

# swarthmore

SWARTHMORE COLLEGE  
BULLETIN | JULY 2009







On a sunny spring day, Clothier Memorial Bell Tower rings with the harmonious tones of *Essence of Soul*, a group of students who arrange and perform music from the African Diaspora.

Board of Managers of  
SWARTHMORE COLLEGE  
has caused This Inscription  
to be placed as a Tribute To  
MORRIS CLOTHIER  
Class of 1890  
in appreciation of his  
generosity and Many Benefactions  
to this Alma Mater

1987  
THIS TOWER WAS REPAIRED AND  
THE MORRIS CLOTHIER BELLS WERE PLACED  
THROUGH THE GENEROUS GIFTS OF THE CLOTHIER  
FAMILY AND OTHERS LED BY THE CLASS OF 1987  
IN CELEBRATION OF ITS 60TH REUNION





A YEAR AGO, AS SWARTHMORE'S PRESIDENTIAL search committee was starting its work, the country was in a presidential search of its own. The national conversation was about hope and change, and almost anything seemed possible.

By the time of Barack Obama's inauguration in January, the national conversation had changed dramatically. Last summer's sunny hopes had been tempered by a cold new financial reality. Yet expectations for the Obama administration remained high—some think unreasonably high—especially among the liberal constituencies that had come together to elect him. Each seemed to have a wish list to deliver the White House.

I'm writing this just days after Rebecca Chopp took office as Swarthmore's 14th president. It's an exciting time for the Col-

Once again, we will have to rely on the kind of institutional introspection that has carried the College through previous problems without losing sight of its history, mission, and values.

lege—also full of hopes and expectations. Even after the remarkable 18-year presidency of Al Bloom, a change in administration presents opportunities for rethinking old problems and setting new goals.

And yes, everyone here has a wish list too. Everywhere I go on campus, I find that expectations for Rebecca Chopp are high. I heard the same in my conversations with alumni during Alumni Weekend. Swarthmore's not in need of the kind of change that the nation asked for last November, but, true to its long tradition of self-examination, people always think it could be better. ("If I were



ELEFTHERIOS KOSTANS

her, I would ..." goes the usual refrain.)

Such expectations cut both ways. The expectations we carry from others and those that we hold for ourselves often combine to move us forward. They become our goals, which are especially powerful when held in common at an institution such as Swarthmore. But expectations that exceed the realities of a situation—or the ability of a single human being to fulfill them—can erode confidence in an individual or a college.

Today's reality is that Swarthmore, like the rest of the world, faces financial constraints that President Chopp—indeed the entire community—will find very challenging. Once again, we will have to rely on the kind of institutional introspection that has carried the College through previous problems without losing sight of its history, mission, and values.

I remember how I felt in January as I watched Barack Obama take the oath of office as the first black president of the United States. Half a year later, I'm still optimistic about his eventual success—and about the ability of America to emerge from hard times better focused on its true needs and more able to fulfill its promise. As Swarthmore welcomes its first female president, I'm keeping my hopes and expectations high for the College too.

—Jeffrey Lott

swarthmore COLLEGE BULLETIN

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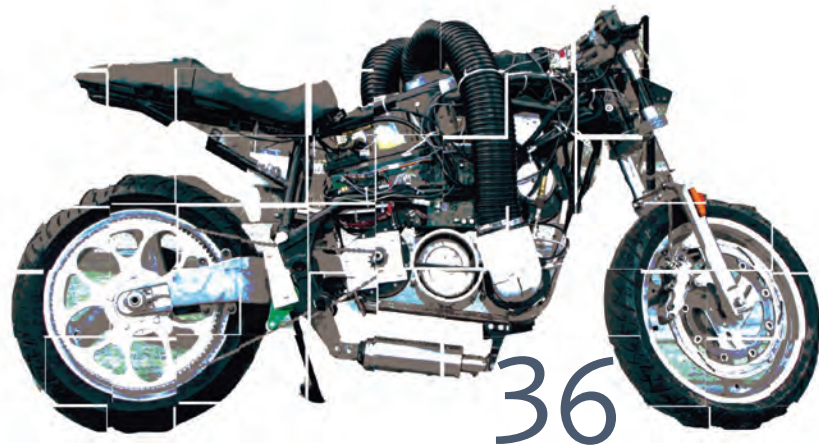
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ON THE COVER

Hand-sewn costumes and intricately patterned tattoos adorned cast members of senior Jacqueline Vitale's production of Macbeth. Photograph by Eleftherios Kostans. Story on page 36.





## FEATURES



### **24: Hurlyburly in the Crum**

Senior Jacqueline Vitale staged a production of *Macbeth* in Crum Meadow that held audience members spellbound.

*Photographs by Eleftherios Kostans*  
*Text by Carol Brévert-Demm*

### **30: At the Heart of Honors**

As this year's seniors prepared for their honors exams, alumni reflected on the College's signature program—as both student and examiner.

*Compiled and edited by*  
*Susan Cousins Breen*

### **34: Disease Detective**

When suspicious infections appear, Anne Schuchat '80 springs into action.

*By Robert Strauss*

### **36: The Liberal Arts Engineer**

Ideas from many worlds come together in Swarthmore's Engineering Department.

*By Carol Brévert-Demm*

# 34

## DEPARTMENTS

### 5: LETTERS

Readers voice their opinions.

### 7: COLLECTION

At the College's 137th Commencement, the Swarthmore community bade farewell to both a senior class and a president.



### 20: FACULTY EXPERT

**Krystyna Żywulska**

The making of a satirist and songwriter in Auschwitz-Birkenau is discovered through camp mementos.

By *Barbara Milewski*

### 43: CONNECTIONS

Alumni return to campus for a few days of fun, discussion, and reminiscence.

### 48: CLASS NOTES

The world according to Swarthmore alumni



### 51: IN MEMORIAM

Farewell to cherished friends and classmates

### 66: IN MY LIFE

**Tragedy, Triumph, and a Boy's Baseball Dreams**

By *Stephen Gessner '66*

### 74: BOOKS + ARTS

**Hello, Goodbye**

By *Emily Chenowith '94*

**The Best Bad Luck I Ever Had**

By *Kristine Levine '97*

Reviewed by *Susan Cousins Breen*

### 80: Q + A

The World Is a Story: Kathryn Morgan

By *Jeffrey Lott*

## PROFILES

### 56: 100,000 Miles and Still Pedaling

For the past 30 years, Tom Beatson '54 has experienced the joys of traveling on two wheels.

By *Carol Brévert-Demm*

### 62: Telling Tales in Greenwich

Oral historian Cathy Hyder Ogden '67 records a town's past as told by those who lived it.

By *Heather Shumaker '91*

### 70: *Bashert*

Lisa Hostein '83 is changing the image of Philadelphia's Jewish newspaper by including new voices.

By *Audree Penner*



## ON THE WEB

### *Swarthmore College Bulletin* on the Web:

This issue and more than 10 years of archives are located at [www.swarthmore.edu/bulletin](http://www.swarthmore.edu/bulletin). Also on the College Web site, you will find:

### Kathryn Morgan Spring Poetry Festival

Listen to faculty, staff, alumni, and students read selected works from *Envisions*, Morgan's 2003 volume of poems: [media.swarthmore.edu/featured\\_events/?p=70](http://media.swarthmore.edu/featured_events/?p=70).



**Spring 2009 Student Dance Concert:** Watch the variety of featured performance styles and traditions including modern, flamenco, taiko, tap, African, and Kathak: [media.swarthmore.edu/video/?p=197](http://media.swarthmore.edu/video/?p=197).

**Macbeth** Watch the theater department's invigorating exploration of Shakespeare's staggering tragedy, staged in several locations around Crum Meadow: [media.swarthmore.edu/video/?p=183](http://media.swarthmore.edu/video/?p=183).

## CONTRIBUTORS



ALAN BRIAN NILSEN

**Eleftherios Kostans** has been a part-time member of the publications staff since 2005, after freelancing for the College since 1994. His other freelance work has appeared in newspapers and magazines throughout the United States, Eastern Europe, and the Mediterranean. Passionate about exploring his Hellenistic background, Kostans plans to produce a photographic documentary of Hellenism from East to West.



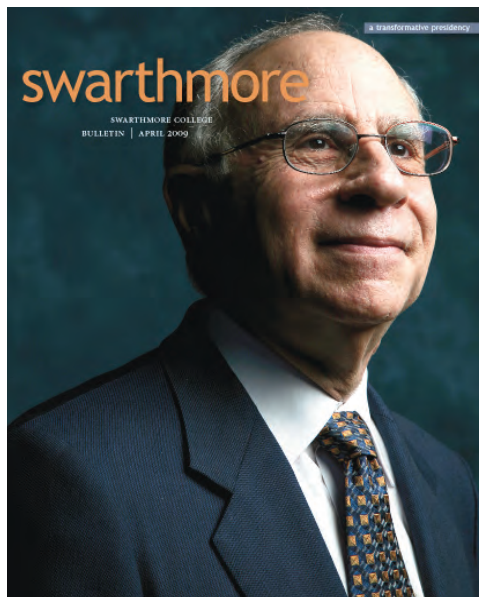
BARBARA MILEWSKI

**Barbara Milewski** is an assistant professor of music at the College and a scholar of Chopin, 19th- and 20th-century musical nationalism, symphony, opera, and music of the Holocaust. This year, with a colleague, she has released an annotated CD recording titled *Ballads and Broadides: Aleksander Kulisiewicz's Songs from Sachsenhausen*.



ROBERT STRAUSS

**Robert Strauss**, a former *Sports Illustrated* reporter and *Philadelphia Daily News* feature writer, now a freelance writer living in Hadonfield, N.J., wrote about Anne Schuchat '80, the CDC's point person in the swine flu pandemic. "She is articulate and precise, the kind of woman who will calm people if, indeed, swine flu makes a big comeback," Strauss says.



### REVERENT REVISIONISM

Regarding the cover story on President Alfred H. Bloom's tenure ("A Transformative Presidency," April *Bulletin*), author Lawrence Schall's [75] hagiography attempts to enshrine the outgoing president among the pantheon of past Swarthmore leaders, comparing Bloom's vision and accomplishments with those of his storied predecessors. The author pauses to give passing notice to the seminal moment of the Bloom era: the elimination of the football program. Treated as a mere sidebar, its mention testifies to the author's "fair and balanced" perspective.

Any candid and thoughtful discussion of President Bloom's character requires more than an obligatory acknowledgement of that controversial topic. If we agree that true character is best defined by one's actions in the most difficult of times, then a cursory review of Bloom's tactics during this infamous episode reveal not wisdom and conciliation, but rather arrogance, cynicism, and an apparent predilection for petty tyranny.

In his attempt to justify President Bloom's motives and decisions, Schall conveniently omits some of the most salient aspects of the controversy: the president's refusal to recognize the strong support for the football program among both students and alumni; his misrepresentation (echoed by the author) that a viable football program required 60 to 80 players, when in fact many peer schools thrive with as few as 45 to 50, most of whom are multisport athletes; and most blatantly, the surreptitious and hastily called Board of

Managers meeting in New York City, a maneuver that intentionally circumvented time-honored democratic protocols and effectively excluded the president's most articulate and powerful opponents from the critical moment of the debate—and from their casting of a final vote. Far from echoing the spirit of an Aydelotte or a Swain, these manipulative and divisive actions by Mr. Bloom instead evoke comparisons with a far less admired ex-President named Bush.

In the end, all of Schall's reverent revisionism cannot alter one inescapable fact: that despite a lifetime of academic and administrative accomplishment, the unwarranted and unseemly elimination of the football program will define Alfred Bloom's legacy. How ironic—and appropriate.

JIM WEBER '84  
Dallas, Texas

### STATISTICAL RIGOR

The April *Bulletin* article "A Transformative Presidency" by Lawrence Schall '75 states that "the number of African-American and Latino students in the entering Class of 2000 jumped from 26 to 94—an astonishing 400 percent increase."

While the proportion of the numbers approaches 4 to 1, the increase (68 more than 26) is about 260 percent, not 400.

Still, the *Bulletin* is an attractive publication. My girlfriend, an editor at University of Alaska-Fairbanks, uses my copies as a model for UAF's fledgling alumni magazine.

MATTHEW RECKARD '76  
Ester, Alaska

### WHAT DO WE EAT? RED MEAT!

Contrary to popular belief (and what was reported in the July 2008 *Bulletin*), Swarthmore has not been continuously without a mascot until the recent selection of the Phoenix. In 1968, a time of sweeping social change by any measure, a movement of another type also arose—principally among winter off-season jocks—to provide greater support to those athletes who were competing during that season. The support was determined to consist of a band and later a mascot. Curly Jon and His Tin Pan Band made their debut during the basketball season in the old field house. Armed with ice trays, pots, pans, washboards, and devices of

a similar nature, the band provided substantial support from the top of the stands.

Given the existence of "The Garnet" as a team appellation, it seemed only natural to adopt that symbol as a mascot. The Garnet was born of a refrigerator box, duct tape, and purple paint. All that remained was to find the appropriate body and cover the bare portions in a balaclava, turtleneck, and cordovan shoe polish. Someone was needed who was not married to McCabe on Saturday nights, who did not suffer from "mild ego," and who was willing to roast in a refrigerator box for the duration of the game. The "volunteer" was found, and The Garnet rose. Unfortunately, after several games, the Tin Pan Band was the subject of great complaint by visiting teams (primarily Muhlenberg) and Curly Jon and company were banned from the field house. The Garnet went the way of the band, never to rise again.

ERIC BRESSLER '72  
Cutchogue, N.Y.

Bressler provided the following quiz: 1. *Who was Curly Jon?* 2. *What so upset Muhlenberg?* 3. *Who was the short-lived Garnet?* Answers: 1. *Jon Messick '72.* 2. *"What do we eat? Red meat!"* 3. *The author.*

### WHOSE HISTORY?

We admit that we have not read the bill passed by the Philadelphia City Council concerning the licensing of tour guides in the city's historic district. As Professor Timothy Burke notes in "License to Imagine" (April *Bulletin*), the "legislation created a requirement for guides to be periodically tested on their historical knowledge." He further voices his concern over the testing of tour guides on historical "facts," and posits a view that "tall tales" and "imaginative shadings" from tour guides are part of the territory and may even be acceptable.

We agree with Burke that a relevant question should be: "What is the City Council testing for?"—"facts" or "knowledge?" As much as "facts" are uninteresting to historically aware Americans (not to mention foreign visitors), tourists aren't about to settle for "tall tales" or someone's "imaginative shadings" either. If Americans are passionate about their history, then let's get it right.

Professor Burke's argument confuses us. If

he seeks to “get it right,” then perhaps the tall tales and imaginative shadings should be curtailed. After all, wasn’t this the intent of last year’s legislation? More to the point, however, is who is teaching—and what history is being taught to—the tour guides? And is the recently enacted test requirement being integrated with the historical training the tour guides receive in the first place? “Professional” historical scholarship has been less than sanguine in its pursuit of “second class” historical ventures that include a lay audience. Perhaps it’s time, then, for the myriad “academic” historians who populate the history departments of the numerous colleges and universities in the greater Philadelphia area to donate their scholarship to the training program for the tour guides.

We encourage Professor Burke and his colleagues to contribute to those programs that train Philadelphia’s tour guides—not with iconoclastic ideas, useless facts, or nation-building propaganda, but with a “pragmatic” epistemology, where knowledge-based interpretation of historical evidence (not unfounded tales or imagination) is permissible and useful.

SARAH AND NICK TIMRECK  
Reston, Va.

### OUR OWN MARIO SAVIO

I enjoyed reading in the April *Bulletin* (“Letters”) the observations of my old friend Leo Braudy ’63 regarding the difference between the relatively harsh justice handed out to miscreant male students by Dean of Men William C.H. Prentice ’37 and the genteel admonishments Dean of Women Susan Cobbs gave to wayward women. In the late 1950s, student protest was only a dim beacon on a distant horizon, but I remember one hero on Parrish steps, banjo in hand, reworking the old work song “Take this Hammer to the Foreman” into “Take this book bag to the Prentice and when he asks you if you’ve been drinking, tell him, Lord, you’re stoned...” (This was the era of the green Harvard book bag.) Picture this, mere yards from the Dean’s Office, and you will appreciate the guts it took for Ted Nelson ’59, our own Mario Savio, to do such a thing.

PETER GESSNER ’61  
San Francisco

### ALICE PAUL AND THE EQUAL RIGHTS AMENDMENT

The article “Swarthmore Says” (October 2008 *Bulletin*) inaccurately attributes the 1972 text of the Equal Rights Amendment to Alice Paul (Class of 1905). The text of the original Equal Rights Amendment, as written by Paul in 1923, was “Men and women shall have equal rights throughout the United States and every place subject to its jurisdiction. Congress shall have power to enforce this article by appropriate legislation.”

The text of the Equal Rights Amendment, sent to the states for ratification in 1972 by the 92nd Congress, reads: “Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.”

The chief architect of this revised language was then-Senator Sam Ervin (D-NC), who had been the chief opponent of the Paul ERA in the Senate, and who managed to convince ERA supporters that the revision was necessary to getting Senate approval.

Many ERA supporters suspect Ervin knew exactly what he was doing; that is, he was pretty sure his language would give ERA opponents more leverage. Hindsight is always 20–20, and one doesn’t know if Paul’s original language would have done any better in the deep South and Mormon West where the ERA did not pass. In Illinois, the opposition was led by the insurance industry, but that’s another story.

GERALD BLUM ’64  
Annandale, Va.

### SOME ARE “PRO-ABORTION”

In the April *Bulletin* letters, Judy Fletcher ’72 responded to conservative academic Robert George’s (’77) view on those in government who are “pro-abortion.” Fletcher stated: “No one is pro-abortion. They are pro-choice.” She went on to add that this issue should only be determined between a woman and her doctor. However, the vast amount of money that Planned Parenthood and other abortionists receive yearly performing that procedure, plus the outlay of dollars spent lobbying for abortion rights, present a different picture. I believe it to be naive to think that abortionists and their friends are not “pro-abortion.” And when big money lobbies

our elected representatives, maybe this label can be applied to some of them as well.

On a lighter note, I was totally amazed and very delighted to read another letter from the same issue of the *Bulletin* from Volker Schachenmayr ’91, who is now a Cistercian (or Trappist) monk—as was the late and prolific writer Thomas Merton. My hat is off to Schachenmayr for a courageous and fascinating life choice.

ROGER KARNY ’76  
Denver, Colo.

### THE BOYFRIEND

The photo of the women’s chorus from the 1965 production of *The Boyfriend* (April *Bulletin*, p. 46) was mislabeled. It was not a Little Theatre Club production, but one of a series of faculty plays including, among others, *The Mousetrap*, *The Man Who Came to Dinner*, and Eva LaGalliene’s *Alice in Wonderland*.

*The Boyfriend* was directed by Carol Thompson Hemingway ’52 with choreography by Irene Moll, dance instructor and basketball coach. The chorus members in the picture include, in the left of the back row, my wife Ann; and in the front row, Josie Wright, painter and printmaker and wife of Harry Wright, history professor and later provost; Harriet Hawkins, then in the English department; and Jean Herskovitz ’56, then in the history department. I was a member of the men’s chorus.

The shows involved a kind of interaction among faculty from a variety of fields and generations that is all too rare these days—and the cast parties were legendary!

TOM BLACKBURN  
Swarthmore, Pa.

Editor’s note: *The author is Centennial Professor Emeritus of English Literature. Peggy Thompson, wife of Professor Emeritus of Chemistry Pete Thompson, wrote to identify Dotty Fehnel, wife of Edmund Allen Professor Emeritus of Chemistry Edward Fehnel, (standing, center) and herself (standing, right), partially obscured by Herskovitz. The photograph had been misidentified in the files of the Friends Historical Library, but the record has now been corrected. Take another look at the picture with these letters at the Bulletin Web site: [media.swarthmore.edu/bulletin](http://media.swarthmore.edu/bulletin).*



# collection

## *The Class of 2009's Perfect Day*



JEFFREY LOTT / INSET: ELEFTHERIOS KOSTANS

AT 9 A.M., ON MAY 31, the day of Swarthmore's 137th Commencement, the sky was a uniform gray. Relatives and friends of graduates, waiting in line by the Field House for the golf-cart "taxi service" to the Scott Amphitheater, looked up anxiously. At the first few drops of rain, umbrellas, held at the ready, shot up to protect the fancy dresses, smart suits, and other graduation garb. Loaded golf carts ran busily back and forth, carrying the excited visitors who were determined not to let weather deter them from the race to the amphitheater—and that special seat with the best view of the stage where their offspring would pass from Swarthmore to the world beyond. So busy were they that almost nobody noticed the skinny sliver of blue lurking on the western horizon, as if in the wings, waiting for its moment. Edging eastward, the sliver became a band, expand-

ing, preening, puffing out, jostling the clouds, knocking them this way and that, bursting onto the scene as an azure ceiling, adorned by a warming sun, high above the crowd—the beginning of a perfect day.

To a soaring trumpet solo of Paul McCartney's "Let It Be"—arranged by Associate Professor of Music John Alston—the robed procession curled its way into an amphitheater so full that some audience members stood pressed into the shrubs, with mountain laurel or rhododendron blossoms caressing their hair. Some high-spirited faculty members wore not only their academic dress but an array of headgear that competed in creativity with the graduates' adorned mortarboards. Roses were brilliant against dark gowns. Faces shone.

This year, business was not quite as usual. This Commencement ceremony was the last

for President Alfred H. Bloom, a member of the College community for 36 years, 18 of them as its president. He was also one of three recipients of an honorary degree, along with Mary Schmidt Campbell '69 and James Hormel '55. As he gave his final Commencement address, his usually mellow voice occasionally became just a little husky.

Jubilation could be heard beyond the railway station, as degrees were conferred and proud relatives and friends cheered on the 384 graduates, of whom 364 received bachelor of arts, 30 bachelor of science, and 10 dual degrees.

Christina Tin Yan Yeung, an engineering major, was the final senior to walk across the stage, marking the end of the ceremony. Caps were tossed high into the trees to loud

*continued on next page*



## The Class of 2009's Perfect Day



applause. Then, the recessional—Lennon and McCartney's "Got to Get You into My Life," another Alston arrangement—serenaded the thronging graduates as they moved out onto Parrish Lawn to meet their futures.

