SWARTHMORE

College Bulletin

December 1993

SPECIAL ISSUE

THE COLLEGE TODAY

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COLLEGE BULLETIN DECEMBER 1993

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THE COLLEGE TODAY

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Cover: Swarthmore College on October 14, 1993. Photograph by Steven Goldblatt '67.

Our cover shows the beauty of Swarthmore College's
location for what really makes the College special—its pe
administrators, staff members, and students—all appear i
College Bulletin. We hope you enjoy meeting them indivi

e's campus, yet its buildings, trees, and lawns are merely a people. Those who appear on this page—faculty members, r in or helped produce this special issue of the *Swarthmore* ividually inside this magazine. — The Editors

PHOTOGRAPH TAKEN ON THE STAGE OF THE PEARSON-HALL THEATRE OF THE EUGENE M. AND THERESA LANG PERFORMING ARTS CENTER BY DENG-JENG LEE.

PARLOR TALK

We've been saving up for this one. For more than a year we've been hoarding ideas and dollars in order to bring you this special picture of Swarthmore. Like any picture it merely captures a moment in time, but from the boiler room to the classroom to the sky above, this is our view of the College today. We hope you enjoy it.

Alumni will recognize many things. You will see that Swarthmore students are as bright, hardworking, and involved as ever. That the faculty is still brilliant, dedicated to teaching, and searching for the best ways to educate today's undergraduates. That the College's staff remains caught up in the enterprise and dedicated to excellence. And the campus? Well, it's probably more beautiful than ever.

You will also notice change. Mary Ellen Grafflin Chijioke '67, curator of the Friends Historical Library, observes that many alumni are stuck in their own era. "Anything before is quaint," she says. "Anything after, heresy." Rather than look for heresy in these pages, we urge you to look for continuity. Chijioke's article on Swarthmore's Quaker heritage (page 88) illuminates the powerful intellectual, moral, and spiritual legacy that informs many of the College's ideas and programs today.

The things that have changed at Swarthmore are mostly things that have changed in society as well. There are more students and faculty members of color, and minorities have taken their place not only in the classroom but in the curriculum. The curriculum itself is more complex, reflecting the many scientific, literary, historical, and social advances that have swept the world in the past few decades. It seems even the definition of culture itself has been transformed.

We hope you will learn more about the College in these pages and that you will see how thoughtfully it has moved with the times. While this magazine reflects a frozen moment, a great college cannot. "We mirror society," says Bill Spock '51, vice president for business and finance. "And in many ways we're on the leading edge."

Special thanks go to all whose lives we disrupted to create this unique issue. We've been interviewing and photographing them almost nonstop since August. Their enthusiasm for the project is much appreciated by the staff of the *Bulletin* and its principal photographers, Steven Goldblatt '67 and Deng-Jeng Lee.

This is Swarthmore College in the fall of 1993. It's diverse, exciting, concerned, and committed. It's beautiful, friendly, smart, and energetic. And while sometimes it can be cranky, contentious, and difficult, we have no doubt that it is one of the very best colleges in the world.

—Jeffrey Lott

LET

Computer Network a "Closed Shop?"

To the Editor:

It was rather shocking to read in the August issue of the *Bulletin,* page 25, that Swarthmore College is operating a "closed shop" with respect to the computers that students may use on the new fiber-optic network that has been installed at great cost in all the dormitories.

Only Apple Macintosh computers are acceptable, per your article. What clones, what competitors does Apple have? None. Why is the College data processing operation taking this position?

In the world of commerce and industry, we have finally entered the era of "open systems," where all computer manufacturers emphasize "connectivity." So why is Swarthmore College requiring all students to use Apple?

Have you—rather the manager of your network—given any thought to the probability that freshmen may have purchased in their high school days an IBM or one of the many clones known as "PCs" at a significant cost?

The enclosed [IBM] advertisement from a recent issue of *Business Week* should help to alert your network manager that the Apple "straightjacket" need not be imposed on your students, who are already burdened with college tuition and room and board fees that are among the highest in the nation.

HENRY R. RICHARDS '47
Amesbury, Mass.

Editor's Note: According to Judy Downing, director of Computing and Communication Services, the College's decision to give preference to Macintosh computers stems from their ease of use. Macintosh computers historically take far fewer

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technical people to support, she says, and therefore cost the College less in computing staff salaries. Downing added that interfacing the network software with non-Apple computers is already possible and will become even easier in the near future.

No One Is Minding the Store in Academia

To the Editor:

I have read in the August *Bulletin* the comments of the speakers at the last Commencement, all from the liberal, far left of the political spectrum. Not one spoke of individual or family responsibility, only such tripe as "the privileged who, whether in the short or long run, only reinforce the inequities of an unjust world." Look around Swarthmore's campus, I would advise this radical priest [Jon Sobrino, S.J.], and see what the privileged have done for this college. It wouldn't be here without them.

Why not consider honoring someone from the real world of industry who could describe the travail caused by taxes, regulations, unions, and the general interference caused by various levels of government? Probably the most privileged class in America today is academia, with high compensation, tenure, student and peer adulation, all in a lovely setting. They should learn what it takes to run a business, the wellspring of our free market economy.

Over the last year, alumni have written letters to the *Bulletin* protesting the College's political correctness (I would call it political perfection) without any apparent effect upon the College or the magazine's editorial policies. Your August 1992 article on cross-dressing was totally inane. Such perverse practices may be chic and titillating in exalted academia, but I think you must be straining if you have to use such stuff to fill up an alumni magazine. Swarthmore has many dozens of graduates who have done wonderful and truly remarkable things in science, literature, commerce and industry, and yes, even academia—so why not have more articles about them?

Please turn to page 82

POSTINGS

Campus tour guides wanted: Must have positive attitude, be able to speak to parents considering spending thousands of dollars on children's education, and possess ability to walk backward.

College brochures will tell you about Swarthmore's prestigious history and academic curriculum, but there are some "facts" you can learn only from taking a tour. Did you hear that an alum created an endowment specifically to provide ice cream in Sharples? Or so the legend goes.

Tour leaders Matt Hurford '96 and Rachel Loble '93 walked backward much of the summer as they guided approximately 5,000 visitors around campus over 14 weeks. But what were they telling our guests? And what influence do the tours have on prospectives and their parents? For some insights into the image Swarthmore tours convey, we looked at some tour response forms and listened to the guides' comments on the tours.

The tension, oh the tension

"Looks like an excellent institution, but the rumors of stress and the like remain," a guest wrote.

Loble says the question of academic intensity is the most frequently asked. "It's not the hell on earth people make it out to be," she tells one group. She believes the college guidebooks play up the image and don't present the full spectrum of life at Swarthmore.

Hurford answers one parent's question this way: "It is a hard school. I've never worked so hard in my life. What you typically will find here is a person with a 4.0, trying to save the world and having a good time."

Soul Asylum meets Stokowski

The intense academic program is something that the College is proud of, but little do prospectives realize that the testing begins before they ever set foot on campus as students.

"I think my application for housing was more comprehensive than the admissions application," Hurford tells a group of 28. "It's good to meet someone a little different from yourself. Imagine what it would be like to have a roommate just like yourself. You walk in and he has the same posters and is playing the same music."

"And has the exact same size wardrobe," the father of a fashionably clad daughter adds with a laugh.

Room with a view

Many students and parents note the Lang Performing Arts Center and the Lang Concert Hall on their response forms. They appreciate the view of Crum woods from the Concert Hall window. However, some just note the wood products. "Look, look at the floor," said a man to his wife on a tour. "It looks like cherry, I think." This same man then turned to his daughter and said: "It's probably a rule—no rap CDs in the music library." (Actually, there is one—*Croatia's Gotta Be Free*, recorded by Swarthmore students in 1991.)

There is also great interest in the residence halls. While few questions are asked about the dormitory accommodations, one visitor overheard a parent tell her child, "Get used to it."

Please accept me!

Taking a tour of the campus can indeed affect a student's opinion about the College. One anonymous respondent wrote in large letters: PLEASE ACCEPT ME!

The summer tour guides received lavish praise for their knowledge, sense of humor, and ability to answer tough questions. Here are just a few of the responses to the questionnaire:

"Guides seem too perfect to be real. Are all your students this involved?" "The tour guide was very intelligent, spoke clearly, explained things well, was open and friendly." "After touring Ivy [League schools], the sense of pride in Swarthmore seemed more from the heart." Many prospectives said the tour had influenced their decision about where they would apply.

You can't win 'em all

With thousands of people touring each summer, and with each tour being somewhat unique because guides are not required to follow a set walking path or speech, there are bound to be buildings or areas overlooked.

One visitor wanted to see more of the library. "It is, after all, the College's chapel!"

–Audree Penner

THE COLLEGE TODAY

Alec Zimmer, planning life as a civil engineer, is a Swarthmore legacy (father William '68, and grandmother Cynthia Swartley Zimmer '42). Alec plays the F horn in the College's wind ensemble and hopes to join the debate and cross country teams next semester. He is from Danville, in central Pennsylvania.

Essays That Worked

Meet four members of the Class of 1997 through the essays they wrote on their applications to Swarthmore.

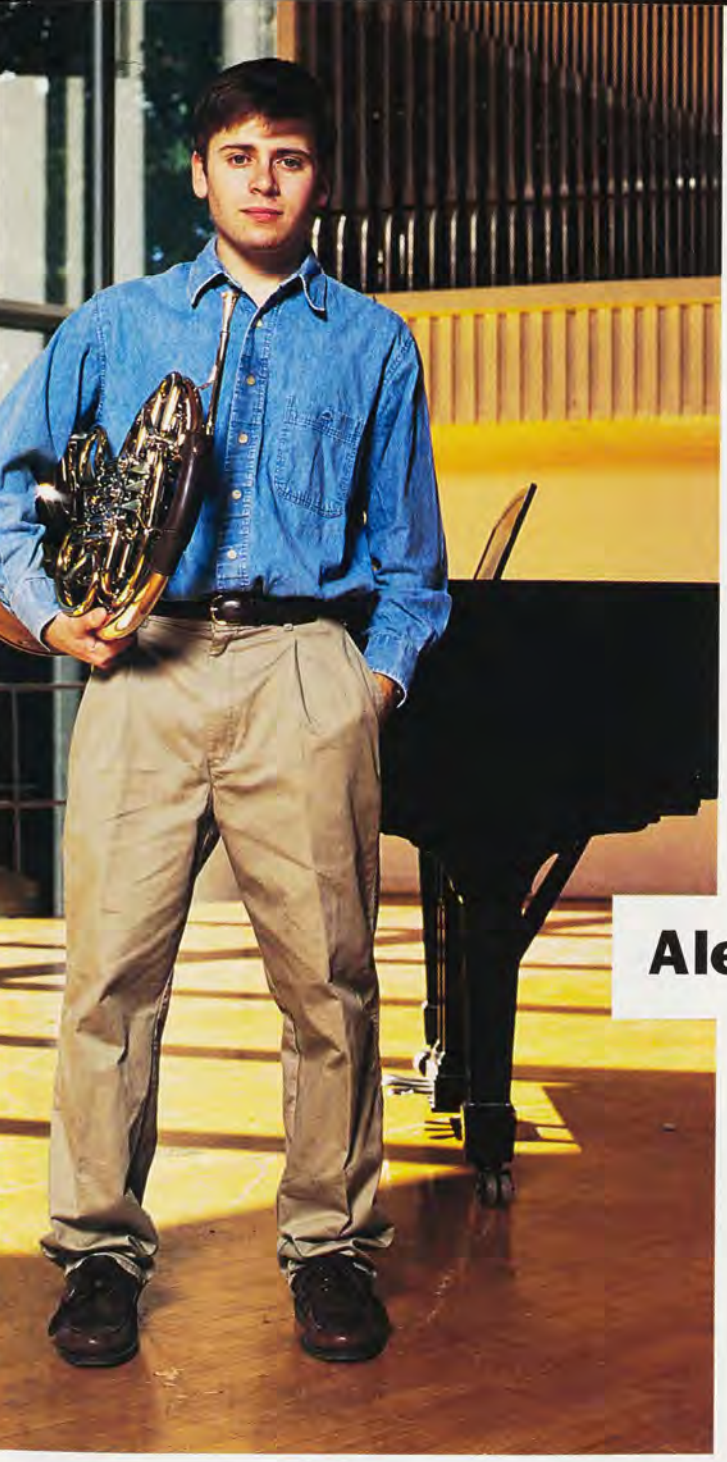
You've filled out pages of personal information and activity lists, you've submitted the transcripts and the SAT results, and now it's time to write The Essay. Your application wouldn't be complete without it. Trouble is, every college asks a different question.

Swarthmore's is really open-ended: "Please write something that will tell us more about you. You may want to write about people who have influenced you, difficulties or conflicts with which you have struggled, goals and hopes you have for the future, or something else you consider significant."

"We used to ask more specific questions," says Wallace Cruciger Ayres '64, associate dean of admissions. "But the more specific we were in the question, the more the same all the answers were. One previous question was, 'If you were alive 100 years ago, whom would you most like to meet and why?' We soon had a serious overdose of Mark Twain and Sigmund Freud." With 3,500 applications to read each year, the Admissions Office wanted something different from each applicant, not merely a writing sample but an opportunity to get to know the person better.

Ayres says that unless there are mechanical or writing problems, the essay "generally counts only in favor of the applicant. It doesn't outweigh other things in the application, but it can be a tiebreaker if we need one. While many are predictable, some really stand out."

A year ago the *Bulletin* asked Ayres to save some of those standouts. From the dozen she gave us, we chose the following four. Meet Alec Zimmer, Shithi Kamal, Martin Carrillo, and Andrea Gibbons, members of the Class of 1997—and their essays that worked.



Photographs by Deng-Jeng Lee

Alec Zimmer

One hundred pairs of eyes burrowed into the back of my head. My stomach was set on the "spin cycle," and I felt as though I was about to lose control over virtually all of my bodily functions. I must have looked wretched standing there onstage with my four cohorts. I had reason to be nervous, though. For Danville (Pa.) High School students, going to a competition like this one was a first. None of us had any idea what to expect from the National Engineering Design Challenge. Although we were originally supplied with a packet of papers that attempted to inform us what it would be like, it must have been written by a non–English-speaking person. The actual competition was a far cry from what the information packet promised us.

The preceding October my chemistry teacher drafted me onto the National Engineering Design Challenge Team. Afraid that the project would monopolize my precious free time, I considered burning my draft card. Then I saw the light: This was the perfect chance for me to get a taste of what a career in engineering might be like.

With my eyes still drooping, I dragged myself into the first team meeting on that fateful morning. Our assignment, the adviser explained, would be to design some type of device that would retrieve a variety of household objects that were "just out of reach." Additionally, the machine would have to be something a handicapped individual could potentially use in his or her home. With this in mind, we split into committees to define various aspects of the problem, but almost immediately the committees evolved into rival warring factions with definite ideas about how this machine would operate.

Somehow I managed to convince our group that sucking up the objects with a large-capacity shop vacuum attached to a wooden arm would be a much easier approach than trying to build a robotic hand to retrieve them. After many trials and tribulations, we tested my flimsy wooden arm one morning a week before the competition—it failed miserably. Luck was with us, though, and before noon we had managed to rebuild it. As we stood back to admire our handiwork, it became increasingly clear that it was not pretty. In fact, it was so ugly that only we could ever love it. But it was ours and it worked! The entire competition routine was more like a marketing presentation than a demonstration of our hard work and creativity, as the information packet suggested. Of the six teams competing, ours was the only one that didn't have an attractive test lab, business suits with red "power ties," a well-thought-out, rehearsed "performance," or a robotic claw device for retrieving the objects. It was just us and the mighty shop vac.

Somehow we managed to pull together onstage. I even regained enough control over my various bodily functions to present my speech. Just when it seemed as if everything was going our way, "technical difficulties" set in with our machine operator. Almost mercifully, the timekeeper announced that our time was up, saving us from ourselves. Needless to say, our team finished dead last.

Although we were disappointed, we realized that we had not totally failed. After all, in less than a week we had created our Rube Goldberg contraption, learned how to work in a crunch, and most important, learned how to work together to reach a common goal. In fact, after it was all over, a professional engineer approached our group to compliment us on our creativity. I knew that next year I would be back with the team and that victory would be ours. Now all I had to do was explain to the school board why the team spent $300 on the project.

Shithi Kamal

During Ramadan vacation when I was 7 years old, I traveled with my parents to a town eight hours' drive from our home in Dhaka, Bangladesh. On the way we had to cross a huge river. By the time we reached the port, it was pitch-dark. We boarded an ancient steamer and set off into the darkness. Other than the sound of the motor, the gentle noise of the water slapping against the boat, and the Hindi songs floating from the radios in the trucks, there was no other sound. The hills on the shoreline blended with the darkness completely. The little lights from the lamps in the distant villages disappeared now and then. My father took me to the deck, where I met a man in charge of a great big wheel. He let me have a go at the wheel. He showed me a tall iron rod fixed to the front of the steamer and a point of light far in the distance. I was to keep the two in line. Struck with fear that so much depended on my ability to align the huge steamer with a single speck of light, I stood rooted to my spot. When the ferry driver relieved me of my burden, I remember the awe I felt for what was truly extraordinary about his seemingly ordinary life—for the way he handled the great responsibility he had to carry.

By the age of 8, I had ventured into the world of Indian writers such as Tagore, Ray, and Guha (just to speak of a few), who like me were drawn to the lives and experiences of everyday people. I began to keep a diary where I recorded my own reflections on what seemed extraordinary about the lives of the ordinary people I saw on the streets. That was my hobby. I never grew out of it, but rather it grew into me. At school my report cards were slightly above the average but not exceptional. I didn't care for school at the time, for it never gave me the opportunity to express what I really cared about. Instead, the formalities of writing sapped any desire to create as I wished to—before reaching the third paragraph, I would run out of fuel and give up. The force and intensity of my real interests and private writing were so satisfying compared to the laborious task of writing at school that for years my most important writing occurred outside the classroom.

Steering the ferry boat through the river in the black of night so many years ago left a lasting impression on me—the kind I try to capture in my writing. To me writing should convey what is unique about everyday life. I once wrote about a shoemaker who would often come to our house to polish my father's shoes and fix our sandals. I knew the scents of the polishing liquids by heart. The shoemaker would examine the shoes and like a physician prescribing medicine would pick out a particular strap of leather, a knife, and a bottle of liquid. He would smoothly cut the piece of leather as if he were slicing a piece of butter. My mouth would water. I could almost taste it. Even the little nails he gently tapped into the soles of the shoes seemed delicious. I craved to be like him. I wanted to do what he was doing so flawlessly, so wonderfully.

Ten years later in a subway in Paris my craving came back when I saw a young French man gluing huge posters of Euro Disney on the subway walls. But I was not his only admirer. Even the busiest-looking humans, those wearing ties and carrying briefcases, stopped and peered through their steel-rimmed spectacles. The worker rolled his wooden rollers rhythmically and swished his brush up and down. There was no music. No jokes. Only movement. An expert exhibiting his skills. Many of the little kids took no pains to hide their desire and asked to have a go at the rollers. With a proud smile the expert let them try. By now he was the most important person around. And this took place in Paris, the city of the Louvre, Versailles, and the Eiffel Tower. There were countless similar events that took place during my family's travels in Europe, in Thailand, and in Singapore.

In the course of my university education, one of my most important goals is to develop further my ability to capture what is extraordinary in the seemingly ordinary aspects of life.

Shithi Kamal is from Dhaka, Bangladesh. Although writing personal essays is her first love, she likes "everything," from her philosophy class to her general physics course. "It's hard to choose one field," she says, "when you have no obsessions."

Martin Carrillo

Martin Carrillo is a theatre major from Miami who was drawn to Swarthmore because of the Eugene M. and Theresa Lang Performing Arts Center, "a facility where I could have a lot of chances to do frontline work" on lighting and set design and construction. He is an accomplished musician on piano, guitar, cello, and several pre-Colombian Andean instruments.

It was twilight when I became a real human being. Transition can be so grand, and in its own way disgusting. Walking the streets with my parents in Santiago, Chile, in 1985, I thought of Christmas, the gifts, the love.

Music was our pilgrimage that evening. My parents felt the excitement of their home city, an excitement I had no care about. I was on the threshold of awareness. They longed for the sounds—a thirst for the past dream of 1970 when things were changing, rejuvenating, and caressing the year.

Day retreated a few more steps into the shadows. From out of nowhere, the shouts began. My father asked a man what had happened. The man told him that the concert we were to attend had been canceled; it would have been too "communist."

I wondered why they were so mad, the people shouting. What was so horrible? It was a question I would ask my father. Not until then would I understand how much that music meant to people who worked for pennies an hour, but I was beginning to see.

From my place at my mother's side, I could see everything that occurred. This is a blur to me now, but it's there, ever present, haunting me.

The tanks rolled in. It all happened in maybe 30 seconds. As I found out later, they were called "camels" for the water they held and spat. From their throats, the torrent raged out at those daring to throw rocks, or even shout, at injustice. Trucks came to take some away. Would they be seen again? Would their voices have to leave the world without remembrance? I had heard the stories of the "*desaparecidos*" (disappeared ones), but it is so different when you watch one, hear one, smell one—dragged from the earth, like Persephone into hell.

I turned and watched my father's face curl in rage. These were still his people—unchanged—still grasping for justice and freedom. They were bleeding, and so my father shouted out the rage that had formed with the beads of sweat on his face.

A rush came on as all of my faculties froze. How I wanted to cry out with him, and if only our cries were hammers. If only they were doves to rise up through the air and liberate all the world, but they were only memories.

We were only 200 or so people that day. We shouted, and we went home. Our only power lies in whether my friends and I can remember that story to tell our children and maybe wipe it away....

Please turn to page 87

In the real world, there's no summer vacation vacation either for students who work to help

The Busiest People

By Krysia Kubiak '94

They are the busiest people on campus, and everyone knows it. Darius Tandon '94, Heidi Walls '95, and Mei-Ling McWorter '94 are three of those students who juggle the normal four courses, extracurricular activities, and a social life, but with an added burden—working on campus to help finance the increasingly expensive college bill. Last year 963 Swarthmore students earned $650,000 by doing work at the College. About half of those were financial aid recipients, who had chosen the work-study component of the financial aid package in lieu of more loans.

I'm a student who chooses to work. Throughout my time at Swarthmore, I have always held at least one job. I'm now in my last semester, carrying five credits and working with the Annual Funds Office as editor of the *Parents Newsletter*. I was planning on relaxing and enjoying my senior year. Then I got a letter from the editors of the *Bulletin*, asking if I'd write this story. So while I was trying to assign stories and photos for my newsletter, trying to keep up on my class reading, and attending flag football for my final physical education credit, I found and talked to three students on campus who are even busier than I am.

To get Darius Tandon excited and talking all I needed to do was bring up pool tables and Saturday night parties. Darius has taken on the responsibility of organizing much of the social life for Swarthmore College students. He is a Tarble co-director (alternatively called the Tarble social director) with Ron Groenendaal '94. They are in charge of coordinating many social and campus activities. They supervise the Old Club, the game room, and the nonfood aspect of Paces (a space behind Essie Mae's snack bar that is the site of many parties, in addition to being a coffeehouse for three hours every weeknight). He and Groenendaal have only been in the job since April, but already they have big plans—a talent show in November, a pool tournament in the game room, theme parties, renovating the game room, etc. Once Darius begins talking, ideas seem to inspire more ideas—he wants to cre-

says one student with a job. There's no finance their Swarthmore educations.

PHOTOGRAPHS BY DENG - JENG LEE

ate a space for hanging out and socializing; he'd like to put couches in the game room; he'd like to host more nonparty social activities, like performances by comedians; and what do you think about...?

Darius is paid for 14 hours a week, but those hours are just the hands-on time—time spent making phone calls, balancing the books, organizing parties and events. "The most valuable time I spend on this job has nothing to do with that," said Darius. "I spend a lot of time in brainstorming sessions, trying to think of creative things for the students to do. I need to get ideas from other students so that we are sponsoring the kinds of activities they want."

