

Marshall

Winter 2015-2016

Alumni Newsletter



Much Ado About Memory:
The Mind of Lois Potter



Editor's Letter



Nicholas Hartman

Managing Editor
(Pennsylvania State, BS 2003; Darwin College, Cambridge, PhD 2008)
Nicholas is a director at the New York City office of CKM Advisors and lives in Westchester.

By quite some margin this is our largest issue to date. The breadth and depth of news and updates to report is a sign of the strength and continued development of the AMS community.

In this edition the AMS board and officers provide several updates on key fundraising and strategy efforts; current Marshalls in the UK ask what it means to be 'British'; Wallace Kaufman profiles Lois Potter; Aroop Mukharji writes on the development of his soon to be released history of the Marshall Scholarship; and more.

The volunteer team of editors for the newsletter relies on your content ideas and submissions to keep these pages filled issue after issue. If you have material to contribute, or there's something you think we should be covering, please reach out to the team at newsletter@marshallscholars.org.

Nicholas T. Hartman, Managing Editor

Contributors



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Cover photo: xmec/bigstock.com

Newsletter design: Lara McCarron

Views represented in this newsletter are those of the authors and do not necessarily represent the views of the AMS or the Marshall Aid Commemoration Commission (MACC).



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(Duke University, BA 1961, Oxford MLitt 1963). Wallace started his career as an English professor and subsequently moved into business and economic survey work in E. Europe, Russia, and Central Asia. He is now based in the Oregon coastal wilderness where he is building a house, crabbing, fishing, and writing a sci-fi novel.



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News from the AMS

By Michael Aktipis ('03 LSE)

The annual Ambassador's Reception at the British Embassy in Washington, DC on September 14th was a great success. We are extraordinarily grateful to the British Embassy and the Ambassador for hosting us for this wonderful tradition. This year's reception was held in the gardens of the Ambassador's Residence, with a spirited talk from guest-of-honor Nancy Lublin ('93 Oxford), CEO of Do Something.org and Founder of the Crisis Text Line (Lublin was also profiled in the Fall 2012 issue of this Newsletter). AMS Director of Programs Marisa Van Saanen also offered brief remarks celebrating the newest crop of Marshall Scholars. Bios of the latest class can be found later in this issue.

On September 15th, Bay area Marshalls and friends attended a private, acoustic concert featuring acclaimed British folk-rock musician Teddy Thompson (son of 1960s folk-rock musicians Richard and Linda Thompson) at the Quetzal Café in San Francisco. Teddy wowed the audience with his hauntingly beautiful voice, while a group sing-along proved that most of us are better scholars than singers. Drinks and delicious desserts added to the evening of musical merriment.

On October 27th, the AMS and British Consulate General of San Francisco hosted a special fireside chat and reception in conjunction with the UK's Foreign & Commonwealth Office (FCO) Week of Women Campaign, which aims to highlight women's rights, and economic and political empowerment in the UK.

The topic was: "Empowering Women: Confronting Sexual Violence in War." Lisa R. Pruitt ('89 UCL), Martin Luther King, Jr. Professor of Law at UC Davis discussed the first-ever prosecution of rape as a war crime, and how her Marshall Scholarship put her in a position to work on the case two decades ago as a gender consultant to the International Criminal Tribunal for Rwanda. That prosecution, of Jean Paul Akayesu, is the topic of forthcoming documentary, "The Uncondemned" in which Lisa appears. The film recently won the Brizzolara Family Foundation Award at the Hamptons International Film Festival for the best film about Conflict and Resolution.



British Ambassador Sir Peter Westmacott and Nancy Lublin



Attendees at the annual send-off reception at the British Ambassador's residence in Washington DC



Teddy Thompson (center) and attendees at the private concert for Marshall alumni and friends in San Francisco.

A Message from AMS

President Andrew Klaber

THE AMS NEEDS YOU!

The past 12 months marked the 60th anniversary of the Marshall Scholarship, a milestone that we celebrated with seven lectures in the United States (from Connecticut to California) and the United Kingdom (from England to Edinburgh), and visit from HRH Prince Charles (the honorary Patron of the AMS). Although much has changed over the last 60 years, the Marshall spirit has not flagged or failed; indeed, Marshall alumni often tell me that, whether their time in the UK was five years or 50 years ago, the Marshall Scholarship is a vital part of who they are.

The Marshall Scholar community is strong, but it can be stronger. The Association of Marshall Scholars (AMS) needs **YOU** to help our alumni community reach its potential!

Have an idea for a terrific AMS event? We will provide you with resources to make it happen!

Want to mentor a current Marshall Scholar who is studying in the UK? We will facilitate your mentor-mentee connection!

Want to write a column for the AMS Newsletter or serve on an AMS board committee (Communications, Development, Finance, Governance, Programming)? Be in touch!

If you care about the Marshall Scholarship and feel gratitude toward the British for your time in the UK, then lend a hand. We all have a responsibility to participate in and add to the Association of Marshall Scholars, which is your alumni organization.

As the new President of the AMS, my goal is to make the Marshall community **entrepreneurial, nimble, user-friendly, relevant, and meaningful**. But the AMS board and I need your help to accomplish these goals. I want to hear from you. Whether you can help with an event venue or can assist with a terrific event speaker or want to support an outing to the Globe Theater or the annual Thanksgiving dinner for the current Scholars, I want you to be in touch. I can always be reached at: andrew.klaber@gmail.com. The AMS board and I will work tirelessly to fund your Marshall community enhancing ideas.



You are a Marshall Scholar for life, and a member of an alumni community of more than 1,800 incredible individuals who, like you, are intellectually curious, dream big, and have an outsized impact on the world. Together, we are lifelong members of one of the most impactful alumni communities in the world!

The AMS should bring Marshall Scholars together in fun and meaningful ways, through expanded regional events as well as signature national events, so I am pleased to announce the inaugural Marshall Scholarship Reunion, which will take place **Friday, June 24 through Sunday, June 26** at the Scripps Research Institute in La Jolla, California. Get out your calendar and save the date. Stay tuned for details!

Exciting plans are underway to implement more programming and foster greater community in the coming year. Over the next few months, you will hear more about new technology platforms, improved communications methods, and enhanced volunteer opportunities designed to foster a greater connection among Marshall Scholars. Many of these efforts are core to our recently developed 5 year strategic plan, which is reprinted on the pages following this column.

There is a terrific sense of momentum at the AMS right now, and I hope you will support our community with your participation and ideas. The AMS needs you!

Andrew Klaber
President, Association of Marshall Scholars



What should the Association of Marshall Scholars look like in 2019, the 65th anniversary of the Marshall Scholarship? The AMS Board of Directors recently approved a 5-year Strategic Plan for the Association, led by Directors Saj Cherian (1997), Josh Goldman (2002), and Margot Singer (1984) and supported by a team of Marshall alumni at McKinsey & Company who volunteered their time and expertise on a *pro bono* basis.

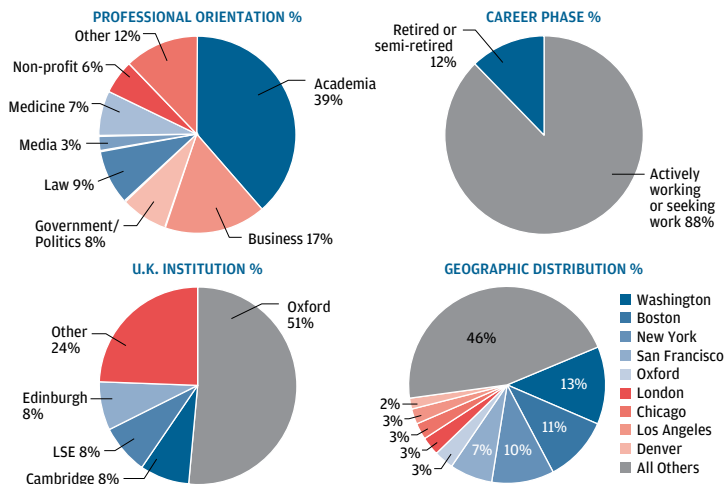
The Strategic Planning Committee sought to better define the AMS *value proposition*, namely the unique offering and programs that compel Marshall Scholars to give of their time, treasure, and/or talent to the broader Marshall alumni community. The committee solicited input from alumni as well as a broad cross-section of stakeholders in the Marshall community (e.g., members of the Marshall Aid Commemoration Commission, British Embassy, and regional consulates). 556 alumni (more than 35% of the alumni for which the AMS has email addresses) completed the detailed survey. The committee also conducted 38 interviews with alumni and other stakeholders.

STRATEGIC PLANNING COMMITTEE

- Saj Cherian* (Co-Chair, 1997)
- Josh Goldman* (Co-Chair, 2002)
- Margot Singer* (Co-Chair, 1984)
- Lauren Baer* (2002)
- Lisa Barron* (1984)
- Annina Burns* (2003)
- Lisa Grove (1994)
- Zachary Kaufman* (2002)
- Miriam Krieger* (2004)
- Dylan Rebois+ (2011)
- Steven Robinette+ (2010)
- Betsy Scherzer* (2007)
- Len Srnka* (1968)
- Matt Stone+ (2007)
- Tracy Williams+ (2004)

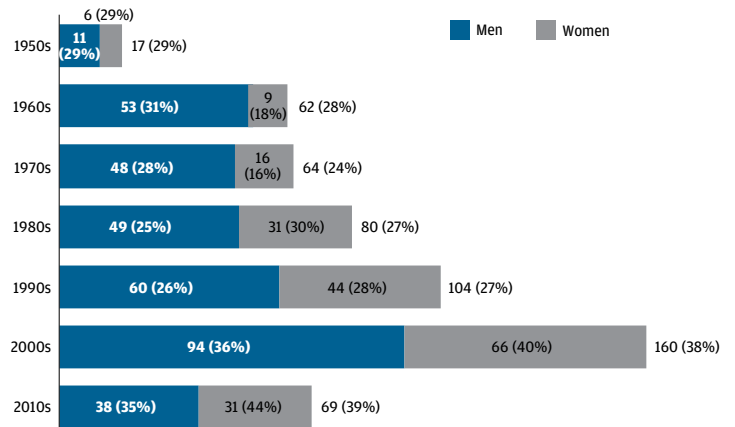
* Member of AMS Board + McKinsey & Company

556 ALUMNI RESPONDED TO THE SURVEY



THE 556 SURVEY RESPONDENTS REPRESENT A STRONG CROSS-SECTION OF THE MARSHALL ALUMNI BASE WITH GOOD RESPONSE RATES ACROSS ALL YEARS

RESPONDENTS BY CLASS YEAR
Number (% of living alumni, by gender¹)



¹Total number of living alumni is 1832, including scholars currently on tenure; AMS has email addresses for and sent surveys to 1578 alumni.

WHAT WE HEARD

Build the community

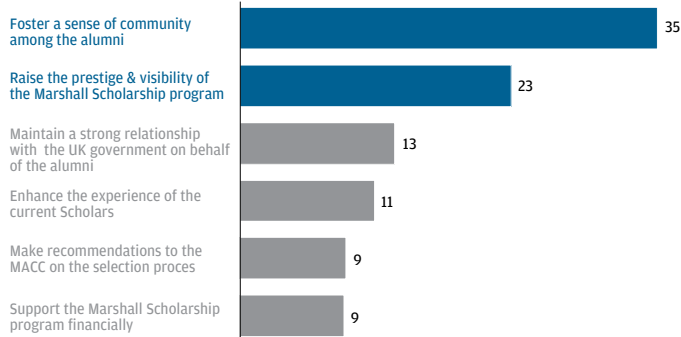
Over the years, the AMS has evolved from a small, informal group of dedicated volunteers to an organization that is now ready to make the next step toward professional programming, outreach, fundraising, and leadership. The Strategic Planning Committee's work revealed a *clear untapped opportunity to activate and engage the Marshall alumni base*. The alumni survey and stakeholder interviews demonstrated a broadly-shared interest in *building the Marshall alumni community while also ensuring the continued success of the Marshall Scholarship*. Respondents expressed support for expanded programming, for hiring an AMS Executive Director to drive new initiatives and systematize fundraising, and for enhanced communication on multiple platforms.

- **MISSION/VALUE PROPOSITION** – Alumni strongly prefer an AMS that fosters a *sense of community* among alumni and *raises the prestige and visibility* of the scholarship program. These views are broadly consistent across class years and professions.
 - The Marshall Scholarship experience is nearly universally viewed as being both personally and professionally important.
 - Alumni expressed an interest in interacting with three relevant communities: (1) *Social community* (those in the same class or studying in the UK around the same time as well as those in the same city/region); (2) *Professional community* (in specific fields of interest), and (3) *Intellectual community* (especially on issues pertinent to US-UK relations).
- **PROGRAMMING** – Respondents indicated that the AMS should sponsor initiatives focused on alumni (e.g., reunions, newsletter) as well as on current Marshall Scholars (e.g., Marshall Plus, Thanksgiving dinner, etc.). Regional events, along with class and All-AMS reunions generated the most enthusiasm, with a focus on facilitating both professional networking and intellectual exchanges.
- **COMMUNICATIONS** – Most alumni indicated that they read and enjoy the newsletter, but many called for creating a broader range of communication forums, especially through digital media (e.g., social networking, e-mail, etc.).
- **PUBLIC DIPLOMACY** – Interviews with the Advisory Board, AMS Board of Directors, and UK representatives underscored the critical importance of effective public diplomacy to demonstrate the value of the Marshall Scholarship in promoting US-UK relations.
- **OPERATIONS** – More than three-quarters of respondents expressed support for hiring an Executive Director to supplement the efforts of the volunteer Board.
- **FUNDING** – Many alumni expressed a desire for a clearer value proposition and more targeted outreach to encourage giving. A majority of members support the creation of a scholarship endowment, but only 25% are willing to increase donations to support it. Improving the online donation platform is a clear need.

