

## DIALOGUE

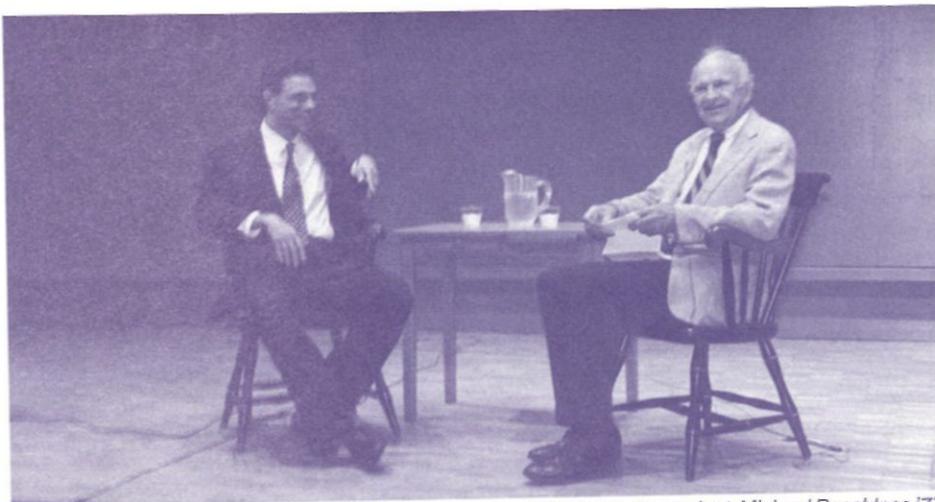
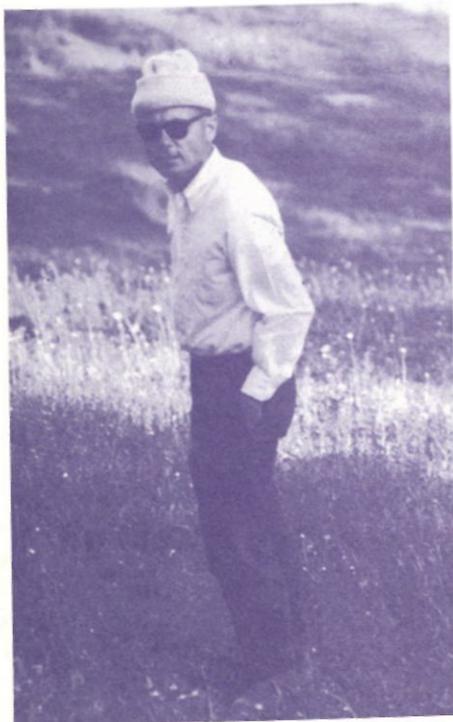
### Newsletter Reports Activities of the Robert L. Gaudino Memorial Fund

Pine Cobble, the Dome, the Greylock and the Taconic Ranges are again snow-covered, blue and white, and — in the setting sun — deep purple. Winter Study has passed and the Spring break exodus has left the campus eerily still.

This year marks the twentieth anniversary of Bob Gaudino's untimely death. We thought to commemorate it by initiating this newsletter to spur communication between us, the Gaudino trustees and Scholar, and you, the hundreds of Mr. Gaudino's former students and friends as well as the scores of more recent alumni/ae who benefited from the Fund during their Williams years.

The newsletters will report to you — at regular intervals — on the kinds of educational initiatives, curricular and para-curricular innovations and "Gaudinoesque" experiments which the Fund sponsors via the Gaudino Scholar and the regular institutional structures of the College. Naturally, all of these are designed to enhance the intellectual vibrancy of the College and to support the kind of education which Professor Gaudino took to be the only genuine education, namely one that produces intellectual and emotional change.

At the same time, we hope that you will be moved to feed back to us your reactions, criticisms, suggestions; in short, to deepen the dialogue with your alma mater and fellow alumni/ae precisely in the spirit of Robert L. Gaudino.