In the past, Darius claims, the social life on campus had been limited to parties. He's intent on changing that. He's hoping to expand his job's definition, so that students who come after him will continue to work on different and exciting social activities. "Being a senior, studying for the GRE, applying to grad school—I don't have time to do all I want to do. Not to mention that I have four classes."

Darius has had other campus jobs during his time at Swarthmore. Last year he was a research assistant in the Adult Perception Lab in the Psychology Department. He was also a waitron (Swarthmorese for waitress or waiter) for Served Meal. "My parents and I have an agreement. We each do what we can. They know that I can't work 30 hours a week. But I'm trying to work along with my parents to finance the bill and to keep the loans down," said Darius.

Darius has also worked summers. After his first year and his sophomore year, he worked in Chester and was paid through the Motivation and Growth in Chester (MAGIC) program. He worked in a six-week summer camp for 60 kids. "My senior thesis stems from things I observed during those summers," said Darius, a psychology and education special major. He is writing his thesis on the relation of motivation to academic achievement in urban education. This past summer Darius worked for six weeks with a pre-college program for minority students in Platteville, Wis., then with a leadership camp in Tennessee, and then with a Wisconsin camp for kids with HIV or with a family

Part of senior Darius Tandon's duties as Tarble co-director is to supervise Paces, the site of on-campus parties and a coffeehouse (and of this mural).

Junior Sampriti Ganguli is familiar to many alumni, for she works as the events intern in the Alumni Office. She helps the assistant director with alumni events, which include Alumni Weekend, Fall Weekend, and Alumni Council. "This is my first paid job," said Sampriti. "I wasn't allowed to work in the Philippines [her home]. There weren't many job opportunities because of the unemployment. Although my parents don't give me any pressure to work, I want to learn how to manage my own finances."

member with HIV. "I worked at the last camp as a volunteer. Luckily, I made enough at the first camp to pay my bills."

Darius kept relating stories about the camps, all of them positive. He'd like to continue working at camps in the future, when he plans to attend graduate school in clinical psychology and work with children with clinical problems. "I love working with kids of all ages, with all kinds of problems. In Chester I was helping to give the kids motivation. I see my job as social director as helping also. The job is very natural for me," said Darius.

Darius was puzzled when I asked him if he thought working during college was a positive or a negative thing. He had never considered the question before. After a pause he said, "I think that one of the things I have learned from college is budgeting my time and getting my priorities straight. Studying is my first priority, so that I can do what I want to with my life. Now I have to study for the GRE, and the position as Tarble director has to be fit into my schedule. I believe I can do my best in all aspects of my life—grad school applications, thesis, classes. It would be easier if I didn't have to worry about my campus job, but it's teaching me what life is going to be like in graduate school and in the workplace. I see Swarthmore as the least hectic place I'm going to spend time at during my life. There will just be more and more work as I get older. My campus job is helping me balance things."

Darius' work ethic became even clearer when I asked him how he planned to pay for graduate school. He said he was hoping to be a teaching assistant or a research assistant: "I would rather have an assistant's job than a scholarship. I enjoy doing the extra work. Although I wouldn't turn down the scholarship money, I feel like I'd learn so much working with my professors, from teaching."

After talking with me for an hour in Parrish Parlors, Darius glanced down at his watch. He excused himself from our conversation. He had another meeting in three minutes.

Swarthmore College's policy is to admit qualified students regardless of their financial need and to strive to make it possible financially for all who are admitted to attend. About 48 percent of the College's student body currently receives financial aid, which usually comes as a combination of scholarships, loans, and employment.

In search of an understanding of student employment on campus, I stopped at the Financial Aid Office and talked to the director of financial aid, Laura Talbot. She explained that work-study is an optional part of the financial aid package. The College does not want students' work to interfere with their studies or other activities, so most of the financial aid offer is usually scholarship, the remaining part being a combination of loans and work. The work component typically comes to about seven hours a week, but if students can work more, they'll be able to borrow less.

Roughly a quarter of students on financial aid stick to this limit, another quarter work more, and another quarter work less. The remainder choose not to work at all, instead earning more over the summer or taking out additional loans.

Talbot also explained that students are expected to contribute some of their summer earnings toward their books and personal expenses while at Swarthmore. The financial aid package stipulates a student contribution that is the same for every student. She sees working, in moderation, as a very valuable part of the college experience.

I found Heidi Walls, a junior English literature major who is working on getting a certification to teach high school English, deep in a book when I walked into her dorm room. Currently Heidi spends between eight and 12 hours a week baby-sitting 9-month-old Ava Lindenmaier in Swarthmore. But Heidi's favorite job at school is as one of the managers for the men's wrestling team. She attends their matches one or two days a week and stays anywhere from two to 10 hours keeping statistics on the wrestlers. In season, Heidi works

One of junior Heidi Walls' jobs this year is baby-sitting for 9-month-old Ava Lindenmaier of Swarthmore.

an average of 15 hours a week.

"I would have loved to work more, but I was editor in chief of the *Halcyon*. In addition to that, I started a Big Sister Mentor program with the principal of the Swarthmore-Rutledge Elementary School," said Heidi. "Working

I see Swarthmore as the least hectic place I'm going to spend time at during my life."

—Darius Tandon '94

during college is a good idea, but it is very difficult here. There is a lot of pressure to participate in activities. People look at you and say, 'I want you to do all these wonderful things.' Although I don't mind working, I wish I didn't have to worry about it."

Heidi has also worked at the library's reserve desk and at the Lang Performing Arts Center as an usher. She remembers that beginning to work on campus was intimidating at first because it was a new experience. "I was never allowed to have a job in high school. But when I got to college, work-study was part of the financial aid package, and I needed the money. During the summer most of the money I earn goes toward tuition, and during the school year, I'm responsible for all my expenses," she said. "Money is tight. I've always borrowed as much as the Financial Aid Office would let me borrow."

To keep up her end of the tuition bill, Heidi has worked various jobs over the summers. For two years she interned with the Chamber of Commerce in her hometown of Montoursville in north-central Pennsylvania. This past summer Heidi was an assistant crew leader for eight disadvantaged high school youths who spent the summer working at a nonprofit retreat and conference center in a Youth Service Corps project. They worked every day painting and building ramps for the handicapped and a volleyball court—all the while developing teamwork and individual initiative. One of her crew members suffered from attention deficit disorder, two were high school dropouts, and one had moved from Philadelphia to escape gangs and drug wars. "This is the age group I want to work with," said Heidi, "and I'm glad I had this chance to find out more about them. This was truly the best summer—I

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Ethan Klemperer is a senior from Manhattan who works eight hours a week as a peer career adviser. He counsels students in the Career Planning and Placement Office, which entails helping with résumés and cover letters and talking with students who are stressed out about their uncertain futures and pointing them toward the right resources. "I think that this job is really worthwhile for me and for the people I counsel. Because I comfort other people about the real world, it doesn't seem so scary to me," said Ethan.

Richard Tchen is a junior who is a writing associate in training. He reads and comments on student papers and then discusses with the students how to improve the organization and expression of their ideas. This semester is a training semester, which includes a three-hour Writing Process course. In addition to taking the course, he works about 10 hours a week, although writing associates are paid a flat salary for the semester. In the past Richard has worked at the Scott Arboretum and at the School in Rose Valley. "If the employment is fulfilling, any work during the college years is a 'positive thing,'" said Richard.

Senior theatre major Mei-Ling McWorter works as a master electrician and supervisor in the scene shop at the Lang Performing Arts Center.

didn't want to come back to school. It proved to me that I want to be a high school teacher."

Heidi also has a long list of part-time jobs she has taken over the summers to make extra money. Every paycheck from the Youth Service Corps project except one went into the bank toward school costs. Through baby-sitting, helping her dad in his private planning consulting business, working for the Chamber of Commerce on weekends, doing computer work with a foundation, and dog-sitting, Heidi has also been able to earn spending money over the years.

When I asked Heidi if working to help pay for college was a positive or negative experience for her, she was divided. "I'm glad I work. It's good to get job experience, which is important for career plans. Yet it's frustrating knowing that I sometimes have to take stupid jobs just to make ends meet, as opposed to working on other volunteer jobs that would give me good experience..." Heidi ended the interview with a thought that applied to many areas of her life: "...but for which I don't have the time."

Reaching Mei-Ling McWorter was almost impossible, and finding a time for us to meet was harder. Finally I met her while she was working in the scene shop of the Eugene M. and Theresa Lang Performing Arts Center. When I walked into the room, I noticed the sawdust covering Mei-Ling's Malcolm X T-shirt, on which was written in four languages: "Radical Tradition and a Legacy of Struggle." The senior theatre major from Chicago stood at a work table with 2-by-4s in her hands, her safety goggles temporarily pushed to the top of her head. Mei-Ling works four hours a week in the Theatre Department's scene shop. As a supervisor she knows how to work every tool from the table saw to the power sander, helping students build set pieces and watching over the operation of the shop. She is also a master electrician for the department, and she's often hired when they need assistance on productions.

This may seem like plenty of work, but it's only her "minor." Mei-Ling's major job is as Student Employment Office (SEO) co-director, with Mai-

When people in the administration call you 'Busy Woman,' you know you work a lot."
—Mei-Ling McWorter '94

Phuong Bui '94. They juggle students, employers, and payroll while holding office hours to help students fill out their first W-4 forms. Mei-Ling works

PHOTOGRAPHS BY DENG - JENG LEE

an average of 15 hours a week at her SEO job.

"I've always had at least two jobs," she said nonchalantly. "I've never considered working just one. But I enjoy my jobs. I enjoy working in theatre, and I like having a voice in student employment issues such as job opportunities and pay raises." I was amazed as I added up what she had been telling me—she could be working more than 20 hours a week. She half smiled, clearly not glad she has to work that much, but accepting the situation. "Over the past four years, I've worked an average of 10 hours a week, unless there was a show going on, when I would work more hours, not always for pay," said Mei-Ling, who has also worked for the Annual Funds Office and the Black Cultural Center.

Those are her jobs that pay cash. The compensation for being a resident adviser in Wharton is that the cost of her room is deducted from her College bill. As an RA, Mei-Ling is on the hall as much as possible, serving as a social coordinator, a link with the administration, a listener, and a friend. Before classes started in August, the RAs took time out for a canoe trip, but Mei-Ling couldn't go; she had to plan for student employment orientation.

"I don't pay for my tuition, but I do pay for my books, design equipment, laundry, pizza, etc. I also help with transportation back home to Chicago. Last summer I lived in Los Angeles and worked as a legal intern for HBO. The experience turned out to be much more expensive than I had expected; I went into debt and am still paying it off."

Mei-Ling works for money, but she also works to get experience in theatre—her dream career—whether it pays or not. This past summer she got paid working with the Joseph Holmes Chicago Dance Theater as an administrative assistant. At night she volunteered as a stage manager for a new theatre company called MPAACT—Ma'at Production Association for African Centered Theater.

Mei-Ling's friends tell her that she works too much. "When people in the administration call you 'Busy Woman,' you know you work a lot," said Mei-Ling. But she also says that work has prepared her for life after graduation, when she might need to get extra jobs to pay the bills, especially if she pursues a career in theatre. This summer she had two days off between the end of her job and the start of RA training. Mei-Ling said, "I'm already prepared for the way the real world works when there's no summer vacation."

For seniors looking for work for after graduation, jobs are plans for next year. For Mei-Ling, Heidi, and Darius, working isn't something they are *planning* on doing. It is something they are doing and worrying about now. They've found ways to create interesting experiences out of the necessity of work, although perhaps at some cost to their studies or sanity.

Speaking of costs to studies, I need to get back to Emily Dickinson, whom I have been neglecting. I probably shouldn't have agreed to take time out to write this story, but then again, I needed the money. ■

Krysia Kubiak is a senior English major from Erie, Pa. She plans to attend law school next year.

Dallas Brennan is a senior from Monroe, Maine, whose main job is as one of two Paces Café directors. (The other is Sanda Balaban '94.) Paces Café is a small coffeeshop that serves students coffee and small meals cheaply from 9 p.m. to midnight during the week. "We are trying to create a weeknight home for intellectual conversation, personal indulgence, social interaction, and plenty of coffee consumption," said Dallas. As director, Dallas staffs and organizes the café, keeps budget and payrolls, and secures the kitchen, in addition to trying to create a new look for the café. She works 20 hours a week there, although she's salaried for 10, and also works about 2½ hours a week as a writing associate. "The school pretends that all activity and commitment beyond the classroom is a quaint little addendum to one's memories at Swarthmore," Dallas said. "I just wonder what people think will happen after Swarthmore."

THE COLLEGE TODAY

CLASSROOM VOICES

CURRICULUM CHOICES

By Rebecca Alm

DENG-JENG LEE

New courses, new programs, new ways of teaching established courses—there's a lot happening in teaching and curriculum at Swarthmore. Faculty members are talking about new ideas both in the classroom and outside it, and they are earnestly debating choices to be made at the College's heart—its educational program.

It's a cool, rainy September day, and 25 or so Shakespeare students sit, their desks in an approximate half-circle, in a bright new classroom in the Lang Performing Arts Center. Their books are open to Act I, Scene I of *A Midsummer Night's Dream*. Associate Professor Abbe Blum sits on the desk in front of the room and asks, "If you had to cast this play, whom would you choose for Hippolyta?"

The room is quiet for a moment while the students digest the unexpected question. "Sigourney Weaver?" one student suggests finally. "OK, good," says Blum. "What would make her a good Hippolyta?" The student thinks. "She's a female warrior type, tall."

A couple of other students are encouraged to volunteer their ideas: Grace Jones and Cher. "What's behind these choices?" Blum asks. "Is it important that Hippolyta be tall?" It turns out that it is—convention suggests that a powerful woman is a tall woman.

"What about Madonna?" Blum asks. Several nos and some laughter greet the suggestion. "Is Hippolyta sexual at all?" After some discussion Blum asks another unexpected question. "What's going on in the pauses, when no one is speaking?"

To illustrate the importance of the question and the possibilities it raises, Blum shows two versions of the scene on video, the 1968 Peter Hall version

and the more recent BBC version. In the first, there's an almost cloying sense of intimacy between Hippolyta and Theseus; in the second, resentment is palpable. Blum leads the students to discuss such things as physical distance, setting, costuming, gesture, and yes, what's going on when no one is speaking.

"Using the videos is one graphic, and also visual, way of showing what kinds of transitions can be made from literary texts to playscripts to different kinds of media," Blum explains later. "It gives the students a sense of what very different productions can do and what kinds of choices there are to be made in matters that seem less tangible when you're reading."

Blum emphasizes to the class that video is not equivalent to live performance, and so she also works with the Theatre Program and brings performances to the class, hoping to give students an idea of what it's like to act in the plays. One evening professional actors demonstrate sword fighting on the main stage of the Lang Performing Arts Center in a scene from *Henry IV, Part 1*. They show a half-dozen or so ways to die in a sword fight, then take suggestions and replay parts of the scene in different ways, giving the students an idea of what are good, or feasible, choices and what are not. On another evening, students see the balcony scene from *Romeo and Juliet* acted out in two different locations in Clothier Hall. Close to the end of the semester, they hope to take a trip to see a complete performance of a play.

"One of the preoccupations for me in teaching this course is the way in which the plays are alive and speak to different issues and qualities that are ongoing," Blum explains. And so she also emphasizes for students some newer perspectives on Shakespeare's plays, such as gendered notions of love and power and questions of class and race. "Because this is Shakespeare in the 1990s, the plays don't exist in the same seemingly timeless, hermetically sealed condition in which they might have seemed to exist at some times in the past. I want students to be aware of how the relevance of Shakespeare to each generation has changed. I don't think there's any way of making the plays really come alive if we don't have a sense not only of what the acting, performance, and textual conditions were in the 16th and 17th centuries but also what they are now."

On the one hand, the name Shakespeare suggest to many an unchanging literary tradition. But on the other hand, alternative ways of studying and understanding Shakespeare are possible, both through newer technology (VCRs and the accessibility of videotapes, for example) and through the paths scholarship has followed (taking up political, social, ideological, and gender issues, for example). The possibilities bring new excitement to the study of Shakespeare, and to other studies in the Department of English Literature as well.

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The curriculum is on the one hand a thing, the embodiment of courses that are described in the catalogue. But on a deeper level, it is an embodiment of the College's best ideas. And ideas change. Humans change. Knowledge changes."

—Philip Weinstein
English Literature

The department has been invigorated not only by new technology and new critical approaches but also by new subject matters. Assistant Professor Alexandra Juhasz, for example, came to Swarthmore in 1992 as the first specialist in film that the department has had; her courses on women and film have been very popular. This fall Associate Professor Woon-Ping Chin began as the first Asian American literature specialist in the department; she's teaching an upper-level course on Asian American literature and an introductory course called The Postcolonial Condition.

"Why teach this literature?" Chin asks rhetorically. "My answer is because it's good literature. It's not just for political reasons. The other reason is that it is an integral part, a missing part, of the American experience. It's another chip being added to the American mosaic.

"What's exciting to me is to be here and to be part of a national momentum. It's not as if we are doing something freakish or radical; it's national and global. When you look at global art movements and global resources, you see the channels opening up in the Pacific Rim. Asians will be some of the dominant voices in the 21st century in art and politics."

But exciting as they are, additions are not made to the curriculum, or to the "canon" of what English literature students read, without thought and struggle. Some ask what will be lost as new works and writers and types of literature get taken in. "What we want to avoid," says Professor Craig Williamson, the department's chair, "is the idea that we have to choose one set of writers over another. We don't feel that we need to choose between traditional and new writers but that we can do both, often integrated into the same course."

Associate Professor of English Literature Nathalie Anderson sees the department going through "a reconsideration of what we are able to cover. In the past the idea was that a few exemplary writers represented the best of a period, but choosing only a few has disenfranchised many people. Now a number of courses make an effort not to reject Hawthorne or Faulkner but to complicate that vision with the works of women and people of color." She points to a course in which Faulkner and recent

Nobel prize–winner Toni Morrison were taught together: "As humane, as broad as Faulkner's vision may have been, when you put it together with Morrison's, you see that Faulkner's is not broad enough."

"Somehow in the shuffle maybe some venerated writers *will* get pushed out," acknowledges Woon-Ping Chin. "The optimist in me says that the good writers will remain, that we won't stop teaching Shakespeare or Melville just because we're teaching Maxine Hong Kingston. I believe that the canon can be expanded to accommodate more rather than be rarefied and restricted to only a few giants."

It's not just in the English Department that such issues are being discussed and worked through on campus. Across the curriculum, there have been earnest and sometimes contentious discussions around the idea of multiculturalism, an idea that President Alfred H. Bloom made a centerpiece of his inaugural address in May 1992. Certainly the topic is much on the minds of members of the Department of Modern Languages and Literatures, which Russian Professor Thompson Bradley describes as "a department of five cultures" in itself.

How does this group see multiculturalism? "It's not a given that we're all trying to achieve," says Bradley. "It's the other way around. We're going to spend the next couple of decades trying to figure out the ways in which education has to change, and rather seriously, to reach the population of a changing world."

"The way I heard it," contributes Marion Faber, professor of German, "is that students should be educated to be in a class where they're both in and outside the culture at certain times, so that there's more than one cultural grounding going on at the same time."

George Moskos, professor of French and chair of the department, jumps in: "To our mind language teaching is the perfect intercultural experience. You're both within the language and without it at the same time, and there's a real complication of cultures."

Modern Languages and Literatures can contribute to a multicultural curriculum in several other ways, Moskos suggests. In order to follow the interests of students and faculty members and the direction in which the profession is going, the department has broadened its mission. For many years language departments taught language first "and then as a reward students were allowed to read the literature of the country," as Assistant Professor of German Hans-Juerg Rindisbacher puts it. Now the department explicitly includes what is called "cultural studies" in all its courses.

DENG - JENG LEE

Why teach this literature? Because it's good literature. It's not just for political reasons. It is an integral part, a missing part, of the American experience. It's another chip being added to the American mosaic."

—Woon-Ping Chin
English Literature

"Studying culture has always been an implicit part of our curriculum—you can't really teach language or literature without it. The change has been a more explicit recognition of that," Moskos explains. He points to specific courses that take a cultural studies approach, such as Contemporary French Rituals, taught by new Associate Professor Brigitte Lane, the first person the department has hired specifically to teach culture.

The department has also been teaching more courses on the literature and culture of other countries in translation. "We have the feeling that we, having bathed in a language and culture, are very well-placed to do it in English, knowing the nuances of everything we are teaching from the original language," says George Moskos. Another "hinge role" the department can play in multiculturalism is in the study of the language and literature of segments within the United States—like the study of Hispanic writers in America.

The forces behind multiculturalism are an increasingly international world and greater diversity at home, says Provost Jennie Keith. That's why multiculturalism, however you define it, has become a hot—and hotly debated—topic at Swarthmore. "The question is, 'So what for Swarthmore?'" she explains. "How should we respond?"

Last year a group of faculty members took up that question in the CEP (Council on Educational Policy) Task Force on Curriculum, originally set up last year by the College Planning Committee. How multiculturalism should be reflected in the curriculum was only one of the items on the task force's agenda, but it ended up taking most of the year. "In our naïveté we thought we could get that worked out in eight or 10 weeks," says the chair of the task force, English Professor Philip Weinstein, with a smile. "We spent the year generating ideas, with a lot of anxiety around us as to whether we would just wholesale try to remake the curriculum."

Jennie Keith explains some of the resistance faculty members have expressed. "Some people feel it's trendy; they worry we're going to do something superficial, like just stick in a couple of multicultural courses. There are deeper worries that we'll end up with some kind of 'political correctness' police looking at what people are teaching and saying, 'You're sticking to the old canon. That's not permitted anymore.' So some worry that they'll lose control over their own areas. But I don't think

either of those things is going to happen at Swarthmore—certainly not if I can help it."

One result of the discussion so far is an adjustment of terminology—some prefer to talk about "interculturalism" rather than "multiculturalism" because it implies an encounter across a culture into another rather than a simple multiplication of cultures. Another result is that a series of seminars, funded by a Mellon Foundation grant for curricular innovation, will be held over the next spring and fall for faculty members to discuss issues surrounding multiculturalism. Jennie Keith, who will coordinate the seminars, envisions them as a kind of "faculty honors." "We need to get our faculty to address questions of multiculturalism in a very serious way," she says, "asking broad questions like 'Does multiculturalism imply moral and ethical relativism?' as well as exploring specific topics, such as human rights, from various cultural perspectives.

"I want to hear all the voices, and I want to talk and work at this long enough so that we can look at all the hard questions," says Keith. "We're doing things the way we always do them at Swarthmore. We're taking our time and using our brains. We're not going to buy somebody else's solution."

As students file into the Hicks Mural Room, talking and finding seats, some eyes are attracted to the chalkboard in front of the cavernous room. Like graffitti, slogans are splattered across the board: "The general will against the will of the General"; "We want light! We want to study!"; "Mankind will not live free until the last capitalist has been strangled with the entrails of the last bureaucrat!" Apparently the students are accustomed to the murals that circle the room above eye level, for they don't rate a glance. They depict images dignifying work—smokestacks, farmers, a scientist bent over a microscope, a shovel and pick. Along one side is a painting of two hands, one dark brown and one unnaturally white, gripping each other over earth's horizon.

The class is called The Sixties: Years of Hope, Days of Rage. The teachers, Assistant Professor Meta Mendel-Reyes of the Political Science Department and Associate Professor Marjorie Murphy of the History Department, remember the '60s as part of their lives. The students hadn't been born yet.

Mendel-Reyes asks for a volunteer. She hands the woman who responds a worn red, white, and black flag. "Carry it as though you're picketing," Mendel-Reyes instructs the student, who marches in a circle in the front of the room a little self-consciously. Next Mendel-Reyes asks her to hold the flag up so everyone can see—it's a United Farm Workers flag with the words "Boycott Grapes of Wrath" handwritten across the top in faded black capital letters.

"What did you notice about the flag when you were walking around with it?" Mendel-Reyes asks.

"It was heavier than you'd think," the student replies.

"Why was it so heavy?" Mendel-Reyes asks. Then she demonstrates, holding the long, thick board that serves as its pole horizontally in front of her chest with both hands. "It's a self-defense flag," she explains. "This was a period when it took a lot of courage, not only mental and moral courage but also physical courage, to protest."

