

MARCH 2003

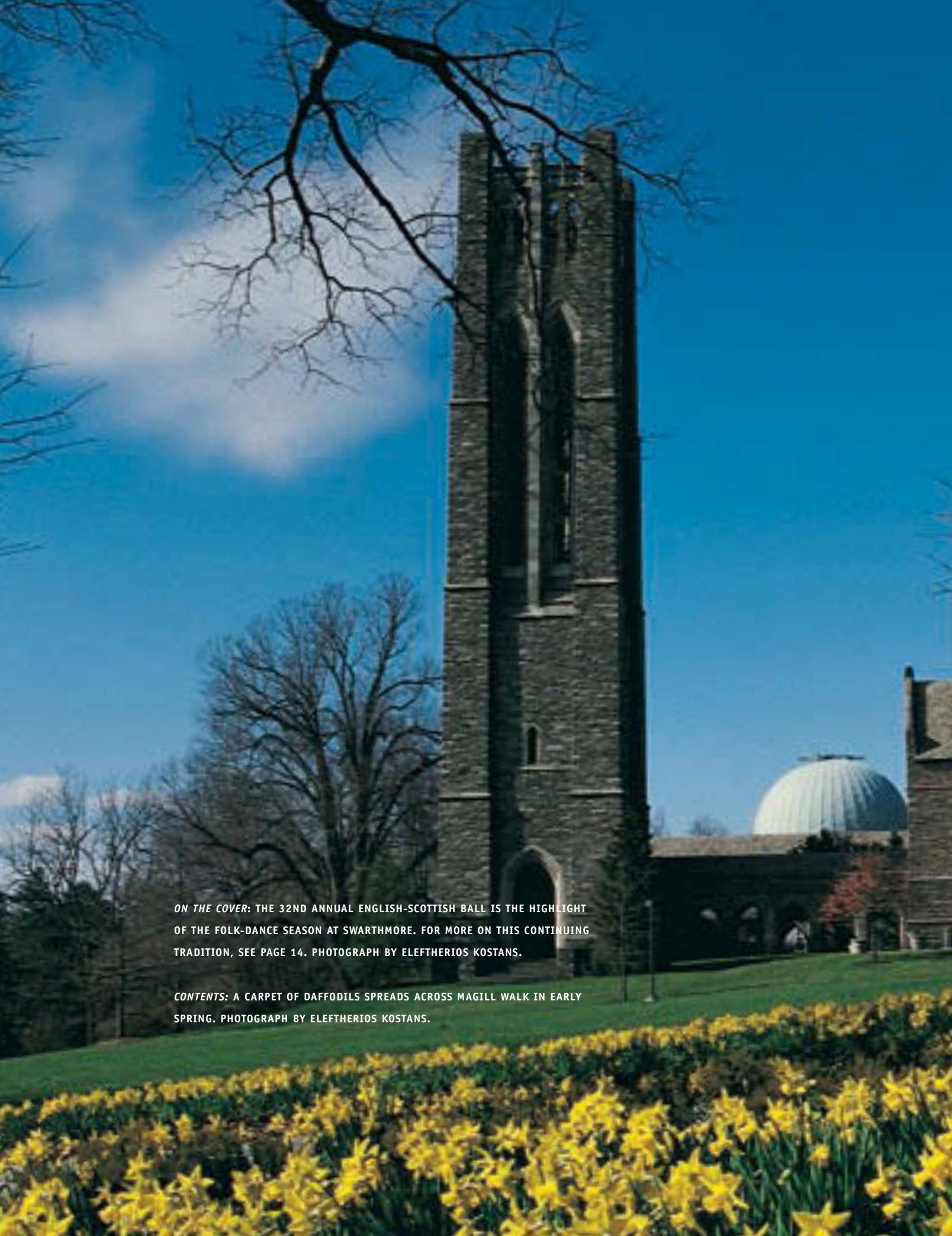
Swarthmore

COLLEGE BULLETIN



HAVING
A BALL

The Folk-Dance Tradition Continues



ON THE COVER: THE 32ND ANNUAL ENGLISH-SCOTTISH BALL IS THE HIGHLIGHT OF THE FOLK-DANCE SEASON AT SWARTHMORE. FOR MORE ON THIS CONTINUING TRADITION, SEE PAGE 14. PHOTOGRAPH BY ELEFThERIOS KOSTANS.

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Swarthmore

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Among people who work with college and university alumni, there's a saying about how alumni view change at their institutions: "Anything before their era is quaint—anything after is heresy." Of course, Swarthmore alumni know better. They know that the College's history is the story of change. By studying the past, we are able not only to understand these events but also learn more about how to approach contemporary challenges.

I'm known around the office as a Swarthmore history buff. When I applied for this job 13 years ago, I knew nothing of the College—in fact, I had to consult a map to get to my first interview. But the very first task I completed after being hired was to read Richard Walton's *Informal History of Swarthmore College* (Swarthmore College, 1986) and a lovely little book of College lore called *Swarthmore Remembered* (Swarthmore College, 1964). I've

There are a surprising number of books about this small college—a testament to its rich history and powerful impact on American education.

been delving into College history ever since. One of the first editorial changes I made in the *Bulletin* was to add a regular history and nostalgia department, "Back Pages," and we have done regular feature articles on various aspects of College history.

Vice President Dan West shares my passion for the past. Since he arrived at the College in 1999, we have had many conversations about Swarthmore's history and how, from its Quaker founders to today's leaders, key people and decisions have shaped the character of the College. Last summer, we both read Frances Blanchard's *Frank Aydelotte of Swarthmore* (Wesleyan University Press, 1970), a biography of President Frank Aydelotte. Dan

suggested that the *Bulletin* publish an article about the man he calls "Swarthmore's defining president"; not wasting a moment, I suggested that he write it. The result ("Frank Aydelotte: Architect of Distinction," p. 20) is a fascinating look at how Swarthmore became the academic powerhouse it is today.

Dan's article is not the only bit of history in this issue. Folk dancing at Swarthmore ("Stepping and Shifting," p. 14) has its roots in the 1940s—a long tradition that continues to enrich the lives of students and alumni. And today's activist Alumni Council ("Come Together," p. 80) also dates to the first half of the 20th century.

There are a surprising number of books about this small college—a testament to its rich history and powerful impact on American education. (A brief bibliography is offered with Dan West's article at www.swarthmore.edu/bulletin/mar03/aydelotte.) Three more books of interest to Swarthmoreans are soon to be published. A scholarly biography of President Courtney Smith (1953–1969) by Donna and Darwin Stapleton '69 is in preparation at the University of Delaware Press. The 75th anniversary of the Scott Arboretum will be celebrated by a pictorial history to be published later this year. And a new book of essays called *The Meaning of Swarthmore* is in its early editorial stages. For history buffs like me, it's going to be a good year.

—Jeffrey Lott



Swarthmore COLLEGE BULLETIN

Editor: Jeffrey Lott

Managing Editor: Andrea Hammer

Class Notes Editor: Carol Brévarat-Demm

Assistant Editor: Angela Doody

Staff Writer: Alisa Giardinelli

Desktop Publishing: Audree Penner

Art Director: Suzanne DeMott Gaadt,
Gaadt Perspectives LLC

Administrative Assistant:
Janice Merrill-Rossi

Intern: Elizabeth Redden '05

Editor Emerita:
Maralyn Orbison Gillespie '49

Contacting Swarthmore College

College Operator: (610) 328-8000
www.swarthmore.edu

Admissions: (610) 328-8300
admissions@swarthmore.edu

Alumni Relations: (610) 328-8402
alumni@swarthmore.edu

Publications: (610) 328-8568
bulletin@swarthmore.edu

Registrar: (610) 328-8297
registrar@swarthmore.edu

World Wide Web
www.swarthmore.edu

Changes of Address

Send address label along
with new address to:

Alumni Records Office
Swarthmore College
500 College Avenue
Swarthmore PA 19081-1390

Phone: (610) 328-8435. Or e-mail:
alumnirecords@swarthmore.edu.

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UNFAIR

I must take issue with your titles for the two very critical letters about Teach for America (“Letters,” December *Bulletin*). The original article (“Teaching for Change,” a profile of Kevin Huffman ’92, September *Bulletin*) pointed out changes in the program about which Patrick Runkle ’98 was very derisive. The title of Runkle’s letter (“Foul Stench”) was unfair, in my opinion. A second letter from Nathan Myers ’99 was more balanced. But there again, you emphasized “hypocrisy.”

I confess I’m prejudiced because a granddaughter has been in Teach for America for four years, and a grandson is in his second year.

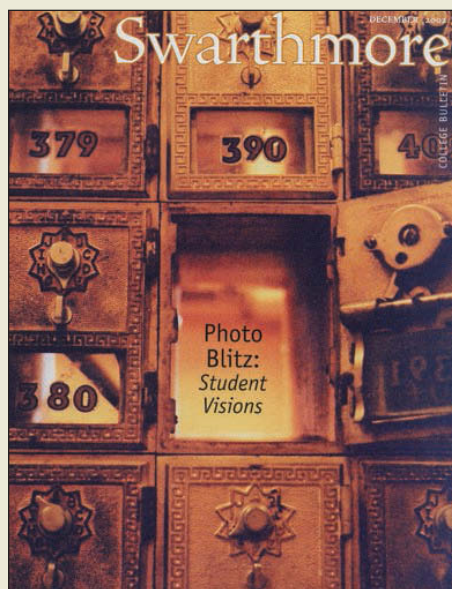
CAROLYN KEYES CADWALLADER ’36
Newtown Square, Pa.

ROLL UP OUR SLEEVES

After reading the letters “Foul Stench” and “Hypocrisy” about Teach for America (TFA), I feel compelled to set the record straight on a few key points.

Endemic to much of the criticism that TFA has received over the years is a disturbing tendency to rely on unproven theory and isolated anecdotes. These two letters fall into this trap. The facts are pretty clear that most of TFA’s corps members are successful. In a recent independent survey of the school principals of TFA corps members, nearly 80 percent of principals rated them as more effective than other beginning teachers with whom they had worked. And in a study by Stanford University’s Center for Research in Educational Outcomes, the students of TFA corps members in Houston recorded gains as great or greater than students of non-TFA colleagues in every grade level and subject area.

About 87 percent of TFA corps members complete their two-year commitments in their original placement schools. Patrick Runkle conveniently failed to note that he was one of the few TFA participants who quit the program without honoring their commitments. Runkle’s bizarre willingness to make sweeping (and damning) generalizations about the community in which he was placed runs counter to TFA’s most basic philosophies. After spending one year in teaching, he apparently was able to determine (1) that “education will get you nowhere” in rural Louisiana and (2) that



these districts are “beyond help” and “not interested in change.” The fact that he would actually refer to his former school district as “beyond help” cuts against everything I believe about public education. Many of us who taught in dirty trailers in low-income neighborhoods left the corps with diametrically opposite perspectives, having seen firsthand that our students could exceed grade-level expectations and outperform their more affluent peers.

Nathan Myers’ letter furthers the strong tradition in public education debate of framing issues in black and white: Either you get a Swarthmore-quality certification program, or you get thrown to the wolves; either you give low-income families experienced and highly trained teachers or ill-prepared novices. I see the same tautologies constructed in nearly every other education reform debate—school choice, charter schools, high-stakes testing, and multi-cultural curricula.

I suppose at the end of the day, we have two choices. We can, as Runkle’s letter suggests, look at the centuries of poverty and racism that have created the current inequities, throw up our hands in despair, and declare that the schools serving our poorest citizens are beyond repair. Or we can roll up our sleeves and work tirelessly to address the inequities head-on.

KEVIN HUFFMAN ’92
Vice President and General Counsel
Teach for America
New York

REFUGEES

I appreciated very much the article on mid-century faculty émigrés (“Émigré: The College as a Place of Refuge,” December *Bulletin*).

By the late 1940s, as World War II began to recede in day-to-day life, the Swarthmore campus was home to not only these faculty members but also to several students who were refugees.

We fled the Nazi onslaught on Europe as youngsters. By 1950, we were more or less Americanized, but there still was (I speak only for myself) a sense of being outsiders and uprooted—albeit enormously fortunate, saved by fate, miracles, and pure random events or the prescience, wisdom, and capability of parents who brought us out of the Holocaust. Each of us had a story, but we were only vaguely aware of how the others survived.

THOMAS REINER ’52
New York

NOT THE WHOLE STORY

The December *Bulletin* article about the participation of Marcia Grant ’60 in the development and launch of a women’s college in Saudi Arabia (“Liberal Arts in a Conservative Land”) was absolutely amazing for what it left out.

Saudi Arabia is a nation with, shall we say, a somewhat spotty human rights record. The country is ruled by a corrupt monarchy; human rights there are largely nonexistent. Although, as Marcia Grant points out, it is simplistic to think that women are oppressed simply because of Islam, they are unquestionably oppressed. This is a nation that once held the West hostage with an oil embargo and has put a great deal of money and effort into trying to destroy Israel. To quote the Human Rights Watch *World Report 2001*:

Freedom of expression and association were nonexistent rights, political parties and independent local media were not permitted, and even peaceful antigovernment activities remained virtually unthinkable. Infringements on privacy, institutionalized gender discrimination, harsh restrictions on the exercise of religious freedom, and the use of capital and corporal punishment

Please turn to page 78



Landreman '03 Receives Rhodes Scholarship

JIM GRAHAM

SWARTHMORE SENIOR MATT LANDREMAN HAS A RADIANT SMILE—and a lot to be smiling about these days. One of 32 Americans chosen from 981 applicants for the prestigious Rhodes Scholarship, the physics major will head to Oxford next fall for two to three years of fully paid study there. Since being selected, he says, “I keep thinking of Dean Bob Gross’ [’62] statement to us as freshmen: ‘You are not an admissions mistake.’”

For three years, Landreman, who hails from St. Paul, Minn., researched alongside Associate Professor of Physics Michael Brown, a plasma physics specialist. Landreman’s interest lies in fusion power, which he sees

as a solution for the world’s environmental problems.

Brown and Landreman have been working with the Swarthmore Spheromak, a machine built by Brown six years ago, which can reproduce processes that occur on the Sun’s surface. Landreman’s research has been concerned particularly with magnetic reconnection, a process in which magnetic energy is converted into heat and high-energy particles that cause the solar atmosphere to be 1,000 times hotter than the Sun’s surface. Because of its impact on solar physics and its potential for helping provide a clean, safe energy source in the future, Brown’s research has been funded by the National Science

MATT LANDREMAN (RIGHT) CREDITS SWARTHMORE—AND HIS THREE YEARS OF RESEARCH WITH ASSOCIATE PROFESSOR OF PHYSICS MICHAEL BROWN—FOR HIS RHODES SCHOLARSHIP.

Foundation and by the U.S. Department of Energy.

Landreman’s research has led to co-authorship of two articles in the journals *The Physics of Plasma* and *The Astrophysical Journal*, and he has been recognized by the American Physical Society.

Disarmingly modest, Landreman credits Swarthmore, at least partially, for the scholarship. “Where else would undergraduates have the opportunity to work so closely with someone like Mike Brown or write review articles?” he asks.

As a participant in the Upward Bound Program for three semesters, Landreman has taught physics to students from Chester High School. He is a member of the Swarthmore cross-country team. And he founded “Food for Thought,” a bread-baking business, where, once a week, students make bread by hand in their dormitories, sell it to fellow students, and donate the proceeds to Philadelphia charities.

During his time in Europe, Landreman plans to travel, especially to visit his former host family in Hungary, where he spent fall semester 2001 in a Study Abroad Program for mathematicians. “I’m looking forward to relaxing a bit,” he says.

In Oxford, he will study mathematics, which he says has a broader definition there than here. “In Oxford, there’s no fusion program,” he says, “but I will study aspects of physics that are related to it.”

—Carol Brévarat-Demm

BLACK ALUMNI EVENT TO BE HELD IN JUNE

BLACK ALUMNI WEEKEND, held for many years on campus in March, is scheduled this year in conjunction with the College’s Alumni Weekend on June 6 to 8. A special program for black alumni will begin on Thursday evening, June 5, and run through Friday.

In a February letter to black alumni announcing the change, Vincent Jones ’98, chair of the event, wrote that, with the event in June, “those of us who have reunions won’t have to choose between the March and June weekends.... [It will] allow us to connect with members of the Swarthmore community and other black alums at events planned just for us.” These will include an African dance workshop, a reception with President Alfred H. Bloom, a Caribbean dinner, and the opportunity to choose among the three Friday evening programs open to all alumni.

One of those programs will be “A Politically Incorrect Forum,” featuring six prominent black alumni in a panel discussion moderated by Associate Professor of History Allison Dorsey.

Attendance at the separate March weekend had been declining in recent years, said Astrid Devaney, associate director of alumni relations, adding that housing will be offered in College dormitories—something that was not possible during the semester.

Lisa Lee ’81, director of alumni relations, welcomed the change: “Many affinity groups hold gatherings or receptions during Alumni Weekend, and they really enjoy the opportunity to interact with alums of all ages. We welcome the decision to schedule the Black Alumni Reunion in June and hope that it results in terrific attendance.”

—Jeffrey Lott

SWARTHMORE JOINS BRIEF IN MICHIGAN CASES

SWARTHMORE HAS JOINED SEVERAL OTHER SELECTIVE PRIVATE COLLEGES and universities in filing an amicus brief in a key affirmative action case now before the U.S. Supreme Court. The brief argues that affirmative action in the admissions process is essential not only to the educational programs of the institutions but to their broader mission to benefit society.

The case stems from suits brought against the University of Michigan and the University of Michigan Law School. The white plaintiffs claim that they were unfairly denied admission because of policies designed to increase the number of minority students at the schools. They are asking the court to overturn its historic 1978 *Bakke* decision allowing the consideration of race in university admissions.

The brief, submitted in February, concludes its arguments, "The Fourteenth Amendment, Title VI, and 42 U.S.C. 1981 leave colleges and universities free to select those students who, in their judgment and as *Bakke* contemplated, will, individually and collectively, take fullest advantage of what the college has to offer, contribute most to the educational process, and use what they have learned for the benefit of the larger society. In making these judgments, colleges and universities may take into account race or ethnic back-

ground as one of various factors to be competitively considered, without quotas."

Maurice Eldridge '61, vice president for College and community relations and executive assistant to President Alfred H. Bloom, said that Bloom was first contacted by President Thomas Gerety of Amherst College.

"We were pleased to be able to help craft this important argument," said Eldridge. "Swarthmore is strongly committed to providing opportunity for minority students and to sustaining a broadly inclusive and diverse educational community, and although as a private college we might seem to be less affected by the Michigan case, we are deeply worried as an institution about the trends we see and the chilling effect an adverse decision would have across institutions nationally. This brief reflects of our commitment to diversity, not only here at Swarthmore but in the larger society."

In addition to Amherst and Swarthmore, the brief was joined by Bates, Bowdoin, Bryn Mawr, Carleton, Colby, Connecticut, Davidson, Holyoke, Oberlin, Pomona, Sarah Lawrence, Smith, Trinity, Vassar, Washington and Lee, Wellesley, and Williams colleges and Colgate, Wesleyan, and Tufts universities. The Supreme Court is expected to rule in the cases by the end of its current term.

—Jeffrey Lott

COMMITTEE STUDIES LIVING WAGE OPTIONS

THE NEWEST FORUM FOR DISCUSSIONS on compensation of Swarthmore's lowest-paid staff members is a committee of staff, faculty, and students, which began meeting in November. Now in the process of gathering data, the committee will examine four key areas: the costs of potential wage increases, alternatives to wage increases, government entitlement programs, and wage compression issues.

The committee, co-chaired by Associate Vice President of Human Resources Melanie

Young, continues the work of the Staff Compensation Review Committee (CRC), which made several recommendations in fall 2001, including a \$9 an hour "Swarthmore minimum wage." The previous hiring minimum at the College was \$6.66 an hour; the federal minimum wage is now \$5.35.

The CRC's recommendations received the endorsement of top administrators and the Finance Committee of the Board of Managers, but members of the student-driven Living Wage and Democracy Campaign found fault with some of them. Among their counterproposals was a minimum wage of \$13 an hour.

"The CRC's work is a backdrop, and we're

simply revisiting it to see whether we can do better than \$9," says committee co-chair Barry Schwartz, Dorwin P. Cartwright Professor of Social Theory and Social Action. "Our mandate is to come up with a set of practical recommendations with regard to the wages of lowest-paid staff—estimating costs, identifying possible unintended negative consequences, and suggesting ways to prevent them."

Meanwhile, the CRC is continuing its work on staff compensation issues. Its latest project is a review of the College's job-grading system.

—Alisa Giardinelli

NEW DIRECTOR FOR CAREER SERVICES

IN FEBRUARY, NANCY BURKETT became Swarthmore's new director of career services. Former Director Tom Francis announced last year that he wanted to reduce his responsibilities and become associate director of the office that he has headed since 1985.

Burkett comes to Swarthmore from Wagner College, where she

was director of career services. She previously worked for 10 years as a career services officer at the College of William and Mary. Dean of the College Bob Gross '62 praised Burkett's "obvious enthusiasm and interpersonal skills and her understanding of the role that Career Services can play in a liberal arts college."

The Career Services Office provides information and counseling to students, alumni, and

employers. Students get help researching career opportunities, preparing resumes, finding internships, and interviewing with potential employers. The office also provides advice about graduate and professional school applications. Many of these services are also available to Swarthmore alumni, who can learn more at http://www.swarthmore.edu/Admin/career_services/.

—Jeffrey Lott



JIM GRAHAM

NANCY BURKETT



ERIC JENSEN

ASTRONOMERS HAVE A DIFFERENT IDEA about the age of things. For instance, a group of “young” stars recently discovered by a Swarthmore research team is 30 million years old. As is the case with many astronomical discoveries, they did not discover new stars per se but rather learned something new about stars whose existence had been known.

“What’s new here is our realization of how young these stars

are,” says astronomy major Rabi Whitaker, who has been working with Assistant Professor of Astronomy Eric Jensen as part of her senior thesis. “If you think of our Sun as middle-aged, these stars are like babies that are only a few weeks old.” The stars are also relatively close to Earth—just 100 to 200 light-years away.

Jensen and Whitaker announced the findings in January at the American Astronomical Society’s annual meeting. New

RABI WHITAKER ‘03 WAITS FOR NIGHTFALL AT CERRO TOLOLO OBSERVATORY IN CHILE.

knowledge about the stars could open the door to new understanding of planet formation. “Their ages are just right for them to be forming planets right now, and their proximity makes them easier to observe,” Jensen says. “These stars are perfect candidates for follow-up observations to help us understand planet formation. By observing these stars as part of a larger

sample of stars of similar ages, we can get an idea of how frequently stars form planetary systems and exactly when in a star’s life cycle planets are formed.” He cautions that it is not yet known whether there are planets orbiting any of these stars.

The evidence for the stars’ youth comes from observations made in August 2002 with the National Science Foundation’s 4-meter telescope at Cerro Tololo Inter-American Observatory in Chile. Spectra of the stars show the presence of a large amount of the element lithium. As a star ages, nuclear reactions gradually destroy the lithium atoms that were part of its initial chemical makeup. Thus, the more lithium present in a star, the less time the star has had to destroy it, hence the younger the star.

Jensen expects still more young stars to be found in the near future. The Swarthmore team has more observations of promising candidates scheduled for April.

—Tom Krattenmaker

Bed-and-Breakfast in the Ville

WHO COULD RESIST THE APPEAL of a couple of nights spent in H.W. Longfellow’s house? In the near future, campus visitors will have the option of staying in, among other places, at least an architectural replica of Longfellow’s Cambridge, Mass., mansion—right in the heart of Swarthmore.

On Jan. 13, when Swarthmore Borough Council unanimously passed the long-awaited ordinance permitting the establishment of bed-and-breakfasts (B&Bs) in Swarthmore, Joanne Cline, owner of the soon-to-be “Longfellow B&B,” was the first to apply for an application. More applications have arrived since then.

The ordinance, which restricts the establishment of B&Bs to two per block and a maximum of four rooms per house, has been under discussion for several years.

“There’s been a real need [for guest accommodation] for a long time in Swarthmore,” said Cline, who has been hosting international students in her home for the past 20 years. With three double bedrooms to let, she is looking forward to making life easier for College visitors by providing comfortable lodgings and home-cooked breakfasts. She anticipates being ready to receive guests by springtime and is already answering inquiries.



CAROL BRÉVART-DEMM

JOANNE CLINE PLANS TO OPEN A B&B IN SWARTHMORE DURING THE SPRING THAT IS A REPLICA OF H.W. LONGFELLOW’S MANSION IN CAMBRIDGE, MASS.

In the meantime, conversations with the borough are continuing about the possibility of an inn and restaurant being developed on College land.

—Carol Brévart-Demm

Farewell to Two Good Friends

WILLIAM ELMORE

THE COLLEGE MOURNS the death of Morris L. Clothier Professor Emeritus of Physics William Cronk Elmore on Jan. 23 at age 93.

After earning a B.S. in engineering physics from Lehigh University in 1932 and a Ph.D. from Yale three years later, Elmore began his career as a physics instructor at MIT. In 1938, he joined Swarthmore's physics faculty, retiring in 1974. He served as department chair from 1948 to 1968.

Elmore is fondly remembered by his students for his integration of imaginative laboratory work with theoretical content. His former colleague, also Morris L. Clothier Professor Emeritus of Physics, Mark Heald says: "Bill was the principal mentor in my professional life. For faculty of my generation, he was an inspiration." Elmore and Heald co-wrote the 1969 textbook *Physics of Waves*, which is still in print.