*Professor James MacGregor Burns '39 in conversation with his former student Michael Beschloss '77 during the first Gaudino Fund sponsored forum, "Clinton's Leadership: Views from Washington and Williamstown," held last September.*

## DIALOGUE

A Newsletter Reporting on the Activities of the Robert L. Gaudino Memorial Fund

Winter 1995, Vol 1

### Music Professor Jennifer Bloxam Sets New Tone For Gaudino Scholar

Professor Jennifer Bloxam is the first representative of the arts to occupy the position of Gaudino Scholar. Bloxam is the fifth faculty member to hold this title and succeeds Math Professor Olga Beaver who stepped down in September '94 after serving for three years.

In the first months of her tenure, she has begun to plan a "Gaudino Arts Initiative" whose purpose would be to stimulate campus-wide debate of a range of issues for which the arts can provide both a springboard and a focus. Ranging from fundamental aesthetic and ethical questions to social and political problems arising from the "community of diversity" that is now Williams, the controversial issues will be chosen for their potential to "educate" in Gaudino's sense of producing intellectual and emotional change.

By working with the College Art Museum, the Departments of Art, Theater and Music, and other interested groups and individuals, Bloxam hopes to create an ongoing series of artistic events involving students and faculty as well as outside participants.

More immediately, Bloxam has initiated a series of public forums designed to bring together eminent members of the Williams faculty and their distinguished student alumni/ae to engage a public gathering of students, faculty and community members in a discussion of current issues in a range of areas.

The first such public forum, "Clinton's



*Gaudino Scholar Professor Jennifer Bloxam*

Leadership: Views from Washington and Williamstown," took place on Convocation Day, September 17, and featured Professor James MacGregor Burns '39, Woodrow Wilson Professor of Government Emeritus and Pulitzer Prize-winning political historian, in conversation with his former student Michael Beschloss '77, author and political commentator. With the inclusion of the audience for an extended period, this public dialogue provided a "Gaudinoesque" opportunity for people to critically examine and reflect on their own and others' often unexamined certainties, i.e. to learn from one another.

Last but not least, Bloxam is investigating ways in which Gaudino's notion of experiential education could be implemented at Williams in the later 1990s. To this end, she recruited Professor (emeritus) Kurt Tauber, Trustee Michael Peterson '81, and Amy Baughcum '97 to attend the International Conference on Experiential Learning, held

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## GAUDINO FUND GROWS DURING THIRD CENTURY CAMPAIGN

Williams' five-year Third Century Campaign provided the opportunity to significantly increase the Gaudino Fund's resources. A committee of "Gaudino Representatives," Richard Herzog '60, Wynne Carvill '71, Dale Riehl '72, and Jeffrey Thaler '74, coordinated the fund-raising efforts. A goal of \$300,000 was set, and over 900 Williams alumni/ae, including former supporters of the Fund, Gaudino's students, and more recent Fund-sponsored students, were asked to participate. At Campaign's end, December 31, 1993, over \$230,000 was received in gifts and pledges.

Although we didn't reach our goal, the fund raisers were very pleasantly surprised that almost every follow-up phone call was met with a warm, engaging reception by former Gaudino students who were very curious about the past, present and future of the Fund. Many of those who could not make a donation then asked their solicitors to return in the future; others explored future service on the committee; almost everyone requested copies of writings about the Fund, and documents Professor Gaudino had written since they had been his students. In short, the fund-raising process turned out to be an outstanding communications opportunity -- a consequence Bob Gaudino would have applauded, of course.

The primary driver of our fund-raising effort was our desire to help ensure the Fund's long-term survival -- especially for that time when there are no longer any senior College officials and faculty that knew Mr. Gaudino. Additionally, although the Fund's annual expenses have typically been substantially below its annual draw, there may very well be future opportunities to have impact at Williams that could make much greater financial demands on the Fund. Thus, we invite you to continue to keep the Gaudino Fund philanthropically in mind.

"...THERE IS NO EDUCATION  
WITHOUT INTELLECTUAL AND  
EMOTIONAL CHANGE...."