The topic for the day is the New Left. The slogans on the board are from student protest movements around the world, and Mendel-Reyes explains their significance, pointing to them one by one with the rolled-up flag.

The lecture is punctuated by frequent questions from students and comments and additions by Professor Murphy, who is sitting at a desk in the front row. At one point a student asks whether protesters took time to reflect on what they were doing. Murphy responds by telling the class how she felt when she heard that a group she was involved in as a student

PHOTOGRAPHS BY DENG--JENG LEE

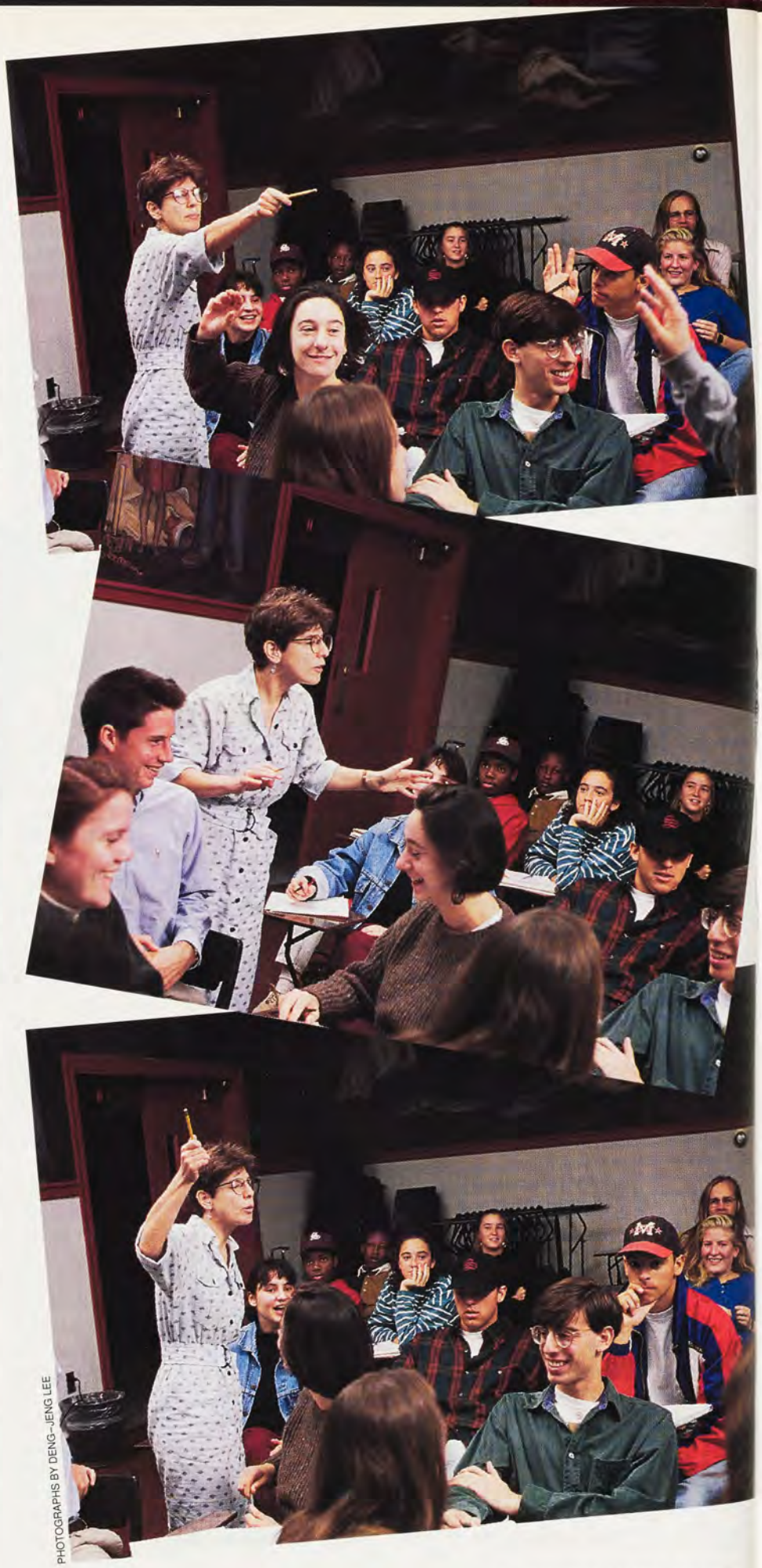
"A preoccupation for me in teaching Shakespeare is the way in which the plays are alive and speak to issues and qualities that are ongoing," says Abbe Blum of the English Literature Department.

protester in the '60s had bombed a church. That's when she began to think more seriously about what she was doing, she tells them.

"A lot of the issues of the '60s are issues we are still wrestling with," Mendel-Reyes says later. She gives as an example the issue of race, which was the subject of a class discussion of Black Power in the '60s: "It became clear that a lot of students in the class were using Black Power as a synonym for violence. They had no sense that it was a much broader concept having to do with self-determination, self-identity, and empowerment. After that class, some black students were saying that they were frustrated because they were constantly being required to teach other students about what it was like to be black. Some white students were frustrated because they wanted to be able to get past position-taking and be able to really talk. I find that these issues come up a lot in class, and I think it's good that people start to talk and to wrestle with them."

Mendel-Reyes also believes that the '60s can give students new perspectives on politics. "We have a real tendency to associate politics with great leaders. An important lesson of the '60s is that students and ordinary people got involved, trying to make decisions about their lives in ways we don't think of now. Students are attuned to the very passive version of politics that we have today, so they don't know that."

What is it like to teach about a period you've lived through? "I suppose you could say there would be a lack of objectivity," says Mendel-Reyes, "and that might be true. But I very much believe in making connections between the intellect and experience, so I think it's an asset that we can both draw on our experiences." Murphy adds: "You can't help your political point of view, whether you're studying the '60s or the Progressive Era or the Depression. To hide it behind other authors is less educational than to be very open about your political perspective and then remind students that this is a particu-



PHOTOGRAPHS BY DENG-JENG LEE

"An important lesson of the '60s is that students and ordinary people got involved," says Meta Mendel-Reyes, who teaches in a course on the decade.

lar take on a particular event."

"This is a course that's really exciting to teach because we're two different people from two different disciplines," says Mendel-Reyes. Team teaching is not less work, she says, since the two professors spend a lot of time coordinating and preparing together. But the rewards, for both students and professors, can be great.

Across campus, team-taught courses are becoming more popular; this semester's course schedule lists six of them, including Health Policy, taught by Professor Robinson Hollister of the Economics Department and Professor Emeritus David Smith of the Political Science Department, and From Revolution to Capitalism: Critical Issues in Contemporary Russia, taught by Assistant Professor Robert Weinberg in the History Department and Thompson Bradley in Modern Languages and Literatures. Bradley, who has team taught several courses, says interdisciplinary teaching can productively change the way a professor looks at his or her own field: "We get a chance to work with one another and learn from one another, and out of that comes interesting work of our own. There's a tendency to look at the benefits for students, but the reality is our sanity, our learning, and our development."

Provost Jennie Keith sees the breakdown of some disciplinary boundaries as a response to what contemporary scholars want to know. "We're discovering more areas like biochemistry or bioanthropology or women's studies where what we want to know doesn't fall neatly into the old disciplinary categories."

Team teaching isn't the only way that the faculty has been making connections between disciplines. Last year the College introduced three new interdisciplinary concentrations, Environmental Studies, Interpretation Theory, and Peace and Conflict Studies, which were added to eight already existing concentrations. (Twenty years ago there were only three.) Though this may seem like a departure from Swarthmore's strong departmental tradition, Jennie Keith sees a kind of continuity: "It's the faculty that always shapes our program. We don't have a bunch of administrators or a state legislature that decides what we're going to teach and what we're going to require. Groups of faculty members want to do things for intellectual reasons, and they make proposals that are discussed in faculty meetings and voted on."

By its very nature, the field of environmental studies is interdisciplinary. Different people from different fields bring their tools and their perspectives to bear upon the problem."

—Arthur McGarity
Engineering

DENG-JENG LEE

The Environmental Studies concentration was approved by the faculty in 1991 and had a successful first year last year. Three students graduated with the concentration, and around 10 will graduate this year. Engineering Professor Arthur McGarity and Biology Professor Jacob Weiner are coordinators, and the committee includes faculty members from Psychology, Philosophy, Economics, and Religion as well. "By its very nature, the field of environmental studies is interdisciplinary," says McGarity. "Different people from different fields bring their tools and their perspectives to bear upon the problem.

"This is something students from any major could do. If they're more interested in the technical or scientific side, they may have a major in engineering or biology. If they're interested in the policy side, they could have a political science major. If they're interested in environmental ethics, they could be philosophy majors. All these fields have something to say about environmental problems."

McGarity gives an example from last year's Capstone Seminar, which is required of all senior concentrators. The three students, who majored in engineering, math, and psychology, looked at considerations of energy use in the planning process for Trotter Hall and Swarthmore's north campus. What could a psychologist contribute? In illustration McGarity says, "One question we studied was whether air conditioning was really necessary. So the psychologist looked into the psychology of the need for air conditioning—is this something people become addicted to?"

The Interpretation Theory concentration, coordinated by Psychology Professor Kenneth Gergen, was a more difficult sell to the faculty. "This concentration barely scraped through," Gergen says. "It took four faculty meetings, two years, and endless hours of discussion, and even then it almost failed to pass. For a lot of people, even at Swarthmore, this is an explosive kind of study, threatening."

Interpretation Studies is threatening perhaps because it questions not only what we know but the way we know things in general. "Whatever knowledge is," Gergen says, "it is generally presented to us in linguistic form. In the past it has generally been believed that there is a close relationship between the linguistic interpretation and the thing itself, so that a good text is going to have some kind of mirrorlike relationship with the object. In the last 20 years, there have been a number of strong critiques of that view of language. We more or less presume that we're reading about the thing itself when in fact we're getting processes that intercede."

Across many disciplines scholars have become interested in what Gergen calls "the constraints built into language." Social theorists are concerned about why some representa-

tions are privileged over others in communities; scholars of the history of science study the ways in which scientific theories get to be championed as true; feminists and others who are concerned with value positions examine the kinds of ideological biases that are built into language. "It's a set of concerns that emerge in a variety of disciplines," Gergen says, "each of which has a piece of the problem and a slightly different emphasis."

Gergen gives an example from the sciences, where most people might think interpretation is less biased. "When explaining human fertilization, biology texts present as neutral, objective, unbiased fact a picture of a rather stable and unmoving egg and very active sperm. The sperm are given the credit for all the activity, and the egg is pretty much passive. But feminist critics point out that you could easily take the same 'facts' and give another interpretation. You could look at those sperm as pulled in by the liquid surrounding the egg. Giving the sperm the active role carries with it certain sorts of cultural biases about the active male.

"I'm not saying to get rid of all the biology texts or other texts," Gergen continues. "The point is not to somehow 'get it right,' to make sure we've got all the biases taken away. The point is to be aware of the ways in which interpretation is limited—to be humbled by the problem of objectivity or truth."

These aren't just Swarthmore discussions, Gergen emphasizes—"They're teeming across the country and across all of Western civilization. This is an attempt to get some of this excitement, this ferment, into Swarthmore's undergraduate curriculum in some organized fashion."

Peace and Conflict Studies, the third concentration that began last year, is one that builds on the College's Quaker roots and resources, according to Professor and Friends Historical Library director J.W. Frost, the concentration's convenor. "We can't all agree on exactly what the Quaker tradition is," he says, "but certainly we know that it involves peace. And we have one of the premiere libraries on peace in the world; the curriculum should take advantage of that." At the same time, Frost sees peace studies as a vital and changing field today. "During the Cold War," he says, "we talked as though the problem for peace was preventing nuclear war between the United States and the U.S.S.R. Now we see that the problems for peace are what they've always been: racism, inequality, ethnicity." All concentrators take Introduction to Peace Studies, and courses to fulfill the concentration's requirements are offered at Swarthmore, Bryn Mawr, and Haverford in history, philosophy, political science, religion, and sociology/anthropology. Frost would like to see courses on the literature of war, ecology, and weapons development offered in the future as well.

DENG-JENG LEE

Meta Mendel-Reyes of the Political Science Department and Marjorie Murphy of the History Department team teach a course on the '60s.

The Women's Studies Program, which has existed at Swarthmore since 1986, provides an example of how interdisciplinary concentrations can grow and reach out across campus. The catalogue lists courses that can count toward the concentration in 16 departments and programs, including Biology, English, History, Music and Dance, Psychology, and Religion. "A couple of years ago we did a survey of what departments offer courses toward the concentration," says English Professor Nathalie Anderson, the current coordinator of the program. "There were several departments that didn't have courses, so we began to make bridges to them." As a result, some faculty members began devising courses that related to women's or gender issues, and others are considering doing so. The number of concentrators has increased from around five in the first few years to around 25 now, with many more students taking significant numbers of the courses without concentrating.

While some Women's Studies courses are specifically about women (such as Women in Classical Literature), more frequently the courses look at representations of gender or the way that gender can be defined. The Women's Studies Program is also the main place where gay and lesbian studies have appeared on campus. "Gender is such a central, vital, compelling topic—what constitutes the difference between the genders and how that is circumscribed by historical and cultural circumstances," Anderson says earnestly. "These issues are so pressing for everyone that it's no surprise that virtually every department already incorporates something to do with gender in some of its courses."

Anderson looks back on her own education, when there were no courses offered in women's concerns, when it was possible "for both women and men to suppose that women did nothing, women wrote nothing, women thought nothing, and the women in the class studying what women didn't do were not going to do anything either." She's happy to report that "a young woman coming to school now has a much better opportunity to see the complexity of the world than she did even five or 10 years ago."

Click click. Click. Click click. Over the quiet and steady hum of 13 computers, you can hear the insistent rhythm of clicks and double clicks as 14 students in CS 10, Great Ideas in Computer Science, work on creating a simple spreadsheet. Mingled with that sound is the more steady pace of tapping on the keyboards punctuated by an occasional decisive swipe at the return button.

In the computer classroom on the second floor of Beardsley, there are human sounds too—the murmur of voices and occasional quiet laughter. A hand goes up, and Charles Kelemen, professor of computer science, comes from across the room to squat next to the student. She points to her screen, asking about something she sees there; "That's strange," says Kelemen. He asks her some questions and fiddles a bit. "It must be kind of confused, I'll tell you that," he continues.

After a while he moves on, bending to look over students' shoulders to their screens. The directions for the day's activities begin: "Hi. Just like last time, the purpose of this class is to learn lots and have some fun. Relax. Do not hesitate to ask questions."

After a brief discussion with one student, he stands up straight and puts on a "classroom voice": "If you learn one thing in this class, it should be this—Don't believe something just because your computer says it. Always check to see if the numbers make sense." Other than a few introductory remarks, that seems to be the lecture for the day.

This is the second year that CS 10 and CS 20, the next course in the program, have been offered. Before that, there was only CS 15. "In CS 15, which was the introductory course for everybody," Kelemen says, "a third of the students were lost and a third were bored, so the middle third were the only ones being served."

And that wasn't the only problem. For some time Kelemen, the director of the Computer Science Program, had been concerned about the small number of women and minority students in computer science in general and at Swarthmore in particular. "A couple of things combined to make me start thinking about this," Kelemen explains. "Swarthmore had a visiting professor, Uri Treisman, come a few years ago, and he was doing work on attracting minorities into mathematics. Around the same time, my fifth-grade daughter, who had always liked science and still seemed interested in it at home, came home from school one day and said, 'Science is boring.'" Kelemen started to read and talk to others about how women and minorities could be encouraged to take science courses and computer science in particular.

DENG-JENG LEE

Language teaching is the perfect intercultural experience. You're both within the language and without it at the same time, and there's a real complication of cultures."

—George Moskos
Modern Languages and Literatures

"For a while I went along with the idea that science is neutral, not gender or race biased, but then I came to understand that even if the material is nonsexist and nonracist, the milieu in which it is taught might not be," Kelemen says. One problem that particularly afflicted CS 15, he realized, was "hidden prerequisites." Although the course did not officially require previous computer experience, in fact teenage boys were more likely to have played with computers than girls, and so they had an advantage. In addition, Kelemen discovered, studies have shown that women are more likely than men to dislike the perceived competitiveness of the sciences and that across the curriculum women are more likely to be interrupted when they're talking.

To address some of these problems, Kelemen created two courses where there used to be one. CS 10 is a course for beginners; no previous computer experience is assumed and programming is not emphasized, though some is included. Students with significant computer experience, as well as those who have completed CS 10 and want to continue in computer science, take CS 20, which concentrates more on programming.

Kelemen minimizes competition in CS 10 by making assignments in groups, trying to "remove elements of individual competition." Groups of three work on a final project, which is presented to the class at the end of the semester.

The problem of women being interrupted in class proved to be perhaps the most insidious, Kelemen found. Before the students chose groups for their final project, he pointed out this danger to them, hoping they'd keep it in mind as they chose and worked in their groups. "I was dismayed," he relates, "when one group, two men and one woman, gave a presentation that I thought was good, and a few women students on their evaluations said that the men interrupted too much. I and most of the class hadn't noticed it, but when I thought back on it, I realized that they *did*."

Other departments and programs at Swarthmore have begun looking at their introductory courses as well. Provost Jennie Keith sees this as an attempt to open up more disciplines to more people. "Anybody here," she says, "is probably capable of being introduced to any subject that we teach. Some faculty members are making great efforts to counteract the feeling some have that they can't learn some subjects, and Charles Kelemen is a great example."

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THE COLLEGE TODAY

JOIN THE CLUB

By Rosemary Smith

In Swarthmore's club sports, the emphasis is on meeting people, making friends, and having fun.

WALTER HOLT

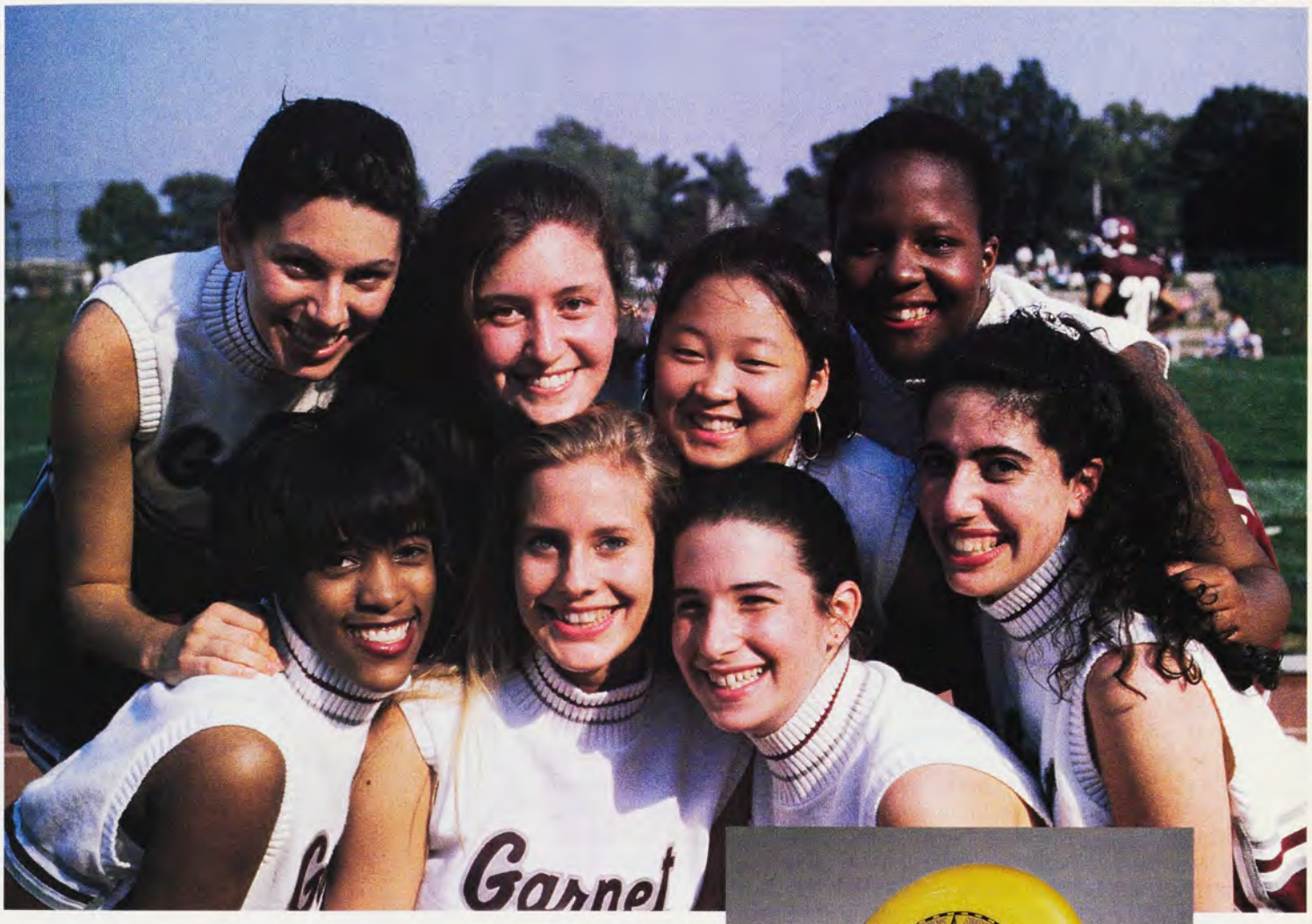
In addition to 22 varsity sports on campus, there are eight active club teams, including men's badminton.

"Come on out and play." For many of us, the phrase is reminiscent of childhood, yet it also applies to club sports at the College. Most of the students at Swarthmore who actively participate in club sports became involved through a similar open-ended invitation to come out, learn a new sport, and, most of all, have fun.

In addition to Swarthmore's 22 varsity sports (in which more than 30 percent of students participate), there are currently eight active club teams on campus—men's badminton, cheerleading, sailing, men's and women's rugby, ultimate frisbee, squash, and men's volleyball. Unlike club sports at most institutions, Swarthmore's club sports fall under the administrative umbrella of the Athletic Department. According to athletic director Robert E. Williams, the members of club sports teams receive the same benefits and attention as do varsity athletes. Club athletes are insured by the College, they are treated and cared for by members of the athletic training staff, and they are fit into the overall scheme of things for use of facilities and fields. But despite the backing by the Athletic Department, club sports at Swarthmore are basically student-run. And those students who have chosen to initiate and organize club sports are wearing *many* different hats: They are administrators, secretaries, coordinators, managers, coaches, players—and still students.

Only two clubs have the direct support of members of the Athletic Department. Squash has the assistance of men's tennis coach Mike Mullan, while women's varsity badminton coach Eleanor "Pete" Hess has taken the men's badminton team under her wing. When asked about how men's badminton evolved from what has been a women's varsity sport here since before World War II, Hess explained that as years went by, men began coming to Swarthmore who knew how to play the sport or whowere interested in learning. Rather than squelching this interest, the women invited men to join them at their

STEVEN GOLDBLATT '67



WALTER HOLT

Go team! Cheerleaders (back row) Gena Merliss '97, Janine Sperman '95, Julie Suh '97, Tanisha Little '97, (front row) Dionne Drummond '97, Annika Rockwell '95, Elizabeth Hirshfield '96, and Suzannah Cole '94.

practices and at open tournaments. Hess notes that it is typical of Swarthmore to present opportunities for students to meet their skill and/or interest levels. For example, Jeff Switzer '94, who had been a junior national champion before coming to the College, has twice represented Swarthmore at the badminton Nationals. Hess says, "It's students like Jeff whom we want to include in programs and give the opportunity for competition at a higher level."

Although the other club sports on campus do not have staff coaches who provide direct support, the attitude that clubs should meet students' various interests appears to have been at the heart of their creation. For example, women's rugby was organized six years after men's rugby began. When women saw the sport being played and became interested in playing themselves, they initiated a new club. With the help of Alex Curtis '89 and David Pope '89, who were injured men's team members in 1986, the women were able to learn the fundamentals of this rough-and-tumble sport. Today, if you pass Du Pont Field in the late afternoon, you can see the result: This fall women's rugby has the largest roster of

all club sports, drawing between 30 and 40 women.

