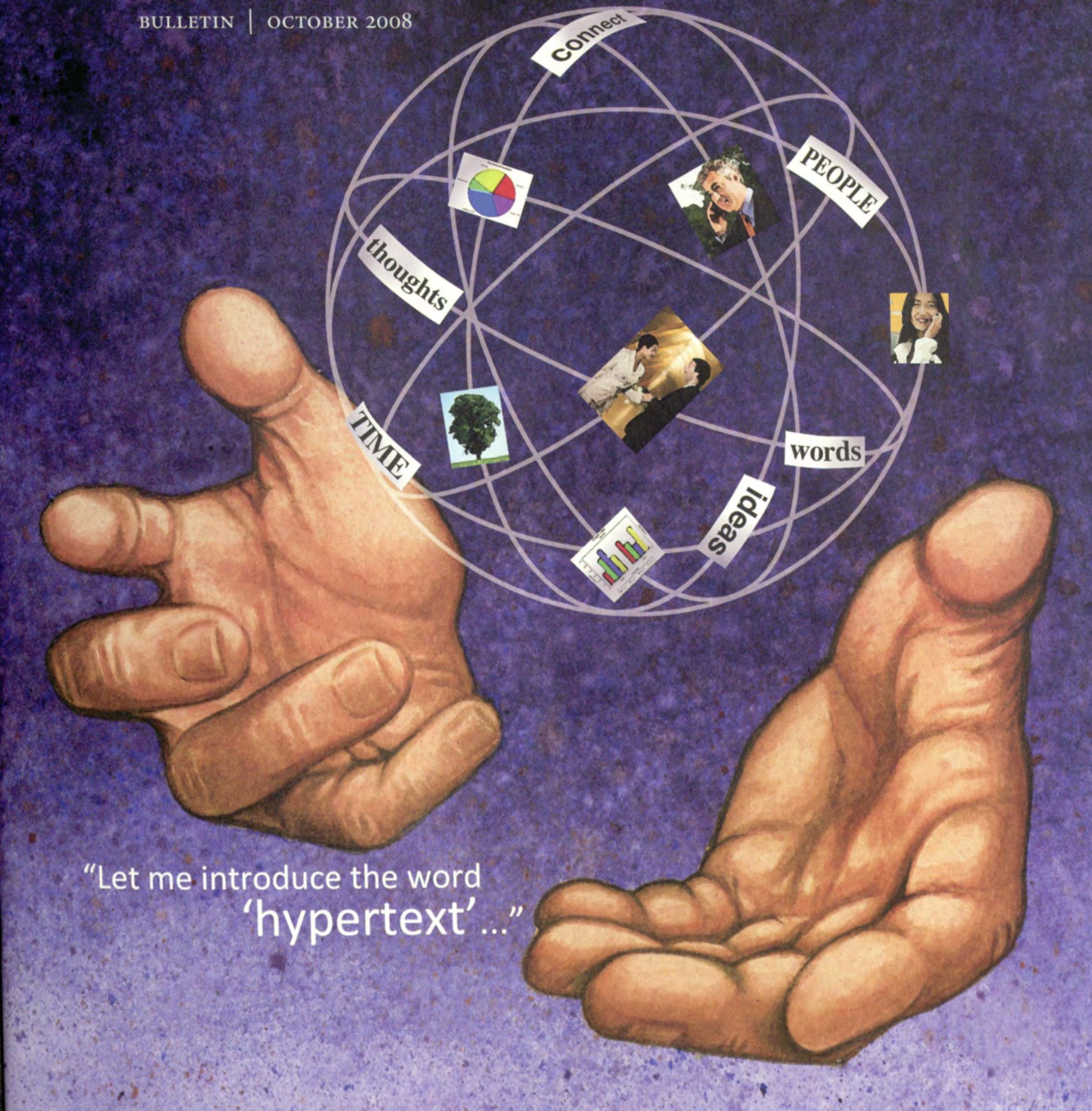
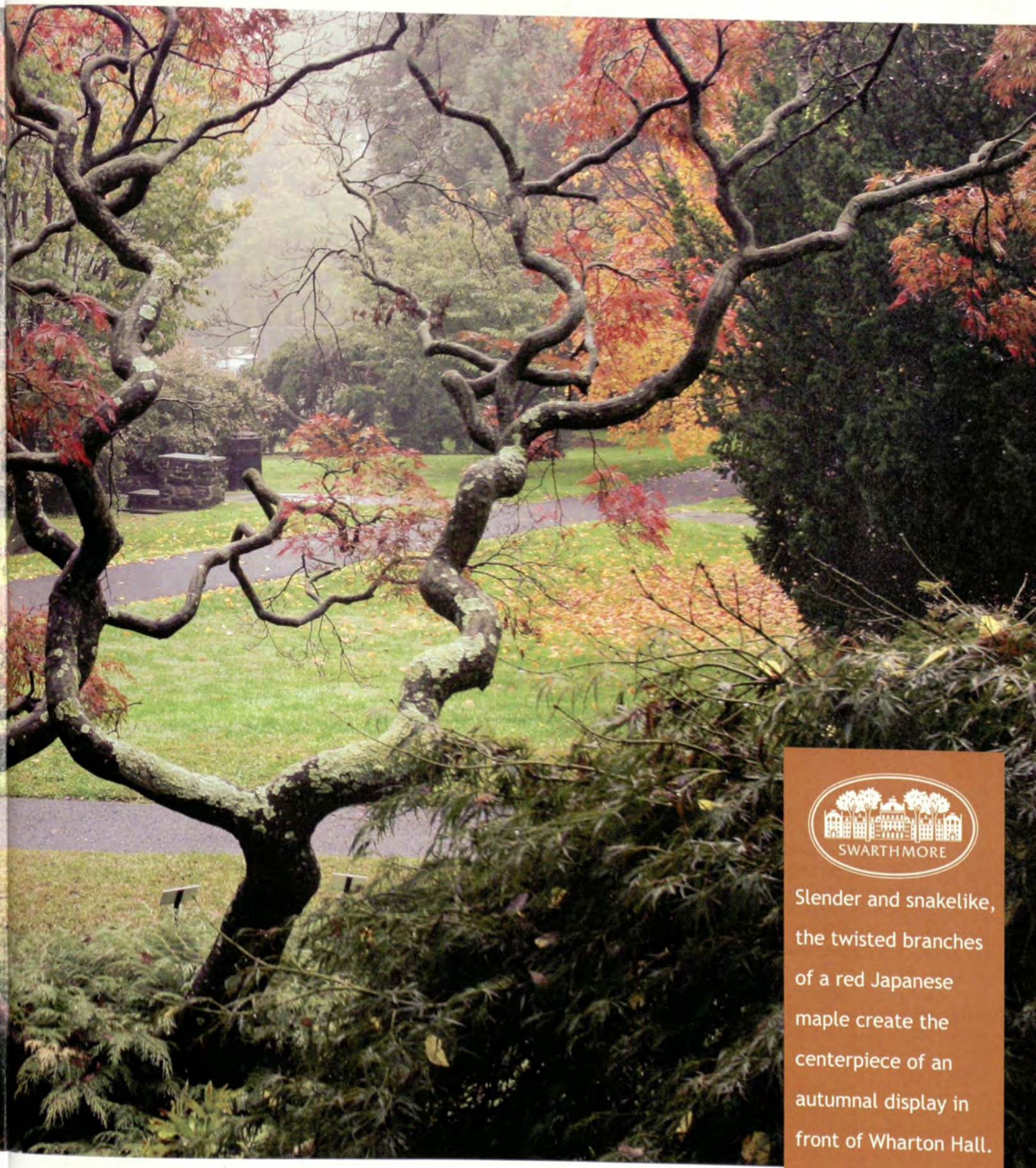
swarthmore

SWARTHMORE COLLEGE
BULLETIN | OCTOBER 2008



"Let me introduce the word 'hypertext'..."



SWARTHMORE

Slender and snakelike, the twisted branches of a red Japanese maple create the centerpiece of an autumnal display in front of Wharton Hall.

PHOTOGRAPH BY ELEFTHERIOS KOSTANS

A FEW WEEKS AGO, in the midst of angry Congressional debate over the financial bailout, scary chaos on Wall Street, and noisy election campaigns, I heard this news: We saw it snowing on Mars.

That just stopped me in my tracks.

Using a laser instrument, the U.S.-launched *Phoenix* spacecraft detected snow falling through the thin Martian atmosphere about four kilometers above the barren desert surface. "We'll be looking for signs that the snow may even reach the ground," said one of the scientists.

The spacecraft touched down in May at 68 degrees north latitude, at the margins of the polar ice cap that will form during Mars' upcoming northern hemisphere winter. The *Phoenix's* primary mission is to dig trenches and analyze subsurface soils, where it has already found water ice—and significant chemical evidence that liquid water also stood on the surface there.

In the midst of economic and political storms on Earth, the news of Martian snow had a tremendously calming effect on me. I remembered my childhood excitement over the first snowflakes swirling outside our classroom windows. For a minute, the teacher couldn't hold any child's attention.

In the midst of economic and political storms on Earth, the news of Martian snow had a tremendously calming effect on me.

Our imaginations were outside, anticipating the pure joy of the slippery white stuff.

Of course, a spacecraft feels no such excitement. Yet, although this machine doesn't draw breath on the forbidding Martian surface (nor could we), it's an extension of our senses into a world where falling stock prices and falling snow are mercifully unrelated. The *Phoenix*—so named because it is the completion of an earlier Mars landing project cancelled in 2001—is also a proxy for our hunger for knowledge and our need to imagine other worlds beyond our own.

ELEFTHERIOS KOSTANS

You cannot keep things in perspective without a certain mindfulness about where you stand in the larger scheme of things. I see history as being less about human beings than about the giant wheels of time that have been turning since the Big Bang—about the planets and the stars. And now, about snow on Mars.

I felt both as I watched and photographed the installation of the new observatory dome atop the science center (see p. 7). A new generation of Swarthmore students will soon experience such mindful moments as they look beyond Earth to the stars.

I hope they'll also be mindful of Peter van de Kamp, the Swarthmore professor who pioneered the search for planets beyond our solar system. For my part, the excitement of watching the dome swing into place was tinged with sadness about the loss of Margaret Helfand '69, architect of the science center, who died before she could see this finishing touch on her masterpiece.

I'm an optimist. (You sort of have to be these days, don't you?) As I write this, I know neither the outcome of the election nor the future of the economy, although I am sure that there will be both good—and bad—ahead. Whatever happens, I'll try to remember the day we first saw it snowing on Mars.

—Jeffrey Lott

ON THE COVER

Thanks to hypertext and the World Wide Web, we have the whole world in our hands. Ted Nelson '59 coined the word—and pioneered the concept—that connected everything. It's just one of many contributions that Swarthmoreans have made to the language. Story on page 32.

swarthmore
COLLEGE BULLETIN

EDITOR
Jeffrey Lott

ASSOCIATE EDITOR
Carol Brévart-Demm

CLASS NOTES EDITOR
Susan Cousins Breen

ART DIRECTOR
Suzanne DeMott Gaadt, Gaadt Perspectives LLC

STAFF PHOTOGRAPHER
Eleftherios Kostans

DESKTOP PUBLISHING
Audree Penner

PUBLICATIONS INTERN
Katie Becker '10

ADMINISTRATIVE ASSISTANT
Janice Merrill-Rossi

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

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.

The *Swarthmore College Bulletin* (ISSN 0888-2126), of which this is volume CVI, number 2, is published in August, October, January, April, and July by Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390. Periodicals postage paid at Swarthmore PA and additional mailing office Permit No. 0530-620. Postmaster: Send addr changes to *Swarthmore College Bulletin*, 500 College Avenue, Swarthmore PA 19081-1390.

30

FEATURES

OCTOBER 2008

20

26

Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

32

in this issue

DEPARTMENTS

18

PROFILES

66

ON THE WEB

***Swarthmore College Bulletin* on the Web:** This issue and more than 10 years of archives are at: **swarthmore.edu/bulletin.**

Also on the College Web site, you will find:

ON PRESIDENTIAL POLITICS: Watch Michael Dukakis '55 speak on campus about this year's historic presidential campaign and what is at stake.
http://media.swarthmore.edu/video/?p=81

THE WORLD'S MOST SUPREME KUNG FU: Watch Jonathan Stafstrom '10 demonstrate his newly learned Chinese in a film he wrote, directed, edited—and in which he played all the parts.
http://media.swarthmore.edu/video/?p=73

WINGING IT WITH CHERUB IMPROV: Celebrating its one-year anniversary, a volunteer improv comedy group led by Jonathan Evan Goldberg '92 combines community, creativity, and the life of the mind. **http://www.swarthmore.edu/x19848.xml**

CONTRIBUTORS

MARK RELL

A native of Kansas City, Mo., **Audree Penner** majored in communications at the University of Missouri–Columbia. She has served as an editor and writer for magazines and newspapers in Missouri, Kansas, and Pennsylvania. For the past 17 years, Penner has been a staff member of the College Publications Office, where she serves as the *Bulletin's* desktop publishing specialist and Web mistress.

COURTESY OF FRED SHAPIRO

Fred Shapiro is associate librarian for collections and access and lecturer in legal research at Yale Law School. He is the editor of the *Yale Book of Quotations* (Yale University Press), which was named a Best Book of 2006 by amazon.com—one of many honors—and was favorably reviewed by *The New Yorker, The New York Times, The Times* (London), the *Wall Street Journal,* and National Public Radio.

SELF-PORTRAIT

Illustrator **Nancy Harrison** spent most of her life in Montreal but now lives in Vermont. With a B.F.A., she worked as a graphic artist, illustrator, and art director/vice president of an ad agency. Later obtaining an M.A. in illustration from Syracuse, Harrison became self-employed in 1990. She has worked on more than 30 children's books, contributed to the *Bulletin* many times, and says she "havin' more fun than should be legal."

LACKING IN SELF-CRITICISM

I was disturbed by the quotation from Alberto Mora's ['74] honorary degree talk ("Collection," July *Bulletin*: "No one educated here could fail to recognize that a person's right to be free from cruel treatment is a fundamental human right…."). Mora adopts an "all-of-us-here" mentality, whereby he assures his audience that *no one who attended Swarthmore* could be thought capable of torture or of condoning torture.

Alberto was a classmate, and I have seen his name in the news—and his brave defense of human rights. I highly applaud his acts and his integrity, but I must object when he places all Swarthmoreans, by definition, on such high moral ground.

I object empirically, having been present at a post-9/11 rally at Swarthmore, where I heard the sneering, loud voices of students berating their anti-war critics as softies—and demanding global war by all means necessary. And I object on philosophical and psychological grounds, because it seems to me a form of bad faith to wreathe all Swarthmoreans with a glow of moral purity while locating the evils that led to Abu Ghraib and Guántanamo exclusively in the philosophies and psychologies of others.

In my opinion, the Quaker morality that underpins and pervades Swarthmore is dangerously elitist and lacking in self-criticism. Maybe "we" don't torture (don't be certain of that!), but, like the Quaker owners of the *Pequod*, we've profited while madmen and workers paid by our tax dollars kill and pursue their own white whales on the other side of the world. This is not a time for self-congratulation but for deep and serious self-criticism.

Katherine Bryant '74
Fort Valley, Va.

SACRIFICE FOR THE GREATER GOOD

The loss of World War II would have been a disaster with dire consequences for hundreds of years. The increase of greenhouse gases could bring about the loss of thousands of square miles of land to the rising oceans, the displacement of hundreds of millions of people, and mass starvation.

During World War II, the American public accepted gas rationing so we would have gas for our planes and tanks. The American public should now accept gas rationing to save our planet.

We car-pooled, used public transportation, and cut unnecessary driving to a minimum to help our country; we should do the same to help our world. Aside from the environmental impact this step would have, it would also: 1) reduce our dependence on foreign oil from unfriendly nations, 2) delay the exhaustion of our oil reserves, 3) reduce demand and thus lower gas prices, 4) use the saved money to help fund social security, healthcare, infrastructure, alternative energy, personal retirement funds, and more, and 5) reduce the traffic congestion on America's busiest highways. The result of several of these benefits would be to lower—or at least slow—the growth of the rising costs of manufactured products, building, and food.

It is my sincere hope that a movement will develop that will inspire the American people—and therefore embolden American politicians—to ration our fuel. Throughout history, Americans have stepped up and sacrificed for the greater good. The stakes are higher than ever, and I sincerely hope that we can collectively make the right choice.

Richard Conner '49
Vineland, N.J.

Maybe "we" don't torture but, like the Quaker owners of the *Pequod*, we've profited while madmen and workers paid by our tax dollars pursue their own white whales on the other side of the world.

PACIFISM FOR ANIMALS

Seeking refuge from the cruelties of the world, I turned to my most recent copy of the *Swarthmore College Bulletin* [July 2008] only to read about the decision to kill the Crum deer using sharpshooters and then salve the College's collective Quaker conscience by giving the meat to the poor, adding exposure to wasting disease to their other troubles. How NRA.

As long as Professor [José-Luis] Machado's class is worried about the impact of the deer upon their outdoor use of the Crum, he and others might consider the impact upon conscience, and the worthy challenge of coexistence, instead of taking the easy way out. There are nonlethal means—sterilization and relocation are only two of many that were rejected (without explanation in the article) in favor of killing. Sterilization and relocation are only two such means. Population control by killing is revolting and contrary to all that we stand for as a people.

Killing is always unconscionable when humane options exist; rationalization of the same is even worse. It is also completely incompatible with Quaker values. Does not the pacifist approach extend to animals at Swarthmore? Is convenience the current excuse for rejection of these values? How can solving this problem humanely be too great an intellectual challenge for Swarthmore? Do we circle back to arrogance—as a species, just toss a hand grenade into the values of compassion and coexistence?

In Professor Machado's self-serving characterization of campus reaction as "99 percent positive and supportive of the initiative because of the recognition of its potential impact in regenerating the woods," minority views and consensus are simply dismissed—trumped by the alleged majority, the survival of the biggest guns. No further discussion needed. How many times in history has the

Does not the pacifist approach extend to animals at Swarthmore? Is convenience the current excuse or rejection of these values? How can solving this problem humanely be too great an intellectual challenge for Swarthmore? Do we circle back to arrogance—as a species, just toss a hand grenade into the values of compassion and coexistence?

minority view been vindicated?

The superior approach—one compatible with Quaker values—is: Never, never be afraid to do what is right, especially if the well-being of a person or animal is at stake. Society's punishments are small compared to the wounds we inflict on our soul when we look the other way.

As a lifelong advocate for animal and human rights, I surely won't be reading the Swarthmore College Bulletin for moral or intellectual guidance and thought anymore—ever—if the College carries through with this action.

Gail O'Connell-Babcock '65
Sherwood , Ore.

Editor's Note: Readers may refer to the Crum Woods Stewardship Committee's Web site for complete reports on the state of the woods and an enumeration of the options considered for remediation: http://www.swarthmore.edu/-x16855.xml.

WOLVES AND COBRAS

To the sophomores (no doubt, given their sophomoric nature) on the Crum Woods Stewardship Committee (CWSC) who suggested thinning out the woods' resident deer herd with wolves, I say, you've had your fun. The CWSC exists to deal with important matters, not for idle entertainment nor to provide fodder for a Facebook page. As an alternative, I suggest taking up more serious matters, such as thinning out Haverford College's resident Ford population with spitting cobras.

Ben Rothfeld '91
New York City

MARCHING SOCIETY MEMORIES?

Your article about the new Phoenix mascot ("Swarthmore Hatches a Big Red Bird," July *Bulletin*) made me nostalgic for the now defunct Swarthmore Marching Society of my college days. Ah, now *there* was a source of spirit, hilarity, and pride! It may not have been the only such college organization to put "spin" on the half-time show, but tears come to my eyes at the thought of "The sperm fertilizes the egg" as performed on Swarthmore's field during the intermission of a football game. Can you tell the story so it's not lost to today's spiritmongers?

Tom Crochunis '81
Shippensburg, Pa.

The Bulletin *welcomes alumni accounts or photos of the exploits of the Swarthmore Marching Society. Write to us at the address on page 2 or e-mail bulletin.swarthmore.edu.*

THE MAN BEHIND THE PHOENIX

Your coverage of Swarthmore's adoption of the Phoenix as a mascot was enjoyable to read, but you missed one important fact.

Kyle White '08, mentioned briefly in the article as an emcee of the competition to pick a person to wear the costume, was the driving force behind the mascot from the very beginning. As president of the Garnet Club (created in 2004 to promote school spirit), Kyle took the initiative and approached the Student Athlete Advisory Committee (SAAC) with his idea to create a mascot. SAAC encouraged Kyle and convened a subcommittee that included Kyle, SAAC members, and even some faculty members. From that committee came a variety of mascot ideas that were later voted on by the student body.

From the beginning until the end of the process, Kyle was the reason we now have the

Kyle White '08, mentioned briefly in the article as an emcee of the competition to pick a person to wear the costume, was the driving force behind the mascot from the very beginning.

Phoenix as our mascot. He should be commended for his efforts.

Gavin Nurick '07
Stamford, Conn.