Ripujeet "Sonny" Sidhu was the senior speaker. One day earlier, Vice President for Community Relations and Executive Assistant to the President Maurice Eldridge '61 had delivered the Baccalaureate Address, and Associate Professor of Spanish Aurora Camacho de Schmidt had spoken at Last Collection.

—Carol Brévert-Demm



For more on Commencement and Baccalaureate 2009, including text and videos of all speeches, visit [www.swarthmore.edu/commencement](http://www.swarthmore.edu/commencement).

## CREATING COMMUNITIES THAT CARE

**Alfred H. Bloom** received an honorary Doctor of Humane Letters. In her introduction, Provost Connie Hungerford said, "President Alfred H. Bloom, you have served Swarthmore College and its community with distinction for 36 years, as both professor and as president. Your leadership has been extraordinary; your imprint deep and indelible." The following are Bloom's remarks to the graduating class.



I JOIN YOU TODAY IN THE SINGULAR PRIVILEGE of receiving a degree from this remarkable institution, and in moving on, empowered by our Swarthmore experience, to apply our best selves to the world beyond Route 320 and the Crum.

We have been molded by Swarthmore's formidable intellectual power, by Swarthmore's demanding ethical conscience, and by Swarthmore's compelling responsibility to a common humanity. And I am persuaded we have been molded, as fundamentally, by Swarthmore's intense multilayered care.

An extraordinary commitment of care for the well-being of others binds the members of this community—a care anchored in the valuing of others, which transcends background, status, personality, and perspective; a care that quickly surfaces whenever a student is perceived as needing help; a care movingly expressed in the letters of evaluation students write for faculty, which consistently express how much, beyond educational impact, it mattered and how deeply it was the case that the faculty member personally cared; a care that can bring alumni to tears when they talk of personally transformative

moments that took place here, of friendships forged, of partners found, a singular, ideal-affirming climate of care that assures those who return to this community that it is still the home they knew.

And as I reflect on my own emotions at this my last Swarthmore Commencement, I know that among the greatest losses I will feel will be the loss of a community that has touched me so deeply through its care for its president.

But this being Swarthmore, the impulse to care is more complex than it might first seem. For underlying that care for the well-being of others is a deeper level of care—not fundamentally protective, as the phrase “caring for” would denote, nor fundamentally cautious and limiting, as the phrases “take care” or “be careful” would suggest, but an optimistic and facilitative form of care, which wills to empower others to become

their most realized selves. At Swarthmore, empowering others to become their most realized selves is a crucial part of what caring for their well-being means.

From my first days as a member of the Swarthmore faculty, I remember how truly astonished and deeply moved I was by the intensity of care faculty colleagues invested in their students, not only to transmit knowledge and skill, but to support, challenge and guide each of their students to become the most precise, creative, and articulate thinker and the most fully realized individual she or he could be.

Now, 35 years later, that prodigious investment of care by our faculty in their students continues unabated. The intensity of that care is recognized and appreciated by students and heightens their resolve to seek excellence defined in increasingly demanding terms, and faculty members’ willingness to



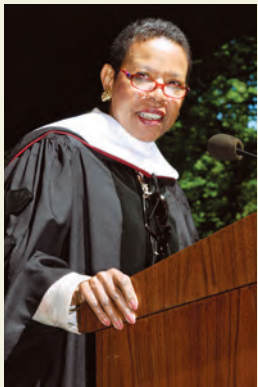
STUART WATSON

## Honorary Degrees for Campbell '69 and Hormel '55

**Mary Schmidt Campbell '69**, dean of the Tisch School of the Arts at New York University, spoke of her graduation from Swarthmore at a time of radical global, social, and cultural revision. She spoke of her anger and disappointment at what she saw at the time as a breakdown of the College's effort to create an integrated campus. Despite a vow back then never to return to the College, she spoke of the powerful lessons she learned through her reconnection to Swarthmore.

The Swarthmore quality of mind is sturdy and dependable. I didn't appreciate the value of the Swarthmore quality of mind until I went to work at the Studio Museum in Harlem 30 years ago. As fragile as the economy is today, 30 years ago, NYC was on the verge of bankruptcy. The Studio Museum was then located in a modest loft over a liquor store in central Harlem. Harlem was in ruins. The embryonic museum had no money and as executive director I had never run anything in my life. Nonetheless, a group of artists, curators, and business people believed we could build a major cultural center for artists and scholars who, at the time, were invisible in American culture and, in the process, transform the Harlem community. What sustained me, in large measure, was what I learned in the classroom at Swarthmore. Whether those classes had been in physics or political science,

they all taught the Swarthmore quality of mind: comfort with massive amounts of new material and complexity; the capacity to probe deeply and persistently with purposeful focus; the insistence on excellence and integrity. I had never run anything, but Swarthmore had equipped me to learn quickly and learn deeply.



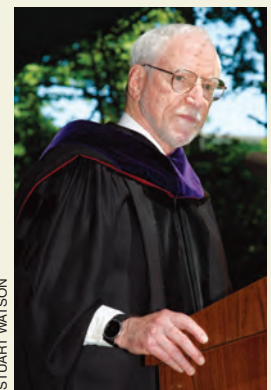
STUART WATSON

**James Hormel '55**, former ambassador to the Grand Duchy of Luxembourg and the first openly gay ambassador in U.S. history, spoke of his indebtedness to his grandfather, who, through courage and self-sacrifice coupled with hard work and resourcefulness, became the founder of the Hormel Foods Corporation. And he spoke of coming out as a gay man and thereby attaining the freedom to engage honestly with the world.

The strongest advice I can offer anyone is to come out—and I don't mean from the closet, although for some of you perhaps it is what I mean. More broadly, I urge you to follow your dreams and desires, instead of following the crowd.

The process of coming out is like learning to walk. The first step may be tentative, but the next is inevitable, and soon one discovers the exhilaration of freedom. The next stage is learning what one can do with that freedom. In my case, it became the quest for equality. I began that journey by joining in the successful effort to defeat a ballot initiative intending to prevent lesbians and gay men from teaching in California's public schools. The trip took me through many adventures up to 1992, when a member of the Clinton team suggested that I seek an appointment in the new administration. The rest, truly, is history; the modest and conventional boy from Minnesota became the first openly gay United States Ambassador.

Heraclitus is quoted as saying, “Change alone is unchanging.” Change is inevitable. How one responds to the forces of change is like a personal recipe for one's life.



STUART WATSON



ELEFTERIOS KOSTANS



STUART WATSON

"At Swarthmore, empowering others to become their most realized selves is a crucial part of what caring for their well-being means."

## *The Class of 2009's Perfect Day*



JEFFREY LOTT



JEFFREY LOTT

join students' own intellectual journeys imparts the confidence that they are valued for who they are and for the paths they envision and pursue.

From those first days I remember, as well, being as astonished and as deeply moved at seeing students consistently reinforce each other for grasping and recasting complicated ideas, for producing exciting forms, for displaying rare qualities of interpersonal and organizational leadership. In marked contrast to other educational institutions I had known, where competition for grades, for admiration, and for status was the norm, Swarthmore students took genuine pride in their fellow students' accomplishments, and constantly constructed reinforcing ways in which to offer critique and elicit insight and growth.

Now, 35 years later, that care to empower fellow students is even more perceptibly at the heart of Swarthmore student life.

At an institutional level, that same will to empower motivates Swarthmore's extraordinary commitment to financial aid. And it is that will to empower that compels the College, in exercising its responsibility to a diverse world, to seek, beyond building an inclusive environment for a richly diverse student body, to empower each student, regardless of his or her identity and background, to become the most complete individual he or she can be.

That will to empower also gives form to the two traditions that distinctively mark the culmination of the Swarthmore educational experience: Honors, which rather than serving primarily as a mechanism for evaluation, invites students into a dialogue with the scholarly world that regularly imparts intellectual self-confidence for a lifetime; and our own ceremony of Commencement, whose purpose lies not in attracting public attention, but rather in convincing you, the graduating class, through those who are entrusted to speak, to raise your aspirations for yourselves, and keep them raised, as high as you can.

And it is that will to empower, as well, that primarily accounts for our alumni's readiness to support this College in the many and essential ways that they do. What inspires their support is fundamentally neither nostalgia for the College, nor perceived obligation to it, nor desire to outdo others'

gifts or see their names in the *Donor Report*, but the will to empower faculty to be the most effective teachers and scholars they can be, to empower students to develop into their most accomplished selves, and to empower the College to be the finest institution it can be in facilitating those outcomes.

I have often wished I had transferred to Swarthmore. How reinforced I would have been as an undergraduate who relished complex excursions in the life of the mind. And how affirmed I would have been as a young person just coming to recognize the impact that empowering rather than besting others can have on creating communities that build trust and inclusion, that release potential, and that emanate care.

But Swarthmore's will to care is even more complex still. For, at Swarthmore, fully developing capacities means more than mastery. It means preparing and committing to use those capacities, beyond self-interest, to extend the human legacy of effort to build a more knowledgeable, beautiful, productive, responsible, just, and cooperative world. At its deepest level, the College's investment in young people is compelled by a care, at once idealistic and realistic, not only to empower them to be their most accomplished selves, but to transform them into determined contributors to that human legacy.

Our faculty members contribute importantly to that legacy through their teaching and scholarly, experimental, and artistic work—and through the powerful model they set of constant intellectual and creative reach inspire their students to join them in the resolve to shape their lives in ways that will contribute, through and beyond their careers, to that legacy's advance.

Our students often come to Swarthmore predisposed to contribute to that legacy and, by their sophomore year, have already begun to pass on from their class to the next a culture at whose core is the injunction, drawn from the College's Quaker tradition, "to let your life speak." The initiatives they envision and undertake, with such frequent—at times world altering—success, constantly enlist new agents to that tradition of humane and societal advance.

And the intensity of the care the College invests in bringing forth new agents of that legacy is intensified further by the expectation, constantly validated, that those new

agents, beyond their own contributions, will, through the guidance and care they invest in others, in turn create a next generation of agents, extending a tradition of contribution and recruitment to the cause of humanity.

What a vision of undergraduate education Swarthmore projects and delivers—one which not only cultivates intellectual power, ethical intelligence, and responsibility to broader humanity, but which also fosters a care for the well-being of others, a care to empower them, and a care to inspire and prepare them to take their places in a self-replicating tradition of determined agents of the human legacy. What a phenomenal example of what undergraduate education can and should be!

I go from here to build, within NYU's global network, a university of world distinction in Abu Dhabi, one which I hope will foster in an international context the full range of habits of mind and layers of care that so significantly distinguish Swarthmore. And as each of you goes off to contribute directly to educational, intellectual, and artistic advancement; to lead professions, enterprises and organizations; to shape societies and the world, I ask you to create, from the smallest to the largest scale, communities that care in the multiple and complex ways that Swarthmore does.

Draw on what has proved so effective here: Care deeply about the well-being of your constituents! Find ways, whenever possible and reasonable, to say yes to their ideas and aspirations! And articulate precisely and persuasively the impact your community does and can have on extending our human legacy!

Create the infrastructure of a more accomplished and caring humanity, and one determined, beyond self-interest, to advance a more knowledgeable, beautiful, productive, responsible, just, and ultimately peaceful world.

Class of 2009, I look forward to crossing paths with you as we bring to the world Swarthmore's confidence that creating communities that care is not a naive ideal, but a desirable, a necessary, and an achievable goal.

I offer you my warmest congratulations on what you have accomplished and my congratulations in advance on what I know you will achieve. ☺



STUART WATSON



ELEFTHERIOS KOSTANS



ELEFTHERIOS KOSTANS

## Ad-hoc Committee Examines Finances

An ad hoc committee composed of members of the College administration, faculty, staff, and Board of Managers has been charged with “developing and recommending budgetary plans to respond to the current economic crisis. These plans aim to ensure future financial sustainability and seek to protect the College’s mission, balancing the interests of present and future generations.”

The committee will work through the summer and fall to develop a contingency plan that will identify \$15 million in annual budget reductions or increased revenues that may be required. In approving the 2009-2010 budget, the Board of Managers reduced the dollar amount of spending from the endowment but allowed a temporary increase in the endowment spending rate (spending as a percent of the endowment). The Board has mandated a return to at least 5 percent within five years. “Longer-term, a rate of 4.25 percent is what is estimated for support sustainable in perpetuity,” says Vice President for Finance and Treasurer Suzanne Welsh.

The 2009–2010 budget has been reduced to \$107.1 million—7.1 percent less than the previous year—through reduction of department operating budgets and capital spending by more than \$5 million. In addition, there will be no increase in salaries for faculty, staff, and students in 2009–2010. Assuming that salaries might have been increased by two percent, the freeze will result in a budget saving of nearly \$1.2 million. All vacancies will be carefully evaluated and some vacant positions may not be filled, but no employee layoffs are included in the budget approved by the Board at its May 2 meeting.

On the revenue side, the College has increased its on-campus enrollment target for the upcoming academic year from 1,390 to 1,406 students, with an anticipated incoming class of 390, plus 27 transfer students. The Board reaffirmed its 2007 decision to give “loan-free” financial aid packages to all financially aided students. Tuition, room, board, and the student activities fee for full-pay students will be \$49,600—a 3.76 percent increase, which is the lowest percentage increase in 10 years.

### SWARTHMORE'S NEW PRESIDENT WILL DO “A LOT OF LISTENING”

On July 1, Rebecca Chopp took office as Swarthmore’s 14th president—the first woman to lead a college that has been coeducational since its founding in 1864. Chopp faces significant challenges as Swarthmore seeks to weather the economic downturn—especially the decline in the market value of the College’s endowment—without compromising the quality of its educational program and the core values of its social mission.



ELEFTHERIOS KOSTANS

In May, President-designate Rebecca Chopp (left) heard from faculty members responsible for interdisciplinary programs—one of dozens of meetings she held with members of the College community as she prepared to take office on July 1.

“I think American higher education is undergoing an economic restructuring,” she said in a recent interview. “Higher education has enjoyed steady growth in its resources for decades, but now is a time of constraints. But educational institutions endure—and great colleges like Swarthmore are often made stronger by times like these.”

Praising the work of the College’s financial team, she said that the Ad Hoc Financial Planning Committee, formed in February, “is doing an excellent job of reaching out to the campus community and involving everyone in creative solutions to the College’s financial situation.”

The Ad Hoc Financial Planning Group will make its recommendations in advance of the December meeting of the Board of Managers. “If the economy has improved and the endowment is headed in the right direction,” says Welsh, “we hope to be able to avoid

“In a way,” Chopp said, “this is a kind of strategic planning process that forces us to ask questions about how we allocate our resources.”

Since her appointment on Feb. 20, Chopp has visited Swarthmore several times, preparing for her new duties during a series of quiet campus visits and meetings. She has attended meetings of the Ad Hoc Financial Planning Group and has met with leaders of the faculty and many members of the staff.

Chopp says she has also heard from—and often answered—hundreds of alumni and parents, many of whom have contributed

suggestions

about Swarthmore’s future. She says that “the most frequent subjects raised have been about academic rigor, excellence, financial aid and access to a Swarthmore education, and the nature of the College community.” One student took time to write a critique of an article she had written about how undergraduates confront the questions of meaning and values in their lives.

During her first few months in office, Chopp says she plans to “do a lot of listening. I’m an academic and a researcher, so I’m looking at what makes Swarthmore Swarthmore. The best way to prepare for the work ahead is to get to know the community as well as I can.”

Chopp comes to Swarthmore from Colgate University, where she was president from 2002 to 2009. She is a well-known scholar of religion and American culture.

—Jeffrey Lott

some of the proposed cuts, but we’re acting to be ready for a worst case. In either case, our decisions will be predicated on preserving the core values of the institution.”

—Jeffrey Lott

## LARIMORE HEADS TO ABU DHABI

James Larimore, the College's popular dean of students for the past three years, left Swarthmore at the end of this academic year to accompany former president Alfred Bloom to the United Arab Emirates. Larimore will be part of the team appointed to create a brand-new NYU–Abu Dhabi downtown campus. He will serve as associate vice chancellor for campus life and dean of students at the new institution, working to create the resources and support systems for student life outside the classroom.

With the new Abu Dhabi downtown campus currently under construction, the first cohort of students is expected in fall 2010; a permanent campus will be built over the next few years on Saadiyat Island, 500 meters offshore from Abu Dhabi, Larimore says.

The College will begin a search for Larimore's replacement as soon as possible, with a view to selecting a new dean of students by the end of the fall semester. Bloom—with the approval of then-president-designate Rebecca Chopp—has appointed Associate Dean of Academic Life Garikai Campbell '90 to the position of acting dean of students for the interim period.

—Carol Brévert-Demm



JEFFREY LOTT

The new **Peter van de Kamp Observatory** atop the College's Science Center was dedicated on May 1. Housing a 24-inch reflecting telescope, the observatory will be used for both teaching and research. Associate Professor of Astronomy Eric Jensen (*above*) was on hand in January when the telescope was installed.

At the dedication, Ed Dennison '49, an astronomer and former student of "PVDK," remembered how the Dutch-born professor gave him "a clear picture of astronomy and the life of an astronomer." Also attending was Sarah Lippincott Zimmerman '42, protégé and colleague of van de Kamp for more than 30 years. Van de Kamp was also known as a talented musician whose screenings of Charlie Chaplin films with his own piano accompaniment were legendary.

The telescope was purchased with a grant from the National Science Foundation. The dome that houses it was the gift of an anonymous alumna who asked that the entire observatory be named for van de Kamp.

—Jeffrey Lott

## a far cry from the beach

Ask Kimberly St. Julian '12 how she spent spring break this year, and words gush out: "I got to teach pre-K and kindergarten at Fishtown Recreation Center. I also worked with MANNA, an organization that delivers food to people with immune-deficiencies. It was really inspiring. I'd like to go back there. I want to go back to Fishtown, too. I worked at a community garden, where kids produce organic food and sell it to local restaurants. I made friends with students from UPenn, Temple, and Saint Joseph's—which I didn't even know existed. I took a subway for the first time. I'd never seen one before. I'm from Dayton, Texas. It's really small. Now I love Philly. I just had *so much fun*..."

St. Julian was one of 30 students from local colleges and

universities, including Zehra Hussain '09 and Madrienne Wong '11, selected from about 100 applicants to participate in Alternative Spring Break Philadelphia, an all-expenses-paid program, with the goal of enabling students from area colleges and universities to spend five days living together, pursuing volunteer activities during the day, and exploring the city's cultural offerings in the evening.

"We stayed together at the Banks Street Hostel, so we all got to hang out with each other. It was really cool to meet students from other schools," says Hussain, who like St. Julian and Wong has been involved in volunteer activities for years. "We worked with six different nonprofit organizations, and although there wasn't time for a



ELEFTHERIOS KOSTANS

Rather than spending spring break on the beach, Kimberly St. Julian '12, Zehra Hussain '09, and Madrienne Wong '11 headed into Philadelphia.

whole lot of depth, it was so cool to discover what was out there. And we all wanted to experience Philly's cultural life and feel more comfortable in the city."

Wong, a Californian who anticipates a career in social work or therapy, says she went into the program without really knowing what to expect.

Although she enjoyed the

activities, she cherishes new relationships both with students from other schools and with Philadelphia itself. "My conception of Philly before was based on Center City," she says. "Learning how to use the subway and getting to know all those different parts of the city was really eye-opening."

—Carol Brévert-Demm



ELEFTHERIOS KOSTIANS

## A Love of All Things Swarthmore

### MARION FABER

It hardly seems possible that Marion Faber, Scheuer Family Professor of Humanities, has bid farewell to the College. In May, a full wall of books was neatly arranged in her office in Kohlberg Hall, family photos were gathered on the corner of her desk, and artwork was thoughtfully grouped on one wall. Four books lay open on the desk—a German-German dictionary, a German-English dictionary, an English dictionary, and a thesaurus, indicating that the prolific writer and translator was in the midst of another translation.

For 30 years, Faber has been happily ensconced at Swarthmore—teaching German literature and culture and developing interdisciplinary courses in film studies, women’s studies, Holocaust studies, and comparative literature. Since her arrival, the Department of Modern Languages and Literature has doubled in size and there is a greater emphasis on cultural courses within the study of languages and literature. “Marion has been the anchor of our program for a long time,” says Professor of German Hans-

jakob Werlen. “She is a gifted and enthusiastic teacher who loved her students and was, in turn, adored by them.”

“I’m the luckiest person on earth to have landed at Swarthmore,” Faber says. “It fits me to a ‘T.’ I most appreciate the students—they give me energy. They’re intellectually enthusiastic and serious, witty, and almost invariably a pleasure to teach.”

German history and culture—especially literature and music from the 18th century to the present—have been at the center of the California native’s scholarly life. Her love for the German language began when she was 16 and spent a summer in Hannover, Germany, as an exchange student. She has devoted her academic life to writing—*Rudolf Serkin: A Life*, a book she co-authored with Stephen Lehmann, the humanities bibliographer at Penn’s Van Pelt-Dietrich Library, was described by music critic Richard Dyer as “the best book about a pianist since Joseph Horowitz’s [’70] *Conversations with Arrau* two decades ago.” And translations—most notably of Wolfgang Hildesheimer’s *Mozart*, a study of the composer, and of Friedrich Nietzsche’s work—have immersed her in German arts and philosophy.

While Faber served as associate provost from 1989 to 1992, she helped create a new-faculty orientation program and was director of the Scholar-in-Residence Program of the Consortium for a Strong Minority Presence at Liberal Arts Colleges. She also was department chair from 1995 to 1998. Alan Berkowitz, Susan W. Lippincott Professor of Modern Classical Languages, describes Faber as attentive and truly “*simpatica*” as a colleague, who helped to steer the department through two near-schismatic junctures. “It was due largely to Marion’s calm deliberations and personal exchanges on deeply divisive personnel matters,” he says, “that the department did not swoon.”

Faber, who with husband Stephen Hanaford—who is not retiring—plans to spend a few more years in Swarthmore, says, “I prefer to precede details about retirement plans with the words ‘I hope.’” A serious pianist, Faber *hopes* to get back into good shape on the piano. Beyond that, she says, “I *hope* to pursue my interests and to be useful.”

—Susan Cousins Breen



# Taking His Life's Work into Retirement

FRED ORTHLIEB

"I didn't intend to be a professor," says Fred Orthlieb, Isaiah V. Williamson Professor of Civil and Mechanical Engineering, "but it's been a good run." The 34 years he has spent immersed in College life and his plans for more of the same *during* retirement speak volumes about the Wallingford resident's satisfaction with his life's work.