Likewise, cheerleading has been rejuvenated because of the energy and interest of students. Co-captain Annika Rockwell '95 says that cheerleading was dying out at the end of the 1992–93 school year. But through word-of-mouth she was able to attract the attention of other women on campus, and the squad is back on its feet. In addition to finding enough other students to create a squad, Rockwell also found a co-captain in Elizabeth Hirshfield '96. For many of the team's members, including Hirshfield, cheering is a new endeavor. "I've just always wanted to cheer," she says.

The student leaders of these clubs have similar feelings about not having the direct supervision of a coach. Paula Garrett '95, president of the women's rugby club, said, "We'd do better with a coach, but something would be lost too." Many of the teams do from time to time get outside assistance from interested alumni, former players, and other coaches. These outside participants help the teams perfect their fundamentals and learn new skills. But on most days, the team members are taught by their peers. The fact that the teams do not have coaches allows for a more flexible and casual atmosphere at practices.

But because these club sports are student-run, many of the administrative and organizational duties fall on the shoulders of the teams' presidents and captains. Matt Schenk '95, co-captain of the men's volleyball club, says that he has gotten most of the information he has about how to run the team from "the notebook," which is passed down from captain to captain each year. Both men's and women's rugby fall under the jurisdiction of a governing body called the Eastern Pennsylvania Rugby Union, which sets standards and maintains rules. For example, the Union requires that each team have a president, treasurer, and match secretary, and it imposes a $500 fine on any team that does not show up for a scheduled match. Like rugby, ultimate frisbee has a governing body—the Ultimate Players Association.

WALTER HOLT

Because club sports are student-run, many of the organizational duties fall to the teams' presidents and captains.

Although outside programs exist to assist with organization and legislation, the legwork for making club sports efficient, successful, and fun is still left up to the students. Before the start of each season, the groups must come up with a schedule of games. For rugby this responsibility falls with the match secretaries. According to Darin Friess '95, co-captain of the men's rugby team, match secretaries spend a good deal of time during the summer telephoning other match secretaries in order to get the teams' schedule set for the fall. Both rugby teams play six or seven games in the fall and in the spring. Volleyball and ultimate frisbee have captain's meetings before the start of their seasons to schedule matches. Although both Schenk and Willie Young '94, captain of the ultimate frisbee team, admit that these meetings can be a bit chaotic, they both feel that they serve their purpose well. Men's volleyball plays approximately 12 matches during the winter season, while ultimate frisbee schedules about 16 games (four games at each of four weekend tournaments) for both the fall and spring seasons.

Coaching and teaching their teammates is another duty of the student leaders of the these clubs. Rockwell and Hirshfield usually talk on the

Janine Sperman '95 was recruited to help revive the cheerleading squad, which was dying out at the end of the last school year.

WALTER HOLT

STEVEN GOLDBLATT '67

Winning isn't everything for students who take part in club sports. Instead, the focus is more on the social aspects of the game.

phone before practice, discussing what cheers to teach and how to go about it. Rockwell says, "I spend a lot of time worrying about what I'm going to do at my next practice." Friess also points out that "not only do you have to teach everyone else, but you also have to worry about what you're doing yourself." Another coaching responsibility that these students must consider is playing time. Garrett says that because you can't make substitutions in rugby, "What determines who plays is talent—and who's always at practice." She and Friess noted that both the men's and women's rugby teams field both A and B side teams in order to ensure that everyone gets to play. With ultimate frisbee, which has unlimited substitutions, the problem is the number of players allowed to be on the field at one time. Young says, "It becomes difficult when you can only play seven people at a time and you have 23 people there." Nevertheless, he makes an effort to have everyone play as much as possible.

In terms of success, each team has its own story. Friess emphasized the improvement that has occurred with men's rugby. After continually losing to Princeton, the Swarthmore Evil Buzzards decided to analyze what it was that Princeton was doing in order to win and to try to incorporate that into their own game plan. This fall Swarthmore defeated Princeton for the first time. Garrett and Young also stressed the improvement that their respective teams have shown. Garrett says, "We've gotten a lot better. We finally beat Bryn Mawr this season. There's a better understanding of what we're supposed to be doing." She pointed to the assistance of Tobin Piker '92, a former men's rugby player, as having had a positive effect on the team's performance. Young says of his Swarming Earthworms, "We used to get beaten 12 or 13 to 1 and go home. This year we're more competitive." Although the team has won three games this season, Young admits that "we're still not a powerhouse." Two goals for the men's volleyball club in the upcoming season are to beat Haverford and to win at least one game against Villanova.

Yet when it comes right down to it, winning is not everything for the members of club sports. Instead, they focus more on the social aspects of the game—meeting people, making friends, and having fun. Garrett captures this philosophy when she says, "We just lost really badly to Princeton, but we had a lot of fun." In fact, rugby parties are usually scheduled right along with the games and tournaments. Friess went so far as to say that the visiting team tends to feel guilty if only a few people can stay for the after-game party. The social aspect of volleyball is carried over to the outdoor courts that dot the Swarthmore campus, while ultimate frisbee enthusiasts engage in frisbee golf when they want to have a completely social atmosphere. And even though cheerleading is not a competitive sport, the social aspect of club teams still exists. Rockwell says of her freshman and sophomore years in particular, "The women who were on the squad were my closest friends."

For these students-players-coaches-administrators-coordinators-and-managers, the reward is the camaraderie and opportunity for competition that their clubs provide. With fun and friendship as the underlying factors to the success of club sports at Swarthmore, it seems that the question "Will you come out and play?" will continue to be answered with a resounding "Yes!" ■

Rosemary Smith is a 1993 graduate of Hartwick College. She is Swarthmore College's director of sports information.

In My Room

SHANNON BRIGMAN '94
Hallowell 211

When Shannon Brigman was assigned to Hallowell as a senior resident adviser, she knew she had a decorating challenge ahead of her, "and posters alone just weren't going to do." So she attacked the white cinderblock walls with indoor/outdoor paint, purchased in primary colors and mixed for browns and greens, and created a new friend. "She makes me feel calm and peaceful," says Shannon. "I wanted her to look friendly and welcoming—that's why her arms are outstretched—but I also wanted her face to look a little sad, like she had a past." Shannon is an English/biology double major with a concentration in women's studies, and yes, she did promise to repaint the wall at the end of the school year.

They are spare rooms, cluttered rooms, rooms with a view, small rooms, ample rooms, shared rooms, rooms of one's own. They are dorm rooms, rooms that reflect better than any statistics the diversity of Swarthmore students.

We found the rooms for this photo essay by sending a message to all the resident advisers (RAs) asking them for nominations. We were looking for rooms that were interesting or unique and, most important, that reflected the personalities of their occupants. The response was great, and we saw more wonderful rooms than we had space to feature.

It's no coincidence that five of the seven rooms we chose belonged to seniors. Students' dorm rooms do reflect what's going on in their lives. A first-year student's room often is characterized by reminders of home—postcards from friends, high school or hometown memorabilia. As the years progress, it becomes evident in the rooms that this *is* home, and the individuality expressed therein mirrors the maturation that has taken place.

—Nancy L. T. Lehman '87

PORTFOLIO OF PHOTOGRAPHS BY DENG-JENG LEE

WILL BUTTRAM '94
Wharton C-101

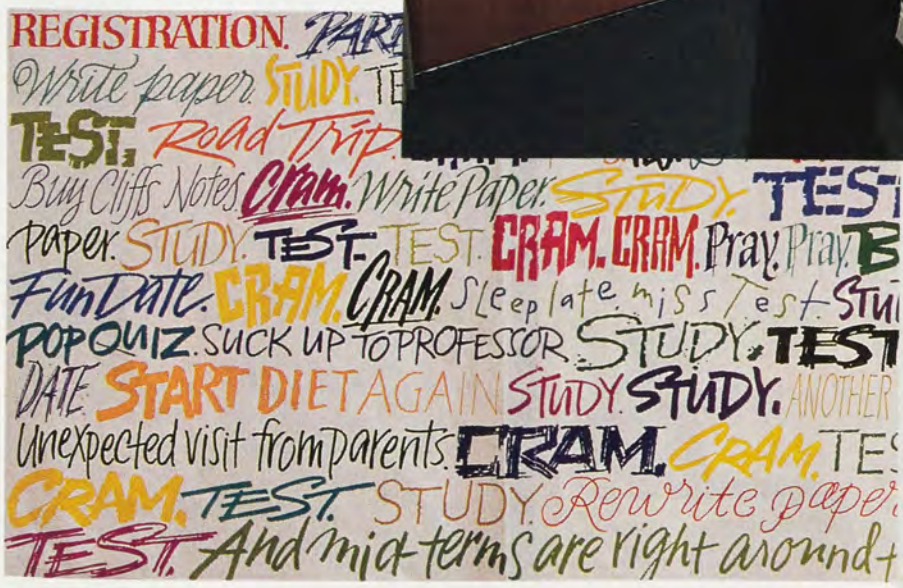
What does your room do for you? "It's a good place to keep my computer," says Will Buttram '94. And what does your computer do for you? "Everything." Will Buttram can reach his whole electronic world from one swivel chair in Wharton. His electric guitar, television, refrigerator, microwave, keyboard synthesizer, computer, CD player, and telephone are all within a few feet. This year the senior music major plays in three bands (last year there were five or six), sings in the College chorus, and does "some solo stuff." His musical taste ranges from Louis Armstrong to Eric Clapton to Igor Stravinsky to the rap group Extreme. The future? "Performance, production, composing—all of this. I realize now that everything I have is here."

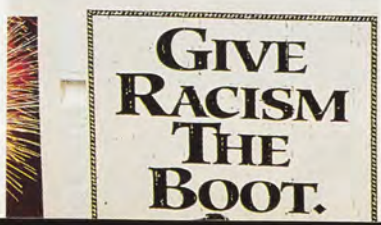
KELLEY BORG '97
SARA JANSSON '97
EMILY MARSTON '97
VIRGINIA TENT '97
Wharton B-204

As each of these first-year students showed up for the photo shoot, she explained how well the roommates had gelled by describing their method of decorating the shared living room. "For example," they all started, "we took the postcards we'd all brought and put them in a big pile in the center of the room and chose the ones we all liked, then mixed them together in collections around the room." When Kelley, the last to arrive, started the story, it was met with peals of laughter from the other three. "We've all told her already!" And peals of laughter filled the room often as Kelley Borg from Vermont, Sara Jansson from Japan and Sweden, Emily Marston from Westchester, N.Y., and Virginia Tent from Birmingham, Ala., played cards, took a long-distance, trilingual call from Sara's mother, and told stories about their first months at Swarthmore. One gets the feeling that this quad is off to a good start.

Tomorrow I purpose to regulate my room. —Samuel Johnson

DEREK LUMPKINS '96
Dana 08
The new "substance-free hall" in Dana attracted Derek Lumpkins, a sophomore planning to major in English literature. "I don't care if people want to drink," he says, "but if they throw up in the bathroom, I don't like that." The hall has seven women and six men, all of whom have pledged to eschew alcohol, smoking, and drugs while living there. Lumpkins decorated the hall outside his room with favorite musicians, pictures of hometown Boston, and a few political statements. "It represents what I think and how I feel about images and words," he says.





There's a world where
I can go
And tell my secrets to,
In my room, in my room.
—The Beach Boys

CAITLIN MURDOCK '94
EMILY MAGUIRE '94
Parrish 314 and 316

Former roommates Caitlin Murdock and Emily Maguire chose singles across the hall from one another in Parrish for their senior year, and in many ways they seem like roommates still. Both rooms are decorated with their favorite art and reminders of their travels—Emily, a sociology/anthropology and Spanish double major, spent last year in Madrid; and Caitlin, majoring in history and minoring in German, spent a semester near Hamburg. "I like a lot of color and light, *" Caitlin says, as both women laugh, pointing to the number of lamps augmenting the huge window in her room. "I like color and texture," Emily adds, "but* spareness. *I need clean spaces." It was only after an "intense custody battle" that they managed to divide their two joint purchases—Emily got the refrigerator in exchange for the coveted Persian rug, purchased for $20 at the Presbyterian church in the Ville.*

ZACH KRON '94
Parrish 321

"If I'm going to live here, I might as well make it something good," explains senior Zach Kron about his room on the third floor of Parrish. And "good," at least to start, meant the construction and installation of a new door. Fortunately this senior art major had access to the necessary space and tools in the wood shop in the basement of Beardsley, where the door took shape. He started with measurements and drawings, then built the wood frame and poured the plaster. "I got five friends to help me haul it up here, then I fit it in with a power grinder."

Since building the door, Kron has filled his room with objects, including his own abstract sculpture (left). There is no computer here—and no huge shelf of books. This is the room of an artist. ■

THE COLLEGE TODAY

STEAM HEAT

It's fall and the temperature is dropping, but don't worry. Here comes 80 million pounds of steam.

Saturday, October 9, was a glorious autumn day at Swarthmore, perfect for the Fall Weekend activities that drew several hundred alumni and parents to the campus. The trees along Magill Walk were just beginning to turn, and the thermometer hit 78 as the Garnet battled Muhlenberg at sun-drenched Cunningham Fields.

By Sunday night, however, the alumni and the sunshine were gone—and the temperature had dropped to the raw low 40s. As he walked the 50 yards from his campus house to the heating plant before sunrise on Monday morning, maintenance man Rick Kelly didn't need to be told that it was time to make more steam. He thought about which boiler was already fired up and ready to deliver.

At the heating plant, Kelly and Herb Graham, who together run the College's four boilers, talked with Jeff Jaquith, who programs the College's computerized energy management system (EMS). They had hoped to turn on the heat October 15, but it was too cold to wait.

The residence halls went on first, at about 6 a.m., followed by classroom and office buildings about an hour later. By 8 a.m. every building that needed heat was on line, but it was tricky to keep up with the demand, says Jaquith. "To save energy we try to run the smallest boiler possible, and we don't have much steam capacity this early in the season. So I try to program the system to cycle buildings on and off, shedding the load on a rolling basis to keep the overall demand within our limits."

"It's tough," agrees Ralph Thayer, director of the College's maintenance operations. "By this afternoon the temperature will reach 60 degrees, which is above our cutoff point for most buildings. This is the hardest time of year to keep everyone comfortable, and we get our share of complaints."

The HVAC utility crew, led by Tom Cochrane, includes Kelly, Graham, Jaquith, and utility tradesmen Gus Agostinelli and Warren "Gator" Johnson. They take the complaints seriously. Each one is investigated, and if there's a problem, it's fixed as quickly as possible. Tradesmen by choice, they know that their work has as much to do with accomplishing the educational mission of Swarthmore College as that of the loftiest Ph.D.

Keeping Swarthmore warm in winter and cool in summer—and doing it at the lowest cost—is the goal. Thayer, who came to the College in 1989 from Westminster Choir College in Princeton, N.J., supervises the system and buys the energy. In summer electricity does most of the job, running huge "chillers" in the more modern centrally air-conditioned buildings and scores of room units in other places. But in winter the College turns to two other sources of energy—natural gas and No. 6 fuel oil. Depending on the demand for heat—and the best available price—Thayer decides which to burn. The boilers are configured for dual fuel use and are easily converted from gas to oil and back.

This allows Thayer to purchase fuel from month to month on the spot market, where competition is fierce. "It's amazing how many pennies can get shaved off the price when the word 'competitor' is mentioned," he smiles. Gas is purchased at the lowest rate from either the Philadelphia Electric Co. or one or two other suppliers under an interruptible contract that allows PECO to cut the College off at times of the utility's peak demand. Oil comes from a variety of vendors ("They call me at the end of the month," says Thayer. "They're anxious to sell their low-sulphur No. 6.")

By Jeffrey Lott

DENG-JENG LEE

Rick Kelly (left) and Herb Graham run the College's heating plant. The steam generated here warms 31 buildings.

and is delivered hot in 6,500-gallon tank trucks—heated to 130 degrees because this oil is so thick it won't flow at normal temperatures. Thayer stores up to 30,000 gallons in heated underground tanks near the railroad tracks—a week's supply in the coldest winter weather.

It takes a lot of fuel to heat the 31 buildings connected to the College's steam plant. In 1992–93 the College burned more than 42 billion cubic feet of gas and nearly 250,000 gallons of oil in order to convert 2.1 million gallons of water into 81.3 million pounds of steam. When it leaves the boilers, the high-pressure steam (70–90 psi) is about 320 degrees. Inside insulated 6-inch mains it ducks under the tracks and climbs past Sharples Dining Hall to Parrish Hall in a 1,100-foot-long underground tunnel, branching along the way to other destinations.

The steam serves several functions. It heats, either directly or converted through heat exchangers for pumped hot-water systems; it makes domestic hot water; and in Sharples Dining Hall, it helps to cook more than half a million student meals each academic year. In the future, steam will actually provide cooling in a new central chilled water loop being planned for McCabe Library and several other buildings. The College will soon replace its aging CFC-based chiller in McCabe with an absorption chiller that uses heat from steam to evaporate and distill a lithium-bromide salt solution to provide cold water for air conditioning.

Tuesday morning, October 19. The cold snap is a memory and the weather has been more normal, with cool nights and days up in the 60s. Back in what they call the "war room," Jeff Jaquith sits at one of two computer terminals. Though he's less than 30 feet from the boilers, it's relatively quiet in this windowless space. If you listen carefully, you can hear the rumble of the boilers as the steam muscles its way into the mains, but Jaquith is absorbed in the numbers. Dozens of sensors across campus are reporting to his terminal.

"It's 64 in the dance studio in the PAC," he says. "[Dance Program Director] Sharon Friedler isn't going to like that, but I've explained the system to her and she pretty much understands." He's referring to the fact that the Lang Performing Arts Center, like most campus buildings, has an "either-or" system—you can either have air conditioning or heat, and once you make the switch it's tough to go back.

Yet in fact, the LPAC has been switched twice in the past 10 days. It needed heat a week ago, but then the Scott Arboretum had a big conference in the theater and the horticulturalists would have been in a hothouse had the AC not been revived. "It took me nearly three days to get the water cooled off to the point where I could switch over to the chiller," says Jaquith. "And now we have to turn around and heat it."

He punches a few keys, looks at the screen again, and scrolls down to another set of numbers. "Let's see if

we can shut Rick's boilers down by bringing up the heat all at once," he jokes. Jaquith is often ironic, using humor to soften the seriousness of his work. A former machinist with an electronics background, he's been at the College four years, and he likes the place. Beardsley Hall is on the screen as Ralph Thayer wanders in to take a look.

"Beardsley's doing well," smiles Jaquith. "They're cooking."

"Seems like they're always cooking downstairs," observes the plainspoken Thayer. He's thinking of the critical mass of computers in Beardsley's basement, where the College's central computers crank out both bytes and BTUs.

"It depends on who you talk to down there—whether they're cooking or not," says Jaquith.

"Oh, you mean some actually like it?"

"Yes. For the others I'm going to issue ice packs. It's a lot easier than balancing the heat in that place."

Over in the boiler room, Herb Graham looks at a recording instrument. Three pens track colored lines like an electrocardiogram on a circle of paper, monitoring steam flow, flue temperature, and oxygen levels in the boilers.

"It always varies," says Graham, who saw his first big boiler in the belly of a Navy cruiser in 1944. "Anytime anyone takes a shower in Wharton or they open up a steam kettle in Sharples, you see this go up and down."

Graham is exaggerating a little, but the changes in demand on a system like this are quite real. The crew has to be attuned to the daily lives of everyone on campus. Morning showers, meal preparation, a swim meet at Ware Pool, a night class in Trotter Hall—everything takes a chunk of energy. The energy management system is like a throttle that seeks to match the load to the capacity of the boilers and the College's energy conservation goals.

"We read every piece of literature we can get our hands on to find out what's going on," explains Jaquith.

PHOTOGRAPHS BY DENG-JENG LEE

Top: *Gus Agostinelli (standing) and Warren "Gator" Johnson in the 1,100-foot underground tunnel that connects Parrish Hall with the College's steam plant.*
Bottom: *Jeff Jaquith points to the screen as he and Director of Maintenance Ralph Thayer discuss the College's computerized energy management system.*

And while they get schedules from several official sources, even impromptu parties or special events rarely escape their notice. All go into the computerized schedule and are balanced with other heating needs in order to tame the overall demand.

Parrish Hall, for instance, gets heat in 32-minute cycles when the outside temperature drops below 62 degrees. (As the season progresses, this setpoint is reduced to 55.) The heat exchanger is then "locked out" by the EMS for 14 minutes when the outside

If you listen carefully, you can hear the rumble of the boilers as the steam muscles its way into the mains, but Jeff Jaquith is absorbed in the numbers.

air is 60 degrees and for shorter periods as the weather gets colder. "It's rare that anyone notices the subtle control we exercise," says Thayer.

Parrish Hall's recently replaced windows have reduced the need for heat in the past year, but it's still a big load. McCabe Library, on the other hand, gets virtually no steam until December. It's built like a fortress, sealed up like a pickle jar, and full of hot lights and busy people until all hours of the night.

More typical are the residence halls. In the daytime Dana/Hallowell gets heat 52 minutes of every hour. Except in the coldest weather, it is throttled back to a lower temperature from 11 p.m. until 6 a.m. on the (as yet unproven) theory that students are sleeping then. "We do get heat calls from the dorms in the middle of the night," Jaquith says, smiling again. "When we catch up with the student, he says, 'I was sitting there at 1 in the morning....' Well, at 1 in the morning it's not going to be quite as warm in there."

An alarm message flashes on the screen, indicating that the campus is calling for more steam than Jaquith has available. They are still firing only the smaller boiler, sending out about 7,000 pounds of steam per hour. In a week or two, they'll need to start up one of the big boys, but meanwhile Jaquith concentrates on shedding demand where it's not absolutely necessary.

There's a lot more to turning up the heat than just starting a fire. All year round, routine preventive maintenance has to be done on the hundreds of pumps, valves, heat exchangers, air handlers, and hot-water systems. Up on the north campus, "Gator" Johnson and Gus Agostinelli look at a computer printout—their schedule for the day.

The first stop is Du Pont, where they remove a ceiling panel in room 240, Professor Robert Pasternack's research lab. Working quickly, they lubricate the motor and fan bearings of a ventilator, checking the fan belts, fasteners, and ductwork. There are five ventilation units in this living room–sized lab, and the two men are careful not to disturb the delicate glassware on the benches as they move about with ladder, grease gun, and rags. "We've got to leave a place the way we find it," says Johnson, who started working in the College's kitchens at age 19. Now 32, he's done just about every job on the maintenance crew, from painting to telephone repair.

Agostinelli has worked on campus for more than 30 years, first with the Bartol Institute (in what is now Papazian Hall) and for the last 18 years with the College. He enjoys the variety in his job and the challenges of learning new systems. "Everything's so high tech these days. Even the grounds people get special training," he observes.

As they are finishing up in Pasternack's lab, Johnson and Agostinelli get a radio call. There's a problem in the heat exchanger in the basement of Sharples, says Tom Cochrane, mechanical foreman. They'll have to go back to the preventive maintenance list a little later. The two men climb into their green golf cart and buzz down the hill.

There Cochrane meets them and shows them the trouble: One of the 30-year-old coils that makes hot water from steam has broken. They confer briefly, and Cochrane hops in his van to go get a replacement. Luckily, this is one they can purchase, but that's not always the case. Sometimes they have to improvise.

Cochrane remembers the time the water pipe to the cooling tower cracked under the concrete floor of the concert hall in the Lang Music Building. "An outside contractor wanted an outrageous amount of money to fix it," he says. "Besides, we didn't want to tear up the floor. So we dug down outside the building, cut off the pipe, and slid a new pipe inside it with a special wooden tool I designed. It was a little like one of those balloon catheters heart surgeons use. The slightly smaller pipe works just fine, and the job cost about a third of what the contractor wanted."