Editor's Note: It can now be told: In photos of the Phoenix on the cover and page 24 of the July Bulletin, *the costume is inhabited by none other than Kyle White, who indeed deserves great credit for the existence and popularity of the mascot.*

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

1. Publication title: *Swarthmore College Bulletin*
2. Publication number: 0888-2126
3. Filing date: Oct. 13, 2008
4. Issue frequency: Jan., Apr., July, Aug., Oct.
5. Number of issues published annually: 5
6. Annual subscription price: none
7. Office of publication: 500 College Avenue, Swarthmore PA 19081-1390
8. General business office: same
9. Publisher: Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390. Editor: Jeffrey Lott, 500 College Ave., Swarthmore PA 19081-1390. Managing editor: none
10. Owner: Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390
11. Known bondholders, mortgagees, or other security holders owning or holding one percent or more of total amount of bonds, mortgages, or other securities: none
12. The purpose, function, and nonprofit status of this organization has not changed during the preceding 12 months.
14. Issue date for circulation data: July 2008
15. a. Total number of copies (net press run): 25,441. b. (1) Paid or requested mail subscriptions: 22,153. b. (4) Other classes mailed: 1,257 (ISAL). c. Total paid and/or requested circulation: 23,410. d. (3) Non-requested distribution by mail: 48. e. Total non-requested distribution: 1,956. f. Total distribution: 25,266. g. Copies not distributed: 175 h. Total: 25,441. i. Percent paid and/or requested circulation: 99.3%.

HARRY KALISH

New Van De Kamp Observatory

A 20-foot diameter dome for the new Peter van de Kamp Observatory was hoisted into place on Aug. 15, literally capping off the College's five-year-old Science Center. The observatory awaits the arrival of a new 24-inch reflecting telescope, set for later this fall.

A telescope pier and other infrastructure were included in the construction of the Science Center, which opened in 2003, but no funding was available at the time for the planned telescope and dome.

A National Science Foundation grant will provide a computerized telescope of modern design; the dome to house it was purchased after the College received an anonymous donation in honor of van de Kamp, professor of astronomy and director of the Sproul Observatory from 1937 to 1972.

The dome was assembled in a nearby parking lot and lifted into place atop the building as dozens of College faculty and staff members watched. Among them, beaming with excitement, was David Cohen, associate professor of astronomy.

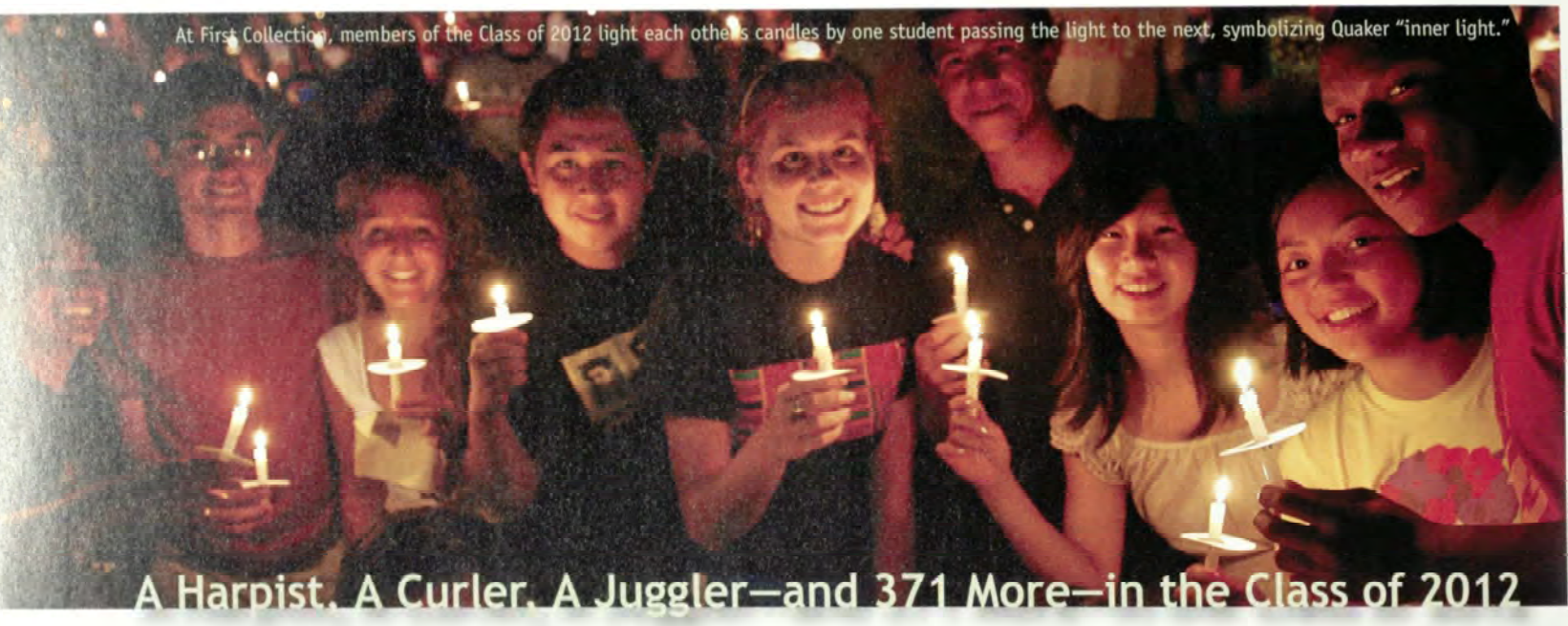
Cohen says that the telescope will be used to train Swarthmore students in observational techniques—but that it would also be used to do basic research on the spectra of objects that are already being studied in other wavelengths by Cohen and his colleague Associate Professor of Astronomy Eric Jensen. The College has already purchased a sophisticated spectrograph for the new instrument.

Cohen observes X-ray emissions from massive stars using NASA's orbiting Chandra X-ray telescope; he says that "it would be very useful to have optical spectroscopy at the same time to see what a star's circumstellar disk is doing." Jensen observes young stars, often using the Spitzer Infrared Space Telescope. Over time, having additional spectra could help him determine the linear space velocity of those stars, which could aid him in determining the type of system that these stars are part of.

"Not many telescopes of this size have the capability for spectroscopy that ours will, especially those at small liberal arts colleges," says Cohen. "Eric and I hope to have students using the spectrograph not only for research projects but also as part of our department's advanced laboratory program for physics majors."

While the new telescope is used for research and teaching, the Sproul Observatory's 24-inch refracting telescope will continue to be used for monthly public viewing. During Alumni Weekend, visitors were able to observe Saturn and the moon, Cohen says.

—Jeffrey Lott



At First Collection, members of the Class of 2012 light each other's candles by one student passing the light to the next, symbolizing Quaker "inner light."

STUART WATSON

A Harpist, A Curler, A Juggler—and 371 More—in the Class of 2012

On Aug. 26, 373 first-year students—from a total 6,121 applicants—descended onto the campus. Of these 185 women and 188 men, 55 percent are from public, 28 percent from private, and 9 percent from parochial schools—as well as 8 percent from foreign or American schools abroad. Of the 44 percent from schools reporting class rank, 24 percent were valedictorians or salutatorians, 45 percent were in the top 2 percent of their class, and 87 percent in the top 10 percent.

The new freshman class represents 42 states and 16 foreign countries. The class's ethnicity includes 10 percent African American, 12 percent Hispanic/Latino/a American, and 16 percent Asian American for a total of 38 percent domestic students of color. States yielding at least 10 percent of the class are, in descending order, New York, Pennsylvania, California, New Jersey, Massachusetts, Maryland, Texas, Connecticut, and Virginia.

According to Director of Financial Aid Laura Talbot, about 50 percent of first-year students—all those who need help—receive financial aid, as does approximately the same percentage of the entire student body. Because the College's new "loan-free-awards" policy, which also applies to all returning students, was implemented this fall, the average aid award— corresponding to need—is about $34,600, of which $32,840 is in the form of scholarships/grants and the rest in campus jobs, Talbot says.

Members of the Class of 2012 bring a fascinating mélange of accomplishments to the College. They include:

- a Celtic harp player
- a co-founder of a trap shooting club in her high school
- a competitor at the junior nationals and nationals in men's curling
- a participant at summer circus camp, taught by former Swarthmore admissions counselor Kennette Banks '06
- a student who discovered Swarthmore by corresponding with 2006 Physics Nobel Laureate John Mather '68
- a prospective engineer and self-taught metal worker who built a foundry in his basement to create artistic crystal structures
- at least one professional juggler
- two students—one from California, the other from New Jersey—who competed against each other in the international FIRST Robotics Championships
- a student whose hometown was named after him for a day in honor of service to his community.

—Carol Brévart-Demm

President Bloom Will Lead NYU Abu Dhabi

In summer 2009, Swarthmore President Alfred H. Bloom will assume full responsibility as vice chancellor of New York University (NYU) Abu Dhabi for creating a highly selective liberal arts college, distinctive graduate programs, and a world center for advanced research and scholarship in the Persian Gulf state.

According to university officials, the school's programs will "form the backbone of a unique Global Network University." The Abu Dhabi campus will welcome its first undergraduate students in fall 2010 at a temporary location in Abu Dhabi City. A permanent campus will be built by 2012.

NYU President John Sexton said: "If one were listing the ideal liberal arts college, one would think immediately of Swarthmore, rightly regarded as one of the top colleges in the United States. Much of Swarthmore's recent success flows from the leadership of its president, Al Bloom."

While completing his term as president, Bloom will consult on the NYU Abu Dhabi project, working with a team led by Mariet Westermann, NYU's vice chancellor for regional campus development. According to Westermann, "NYU Abu Dhabi can know no greater good fortune than having Al Bloom as its first CEO." He called Bloom "an exceptional educator, administrator, and leader—and a true internationalist."

Bloom said he was "drawn to this project by what makes it so extraordinary: the opportunity to develop a world-class center

Presidential Search Seeks Broad Input

The search committee charged with finding a successor to President Alfred H. Bloom began its work in earnest this fall. The committee expects to make a final recommendation to the Board of Managers by spring 2009. President Bloom announced in May that he will leave the post on Aug. 31, 2009, after 18 years as Swarthmore's president.

The committee, chaired by Thomas Spock '78, a member of the Board since 1997, is sponsoring a Web site where all aspects of the search are described. In September, the committee's search consultant, Storbeck/Pimentel & Associates, conducted extensive interviews with members of the campus community and alumni body, including current and former Board members. The committee then created a "position specification" describing the nature of the College, the challenges facing it in the years to come, and the qualities that its new leader should possess in order to be successful.

After advertising the position in major national education publications, the committee expects the nomination process to end on Oct. 30, after which preliminary interviews of selected candidates will be conducted.

Visit the search committee Web site for more information on all aspects of the search, a historical look at Swarthmore's presidents, and an e-mail link where you may submit a nomination: www.swarthmore.edu/x17191.xml.

—Jeffrey Lott

The Cookie Messenger

Once a week, 92-year-old Robert "Bob" Thompson buys cookies—enough packages to fill his canvas tote bag—and carries them from the College Bookstore to the Scott Arboretum offices at Cunningham House, where the Arboretum's 100-plus volunteers and visitors gladly munch on them.

A popular figure around campus, Thompson spends each morning, five days a week, carrying mail between various campus offices and Cunningham House, where he has been a fixture since 1990, logging more hours than any other active volunteer.

Thompson's service to the Arboretum isn't his only link with Swarthmore. During World War II, as an inspector and, later, assistant to the manager of turbine and nuclear services with Westinghouse, he was chosen—along with other bright young employees—to attend evening classes in mechanical engineering at Swarthmore as a participant in a government-sponsored education program. After the war, he enrolled in academic programs at Drexel University and the University of Pennsylvania, where he obtained certificates in purchasing, quality control, and metallurgy. "The classes were available for free if you qualified, and we fellows were hungry for education," he says.

A former 15-year board member of the Delaware County Historical Society, Thompson is a member of the Concord Historical Society and recipient of its 1998 Volunteer of the Year Award for exemplary service.

Last year, Thompson undertook a research project, investigating the stone sundial that stood for generations on Parrish lawn. It was moved in the 1980s during reconstruction of the lawn and is currently stored under the bleachers alongside Skallerup Track.

JEFFREY LOTT/INSET: COURTESY OF ROBERT THOMPSON

Bob Thompson spends three and a half to four hours a day, five days a week, delivering Arboretum messages to campus offices. More than 60 years ago, Thompson *(inset: far left)* posed with fellow students around the old sundial.

"I researched the sundial because my picture was taken in front of it when I was attending classes here," he says.

"Bob was determined to learn about the sundial, which was a popular photograph site for generations of students and faculty," says Susanna Morikawa, archival specialist in Friends Historical Library. "He pored through archives to find out more."

Thompson found that the sundial was a class gift to the College in memory of Howard White Jr. (1875-1903), a member of the Class of 1895 and son of Howard and Helen Comly White, both of the Class of 1875. Both Helen White and her younger son, Barclay White of the Class of 1906, were members of the Board of Managers.

Thompson's love of his job, his work setting, and his many friends on campus—not to mention further research projects lurking beneath the bleachers—may just keep him at the Arboretum for another 15 years, where all those who are hungry for a sweet treat will continue to look forward to the weekly deliveries by the cookie messenger.

—Carol Brévart-Demm

of learning and intellectual advance from the ground up and to create an active connection with the Washington Square campus, thereby providing the foundation for a new concept of global university."

He cited the importance of "advancing the role of education in promoting cooperative pursuit of knowledge, global understanding, and ultimately a world that recognizes and builds on human common ground."

In a Sept. 29 e-mail to the Swarthmore community, Bloom wrote: "The project enjoys the full support in vision and resources of the Abu Dhabi government. We will recruit exceptional students and faculty from around the globe, and the Abu Dhabi campus will be the first—alongside NYU New York—of several campuses worldwide to be linked into a single global university. My 30 years at Swarthmore, thinking and working with you, provide a remarkable foundation for this endeavor. I thank you for that and look forward to completing a wonderful final year together."

—Jeffrey Lott

Al-Jamil largely does not believe that the sensitivity of religious subject matter in general—and Islam in particular—should affect its teaching in any special way.

Jettisoning the Baggage

STUDYING RELIGION—ESPECIALLY ISLAM—BRINGS "RESPONSIBLE SCHOLASTIC PRACTICE" FACE TO FACE WITH PERSONAL FAITH.

By Eli Epstein-Deutsch '10

Tariq al-Jamil, assistant professor of religion and coordinator of the recently approved Islamic Studies Program, is endowed with a certain mystique. Al-Jamil casts a different aura—maybe due to his colorful ties, classic suits, and black designer glasses (a talking point for fashion-minded students) or his striking physiognomy. But it also has to do with his teaching style.

All who have taken a class with al-Jamil can attest to both the breadth of his erudition and his sometimes bewildering habit of cutting himself off mid-lecture and switching topics. A hint of ironic self-awareness as he does this banishes any suspicion of absent-mindedness and arouses curiosity. Was he about to enter a realm too theologically complex for students to follow—or, more possibly, approach a point of religious or social sensitivity from which he then withdrew?

After all, Islam is currently endowed with an especially charged geopolitical status. In post 9/11 America and Europe, terrorist stereotypes and hostility toward Muslims abound, while in parts of the Islamic world, perceived slights to the dignity of Muslims spark protests and violence. The academic study of Islam seems more necessary than ever but also fraught with potential pitfalls.

Al-Jamil largely does not believe that the sensitivity of religious subject matter in general—and Islam in particular—should affect its teaching in any special way. Concerning the difficulties that might seem inherent in teaching a class made up of both believers and nonbelievers, he says: "I personally feel it is not the role of the professor to avoid investigating questions that would impinge on truth-claims. We are studying religion through a multidisciplinary range of lenses: historical, anthropological, sociological, and literary." Faith, moral values, mystical experience, theological systems—the components of religious existence—may be discussed but never be subjected to direct evaluation, so that neither believers nor nonbelievers need back away from such scholarly investigation.

Al-Jamil strives to give equal consideration to different or opposing traditions of knowledge that make up his discipline. He never allows his personal views about various Islamic theological sects to trickle into his teaching, applying a criterion of responsible scholastic practice that he says is generally valid for more than just the treacherous terrain of religion.

The reasoning behind such an argument is rooted in the fundamentals of epistemology. Every discipline needs a basic set of givens, or "a priori laws," to determine what counts as legitimate knowledge or argumentation within that field. No academic discipline can function by directly attacking the base on which it is built, (although theoretical ground can

shift over time). Moreover, such an a priori foundation is not monolithic or self-justified: It is composed of overlapping and conflicting premises held by competing intellectual traditions within the field as well as general assumptions made by outsiders. These inevitably must be balanced.

"All disciplines are careful not to impinge on the presuppositions of their students or colleagues," Al-Jamil says.

Even in physics, careers may be built on separate theoretical frameworks (eg. traditional particle physics versus string theory) that appear irreconcilable, he says. Such competing views cannot and do not simply dismiss each other. His analysis has logical force.

Yet, there remains the profound sense that religion is somehow different from other domains. Professor Steven Hopkins, chair of the Religion Department and a scholar of South Asian religions, talks about what makes the study of religion particularly complex.

"The challenge is, you're not studying something that is neutral to people's experience. You're studying traditions that make truth claims, that are about ultimate ideas and existential aspects of people's lives," he says.

Hopkins does not favor, in the name of objectivity, aggressively pursuing topics that would undermine "the self-understanding" of religious beliefs: "I come from a particular school of thought that says religious people should be able to recognize themselves in your scholarship. That makes studying religion different from, say, the study of Proust. There are interfaces with living persons of faith, who are part of your study, that makes it complex, that makes it negotiated and transactional."

Hopkins recognizes that all professors of religion do not share this view: "There are scholars who have immense insights but who have little or no interest in religious perspectives and kind of a disdain for religion itself. They study the texts historically. So you don't necessarily have to be sensitive to religiousness to be a scholar of religion."

He believes a range of approaches is essential to the discipline and contributes to the overall strength of a program like Swarthmore's. "Religion is a subject matter that needs many perspectives. Our department has always been dialectical, dynamic, elastic."

At the other end of the spectrum are professors for whom the classroom can be a place for spiritual awakening or exploration.

"I'm not there," Hopkins admits.

Al-Jamil is more blunt. "My [own] faith should have nothing to do with [my teaching]," he says. "I'm a professional through and through. I find it to be a problem when a teacher privileges his own presuppositions in the classroom and quashes those of students. The teacher [of Islam] who says 'this is the way we did things when I was growing up in Pakistan, so I know how it is'—that is intellectually shoddy."

On the other hand, neither does al-Jamil believe that the sensitivities of religious students deserve special consideration. "The academic study of religion is designed to bring traditional understanding into dialogue with a broader intellectual discourse. All academic learning is about jettisoning the baggage of preconceived notions, and religion is no exception."

All academic learning is about jettisoning the baggage of preconceived notions, and religion is no exception.

Al-Jamil's no-nonsense view of intellectual rigor finds support among Muslim students.

"Tariq doesn't censor himself," says Humzah Soofi '10, who took his first Islamic Studies course last year. "He doesn't step away from hot-button issues. The American Muslim community tends to be very apologetic, like when talking about the concept of Jihad. They insist that Islam is really peaceful. But Tariq is willing to tell us that Islam, like any religion, is not exempt from violent discourse and, also, as in other religions, neither does Islam necessarily prescribe nonviolence."

Ailya Vajid, a senior religion major with an Islamic Studies minor, agrees. "Tariq gives you all the good and bad about your religion, so you know you can trust his class. You can begin to come to terms with things like the complex and challenging Koranic passages on slavery."

The academic study of Islam has enriched the personal religious lives of both these students and bolstered their understanding of inherited traditions, they say. Vajid admits taking some of what she has learned in class—such as postmodern commentary on the Koran—"with a grain of salt," but she has found much that is indispensable. "I come from a minority within Islam—Shi'i—and before I got here I knew nothing of the history or development of our particular sect." She says that Al-Jamil, who specializes in studying Shi'ism—especially its medieval incarnation—has helped her in that regard.

Soofi, who grew up in a traditional Muslim community and could read the Koran in Arabic by age 12, says: "Where I grew up, there was not much chance to question why we do the things we did. We just did them. I think looking critically at the reasons for these practices—like praying five times a day—can deepen and round out my belief."

Eli Epstein-Deutsch is pursuing a self-designed major in modernist studies and is co-founder of the student magazine The Night Café. *He took Tariq al-Jamil's course in fall 2006.*

FACULTY APPROVES ISLAMIC STUDIES PROGRAM

The opening of the new school year gives Swarthmore students an additional academic option—to minor in Islamic Studies. A formal Islamic Studies Program, emerging steadily across several departments during the past decade, received faculty approval last spring.

Courses in religion, anthropology, history, and Arabic language and literature will provide students with insight into expressions of Islam as a religious tradition, Islamic civilization in history, and the role of Islamic discourse in today's world.

The program is funded in large part by the Andrew W. Mellon Foundation as well as individual donors; and the Mellon Foundation has further provided annual funding for a three-year visiting professorship in Middle Eastern history as well as seed money to fund a permanent position.