During World War II, Elmore conducted research at the Bartol Research Laboratory



COURTESY OF THE ELMORE FAMILY

BILL AND BARBARA ELMORE'S CONTRIBUTIONS TO SWARTHMORE COLLEGE WERE A TEAM EFFORT. MARK HEALD SAID THE ANNUAL HONORS DINNER PARTIES AT THEIR HOME WERE "LEGENDARY."

on the College campus and was recruited to work for two years on the Manhattan Project at Los Alamos, playing a major role in developing electronic circuits to handle the fast-pulse signals needed in the development of the atomic bomb. In 1949, he was co-author with Matt Sands of *Electronics: Experimental Techniques* as part of the National Nuclear Energy Series. The book

became the standard reference work of practical electronics for a generation of physics graduate students in the 1950s. In 1957, he returned to Los Alamos to work with the controlled fusion group and was a delegate to the second Atoms for Peace Conference in Geneva.

In 1965, Elmore received a Distinguished Service Citation from the American Association of Physics Teachers and was elected a fellow of the American Physical Society. Also an accomplished musician, Elmore played accordion at square dances in Los Alamos and was the founding pianist of the Swarthmore faculty dance band The Moonshiners.

He was predeceased by his wife of 66 years, Barbara, on Jan. 1. Known for her lifelong love of art, she joined Swarthmore's fledgling arts and crafts department in 1954 and taught jewelry, enameling, and pottery. Her efforts led to the establishment of the studio arts program on campus.

—Carol Brévart-Demm and Alisa Giardinelli

BARBARA PEARSON LANGE GODFREY

THE COLLEGE COMMUNITY WAS DEEPLY SADDENED by news of the death of Dean Emerita of Women Barbara Pearson Lange Godfrey '31 on Feb. 4 at age 92.

Godfrey, the daughter of Edna and Paul Pearson, was born in the Benjamin West House in 1910. Her father was professor of public speaking and founder of the Swarthmore Chautauqua. After attending the College with a White Open Scholarship for two years, she transferred to the Yale School of Drama. In 1932, she married Gordon Lange. They had three children: Julie, Josie, and Jonathan.

Returning to Swarthmore, Godfrey served as director of dramatics for 17 years. Thomas Blackburn, Centennial Professor Emeritus of English Literature, said: "Barbara was a vital part of the creative and artistic life of the College, when those activities were not yet permitted to the full standing of the curriculum. She could get amateur actors to do things they never dreamed they could do."



COURTESY OF JULIE LANGE HALL

BARBARA PEARSON LANGE GODFREY WAS BORN ON THE SWARTHMORE CAMPUS AND DEVOTED HER LIFE TO THE COLLEGE.

Because of Godfrey's positive relationship with students, she was appointed dean of women by President Courtney Smith, serving from 1962 to 1969. During that time, she continued to direct faculty stage productions. From 1968 to 1970, she served as director of career planning and placement.

In 1960, Godfrey received the John W. Nason Award for her distinctive and lasting

service to the College.

Two years after Lange's death in 1979, she married Warren Godfrey. After retirement, she maintained strong links to Swarthmore, serving as reunion activity chair, admissions interviewer, on-campus event speaker, and class co-secretary, a position she held for almost six years until her death.

In 2001, aided by daughter Julie, she published a compilation of her father's letters, photos, lecture notes, and plays titled *Man of Chautauqua and His Caravans of Culture: The Life of Paul M. Pearson*.

Her connection to the College is further strengthened by family ties. Godfrey's daughter Julie Lange Hall and son-in-law Parker Hall are both members of the Class of '55. Her late brothers, Drew and Leon Pearson, were members of the classes of '19 and '20, respectively.

In a 1999 *Bulletin* article, Editor Jeffrey Lott wrote: "She observed Swarthmore College from its Quaker roots to the threshold of the new century. For most of that time, it has never been far from her thoughts."

—Carol Brévart-Demm and Alisa Giardinelli

Redefining "dominion over the earth"

SOME OPPONENTS OF THE ANTI-SUV "WHAT WOULD JESUS DRIVE?" CAMPAIGN charge that it smacks of pagan Earth worship. But Mark Wallace, associate professor of religion, says there is ample biblical basis for protecting the Earth's environment.

"From the story of Genesis to Jesus' words in the New Testament, the idea comes through that the goodness of creation is our inheritance, something we must preserve and pass on to the next generation—not something we possess to exploit and abuse," says Wallace, who is at work on a book about the relationship between Christianity and environmentalism.

One reason behind traditional Christian apathy toward the environment, Wallace says, is a misunderstanding of the biblical principle of human "dominion" over Earth. Wallace, who is expert in Hebrew, translates the Hebrew word for "dominion" to mean "stewardship"—not "control" or "ownership" as it is often understood.

Another reason for the disconnection between Christianity and ecology is the tradi-

tional conception of God as separate from the Earth—a "sky God," as Wallace phrases it. But Wallace believes the widely accepted theory of incarnation argues for a God of the Earth, meaning that humans honor God by revering and protecting creation.

Wallace finds still more biblical support for environmental protection in statements by Jesus. In the "Sermon on the Mount," Jesus speaks of birds and the beauty of flowers, Wallace notes. "Jesus shows a kind of intimacy with the beauty of creation," he says. "This intimacy teaches people today to be equally loving toward the natural world. To me, that means we ought to develop appropriate and sustainable technologies."

Wallace says he is encouraged by signs that some Christian movements are accepting responsibility for the environment. "If Christianity doesn't wake up to our environmental crisis," he says, "it's going to be partly responsible for everything we're facing today, from pesticides in our food to global warming."

—Tom Krattenmaker



"If Christianity doesn't wake up to our environmental crisis, it's going to be partly responsible for everything we're facing today, from pesticides in our food to global warming."

NASA PHOTO



JIM GRAHAM

KUHARSKI AWARDED ORDER OF MERIT IN POLISH CULTURE

ALLEN KUHARSKI, ASSOCIATE PROFESSOR and chair of the Department of Theater, was awarded the Order of Merit in Polish Culture for his work promoting cultural exchanges in theater and dance between the United States and Poland. The award is the highest honor given by the Polish Ministry of Culture and National Heritage. It was presented in November in Manhattan by Pawel Potoczyn, director of the Polish Cultural Institute in

New York City, on behalf of Waldemar Dabrowski, Poland's minister of culture.

Kuharski has worked closely with internationally acclaimed Polish choreographer Jacek Luminski and the Silesian Dance Theatre to establish the College's study abroad program in theater and dance in Poland.

Kuharski is also a widely published authority on various aspects of Polish theater and drama, in particular the work of playwright Witold Gombrowicz.

—Angela Doody

Communicating the Crum

When you dance in the woods
(After Joy Harjo's "One Cedar Tree")

TRAMPING THROUGH THE CRUM WOODS on a warm September day, 11 students pause while their guide, conservation ecologist and former Assistant Professor of Biology Roger Latham, points out a colony of woolly aphids feasting on beech sap. The students laugh in wonder at the little creatures, hundreds of whom are waving what Myra Valianos '05 would later term "those fluffy butts of theirs" into the wind. After Latham explains the symbiotic relationship between the aphids and the beech tree, the students throw the insects one last glance and move on. Clutching their field journals, members of Associate Professor of English Literature Elizabeth Bolton's Writing Nature class continue their trek through the Crum.

Writing Nature is an unusual English course that combines field walks and ecological observation with creative writing and literary analysis to provide students with the tools to express their biological and emotional connections with the Crum. Bolton says she designed the class (taught most recently in fall 2002) for two practical reasons—the need for more humanities courses within the environmental studies concentration and the oversubscription of more traditional creative-writing workshops within the English Department. But she also wanted to help students better appreciate the Crum as a valuable parcel of nature in

the midst of suburbia.

"The Crum is the one refuge from suburban sprawl around here," says Bolton. "There's something healing and soothing about the woods."

The course thus began with a series of field walks, both with Latham and Rhoda Maurer, plant records supervisor of the Scott Arboretum. Students then moved on to writing their own nonfiction essays and poetry, while simultaneously reading and critically responding to a variety of nature writing from Shakespeare to Terry Tempest Williams. As a culminating project, students completed a class anthology *Taproot: Communicating the Crum*.

Sonal Shah '05 says she thought the class was tied together by the shared goal of "communicating the Crum. There was a sense of camaraderie among the students and Professor Bolton that was cemented by our early morning walks."

Bolton hopes future offerings of the course will tie together better the increased ecological focus with the actual writing process. Still, she thinks that the intensive engagement with the Crum provided students with a shared creative perspective. "If everybody's working and writing on the Crum, that tends to unite the class in terms of having a common project."

—Elizabeth Redden '05

When you dance in the woods
your feet touch dirt
on every third whistle of the wind

With whom do you waltz?
the gallant tree lily
or the staid hemlock?

Twirl,
the leaves mimic your steps. The ground
spinning, following your lead
and the creek
sashays into a fluid flourish.

Stop. Wait. Pose,
For a grass-breath.

Then, with a flick-of-a-wrist,
a toss-of-a-head,
your toes tap a green rhythm
and you spin among boughs.

Fingers furl upward
tracing the sky.
Jump, turn, and bend to the whistling wind,
You feel a part of the grand pas de deux
But turn,
look over your shoulder,
the trees do not move
only you do.

—Evelyn Khoo '05

FOUR JOIN BOARD OF MANAGERS

THE COLLEGE WELCOMES FOUR NEW MEMBERS to the Board of Managers. Elected at the December meeting, Tralance Addy '69 and Nancy Hengen '73 will serve as Alumni Managers, Gil Kemp '72 will serve as a Term Manager, and Dan Rothenberg '95 is a Young Alumni Manager.

Addy is the founder, president, and CEO of ven-

ture development and management company Plebys International LLC and president and CEO of Plebys-supported WaterHealth International Inc.

Hengen is a partner in the law firm of Holland & Knight. Kemp is the founder and president of *Home Decoration Collectors*, a mail-order catalog.

Rothenberg is a co-founder and co-director of the Pig Iron Theatre Company.

—Carol Brévart-Demm



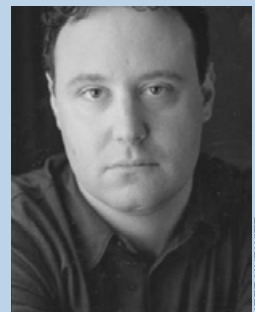
TRALANCE ADDY



NANCY HENGEN

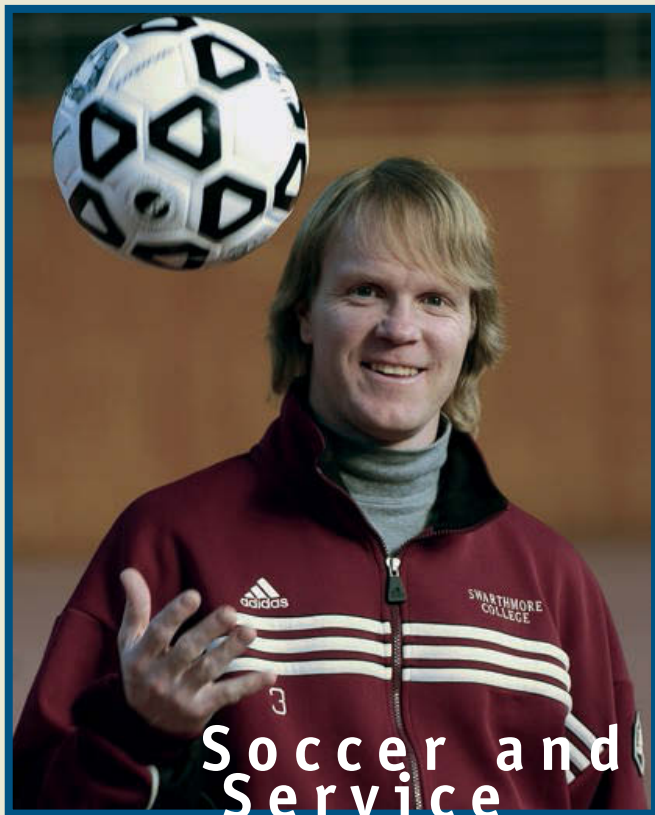


GIL KEMP



DAN ROTHENBERG

JEFF HURWITZ



JIM GRAHAM

ERIC WAGNER IS A DEDICATED SOCCER COACH AND FAN, but his vision extends well beyond the field. So when he heard news reports of the worsening famine in Ethiopia, he tried to find a way to apply his sport to the cause.

The result: Wagner and his Garnet soccer squad held a clinic for local school children on Super Bowl Sunday. The event attracted 60 kids, raised nearly \$900 for relief efforts, and—perhaps most important—generated awareness of the little-known famine on campus and in the surrounding communities.

“Athletics are what I do, but if I can make an impact on the wider community through sports—bring my two passions together—that’s what really excites me,” Wagner says.

The brother of two Swarthmore alumnae (Lise ’85 and Karin ’90), Wagner became soccer coach at the College last year after a successful five-year run at St. Mary’s College of Maryland, where he amassed a school-record 49 victories. Wagner knew it would be a challenge to revive a Swarthmore soccer program that had been enduring some lean years. But he leapt at the chance.

“I think it’s a fantastic opportunity,” says Wagner, a 1988 Connecticut College graduate who was a four-year letter winner as a mid-fielder and defender. “There is very strong administrative backing for the program here at Swarthmore. We have good facilities. When

NEW SOCCER COACH ERIC WAGNER HAS RESPONDED TO CHALLENGES BOTH ON AND OFF THE FIELD.

HOOPS: WOMEN STRONG, MEN IMPROVE; SWIMMERS THIRD IN CONFERENCE

Women’s basketball (19–6, 12–3 Centennial Conference [CC]) Katie Robinson was named CC Player of the Year. Robinson became the first woman to earn Player of the Year honors in back-to-back seasons. The junior guard led the conference in scoring (18.2 points per game), steals (4.39 per game [pg]), and free-throw percentage (87.5) and was seventh in field-goal percentage (47), 15th in assists (2.48 pg), and 17th in rebounding (6.1 pg).

The co-captain also became the fifth woman in school history to eclipse the 1,000-point mark and set the school and CC record for career steals. Robinson is also on the Garnet’s career top-10 list in assists, rebounds, and field-goal percentage.

Senior guard Ali Furman closed out her career as the school’s top three-point scorer and became just the second woman in the CC to reach the 200 mark. The co-captain finished ninth on the career-scoring list and fourth on the all-time assist list. Led by the top-ranked defense in the conference, which allowed 52.1 points per game, the Garnet reached the CC play-offs for the fourth consecutive season.



JOHN FERKO

ROBINSON: CENTENNIAL PLAYER OF THE YEAR

Men’s basketball (9–16, 5–8 CC) At 9–16 overall and 5–8 in the CC, the Garnet posted its best record since the 1996–1997 season. The Garnet Tide was in the CC playoff hunt until the final game of the season, falling one game short of a postseason berth. Senior guard David Pearce, named All-CC honorable mention, became the 14th player in school history to eclipse the 1,000-point mark and closed out his career as the Garnet Tide’s eighth leading scorer with 1,107 points. Pearce also ranks fifth on the career steals list with 94, is eighth on the career three-point list with 89, and ranks 11th on the career assists list with 177. Pearce also excelled in the classroom and was selected to the Verizon Academic All-America District II Team. Junior point guard Jacob Letendre finished third in the CC in assist/turnover ratio (1.75) and was fifth in assists (84); his 37 steals



JOHN FERKO

PEARCE: BEST MEN’S RECORD SINCE 1996–1997

placed him in sixth place. Letendre also moved up the Tide career ladder and is now in second place in assists (262) and steals (121). Sophomore forward Matt Gustafson led the team in scoring, averaging 15.6 points per game and finished eighth in the CC scoring race. Sophomore Blair Haxel had a breakthrough season, posting seven double doubles. The 6-foot 9-inch center averaged 12.5 points per game, 9 rebounds, and 1.73 blocks per game. Haxel finished fourth in the CC in rebounding and third in blocked shots.

you're recruiting people, you're ultimately selling the school. Well, Swarthmore is one of the easiest sells in the country because of its reputation. Now the challenge is selling high school kids on a soccer program that's been in the doldrums for a few years."

It didn't take long for the Swarthmore campus to find out about Wagner's penchant for putting soccer in the service of the community. Realizing the opportunity afforded by a home game on the one-year anniversary of the Sept. 11 attacks, Wagner organized a commemoration focusing on local "first responders." Local police, fire, and rescue squads were honored before the game with a large crowd of students, staff members, and administrators in attendance. The student a cappella group Sixteen Feet sang the National Anthem, and Ed Kline, chief of the Swarthmore Fire and Protective Association, kicked in the ceremonial first ball.

The Swarthmore squad showed improvement during Wagner's first year as coach despite finishing with a 5-14-1 record. One of the Garnet's top offensive producers was Anteneh Tesfaye, a senior from Addis Ababa, Ethiopia. Wagner immediately thought of Tesfaye when he heard about the famine there, which to this point has attracted little attention despite promising to surpass the 1980s famine that became a global cause celebre. He enlisted Tesfaye as a co-organizer and got to work on the clinic.

"For me, soccer has always been more than a game or a competitive contest," Wagner says. "It's something to bring people together."

—Tom Krattenmaker

Men's swimming (7-3, 5-1 CC) The Garnet finished in third place at the CC Championships. Senior Mike Dudley led the way, earning Outstanding Performer of the Meet honors. Dudley won the 200 breaststroke (2:07.35), the 100 breaststroke (58:44), and the 200 individual medley (IM) in 1:55.59, setting school records in all three events as well as a CC and meet record in the 100 breaststroke. John Lillvis '03 won the 400 IM at the CC championships in 4:12.65. Earlier in the season, Lillvis set a Ware Pool record in the 400 IM (4:20.33). David Whitehead '03 won the 100 butterfly in 52.13. Dudley and Whitehead teamed with Eric Shang '04 and Mike Auerbach '05 to win a silver medal in the 400 medley relay (3:35.07). Dudley, Whitehead, Auerbach, and Jeff Schneider '05 captured the bronze medal in the 200 medley relay (1:38.19). The 800 freestyle relay team of Auerbach, Shang, Lillvis, and Whitehead also claimed a bronze medal, touching the wall in 7:12.66.

Women's swimming (6-4, 4-3 CC) The quest for a three-peat came to an end as the two-time defending CC Champions placed third this year. Leah Davis '04, Katie Stauffer '05, Patricia Funk '06, and Davita Burkhead-Weiner '03 won the 200 freestyle relay in 1:39.77. The relay team of Tara Trout '04, Funk, Melanie Johncilla '05, and Burkhead-Weiner captured a silver medal in a NCAA B-cut time of 7:56.57. Burkhead-Weiner and Davis won silver and bronze, respectively, in the 50 freestyle and later teamed with Johncilla and Funk to earn a bronze medal in the 400 freestyle relay (3:39.84). Burkhead-Weiner also earned a bronze medal in the 100 freestyle (54.71).

—Mark Duzenski

COLLEGE CLAIMS VICTORY IN LOCKHEED MARTIN SHAREOWNER ACTION

DEFENSE CONTRACTOR LOCKHEED MARTIN decided in November to prohibit workplace discrimination based on sexual orientation. This decision demonstrates the influence that colleges and universities can exert to bring about social and ethical change in society, says Swarthmore's Vice President for Finance and Treasurer Suzanne Welsh.

The announcement, which was made to company employees in an e-mail and reported in *The Washington Post*, came days after Lockheed Martin received notice from Swarthmore that the College intended to

refile a shareowner resolution, urging the company to bar discrimination on the basis of sexual orientation in its equal employment opportunity policy.

"Among colleges and universities with significant endowments, our status as shareholders is an opportunity to influence society," says Welsh. "I hope the College's action helps lead the way for similar efforts in the future."

Swarthmore first presented its resolution at the company's annual shareholders meeting in San Diego on April 25, 2002. Although the resolution was rejected by most shareholders, it exceeded the minimum percentage of votes required for the College to resubmit it.

Morgan Simon '04, an honors economics major who helped spearhead the College's action, read the news of Lockheed's decision via e-mail with tears and laughter. "I have been

involved in many social change efforts, and sometimes it is difficult to measure results," she says. "Having such a concrete victory gives me a lot of confidence and reinforces my hope that all this work is worth the effort."

The resolution—the first in the country solely initiated by a college or university since the anti-apartheid movement in the 1980s—is the work of the College's Committee for Socially Responsible Investing. The committee, chaired by Harvard University Business School professor emeritus and Board of Managers member Samuel Hayes III '57, comprises students, College administrators, and members of the Investment



Committee of the Board. The committee prepared the resolution in consultation with the Equality Project, a nonprofit organization in New York devoted to securing equality in the workplace for lesbian, gay, bisexual, and transgendered employees.

Since the College first introduced its resolution, Lockheed had faced increased pressure to change its policy from its employees in GLOBAL (Gay, Lesbian, or Bisexual at Lockheed Martin). In August, the company also received a zero rating from the Human Rights Campaign, a Washington, D.C.-based gay rights advocacy group.

Buoyed by their success, Simon plans to work with the committee on building alliances with other schools and finding another resolution to file.

—Alisa Giardinelli



JIM GRAHAM

Does DIVERSITY *include me?*

By Darryl Smaw, associate dean for multicultural affairs

NOT LONG AFTER ARRIVING ON CAMPUS LAST FEBRUARY, I went to Sharples Dining Hall with several other deans. While enjoying lunch with a cross-section of students, I couldn't help overhearing three students behind me who were discussing what it was like to be a Republican on campus. As they ate, they talked about how other students—and even some faculty members—were not interested in hearing their perspective once they identified themselves as Republicans. Although they liked being part of the Swarthmore community and knew they were receiving an excellent education, they felt marginalized—even silenced—because of their political convictions.

I introduced myself to them as the new associate dean for multicultural affairs and asked if I might join them. I told them that I couldn't help overhearing their conversation and wanted to know more about their experience as young conservatives on a liberal college campus. They were visibly surprised, wondering why the dean of multicultural affairs—who could not be other than a left-leaning liberal—was interested in what they had to say. After all, I was the “diversity guy,” and we all think we know what that means.

I had a very engaging conversation with these smart, conservative young people. In the end, I told them that I had a very expansive definition of diversity—that it included not just race and ethnicity but those who held different ideas and political beliefs, which

DARRYL SMAW (CENTER) MEETS WITH CAMPUS REPUBLICANS OVER LUNCH. HE VIEWS CAMPUS DIVERSITY AS ENCOMPASSING NOT ONLY RACIAL AND ETHNIC GROUPS BUT ALL SORTS OF DIFFERENCES—including POLITICAL CONSERVATIVES AND FRATERNITY MEMBERS.

add an important dimension to the educational experience of all students. They agreed, but I could tell that they remained skeptical that this black liberal's idea of diversity included them.

Early in the fall semester, some members of the Republican club asked my opinion of their plan to bring conservative commentator David Horowitz to Swarthmore. Although I disagree with much of what Horowitz usually has to say, I told them I would support their proposal. I think it's important—and very much within Swarthmore's traditions—for the campus community to have the regular opportunity to engage all sorts of ideas, no matter how uncomfortable it might be for some who disagree.

In early December, Horowitz spoke to an overflowing crowd in the Friends Meetinghouse. He attacked liberals in general and higher education in particular, saying, “this is the only chance you're going to get to see someone talk the way I talk, thanks to your totalitarian professors.” He derided the “hate-America” left. He railed against Democrats and peace activists and do-gooders, declaring that “every one of you is blessed to live in this country.” He said that Palestinians who put their children on the front lines of the Intifada were “worse than the Nazis.” To all this, I listened respectfully, along with several hundred students, faculty members, and staff. My conservative friends were delighted by the turnout and by what Horowitz said.

MY INTERACTION WITH CAMPUS REPUBLICANS and conversations with other groups of Swarthmore students remind me that it wasn't that long ago that college campuses were far less diverse than they are now.

As the civil rights and women's movements of the 1960s and '70s pricked the conscience of America, the landscape of predominantly white college campuses began to change. Colleges and universities saw the importance of having a diverse learning community and started to recruit minorities actively. Many single-sex colleges became coeducational. These initiatives focused largely on providing access, and it was easy for some to think that once certain numbers were reached, the diversity goal had been achieved.

Yet with the passage of time, diversity came to represent much more. A 1997 report by the Association of American Colleges & Universities describes diversity on college campuses as encompassing "complex differences within the campus community and also in the individuals who compose that community. It includes such important and intersecting dimensions of human identity as race, ethnicity, national origin, religion, gender, sexual orientation, class, age, and ability. These dimensions do not determine or predict any one person's values, orientation, choices, or responses. But they are by definition closely related to patterns of societal experience, socialization, and affiliation. They influence ways of understanding and interpreting the world."

Although Swarthmore is a LEADER in the effort to MOVE BEYOND NUMBERS and focus on creating a campus that authentically embraces and celebrates diversity, it is NOT AN EASY TASK.

Because diversity is about all of the ways we are different, it also can and should include political ideology and a host of other attributes that have not always been ascribed to the term. Efforts to create a truly diverse community—whether on a campus, in a corporation, or on a city block—can only succeed when institutions affirm the inclusion of all members of community, not just the so-called minorities.

A small college such as Swarthmore presents both opportunities and challenges in this regard. The College has, in large measure, achieved the numbers. Though African American and Hispanic matriculation remains below what we might wish, one-third of students are persons of color. Thanks to generous financial aid and need-blind admission, tremendous socioeconomic diversity exists. There are musicians and scientists and athletes and activists and liberals and, yes, conservatives. The College is a microcosm of the world into which its students will graduate.

But what happens when you educate all these different students on the same residential campus? How do they "get along?" What happens when they collide as a result of differing cultural assumptions, values, and norms? Or when they express different political and ideological belief systems? How do they engage in the difficult conversations that require them to cross boundaries of ideology and cultural safety and security? How does all this diversity contribute to the educational experience of students both inside and outside of the classroom? Seeking answers to these and other questions is now seen as the next step in achieving a diverse living/learning community.