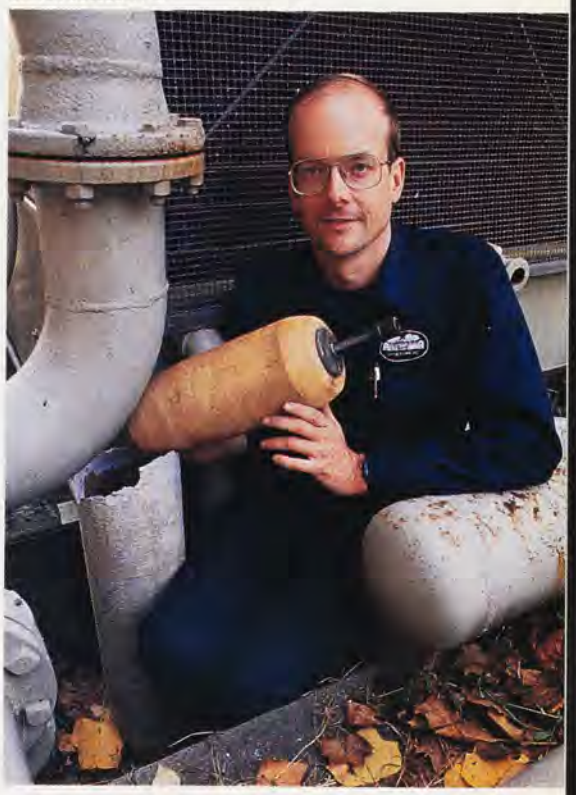
It's not always possible to fix up aging systems, though, and a gash across the lower part of the campus (visible across the middle of this magazine's cover) is a good example. A new insulated steam line is being run to Old Tarble, where it will branch off to McCabe and several dormitories. "It gets to the point," says Ralph Thayer, "where it's just not cost-effective—or in some cases even possible—to keep patching. We have to bite the bullet and spend some bucks to get something that is usable for the next 20 or 30 years."

Inside the door of the heating plant, Herb Graham takes time to water his geraniums. About 20 healthy specimens are hanging in a warm, sunny window. A boiler room seems a perfect place for their fiery red blossoms.

Rick Kelly checks a few gauges and turns a valve to regulate the condensate water that is returning to the system from up the hill. Nearby is a huge anvil, painted shiny black. There are farrier's tools tucked neatly into a leather pocket on the side of its massive wood pedestal.

"They moved the anvil over here from the barn in the 1940s, when they stopped boarding horses," says Kelly, who has spent 11 years at the College. "When we were putting in the energy management system, we decided to keep it here. My slogan was 'From low tech to high tech,' and it's kind of hung on." ■

STEVEN GOLDBLATT '67



Tom Cochrane shows off a tool he designed to help repair a broken pipe under the floor of Lang Music Building. His ingenuity saved the College thousands of dollars.

THE COLLEGE TODAY

All the President's Staff

By Jeffrey Lott

Photographs by Steven Goldblatt '67

At Swarthmore, when you hear someone say "Parrish" it can mean two things. First, of course, is Parrish Hall, the great stone structure that stands atop Magill Walk. But its other meaning is more nuanced, more local. "Parrish" means the College's administration, especially the five top administrators who make up President Alfred H. Bloom's senior staff. It's a fitting (though occasionally pejorative) term, especially because Swarthmore's oldest building—and its literal and figurative center—is named for its first president, Edward Parrish. The men and women who serve President Bloom today work in a place that has always been the College's hub, and the view from Parrish is the broadest view of all.

President Alfred H. Bloom and the members of his staff. From left: Vice President William T. Spock '51, Provost Jennie Keith, Associate Vice President Maurice G. Eldridge '61, President Bloom, Vice President Harry D. Gotwals, Dean of Admissions Robert A. Barr '56, and Dean of the College Ngina Lythcott.

Maurice Eldridge '61, associate vice president and executive assistant to President Bloom, describes the work of the president's staff: "By the time you touch base with each one of them, you've covered every part of the College, and Al Bloom touches them all. It's a staff that's very much Al's group—a thinking and working group that he listens to and responds to."

With the exception of Robert Barr '56, who became dean of admissions in 1977, none has been in his or her present position for more than four years. Yet they bring a wealth of experience to their jobs, from both Swarthmore and other fine institutions. On these pages, they reflect on their careers, their work, and the College today.

Ngina Lythcott

Dean of the College

On a polished coffee table surrounded by comfortable chairs are the symbols of the work of a dean—a box of tissues and a tin of chocolates. A lot of different kinds of conversations take place in this office. Sometimes people cry in here, and often they feel better.

"Sometimes it's a young person trying to sort out her identity, sometimes it's an adjudication of serious misbehavior, and sometimes it's just a student who wants to talk about his vision, his dreams," says Ngina Lythcott, who became dean of the college in September 1992.

In more than 20 years as a health professional, educator, and community activist, Lythcott has seen it all—from both sides. She's been a student leader questioning authority, a daughter struggling with her parents' imperfections, a single parent with a teenage daughter of her own. Now, as the chief counselor, disciplinarian, and official friend to Swarthmore's 1,387 undergraduates, she says she often finds herself on the other side of the equation.

At Dartmouth College, where she was previously senior associate dean of students, "I was once asked how I felt most discriminated against in my life. Though I come from a multiracial family, I self-identify as a black woman, and I've seen lots of racial discrimination. But the place I have felt most discriminated against is as a college administrator. Students make certain assumptions about us. They paint us with a very broad brush instead of being able to see us as individuals—something they hunger for so much themselves."

Lythcott remembers being president of the graduate student body at Smith College, where she received a master's degree in social work in 1970. She was leading a movement to give students a voice on important college committees and encountered a dean who would not consider a student voice. "If he had simply said, 'Let me take a year to think about it,' there would not have been a boycott, but as it was we walked out of classes." Within a year the dean was gone and Smith's graduate program had changed direction.

I have enormous confidence that change happens largely through the courage and informed activities of individual young people—and that college is the time to learn how to do it. There are so many pressures later in life that make it harder to be a change agent.

"I see myself as an activist," she says, leaning forward and lowering her voice in characteristically intimate conversation. "I am very committed to social change, and I want to empower individuals to make a difference."

Lythcott's parents and grandparents taught her well. During most of her childhood, she was raised by her father, a U.S. Public Health Service physician, who took his family all over the country and the world as he served others. Ngina is the oldest of five children, and she recognized early that she had a gift for listening and helping. She's modest about her academic credentials (they include a Ph.D. in health services administration from UCLA) but proud of what she sees as her more natural talents as a counselor.

As dean she daily confronts the difficulties young people have to face as they grow into adulthood: "Anyone who has a role like this knows that students are trying to work through basic, age-appropriate tasks. Sometimes they do it in ways that seem inappropriate to adults. The most important reason we're here is to focus on how they accomplish those tasks, to help them grow in positive, healthy ways.

"I believe that a secondary goal is to help students address issues that they think are unjust in a constructive manner. I have enormous confidence that change happens largely through the courage and informed activities of individual young people and that college is the time to learn how to do it. There are so many pressures later in life that make it harder to be a change agent."

The most difficult personal issues facing college students today, Lythcott says, have mostly to do with how we get along with each other—and with the responsible use of alcohol. She lists four:

"First, the normal developmental tasks of adolescence—establishing identity, questioning authority, testing boundaries." These, she says, are constant and predictable.

"Second, alcohol. It provides the perfect medium for adolescent rebellion and therefore for students to get involved in so much misbehavior." She criticizes new federal guidelines that make responsible adult/student social events illegal. "I learned to drink in moderation in college," she says, "but academic institutions have been forced to drive drinking underground, where it leads to a lot of trouble." Lythcott's staff is currently working with the faculty and students to

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William T. Spock '51

Vice President for Business and Finance

Nobody likes to think of Swarthmore College as a business, but it is. It has income, expenses, management, labor, and a product—a very special, very expensive product. In classes and labs, it's easy to forget what makes academic excellence possible, but William T. Spock '51, vice president for business and finance, knows that fulfilling the mission of the College depends on good investments, sound business practices, and a host of unsung heroes on the staff.

This year it will cost $50.4 million to educate Swarthmore's 1,387 students—more than $36,000 each. With charges for tuition, room, and board at $24,782, it takes some pretty sophisticated management to make up the difference.

Bill Spock is such a manager. As one of two Quakers on the president's staff (the other is Provost Jennie Keith), he's not a hard-charging, order-barking supervisor but a soft-spoken, self-effacing team builder. A math and physics major at Swarthmore, he began his business career as an actuary and in the late 1950s helped pioneer the use of computers in the insurance industry. He rose to executive vice president of the Penn Mutual Insurance Co. and later helped to manage a large independent insurance agency.

Swarthmore President David Fraser talked to Spock for several months before persuading him to join the College's senior staff in 1989. Spock had been a member of the Board of Managers since 1982, but he was reluctant to join the administration unless he was able to manage things the way he thought they ought to be managed. His years in the insurance business—and his association with the Society of Friends—had taught him that people came first.

Alumni should not criticize what the College is doing without learning more about it. If things seem to be going in a direction that doesn't agree with their values, they should make sure they find out why. We mirror society, and in many ways we're on the leading edge.

Everyone on campus says that Bill Spock hires great people, and he's proud of those he has brought to the College or has promoted from within. Among them are Sue Welsh, treasurer of the College; Larry Schall '75, associate vice president for facilities and services; Linda Fox, director of personnel; Judy Downing, director of computing and communication services; and Claire Sawyers, director of the Scott Arboretum.

Spock says he isn't looking for expertise but for attitude and intelligence. He asks, "Are they positive, enthusiastic, energetic? Do they have strong intellectual ability? This is much more important than what they know. Never hire people because they know something; hire them for what they can do."

After hiring the best people, Spock believes in creating good procedures and policies: "You work them out with the staff. If you have good people and good procedures, everything else will fall into place."

The third part of his management philosophy (he's thought of writing a book but is more interested in reading history) is what he calls "organizational development, making the whole entity work better. It's communicating well and trying to get everyone going in the same direction." This wasn't easy in the business world, but Spock has found that it can be even more difficult in an academic institution.

"It's harder to get people to work together because of the independence of departments. Professors are naturally focused on their classes and what they are trying to teach. They don't care as much about about athletic facilities or the debate team or the health center. I've had to learn how the roles of the different constituencies on campus impact on the way we do things. I have to be careful about saying, 'This is the way I've always done it, and this is the way it

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Jennie Keith

Provost

It's hard to know where to start in describing provost Jennie Keith. Do you write about the nationally respected anthropologist and expert on aging? The popular teacher and former chair of the Department of Sociology and Anthropology? The wife and mother of four children? The committed Quaker? Or the new chief academic officer of Swarthmore College?

Jennie Keith is all of these things, but we should probably begin at the beginning in her native Carmel, Calif. "My grandfather taught me to read before I went to school," she remembers. "He taught me to read and to make tea. It's hard to think of two more enduring traits of an academic, so I think I began this very early."

Keith also remembers when she first got excited about anthropology. As a student at Pomona College, she had the chance to spend a summer working in rural Kenya with the Crossroads Africa program. "I was fascinated. I could see that there was a pattern in why these people lived the way they did, in whose house faced which way, in when there was drumming or which hand they ate with, but I couldn't grasp it. It was a combination of a powerful personal experience and an intellectual puzzle." When she returned to Pomona, she changed her major to anthropology in her senior year and then headed east for graduate work at Northwestern University.

"It was at that time [in the mid-1960s] that retirement communities began popping up all over the place. I saw signs that said, 'Retirement Village' or 'Leisure World,' and I was intrigued by the possibility that these places might become distinct communities. I decided to do research on them."

Since then Keith has studied not only issues of community among older people but of cultural and social influences on the meaning of old age itself. She has published four books and is struggling to find time to finish another, which will present the results of Project AGE (Age, Generation, Experience), which she co-directed with Christine L. Fry of Loyola University of Chicago. Drawing on fieldwork in Hong Kong, the United States, Ireland, and Africa, the project sought to discover how different community characteristics influence the well-being of older residents.

Keith joined Swarthmore's faculty as a lecturer in the spring of 1969 and was invited to return as an assistant professor in the fall of 1970. These days as provost, she thinks a lot about what it's like to be a young faculty member, up for review every three years, facing tenure decisions, honing teaching skills, and trying to fit into Swarthmore's high-powered academic community.

We need to be as good at cultivating the human side of our faculty members as we are at supporting their academic interests. This place is not just a pen for brains, it's a human community.

"I meet with faculty members and department chairs frequently, and I try to pay attention to the person as well as the CV. We need to be as good at cultivating the human side of our faculty members as we are at supporting their academic interests. This place is not just a pen for brains, it's a human community."

Her own human side, and that of her family, is of paramount importance. Balancing professional and family life was "the biggest issue for me in taking this job. I've always been home when my kids got home from school. I could arrange that as a faculty member, but I can't do that now." Three of Keith's four children have gone on to college, and 12-year-old Kate often

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Harry D. Gotwals

Vice President for Alumni, Development, and Public Relations

"What attracted me to Swarthmore was the sense that this is a can-do place," says Harry Gotwals. "There are a lot of very smart people here who come up with a lot of good ideas. The assumption is that if something is really important, then it's possible."

This attitude creates many opportunities for 46-year-old Gotwals, who became vice president for alumni, development, and public relations in August 1990. But it also presents huge challenges, like the current $25 million project to renovate Trotter Hall and build a new academic building on the north campus. It means making a case for the College and asking people for money—sometimes big money.

What's it like to ask someone for a million or more dollars? "Hard," says Gotwals. "But if you believe in the institution, if you believe in what you're asking for, it can be very exciting. You know that the outcome will have a significant impact on the College and its future."

Very few "asks" are unexpected by the potential donor, however. "In the best of relationships between a benefactor and the College, there's often no dramatic moment," he says. "It's an evolution of understanding over a period of time, a coming together of the interests of the donor and the College's needs. The best part of helping someone make a special gift is looking back four or five years later to see the impact that it's had."

Gotwals came to Swarthmore after five years as associate vice president and director of university development at Duke University. There he had coordinated the expansion of a $200 million campaign for arts and sciences into a $400 million universitywide campaign. Prior to Duke he had served in development and public relations positions at his alma mater, Johns Hopkins University, and at the Gilman School and Goucher College, all in Baltimore.

Swarthmoreans recognize that their time here significantly altered their lives. When they contribute to the College or volunteer their time and expertise, Swarthmore wins and they win. What we do here is not only of value to the individual who attends but to society in general.

"This isn't a job that one aspires to in high school. No one says, 'I'm going to be a fund-raiser,'" says Gotwals. After college he taught math and spelling to fifth and sixth graders and coached wrestling—a sport he had enjoyed as a student. But when a chance to go back to Johns Hopkins to work in annual funds presented itself, he said yes.

Coming to Swarthmore was a big change for Gotwals. The culture of a small liberal arts college is quite different from that of a big university, but he liked the idea that he could have a personal, institutionwide impact. "The opportunity to work closely with a lot of key people in many ways parallels the reason that students choose a college like Swarthmore," he says. He likes the direct contact he has with faculty members and with his peers in the administration.

The close-knit culture of Swarthmore is one of its great assets, and part of Gotwals' job is to spread the word about the College's strengths. In December 1992 the Board of Managers initiated an ad hoc study of public perceptions of the College. Gotwals avoids the word "image" in describing the work of the Board committee, which is chaired by Samuel Hayes III '57. "It isn't that we're trying to create something that we aren't. We want to be sure that what we are is accurately perceived. We'll probably never be a household name, but we aren't as well-known in certain areas and among certain people as we'd like to be." The committee is expected to make recommendations in early 1994.

A fiscal conservative himself, Gotwals is particularly proud of Swarthmore's reputation for first-rate financial management. Measured on a per-student basis, the College's endowment on June 30, 1992, was the eighth

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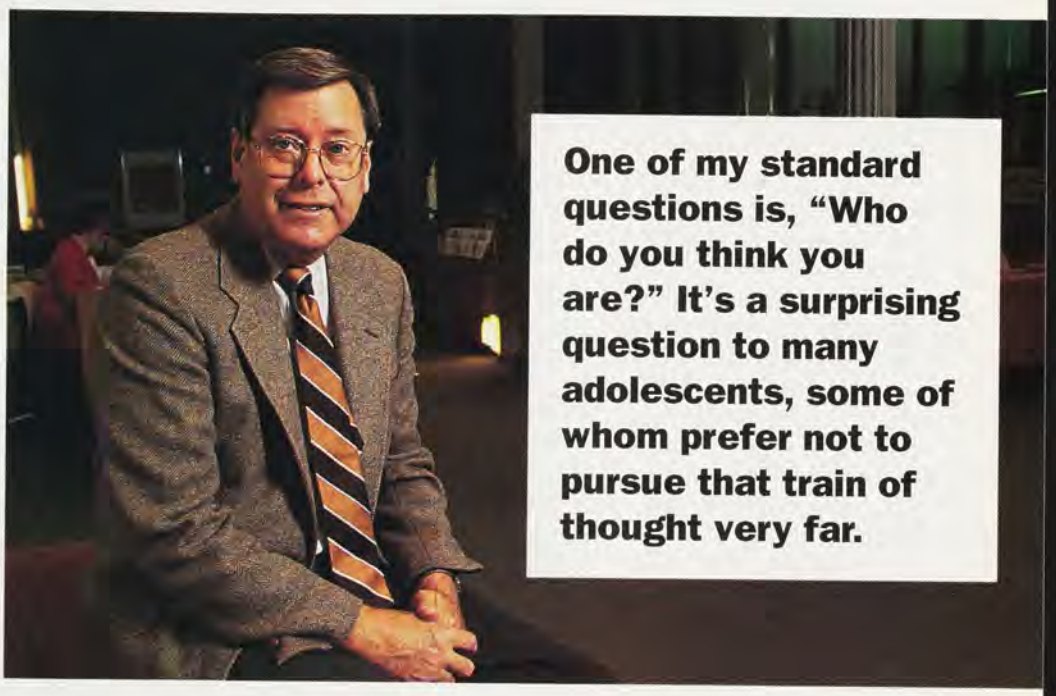
Robert A. Barr Jr. '56

Dean of Admissions

As Swarthmore's chief admissions officer, Robert A. Barr Jr. '56 does a lot more than compare test scores, grades, and high school class ranks. "Admissions work is an art," he says, "not merely a quantitative exercise. The art comes in drawing from people enough of themselves—of who they are and who they want to be—to be able to work out a decent match between them and the educational community here.

"One of my standard questions in an interview is, 'Who do you think you are?' It's a surprising question to many adolescents, some of whom prefer not to pursue that train of thought very far. But we have a very short time to figure out who they are—whether they know themselves or not."



One of my standard questions is, "Who do you think you are?" It's a surprising question to many adolescents, some of whom prefer not to pursue that train of thought very far.

Fifty-nine-year-old Bob Barr has served on the College's senior staff longer than all of its other members combined. As dean of men from 1961 to 1970 and dean of admissions since 1977, he has counseled four Swarthmore presidents—and countless young people. This will be his last year as dean, but he plans to continue his service to the College for several more years after being succeeded by the current director of admissions, Carl Wartenburg, next July.

Barr joined the Swarthmore administration a year after his graduation. Until 1957, he recalls, admissions had been handled "out of the hip pocket of the dean's office. A faculty committee read all of the applications and made most of the admissions decisions." Then President Courtney Smith decided to formalize admissions procedures and appointed an admissions assistant to each of the deans. (There were separate posts for men and women in those days.) Tall, boyish, immensely likable Bob Barr got the job on the men's side and, for a year or two, combined it with graduate work in American Studies at the University of Pennsylvania.

"We've gone from 900 applications for a freshman class of 200 to more than 3,000 applications for a class of between 350 and 400," says Barr. Faculty members rarely interview candidates these days, and the Admissions Office has grown from Barr and a secretary to 12 full-time professional and support staff members, plus several part-time staff members and more than 500 alumni admissions representatives around the world.

"We used to sit here and select from those applicants who found us, but now we are involved in extensive travel and direct mail programs to spread the word about Swarthmore and to attract a class that represents a wide variety of talents, interests, and backgrounds. We're looking for a kind of chemistry in each class, a potential for self-education, for relating well to Swarthmore's program and to our faculty's expectations."

He characterizes today's students as a "focused, preprofessional group. Many of them have what they think of as fairly clear routes to ends." This worries Barr, who sees a liberal arts education as "an end in itself." But he understands the pressures that have made students more single-minded about career paths and have attracted them to narrower courses of study.

"It's partly a shift in the economy," says Barr. "Parents are very open with their kids about the sacrifices they must make to afford a college education, and they want some yardsticks for success—progress toward a degree, grade point averages, graduate school plans.

"Frankly," he says, "as an adviser to students, I think of my job as trying to get them to think more about the pleasures of intellectual exploration in areas that have little to do with what they thought they were here for. Life is going to get more specialized the longer they lead it, and Swarthmore may be the last shot they've got at breadth of study."

As the most senior of the senior staff, Barr has seen a lot of change since he arrived as a freshman in the fall of 1952—including witnessing, as dean of men, the painful upheavals of 1968–69. He left Swarthmore in 1970 for stints in the administration of Chatham and Dickinson colleges, returning in 1977. Yet after more than 40 years, what stands out for him is not the change in the College. "What is clearer to me," he says, "are the things that are the same. I don't think the College has changed its focus or

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THE COLLEGE

Board approves new building and Trotter renovations

At its October meeting, the Board of Managers approved final designs for the construction of a new academic building north of Parrish Hall and the complete renovation of historic Trotter Hall. It authorized the creation of construction documents in anticipation of groundbreaking in June 1994 for the $25 million project.

The design team of Margaret Helfand Architects, Ehrenkrantz and Eckstut Architects, landscape architects Coe Lee Robinson Roesch, and artist Mary Miss presented Board members with a detailed conceptual plan for each of the buildings and for proposed changes in roads and walkways that will transform the area between Du Pont Hall and Parrish into a pedestrian campus.

The new structure, a three-story stone-faced building, will occupy the site between Trotter Hall and the Eugene M. and Theresa Lang Performing Arts Center. Parrish Annex will be demolished and a paved courtyard will be created between the new building and the north portico of Parrish Hall. The building is designed to be open to both the Parrish courtyard and to new walkways leading to other buildings on the north campus, making it a hub for the entire academic area of the College. The ground floor will feature a new "north campus commons"—a large open lounge area that will serve as an informal meeting place for students and faculty members. It will also have three large classrooms, a multi-use meeting space, and a faculty lounge.

The second floor will house two classrooms, four seminar rooms, and offices for the departments of Economics and Sociology/Anthropology. On the third floor, facing Du Pont Science Building, will be a large language lab surrounded by offices and classrooms for the Department of Modern Languages and Literatures. It is planned that the building will be ready for occupancy in the fall of 1995, after which the renovation of Trotter Hall will be undertaken.

Trotter will be totally renovated within its exterior stone walls and reconfigured with three full floors of classrooms, seminar rooms, and faculty offices. Interdisciplinary programs and the Classics Department will occupy a new first floor at ground level, to be created by regrading the earth around the front of the building and installing full-size windows in the current basement. The grade change and a new elevator will allow easy access to all parts of the building for the disabled. The History Department will have its departmental and individual faculty offices on the second floor, along with seminar rooms and two spacious classrooms. The Department of Political Science will occupy similar space on the third floor.

A central feature of the renovated Trotter will be the conversion of the entrance and stairwell on the north side of the building (facing Hicks Hall) into a skylit "vertical lounge" spanning all three floors. Hallways will be widened, and entirely new heating, air conditioning, and electronic communications systems will be installed.

For more than a year, the planning process has involved a campus steering committee of faculty members, staff members, and students, co-chaired by Provost Jennie Keith and Associate Vice President Larry Schall '75. Keith told Board members that faculty members are "cautious, excited, and optimistic all at once. They are being asked, perhaps for the first time, what an ideal teaching space is like."