"We are excited about the future of Islamic Studies and keenly aware of the College's position and responsibilities as perhaps the first liberal arts college to establish a program of its kind. It has been well over a decade in the making. There are still many dimensions of the program that I and the Islamic Studies Committee are hoping to develop further in the future. It offers a wealth of opportunities for drawing in a diverse range of faculty and disciplines to weigh in on this most relevant and timely of subjects," says Assistant Professor of Islamic Studies Tariq Al-Jamil, coordinator of the program.

—Carol Brévart-Demm

Emotions Run High on First Day of New School

PHOTOGRAPHS BY JEFFREY LOTT

(Clockwise from top left) The Chester Upland School of the Arts will combine intensive work in the arts with a rigorous academic program—encouraging intellectual processes that help develop hypothetical reasoning, critical thinking, and creativity. Sara Posey '04, a second-grade teacher, gets to know her class as the school opens in September. Principal Suzanne Ryan greets two kindergartners in the "Sunshine Room," where each school day begins with an all-school assembly. The first day of school isn't all smiles.

The first day of school can be fraught with emotional excitement for children and their families. It's about anticipation and hope—sometimes mixed with anxiety and fear of the unknown.

On Sept. 4, similar high emotions were also palpable among the faculty, staff, and longtime supporters of the new Chester Upland School for the Arts (CUSA), which opened to 200 students in pre-kindergarten through second grade. The school is a natural outgrowth of the Chester Children's Chorus (CCC), founded in 1994 by John Alston, associate professor of music at the College. The CCC began modestly with seven boys and now serves nearly 100 boys and girls ages 8 through 17.

Alston beamed as the first children began to stream into the "Sunshine Room," a freshly painted assembly area in the Parry Building at Ninth and Fulton streets in downtown Chester. His vision for the school—and the support of hundreds of educators, contributors, and community leaders—had led to this exciting, perfect September morning. The building, which was most recently a middle school, has space to allow the school to add a class each year until it reaches eighth grade.

Four years of planning, fundraising, and negotiating preceded the creation of the school, which is a public school in partnership with the Chester Upland School District. Superintendent Gregory Thornton supported the project to "offer Chester children a school that is academically and artistically superior, producing scholars and artists of character who will become powerful and benevolent leaders."

The unusual partnership is supported both by public-school funds and by a separate not-for-profit corporation, the Chester Fund for Education and the Arts. The Chester Fund, which is headed by Maurice Eldridge '61, helps enrich the school design by providing smaller classes, arts programming, and an extended-day program beginning at second grade. The school aims to provide a core experience in the arts—music, dance, and visual arts—in addition to rigorous academics and inquiry-based learning.

—Jeffrey Lott

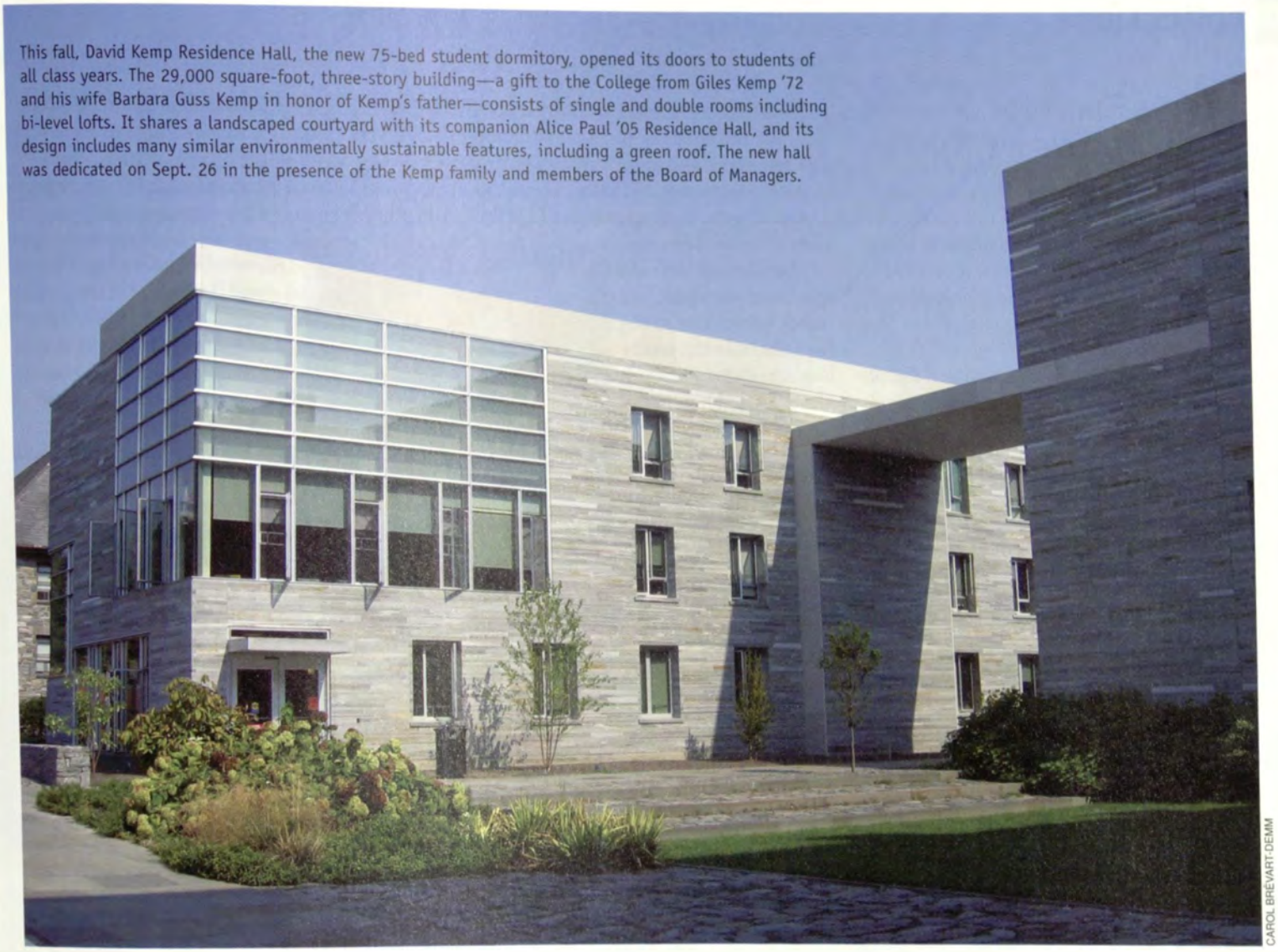
Listen to Maurice Eldridge '61 describe the founding of the Chester Children's Chorus and its evolution into the CUSA at http://media.swarthmore.edu/featured_events/?p=30.

A PLETHORA OF FACULTY PROMOTIONS

This spring, the Board of Managers approved the promotion from assistant to associate professor with continuous tenure of eight faculty members: Diane Downer Anderson, educational studies; Alan Baker, philosophy; William Gardner, modern languages (Japanese); K. David Harrison, linguistics; Bakirathi Mani, English literature; Steve Wang, mathematics and statistics; Richard Wicentowski, computer science; and Carina Yervasi, modern languages (French).

Seven faculty members were promoted from associate to full professor: Michael Brown, physics; Timothy Burke, history; Yvonne Chireau, religion; Frank Durgin, psychology; Haili Kong, modern languages (Chinese); Lisa Meeden, computer science; and Tyrene White, political science.

—Carol Brévart-Demm



This fall, David Kemp Residence Hall, the new 75-bed student dormitory, opened its doors to students of all class years. The 29,000 square-foot, three-story building—a gift to the College from Giles Kemp '72 and his wife Barbara Guss Kemp in honor of Kemp's father—consists of single and double rooms including bi-level lofts. It shares a landscaped courtyard with its companion Alice Paul '05 Residence Hall, and its design includes many similar environmentally sustainable features, including a green roof. The new hall was dedicated on Sept. 26 in the presence of the Kemp family and members of the Board of Managers.

CAROL BREVART-DEMM

Women & Gender: A Program Outgrows its Name

This spring, Swarthmore's Women's Studies Program reached the end of a long process of reshaping itself and its name—to accommodate the changing needs, requirements, and wishes of 21st-century students. Henceforth to be known as Gender and Sexuality Studies, the program offers a minor in course or honors as well as special major options.

Women's Studies was first created as a concentration at the College in 1986—several years later than at many of Swarthmore's peer institutions, says Sunka Simon, associate professor of German studies and film and media studies and former coordinator of the program. Interdisciplinary by nature, the program emerged as an outgrowth of 1970s emancipatory feminism, to promote thinking and teaching on topics of gender and women's issues that were unavailable in the existing disciplines.

The name of the program became an early source of controversy, criticized in the 1980s by the ethnic and African American communities as a label for a "bourgeois, white women's discipline." Moreover, course offerings have expanded to the extent that Women's Studies no longer adequately describes the program.

"Women's Studies, as a name, is a study about women," said Simon in an April 26, 2007 *Phoenix* article. "When you look at the content of our current courses, it's really no longer about women specifically. It's about the categories of gender, class, race, and sexuality and how they're all connected." In a later interview, she stressed the importance of including the study of the interrelationships between gender and sexuality and local and global politics in the program.

Among the new appellations considered were Feminist and Queer Studies, Gender Studies, Critical Feminist Studies, and Gender and Sexuality Studies.

"For the long run, Gender and Sexuality Studies won out because it encompasses both what the faculty are doing in their scholarship—some are heavily invested in queer studies, others in feminist scholarship, others on postcolonial projects, and so on," Simon says. "At the same time, we're hoping the new name will inject additional impetus into the program."

—Carol Brévart-Demm

A New Face for *War News Radio*

In July, the College community welcomed Abdulla Mizead as journalist-in-residence at *War News Radio (WNR)*, the award-winning, student-run radio program that reports on daily life in war-torn Iraq and Afghanistan. He succeeds Ayub Nuri, who returned to Iraq in the spring.

A former staff member in National Public Radio's (NPR) Baghdad bureau, Mizead was honored with the 2007 Alfred I. Du Pont Columbia University Award for NPR's coverage of the Iraq War.

Surrounded by maps of Iraq and Afghanistan, some labeled in Arabic, Mizead already appears to be quite at home in the *WNR* headquarters on campus. Occasionally, he has to leap up to chase down his lively 18-month-old son, Mahmood, who, he says, "goes everywhere I go." They live in the Morganwood section of Swarthmore with Mizead's physician wife, Raghad; 5-year-old daughter Danya; and 4-month-old son Ahmed.

A citizen of Iraq, Mizead had an international upbringing as the son of an Iraqi diplomat whose assignments took him to Washington, D.C.; Mozambique; London; and Tanzania. "It was in London that I learned English," Mizead says, with no trace of a foreign accent.

Having spent half his life abroad, Mizead returned to Iraq with his family in 1990 and remained there when his father applied for early retirement in 1994.

"We lived through the embargo and the sanctions. They were really hard times for us," Mizead says. "Then, the United States invaded us," he adds.

After graduating from high school in his home country, Mizead obtained bachelor's and master's degrees in English literature from the University of Baghdad. When the government of Saddam Hussein was toppled in 2003, Mizead joined NPR as a producer and translator, working alongside NPR Director of News Operations Charlie Mayer '98.

"I picked up journalism at NPR," Mizead says. Four years later, some of the NPR journalists helped him to obtain a scholarship at the Columbia University School of Journalism. After Mizead's graduation this spring, Mayer alerted him to the position with WNR. Mizead spoke with WNR founder David Gelber '63, who, he says, "got me very excited about it."

STUART WATSON

Abdulla Mizead, a former staff member at National Public Radio in Iraq, now serves as journalist-in-residence at War News Radio, the student-run program about the wars in Iraq and Afghanistan.

"It's Iraq. It's an area I know about and have covered for four years," Mizead says. He is pleased that *WNR* focuses on the people rather than the politics. "When I worked for NPR, I didn't cover much politics," he says. "I was a street guy. I'd roam the streets of Baghdad, go into the provinces, talk to the people. I went to rural places that nobody would ever cover. I wrote human stories—that's what I love. And this is what *War News Radio* does every day. It's just Iraqis and Afghans talking about their lives and the way the wars have affected them. None of the big news organizations cover this aspect of the wars."

Mizead has several ideas that he believes will contribute to the program, which is now in its third year. "This is not my radio station," he says, "but I would like to help the students develop what they have already achieved, and I think they should be enabled to pay more attention to newscasts from the regions that aren't accessible via the U.S. stations such as CNN and Fox."

To assist them with this, he has already spoken with Joy Charlton, director of the Lang Center for Civic and Social Responsibility, about the possibility of purchasing a satellite dish for the roof of the *WNR* headquarters in Lodge 6, so students will be able to view full-length newscasts from broadcasting organizations such as Al Jazeera and Iraqia.

Mizead also plans to hang a map of Baghdad in the *WNR* office. "Maps are very important, especially if you're covering a place from thousands of miles away. You need to know the neighborhoods—and there are so many of them—which are Shi'ia, which are Sunni, Christian, upscale, middle class, or slums. Because of the war, some of the neighborhoods have changed drastically. Some that were formerly half Shi'ia, half Sunni are now completely one or the other. With all the talk of reconciliation and Iraq becoming unified, there are many neighborhoods that are still split, people struggling with mixed marriages, fighting sectarian violence, and division. And that's a story in itself."

—*Carol Brévart-Demm*

Retiring, Schuldenfrei Recapitulates Readings

It's September, and the students are back. Classes begin, but something vital is missing from Swarthmore's classrooms. Professor of Philosophy Richard Schuldenfrei has retired.

I ask him, isn't it strange not to be going back to school?

"I'm not consciously disoriented," he says, scowling first, then smiling. "I feel great, and I'm enjoying the freedom. But I don't know. Maybe I'm like the guy who jumps off the Empire State Building and, as he passes each floor, says to himself, 'So far, so good.'"

DENG-JENG LEE

During his 42 years on the faculty, Schuldenfrei says Swarthmore has become "a lot less parochial."

Schuldenfrei, 67, whose legendary teaching verged on performance art, says he simply ran out of energy for the classroom: "I was exhausted after every class. It was time for me to stop."

Now, he says, "I'm recapitulating my reading list"—revisiting authors who influenced or entertained him decades ago—like Isaac Bashevis Singer and Philip Roth. "I'm trying to see how I misunderstood the world when I was young, in light of how I understand it now."

Roth's fiction, which often explores the relationships among secular and religious Jews, might be another recapitulation for Schuldenfrei, who was raised by left-wing, nonreligious Jewish parents in Brooklyn. In the June 1998 *Bulletin*, Rich told writer Vicki Glembocki that when he left home for the University of Pennsylvania, the religious aspects of Judaism weren't a part of him: "'I was like a fish in water—I didn't know that I was wet,' he says of his Jewishness. Now, reflecting back, Richie thinks he may have stumbled into philosophy because he was looking for guidance that he hadn't realized through religious study."

Once a vocal Marxist, Schuldenfrei underwent a philosophical and political transformation during the 1980s. The atrocities committed by Pol Pot in Cambodia drove him away from the moral and political philosophy he had chosen in the 1960s. "Marxist radicalism was what my life led up to and away from," he told Glembocki. "I'm surprised now to see what a short period that was in my life, but it was pivotal."

"In my youth," Schuldenfrei explains, "I was a positivist, scientistic person—informed by the Enlightenment. Marxism was a point of view, a more radical place from which to examine science as ideology. But then I came to see Marxism itself as ideology."

Schuldenfrei's father, raised in Poland, had, as a young man, abandoned the religious aspects of his Jewishness. He became a Marxist but later, after emigrating to the United States, adopted liberal secularism.

Schuldenfrei the son, although raised culturally Jewish (he attended Hebrew school four days a week in grade school), went further down the secular path—all the way left—then turned back, seeking the boundaries that religion imparts, the limits that help define right and wrong.

"My trajectory," he says almost confidentially, leaning across the table, "is reflected in this interview, in which I am revealing more than is probably required by the etiquette of a retirement interview, but I don't really know how to talk any other way."

For 40 years, Schuldenfrei has been talking with his students the same way, often asking, "How do you live a good life?" A moral life. A life in community with others. A life that has meaning.

"I still ask this," he says, "but I've narrowed the focus. I no longer have to accommodate other people's answers to this question—students' answers."

Retirement seems to suit Rich. His younger daughter just graduated from high school, so the nest is emptying. (He married Helen Plotkin '77 in 1984. They have two daughters. Plotkin is director of the College's Beit Midrash, a center for Jewish study, and recently became an ordained rabbi.) He spends his time reading and recapitulating—"and a lot of time just sitting and thinking. Helen will come in at the end of the day and ask, 'Did you have a nice day?' 'Yes,' I'll say. Then she'll ask, 'What did you do?' 'Nothing,'" I'll reply.

Such a luxury for a philosopher.

—Jeffrey Lott

Kurth Leaves the Faculty but not the Field

With his retirement in June, James Kurth, the Claude C. Smith Professor of Political Science, has become an emeritus member of the faculty. But that doesn't mean that he's quit the College or the classroom. This fall, Kurth is teaching Defense Policy and advising two students doing directed readings. He says his plans for future teaching are uncertain, but he expects to stay engaged with Swarthmore students and alumni. Kurth remains active in the Philadelphia-based Foreign Policy Research Institute and is former editor of its journal *Orbis*. His writing has appeared frequently in journals such as *The National Interest, The American Interest, National Review,* and *The American Conservative*. In a widely read 1994 article in *The National Interest*, Kurth asserted that the United States is less threatened by clashes with other civilizations than by ideological and cultural divisions within the country, especially those "between the multiculturalists and the defenders of Western civilization and the American creed."

ELEFTHERIOS KOSTANIS

James Kurth, who formally retired in June, will continue to teach and write as an emeritus professor.

Kurth received a B.A. in history from Stanford and an M.A. and Ph.D. in political science from Harvard, where he taught from 1967 to 1973 before joining the Swarthmore faculty. A Navy veteran, he has served as visiting professor and chairman of the Strategy and Campaign Department of the U.S. Naval War College.

—Jeffrey Lott

Kicking AROUND South of the EQUATOR

On Aug. 1, the Garnet soccer team, led by Head Coach Eric Wagner, headed south of the equator for a two-week stay in Argentina and Brazil. Director of Sports Information Kyle Leach accompanied the team on their Latin American adventure and, too tall to sleep comfortably on a plane, busied himself at his laptop, relaying the team's fascinating, exotic, and sometimes exhausting activities back to the College community via detailed, colorful blog posts. An edited excerpt from one of them follows:

A common thread in the Department of Athletics is giving back to the community, mainly through service projects. On a trip to England in 2005, the Garnet soccer team visited a soup kitchen in East London, helping the Quaker Social Action organization. Head Coach Eric Wagner wanted to continue the team's commitment to this philanthropic ideal in South America, collaborating with Buenos Aires native Francisco Sersale '02 to find a needy local organization. Through his local football connections, Francisco came across *Hogar de Dia* (a daycare center).

Located north of Buenos Aires in La Matanza, a desolate section of one-story residences on a flat of land past the lumberyards, steel factories, and a heavily guarded Super-Wal-Mart, *Hogar de Dia* is funded by a tall, quiet international businessman named Alejandro (a football teammate of Francisco's).

Upon our arrival, Francisco introduced us to Estella and Ceila, the mother/daughter team who have made it their mission to provide the children of La Matanza with a place where they can seek respite from the tough life of the neighborhood.

As Francisco interpreted, we began to understand the story of these two women, who had run a similar program in the city of Buenos Aires and recently relocated. Children, starting as early as 2 years old and ending on their 13th birthday, spend their afternoons at *Hogar de Dia*, a low, white concrete structure with an office, classroom, and playroom. A sizeable yard with a pair of soccer goals and an array of playground equipment extends in front of the building. Parent involvement is a vital part of the program.

PHOTOGRAPHS COURTESY OF KYLE LEACH

Kyle Leach (*left*), director of sports information, accompanied the varsity soccer team to South America in August. The team interrupted its tour to put in a day of service at a daycare center near Buenos Aires, where—inevitably—a game broke out. The children treated Swarthmore players like Ladule Lako '09 (*right*) as celebrities, asking for autographs before they left.

Parents learn how to handle the different situations that typically occur at various stages of child development while volunteering one afternoon a week at the center.

Francisco introduced us to Alberto, a general contractor, who within 15 minutes had 25 Swarthmore guys cleaning, sweeping, and painting. Some clattered on the roof, others tackled renovation of the playground equipment, and a larger group assaulted the exterior walls, careful not to paint over the mural of the baby Jesus. Coach Wagner, Director of Athletics Adam Hertz, and I were sent to the front gate and, using our limited Spanish, received direction from Alberto that a coat of black paint was needed on the 9-by-12–foot iron-and-chain-link gate.

The children arrived around lunchtime, voicing timid greetings as they passed through the gate. Most of them were "alumni" of the program, who had received a special invitation to meet the Americans. The Argentine boys soon produced a ball, and a soccer game broke out. The Swarthmore players could not resist taking breaks from painting to join the scrum.