For Orthlieb, the students are the best thing about teaching at Swarthmore. "So many of our students have wonderful potential and are special people," he says. "I am glad to have been part of their education."

Art McGarity, Henry C. and J. Arthur Turner Professor of Engineering, says that Orthlieb's enthusiastic hands-on approach to engineering has had a wonderful influence on countless Swarthmore students. "They have learned," says McGarity, "that classroom theory can really be used to solve difficult problems that affect people's lives."

A designer rather than an analyst, Orthlieb has used his practical skills to improve the Engineering Department's instructional facilities, including two iterations of the Solar Lab, a Mechanics and Materials Labs in Papazian, a 50-ton "homemade" extrusion press that is used for research, and, just this past semester, a golf-ball-throwing trebuchet for an E6 dynamics lab powered by slabs of lead that were cast in his garage.

Professor of Engineering E. Carr Everbach describes Orthlieb as a walking encyclopedia of engineering esoterica. "If you want to know the pitch of left-handed turnbuckles or why the Schedule 40 pipe is called that, he's your man," Everbach says. "On the other hand, Fred comes up with very creative design solutions to every conceivable type of problem. I'll miss having his perspective."

One high point of Orthlieb's work with his students has been the E [Entrepreneurial]-Team Off-Grid Domestic Heating System project that began in 1996. In spring 2001, a \$14,000 National Collegiate Inven-



ELEFTHERIOS KOSTANS

tors and Innovators Alliance grant funded the work of then engineering seniors Tushar Parlikar '01 and Ari Houser '01 and a marketing team of economics and political science majors in developing a prototype minimum-power home heating system. Orthlieb is involved in getting the system—which was granted a patent in 2004 and can heat a house without grid power for several days—to market. He is also part of a team that is developing the first oil-fired, hot water system prototype—a project that he is taking with him into retirement.

Two other retirement take-alongs are an NIH proposal to develop the off-grid system for gas-fired hot water, and a summer project to restore and upgrade the 1887, 10-inch Clark refracting telescope at Bucknell University. Orthlieb has been restoring telescopes since 2005—including the superb 1931 Zeiss Urania refractor at the Franklin Institute's Bloom Observatory—with Christopher Ray, former science museum exhibit designer and longtime preserver of the 24-inch refractor in Sproul Observatory.

Orthlieb is also licensed pilot and certified SCUBA diver—and for many years was the only faculty member who owned (and rode) a motorcycle. For now, while his wife, Vera, continues to work as a librarian, he will stay close to home with his engineering projects.

—Susan Cousins Breen



COURTESY OF WILL GARDNER

## DRIFTING BLOSSOMS, GLIDING FOOTSTEPS, THE POUNDING DRUMS OF SWARTHMORE TAIKO

WHEN YOU THINK OF JAPANESE cherry blossoms, Washington, D.C., comes to mind—but Philadelphia isn't far behind the capital in enjoying these harbingers of spring. More than 1,000 cherry trees (*sakura* in Japanese) grace its streets and parks. Many of them were planted in 1926 as a gift from the Japanese government in celebration of 150 years of American independence. Since 1998, the city's Japanese American Society has been tending the trees.

Each spring, when the trees bloom, thousands of Philadelphians and tourists flock to the city's Cherry Blossom Festival, a two-week-long celebration of Japanese art and culture, honoring the friendship between Philadelphia and Japan. This year, on April 5, *Sakura* Sunday, the culmination of the festival, more than 50 students from the taiko drumming ensemble as well as members of this spring's two taiko classes and last fall's Japanese dance class headlined the day's events on center stage at the Philadelphia Horticulture Center in Fairmount Park.

Under a cloudless sky, three taiko ensembles, a kabuki group, and a folk-dance group gave two performances each, to crowds of spectators that peaked at 40,000 (twice as many as at last year's *Sakura* Sunday). Joe Small '05, a former member of Swarthmore Taiko who received a Fulbright Fellowship to pursue taiko research in Japan followed by a two-year apprenticeship with world-renowned taiko ensemble Kodo, joined the students onstage. The performances were directed by Isaburoh Hanayagi, director of the Taiko Drum and Dance Ensemble at Tamagawa University and former Julian and Virginia Cornell Distinguished Visiting Professor of Japanese Dance, and Associate Professor of Dance Kim Arrow.

Associate Professor of Japanese Will Gardner, who accompanied the students to the festival, says, "The weather was beautiful. It was an intense experience, a really great day, and one I think the students will always remember."

—Carol Brévarat-Demm

## CLASS OF 1959 UPS THE ANTE FOR THE CLASS OF 2009

WHEN THE STUDENT COUNCIL decided in early 2008 to seek student donations in support of the College's financial aid, Giles Kemp '72 sweetened the pot with a 10:1 matching gift. By June 2008, the students had raised \$2,579 for "Fund the Future" which became a gift of almost \$28,364, thanks to Kemp.

In late 2007, Swarthmore had announced the enhancement of its financial aid packages to include a "no loan" provision that replaced required student loans with College scholarship dollars.

This year, the Class of 1959 upped the ante, telling the graduating Class of 2009 that they would increase the match for the senior class gift to 50:1—a dollar for every year that separates the two classes.

With both matches, the Class of 2009's gift to Fund the Future snowballed to \$192,299.

The catalyst for the joint gift was a meeting last fall between Charles Harris, president of the Class of 1959, and Student Council President Yongjun Heo '09. "Heo confirmed that Swarthmore is still home to the intense academic focus that I remember," Harris says. "But I was particularly impressed with the proliferation of extracurricular activities, including social action and community projects."

"Heo told me that financial aid made it possible for him to come to Swarthmore," Harris continued. "Sharing this information with my classmates helped solidify support for dedicating our reunion gift to financial aid. We hope that this alliance between classes half a century apart will set a precedent for future 50th reunions."

For their part, seniors were delighted. "My initial reaction was disbelief and then extreme gratitude," said Maurice Weeks '09, one of several class agents who raised funds for the class gift. "The commitment made by the Class of '59 strengthens Swarthmore relationships across class years."

—Susan Clarey

# SibShop:

## SUPPORT FOR SIBLINGS OF CHILDREN WITH SPECIAL NEEDS

WHEN GRACE CHANG '09 headed off to college four years ago, she fully expected to welcome a break from dealing with disability issues, and she did—for a while. As the sibling of a severely autistic sister, the Evans Scholar from Gaithersburg, Md.,—a political science major and psychology minor—had experienced firsthand the struggles and joys of being in a family with a child with special needs.

Yet, by her sophomore year, she was drawn back to that which is closest to her heart. While serving as a photographer for Swarthmore TOPSoccer (TOPS)—a community-based soccer program for young athletes with disabilities—and doubling as a substitute “buddy” for TOPS kids, Chang decided to establish a student-run version of Sibshop, a national organization dedicated to siblings of disabled family members. Founded by Don Meyer in Seattle, Wash., in 1990, Sibshop is a network of workshops and a component of the Sibling Support Project.

“I decided to adapt the national model to fit Swarthmore’s needs,” Chang says. “Our



goal was to create a safe, fun space for siblings of children with special needs, ages four to 10, using games and activities to provide them with a chance to talk about their experiences while also having fun.”

In spring 2008, Swarthmore Sibshop received funding from the Swarthmore Foundation and, for the first semester, partnered with TOPSoccer—working with the siblings of the TOPS athletes. “We ran our program at the same time and in the same

space to maximize convenience for the families,” Chang says.

The Sibshop curriculum is designed to help the siblings explore self-identity and similarities and differences between themselves and their special siblings in a fun environment. The activities also allow siblings to acknowledge how disability affects them and their families and to focus on their own needs. “It’s a great way for the kids to talk and play with other children who each get to feel like it

is all about them,” says one parent.

Today, Swarthmore Sibshop is a registered—though unfunded—student group with an official charter from the national network, and Chang is a research assistant in the social and economic policy division of ABT Associates in Bethesda, Md., working on education and social welfare.

Looking to the future, a team of four student coordinators allows Sibshop to function even during busier academic times and ensures that underclassmen are always being trained to lead the organization. The 2009–2010 team—Erin Ronhovde '10, Caitlin Daimon '11, Kimberly St. Julian '12, and Gabriela Moats '12—faces the challenge of developing a long-term funding plan and continuing Chang’s legacy.

—Susan Cousins Breen

## WHEN ENGINEERS GO SHOPPING

VISITORS TO THE GROUND FLOOR of Hicks Hall can’t fail to be fascinated by the huge engineering test instruments that lurk in dimly lit chain-link cages there. In the digital age, a solid steel compression stand evokes another era. And although the decades-old equipment is still in regular use, the College is seeking \$300,000 during the next 18 months to purchase state-of-the-art equipment for the Department of Engineering’s instructional labs. The shopping list includes 22 separate pieces to be used across five different laboratories:

- *Mechanical and Structural Testing Laboratory*, including an impact testing machine and a universal testing

machine used for tensile and compression measurements

- *Soils and Construction Laboratory*, including a triaxial testing machine used for testing soil samples
- *Thermal Energy Laboratory*, a fuel-cell-testing system for exploring current principles in fuel technology, including leading-edge alternative fuels
- *Electronics Laboratory*, a semiconductor-device analyzer for exploring and characterizing electronic components used in the circuits students design
- *Materials Laboratory*, including a high precision, manually- or computer-controlled oven and a humidity-controlled chamber. Many types of specimens, including biomaterials, can be tested; this equipment will support

growing interdisciplinary efforts between engineers and other scientists.

“New equipment will dramatically enhance the classroom, laboratory, and research experience for Swarthmore engineers and non-engineering majors alike,” says Professor of Engineering and Chair Lynne Molter '79. “It will allow us to continue to provide new challenges for our students—challenges they seek and truly enjoy. They will also develop a better understanding of the methodology engineers employ to solve multifaceted problems, providing them with outstanding preparation for careers and advanced research after graduation. We want to introduce equipment that helps our students explore exciting, cutting-edge developments and directions in engineering.”

—Susan Clarey



LUCY FOERSTER



LUCY FOERSTER

Zak Kelm '12 (left) earned All-Centennial First Team honors in tennis doubles with senior captain Kevin Shaughnessy. In women's tennis, Rachel Wallwork '10 (above) was named Centennial Conference Player of the Year for the second straight year.

## A SPRING OF LOVE FOR GARNET TENNIS

**Women's tennis (5-10, 4-6 CC)** For the second straight year, Rachel Wallwork '10 was named Centennial Conference Player of the Year, posting a 12-4 overall record in singles, including an 8-0 mark in conference play at the number-one spot (her current win streak is at 19). Also named First-Team All-Centennial for singles, Wallwork participated in the NCAA Division III Individual Championships a second consecutive year, at Oglethorpe University on May 22-24. Teammate Jennie Park '09 was also named to the All-Conference first team for a school-record fourth year in a row, combining with Wallwork to go undefeated at No. 1 doubles in conference play (8-0) with a 10-2 overall mark.

**Men's tennis (11-7, 8-1 CC)** The Swarthmore men made the Centennial Conference Championship match, posting the most wins in 18 years. Senior captain Kevin Shaughnessy joined freshman Zak Kelm to earn All-Centennial First-Team doubles honors with a perfect 8-0 mark in CC regular season play. Kelm played a strong first-year campaign at No. 3 singles, going 15-6 overall and 7-1 in the conference. Senior J.J. England ended his career on a six-match win streak, posting a CC 5-0 mark at No. 5 singles.

**Baseball (13-23, 4-14 CC)** A new wave of freshmen pushed the Garnet baseball team forward, ending the season with four straight wins—including the team's first sweep of a Centennial doubleheader in four seasons. Infielder Anthony Montalbano '12 became the second Swarthmore freshman (after Jared Leiderman '05) to earn All-Conference honors after ranking in the top 10 in the conference in hits (47), walks (19), RBIs (32), triples (three), and total bases (74), while leading the circuit in sacrifice flies (six). Montalbano also led the Garnet in slugging percentage (.540) as well as doubles (nine). Classmate Michael Cameron led the team with five home runs (the most since Dick Cameron '52) and 54 total bases in just 75 at bats, despite a mid-season shoulder injury.

**Golf (fifth at CC Championship)** Alex Nichamin '12 carded the low round on the final day at the CC Golf Championships, with a two-over-par 74 to tie for third place overall at the three-day event at Bridges Golf Club in central Pennsylvania. He earned All-Conference honors with a total score of 234 (83-77-74), the first Garnet player to receive Centennial accolades in his first Championships. David Lau '09 played his way into

the top 10, tying for sixth place with a 236 (77-77-82) and leading the team in stroke average during the season (80.4). In the Centennial Conference Women's Golf Championship, a two-day event at Olde Homestead Golf Club in New Tripoli, Pa., Samantha Phong '09 posted a score of 202 (103-99) to finish 16th out of 28 participants.

**Men's lacrosse (6-8, 3-5 CC)** Swarthmore had the best defensive unit in the Centennial, leading the conference in goals-against average (7.05). Juniors Max Wilson and Kevin Friedenber were named All-Conference as the Garnet posted its best CC finish since 2004. Wilson, a defenseman, scooped up 39 ground balls in 2009 and caused 11 turnovers (second on the Garnet team) while winning 45.8 percent of the face-offs he took (22 for 48). Friedenber made an immediate impact in his first year as the Swarthmore starting goalie. He ranked second in the conference in goals-against average (7.12) and save percentage (.625). (His save percentage ranked seventh in all of Division III.) Friedenber posted double-digit save totals 11 times in 2009, including a career-high 18 saves in a 10-5 win at Dickinson.



KYLE LEACH



JAKE MROZEWSKI '11



RAY SCOTT



KYLE LEACH

Despite a leg injury, second baseman Christine Sendelsky '09 (*left*) led the softball team in home runs, batting average, and slugging percentage. Right-hander Neil Mejia '11 (*top left*) led the Garnet baseball team to its highest win total in more than 10 years, posting team-low in earned run average. Senior tri-captain Melissa Grigsby (*above*) was named to the All-Conference lacrosse team for the third year in a row. Hurdler Kenyetta Givans '12 (*right*) earned silver medals this year in the 55-meter race at the CC winter championships and in the 100-meter this spring.

**Women's lacrosse (9-8, 1-8 CC)** Senior tri-captain Melissa Grigsby was named to the All-Conference team for the third year in a row, earning first-team honors after leading the Garnet in ground balls (52) and caused turnovers (37). Grigsby tied for second in caused turnovers (1.78/game) among Centennial players and ranked fifth overall with 2.89 ground balls per game. Sophomore attacker Amy Vachal was the first Garnet player in five years to accumulate 50 goals, finishing third in the Centennial in goals per game (3.12) and second in game-winners (four). Classmate Emily Evans added 41 goals while posting 10 hat-tricks during the season. Swarthmore again joined with Bryn Mawr and Haverford to host the Tri-Co Invitational. Six teams competed in the one-day tournament, raising more than \$2,200 for Autism Speaks, an organization that funds global biomedical research into the causes, prevention, treatments, and cure for autism.

**Softball (15-22, 5-11 CC)** Swarthmore players Lauren Walker '09, Kathryn Riley '10, and

Krista Scheirer '11 were selected to the All-Centennial Conference softball team, the third time in four years that Swarthmore has placed three players on the team. Pitcher Riley posted Swarthmore career highs for batting average (.420), runs (23), walks (16), and on-base percentage (.500) and was the first player in program history to make CC first-team three times. Walker, the center-fielder, hit .326 in 16 Centennial games this season while tying for the conference lead with seven stolen bases. She concluded her four-year career as one of the top Centennial base thieves, swiping 55 bases (a school record) in 60 attempts. Scheirer, a first baseman, made All-Centennial for the first time in her career, posting career-highs in home runs (two), doubles (nine), RBIs (19), total bases (39), and slugging percentage (.433). In the Centennial, the sophomore ranked in the top-10 for doubles and hit-by-pitches (three). Although Garnet second baseman Christine Sendelsky '09 saw her senior season cut short by a leg injury, she still led the team in home runs (four), batting average

(.481), and slugging percentage (.852). The two-time All-Region selection concluded her career tied for the most career home runs (nine) in Swarthmore softball, ranking second all-time in RBIs (81), doubles (36), triples (five), and total bases (221).

**Men's track and field (eighth at CC Outdoor Championship)** Sophomore Chris Mayer-Bacon ran fourth in the 400-meter hurdles at the Centennial Outdoor Track and Field Championships (56.79), and Daniel Ly '12 also just missed a medal with a leap of 42 feet, 2¾ inches in the triple jump. Senior Neel Prakash took fifth in the decathlon, tallying 4,106 points after finishing second among the participants in the discus.

**Women's track and field (eighth at CC Outdoor Championship)** At the NCAA Division III Outdoor Track and Field Championships, Cait Mullarkey '09 finished 11th of 18 runners in the 3,000-meter steeplechase. During a busy final month of competition, she took gold at the Centennial Championships as anchor of the 4x800-meter relay with Kathy Feeney '09, Margret Lenfest '12, and Hannah Rose '12 and broke the school record in the 1,500 at the annual Swat Last Chance Meet. Nicole Cox '12 captured her first conference medal, a gold in the high jump, with a jump of 1½ meters. Kenyetta Givans '12 earned her second medal of the year—a silver in the 100 meter hurdles (Givans won silver in the 55-meter hurdles at the Indoor Championships in February).

—Kyle Leach

# Krystyna Żywulska

THE MAKING OF A SATIRIST AND  
SONGWRITER IN AUSCHWITZ-  
BIRKENAU IS DISCOVERED  
THROUGH CAMP MEMENTOS.

By Barbara Milewski  
Assistant Professor of Music

KRYSZYNA ŻYWULSKA IS BEST KNOWN as the author of *Przeżyłam Oświęcim* (*I Survived Auschwitz*), a candid and moving account of life and death in Auschwitz-Birkenau. Published in Poland in 1946, Żywulska's memoir represents one of the earliest and most significant contributions to Polish literature on the Holocaust. Less known, but no less important, are Żywulska's songs and poetry created during her imprisonment. These works have lain dormant in neatly labeled folders in the Aleksander Kulisiewicz Archive at the United States Holocaust Memorial Museum in Washington for the last 15 years. Some have been tucked away further and longer still, in the archives of the Auschwitz Museum in Poland.

Their neglect has at least two explanations. Until very recently, musicologists have demonstrated a bias against “nonprofessional” utilitarian music, deeming songs created by ordinary prisoners in the camps as aesthetically inferior to so-called “art music.” Prisoners' songs, like Żywulska's, have also endured “marginalia” status because they challenge the persistent notion that prisoners were victims solely acted upon by their Nazi oppressors, a historical canard that has risen from the desire to honor the dead and a fear of undermining the enormity of the tragedy of the Holocaust.

Yet Żywulska's remarkable works offer valuable insight into the daily experiences and cultural activities of prisoners in the Nazi camps, sensitively reflecting an insider's perspective on camp events in the process of their unfolding. They are, in the essence of things, critical reportage, the stuff of historical documentation. As important—perhaps more so—they also reveal the unlikely birth of a literary and satirical talent, a prisoner-turned-writer in the crucible of death. In this respect, Żywulska's camp creations also affirm art to have been—for some prisoners at least—a fundamental aspect of their humanity, a natural means to satisfy the life of the mind or to comfort the heart.

Krystyna Żywulska was born Sonia Landau in Łódź, Poland, either on Sept. 1, 1914, or May 10, 1918, depending on which sources you consult. (Here begin the most basic questions concerning her identity.) Raised in an atmosphere shared by many urban, Polish-speaking assimilated Jews,

Żywulska's upbringing was decidedly secular; though the family preserved some familial traditions around the Jewish holidays, they did not attend services at synagogue or keep kosher. There was family music-making—Żywulska's mother sang beautifully, while her father played mandolin. At times, Żywulska would join them at the piano. Żywulska considered herself a Communist, less perhaps out of conviction than a desire to be in step with the predominant politics of Łódź's youth in the interwar period.

After completing a Polish-language Jewish gymnasium in Łódź, Żywulska began law studies in Warsaw, in 1938. According to her own account, she was entirely unconcerned about the antisemitic climate at the university. Following the Nazi occupation of Poland a year later, she returned home to be with her father, mother, and sister, Basia, who was 8 years younger. As the Nazi persecution of Jews in Łódź grew more violent following the city's incorporation into the Third Reich, Żywulska returned to Warsaw hoping to arrange documents that would prevent her family's relocation to the Łódź ghetto.

Though her attempts to help them failed, they somehow managed to get out, making their way to Warsaw, where they were eventually relocated to the ghetto there in 1941. Weighing the chance of survival against the certainty of deportation or death by starvation, Żywulska daringly walked out of the ghetto with her mother, in broad daylight, on Aug. 26, 1942. She left behind her father in order to have a better chance of survival, a decision that tormented her until her dying day. On the “Aryan side,” she assumed different identities and joined the Polish resistance. As Zofia Wiśniewska, she provided aid to Jews in hiding and to at least one German deserter by counterfeiting identity cards and documents.

On June 21, 1943 she was arrested and taken to the infamous Gestapo headquarters on Szucha Avenue in Warsaw. Under interrogation, she assumed the fictitious identity of Krystyna Żywulska so as not to implicate her fellow conspirators. She was transported to Pawiak prison, also in Warsaw, then two months later to Auschwitz-Birkenau, where she was registered in the camp on Aug. 23 as Polish political prisoner number 55,908.