The survey and interviews generated a wealth of exciting ideas for new initiatives, and many alumni expressed eagerness to contribute in a wide variety of ways, including mentoring current scholars and younger alumni and helping organize events.

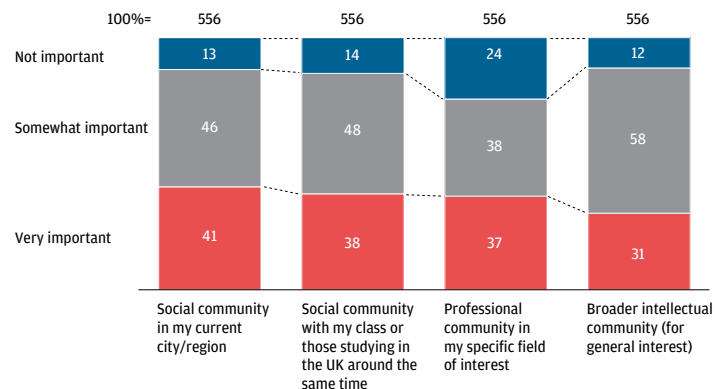
ALUMNI STRONGLY PREFER AN AMS THAT FOSTERS A SENSE OF COMMUNITY AMONG ALUMNI AND RAISES THE PRESTIGE & VISIBILITY OF THE SCHOLARSHIP PROGRAM

WHAT DO YOU THINK SHOULD BE THE CORE PURPOSE OF THE AMS? PLEASE ALLOCATE A TOTAL OF 100 POINTS AMONG THE PURPOSES THAT ARE MOST IMPORTANT TO YOU.
(Average points allocated per respondent)



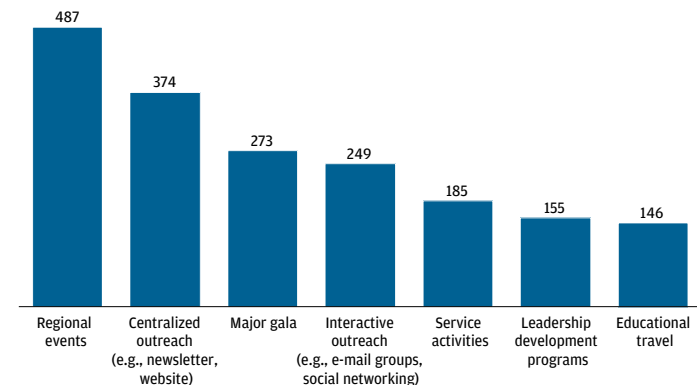
ALUMNI EXPRESS AN INTEREST IN INTERACTING WITH ALL RELEVANT COMMUNITIES

AMONG THE MARSHALL SCHOLAR ALUMNI, WHAT KIND OF COMMUNITY IS MOST IMPORTANT TO YOU?
(% of respondents)



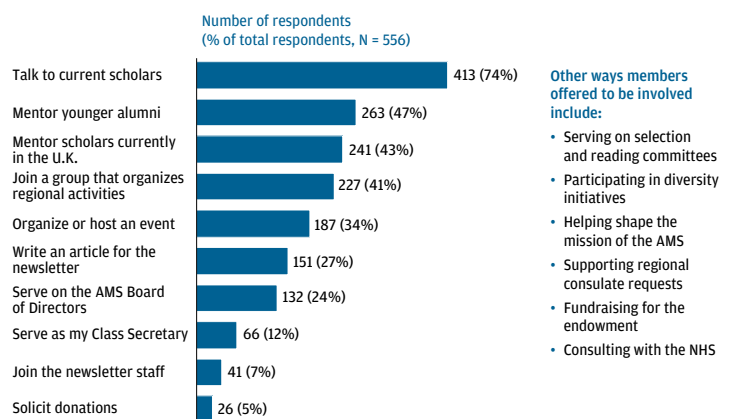
REGIONAL EVENTS AND CENTRALIZED OUTREACH ARE CONSIDERED THE PRIMARY MECHANISMS FOR FOSTERING COMMUNITY

WHAT KINDS OF INITIATIVES SHOULD THE AMS UNDERTAKE TO BETTER FOSTER THE COMMUNITIES THAT MATTER TO YOU?
(Number of respondents selecting "True")



AMS MEMBERS ARE EAGER TO CONTRIBUTE IN MANY DIFFERENT WAYS

WHAT NON-MONETARY DONATIONS ARE YOU WILLING TO CONTRIBUTE TO THE AMS?



WHAT WE PROPOSE

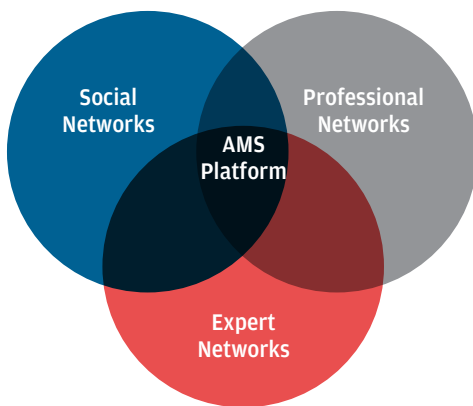
A compelling value proposition cultivating connectivity

The AMS must renew its primary mission to build a stronger and more enduring “Community of Networks” that will attract, retain, and engage Marshall alumni. This energized alumni community will promote the visibility and prestige of the Marshall Scholarship while simultaneously helping alumni fulfill personal, professional, and intellectual goals.

- We have an extraordinary alumni community, but we need to activate it by:
 - Attracting alumni through membership in social, professional, and expert networks that are unique to the Marshall community
 - Engaging alumni with a programming platform that enables AMS members to create and cultivate self-organizing groups around shared interests
 - Retaining alumni by providing opportunities to serve: donating their time, talent, and/or treasure
- An AMS “Community of Networks” advances many of the Marshall Aid Commemoration Commission’s (MACC) objectives for Marshall Scholars upon completion of their studies in the UK.
- Our near-term priority is to build and professionalize the AMS organization as a means of creating a platform for securing the scholarship’s long-term success.

IMAGINE AN UNRIVALED MARSHALL “COMMUNITY OF NETWORKS”

THE VISION: AMS AS A PLATFORM FOR BUILDING AND STRENGTHENING AN ENDURING COMMUNITY

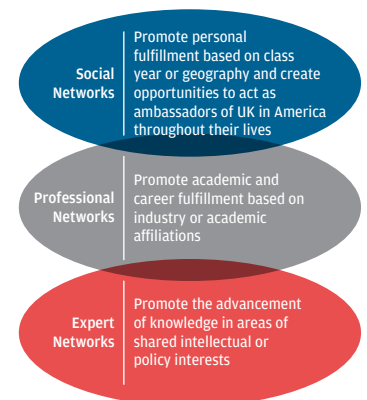


THE “COMMUNITY OF NETWORKS” ADVANCES KEY MACC OBJECTIVES

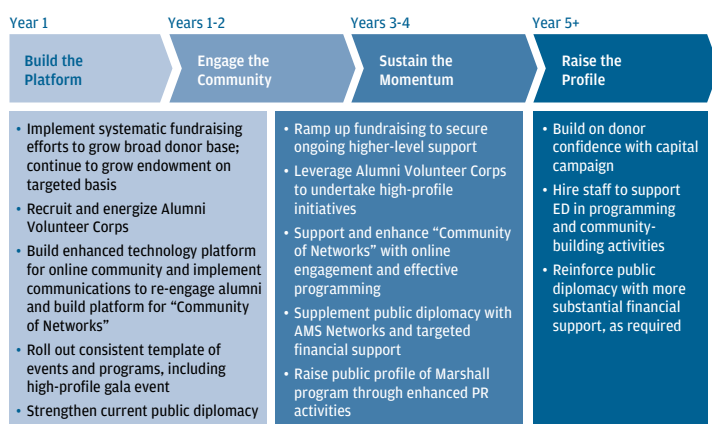
THE AMS “COMMUNITY OF NETWORKS” ADVANCES MANY OF THE MACC’S OBJECTIVES FOR MARSHALL SCHOLARS UPON COMPLETION OF THEIR STUDIES IN THE UK

Marshall Scholarship objectives:

- To enable intellectually distinguished young Americans, their country’s future leaders, to study in the UK
- To help scholars gain an understanding and appreciation of contemporary Britain
- To contribute to the advancement of knowledge in science, technology, the humanities and social sciences and the creative arts at Britain’s centers of academic excellence
- To motivate scholars to act as ambassadors from America to the UK and vice versa throughout their lives, thus strengthening British-American understanding
- To promote the personal and academic fulfillment of each scholar



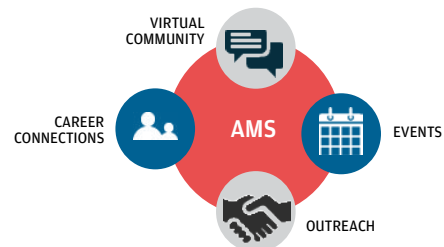
PHASED APPROACH TO ENSURE LONG-TERM SUCCESS



THE NEW AMS VALUE PROPOSITION

AMS VALUE PROPOSITION

AMS offers membership in social, professional, and expert networks offering 4 key benefits:



KEY ENABLERS

There are 6 key enablers to the successful implementation of the new AMS:



Membership in the AMS “Community of Networks” will provide 4 key benefits to Marshall alumni:

1. **EVENTS** – connect in person at compelling national and regional events and programs
2. **VIRTUAL COMMUNITY** – connect with fellow Marshall alumni online and through social media
3. **CAREER CONNECTIONS** – connect with professional peers and mentor younger alumni
4. **OUTREACH** – connect with and serve both current and prospective (e.g., through outreach efforts at under-represented universities) Marshall Scholars and UK stakeholders (e.g. British consuls, members of the UK government, UK scholars, etc.)

HOW WE EXECUTE

A 5-year strategic action plan with six key enablers

The AMS Board has approved a *strategic action plan* designed to activate and energize the membership. The plan is grounded in 6 key enablers:

- 1. LEADERSHIP & GOVERNANCE** – Hire a full-time, highly-qualified Executive Director (ED) and implement a new governance structure
 - Revisit the current governance structure of the AMS to align Board composition with revised mission, value proposition, and key enablers, including financial needs
 - Reorganize Board responsibilities to reflect separation of execution from oversight
- 2. ALUMNI VOLUNTEER CORPS** – Recruit and energize key alumni volunteers, including class secretaries, regional event coordinators, and fundraising chairs
 - Create an Alumni Volunteer Corps to support the ED and drive new initiatives
 - Define formal roles and responsibilities for class secretaries, regional event coordinators, and fundraising chairs
 - Recruit alumni leaders to seed the AMS's social, professional, and expert networks
- 3. PUBLIC DIPLOMACY** – Continue vigorous advocacy and partnership with UK stakeholders
 - Advocate continued UK support for the Marshall Scholarship
 - Raise the profile of the Marshall Scholarship
 - Provide UK stakeholders, especially UK Embassy and Consuls General, with direct access to relevant, re-energized networks
- 4. TECHNOLOGY** – Build a social media-linked online platform to support event management and fundraising
 - Empower alumni to connect on their terms with social media across all devices
 - Streamline event management with online registration and social media event integration
 - Enable simple and secure online donations that incent AMS members to give
- 5. CONTENT & COMMUNICATIONS** – Expand the communication network across multiple platforms
 - Maintain an active online presence to keep content fresh, vibrant, and relevant
 - Aggregate relevant content from the alumni community and online channels (e.g., YouTube, TED Talks, university sites)
 - Curate guest posts by high-profile alumni and content from British Embassy/UK stakeholders
- 6. FINANCIAL SUPPORT** – Build a sustainable fundraising platform focused on growing the donor base and substantially increasing overall giving
 - Focus near-term broad fundraising appeals on the primary mission of community building
 - Tailor appeals to key segments with differentiated messages
 - Continue to grow the scholarship endowment on a targeted basis with key individuals, secure matching gift
 - Explore appropriate corporate sponsorships that are consistent with AMS's mission and based on clearly-defined criteria

HOW WE MOVE FORWARD

The AMS board has already begun to operationalize the plan

- 1. SECURE FUNDING COMMITMENTS**

Funds have already been secured from Marshall alumni to fund the Executive Director position and its operations for four years.
- 2. LAUNCH EXECUTIVE DIRECTOR SEARCH**

Call for applications posted and sent to Marshall alumni on October 7, 2015.
- 3. DEFINE KEY MILESTONES**

We have outlined near-term (years 1-2) and medium-term (years 3-5) measures of success and begun to track progress in each category.
- 4. DEVELOP 2016 BUDGET PRIORITIZING INVESTMENTS IN COMMUNITY-BUILDING**

To be approved at December AMS BOD meeting.
- 5. EXECUTE COMMUNICATIONS PLAN**

Share vision, key recommendations, and action plan with alumni and key stakeholders in US and UK by December 2015.

HOW CAN ALUMNI GET INVOLVED?

The AMS Alumni Volunteer Corps is actively recruiting for Class Secretaries, Event Coordinators, Network Leaders, Fundraising Chairs, and general volunteers.