"All the little kids were good at soccer, and one, Pablo, was awesome," said sophomore Morgan Langley. "When the game first started, Pablo pulled off some sick moves, even megging Jason Thrope '09." (Megging is the tactic of pushing the ball between the defender's legs.) Morgan, a native of Honolulu, had worked with children as a counselor at Iolani High School summer camps and saw little difference in playing with the Argentine youth. "I was unable to speak the language, but when it came to soccer, I had no trouble getting along with the kids."

> "I was unable to speak the language, but when it came to soccer, I had no trouble getting along with the kids."

The volunteers and children took a break for lunch, enjoying steak and sausage sandwiches grilled by Carlos, Ceila's husband. The braver among us tried an Argentine specialty called "black sausage," which reminded me of scrapple, a Philadelphia favorite. The sausage is pitch-black and very juicy. I had two bites and then ran back for some of the genuine Argentine beef.

The children became more comfortable with the Swarthmore contingent as the afternoon went along, drawing more of the students away from the painting and into their games. Morgan, in particular, was a favorite, getting invited into a new game the children made up. "It was soccer, but you were only allowed one touch, and if you shot the ball wide, you were banished to goalie. It seemed like an individual game, but I soon realized the kids were passing it back and forth, trying to get me to be the goalie," he said.

Friendships were forming all over *Hogar de Dia.* One little girl wandered out to the entrance, where Adam and I were delicately painting the gate as if it someday might hang in the Met. She picked up an idle paintbrush and started slopping black paint on the gate. Mindlessly dripping paint in all directions, the girl began chattering, asking for our names, favorite colors, what languages we could speak. Our Spanish was limited, but she babbled on, happy as could be, just dipping the brush. I asked Francisco to come over and translate, eventually discovering that she wanted to see the bus. The little girl jumped right into the driver's seat, and her friends soon joined her aboard the bus. Before long, she found the horn and blasted the neighborhood. Thirty seconds later, the bus was filled with giggling children.

At the end of the afternoon, Coach Wagner presented the children with two soccer balls and a handful of team brochures. A rush for markers and pens ensued, and the Swarthmore soccer players were swarmed by autograph seekers.

"I felt famous," exclaimed Morgan, whose signature was easily the most sought-after. "This was a special experience for me. I've done community service before (with the team), but the difference with this one was being able to see the smiles on the kids faces and understand the impact we had."

To some, sport is exercise. To others, sport is competition. On this day, sport was a unifier, a communicator, and an eye-opener.

To view more of Leach's postings from Latin America, visit http://kyleleach.wordpress.com.

The Axis *of* Evo

"THE NOTION THAT YOUNG KIDS CANNOT UNDERSTAND EVOLUTION IS A MYTH PERPETUATED BY THOSE WHO *DON'T WANT* KIDS TO UNDERSTAND EVOLUTION," SAYS BIOLOGIST COLIN PURRINGTON.

By Jeffrey Lott

In anticipation of the 200th anniversary of Charles Darwin's birth in February 2009, Purrington ordered 1,000 temporary tattoos of his own design, derived from an 1881 photo of Darwin. They are available at his site.

In addition to course descriptions and information about his research interests, Associate Professor of Biology Colin Purrington's Web page has a "bonus feature." Click on an image of Charles Darwin and you arrive at his "Evolution Outreach Projects—Part of the Axis of Evo."

Purrington's bonus site provides resources for teachers, parents, and others who believe that "species continue to evolve today through nonmagical processes such as natural selection." It reflects his passion for science education—and his outrage that Americans' "strong faith in alternative, supernatural explanations is maintained by indoctrination of young children by parents and facilitated by public school curricula that purposefully delay evolutionary biology instruction until high school."

Purrington's sly sense of humor permeates many offerings on the site, which includes body armor for science teachers ("great for making presentations to backward school boards, but light enough for classroom use"); downloadable Charles Darwin stickers and temporary tattoos ("Darwin has a posse"); and "mildly educational" textbook disclaimer stickers meant to be surreptitiously applied both to science books and creationist tracts. Sticker messages include: "This textbook states that the Earth is over 4 billion years old. Because this fact conflicts rather directly with a hugely popular fictional account, both sides of the argument should be taught to impressionable children"; and "This book was anonymously donated to your school library to discreetly promote magical, religious alternatives to the theory of evolution. Please re-shelve it in the fiction section."

But alongside his lighthearted—and sometimes venomous—jabs at creationists, Purrington offers some serious help: an illustrated article on Galápagos tortoise evolution, assorted graphics for science presentations, suggestions for improving evolution education at zoos and museums, and links to groups like the Pennsylvania Citizens for Science and the National Center for Science Education.

We asked Purrington to explain some of the reasons behind this "evo" outreach:

"Because I teach evolution, I have a professional obsession with when and how people come to hate the theory. Many people suspect that there might be something immoral about accepting evolution—and that there is certainly something wrong with people who spend all day teaching the theory to children. Once, after a presentation I made about teaching evolution to young kids, another speaker (a particle physicist) pointed at me and said that asking teachers to inform elementary school kids about Darwin was a 'crime against humanity.' In my view, the true crime is withholding evolution instruction until high school or college.

"Kids—especially very young kids—are naturally interested in the origin of life, the origin of humans, and what it means to be alive. Teaching evolution to older kids just doesn't work; you have to start with toddlers.

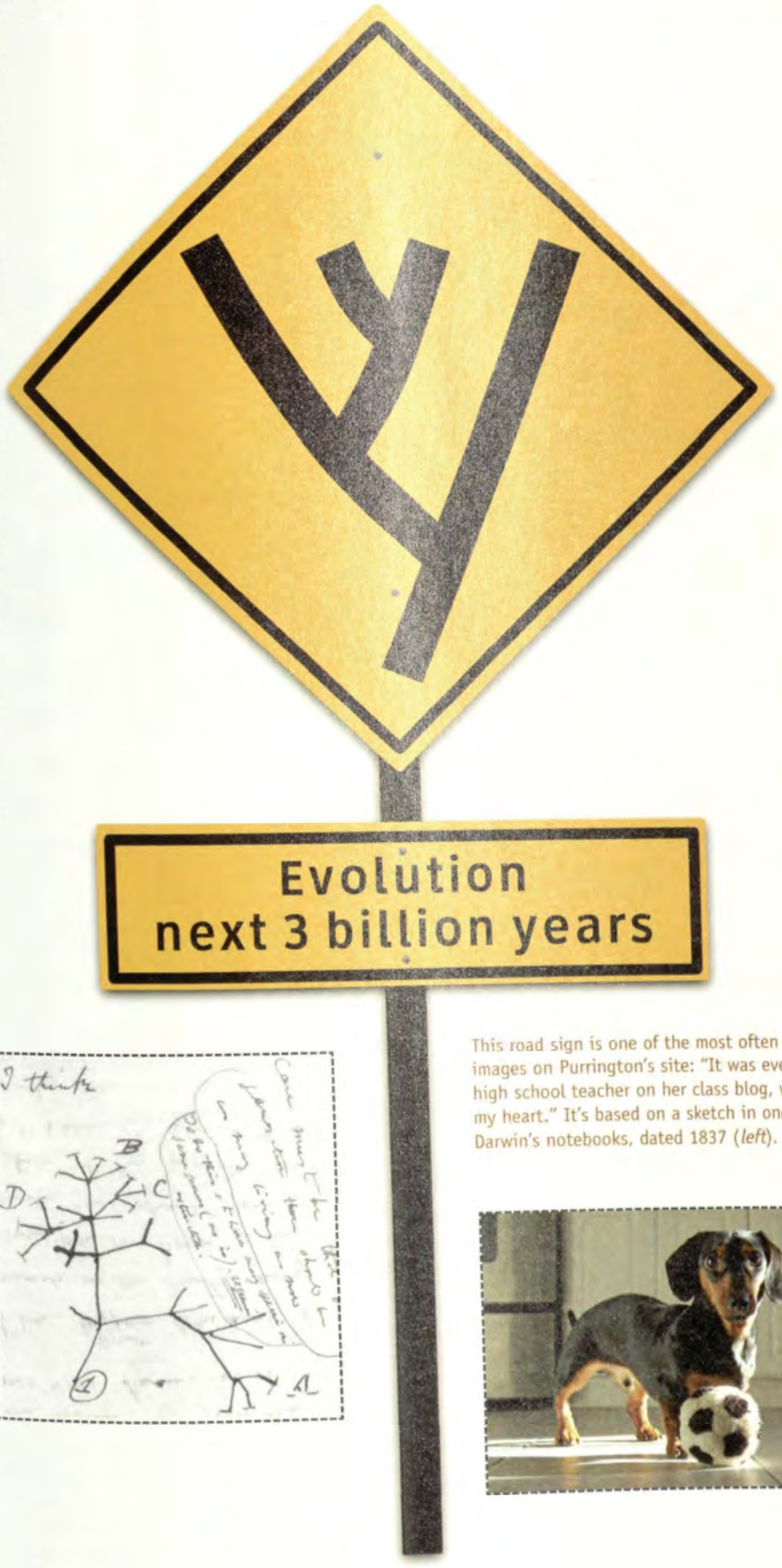
"So, several years ago, I decided that simply teaching evolution to a few thousand Swarthmore students over the life of my career wasn't going to really change public attitudes. I felt I had to do something to speed up the acceptance of evolution. This work is not going to stop global warming or make gas cheaper, but I feel strongly that science education is hobbled in part because other aspects of science are so often associated with evolution. If people accept and enjoy the science of evolution, we might have a better overall science education policy in the United States—and that would be a good thing.

Purrington hopes his evolution Web site provides "a welcome relief from the anti-science, ignorance-is-virtue culture that has become so popular in our country."

"I optimistically started a collection of pro-evolution Web pages that I collectively call my Evolution Outreach Projects, with the hope that some of them might be virally transmitted often enough to slowly influence those on the Internet who might be swayed. I often describe these projects as part of the "Axis of Evo" to make it clear that this type of endeavor is pure evil to some. But for others, I hope it is a welcome relief from the anti-science, ignorance-is-virtue culture that has become so popular in our country.

"The success of Web sites is often measured in hits or sales, but for me it's the feedback I get from people who've stumbled onto the sites and consumed the content as I hoped they would. My ultimate goal is that my projects plant the idea in parents that it is possible to talk about evolution to their kids—and that the kids will love it. One person who wrote to me made it all worthwhile: 'My wife is pregnant; I have bookmarked your site for when the wee one approaches me with questions about from whence we came. I know that it's a cliché, but keep up the good work.'"

Find Colin Purrington's Evolution Outreach Projects on the Web at www.swarthmore.edu/-NatSci/cpurrin1/evolk12/evoops.htm, or follow the link from this article on the Bulletin *Web site: www.swarthmore.edu/bulletin.*



This road sign is one of the most often downloaded images on Purrington's site: "It was even used by one high school teacher on her class blog, which warms my heart." It's based on a sketch in one of Charles Darwin's notebooks, dated 1837 (*left*).

Is your dachshund named Darwin? If so, he (or she) can join Purrington's Pets Named Darwin Club, which has more than 80 members represented by their online photos. "If you have friends who are expecting pets," he states, "please float Darwin as a great name, then send them here." This highly evolved dog belongs to Erica Wines.

the Digital Way

NEW TECHNOLOGIES ARE CHANGING THE WAY STUDENTS LEARN.

By Audree Penner
Illustrations by Esther Bunning

IN THE NOT TOO DISTANT PAST, students required to create a "visual database" in a course like Assistant Professor of Art History Tomoko Sakomura's Contemporary Japanese Visual Culture, might well have gone scurrying to the library in search of books or slides on contemporary Japan. Perhaps they would even have ventured to an art museum, newsstand, or bookstore.

Today, although students still use such physical resources, they can find most of what they need with a click of a computer mouse—often without leaving their rooms.

"The visual database [which is a "wiki" site] is created by students for the entire class," says Fletcher Coleman '09, who took Sakomura's course last spring.

Wiki is software from Wikia that allows multiple users to post comments on a shared Web site for use as reference material, similar to an encyclopedia entry on a subject. But it also allows users to edit, expand upon, link to, or even delete each other's postings. Thus, a wiki is intended to be a sort of collective, self-correcting compilation of information—of which the on-line encyclopedia Wikipedia is the best-known example.

Scrolling down the electronic pages of the Japanese culture database, which are filled with pictures, Coleman explains, "We're to find images of Japanese contemporary culture and post them on the site." He stops at a large Food Network advertisement.

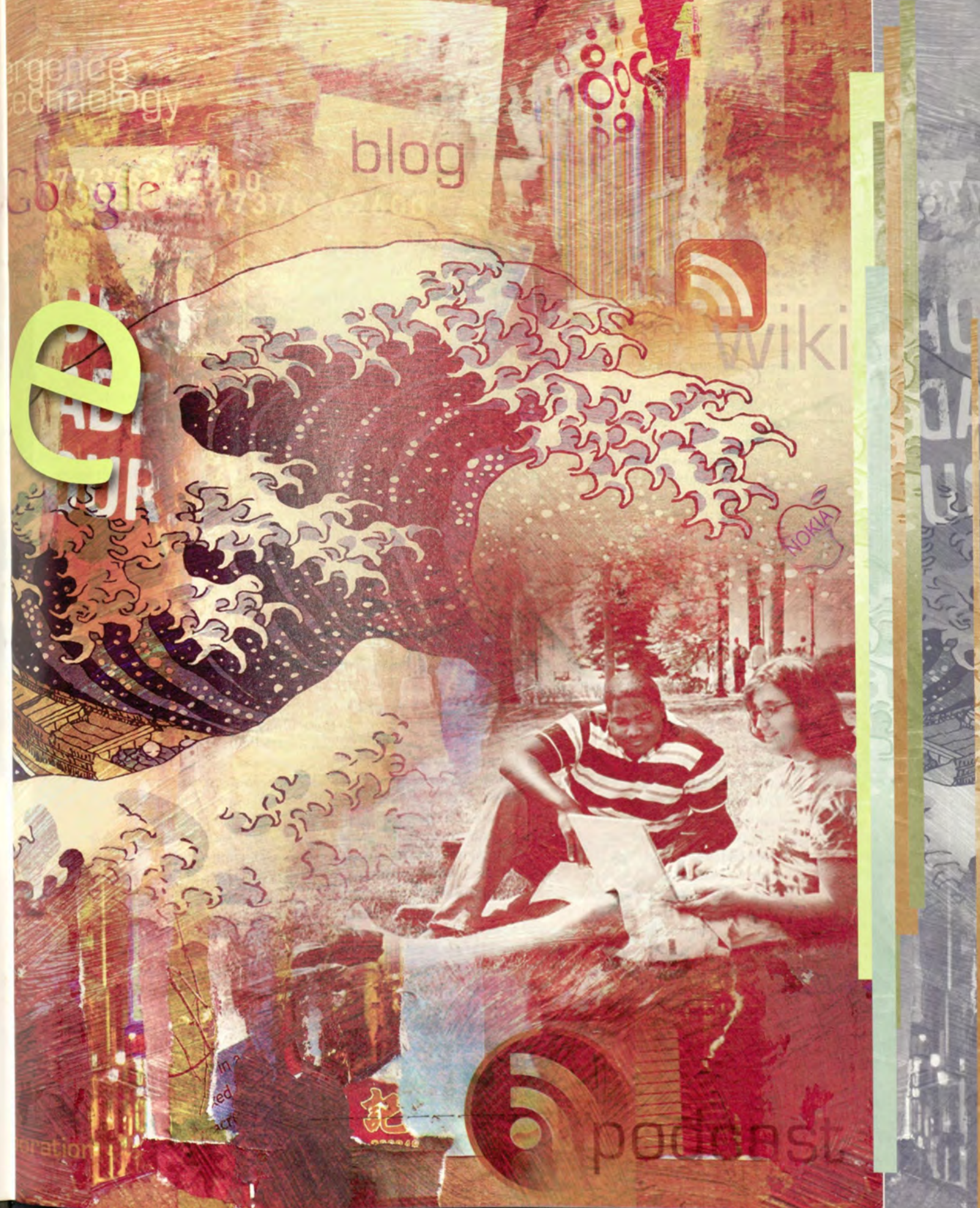
"See," he says. "Someone has posted a picture of an Asian woman picking up the bun of her hamburger with chopsticks." In the ad, the woman is dressed as a geisha with heavy white makeup and bright red lips. The text underneath the image reads: "Culture Shock. We can help. Food Network."

Another of Sakomura's students, Brigette Davis '10, posted an ad for Playstation 3 (PS3) that, at first glance, appears to be an atomic-bomb mushroom cloud. But this doomsday cloud—which has such powerful meaning in Japan—has been digitally manipulated to look like the face of a clown. Davis posted the following comment:

> Once you get over the initial creepiness of the image, you can see how [the advertisers] are comparing the new PS3 with the large, life-changing, colossal impact of the atomic bomb. Perhaps now [World War II] has been long enough ago to take such a shocking and disturbing image and use it for a gaming console ad. It comments on the way that Japan has progressed since the bombing and the sort of things that will provoke a reaction from its audience. I think it's important to mention that this ad agency is in France and not Japan, but I believe it is used for more than just the French audience.

"It's been a lot of fun to see what students come up with for the visual database," Sakomura says.

Another on-line tool used by Sakomura, to which students respond well, is the blog—a portmanteau of the words Web and log. A blog is created by an individual as a personal diary or, in an academic course, as a means to post opinions that can be read by the entire class but which, unlike a wiki, cannot be altered.


blog
Wiki
NOKIA
podcast

Sakomura set up a blog called "First Impressions" for the same course. "I post several images prior to a lecture and ask students to post their first impressions," she says. "Students usually post one or two paragraphs, but some write longer entries. I believe this assignment helps students think about the works in their own terms before the formal lecture."

Coleman agrees. A double honors major in Chinese studies and art history, he finds the first impressions database informative.

"It lets me read other peoples' ideas about the images and expands my own thoughts," he says. "And it's a good place to read comments [by people] who may not want to—or have not had time—to speak up in class."

Sakomura agrees. "Often, students who are hesitant to speak up in class post very insightful blog comments. To encourage their classroom participation, I refer to their comments in class and ask students to expand upon their posts," she says.

Coleman recently posted this comment after viewing several images of contemporary Japanese industrial design:

> I see these objects to some degree as a natural extension of Yanagi's ideas. [Soetsu Yanagi launched the *Mingei* (meaning "folk crafts") Movement in Japan and is founder of the Japan Folk Crafts Museum in Tokyo]. They incorporate some of the traditional elements of simplicity, efface the artist (though perhaps not the designer), are made for everyday use, and harmonize in some sense the use of machine and hand as it is the hand that designed these objects and the machine that produced them.

"When Fletcher mentions Yanagi in his posting, he is referencing information from the previous week's lecture," Sakomura says. "Because *Mingei* was a topic at the beginning of the semester, you can see how the students are building upon the information discussed earlier in class or how they are seeing the objects in a new way in light of the prior weeks' material."

The traditional book doesn't appear to be going away in favor of electronic books, but many students prefer electronic resources because of their low cost and their links to other information.

In Assistant Professor of Film and Media Studies Bob Rehak's Animation and Cinema course last fall, contributing wiki comments comprised 20 percent of a student's grade. (The class's on-line discussion group also included students from Middlebury College in Vermont.)

Lena Wong '10, pursuing a film and media studies major with a minor in sociology and anthropology, has taken two of Rehak's courses, including Animation and Cinema. Her fingers move quickly as she clicks through several sites on her laptop to get to the animation class's wiki site.

In addition to her Swarthmore classes, Wong does market research for the programming department at MTV, helping the cable music channel create social networking sites that can compete with Facebook and MySpace.

Yet, despite her expertise in new media, Wong believes most students contribute to or read wikis because it's a course requirement, not because they find them educational.

"I think the wiki is meant for extended engagement with the information we learn through our readings and class discussions as well as exposing our classmates to new, relevant people and topics in animation," she says. "I posted a biography of Brian Graden, one of the original executive producers of *South Park*, who is now my boss at MTV," says Wong. (She initially met Graden, president of MTV Entertainment, during a summer 2007 MTV internship.)

Wong doesn't think that the wiki for the animation class helped her engage with the subject. "Wikis are supposed to be objective information. Blogs are where people state their opinions. I think the blog is a more effective means for helping to form opinions."

Sean Varsolona '09, who has also taken two of Rehak's courses, agrees.

"My time with the wiki [for the course] was really enjoyable, but it's not something I would use in my own free time," says Varsolona, an economics major with a minor in film studies. "Through his teaching methods, [Rehak] has gotten me to a level of excitement about film I never thought I would have. For me, the new technologies and the teacher's ideas were amazing."

Wong sees the wikis "as a jumping-off point to find other sources. I don't rely on Internet sources alone for my work, "because you can't always know where they originated. I grew up in Silicon Valley. The 'new' technology is not really new to me," says Wong, who has been creating Web pages since elementary school.

Coleman came from a very different background. Raised in rural Ohio, he says he spent very little time on-line before coming to Swarthmore. Now, he checks each of his classes daily through Blackboard, a Web-based course management software that was developed in the late 1990s to facilitate communication and collaboration among professors and students.

Blackboard was introduced at Swarthmore, Bryn Mawr, and Haverford in 2001 as a tri-college endeavor, according to Liz Evans, former academic computing coordinator in the College's Information Technology Services (ITS) department.