With the achievement of diversity in numbers, new challenges

have emerged on campuses: acts of prejudice, bigotry, discrimination, sexual and racial harassment, and insensitive language have been directed at this new population of students. In the classroom, residence halls, and social lives of students, such acts have served to foster feelings of alienation and separation—even at Swarthmore. Last fall, a white student attended a Halloween party in blackface—a thoughtless act that was deeply hurtful to many of his fellow students. This occurred within days of several other acts that were offensive to several groups on campus. It took weeks of intense work by all of the students involved—including the offender, who was truly sorry—to turn this "incident" into a learning experience.

THE CHALLENGE TODAY IS TO CREATE OPPORTUNITIES for students to come together and discuss such complex issues, to learn from each other how true diversity works. Although Swarthmore is a leader in the effort to move beyond numbers and focus on creating a campus that authentically embraces and celebrates diversity, it is not an easy task. The greatest challenge is to help students find common ground amid the range of people and ideas they

encounter on campus. Moreover, because campuses literally renew themselves each year when new students arrive, an additional challenge is to create programs that transform, adapt, and change with the diversity found in each class.

Therefore, according to Myrtis Powell in *The Multicultural Campus: Strategies for Transforming Higher Education* (Altamira, 1998), student affairs professionals such as myself must "act as both catalysts and facilitators, as helpers and prodders; [we] must both influence and help shape the multicultural campus." At the same time, the work of diversity is not solely that of the deans and administration. Although we are on the front lines of setting the tone as to how students from diverse backgrounds can live and learn together, success requires the engagement and commitment of everyone on campus: faculty, students, administrators, and staff.

This is an exciting time to be at Swarthmore. The College recognizes that "stage two" is needed to create an inclusive, multicultural living/learning community and is firmly committed to the difficult work necessary. Although our campus community will always be a work in progress, I believe that it will one day model for our students the inherent strengths of a pluralistic society. No road map is available to accomplish this goal—either at a college or in America—and many obstacles are ahead. But this work is essential for the world into which our students will graduate. ☞

Darryl Smaw, associate dean for multicultural affairs, was previously associate dean for program development at the Harvard Graduate School of Education. Among his duties at Swarthmore is to serve as adviser to the Phi Si fraternity.



Folk dancing is anything but a spectator sport. As a newcomer to the Scottish dance class, I sit hunched in a corner. Watching the more experienced dancers, I try to look inconspicuous. Dancing—I will be the first to say—has never really been my forte.

The music to one dance ends. It's light and jumpy—a sort of doo-doo-doo that goes on for several bars. On the stage, live musicians play—piano, guitars, even bagpipes. The music is uplifting and absorbing, and I am perfectly content to just listen and watch.

No such luck. Looking for a new partner, a young man comes over, holds out a hand, smiles, and asks if I'd care to dance. It's delightfully archaic—a gesture from a time when “courtship” still meant something. I

protest: “I can't dance. Really, I'm not very good.”

“Can you walk?” he asks.

Good point. I follow him to the floor and join a line of about 20 dancers. I look around nervously, receiving a thumbs-up sign from one and a reassuring smile from another. I grab my partner's hand, imitating his light hopping motion, which switches from the ball of one foot to the toe of the other and back again. I kind of get it. My movement isn't perfect, but no one expects it to be. Everyone learns the step, pivots around each other, and walks through the rotations a few times. The music begins again; “six bars,” the teacher calls.

Scottish dancing is harder—and easier—than it looks. The precise steps elude me; that, I know, will take time. Still, I get the

THE 32ND ANNUAL ENGLISH-SCOTTISH BALL, HELD THIS YEAR ON FEB. 8 IN THE ALL-CAMPUS SPACE OF CLOTHIER HALL, IS THE HIGHLIGHT OF THE COLLEGE'S FOLK-DANCE SEASON.

overall motion, the pattern I must follow to execute my part. I can hardly help not to, as my fellow dancers eagerly direct me at every step. They're so helpful, so open; they know, as I will soon learn, that the dance works only if everyone does it together. I lift my heel, kick my opposite toe out, and give it my best shot. A smile spreads across my face—I'm not half as bad as I thought.

“Remember we were all new once. You're doing great,” I hear. My partner gently nudges me to the correct corner after my last “pas de basque.”

I can't help but trust him.



Stepping and Shifting

FOLK DANCE AT SWARTHMORE ENDURES IN A NEW HOME.

By Elizabeth Redden '05

Photographs by Eleftherios Kostans

Slipping and stepping their way into College history, members of Swarthmore's Folk Dance Club have gathered to enjoy just such dances for more than 50 years. Second only to *The Phoenix* as the most venerable extracurricular activity on campus, folk dance can be traced back to the 1940s, when Irene Moll, an instructor in the Physical Education Department, started a folk dance class. The activity—and what some might call a folk-dancing

subculture—has thrived at Swarthmore ever since.

Yet this year, for the first time in its history, the Folk Dance Club has found itself in a perilous position. The growth of the curricular Dance Program has put a premium on time in the College's dance studios. With the expansion of the academic Dance Program, folk dance—an extracurricular social activity—has had to move to the Swarthmore Community Club, located just off-campus not far from the Pittenger, Palmer, and Roberts residence halls.

"I think we've all been frustrated by the constant struggle to find time and space in the dance studios over the past few years," says Hollis Easter '03, co-president of the club and a four-year dancer. "This year, the Dance Program told us they didn't have room for us at all, and I think it's fair to say we were disappointed by that decision."

"The studios [in the Lang Performing Arts Center or LPAC] were constructed for the use of the academic Dance Program. These spaces are our laboratories," explains Sharon Friedler, Stephen Lang Professor of Performing Arts and director of the Dance Program within the Department of Music and Dance. "Folk dance has been a

very important community in the Swarthmore lexicon for years. I think it's wonderful, and as long as we were able to accommodate it, we did. But in the 10 years since the opening of the LPAC, the entire performance-based Dance Program—both curricular and co-curricular—has expanded."

Swarthmore's Dance Program, first granted academic status in the late 1970s, has grown significantly under the leadership of Friedler. Since she arrived at the College in 1985, the program has provided instruction in a wide variety of dance techniques, currently including African, Balinese, ballet, contact improvisation, flamenco, Kathak, modern, tap, and yoga. The program also offers composition courses, repertory classes, and instructions in the study of dance history and theory—all taught in the LPAC studios. "The program looks at dance forms from all over the world, linking practice and theory," explains Friedler.

Between 300 and 350 students now enroll in dance classes each semester and, as Friedler points out, performance dance initiatives are not limited to the formal technique classes but also include stu-

The expansion of the curricular Dance Program has presented new challenges for traditional folk dancers.

dent-run choreography projects. Current student-run performance dance organizations include Dance Forum, Rhythm 'N' Motion, and Terpsichore—and all of these courses, performance projects, and groups require time in the two studios.

Folk dance—a social dance form—is not included within the realm of performance dance. "We've made an effort to build an inclusive—not exclusive—program," says Friedler. "But the fact remains that we are interested in dance as a performance art. We applaud and support and are delighted that people wish to folk dance. I folk dance myself. But it's a different thing than what we're involved in as a department."

Timothy Williams '64, professor emeritus of biology and a for-

mer Swarthmore folk dancer, acknowledges that the campus studios are already used to capacity. He thinks the real problem is not a clash of interests between academic and nonacademic dancing but instead that the campus lacks an adequate amount of suitable dance space.

“The best solution would be to make some space available for non-dance-program activity,” Williams says. Such an area, he explains, could be used for folk, swing, and ballroom dances as well as for aerobics classes. Because the all-campus space already available in Clothier Hall is frequently scheduled for parties, dances, and large events, it is an unreliable venue for a regular weekly or twice-weekly class.

“It seems a shame that a program so vital to Swarthmore can’t have a space on campus with a wooden floor,” says Terry Harvey, who teaches club classes in Scottish country dance. “I don’t see folk dance stopping, but I’m worried about having moved off campus. It’s a big psychological change to no longer be in College space. I would rather have the College embrace folk dance and find a location for it.”

Despite its move, the folk dance club is functioning as always, with 20 to 30 students enrolling in the classes each semester. Other members of the community—faculty and staff, alumni, and Swarthmore residents—are also welcome. Though a wide variety of forms (including Balkan, international, Morris, highland, rapper, and English long sword) have been taught at Swarthmore in the past, the club currently focuses mainly on English and Scottish country dancing. All-campus contra dances are also held a couple of times a year, and workshops in a variety of other dance styles are typically offered a few times a year.

The club’s biggest event, the annual English-Scottish Ball, is held in Clothier Hall around Valentine’s Day each year. Geoffrey Selling ’71, founder of the event, said the English-Scottish Ball is a student-run dance that generally attracts between 30 and 40 alumni from across the country each year (*see sidebar*).

Eileen Thorsos ’03, folk dance co-president with Easter and another four-year dancer, remembers what brought her to the club in the first place. Although she had studied ballet and tap in elementary school, Thorsos had simply refused to dance for a long time after that. “I hardly ever exercised,” she says. “I was more comfortable reading or doing some other intellectual thing. Dancing when I was around other people was even more risky.” Yet, in fall of her freshman year, she decided to attend an all-campus contra dance. In contra, a New England style of folk dance, partners join hands with a long group of couples and, listening to the instructions of the caller, execute a series of patterns. Like all folk dancing, it’s an inherently social dance, accessible to beginners and advanced students alike.

“I loved it,” says Thorsos. “In part, I think I was hug-deprived. I was used to getting hugs from my mother every day; then, I came to college, and there were all these people I couldn’t touch.” From that point on, she was hooked. She started doing not only English and Scottish country dancing but also Argentine tango, swing, and flamenco—all during her first semester at Swarthmore. “There’s this happy, warm, relaxed, sweaty feeling you get after dancing,” Thorsos says, “like an endorphin high.”



WEEKLY FOLK-DANCE CLASSES ARE NOW HELD AT THE SWARTHMORE COMMUNITY CENTER. THE SPACE IS NOT IDEAL, BUT ENTHUSIASM FOR THE EXTRACURRICULAR ACTIVITY REMAINS HIGH. STUDENTS PRACTICE “LEFTS AND RIGHTS” (TOP LEFT); SIKANDRA CHRISTIAN ’06 CROSSES HANDS WITH HER PARTNER (TOP RIGHT); AND INSTRUCTOR TERRY HARVEY TWIRLS ELIZABETH McDONALD ’05 (RIGHT) AT A TUESDAY NIGHT CLASS IN JANUARY.

The dancing itself is about patterns of skipping and stepping and shifting and waltzing and circling. It’s about bowing at the beginning and end of each dance, synchronizing the body to the music, and joining together to create the intricate patterns that become the dance. “It’s kind of like that whole Jane Austen remake movie. The live music really adds to that. You could just see Mr. Knightly changing positions,” says Aviva Aron-Dine ’05, a first-year folk dancer.

Folk dancing at Swarthmore is a melting pot of the old-fashioned and the modern. Students generally dress down for classes—jeans or sweatpants, though some women wear skirts—and only don formal wear for the English-Scottish Ball. Still, as the dancers line up, with uneven numbers of men and women often requiring temporary shifts in traditional gender roles, thoughts about what everyone is wearing fall away.



“There’s this happy, warm, relaxed, sweaty feeling you get after dancing—like an endorphin high.”

The dancers bow and grab hands, arms held firmly and fixedly, eye contact maintained. Then they skip, or shift, or “step change,” or “strathspey,” or “pas de basque” in Scottish class. On English nights, they start a stately lilting walk.

As Jenny Beer, Swarthmore’s English country dance instructor, explains, English folk dance has “minimal footwork—if you can walk, you can dance.” In both dances, though, once the music begins, the patterns made are what matters. From overhead, the dance should look like an intricate secret, an intangible entity impossible to separate into individual components. Yet for those

who smile and bow and curtsy at its conclusion, it's a secret to which every one of them is privy.

In fact, it is the dance's accessibility that students, faculty, and alumni alike praise repeatedly. "Folk dance covers territory that is also covered by the sports teams or the performance dance classes. But very little about it is competitive, and the emphasis is not on performance," explains Sibelan Forrester, associate professor of Russian and folk dance faculty liaison. "Particularly for someone who's kind of shy or doesn't have a lot of physical confidence coming out of high school, folk dance can be a great way to participate in physical activity."

"For me, there's a joy in movement in folk dancing that I haven't found in some of the other dance movements I've tried," says Easter '03. Like Thorsos, Easter also "had this great fear of dancing all through high school. I didn't want to go folk dancing because I was sure I wouldn't be good at it. But my friends dragged me there, I protested mightily, and here I am now."

Also a bagpiper on the Canadian Circuit in Ontario, Easter says the live music available at every Swarthmore folk dance class "has gotten me into some of the music I now play." Yet, it is mostly the social aspect of the dance that brings him back week after week—the guarantee that he will see his friends and have a good time. The dance community, Easter stresses, is accessible and open, based on ideals of trust and cooperation that give the dance meaning. "The dance doesn't go if everyone doesn't work as a team. And that can bring the wonderful sense of being part of something larger."

The class is winding down. I'm more tired than expected; this last dance seems so much harder than the first. I wipe my hand across my forehead and am surprised to find it just a bit damp. But as I line up to face my partner—a different one this time—I remember that they're all counting on me. "Be careful of the pole," someone says. Columns are arrayed on the sides of the dance floor at the Community Club—a surmountable obstacle, I think. "If we were in the LPAC....," I hear. It's almost funny, a political statement in an apolitical setting.

The music swells. I rise on my toes, almost automatically now, and reach for my partner's hand. My arms are more fixed than earlier, though certainly far from perfect. I take a deep breath; look into his eyes; and step off, circling around him in a skipping step. This step—and my partner's—is where the dance begins again. ♪

Elizabeth Redden '05 is a McCabe Scholar from Lewes, Del.

From overhead,
the dance
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an intricate secret—
an intangible entity
impossible to
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into individual
components.



ACCORDING TO ONE LONGTIME MUSICIAN, THIS YEAR'S ENGLISH-SCOTTISH BALL (ABOVE) DREW THE LARGEST STUDENT TURNOUT IN MANY YEARS. IN ALL, MORE THAN 125 ALUMNI, STUDENTS, AND COMMUNITY MEMBERS DANCED. JOANNA REINER, AN INSTRUCTOR, TIED ON HER SLIPPERS FOR THE EVENING (TOP RIGHT) WHILE DON CHEETHAM '73 VISITED WITH DAUGHTER LAURA IN THE CHILD-CARE AREA (BOTTOM RIGHT). CHEETHAM MET LAURA'S MOTHER, MELISSA SHANER '93, AT A SWARTHMORE FOLK DANCE.



NOT JUST AN ACTIVITY BUT A WAY OF LIFE

Perhaps more than any other campus activity, folk dance has a remarkable history of keeping its members in close contact with one another long after Commencement. Years after leaving the College, many alumni still count folk dancing as a major factor in their lives.

"There are a whole lot of activities at Swarthmore that people get involved in—political, community service, and tutoring. Inevitably, each activity touches certain lives. I think it's extraordinary that a program like this can keep people together so many years later. Dancing becomes a permanent part of people's lives," says Geoffrey Selling '71.

An elementary school science teacher, Selling is also a certified Scottish country dance instructor, an active member of the Delaware Valley branch of the Royal Scottish Country Dance Society, and husband of Cecily Roberts Selling '77—one of many folk-dance romance stories. Dancing, he says, has kept him in close contact with the College. "I'm 53. and my daughters are in college [including Sarah Kate Selling '03], but I've still known dancers in every Swarthmore class."

"Folk dancing has been a really important part of Swarth-

more for many of us," Cecily Selling adds. "Our main contact [with] the College is through dancing."

Some folk-dance alumni select their locale, their friends, even their spouses through or as a result of their folk-dancing connections. Andrew Peterson '93 met his wife, then a University of Delaware student, at a Scottish dance class in 1989. "I remember being bowled over by her then, and I still am now," he says. The couple return to the College once or twice each year for dances, always enjoying the company of old friends they've kept close. "The friendships I made with dancers in the area have proven some of the most enduring of my life," Peterson says.

Fran Poodry '92 chose to stay in the Philadelphia region after graduating just so she could maintain contact with the close friends she has made through dancing. Yet, even for some of those far away, folk-dance roots prove hard to forget. Kira "J.C." Goetschius '00, a graduate student at the University of Hawaii, now dances regularly with the Honolulu branch of the Royal Scottish Country Dance Society. She expects never to stop.

"I know that Scottish dance will always be a part of my life, and, as many will tell you, it's not just an activity, but a way of life," she says.

—E.R.



FRANK AYDELLOTTE

ARCHITECT OF DISTINCTION



A LOOK AT SWARTHMORE'S DEFINING PRESIDENT

By Dan West

Illustrations by Nancy Harrison

Harry Truman once said that the only thing new in the world is the history you don't know. How did Swarthmore College become the outstanding example of small, private liberal arts colleges in the country? How did it become so distinctive? Why is it so admired by many in higher education?

In my experience, every college or university of true distinction has, somewhere in its past, a defining president. Harvard had Charles Eliot. Columbia had Nicholas Butler. Chicago had Robert Hutchins. It is clear to me that for Swarthmore College, that president is Frank Aydelotte, who served from 1921 to 1940.

Aydelotte was a fascinating man of unusual substance, exemplary character, complex personality, and amazing energy. Although he was not a Quaker when he came to the presidency, his influence rivals that of the Quaker founders. His ideas continue to resonate. His programs and emphases have remained intact for 60 years through the administrations of six successors.

Although he never wrote an autobiography, there are many good sources of information about Aydelotte and his presidency. Two books stand out.

The first, *An Adventure in Education: Swarthmore College Under Frank Aydelotte*, is a collection of unsigned essays written by "the faculty." It was published the year after he left office—an unabashed tribute to an admired leader. The definitive biography is Frances Blanshard's *Frank Aydelotte of Swarthmore* for which the author, a former dean of women and wife of Professor of Philosophy Brand Blanshard, had access to Aydelotte's papers and conducted many personal interviews. From these and other sources (a complete list of sources is on the *Bulletin* Web site: www.swarthmore.edu/bulletin/mar03.html), I've drawn several conclusions about President Aydelotte.

One explanation for his impact is the length of his tenure of almost 20 years. Changing a college takes time; it's like turning a great ship onto another course. It happens slowly. A president must have a vision and the skills to lead effectively, but this process also takes time. Most defining presidents were in office a good while.

Still, Aydelotte did not by any means inherit a blank page. He came to a school where many had labored mightily and accomplished much. College presidents are often prone to ignore or even denigrate the work of their predecessors, but Aydelotte did not commit this error. Astute as a historian and modest about accepting credit for himself, he readily acknowledged the work of his Quaker predecessors. He succeeded Joseph Swain, formerly president of Indiana University and one of Aydelotte's mentors.

Aydelotte transformed
Swarthmore from an
acceptable Quaker college of
local reputation to
a truly outstanding institution
of national renown.

Swain had come to Swarthmore in 1902 after success in Indiana on the condition that the Board of Managers would raise enough money to increase the College's endowment from \$400,000 to \$1 million. He consolidated presidential (as distinguished from Board) authority and led the College away from the "guarded education" concept of the 19th century. He built a library with the help of a grant from Andrew Carnegie and persuaded the governor of Pennsylvania, William Sproul, to build and endow the College's observatory. Swain was more than a fund-raiser; according to Robert Brooks' 1927 book, *Reading for Honors at Swarthmore*, he left a fertile field that "Swarthmore presented to Aydelotte." Standards had advanced, students were working in small groups, the faculty was experimenting with new teaching methods. Indeed, when Aydelotte arrived in 1921, he inherited a strong foundation on which to build his distinctive college.

Aydelotte's biography is also illuminating. Reared in small-town Indiana, he borrowed the money from his father for his education

at Indiana University. He majored in English, joined Sigma Nu fraternity, earned a varsity letter in football, and graduated Phi Beta Kappa in 1911.

It is an insight into his character that Aydelotte developed with certain handicaps. He had large and protruding ears, which Blanchard says, “perhaps prevented his becoming vain.” As a child, he stammered but, while still young, he managed to control it. Also as a child he injured his arm, and it was later discovered to have set badly. It was rebroken and reset but never healed properly. He undertook years of exercising his elbow, determined not to give up until he could play sports like other boys. Perhaps his passion for sports was the result. As an adult, he was forced to shake hands with his left. It was a discomfort he chose to ignore.

His selection to the Swarthmore presidency occurred within 10 years of his graduation from Indiana. First, he became a professor in English in a teacher’s college in California, Pa., then taught English and coached football (successfully in both endeavors) at Vincennes University and Louisville Male High School in Kentucky. He was one of the first Rhodes Scholars, studying at Brasenose College, Oxford. Returning from England, he was a faculty member at Indiana and later at the Massachusetts Institute of Technology.

Once at Swarthmore, Aydelotte was successful in all of the ways by means of which we usually measure a president. Enrollment grew from 510 to 678, the faculty increased from 41 to 83, and annual financial aid rose from \$16,000 and 96 recipients to \$75,000 and 281 recipients. The endowment grew from \$2.8 million to \$7.7 million. Expenditures per student increased from \$934 to \$1,341. During his tenure, several buildings were completed, including Bond and the lodges, several faculty homes, the Biddle Memorial wing of the library, the Clothier Memorial, the Lamb-Miller Field House, the Martin Building and Animal Laboratory, and Worth Hall. A campaign launched in 1929 for \$2 million raised more than \$4 million, much of it after the stock-market crash and the onset of the Great Depression.

Of greater importance, however, were Aydelotte’s ideas. His educational philosophy and ability to implement it allowed Swarthmore to grow from an acceptable Quaker college of local reputation to a truly outstanding institution of national renown.

Believing that education is an active, not a passive, process and that the best and only true education is self-education, he proposed the Honors Program. At a meeting of the local chapter of the American Association of University Professors (AAUP), he outlined his idea: a more challenging set of seminars for chosen students in their last two years. These students would receive no term grades or exams but instead would be tested by external examiners at the end of the senior year. For these advanced students, he abolished the lecture method of teaching. Moreover, the seminars would serve, in Aydelotte’s phrase, “to educate the faculty.” The program grew from 11 students in 1923 to 146 students in 1939. It became the College

signature and remains the centerpiece of Swarthmore’s curriculum.

To critics who argued that honors was the “Oxfordization” of Swarthmore, Aydelotte pointed out that students met in small groups with two faculty members, not a single tutor. Some complained it was undemocratic. He countered that it was a stimulant to the entire college—faculty and students alike—and that all faculty members taught in both honors and in course. Some said it was too expensive, so he raised more money to finance it, obtaining a large grant from the Rockefeller-funded General Education Board, whose president, his friend Alexander Flexner, called the Honors Program “frankly an endeavor to spot and to develop excellence.”

For 17 years, the following statement about American education, written by Aydelotte, was printed in the College’s catalog:

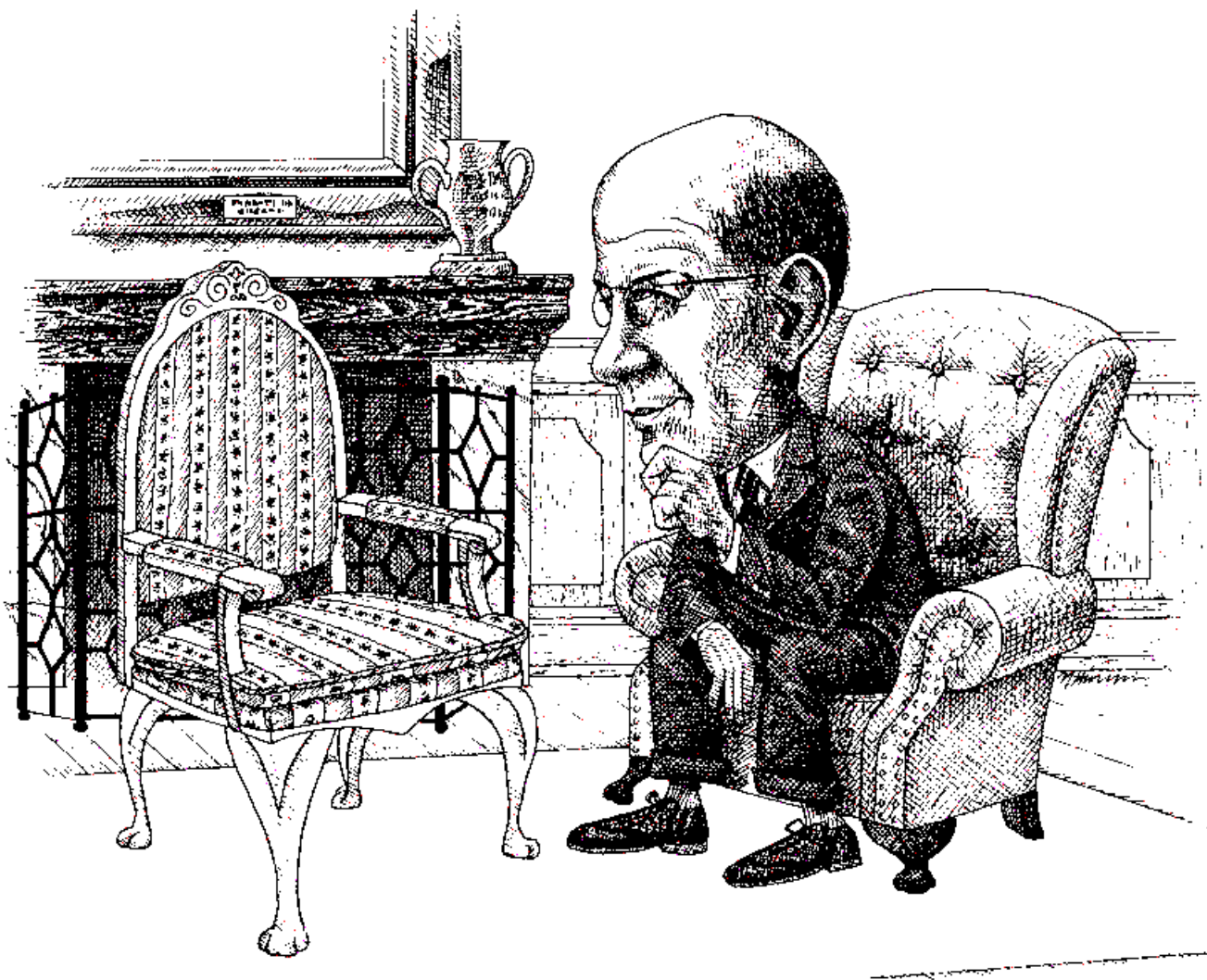
[America is] educating more students to a fair average than any country in the world, but we are wastefully allowing the capacity of the average to prevent us from bringing the best up to the standards they could reach. Our most important task at the present is to check the waste. The method of doing it seems clear: to give to those students who are really interested in the intellectual life harder and more independent work than could profitably be

given to those whose devotion to matters of the intellect is less keen, to demand of the former, in the course of their four years’ work, a standard of attainment for the A.B. degree distinctly higher than we require of them at present.