Email the AMS at:
admin@marshallscholars.org

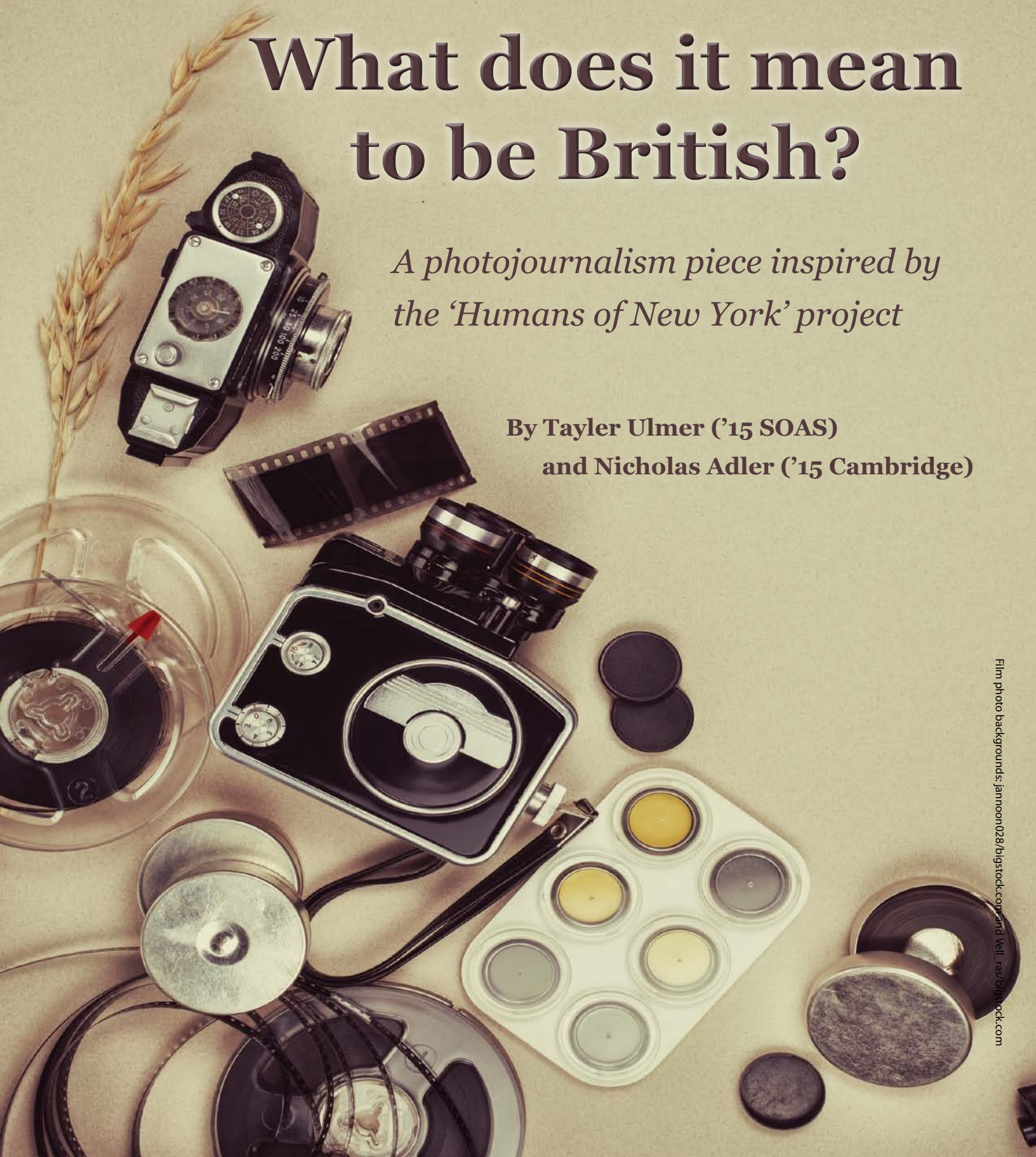
To review the full AMS Strategic Plan, please e-mail:
admin@marshallscholars.org

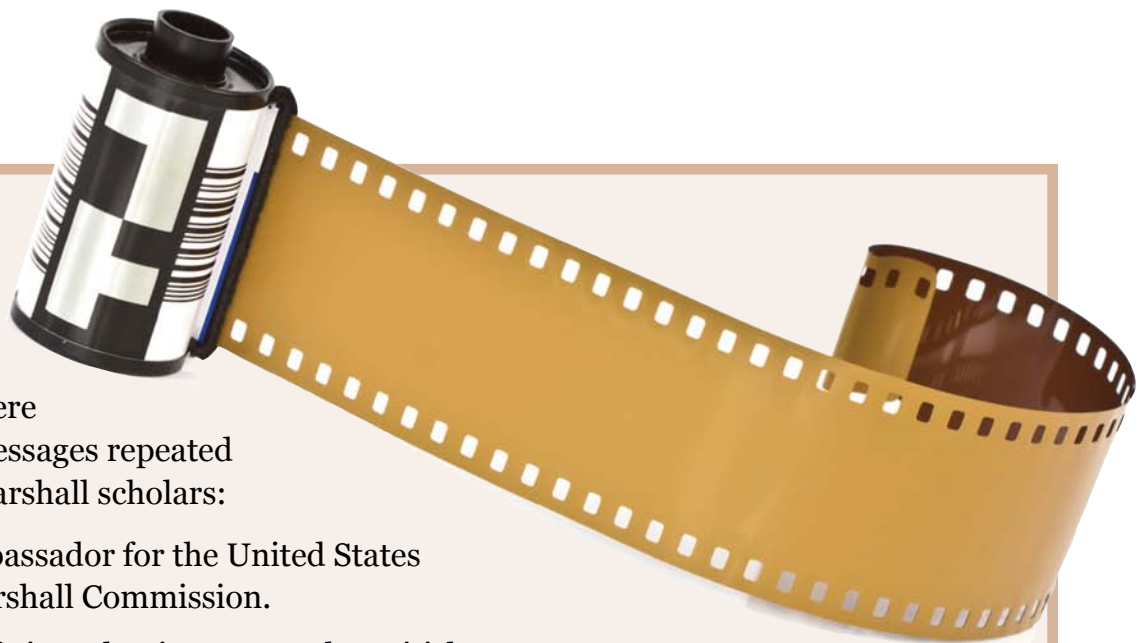
New Marshall Scholars ask:

What does it mean to be British?

*A photojournalism piece inspired by
the 'Humans of New York' project*

By Tayler Ulmer ('15 SOAS)
and Nicholas Adler ('15 Cambridge)





During new students' orientation in DC and the UK, there were two common messages repeated to the new class of Marshall scholars:

1. You are an ambassador for the United States and for the Marshall Commission.
2. Britain is redefining what it means to be British.

The latter point stuck with me. As I stepped off the plane onto British soil, I was consistently considering this statement. For me, a girl from the South Side of Chicago, being British extended to trivial and stereotypical presentations of British culture in popular media such as James Bond and Austin Powers.

Quite honestly, I had no idea what it meant to be British, which has made this statement even more complex. As I consider the question, "What does it mean to be British?", I am left with even more questions than answers.

Was the Ethiopian man that worked in the baggage claim British? What about my American lead course convener that has lived in the UK for over 30 years and has adopted a rather eccentric accent (imagine Boston meets posh British twang)? What about the mature woman with peppered hair that I see everyday as I walk to class who waters her plants in the morning by the Costa Café? Or is the local Nigerian cashier that has been here for three generations British? Does being British mean liking sizeable amounts of tea? Or making a queue whenever the opportunity presents itself? Who can be British and who can be English (consider these terms outside of their geographical meaning)? What defines British identity?

Nevertheless, 'British' is an emotive word that evokes feelings of pride, love, and admiration. For some it induces feelings of unease and even discomfort. In the wake of the European refugee crisis and previous and current waves of migrants from former-British colonies and other European nations, the British identity is consistently reinventing itself and each culture adds a new thread to an amazingly complex and intricate quilt.

As I begin to phase out of my liminal stage of tourist to a more stable stage of residency, I continue to question what it means to be British and I imagine that I will never stop. As we all define and (re)imagine what it means to be British, I hope we ask critical questions about the way that identity politics are discussed and constructed in Britain. For the following interviews, we asked four British born individuals 'What does it mean to be British?' Here are their responses:

Taylor Ulmer



Stephen “Mooman” (farmer)

It’s a sense of fairness. [Having a] sense of what’s right. I’m a farmer so it’s a very honest way of life, a very trusting way of life. I love my cricket as well and there’s a lot of gentlemanly conduct in cricket.

I am very proud of being English and British because I think it’s a great country. Being in London you can see how multicultural and how accepting everyone is and how great it is to be in London.

If I had to choose anywhere in the world to be born, the Southeast of England is one of the best places for [a good] quality of life. I mean, I’ve traveled, I’ve even had a film made about me and my cow farm in the Sundance Film Festival, but England has an awful lot. You don’t realize what you have until you leave. Otherwise, I would have taken everything that I have for granted.



Rachel

(SOAS post-graduate)

Rachel [R]: Do you want the PC [Politically Correct] version?

Taylor Ulmer [TU]: No, you can say whatever you want.

R: For most of the world it means to be white and to have a Southern accent. So, you don't sound like you're Northern but you sound like the queen. Being black British is a fusion of different cultures. Mainly African—depending on where you're from. Usually when I'm asked about being British, I discuss my African roots. I also feel like being black British has so much of a burden. You have to know about both an African and European culture. For me, I haven't been to sub-Saharan Africa but people expect you to be a walking talking encyclopedia of this place that you've never been. I believe that Black British culture is evolving and you can't really put it in a box because we have so many entities to that one identity. It's an ongoing conversation—a bit of African here, a bit of Caribbean there, and a bit of European trying to fuse into one all-encompassing thing.

TU: So what do you see yourself as?

R: Well, I see myself as being black-other. I was born and bred here, but I can never be seen as just British. I will always be seen as the other. People ask me “what are you?” If you ever just said British only, people will just look at you in an awkward way or try to question your identity. By ticking black-other, I'm neither or, I'm just the other.

“

Well obviously, it means that you live in England. You don't have to be born here but you have to live here.

I'm a British man. I'm Asian and Scottish. I wouldn't call myself English, but I am British. We're a very proud nation. I think the identity thing is more or less a new generation that is multicultural and they're bringing in their stuff.

[moments pass of silence]

It's weird though because even though I'm British, I haven't had that proper British bring-up. I don't know how to describe it.

”

Adam
(accountant)



Alex

(Cambridge
post-graduate)



There are some people who identify very strongly as being English, but I think that's never that accurate. At least, coming from the Southeast and London, you've got a lot of immigration from all other parts of the country. You have Irish ancestry, Scottish ancestry, Welsh ancestry, and I'm one of those people. That's why I would identify as British.

I think by identifying as British, you're sort of identifying yourself as not European.... We like to think we've got our own identify because of the distance between us and Europe.

Young children, about 5 or 6 years old, they can come to this country without knowing the language or the culture and within a few months of interacting with their school friends, they have a perfect English accent, watching English TV. I think, in that instance, people can become British....

I think we're terribly awkward! There's no getting away from it! I mean, my ex-girlfriend is Italian, and I went to a lot of her family events. It's a completely different atmosphere! Everyone's really friendly, they come over to you, there's a lot of physical contact, and as an English person, I don't think you're prepared as much for those situations as other nationalities from the continent. It's kind of sad in a way. I went to a family reunion this weekend and there are so many people who don't give you a kiss on the cheek or just an awkward handshake. You know, in other cultures, you meet someone for the first time and they're warm and embracing. I think you don't really get that in British people.

Diploma Diplomacy

Aroop Mukharji discusses his inspiration and research for writing a forthcoming (April 2015) history of the Marshall Scholarship

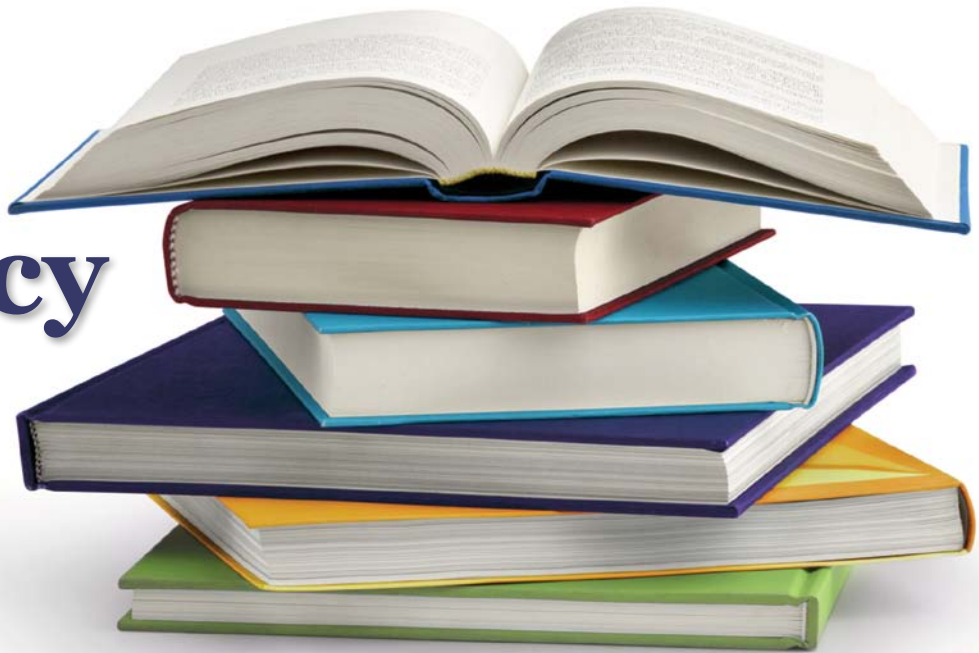


Illustration: bigstock.com/paulista

By Aroop Mukharji ('10 LSE and KCL)

How can education be an engine for diplomacy? How might international scholarships bring countries closer together? How does an institution remain relevant six decades after being founded on a set of principles that belong to a specific, and receding, historical moment?