Evans reports that throughout the 2008 spring semester, 321 Swarthmore faculty members had Blackboard accounts, 65 percent of which were active; 1,489 students had accounts, 94 percent of which were active; and, of the 406 core academic courses and seminars created automatically by the College's database system in Blackboard, 73 percent were actively available to students.

Coleman, slender, soft-spoken and bearded, finds Blackboard extremely helpful. "Professors post announcements, readings, the syllabus, and links to interesting articles related to the classes."

Lin Gyi '09, a biology major with an art history minor, agrees: "I prefer Blackboard resources over books because it is inexpensive and more comprehensive than traditional books. I can access more documents and important links efficiently."

Students may also submit completed assignments using Blackboard's secure Digital Dropbox, although few of the students interviewed said that their professors used that feature. Individual grades may also be accessed through Blackboard, which is password protected.

According to Gayle Barton, director of Information Technology Services, Blackboard is continually improving its software. The newest version allows professors to send messages to students.

Books Move Over But Not Out

It's ironic that although Fletcher Coleman from rural Ohio prefers to do most of his reading on-line, Lena Wong, who grew up in the high-tech world, says she still prefers the feel of a book in her hand.

"You still have to read the book in order to know what it's about and write about it. And sometimes the entire book isn't available on-line. But I'm lucky—I can do this," she says, spinning her laptop monitor 180 degrees and folding it down backwards so it's flat like a writing tablet.

"If a professor has put PDFs* on-line, I can take notes on here, using Microsoft OneNote while reading the PDF in another program. But then there's the whole printing thing. I hate to waste paper," says Wong, speaking at top speed as she sits cross-legged and barefoot in the second-floor conference room of Sproul Alumni House.

"The traditional book doesn't appear to be going away in favor of electronic books readers," says College Librarian Peggy Seiden. "I don't believe students are going to read books exclusively on-line when there's an extensive amount of information involved. I already hear students say they don't like it when a book is [only] on reserve electronically. They want to be able to pick it up and move around."

Coleman says he reads short articles on-line but prints out longer ones so he can make notes on the pages and take them to class—a practice that, if followed by 15 students in a class, uses 15 times the paper.

"The amount of paper students use annually is huge, due to many of the reserve readings being available digitally," Seiden says.

Paper usage seems to be falling slightly, however. According to an April 2008 *Bulletin* article, the campus recycled 61 tons of paper in 2007, down from 63.04 tons in 2006 and 67.02 tons in 2005.

"On-line readings provide the same opportunities as traditional books as well as additional ones, like links to other sources. I really do prefer reading on-line to books," says Coleman, who has a Facebook page only because his friends made it for him.

"Reading on the computer is not one of my strong suits," Varsalona says. "So I like books for that reason." He agrees with Coleman that the wikis and blogs allow for discussion outside of the class. "It's an opportunity to learn things not covered in books," he says. "I feel that the new technology somehow makes me a more efficient person."

Although the College's libraries still maintain full collections of books, films, and music, those resources are being increasingly enhanced with the new technologies.

Lin Gyi says the way she reads and uses the Cornell Science and Engineering Library is different from most. "Since my work is not research intensive or centered on the humanities, I treat the library as a space that isn't as distracting as my room and a place where I can study with my friends. There's nothing I use at the library that I can't find on-line."

Old Does Not Mean Obsolete

Although new technologies make information more accessible, even tech-savvy professors such as Rehak are unwilling to abandon traditional teaching and learning methods.

"I'm old-fashioned in that I believe the best learning still takes place in the classroom through lectures and discussion, in the students' writings, and in closely reading and analyzing texts," Rehak says.

"The big change, I think, is in how these materials are distributed and made available in new contexts, so that students can fit the information into their schedules in creative ways.

"My hope is that if scholarly work can be integrated more flexibly and enjoyably into students' daily habits, they will be able to make more and better connections between what they're learning and the world they're living in."

With the rapid changes in educational technologies, the College's ITS staff is not focusing on any specific hardware or software to bring to campus. Barton says one of the roles of ITS is to monitor new technologies and foster strategic innovation.

"We try to identify what will be useful in education and then watch for the point at which the cost, ease of use, and functionality meet the College's needs. While some people are early adopters of new technologies and are willing to experiment, other faculty members are only interested in technologies that have been proven to enhance student learning and scholarship," she says. "The faculty sets the pace."

That pace—and College support for on-line technologies—could be a little deeper, says Richard Valelly '75, professor of political science.

Since 2003, Valelly has been using a free Web site called VoteView (voteview.com) in his American Politics and Congress in the American Political System courses. The site displays a continuously changing two-dimensional plotting of ideological locations for members of Congress and Senate since 1789.

* PDF is an abbreviation for "portable document format." It is an almost universally readable document that can be viewed with free software on nearly all computer platforms.

"I use the scores that have been derived to display the plots," Valelly says. "Students find the spatial theory behind the scores very interesting."

But he'd also like access to other on-line tools.

"I'd love to have a subscription to the Roper Center polls, but that costs a certain amount of money, and it would be nice if the College budgeted a certain lab-like overhead to me and other political scientists," Valelly says. "There are low-cost tools that I can use like LegSim (legsim.org), a legislative simulation site at the University of Washington, which only costs $12 per person per semester; and the Iowa Election Futures Markets, which requires only a $10 registration fee. Alas, students have balked in the past at using the Election Futures Market, on the grounds that $10 was too much, and LegSim requires classes of 50, 60 or more–which is never going to happen in a Congress course here."

Wong says she wouldn't want to pay extra for access to technology or on-line sources required for a course. "There's so much on campus already; I would wonder why the College wasn't supporting it. It would be different if it were an e-book and I had to buy a book for the class anyway, but not for an on-line resource," she says.

Gyi agrees. "I'd prefer not to do this. The last time I had to use a supplementary software program was for a physics class, and it had far too many glitches to be useful. It just became frustrating as the semester progressed," she says.

But Coleman says he would be willing to subscribe to an off-campus site if it meant he didn't have to buy a book for the course. "Books are *really* expensive," he says.

Converging Technologies

Robin Jacobsen, manager of client services for ITS, says an emerging technology trend called "convergence" is already having an impact on campus.

"There are three levels to convergence: infrastructure, appliances, and services. All work together via various means: wired Internet Protocol (IP), wireless IP, and mobile cellular devices."

One example is the Apple iPhone, a device that combines voice, text, e-mail, and Web access through either cellular or wireless IP. Jacobsen says another model of convergence uses voice as a data service but also includes text messaging, video, and pictures.

In terms of voice technology, Jacobsen says that Swarthmore has "a strong IP backbone" and that, in the future, faculty, staff, and students will be able to receive voice messages through their e-mail accounts.

"Convergence will increase mobility and will be a key factor for students who need access to campus technology when abroad or off campus," Jacobsen says.

ITS is currently exploring collaboration and communication solutions that combine computing and software services including e-mail, instant messaging, calendars, document sharing, and concurrent documents.

Barton says that convergence technology or "mashups"—links between different Web applications such as Google maps and Craig's List—will enable currently discrete technologies to work together.

According to Jacobsen, another technology that's growing in popularity is the podcast. A podcast is a digital audio file available on the Internet that can be played on computers or portable media players and is usually distributed through Web-feed formats such as Really Simple Syndication and Atom.

Podcasts are also created by students within the framework of their coursework. In spring 2007, Varsolona created five- to seven-minute podcasts for Rehak's course From Broadcasting to Podcasting: Television and New Media.

"I made a podcast that looked at how Hillary Clinton's campaign used Web resources and another on how Saves the Day, which is a band I like, uses the Web to promote its music.

"We then were able to listen to each others' podcasts via iTunes in class and in our rooms. It was another way to learn information not covered in class. I really enjoyed it," Varsolona says.

Professor of English Literature Peter Schmidt was a podcast pioneer on the faculty. Beginning in 2004, for some of his classes, Schmidt asked students to choose and read key passages from literature—the authors ranged from John Steinbeck to Jonathan Franzen '81—and then add five minutes of commentary. The professor and members of the class then listened to podcasts on that week's reading before class and used these to generate some of that day's discussion points. "The assignment returns to the foreground both the virtues of reading aloud and doing a close reading of one passage to see how it can give us in microcosm some idea of the larger work," Schmidt says.

"The new technology also fosters a sense of community," Sakomura says. "It will never replace a real classroom, but it's an interactive space that feeds into our classroom discussions."

Barton foresees students using an ever-increasing number of digital media collaboration tools.

"Grassroots video is a great term for the expansion of video into the collection of tools casual users have for sharing stories and information with each other," she says. "Colleagues can be on different campuses or in different countries, editing a shared document in a browser window while talking to each other using video chat, and feel like they are in the same room."

> The faculty sets the pace. Some are early adopters of new technologies and willing to experiment; others are only interested in technologies that have been proven to enhance learning and scholarship.

the [electronic] towers of hanoi

For 20 years, Professor of Mathematics and Department Chair Stephen Maurer '67 has been using a mathematical puzzle called The Towers of Hanoi in his Discrete Math course. The puzzle originally consisted of three wooden poles with three-or-more donut-like rings stacked up in order of size on the left-hand pole. The object is to move the rings from the left-hand pole to the right-hand pole using the fewest moves, ending with the rings in the same size order as at the start.

Each year, Maurer would put The Towers of Hanoi on reserve in Cornell Science and Engineering Library for students to practice with. "I would say to my class, if you are in the library and a tour group comes in, start playing The Towers of Hanoi," Maurer jokes. "But don't just zoom through it. Physically agonize over your moves, show people how hard we think."

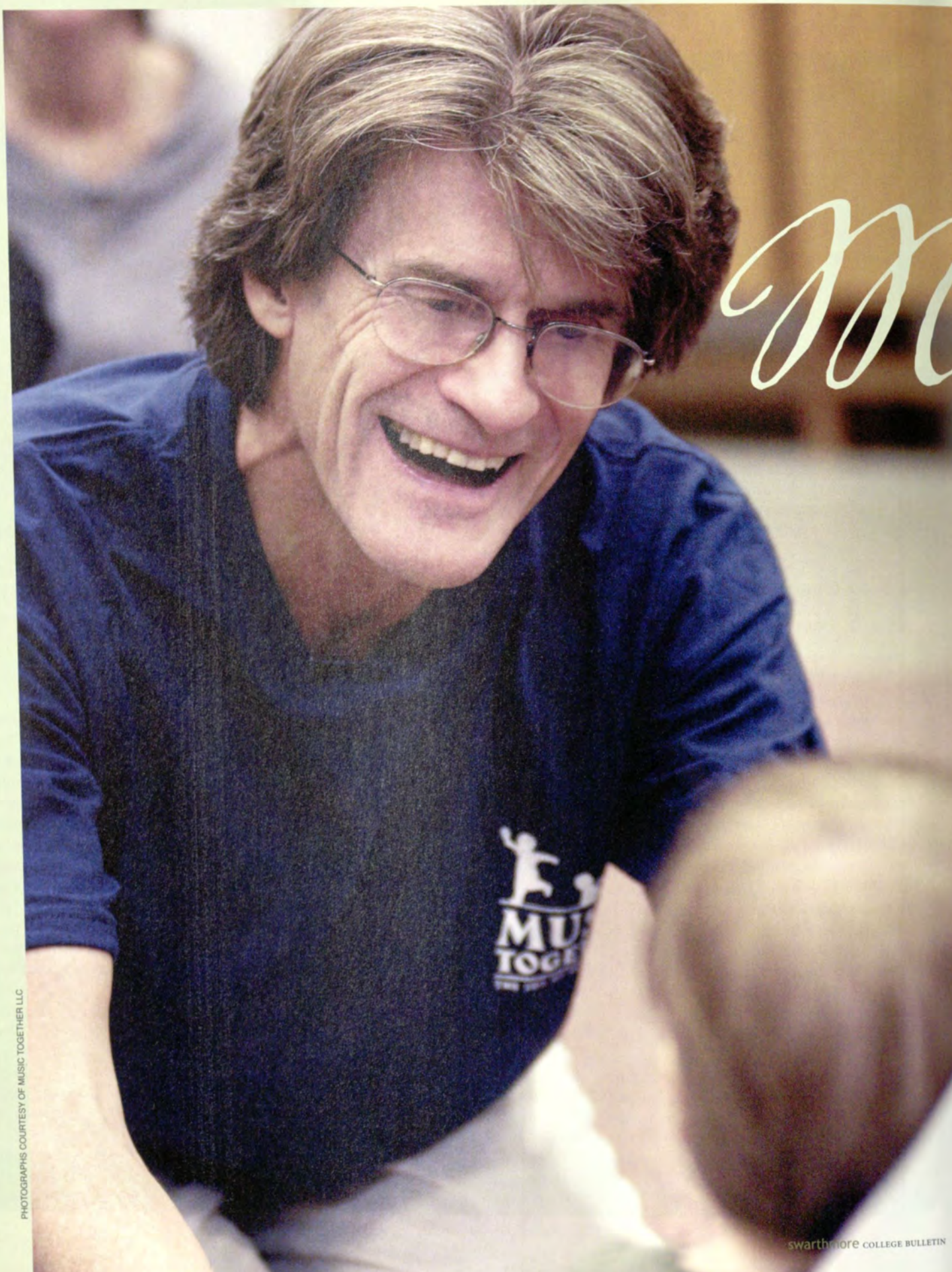
Some years ago, a student wrote in her final course evaluation: "Great course, but those towers became very Hanoi-ing," Maurer reports.

With the advent of digital technology, The Towers of Hanoi is now an on-line applet—a small stand-alone software application that operates within the context of another program, usually a Web browser—where the number of rings can be controlled and move efforts are timed. (Try it at www.mazeworks.com/hanoi/-index.htm)

"It's valuable to get hands-on experience with the game to appreciate the power of the recursive methods used to solve the problems," Maurer says. "Recursion is a term that means that a solution procedure invokes itself. The Towers of Hanoi illustrates how one can take what is seemingly a very complex problem and break it down into smaller parts, in which the solutions use the same structure as the original situation.

"Without recursive methods, most people can easily solve the game with three or four rings, but they start going in circles with more rings."

—*A.P.*



PHOTOGRAPHS COURTESY OF MUSIC TOGETHER LLC

Making Music Together Again

By Heather Shumaker '91

Guilmartin considers music to be every child's birthright. "Tone deaf does not really exist," he says. "It's just a matter of education."

As a boy, Kenneth Guilmartin '67 couldn't carry a tune in a bucket. His kindergarten teacher labeled him a "crow" and asked him to mouth the words instead of singing with the other children. It was only in his 20s that he learned to sing, taking remedial voice lessons to keep pace with his burgeoning musical career.

Today, kids from China to Croatia are singing Guilmartin's tunes. He is the founder and director of Music Together®, an innovative, research-based music program for children from birth to age six. Launched in 1987, Music Together has blossomed into a global phenomenon in the toddler and preschool world. You can find Music Together classes in 2,000 communities worldwide, including nearly all 50 states and 26 foreign countries.

Guilmartin considers music to be every child's birthright. "Tone deaf does not really exist," he says. "It's just a matter of education." Children are wired to absorb their native music as easily as they master their native language. But this natural musical ability fades if it's not nourished. By age 9, an individual's level of inborn musical aptitude becomes permanent in the human brain. Children can become more skillful at music, but the foundation is set for life. For those (like Guilmartin) who missed this critical window, it's a struggle to catch up. What children need, he says, is music immersion in their daily lives.

Today's media culture is awash in music. But recorded music doesn't fit the bill, according to Guilmartin. Evoking an ideal picture of Grandma singing in the kitchen, he says children learn music best by hearing their parents and loved ones singing. "Music is seen as a culture of talent," he says. "We passively consume music as grown-ups instead of making it."

That attitude is filtering down to children in the United States and increasingly worldwide as families download songs and rely on professional performers to provide music. Fewer adults are able to clap to the beat or sing in tune. Through studies done at his research branch, the Center for Music and Young Children, Guilmartin finds American children to be lagging behind their musical potential. "Most children in our culture are developmentally delayed by two to five years in music," he says. "It's a case of simple neglect."

Many families introduce music by starting with piano lessons. Big mistake, says Guilmartin.

Music Together aims to reverse that trend. The first to admit he might be a "wounded healer," Guilmartin devotes his life to giving children a good musical start. To do that, he and Lili Levinowitz, a professor of music education at Rowan University, co-created a playful program designed to help children gain "basic music competence"—singing in tune and keeping a beat. It also strives to put daily family music-making back in the home and give parents the tools to do it. Music Together embraces the whole family, inviting grandparents and siblings of mixed ages to class, with a special welcome for babies.

"All of us are born with a personal pitch center," says Guilmartin. Babies tend to cry, coo, and babble around an individual tone. If you find an infant's natural pitch, she is more likely to respond or be soothed by a lullaby in that key. Soon, babies change their pitch to match a song, cooing back in the resting tone or the fifth, the dominant note.

"They're in the game from the beginning," says Leigh Mamlin, a registered Music Together teacher and director of Music Matters in Columbus, Ohio. "There's nothing more mood stabilizing for babies than their parent's voice singing to them."

"Most children in our culture are developmentally delayed by two to five years in music," he says. "It's a case of simple neglect."

Mamlin discovered Music Together as a parent. She immediately liked its emphasis on play and its understanding of child development. At Music Together classes, adults are asked to participate in all the songs and actions, but kids don't have to. Children can walk, run, dance, put maracas in their mouths, or silently observe. Mamlin's son, Charlie, then 2, spent entire classes falling down in front of a mirror. "I did have that feeling, 'Oh, my gosh, what am I paying for here?' But then we'd come home, and he would be chanting the songs and know the movements," she says.

Nonstop movement and giggles set the tone at Georgia O'Brien's Music Together class in Traverse City, Mich. After a welcome song, "Hello Everybody, so glad to see you …, " she launches into "My ball is big and blue; I'm rolling it right to you…." One song slides seamlessly into the next. Silliness rules. Georgia taps rhythm sticks on the floor to a wordless "bum bum" tune, then waggles them on her head like antenna, singing "bzz bzz buzz." When she dumps out an enormous basket of instruments, the kids leap up as if it's candy. Tanner, a jowly-cheeked toddler, beats a tambourine. Jacob, 5, clanks a "clatterpiller." Moms and dads join in, striking triangles and clapping frog-shaped castanets.

Whether it's ball-rolling, finger plays, or dancing, movement is part of each song. That's partly due to Guilmartin's background in Dalcroze Eurhythmics. Emile Jaques-Dalcroze, a Swiss music educator, believed children learn music best through playful movement.

As children grow musically, they learn to audiate—to hear music internally. Leaving out a note in a familiar song like "Twinkle, Twinkle, Little Star," for example, demonstrates how the brain can hear the next note before it arrives. Music Together believes that audiation is the key to music-making, and

singing is the path to develop it. "Kids learn best from the unaccompanied human voice," says Mamlin.

Many families introduce music by starting with piano lessons. Big mistake, says Guilmartin. If children haven't yet grasped rhythm and pitch, instrument lessons are likely to frustrate teacher, child, and parents alike. "These are your lessons, you have to practice 30 minutes every day—that can be negative for a child," agrees Mamlin. "As long as your family's musical diet is diverse and joyful and constant, you are doing no harm to wait."

A hallmark of Music Together is its meticulously researched song collections, which offer a rich musical diet. Sporting titles like "Bongos," "Maracas," and "Tambourine," each 10-week collection exposes families to a range of music from around the world, including songs in minor keys, asymmetric meters, and songs without words. "Words can really trip kids up on songs," says Mamlin. Music Together offers plenty of songs using vocables such as "doo doo doo" or "la la la." These help children focus on pitch without the distraction of lyrics. Likewise, rhythmic chants help them hear the beat, and props like balls help them feel it. "It's taking the pulse of the song and putting it into a big movement," says Mamlin. Other songs include dog howls, sirens, or whoops that help lift voices out of the talking voice and into the upper register. Guilmartin and Levinowitz also pitch songs in a natural singing range for children (the A below middle-C to the D an octave higher) unlike most children's music, which is pitched higher.

Guilmartin likes to borrow from Spanish and Hasidic Jewish traditions for dancing. "The driving energy inspires kids to spin, leap, and dance. It's rhythmic, active, and a touch wild," he says. He and Levinowitz mix in jazz, blues, and folk, plus music from many cultures including Irish, Greek, and Chinese heritage. "World music is everybody's music now," says Guilmartin. They make sure to include at least one Spanish-language song each time to honor the cultures of the Americas. Global music exposes kids to a variety of rhythms and pitches. For example, traditional Greek dances tap out in five beats to the measure, instead of three or four. "Asymmetric meter is not hard for a baby or a 3-year-old. It's easier for them," says Guilmartin. "We're locked into what we grew up with."

As Guilmartin concocts song collections, he makes sure to slip in "musical vitamins." These include several minor key modes like Aeolian, Dorian, and Phrygian. "Look at the back of a bottle of multivitamins," he says. "It's got all these words you can't pronounce. Well, that's the Aeolian, Dorian, and Phrygian. It's in there. It's not children's music." Music Together also includes a hearty dose of minor keys. "To give children just what you think is children's music, people make the mistake of doing easy songs in major keys—happy songs," says Guilmartin. "A lot of them are pretty boring."