ROBERT L. GAUDINO



The 20th anniversary of the Williams-at-Home program reunited (l.to r.) Jeff Thaler '74, Jon Kravitz '74, John Neikirk '73, Jay Haug '73, Dick Slade '74, Rusty Day '74, Dick Tavelli '73, Jeff Niese '74, Paul Peterson '73, John Goodman '74 and Randy Thomas '73 (missing from photo) at Williams in Fall of '92.

## RETROSPECTIVE

### The Early Years of the Gaudino Fund

Shortly after Bob Gaudino's death, a group of students and faculty friends decided to establish a Memorial Fund to keep his spirit alive. The response -- including that of Bob's family -- was immediate, enthusiastic and generous.

With the assistance of Bob's close friend and departmental colleague David Booth, an Advisory Committee was formed to define Gaudino's educational legacy and to translate it into practical initiatives to which the Fund could be applied.

The dedicated, sustained work of that Committee resulted in the financial growth of the Fund and in an increasingly focused image of Gaudino's educational theory. Yet, in terms of the Fund's concrete employment, it remained for the first seven years of its life rather more reactive than pro-active.

By 1980 it had become clear that a more active role presupposed a coherent vision of the kind of projects that would optimally incarnate Gaudino's pedagogic-intellectual legacy. In April 1981, Richard Herzog '60, an early Gaudino student, now a Washington attorney, who had been a member of the Advisory Committee from the beginning, filled that need. Herzog's 50-page monograph ably summarized some of the most salient aspects of Gaudino's informal (and incomplete) epistemology and of the educational theory which it arguably entailed.

But beyond this and beyond the thoughtful suggestions for suitable uses of the Fund to which Herzog devoted the last quarter of the essay, its historical significance for the development of the entire Gaudino Memorial enterprise resided in the monograph's concluding sentence. Giving apodictic expression to an intuition that had ever more insistently cropped up in committee discussion over the previous year, Herzog wrote definitively: "The immediate need is to gain

the serious interest of someone who is on the Williams faculty today."

Energized by Herzog's initiative, the Advisory Committee became a Board of Trustees, developed a formal charter (crafted in large part by Dan O'Connor) that sketched the educational philosophy of Robert Gaudino and the type of pedagogical projects the Fund would support.

### The Gaudino Scholars

The formal charter also stipulated, with the approval of President Chandler, the appointment of a faculty member as "Gaudino Scholar."

In the words of the charter, the "Gaudino Scholar is expected to be an independent and critical voice, working for the good of the whole community in the mode of a Socratic gadfly" and "to bring to bear on the curriculum and extra-curriculum the Gaudino pedagogy."

The gadfly role of the Gaudino Scholar is reasonably clear: it is to create events and occasions that induce students to challenge the quasi-instinctive assumptions underlying dominant opinions and practices, i.e. to promote experiences for students "that have the creative potential to unsettle and disturb."

Other aspects of the "Gaudino legacy," more heavily indebted to his specific views on the nature of different forms of knowledge, lack the definitional clarity of the critical role, or, rather, lack a consensus as to their relevance for today's Williams.

### The Gaudino Scholars' Interpretations of the Gaudino Legacy

Just as there are a number of different viewpoints represented on the Board of Trustees regarding the functions of the Fund in the contemporary College, so the first five Gaudino Scholars defined their role in diverse ways and pursued different projects.

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**Raymond Baker**, the first Gaudino Scholar (1982-1984), felt that Gaudino's gifts were idiosyncratic and that attempts at imitation were bound to fail and in the process jeopardize the larger goal of the Memorial Fund. That goal, Baker argued, was to honor Gaudino's memory by devising such innovative, intellectually stimulating, emotionally challenging projects as commend themselves to our own best judgments.

The fruits of Baker's stewardship were correspondingly varied. The most prominent and far-reaching of his projects was the Williams-in-Cairo program which over the past twelve years has deeply affected the minds and lives of almost 200 students.