Though according to her own account in



**Excursion into the Unknown  
(fragment)**

*He who is able can easily read,  
The writing that appears among the rye,  
Yet they go peacefully in a long line,  
Along the edge of forest, following stream's course.*

*And they look around in silent rapture,  
Wondering how to begin lives here,  
Wondering, after years of pain and suffering,  
How exactly here might come rebirth.*

*Suddenly through thicket they glimpsed the flame—  
Tightened heart, despair, flashes of memories,  
And a strange odor—Fear froze them in place,  
They shuddered, terrified, and turned to stone.*

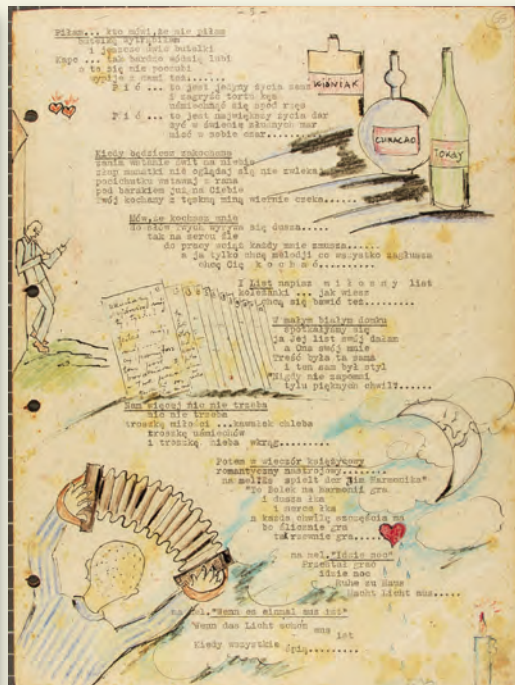
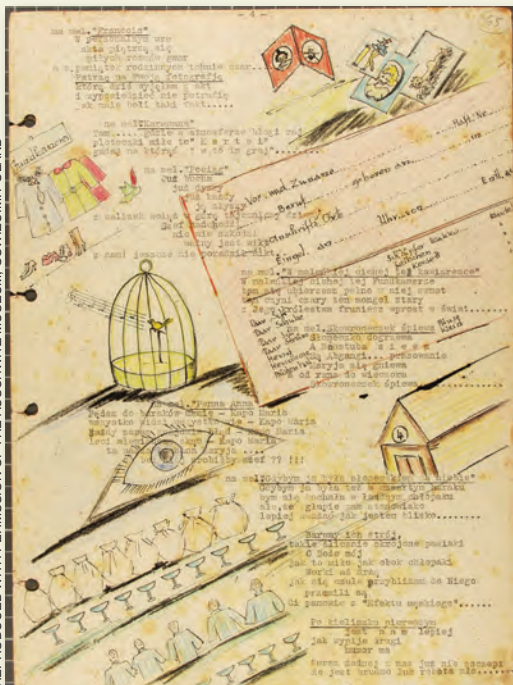
*Translation by Barbara Milewski*



KRYSZYNA ŻYWLUSKA, FROM THE COVER OF I CAME BACK BY DENNIS DOBSON (1951)

Krystyna Żywulska, born Sonia Landau to Jewish parents in Łódź, Poland, walked out of the Warsaw ghetto in August 1942. She joined the resistance as Zofia Wiśniewska and provided aid to Jews in hiding, assuming yet another fictitious identity when arrested by the Nazis in June 1943. Two months later, she was sent to Auschwitz-Birkenau as a Polish political prisoner. There, she began to write poems and songs, becoming one of a group of amateur poets and musicians who created “unofficial” art.

REPRODUCED WITH PERMISSION OF THE AUSCHWITZ MUSEUM, OSWIECIM, POLAND



CREDIT?

Among the lengthiest compositions to survive the camps is a string of 54 song fragments set to an array of Polish folk melodies and prewar popular tunes that in one way or another humorously immortalize Żywulska's friends. Typed on seven pages and illustrated by a fellow inmate, it was performed by a quartet of women and presented as a name-day card to the prisoners' block captain.

*Przeżyłam Oświęcim*, she had never before written poetry, in Birkenau Żywulska began creating verses at first in order to endure the endless roll-calls to which prisoners were subjected. Fellow inmates—eager to learn her poems—memorized and disseminated them beyond an immediate circle of friends. Among the most popular was “*Wymarsz przez bramę*” (“March Out Through the Gate”), which first sarcastically records the reality of marching out to labor details beyond the camp, then calls on her fellow inmates to persevere, presenting them with a vision of liberation day, when she and her comrades will finally have a chance to take revenge. It is a powerful, provocative poem, one that cunningly usurps control of the Nazi's very own sadistic, ubiquitous, deafening march to deliver a potent message of revenge—a march turned against its master.

But “*Wymarsz*” could not have been written were it not for an earlier Żywulska poem “*Apel*” (“Roll Call”), that in large part saved her life. A well-positioned “older” prisoner named Wala Konopska heard the poem and, struck by its honesty and insight, sought out its author, offering protection. Konopska saw to it that Żywulska received treatment for typhus and helped destroy records of an internal camp Gestapo interrogation that revealed Żywulska was Jewish—all to save her “camp poet.”

By February 1944, once again thanks to Konopska's interventions, Żywulska was working in the *Effektenkammer*—storage facilities for personal effects confiscated from arriving prisoners—considered among the best jobs in the camp. Prisoners assigned to this type of labor squad were safeguarded against harsh physical work outdoors and had ample opportunity to illegally obtain food, clothing, and other valuables. Yet for all of their privilege, the *Effektenkammer* workers, located directly adjacent to crematorium IV, could not escape the sight, screams, and stench of the relentless, daily mass killings taking place just a few yards away.

Żywulska also could not escape the constant fear of her Jewish identity being discovered by her fellow inmates. Though this mattered none to Wala Konopska, it was not at all clear to Żywulska that her fellow workers in the *Effektenkammer kommando* would be as sympathetic. As Żywulska recalls: “I was



afraid ... I was not only a Jew, but then I was also a Communist—nothing could be worse, right?” Friend and fellow survivor Anna Palarczyk explains, “Somehow we knew about this—I’m not sure how—but no one talked about this. She was Krysia, and that was that.” But for Żywulska, there was also the impossible condition of witnessing the mass murder of fellow Jews, and the private fear of being found out to be one of them.

It was under these circumstances that Żywulska wrote some of her most provocative poems. “*Wycieczka w nieznanne*” (“Excursion into the Unknown”) is one such work. Written during summer 1944, it very poignantly juxtaposes the peaceful sounds and images of nature and life beyond the camp with the grotesque, death-ridden environment of Birkenau. “Excursion” rapidly spread through the camp, finding its way eventually to Auschwitz I. There, inmate Krzysztof Jażdżyński, presumably moved by the content of the poem and wishing to preserve it, set it to music, modifying Żywulska’s text to fit the melodies of the international hits “Santa Lucia” and “Gloomy Sunday.”

Other verses by Żywulska were from their inception conceived for singing—and for consolation. “*Wiązanka z Effektenkammer*” (“Medley from the *Effektenkammer*”), among the lengthiest compositions to survive the camps, is a string of 54 song fragments set to an array of Polish folk songs and prewar popular tunes that in one way or another humorously immortalize her friends from the *Effektenkammer*. Typed on seven pages, decorated with multicolored drawings by fellow inmate Zofia Bratro, and signed by 72 prisoners, Żywulska’s “*Wiązanka*” was performed by a quartet of women and presented as a name-day card to block *Kapo* Maria Grzesiewska on Sept. 8, 1944. The inscription on the title page reads: “For our dear Maria on her name day, from all of those with whom she shared the good and the bad, and whom she helped to endure—as a memento.”

Żywulska’s medley departs dramatically from the sober reportage of “Excursion into the Unknown”—the urgent need there to psychologically process mass murder. So light-hearted and playful are these short characterizations of Żywulska’s *Effektenkammer* friends that one could mistake them for something created in an entirely different

setting than a death camp. Indeed, after the war, Żywulska herself was reluctant to disseminate the work, wary of the possibility that uninitiated readers would draw the wrong conclusions about life as a prisoner in Birkenau. The shifting texts register kaleidoscopically the everyday world of the *Effektenkammer* but also lead consolingly to visions of future happiness, to life after captivity.

Toward the end of 1944, Żywulska also composed one other parody song that I am aware of called “*Marsz o wolności*” (“March of Freedom”). For the music, Żywulska borrowed the tune from a popular Soviet mass song, “*Moskwa mayskaya*” (“Moscow in May”). Just a few months later, “March of Freedom” was sung by prisoners including Żywulska during their forced evacuation from Birkenau. Żywulska escaped from this so-called “death march” on Jan. 18, 1945.

The exact number of Żywulska’s camp poems and songs remains uncertain, but at least 32 complete texts survive. All are invariably marked by a vivid realism, some also by a quality of direct and sober reportage. And while sarcasm and irony prevail, Żywulska’s compositions seldom lapse into despair. Rather, they most often exude life—specifically, Żywulska’s own will to live—and deliver a powerful message of resistance.

After the war, Żywulska remained in Poland, married Leon Andrzejewski, a prominent official of the *Urząd Bezpieczeństwa*, the Office of Security, or more plainly, the Communist Secret Police, and had two sons, one who turned out not to be Leon’s. She worked as a writer, mostly of satire, contributing pieces to the magazine *Szpilki* and fashioning satirical monologues commissioned by illustrious Polish actors such as Alina Janowska as well as directly for Polish Radio. She was also a successful songwriter. In 1966, her “*Żyje się raz*” (“You Live Once”), with music by Adam Markiewicz, became an instant hit in Poland when it was debuted by the Polish chanteuse Sława Przybylska, herself a child of the Holocaust. While it is easy to understand the appeal of the song—a timeless narrative of love, love lost, and perseverance nonetheless—to know its author’s life is to understand and appreciate the song’s meaning that much more deeply. It is Żywulska’s credo, one formed by a life of risks taken, over and over again.

In 1970, Żywulska moved to Düsseldorf to be with her sons, who had earlier emigrated to the West as a result of the 1968 anti-Semitic campaigns in Poland. Asked by the Polish psychologist and scholar Barbara Engelking near the end of her life whether Krystyna was her real name, she replied, “In my life, when it comes to such topics, there is nothing ‘true,’ my dear.” But in truth, she was “Zosia” to family and friends from before the war and “Krysia” to her friends who survived Birkenau. They loved her all the same.

She died on Aug. 1, 1992, and is buried in Germany as Zofia Żywulska Andrzejewski. Those who had been closest to her, both family and friends, remember Żywulska as a woman who loved to laugh, sing, and jest. Perhaps befitting a woman endowed with such optimism and spirit—as well as a gift for pictorial description—in the last decade of her life, without training and with impressive success, Żywulska took up painting, fulfilling a life-long desire. ♠

*Assistant Professor of Music Barbara Milewski is at work on a book devoted to exploring amateur, unofficial music-making in the Nazi camps through the lives and compositions of three survivors. In a recent lecture, she explained: “At present, no such detailed critical study exists. Moreover, there tends to be a misunderstanding among some scholars of the conditions that fostered music of this sort. Specifically, the ability or inability of prisoners to engage in music creation is narrowly thought to be attributed to privileges or deprivations of group affiliation, be it national, political, or religious.*

*“Such constrained views of victim groups, however, obscure the fact that prisoners often had rather more complicated roles, relationships, and identities in the camps that allowed for greater interaction and the possibility to participate in shared musical life. Categorical approaches, whatever the motivation, are, of course, not unique to Holocaust and World War II research. But the urgency to undo simplifying claims here is, I think, greater, for at stake is the memory of countless victims for whom we must now, somehow, speak.”*

*Milewski majored in political science at Bowdoin College. She received an M.A. from SUNY–Stony Brook and a Ph.D. from Princeton University.*

# Hurlyburly

## IN THE CRUM

JACQUELINE VITALE '09 STAGED  
A PRODUCTION OF *MACBETH*  
IN CRUM MEADOW THAT HELD  
AUDIENCE MEMBERS SPELLBOUND

*Photographs by Eleftherios Kostans*  
*Text by Carol Brévarit-Demm*

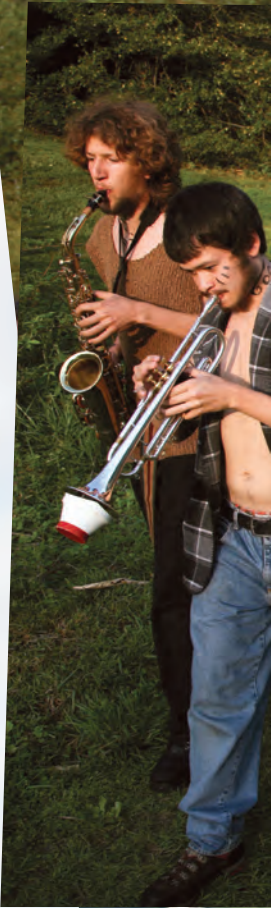
Doings foul and fair were afoot in Crum Meadow during the first three evenings of May. Strangely costumed figures vaguely reminiscent of ancient Scotland—their skin painted in ornate black patterns—moved around a flaming campfire replete with cauldron at the center of Crum Henge's stone circle. Standing pillars and mighty trees were witness to passionate encounters and whisperings of murderous plots. From their lair on the creek, a ragged, crook-backed trio hobbled forth, staring with empty eyes into the distance, muttering in low tones filled with the threat of dire deeds to come, then pointing with craggy fingers at those who crossed their path. In the quadrant formed by the girders of the railway trestle, loud voices declaimed the joys of victory, the anguish of betrayal, and the horror of murder. Music drifted on the breeze—now animated, now melancholy, now haunting, now lamenting—from four wind instruments and a drum.

Such was the scene of a most unusual production of Shakespeare's *Macbeth*, with an awed audience following the actors from scene to scene through a meadow veiled in amber light from the evening sun, as ambitious Macbeth and his even more ambitious spouse plotted to seize the throne from Queen Duncan and succeeded, only to perish in a spiral of tyranny, violence, suicide, and



The Weird Ones, Jessica Cannizzaro '12 and Daniel Perelstein '09, foretell the fate of Macbeth. Perelstein took on the play's musical direction and sound design in place of a senior recital for his honors music major.





Great  
b





*eat Glamis! Worthy Cawdor!  
Greater than both,  
by the all-hail hereafter!*



vengeance. Spectators became participants in the tale, invited to rejoice, grieve, dance, even feast at close quarters with Macbeth and his lady and Queen Duncan and her courtiers—and finally mourn as the noble Macduff dispatched the misguided and doomed Macbeth with a meat cleaver on the bank of the Crum. The sun dipped behind treetops, and dark clouds gathered, as Nature, in complete accord, produced a sudden, superbly timed downpour, shedding its own tears on the scene.

Jacqueline Vitale '09, an honors theater major who chose *Macbeth* for her directing thesis, could hardly have picked a more stunning setting for her play. Grassy trails, trees and tree stumps, rocks and standing stones, the metal girders and the stone foundations of the trestle, and the river all provided backdrops as the plot unfurled. Even the local trains became unexpected visitors, hurtling high above every half-hour or so like anachronistic magnets attracting the gaze of actors and spectators—an irresistible force that seemed to portend the coming catastrophe. Sound designer Daniel Perelstein '09, an honors music and engineering double major, reworked music by The Kinks to provide a score that served well as his honors music thesis; Carmella Ollero '09 choreographed the piece; Emma Ferguson '10 conceptualized the set; Allison McCarthy '09 designed the costumes, which were all sewn by hand; Logan Tiberi-Warner '11 created the body art, and guest artist Kate Watson-Wallace was responsible for space and movement dramaturgy.

*Clockwise from top right:* Musicians (left to right) Jeff Santner '09, Travis Rothbloom '10, Scott Goldstein '09, Greg Allbright '10, and Bobby Hollahan '09 lead actors and audience members to Macbeth's castle to feast and dance the night away. Party guest Simone Fried '10 celebrates with a jar of cider. Queen Duncan (Eva Amessé), Banquo, and his daughter Fleance (Suzanna Penikis, daughter of Professor of Economics Amanda Bayer) delight in the Scottish victory over the English. Macbeth (Colin Aarons '09) revels in his triumph as the new Thane of Cawdor.



*Clockwise from top left:*

Macbeth is tormented by the apparition of Banquo. After the murder of Duncan, three dancers (Carmella Ollero '09, Sara Lipschutz '11, and Simone Fried '10) visit Macbeth and give expression to his anguish through their gestures. From a distance, Fleance watches the thanes discussing Duncan's death. The demented Lady Macbeth imagines her hands to be stained with the blood she has been responsible for shedding. After having had her and her children murdered, Macbeth steps over the body of Duncan at her funeral. Macbeth and Macduff (Sasha Sahidi '09) fight to the death, and, true to the Weird Ones' prophesy, Macbeth is slain.



*Here's the smell of blood still:  
all the perfumes of Arabia  
will not sweeten this little hand.*

The background of the page is a collage. The top portion shows a group of students sitting around a table in a modern lounge, some reading and some talking. The bottom portion shows a group of students in a study session, with one student writing in a notebook while others look on. Large, vibrant purple flowers are overlaid on the right and bottom edges of the page.

# AT THE HEART OF HONORS

*Compiled and edited  
by  
Susan Cousins Breen*

Spring flowers bloom and warm breezes stir the air as another academic year draws to a close at Swarthmore. But first, seniors sitting for honors must face written and oral evaluations by examiners who are among the best in their areas of expertise. It is an exciting and demanding time for students and examiners alike—an experience that is at the heart of Swarthmore's Honors Program.



## ALUMNI EXAMINERS REFLECT ON THE HONORS PROGRAM—THEN AND NOW.

SWARTHMORE'S DISTINCTIVE HONORS PROGRAM—first modeled on the tutorial system at Oxford University—was created in 1922 under the leadership of Frank Aydelotte, the College's seventh president. Revised several times since its establishment, the latest revision in 1994 added flexibility and new disciplines to the program.

For honors examiners who are also honors graduates, the end of the academic year is an especially poignant time. We asked 11 of them to reflect on their experiences. Six of their essays are here. The remainder are on the Web, linked to this article at [media-swarthmore.edu/bulletin](http://media-swarthmore.edu/bulletin).

—Susan Cousins Breen

### WENDY CADGE '97

I WAS OBLIVIOUS to the lilacs blooming at Swarthmore in the spring of 1997. I was engrossed in preparing for my honors exams. I was taking three exams in religion and one in sociology and anthropology based on the thesis I wrote about congregations that publicly welcome gay and lesbian people in the United Methodist Church. R. Stephen Warner, a sociologist at the University of Illinois-Chicago and a colleague of my adviser, Joy Charlton, would be examining my thesis, and I was nervous. I referenced his research throughout my thesis, had read most of the other articles he had written, and could not believe I was going to spend an hour talking with him about my work.

The day of the exam arrived, and as I talked with Warner, I scribbled notes on yellow pieces of lined paper. He offered some praise and asked a number of hard ques-

Honors students study psychology with Professor Solomon Asch in 1952 (bottom). "What happens between the examiner and the honors student is an intellectual dialogue, an in-depth probing of what the student has said in his or her written exam," says Craig Williamson, professor of English Literature and coordinator of the Honors Program (top, with back to camera, teaching an honors English seminar). The program has undergone several revisions since its founding in 1922 by President Frank Aydelotte, but it remains the signature intellectual experience of the College.

tions. I carried those pieces of yellow paper through my next five years in graduate school, a reminder that a scholar I admired had engaged with my research, taken me seriously, and thought I could be a "real" sociologist.

In 2006, I returned to campus to examine Thomas Showalter's thesis "Politics is Not My Game: Evangelical Pastors and Political Participation." I had since finished a Ph.D. at Princeton University, taught at Bowdoin College, and completed a two-year fellowship through the Robert Wood Johnson Foundation Scholars in Health Policy Research Program. I read Showalter's thesis carefully, came prepared with a list of questions, and aimed to show him the same kind of intellectual engagement that Warner had shown to me. We spoke about his field research, his conceptual approach, and the strengths and weaknesses of the project as it had developed. I learned from his thesis—something I had not imagined possible for an honors examiner when I was a student.

As I walked down to Sharples Dining Hall to join the other honors examiners for lunch, past the students on Parrish Beach who had just completed their exams, I thought again about the intellectual respect and engagement that is at the heart of the Honors Program. This kind of serious engagement with colleagues, faculty, and examiners has and continues to model for me the best of academic life. I was and remain grateful for the opportunity to participate, as a student and examiner.

*Cadge is an associate professor of sociology at Brandeis University and the author of Heartwood: the First Generation of Theravada Buddhism in America (University of Chicago Press 2005). During the 2008–2009 academic year, she was a Susan Young Murray Fellow at the Radcliffe Institute for Advanced Study at Harvard University. During her fellowship year, she worked on a book to be titled Paging God: Religion in the Halls of Medicine.*



COURTESY OF WENDY CADGE

### DAVID CHAPMAN '82

IN RETROSPECT, the Honors Program was terrific training for graduate school. As I approached my honors exams in spring 1982, all I kept thinking was "these are the last tests I'll ever have to take!" That forecast was quite wrong. As a part of my doctoral training, I went on to take comprehensive exams, field exams, a dissertation proposal seminar, and a dissertation defense seminar, and it seems impossible to recapture the level of naiveté I had as a college senior.

I have had the privilege of giving the honors exam in financial economics twice. Reflecting on those experiences, I am struck by the maturity and confidence of the students. Poised, articulate, well prepared, and apparently sure of where they were going, all seemed to have great jobs lined up and were ready to leave Swarthmore. The oral portions of the exams were invariably more discussions of current events in financial markets than intense "grilling" of the students. Did my examiners see me the same way? Does honors preparation breed at least the outward appearance of confidence?

At Boston College, I am head of the doctoral program in the Finance Department at the Carroll School of Management. We have fine (and successful) doctoral students, but both times I gave the exam at Swarthmore, I left campus wishing that I could take at least one of the graduating students with me. The opportunity to serve as an outside examiner has made me appreciate the unique character of the Honors Program—and it makes me glad that I'm not trying to get into Swarthmore today. I doubt I'd stand a chance compared to the students I have examined.

*Chapman is director of the Finance Department's doctoral program in the Carroll School of Management at Boston College. His research and teaching interests include asset pricing theory and portfolio management. At Swarthmore, he was an honors economics major and political science minor.*



KATHLEEN CHAPMAN



## RACHEL EVADNE GOODHUE '93

THE HONORS PROGRAM brought me to Swarthmore. Twice. As a student, honors seminars were as long, intense, and challenging as I had hoped they would be. The professors were even more knowledgeable and creative. What I hadn't imagined before I began the program was how rewarding it would be to prepare for seminars by reading, writing seminar papers, and completing problem sets. I hadn't imagined how much I would learn from my fellow students in seminars—and while preparing. In honors, we learned how to master a subject, rather than how to master a syllabus or a set of syllabi. The examinations over all of my honors topics at the end of the senior year created a true capstone experience. For me, the economics involved in American social history became more apparent as did the socio-political forces that underlie the field of economic development.

As a professor, I seek to integrate what I experienced as an honors student into my undergraduate and graduate teaching. Thus, it was a very special privilege for me to be invited to serve as an honors examiner in economic development in 2003. What struck me most was how little the core experience had changed for students. The students I examined had mastered the material, and not just the high points of the syllabus. They were

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committed to thinking about important issues in economic development: the role of agriculture, women and development, and how economic development interacts with the natural environment. Serving as their examiner was an inspiring experience that allowed me to give something back to the Swarthmore honors community.