To accomplish this goal, Aydelotte needed faculty members who could do two kinds of teaching (honors and course) as well as research. Blanshard says that when he found and hired them, he coddled them.

Some may think that strong support of faculty is a recent development at Swarthmore, but it began with Swain, and it became the norm with Aydelotte. Having an Honors Program meant greater intensity and effort for faculty as well as students. As an experienced teacher, Aydelotte knew well the toll on strength and resources of such intensity and the subsequent need for replenishment. He set a goal for doubling both the time and money usually allowed for leaves of absence and sabbaticals. The endowment campaign of 1929–1930 had this mission, eventually making it possible for faculty members to have one semester of leave every three to four years at half-salary or one full year in every seven at full pay. He established a faculty travel expense fund to help them attend meetings of learned societies. He initiated the tenure system at Swarthmore in 1924. He built a group of faculty homes, designed by a faculty member, Alfred Brooks. He once said, “In a very real sense of the word, the faculty is the College.” During his tenure, he increased faculty salaries by 200 percent. The faculty responded in kind. In 1933, the worst year of the Depression, the faculty presented the Board and administration

He said, “In a very real sense of the word, the faculty is the College.” During his tenure, he increased salaries by 200 percent.



with a voluntary salary cut, the proceeds of which were to be used for scholarships for needy students.

Swarthmore's small size is another legacy from its defining president. As a Rhodes Scholar, he was much impressed with the English style of small colleges within a large university at Oxford. He may well have subscribed to the sentiment of John Corbin, who said at the close of the 19th century, "The function of the college is of greater importance to the nation than that of the university, and the function of the secondary school is more vital than that of either."

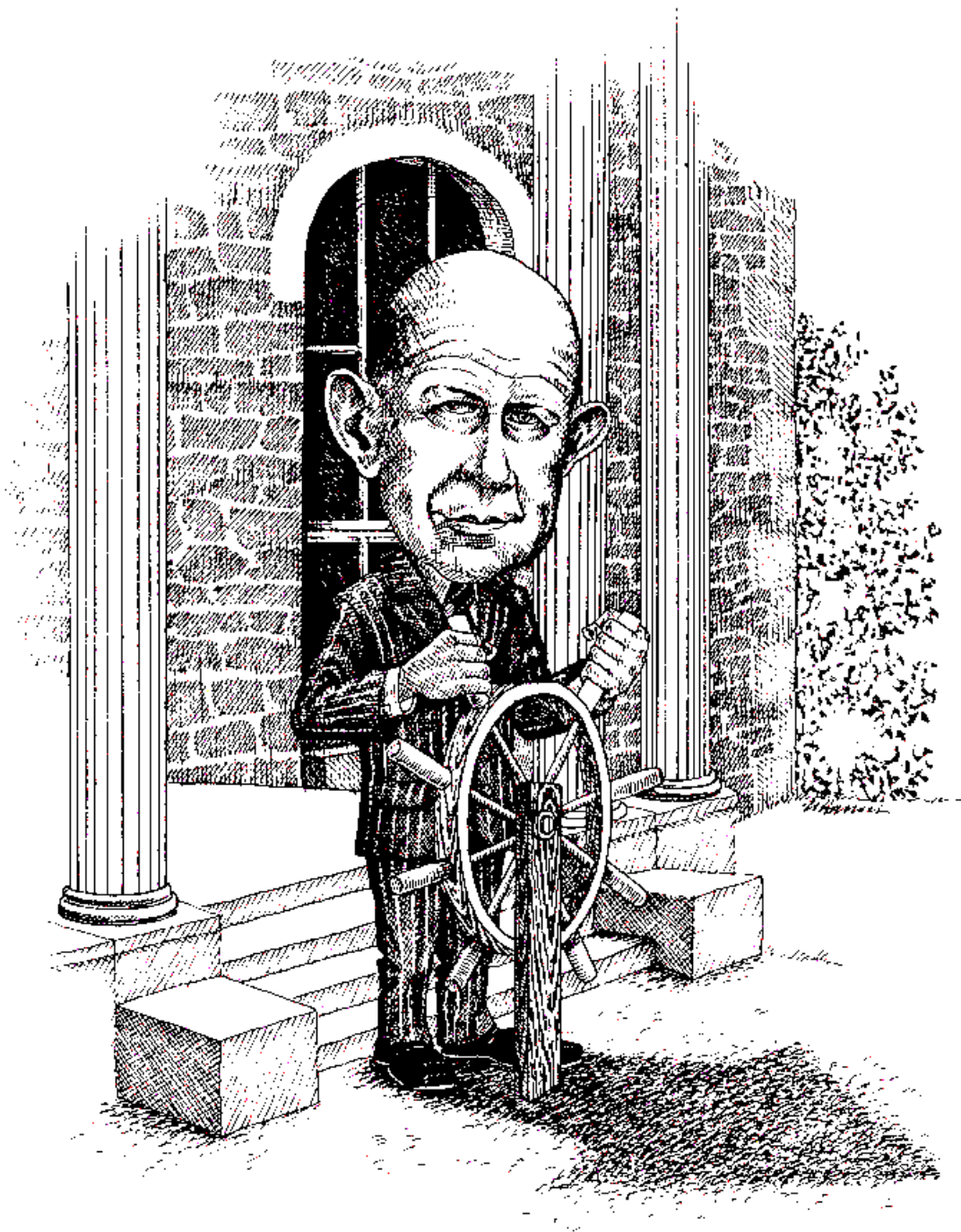
Aydelotte stood for the small college. In the face of repeated attempts on the part of universities to lure him away, he stuck to Swarthmore. He was keen to limit its size. His annual reports to the Board of Managers in the early 1920s called attention to raising academic standards by limiting enrollment. But this policy was more than a strategy to raise standards. It was an integral part of his philosophy of education. He wrote, "Any student who is good enough to be admitted to the college can hope for a place uniquely his own ... he is an actor in it, not a spectator; and the difference is great." According to Frances Blanshard, "The only increases he hoped to see at Swarthmore were in the number of teachers, the size of their salaries, and the volumes in the library."

He also embraced Quaker values. The College was founded by

liberal Quakers (the Hicksites), and Aydelotte was drawn to—and drew on—their values of individual freedom and collective improvement. Swarthmore had been nondenominational since 1909, but the all-Quaker Board of Managers impressed him, and he believed that the College was out of the ordinary—more solidly founded on character.

His style of leadership and his understanding of governance also set the tone. He thought of himself as a facilitator. He was a president who adhered to the faculty viewpoint and who often said, "The administration exists to save the faculty's time." His management style was to talk issues through, shape plans communally, and form consensus slowly. He had many one-on-one conversations. To facilitate this, he located his office on the ground floor of Parrish Hall, close to the dining room (now the Admissions Office). He liked what he perceived to be the flexibility of the Quakers. He loved their phrase, "Proceed as the way opens." His idea of holding meetings was to simulate a Quaker meeting by discussing every significant problem from every viewpoint and by involving everyone concerned. He saw the Board, the faculty, and the administration acting as one unit.

A consequence was what Frances Blanshard calls "the unobtrusive character of his administration." He would usually begin the introduction of a new idea by asking for advice from his interlocutor. Later, he would offer his adviser a list of possibilities—the most



controversial of them last—and insist that no conclusion be reached at that moment. His style of leadership caused faculty members to think of Swarthmore as a “remarkably unified college.”

An example was the implementation of the Honors Program—at once Aydelotte’s greatest legacy and one of his most controversial initiatives. After describing his idea in a talk to the AAUP during his first year in office, he urged discussion of it. He then appointed a committee to study it. Two faculty members, Robert Brooks in political science and Jesse Holmes in philosophy, became so enthusiastic that they couldn’t wait and experimented with the new pedagogy in fall 1922, with 11 students. So successful were these first two seminars that more were formed the following year, and the program grew. There was never a formal vote of the faculty or the Board. Honors at Swarthmore just evolved.

It was never easy, however. One serious challenge to the Honors Program came at the meeting of the Board of Managers in December 1927. Had it not been for the strong support of three older Quaker women—Lucy Biddle Lewis, Emma Bancroft, and Caroline Hallowell Worth—we might not have an Honors Program today. They were part of an ad hoc Board committee to “investigate the new program.” They staunchly supported it and carried the day. Honors and other ideas endured and prospered.

Frank Aydelotte’s legacy includes other facets: an emphasis on research, a social life that is more egalitarian than at most colleges, the insistence on a strong library, and the introduction of scholarships with which to attract talented students.

Then, as now, debate occurred about the type of student who

should be admitted. In 1925, after the General Education Board made a five-year grant of \$240,000 to solidify the Honors Program and help the College recruit outstanding students for it, not everyone at the College was exuberant. A letter to the editor of *The Phoenix* deplored the effect this grant would have on the College's admission policy:

Eliminating most of the red-blooded men and women ... substituting that vile species designated as "Greasy Grinds" for the robust, virile type that has made Swarthmore glorious in the past ... Let other colleges, founded with specialized intellectual aims project them in this enlarged Honors plan, but there is no excuse for sacrificing Swarthmore's established pre-eminence in the field of producing well-rounded men and women for the sake of attempting an alien and undesirable success in cultivating mental geniuses.

Aydelotte's role in defining Swarthmore's approach to college athletics is the final illustration of how he shaped the College so permanently. When he arrived at the College in 1920, the Alumni Association essentially owned and ran the Athletics Program. Alumni scheduled the games, hired the coaches, collected the gate receipts, and recruited men to play football, providing scholarships and subsidies. This approach and Aydelotte's educational philosophy were headed for inevitable conflict. He believed that the chief source of corruption in American sports was the spectators, intent on victory at any price.

He was an advocate of the Oxford University attitude toward sports. In an essay for the *Oxford Stamp*, he deplored spectator sports as opposed to participation in sports. At Oxford, almost everyone played a sport, but few watched others play.

In a Collection speech at Swarthmore, he said that his ambition for the school was for every student to play a game and for many to play well enough to represent the school on a team. But he had accepted the presidency on the condition that financial subsidies to athletes be eliminated. In 1932, Aydelotte finally assumed direct responsibility for the Athletics Program, financing it entirely with College funds and giving faculty standing to physical education staff and coaches. Athletics became a college program, part of a student's educational experience—clearly second in importance, along with everything else, to the academic endeavor.

Controversy continued for several years. President of the Alumni Association William Tomlinson '17 led the opposition. At a meeting of the Board of Managers in February 1935, he presented his views in a speech he called "Men Wanted." He stated that he and others feared that Swarthmore's admissions policy was not considering the "broader qualities of manhood," that "the purely academic functions ... are crowding out those vital activities that have to

do with the development of ruggedness, courage, determination, and better human understanding." Tomlinson deplored what he called a lack of communication between the administration and the alumni. President of the Board Charles Jenkins defended Aydelotte and proposed a joint committee of Board members and Alumni Council members to "canvass the situation."

Aydelotte's ideas took root and flourished. They were carefully nourished by generations of administrators, Board members, faculty members, and students. Indeed, one scholar, Burton Clark, points to several important reasons why his programs and policies endured at Swarthmore while such did not occur at other once-distinctive colleges: the force and validity of the ideas, the way they were introduced and implemented, the initial and continuing support of faculty, the length of his tenure, and outside financial support all played a role.

So did the persons who succeeded him. Both John Nason and Courtney Smith were intellectual protégés of Aydelotte. Like Aydelotte, both had served as secretary of the Rhodes Scholar Program in the United States. Both had been developed as faculty members, and both had become small-college liberal arts advocates.

I visited President John Nason on a couple of occasions before his death in 2001. During one visit, he told me (too modestly) that his greatest contributions to Swarthmore in his 11 years as president had been, on the one hand, to calm the place down after years of controversy under Aydelotte and, on the other, to prevent the reversal of any of Aydelotte's policies and programs. It is significant that in the 60 years since Aydelotte left Swarthmore's helm to head the Institute for Advanced Study at Princeton, Board members, presidents, and faculty members have all protected, preserved, and advocated those formative ideas and programs that help make Swarthmore what it is today.

Frances Blanshard called Aydelotte a "thoroughgoing intellectual" who made Swarthmore "the endeavor of his life" and left it arguably the most admired small college in the country. The policies that were instituted while he was president, the priorities that were established, the values that were set, the ways we teach and learn and recruit and play sports and govern ourselves, the way we treat and support each other—indeed, the way we think about ourselves as an institution—are largely to be traced back to this remarkable man whose central idea was to develop leaders for our society and our world. ☞

Dan West is vice president for alumni, development, and public relations. He holds doctorates in theology (Vanderbilt University, 1969) and educational administration (Harvard University, 1984). During his 34-year career in higher education, he has served at five small liberal arts colleges. He was president of two of these.

His Honors Program became the College signature and remains the centerpiece of Swarthmore's curriculum.

I DO SOLEMNLY SWEAR

CHRISTOPHER VAN HOLLEN JR. '83—ONE OF TWO DEMOCRATS TO UNSEAT A REPUBLICAN IN THE HOUSE IN NOVEMBER'S ELECTION—HAS HIS WORK CUT OUT FOR HIM.

By Jason Zengerle '96

November's midterm elections were disastrous for Democrats. But even the darkest days have their bright spots—and one of those for Democrats was Christopher Van Hollen, who was one of only two Democratic challengers to defeat a House Republican incumbent. Now that Van Hollen is in office, representing Maryland's 8th Congressional District, he's experiencing the midterm election's fallout firsthand—as he tries to figure out how, as a freshman member of the minority, he can make headway on the issues on which he campaigned.

"What's supposed to be one of the greatest democratic institutions is actually very undemocratic in the sense that the majority can use the rules to prohibit the minority from offering up alternatives," Van Hollen explained one January afternoon in his House office. "I'm not talking about losing the vote. I'm talking about the opportunity to have an up-or-down vote on your alternative proposal. They can bring a bill to the floor under a rule that says only Republican amendments are in order." So, although Van Hollen may have run for office with visions of repealing parts of President Bush's \$1.4 trillion tax cut and passing stricter gun control laws, he now realizes that much of his job will consist of simply trying to fend off Republican proposals.

One of his first orders of business, he says, will be dealing with President Bush's call for \$670 million more in tax cuts. "It's only putting additional money in the pockets of people who need it the least, and it's not going to help the economy," Van Hollen complained. "The rhetoric of helping working people is almost Orwellian."

Van Hollen's rhetoric might be sharp, but he thinks it's necessary. Indeed, Van Hollen blames the Democrats' midterm debacle, in part, on the party's reluctance to stand up to President Bush. "I think a lot of Democrats got cowed by the Bush administration on a whole range of issues and tried to be, in some cases, Republican lite," he says. "When you say, 'I agree with the Bush administration on a lot of things,' and then the president comes to your district and says, 'Well, that's great, but I'm supporting the other guy because he agrees with me more,' your message isn't going to get across."

Still, Van Hollen says he will look for common ground where he can find it. "The opportunities to build coalitions are going to be issue dependent," he says. "Gun control is probably an issue for now on which it's going to be very tough to put together a coalition. But there may be other issues, like working on child abuse and neglect—that's something I worked on in the state legislature and that [House Majority Leader] Tom DeLay has worked on, too. Maybe we can make some progress on that. Working on mental health issues or disabilities issues—at least in the state legislature—we were always able to build bipartisan coalitions."

The son of a Foreign Service officer, 44-year-old Van Hollen spent much of his childhood abroad, so that by the time he arrived at Swarthmore in 1977, he already had a healthy interest in foreign

affairs and public policy. Van Hollen initially majored in history, then switched to physics, and eventually settled on philosophy, writing his senior thesis on Wittgenstein. "I'm sure if I looked at the paper today, I wouldn't understand a word I wrote," he jokes. Away from the classroom, Van Hollen pursued his political interests more directly: He was a member of the Swarthmore Anti-Apartheid Committee, which advocated that the College divest from companies doing business in South Africa; and he was active in an organization called the Nuclear Weapons Education Project, an education group interested in arms control efforts such as the Strategic Arms Limitation Treaty. Then Swarthmore Physics Professor and now New Jersey Congressman Rush Holt was involved in the group.

After his junior year, Van Hollen decided to take some time off from school, and, along with several classmates, he went to Guatemala. "We drove all the way from Washington, D.C.," he recalls, "in a beat-up old Toyota with old floorboards; every time we went over a puddle, our feet would get wet." After a few months in Guatemala, Van Hollen rounded out his own personal study-abroad program by traveling around South Asia before returning to Swarthmore in fall 1982 for his senior year.

After graduation, Van Hollen enrolled in the two-year master's in Public Policy Program at Harvard's Kennedy School of Government (where he met his wife, Katherine, with whom he has three children). From Cambridge, he went to Washington to work on Capitol Hill for Maryland Senator Charles Mathias. He handled arms control and foreign policy issues for Mathias; when the senator—a liberal Republican—retired from politics in 1986, Van Hollen joined the Democratic staff of the Senate Foreign Relations Committee.

He began attending law school at night at Georgetown University. In 1990—with the ink barely dry on his law degree—Van Hollen made the move from political staffer to actual politician, running for and winning a seat in Maryland's House of Delegates, where he represented the Washington suburb of Montgomery County.

Four years later, he won a seat in the Maryland Senate. In Annapolis, Van Hollen built a reputation as a liberal but pragmatic politician, proving effective at building coalitions on issues like school funding, gun control, and protecting the Chesapeake Bay. To many in the Maryland Capitol, it was clear Van Hollen was marked for bigger things; after a second term in the State Senate, he set his sights on the U.S. House.

Despite his impressive legislative record in Annapolis, Van Hollen entered the 2002 congressional campaign a decided underdog. His first challenge came in the Democratic primary, where he faced one of his Maryland General Assembly colleagues, Mark Shriver, son of Peace Corps founder Sargent Shriver.

"There's no doubt that everyone in the Washington political establishment—the Democrats on the Hill, the political consultants, all the insiders—saw [me] as the underdog," says Van Hollen.



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IN JANUARY, CONGRESSMAN CHRISTOPHER VAN HOLLEN (CENTER) WAS SWORN IN AS REPRESENTATIVE OF MARYLAND'S 8TH DISTRICT. TO HIS RIGHT ARE DAUGHTER ANNA, 12, AND SON NICHOLAS, 11.

Although Van Hollen may not have been the favorite son of the political establishment, he was no slouch where it counted most, in his district. He was well known there from 12 years of legislative work in Annapolis and capitalized on that to score a narrow victory over Shriver in September's primary.

But Van Hollen wasn't able to rest on his laurels because his next order of business was squaring off against an even more formidable opponent, the eight-term Republican Congresswoman Constance Morella.

Fortunately for Van Hollen, he had some help. Although Morella was still popular in a district where her generally liberal voting record endeared her to predominately left-leaning voters, her party affiliation had become a burden. Democrats sensed that she was vulnerable, and the national Party put its weight behind Van Hollen, helping him with fund-raising and sending out big names like then Minority Leader Richard Gephardt and New York Senator Hillary Clinton to campaign with him.

The result was a heated—and sometimes bizarre—campaign. Van Hollen mostly refrained from attacking Morella head on but seldom missed an opportunity to portray the race as a contest between the Democratic and Republican parties. “When President Clinton was in office, there was always a safety net; if anything really bad got out of the Congress, there was his veto pen,” Van Hollen explains. “Under Bush, it's the opposite; so we focused a lot on the fact that the first vote Representative Morella cast each Congress was for the Republican leadership.”

Morella, meanwhile, obfuscated on the party question: “Connie Morella doesn't represent a political party, she represents us,” one campaign mailing stated (never mind that the mailing was paid for by the National Republican Congressional Committee). But she

couldn't obfuscate enough. On election day, Van Hollen won 52 percent of the vote.

Although Swarthmore alumni made up only a small portion of those voting for Van Hollen, they played a disproportionately large role in his campaign. Early in the campaign, Greg '65 and Lee Smith Ingram '66 contacted 15 other Washington-area Swarthmore alumni and asked them to help organize a fund-raiser. “We had a preliminary meeting, and we all agreed that we would reach out to all the people we knew,” recalls Lois Stoner '44. “I helped get people from the 1940s classes.” Michelle Pokomy Parker '90 and Kathy Stevens '89 hosted another Van Hollen fund-raiser a few months later. Several Washington-area alumni helped Van Hollen's campaign in other ways.

“He established a corps of volunteers who were dedicated to him and who had the kind of enthusiasm you cannot buy in politics,” says Frank Sieverts '55. Says Van Hollen: “The Swarthmore contingent in the area was terrific. . . . As the campaign went on, it just seemed like everyone was from Swarthmore.”

In fact, Van Hollen's life as a House freshman hasn't been that different from the life of a college freshman. When I visited him in his office in early January, the congressman was in the midst of unpacking boxes, hanging pictures, and getting a tutorial from a staffer about how to buy lunch with a congressional debit card.

Then, there was the task of putting names to all the new faces—a task that's particularly important for Van Hollen since he's discovered that, thanks to his race's high profile and the fact that it occurred in Congress's backyard, he's not a typical freshman. “Every member of Congress, whether they represent Hawaii, California, or Florida, they were here, and whenever they turned on their TV sets, they saw this race, or whenever they picked up *The Washington Post*, they read about it,” Van Hollen says. “There are advantages to that in that a lot of people know who I am coming in here. So my task is to quickly get to know who all the others are.” ☞

Jason Zengerle is an associate editor of The New Republic.

ESSENTIAL SWARTHMORE

THE LIVES OF SIX SWARTHMOREANS
TELL THE TALE OF A GREAT COLLEGE.

By Rick Bader

One of the best ways to get at the essence of Swarthmore is to look at its people. The ways that they learn, the work that they do, and the lives that they lead offer insight into the habits of mind and values

that spring from Swarthmore. On the following pages, you will meet six young students and alumni whose actions in the world reveal the educational common ground that all Swarthmoreans share.



ETERNAL STUDENT

For as long as he can remember, Jacob Krich '00 has wanted to know more about the way things—all kinds of things—work. So he's spending a lifetime finding out.

When Jacob Krich set out some eight years ago to write the essay for his Swarthmore application, he wrote about what he thought would be the ideal college experience. He wrote that he would like to sit down with a college course catalog and work his way through it from beginning to end, from anthropology to zoology, stopping only when he had studied absolutely everything the college had to offer. He wrote that in his perfect world, he would be a student all his life.

When Krich finally sat down with the Swarthmore catalog and learned that curriculum realities would require some narrowing, he set to work paring his list of possible majors to a manageable 20 or so; then, during his freshman and sophomore years, he explored as many of those as he possibly could. When it finally came time to decide on a major, physics seemed the logical choice. Why? Because, he says, "When you ask a physicist why, he doesn't refer you to another discipline."

To do physics justice would mean doing it as closely as possible to the way physicists do it, and this meant participating in the Honors Program, a long-standing Swarthmore tradition that encourages learning at the highest possible level. The program, which was revamped in the mid-1990s, has three signature characteristics. One, honors candidates take part in intense seminars designed to foster both collaboration and a high degree of independent thinking. Two, students are required to do a thesis. And three, the award of honors is conferred not by the College itself but by a panel of expert external examiners. What made the biggest difference for Krich was the thesis. "The thesis terrified me," he says. "It's the closest model of what practicing scientists do, and it terrified me. But I wanted to lock myself into something that made me do it. It was possibly the most rewarding thing I did at Swarthmore."

Krich's work focused on substances called liquid crystals, which are molecules that exist in a state somewhere between a liquid and a solid and that are being used in everything from high-tech optical displays to laser devices. The liquid crystals he was interested in move around while still approximating the shape of a helix. A full rotation through that helix is called the pitch. In some cases, as the temperature increases, the helix completely unwraps and inverts, wrapping itself the opposite direction. Krich's hypothesis was that any liquid crystal could be made to invert if it could be heated

enough without causing it to melt. Unfortunately, he notes, "it didn't happen."

So, with time running out on his summer of thesis research, he switched to a side project that looked at the phase transition that occurs as the temperature of a liquid is lowered to the point just before it becomes a liquid crystal. He studied tiny pockets of liquid-crystal-like substances that appeared at temperatures too hot for an actual liquid crystal and set out to make the very difficult measurement of the pitch of these "pretransitional fluctuations." The success of this project allowed Krich to test a widely used theory. The theory, Krich found, was wrong; his work to reach this conclusion earned him the American Physical Society's Apker Award, given annually for the best undergraduate physics thesis.

"Jacob is the best model for a modern scholar I can think of," says his friend and thesis adviser Swarthmore Professor of Physics Peter Collings. "He enjoys the life of the mind without being overly professorial. He has this impressive intellect, but it's not an intimidating intellect. He won't push people away—he'll draw them in. That's where I think he's special."