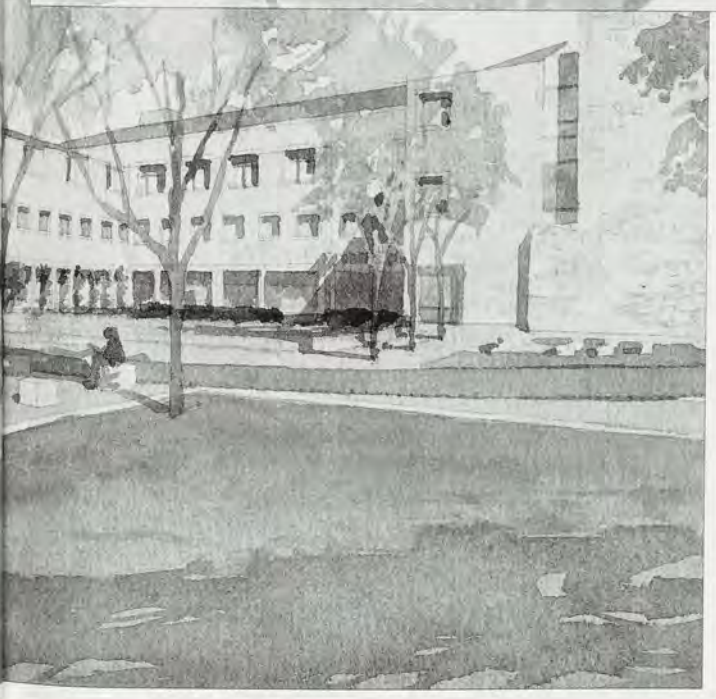
Board of Managers chairman Neil Austrian '61, in remarks on Oct. 1, recounted the history of efforts to renovate Trotter Hall. He told fellow Board

WATERCOLORS BY RICHARD HOYEN

Groundbreaking is set for next summer for a new academic buildi

members that "this project has been on the agenda for a long time, and it's incumbent on us to make sure that it gets done. We've made the commitment, and we have a moral obligation to see it through."

Fund-raising efforts are well under way with a small number of key supporters of the College. Nearly half of the funds needed had been pledged by Nov. 1, according to Harry Gotwals, vice president for alumni, development, and public relations. Gotwals was confident that the rest of the funding would be found. "This project is our highest priority," he said, "and people who love this college, and who know that the intellectual exchanges that go on in these buildings are at its heart, are coming forward to help us realize this exciting plan."



north of Parrish Hall. Trotter Hall will undergo major renovations.

Swarthmore ranked third in *U.S. News*

For the 10th straight year, Swarthmore College has been named one of the top three liberal arts colleges in the *U.S. News & World Report* annual rankings of America's best colleges and universities.

In the No. 3 spot for the second year in a row, Swarthmore was again edged out by Amherst and Williams colleges, which were named No. 1 and No. 2 respectively. Rounding out the rest of the top 10 were Wellesley, Pomona, Bowdoin, Haverford, Middlebury, Smith, and Wesleyan. Bryn Mawr came in 15th.

The survey covered 1,371 accredited higher education institutions. It combined reputational rankings with data provided by the colleges, including information on student selectivity, faculty resources, financial resources, graduation rate, and alumni satisfaction.

New Collection hears from McKibben on "Desire & Nature"

Environmental theorist and writer Bill McKibben linked America's material culture to potentially disastrous effects on the Earth's ecosystem in an address to the College community on Sept. 21. In a talk titled "Desire and Nature," he asked the question, "What is it that human beings really want?" He argued that consumer values propagated by television create false desires, alienating people from each other and from nature—and precipitating an unprecedented global environmental crisis.

The lecture, billed as a special all-College Collection, was designed to bring the entire Swarthmore community together to share a common intellectual experience at the beginning of the academic year. Introducing McKibben to about 500 faculty members, staff members, and students in the Pearson-Hall Theatre, Associate Provost Mark Jacobs expressed the hope that the Collection would become an annual event that would "prod us, challenge us, and get us thinking in ways that we don't usually experience."

STEVEN GOLDBLATT '67

Writer Bill McKibben (right) urged a Swarthmore audience to "discriminate between real desires and illusory ones" in order to save the Earth from environmental disaster.

A former *New Yorker* staff writer and author of two books, *The End of Nature* and *The Age of Missing Information*, McKibben asserted that because of television, "for the first time in human history, active, primary experience of the world is becoming less important than secondary, pre-chewed experience."

For *The Age of Missing Information*, McKibben studied the broadcast and cable offerings available in a 24-hour period to the residents of Fairfax, Va., a 100-channel market. He asked a sample of viewers to record the kinds of moods they were in as they watched various programs, then viewed the entire 2,400 hours of videotape himself. One conclusion he drew was that "we use TV to regulate the emotional barometer of our lives." In the case of the program *Cheers*, "instead of going to an actual barroom, we sit at home and watch a barroom on an appliance at the end of a darkened room. At least in a real barroom there's a chance for actual human contact."

America's most influential export, he said, is not material goods but the consumer culture itself. "The global village we are creating around the planet is a sort of Southern California suburban nowhere. It's a place that seems like it ought to be a paradise, but it turns out to be unsatisfying and boring." Our desire for the lifestyle promoted by television is depriving us of the ability to concentrate on "the key task of living—learning to discriminate between real desires and illusory ones."

And, said McKibben, these illusory desires are at the root of worldwide environmental degradation. Increased carbon dioxide emissions from automobiles—and the resulting global warming—are one of the dangerous consequences of these skewed values. "At bottom, our desires are responsible for the environmental crisis. We stand at the threshold of altering the most basic systems on the planet through our addiction to the internal combustion engine. And we continue to spread this idea of the 'good life' around the world."

He concluded by calling for "a deep and thoughtful selfishness" in which we concentrate on our "real, actual human desires—for physical work, for community, for connection with the natural world, for the divine and the sacred. These seem to me to be the substance of a satisfied life and the hope of a beleaguered planet."

Class of '97 is largest ever

By design the College has enrolled 413 first-year students—the largest incoming class ever—to meet a target student population of 1,325.

The official fall enrollment of 1,387 for 1993–94, according to the Admissions Office, is due to fewer students than usual studying abroad or taking leaves of absence.

The new students were chosen from 3,239 applications, with a larger than normal yield from Middle Atlantic states. The median SAT score is 1310, and 81 percent were in the top 10 percent of their high school graduating class.

Sorry...the number you have reached....

Because of the heavy customer demand for telephone numbers in the Philadelphia area, Bell of Pennsylvania is assigning Delaware County (and hence the College) a new area code.

Beginning Jan. 1 and throughout 1994, College numbers can be reached using the current 215 area

610

code or the new code, 610. On Jan. 1, 1995, the 610 code will become official, and, warns Ma Bell, calls not dialed correctly will not be completed.

As current College stationery and other printed materials are replenished during the upcoming year, the new code will be added. If you are a frequent caller to the College, please make note of the changes.

Chester coalition reports progress

Swarthmore alumni had an opportunity Fall Weekend to learn how the College's longtime relationship with Chester has produced an innovative new coalition with great promise for the future.

Salem D. Shuchman '84, chair of the Alumni Council's Social Action Committee, assembled a panel from the Chester-Swarthmore College Community Coalition (CSCCC) board. They described an enterprise that will benefit both the people of Chester and the academic mission of the College.

According to moderator Maurice Eldridge '61, an associate vice president of the College, "The Chester community must decide what's important. We don't want to set the agenda—we want to respond to it." Philosophy Professor Hugh Lacey of the CSCCC steering committee said the College is integrating relevant academic courses into "the transformation of Chester" by focusing on urban problems and community empowerment.

The coalition is working to expand educational resources and social services for residents of Chester's public housing. Programs include tutoring children, adult literacy classes, drug and alcohol abuse programs, health care, job training, and leadership development.

The board members reported that funding has come from the Ford Foundation, Pew Charitable Trusts, and the state of Pennsylvania. Eugene M. Lang's ['38] "I Have A Dream" program has been brought to the William Penn Housing Development, where Swarthmore students (and two alumni) help tutor 30 to 40 children.

The coalition has attracted attention in other cities, and HUD officials see it as a unique model that could inspire rewarding partnerships elsewhere.

DENG-JENG LEE

Music and mayhem... *Members of Orchestra 2001, directed by James Freeman, professor of music (right), ventured to Russia for a series of concerts in October and were caught up in the events surrounding the battle between opponents and supporters of President Boris Yeltsin. Although members of the Philadelphia contemporary chamber music group were a 20-minute walk away from the embattled parliament building, the violence delayed their performances. In the end the three concerts—plus two master classes taught by George Crumb, Hon. '89, and three lectures by Freeman—were held. Pictured here with Freeman as they were about to depart for Russia are stage manager Seth Brenzel '94, percussionist Glenn Steele, and clarinetist Allison Herz.*

STEVEN GOLDBLATT '67

Participants in the Chester coalition panel were Salem Shuchman '84 (at podium); Cynthia Jetter '74, formerly of Chester, a regional official of the U.S. Department of Housing and Urban Development; Greg Hammond, a Georgetown Law Center graduate and Chester resident who is the CSCCC executive director; Maurice Eldridge '61, an associate vice president of Swarthmore and executive assistant to the president; Ella Thompson, president of the William Penn Housing Development residents' council, which helps set the coalition agenda; and Hugh Lacey, the Eugene M. Lang Research Professor of Philosophy, a member of the CSCCC steering committee.

DENG-JENG LEE

Public safety officers Stan Ruley and Robert Williams patrol in front of Parrish. They, plus officers Sam Ziviello and Mark McGinnis, use their bikes when possible. Both of the College's patrol cars must be manned on a shift before the bikes are used.

Putting the mettle to the pedal

For a lot of good reasons, four public safety officers on campus have shed their security uniforms in favor of shorts and helmets to form a new bicycle patrol.

Using 21-speed "basic trail bikes" outfitted with bright headlights, the officers began patrolling this summer during the two shifts that run from 3 p.m. to 7 a.m. each day.

Owen Redgrave, director of public safety, said the biggest motivation for the new program was to "enhance police/community relations. The students stop and talk to the guys, a lot of times just to ask questions about the bikes. Putting these officers in uniforms different from our usual paramilitary ones has been a good public relations move."

Redgrave said there were other reasons for the switch: It's easier to patrol interior areas of the campus that are inaccessible by car; the silence allows the officers to hear things they couldn't with a car engine running; an offender can't anticipate an officer's approach; and the cost of maintaining several bicycles is certainly less than maintaining a car.

The new patrol has also produced one other benefit. "Do you see one ounce of flab on these guys?" Redgrave asked.

Festschrift honors Charles Gilbert

A festschrift honoring Charles Gilbert, Professor Emeritus of Political Science, has been produced by former students and colleagues with support from the College.

One hundred copies of *Responsible Governance: The Global Challenge*, published by the University Press of America, are currently available in the College bookstore. The price is $34 at the bookstore or $42.50 if ordered through the University Press.

Contributors to the effort include Eleanor Duguid Craig '60, David V. Edwards '62, Jonathan F. Galloway '61, John W. Harbeson '60, Richard W. Mansbach '64, Roger B. Moore '84, Jack H. Nagel '66, Robert D. Putnam '63, Jon Van Til '61, and Professor Gilbert's colleagues Raymond F. Hopkins, professor of political science, and J. Roland Pennock and David G. Smith, Richter Professors Emeriti of Political Science.

Gender adviser joins dean's staff

Karen Henry '87 has been named to the newly created position of gender education adviser in the Dean's Office.

In making the announcement, Ngina Lythcott, dean of the College, said Henry will develop and provide educational opportunities to promote healthier gender relationships among students, provide nonjudgmental support to students who feel they have been victims of sexual misconduct by other students, identify and train interested faculty and staff members to provide similar support and advocacy, and develop and distribute protocols and procedures to improve access to services for victims/survivors when incidents of sexual misconduct occur. Henry will also be the liaison between the Dean's Office and the Women's Resource Center and other student organizations that focus their attention on gender issues.

Henry was formerly a case manager and family outreach specialist with ActionAIDS of Philadelphia. She has also worked for Blacks Educating Blacks about Sexual Health Issues and volunteered in the areas of women's health, battered women, and Big

Charles Gilbert, Professor Emeritus of Political Science, was honored with a festschrift.

Brothers/Big Sisters. She recently completed a master of social service degree at Bryn Mawr.

Mime troupe performs, conducts workshop

The award-winning San Francisco Mime Troupe performed to a full house during Fall Weekend in October. The troupe's production of *Offshore*, which premiered in San Francisco this summer, satirized the politics of the Pacific Rim and the North American Free Trade Agreement (NAFTA) with a blend of the techniques of Italian commedia dell'arte, 19th-century melodrama, and musical comedy. This piece was a collaboration between the troupe's resident playwright and theatre artists from Hong Kong, Taiwan, Japan, and the Philippines. The Mime Troupe describes what it does as "popular theatre, not high art," in which the actors use a universal language of movement to show their values through physically defined characterizations that read across cultures.

The San Francisco Mime Troupe's Keiko Shimosato performs in Offshore.

Troupe members also met with classes in political science and Asian American literature and with members of the Intercultural Center and the Swarthmore Asian Organization during their two-week residency. On the theatrical side, the troupe conducted a three-day-long workshop for theatre majors over the weekend.

Founded in 1959, the troupe is America's oldest political theatre company and has been expressly multicultural, in both the subject matters it deals with and in the composition of the group itself, since its beginning.

—Sanda Balaban '94

College drops ban on South Africa investments

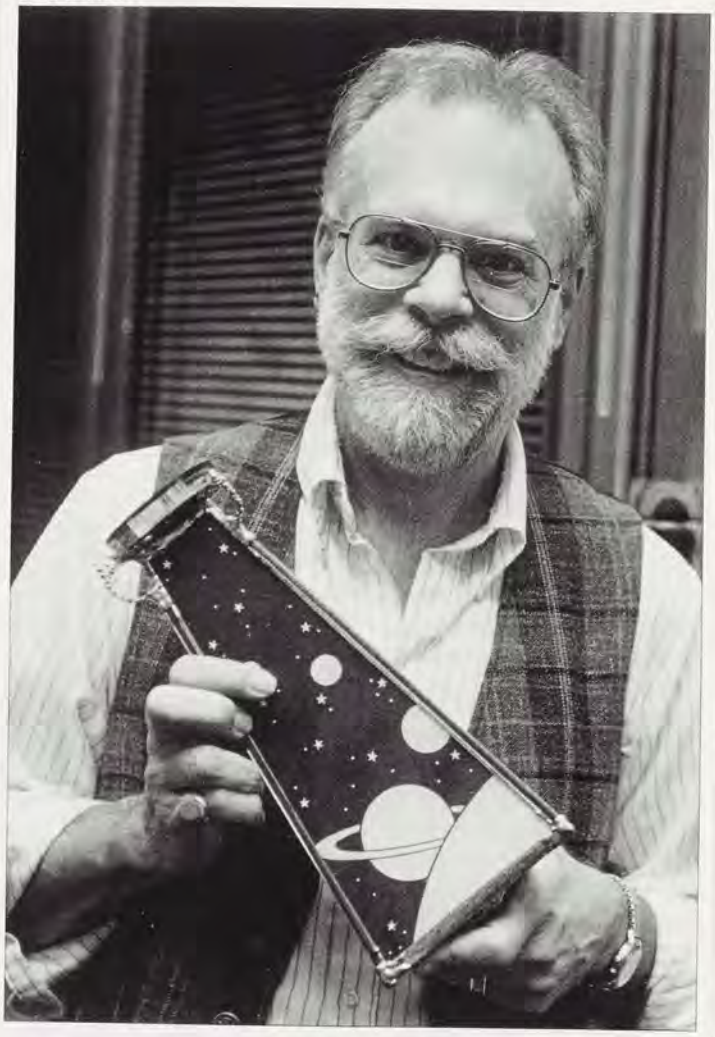
Swarthmore's investment managers have been granted the freedom to invest in the stock of companies doing business in South Africa. The decision, approved by the Board of Managers and announced by its Investment Committee on Nov. 15, was made in response to a call by African National Congress leader Nelson Mandela for the end of sanctions against South Africa.

A reserve created to cushion the impact of divestment on the College's endowment will remain intact for the time being to allow for the suspension of reinvestment "if we feel morally obliged to do so," said President Alfred H. Bloom, who recommended the change after discussions on campus with faculty members and students.

"We believe this strategy both expresses the sense of the College community and responds with appropriate balance to the complexities of the present political situation in South Africa," said Bloom.

The decision reverses a divestment policy adopted by the Board in March 1986 after long discussion and debate on campus.

DENG-JENG LEE



The Art of Collecting Art... *George Huber (above), the College's music librarian, owns a collection of more than 150 antique and fine-art kaleidoscopes. He is one of a dozen members of the Swarthmore community whose collections of art and crafts were represented in the exhibit "The Art of Collecting Art" in the List Gallery of the Lang Performing Arts Center from Oct. 28 through Nov. 21. The exhibit, held in conjunction with the James A. Michener Art Museum of Doylestown, Pa., and dedicated to author Michener '29, explored patterns of collecting among members of the College community. It included objects ranging from African masks to Victorian bottles and from beaded handbags to Japanese figurines. The show opened with a symposium on collecting that attracted scholars and curators from Boston to Berkeley, Calif. T. Kaori Kitao, the William R. Kenan Jr. Professor of Art History, Maribeth Graybill, associate professor of art history, and Jennifer A. Carden, coordinator of the List Gallery, were co-curators.*

ALUMNI COUNCIL

This fall's "America's Best Colleges" issue of *U.S. News & World Report* ranked Swarthmore third (behind Amherst and Williams) in the category "Best National Liberal Arts Colleges." Swarthmore has always been one of the top three colleges in this category and was rated first in two of the 10 years the magazine has undertaken this survey. The way the rankings are determined is questionable, as is their overall impact. Noting Swarthmore's first-place position several years ago, President David Fraser observed, "The methodology may be faulty, but they got the answer right." Those of us who are alumni know that Swarthmore remains the best liberal arts college in the country, and we don't need an outside source to either affirm or repudiate our belief. The rankings do, however, affect the public perception of the College, and it is therefore disturbing to see any slippage.*

One of the criteria used by *U.S. News* is "alumni satisfaction," measured, perhaps unfairly, by the percentage of alumni contributing financial resources to the college in a given year. In this category, Swarthmore ranks eighth this year, behind not only Amherst and Williams but also Hamilton, Bowdoin, and Holy Cross. In the most recent Annual Fund drive, the number of Swarthmore alumni contributors dropped to 55 percent, and the drop occurred principally among donors who give $200 or less. Others in the College community are analyzing the reasons for and significance of this decline (the recession, Swarthmore's overall wealth, etc.), and the Alumni Association is most fortunate in not having to concern itself directly with this matter. We are among the few alumni associations that do not charge dues and among the even fewer whose primary purpose is not fund raising.

When the Swarthmore Alumni Association was first formed, the bylaws specified that "no intoxicating beverages shall be allowed in any meeting of the Association" and that the yearly dues of each member shall be one dollar. (Happily, neither of these stipulations still exists!) Prior to 1941 the only source of income from alumni, except for special gifts and bequests, was from the $1 dues. Alumni who were in arrears would receive a postcard reminder from the association's secretary-treasurer that said, "Thee hasn't paid thy dues." Although $1 was added to the amount owed for each year that dues were not paid, the total yield was never more than $800 a year, barely enough to cover mailing expenses of the postcard.

Although the Alumni Council no longer has to involve itself in raising money, it is interested in stimulating support for the College. And if others are going to judge us by the percentage who give to the Annual Fund, I hope that this percentage will rise considerably this year.

On another note: As I write this, the Alumni Council has just concluded the first of its three yearly meetings. This was an organizing meeting designed to introduce new Council members to current members and to each other, and to reacquaint them with the College. There were opportunities to meet with administrative staff members, faculty members, and students (including a student/faculty presentation on current happenings in the former Soviet Union and sub-Saharan Africa), to attend classes, and to tour the campus. There were two panel discussions, one on student life and the other on the Swarthmore/Chester coalition and the part the Swarthmore community, including nearby alums, can play in making this cooperative effort a success.

The Alumni Council meeting was deliberately scheduled to coincide with Fall Weekend (an expanded Homecoming involving the entire College community as well as parents and alumni). Council members were able to take advantage of a forum on pop culture and an appearance by the San Francisco Mime Troupe as well as an exhibit of Quaker tapestry, a retrospective of the art of Lois Mailou Jones, and a variety of athletic events. President Bloom hosted a reception for Council members and other special groups on campus that weekend, and we had a chance to meet members of the Parents Council. The number of activities cut into meeting time for Council committees. But the Admissions, Career Planning and Placement, Athletics, Student Life, Social Responsibility, Connections, and Long-Range Planning committees all met long enough to regroup with new members and organize themselves for the year's work.

The weekend ended with a Council brunch for members of the senior class, otherwise known as pre-alums. The large turnout was probably attributable more to free food than to the desire to learn about the Alumni Association, but the Council overture was well-received. The recent decision to make senior class presidents members of the Alumni Council also provides an opportunity to ascertain the interests of our youngest constituents.

This issue of the *Swarthmore College Bulletin* features many alumni who continue to be directly involved with the College. The rest of us are also stockholders, however, and I hope we will use the Alumni Association, the Alumni Council, and this column to express our support and concerns.

Gretchen Mann Handwerger '56
President, Alumni Association

War Years Reunion '92 Photos Needed

Because there was no official photographer at the June 1992 War Years Reunion, we are lacking photos to accompany the written summary of the three-day event. If you have candid shots, group pictures, or photos of panels and panelists, would you share them with us temporarily? Please send them to Demmie Affleck Carrell '47, 158 South Prospect Street, Oberlin OH 44074. We promise to return them!

*Swarthmore was also ranked third in *Money* magazine's survey of Best-Value Colleges, this time well above both Amherst and Williams.

SWARTHMORE HAPPENINGS

All alumni, parents, and friends of Swarthmore College are invited to participate in local College events around the country. Look for Connection and regional event mailings and enjoy the company of Swarthmoreans at your area's next gathering.

Recent Events

Boston: Lola Bogyo '73 arranged a cruise aboard the *Essex River Queen* on Aug. 28.

A tour of the Scientific Institutions of Woods Hole was given on Sept. 18 by Sandy Williams '62, senior scientist for the Department of Applied Ocean Physics and Engineering. Sandy and Izzie Phillips Williams '63, who organized the event along with Betsey Wood '62, said that more than 60 alumni, parents, and friends turned out.

New York: Caren Glatt '81 organized an afternoon that brought together alumni, parents, and friends for a pleasant visit to the Hammond Museum and its four-acre Japanese Stroll Garden.

With the help of Steve Hurly '90, New York Cares Day, a citywide volunteer-a-thon, brought together an enthusiastic group on Oct. 16 to paint and spruce up schools, parks, and gardens, as well as to deliver meals to homebound seniors.

Philadelphia: Pat '83 and Mary Woolson Cronin '83 arranged a guided tour of the Philadelphia Zoo on Sept. 19, which was followed by a picnic in the zoo's Victorian Picnic Grove.

On Nov. 7 about 35 alumni, parents, and friends spent a Sunday morning touring the Rosenbach Museum and Library. Following the tour, everyone met for brunch at the Magnolia Café. Peggy MacLaren '49 organized the event.

On Dec. 4 alumni welcomed the holiday season with a Fairmount Park tour of seven historic houses decorated in old-fashioned Christmas themes. Alida Zweidler-McKay '92 arranged the tour.

Seattle: A potluck dinner was held at the home of Deborah Read Barnes '87 on Sept. 26. Everyone got to participate in a salmon circle ritual—a Native American dance to celebrate the autumnal equinox.

South Florida: Swarthmore alumni, joined by alumni from the University of Pennsylvania, got to see their new team in action when the Florida Marlins played the Montreal Expos at Joe Robbie Stadium on Sept. 29. Mark Shapiro '88 worked with a representative from Penn to plan the event.

Washington, D.C.: More than 160 alumni, parents, and friends turned out to watch the Baltimore Orioles play the Detroit Tigers at Camden Yards. Prior to the game, fans enjoyed a talk given by Dick Hall '53, who pitched in the majors for 16 seasons and helped the Orioles win four pennants in the late '60s and early '70s.

The Washington National Cathedral Tour, held on Oct. 23, attracted more than 60 alumni and friends. Emilie Amt '82, assistant professor of history at Washington College in Maryland, led the group around the grounds and gardens, and afterward the group toured the interior with cathedral docents. Both Washington events were organized by Dorita Sewell '65.