Also, Baker developed the outlines of a service-learning course, "Williams-in-Williamstown," which his departmental colleague, Kurt Tauber, was later to concretize and teach.

Beside these initiatives, Baker organized "Gaudino Forum Weekends" and experimented with "Gaudino Internships."

His gadfly role emerged most prominently in the second Gaudino Forum Weekend in 1982. This forum tackled the subject of homosexuality at Williams and involved prominent Williams alumni and alumnae, a decade before that subject was generally liberated from Williams closets.

In 1984 **Kurt Tauber** succeeded Baker as the Gaudino Scholar, and occupied that position for the next four years. His plan of operation proceeded on a double track.

One track consisted of the work of an ad hoc student/faculty committee which soon became notorious on the campus as the "Gaudino Committee." Its self-defined mission was to examine critically key aspects of the Williams experience, formulate reforms of perceived weaknesses, and see to it that the reform proposals receive serious consideration.

In the course of its eight-semester existence, the "Gaudino Committee" researched and developed twenty-two proposals. Twenty of them were publicly debated and defended, and eventually submitted to the relevant College Committees or administrators.

Seven of these twenty proposals targeted educational passivity and intellectual complacency, four were directed against the baneful separation between cognitive and other life activities typical of Williams students, four sought to strengthen student initiatives for intellectual encounters on the level of the College community as a whole, two were designed to disrupt the conventional College calendar by incorporating the summer months into the College teaching/learning function, and three concerned themselves with raising student awareness

of the intellectual and psychic rewards of academic careers.

Some of these proposals, like the Freshman Residential Seminars, student-initiated courses, Arts and Science Fair, the International Cultural Festival, the enlargement of the Contract Major program and Related Course Listings, were accepted and (at least temporarily) institutionalized through the regular channels of College governance.

Others, like the establishment of "Interest Houses," "Campus Dialogue Evenings," and a Student Activities Director were debated and rejected.

Two of the proposals, for "Summer Project Stipends" and for "Summer Learning Experiences," were included in the Third Century Campaign.

The rest lingered for a while on the desks of various administrators or chairpersons and then quietly disappeared into wastebaskets.

The two issues which remained unresolved when Tauber's tenure as Gaudino Scholar came to an end concerned the relationship between educational risk-avoidance and academic grading conventions and a proposal for a Global Studies Program.

The second track pursued by Tauber, parallel to his work with the "Gaudino Committee" but not directly connected with it, reflected his mission to maintain and extend concrete aspects of Gaudino's "legacy" in a narrower and more specific sense.

Here concern with experiential education, with learning arising out of confrontations with the unfamiliar or threatening, and other aspects of Gaudino's pedagogy received programmatic expression.

These more specifically "Gaudinoesque" enterprises included two (unsuccessful) experiential courses with strong service-learning components, an only partially successful Documentaries-cum-Discussion series and three very promising student-initiated and student-run projects.

The most far-reaching and ambitious of these was the "Gaudino Project on Student Leadership and Non-Violent Alternatives" out of which was to grow the Center for Common Security and "LEAD USA." The student leaders of this project became the teachers of a successful Winter Study course, entitled "Pedagogy for Empowerment."

The third student-organized enterprise was the "Gaudino Roundtables" which provided much significant discussion for two consecutive years.

Early in 1988 Tauber persuaded Professor Philip Kasinitz, a specialist in the sociology of race and ethnicity, to offer an experimental "Williams-in-New-York" course in the Winter Study Period 1989. Under the title "Homelessness in America" Kasinitz's was the first such venture since Professor



*Richard Herzog '60 and Prof. Emeritus Kurt Tauber at Fall Gaudino Fund Trustees' Meeting at Williams.*

Charles Baer's Urban Studies Program in New York City in 1977. The Gaudino Scholar considered "Homelessness in America" a pilot program that would prepare the way for a full semester offering of experiential learning. Unfortunately, Professor Kasinitz had other professional plans and could not commit himself to the larger enterprise, even though the Winter Study course proved to be a solid success.