Those qualities helped him win a Rhodes Scholarship. Now in his third year at Oxford, he's beginning to feel like he might achieve that goal of being an eternal student after all. After the Rhodes, he's looking at five or six years in a doctoral program and then a few years at least as a postdoc. Then, a career in an academic environment is almost certainly in order. But whether that career will be at a major research university, where Professor Collings says Jacob would "make a real difference in our understanding of nature," or at a place more like Swarthmore, where undergraduates would benefit enormously from his intellect and personality, remains to be seen.

Krich himself is putting off that decision for now. But a clue to his eventual direction might be found in a story he likes to tell about a hiking trip he took a few years ago in Costa Rica with his father and sister. They were standing at the top of a mountain on a clear day under a sky that was a sharp and brilliant blue, and that got Krich thinking about physics. "I remembered," he recalls, "that the light from the blue sky is partially polarized, which you can see particularly well when you have a clear sky. I had polarized sunglasses, which meant that if you looked at the sky and rotated them, the light would grow darker and lighter. I showed this to my sister, and I got the response that every teacher always dreams of [hearing]. She said, 'That's so cool!'"

RHODES SCHOLAR JACOB KRICH (LEFT) "IS THE BEST MODEL FOR A MODERN SCHOLAR THAT I CAN THINK OF," SAYS HIS MENTOR PROFESSOR OF PHYSICS PETER COLLINGS. "HE WON'T PUSH PEOPLE AWAY—HE'LL DRAW THEM IN. THAT'S WHERE I THINK HE'S SPECIAL."

PRECOCIOUS LEADERSHIP

A liberal arts education has prepared Jeremy Peterson '99 for high-level positions at a remarkably young age.

It was spring 2001, and Jeremy Peterson, newly appointed at the astonishing age of 24 as director of the New York City Parks Department's Operations and Management Planning (OMP) Division, was having a problem with the excess grass growing between sidewalk cobblestones in Battery Park. Because Jeremy was having a problem with this, *and* the problem had been duly noted in a report OMP had prepared, it was also a problem for Manhattan Borough Commissioner Adrian Benepe. Peterson believed it was Benepe's responsibility to keep the spaces between the cobblestones grass free. Commissioner Benepe, many years older and with many more years of experience than Director Peterson, was doing his best to discredit the report and its author at a meeting of all the New York Borough commissioners.

"I was the chief bad guy," Peterson recalls. "It was my job to kick peoples' butts. Commissioner Benepe pulled out the report in front of all the top commissioners and said, 'Look at this picture of grass between the stones. It's not OMP's job to deal with these small aesthetic concerns.' He had a valid point. But I also had a valid point—these were the rules, and it was an offense."

So Peterson stuck to his guns. When Commissioner Benepe was promoted to commissioner of the entire City Parks Department not too long afterward, the OMP's chief bad guy feared he might soon become a former chief bad guy. Much to his surprise, and relief, what Peterson got instead of the axe was respect; in his first speech to Parks staff, the new commissioner said keeping park ratings up was his top priority, and he singled out Peterson for his tenacity and toughness.

Precocious leadership under pressure is nothing new to Peterson. His father is a biologist who studied wolves and moose on Michigan's Isle Royale, where family vacations consisted of collecting random body parts of decaying animals. Once, when the leader of a volunteer team assembled to support his father's research got sick, Jeremy, who was all of 15 at the time, was recruited to head the expedition, guiding a group of adults off trail through thickets as dense as suburban garden hedges in search of decaying moose. "My parents were very nervous," he remembers. "They didn't know if these people would come out alive or dead." All survived, and he led four more trips before his freshman year at Swarthmore.

At Swarthmore, Jeremy integrated interests in the natural world and human behavior into a major in bioanthropology, an interdisciplinary field that explores the evolutionary roots of human behavior. It was an education, he says, that did a good job of imparting practical knowledge and instilling an ethic of purposefulness. "The hard skills I gained in science classes were incredibly useful. They enabled me to digest problems, break them down, and look for solutions. When I entered the workforce, I was better prepared than others and able to advance rapidly. And Swarthmore imbues students with a sense of responsibility, a sense that you have some



DAVID REESE

"SWARTHMORE IMBUES STUDENTS WITH A SENSE OF RESPONSIBILITY, A SENSE THAT YOU HAVE SOME PURPOSE IN THE WORLD," SAYS JEREMY PETERSON. AT 24, HE DIRECTED OPERATIONS AND PLANNING FOR THE NEW YORK CITY PARKS DEPARTMENT.

purpose in the world. You have this education, and these talents, and this knowledge, and you have this responsibility to use it all in a productive manner."

One day after graduating, he moved to New York to start his job with OMP. He was at Parks a year and a half before being named director, a job that was every bit as much about human behavior as it was about protecting natural environments. He is proudest of putting in place a system to improve the performance of workers in the agency's skilled trade shops—blacksmiths, plumbers, carpenters, and other heavy-trade workers—people with high pay and highly unionized jobs who had compiled a 1,000-order backlog of work orders. The biggest challenge, Peterson says, was creating an incentive for change. "The government is better at sticks than carrots, and even the sticks aren't that good. I mean, you can't fire these people. But they took pride in their jobs. So we used the tool of competition." Monthly performance goals were set for each shop, and no shop wanted to face the embarrassment of being the only one to fall short of its goal. In six months, the backlog was gone.

For now, Peterson has left New York for Argentina, a country struggling through economic crisis and political upheaval, where he's learning Spanish and working for the *Buenos Aires Herald* while waiting to hear if he's been accepted to law school. He's chronicling his experiences on a Web site, <http://unglued.org>, which he describes as a sort of modern-day travelogue. On one page, he ruminates on a friend's account of how people at the University of Buenos Aires cheered when the second plane crashed into the World Trade Center. On another is a story about local protest marchers angry about increased utility costs. And on yet another is an account of Peterson's own frustrating experience with an uncooperative washing machine. You can bet he saw to it that the laundry eventually got done.

CHANGE AGENT

The service ethic is what drew Smitha Arekapudi '99 to Swarthmore, and it remains the dominant force shaping her life and career.

One of the first qualities that struck Smitha Arekapudi about Swarthmore when she was a high school student in Chicago thumbing through the College's catalog several years ago was language that connected Swarthmore to its Quaker heritage. It was not so much the "Quakerness" itself that attracted her as the principles underlying it, values of simple living, generous giving, and a commitment to a search for truth. "I felt," she says, "that they were promoting the idea of seeking intellectual clarity." And "there's a general sense that you're being prepared to be someone who will be an active part of society," she adds.

Being an active part of society was nothing new to Arekapudi. She attended high school at the University of Chicago Laboratory Schools, where she was an outstanding student and president of the school's chapter of Amnesty International. Her activities in and out of the classroom made her an ideal candidate for admission into Swarthmore's Lang Scholars Program. The program, created through a gift from Eugene Lang '38, offers financial and other kinds of support to students who are committed to social justice and have potential to become leaders in civic society.

Arekapudi's civic engagements as a Swarthmore student, both on and off campus, were many. She worked in Philadelphia for the Pro Choice Task Force, which helped escort women seeking services at Planned Parenthood past an occasionally intimidating gauntlet of antiabortion protestors. She served on the Swarthmore fresh-

man orientation committee and became co-president of the South Asian student organization, Deshi. She worked at the William Penn Housing Community in Chester, Pa., with the Chester-Swarthmore Community Coalition, helping to set up a women's wellness center. She did a summer internship writing policy papers for the Health and Medicine Policy Research Group in Chicago.

Sometimes, these activities were directly linked to her academic studies. Her work in Chester, for example, was part of a political science course she was taking called Public Service, Community Organizing, and Social Change. Other times, the connections were less explicit. "Sometimes, it's hard to connect a community project to the academic experience," she says. "It can be a fundamentally different experience. But your courses prepare you to be an educated problem solver, whether in academics or in the real world. Some people say Swarthmore is about intellectual study supported by extracurricular programs. Maybe during certain experiences for me it was the other way around."

Most Lang Scholars apply to do a special Lang Project, which is designed to meet a significant community need and is eligible for a grant of up to \$10,000. For her project, Arekapudi helped launch an organization called the Illinois Public Health Advocate, which sought to educate and mobilize people in Illinois who were interested in public health issues. One of her first efforts was to organize a round table on public health in DuPage County, Ill. "We opened the dialogue and got an overwhelming response," Arekapudi says. "Some came to talk about noise pollution at O'Hare Airport, which was a huge concern. Others asked about the meaning of public health and specific issues like contaminated food, contaminated swimming pools, and health care access. Others just came and said, 'What can I do?'" The program's success drew national attention, and others modeled on it have since been developed in several states.

Arekapudi's next stop after graduating from Swarthmore with honors in economics was the Harvard School of Public Health, where today she's pursuing a doctorate. Her chief interests are cancer prevention epidemiology and the effects of tobacco. After she earns her doctorate, she plans to go to medical school. After that, she hopes to work in women's health and preventive medicine, striking the right balance between teaching, research, and practice.

At every step along the way of her evolving life and career, Arekapudi says, she's grateful for the influence of her Swarthmore experiences. "The Lang Program encouraged us to be leaders in social and public service. Swarthmore gives you an academic foundation, but, importantly, you learn how to use that information to promote change and make a material difference in your community. You learn to think critically, observe well, speak articulately, and write persuasively, and also you learn to be an active citizen. There's a sense that you're being prepared to be someone who will be needed to take on an active and important role in the world. It's the Swarthmore philosophy I've carried around this whole time."

SMITHA AREKAPUDI IS EARNING A DOCTORATE AT THE HARVARD SCHOOL OF PUBLIC HEALTH, CONCENTRATING ON CANCER PREVENTION AND THE EFFECTS OF TOBACCO. AFTER THAT, SHE PLANS TO ATTEND MEDICAL SCHOOL. AT SWARTHMORE, SHE SAYS, "YOU LEARN TO BE AN ACTIVE CITIZEN."



MEGHAN KRIEDEL '97

MIXING IT UP

It's the variety of experience that has made Swarthmore work for junior Matthew Goldstein, who has excelled in the classroom and on the baseball diamond.

Ask Matthew Goldstein to list some of the highlights of his Swarthmore years, and two come quickly to mind. One was winning the College's Dunn Trophy—awarded to the sophomore who contributes most to the Athletics Program—last spring. The second was a trip he took to Baltimore in fall 2002 as a College representative to the national conference of the American Society of Human Genetics. These two events put some fitting bookends on college experience and signify the importance of Swarthmore to him.

Goldstein, a three-sport athlete in each of his four years at Crystal Springs Upland School in the San Francisco Bay Area, looked at Amherst and several Ivy League colleges, but he chose Swarthmore because he thought it gave him the best opportunity to explore his various intellectual interests fully and participate in intercollegiate athletics. "Athletics are an important part of my life," he says, "but not the most important." What made Swarthmore so attractive is that it has the proper balance.

As a freshman, he played soccer and later went out for baseball, when a friend suggested he try out. As a southpaw pitcher with a curve, a change-up, and a wicked fastball that tails away from right-handed batters, he was a welcome addition to a team that was struggling. Part of that struggle, he says looking back, could be attributed to an Athletics Program that was spread too thin.

During his sophomore year, however, as Swarthmore's Intercollegiate Athletics Program was in the midst of being restruc-

ture, he sensed that the perspective on athletics was beginning to change. "This is an intellectual community," he says, "and we're here first and foremost to get an education. But after the restructuring, the remaining Athletics Programs are receiving more resources and attention, which in turn is raising the quality of those programs. As a result, the Swarthmore community is paying more attention, and the athletes are feeling better about what they're doing."

With the change in focus came stepped-up recruiting efforts; now, up to 30 prospects a year are visiting to look at Swarthmore and at its baseball program. The team members took matters into their own hands as well, holding meetings to decide among themselves where baseball fell on their priority lists. All this has been enormously rewarding, Goldstein says. "It's a tremendous experience—we're excited about contributing to the development of the baseball program."

The turnaround is gradually playing itself out in the team's performance. They improved from a dismal .200 season in Goldstein's freshman year to .384 in the Centennial Conference last year, with a young team loaded with sophomores and juniors. This spring, Goldstein thinks they have a realistic shot at a .500 record. "When I compare freshman year to where we are now," he says, "the difference is significant. There's recognition that athletics are an important part of many students' lives—and they can pursue the same high level of achievement in athletics as in academics."

As an honors biology major with a history minor, Goldstein has experienced considerable success on the academic turf as well, and that too has been fulfilling. "I've really come into my own in terms of finding my intellectual and academic passion," he says. "I don't think I truly appreciated how much I love learning until I came here. I've developed a keen interest in genetics, particularly in the area of neurological diseases such as autism. This past summer, after taking a genetics seminar, I was fortunate to work with an autistic child as part of Cure Autism Now in the Bay Area. The Baltimore conference gave me the opportunity to hear about the cutting-edge research on autism." He noted that although much is known about autism, there is great opportunity as the knowledge and understanding about the disease is in its infancy.

As for what happens after Swarthmore, Goldstein has his sights set on medical school and, after that, possible work in public health policy, research, or international health in developing countries. Goals such as these, he notes, are very Swarthmorean: "There's an energy about Swarthmore. There's something unique and different about how people approach their lives. There's a sense of purpose—a sense that people have the ability to effect change and have an impact on society."

Of course, if a pro scout showed enough interest, he wouldn't be opposed to putting off saving the world for a few years, at least while his arm feels good.

"ATHLETICS ARE AN IMPORTANT PART OF MY LIFE," SAYS MATTHEW GOLDSTEIN, "BUT NOT THE MOST IMPORTANT. WHAT MADE SWARTHMORE SO ATTRACTIVE IS THAT IT HAS THE PROPER BALANCE—AN EXCELLENT LIBERAL ARTS PROGRAM COUPLED WITH A SOLID DIVISION III ATHLETICS PROGRAM THAT DOESN'T OVEREMPHASIZE SPORTS."



JIM GRAHAM

SMALL WORLD

What do a young man from Kenya and a young woman from rural Nevada have in common? Swarthmore—and a desire to understand better the complexity of the world in which they live.

Most girls going to high school in Fernley, Nev., a small town about 30 miles east of Reno on I-80, give little thought to leaving the state after graduating.

But Heather Weyrick '01 wasn't like most girls. And some of the literature she got from one very distant college piqued her interest. "They described themselves as different and quirky," Heather recalls of her first encounter with a certain liberal arts school southwest of Philadelphia. "Among the people I grew up with, I really was weird and quirky. But when I got to Swarthmore, the scale on which they defined weird and quirky was much different from my own scale at that time."

Swarthmore was an altogether foreign environment to her, even if not quite as foreign as a place like, say, Africa might have been.

Melkizedeck Okudo '03, on the other hand, knew Africa. The young Kenyan had spent the first 18 years of his life in Nairobi before coming to the United States to attend the United World College, whose two-year program of intense academics, wilderness experiences, and community service attracts students from all over the world to its New Mexico campus. It was there that he first heard about Swarthmore. "I felt it was the kind of place where I wanted to be," he says. "Academic rigor was the No. 1 thing, they gave financial support to international students, and I could be involved in community service."

Okudo came to Swarthmore to be part of the Lang Scholar Program, which supports students who show exceptional promise in community service. To date, Okudo has been involved with two service-related projects. The summer after his freshman year, he worked in Kenya for a nongovernmental organization called EcoNews Africa, which monitors and reports on the impact of global policy making on the economies of nations in sub-Saharan Africa. Last spring, for his Lang project, he organized a partnership between a Chester, Pa., nonprofit and a group of Swarthmore students to promote computer education in Chester's low-income, mostly black communities. The classes occurred during the summer, while Okudo was in New York doing an internship with Goldman Sachs. He returned to his work in Chester last fall, and another set of computer classes is about to begin.

Okudo enjoys the intellectual give-and-take of international conversations at Swarthmore—whether they center on Islamic fundamentalism or the recent elections in Kenya—and appreciates the interest of other students "to step out and find out about me."

For Okudo, Swarthmore is an international experience. He, in turn—along with the 86 other international students on campus—is something of an international experience for others he meets. For Heather Weyrick, Swarthmore was the gateway to a broader world.

As a double major in theater and sociology/anthropology and a self-described child of pop culture, Weyrick became interested in



MICHAEL MATSIL



JIM GRAHAM

HEATHER WEYRICK (TOP) AND MELKIZEDECK OKUDO TYPIFY SWARTHMORE'S GROWING INTERNATIONAL FOCUS. HE CAME FROM KENYA TO SWARTHMORE TO STUDY ECONOMICS AND POLITICAL SCIENCE, AND SHE TRAVELED TO POLAND TO STUDY THE ROLE OF THEATER IN CREATING A NATIONAL IDENTITY.

the ways presentation and performance become part of our public lives. During a semester in Poland on a Swarthmore exchange program, she learned how theater has helped shape its national identity, especially when the country was under communist rule, and ways theater, much of it forced underground, helped the nation hang onto a Polish identity that stood in opposition to the "official" government identity. With the fall of communism, she says, theater took on an important role in rebuilding a nation. "The task of theater was to create an image of what it means to be Polish."

In today's world, what it means to be educated increasingly involves developing an understanding of other cultures and the ways they shape our lives. For this reason, international experiences are an increasingly important part of a Swarthmore education.

Weyrick is now back in Poland on a Fulbright Fellowship, studying the role of Poland's Jews and the Holocaust in shaping the national culture. Okudo is looking ahead after graduating to a job in New York with Goldman Sachs, where he expects to gain investment banking experience that will take him closer to his goal of working in sub-Saharan Africa to promote capital investment in worthy projects. Despite their vastly different backgrounds, the two are in complete agreement about the value of their international experiences. "It's important to just go somewhere else and get another perspective on the world," says Weyrick. "I felt it legitimized me as a person.

"I have," Okudo adds, "a much better understanding of the way the world works." ☞

Amid the 11:15 a.m. swirling motion in Kohlberg's Coffee Bar, students greet each other above the din. Friends plan to meet for lunch after their next class, shifting in opposite directions with their cups of fuel. A few stragglers, draping their feet over the plump lounge chairs, miraculously catch catnaps.

Perched on a high stool, biology major Katie Davenport '05 cushions her chin against her hands on the table. She's waiting for Sharon Pierce, an Environmental Services (ES) employee and her Learning for Life (L4L) partner. Pierce, who is also a L4L Steering Committee member with 15 years of College service, woke up at 2:30 a.m. to start her 4 a.m. shift in Parrish. Like many other ES workers, she takes additional cleaning jobs off campus.

"Everyone's always talking about all the work they have to do," Pierce says. But L4L "lifts you up and makes your work easier by giving you knowledge."

Davenport, who played rugby before an injury, learned about staff members carrying two jobs when a Public Safety driver helped her get around campus. "She mentioned having two jobs and not going to bed until 3 a.m.," Davenport recalls. "So I said, 'I should be driving you.'"

Shortly after that experience, Davenport

Learning for Life

INNOVATIVE STUDENT-STAFF PARTNERSHIPS
EXCHANGE KNOWLEDGE, EXPERIENCE,
AND FRIENDSHIP.

By Andrea Hammer

Photographs by Sharon Pierce*

decided to join L4L. "I became more aware of how privileged we [students] are and how some employees are working really hard all of the time," she says.

Pierce and Davenport, who are learning together how to use a video camera from the Education Department, both have colds. But they brighten in each other's presence.

"Katie is so open and easy to joke with that you've got to love her," Pierce says.

"She's a sweetheart and makes my day!" Davenport, in turn, says she values "talking to someone with experience [who has] the same wacky humor."

"But I would never interfere with her classes," Pierce says, smiling at her friend, who is considering a future in genetics. Last semester, Carly Hammond '02 worked with Pierce on photography skills, resulting in a

campus exhibit (and many of the photos for this story).

"I always ask permission to take photos," says Pierce, who finds video more challenging. "Students are easier to interview [on video] because they don't label things. You see people's reactions."

Through "trial and error," Davenport says they are experimenting with the video camera. "But mostly, we just have fun."

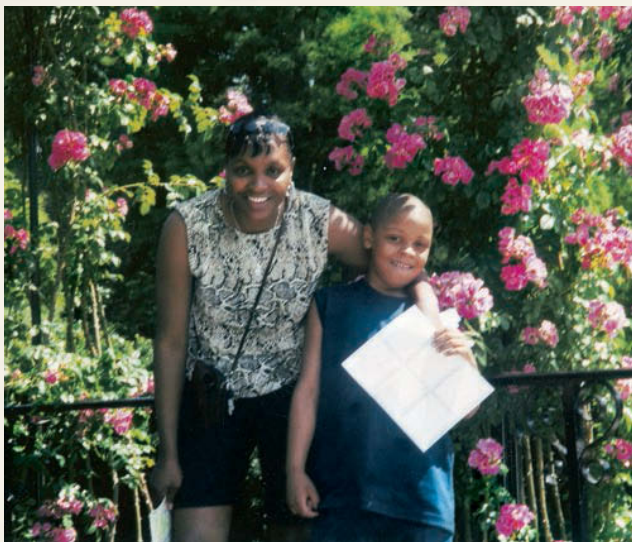
Coordinating schedules, they meet two times a week. "We're filming and interviewing people

we meet on campus," she adds. "We're trying especially to film other L4L partnerships and see what they're doing."

Pierce—who describes herself as shy—has learned to approach people and simply ask, "What's on your mind today?" She says that students and others on campus welcome the opportunity to talk about family or to dance in front of the camera. Pierce takes turns doing interviews with Davenport, "who wanted to share and didn't want to take control."

Before arriving in Kohlberg, Pierce finishes an interview with L4L partners Karly Ford '03 and ES worker Angela Freeman, who make electronic greeting cards to practice typing and word processing. "Angela says that Karly lifts up her day and makes her a better person," Pierce reports.

LIZ DOZIER



Left: Sharon Pierce and grandson Nacier at Longwood Gardens during the L4L Summer Experience. **Center:** Assistant Professor of Education Diane Anderson recently learned that L4L is the focus of a June plenary session at the Friends Association for Higher Education National Conference at Swarthmore and Pendle Hill. **Right:** Friends Historical Library Curator Christopher Densmore (center) during a summer workshop.

*Unless noted otherwise

Freeman, who has worked at Swarthmore for a decade, wants to become a social worker. “We found a program at Widener University and worked on the application together,” says Ford. “Angie went to an open house and is now all set to start work on her degree in January by taking night classes.”

Pierce approaches her next “victim” in Kohlberg. “Do you have anything on your mind that you want to share?” she asks, as Davenport begins to film.

Then, the batteries die suddenly. “We’ve had a lot of technical problems,” says Davenport, searching for an electric outlet. Sitting down on the floor, she reads the user manual and recalls that “once we forgot the tape.”

Pierce and Davenport exchange a private look and burst into laughter again.

“I take a lot from the College and wanted to give something fun to Sharon,” Davenport says. “It’s good to have community.”

Conceptualized in 1998 by a transfer student, staff, and an education professor, the campus-based L4L Program was launched in spring 1999. Initially pairing only a handful of participants, the program now matches approximately 100 students and staff members, who generally meet two hours a week. Together, they explore continuing

education interests, including GED and driver’s license preparation, computer and chess skills, and choreography and sign language.

“Most of the staff [members] involved are from ES, but, increasingly, Dining Services staff are joining the program,” says L4L co-coordinator Brigid Brett-Esborn ’04. “We have a longtime participant from facilities and a request from [a member of] the Scott Arboretum staff,” adds co-coordinator Jessica Lee ’03.

Maintenance employee John Haubrich became partners with Lester Tran ’03—after

instructor because he wouldn’t do the work for him. “He just monitored the work, and I designed the Web site myself,” he says. Similarly, Tran believes that L4L offers the “opportunity to build a strong friendship with someone you otherwise would not meet during your time at Swarthmore. Two given people can learn all sorts of lessons from one another and, from there, build a strong, long-lasting friendship.”

According to Pat James, associate director for training and student programs at the Lang Center for Civic and Social Responsi-

“I envision L4L as one of the new Lang Center for Civic and Social Responsibility’s core programs, and it certainly is a model that is of great interest to other colleges and universities,” says Pat James.

several frustrating attempts on his own—to learn Web design. Through L4L, he finally created the Web site he had long imagined about his family, including a photo gallery (<http://www.swarthmore.edu/Admin/jhaubrii>).

“Family is everything to me,” he says.

In exchange, Haubrich shared “lessons about life: family, children, work, happiness, and relationships,” says Tran. After attending graduate school, Tran will “translate L4L experience to practice in the education field.”

Haubrich stresses that Tran was a good

bility, L4L’s “most important accomplishment is building community among students and staff,” she says. “One of the favorite parts of my job is to be part of launching a successful program and seeing students and other staff assume leadership as gracefully as the student and staff coordinators of L4L have done.”

Giving L4L its initial impetus, pioneering student co-coordinators Susie Ansell ’02 and Elizabeth Derickson ’01



Left: LFL Steering Committee Member Liz Dozier hugs pioneering L4L student co-coordinator Susie Ansell. Right: Don Bankston, Brigid Brett-Esborn, Jessica Lee, Jaimie Layton, and Liz Dozier (left to right) relax before their 2002 SCALE conference presentation at the University of North Carolina—Chapel Hill.



COURTESY OF JESSICA LEE

applied for—and received—a Eugene M. Lang [’38] Opportunity Grant. L4L is also supported by a Literacy Action Network Grant through Student Coalition for Action in Literacy Education (SCALE; see later description about L4L members representing Swarthmore at these conferences) and a Swarthmore Foundation Grant.

“Getting the program off the ground was definitely a struggle,” says Ansell, now a research associate at *Education Week*. “L4L needed a strong commitment from both students and staff members because the program was based on a bond of trust. Neither partner could let the other down by missing too many meetings or slacking off.”

But after many made full commitments to L4L, the challenge became “dealing with more logistical issues such as attempting to appropriately pair over 100 eager participants who all had extreme variety in schedules and educational interests,” she adds. “Although there were always a few partnerships that faltered each semester, we had overwhelming success with pairing students and staff members—mainly because both parties were so excited and enthusiastic about joining the program!”