The individuals who launched the Marshall Scholarship in 1953 witnessed first-hand the scourge of war, the decline of imperialist Europe, and the powerful rise of the US. Postwar British security and economic recovery depended on the strength of a transatlantic relationship. The Marshall Scholarship began as an act of gratitude from the UK government to the US for the Marshall Plan to rebuild Europe, but it was also tied to a broader foreign policy goal. Educating future American leaders in Britain would bind them, and the US at large, to the British education system and culture.

Four years ago, at a dinner in London, my close friend Conor Clarke ('09 Birmingham and LSE) informally discussed a plan with outgoing AMS President Bill Coquillet ('71 Oxford) to write a history of the Marshall Scholarship, which had never been done. The plan lay dormant until the spring of 2012, when Conor was offered admission to Yale Law School, and when, by no coincidence, I swooped in to take it off his hands.

My post-scholarship blueprint was woefully inchoate, and the opportunity to contribute to an institution that had just gifted me two spectacular years abroad was a compelling proposal. The fortuitous simultaneity of the Marshall's 60th anniversary and this space in my own fledgling career gave me a further reason to undertake the research.

In the summer of 2013, I began working on the history in earnest. I was primarily based in London. There, troves of Foreign Office documents detailing the early planning of the scholarship program bedeck the stacks in the National Archives at Kew Gardens. Files on the Marshall Scholarship begin in 1949, when the UK first began to consider a gesture of gratitude to the US for post-war aid. Horrified that the French had beaten them to the punch with something aptly called "The Merci Train," a British official in Paris sent a letter to his London colleagues grandiosely calling to "outdo anything that France or anybody else could hope to achieve." Various proposals circulated through the Foreign Office until the spring of 1951 when the idea of a scholarship program for American college graduates rose to the top.

The Marshall Scholarship's early history is rich with such stories and details—the intimate col-

laboration (and then cooling) with the Rhodes administration, three debates in Churchill's cabinet, and the high-level cast of characters whose names were no less impressive than their statures. Consider Harry Frederick Comfort Crookshank, a.k.a. The Viscount Crookshank, Sir Edmund Hall-Patch, Sir John Noel Ormiston Curle, and Hector Hetherington.

The scholarship's development over the last sixty years has been equally intriguing. The program began, quite inadvertently, as a maker of academics. Over 70% of Marshall Scholars from the first ten years of the program spent part or all of their careers in academia. "If you're a Marshall scholar, you walk into the room and you can lift

the table with your mental force," one Rhodes Scholar mused in 1992 in *The New York Observer*. The article continued: "The Rhodes Scholar, on the other hand, would lift the table with the strength of biceps honed by manly sports, then consider what would be the most socially useful place for the table, and put it down there."

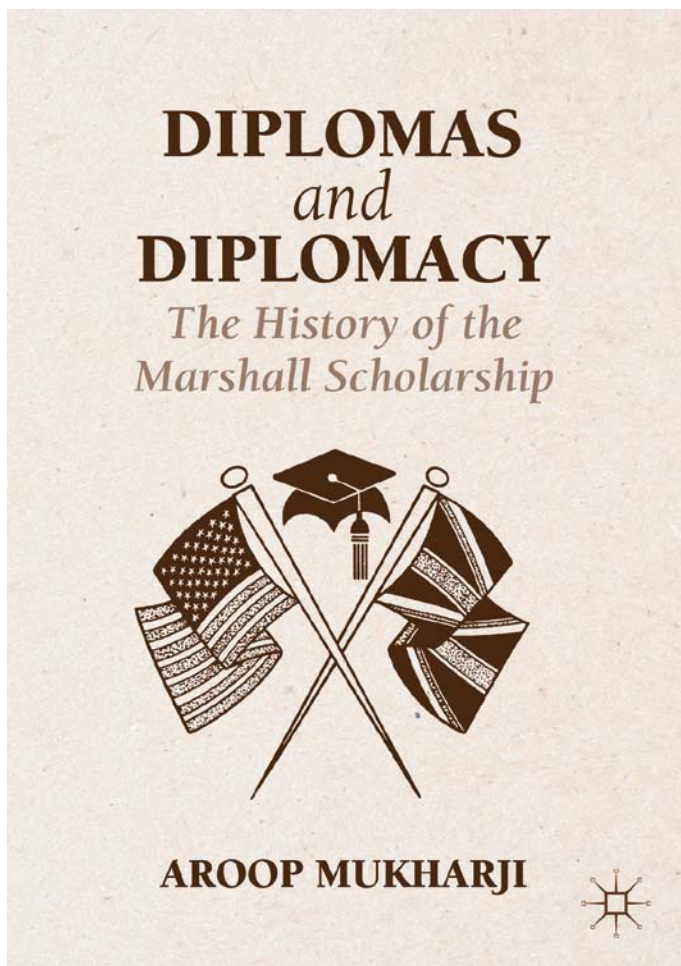
The academic image of the Marshall persists today despite the fact that now many fewer recipients elect an academic path. This shift is partly due to design, but it also reflects the changing trends in society. It is no coincidence, for instance, that the alumni society witnessed a spike in journalists following the Vietnam War, more consultants in the 1980s, and a wave of internet entrepreneurs in the 1990s. Since 2000, the proportion of Marshalls studying development, public health, social policy, or related academic fields has risen by a factor of five relative to previous decades.

The Marshall Scholarship's entry into its seventh decade signals that it is now old enough to yield a data set from which one can both tease out general trends and chart the full career arcs of some of its earliest recipients. I have built such a database by researching every Scholar who has gone through the program (around 1800 in total), of which 93% were successfully traceable.

My history of the Marshall Scholarship is far from comprehensive. It is my hope, however, that it serves as a productive first step in chronicling the depth of the program as well as exploring how it has contributed to the bilateral relationship between the US and UK. Keep a lookout for book launches in NYC, Boston, DC, and on the west coast.



I would like to express my deepest thanks to Mary Denyer, Wayne Lau, Amb. John Hughes, Lizzie Clark, Pete Vlahos, and my brother, Auyon Mukharji, for their generosity and support throughout the process. Many others contributed time, resources, and thoughts to this book—too numerous to name in this newsletter—and they are also owed my utmost gratitude.



Diplomas and Diplomacy: The History of the Marshall Scholarship

Palgrave Macmillan

Preface by Rt. Hon. Philip Hammond MP, UK Foreign Secretary (2014-Present), Defense Secretary (2011-2014)

The Marshall Scholarship Class of 2015

The 2015 class of 31 Marshall Scholars was selected in the autumn of 2014 and embarked for their studies in the UK in September 2015 following a send-off program in Washington DC and arrival orientation in London.

Nicholas Ader *Villanova University*



Originally from Clarence Center, NY, Nicholas Ader studied biochemistry and biology at Villanova University, with a minor in history. As a Goldwater and DAAD RISE Scholar, Nicholas engaged in numerous research opportunities both at Villanova and abroad. Outside of his academics, Nicholas served as Co-Chair of Back on My Feet (BoMF) at Villanova, a service group that helps residents of Philadelphia temporary homeless shelters to use running to get both literally and figuratively back on their feet. He plans to study the molecular and cellular basis of neurodegenerative diseases as they relate to protein folding.

Gavin Baird *California State University - Fresno*



Gavin Baird graduated summa cum laude from California State University, Fresno, where he studied Political Science and Economics. As a research assistant, he is co-authoring reports on tax-increment financing, interwar British politics, and is co-editing a textbook on California politics. Gavin plans to pursue an MSc in International Relations from the London School of Economics and Political Science in order to better understand the political implications of mass migration. He became passionate about the process of migrant integration during his time as a high school volleyball player and coach, where many of his players were the children of refugees.

Christopher Birmingham *Gonzaga University*



Chris Birmingham, hailing from Tacoma, WA, graduated from Gonzaga University with an Honors degree in Electrical Engineering. He has conducted research at Georgia Tech with the Healthcare Robotics Lab using robots to assist the disabled and at Boeing developing advanced automated manufacturing techniques. Invited as a junior to both the Tau Beta Pi and Alpha Sigma Nu honor societies, he was the President of the Robotics Club and Vice-Chair of the student IEEE chapter at Gonzaga. At the University of Bristol, he plans to pursue a PhD in Robotics while continuing his research in Assistive Robotics.

Morgan Breene *University of Rhode Island*



Morgan Breene graduated summa cum laude from the University of Rhode Island. Her focus is underwater archaeology, and she has participated in fieldwork in Israel, Bermuda, and the US. Morgan's current research interests are the Napoleonic Wars in the Mediterranean. She is completing a graduate certificate in GIS and Remote Sensing and working as a research assistant on a National Parks Service project to reinterpret coastal parks in the Northeast from a maritime perspective. During her Marshall, Morgan will pursue an MA in Maritime Archaeology at the University of Southampton and an MA in European History at University College London.

Hope Bretscher *University of Chicago*



Hope Bretscher, from Ballwin, Missouri, graduated with a degree in physics and a minor in human rights from the University of Chicago. Hope was on the varsity cross country and track teams at UChicago and led the campus Women in Science organization. Hope is very active in the south Chicago community, serving on the Faith in Action team at Urban Village Church and in the Prayers for a Trauma Center civic action group. During her undergraduate degree, she was actively engaged in scientific research, studying lithium ion batteries under Professor Axelbaum at Washington University, and is currently researching Diamond Nitrogen Vacancies under Professor David Awschalom.

Jacob Calvert *University of Illinois - Urbana-Champaign*



Jacob Calvert graduated from the University of Illinois with a BS in Bioengineering and a minor in Mathematics. A Goldwater Scholar, he has spent three years developing experimental and computational tools for characterizing genome dynamics and other complex phenomena, such as neuronal synchronization. Outside of the lab, Jacob introduced K-12 students to engineering concepts, developed a biostatistics course for his home department, and served his college as a student consultant on teaching. Jacob will study for an MSc in Mathematical Sciences at Bristol University, in hopes of making exact the intuitive similarities seen between living things.

Hayden Dahmm *Swarthmore College*



Hayden Dahmm graduated from Swarthmore with a major in Environmental Engineering and a minor in Environmental Studies. Hayden advocated for environmental issues at Swarthmore by serving on the campus Sustainability Committee and cohosting a radio program on Climate Change. During summer internships, he studied methods of mineral carbon sequestration at Purdue University and electric grid demand response programs at the University of Tennessee. As a blind student, Hayden has coordinated with faculty to advance STEM accessibility for students with disabilities. In the UK, Hayden plans to focus on the intersection of energy and public policy.

Dahlia d'Arge *University of Kentucky*



Dahlia d'Arge graduated from the University of Kentucky with a degree in History and will commission as a 2nd Lieutenant in the US Army in May 2015. During her four years in the University of Kentucky Army ROTC program, she traveled to Romania to teach English, gained her basic airborne qualification, and trained a service dog for a special needs child. As a Marshall Scholar, she will explore how asymmetric warfare tactics and strategies are affected by modern intelligence gathering and how that influences international security. Following her studies, she will serve as a Field Artillery officer in the US Army.

Benjamin Daus-Haberle *Yale University*



Ben Daus-Haberle served as Dr. Zbigniew Brzezinski's program coordinator in Washington, DC. In that role, Ben helped prepare Dr. Brzezinski's speeches and articles, traveled with Dr. Brzezinski to meet senior foreign officials, and assisted in launching the Brzezinski Institute on Geostrategy. Originally from Lexington, Massachusetts, Ben studied 20th century geopolitical history at Yale University, graduating in 2012. At Yale, he assisted Professor Adam Tooze with his book, *The Deluge*. He has also interned for the State Department, Senator John Kerry, and managed a student-run micro-lender in New Haven. Ben intends to study the impact of new technologies on international order in Oxford's international relations program.

Edmund Downie *Yale University*



Edmund Downie graduated Phi Beta Kappa and magna cum laude from Yale in 2014. He earned a BA in Ethics, Politics, and Economics and served as research assistant to Paul Kennedy. A Presidential Scholar, Ned was a Yale Gordon Grand Fellow at Indian think tanks in Delhi and Kolkata, researching and writing on Indian foreign policy in Asia. He speaks Mandarin and has conducted independent research on Chinese economic development as a Yale College Dean's Research Fellow. Ned will pursue an MPhil in International Relations at Oxford, examining Chinese and Indian ambitions for shaping Asian regional order.

Julia Ebert *Northeastern University*



Julia Ebert, of Wausau, Wisconsin, graduated from Northeastern University with a degree in Behavioral Neuroscience and a minor in Computer Science. A Goldwater Scholar, she has worked extensively in research on human motor learning and is completing an honors thesis investigating how humans learn an asymmetric bimanual task. Previously, Julia won a DAAD Scholarship and studied at the Max Planck Institute for Intelligent Systems in Tübingen, Germany. She now aspires to examine the possibility of robotic intervention and control at the interface with the human nervous system. She plans to pursue a MRes in Bioengineering at Imperial College London.