*Goodhue is an associate professor in the Department of Agricultural and Resource Economics at the University of California–Davis.*

## ALEXANDER HUK '96

I HAVE NO REFLECTIONS ON my time as an honors student at Swarthmore. I think that's the point of the program. You can spend long nights polishing your horn-rimmed glasses while pontificating about the virtues of immersion in your studies. Or you can be too immersed to dabble in such metacognitive indulgences. I prefer the latter.

In retrospect, my honors experience as a psychology major did help me acknowledge that you go to school not to go to school but to interact more effectively in the world. For me, that amounted to developing a passionate interest in understanding the mind and the brain. This is a pursuit I have continued to this day, and the multiple steps of training that led me from honors student to professor of neurobiology and psychology have felt more or less seamless. Despite many wonderful experiences at other fancy institutions since my Swarthmore days, I still look back at the basic honors-induced insight—that

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the world is populated not by exams, but by ideas to be had and work to be done—with the most fondness.

Coming back to Swarthmore as an honors exam-

iner is a different experience altogether. Even a nuts-and-bolts type like myself grows misty eyed with revisionist nostalgia for the institution and overcome with fatherly fondness for the Swarthmoreans I get to grill. Soft-focus reminiscence aside, I've had one striking experience: These examinees are not good students; they are not students at all. They are great (young—but great) scientists. I quickly find myself departing from my examination script and just talking science with them. The better the exam goes, the more nonplussed the examinee appears—was that really “The Exam” that's been brewing these last two years? Maybe they were expecting a Cambridge accent and a powdered wig. I figure doing science doesn't usually involve much pomp or circumstance, so having a real discussion is the point.

During these discussions, I admit to sometimes wondering whether I was nearly so impressive when I was an examinee, but I am quickly distracted to less neurotic matters: Was the campus always so pretty? Are they spoiling the new generation with that “frou-frou” coffee bar? And so begins the ascent to old age.... I'll assume it's okay so long as I can still trudge up that steep staircase in Papazian for another go at it.

*Huk is an assistant professor of neurobiology at the University of Texas–Austin and a neuroscientist who studies how signals in the brain give rise to perceptual experiences and intelligent behavior. A CAREER Award from the National Science Foundation and a grant from the National Institute of Health fund his research.*

## RICHARD MANSBACH '64

I GRADUATED FROM SWARTHMORE in 1964 with high honors in political science, history, and Spanish. The eight written and oral exams were among the most grueling experiences I have ever had and made virtually every later academic experience seem easy. I remember the experience as though it were yesterday.

There was the political theorist who asked me about Machiavelli's economic philosophy, to which I unhappily answered that I didn't know he had any economic ideas. He beamed and said, "Precisely! Hah! I've had your fellow students call him a Marxist, an early liberal, and so forth." Another examiner could not seem to understand why anyone would write an honors thesis on a minute Spanish colony called Ifni. Unwilling to admit that the topic wasn't earth shattering, I merely responded: "To you, sir, Ifni may seem modest, but to a Spaniard, ah to a Spaniard. . . ." (I hoped that he wouldn't notice that I hadn't answered his question.)

On three occasions, I have had the pleasure of changing roles and returning to Swarthmore as an honors examiner for international politics. Convinced, as are many alumni by my age, that students today have an easier lot than we did, I discovered that, in fact, little had changed. Angst-ridden students remain immensely talented and well-prepared. On one of these occasions, I was paired with a second examiner who became known as the "bad cop" to my "good cop." Nevertheless, we discovered that our evaluations of students were identical.

During the two years I was on Swarthmore's faculty and the three visits I made as an examiner, I became aware that Swarthmore faculty are as angst-ridden as their students during exam week and, that examiners, like the faculty, actually "root" for students, hoping that they will get high or highest honors, and are desperately unhappy if students fail to do well. Indeed, in examiners meetings to determine level of honors, "boos" have been heard when a student's overall ranking is lowered by a single examiner and held breath followed by cheers when a candidate received high marks on all exams.

Having taken and evaluated honors exams and having taught honors students, only one further honors-related experience awaits me—that of an angst-ridden parent, waiting to find out how well my daughter, Rachel '11, does in her honors exams, an experience that she, like her father, will carry with her the rest of her life.

*Mansbach is a professor of political science at Iowa State University, where he teaches international relations. He has written or edited*

*15 books on international relations theory and has chaired political science departments at Rutgers and Iowa State.*



DAVID GIESKE



VANESSA IAFFA

my friend Emily Willits '98, also an honors history major. We tried to read some trashy magazines to unwind but couldn't even do that—it hurt too

much to look at words. Then there was a party on Parrish Beach, and Charlie Mayer '98, who was a firefighter, brought a big red fire truck up in front of Parrish; I rode around in the fire truck, which seemed like a good ending to it all.

But it didn't really end there. After graduation, I studied German in Vienna for the summer, living with John Kosinski '99, another student from the fascism seminar who was Pieter Judson's research assistant. My honors examiner, Bill Bowman from Gettysburg College, happened to be in Vienna, doing research of his own and gave us a tour of the city and took us out for ice cream. I did a little bit of research for Pieter that summer, reading these crazy nationalist journals from the turn of the century and actually used some of that material in my dissertation and book.

I feel incredibly honored to come back to Swarthmore as an honors examiner, especially as the fascism examiner! I have been waiting to be the honors examiner since I started graduate school. It's a wonderful feeling to come back to Swarthmore as the colleague of your former professors and to talk to students who could become your own future colleagues. I am excited to meet the students and to hear their ideas about fascism. ♡

*Zahra is an assistant professor of history at the University of Chicago, where she teaches modern Central and East European history. Currently, she is working on a book about the history of displacement and the family in 20th-century Europe.*

## TARA ZAHRA '98

IN THE SPRING SEMESTER of my senior year, I took Pieter Judson's honors seminar on fascism. Between January and March, I decided to go to graduate school to study Central European history. It was a major leap in the dark to decide to devote my life to studying a place I'd never been and whose language I didn't speak (I'd never been abroad before, except for a weeklong trip to Athens with the Peaslee Debate Society my senior year).

Honors played a huge role in that decision. I'd always loved history, and it seemed like my professors really liked their jobs, but I couldn't imagine caring enough about one subject (even fascism) to become a professor. I also never really imagined myself as an intellectual or a scholar, even after three-and-a-half years at Swarthmore. I was interested in a lot of other things—dancing, journalism, politics, and economics. But history got under my skin through the Honors Program—I spent more and more time on fascism and less on everything else, including sleeping. It was incredibly exciting. I started to think of myself as someone who might be able to contribute something to the field eventually.

The actual exams are the least important part of honors, but it is impossible to be convinced of that when you are spending your last weeks of college cramming two years worth of material into your brain. I remember thinking I would probably never be smarter than the day the written exams began. I studied for the exams by making little history note cards. I used those same cards to study for my orals in graduate school five years later.

Honors was also a good social experience. We had fabulous themed seminar breaks (like boiled turnips, the week we studied World War I), and I became good friends with the other honors students. When the exams ended, I went out to decompress with

### MORE REFLECTIONS ON HONORS

Additional essays by the following alumni are found with the Web version of this article at [media.swarthmore.edu/bulletin](http://media.swarthmore.edu/bulletin).

Jeffrey Hart '69, Stephen Maurer '67, Leonard Nakamura '69, Christina Hull Paxson '82, and Thomas Roby '85.

# DISEASE DETECTIVE

## DISEASE DETECTIVE

WHEN POTENTIAL  
PANDEMICS APPEAR,  
ANNE SCHUCHAT '80  
SPRINGS INTO ACTION.

By Robert Strauss

IT WAS MID-APRIL AT THE CENTERS FOR DISEASE CONTROL (CDC), just about the time to start breathing a little more easily now that the flu season had passed without any big problems. Then there were reports of two apparently unrelated cases of children in California falling ill with an odd strain of influenza.

"That's when you have to start acting like a detective," says Anne Schuchat, a scientist and physician at the CDC currently serving as interim deputy director for the Science and Public Health Program. "Is this a real problem, or just a false alarm? You have to get right on it and find out."

The CDC labs took aim at the viruses and found them to be the same. They turned to Schuchat, who at that moment became the public point person for H1N1 (the medical designation for swine flu). Wearing naval garb—she also is a rear admiral because the Office of the Surgeon General, to which she belongs, uses military titles—she has been the major governmental spokeswoman to both raise awareness and calm jitters about the potential pandemic.

"We activated our emergency system within five days and had our first press briefing on April 23," says Schuchat. "We didn't know then whether this was something or nothing, but within days, we found that there was more respiratory disease than normal in Mexico and were glad we had gotten started."

Schuchat has spent a career in infectious disease and the public-health response to it. At the CDC,

"It was a challenging problem in the countries where there was a major spread, but there was an aggressive public-health response that didn't take a long time," she says. "I am convinced that there has to be that aggressiveness. It may have been unfortunate that we had to quarantine people who didn't have the disease, but pandemics don't go away on their own."

By late spring, H1N1 seemed to have subsided, but Schuchat says she was unworried about accusations that its danger had been hyped either by the media or health officials. Bennett Lorber '64, a professor of medicine and infectious diseases at Temple University who describes himself as a friend and fan of Schuchat, says her response was right on.

"My wife and I had been watching news reports and thought they were inflammatory," says Lorber. "Then one night we saw the *Lehrer* show, and there was Anne, dispassionately discussing what was known, with measured words and clear instructions. When it was over, my wife said, 'I feel a lot better that the people in charge know what they are doing.'"

Schuchat warns that it is far too early to say the threat from swine flu is over. For one thing, it didn't appear until much later in the spring than most flus, which usually die off by late April or early May. Second, it appeared primarily in people in their late teens through their 30s, not the normal elderly-and-young-child groups that tend to be the victims of other outbreaks. That has led Swarth-

/// Schuchat warns that it is far too early to say the threat from swine flu is over. It didn't appear until much later in the spring than most flus. And it infected primarily people in their late teens through their 30s—not the usual elderly-and-young-child groups that tend to be victims of other outbreaks.///

where she has worked since 1988, she was a leader in the response team to the SARS epidemic in 2003 and has spent much of the years since working with both researchers and public health officials to develop emergency response standards for cases just like the current H1N1 crisis.

"The nature of epidemiology and the public health response involves questioning the information and applying lessons learned from the experience," says Schuchat. "With SARS in 2003, we learned that it was a totally new disease and that there was going to be a great economic impact because of the limits imposed on trade and travel.

more Professor of Biology Amy Cheng Vollmer to a couple of hypotheses.

Vollmer's daughter is a student at the University of Delaware, which, Vollmer says, has a later spring break than most colleges. By early May, there were 20 confirmed cases of H1N1 at the university—all of them among students.

"I'm thinking they went on spring break to Mexico just as the disease started flourishing there, then came home to Frat Week parties where everyone shares saliva and drink cups," hypothesizes Vollmer, a microbiologist who studies bacteria. "They, too, are in the age group least likely to have



Anne Schuchat (right) joins Homeland Security Secretary Janet Napolitano during a late April news briefing on government response to swine flu. Schuchat is the interim deputy director for the Science and Public Health Program at the Centers for Disease Control and a rear admiral in the Office of the Surgeon General.

## DISEASE DETECTIVE

regular flu shots, so it's possible that something in those shots had some effect on protecting the young and old who would have received them."

Schuchat says the CDC is checking, but there is no evidence that this year's flu vaccines could mitigate swine flu, but it's possible that people who were conscientious enough to get flu shots would also be aware enough to engage in other good health habits, like washing hands or staying away from others' sneezing attacks. (H1N1 is spread the same way as most flu viruses—through coughing and sneezing from an infected person.) Schuchat says a CDC survey done a couple of weeks after her first press conference showed more than 65 percent of those polled were washing their hands or using a hand sanitizer more frequently. (Restockit.com, a leading on-line retailer of cleaning supplies, reported a 200 percent increase in Purell sales in late April and early May.)

Although it is clear that other infectious diseases like AIDS and malaria have contin-

ued to kill more people than swine or other recent influenzas, they don't require the same type of immediate response, says Schuchat.

"AIDS and malaria and pneumonia are pretty much the same yesterday, today, and tomorrow and certainly need ongoing efforts," she says. "A pandemic influenza can be devastating in a short amount of time and requires quick response."

There have been three major flu pandemics in the last century, she says, with those in 1957 (commonly called "Asian Flu") and 1968 ("Hong Kong Flu") being rather moderate. A pandemic, she says, is defined by three factors—that it is novel and thus leaves most people unprotected by previous exposure and immunity, that it is capable of causing severe illness, and that it can spread from person to person. Thus, the Bird Flu outbreaks of a few years ago were not pandemics, because they spread from infected birds to humans, not from person to person.

The great influenza pandemic of 1918 did. In fact, says Schuchat, what she and the CDC are trying to do with H1N1 is prevent a

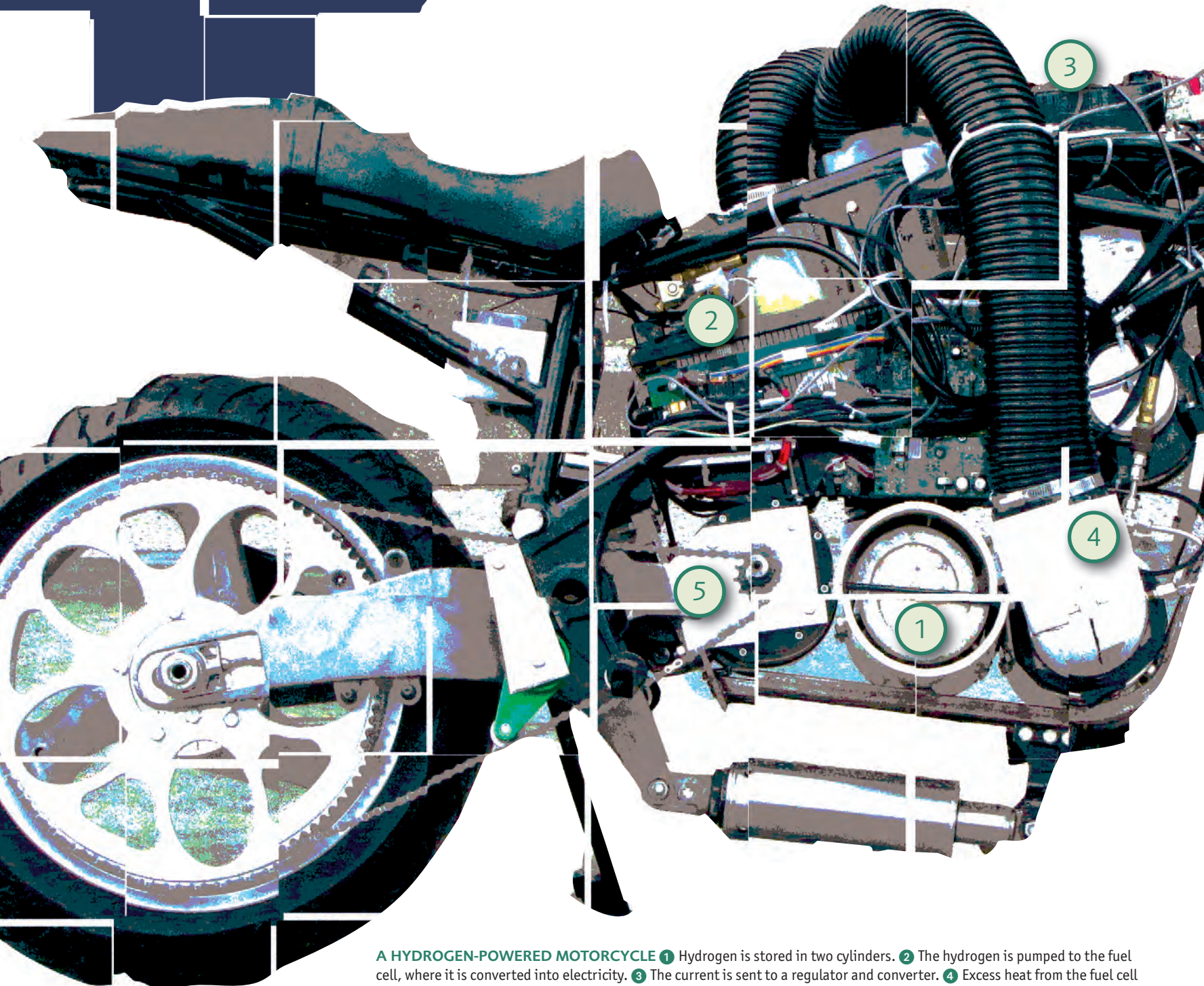
repeat scenario. That flu had a mild outbreak—a so-called "herald wave"—in spring 1918, while World War I was still raging in Europe. There was a summer respite, but just as the war was winding down, there was a "catastrophic wave," says Schuchat, which killed tens of millions of people worldwide through the next winter.

"One thing we have now that we didn't have in 1918 is the ability to make a vaccination quickly," says Schuchat, noting that the CDC researchers are working on doing that, and that it could prevent a second wave of H1N1 infections.

Now, she says, it is important to do those preventative things—even she is washing hands more frequently. She intends to keep working with local agencies to monitor outbreaks and help them stockpile medicines.

"The public needs to be aware," she says. "It will be wonderful if nothing more happens, but the worst thing would be for this to sneak up on us, with hospitals not ready for it. I'm confident that so far, we have been doing the right things." ❖

# The liberal Arts Engineer



**A HYDROGEN-POWERED MOTORCYCLE** ① Hydrogen is stored in two cylinders. ② The hydrogen is pumped to the fuel cell, where it is converted into electricity. ③ The current is sent to a regulator and converter. ④ Excess heat from the fuel cell is pumped back to heat the fuel. ⑤ These gears turn the wheels, moving the bike. ⑥ A control panel shows speed, hydrogen pressure, and other information—all of which can be downloaded to a computer.



## IDEAS FROM MANY WORLDS COME TOGETHER IN SWARTHMORE'S ENGINEERING DEPARTMENT.

By Carol Brévarit-Demm



6

THE SECOND FLOOR LOBBY OF HICKS HALL, home of the College's Engineering Department is a bright and friendly place. Light cascades from a wall-sized window onto a loose arrangement of plants, old instruments, and antique equipment. Between classes, animated groups of budding engineers cluster around a large table, socializing with classmates, friends, and professors; doing homework; eating lunch; or relaxing. Two young men are stretched out on a pair of long leather couches, fast asleep. They seem to be smiling as they nap. In a department legendary for its rigor, little of the stress associated with being an engineering student is in evidence here.

How can this be? What makes Swarthmore engineers so darned happy?

For some, the answer lies in the Hicks basement, at first glance not a particularly inviting place—well, except to engineers. Here, weak natural light oozes through high windows along one wall into a large teaching laboratory.

To the uninitiated, most objects in the space are slightly intimidating—torpedo-shaped tanks of helium, argon, and compressed nitrogen; engines and like parts lying about; a large duct attached to a wooden platform (future hovercraft); and a large hook on a thick chain hanging from the ceiling.

It's here that, for the past two years, Alex Bell '09 and Andres Pacheco '09 have spent hours thinking, tinkering with, and testing their senior design project—a hydrogen-fuel-cell powered motorcycle. According to their research, only one other vehicle like it exists—in London.

As motorcycles go, the bike isn't pretty, but it *is* impressive. Onto a frame that Bell pulled from a junkyard, the two students installed a polymer-exchange-membrane fuel cell with a maximum output of 1.2 kilowatts. Hydrogen passes to the fuel cell, where it's converted into electricity and sent to an AC induction motor that produces 1.6 horsepower, driving chain-linked sprockets that power the bike.

"We decided to make a motorcycle because the fuel cell, which is only 1.2 kilowatts but nonetheless very expensive, is too weak to drive a car," Pacheco says.

Typically, Bell says, hydrogen-powered vehicles store the gas at very high pressure in tanks that, if ruptured, can result in catastrophic explosions. Bell and Pacheco opted to use a storage method that is both safer and more compact. Hydrogen is stored at low pressure and minimal volume in cylinders containing a combination of lanthanum, nickel, and aluminum. The metals react with the gas to form a hydride, which, when heated, releases pure hydrogen needed by the fuel cell. A unique feature of Bell and Pacheco's design is the use of excess heat from the fuel cell to release hydrogen from the metal hydride. This is done via ducts that resemble laundry dryer vent tubes.

Photo by Miles Skolpen / Illustration by Suzanne Gaast



ELEFTHERIOS KOSTANS

For two years, Andres Pacheco '09 (left) and Alex Bell '09 spent hours thinking about, tinkering with, and testing their senior design project—a hydrogen-fuel-cell powered motorcycle. Only one other vehicle like it exists—in London.

Bell and Pacheco had a whale of a time in the lab, hovering over the bike, pondering, consulting, adjusting, and joking around. They even got to ride their project! During a first trial run in a nearby parking lot in December, the bike attained a speed of 15 m.p.h. and ran for 60 minutes—not fast and not for long—but the system worked.

Having built the bike prototype, Bell and Pacheco compiled a report on the efficiency of the fuel cell compared with internal combustion engines. A summary of their efforts was presented at an international fuel cell conference in June. They also designed and built a test stand to enable future engineering students to conduct experiments with the fuel cell and metal hydride storage containers.

Now that graduation is behind him, Pacheco, who pursued a double major in engineering and economics, will seek a job in the energy efficiency or renewable energy sector. Bell, an engineering major—who also took courses in computer science, philosophy, political science, and “whatever looked interesting”—will pursue a master’s degree in electrical engineering at Columbia University.

Their undergraduate experiences were defined by a number of factors they believe are unique to Swarthmore’s Engineering Program. They also have some advice for future engineers.

As freshmen and sophomores, both Bell and Pacheco worked with Nelson Macken, the Howard N. and Ada J. Eavenson Professor in Engineering, on the College’s long-standing hybrid electric vehicle project.

“When that work phased out,” Bell says, “he asked what we were thinking of next. We

expressed interest in the efficiencies of fuel cells, came to him with a proposal, and worked with him for the past two years on this. Professor Macken has been one of the main reasons why this project has been such a success.