Most children's music tends to grate on adult nerves—think Barney, the singing purple dinosaur on television. But Music Together songs draw adults in. "At first, we argued over who would take him to class," says Mia Nitchun-Sacks, mother of 14-month-old Reed in Princeton, N.J. "Finally, we agreed we would both take him. It became the highlight of the week." Not only was the class fun, but they brought the music home. Her husband, Jeff, started playing music with Reed in the evenings. "Now they go through the songbook and play instruments together. It totally transformed their relationship."

This is music to Guilmartin's ears. Besides the careful mix of meters and musical vitamins, Music Together wants to rekindle the joy of singing at home. If adults like the music, they will sing around the house the way families did before recorded music. "For eons, humans have made music together as part of daily life," he says. "[Adults] need to set the model of being music-makers." He laments the loss of music in schools, too, remembering the day when kindergarten teachers had to be able to play piano in order to get a teaching job. "There are still a lot of pianos in a lot of kindergarten rooms, but they're out of tune, and almost nobody uses them," he says.

These days, Guilmartin is adapting the Music Together format for preschools and daycare centers, including Head Start. He says U.S. schools approach music education backwards—neglecting it in early years, then creating school orchestras in fifth grade. Trained Music Together teachers lead school sessions, but Guilmartin says children need to hear their classroom teachers singing, too. "It's not musical babysitting. [Teachers] are also primary caregivers, and their model is just as powerful."

Even for the lucky child raised in a musical household, Music Together classes have a place. "There is absolutely no substitute for the social aspect of Music Together," says Mamlin. "People leave my class with smiles on their faces. It's an absolutely joyful experience to make music with other people."

Or, as Guilmartin would say, let's make music together again.

WHEN IS YOUR CHILD READY FOR FORMAL MUSIC LESSONS?

Children may grasp rhythm and pitch as early as age 3. Does that mean it's time to start piano lessons? Many need more time. Some are musically ready early but lack social and emotional skills. Gauge your child's readiness:

- Can your child sing a song in key?
- Can your child keep a consistent beat?
- Can your child sit still and focus for 15 to 30 minutes?
- At minimum, does your child know numbers 1 to 5 and letters A to G?
- Is your child interested in reading and able to begin reading music?
- Is your child big enough to reach the keys or hold the instrument?
- Is your child easily frustrated, or can she cope with the discipline and patient repetition needed for practicing?
- Can your child handle the pressure of performing in public recitals?
- Is your child overscheduled? Is there enough play time in his day?
- Does your child truly want to learn an instrument?

Many music educators suggest waiting until age 7 to 9 for music lessons. Suzuki Method students start as young as 3 (without reading music) but still need rhythm and pitch basics first. If either rhythm or pitch is a challenge, try informal, movement-based group classes first, like Dalcroze, Kindermusik, Kodály, Music Together, Orff Schulwerk, or others.

—*H.S.*

Sorority Science

TEXAS TRI DELTAS FIGHT EATING DISORDERS WITH PSYCHOLOGIST CAROLYN BLACK BECKER '90.

By Elizabeth Redden '05

In July, Carolyn Becker was initiated. Call her a Delta Delta Delta.

"One thought that went through my head was, 'Oh-my-gosh. I've become a sorority sister.' But the next thought was, 'I've never seen an organization put this much effort into eating disorders prevention.'"

It turns out that the Tri Deltas are interested in a lot more than the next fraternity party. When they made Becker—an associate professor of psychology at Trinity University in Texas—a member of their sisterhood, they were thinking more about the Sorority Body Image Program that Becker founded. Recently, Tri Delta's executive organization adopted the Trinity-rooted program with ambitious, 10-year plans for nationwide expansion.

Becker is humbled by the possibilities.

"I don't think that it ever occurred to me as someone who was never in a sorority—and never cared about being in a sorority—that as highly organized groups of women, they have the power to make things happen and to create change," she says. "That's probably my Swarthmore feminist education coming together in a very odd way to match with sororities."

It may seem an odd match, because sororities have been absent from Swarthmore for 75 years—ever since Molly Yard Garrett '33, who went on to become president of the National Organization for Women, helped lead a student campaign to abolish them.

"I actually think," Becker observes, "that there's enormous irony in all of this."

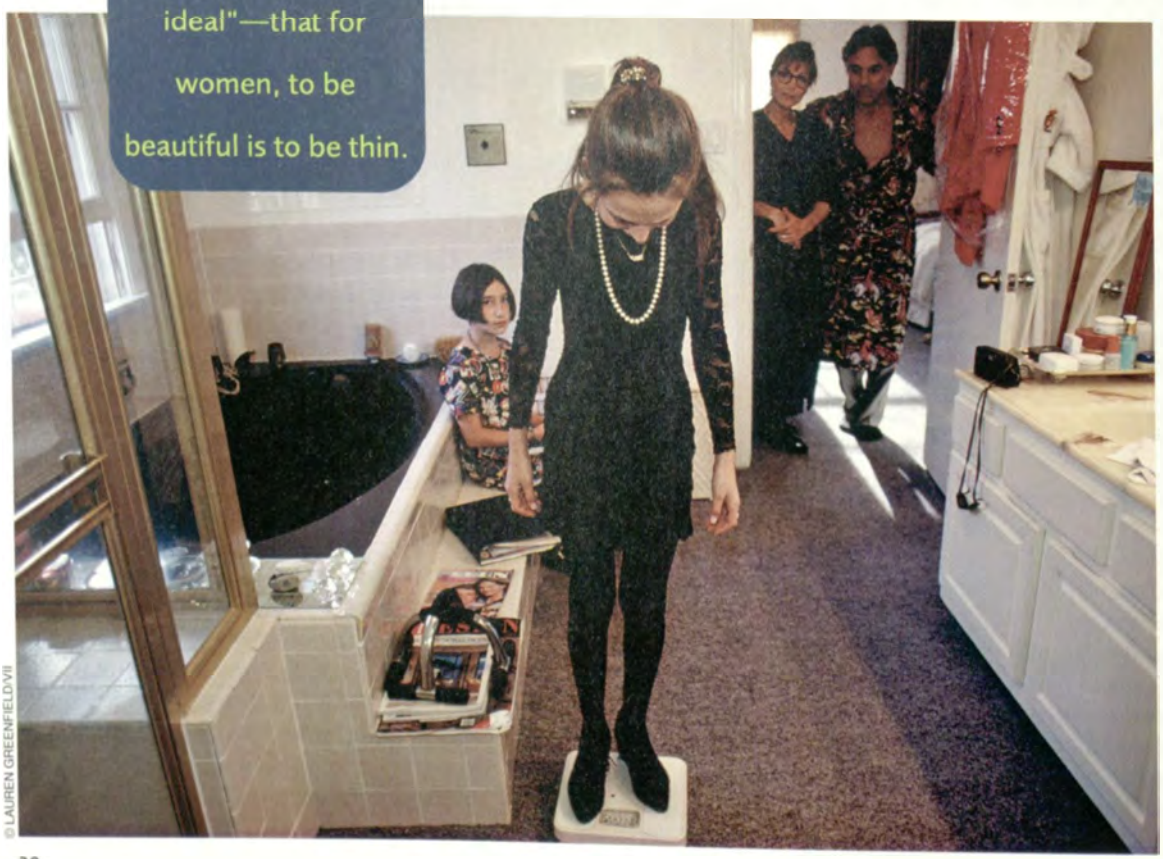
Becker's unplanned detour into sorority life enables her to bring her evidence-based eating disorders prevention program to "staggering" numbers of college women nationwide. Tri Delta boasts about 13,500 active members and 136 chapters—and has committed to help spread the body image program to other interested sororities.

Amid all of this, the Academy for Eating Disorders, a global professional association, recently endorsed the Sorority Body Image Program after its board of directors reviewed the program's scientific merit. The endorsement means that "the program was determined to be based on the best available evidence in the field," explains Judith Banker, the Academy's president.

"I never would have thought this big. It was the sororities who thought this big," Becker says.

After earning a Ph.D. in clinical psychology from Rutgers

Becker's Sorority Body Image Program takes on the "thin ideal"—that for women, to be beautiful is to be thin.



© LAUREN GREENFIELD/VII

Photographer and filmmaker Lauren Greenfield's work (*left*) has explored girls' body image and American girl culture. Her book and film *Thin* documents the ravaging effects of eating disorders. Learn more about her at www.laurengreenfield.com.

University in 1996, Becker spent three years in Dartmouth Medical School's psychiatry department—long enough, she says, "to learn that I really didn't like academic medicine." Attracted to Trinity because she wanted to teach at a liberal arts institution, she explains, "I needed to come up with research that was amenable to this kind of setting and could include undergraduates."

Becker had researched eating disorders treatment in graduate school—drawn to the field because it combines her interests in culture, psychopathology, and women's issues. Yet, the history of eating disorders prevention, she explains, "is actually relatively depressing. For decades, we really couldn't find anything that worked."

Becker, who regards herself as "something of an optimist," figured there had to be a way to improve eating disorders prevention, or at least reduce body image dissatisfaction. In reviewing the literature with a student in 2001, the two came across a promising prevention program developed by Eric Stice, now a scientist at the Oregon Research Institute.

"We thought, 'Maybe we can replicate this,'" Becker says. Her student research assistant—who happened to be a sorority member—offered up a ready-made sample population. Becker launched a small pilot study, adapting the Stice program for sorority use.

The Sorority Body Image Program takes on the "thin ideal"—that for women, to be beautiful is to be thin. Researchers consider internalization of the ideal to be a possible risk factor for developing eating disorders. And beyond clinically diagnosable diseases like anorexia nervosa or bulimia nervosa, body image issues remain big concerns on college campuses.

"Although full-syndrome eating disorders occur in a minority of college women, subclinical eating pathology, which is associated with negative affect and body dissatisfaction, appears to be common," Becker writes in the *Journal of Consulting and Clinical Psychology*, a peer-reviewed journal.

The program is premised on a psychological concept called "dissonance theory," which, as Becker writes, "suggests that if individuals act in ways that contradict their beliefs, then they typically will change their beliefs to align with their actions."

In short, the Sorority Body Image Program asks sisters to actively resist the thin ideal in two, two-hour group sessions. Sorority members write out the costs of pursuing the ideal, debunk it in role plays, and even undress (alone in their rooms) for a homework assignment in which they're asked to stand in front of a mirror, "wearing as little clothing as possible," and identify positive qualities about themselves.

DAVID SMITH

Carolyn Becker's Trinity University students and other sorority members have contributed thousands of hours to help her develop a program to reduce body image dissatisfaction among young women.

By asking participants to behave in ways that counteract the thin ideal—even if they believe in it—the hope is that they'll enter an uncomfortable psychological state (dissonance) and thus will feel compelled to give up, at least to an extent, their investment in it.

Early results proved successful, suggesting that the intervention does in fact reduce the sorority sisters' internalization of the thin ideal. Becker subsequently went on to run several studies demonstrating that the positive results hold even when trained peer leaders—as opposed to clinicians—conduct the Sorority Body Image Program.

Becker's recent research zeros in on questions of real-world application and replication. Relying on trained peer leaders from within the sororities makes the program more easily replicable, explains Becker—who ran her sorority-based studies at Trinity without any grant funding and without the help of graduate students. (Undergraduate sorority members, however, earn co-authorship on Becker's journal articles and co-presenting duties at scientific conferences. Becker estimates, conservatively, that Trinity sorority members have contributed 12,000 unpaid hours to running and studying the Sorority Body Image Program since its beginnings.)

"We're trying to use the organizational power of sororities to address eating disorders on a more collective level," says Becker. As a happy consequence, she adds that the program, now embedded in sorority orientation at Trinity, has changed the way sorority members talk and think about eating disorders year-round: "They have gotten more assertive about saying to someone, 'We're really worried. You have a problem.'"

But how to deploy a program that has worked so well at Trinity—with just six sororities—on a national scale?

Enter Tri Delta.

The sorority's national organization first expressed interest in the Sorority Body Image Program in 2005, at which point Becker piloted what was then a Trinity-based initiative at other universities. Finally, in 2007, "We said, 'Let's stop piloting; let's start doing,'" recalls Susan Woda, Tri Delta's senior director of operations. Tri Delta has since set a goal of bringing the program to every collegiate chapter at least once every four years —reaching every "college generation."

"We believe in the integrity and the value of this program," Woda says.

This summer, Tri Delta announced it would underwrite the cost of printing 20,000 copies of a Sorority Body Image Program manual, co-authored by Becker and Stice and published under the Oxford University Press "Treatments That Work" series. "From our initial estimates, 20,000 manuals were going to get us through five years of the program, based on our mapped-out expansion," Woda says. "The response has been so incredible, we're now finding out that those manuals are probably going to last us three years, which is exciting—more than we ever could have hoped for or wished for."

Speaking in July, just after her return from Tri Delta's national conference in Chicago—a newly initiated honorary member and a recipient of the sorority's Vision award—Becker seems awed by the scope and serendipity of it all, yet still very much in control. "It's actually a little bit of a runaway freight train at the moment," she says, laughing like someone who, moments earlier, had safely jumped aboard.

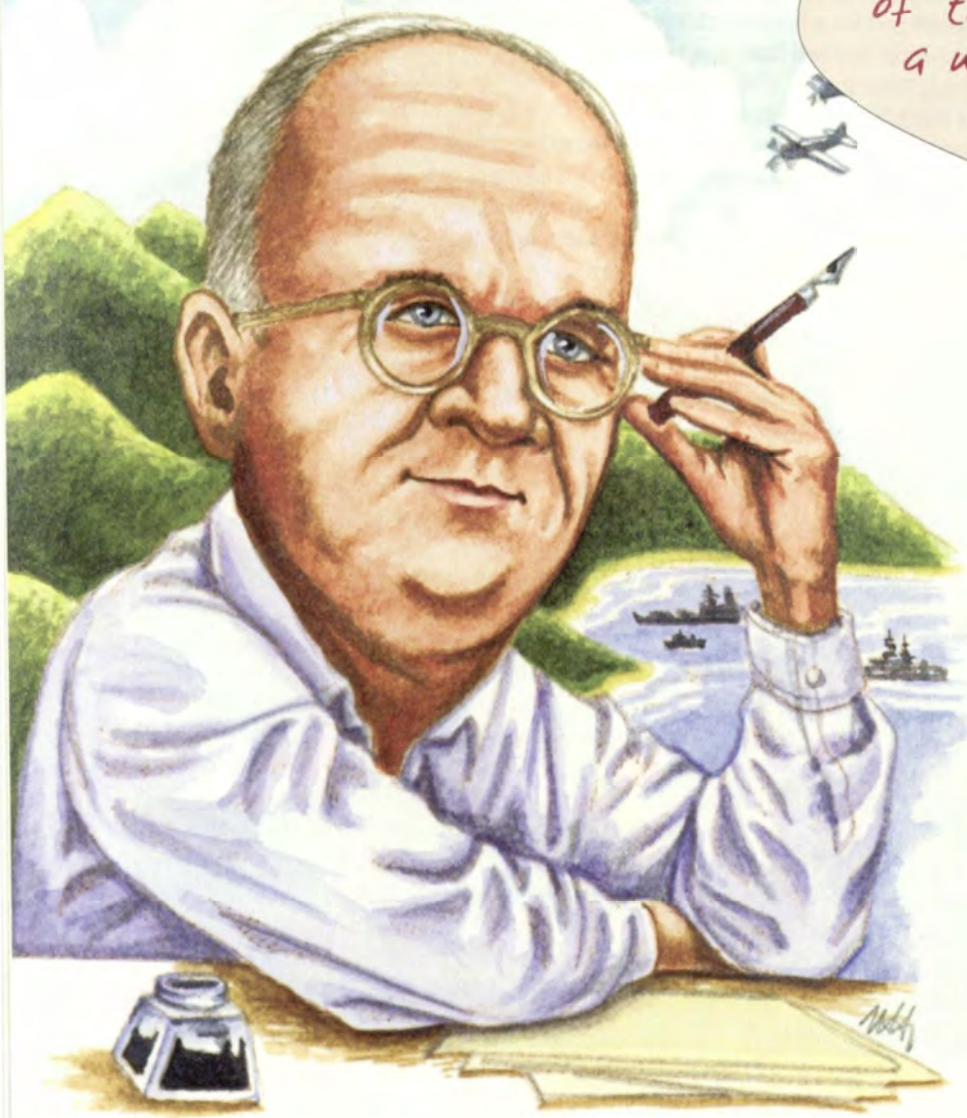
In August, Elizabeth Redden covered the Democratic National Convention for InsideHigherEd.com, *where she is a reporter.*

Swarthmore Says...

OUT OF THE MOUTHS—AND PENS—OF SWARTHMOREANS COME SOME WELL-KNOWN WORDS.

By Fred Shapiro
Illustrations by Nancy Harrison

Quotations from the arts are often whimsical. These two are from one of the most popular novelists of the last century and one of our zaniest musicologists.



James Michener '29, quoted in The New York Times, *Nov. 14, 1989*

Peter Schickele '57, quoted in the Los Angeles Times, *June 5, 1966, describing his musical alter ego PDQ Bach*

ONE OF SWARTHMORE COLLEGE'S MANY DISTINCTIONS is the strong tradition of social and political activism, which can be attributed to the school's Quaker origins. Swarthmore's activist tendency has produced alumni who have been notable reformers. It has also combined with the College's intellectual rigorousness to produce pioneers in the social sciences.

Another notable aspect of Swarthmore alumni is the extent of their contribution to the physical and biological sciences and technology, including computer science.

These activist and scientific threads complement Swarthmore's strength in the arts and media as well as a wide range of achievements in education, law, business, and many other fields, to round out a fascinating roster of accomplishments by alumni.

The work of Swarthmoreans can be surveyed in a number of ways, such as awards won or offices held, but I am in a position to assess it in a novel fashion—through the lens of famous quotations. Alumni have written or uttered a number of memorable quotations or phrases; we speak a different language because of their sayings.

My personal position in quotation-gathering stems from having compiled *The Yale Book of Quotations* (Yale University Press, 2006). In that volume, I attempted to collect famous quotations and to use state-of-the-art research to trace their origins more accurately than do other reference works. The following quotations by Swarthmore graduates were included in the *YBQ* or were added by me using similar research techniques to those underlying the book.

Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Alice Paul, Class of 1905
Proposed Equal Rights Amendment, 1923

The Equal Rights Amendment was drafted by Paul and introduced in every Congress from 1923 to 1972, when it finally passed both houses by overwhelming margins. But the amendment fell three states short of the required 38 state ratifications and has yet to be added to the Constitution.

One of the most powerful political columnists of all time coined a celebrated phrase characterizing the United States Supreme Court at a time when the Court was viewed by many as a reactionary obstacle standing in the way of Franklin D. Roosevelt's New Deal.

The Nine Old Men

Drew Pearson, '19,
The Nine Old Men, *1937*

This election isn't about ideology; it's about competence.

Michael Dukakis '55,
accepting the presidential nomination,
Democratic National Convention, 1988

In electoral politics, one Swarthmore alumnus received the Democratic nomination for president but lost to George H. W. Bush in 1988.

Activism spills over into social-science scholarship. Among the most prominent social scientists in recent decades is psychologist Carol Gilligan '58, who studied the moral development of girls and founded "difference feminism," including drawing a distinction between the "ethic of justice" and the "ethic of care."

While an ethic of justice proceeds from the premise of equality—that everyone should be treated the same—an ethic of care rests on the premise of nonviolence—that no one should be hurt.

Carol Gilligan '58,
In a Different Voice: Psychological Theory and Women's Development, *1982*

Swarthmore's scientific/technological graduates include not only Nobel prizewinners but also some remarkable computer visionaries. Here again, the impact has been linguistic and conceptual as well as substantive. The first quotation popularized the word "automation."

Automation is a new word denoting both automatic operation and the process of making things automatic.

John Diebold '49,
Automation: The Advent of the Automatic Factory, *1952*

Let me introduce the word "hypertext" to mean a body of written or pictorial material interconnected in such a complex way that it could not conveniently be presented or represented on paper.

The second quotation constitutes the coinage of the term "hypertext." Ted Nelson's hypertext and his efforts to create an easy-to-use computer interface helped pave the way for personal computers and the World Wide Web.