Michael Anthony George *Harvard University*



Michael studied Government and Economics at Harvard University, graduating summa cum laude and Phi Beta Kappa in 2014. He is interested in how innovative policy can be used to improve social mobility, and has explored this through work at the White House National Economic Council and through internships at Social Finance in London and Instiglio in Colombia. In the year after graduation, he worked as a Research Assistant to Professors Raj Chetty and Nathaniel Hendren at the Harvard Department of Economics, before working as Chief of Staff to a new civic enterprise based in Washington DC. Michael will study Economic History at the London School of Economics and Comparative Social Policy at the University of Oxford.

Tess Grogan *Smith College*



Tess Grogan graduated summa cum laude from Smith College with a BA in English Language and Literature. She completed a minor in government and worked as a research assistant in film studies designing, editing, and producing a course on film technique. Her honors thesis investigated the transformation of the female hero across the work of YA fantasy author Tamora Pierce. Since graduating, Tess has worked as an editor of world language teacher licensure exams. She hopes to pursue a degree in Renaissance studies at the University of St. Andrews in Scotland.

Anna Hagen *Harvard University*



Anna Hagen, of Brooklyn, NY, graduated from Harvard with a degree in English and a secondary in Dramatic Arts. On campus, Anna has worked on over a dozen plays. Most recently, she directed Chekhov's *Three Sisters* on the American Repertory Theater's Loeb Mainstage. She helped edit Harvard's literary magazine and she serves as president of the Signet Society for the arts. She has worked for theater companies Elevator Repair Service and The Wooster Group, and has translated essays from French to English for the André Breton foundation. She researched WWII hero Varian Fry for novelist Julie Orringer and elephants in early America for novelist Rajesh Parameswaran. She is currently writing a collection of short stories.

Ryan Henrici *Pennsylvania State University*



Raised in Wayne, Pennsylvania, Ryan Henrici studied Biochemistry and Molecular Biology at the Pennsylvania State University. As a Goldwater and Astronaut Scholar, Ryan conducted structural biology research under Song Tan focusing on gene regulation in cancer. He recently published his thesis work as a second author in *Nature*. Outside of the lab, Ryan was involved in peer mentoring and volunteered for the Penn State Dance MaraTHON, the largest student-run philanthropy in the world. With the Marshall Scholarship, Ryan will study malaria and pursue a degree in Infectious and Tropical Diseases at the London School of Hygiene and Tropical Medicine.

Felipe Hernández *University of California - Irvine*



Felipe is a first-generation Mexican-American from a hard-working immigrant community in California. He graduated with honors in political science and music performance. A Truman Scholar, Felipe founded a non-profit that has helped over 500 first-generation students attend college and become civically engaged. He managed "Bank On Orange County" for United Way to help low-income families become financially stable. During his Fulbright Fellowship in Colombia his leadership program empowered children affected by the ongoing civil war to help their community. At Bristol and Oxford, Felipe seeks to develop models to help reduce barriers to success for first- and second-generation immigrant families.

Jeffrey Holzgrafe *Olin College of Engineering*



Jeffrey Holzgrafe, originally from Austin, Texas, graduated from Olin College with a degree in Engineering Physics. A Goldwater Scholar, he previously worked on computational methods for modeling interaction between cold plasmas and materials, nanofabrication for lithium air batteries, and plasmonic resonator engineering at the University of Texas, Vanderbilt University, and Harvard University. Jeffrey also helped lead Olin through a rewrite of its student honor code and organized volunteers and events for Science Olympiad, a high school science competition. At Cambridge, Jeffrey will work with the Quantum Information and Nanoscale Metrology Group toward an MPhil in Physics.

Andrea Howard *United States Naval Academy*



Andrea Howard, of Norcross, Georgia, graduated from the United States Naval Academy and commissioned as one of the first one hundred women in the United States Navy's submarine force. At the Naval Academy, Andrea served as Corps Commander of the 115-member Drum & Bugle Corps, sang alto in the Gospel Choir, and coordinated freshmen training at the United States Holocaust Memorial Museum. After studying Arabic for a semester in Oman, Andrea became the Naval Academy's second Humanities Trident Scholar in the past decade. Andrea will pursue an MA in Science & Security at King's College London.

Mark Jbeily *University of Texas - Austin*



Mark Jbeily graduated from the Plan II Honors Program at the University of Texas at Austin. Having served as Battalion Commander of the University of Texas Naval Reserve Officer Training Corps, Mark will commission as an officer in the US Navy and has been selected for naval aviation training. Mark worked in The White House Office of Cabinet Affairs and the Texas Governor's Office of Homeland Security where he observed national security policymaking. Fluent in Arabic, Mark's academic interests include civil-military relations, strategic planning, and security studies focusing on the Middle East and North Africa. As a Marshall Scholar, Mark will study International Relations at Oxford.

Adam Jermyn *California Institute of Technology*



Raised in Longmeadow, Massachusetts, Adam Jermyn studied physics at the California Institute of Technology in Pasadena, California. While there, he conducted research in the biochemistry of Alzheimer's disease, solar energy, astrophysics, and quantum computing, co-authored publications in *Nature Communications* and *Physical Review B*, and presented his work at national meetings of the American Physical Society. He has also served on several faculty committees, worked as a teaching assistant for both laboratory and theory courses, and begun writing a textbook on wave mechanics. As a Marshall scholar, Adam will investigate the possibilities for planet formation in binary star systems.

Linda Kinstler *Bowdoin College*



Linda Kinstler graduated Phi Beta Kappa from Bowdoin College in 2013 with a degree in English Literature. At Bowdoin, she was editor in chief of the *Bowdoin Orient*, the weekly student-run newspaper, and spent summers working for *The New Yorker*, *New York Daily News*, and the *Boston Review*. After graduating, Linda received a Google Journalism Fellowship to write for Nieman Journalism Lab. She went on to work as a reporter-researcher at *The New Republic*, where she covered the crisis in Ukraine before becoming the magazine's managing editor. She has contributed to *Quartz*, *Los Angeles Review of Books*, *Fusion*, *Current Sociology*, and *World Policy Journal*, and appeared on CNN, MSNBC, and Al Jazeera. Linda will pursue an MPhil in European Literature and culture with a concentration in Russian and East European Studies at the University of Cambridge.

Katherine McDaniel *Yale University*



Katherine McDaniel graduated from Yale in 2014 with a BS in Molecular, Cellular, and Developmental Biology. Her thesis research, conducted at Yale and the Weizmann Institute in Israel, explored bacterial group behavior as a potential drug target. Her interest in health has taken her from the US as a Spanish clinical interpreter, to Ecuador as co-director of Student Partnerships for Global Health, and most recently to Cambodia, where she is a Luce Scholar at Buddhism for Development. These experiences have inspired her current research on how to prepare students for global health engagement. Katherine enjoys social dancing, singing, and knitting.

Sarah Mohamed *University of California - Berkeley*



Sarah Mohamed graduated summa cum laude and Phi Beta Kappa from the University of California, Berkeley in May 2014. She studied Political Science and Comparative Literature, with particular focus on transitional justice and post-colonial literature. Sarah was a Public Policy and International Affairs Fellow at the Woodrow Wilson School of Public and International Affairs at Princeton University in 2013 and is currently the Program Coordinator and Research Assistant for the Human Rights Initiative at the Center for Strategic and International Studies in Washington, DC She plans to pursue the MPhil in Modern Middle Eastern Studies at the University of Oxford.

Sarah Norvell *Yale University*



A native of Fayetteville, Arkansas, Sarah graduated from Yale University with a BA and an MA in Classics. Her interests include Greek and Roman historiography, Greek hexameter poetry, and the material culture of the Eastern Mediterranean. She interned as a Goodyear Fellow in the Conservation and Ancient Art Departments of the Yale University Art Gallery. Sarah intends to study Greek and Roman History at Oxford, where she will explore how mythicized histories become integral to socio-political identities in the ancient world. A keen classical musician, Sarah also performs with the Yale Glee Club and the Opera Theatre of Yale College.

Ashton Richardson *Auburn University*



Ashton Richardson, of New Orleans, graduated summa cum laude with a degree in animal sciences from Auburn University. As a linebacker for the Auburn Football team, Ashton was named the Male Scholar Athlete of the Year and was selected for the Fellowship of Christian Athletes Bobby Bowden Award. He has conducted research on forage conservation strategies using vaccines, equine orthopedic prosthesis, and the connections between human and animal health disparities. Ashton was a veterinary student at Texas A&M University and also served on the Texas Veterinary Medicine Foundation Board of Trustees. He enjoys mentoring children, exercising, and riding horses.

Miranda Rizzolo *Yale University*



California native Miranda Rizzolo was a double major in English and Theater Studies at Yale University. She interned at the Los Angeles Review of Books and trained at the Royal Academy of Dramatic Art. At Yale, she has acted in fourteen productions under student, faculty, and professional directors. She herself recently directed *The Importance of Being Earnest* in the Yale Repertory Theatre. Her interdisciplinary senior thesis will explore a feminist interpretation of Kate in Shakespeare's *The Taming of the Shrew*. Miranda also served as president of Yale UNICEF and works with New Haven Reads and Camp Kesem. She will pursue an MA in classical acting at the London Academy of Music and Dramatic Art.

Ryan Roco *University of New Mexico*



Ryan studies political science, philosophy, and Asian studies. A Truman Scholar and social activist, he is interested in peace and conflict processes. He has worked extensively in Burma and Thailand amidst civil war, sectarian violence, and forced migration. His research and reportage as an investigator, photographer, and documentary filmmaker have been widely published by international news and humanitarian organizations. He plans to strengthen his regional expertise in South East Asia by studying politics, history, and Burmese language at the School of Oriental and African Studies.

Rahul Singh *Yale University*



Rahul Singh, of Cleveland, studied Economics and Mathematics at Yale University. He aims to enrich social policy with quantitative insight. A Heinz Government Service Fellow, Rahul has conducted research at the President's Council of Economic Advisers, the Yale Department of Economics, and the Centre for Policy Research in New Delhi. He loves to teach, and he has founded financial literacy programs in Cleveland and New Haven. He was also captain of the state champion Yale Pistol Team. Rahul will study Econometrics and Mathematical Economics at the London School of Economics, then Computational Statistics and Machine Learning at University College London.

Taylor Ulmer *Spelman College*



Taylor, a Chicago-native, graduated from Spelman College with degrees in Anthropology/ Sociology and International Studies. She hopes to become a servant of disadvantaged community's passion as she combines her interests in international development, education, and cultural literacy. As a Truman Scholar, Bonner Scholar, a member of the UNCF Mellon Mays Program, a Change Agent for the Joseph and Evelyn E. Lowery Institute, a member of Spelman College's Social Justice Program, and chartering member of Girls Going Global, Taylor remains busy as she aspires to uplift coming generations of change agents. Additionally, she founded My Brother's Keeper, a mentorship program to expose young black males to the endless opportunities of college. Eventually, she plans to earn a PhD in Sociology. In her spare time, she loves to blog about her experiences around the world as a Black Girl Without Borders.

Spencer Wilson *Massachusetts Institute of Technology*



Spencer Wilson was raised in Moultrie, GA where he attended Colquitt County High School and graduated valedictorian in 2011. He studied Mechanical Engineering with a minor in Comparative Media Studies at the Massachusetts Institute of Technology, class of 2015. With an interest in advanced manufacturing techniques, Spencer has worked on projects ranging from small-scale bicycle manufacturing at Otherlab to large-scale 3D printing at MIT's Center for Bits and Atoms. In the latter project, Spencer co-invented a method of manufacturing rapidly deployable infrastructure for disaster relief applications. Spencer has a passion for filmmaking; he is currently directing two projects: a documentary about local manufacturing in India, and a fictional short film. He plans to pursue an MPhil at Cambridge in the Advanced Structures Group. Spencer is also an avid cyclist, musician, rock climber, and Volkswagen restorer.

Jacqueline Zavala *University of Texas - Brownsville*



Jacqueline Zavala graduated from the University of Texas- Brownsville with a baccalaureate in environmental science as well as a teaching certification. She is the first student to apply for the Marshall Scholarship from her university. She was an intern at the National Science Foundation for the summer of 2014. Her research interests include the analysis of policy and education and their effects on the interactions between humans and the environment. Her career goals include working with politicians to positively influence environmental governance and environmental education. She hopes to further her understanding of the environment at The University of East Anglia.

Background: London Skyline
Photo: flickr.com artistic2004 (CC BY 2.0)



Twin Cities Area Alumni Meet

On December 7th, seven Marshall alumni gathered in Minneapolis for a great afternoon sharing good food and stories about experiences in the UK.

Those in attendance included Patrick Henry ('60 Oxford), Emma Schmidgall ('07 Cambridge), Stephen Gudeman ('61 KCL), Annamarie Daley ('80 Reading), Larry Lee ('72 Sheffield), Katie Barrett Wiik ('00 Queen's Belfast) and Brittany Partridge ('13 UCL and Imperial).