“The department’s small size and the openness of the faculty are among its greatest assets,” Bell says. “Our success with the motorcycle was due to the enthusiasm and countless hours of time given by members of the faculty and staff. Engineering students at Swarthmore should make a point of working with a faculty member each semester. Each has an interesting research focus, and working on their interests will help you find your own.”

MACKEN TAUGHT ENGINEERING AT CARNEGIE MELLON UNIVERSITY and at Rensselaer Polytechnic Institute (RPI) before coming to Swarthmore, where he’s been for the past 32 years. Having worked at two larger institutions, he’s able to appreciate the advantages for both faculty members and undergraduates of being at a school like Swarthmore. Macken admits that he knew little about fuel cells before joining Bell and Pacheco on the bike project. But with a small faculty, professors often must go beyond their areas of specialty, during which they often learn from the students, he says.

With no graduate programs, Swarthmore’s engineering undergraduates can enjoy their professors’ full attention—and benefit from departmental resources. The department bought the fuel cell system for the motorcycle. (Once the project was complete, the bike was dismantled to allow the fuel system to be reused in other College projects.) They also received project support from the Halpern Family Foundation Engineering Design Fund. Macken says: “It’s highly unlikely that this would ever happen at institutions with graduate programs, because much of the focus is on graduate research that typically attracts funding.

“At Swarthmore, we can feed a lot of what we learn from our research into our curriculum. We treat students here as we might treat graduate students at other schools—using them as our research assistants,” says Macken. In many cases, such student-faculty collaboration leads to co-authorship in scholarly publications.



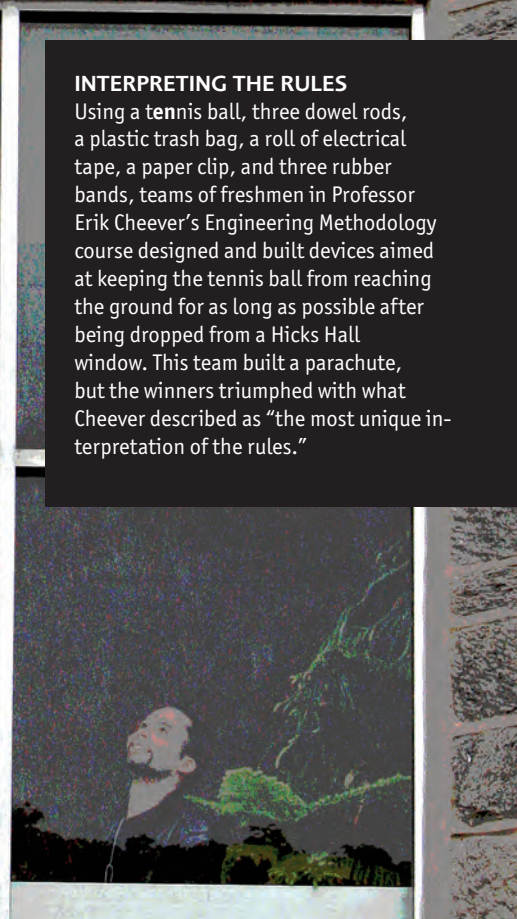
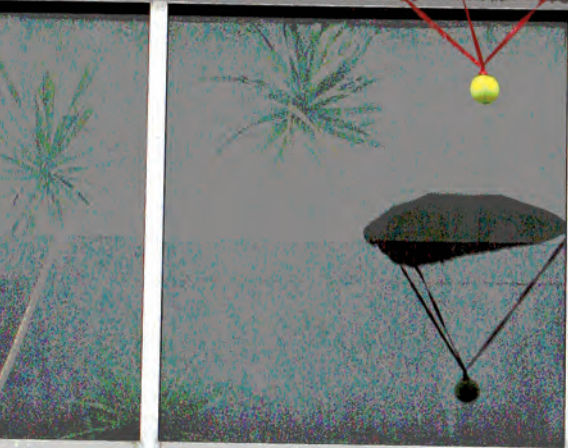
ELEFTHERIOS KOSTANS





**INTERPRETING THE RULES**

Using a tennis ball, three dowel rods, a plastic trash bag, a roll of electrical tape, a paper clip, and three rubber bands, teams of freshmen in Professor Erik Cheever's Engineering Methodology course designed and built devices aimed at keeping the tennis ball from reaching the ground for as long as possible after being dropped from a Hicks Hall window. This team built a parachute, but the winners triumphed with what Cheever described as "the most unique interpretation of the rules."



ENGINEERING MAJORS MUST TAKE AT LEAST 12 COURSES IN THE DEPARTMENT—seven required (one of which is E90, where students choose a senior project) and five electives—as well as 20 nonmajor courses. Such a wide distribution of courses has significant benefits, especially at a college where the nonmajor offerings are so varied and rich, Macken believes. Living and working in an increasingly global society demands versatility, effective communication, and understanding of other peoples and cultures. "It's obvious that if you want to be a successful engineer, a large part of what you do is dealing with people," he says.

Engineering major Julia Luongo '10 knows all about dealing with people in a competitive environment—teammates and opponents—as a member of the Garnet women's soccer team. In Professor of Engineering Fred Orthlieb's Engineering Materials course, she's been able to combine her love of soccer with her passion for engineering. Observing the difference in rolling speeds of soccer balls on artificial turf and on grass, Luongo created a project aimed at altering the surface friction of a soccer ball to compensate for the less resistant artificial surface of the Garnet home field, which, she says, allows the ball to roll faster than the longer, more resistant grass on most oppo-



ELEFTERIOS KOSTANIS

Julia Luongo '10 is already thinking about a possible E90 project for next year. After reading about the Rotterdam dance club WATT, whose floor contains concealed piezoelectric components that react to the pressure and vibrations of dancers' feet and produce electric energy to power the club's light shows, Luongo is considering producing a prototype tile that reacts in the same way and comparing it to similar energy-producing systems that use solenoids and magnets.

nents' fields. "A ball rolling or being dribbled on grass behaves quite differently from one on artificial turf."

In order to create a ball that mimics on turf the behavior of a standard soccer ball on grass, she used four test balls that varied according to weight and outer-surface covering. After altering their surfaces by shaving, sandblasting, or removing the outer layer of material, she tested them for speed on turf.

"First, I determined the sliding co-efficient of friction of the ball on turf—although, technically, the ball isn't sliding, it was a good enough measure of how the surfaces interacted. Then, I applied the same force to each ball to see how far each would travel and how it would slow down," Luongo says.

The ball whose outer layer had been removed performed best, but "it was lighter than a standard soccer ball, and I needed to make it heavier without affecting the way it rolled," Luongo says.

Seeking an expanding foam of some kind, Luongo came across Fix-a-flat™, a readily available foam substance used to temporarily seal punctures in car tires. "It worked well," she reports. "It expanded, but you couldn't feel that it was inside—and it made the ball heavier. It did slow down the ball, so it was the best choice, but all in all, it's difficult to mimic the slowing effect of grass. That was the closest I got."

PROFESSOR OF ENGINEERING LYNNE MOLTER '79—departmental chair and the 28th female to graduate from Swarthmore's Engineering Department—believes that Swarthmore attracts engineering students who are interested not only in their subject but also in ethics and helping others as well as pursuing studies in the humanities and social sciences.

"Between 2003 and 2007," she says, 41 percent pursued double majors, combining engineering with economics, history, art and art history, computer science, music, religion, Spanish, mathematics, and various sciences. Not quite a third, she adds, minor in other subjects as well. "We're very academically diverse," Molter says, "and they can do all this in four years, which is not the case at most university engineering departments."

Senior Dan Perelstein is a music and engineering double major in the Honors Program. He began his senior year planning to



ELEFTHERIOS KOSTANS

**SMART JAZZ:** For his E90 project, Dan Perelstein, also an honors music major, worked on developing an intelligent jazz accompaniment system, programming a computer to interact with a live bass guitar.

develop an intelligent jazz accompaniment system, programming a computer to interact with live musicians in musically useful ways. The computer would make quick, informed musical decisions in response to the performances of its "bandmates" in order to "perform" as the fourth member of a jazz quartet by adding real-time piano accompaniment to live bass, drums, and saxophone players.

Perelstein's initial idea, he says, turned out to be a little too ambitious. "I didn't have time to get the program to respond to a full trio," he says. "Currently, it only responds to the bass, but, fortunately, in a typical jazz setting, the bass provides the computer with enough information—both rhythmic and harmonic—to have an idea of where we are in the piece of music and what would be appropriate to play."

Perelstein describes the engineering side of his life at Swarthmore as complex but "incredibly positive." As a student of both engineering and music, he has experienced both disciplines as fiercely demanding and each department as having a strong sense of community. Although Perelstein was not initially attracted by the core requirements of engineering, his interest in music technology caught the attention of Professor of Engineering Carr Everbach (who plays trombone in the College orchestra).

"Professor Everbach realized that the department didn't have a lot to offer in this

relatively narrow field, so he put me in touch with Youngmoo Kim '93, who had recently started a music technology lab at a nearby university." For the last three years, Perelstein has worked with Kim on vacation-time projects, which have complemented his work at Swarthmore. "This has given me experience in the narrow field that interests me, which a school as small as Swarthmore couldn't possibly offer formal classes in."

THE DEPARTMENT ENCOURAGES THE SPIRIT OF COOPERATION AND COLLABORATION rather than competition, Molter says. At "Wizard Sessions," which take place five evenings a week, student tutors, nicknamed "wizards," provide academic help to anyone who needs it. Ann Ruether '94, the department's academic resource coordinator, organizes those students, making sure that they're trained not just to provide answers but to help the students work through problems and find the solutions. "It is important for students to understand that we are committed to their success," says Ruether. "Part of that commitment is providing them with the resources they need to do well in their courses. The Wizard Sessions provide a place where students can ask questions without feeling embarrassed or self-conscious because everyone who attends likely has the same or similar questions. The wizards who staff the sessions not only help with homework but also serve as a link between students and profes-

sors by giving feedback on what concepts students struggle with on their assignments. And important as providing homework help is, the wizards have done a fantastic job of getting students to work with one another to share their knowledge. Real learning comes from being able to explain something correctly to someone else.”

Engineering major Cecilia Jou '11 says that some of her most rewarding experiences in the department have been during Wizard Sessions, where everyone collaborates on problems under the tutelage of upperclassmen. “These classes are just too challenging to struggle through alone, and everyone in the department is really supportive,” she says.

The peer-to-peer tutoring also extends to other required courses in mathematics, physics, and whatever other natural science courses the students need to obtain a degree in engineering.

Both Jou and Luongo (who is also a wizard) belong to another team of student academic mentors known as SAMs, or eSAMS in the Engineering Department. They mentor small groups of freshmen, with whom they interact regularly on both social and academic levels, giving advice as needed and organizing group lunches or other activities.

BEYOND THE REQUIRED COURSES, there's really no fixed path to becoming an engineering graduate. But most students who arrive at Swarthmore at least entertaining the idea of a future in engineering—and a few who aren't—take Engineering Methodology (E5) during their first semester, when first-year courses are taken on a pass/fail basis. Taught last fall by Professor of Engineering Erik Cheever '82, E5 combines lectures by faculty or staff members on various aspects of the discipline with a series of projects of increasing complexity.

The first project is a tennis-ball drop, for which teams of four or five students receive three dowel rods, a paper bag, a tennis ball, a plastic trash bag, a roll of electrical tape, a paper clip, and three rubber bands. Their task: to design and build a device that will keep the ball from falling to the ground for as long as possible when dropped from the roof of Hicks Hall.

Stormy weather on the due date drove this

## ENGINEERING FAST FACTS

### First graduate

Herman Hoops, 1874

### First female graduate

Elsa Palmer Jenkins, 1922

### First honors graduate

John Donal, 1926

### Switch from B.A. to B.S.

1927

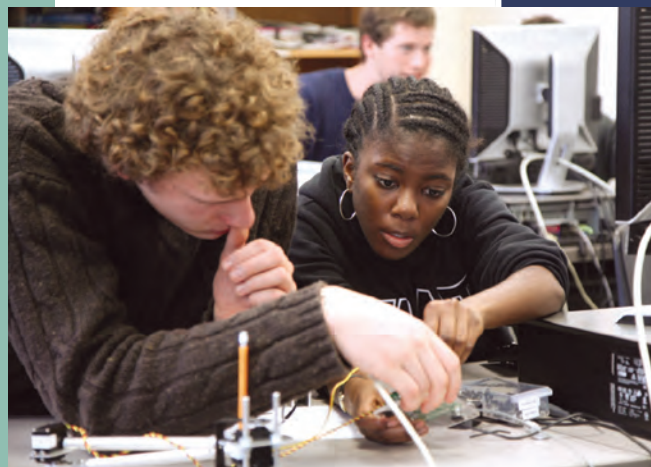
### Total no. of graduates between 1902 and 2009

1,907

### Class of 2009

Total graduates: 30

Female graduates: 10



ELEFTHERIOS KOSTANS

**COMPUTERIZED DESIGN:** Most E5 projects require the use of Solidworks, software that enables students to create, for example, patterns that are transferred via a milling machine onto pieces of Styrofoam (*below*), or program robot arms to perform writing or drawing tasks (*above*). To facilitate collaboration, their professor set up a Wiki site where students share information.



ELEFTHERIOS KOSTANS

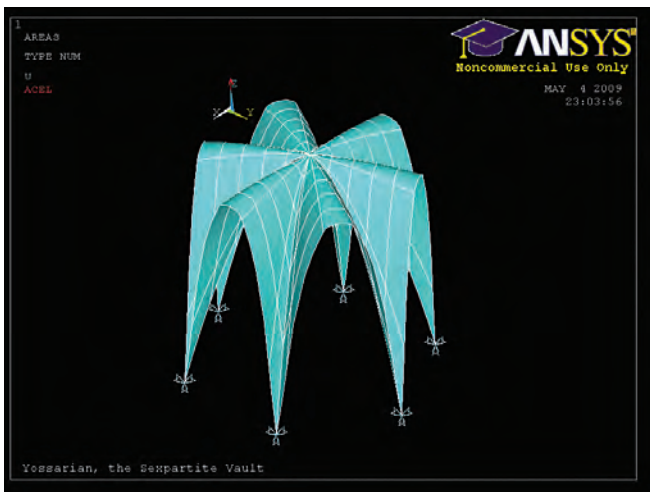


GETTY IMAGES

### THE VAULTS OF BEAUVAIS

Kara Peterman '09 investigated the unusual use of sexpartite (six-part) vaults in Beauvais Cathedral in France, built after the original quadripartite (four-part) vaults collapsed in 1284. "Four-part vaults are more structurally efficient and do a significantly better job of distributing load than their six-part counterparts," Peterson says. "Medieval masons figured this out as well. Beauvais is on the World Monument Fund's most endangered list because strong winds from the English Channel threaten the cathedral's stability. Various heavy-handed restoration attempts have placed it in an even worse situation."

Peterson designed a more efficient cathedral vault for Beauvais, incorporating the results of extensive modeling of ideal six- and four-part vaults; then she tested her design, using "finite element programming methods," to examine its structural efficiency and "determine if my work is an improvement or if the medieval masons had it right all along."



KARA PETERMAN

year's ball drop from the roof into the second-floor lobby, where teams launched their devices from a window. The winning team relied not on air-resistance but friction. In what Cheever described as "the most unique interpretation of the rules," team members punctured the tennis ball, drove two dowels through it to form an X-shape, then folded the electrical tape in half along its length, creating a 30-foot-long string, which they wound around the dowels. Holding the free end of the tape, they threw the device from the window and allowed the string to unravel from around the dowels—landing the tennis ball two stories below in 15.44 seconds, three times longer than any other device.

"It's a half-credit course, so there's not a lot of depth in what we do. It's really just putting stuff together and getting it to work at a pretty basic level," Cheever says. "One of the main themes of this course is learning to work together."

Forty-four students signed up for E5 last fall. Each year at Commencement, typically about half that number graduate as engi-

neering majors. Molter says that this is not completely unsurprising.

"We're working on student retention in a number of ways, with Ann Ruether's leadership in developing an even more extensive academic support system within our department," she says. "That said, we'll never retain 100 percent of the students initially expressing an interest in engineering. Students usually don't study engineering in high school. If they're good at math and science, their guidance counselors tell them to try engineering. For some students, it's not really an informed choice."

This year, 30 students earned bachelor of science in engineering degrees. Nine were double majors.

SOME COME TO ENGINEERING BY A CIRCUITOUS ROUTE. Karina Navarro '09, an engineering major with a biology minor, arrived at Swarthmore uncertain of what she wanted to do but interested in exploring the sciences, especially environmental studies. "As a sophomore, I enrolled in the engineering course

Water Quality and Pollution Control and found it the most useful class I'd taken so far," she says. She decided to follow it with Mechanics, which she describes as "a fantastic class." When the time to decide upon a major arrived, she realized she'd lost her heart to engineering but had heard it was impossible to begin that major later than freshman year. "I looked through all the requirements and found that I could do it if I took some math and physics courses during the summer," she says, "so I submitted my plan to major in engineering."

Navarro's next two-and-a-half years were hectic. "The prerequisites are there for a reason, and I took many of them after the classes for which they're recommended," she says. And although the department does not encourage taking three engineering classes during any one semester, Navarro did that throughout her junior year.

Navarro's senior project included making alterations to the storm-water modeling program StormWISE to include the possibility of purchasing easements for land parcels that are beneficial to the quality of the water, enabling StormWISE to recommend preventative action on water quality rather than merely being able to react to current water quality. She used the Little Crum Creek watershed as a testing ground. "I found that land conservation using easements is a cost-effective way of preventing further decline of water quality," she says.

"One of the most rewarding things about engineering at Swarthmore is that if you work hard, the professors will go out of their way to help you," she says. "When I asked Professor [Faruq] Siddiqui for permission to take Mechanics without having taken the prerequisite, he sent me home over winter break with two books, saying 'just read them.' When I was working on my Mechanics of Solids project that fall, he even drove me over to where I could get lumber."

"Engineering at Swarthmore is great," says Julia Luongo. With lots of support from students and faculty, the "residents" of Hicks Hall form a close community, and, busy as they are, they really do almost live in the department. With their own building, where everyone goes to work—and, yes, sometimes relax—students see friends and classmates all the time. It's a place where everyone knows your name, she says. ☺

# connections



Members of the Class of 1974 gather for the Parade of Classes.

## AN ALL-AROUND GOOD TIME

A good time was had by all 946 alumni from 65 graduating classes and nearly 450 guests who attended Alumni Weekend 2009. Not surprisingly, according to a survey of the weekend's highlights, "reconnecting with classmates" came out on top, hands down. Alumni and their families caught up with old friends and made new ones as they sang, danced, visited with faculty, played bocce, and enjoyed a plethora of other activities. For more photos of the weekend, visit [alumni-weekend.swarthmore.edu](http://alumni-weekend.swarthmore.edu).

On June 5, the program included a morning lecture on folk music and activism led by folk singer Peggy Seeger with an evening concert to follow; a discussion, led by Alexander Griswold Cummins Professor of English Literature Philip Weinstein, with author Adam Haslett '92 about Haslett's book *You Are Not a Stranger Here*; a talk by Professor of Economics Mark Kuperberg on the economy; a discussion on microbiology and science literacy

by Professor of Biology Amy Cheng Vollmer; and a showing of the documentary *The Linguists*, featuring Associate Professor of Linguistics David Harrison.

President Alfred H. Bloom kicked off Saturday's activities with one last question-and-answer session before leaving the College for his new position in Abu Dhabi. After a very rainy Friday, Saturday, June 6, dawned warm and dry, perfect for the annual parade of classes.

In the afternoon, Andrew Hauze '04, conductor of the Swarthmore College Orchestra, led the afternoon rehearsal and performance of the Mozart *Requiem*. Always a favorite, this event drew a large crowd of performers and audience members. Affinity events included receptions for current and former Alumni Council members; Sager/LGBTQ, black, and Latino alumni; alumni in business; and Swarthmore Christian fellowship. Many also took advantage of Sunday morning's guided tour of Crum Woods, a definite treat.

Class reunion planning chairs and committee members worked hard to put together events for their classmates, including a presentation by Allan Mackey '59 on rock and roll which left attendees dancing in the aisles; panels covering a range of topics, including religion, happiness, challenges of the 21st century, and the world of computers; and late-night dancing with fabulous band performances by Nathan and the Narwhals and Oota Goota Solo.

Alumni Weekend would not be possible without the dedicated efforts of class volunteers, and we thank all of them for their hard work. We also thank the students, staff, and faculty who make this event so special for alumni.

Mark your calendars now for Alumni Weekend 2010, scheduled for June 4 to 6. We hope to see you there!

—Karen Bernier, assistant director of alumni relations and Lisa Lee '81, director of alumni relations

# ALUMNI WEEKEND 2009



*Top left:* Saturday turned into a perfect day for the annual all-alumni picnic.

*Center left:* The Class of 1949's reunion planning chair, Christian "Chris" Pederson '49, accepts the Joseph B. Shane Alumni Service Award from Russell Robbins '84 of the Alumni Council.

*Center above:* Incoming Alumni Council President Sabrina Martinez '92 receives the gavel from retiring Council President Kevin Quigley '74.

*Top right:* Members of the Class of 1939 lead the annual Parade of Classes to the amphitheater, from left: Edmund Jones '39, Adalyn Purdy Jones '40, Mary Whitford Streit '39, and Robert Peelle '39.



*Left:* The Class of 1944's reunion planning chair, Esther Ridpath Delaplaine '44 (right), accepts the Arabella Carter Community Service Award from Deborah Frazer '69 of the Alumni Council.

*Above:* The Collection Address "In Praise of the Creative Arts" was given by Robin Smith Chapman '64.

*Photographs by Eleftherios Kostans, Jeffrey Lott, and Alan Brian Nilsen*



*Top left:* Members of the Class of 1959, celebrating their 50th reunion, pose for a class picture in the Theresa Lang Garden of Fragrance.

*Above:* According to a post-Alumni Weekend survey, the number one reason people return for Alumni Weekend is to reconnect with old friends.

*Left:* The Class of 1969 and their mismatched reunion socks march in the Parade.

*Top:* Three alumni exhibited their work in the List Gallery during Alumni Weekend. *From left:* Jessica Winer '84, Phillip Stern '84, Anne Henderson Finucane '74, along with List Gallery Director Andrea Packard '85.

*Above:* After an all-day rain on Friday, Saturday turned into a beautiful day for lawn games on Parrish Beach.