Theodor Nelson '59,
Proceedings of the 20th National Conference of the Association of Computing Machinery, *1965*

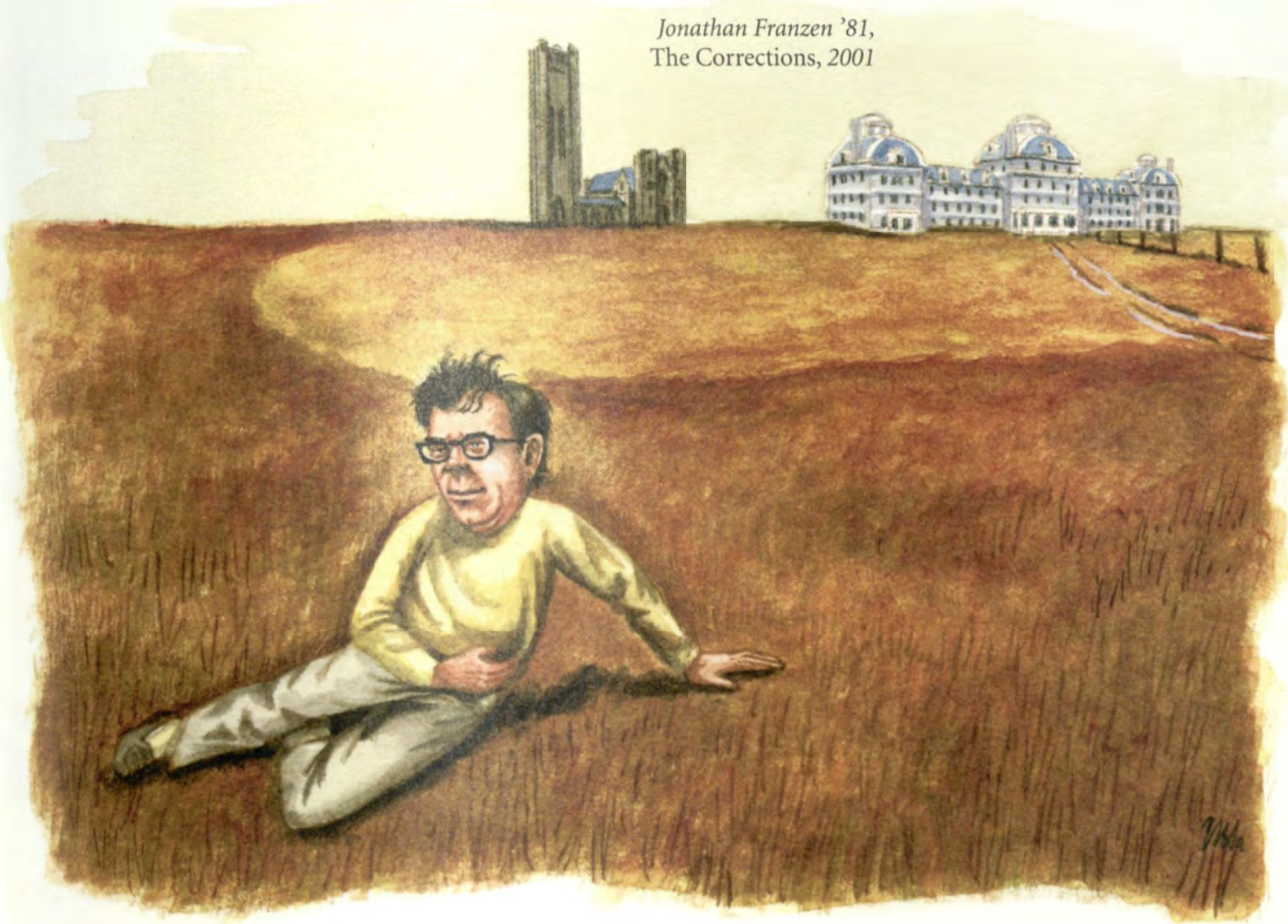
Swarthmore literary quotations include passages from some of the most acclaimed recent works of fiction—both winners of the National Book Award.

In
Africa,
you want more,
I think.

Norman Rush '56,
Mating: A Novel, *1992*

The
madness of an autumn prairie
cold front coming through. You could feel
it: something terrible was going to happen. The
sun low in the sky, a minor light, a cooling star.
Gust after gust of disorder. Trees restless, tem-
peratures falling, the whole northern reli-
gion of things coming to an end.

Jonathan Franzen '81,
The Corrections, *2001*



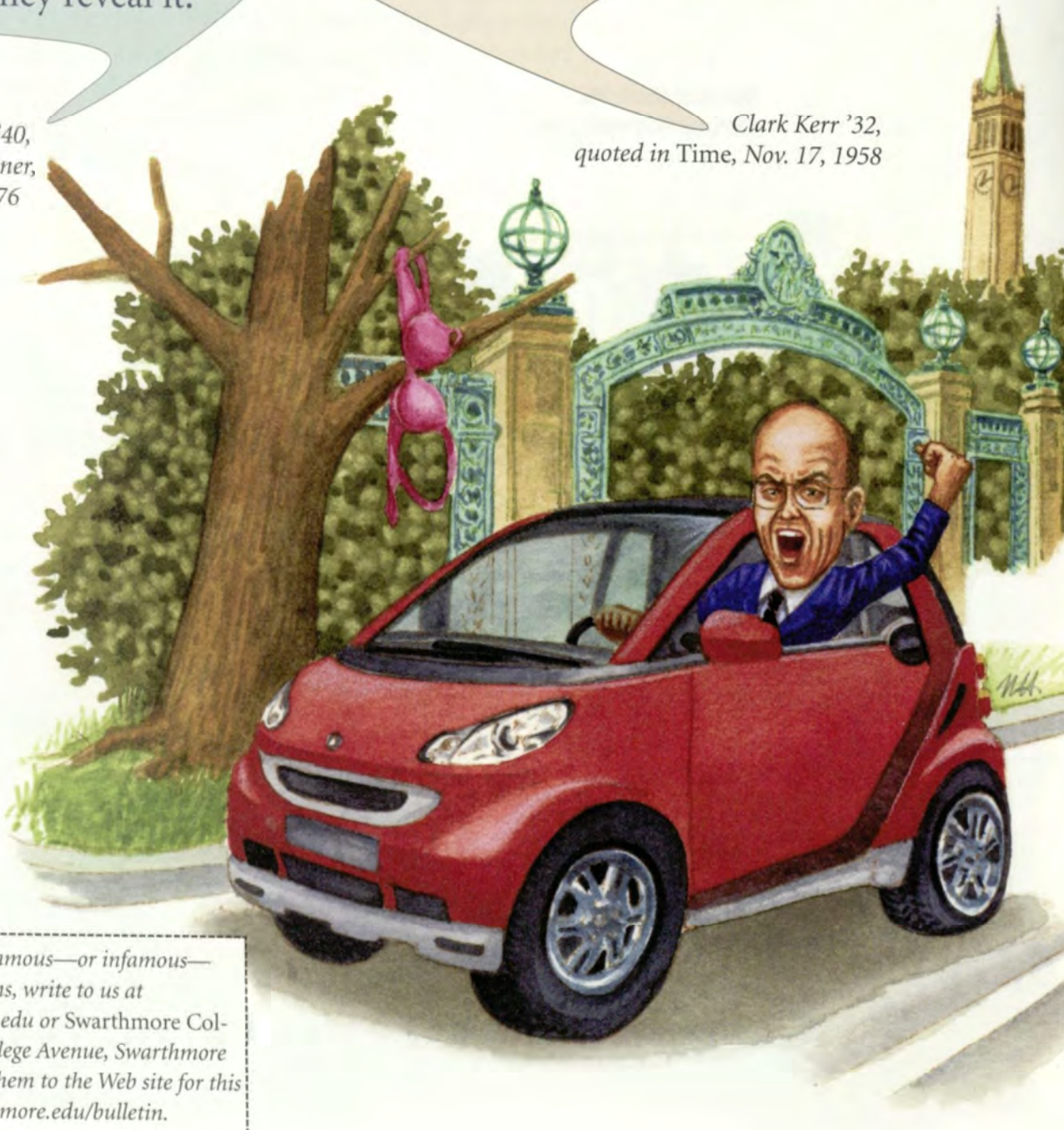
We conclude this romp through Swarthmore quotation history with two quotes representing two of the many other fields in which alumni have distinguished themselves—sports and education.

Sports do not build character. They reveal it.

Heywood Hale Broun '40, quoted in James Michener, Sports in America, *1976*

I find that the three major administrative problems on campus are sex for the students, athletics for the alumni, and parking for the faculty.

Clark Kerr '32, quoted in Time, *Nov. 17, 1958*



If you know of other famous—or infamous—Swarthmore quotations, write to us at bulletin@swarthmore.edu or Swarthmore College Bulletin, *500 College Avenue, Swarthmore PA 19081. We'll add them to the Web site for this article at www.swarthmore.edu/bulletin.*

connections

COURTESY OF HISTORIC HUDSON VALLEY, WWW.HUDSONVALLEY.ORG

The above details are from the three stained-glass windows "Cherubim," "Ezekiel," and "Joel"—part of a series of nine by Marc Chagall that grace Union Church of Pocantico Hills in New York, which also contains a rose window by Henri Matisse. All the windows were commissioned as family memorials by the Rockefellers, who had worshipped there since John D. Rockefeller moved to the village in the early 1890s.

SAGES: EXPLORE HUDSON VALLEY

Garnet Sage \'gär-net `sāj\ n [fr. Tom Hallowell '29, upon celebrating his 50th class reunion] (1980): **a graduate of Swarthmore College who has celebrated his or her 50th class reunion.**

Join the Garnet Sages Nov. 12 through 14 to tour some of the Hudson River Valley's most beautiful and interesting sights, including a visit to the Franklin D. Roosevelt home, library, and museum in Hyde Park. The FDR library—the first presidential library—was planned and designed by Roosevelt himself and remains as it was during his third and fourth terms. Also in Hyde Park is the Culinary Institute of America (CIA). Travelers will tour the CIA's facilities—comprising 41 kitchens and bakeshops—and enjoy dinner in one of its five public restaurants.

Other stops on the three-day, two-night trip include a visit to the Union Church of Pocantico Hills, a hidden gem in the Hudson Valley and home to a unique collection of stained-glass windows created by Marc Chagall and Henri Matisse; the newly restored Boscobel house and gardens, located on a bluff overlooking the Hudson Valley; Washington Irving's riverside home, Sunnyside; and the Brotherhood Winery, which is located in Washingtonville.

To register, please contact Astrid Devaney at adevane1@swarthmore.edu or (610) 328-8412 as soon as possible.

UPCOMING EVENTS

NOVEMBER

7–9, on campus
Fall Alumni Council Meeting

12, Washington, D.C.
Faculty Talk: "Nonviolent Responses to Terrorism" with Eugene M. Lang Visiting Professor for Issues of Social Change and Peace and Conflict Studies George Lakey

13, Berkeley, Calif.
Faculty Talk: "'Leaky' Rationality and the Paradox of Choice" with Dorwin P. Cartwright Professor of Social Theory and Social Action Barry Schwartz

On June 1, the 364 members of Swarthmore's senior class officially became alumni. On Sept. 6, the second annual worldwide Welcome to the City! event was held to help these graduates acclimate to their post-Swarthmore homes.

Alumni and friends in 18 different cities across the United States and around the globe gathered at locations including local bars, restaurants, an art gallery, and an alumna's home to host the new graduates, pass on information about their new locales, and assist them in socializing and networking with other members of the Swarthmore community.

The successful event would not have been possible without many alumni volunteers who coordinated in each city. Thanks to organizers and to everyone who participated. To sign up for next year, contact Geoff Semenuk at (610) 328-8453 or gsemenu1@swarthmore.edu.

Did you just move to a new city? Are you interested in meeting fellow alumni who live near you or work in the same field? Do you feel like contacting a long lost classmate? You can update your contact information and search for alumni and classmates via the On-line Community at olc.swarthmore.edu.

In Los Angeles (*left*), alumni met at Bottle Rock in Culver City. *From left:* Sainam Khan '93, David Shearer '51, Barry Schkolnick '80, Kenneth Schwab '81, and Matthew Seeberger '81.

Reshma Pattni '06 and Win Chia '06, New York Connection co-chairs (*right*), welcomed almost 100 Swarthmore alumni who gathered despite Tropical Storm Hanna's wind-swept torrential rain.

Top 5 Ways to Volunteer for Swarthmore

5. Admissions

Alumni volunteers are a vital part of the Admissions Office's outreach, recruitment, and yield efforts. They interview prospective students, represent Swarthmore at college fairs, and serve as resources for both prospective and admitted students and their families. Contact Christine Costello '07 at ccostel1@swarthmore.edu or (610) 328-8307.

4. Extern Program

The Swarthmore Extern Program is a five-day job-shadowing program that enables current students to explore a particular field of interest during January. Alumni may volunteer as workplace sponsors or homestay hosts—or both. Contact Laura Sibson in Career Services at extern@swarthmore.edu or (610) 328-8352.

3. Alumni Council

Alumni Council, the governing body of the Alumni Association, participates in a variety of activities to support students, alumni, and the College. If you have questions about the Council, are interested in serving, or wish to nominate a fellow graduate to serve, contact Astrid Devaney of Alumni Relations at adevane1@swarthmore.edu or (610) 328-8412 .

2. Reunion Planning

If you graduated in a year ending in "4" or "9," or in 2007, you can help make Alumni Weekend 2009 the best ever by serving on your class reunion planning committee. Volunteers coordinate class activities and encourage classmates to return to campus June 5–7, 2009. Contact Karen Bernier at kbernie1@swarthmore.edu or (610) 328-8404.

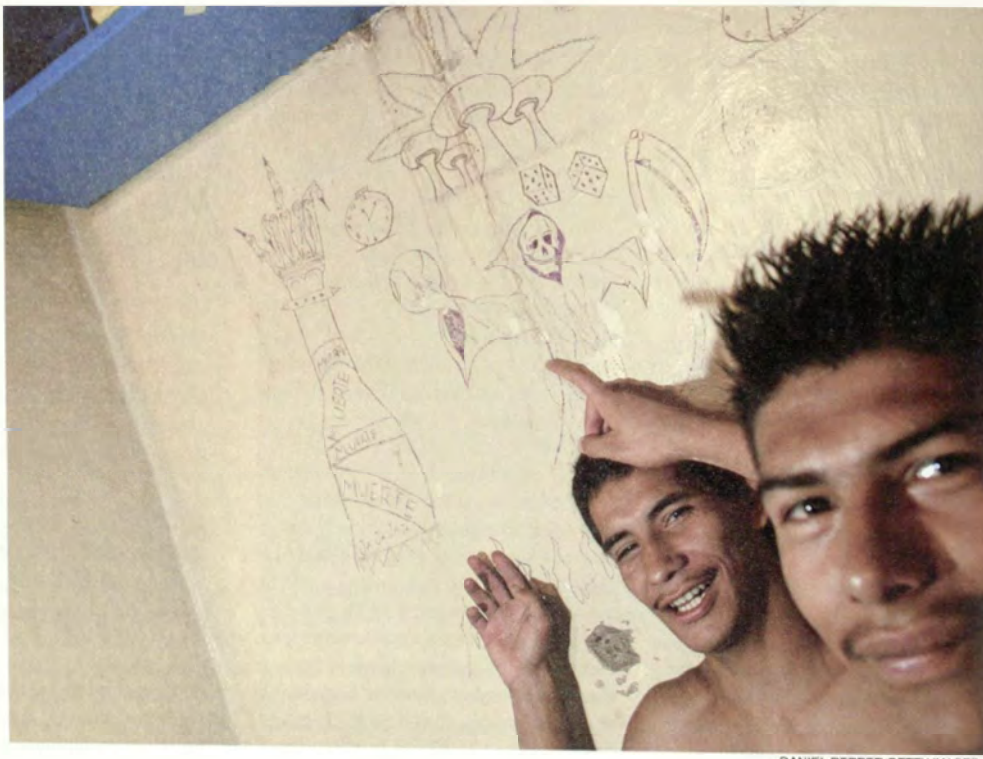
1. Connections

Swarthmore's regional alumni organizations are called "Connections." Connection events range from trips to museums to family picnics in the park. The Alumni Office is always looking for volunteers to help organize and staff Connection events. Contact Geoff Semenuk at gsemenu1@swarthmore.edu or (610) 328-8453.

Doing Mexican Time

AS THE MEXICANS SAY, YOU DON'T REALLY KNOW A PLACE UNTIL YOU KNOW ITS JAIL.

By Gerard Helferich '76



DANIEL PEPPER/GETTY IMAGES

WE FIRST CAME TO SAN MIGUEL DE ALLENDE six years ago, on a driving vacation through Mexico's central highlands. My wife, Teresa Nicholas '76, and I stopped for less than 24 hours on that first visit, but we were sufficiently taken with the picturesque setting, colonial architecture, and vibrant arts scene that we decided to quit our jobs in book publishing and move here. It would be in San Miguel, we decided, that we would realize our much-discussed but long-postponed plans to become writers. Over the years, we bought a little house on the grounds of an old hacienda and worked on our writing projects. We learned Spanish, and I was a volunteer English teacher at a nearby school.

Then one December morning, I'm driving out of a parking lot in the center of town. Traffic is heavy, and a taxi stops to let me make a left-hand turn. But as I ease past the cab, I'm struck by a police motorcycle speeding by without siren or lights.

The young policeman is thrown to the ground but suffers only a minor cut to the bridge of his nose and an injury to the tip of his right pinky finger. My car is impounded, and I have to go to the public prosecutor's office to give a statement. I'm not overly concerned, since I wasn't doing anything illegal or imprudent, and it was impossible to see the motorcycle until it appeared on top of my hood. But the policeman's declaration contradicts my own, especially concerning his speed and our positions at the moment o impact, and the public prosecutor finds me at fault. My insurance company pays $100 to repair the motorcycle and another $750 for the injury to the policeman's pinky. I pay to have my car fixed, since the damage is less than the deductible on my policy.

We stop in front of a barred door, and I see figures milling in the shadows. Inside, my four cell mates invite me to sit on a cot. "What did you do?" they ask right away.

In the United States, that would have bee the end of the matter. But the policeman is claiming that his pinky is permanently bent. And under Mexican law, causing physical harm to another person isn't just a civil issue

it's a crime. So my case drags through the courts for 10 tense months, until a hearing is finally set before a judge. The problem is that the insurance company's lawyers don't think to notify me. So about a week after I fail to appear, a man comes to our front gate with a warrant for my arrest.

Accompanied by one of the insurer's lawyers, I go to the public prosecutor's office and turn myself in. A guard takes me to the massive state prison next door and, in a cramped room off a loading dock, tells me to take off all my clothes. "Did they hit you?" he asks as he examines me. Only later do I realize he's talking about the police, who he supposes have brought me in.

Over the next few hours, I'm processed the same way as someone sentenced to prison for life. All my belongings are taken, I'm given a stained khaki uniform to wear, placed in handcuffs, and led to an office where I'm fingerprinted and mugshot. I'm examined by a doctor, who also asks, "Did they hit you?" Then, "Is your blood pressure always this high?"

"No," I tell him, "just today."

On our rounds, I make small talk with my guard, a compact, courteous man in his 30s. "Were you in a fight?" he wants to know, seeing that I've been charged with "injuries."

Finally, we stop in front of a barred door, and I see figures milling in the shadows. The guard reads the panic on my face. "Don't worry," he says in a kindly tone, "they're peaceful."

Inside, my four cell mates invite me to sit on a cot. "What did you do?" they ask right away. One, with a shaved head and tattoos covering his arms and naked chest, lies on the floor and doesn't say much. Another, a tall, slender man wearing boxer shorts and a pair of flip-flops, tells me he's been in prison for 12 years, but he doesn't seem to want to talk about what brought him here. A younger inmate says he was in a car accident where a child was injured, but he doesn't have the money to post bail. He's been waiting six weeks for his case to come up, and he hopes to be released in another month or so. When he hears that my lawyer is outside with my bail papers, he pats me on the knee and says, "Don't worry, you'll be sleeping with your wife in your own bed tonight."

As they share their food and reassurance, I'm deeply grateful to the other prisoners. In fact, they don't seem all that different from my English students, or friends of friends that I might be introduced to at a party. I'm hugely relieved, but the dissonance also makes me uneasy, as though incarceration here has more to do with the Mexican legal system than with guilt or innocence. Indeed, according to Amnesty International, 40 percent of Mexican prisoners haven't even been convicted of a crime.

Eventually, I'm led to a hearing room in the state courthouse next door. Standing behind bars, to which I'm handcuffed for good measure, I listen for two hours as the testimony against me is read aloud, then I'm given a chance to reiterate my own version of the accident. I ask the sympathetic-looking judge about the punishment if I'm found guilty, and he answers patiently but vaguely. From a table on the other side of the bars, the insurance company lawyer suggests that I plead guilty, but I decline. I'm returned to the cell, where I rejoin my new companions.

A few more hours of waiting, and my $1,000 bail is processed. I take a list of things my cellmates want from the outside, heartbreaking in its ordinariness—soap, skin cream, towels, phone cards, a takeout chicken—and promise to come back. My clothes and other belongings are returned. But before being released, I'm carried by paddy wagon to the local immigration office to have my documents checked and a note entered in my file. I'm finally freed about 10 o'clock that night, 11 hours after the man from the public prosecutor's office rang our front-door bell.

On Monday morning, I hire my own lawyer, and by the end of the week the charges against me have been dropped, the judge ruling that the injury to the policeman's pinky isn't serious enough to warrant prosecution. I'm not even fined for a traffic infraction. As these things go, I've been extremely lucky. But even so, Teresa and I have had almost a year of anxiety, culminating in a day of dread. Our young Mexican friends are sanguine about our experience, telling us you're not a true Mexican until you've been arrested, but their casual attitude only seems to underscore the inequity of the system.