Photo: US Department of Homeland Security

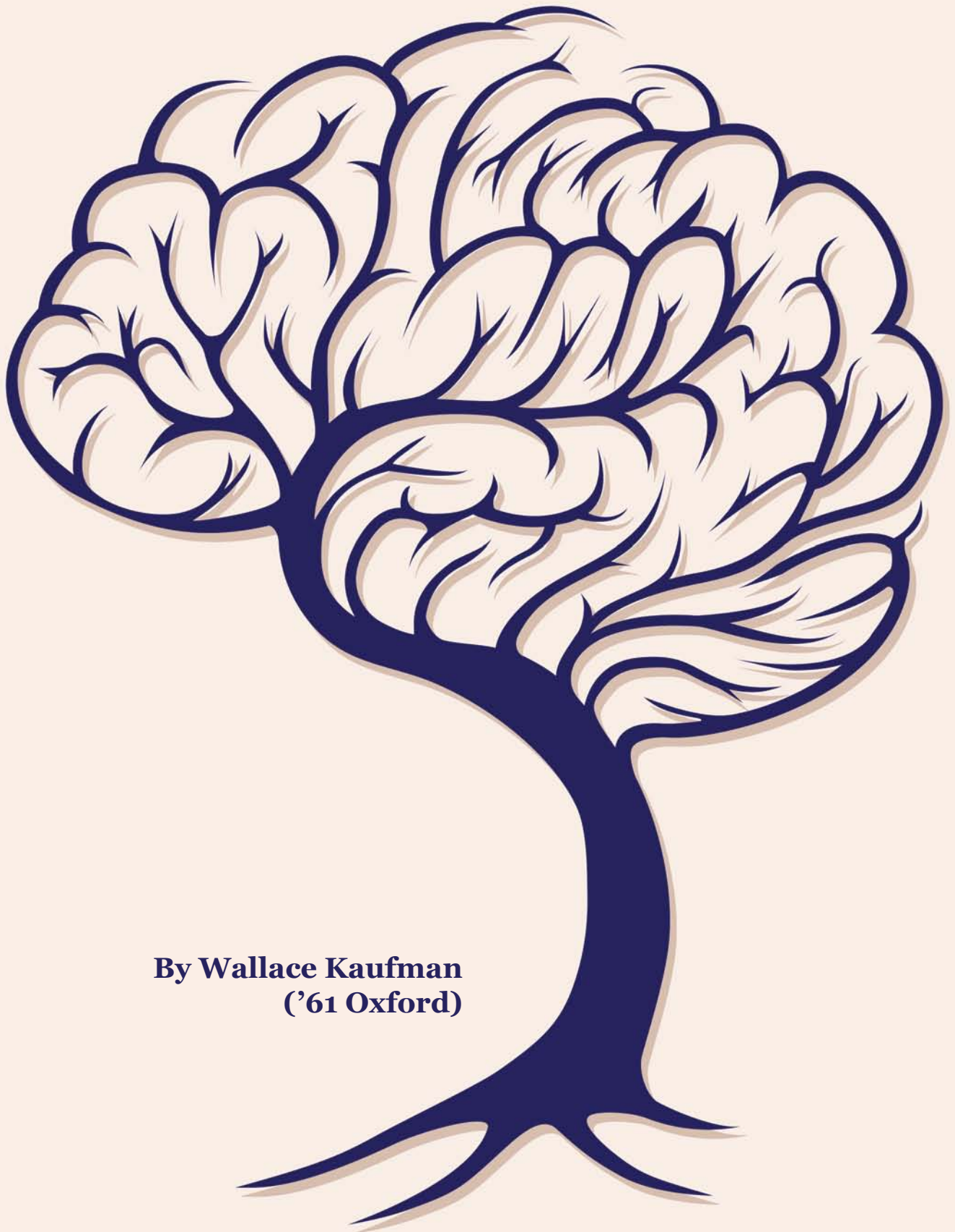


ANDY OZMENT

Ozment's Role Expands at the DHS

The US Secretary of Homeland Security Jeh C. Johnson announced in September that Assistant Secretary of the Office of Cybersecurity and Communications Andy Ozment ('02 Cambridge) will lead the National Cybersecurity and Communications Integration Center (NCCIC). With hacking incidents increasingly making headlines for their impacts on commerce and national defense the NCCIC serves as the "US government's 24/7 hub for cybersecurity information sharing, incident response, and coordination."

Much Ado About Memory: The Mind of Lois Potter



**By Wallace Kaufman
(’61 Oxford)**

The power of Lois Potter's ('61 Cambridge) verbal memory places her among those very few humans whose memories for language is like a first magnitude star among dim twinklers. It also makes her an interesting subject for the new tools neuroscientists use to map the brain and investigate how it works, and what it is capable of. Petite and shy despite having stood and lectured to thousands of students in Britain, Scotland, America, Japan, and France for more than 30 years, beneath her silver hair and behind her "aw shucks" dimpled smile lives a vast library of texts, uncatalogued but at her ready command and often summoned involuntarily. "Everything reminds me of something," she says, and what she is usually reminded of comes out as lines from a poem or a play. Those lines may be in English, German, Russian, Italian, or French. If she goes to the theater she says, "Every line I hear, I know, and I know if they are getting it wrong."

Despite having written several acclaimed books and important articles about Shakespeare and the ever-popular Robin Hood, the large library of her learning does not advertise itself because she is shy. "I rarely speak to strangers if I can help it," she says, "and, even when I know a foreign language, I am shy about using it." She says the same of her social life, at least in her Marshall years. "Give me a social occasion and I'll give you a disaster." People with such unusual gifts tend to either exhibit themselves or feel like vulnerable outsiders. They are, of course, outliers, but they are increasingly important in helping us understand the scope of the brain's potential.

SETTING SAIL ON THE SHIP OF MEMORIES

My memory may not be nearly as good as hers, but she was not a social disaster when we first met aboard the Queen Mary joining 22 other Marshall Scholars steaming past the Statue of Liberty bound for Southampton in 1961. She was indeed shy, and in our gathering she and Renata Wlodarczyk appeared tiny compared to the tall willowy Nan Keohane or any of the men. We talked about biology, political science, history, classical Greece, and philosophy, but we soon learned that everything reminded the magna cum laude from Bryn Mawr of something—something relevant and elegant or funny. She could quote for hours, the words of the writers she would study at Cambridge or the poems

she had read since she was three. Despite her honors and phenomenal memory, she says, "I think the Marshall people probably regarded me as an embarrassment, maybe even a failure. I know that this was how I felt about myself at Cambridge." The Marshall Commission would later recruit her to interview candidates, and today she says, "One of the things that makes me happiest is that so many of my best friends are former students." Nor was she a social disaster when 51 years later I met her at a gathering of Marshall Scholars in San Francisco, her new biography of Shakespeare being the best of Marshall scholarship on offer at the book tables.

When I called Potter by Skype for this article, we looked at each other across years and across the distance between my hermitage in the forests of coastal Oregon and her apartment in the heart of London, and within a minute or two something reminded her of something else.

We were speaking of poems heard in childhood. "Maybe you know 'Little Boy Blue,'" she said. The title evoked a vague memory of the sentimental poem she had learned at age 10 and which I had read about the same time. She began to recite. Every line was perfect. As she recited, I began remembering the lines and the story. It is the story of the little boy who kissed and arranged his toy soldiers and stuffed dog and went to sleep and never woke up. The ending that I had forgotten came back before she delivered her fine rendering of it.

Ay, faithful to Little Boy Blue they stand,
Each in the same old place—

Awaiting the touch of a little hand,
The smile of a little face;

And they wonder, as waiting the long years
through
In the dust of that little chair,

What has become of our Little Boy Blue,
Since he kissed them and put them there.

Potter and I were talking because we both love poetry, and I wanted to know why she could remember and readily quote hundreds, perhaps thousands of poems while I can recite less than twenty, and then only because I have worked hard at memorizing. And to retain what I've memorized, I have to practice the poems frequently. Yet, if I recognized each



Lois Potter

line as she began it and remembered the end of Field's poem before she got there, had I really forgotten anything? The lines and the story remained in both of our brains. The difference was that she not only knew every word, but the words flowed fluently out of 50 years of neural storage. She also recited with feeling and nuance in a way that would shame most poetry slammers. (Is this the difference between knowing a poem by rote and 'by heart'?)

Her retrieval was perfect, and my retrieval, like almost all other humans, needed prompting, and even then it was fuzzy and impressionistic, and when she had finished I couldn't remember a single line accurately. Potter has what might more accurately be called call echoic or audiographic memory. Compared to photographic memory, echoic memory requires more brain processing because the neurons must hold onto incoming data until enough accumulates to create a useful unit, nor can

the incoming data be scanned a second time like a face or a landscape.

In addition to being shy, Potter is also modest. "My memory isn't phenomenal in the sense that Harold Bloom's is supposed to be — it's just good, and good for specific things, like literary quotations." She denies that her memory is as powerful as the late great critic and scholar Harold Bloom who could readily summon from memory entire plays and novels. Nor does she claim her memory as broad in scope the 1920s Soviet journalist Solomon Shereshevsky who could repeat any conversation verbatim, an ability that has served Senator Ted Cruz well as a college and now presidential campaign debater. Like Shereshevsky, however, Potter has used her memory to override pain in the dentist's chair when she was a child and dentists were still using slow speed mechanical drills. As the drill ground its roaring journey toward the nerve, she lost herself in Kipling's "Ballad of East and West" or Keats' "Ode to a Nightingale" which begins with these lines:

My heart aches, and a drowsy numbness pains
My sense, as though of hemlock I had drunk,
Or emptied some dull opiate to the drains

Her memory first attracted attention when she was still a toddler of two, reciting rhymes. A year later as her parents read aloud to her in their San Francisco home she began following the familiar lines and stories on the pages they were reading from. "Because my memory was so good," she says, "I got to the point where I knew what they were reading." Her parents were surprised when she told them when to turn the page. She was soon reading advanced texts fluently. She says, "Because no one had to teach me to read, I didn't have any hang-ups about it and I read at a very advanced level very quickly."

MISANTHROPIC ADVENTURES IN SCHOOLING

In 1943, with World War II still undecided and consuming material and men at a rapid pace, her father left the private practice of medicine for the Army and Europe. He would remain an Army doctor for the next 20 years, moving the family frequently in the US, Europe, and Japan. At age 4 Potter entered public kindergarten in Brookfield Village, California and received what would be the

first teaching job in a lifetime of teaching, albeit unpaid. The teacher assigned her to read to the other students who did not yet know the alphabet.

When she started first grade, her parents became alarmed when she began to read in a slow, word-by-word pace typical of beginning readers. She was following what appeared to be the expected reading method. "I thought I was supposed to read aloud word by word, the way the other kids did," she says. Her parents moved her to a private school that grouped students by ability. She started in "primary" and quickly moved to "intermediate."

Her parents were pleased to have such an unusual child, and they and their friends often asked her to memorize and recite poems. In school when a teacher asked students to memorize a poem, she was always the first one ready. Her memory made her "the archetype of a good examinee, especially in America." She thought of her ability and her academic success as "some sort of fluke." She didn't see her ability as unusual, but she did wonder why others couldn't remember what they read.

For her seventh Christmas she received a copy of Louisa May Alcott's famous novel *Little Women* and read it before her eighth birthday two months later. She still remembers many of the poems interwoven in that story. That same year the family moved to Walnut Creek, California near the Army base where her father was stationed. Her new private school's administrators at first did not accept her former school's recommendation that she begin in fifth grade. Her first week's work convinced them. She had just started 6th grade when in November her father took the family to his new assignment, Tokyo. Potter attended the American schools set up for families of the large occupation force. Despite her prodigious memory, she says she was miserable in school and began forgetting to do homework and started failing math.

Her father's misfortune was her good fortune. With the outbreak of the Korean War in 1950 the Army sent him into that desperate struggle with US and South Korean troops losing ground steadily. After more than a year in Korea her father contracted hepatitis and returned to the US with the family, settling at Fort Smith, Arkansas. Considering her performance at the Army schools, her parents sent her to St. Scholastica Academy, run by Benedictine nuns.

She thrived as one of only 120 students, and she respected the nuns' insistence on academic standards. However, her passion to put her love of language into practice inspired her to act, but act in this school she could not. Not being Catholic, she consistently failed to win a part in the heavily religious plays. The play she really wanted a part in was *Cyrano de Bergerac*. She had first heard it in an abridged version as a Girl Scout, age 13 in Japan. She soon found the complete play in a Kyoto hotel library and fell in love with the script and the character. While reading yet another edition she realized the words were not the same – it was a different translation. After watching Jose Ferrer in the film version, she bought a record of the highlights. She knew the Brian Hooker translation almost by heart. Knowing that the lines were different in each version, she desperately wanted to read it in French. She convinced a nun to start a French class that enrolled seven girls.

About this time she asked herself how many poems she knew. Her list came in around 100. (Did her great memory forget some titles? She sometimes says, "I don't really know what I know.")

Shortly after her first year at St. Scholastica, her father, offered the choice of a post in France or Austria, chose France for his daughter's sake. The family moved to Paris. Instead of finishing her junior year in France, she studied for several months at the Alliance Française, before starting her last year of school at the Paris American High School just outside Paris. "I hated the place," she recalls, but it polished her French. And to her surprise she had not been studying long when she had a chance to attend a major performance of *Cyrano*. With the Hooker translation in her memory, "I attended with rapture. I could follow it perfectly." She can still quote much of the play in both English and French. *Cyrano's* unveiling of social hypocrisy made him her first literary hero.

Cyrano would soon be joined by her other two heroes. One is *Alceste* in Moliere's play *The Misanthrope*. (Before college she had translated the entire play into English heroic couplets and can still quote the entire play in English and French.) The third hero, Robin Hood, would become one of the major subjects of her life's scholarship. Why these three heroes? All three are outsiders, and

A Potter Sampler

(Co-ed., with Joshua Calhoun), *Images of Robin Hood: Medieval and Modern*. U of Delaware Press and Associated University Presse, 2008.

The Life of William Shakespeare. Wiley-Blackwell (Critical Biography series), 2012.

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Secret Rites and Secret Writing: Royalist Literature, 1641-1660 (Cambridge University Press, 1989).