To view more photos of Alumni Weekend, visit [alumniweekend.swarthmore.edu](http://alumniweekend.swarthmore.edu).



## LIFELONG LEARNING FALL 2009

Swarthmore alumni, adult family members, and friends are encouraged to enroll in a Lifelong Learning course this fall. Courses are taught seminar-style by Swarthmore faculty, but without grades or credit—just learning for learning’s sake. Fall 2009 courses begin the week of Sept. 13 and run through the week of Nov. 8. Tuition is \$460 for courses taught at Swarthmore and \$580 for courses taught in New York City. For more information, visit [www.swarthmore.edu/lifelonglearning.xml](http://www.swarthmore.edu/lifelonglearning.xml).

### Offered at Swarthmore

#### The Politics of Great Depressions

James Kurth  
Claude C. Smith Professor Emeritus of Political Science  
*Tuesdays, 7 to 9:30 p.m.*

#### The Trojan War in Homer, Greek Drama, and Film

Gil Rose  
Susan Lippincott Professor Emeritus of Modern and Classical Languages  
*Mondays, 7 to 9:30 p.m.*

### Offered in New York City, Support Center for Non-profit Management, 305 Seventh Ave., 11th floor

#### Behavioral Economics

Ellen Magenheim,  
professor of economics  
*Tuesdays, 6:45 to 9:15 p.m.*

## ALUMNI COUNCIL



MATTHEW ARNSTEAD '08

Current and former Alumni Council members gathered on campus in early April for the first-ever **Alumni Council Reunion**. Alumni spanning seven decades came together to hear about both the impact of past Alumni Council projects as well as current campus hot topics from students and staff members. Current Alumni Council members then tackled projects relating to their working groups: Alumni Support, Student Support, and College Support.

## ALUMNI COUNCIL

*The Alumni Council welcomes the following new members, who have been elected to serve 3-year terms:*

- Emily Aubrey '89
- Linda Bovard '72
- Carol Church Holm-Hansen '76
- Deborah Smith Dempsey '57
- Joshua Farber '02
- Michael Fields '69
- David Ko '92
- Steven Kyle '77
- Danielle Moss Lee '90
- Rohit Malhotra '95
- Nina Palanza Paynter '97
- Albert Williams III '62
- Richard Wilson '73
- Lynda Yankaskas '99

## SWARTHMORE CONNECTIONS



KAREN BERNIER

In **New York City**, Emily Zackin '02 and Roban Kramer '03 attended the March 29 Faculty on the Road lecture “Why Swarthmore Professors Can’t Teach Practical Wisdom, But Why They Often End Up Teaching It Anyway,” given by William R. Kenan Jr. Professor of Political Science Kenneth Sharpe.



COURTESY OF PRISCILLA COIT MURPHY '67

Alumni gathered at **UNC-Chapel Hill’s Ackland Art Museum** to hear Curator of Collections Timothy Riggs '64 (*right*), discuss the current exhibit *At the Heart of Progress: Coal, Iron, and Steam Since 1750—Industrial Imagery from the John P. Eckblad Collection*. This remarkable and timely exhibition, explores the dramatic tensions between human progress and the toll taken by use of coal, iron, and steam. Priscilla Coit Murphy '67 organized the special event for alumni in the Triangle area.





PHOTOGRAPHS BY CHARLES BELL '06

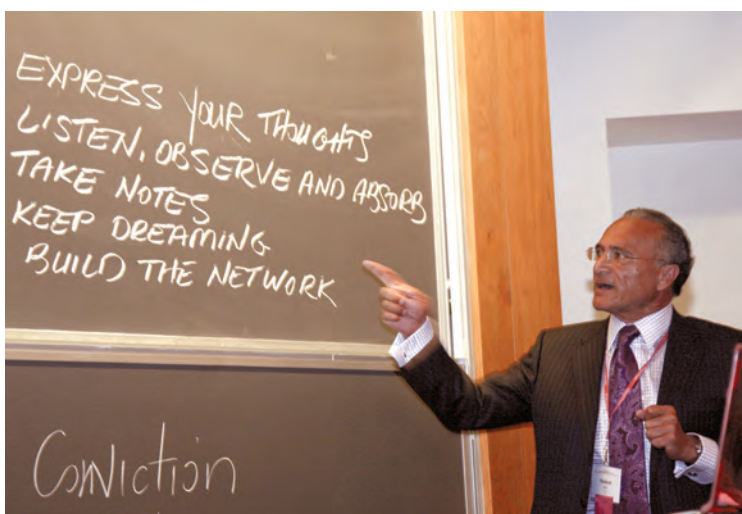
## BLACK ALUMNI CELEBRATION

Nearly 200 alumni and students came together March 20–21 on campus for the Black Alumni Celebration, commemorating the 40th anniversary of the founding of the Swarthmore African-American Student Society. Alumni attending represented more than five decades of classes. Events included panel discussions on black history at Swarthmore, the events of 1969, campus tours, and a discussion led by Professor of Political Science Keith Reeves '88 on “Black Ethical Leadership.” The day’s activities were followed by a “family style” dinner and a performance by the Alumni Gospel Choir.

“I was inspired and enlightened as I heard the stories of former Swarthmore students as

they recounted their experiences in tackling issues of race in the College community,” said Amari Scott '12 in a *Daily Gazette* interview. Organizer Charmaine Giles '10, who hopes the event can be repeated, said, “So many people told me that black alumni never want to come back to Swarthmore, but this celebration showed that they do want to come back. They want to come back for us, the students.”

—Jeffrey Lott



ELEFTHERIOS KOSTANS

Shalom Saar '74 synthesizes some of the discussions that took place during the **2009 Lax Conference on Entrepreneurship**. After an informative talk by Richard Teerlink on the challenges he and his management team overcame to turn around Harley Davidson, participants broke into several small discussion groups to explore key skills for successful entrepreneurs. The attendees then came back together to share the highlights of their discussions and build a framework for moving forward.

## HONORARY DEGREE NOMINATIONS

Do you know a classmate or other alum who should be considered for an honorary degree? The Honorary Degree Committee encourages you to submit nominations to Maurice Eldridge '61, Vice President's Office, Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390 or by e-mail to [meldrid1@swarthmore.edu](mailto:meldrid1@swarthmore.edu). Please enclose complete background information including your own reasons for choosing your nominee and submit by noon on Monday, Oct. 5. Please note that all nominations will be kept confidential, and it is not good practice to inform the nominee. The Committee will forward its recommendations for faculty approval in mid-November.

Criteria considered by the Honorary Degree Committee include distinction, leadership, or originality in a significant field of human endeavor; someone in the ascent or at the peak of distinction, with preference to the less honored over those with multiple degrees; ability to serve as a role model for graduating seniors, as Commencement speaker, on a major occasion in their lives; preference for (but not required) individuals who have an existing affiliation with or some connection to the College community. The Committee seeks to balance choices over the years from a variety of categories such as careers, gender, academic discipline, race, ethnicity, and public service.

# Alumni Profile



MARILYN TICKNOR

## 100,000 Miles—and Still Pedaling

FOR THE PAST 30 YEARS, TOM BEATSON '54 HAS EXPERIENCED THE JOYS OF TRAVELING ON TWO WHEELS.

These days, 76-year-old Tom Beatson doesn't spend as much time in the saddle as he once did, but on Sunday mornings, he's up before the sun, eating breakfast and preparing to leave his house shortly after sunrise, to be one of the first members of his bike club to arrive at Phoenix's Granada Park for the weekly Breakfast Ride. He's been a member of the Arizona Bicycle Club (ABC) for more than 30 years—still eager to beat the heat on a jaunt through the streets of Phoenix.

Beatson helps sign in 50 or 60 cyclists, who divide into smaller packs according to skill and speed levels and then set out on routes ranging from 15 to 35 miles that end at a restaurant where the riders enjoy a hearty breakfast—"another bonus of bike-riding," says Beatson of his second breakfast.

In 1978, the year he joined ABC, Beatson began to record every mile he cycled. "Keeping meticulous records kind of comes naturally to the likes of us engineers," says the retired computer systems engineer. His typical daily tally is 20 to 30 miles, although he once cycled 115 miles over a period of about eight hours. Rides include a stretch of historic Route 66 from Seligman to Kingman in Northern Arizona and a Gila Bend tour that passes through expanses of desert that, in spring, display a floral splendor unexpected on such barren terrain. "There's always a headwind for the ride back," Beatson says.

Last year, after 30 years of tabulating his mileage, Beatson passed an impressive milestone. Last August, leading a pack of about 50 other cyclists—all on hand to witness the momentous occasion—he pedaled past his 100,000-mile mark.

Last August, leading a pack of about 50 other cyclists—on hand to witness the momentous occasion—Tom Beatson pedaled past his 100,000-mile mark.

Thanks to his thorough record-keeping, Beatson was well prepared for the special ride.

"For several weeks I did lots of planning as I approached the 100,000-mile mark," he says. "I figured it would be appropriate to make it happen on Sunday, Aug. 31, when I'd be riding with the club. I arranged my mileages so they'd total 99,997 by then and the club members would be riding with me as one group for the last three miles.

"Starting time was 6:30 a.m. That particular day was cloudy with some threat of rain, so I wore a plastic rain jacket over the colorful jersey I'd bought for the occasion."

The grey skies certainly didn't dampen the mood. After a flurry of congratulations and handshakes, Beatson and his biking buddies rode on to The Eye Opener Restaurant, where a celebratory breakfast was held in his honor.

"He's a good person, a very good bicycle rider, who's been with the club over many, many years. And he's taken copious notes on what he's done," says club member and friend Michael Philofsky.

Beatson's feat was the more extraordinary because he is a 66-year survivor of diabetes.

First diagnosed at age 10, Beatson has adhered strictly to the dietary and exercise recommendations for living with the disease and has been able to enjoy a normal life.

To control his blood sugar level, Beatson uses an insulin pump, a small device worn on his body that delivers measured doses of insulin through a thin tube and fine needle inserted into an infusion site.

"I can program it so I get the right amount of insulin at the right time," says Beatson, who, when riding, wears the pump clipped to the waist of his shorts, covered by a long jersey to keep from exposing it to the sun. "It's much easier than having to inject doses of insulin manually," he adds.

During his 100,000-mile celebration, Beatson received two awards, one from ABC members and another from the Joslin Diabetes Center in Boston, where he serves on the Board of Overseers and is a generous supporter of Type 1 diabetes research. He is a recipient of the center's Fifty-Year Medal for living with insulin-dependent diabetes for five decades.

In a way, it's because of his illness that he came to bicycling in the first place. Involved in fundraising for the American Diabetes Association (ADA) in 1975, he was asked to help organize a biking fundraiser. "In the process of setting up the ride for the following year, I decided I'd better get myself a bike and explore the route I wanted to lay out," says Beatson, who hadn't ridden since childhood.

—Carol Brévert-Demm

# Alumni Profile



KATIE PETROV/GREENWICH LIBRARY

Indexing and prolific book publishing help make the Greenwich Oral History Project quite unique, says Ogden.

*1938 Hurricane of Willowmere*, in which a young boy describes how he rescued his friend from the horrific floods. “He tells how he watched a dining room table with lighted candles floating by. When you read that interview, you’re right there with him,” she says.

Townfolk volunteer to be interviewed for the Greenwich project, but Ogden and her crew can’t get to them all. She gives priority to citizens in their 80s and 90s

as well as to story topics that haven’t been well-covered. The Oral History Project tries to record all major trends to paint a true picture of the town. In the 1970s, many corporate headquarters moved to Greenwich. In the 1980s, there was an influx of Japanese families. The project also documents the era of great family estates in the early 20th century, the disappearance of fishing and farming in the community, and how little villages were absorbed as the town grew. Soon, Ogden says, the project will begin documenting the current economic downswing.

One interview with Nancy Carnegie Rockefeller tells how she opened a birth control clinic in town in defiance of state law. Another documents how a man named Prince James Stuart kept a privy council and claimed he was the true heir to the British throne. But most focus on regular folk, such as shopkeepers, policemen, teachers, homemakers, and immigrants. “We can really document people who are forgotten,” says Ogden. “Everyone has a story.”

At Swarthmore, Ogden majored in art history and always loved English literature. She moved to Greenwich when she married Ross Ogden ’66, and they raised their family there. An ad looking for volunteer editors lured her into the project, and she was hooked.

Ogden is not the only Greenwich oral historian with ties to Swarthmore. The late Olwen Jones ’43, Barbara Muller Ornstein ’49, and Patricia Cotton Isbrandtsen ’43 all worked on the project. It’s easy to see the draw for Swarthmore graduates. The oral history volunteers add in rigorous academics as they index each interview and transcript with searchable key words. This thorough indexing improves access for researchers. Indexing and prolific book publishing help make the Greenwich Oral History Project quite unique, says Ogden.

After 28 years, Ogden still loves the mix of fun and scholarship. She laughs at tales of a boy who was sent to the local store to fill a jug of beer for his dad and an early-20th-century livery-stable owner who predicted cars would never catch on. The livery-stable site is now a Lexus dealership. “You have to like the academic side of the work,” she says. “But it’s also so warm and funny.”

—Heather Shumaker ’91

## Telling Tales in Greenwich

ORAL HISTORIAN CATHY HYDER OGDEN ’67 RECORDS A TOWN’S PAST AS TOLD BY THOSE WHO LIVED IT.

On June 27, 1983, Cathy Hyder Ogden drove across the Mianus River on Interstate 95 in Coscob, Conn., with her 6-year-old son in the car. At 1:30 the next morning, the bridge collapsed, plunging two tractor-trailers and two automobiles into the river, 100 feet below. Three people were killed.

Luckily for historians, the bridge disaster occurred in Greenwich, Conn., home of the Greenwich Library Oral History Project. Ogden, an oral historian, and fellow volunteers documented the disaster in a book that contains 15 interviews, including the police officer who arrived first at the scene, three survivors, several bridge engineers, and the governor. Shoddy state road maintenance and inspections turned out to be the culprit, and, today, engineering schools across the country request copies of the book *The Mianus River Bridge Collapse, June 28, 1983*.

The Oral History Project started in 1973 and has captured town memories from the 1890s to the present day. Although the Mianus River Bridge book garners interest from around the United States, the group’s most popular book is *Tod’s Point*, which explores the history of the local town beach. The project publishes one to two books a year. Their most recent title profiles the local arts and science museum: *The Bruce Museum—A Century of Change*.

Today, the Friends of Greenwich Library raises funds to power the all-volunteer effort. So far, the team has collected more than 800 interviews and published 135 books, which circulate in local libraries and can be bought on the Web (Visit [www.glohistory.org](http://www.glohistory.org) for more information).

Ogden adores oral history. She began volunteering in 1981 and now chairs the organization. “Oral history brings you an immediate sense of the past,” says Ogden. Her favorite story comes from *The*

# Tragedy, Triumph, and a Boy's Baseball Dreams

By Stephen Gessner '66

WHEN I WAS A CHILD IN NEW YORK, my life—and, it seemed, my entire family's life—revolved around the Brooklyn Dodgers. I had memorized the starting batting order, including their batting averages, which were updated every day in the newspaper. Each starting pitcher's record and other statistics were easily recalled. I cut out articles, photos, box scores, and other minutiae from the newspapers and taped them to my wall. Each night, I slept in my Dodger uniform, to my mother's great chagrin. But she shared my passion for the team and, in fact, may have fueled it even more than my father or older brother.

In summer, we rented a house in what was then rural northern New Jersey, where my days were filled with swimming, tennis, playing with my dog and—when he deigned to acknowledge my existence—baseball tosses and batting with my older brother, Peter Gessner '61. But the soundtrack for all of these activities was broadcasts of Dodgers games on the radio. In those days, most games were played in the daytime and my mother, Doris Lindeman Gessner '35, had arranged for a radio to be adapted for outdoor living by getting someone to exchange the regular power cord for a much longer one that was strung into the house through a window. Depending on how close the games were—and how engaging my own activities—I circled back near the radio at regular intervals. And, mother could always update me on the score and any highlights that I missed.



COURTESY OF STEPHEN GESSNER

"Each night I slept in my Dodger uniform," recalls Stephen Gessner, pictured here ca. 1950.

The height of this baseball fever in our household came in the early 1950s—a tremulous era for the Brooklyn Dodgers. This was a time of joys and tragedies for the teams that later became "the boys of summer" in Roger Kahn's classic 1972 book of the same name. Brooklyn fans' end-of-season disappointment was often assuaged by saying, "Wait 'til next year"—and after the famous (infamous to Dodger fans) 1951 playoff loss to the Giants, "next year" finally arrived with the delicious Brooklyn victory over the hated Yankees in 1955. But the sweetness of that first World Series triumph was shattered all too soon by the heartbreaking departure of the team for Los Angeles in 1958.

Living in Manhattan, it was curious that we were Dodgers fans at all. All my friends and relatives were Yankee fans, though there was the occasional odd Giant fan floating around. I think our affinity for Brooklyn had to do with my father's identification with the underdog, the loser, and "dem Bums," as we affectionately called the Dodgers, usually after a frustrating loss. (Only Dodger fans were allowed to use that phrase; never evil Yankee fans.) That was part of the attraction of the Dodgers—their contrast with the successful and triumphant perpetual winners up in Yankee Stadium. The Yanks, whose name alone suggested New England wealth and aristocracy, were decried by the comedian Joe E. Lewis, who famously declared, "Rooting for the Yankees is like rooting for U.S. Steel." My liberal, academic father would have had a hard time rooting for U.S. Steel in those days, so rooting for "dem Bums" seemed more politically correct, long before that term had been invented.

A friend who lived in the Coney Island section of Brooklyn was a Yankee fan. When I first learned this about him, I remember being shocked at his lack of loyalty to his home borough. He explained that the Yankees were the winners, they were successful, and that was what he aspired to be. He wanted out of Brooklyn—a fast trip to Manhattan—and it was as if the Yankees were his ticket to ride.

Another powerful distinction between the Dodgers and the Yankees, at least in the early 1950s, was racial integration. Dodger great Jackie Robinson had broken the color bar in the big leagues in 1947, but it took the Yan-



GETTY IMAGES

Dodger pitcher Johnny Podres celebrates after pitching a complete game shutout victory against the Yankees in the seventh game of the 1955 World Series, giving the Brooklyn Dodgers its first World Championship.

The sweetness of that first World Series triumph was shattered all too soon by the heartbreaking departure of the Dodgers for Los Angeles in 1958.



GETTY IMAGES

Dodger pitcher Ralph Branca sobs after delivering a ninth-inning home-run pitch to the Giants' Bobby Thompson to lose the 1951 National League championship in a one-game playoff.

kees until 1955 to finally do the right thing. Even the Giants had acted much earlier by signing an African American in 1949. (The last major league team to integrate was the Boston Red Sox in 1959.)

When the Dodgers departed for the West Coast, I tried to continue rooting for them, but it just didn't work. The New York Mets joined the National League in 1962, but they never really took the Dodgers' place in my heart. I went through baseball withdrawal for a long time, until I finally settled in Chicago, where I could replay my childhood baseball rivalry.

Of course, I became a fan of the White Sox—the south-side, working-class team owned by an old Polish family (Comiskey). I learned to hate the Cubs—the lovably popular and wealthy north-side team owned by the patrician Wrigley family. During my years in Chicago, their rivalry was intense—reminiscent of that earlier Dodger-Yankee divide. You could not root for both teams. Each of the city's two daily newspapers was clearly identified with one or the other. To a White Sox fan, a Cub loss was almost as good as a Sox win. (All across the country there are baseball fans who feel the same way about the Yankees—and love to see them lose.)

I returned to New York a few years ago and finally adopted the Mets as my team. My departure from Chicago preceded the 2005 White Sox World Series victory, so I missed out on that bit of excitement. My Yankee-hating has continued unabated as I also root for their arch rivals, the Red Sox. A particularly pleasurable day is when both the Mets and Red Sox win and the Yanks are defeated. To make it even sweeter, throw in a White Sox victory, a Cubs loss, and a Los Angeles Dodger win—but the latter doesn't count much anymore although it still provokes old and fond memories of a childhood loyalty to a beloved but heartbreaking team. ♡

*Stephen Gessner is an educational consultant living in Shelter Island, New York.*

# Alumni Profile



ELEFHERIOS KOSTANS

"It's great to have come full circle and be back in the thick of exciting issues and challenging debates," says Lisa Hostein '83.

Hostein says Swarthmore was instrumental in shaping her awareness of the importance of community. "It taught me about different ways of thinking about the world," she says. "Swarthmore taught me to negotiate, assert myself, fight for a particular issue, challenge ideas, and formulate my own views." As a student, her strong commitment to Israel prompted her to help form Swarthmore Activists for Israel, which focused on issues surrounding the first war with Lebanon. In her junior year, she created her own independent-study seminar on Zionism with Kenneth Sharpe, William R. Kenan Jr. Professor of Political Science. In the mid-1980s, Hostein lived in Jerusalem for just over one year, studying at the Pardes Institute of Jewish Studies, working as a freelance journalist, and traveling throughout the region.

Hostein's soft-spoken manner belies her serious commitment to covering tough issues and publishing controversial content in the *Exponent*. After only three months as executive editor, she ran a front-page article on people who are young, gay, and passionate about their Jewish faith. She also sought out pro and con perspectives on a Jewish organization that protests in Philadelphia against the actions of Israel in its conflict with the Palestinians.

"When I approached the group—which is against Israel's actions—about writing a piece, you could tell they weren't used to being included," she says. "It was an opportunity to engage in communal conversations on tough issues. If a paper can't address these issues, it won't be relevant."

Surveys show the average age of *Exponent* readers is 57. Hostein would like to see this number settle in the range of 40- to 45-year-olds and wants to expand coverage to reach out to the 18- to 35-year-old market. Other plans include overhauling the paper's Web site ([www.jewishexponent.com](http://www.jewishexponent.com)), making it more interactive by including blogs, polls, photographs, and a more extensive community calendar.

To measure whether the paper, which currently has a circulation of 40,000, is achieving its desired results, Hostein will conduct readership surveys. "But the best feedback I've gotten so far is from people who say, 'I haven't read the paper in a long time, but now, I hear people talking about it again. I feel like I'm missing something.' To be relevant—that's the supreme compliment, says Hostein, who heads an editorial staff of nine.

"It's great to have come full circle and be back in the thick of exciting issues and challenging debates," Hostein says. "As a community, we should have vibrant discussions about issues that matter—or we will stagnate. With all the obstacles and changes the Jewish community faces, we persevere, all while still holding onto the important traditions."