Professor **William Darrow** (Religion and History) took over as the third Gaudino Scholar in January 1989. Shortly thereafter, President Oakley asked him to become Freshman Dean. Thus Darrow's Gaudino tenure lasted only one semester. Still, in that brief period Darrow succeeded in breathing life into an initially stillborn proposal of the "Gaudino Committee" for a "Pedagogy Seminar." Darrow's "Gaudino Teaching Forum" greatly expanded the original conception and involved several events, including a challenging workshop with a facilitator from the Harvard Danforth Center.

Professor **Thomas Spear**, an African historian and chair of the African and Middle Eastern Area Program, took over where Darrow left off, both formally as the new Gaudino Scholar and programmatically by sponsoring workshops on teaching and the curriculum, organizing a faculty/student working group to examine in depth the relation between a variety of pedagogical styles and a culturally diverse student body, and by conducting a survey of student perceptions of the classroom experience.

These projects culminated in Spring 1990 in a two-day "Gaudino Teaching Forum" under the title "Pedagogy and Pluralism." At that time Spear also launched the Robert L. Gaudino Fellowships in International Study which each summer provided stipends for two or three students whose proposals had survived his and the Trustees' scrutiny.

In addition, Spear took up the "Global Studies" project the "Gaudino Committee" had left unfinished. Moreover, the Gaudino

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## REFLECTIONS FROM ALUMNI/AE

*Alumni/ae are cordially invited to contribute their personal reflections of the impact Robert Gaudino has exerted on their lives since Williams, and to share their ideas as to ways in which their conception of the Gaudino legacy might be most effectively realized at Williams today. The following remarks are excerpted from a talk given by Jeffrey Thaler during last June's reunion panel discussion, "Balancing a Life After Williams."*

"I will talk about challenges, choices and balancing in life after Williams, which is our agenda for today. But to do that I have to first start at Williams, because I made one of the most significant choices affecting how I've led my life since Williams during my second semester here in 1971...when I applied for the Williams-at-Home program ...[WAH] was unique, it was risky, it was controversial....The challenge of developing a student's power and skill for self-reflection and self-education through difficult experiential tests was balanced by Gaudino...[who] saw the twin Williams and Home components as essential to the goals of a Williams education...the balance of and collision between Williams' values of objectivity and analysis on the one hand, and the home's values of direct experience and loyalty on the other...I am driven by the commitment that...future Williams students...will have a chance to do the type of experiential education program with the rigorous follow-up that I and a few others were fortunate enough to have with Bob Gaudino and Williams-at-Home. The Robert L. Gaudino Fund has been going on for 20 years and if it takes me another 20 years (hopefully not!) I'll still fight to see if that kind of program can again be offered to future students."

### GAUDINO TRUSTEES

#### PERMANENT

Raymond W. Baker  
Olga R. Beaver  
Jennifer Bloxam  
David A. Booth  
William R. Darrow  
Kurt P. Tauber

#### TERM ENDS NOVEMBER 1995

Richard B. Herzog '60  
John E. Nelson, III '70  
Paul J. Isaac '72  
R. Michael Peterson '81

#### TERM ENDS NOVEMBER 1996

Ellen Oxfield '75  
H. Scott Miller '71  
Edward D. Stein '87  
Jeffrey A. Thaler '74

#### TERM ENDS NOVEMBER 1997

Lynellyn Horne Long '74  
Dale P. Riehl '72  
Helen M. Rozwadowski '87  
Phoenix Wang '92

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Scholar proved extraordinarily helpful in getting two new student-initiated course proposals on their feet and into the course catalogue.

One was a service- and experiential-learning course entitled "Service, Community and Self." It has survived in robust health to this day.

The other, "Globalism: Perspective and Resources," was the result of the Global Studies discussion group which Spear had organized and led.

Professor **Olga Beaver** of the Mathematics Department succeeded Professor Spear as Gaudino Scholar in September 1991.