"'Nobody's Perfect': Actors' Memories as a Factor in Shakespeare's Plays of the 1590s", *Shakespeare Survey* 42 (1989), 85-97.

"Teaching Shakespeare: the Participatory Approach," in *Teaching Shakespeare Through Performance* (ed. Milla Riggio, MLA, 1999), 235-243.

"Roman Actors and Egyptian Transvestites" (review of the 1999 Globe season), *Shakespeare Quarterly* 50 (2000), 508-517.

"Sherwood Forest and the Romantic Robin Hood," in *Robin Hood in Popular Culture*, ed. Thomas Hahn (Boydell and Brewer, 2000), 215-224.

"The Apotheosis of Maid Marian: Tennyson's *The Foresters* and the Nineteenth-Century Theater", in *Playing Robin Hood*, 182-204.

"Armchair Acting: Some Guidelines for Shakespeare Playreadings", *Shakespeare Bulletin* 22 (Spring 2004), 15-22.

"Robin Hood and the Fairies: Alfred Noyes's *Sherwood*". In Helen Phillips, ed., *Robin Hood: Medieval and Post-Medieval*. Dublin: Four Courts Press, 2005. 167-180.

"Why Shakespeare is Full of Quotations" (lunchtime presentation): Huntington Library, March 2002.

"Problems of Intellectual Biography": Conference on Early Modern Lives, Middlesex University, London, June 2002.

Plenary (invited) lecture on "Arrowing and Harrowing: Robin Hood in the Theatre" at "Outlaws and Outlaw Studies": the International Conference of the Society for Robin Hood Studies, York, England, July 7-10, 2003.

"The New Woman and the Old Masters: Elizabeth Robins and the Theatre of the 1890s." Conference on Women and the Theatre, 1880-1920, Bryn Mawr College, Nov. 22, 2003.

none of them yield to the convention and bonds of marriage. (Robin Hood's Maid Marian, she notes, is a late edition to the medieval legend.) "You might say that my literary choices were programming my entire life."

At the American High School she met a junior from Bryn Mawr whose praise of that school convinced Potter she should go there. She never applied anywhere else. She was only fifteen, however, and her parents were not convinced. They enrolled her in the Cours de Civilisation Française at the Sorbonne where she took the exams in French and won a Mention Très Bien. (Passing is 10 of 20 points; the highest honors being 16 or more for the Mention Très Bien.)

Her unusual memory, however, led her to doubt that her academic honors throughout her school and college years were a sign of superior intelligence. "Obviously this ability [of memory] was a big help on exams," she says, "but, oddly enough, it made me feel that I wasn't really very smart." At Bryn Mawr she first noticed, "that I sometimes knew that I knew something before I actually knew what that something was." When she was on the College Bowl "firing back answers like a boomerang," a classmate told her she had overheard a faculty member refer to her "freak memory."

POTTER'S TIME AS A MARSHALL

She finished Bryn Mawr in three years and joined our Marshall Scholars' group on the Queen Mary, often joining a conversation with a quotation. Had we known the full scope of her talent, and had we known what neuroscience would tell us of the power of poetry to tune the general function of the brain, this most diminutive scholar among us might have dwarfed the rest of us culturally.

Potter earned her PhD at Girton College, Cambridge, and like many Marshall Scholars, she stayed in the UK to teach, first for two years at the University of Aberdeen, then 25 years at the University of Leicester. In 1991 she finally returned to the States as the Ned B. Allen Professor of English, Universi-

ty of Delaware. In 2008 she retired and moved to California to care for her mother and work on her meticulously detailed *Life of William Shakespeare*. Teaching and writing, of course, added volumes to her mental library of literature, and those volumes enhanced her lectures.

The ability that Potter first thought of a fluke, she long ago recognized as a rare gift, and sometimes an unwelcome burden. With the rapidly expanding powers of neuroscience and the technology available to explore the brain, it's not surprising that a few years ago she found herself with her head inside a functional magnetic resonance imaging machine. Potter had become part of an ongoing investigation into creative minds conducted by Dr. Nancy C. Andreasen. Before becoming a psychiatrist, Andreasen had earned a PhD in English literature. Her studies of creative genius have drawn heavily from guests at the well known Iowa Writers' Workshop. She found in Lois Potter's brain what she has found in the brains of many writers and Nobel Laureates. (See her book *The Creating Brain: The Neuroscience of Genius*, Dana Press, 2005.)

In the three standard tasks—word association, picture association, and pattern detection—the scans showed above average activation in several areas of the brain and strong verbal strategies for pattern detection. In short, the report told her that she was “moving blood flow around in brain in novel ways that reflect your innate style of creativity.”

Andreasen's studies have shown that an unusually high proportion of creative people also suffer mental problems, especially depression. Anthropologists and evolutionary psychologists might say evolution had a reason for endowing so few people with such troublesome gifts. Potter's memory is far from an unmixed blessing. The reasons evolution has been so stingy with such gifts may have long ago become largely irrelevant with the advent of civilization or language, and we can only speculate on why something that now seems a great gift, was not spread throughout humankind.

Potter's sense of social insecurity and her shyness may be one drawback. Because her mind responds to information with a barrage of associations and quotations, she says, “It still happens all too often that at the end of a conversation I realize that I've answered other people's questions at much too

great length and failed to ask them questions, or to follow up those I asked, when they replied with modest brevity. And it's not even that I'm not interested in other people, because in fact I am. I think it's another curse of the too-good memory: everything someone says reminds me of something else, which reminds me of something else, and sometimes it really is like Tourette's syndrome and I can't stop.”

She may have made her own discovery about the nature of her memory when she recently read the book *Boo: Culture, Experience and the Startle Reflex* by Ronald C. Simons. A small part of the population develops a high sensitivity to surprising sensations. “I started getting like that in my twenties,” she says. The process is gradual, so possibly, long before the startle reflex became a bother, she had become sensitive to interesting patterns in language. Poetry, after all, is memorable largely because of its surprising ways of using ordinary speech. People remember poetry but seldom remember even a short paragraph of prose. What resides in her memory also tends to come back involuntarily with stress or excitement. “This is the oddest part of my memory,” she says. “When I am particularly keyed up, the effect seems to be to bombard my brain with quotations from all over; often I don't know why they are there, but I suddenly realize that they are relevant to what I'm thinking about.”

Here one of the observations that Andreasen made about her fMR scan may be relevant. Potter says, “my thalamus engages in what [Dr. Andreasen] called ‘interesting activity.’ The thalamus is the bit that decides which of all the brain stimuli are worth paying attention to at a given moment. Maybe that's why I'm so narrowly focused — and so jumpy, because just about everything that happens takes me by surprise.”

REMINDING THE TEACHER OF OLD TRICKS AND NEW

Her memory clearly made teaching and scholarship easy because of her ready access to texts, but it may also have been a flaw in her teaching she says, “because it took me a long time to realize that other people didn't know the texts as well as I did. I often didn't bother to find them in the book, and of course the students wanted to see the actual

Lois Potter's Teaching Career:

1964-1966: Assistant Lecturer, University of Aberdeen

1966-1991: Lecturer, Senior Lecturer, and Reader, University of Leicester

1991-2008: Ned B. Allen Professor of English, University of Delaware

2008- : Professor Emerita, University of Delaware

Selected Academic Honors:

1961-1964: Marshall Scholar at Girton College, Cambridge; Woodrow Wilson Fellow (Honorary)

Jan.-June 1995: Visiting Professor at Paris III-Sorbonne Nouvelle

Sept.-Dec. 1996: Visiting Professor at Tsuda College, Tokyo, Japan

Feb.-April 1999: Short-term Fellow, Folger Shakespeare Library

Feb.-April 2002: Francis Bacon Foundation Fellow, Huntington Library

words.” She also suspects that her memory adds to her social awkwardness. “It has also made me something of a bore, since virtually every situation reminds me of a literary quotation.”

She offers no citations or footnotes to document her impression on others, and the evidence in her career falsifies her hypothesis. Not only is her career replete with interesting publications, invitations to teach at prestigious universities in France and Japan, but what more proof can any teacher want of success in the classroom than to say that her best friends are her former students? And when she looks back, even she admits, “It has been very much the life I dreamed of living when I was a teenager, especially when we were in Arkansas in the 50s and there were no Shakespeare plays, or indeed serious plays of any kind, to be seen in our part of the world. Since then, I’ve been able to see Shakespeare in — let me see — French, German, Spanish, Finnish, Swedish, Czech, Japanese and Chinese. I’ve also taught in France and Japan and done lectures in both those countries as well as Spain, Germany and the Czech republic.”

When she gives in to self-doubt, however, she sees all this as a very narrowly focused life that changes very little in a world full of human suffering and need. At the 2012 Marshall Scholars gathering in San Francisco she was impressed by the number of scholars who had gone out into business, diplomacy, and science and made things happen and changed lives. When she was on the scholar selection committee she says, “At times, I wondered whether we should be considering arts candidates at all, and in fact my committee generally ended up awarding scholarships to journalists, presumably because they were more likely to accomplish something useful in the public sphere.”

What neuroscience is discovering about the arts, and particularly about poetry, might offer not only consolation but hope. At the end of a long essay about the way well crafted poetry works in the brain by German neuroscientist Ernst Pöppel and American poet Fred Turner, the authors conclude that, “The implications for education are very important. If we wish to develop the full powers of the minds of the young, early and continuous exposure to the best metered verse would be essential; for the higher human values, the cognitive abilities of generalization and pattern-recognition, the positive emotions such as love and peacefulness, and even a sophisticated sense of time and timing, are all developed by poetry. Furthermore, our ethnocentric bias may be partly overcome by the study of poetry in other languages, and the recognition of the underlying universals in poetic meter.” They add, “It may well be that the rise of utilitarian education for the working and middle classes, together with a loss of traditional folk poetry, had a lot to do with the success of political and economic tyranny in our times. The masses, starved of the beautiful and complex rhythms of poetry, were only too susceptible to the brutal and simplistic rhythms of the totalitarian slogan or advertising jingle.”

Neuroscience may be telling us that what Lois Potter has in her head and so readily and generously has brought to her friends, students and audiences is not just pretty language but a distillation of civilization that bolsters the intellectual immune system and saves lives.





Association of Marshall Scholars

Dear Marshall Alumni,

As the new President of the Association of Marshall Scholars Board of Trustees, I am writing to update you on our strategic planning efforts and enlist your support of our exciting future.

I am grateful to the diverse cross-section of 556 Marshall alumni who responded to our recent survey to provide feedback on the AMS's future. A clear consensus emerged among respondents: **the primary mission of the AMS should be "to foster a sense of community" among alumni.** I invite you to read the AMS Strategic Plan executive summary included in this issue of the AMS Newsletter to learn more about the survey results and our bold new strategic plan.

I want to let you know that the AMS board has heard you, and that exciting plans are underway to implement several key initiatives to strengthen our alumni community in the coming year. Over the next few months, you will hear more about enhanced regional programming, improved communications methods, expanded professional networking and mentoring resources, and new volunteer opportunities. **Our goal is to make the AMS even more relevant and meaningful to you in your social and professional lives.**

This is an exciting time for the AMS, and we need your help for our community to reach its potential. ***That's right, the AMS needs you!***

- Have an idea for a terrific AMS event? *We will provide you with resources to make it happen!*
- Want to mentor a current Marshall Scholar who is studying in the UK? *We will facilitate your mentor-mentee connection!*
- Want to write a column for the AMS Newsletter? *Be in touch!*

We also need your support. The AMS relies entirely on the generosity of its members – Marshall alumni like you – to operate. The AMS Newsletter, 60th anniversary speaker series, alumni events, and special "Marshall plus" programs for current scholars are all made possible thanks to donations to the AMS Annual Fund. Next year, we want to do even more to build the AMS community, and we need your help!

Most importantly, we hope to see increased levels of philanthropic participation among our alumni. **I ask you to consider what the Marshall Scholarship meant to you, and what it continues to mean to be a lifelong member of this incredible alumni community, and make a tax-deductible gift to the AMS Annual Fund today:** <https://www.marshallscholars.org/dues.html>

Sincerely,

Andrew Klaber, Marshall Class of 2004
President of Board of Trustees, Association of Marshall Scholars

P.S. If you have ideas for the AMS, I want to hear from you.
Please e-mail me directly at: andrew.klaber@gmail.com.

Help strengthen the **MARSHALL SCHOLAR ALUMNI COMMUNITY**



Give to the Association of Marshall Scholars today!

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Cleveland, OH 44114

Thank you!

1961

Wallace Kaufman
taconia@gmail.com

Stuart Kauffman talked to a one time critic of his work for *Scientific American* for the February 4, 2015 issue. The full article is “Scientific Seeker Stuart Kauffman on Free Will, God, ESP and ther Mysteries.” <http://blogs.scientificamerican.com/cross-check/scientific-seeker-stuart-kauffman-on-free-will-god-esp-and-other-mysteries/> Asked to name his greatest intellectual accomplishments, among several “candidates” he said, “My best, best try on mind-body, a new interpretation of quantum mechanics which may not be nuts, not too far from Penrose and Hameroffs’ Orchestrated Objective Reduction. If we could ever prove much of it, e.g., consciousness is sufficient for quantum measurement, I like it a lot, but highly speculative.” Kauffman is also the subject of a short film, Thinker of Untold Dreams: <https://vimeo.com/ondemand/stuartkauffman>



STUART KAUFFMAN

Teemu Rajala (CC BY 3.0)

Wallace Kaufman recently signed a contract with Springer, the Swiss publisher of science and scientific sci fi, for a novel co-authored with his Duke undergraduate roommate, David Deamer, a leading astrobiologist and bio-molecular engineer. Tentative title is *FOXP5: A Genomics Thriller*. By coincidence Deamer and Stuart Kauffman have roomed together at biology conferences and Kauffman and Kaufman were cabin mates on the Queen Mary carrying their Marshall class to Oxford. Wallace Kaufman’s professional hats have included land development with environmental covenants, serving the government of Kazakhstan as resident adviser for housing and land reform, teaching property valuation for the World Bank, providing mediation services, and science writing.