According to Ansell, L4L fills needs in both partners’ lives. Swarthmore “academics can be so trying, a student’s schedule can be so exhausting ... and to have someone at the end of the day to give you a big hug and pull you off into a corner of the library to just talk, to catch up on each other’s lives and families—nothing ever made me feel so

comforted and loved.”

Jessica Lee stresses that Ansell and Derickson “are responsible for its success today.” She adds that Assistant Professor of Education Diane Anderson “is the rock of this program.”

Growing out of Anderson’s course Literacies and Social Identities, L4L reconceptualizes the traditional teacher-student model. Anderson thinks that “one-on-one informal learning, community change, and mutual and reciprocal participation” characterize L4L. “Many service staff members are among the ‘working poor,’ with two jobs, and some have been historically disadvan-

“L4L enables a mutual, shared joy of learning and discovery,” Anderson says. “Staff, too, are living a ‘life of the mind’—a lifestyle that our society tends to claim for its scholars.”

tagged educationally through race, socioeconomic, and class,” she says (see sidebar).

The College supports L4L by allowing staff up to three paid hours of work time to meet with student partners each week. Based on mutual respect for the knowledge each person has to offer—regardless of job status and income—L4L draws partners together as peers with common interests. Learning is an equal exchange.

“Regardless of age, ethnic background, past experience, place of origin, religion, and

education—we’re all human,” says Ansell. “We all crave love and affection and new experiences. We all love to learn new things and to make new friends. We all share commitments to personal relationships—to family and friends. We all feel sad and lonely at times, and we all love to share joy with others! We all deserve respect from others. We all feel pride in the work we do, whether that work [is] a 10-page history paper or waxing the floors in Beardsley.”

She adds: “All employed adults are professionals. We must value and respect the work they do. A person’s sense of self-respect and self-pride directly stems from

their job and how well they do it. People know their jobs, they know their experiences, and we must draw on that knowledge if we want to improve the system.... Whether you are 5 or 50 years old, you do not deserve to be talked down to. The first person to talk to when you want to improve the system is someone already in the system.”

Derickson, who is serving in the Peace Corps in Cape Verde, off West Africa, was visiting in State College, Pa., during a recent holiday. “I became so involved in the L4L Program because I had such a wonderfully positive experience with my learning partner, Don Bankston,” she says. “I wanted to ensure that other students and staff members had the opportunity to have similar experiences.”



Left: Current L4L student co-coordinators Jessica Lee and Brigid Brett-Esborn matched 100 staff and students as L4L partners in the fall. **Center:** Kenny Whye joined Bonnie Peterson during the L4L Summer Experience trip to Chester. **Right:** Hamzi Wali and Pat James celebrate the accomplishments of L4L (all left to right).

DON BANKSTON

Now focusing on preschool development in the Office of Social Welfare and teaching computer classes at the region's youth center in her Peace Corps work, Derickson adds: "As I struggle keeping 12 students engaged and on track at one time in my computer classes, I miss the ideal nature of my one-on-one learning partnership with Don. Sometimes I feel trapped by the mandated curriculum of my computer course, and I wish I could follow the learner-motivated model of L4L."

Derickson and Bankston—still in touch—created the L4L Web site (<http://www.swarthmore.edu/Admin.learn-ingforlife/>), which Bankston updates as their Web guru. An L4L Steering Committee member who now has his own computer consulting business and janitorial service, Bankston works on campus as an ES supervisor from 10:30 p.m. to 7 a.m.

"L4L helped me learn computer language," says Bankston, who was "heart-broken" when Derickson left campus. "I learned so much with Liz; we did a lot of the L4L footwork together."

According to Bankston, Liz did the L4L groundwork—"knocking on doors"—and "Susie got things into action," he says. Information Technology Services and the Art Department also gave their "time and resources."

In addition, Bankston describes "friendly professors who helped L4L get going" during the summer program, when "every-

one in L4L has input." Professor of Studio Art Randall Exon offered a class before the group visited an art museum, and Professor of Studio Art Brian Meunier taught photography before they experimented with single-use cameras.

Since his L4L experience, Bankston and others from L4L "enjoy talking with students. Now there is community between staff and students," he says.

"I've seen attitudes change, and confidence has grown."

During the past two summers, the L4L Summer Experience has offered group-oriented workshops and excursions. In 2002, Lee organized the eight-week syllabus, including sessions on nutrition, gardening, physical fitness, and genealogical research. Group tours to Longwood Gardens, Chester's historical sites, and the African American Museum in Philadelphia, with lunch in Chinatown, were also conducted.

In her end-of-the-summer report to the Lang Open Competition Grant Committee, Lee wrote: "This summer experience ... has had great impact on me personally, academically, and professionally.... I have been given great perspectives to take into my senior year and a more realistic perspective with which to live my life."

Lee also reported the need for increased advertising, staff member involvement, and faculty participation. "In summary, the [L4L] Summer Experience requires improved infrastructural support and organization," she wrote.

Ansell had advised Lee to delegate duties for greater staff involvement and control

over the program. "However, this is easier said than done. Many of the staff members work multiple jobs and have families, all of which make most of the organizational duties inconvenient or impossible," Lee says. "I personally felt that as long as I was acting upon the suggestions and decisions of the Steering Committee, I was adequately involving the staff members."

The current committee includes Lee, Brett-Esborn, Dozier, Pierce, and Bankston.

"I tried to connect with the Dining Services and grounds staff, but their schedules were incompatible with the ES staff's schedules. Also, it was impossible for them to participate in the extended trips [because of] their work times," Lee says. "I hope that we will eventually be able to say that L4L involves all of the Swarthmore College community."

In her own L4L team with Heather Fleharty '03 and ES staff member Doeshes Brinson, "the most wonderful part was the relationship that developed among all three of us," Lee says. "We became so close that we could talk about family and personal matters and have come to rely on each other for help outside of the academic/tutor-tutee realm. The most challenging part of the partnership is knowing that the [hierarchical] system may never change: The prevailing attitudes, which include disrespect of and indifference toward staff members on campus, are difficult to change. Even when Doeshes gets her GED or gets another job,



Left: Liz Dozier is grateful to Sara Lawrence Lightfoot Professor of English Chuck James, Diane Anderson, and others in L4L "for a great partnership." **Center:** Professor of Studio Art Brian Meunier taught a photography workshop during the L4L Summer Experience. **Right:** Al Miser and Liz Derickson attended the 2000 SCALE conference.

DIANE ANDERSON

she will be replaced by someone else.”

In the November L4L newsletter, Brinson says: “This will be my last year working with Jessica and Heather, as they are both seniors this year. I am going to miss them so much. At the College, through this program, they have learned a lot from me.... I can go to them when things are

phrases and some cultural phenomena. It was even more pleasant to be able to just talk to him, to see how his studies were going. At the time, Hamza was involved in the Living Wage Campaign, and we would chat about how that was progressing, and what Hamza thought about different issues concerning that.”

“I know my role as a student and in the world. I’m here for myself, but it’s important to know that I’m here for our community,” Ray says.

going on in my life, and they will help me with the right decision and the best results.”

Hamza Wali, another ES employee who worked with Meggie Miao ’03 to learn Chinese, “was very impressed with the idea of a one-on-one learning system,” he says. “It was like having your own private tutor on whatever subject matter an individual desires to learn. L4L is a very unique learning program that allows students and staff the opportunity to become learning partners, to break the social boundary, and to establish friendship.”

Miao, an art major and Asian studies minor pursuing work as a photo journalist, says: “I was really lucky to work with Hamza, who was not only a longtime active L4L participant but also an inspiring person who has made a lot of achievements.... Hamza not only has mastered all kinds of computer skills, he was enrolled in a school nearby while working, trying to get a paralegal degree!”

She adds: “It was very pleasant to be able to spend a set amount of time with him each week, teaching the basic greeting

Wali, who received his paralegal degree at Delaware County Community College last spring, says: “Without a doubt, the L4L Program has indeed influenced my thinking and outlook toward making a difference in other people’s improvement as well as my own.... My biggest challenge is to remain focused on the social and economic issues that affect the underprivileged in our society. The source of satisfaction is to make a difference and to encourage others to learn for life and exercise a voice for economic and social change while employed here.”

Wali credits Ansell, his first L4L partner, “a great deal for influencing, motivating, and empowering me to achieve personal growth and development. That inspired me to take a leadership role.... I was also selected, along with two other staff members, two students, and Diane Anderson to participate in a workshop for the SCALE Conference at the University of North Carolina in October 2000.”

Al Miser, an ES supervisor who greets people in Parrish Hall with an ever-present smile, also attended the 2000 SCALE

Conference. “It was my first plane ride,” he recalls. “Professor Diane Anderson sat next to me, helping to calm my nerves.”

Describing his friend, Miser says Anderson “is like an angel from heaven—such a wonderful, caring person. She treats people like every person is on one level, the human level. I’ve also met her family.”

Describing her experience at the SCALE Conference in 2000, Anderson wrote: “It was very powerful to have students and staff members who have been involved in L4L and researching L4L as collaborators and presenters. Liz Derickson, Liz Dozier, Al Miser, and Hamza Wali were wonderful public speakers. They articulated both the personal and the community effects of the program. They represented Swarthmore in the best possible way, and I am so proud to have been among them.”

Miser, who continues to learn about computers with Michael Loeb ’03, adds that “The conference was very educational and informative. Swarthmore College really stood out. Other schools want a program like L4L.”

The November L4L newsletter describes the “Year-Round Service Learning” presentation that Lee, Brett-Esborn, Dozier, Bankston, and Jamie Layton of Dining Services gave at the 2002 SCALE Conference in Chapel Hill, N.C. “L4Lers have attended this conference for the past three years, and every year, L4L is told that there is no other program like ours in the nation!”

As conceived in Ansell’s original grant application, one L4L goal is to have other colleges replicate the program.

“Welcome to WSRN, 91.5 FM, Swarthmore’s fiercely independent radio station,” says Lillian Ray ’05, a math major



Left: Associate Professor of History Allison Dorsey (center) ran a workshop focusing on African American history. **Right:** Shelly Mattison (left) and Sharon Pierce enjoy a lighthearted moment in Chinatown after visiting the African American Museum in Philadelphia during the L4L Summer Experience.



aspiring to teach high school students. “I hope Kenny will join me soon, bringing his mix of smooth jazz and soul.”

Kenny Whye, an ES employee, is her L4L partner. Their radio show is popular with Whye’s friends, like Liz Dozier—Ray’s other L4L partner—who listens while cleaning Hicks.

“It’s my comfort,” Dozier says later, pointing to her headphones.

Back in Parrish, before Ray’s show begins, she props herself on the back of a chair in the barren lounge outside the studio—stopping to catch her breath after climbing four flights. “That’s the hard part,” she says.

But “it’s especially rewarding to help a staff member be heard all over campus and get to feel a little more like part of the community. My favorite part of L4L is getting to know local community members who live here, have roots here, have been here for years, and who interact with students on a much more personal level than professors do,” Ray says.

“It makes me feel like Swarthmore is a much less isolated, idealized place—like it’s in a real community [similar to] the ones we all grew up in,” says Ray, who is from Charlottesville, Va. “Plus, it’s a good chance to make new friends, learn new skills, and learn a lot about being good teachers and students, who need to be brave and willing to put themselves on the line. They have to be willing to speak up and ask questions.”

After a few minutes, Ray says, “We better go into the studio.” Ray finds a CD left playing by the preceding phantom DJ and selects three more to fill her hour.

Meanwhile, after her cleaning shift ends in Hicks, Dozier slips her head-

Learning for Life: Research and Findings

Assistant Professor of Education Diane Anderson has completed research with L4L participants about their program. Anderson’s article “Students and Service Staff: Learning and Researching Together on a College Campus” elaborates on these findings in the *Michigan Journal of Community Service Learning* (spring 2003); for details, see <http://www.umich.edu/~mjcs/>.

- Large group settings can be frustrating and even hurtful to L4L staff, no matter how well intended. Staff discussed earlier classroom-based experiences and how humiliated they could feel. L4L staff prefer one-on-one and informal learning partnerships.
- L4L staff has been traditionally distanced from the students and peripheral to the College’s main purpose. Yet, especially among long-term employees, staff has maintained a deep commitment to the institution and its students; they carry time and institutional memory.
- Staff is now more likely to be present in places that were previously frequented primarily by students and faculty, such as in McCabe Library, at public-area computers, and in recreational facilities. L4L has increased awareness about staff’s difficulty in negotiating and using these resources; many do not have access to computers or e-mail.
- L4L partners stand together as learners and teachers, students and workers, elders and youth, male and female, person of color—and whatever else categorizes and separates people.

phones around her neck. She hops up on a computer room stool—just down the hall from the engineering lounge, with stacks of journals such as *Network Computing* and *Modern Steel Construction*. Cranes working on the new science center, emerging within immediate view from the large windows, drone as students collaborate in a nearby lab.

“I could retire at any time,” says 67-year-old Dozier, who has worked at the College for 18 years. But I like being around the students and absorbing the information.”

Algebra was her “favorite subject” in high school, which Dozier didn’t complete when she married in 1951. Since then, however, she has completed a GED.

Ray says that Dozier is “incredibly good at math” and hopes to have more time to work on additional algebra or computer projects together. In return, Dozier thinks her

forte is “giving students love. We tell each other stories about our families.”

A member of the L4L Steering Committee, Dozier wanted to learn more about computers, so she could explore her family’s genealogy. “My mother died when I was 3 years old, and I did research to find some of her relatives,” she says. A link to her “Five Generations Page” (<http://www.geocities.com/lizdozier/fivegenerations.html>) is now on the L4L Web site.

“I think it is really important for students to have a community here that we feel like a responsible part of,” Ray says. “I also think that having an adult learning partner can teach both partners so much about teaching and learning.”

With her eyes gleaming, Dozier says that L4L “helps me feel part of the campus. We’re all flourishing in this program.” ☞



LIZ DOZIER



DON BANKSTON

Left: Another 2002 L4L Summer Experience workshop involved a trip to Chester, Pa. Right: Andrew Bunting, curator of the Scott Arboretum, facilitated a group discussion during a visit to Longwood Gardens.



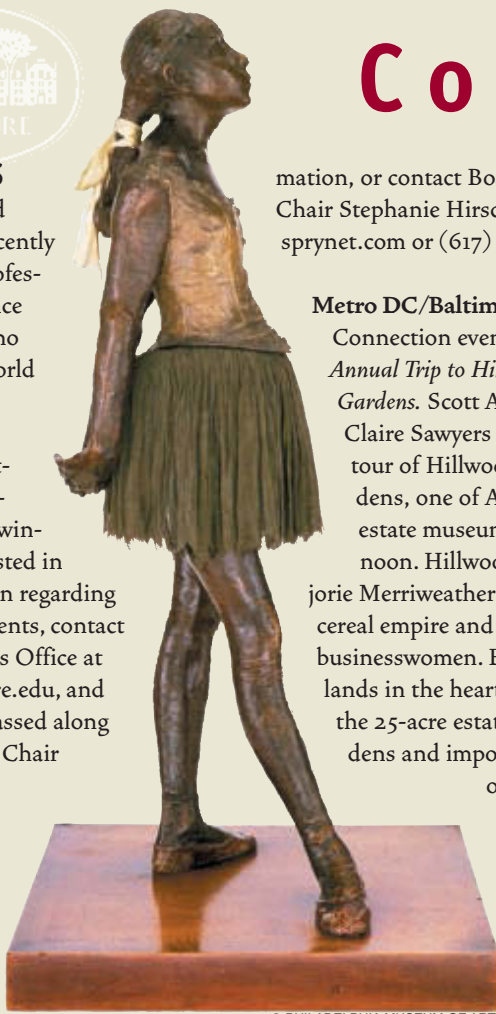
RECENT EVENTS

Paris: The revitalized Paris Connection recently hosted Associate Professor of Political Science Cynthia Halpern, who discussed current world events with Swarthmore alumni. This Connection conducted a successful wine-tasting event in the winter. If you are interested in receiving information regarding Paris Connection events, contact the Alumni Relations Office at alumni@swarthmore.edu, and your name will be passed along to Paris Connection Chair Catherine Seeley Lowney '82.

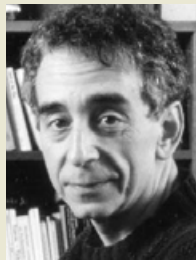
Philadelphia: The Philadelphia Connection held an event—geared toward young alumni (young at heart were in attendance too!)—at Buffalo Billiards in Philadelphia. Pool sharks and novices alike enjoyed this fun, social evening. This Connection wants to continue hosting events of interest to recent graduates. If you are interested in participating, contact the Alumni Relations Office at alumni@swarthmore.edu.

UPCOMING EVENTS

Boston: Barry Schwartz, Dorwin P. Cartwright Professor of Social Theory and Social Action, will visit the Boston Connection on May 9 to present a lecture titled "Too Many Choices: Who Suffers and Why." Watch your mail for additional infor-



© PHILADELPHIA MUSEUM OF ART
THE PHILADELPHIA CONNECTION WILL TOUR THE PHILADELPHIA MUSEUM OF ART'S *DEGAS AND THE DANCE* EXHIBIT ON MAY 2.



BARRY SCHWARTZ

mation, or contact Boston Connection Chair Stephanie Hirsch at shirsch@sprynet.com or (617) 498-3947.

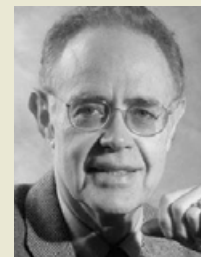
Metro DC/Baltimore: The following Connection event is planned: *Annual Trip to Hillwood Museum and Gardens*. Scott Arboretum Director Claire Sawyers will join a docent-led tour of Hillwood Museum and Gardens, one of America's premier estate museums, on March 22 at noon. Hillwood's founder was Marjorie Merriweather Post, heir of the Post cereal empire and one of America's first businesswomen. Encircled by woodlands in the heart of Washington, D.C., the 25-acre estate boasts pleasure gardens and important azalea and orchid collections. The cost is \$10. Contact Sampriti Ganguli '95 at (202) 545-0835 or e-mail at sampritag@hotmail.com. We have very limited space, so reserve early!

Philadelphia: The following two events are planned for this area: *Art Museum*. Join the Philadelphia Connection for *Degas and the Dance* at the Philadelphia Art Museum at 6:30 p.m. on May 2. Jill DeVonyar and Richard Kendall, major historians of the dance and of Edgar Degas, have brought to this subject a new perspective of remarkably fresh insight. Through some 150 works in all media, the show will explore Degas' investigation over some 40 years of the dance world that was central to the culture of Paris in his day. The cost is \$17 for senior citizens and \$20 for others. Payment must be received in advance; contact Philadelphia Connection Chair Bruce Gould '54 at (215) 575-9320 or brucegould54@hotmail.com to register and receive payment information.

Swarthmore Connection Dinner Group. This group meets on the first Thursday of every month at 6 p.m. at a Philadelphia-area

restaurant. The monthly location changes depending on the group's palate preferences. All suggestions are welcomed! Call or e-mail Bruce Gould (see earlier) or Jim Moskowitz '88 at (610) 604-0669 or jim@jimmosk.com for the upcoming monthly meeting, or check the alumni Web site at www.swarthmore.edu. Also, sign up for the Philadelphia listserv to be notified by e-mail of upcoming events.

Los Angeles: Daniel Underhill Professor of Music James Freeman will speak to the Los Angeles Connection at The Sage Hill School on May 10 beginning at 1 p.m. Watch your mail for additional information, or contact the Alumni Relations Office at alumni@swarthmore.edu.



JIM FREEMAN

Twin Cities: A recent planning meeting of the Twin Cities Connection yielded several great events for 2003. Those who attended the meeting were Christy DeLaCruz '96, Annika Lister Stroope '97, Paula Beck '90, Elizabeth Starling '92, Lia Theologides '89, Paul Crowell '86, Emily Wallenfels White '43, and Martha Easton '89. Events planned for 2003 include an ongoing monthly salon discussion group, a production of *The Coconuts* at the Actors' Theatre, and a trip to the Saint Paul Saints game. Watch your mail for more information, dates, and times. If you are interested in participating on the planning committee for this Connection or have an event to suggest, contact Lia Theologides at liatheologides@yahoo.com.

LONDON CALLING

The London Connection is also re-energized and looking to plan events for spring 2003. If you are interested in participating in event planning, can suggest an event, or just want to attend, contact Margarethe "Abby" Honeywell '85 at abby.honeywell@btinternet.com or the Alumni Office at alumni@swarthmore.edu.

SPRING EVENTS

Family Weekend
April 11–13

Black Alumni Reunion
June 5 and 6

Alumni Weekend
June 6–8

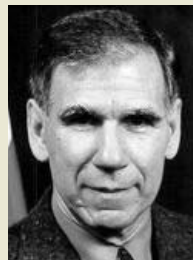
Alumni College Abroad
May 10–20

ALUMNI COUNCIL UPDATE

In an effort to provide a range of services to alumni, students, and the College, the Alumni Council adopted an ambitious work plan for the 2002–2003 academic year. The plan includes initiatives prioritized by the Executive Committee of Council for the current year. For those interested in learning more about these initiatives, the plan is posted on the Alumni Council Web page www.swarthmore.edu/alumni/alumni_council.html. Also posted there is the *Alumni Council Newsletter*, which summarizes the proceedings and outcomes from the fall meeting held on Oct. 25 to 27.

One of the special initiatives of council this year is to foster reconciliation between the College and those feeling distanced from it after the December 2000 decision to restructure the Athletics Program.

One major element of this initiative has been the study and development of a report on the use of consensual decision making by Swarthmore's Board of Managers. The task group, appointed by Council and chaired by Jed Rakoff '64, conducted its work over a nine-month period and presented its report to the Board at its meeting in late February.



STEVEN GOLDBLATT '67

RICH TRUITT '66

The report contains findings and suggestions that the task group hopes will be useful to the Board. The task group also hopes that its report will be helpful in efforts to bring about reconciliation with those still feeling distanced from the College.

As part of the agreement to make the report available to the greater College community, the full Report on Consensual Decision Making by the Swarthmore College Board of Managers was posted in early March on the Alumni Council Web page.

Those without Web access who wish to receive a copy of any or all of the documents referenced in this column may contact the Alumni Relations Office at (610) 328-8402, requesting the Annual Work Plan of Alumni Council, the *Alumni Council Newsletter* for fall 2002, and/or the *Report From the Task Group on Consensual Decision Making*.

Thank you for your interest in the activities of the council and for your support to Swarthmore College.

—Rich Truitt '66

President, Alumni Association

VOTE FOR ALUMNI COUNCIL

The Alumni Council ballots will be mailed in late April. Please take a moment to review the ballot and vote for your representative to the Alumni Council. This year, for the first time, you can vote on-line at <http://alumniballot.com>. The Web site will become available after ballots are mailed.

WWW.SWAT

The Alumni Relations Office has recently redesigned the alumni pages of the College Web site. See the new look at <http://www.swarthmore.edu/alumni>. E-mail the Alumni Relations Office staff at alumni@swarthmore.edu with your comments.

Attention Entrepreneurs—or Potential Ones

Marc Reinganum, vice president and director of quantitative research and portfolio strategist for equities of OppenheimerFunds Inc., will be the keynote speaker at the 2003 Lax Conference on Entrepreneurship on Sunday, April 6. Reinganum, the spouse of Alison Fox '80, is renowned as the founding father of stock market anomalies. His research in the field of small cap stocks (with Rolf Banz) proved conclusively that it is not a "random walk down Wall Street." Since 1995, Reinganum has held the Mary Jo Vaughn Chair in Financial Investments at Southern Methodist University and is currently on leave.

Beginning at noon, the Lax Conference allows alumni and current students to learn about business from alumni panelists and others who have been successful entrepreneurs. Panel discussions and a networking reception provide an opportunity for formal and informal discussion. The conference, now in its fourth year, is funded by an endowment created by a bequest from the late Jonathan Lax '71. It is co-sponsored by the Swarthmore Business Society, the Career Services Office, and the Alumni Relations Office.



MARC REINGANUM

Three panel discussions will be part of the program. The first panel will address the biotechnology industry and will highlight panelists C. Vibeke Strand '71, a biopharmaceutical consultant for Loftis/Strand Consulting; Joseph Turner '73, chief financial officer of Myogen Inc.; and Emily Levy '80, principal/management consultant for Synergy Partners.

The second panel discussion topic will address the future of technology. Panelists include William Squadron '77, chief executive officer of Sportvision Systems LLC; Iqbal Quadir '81, founder of GrameenPhone and lecturer at Harvard University's Kennedy School of Government; Maggie Habib Gorse '73, director/consultant at Gorse Analysts; and Douglas Winneg '89, president of Software Secure Inc.

The third panel is on ethics in business. Panelists include Linda Ambrus Broenniman '77, director of HFS Capital; Samuel Hayes III '57, Jacob Schiff Professor Emeritus of Harvard Business School; and Alan Tawil-Kummerman '74, CEO of Foto Wire SA.

For additional information or to sign up for the conference, call the Lax Conference Response Line (voice mail) at (610) 690-6887, or visit the conference Web site at <http://www.swarthmore.edu/lax>.



STEVEN GOLDBLATT '67

THE MEANING OF
SWARTHMORE

SWARTHMORE MEANS having your cake and eating it too. You get to spend four years with the most brilliant minds in the world while you just happen to live in the most beautiful garden in the world.

Swarthmore is a feast for the intellect *and* the senses. All the world's problems seem more solvable when the crocuses are in bloom.

—Rikki Abzug '86

At Home With Her Herbs

FOR GERTRUDE BOWERS BURDSALL '28, HER GARDEN IS THE MOST PEACEFUL PLACE.