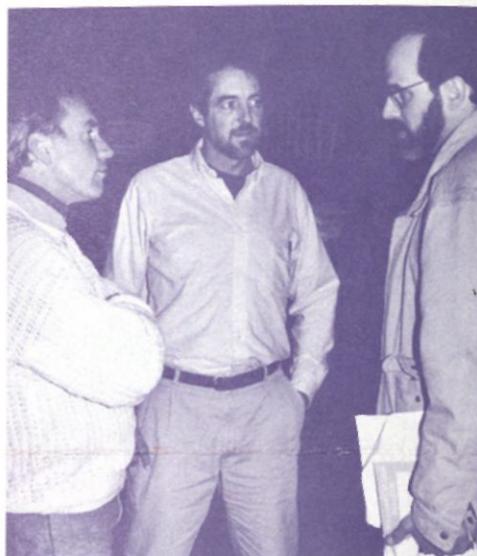
As the first "numerate" Gaudino Scholar, Professor Beaver wasted no time in thinking through the implications of Gaudino's educational theories for the teaching of the sciences. This resulted in two proposals, one by her and one by her departmental colleague Professor Edward Burger. Both versions of what were to be designated as "Gaudino courses" involved the so-called "Moore Method." Unfortunately, in the end, both Beaver and Burger were prevented by other demands on them from bringing these potentially exciting pedagogical experiments to fruition.

As the Gaudino Scholar immersed herself in the Gaudino materials, and especially Herzog's "Suitable Uses of the Gaudino Fund," to develop her own answer to the perennial question "what is truly, authentically, genuinely 'Gaudinoesque'?", she was led to the conviction that the best way for her to serve the maintenance of the "Gaudino legacy" was to direct her energies exclusively toward personal and individual student experience.

Thus she enlarged the Robert L. Gaudino Fellowship program by soliciting applications for both summer and WSP projects and for both international and domestic plans. In pursuit of working closely with each applicant to help him/her shape a meaningful proposal and deepen it to include an essential ingredient of self reflection, Beaver spent much time and effort on what can only be described as mini-tutorials. Nor did this one-on-one mentoring cease with the completion of the project's "field experience." She devoted the same care to the de-briefing-, reflection-, and reporting-phases of the project that she had lavished on preparing the student for it.

As we have seen, the six Gaudino Scholars have over the past 13 years initiated a highly diverse set of programs and campus events. This diversity, however, reflects not only differences in interpreting Gaudino's pedagogical legacy. Importantly, it reflects as well the rapid changes that have occurred since Mr. Gaudino's death in

the make-up, intellectual preoccupation and ideological assumptions and needs of the academic community. Future issues of the *Dialogue* will have an opportunity to address these changes.



*John Neikirk '73, Paul Peterson '73, and Jon Kravitz '74 at Williams-at-Home Reunion.*

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in Washington, D.C. in mid-November; the ideas and contacts gained thereby will greatly assist in devising ways to wed theory with practice both inside and outside the classroom.

Bloxam is discussing a variety of curricular initiatives with members of several departments and programs, including Political Science, Psychology, Art, and Women's Studies.

Williams has entered a critical period of self-examination and self-evaluation, prompted by newly-installed President Payne's "Residential College Study", a sweeping review of every dimension of student life involving a broad array of student/faculty committees. The new Gaudino Scholar is deeply involved in this review process, and through it hopes to gain a better understanding of how Gaudino's vision of truly transformative education can be most effectively realized at Williams today.

In his commencement address this past June, Williams alumnus Kirk Varnedoe '67, Chief Curator for the Museum of Modern Art in New York City, lamented the "trivialization of the word 'radical' and the attendant fantasies that theories are prior to knowledge, criticism is superior to creation, and intellectual politics are the same as real politics." Professor Bloxam is concerned that intellectual life at Williams, like that at virtually every other institution of higher learning in this country, suffers from these fantasies, and sees "Gaudinoesque" initiatives as playing a key role in asserting the centrality of knowledge, creation and real politics (all based on experience) to education.