Hawaii: Don Swearer, Charles and Harriett Cox McDowell Professor of Religion and Numata Visiting Professor in Buddhist Studies at the University of Hawaii at Manoa, visited with local alumni on Nov. 21 and shared an inside look at what's happening on campus today. Tom Huang '73 planned and hosted the event at Waialae Country Club.

Tennessee: An group of alumni, parents, and friends got together on Sunday, Dec. 5, to share photographs, plan upcoming events, and have lunch at a mountaintop inn overlooking the Great Smoky Mountains. The evening was arranged by Mary Evans, parent of Wendy Williams '97, and Andrea Bixler '91.

Upcoming Events

Swarthmore Professor of History Bob Du Plessis will be visiting **St. Louis** on Saturday, Dec. 11. Walter '52 and Marie Lenfest Schmitz '52 will be hosting the event.

The **Philadelphia** Connection is working on a Swarthmore Update and a People's Light and Theatre outing.

New York is planning a tour of the Modern Museum of Art, a painting exhibit, and the Swarthmore Symposium VIII.

Plans are in the works for a **Minnesota Twin Cities** Connection, with its first event being a January reception. More details will follow.

Swarthmore Gifts for the Holidays

Look in your August 1993 *Bulletin* for this four-page catalogue featuring Swarthmore clothing, furniture, books, and many other items—or call the College Bookstore at (215) 328-7756 for a fresh copy. Prompt shipping is available of in-stock items.

ΔΥ Delta Upsilon Celebrates Centennial, Plans March 19 Banquet

The local Swarthmore chapter of Delta Upsilon has been working hard during the past two years in preparation for its 100th anniversary on the Swarthmore campus in March 1994.

A committee of more than 100 alumni members was formed several years ago to spearhead a fund-raising effort to create a permanent endowment for the local chapter. To date half of the goal of $300,000 has been received in gifts and pledges.

A large coed banquet will be held on March 19 on campus to celebrate the anniversary. All DU alumni are encouraged to attend.

Working to Keep the Lines of Communication Open Between the College and the Outside World

Barbara Haddad Ryan '59 returns to head the external affairs operation.

When she was a high school student in Akron, Ohio, Barbara Haddad Ryan had dreams of becoming a foreign correspondent. The journalism part came true, but she's spent her professional life solidly rooted within American shores.

A year into her appointment as the College's associate vice president for external affairs, Barbara says she's "come full circle," but there have been a lot of miles in between.

Her adventures started when history Professor Larry Lafore '38 recommended that she apply for graduate school in journalism at Columbia University. A year later, armed with a master's degree (with honors), she landed her first job at the *Adirondack Daily Enterprise and Lake Placid News*, "a typical entry-level job," she says, "covering the school board and police department and the colorful, lively event of an international bobsled competition."

Tired of the "mud season" in the mountains, she left after several months for New York City and work as an editorial researcher at Lincoln Center, which was then under construction. Shortly after, she became assistant public relations manager at New York Medical College and Flower-Fifth Avenue hospitals.

It was there that she received a call from the *Denver Post*. "It was still the era of the traditional, old-fashioned women's pages—food, fashion, social news—and the *Post* wanted to start building a solid features section including social issues, health and welfare, children, poverty, education, and so on."

STEVEN GOLDBLATT '67

Barbara Haddad Ryan '59 returned after 30 years in Denver to take charge of operations in the College's Public Relations, Alumni Relations, and Publications offices.

Although she didn't want to leave New York, friends in journalism urged her to take the Denver job to gain experience on a major metropolitan daily.

"So I found myself way out West. I stayed with the *Post* for 14 years, initially as a feature writer and then as an arts reviewer, reporter, and critic." After a stint on the editorial page, marriage, two children, and working as the television critic, she left the *Post* for the *Rocky Mountain News* to cover arts and politics, including the two 1980 national conventions. Five years later she was approached by an energy company to become its public affairs director in Colorado and Utah.

"I had spent my life in journalism and I had never thought about leaving it, but it sounded like an interesting opportunity to see the corporate world from the inside."

But the company's Rocky Mountain project folded, and she ended up at the Colorado School of Mines Foundation as director of communications and research. From there she moved on to the state of Colorado energy conservation office as a public affairs manager.

"So I had three jobs in a row involving energy and technology, in which I had no experience, interest, or aptitude—but maybe that shows the value of a Swarthmore education."

In 1988 she returned to education as a faculty member, then chair, of the Journalism Department at Metropolitan State College of Denver. It was there that friends tracked her down to apply for the Swarthmore opening.

"I had never planned on staying in the West, and I never really became a Westerner. To this day, when I think I spent 30 years there, it's astonishing. Of course, in my early career I went a lot further and faster out West than I would have facing all of the competition here in the East."

During her absence from the East Coast, she maintained her ties with the College. She was class secretary from Commencement to well into her early years in Denver, served as an alumni interviewer for Admissions, helped host several alumni events, and, of course, returned for reunions.

Still "learning the ropes" as a staff member, Barbara oversees the College's Public Relations, Alumni Relations, and Publications offices while serving as liaison with special committees of the Board of Managers and other outside constituencies. "The 'external affairs' part of the title is to be taken literally," she says.

Delighted to be back on campus, Barbara credits her success in her circuitous professional life to her undergraduate Swarthmore experience. "I really learned how to think for myself here. In journalism you have to be skeptical without being cynical and you have to be able to analyze what you're being told and decide what's relatively true and what isn't. You gain the ability to trust your own decision-making after you weigh all the evidence. That's the essence of the College's academic system."

Supporting the Academic Health of Students

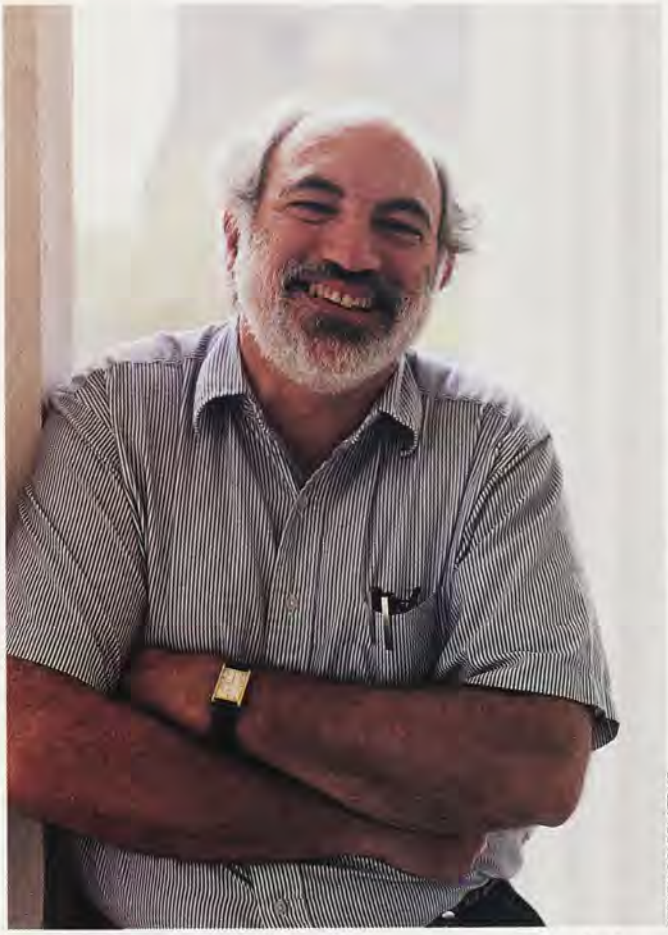
Associate Dean Robert Gross '62 is both educator and administrator.

For Bob Gross there's a thin and arbitrary line that separates his role as a dean from that of a teacher.

As associate dean in the Dean's Office, he oversees academic advising and support services. Because of his background in curriculum, supervision, and social work, he does "a lot of crisis work, dealing with students with emotional or family crises. When I work with individual students, I function as an educator, and even when I work as an administrator, I see myself creating contexts in which education takes place. To me it's not an either/or kind of thing. Working with students, faculty members, and others, there's a web of connections that is stimulating and supportive."

Although review of the College's alcohol policy and volunteer services also falls in his purview, Bob sees his primary role as supporting the academic health of students. Of particular concern are the students who come to Swarthmore with inadequate preparation in the writing process.

"Some of our students come from high schools where there are 40 students in an English class," he says, "and no teacher is going to be able to assign much writing. The other problem is the continuing emphasis in some schools on rote learning, covering material without enough opportunity for analysis and reflection. So some students come here thinking that it's simply a matter of dealing with the volume of material. They don't understand the kind of tasks that faculty members are asking of them. Fortunately, through the Writing Associates Program and the hard work of the faculty, most of our students catch up. The difference in preparation tends to even out after two semesters—but those two semesters can be painful."



STEVEN GOLDBLATT '67

Bob Gross '62 finds a stimulating and supportive web of connection working with students and with faculty members.

He says he's hesitant to make any "sweeping cultural pronouncements" on the state of today's students, but he says he does think these are scarier times than when he was in school. "There is a sense that seems to hover over all young people of restricted opportunities, the fear of falling off the earth when they leave college."

The associate dean position is not Bob's first with the College. After receiving an M.A.T. and an Ed.D. from Harvard and serving a stint as director of secondary teacher education at SUNY at Stony Brook, he joined the Swarthmore faculty in 1977 as assistant professor of education. After six years he left to become head of the upper school at Friends Select School in Philadelphia.

"I had a wonderful time there," he says. "I decided the part of it that I liked the best was working with families and individual students, doing therapy. So I looked around and thought about what kind of training I'd need, and it turned out to be a degree in social work." Nearly three years ago, while Bob was completing an M.S.S. at Bryn Mawr and teaching a course at Swarthmore, the Dean's Office job opened up.

"The thing that's exciting about Swarthmore is that so much is made of the life of the mind. The reality is that people here do take intellectual pursuit much more seriously than students at other schools. As a rule students here are less concerned about the bottom line or 'What's in it for me?' They're more excited by ideas and processes, and that makes it a unique environment.

"That probably ruins us for life after Swarthmore," he adds, "which is why so many of us have found our way back."

nors on selection of design consultants and site selection and also reviews conceptual designs of major projects.

The *Wilmington News Journal* reported on former Delaware secretary of state **Glenn Kenton**'s 1992 holiday party for 300 politicians, lawyers, bankers, and other notables. **Glenn**, now a lawyer at Richards Layton & Finger, was described as always having a fondness for the theatrical, favoring big cigars, and driving a red Ferrari and a 20-year-old Mercedes.

Anne Jones Fernald, who teaches psychology at Stanford, sent word that **Gavin Wright** is chair of the Economics Dept. there.

Rod '66 and I had two days of sweet nostalgia while on campus for our son **Seth**'s ['93] graduation. We are adjusting to a new dimension in our lives since we opened our house as a bed-and-breakfast in May. And we've already had our first Swarthmore connection: **Eliana Miller**'s ['93] parents stayed with us when they brought her to the U. of Rochester Medical School. If you need to be in Rochester, give us a call and we'll do our best for you and yours. Don't forget to send me your holiday newsletters.

...and a Recent Book About the College

Gentlemen and Scholars: College and Community in the "Age of the University," 1865–1917, by W. Bruce Leslie, Penn State Press, 1992.

By Stephen B. Maurer '67, professor of mathematics

This is a comparative historical study of four Middle-Atlantic colleges: Bucknell, Franklin and Marshall, Princeton, and Swarthmore. I learned of it from a review in the Princeton *Alumni Weekly*, which basically said the book was interesting, but why did the author group *us* with *them*! Since I am an alumnus of both Swarthmore and Princeton (Ph.D. '72), and since I taught at Princeton before returning to Swarthmore in 1979, my curiosity was aroused.

The period between the Civil War and World War I was a seminal time for these four institutions and for American higher education. In 1865 all four were small (26 to 328 students); all were closely tied to one religious sect and drew most students and financial support locally and from that sect; all had an ill-defined sense of educational scope, involving secondary programs as well as what we now call undergraduate. By 1917 all were larger (319 to 1,555), all drew students from what seemed then a broad range—upper-middle-class to upper-class white Protestants of various sects—and all were sending graduates into business and worldly professions more than the ministry and schools. All four had eliminated precollege divisions and delineated their other roles (three undergraduate colleges and one research university), and Princeton and Swarthmore had become rather well-to-do, with impressive physical plants and the ability to draw students from afar. This book details these changes.

Note: Even at the end of the story, Swarthmore is quite unlike the college we know, for the biggest change—President Aydelotte, Honors, and selective admissions based on intellect—was yet to arrive.

The book is intriguing because many things we take for granted about collegiate education only developed during this period. It is odd to think that there weren't always general studies with electives in the first two years and a major in the last two, or that the undergraduate years weren't always clearly differentiated from high school studies or from professional studies like medicine and law. It feels strange to be taken back to a time when colleges set their entrance requirements in terms of their own narrow examinations instead of using units of study (such as four years of English) or standardized exams. It's hard to imagine one's religious brethren being a more important source of annual giving than alumni.

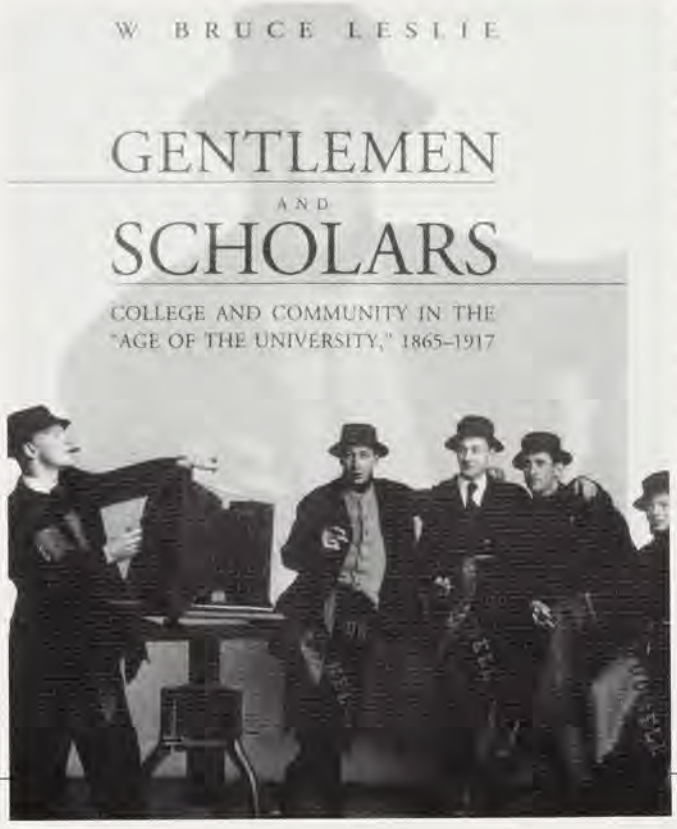
Yes, the book is intriguing for these reasons, but it is not the best source for college history, either for Swarthmore or for American higher education in general. Leslie has written for his fellow scholars in the history of education. Emphasis is on the details, with the broad picture not always kept in view. Every page has an inch or two of footnotes, and many items are named without explanation (e.g., the "Yale report of 1828"). Furthermore, this book arises from a series of journal articles that are not quite seamlessly combined.

The author intends his book as evidence against the received wisdom among scholars of higher education that from 1865 to 1917, colleges were parochial and classical and would have remained so except for the emergence of the research university, which brought fresh thinking to academia. In other words, 1865–1917 was the Age of the University of the title. Leslie's counterthesis, amply documented by his book, is that colleges made changes by themselves. For instance, Princeton (under its President Wilson) and Swarthmore (under President Swain) introduced electives and majors before any of the then-research universities did. Wilson got national attention for this, but Swain introduced these ideas earlier. (Some other colleges were earlier too.)

As a history layman, I knew that research universities came into existence during this period, but I had never presumed they were the source of all the period's postsecondary change. Consequently, Leslie's repeated criticism of the received wisdom seemed like knocking down a straw man.

I found the last few chapters much more interesting than the first few. Although the book proceeds chronologically, different topics are emphasized in different periods. The first few chapters concentrate on such things as how the presidents related to the trustees, the benefactors, and the sponsoring church and on census data about the social status of professors. The nature of education and college life don't get much direct attention until later chapters.

This book did inspire me to want to read more—the things I would recommend others read first. On the general level, I learned from Leslie of (the received wisdom in) Frederick Rudolph's *The American College and University* (1962) and Laurence Veysey's *The Emergence of the American University*. For Swarthmore in particular I would read again, but more closely, Richard Walton's *Swarthmore College: An Informal History* (1986) and Burton Clark's *The Distinctive College: Antioch, Reed and Swarthmore* (1970).



Balancing Research, Teaching, Family, and Community

Lisa Smulyan '76 keeps very busy as a faculty member in the Education Program.

Lisa Smulyan clearly has her hands full—as an associate professor in Swarthmore's Education Program, a researcher, a member of the community, and the mother of two young children.

During this academic year, however, she has been awarded a Lang Faculty Grant for a two-semester leave of absence to continue researching the lives and work of women elementary school principals.

"There are two bodies of literature out there about gender and school management," she says, "one on gender differences in educational management and one on what makes an effective school principal. There has been some work that suggests that there are valid gender differences in the way in which women and men manage in education and the corporate world. And there are studies that look at why fewer women than men enter educational administration that focus on issues of discrimination and socialization and so forth. But there aren't any case studies that look at how complex this issue really is, how variables like gender, race, class (and in some cases, religion), school context, and personal life histories fit together to make effective school leaders."

STEVEN GOLDBLATT '67

Lisa Smulyan '76 has watched student interest in the College's Education Program grow over the years.

Lisa joined the faculty in 1985 after receiving an Ed.D. from Harvard (she also holds an M.A.T. in education from Brown University) to work in both the Education Program and the Writing Associates Program.

"One of the reasons I was hired to teach in Swarthmore's Education Program was that I'm a generalist. In a program this small, you have to be able to teach a range of things," she says. "I'm certainly interested in gender issues in education and I have a growing interest in the sociology of education, but in addition to courses in women and education and school and society, I also teach adolescent development, supervise student teachers, and teach our foundation course, Introduction to Education."

She says she's watched student interest in the Program grow over the past eight years. When she first started, there were about a dozen students student-teaching in any given year. That number is now around 18 to 20.

"The program has really expanded; it's definitely serving more students in more varied ways. The introductory course draws a lot of people. We figure that in each graduating class about a third have taken the intro ed course. It helps students reflect on their own experiences and helps them think about what they really want to do, what's realistic, and what they'd be comfortable doing. Students continue in the Program as special majors who combine education with another field, minors in education in the External Examination Program, and student teachers who complete the certification program."

In addition to her love of teaching, an unabashed liking for her colleagues, the College, and the town motivates Lisa not to look beyond Swarthmore. "It's hard sometimes balancing my kids (Benjamin, 5, and Amanda, 2), my family, and my work here. The leave years are wonderful. I find it tough to do a lot of research and writing during the academic year and be the kind of teacher that I want to be."

Lou Ann Matossian and **Tracey Werner Sherry** for their election to the Alumni Council. **Tracey** writes that she is taking an indefinite sabbatical from her career as a biologist to continue homeschooling her children, Jenna, 8, and Jacob, 5. "It is a real blast! I'm learning more than ever before about everything and anything!"

John Futterman is working at Livermore Lab in California and is in communication with Swarthmore through E-mail. Any other enthusiasts out there? **John** is also busy with his writing hobby, working on both articles and a book.

After 11 years at Intel (the computer inside), **M.L. Dymski** has chosen to leave sunny California for the cool but urbane environs of Boston. **M.L.** is now the vice president of finance for Corporate Software Inc., has bought a home in Cambridge, and is looking forward to visits from East Coast friends. Speaking of East Coast friends, **Margaret McWethy** had a successful showing of some of her paintings in Provincetown, Mass., in August.

David Cohen was in the news again last April. Not as a high-powered lawyer, judicial clerk, press secretary and campaign manager to former mayoral candidate (now mayor) Rendell, or "one of the most powerful people in Philadelphia today" (although that was mentioned), but as "Superdave, from Joisey," tireless father of two sons, Benjamin, 8, and Joshua, 3, and husband to patient lawyer wife **Rhonda Resnick Cohen** '76.

Mike Ehrhardt is still a professor at the College of Business of the U. of Tenn., where he does a little teaching, a lot of research, and "far too much committee work." He and his wife, Sallie, stay busy with their wonderful and very active 5-year-old daughter, Katie, whom **Mike** accuses of contributing to his hair graying and loss. (Couldn't just be that we're getting older, could it?)

Ralph Rosen was made chair of the Dept. of Classical Studies at the U. of Pa. last spring.

Robert George was appointed to a six-year term on

VOICES AND CHOICES

Continued from page 21

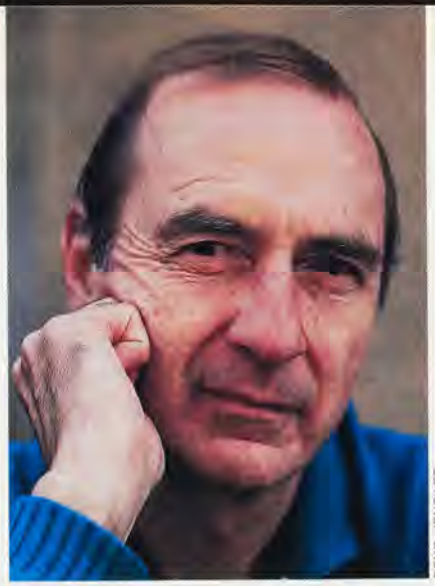
Another example can be found in the Chemistry Department. According to Associate Professor Thomas Stephenson, who taught a revised General Chemistry (Chem 10) course for the first time last year, the old Chem 10 had several problems. "First, it's a big course that we teach traditionally as one big lecture with smaller lab sections," he begins. "We worried about people not asking questions in the lectures and we were concerned about the varieties of preparation that students have when they come into the course.

"Introductory chemistry has a sort of bad rap nationwide," Stephenson continues. "For one thing, in most colleges and universities introductory chemistry is taught as though every person in the class is a potential chemistry major. But only maybe 10 percent of the class will go on to be chemistry majors. The rest will go on to be biologists or lawyers or doctors with a sour taste in their mouths about chemistry."

The Chemistry Department has begun addressing these problems by cutting the number of topics studied and dividing the class once a week into smaller conference sections. "The idea was to emphasize working problems in the conference sections, where people would feel more comfortable asking questions. The more concept-oriented material would be presented in the lectures."

The results of the experiment were mixed. "Students who knew what was going on didn't think the conference sections were very useful," Stephenson says, "so attendance wasn't as high as we'd hoped. But based on student evaluations, other people thought they were great." This year the department is trying the experiment again, with Assistant Professor Alison Williams teaching the course.

In the History Department, a new introductory course, required of all majors, will be taught for the first time this spring by Associate Professor Marjorie Murphy, Associate Professor Stephen Bensch, and Assistant Professor Pieter Judson. The new course, called The Historical Construction of Identity, takes a cross-cultural approach to studying how societies shape and reshape identities in a variety of historical settings. Next spring it will cover three topics: slavery and freedom, work and community, and state, nation, and Christendom. "All these themes have a way of blending time periods as well as geographical locations," says Murphy. "The notion of a global history course has been around for a while, but I think this is a unique one. It could be a model for an introductory history course to replace the old Western Civ course in departments across the country."



DENG-JENG LEE

The point is not to somehow 'get it right,' to make sure we've got all the biases taken away. The point is to be aware of the ways in which interpretation is limited—to be humbled by the problem of objectivity or truth."

—Kenneth Gergen
Psychology

For some curricular innovations, faculty members are looking beyond Swarthmore's walls to the world outside. In the Political Science Department, a five-year pilot project, the Democracy Project, began last year. Its goal is to provide students with opportunities to study and experience firsthand the relationship between democratic theory and practice.

Students participating in the program are encouraged to take three courses: Democratic Theory and Practice, Multicultural Politics, and The Democracy Seminar: The Politics of Community Action. In the seminar all students undertake an internship with a grass-roots community group. The other two courses are not primarily internship courses but do ask students to do activist or research projects.

"We're trying to broaden the ways in which students have access to knowledge," says project director Meta Mendel-Reyes. "I was a labor organizer for many years before going to graduate school, so it's really important to me to try to connect community and classroom work."