Gertrude Burdsall remembers clearly the day the growing pains first hit. As a girl of about 8, Burdsall said she was suddenly overwhelmed by the desire to plant something. “I happened to have some beans, so I planted them, not in particularly good soil, but I wasn’t very soil conscious at the time,” she recalls. “But I planted them and, much to my surprise, they came up. And that’s when I started growing things.”

Burdsall can still be found in her garden every day, tending the herbs, vegetables, and flowers she has grown to love so much. It is when she is standing within the confines of what she describes as her “small, informal country herb garden” that she feels most at peace. “I just feel as though you never cease to be amazed by the knowledge and interest that is in herbs,” she says.

“People who grow things think you just put seeds in the ground and then you have beans. Well, it’s not all that easy,” says Burdsall, a serious gardener for more than 80 years now.

After graduating from Swarthmore, Burdsall married Ellwood Richard Burdsall '27, whom she described as a “good gardener” who taught her much of what she knows. Soon afterward, they moved into what had been Ellwood’s family summer home in Great Barrington, Mass. The home, set on rolling farmland, was the perfect place for the young couple to cultivate their love of gardening: Ellwood raised the vegetables, and Gertrude planted the flowers.

“It was just sort of what you did—you grew flowers,” Burdsall says. “I worked very hard at it, and it was a very pretty garden. But then, I discovered herbs.”

Her life would never be the same. As Burdsall recalled, she became intrigued when the owners of what is now called the Berkshire Botanical Garden began creating a hillside herb garden. “It was a very unusual type of garden for the area, and I was just fascinated from the start,” she says.

She began reading books about herbs and talking to local herb experts, all the while becoming engrossed by the diversity, complexity, and varied uses of herbs. “Flowers are lovely to grow, but when they’re gone, they’re gone,” she explains.



COURTESY OF GERTRUDE BOWERS BURDSALL

IN THE BERKSHIRE MOUNTAINS OF WESTERN MASSACHUSETTS, GERTRUDE BURDSALL SPENDS MOST OF HER TIME THESE DAYS TENDING TO HER HERB GARDEN, COOKING, AND SWIMMING.

“Herbs just have so much more to offer than flowers in a flower garden. There’s just no comparison with the interest in growing them, as I see it.”

Today, Burdsall is never more at home than when she is with her herbs. The mother of three children, a grandmother to nine children, and a great-grandmother to nine more, she has not strayed far from where she began. Seventeen years after her husband’s death in 1964, Burdsall moved into a smaller house designed by her son Benjamin, an architect. The house stands not far from the larger home she and Ellwood once shared, now a bed-and-breakfast run by her son Richard, a retired English instructor.

“I was 75 when we built the house, and my friends said to me, ‘You’re building a house at 75?’ But I’ve had 20 years in this house, and it’s been wonderful. It’s open to the outside and the hills and the sky, and I just think it’s the most wonderful place in the world.”

Her beloved herb garden, home to more than 50 varieties of plants, now stands directly adjacent to the house’s plant room. It is on her farm where she spends most of her time these days, tending her plants, indulging her passion for cooking, and enjoying daily swims at the family bed-and-breakfast.

She stays in touch with her old classmates and, as class secretary, writes the '28 Class Notes for the *Bulletin*, including regular commentary on her gardens and grandchildren. “Gardening is always full of surprises, even when one has been at it for more than 80 years!” she wrote for the June notes, after her discovery of frozen early chives in the middle of a Massachusetts March.

So having traded the beans she once planted for basil and borage, Burdsall continues to return to her garden every day, waiting and watching for those unexpected surprises that make it a joy to be alive at 96.

— Elizabeth Redden '05

One Fine Day

THE ACCIDENTAL
DISCOVERY OF JOY

By Herbert Boyajian Locksley '43

Hoping to clear the torpor of my mind and spirit, I was walking in Crum Woods one sunny spring afternoon. I had remembered a medical claim that walking improves your health and longevity. But closer to home, I did not find the hurried pace of other walkers' jostling on narrow sidewalks conducive to peace of mind and thought.

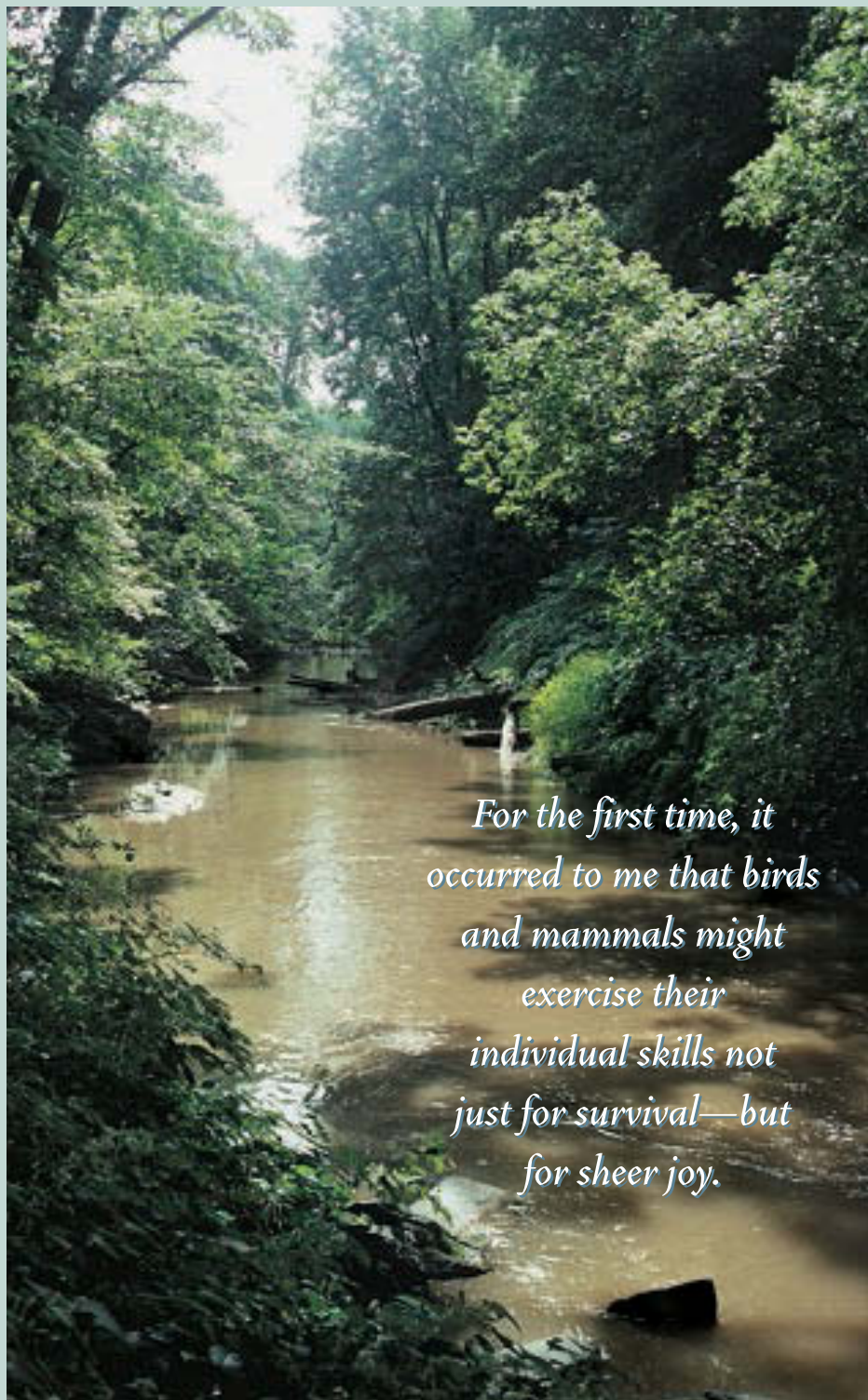
Unexpected events turned my walk into an existential bonanza. Entering the woods, I seemed to step into another world—like Alice through the looking glass—or like Adam in an Eden without any cares. Adam must have listened to the whisper of leaves, the rippling brook, the chatter and arias of birds. He must have enjoyed the bright red plumage and full-throated song of the male cardinal or the gently fluttering hues and polka dots of butterflies. Didn't Adam have to climb over large tree roots and rocks in Eden—hills that required tricky maneuvers of balance and coordination that challenged his mind and body? Didn't he find caterpillars, insects, wildflowers, patches of daffodils, berry bushes and mosses, scurrying squirrels, and chipmunks?

God had said it was "good." Adam called it "Paradise."

I heard a bird, perched on a small bush several paces away, singing with abandon. I sat motionless on a boulder, listening with fascination. Who was the bird singing to? No others were in sight—no near or distant replies. Oblivious to its surroundings, with no expectant looking around or attentive cocking of its head, the bird sang broken dyads and triads, repeating these in quick succession. I tested my weakly developed solfège in a soft whistle; I could find the intervals but not the glorious timbre and fullness of its notes.

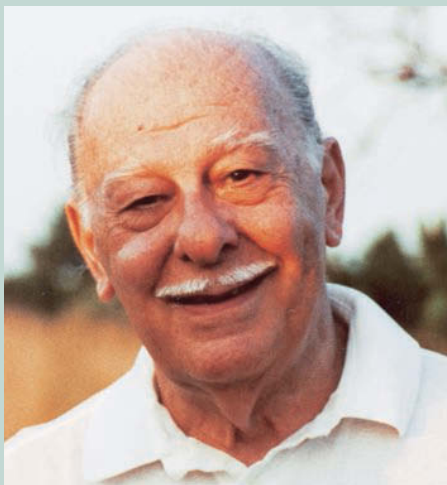
Then, I remembered that birds have a double larynx—two sets of

vocal cords. Unlike any orchestral wind instrument, birds can produce two simultaneous notes, something that string musicians call a "double stop." My singing friend changed intervals, phrases, and emphasis apparently at whim; the mood of its song also varied from tentative and inquiring to declarative and sometimes imperative. Interspersed was staccato chattering—a "recitative"—and low-pitched, soft, mechanical chirps, which I thought were either warning sounds or reassurances for little chicks. But it was too early for chicks. No danger seemed to warrant a warning; no other living



For the first time, it occurred to me that birds and mammals might exercise their individual skills not just for survival—but for sheer joy.

CLAIRE SAWYERS



COURTESY OF HERBERT LOCKSLEY

thing was paying attention to the song but me. This winged minstrel was running through its repertoire, exercising its voice, developing virtuosity, composing songs, singing paeans for sheer personal joy—without a care, feeling good to be alive; reveling in singing as much as it might in soaring. As I walked on, the lovely musical theme of calm and thanksgiving after the storm from Beethoven's *Pastoral*

"BEGINNING MY WALK HAD REQUIRED AN ACT OF WILL," SAYS LOCKSLEY. "I HAD FELT PHYSICALLY TIRED AND MENTALLY DULL." ALL THAT WAS ABOUT TO CHANGE.

Symphony ran through my mind, and I barely caught myself from audibly saying "thank you" to this joyous little friend.

Following gravity about 50 feet down a slope through branches, rock outcroppings, and small rain gullies, I arrived at the meadow and a path beside Crum Creek. As I neared a moderate-sized pool about 2 feet deep, I heard frantic thrashing and splashing. In the middle of the pool was a large dog—probably a golden retriever. It seemed to be struggling—paddling with its hind legs and flagellating its tail. Rising up in the water, it also thrashed with its forepaws.

No owner was in sight.

Then, to my surprise, the dog turned and swam ashore; bounded up onto the bank about 20 feet from me; and, with a series of tremendous shakings, cast off sheets of water. It had a fawn-colored head, friendly eyes, a well-formed body, droopy ears, and a dripping matted coat. It sniffed the ground and air and then looked straight at me. I wanted to make friends. So without moving, I alternately called, whispered, yipped, whistled, and commanded—all tactics that worked with my own two dogs—but to no avail. Instead, it rolled in the soft muddy bank, rubbed its back with undulating contortions; got up; and chased its tail in a tight circle. It looked at me again for an instant, then raced back into the pool.

I watched for about 5 minutes as the dog repeated this ritual several times. It was not hunting, fishing, chasing, or playing with another dog. It was not obeying its master. It seemed to be swimming and rolling in the mud for sheer personal joy!

As I walked away from the creek, I saw two students passing by, holding hands and laughing. We struck up a conversation. I asked about the dog's master, home, and unusual behavior. They reported that the dog came to that pool in the creek almost every afternoon—from which I inferred that they did too—each in pursuit of the joys of nature. With a friendly wave, we went our separate ways.

I mused that birds, mammals, and humans do many similar things. Birds and mammals sing and vocalize in their own peculiar

ways—bark, chirp, cheep, screech, hawk, grunt, and whistle. They swim, dive, fly, soar, dig, race, chase, wrestle, climb trees, play hide-and-seek; build nests, dens, burrows, and even abodes complete with dam and moat. Humans can do everything they do with greater versatility, although sometimes not quite as well, and often requiring special equipment.

For the first time, it occurred to me that birds and mammals might exercise their individual skills not just for survival—but for sheer joy.

Humpback whales, too, might sing their low-pitched mournful songs not just to communicate with others at great distance but simply to please themselves. All of us, seeking the simple joy of using muscles, developing coordination, exercising skills, or inventing new songs, new ideas, new anythings. But mostly being "up and doing—unchained, unworried, unharried, free to choose, exuberant, at one with nature and oneself.

I had never identified joy in quite this way before. It seemed a new thought, a good recipe!

Beginning my walk had required an act of will. I had felt physically tired and mentally dull. After nearly an hour of walking, climbing, sliding, and tripping along narrow paths, I was now walking faster, feeling invigorated and mentally rejuvenated.

Now it was time to return home. In the distance, I heard the soft pure tones of a flute. Nearer to the source, I saw a young man with long blond hair and full beard sitting on the stone wall beside the stage of the College's amphitheater. I rested for a few minutes out of sight and enjoyed a solo flute concert. But it was his succession of moods that intrigued me. At any given moment, the theme he selected might be flighty and tripping, slow and melancholy, lilting and romantic—and occasionally loud and strident. Like the ancient psalmists, the shepherd in *Tristan and Isolde*, and the Neanderthal inventor of the first willow whistle with side holes—he was giving expression to some corner of the human heart. Away from the hubbub of college life, he seemed as at peace as a lone young man can be. I walked up to the young musician, said a few friendly and appreciative words, and went on with a happy little hum under my breath, like Pooh.

Soon, I passed back through the looking glass and was startled by revving engines, perforated mufflers, and thumping car stereos. I hurried back home, back to my Eve.

A pastor, or perhaps a philosopher, once said: "Since the fall of Adam and Eve and the banishment from Eden, mankind has had to suffer and work. But we are even now building our own Eden." But I thought to myself: Man can build a better mousetrap, automobile, or computer. We can build tall steel and glass office buildings; resort hotels; garish gambling casinos; and, yes, magnificent cathedrals.

But build another Eden?

God did not destroy Eden or even lock the gate. The primeval forest is still there (at least for a while longer) and so is primeval joy! How fortunate we are to have an Eden so accessible to this tree of knowledge.

And, by the way, the doctors are right: My health is already better! ☺

Herbert Locksley is a retired neurosurgeon who lives in Wallingford, Pa.

Courtroom Theatrics

RICK APPEL '62 TEACHES THE ART OF PERSUASION.

Just because attorneys make it through the rigors of law school doesn't mean they will automatically perform like Perry Mason in court, says seasoned trial attorney Rick Appel.

In an effort to help fellow lawyers who need to brush up on their "act" before a judge and jury, the Cheltenham, Pa., resident has combined his passion for theater and the law by teaching a course called Theater Skills in the Courtroom.

In recent years, Appel noticed that many inexperienced attorneys weren't receiving adequate training in courtroom "performance." The problem, he maintains, is that law trial-skills courses don't get to that level. In addition, more cases are settled out of court now, and the economics of law practice makes firms less likely to send their newer attorneys into courtrooms to learn by watching.

"Twenty years ago, law firms sent at least two attorneys to a trial, and it was the second, less experienced attorney's job to help administratively. They could also watch and gain valuable tips on how to act during a trial. Now, that doesn't happen," he says.

As a result, inexperienced trial attorneys worry too much about looking good for the client or battling the opposing attorney. They forget that their real audience is the jury, and they're not prepared with their props. They also tend to get excited and talk too fast, and a nervous lawyer is more difficult to listen to, Appel says.

"The best way to influence a jury is to tell a story," he tells a recent seminar class. "You've got to get away from being a lawyer and become a storyteller."

Appel has taught hundreds of students throughout the country in law schools, government agencies, continuing education classes, and in his own three-year-old consulting business, Trial Run Inc. His one-day seminars teach lawyers how to use their voices; relate to an audience; focus on breathing, movement, and the use of props; and tell their "stories" in a compelling, honest fashion. He even brings in professional actors and directors to help instruct and critique his pupils.

One of the techniques Appel tries to con-



RICK APPEL HAS COMBINED HIS PASSION FOR THEATER AND THE LAW BY CREATING A COURSE FOR ATTORNEYS CALLED THEATER SKILLS IN THE COURTROOM.

vey to his students is the importance of speaking from a position of honesty without betraying their true emotions.

"I don't want them to think, 'I've got to sound like a lawyer here,' but rather 'I have a strong opinion about something, and I want you to understand it,'" he says.

Part of the course also focuses on the "verbal mannerisms" that can distract from a courtroom presentation. "Lots of attorneys use words such as 'like' or 'uh' to fill in the gaps of their conversation, or they repeat a witness's answer—things I call 'busy words.' They also tend to talk fast because they don't want to lose the floor to the other attorney." Appel encourages his students to stop at the end of each sentence and breathe before they start their next thought.

He also teaches various acting "tricks of the trade," such as facial gestures, letting dialogue and movements happen naturally.

"Public speaking doesn't come naturally just because you went to law school," Appel

says. "And the way things happen [in court] can either diminish or enhance the attention to your case."

The 62-year-old has worked as a trial lawyer for the last 30 years. He currently focuses on serious personal injury, medical malpractice, and product liability in the Jenkintown, Pa., office of Groen, Lamm, Goldberg & Rubenstone.

His passion for the theater has existed, however, since his days at Swarthmore, when he helped write the original student musical called *The Hamburg Show* (then an annual Swarthmore tradition).

"I had a part of me that I discovered at Swarthmore that wanted to continue with the disciplines of acting and directing," said Appel, who went on to graduate from Temple University's School of Law in 1966. Although he originally intended to be an entertainment lawyer in New York City, during summer 1964, he helped represent clients involved in the civil rights movement in Georgia in the '60s. He eventually returned to Philadelphia as a public defender and then moved to private practice and civil litigation.

Appel and his wife, Diana Dooley, have two children, Molly, 18, and Benjamin, 16, and both are involved in music and drama. Between his law practice and courtroom skills courses, Appel said he doesn't have the time to be involved with the theater. But he does sing in the local Abington Choral Club.

In addition to his theater skills course, Appel also teaches a workshop called The Elements of Advocacy, which focuses on the art of persuasion and communication skills. He is also scheduled to offer a workshop on public speaking and persuasion at Swarthmore on March 22 to 23. The seminar will help students deal with public speaking and the art of persuasion in job interviews and oral exams.

He noted that his one-day courses are not meant to duplicate a semester or year-long course at a college or theater school.

"But [the course] can give some level of comfort and confidence and open gateways to maximizing whatever experiences come along," he said.

—Angela Doody

The Good Hippie

MARK VONNEGUT '69 KNEW BOTH THE IDEALISM AND INSANITY OF THE '60s.

Mark Vonnegut, *The Eden Express: A Memoir of Insanity*, Seven Stories Press, 2002. Originally published by Praeger, 1975

There's a saying about the 1960s: If you remember them, you weren't really there. Mark Vonnegut was definitely there—and he remembers.

The Eden Express: A Memoir of Insanity is about Vonnegut's descent into madness while living in a commune in British Columbia. First published in 1975 and reissued in November, it chronicles his post-Swarthmore odyssey and illness—then diagnosed as schizophrenia but likely understood today as bipolar disorder.

It's also a cogent contemporary account of the mind-set of the 1960s—one of the best books I've read about the restless idealism and hard work of “being a good hippie.” *The Eden Express* doesn't analyze or romanticize the hippie experience—it just pours it onto the page with all the passion, anguish, and dichotomies that characterized the time.

“I think most of us were fed to the teeth with the brand of rationalism that had made up so much of our education,” Vonnegut wrote. “Western rationality had made a dreadful mess of this lovely planet, but it was more that this form of rationality had taken up the lion's share of our minds without giving us much in return.... We wanted to free some of our rational brain space to make room for other ways of being.”

The Eden Express depicts hippie life and its mental aberrations without a shred of defensiveness. A new afterword to the 2002 edition (the foreword is by the author's famous father Kurt) offers this retrospective explication:

“We were not the spaced-out, flaky, self-absorbed, wimpy, whiney flower children depicted in movies and TV shows.... It's true that we were too young, too inexperienced, and, in the end, too vulnerable to bad advice from middle-aged sociopathic gurus. Things eventually went bad, but before they went bad, hippies did a lot of good. Brave, honest, and true, they paid a price.”

One such guru was Harvard professor and acid-head Timothy Leary. For followers



COURTESY OF MARK VONNEGUT

“I think most of us were fed to the teeth with the brand of rationalism that had made up so much of our education.”

“IT WASN'T THAT HARD TO LIVE WITHOUT ELECTRICITY AND OTHER CONVENIENCES ON NEXT TO NO MONEY,” WRITES VONNEGUT (ABOVE, AT THE COMMUNE IN BRITISH COLUMBIA, 1970).

“I LOVED WORKING SUNUP TO SUNDOWN BUILDING A HOUSE, CUTTING FIREWOOD, AND MAKING A GARDEN. AND I DIDN'T HAVE TO WORRY THAT MY EFFORTS WERE SOMEHOW SUBSIDIZING DEATH AND DESTRUCTION.”

of his mantra, “turn on, tune in, drop out,” LSD and other psychedelics were the gateways to a new consciousness—a way of short-circuiting the Western rationality that was so troubling to our generation. The trouble was, Vonnegut said in an October interview, “we didn't know that drugs were bad for us. I really do think that was a key piece of information we were missing.”

Another guru, psychologist R.D. Laing, may have done more damage. When Vonnegut fell ill at the commune, his fellow Eden seekers viewed his psychosis through Laing's then-popular idea that insanity is a sane response to an insane society. Though Mark was going crazy, his friends (including several classmates and friends from Swarthmore who also lived at the commune) at first saw his behavior—and even his misery—as normal behavior in the crazy world of 1971. Mark had been the commune's visionary, and it seemed that his mind was merely intensifying its natural self. Only after he became incoherent, stopped eating, and threatened suicide did his comrades seek medical treatment for him in Vancouver. He eventually suffered three severe psychotic “crack-ups,” as he calls them, and was hospitalized twice.

The book's description of Vonnegut's psychosis—the voices in his head, delusions, and despair he feels when he thinks he will not recover—is vivid and immediate. At one point, he decides that his thoughts are responsible for an earthquake in California that has killed his girlfriend. He also imagines that his father has killed himself.

The third break, which came unexpectedly as he seemed to be recovering, was the worst.

Vonnegut writes: “I was running out of excuses. My father hadn't committed suicide. Virginia was OK. My mother was OK. Spring was on schedule.... I had followed all doctor's orders faithfully, and here I was back in that fucking little [isolation] room again.”

He adds: “My suicide attempts became more frequent, more pathetic, more sincere. Before, I had danced with death, loved death, hated death, teased death, been teased by death.”

Against the odds, he recovered. Slowly,

with the help of a doctor who prescribed antipsychotic medication and vitamin therapy, he regained his mind. He went back East, wrote this book, went to Harvard Medical School, and became a pediatrician. He also learned from his disease.

The Eden Express closes with a letter to a friend who is suffering from schizophrenia. “Simply realizing that the problem is biochemical can be enormously helpful,” he wrote to her. “No one’s to blame. Psychological heroics are not required to improve things.... As poetic as schizophrenia is, I know of very few cases in which poetry was of much help.”

Mark Vonnegut was one of the lucky ones; he got better. Yet he still believes that his crack-ups remain a presence in his life.

“I know that I was very sick and got well—well enough to participate in life,” he said. “I’ve had other things that have been extremely challenging. I had one more psychotic episode. I’ve had horrible trouble with insomnia. So sometimes, when things get rough, I still feel, ‘Oh shit. This can take me out somehow.’ A lot of mental illness is how many times you get your wheels in the rut and spin. After a certain number of times, it gets very hard to get the wheels out of the rut.”

Mental illness drove Mark Vonnegut off the road on the way to his Eden. Nearly three decades after the book was written, it traces not only Mark’s path from 1969 to 1972, but also the early turns of a generation still in spin—still wondering whether the roads we chose have brought us to where we truly wanted to go.

—Jeffrey Lott

OTHER BOOKS

Christopher Castellani ’94, *A Kiss From Maddalena*, Algonquin Books, 2003. In this first novel, the author imagines a story about young love and war in 1943. Castellani, whose parents are Italian immigrants, won the SUNY Stony Brook Short Fiction Prize and the Ella T. Grasso Literary Award.

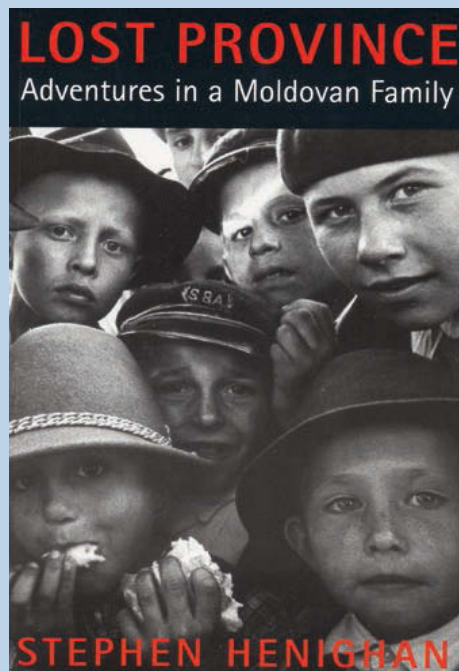
Judith Fetterley ’60 and Marjorie Pryse, *Writing Out of Place*, University of Illinois Press, 2003. The authors focus on regional writers, offering a countertraditional viewpoint of human development and considering feminist theory and American literature.