There's a Mexican saying that you don't really know a place until you know its jail, and I certainly did learn something about our adopted country that day. I learned how easily a policeman's self-serving version of events could be accepted, despite physical evidence to the contrary. I learned that I lived in a place where a fender-bender could escalate into criminal charges and incarceration, where the American consul couldn't always help you, where your fate could be decided without a jury of your peers. And where, thanks to the Napoleonic Code, you were guilty until proven innocent.

Shaken, Teresa and I began to ask ourselves what kind of country we'd chosen to call home. We even thought about leaving Mexico and settling in Mississippi, where we already spent a few months of the year with Teresa's family. But we'd learned more besides. We'd learned that despite a harsh legal system, judges, prison guards, even convicts could treat you with kindness. That justice could be served, however tardily. And that, as in so many other aspects of Mexican life, the generosity, perseverance, and black humor of the people could trump the obvious failings of their government.

So nearly a year after my arrest, we're still in San Miguel. We're still living in our house on the old hacienda, still writing in our adjoining studios. So many times in the intervening months I've thought of a line of William Faulkner's. "You don't love because," he said, "you love despite; not for the virtues, but despite the faults." He was writing about Mississippi, but he could just as easily have been talking about Mexico.

Gerard Helferich '76 is the author of two books, High Cotton: Four Seasons in the Mississippi Delta *(Counterpoint, 2008) and* Humboldt's Cosmos: Alexander von Humboldt and the Latin American Journey That Changed the Way We See the World *(Gotham Books, 2004).*

a feast of Quilts

Martha Sielman '82, author and curator, *Masters: Art Quilts—Major Works by Leading Artists* (Lark Books, 2008)

"When people ask me how I got involved with art quilts," writes Martha Sielman in her introduction to this sumptuous volume, "I tell them that it all began when I was very little and my mother let me play with the fabric scraps left over from sewing our dresses. Whenever I talk about playing with those scraps, my hands automatically start to mime touching the pieces—feeling the bumpiness of corduroy, the softness of velveteen, the slinky smoothness of sateen, and the crinkly quality of seersucker."

Sielman made her first quilt in 1988 for her first baby. "I went to the Hartford [Conn.] Public Library and borrowed every book they had on quilting—all six of them." Sielman may not have known it as she sewed an alphabet quilt made of pastel calico cottons, but the art of quilting was morphing from something for the bed to something for the wall. The "art quilt" movement—which got its start at the 1971 exhibit *Abstract Design in American Quilts* at the Whitney Museum of American Art in New York City—was exploding across the country.

"I made a quilt based on my own design in 1995, and I haven't looked back," writes Sielman. "Today, of course, books about quilting line shelf after bookstore shelf … but my history is fairly typical of the experience of many art quilters."

In 2002, Sielman founded Fiber Revolution, a group of art quilters who work together to educate the public about art quilts and to find exhibition opportunities for quilters. In 2004, she became executive director of Studio Art Quilt Associates (SAQA), a fast-growing nonprofit membership organization dedicated to advancing fine-art quilting.

It is from this perch that she has created *Masters: Art Quilts*—a portable feast of quilts from 40 masters of the medium. Every artist is given about 10 pages of "exhibit space," so the viewer can get a deeper understanding of the talents of each. The work ranges from the pictorial to the abstract, from hints of old patterns to pieces that look as if they are about to jump off the page.

Even first-rate photographs of these largely three-dimensional works can't do justice to the textures, appliquéd objects, and unconventional materials favored by contemporary quilt artists. (One piece is made from aluminum roof flashing overstitched with orange plastic line from a weed whacker.) But this entire exhibit-in-a-book, which includes statements by each artist, makes me want to see these lush, colorful works in person.

Fortunately, I can do that. A traveling exhibit featuring one work by each of the 40 masters will visit five spots across the United States starting later this month in Houston (see box on next page). I can see photos of others at the SAQA Web site: www.saqa.com.

There may have been just six books on quilting in the Hartford Library in 1988, but librarians everywhere would do well to add this handsome volume to their collections for the next generation of fine art quilters to discover.

—Jeffrey Lott

RICHARD BERGER

Martha Sielman, *Jellies of Monterey* (2003)
41 x 31 x 3 inches
Hand-dyed cotton, silk, polyester cording, wire, paint; machine quilted, appliquéd
Sielman did not place herself among her book's 40 master quilters but included an example of her own work in a biographical note. Missing from her book bio is the fact that her father, mother, sister, and husband all went to Swarthmore. She lives in Storrs, Conn., with husband David Shaiken '82, five children (none of whom has shown any interest in attending the College—"yet," she says), and two cats.

GREGORY GARTNER

Jane Sassaman, *Willow* (1996), 75 x 75 inches
Machine appliquéd and quilted. Gardening is the inspiration for Sassaman's work. She translates flowers into meticulously appliquéd designs that curl and coil around one another. "Most of my quilts are symbolic statements about the cycles and spiritual forces of life," Sassaman says. "A plant travels the same cycle as a human: fertility, birth, maturity, death, and rebirth."

LYNN RUCK

Hollis Chatelain, *The Gift* (2006), 48 x 53 inches
Cotton, wool/polyester batting; hand-dye painted, machine quilted. Chatelain says that much of her work is influenced by personal experience. Her recent work depicts the people from countries she has visited, often displaying a distinct social agenda that promotes the importance of basic human rights, peace, clean drinking water, education, and protection from economic exploitation.

CARYL BRYER FALLERT

Caryl Bryer Fallert, *Flying Free #2* (1995), 93 x 82 inches
Created from cotton that has been hand dyed and painted, machine pieced and quilted, this work is from what the artist calls her "viewer participation" series—pieces characterized by the inclusion of her hand-dyed fabrics in a color-saturated, full spectrum to create a sense of sheer exuberance and joy. Brilliant colors fill the entire field of view, and swirls of quilting give texture to the designs. It is Fallert's hope, she says, that her designs will lift the spirits and delight the eyes of those who see them.

UPCOMING QUILT FESTIVALS AROUND THE COUNTRY

International Quilt Festival
Houston, Tex.
Oct. 29–Nov. 2, 2008

International Quilt Festival
Chicago, Ill.
Apr. 17–19, 2009

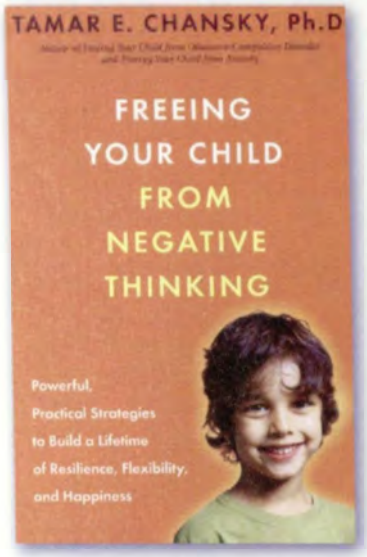
International Quilt Festival
Long Beach, Calif.
July 24–26, 2009

Museum of the American Quilter's Society
Paducah, Ky.
Aug. 13–Nov. 10, 2009

New England Quilt Museum
Lowell, Mass.
Nov. 2009–Feb. 2010

DAVID LOVEALL PHOTOGRAPHY

Wendy Huhn, *Somnambulist* (2003), 72 x 82 inches
Canvas, vintage fabrics, netting, heat transfers, phosphorescent medium, monofilament, beads; stenciled, painted, machine quilted, bound. An early love of paper dolls inspired Huhn's work, yet the childlike images are juxtaposed with ominous ones, including skeletons, insects, snakes, and frightening clowns interacting with housewives, teddy bears, and children.

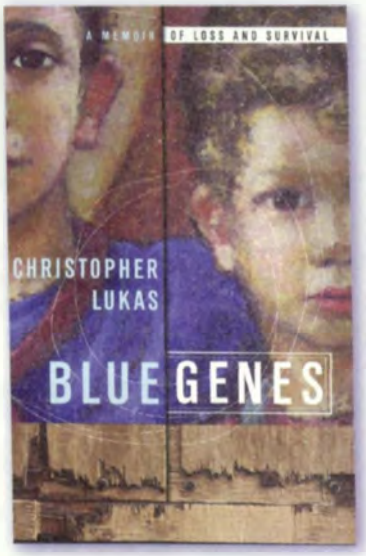


Tamar Chansky '84, *Freeing Your Child From Negative Thinking: Powerful, Practical Strategies to Build a Lifetime of Resilience, Flexibility, and Happiness,* Da Capo Press, 2008. The author analyzes the underlying causes of children's negative attitudes and provides numerous strategies to help parents and their children manage negative thoughts, build optimism, and establish emotional resilience.

Robert Ellis '56, *A Collision of Truths: A Life in Conflict With a Cherished Faith,* iUniverse Inc., 2008. With insight and poignancy, the author narrates his life story, including the events that led him to a deep personal struggle and later rejection of the Christian Science faith he was raised in and to which he was committed. Engaging and intimate, this spiritual adventure demonstrates that it is acceptable to question cherished spiritual convictions.

Steven Schachter, William Mandell, Scott Harshbarger, and **Randall Grometstein '74,** *Managing Relationships With Industry: A Physician's Compliance Manual,* Academic Press, 2008. Members of the medical field will benefit from this elucidation of the ever-changing law and ethical standards on interactions with pharmaceutical and device companies. It is the first comprehensive summary of the law and ethics on physician relationships with industry written for the physician.

Tori Kearns '97, *Making the Call: Determining Who Qualifies as Learning Disabled in Higher Education,* LRP Publications, 2008. The author relies on her own experience as a psychological examiner at the postsecondary level and as a provider of disability services in this reference work for those setting up and managing programs for students with learning disabilities.



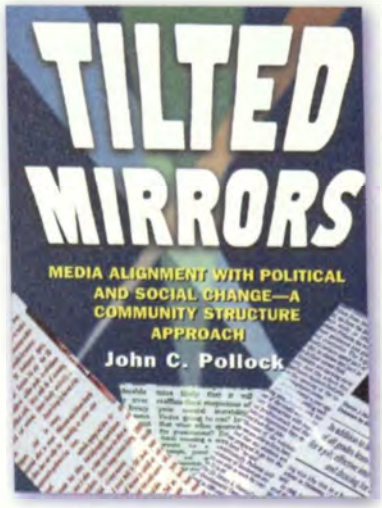
Christopher Lukas '56, *Blue Genes: A Memoir of Loss and Survival,* Doubleday, 2008. The author captures the devastation wrought by a family legacy of depression and suicide and the impact that both can have on those left behind.

Harvey Robbins and **Robert Keighton '53,** If You Elect Me President: Behind the Scenes of a Presidential Election, Blue Hill Publishers, 2008. This work is an account of the effort to save historic Prowse Farm in Canton, Mass., and the authors' involvement in the 1988 presidential election contest between George H.W. Bush and Michael Dukakis.

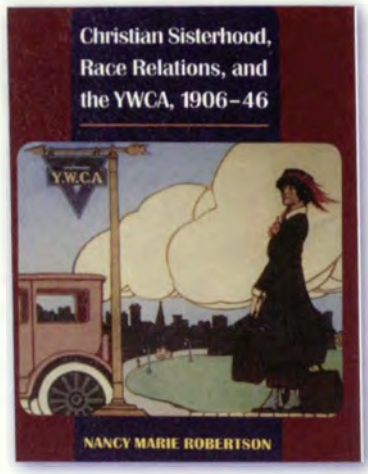
Kelly Terwilliger '89, *A Glimpse of Oranges,* Finishing Line Press, 2008. This debut collection summons up a world of desire, loss, nature, things material and immaterial in poems with titles like "Jupiter and Saturn From the Driveway," "My Father's Glasses," "The Dog's Wake," and "Painting by Vermeer."

Nader Vossoughian '95, *Otto Neurath: The Language of the Global Polis,* NAI Publishers, 2008. The author compiled this book in conjunction with the exhibit *After Neurath: The Global Polis* he curated in The Hague during spring 2008. The exhibit focused on sociologist and economist Neurath's relationship with architecture and his influence on urban development.

Richard Weber '41, *Thumbnail Sketches: 29 Important Americans,* Vantage Press, 2007. This work for middle to high-school–aged children offers brief biographies of politicians, industrialists, women's rights advocates, authors, inventors, and others without whom life in the United States—from foreign policy to modern-day methods of production—would be quite different.



John Pollock '64, *Tilted Mirrors: Media Alignment With Political and Social Change—a Community Structure Approach,* Hampton Press, Inc., 2007. Rather than examining the impact of media on society, this book studies the impact of society on media, analyzing the ways in which communities influence the way media build perspectives on issues.



Nancy Robertson '78, *Christian Sisterhood, Race Relations, and the YWCA, 1906–46,* University of Illinois Press, 2007. This analysis of black and white women's struggles over race relations in the YWCA is based on lively autobiographical accounts and personal papers from women associated with the YWCA and a large body of records documenting the organization's members.

IN OTHER MEDIA

Paul Golub '84 (director), *La Puce à l'Oreille,* Golub will direct a production of Feydeau's classic farce on love and thwarted desire at L'Athénée Théâtre Louis Jouvet in Paris from Jan. 15 to Feb. 7 and throughout France until the end of April 2009.

B.(Bartlett) C. Jones '54, *Dr. Mary—Dang Contrary,* premiere, Unitarian Universalist Church, Columbia, Mo., 2008. A retired professor of history and social science turned playwright debuted his play depicting the life of Mary Edwards Walker, the first and only female winner of the Medal of Honor and the first female U.S. Army surgeon to serve during the Civil War.

What Plays Pizzicato *on* Ed Fuller's Soul?

By Carol Brévart-Demm
Photograph by Eleftherios Kostans

Edward Fuller, College employee since 1975 and currently McCabe Library's reference and video resources librarian, is a sweetly eccentric kind of fellow with doleful blue eyes and a devilish grin. You can spot him strolling across campus in a suit and one of his many hats, including a Navy blue beret (he loves Paris), a French boater, and various caps. The bulk of his wealth, he says, is carried in his shirt pocket, home to five or six expensive calligraphic fountain pens including a Mont Blanc and a Parker, both with solid gold nibs.

Fuller displays an "Old School" brand of etiquette, opening doors for female staff or students, some of whom, he complains, don't appreciate his efforts. It upsets him that most students have never heard of Béla Bartók. His relentless humor ranges from the corny to the wickedly irreverent to the utterly genial. And he has a photographic memory for quotes, the result—according to a neurologist with whom he once chatted at a party—of "bad wiring in my brain." Once accused of being "so intellectual" for reading Wordsworth while taking a cigarette break outside the library, he murmurs dreamily, "Wordsworth is wonderful; remember those lines, 'Nothing can bring back the hour of splendour in the grass.' That's from his 'Ode: Intimations of Immortality.'" Fuller's love of poetry, prose, drama, and classical music permeates his being.

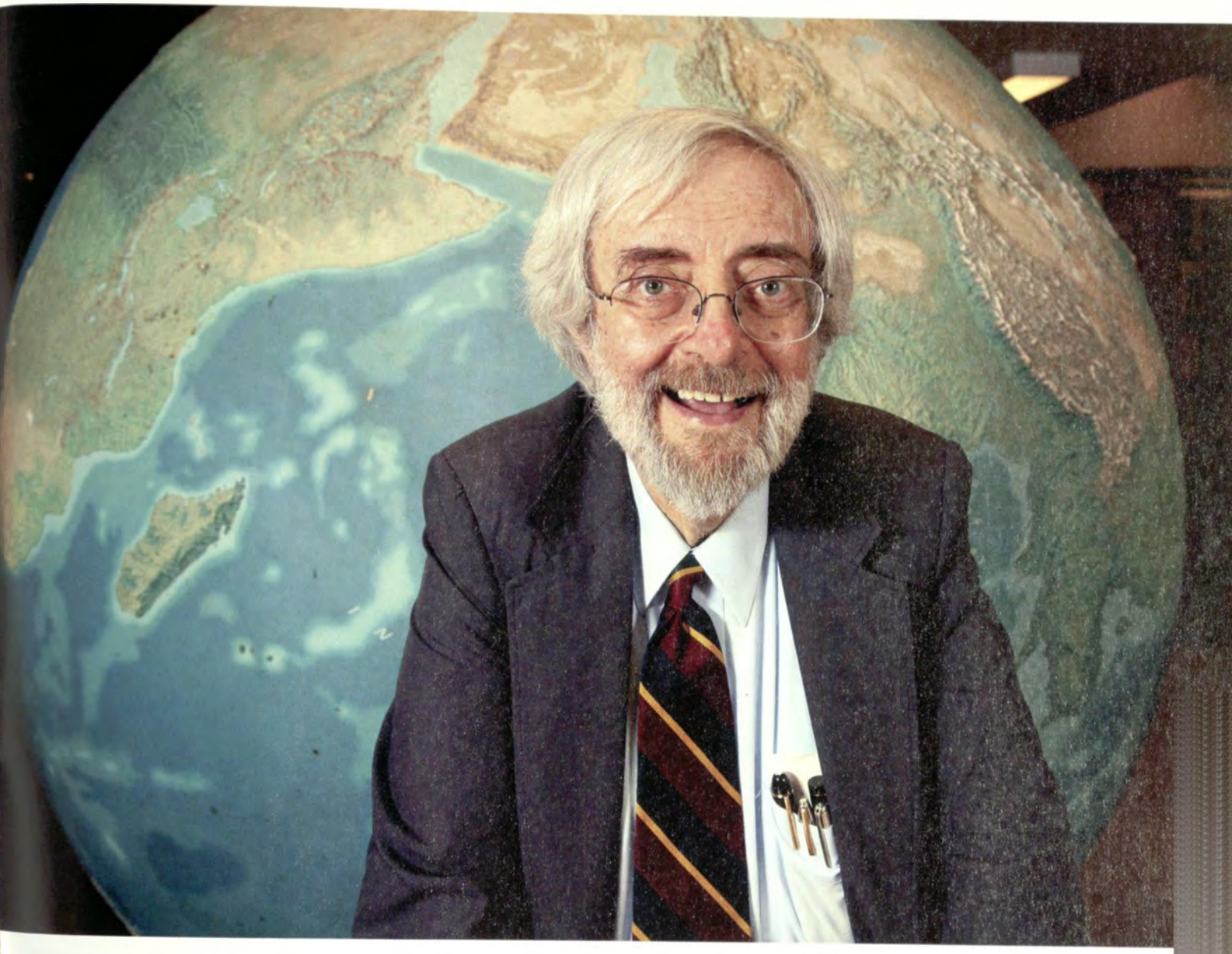
What brought you to Swarthmore?
Hunger. I applied for a development-writing job and was asked by the interviewer whether I could stay forever. My answer—that this was an unpredictable variable—apparently was the crux of my rejection. Four months later, the head of personnel informed me of an opening in the library. Bells chimed, light bulbs went on, and I saw fireworks. So I bounded over to McCabe, and, for inexplicable reasons, got the job—sorting the mail and 'other duties as required.' After a series of swift but minor promotions, I entered library school at Drexel University as a nocturnal student.

How did you become a walking Bartlett's?
I suppose it's basically because I'm rather shallow. Rather than read an entire work, I try to extract some intellectual one-liners from it. Just the other day, reading the 18th-century French moralist and essayist Joseph Joubert, I picked up a very useful piece of wisdom: "Never cut what you can untie.'

What is the appeal of being a reference librarian?
Again, I'm a rather trivial and shallow person, with a lot of breadth but quickly out of my shallows. For example, I know a few basic facts about the French Revolution; but don't start poking around about the social conditions in France or why they were the way they were. Did you know, by the way, that Robespierre, until he came to power, was against capital punishment?

Do you have a favorite book?
There are lots of works I'd read over and over. But maybe *Hamlet* is my favorite. I've read it about 15 times. As the poet Wallace Stevens would say, it "plays pizzicato" on my soul. But so do *Mrs. Dalloway* and *The Master and Marguerita*. Oh yes, and *Vanity Fair*, too.

Why do you love Paris?
I'm not sure, but the first time my wife, Gail, and I went there, we got off the plane and felt at home. We were homesick for Paris on the plane back to Philadelphia. We've been there 15 times in the last 10 years. I think the reason might be that there's been a seriously destructive cultural shift in this country. For



example, gangsta rap may be in the tradition of oral recitation, but when I'm forced to listen to it occasionally, I'm amazed at the pure barrenness of it—the laundry lists of obscenities punctuated by violence. The only time I heard loud music coming from a car in Paris, it was Mozart.

What was your favorite pastime as a child?
Avoiding my parents, getting out of the house. The greatest punishment in our house was being sent to bed *with* supper. Happy childhoods are the result of adults with bad memories—now *that's* a Fullerism.

What would be your ideal job?
Probably commander of the British cavalry at the Battle of Balaclava in the Crimean War. You know, the Charge of the Light Brigade—"Cannon to the left of them, cannon to the right … " Did you ever read Tennyson? Tennyson is wonderful. The job I currently have may not be the perfect job, but it is the best available compromise.

What constitutes the depths of despair for you?
Being deprived of people to talk to and things to read.

How about the heights of joy?
The feeling that the world might be a happier and better place because I'm here—just in a very modest way—in my immediate world.