Last spring 19 students enrolled in the internship seminar, taught by Lang Visiting Professor Nadinne Cruz. (Mendel-Reyes will teach the course this spring.) Students participated in internships at area organizations such as Delaware County Legal Assistance, Children First, Thea Women's Center, and Jobs with Peace. Student response to the course has been "just tremendous," Mendel-Reyes says.

The internships are very carefully structured. The professor meets with each student before the semester begins to get a sense of what his or her interests are and works with him or her to locate an internship. When the semester begins, the professor and student go out to the organization they've decided on and set up a "learning agreement" that details what the student wants to accomplish, what the organization hopes the student will accomplish, and how the student will be evaluated. During the semester the professor keeps up with how the internship is going and helps address any problems. At the end, she does an evaluation.

There are important intellectual benefits to this kind of learning, Mendel-Reyes says. "It's extremely important for students to understand that political science doesn't occur in

the classroom or at conventions of political scientists but out in the community. There's no way for students to really understand that without some exposure to the community." At the same time, experience in the community enriches students' studies on campus: "Rather than setting up an artificial divide between the intellect and the heart or the academy and real life, community learning experiences lend a richness and purpose to their looking at traditional college resources because they're able to make connections that they are really eager to make."

An internship or fieldwork is also part of the educational experience for many students who are concentrating in Peace and Conflict Studies. Six students did internships last summer, funded by grants from the Lippincott and Shoemaker foundations. While J.W. Frost, the convenor of the concentration, highly recommends that concentrators do internships or fieldwork, he is concerned that the lines between intellectual activity and social activism not become blurred. "We're an educational institution, not an agency for social change," he says. "Our function in working with a social group is education, not making that group more effective."

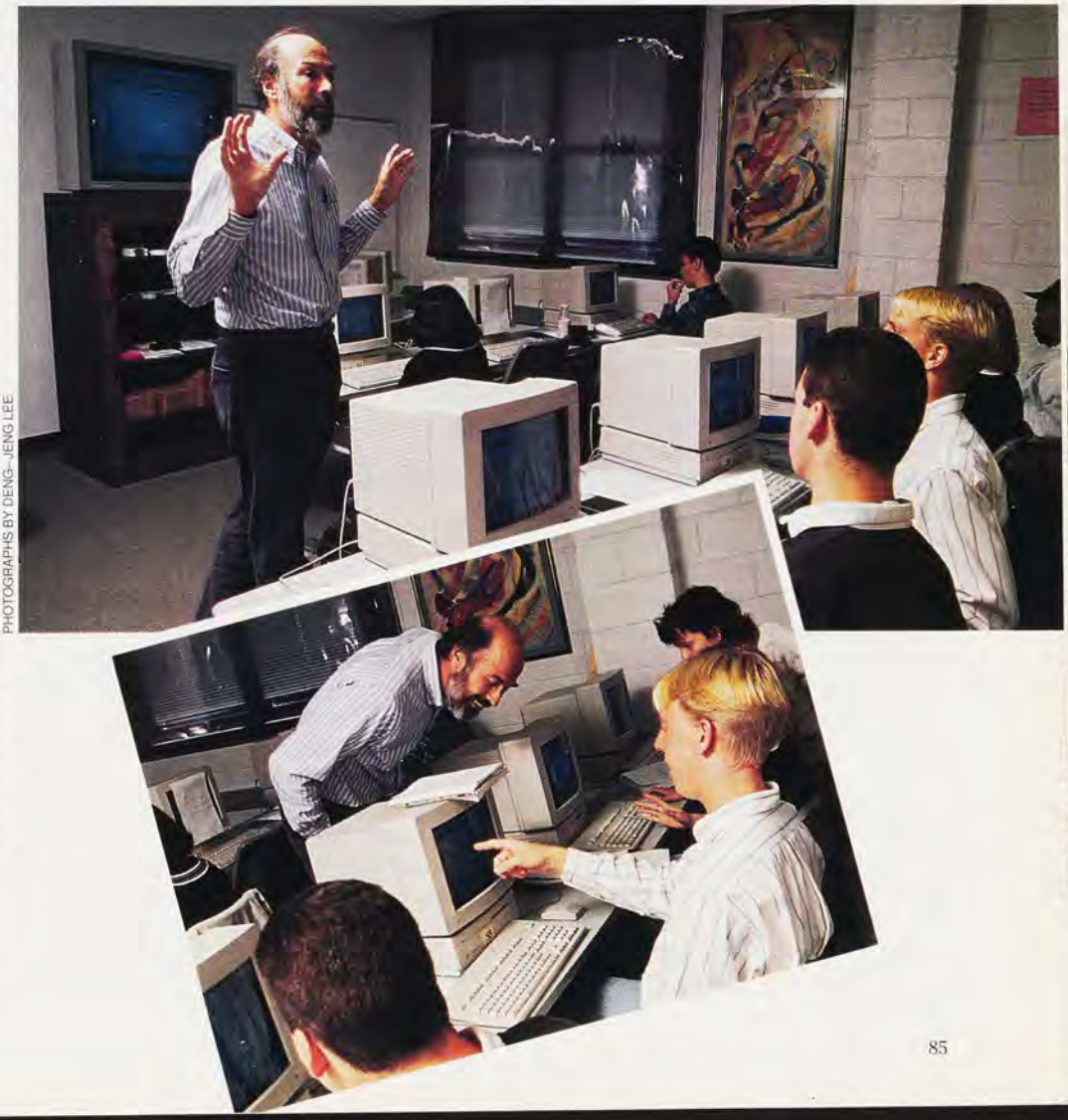
In fact there has been quite a bit of discussion about the role that experiences in the community should play in the curriculum, and there's some resistance, says Provost Jennie Keith. "The resistance is rooted in a tremendous commitment to academic excellence. The struggle is to be sure that we're not undermining that. It's a fair question." But, she points out, Swarthmore's curricular expansion into the community is intellectually driven. The Democracy Project, for example, "is not a social service project; it has developed from theoretical changes in the way we look at participation in politics. We look at politics as much less top-down and much more coming up from the micro level; one implication of that is that students go and into the field to do research. I think they are involved in a very intellectual activity."

Part of maintaining a commitment to excellence, Keith believes, is constantly asking what we mean by excellence. "At Swarthmore the immediate answer to that is a very cerebral one," she says. "However, if we take seriously the social responsibility side of our long-standing mission as a college and the response to changes in the world, we have to broaden our notion of intellectual excellence."

Change always involves an element of risk, so why does Swarthmore's curriculum need to change at all? "Here's why," says Philip Weinstein, chair of the CEP Task Force on Curriculum. "The curriculum is on the one hand a thing, the embodiment of courses that are described in the catalogue. But on a deeper level, it is an embodiment of the College's best ideas. And ideas change. Humans change. Knowledge changes. The curriculum only stays alive insofar as it breathes new ideas. It goes haywire if the new ideas are unrelated or hostile to all the old ones, and it goes soft if only what is perfectly compatible with what is already in place can be engaged.

"The theorist Roland Barthes wrote something I had never thought of before. He said, 'It is more serious to change than to stay the same.' Intellectually more serious. Change isn't a departure from principle; it's a rethinking of principle. There's more thinking involved in a departure than there is in a standing still. I don't think that gives us a blank check, but it makes me realize that the most responsible thing we can do is move.

"You can move terribly—we've been frightened about that. It would be easy to do it wrong. We're still trying to figure out how to do it right, but I know the right thing is to be trying to figure that out." ■



PHOTOGRAPHS BY DENG-JENG LEE

"I came to understand that even if the material is nonsexist and nonracist, the milieu in which it is taught might not be," says Charles Kelemen, who has revised the introductory computer science course.

FRIENDS

Continued from inside back cover

both continuing revelation of new aspects of Truth and communication with each other. Our measure of light may differ and we may see differing aspects of Truth, but we have a basis for dialogue. In positive terms, replace the smoked-glass metaphor with a clear prism, and our differing visions become a source of beauty rather than confusion.

The Quaker business meeting is engaged in a search not for consensus with each other but for unity with Truth. In a dispute Friends accept neither the majority opinion nor the least common denominator but seek the missing element that will enable all to unite on a "third alternative." A variety of unfavorable terms have been applied to the speed by which this process can work, but when it is followed faithfully, the results have proved both creative and remarkably durable.

In contrast to the strict yes–no bipolarity of the Anglo-Saxon legal tradition, Quaker process is based on the assumption that polar opposites can and do coexist. Truth lies not in choosing between competing elements but in maintaining a dynamic tension among them. Individual and community are both precious and interdependent. We need not choose between contemplation and action but seek instead the rhythm that allows each to enrich the other. In seeking to build a diverse community, we need both engagement and opportunities to refresh ourselves within our own primary groups. Quakers display a remarkable temerity on slippery slopes.

Diversity is the most visible issue in our academic life today. A Quaker viewpoint is that we need to open our academic and societal discussions to all not simply to achieve equity but because the voice we silence may be uttering the essential element that will make Truth apparent to all. At the same time, Quaker worship requires silence as the basis for ministry, and we must not allow our commitment to engagement to become a new tyranny. In our desire to learn from others, we must also recognize their need to define and refine their vision outside of the dialogue, especially if the dialogue continues to be shaped by our perception of the issues. Groups that have been historically dominant especially require not just patience but humility: Because their vision of reality has been least challenged by others' perceptions, it may contain the most distortion. In academic terms, re-placement of the Western canon with a new set of common cultural experiences will be a dynamic process, with both support for specialized studies and periodic redefinition of core curricula.

STEVEN GOLDBLATT '67

Mary Ellen Grafflin Chijioke '67 is curator of the Friends Historical Library.

In the classroom Quaker epistemology demands cooperative learning and a search for multiple sources of insight. We are all aware of the competitive pressures surrounding our educational process, and most instructors seek to mute competition among students. We need also to remove the competition between author and reader. "Critical evaluation" too often becomes a contest to prove oneself brighter than the author rather than a careful winnowing to find the intellectual wheat to nourish one's own development. Emphasis on chaff also inhibits tentative expression of new ideas, since most students are all too aware of their own limitations.

Quakers believe that Truth exists, that it is one, and that it is potentially knowable.

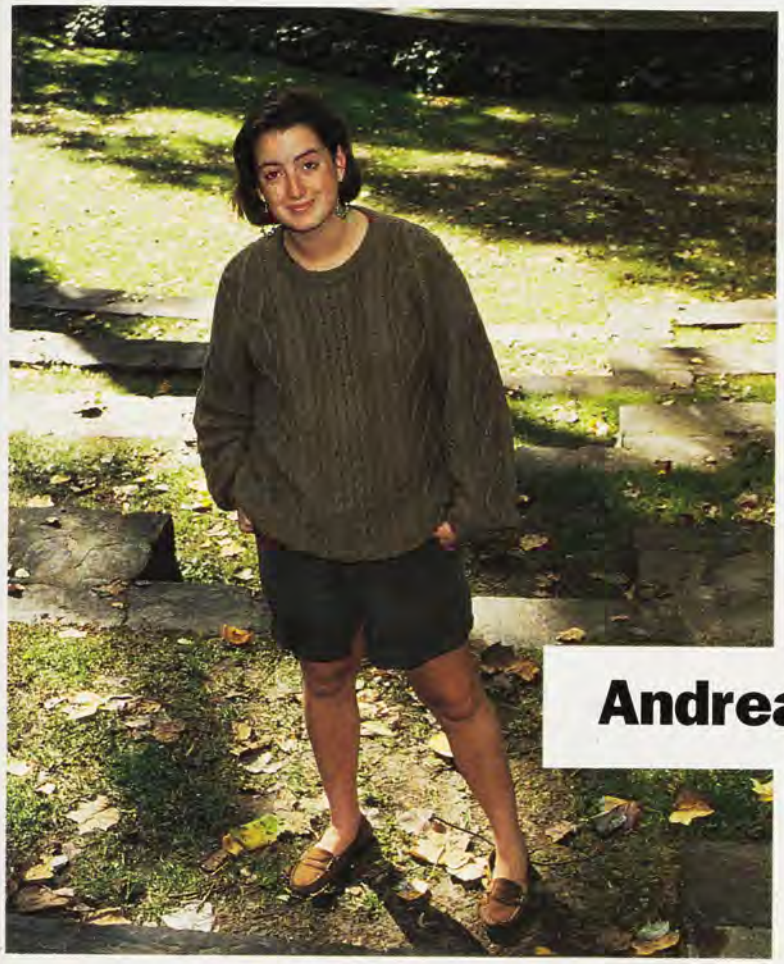
The other Quaker offerings are much simpler. "Guarded education" has become discredited as a term. When the College was founded, it meant protecting young Quakers from alien ideas; in the 20th century, it referred to guarding young people, especially of opposite sexes, from each other. The 1960s challenge to College paternalism coincided with the demand that academia shed its ivory tower and become more like the "real world." Students and faculty alike are left with very little emotional and intellectual protection as they deal with extremely difficult issues. It is time to admit the desirability of offering a safer haven to those whom we ask to engage in a very risky process—redefinition of themselves and their society.

For Friends themselves, the most important Quaker gift is the insistence that there is no separation between our spiritual and secular lives. This is usually expressed as the demand that the ethical principles derived from our religious beliefs guide our daily lives. In typical Quaker dialectic, however, Friends would remind us that the task includes the solution, that a life centered in the spirit will never lack resources to meet the demands placed upon it. As a model, Friends offer the *Journal of John Woolman*, the autobiography of a Quaker saint and one Quaker literary work worthy of inclusion in a new American canon. Friends from the Hicksite tradition are especially suspicious of proselytism, but the Meeting on campus welcomes all who would like to try the Quaker way of seeking in corporate silent meditation the Truth that lies behind all religion.

Friends form a tiny minority in American society. With all the varieties of Quaker that have resulted from 165 years of schism and recombination, there are only about 140,000 in this country, with less than one-third worshiping in the silent manner familiar at Swarthmore. Their hopes of dominating the world lasted for about five years in the 1650s and until about 1710 in Pennsylvania. It is also now clear that they will never again be dominant at Swarthmore. But it is more than nostalgia that suggests that the College can benefit from a closer attention to its Quaker legacy. ■

Essays That Worked

Continued from page 7



Andrea Gibbons grew up in the desert outside Tucson, Ariz. Sidelined from athletics because of injuries suffered in high school soccer, she is involved in Earthlust and Amnesty International. Andrea has a passion for knowledge about other cultures and languages and is, among other things, taking Russian and French classes.

Andrea Gibbons

I live in a round house. It was built of adobe by my father, and it lies alone in the desert beneath several palo verdes whose branches are covered with golden blossoms during the late spring. Just outside my door, there is a short adobe wall that I built myself; the lizards sit on it, soaking up the sun, watching the world with heavy-lidded eyes in the silence. The silence is all around, and in it, if you listen, you can hear the wind singing and the creosote and mesquite trees tossing words back and forth. I have lived almost my entire life in this beauty, and I love it more than anything. The house is still not finished—will never be finished—so I know what it is to share a bathroom with a tarantula, or free a young hawk that flew into the dining room, or touch a javelina that wandered up to the back door.

With all of this, I never felt poor. There were always hikes into new and uncharted territory to be taken and new adventures to be lived. That's why it really came as a shock when I found out that we were going to lose it all, that when people spoke of those awful statistics they were really talking about us, sticking us into a group with those "other people" who had always seemed so far away. It brought me out of my dream, and I realized how different my family was from those of my friends. Their mothers didn't do their laundry in the sink, and they took it for granted that I had a VCR and a microwave and a stereo and a dishwasher. I didn't. And they took it for granted that I could just go to the mall and shop, or go miniature golfing, or buy tickets to the U2 concert. I couldn't. It was all these things that they could not imagine living without, things that I had lived without all of my life, that set me so far apart from them.

The thing that hurt me most was that they could not begin to understand. I never believed that the gap between rich and poor was so wide, but now I do. It's just as wide as the gap between every other area of experience. No one who has not lived or tried to understand it can ever know the hopelessness and anguish in a society where you can do everything in your power and never get ahead, where you can lose your home because of legalities, or your business because you didn't have enough money to invest, or your job because you worked yourself into the ground. In truth, you cannot know of anything unless you experience it, and that is what I would do—go out into the world and experience everything.

But I believe that experience is not worth anything if you don't think upon it, treasure it, examine and reconcile it. If growing up in the desert and then losing the desert has taught me anything it is that: To commit yourself to an action is wonderful, but its value lies in the thought. To watch and reflect like Thoreau on his porch or like a Tibetan monk high in a mountain cave is soaring poetry. It is to wake into a world and be alive, to dream into the dreamtime, to take a path and follow it down a million different roads....■

Friends Forever?

by

Mary Ellen Grafflin Chijioke '67

Although Quakerism has been deemed irrelevant in modern ethical arguments, three legacies remain: Quaker testimonies, a revamped notion of a guarded education, and a continued insistence on the importance of the spiritual life for individual and community.

In 1991 the local newspaper, *The Swarthmorean*, asked a most unscientific sample of new students why they chose Swarthmore College. Two-thirds mentioned the College's Quaker tradition. Yet the College merely calls itself "Quaker-related," not Quaker, and few at Swarthmore have any idea what Quakerism has to offer beyond a concern for the individual, a commitment to good works, and a peculiar manner of conducting business.

When the College opened in 1869, all the students, faculty members, administrators, parents, Managers, and donors—everyone connected with it except unskilled laborers—were members of the Hicksite branch of the Religious Society of Friends.* Yet the sectarian/anti-sectarian debate was as lively then as it is today, when Quakers can be regarded as an endangered species on campus.

Direct institutional affiliation with the Society of Friends was never a factor at Swarthmore as at other Quaker colleges like Guilford or Earlham. When the Carnegie Foundation was offering funds in 1908 to nonsectarian colleges to establish retirement plans (now TIAA/CREF), the only change that Swarthmore had to make in its charter was to drop the requirement that members of the Board of Managers be members of the Religious Society of Friends. In recommending that change to the College corporation, the Board stated that "the College will be as absolutely under the Management of Friends without the clause as with it."

Friends' control was not a new issue, and unresolved differences over the extent to which the College was answerable to outside Quaker bodies had contributed much to the high turnover in presidents in the 1890s. Joseph Swain's gradual modernization of the College administration between 1902 and 1921 not only gained him general autonomy from the Board but also helped the Board itself assert independence from outside bodies. Thereafter, the debate continued in terms of how and to what extent Quaker values should shape College policy.

Within this new frame of reference, Swarthmore did remain unabashedly Quaker, at least until World War II. It did not matter that the percentage of Quaker students had declined steadily almost from the day the College opened its doors or that two non-Quakers, Thomas B. McCabe '15 and Ruth Potter Ashton, were finally appointed to the Board in 1938. Hicksite Friends, with Board encouragement, still considered Swarthmore "their" college and made full use of the campus during the summers. By Board policy the College still guaranteed admission to any qualified graduate of a Friends school. The College was as much a part of the Quaker establishment as of the higher educational establishment, and Quaker values (however interpreted) were presumed to be decisive when grappling with difficult issues.

Change was coming, however. The last major initiative taken by President Frank Aydelotte before leaving Swarthmore in 1940 was to begin a Board discussion on the College's response to the coming war. He advised, and the Board seemed to agree, that the College ought not to get involved in any direct war efforts but rather should assist in Quaker-related efforts like training relief personnel. Pearl Harbor changed all that, and Swarthmore wound up hosting a Navy V-12 unit (but not Civilian Public Service training). The war did provide one classic example of Swarthmore as a Quaker institution: President John Nason became chairman of the National Japanese American Student Relocation Council, in large part because of his pivotal connections with the higher education community, the American Friends Service Committee, and the federal bureaucracy.

After the war Quaker representation on the faculty began to shrink, and critics increasingly argued that Swarthmore was Quaker for purposes of public relations but not when Quak-

*In 1827–28 the Philadelphia, New York, and Baltimore Yearly Meetings separated into an evangelical Orthodox branch, which founded Haverford College, and the more "liberal" followers of Elias Hicks. The three yearly meetings were not reunited until 1955.

er practice would demand unpalatable choices. On the other hand, the use of "Quaker tradition" to defend parietal rules in the late 1960s, when the College seemed insufficiently committed to racial equality, alienated both faculty and students. Quakerism was deemed largely irrelevant in later ethical arguments, such as those over divestment of endowment funds from South Africa.

Today, with fewer than a half-dozen nonemeritus faculty members who belong to the Society of Friends, these trends probably can't be reversed. For better or worse, Friends Historical Library remains the only department with strong links with the Quaker establishment. What then does the Society of Friends have to offer modern Swarthmore besides past endowment, a strong commitment to service, and a generalized sense of ethics? I would suggest three gifts that Quakerism can still proffer: the Quaker "testimonies," a revamped notion of a "guarded education," and a continued insistence on the importance of the spiritual life for individual and community.

All Quaker social thought can be traced to four basic testimonies: Simplicity, Truth, Equality, and Peace. The Quaker understanding of equality and peace are hardly self-evident, static, or noncontroversial, but they are the best-known Quaker tenets and are most frequently cited in the College's literature, so I shall devote my limited space to the others.

Quaker simplicity is worth mentioning because its most obvious contributions have been negative: a delayed appreciation of the arts and a suspicion of flamboyance in style. The still-predominant Quaker aesthetic—"of the best sort but plain"—sounds suspiciously like Volvo and L.L. Bean basic and has the danger of reinforcing ethnic and class prejudices. Behind the cultural norm, however, is a conviction that excess attention to material goods takes time and energy from the critical business of life. In addition, conspicuous consumption is an enemy of equality, and stewardship as the model for our relationship with creation mandates a break from the disposable lifestyle of recent decades.

Simplicity as a habit of mind is also a useful intellectual legacy. The well-ordered life may be unfashionable, but a preference for the simplest solution to a problem is a basic tenet of mathematics and science, and the terse proof is described as elegant.

Truth, the most basic of Quaker testimonies, has the most wide-ranging implications. In the 1650s, those who had been Seekers began calling themselves Friends of Truth and suffered fines, imprisonment, and worse rather than take judicial oaths, which would imply that some occasions required less than absolute truthfulness. The College drew on this heritage three centuries later when leading the campaign against loyalty oaths required for funding under the national Defense Education Act.

Rare though it may be, a commitment to absolute truthfulness is a relatively trivial legacy to offer. More significant is the distinctive Quaker notion of Truth and the process by which we can seek it. Even more than the ethical legacy, Quaker epistemology offers guidance in dealing with today's educational issues.

First, Quakers believe that Truth exists, that it is one, and that it is potentially knowable. We may see through a glass darkly, our vision refracted by differing filters of culture, personality, and experience, but a common search for Truth is meaningful. Each person brings to the search not just individual limitations but an insight that is both unique and closely allied to the vision of others. We are not doomed to cultural relativism. In religious terms Quakers speak of "that of God in every person," which allows

Please turn to page 86

Swarthmore students on their way to the Meeting House, circa 1895. The requirement for attendance at Friends Meeting, first modified in 1905, was replaced in 1928 by required attendance at Collection. In 1969 the College abolished mandatory Collection.

ALUMNI COLLEGE ABROAD 1994

Splendors of New Zealand and Sydney
March 22–April 5, 1994

Alumni, parents, and friends are invited aboard the 850-passenger *Marco Polo* to explore the breathtaking landscapes and unique cultures of New Zealand and Sydney, Australia. Our lecturer will be Harrison Wright, Isaac H. Clothier Professor Emeritus of History and International Relations, who will examine issues faced by historians considering colonial and post-colonial societies. Prices start at only $2,565 plus airfare for what promises to be a priceless experience. Call Alison Rooney at (800) 367-6766 for more information.

English/French Countryside
July 30–August 14, 1994

Seasoned travelers and first-timers alike will make fresh discoveries on this inviting itinerary. It will take you from castles, cathedrals, and chateaux to villages far off the tourist track and on to the Normandy beaches 50 years after D-Day. And you'll be among the first to cross the "Chunnel" aboard the new Eurostar train. Thomas Blackburn, Centennial Professor of English Literature, will offer illuminating perspectives on the literary milieu of each region. Prices start at $4,109 including air fare from Philadelphia. For more information call (800) 825-2900 and ask for Barb Lee.