Jonathan Franzen ’81, *How to Be Alone*, Farrar, Straus and Giroux, 2002. This collection of 14 essays includes the author’s controversial 1996 investigation of the fate of the American novel as well as other personal narratives and reportage.

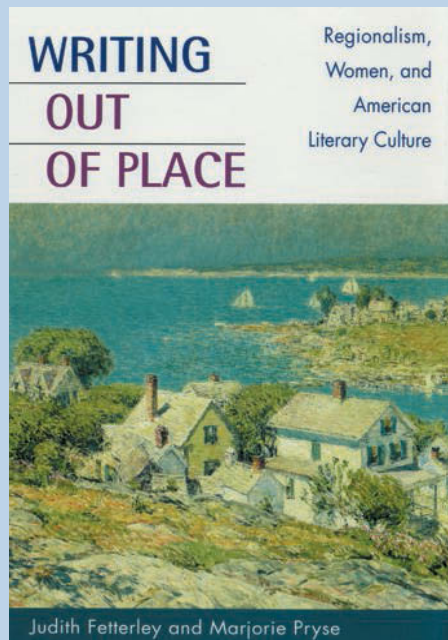
Marjorie Garber ’66, *Quotation Marks*, Routledge, 2003. These essays explore the power of language and miscommunications. Garber is William R. Kenan Jr. Professor of English and director of the Humanities Center at Harvard, where she chairs the Department of Visual and Environmental Studies and directs the Carpenter Center of Visual Arts.

Stephen Henighan ’84, *Lost Province: Adventures in a Moldovan Family*, Prospect Books, 2002. The author of four books, Henighan explores the struggle of an outsider in our “global village.” His controversial *When Words Deny the World* (The Porcupine’s Quill, 2002) was nominated for the Canada’s Governor General’s Literary Awards.

Anne Sheldon ’67, *Hero-Surfing*, Washington Writers’ Publishing House, 2002. The winner of the 2001 Washington Writers’ Publishing House poetry competition, Sheldon creates a sequence of Lancastrian poems and delivers sonnets based on Icelandic sagas.



STEPHEN HENIGHAN, AUTHOR OF *LOST PROVINCE*, TEACHES SPANISH AMERICAN LITERATURE AND CULTURE AT THE UNIVERSITY OF GUELPH, ONTARIO.



JUDITH FETTERLEY, CO-AUTHOR OF *WRITING OUT OF PLACE*, IS DISTINGUISHED TEACHING PROFESSOR OF ENGLISH AND WOMEN’S STUDIES AT SUNY-ALBANY.

Jack Spafford ’44, *An Interesting Life: An Autobiography*, self-published, 2003. The author describes his life experiences, including schooling, World War II, jobs, and travels.

Carol and **David White** ’65, *Catskill Day Hikes for All Seasons*, Adirondack Mountain Club, 2002. Describing 60 mountain hikes, the authors include practical advice, round-trip distances, difficulty ratings, summit elevations, and page maps.

Richard Wolfson ’69, *Simply Einstein*, W.W. Norton, 2002. The author presents key ideas framing contemporary physics—from the possibility of time travel to the fate of the universe. Wolfson explains the concepts of Newtonian mechanics and Maxwell’s electromagnetism, highlighting contradictions leading to the 19th-century physics crisis.

EXHIBIT

Alexandra Grant ’94 organized *unDRAWN* at the Brewery Project in Los Angeles during November and December. The exhibit included the works of 11 young, emerging artists who use drawing as a concept on which they base their work in other media. Grant’s own work is part of a series called “drawings without paper,” wire sculptures that dance across the gallery walls in the form of shadows.

A Passion for Play

AARON WEISSBLUM '86 MAKES A LIVING FROM INVENTING GAMES.

Aaron Weissblum has always loved to play games. “I was the kid who never wanted to go to bed but wanted to play one more game,” he says. “Today, the self-proclaimed “game geek,” and board-game designer is still playing.

The Swarthmore math major invented his first game, a “large, crazy, skill-and-action game too large to fit into most people’s homes,” about 15 years ago, while working as a potter in a studio in Gloucester, Mass., where he still lives. His landlord liked it and connected Weissblum with an agent in the game business.

“Although my agent never actually sold any of my games,” says Weissblum, “I learned a lot about the business from her.”

After several years trying to sell games in the United States, Weissblum realized that the U.S. market was dominated by large toy firms like Hasbro, which bought out companies such as Milton Bradley and Parker Bros. New products were narrowed to battery-run games that look and sound “cool” and sell well on television; or games using popular licenses like “Harry Potter” or “Star Wars.”

“For games based on original ideas, whose value is in their design and in the interaction of players with each other, or which require some skill or strategy, the market here is limited,” says Weissblum.

When he met veteran game designer Alan Moon in 1996, he learned that Europe—particularly Germany, with dozens of game publishers—offered more sales opportunities.

“I believe,” says Weissblum, “that the U.S. game industry underestimates the American population, with respect to both our interest and our willingness to be challenged. That’s not so in Europe, where there’s a thriving culture of game playing.”

In 1999, Weissblum’s first two games, *Cloud Nine* (by Weissblum) and *Knights of the Rainbow* (with Moon), were published by the American division of the German company FX Schmid. Although the American division did not exist long enough for the games to be distributed in this country, Weissblum remained undaunted. “The good thing in this business,” he says, “is that if you sell a game to a company and it doesn’t do well, it’s not the end of the world.” If the compa-



WEISSBLUM'S LATEST GAME, STILL UNNAMED, DEBUTED AT THE NEW YORK TOY FAIR IN FEBRUARY. VIEW HIS GAMES AT WWW.FUNAGAIN.COM, OR VISIT THE INCLUDED WEB SITE AT WWW.INCLUDED.COM.

ny does not actively produce and market the game, the intellectual property reverts to the game inventor. Both games were reissued in 2002 by other companies.

In 2001, three games created by Moon and Weissblum were nominated for the prestigious German *Spiel des Jahres* (Game of the Year) award, the first time in the history of the award that three games from the same inventors were nominated. *San Marco* (a game of territorial control set in Venice), *Das Amulett* (a hunt for jewels along the Nile), and *Capitol* (constructing multistoried buildings in Ancient Rome) did not win, “but they did help get us solidly established,” says Weissblum.

He is optimistic that the U.S. market for board games is expanding with the help of companies like Rio Grande, a New Mexico–based firm that imports selected German games and markets them here.

Responding to growing interest, small game companies such as Out of the Box, which reissued *Cloud Nine*, are beginning to thrive. “For people like me,” says Weissblum, “it’s really important for these companies to do well. They’re the ones with the imagina-

tion to recognize that maybe Americans do want to play some good board games.”

Weissblum’s creation of a game frequently begins with an idea adapted from one feature of another game. First, he physically builds a prototype of the game, meticulously providing clear and concise rules and creating a product with bright colors and clear symbols. The game is tested by “game geeks”—players sharing his obsession but not representative of the general public—and by more average players or “non–game geeks,” called together by Weissblum’s wife, Kate Nordstrom. His games are mainly family games, usually for adults but also for children. He says, “If you want to make a living at this, you have to include children.”

To supplement his game income, which trickles in sometimes years after selling a game, Weissblum owns a small company, Included (www.included.com). Using puzzle-based treasure and scavenger hunts, he creates team-building challenges for corporate clients. “The motivational aspect is covered from the start,” he says. “It’s such fun that when they hear about it they want to do it.”

—Carol Brévart-Demm

agent. **Lashanna Lawler** is living and working in a theater at Longwood Gardens. **Rachel Kane** was in Philly briefly, but she is now abroad in Costa Rica.

Marvin Barron is living in the museum district and working in stocks and bonds or what he refers to as “money grubbing.” **Jason Burton** is working as a jeweler’s assistant. **Jared Eisenstat** is working at Borders and studying Greek. He is also learning to play the piano. **Jason S. (Skonieczny)** and **Eric Martin** are working as substitute teachers in Philly. They also made a magazine together. They share a place with **John “JB” Farley ’01**, **Aaron Firestone ’01**, and **Tim Jaeger ’00**.

Marchella Tortora is living in New York City and studying for a master’s in social work at Columbia. **Colin Weidig** is in California, living life. **Ashley DeMello** spent the summer in Big Sur, Calif., with **Teresa Pontual ’03** and is now in Honolulu. There, she is getting reacquainted with her Hawaiian ancestry and working for Native Hawaiian Rights. **Chris Scheller** is working as a fourth-grade teacher’s assistant in Boston.

Nathan Ashby-Kuhlman is working for ajc.com and is an *Atlanta Journal-Constitution* journalism intern. **Nicole Georges-Abeyie** manages a one-acre organic farm in Anacostia, a Washington, D.C., neighborhood. The farm is part of the Urban Oasis project.

Maya Peterson is in Germany on a Fulbright Scholarship. She is studying the experiences of Russian immigrants.

Aurelio Perez is doing a Fulbright in Austria. He is teaching conversational English and studying at the U. of Innsbruck. **Amanda Schneider** is on a Fulbright, studying physiological biology in the Ural Mountains of Russia. **Kevin Setter** is on a Fulbright in Canada, studying quantum gravity physics at the Perimeter Institute for Theoretical Physics. **Tanyaporn Wansom** is also on a Fulbright, working on empowering women through

sexual health education in Thailand.

Ben Park is volunteering as the adult adviser to the college ministry of the Korean Presbyterian Church of Minnesota, working as a driving instructor and at a coffee shop. In the upcoming months, he’s planning on applying to seminaries as well as substitute teaching at a couple of local school districts.

Randy Keim is working as a hospital product specialist for Johnson & Johnson, selling Procrit, a drug that both treats anemia in the chronically anemic and serves as an alternative to blood transfusions. He reports that it is a dream come true. **Mara Hvistendahl** is studying journalism at Columbia.

Marah Gotcsik mentioned that **Megan Choy** was married in California. **Marah** spent a relaxing summer in Boston with her sister. She spent a week traveling solo in Europe and is now in Wales with the Community Service Volunteers Program. There, she provides support for children at risk of expulsion from school for behavior problems.

Fabienne François reports that she is currently working as a Spanish bookseller at Schoenhof’s Foreign Books (also known as a bibliophile’s candy shop) in Harvard Square, Cambridge, Mass. “I hope everyone is doing well, and, if you’re in the neighborhood, do drop in at 76A Mount Auburn Street, Cambridge,” she writes.

Finally, I (**Hunter Wells**) spent the summer in Philadelphia waiting tables in colonial uniform. There, I lived with **Becka Schultz** until she left on a Fulbright to North China, where she is making a documentary film. Now, I am living near Washington, D.C., doing an apprenticeship in fashion design. In DC, I’ve run into **Jaime Yassif** and **Olga Rostapshova**.

To those from whom I haven’t heard, I hope you’ll all send me updates on what you’re doing, so that I can report them. Good luck in the coming year, Class of 2002.

Letters...

continued from page 3

were also major features of the kingdom’s human rights record.

The report also points out that the Saudi regime has provided a new home for Idi Amin, the Ugandan dictator whose regime was responsible for the deaths of several hundred thousand people in the 1970s. Working closely with a government like this (Ms. Grant worked directly with a member of the Saudi royal family) to develop a “liberal arts college” raises troubling questions that the article completely ignored. There’s a lot of cheery writing about the excitement and value of educating women, but the basic morality of assisting a regime like this isn’t even an issue. I’m not necessarily criticizing Ms. Grant’s work, but I am astounded that in a world that is filled with violence, hatred, and oppression—a fair share of which is provided by Saudi Arabia—the article did not even touch on some of the moral issues raised by working with, legitimizing, and implicitly supporting a regime like this one.

PETER DARLING ’84
San Carlos, Calif.

A COMPLEX PICTURE

I may be the only Swarthmore alumna who also graduated from Dar al-Hanaan, the private girls’ school founded by Queen Effat, and my father has taught at King Abdul Aziz University in Jeddah, Saudi Arabia, for more than 20 years. So I was pleased to learn that two Swarthmoreans have played an instrumental role in establishing Effat College in my hometown (“Liberal Arts in a Conser-

vative Land,” December *Bulletin*). Saudi Arabia’s new private colleges mark a milestone for the country, giving Saudis—particularly women—a new range of choices in higher education.

I was disappointed, however, to note a few factual errors in the story. The most glaring was the statement that female students at the public King Abdul Aziz University “are taught in separate rooms from the male students, where they watch the professors (also male) on closed-circuit televisions,” and that Queen Effat “imagined a college environment where women could interact directly with their teachers.”

In fact, female professors and lecturers teach almost all of the classes at King Abdul Aziz University’s women’s section, located on a separate campus adjacent to the men’s campus. Yes, male professors occasionally teach female students via closed-circuit TV. My father has taught classes that way and reports that it’s quite disconcerting not to be able to see his students. But he has only taught female students when no female professor is available or qualified to teach the material.

Non-Saudis might be surprised to learn that Saudi Arabia has an exception to its rule against coeducation: Male and female medical and dental students learn and train together. So, although private women’s colleges like Effat College are helping to change higher education in Saudi Arabia, they are only one part of a complex picture.

EMAN QUOTAH ’95
Washington, D.C.

COMPETING CLAIMS

In his December letter to the editor, Jeremiah Gelles '63 compared Israeli settlement [in the West Bank] with American settlement in the West or German settlement in Eastern Europe.

The first comparison is a compliment to the Israeli settlers. The European conquest of North America gave the United States the power to save the world from tyranny several times during the last century. The world is deeply indebted to American settlers for their role in giving us the strength to do great good.

The second comparison is inexact: The Germans, who had settled for most of a millennium in Eastern Europe, were expelled en masse because they preferred to join in on German territorial expansion and German genocide rather than recognize the competing moral and legal claims that the newly born nations of Eastern Europe possessed to the same land. If a comparison with Israel is appropriate, the situation of the Germans is more akin to that of the Palestinians. Indeed, if the Palestinians are ever expelled, it will be because the Palestinian appetite for genocide and their refusal even to recognize Israel's legal and moral claims to its pre-1967 boundaries make any sort of coexistence impossible. The Israelis will then join the Czechs and the Poles as one of the peoples who realize that justice, not mercy, is essential to survival.

DAVID RANDALL '93
Brooklyn, N.Y.

BAGELS AT MIDNIGHT

In the December issue of the *Swarthmore College Bulletin*, I noticed a pattern of conflict to which I believe there is a solution. In the solution I propose, I must confess my enormous indebtedness to the work of Ken Wilber, Clare Graves, Don Beck, and Christopher Cowan. Different letter writers complained of a tendency within our community to preach inclusiveness while actually consigning to the outer darkness those misguided souls with the temerity to advocate other viewpoints, such as libertarianism, conservatism, and Republicanism.

Wilber, Graves, et al. (whose thoughts I shall now brutally condense and simplify) suggest that individuals and societies develop roughly similarly to biological organisms by differentiation of new capacities and

#000000

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For more information on these services, go to www.swarthmore.edu/alumni-olc.html.

integration of both old and new, a transcend-and-include process. For human beings, this involves differentiation and integration of worldviews and values, which can be color coded for convenience.

Skipping the beige level and starting at the purple level, there is precious little differentiation, much magical thinking, and a certain proneness to human sacrifice and cannibalism. At the red level, the disadvantages of overdoing the herd mentality are seen, and heroic values of individual courage and generosity emerge, along with a certain amount of outlawry. At the blue level, the disadvantages of outlawry are seen, and the emphasis is on order and tradition (which is where most adults in most present-day societies operate). At the orange level, the disadvantages of excessive reliance on tradition are seen, and values of individualism, rationality, constitutional democracy, free markets, and scientific enterprise emerge. At the green level, the disadvantages of overreliance on science and individualism are seen, and values of inclusivity, multiculturalism, pluralism, egalitarianism, environmentalism, and sensitivity become prominent, often (unfortunately) accompanied by a rejection of science and individualism, Western civilization, and

so on.

On close inspection, one may note that each color has something to offer as well as some shortcomings. Even purple has something to offer: magical thinking, which (if understood properly) can be both instructive and a joy (if you don't believe me, meet some small children). Green, whose positive values may be self-evident to many at Swarthmore, has the distinct disadvantage of tending to reject Western civilization, which, despite its many ghastly failings, has given us the concepts of human rights, civil liberties, and several other blessings that help minimize the number of green people burned at the stake or tossed in jail in the U.S. and other constitutional democracies. A shared problem all of these colors have is that they cannot appreciate their own limitations very well, nor can they appreciate the values of the other colors. They tend instead to get locked into battles for dominance.

There is hope, though, the solution of which I wrote: At a second tier of colors (yellow and turquoise), people can see how human values and worldviews are integrated and have particular strengths and limitations. The tendency to dismiss contemptuously the worldviews of others as worthless, subhuman, or demonic evaporates in favor of an ability to see a far more inclusive vision that can honor and use creatively the contributions of all levels (while accounting wisely for the dangers inhering in the different levels). Second-tier thinking vastly improves the capacity to distinguish baby from bathwater. And we, my friends, can engage in it! Just think what a radical reduction in mutual contempt might mean to us all!

In closing, I cannot resist a plug for a technique that appears to enhance second-tier capacities enormously: meditation. In one study, the practice of meditation appeared to boost the proportion of second-tier thinkers from 1 percent at pretest to 38 percent at post-test, a rather astonishing result.

Peace, love, and bagels at midnight,
DAVID KERRIGAN '79
Falls Church, Va.

WE WELCOME YOUR LETTERS

Address letters to Editor, *Swarthmore College Bulletin*, 500 College Avenue, Swarthmore PA 19081; or e-mail them to

COME TOGETHER

SWARTHMORE'S ALUMNI COUNCIL OFFERS SERVICE AND ADVICE.

By Jeffrey Lott

In April, Swarthmore alumni will participate in an annual democratic ritual—the election of new members to the Alumni Council. Fourteen alumni chosen from seven geographic regions will join more than 50 other members in an organization that is often poorly understood.

What exactly is the Swarthmore College Alumni Council? Quite simply, it is the governing body of the Alumni Association, of which all graduates and former students are members. The council was created in 1937 during a reorganization of the association, which itself dates to 1882. Since its creation, the council has undertaken numerous projects and performed many different functions, often struggling to define its role at the College but still finding relevance today.

The council had its origins in the desire to bring alumni and the College closer together. In the 1930s, Swarthmore's relations with its alumni were strained by changes at the College under President Frank Aydelotte (see page 20). The institution of the Honors Program and Aydelotte's determination to bring the intercollegiate Athletics Program under the control of the College caused many alumni to question the direction of their alma mater. Efforts were made on both sides to close the gap.

For its part, the Alumni Association, under President William Tomlinson '17, began publication of *The Garnet Letter*, the precursor to this magazine, in 1935. During the next two years, a Joint Committee on College-Alumni Relations worked out a plan to reorganize the association with an elected Alumni Council as its central governing body. One of its first initiatives was to urge the College to hire a professional alumni secretary. Carl Dellmuth '31 began this work in 1938, and his office was the foundation of Swarthmore's current alumni relations, public relations, and development programs.

Another initiative was to obtain alumni representation on the Board, which then—unlike today's Board—had many nonalumni (largely leaders of the Society of Friends) among its members. The Board agreed, and the council recommended Thomas McCabe '15, who became the first Alumni Manager—and later the first non-Quaker to be its chairman.

In an examination of the role of the association in 1948, President John Nason described it as follows:

It is assumed that an Alumni Association exists to serve two purposes. The first is to promote and facilitate those gatherings of alumni, which bring together old friends, renew old acquaintances, and revive the sentiments of loyalty and affec-

tion which all graduates and former students of the college share in common.... The second purpose is to serve the college in whatever ways are possible. By financial support, by the contribution of suggestions and advice, by the recruitment of students, by public expression of enthusiasm, and by the quality of their individual lives and services, alumni contribute to the strength and progress of their alma mater.

Nason saw the functional role of the council as advisory on the determination of policy, collaborative in the support of students and alumni in their careers and in the recruitment of new students for the College, and fiduciary in the alumni's "special interest not only in the maintenance of private higher education but of Swarthmore College in particular."

According to Rich Truitt '66, current president of the Alumni Association, today's council is not too far off that mark. Council remains both an advisory and a service organization—and, although responsibility for fund-raising now lies with the administration, class agents, and the Board of Managers, it sponsors and promotes the Alumni Council Scholarship, established in 2000.

The current structure of the council was developed in the 1990s under the leadership of presidents Alan Symonette '76, Jack Riggs '64, and Elenor Reid '67. Riggs says that "different people come on the council with different expectations, and although some members saw themselves as 'ambassadors,' others wanted to play a more active role in the affairs of the College."

The council is currently organized in three "working groups"—alumni support, student support, and College advisory and support. As their names imply, each working group has taken on a set of projects that focuses on the needs of the constituent. The alumni group supports communications, alumni career services, awards, and Connections organizations in 13 cities. The student support group concentrates on connecting students with alumni, career networking, and the highly successful Externship Program. The College advisory group assists the Admissions and Development offices in finding alumni volunteers and has provided input and alumni representatives for several campus committees. (Detailed descriptions of these and other initiatives may be found at the council Web site http://www.swarthmore.edu/alumni/alumni_council.html.)

Since the Board of Managers' December 2000 decision to eliminate football and wrestling from the Athletics Program, members of the council have made a concerted effort to involve alumni more closely as a sounding board in the decision-making processes of the College. This is "complicated," says Riggs, who now serves as a Term Manager. "Because of the depth of Board members' involve-

"If we didn't have an Alumni Council, we'd have to invent one."



STEVEN GOLDBLATT '67

ALUMNI ASSOCIATION PRESIDENT RICH TRUITT PRESIDES AT THE 2002 ALUMNI COLLECTION. ONE IMPORTANT ACTIVITY OF THE ALUMNI COUNCIL IS TO SPONSOR TWO AWARDS EACH YEAR—THE SHANE AWARD FOR ALUMNI SERVICE TO THE COLLEGE AND THE ARABELLA CARTER AWARD FOR ALUMNI SERVICE IN THEIR HOME COMMUNITIES.

ment—and the fact that currently all Managers are alumni—it's easy for them to understand the rationale for certain decisions. But the Alumni Council can and does provide an important perspective on how others might see the Board's actions."

In fall 2001, the council arranged for meetings between members of the Board and administration and representatives of Mind the Light, an alumni and parents group critical of both the outcome and process of the athletics decision. One result of those meetings was an ad hoc committee to study the history and uses of consensus decision making at the College. That committee reported to the Board of Managers at its meeting in February (see "Update," p. 41).

Governance issues and the role of alumni in affecting College policy will continue to be debated. "The controversy over athletics gave the council greater visibility and there for more opportunity to be of service to the alumni and the College," says Truitt.

Alan Symonette, a professional arbitrator and the first African American to head the Alumni Association (the first woman, the late Ruth Wilcox Mahler '49 was elected in 1975), sees the council as "more active these days, more involved as a resource for the administration and the Board." He points out that Alumni Managers now meet regularly with the executive committee of the council and that the nominating committees of both the council and Board have "refined the process" of selecting Alumni Managers, giving a stronger voice to the council. President Alfred H. Bloom has met

regularly with the executive committee of the council and members, and the executive committee of the Board of Managers has also begun to meet annually with council members to exchange ideas.

Some would like to go much further in involving alumni in the governance of the College. Marshall Schmidt '47, president of the Alumni Association from 1971 to 1973 and now a member of Mind the Light, acknowledges that the Board of Managers has "always been self-selected" but thinks that "alumni participation in the Board should be free and open. I would like to see at least one third of the Board elected directly by alumni."

The Alumni Council is active in proposing names for Board nomination. There are currently eight persons designated as Alumni Managers serving four-year terms on the Board—about a quarter of its members. In addition, there are three Young Alumni Managers who have graduated within the past 10 years, selected by the Board's Nominating Committee. The president of the Alumni Association also serves as an ex-officio member of the Board, and many former association presidents have gone on to become Term Managers.

The council is most visible to students and alumni through its service functions. Its successful Externship Program, initiated in the early 1970s and revived in the 1990s, placed 150 students in externships during this year's winter break. The program is supported by the Alumni Relations and Career Services offices at the College. But recruitment of sponsors, hosts, and placement of students is handled by an active group of volunteers headed by Cynthia Norris Graae '62 and Nanine Meiklejohn '68. Another recent initiative was to contact alumni and parents living abroad, asking them to provide support for the increasing number of Swarthmore students who study outside the United States each semester.

The council has also sponsored career-networking dinners, bringing alumni in various fields to campus and introducing them to students interested in those professions. In 2002, more than 80 students attended these dinners.

Elenor Reid thinks that this relationship between the council and the College is "a wonderful model for the undergraduates—to see all these alumni who come back to campus and want to be of service."

Former Associate Vice President for Alumni Relations Maralyn Orbison Gillespie '49, who observed and shepherded the Alumni Council for more than 30 years, sums up: "If we didn't have an Alumni Council, we'd have to invent one. It's a sounding board, especially in times of controversy or crisis." ☞

PICTURE
YOURSELF
HERE

It's a warm, sunny day on Parrish Beach.
A gentle breeze is blowing across the campus,
which is never more beautiful than in spring.
The Adirondack chairs beckon. You are deep in
conversation with an old friend.

What could be *better*?

ALUMNI
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PAINTING BY BARBARA SEYMOUR '83