MICHAEL YOUNGBLOOD



JOSH FRIEDMAN

Josh Friedman, co-founder and co-CEO of hedge fund Canyon Partners LLC, based in Los Angeles, has been appointed to the board of the Harvard Management Company, which manages Harvard's \$36 billion endowment. Josh earned his undergraduate, law and business school degrees from Harvard.

1981

Suzette Brooks Masters
sbrooksmasters@gmail.com

Suzette Brooks Masters writes: "My husband **Seth Masters** and I (both class of 1981) were in Lexington Virginia this past October. We were visiting the spot where we re-met 26 years ago at a Marshall Scholar reunion event at the George C Marshall

1976

Carol Lee
cfdjs55@gmail.com

Michael Youngblood is a principal and co-founder of Five Bridges Advisors, LLC, Bethesda, Maryland, which specializes in mortgage analytics and software. The firm provides values and valuation software for US commercial, multifamily, and commercial mortgage loans and securities, and the underlying real properties. Five Bridges's clients include central banks, US government agencies and departments, government-sponsored enterprises, banking regulators, audit firms, rating agencies, mortgage lenders and servicers, law firms, and institutional investors. Prior to co-founding Five Bridges in 2008, Michael formed and managed mortgage- and asset-backed securities research departments for sev-

eral SEC-registered broker-dealers, including JP Morgan Securities and Bank of America Securities. He received his PhD from the University of London in 1981.



SETH MASTERS AND SUZETTE BROOKS MASTERS AT THE GEORGE C MARSHALL LIBRARY

Library. I honestly don't know if we would have ever married were it not for our fortuitous meeting at the Virginia Military Institute those many years ago. We toured the museum and were both struck by Marshall's leadership and statesmanship. We left feeling very proud to be part of General Marshall's legacy."

1985

Song Tan

sxt30@psu.edu

After receiving a Masters of Social Sciences in Irish Political Studies from Queen's University of Belfast, **Amy Miracle** returned to the United States, earning a Masters of Divinity from Union Theological Seminary in New York City in 1991.

Ordained in the Presbyterian Church USA, she served as Associate Pastor at Central Presbyterian Church in Denver, Colorado, Senior Pastor at Westminster Presbyterian Church in Des Moines, Iowa before coming to Broad Street Presbyterian Church in Columbus, Ohio, where she currently serves as Pastor and Head of Staff.



AMY MIRACLE

In Memoriam

Elise Tompkins Partridge ('81 Cambridge) passed away in Vancouver, British Columbia on Jan. 31, 2015, a year after being diagnosed with colon cancer. Elise was born in Philadelphia in 1958 and educated at the Baldwin School in Bryn Mawr before matriculating with the class of 1980 at Harvard, where she graduated in 1981. As a Marshall Scholar, she was a member of Emmanuel College and received a BA in English in 1983. She remained friends with her Cambridge tutor Christopher Ricks for the rest of her life.

Elise was the author of three books of poetry: *Fielder's Choice* (2002), *Chameleon Hours* (2008), and *The Exiles' Gallery* (2015). *Chameleon Hours* won the Canadian Authors Association award for poetry, and was a finalist for the British Columbia book prize. Her poems appeared in many magazines, including *The New Yorker*, *The New York Review of Books*, *Poetry*,

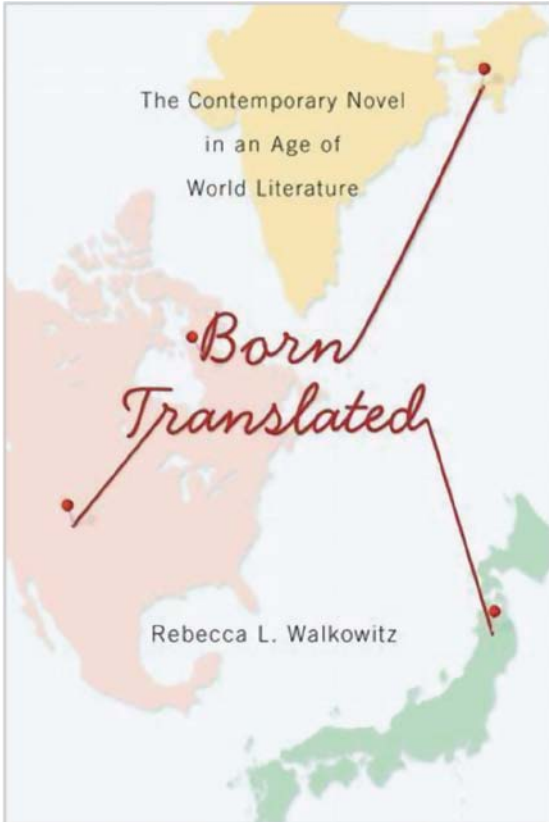
The New Republic, and *The Walrus*. They have also been reprinted in a number of anthologies, including two volumes of *Best Canadian Poetry*. Her collected poems will be published in *The New York Review of Books* poetry series in 2016. Elise taught at several universities, including Brandeis and Western Washington University. She moved to Vancouver in 1992 when her husband Stephen began teaching at the University of British Columbia.

Those who have paid tribute to Elise since her death have praised her intellect, artistry, vitality, integrity, passion, modesty, loyalty, generosity, and courage. In addition to her husband Stephen, she is survived



ELISE TOMPKINS PARTRIDGE

by her mother Marjorie Tompkins, her brothers Tim, Fenton, and Kirby Tompkins, a large extended family, and many dear friends. More information about Elise and donations in her memory can be found at <http://www.elisepartridge.org>



**REBECCA WALKOWITZ'S
MOST RECENT BOOK**

Nick Beim recently joined the advisory board of the Center on Global Energy Policy, founded and run by fellow Marshall Scholar **Jason Bordoff**, along with **Daniel Yergin** and **Reid Hoffman**, also Marshall Scholars. Nick lives in NYC with his wife Piraye and two boys Oliver and Quentin. He invests in technology startups as a partner at venture capital firm Venrock.

1992

Christy Lorgen

christylorgen@gmail.com

Rebecca Walkowitz has recently published *Born Translated: The Contemporary Novel in an Age of World Literature*. She is Associate Professor and Director of Graduate Studies at Rutgers University and President of the Modernist Studies Association. She lives in lower Manhattan with her husband Henry Turner, whom she met at the University of Sussex in 1992, and their 6-year-old Harry Potter fan Lucy.

1994

Lisa Nellor Grove

lisa@grovefamily.onmicrosoft.com

Binh G. Phan recently took up the position of Director of Financial Services with the US District Court in Los Angeles. With this appointment, he now has experiences in local, state, and federal governments.

2003

Michael Aktipis
aktipis@gmail.com

Nicholas Hartman reports that he completed a longtime personal ambition of becoming a pilot, by earning his Private Pilot Certificate from the FAA in June after 6 months of training in New York's busy airspace. He is currently working on adding an Instrument Rating to his certificate. When not exploring the troposphere in a Piper Cherokee, he is a Director at the New York City based data science firm CKM Advisors.



NICHOLAS HARTMAN (RIGHT), HIS FLIGHT INSTRUCTOR EVAN AND N818VT AFTER PASSING THE PRIVATE PILOT CHECK RIDE

The Gift of Life

By Scott MacIntyre ('05 UCL)

To be touched by a stranger, to be given a second chance, to receive the gift of life, these are the so-called miracles of organ donation. In my thirty years, my life has been saved through organ donation not once, but twice, and I continually marvel at the incredible generosity of my two living organ donors.

My first transplanted kidney was given by my college piano professor's wife, and I quickly went from being too sick to even make music in my own living room to making music for millions of people around the world. It's thanks to her selfless sacrifice that I was able to become an *American Idol* finalist, marry my wife Christina, write my first book, and tour the world sharing my music and story with others.

That kidney lasted for eight years, but unfortunately, transplanted kidneys don't last forever. In September of 2014, doctors told me that my need for a second transplant was imminent.

And so I was put back on the transplant waiting list, and the wait for a new kidney donor began. The wait time on the "transplant list" (for a deceased donor kidney) is typically three to five years, but the doctors had said my kidney function would reach zero within six months. Fortunately, a number of individuals offered to be tested as potential living donors, which would allow a transplant to possibly happen much sooner.

In April 2015, I received the phone

call I had been waiting for. A kidney donor was approved for me, and the surgery was scheduled for June. The donor, however, was not a family member or friend and chose to remain anonymous.

After nine months of hoping and praying, I underwent my second successful kidney transplant on June 4th at Vanderbilt Medical Center, still unaware of who was donating their kidney to me. All I knew was that someone I'd never met had given a part of themselves in order to save my life. I had never done anything to deserve her favor, yet she had decided to freely give her organ.

Six weeks after the transplant, my wife Christina and I had the chance



COVER OF SCOTT MACINTYRE'S 2014 ALBUM, *LIGHTHOUSE*

to meet my kidney donor face to face. Christina immediately recognized her as, unbeknownst to us, I had had my blood drawn right next to her and passed her in the hallways of the hospital numerous times prior to the transplant. We learned she had been scanning through local Christian radio stations one day and had tuned into a station on which I was being interviewed by Karen Kingsbury, a famed Christian author and radio host. My donor had never seen me

on *American Idol* and knew nothing about my music career, but after learning about my need for a kidney, she called Vanderbilt and began the testing process.

Many people I talk with assume that our meeting was likely accompanied by tear-stained eyes and an array of emotions, but in reality, the emotional moment for me was finding out over the phone that I had a donor approved for me. Being able to say thank you in person was the icing on the cake.

Thanks to her incredible selfless act, I'm now fully recovered and have resumed my music career. The astounding fact is, however, that there are over 100,000 other individuals currently still waiting for a life-saving transplant, individuals just like me with skills and talents to contribute to society. That is why the cause of organ donation is so important to me – that is why I have partnered with organizations like Donate Life America and the National Kidney Foundation to raise awareness about organ donation. I understand that not every person may feel inclined to become a living donor and offer up a kidney to someone else in need, but I do encourage everyone to become a registered organ donor and give hope to the tens of thousands of individuals still waiting for a life-saving transplant.

The sacrifices of my two living donors are powerful examples to me of how a single selfless action can impact the world for good. Not only did my donors set an example and give hope to the tens of thousands still waiting, but by allowing me to live out my life they indirectly touched the lives of people all over the world. It is my sincere desire that the life I continue to lead thanks to them will somehow reflect their spirits of selflessness and inspire others to follow in their footsteps.



**TAMELA MACIEL
AND RICHARD BUTLER**

2010

Aroop Mukharji
aroomm@gmail.com

By my count, 3 of us are still in the UK, but no one is still studying there. Don't let that fool you, because 10 of us are still students. That group is single-handedly balanced out by our very own **Jeremy Goodman**, who will be Assistant Professor of Philosophy at USC come 2016, after simultaneously finishing two PhDs at NYU and Oxford. Boom goes the dynamite.

Tamela Maciel recently got married to Richard Butler, an Irish historian whom she met in the first week of her scholarship in 2010 at

St John's College, Cambridge. They are currently living in Leicester, UK. One month before that, **Matt Clawson** celebrated his marriage to Marianne Griffith in LA, with Marshalls **Jess Lanney**, **Steve Robinette**, **John Calhoun**, **Aroop Mukharji**, and **Bill Dougherty** in attendance. After graduating from HBS with flying colors, **Matt** began investment banking at Goldman Sachs. And one month before Matt's wedding, **Mike Wilkerson** married Rashmi Pillai in Denver with **Jess**, **John**, **Aroop**, and **Sam Bjork** cheering from the pews. Mike continues to work in Uganda for his for-profit social enterprise, Tugende.



MARIANNE GRIFFITH AND MATT CLAWSON



JESS LANNEY, AROOP MUKHARJI, JOHN CALHOUN, MATT CLAWSON, BILL DOUGHERTY AND STEVE ROBINETTE

JOHN CALHOUN, MIKE WILKERSON, SAM BJORK, JESS LANNEY AND AROOP MUKHARJI IN DENVER

Carrie Barnett started a PhD in Politics at Princeton University this fall after three years as a research fellow in the Middle East program at the Center for Strategic and International Studies (CSIS) in Washington DC. She joins NY-area Marshalls **Nabiha Syed** (Assistant General Counsel, BuzzFeed), **Andrew Ehrich** (Business Operations and Strategy Associate, Palantir), and **Bill Dougherty** (Doctor of Musical Arts candidate at Columbia).

Capt. **Austin McKinney** celebrates three years with the US Air Force in business operations and foreign affairs, having deployed to Qatar, Colombia (2x), and Honduras. As he contemplates his next move, he openly solicits ideas from the Marshall community.

MIKE WILKERSON AND RASHMI PILLAI



Have news to share?

Reach out to your class secretary with your news to share to have it appear in the next edition of the Marshall Alumni Newsletter.

If you're not sure who your class secretary is or would like to volunteer to gather news about your class please reach out to admin@marshallscholars.org or call 1-866-276-0741 for more information.

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