GSV Summit in April. 

WW ON SOCIAL MEDIA

Follow the Foundation and its programs on social media to receive updates and to let us and other Fellows know about your accomplishments.

Where to Find Us:



Facebook:

Foundation: <http://on.fb.me/WWFoundation>

Teaching Fellowships: <http://on.fb.me/WoodrowWilsonTF>



YouTube:

Foundation: www.youtube.com/WoodrowWilsonFndn

Creating—and Patching—the Pipeline, Continued from page 10
down stereotypes, and promoting cross-racial understanding in their university communities.

As a growing number of MMUF Fellows complete the Ph.D.—more than 600, to date—the Career Enhancement Fellowship increasingly focuses on helping them attain tenure. The Fellowship supports a sabbatical of either a half-year or a full year, along with a \$15,000–\$30,000 stipend; a \$1,500 grant for research, travel, and/or publication; attendance at a retreat where Fellows present their work; and a connection with a senior faculty mentor. This year, for the first time, the CEF program also offered two Adjunct Faculty Fellowships, providing a semester of support to two adjunct faculty as they seek to become more competitive for tenure-track positions.

Central to the Career Enhancement Fellowship—indeed, the entire suite of Mellon-funded programs at Woodrow Wilson—is an emphasis on community. One Fellow wrote, “Because of the CEF, I feel a sense of inclusion, belonging, and respect that I had not felt before. My mentor provided the sustained professional guidance that I had always craved. And having the imprimatur of the Mellon and Woodrow Wilson Foundations on my C.V., along with the publications that a year of research leave facilitated, has dramatically shifted how others (especially my chair) evaluate my status and value as an academic.”

“Moving up the professorial rank,” Chiquita Collins comments, “is no easy feat, and you are less likely to reach the pinnacle of becoming a tenured, full professor if you are a person of color and/or a woman—commonly referred to as the ‘leaky’ pipeline.” Together, the Woodrow Wilson Foundation’s MMUF and CEF programs patch that pipeline to the professoriate. 

Two-Year Foundation Report Online

The Woodrow Wilson Foundation has published its Foundation Report for fiscal year 2014 and fiscal year 2015. The report includes audited financials as well as updates on the Foundation’s work during the two years. A copy can be found online at <http://woodrow.org/news/publications/>

PROFILES: GIVING BACK

As a junior at the University of Oregon, Allison Blakely WF '62 got a big surprise: A professor and mentor had nominated him for the Woodrow Wilson Fellowship. When he accepted, he recalls, he "still didn't have a good sense of how important an award it was."

Unsure about where he wanted to take his career, but having graduated with an ROTC commission that entailed two years of active duty military service, Dr. Blakely was given a four-year active leave from the U.S. Army to pursue graduate studies at the University of California, Berkeley with the Fellowship.

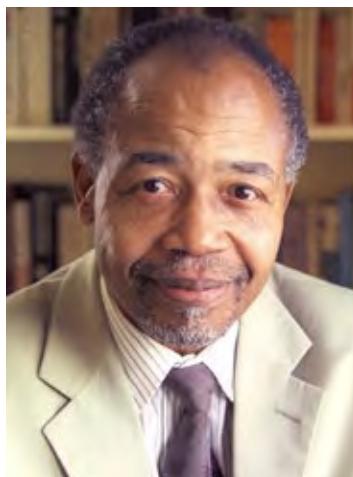
"In addition to allowing me to go directly into graduate school, the Fellowship literally launched my career as an educator and professional historian," says Dr. Blakely. "It's hard to exaggerate the importance of that award to me at that particular time."

When the leave period expired Dr. Blakely completed the active duty requirement, including one year in Vietnam. Upon returning he spent a brief time teaching in the history department at Stanford while completing his dissertation in Russian history. Curious about experiencing the culture of a predominantly Black institution and encouraged by the Woodrow Wilson Foundation to fulfill his Fellowship requirements at an HBCU, he was recruited for and accepted a position at Howard University, where he thrived and had the freedom to add an emerging scholarly interest in the European dimensions of the African diaspora to his teaching and research. After 30 years at Howard, he accepted a position at Boston University in 2001, where he is now professor emeritus after retiring in 2014.

Today, Dr. Blakely is just completing a six-year term on the National Council for the Humanities, to which President Obama appointed him. He is the author of three books, including the 1988 American Book Award-winning *Russia and the Negro: Blacks in Russian History and Thought*. From 2006 to 2009 he was national president of the Phi Beta Kappa Society.

Dr. Blakely has been a loyal donor to the Foundation for nearly 30 years. He says he believes in and cares deeply about the range of causes—like improving the American education system and supporting the humanities—that the Foundation supports.

"Initially, the main reason that I became a devoted donor to the Woodrow Wilson Foundation was out of a sense of gratitude, but also in my own life I've always been committed to the values of the Foundation," says Dr. Blakely. "Supporting that mission—especially the dedication to reaching underserved populations—is very important to me." **WW**



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An Unanticipated Turn: Beverly S. Ridgely WF '46, the Most Senior Woodrow Wilson Fellow

Seventy years ago, Beverly Ridgely was admitted to Harvard Law School. Like many of his Princeton classmates, he anticipated a career in the law. But, at the suggestion of some faculty members in Princeton's French and Classics Departments, Dr. Ridgely applied for a new Fellowship, funded by Isabelle Kemp, that would support a year of graduate studies.

While Dr. Ridgely had gotten a taste of teaching during his service in the U.S. Navy, it was his 1946 Woodrow Wilson Fellowship that eventually led to a career as a professor in French literature. Today, he is the Foundation's most senior Fellow.

"I think I would equate [my career] to the opportunity to come back to graduate school," says Dr. Ridgely. "I would not have thought about it in serious terms. Everyone was becoming a doctor or a lawyer, particularly Princeton graduates. So I would say that the Fellowship year was the main thing that turned me."



Dr. Ridgely, center, with his three children, Bob, Pete (standing), and Ginny.

Dr. Ridgely earned his Ph.D. from Princeton in 1953 and went on to teach for 30 years at Brown University.

"I think the major reward was not just the teaching, but getting to know the students," he says. "I enjoyed the writing and the teaching in French civ, but I had no idea that some of them would become lifelong friends, even though they are much younger than me."

Going on 96 years old, Dr. Ridgely is still adding to his *Birds of the World in Philately* series of handbooks, which now comprises 76 volumes, and serves on committees at the self-governing Providence, RI, retirement community where he has lived since 1995. He also continues to support the Woodrow Wilson Foundation each year. **WW**