—Audree Penner

## Bashert

LISA HOSTEIN '83 IS CHANGING THE IMAGE OF PHILADELPHIA'S VENERABLE JEWISH NEWSPAPER BY INCLUDING NEW VOICES.

Although the Yiddish word *bashert* is typically understood in the romantic sense of "finding one's predestined soul mate," the word more literally translates to "destiny." Lisa Hostein, executive editor of the *Jewish Exponent*, the Philadelphia area's Jewish newspaper, seems to have found both her occupational and personal *bashert* at the publication. In 1983, she worked as an intern at the paper and, after Swarthmore, was a reporter and news editor there for nearly 11 years. She also met her husband, attorney Joel Oshtry—to whom she's been married for 23 years—through the *Exponent's* personal ads (the predecessor to online dating). They have two sons Ezra, 11, and Sam, 8.

In mid-1994, Hostein was named editor of the Jewish Telegraphic Agency (JTA) in New York, where she plied her skills for 14 years. JTA is a nonprofit global news service that provides news to Jewish community newspapers and other media outlets around the world.

In January, when she returned to lead the *Exponent*, Hostein's long train commute to New York City turned into a 20-minute drive from her home in Bala Cynwyd to Philadelphia, often carpooling with her husband. Along with her new position has come the challenge of revitalizing the 122-year-old weekly newspaper. Her primary goal is to expand the readership, reaching Jews across the demographic, political, and religious spectra.

"I wanted to come back and make a difference in my community," says Hostein, who was born in New York and grew up in Rhode Island, but calls the Philadelphia area home. "The Jewish media is good for community building. The paper should both speak to Jews and educate them."

## FIRST TIME NOVELISTS TOUCH THE HEART

**Kristin Levine '97**, *The Best Bad Luck I Ever Had* (G.P. Putnam's Sons, 2009)

**Emily Chenoweth '94**, *Hello Goodbye* (Random House, 2009)

Two first novels by Swarthmore women are a joy to read. One is set in rural Moundville, Ala., in summer 1917, and the other at an historic resort in New Hampshire's White Mountains. In *The Best Bad Luck I Ever Had*, Kristin Levine tells an endearing tale of the brave friendship between two 12-year-olds—Harry “Dit” Sims, a white farm boy, and Emma Walker, an African-American city girl; Emily Chenoweth's *Hello Goodbye* is an intimate, artfully crafted story of a dying woman's final vacation with family and friends.

In *Best Bad Luck*, Levine tells a delightful story of racism and justice in a small Southern town, inspired by her grandfather's memoirs of growing up there. Written for middle-grade readers, the book will also appeal to adults as they follow the adventures of Dit and Emma, an unlikely duo thrown together when Emma, her mother, and her father—the new postmaster—arrive in town.

The folks in Moundville had assumed that the Walker family would be white, and Dit was told they had a son his age—someone he could fish with that summer. Dit's disappointment is palatable, but his mother has a rule: “We didn't have to like anyone, but we had to be nice to everyone.”

Because, traditionally, the postmaster's family has lived in a house on the Sims's property, the two kids can hardly avoid each other, despite having nothing in common. Dit adjusts his expectations; Emma leaves the porch where she spends her days reading; and the polite but frustrated boy teaches the shoe-wearing, brainy Emma how to fish, play baseball, swim, and skip stones across the the river.

Not only is Emma the first person who really listens to Dit—the sixth of 10 children—she makes him question why he kills birds with a slingshot for sport and traps rabbits for money. By the Fourth of July, Emma has become more adventurous, and Dit has started to doubt the humanity of Big Foot, the town sheriff, who keeps a caged eagle on his front porch.

By fall, the two are best friends, and Dit's moral conscience grows by leaps and bounds during the school year. He wonders why the colored kids and the white kids can't go to the same school and questions the loyalty of friends and town folks who taunt him for being Emma's friend—“Well if it ain't Dit and his nigger girl.” In the spring, the pair concocts a plan to save Doc, the black town barber, who is on trial for killing Big Foot in an act of self-defense.



Emily Chenoweth's (top) and Kristin Levine's first novels both have themes of friendship and loss.

As the friendship comes full circle, the Walkers must leave for their next postal assignment. Dit says: “... I didn't want her to leave. We stood next to each other in the starlight, and I felt her head on my shoulder. I put my arm around her waist. She didn't pull away. We stood like that for a long time.”

Dit and Emma are vivid, tangible characters—Dit loves the outdoors and going barefoot and has an adventure-tossed attitude that matches his hand-me-down clothes. Emma, with skin the color of hot chocolate, “prefers ribbons in her braided hair, fancy dresses, and shiny shoes.” It will be interesting to meet the characters in Levine's planned second novel, set in Little Rock, Ark., in the late 1950s.

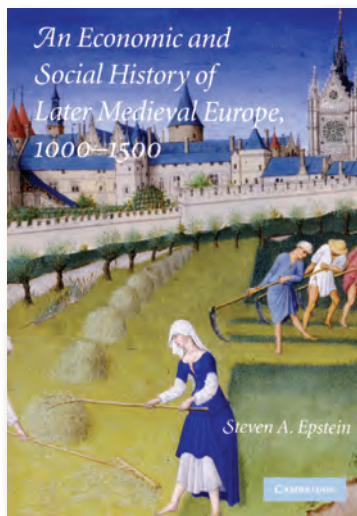
*Hello Goodbye* is a story of friendship, loyalty, and growing up around impending family loss. The details are so rich they make the reader pause—time and again—to fully absorb the beauty of the intensely personal descriptions despite the unbearably sad circumstances. Helen Hansen has been diagnosed with an inoperable brain tumor, and her daughter, Abby, is home for the summer after her freshman year at college. Helen's husband, Elliott, is hosting a weeklong party—to celebrate the couple's 20th anniversary and give his wife one last gift of time with family and friends.

Against the backdrop of a lush, old-world resort, Elliott balances deep sorrow and an endless string of drinks with caring for Helen. Loyal friends struggle to accept Helen's fate, entertain her with their familiar foibles, and tire her with their endless banter. Helen thinks, “I'm tired. She's already taken one nap today and she can't just take another. But sleep—it is the sweetest thing. When she's sleeping, she's not half blind or clumsy or forgetful.”

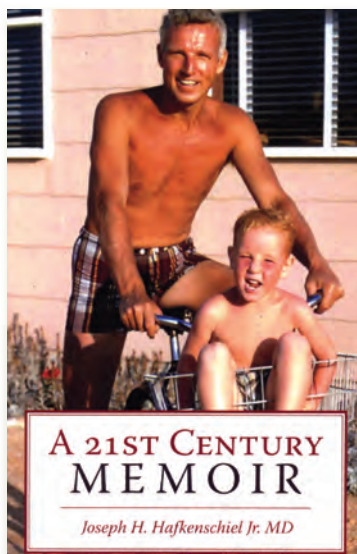
Abby, on the brink of womanhood, remembers “the blossomy frivolousness of spring, when her mother was being dosed with x-rays and poisoned with chemotherapy,” and she [at college] “wandered down paths beneath lighted windows in the lilac-scented air and understood that the whole world had shifted, “but she does not yet know that the cancer is terminal. She lingers with her parents' friends, then seeks companionship among the youthful hotel staff, where she attracts the affections of two very different young men.

Propelled by Chenoweth's compelling prose, the reader also relaxes by the pool at the Presidential Hotel—cold lemonade in hand—and, then, toasts the Hansens in the elegant dining room. In the end, the Hansens and their friends discover how life can flourish in the face of death, while the reader yearns for Chenoweth's next book.

—Susan Cousins Breen



**Steven Epstein '74**, *An Economic and Social History of Later Medieval Europe, 1000-1500*, Cambridge University Press, 2009. This book examines the most important themes in European social and economic history from the beginning of growth around the year 1000 to the first wave of global exchange in the 1490s.



**Joseph Hafkenschiel Jr. '37**, *A 21st-Century Memoir*, iUniverse, 2009. This autobiography, which includes a section on the author's Swarthmore years, is the result of family interviews, detailed diaries, and family photograph and movie collections.

## MORE BOOKS

**Daniel Hoffman H '00**, *The Whole Nine Yards: Longer Poems*, Louisiana State University Press, 2009. Winner of the L.E. Phillips-Poetry Award for 2009, this collection spans the career of former Poet Laureate Hoffman. Exploring violence and transcendence in realistic, gothic, and comic modes, the poems tell of war, cold war, domestic violence, bureaucratic oppression, and rescue at sea.

**Sean Latham '94**, *The Art of Scandal: Modernism, Libel Law, and the Roman à Clef*, Oxford University Press, 2009. With skillful close readings aided by extensive archival research, the author illuminates the world of back-biting, gossip, litigation, and sensationalism.

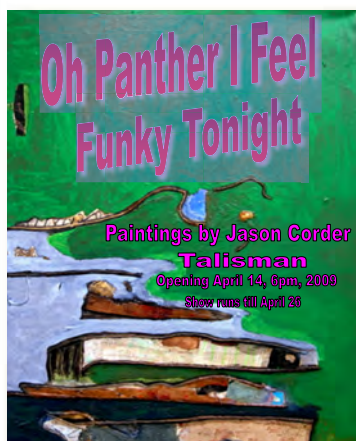
**Susan Signe Morrison '81**, *Excrement in the Late Middle Ages: Sacred Filth and Chaucer's Fecopoetics*, Palgrave Macmillan, 2008. This interdisciplinary book

integrates the historical practices regarding material excrement and its symbolic representation, with special focus on fecopoetics and Chaucer's literary agenda.

**Victor Romero '87**, *Everyday Law for Immigrants*, Paradigm Publishers, 2009. In this guide for both U.S. citizens seeking a better understanding of immigration laws and for migrants who make the United States their home, the author explains the basic challenges immigrants and foreign nationals face in formal immigration policy and American domestic law generally.

**Josh Tarjan '90**, *Life is a Dream*, CreateSpace, 2008. Of Tarjan's loose adaptation of the 17th-century play by Calderón de la Barca, screenwriter Peter Nelson says: "A grand entertainment ... an exuberant adventure that surprises and beguiles on every page. Full of wit ... wisdom ... romance ... and fun."

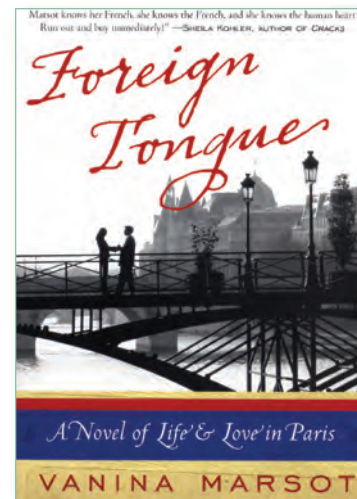
## OTHER MEDIA



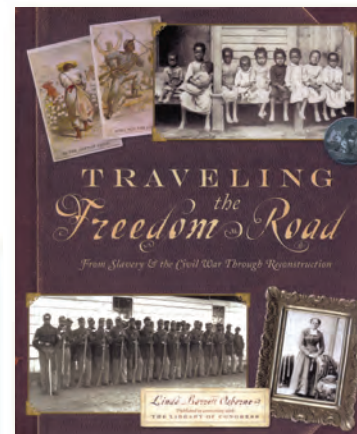
**Jason Corder '91** exhibited a collection of paintings from Ireland, Kenya, and France titled *Oh, Panther, I Feel Funky Tonight* at the Talisman Restaurant in Karen, a suburb of Nairobi, Kenya, from April 14 to April 26.



**Tim Pfaff '84**, *Promise*, 3 Elliott Studio, 2009. Writer and museum exhibit developer Pfaff draws on 25 years of interpreting the American experience in museums around the country to compile a song collection that voices the hope and despair of those years.



**Vanina Marsot '87**, *Foreign Tongue: A Novel of Life and Love in Paris*, Harper, 2009. A young writer from LA undertakes a journey of bilingual self-exploration in Paris, finding solace among friends, in her work translating an erotic French novel by an unknown author, and in the arms of an alluring Parisian.



**Linda Barrett Osborne '71**, *Traveling the Freedom Road: From Slavery and the Civil War Through Reconstruction*, Abrams Books for Young Readers, 2009. From the injustices of slavery, through the bloodshed of the Civil War, to the turbulence of Reconstruction, this book tells how children, teenagers, and their families survived those challenging times.



# Alumni Achievements



## Michael Wertheimer '47

has been chosen to receive the American Psychology Association's (APA) Award for Outstanding Contributions to Theoretical and Philosophical Psychology in Toronto this summer. In 2000, he also received APA's Division 26 Lifetime Achievement Award for sustained, outstanding, and unusual contributions to the history of psychology. Professor emeritus at the University of Colorado-Boulder, Wertheimer directed the Department of Psychology's Honors Program for nearly 40 years. He also directed doctoral programs in experimental psychology and sociocultural psychology. His areas of specialization include perception, cognition, psycholinguistics, and the teaching and history of psychology. Wertheimer is in his third and final year on the APA board of directors. A member of APA's Council of Representatives, he has also been president of four APA divisions (general psychology, teaching of psychology, theoretical and philosophical psychology, and history of psychology); the Rocky Mountain Psychological Association; and Psi Chi. He is also a member of the advisory board of *Gestalt Theory—An International Multidisciplinary Journal*. His most recent book, written with D. Brett King, is *Max Wertheimer & Gestalt Theory*.

## Ann Lubin Buttenwieser '57

was recently honored by the Metropolitan Waterfront Alliance with the Hero of the Harbor award for her work on the "Floating Pool Lady" and the New York City waterfront during the last 30 years. The Floating Pool Lady—a multi-award-winning swimming pool that floats in a barge—was the brainchild of Buttenwieser, an urban planner and waterfront director in several New York City agencies. As a result of Buttenwieser's vision and persistence over more than a quarter century, the pool opened in 2007 at the new Brooklyn Bridge Park and is now stationed in the South Bronx. In 2001, Buttenwieser founded the Neptune Foundation, a nonprofit organization to "commission the design and construction of a new generation of moveable pools for the waterfronts of recreationally underserved communities." With the help of renowned architect Jonathan Kirschenfeld and naval architect Kent Merrill of C.R. Cushing & Co., the former, 80-foot-by-260-foot cargo barge was transformed into a self-sustaining, seven-lane, 25-meter-long, public floating swimming facility. Buttenwieser describes herself as a waterfront open-space fanatic and says that she would like to see a flotilla of floating pools in New York's rivers.



## James Forrester '59

received the 2009 Lifetime Achievement Award from the American College of Cardiology in March. Each year, the award is presented to an individual who has amassed 30-plus years of outstanding achievements in the field of cardiovascular disease and has served as a role model through service, research, and teaching. Early in his career, Forrester and colleagues developed and used catheter technology to define the effects of drugs on cardiac function in critically ill patients. Later, he led a team that used fiberoptics to directly visualize, for the first time, clots inside the coronary arteries of patients with acute chest pain. "Forrester's extensive body of work," says Prediman Shah, director of the Institute's Division of Cardiology and the Atherosclerosis Research Center, "has improved our understanding of ischemic heart disease and hemodynamic consequences of acute myocardial infarction. Beyond that, he has served as a highly regarded mentor to many."

Forrester, former chief of the Division of Cardiology at the Cedar Sinai Heart Institute in Los Angeles, is currently the George Burns and Gracie Allen Professor of Cardiovascular Research at the Institute.

# Alumni Achievements



## Richard Goodkin '75

has been awarded the Chancellor's Distinguished Teaching Award by the University of Wisconsin. He is also the recipient of a senior fellowship at the Institute for Research in the Humanities that will allow him to teach half time for the next five years while he conducts research for a new book project. Goodkin has taught French at the university's Madison campus for 20 years and has taught and done research in the areas of 17th-, 19th-, and 20th-century French literature, with genre specializations in theater, poetry, narrative, and film. He has published books and articles on French and Greek tragedy, Molière, intertextuality in Racine and Proust, and French film. His most recent books include *In Memory of Elaine Marks: Life Writing, Writing Death* and a manuscript nearing completion titled *How Do I Know Thee, Let Me Count the Ways: Personality in Early Modern Comedy and Narrative*, which he completed with the support of a Guggenheim Fellowship.

## Steven Shareshian '85

won a 2008 Emmy award for best dramatic mini-series as a producer of the HBO series *John Adams*, based on the book by David McCullough. The series won 13 Emmy awards out of 23 nominations—the record for the most Emmy awards received by a miniseries. He also won the Producers Guild's Television Producer of the Year Award in Longform, the Golden Globe for Best Miniseries or Motion Picture Made for Television, a Peabody award and recognition from the American Film Institute for *John Adams*, awards that he shares with other producers of the series. Shareshian is head of production for Playtone, a film and television production company established by Tom Hanks and Gary Goetzman. At Playtone, Shareshian has served as executive producer on such films as *My Big Fat Greek Wedding*, *Starter for 10*, and the 2008 film *The Great Buck Howard*.



## James Rowley '85

has won the Excellence in Education Award from the American Academy of Sleep Medicine (AASM). The award recognizes his work with the AASM as creator of the online practice examination, chair of the education committee and the AASM board review course, and as editor of the sleep fragments section of the American Thoracic Society Web site. Rowley specializes in and is board certified in sleep medicine, critical care medicine, pulmonary disease, and internal medicine. He is an associate professor and fellowship program director in the Division of Pulmonary, Critical Care, and Sleep Medicine's Department of Medicine at Wayne State University School of Medicine. Rowley practices pulmonary, critical care, and sleep medicine at the Detroit Medical Center and the Harper Hospital Sleep Disorders Center.

## Rochelle Grayson '91

was recently named one of Business in Vancouver's Top Forty Under 40 and received the inaugural Canadian Women in Communications Trailblazer: Excellence in Leadership Award. For both awards, Grayson was recognized as a groundbreaking visionary who has distinguished herself as a powerful leader and significantly contributed to interactive media through her achievements. Most recently, Grayson was president of Work at Play, a social media agency. She has 18 years of experience evaluating the strategic, financial, and marketing potential of projects and organizations. "I would say the biggest tool in my arsenal is motivating others, and finding out what it is that makes them be their best," she says. She has held a number of key executive positions with media companies, including OBehave! Entertainment, Media 2.0 Consulting, and Twemes.com. She has been a mentor for the Vancouver, B.C., YMCA's Connect to Success program and raised \$200,000 for the Canadian Breast Cancer Foundation. She attributes her lifelong passion for media and the art of communication to a computer lab in the early 1990s and a chance encounter with the Internet.

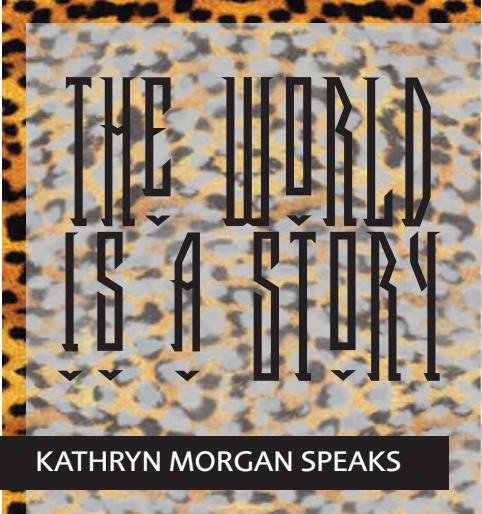


# Alumni Achievements



## Lara Estroff '97

has received an Early Career Development Award from the National Science Foundation for her project “Synthesis, Characterization, and Application of Gel-Grown, Polymer-Reinforced Single Crystals.” The project focuses on recent observations, both in nature and in the laboratory, of macroscopic, single crystals with incorporated polymer fibers and other macromolecules. The project aims to understand the mechanisms by which these polymer networks become incorporated into macroscopic, single crystals. Estroff is an assistant professor of materials science and engineering at Cornell University. “My studies take inspiration from biological materials such as shells and bones,” she says. “I break down biological processes in order to control and understand them.” Her primary scientific interests are biomineralization and bio-inspired materials synthesis, including hydrogels and self-assembled monolayers, diffusion and crystal growth, and crystal nucleation. In 2006, Estroff was awarded a J.D. Watson Young Investigator’s award from NYSTAR. After receiving a Ph.D. in chemistry from Yale University and before joining the Cornell engineering faculty, she was an NIH-funded postdoctoral fellow at Harvard University.



THE WORLD  
IS A STORY

KATHRYN MORGAN SPEAKS

By Jeffrey Lott  
Photograph by Eleftherios Kostans

DESPITE A SERIES OF SMALL STROKES LAST YEAR that prompted her to move to an assisted-living residence, Kathryn Morgan, the Sara Lawrence-Lightfoot Professor Emerita of History, moves confidently with the help of a walker and has little trouble keeping up with a conversation. Complications from diabetes have impaired her vision, making it difficult for her to read or write. But Swarthmore's first African-American professor retains the feisty wit, black pride, and inner beauty that have made her a beloved member of the Swarthmore community for almost 40 years.

Her two-room efficiency overlooking a parking lot off Rt. 320 in Springfield, Pa., is decorated with family photos and treasured African-themed art that formerly filled her seventh floor apartment at Strath Haven Condominium in Swarthmore. "My pictures help," Morgan says. "The only other black resident when I got here—she just died. So it's lonely for me, you know, culturally."

"But I'm not dead yet!" she crows several times during our interview, griping about boredom with the daily routine of meals, medicines, and "little activities" such as bingo and Scrabble. "There's nothing to do here," she laments, craving intellectual stimulation. She says she's looking to move, though it seems clear that going back to her apartment is not an option.

In April, Morgan came to campus for the kickoff of the new Kathryn Morgan Spring

Poetry Festival. She listened as students, faculty, staff, and alumni read from *Envisions*, her 2003 volume of poetry, which was designed and illustrated by Professor of Studio Art Syd Carpenter.

The month-long festival was organized by Allison Dorsey, associate professor of history and coordinator of Black Studies. "Kathryn Morgan is an extraordinary scholar," Dorsey says. "Too few students and faculty are aware of the contributions she made to the field of folklore, and even fewer are aware of her work as a poet."

Morgan's storied struggle for academic recognition and tenure in the 1970s won her the status of a black pioneer at Swarthmore. Now, at 84, she has another battle on her hands, but it's fundamentally the same. She still wants to be recognized for who she is, to hold onto her dignity, and to stay connected to those whose lives she has touched and who have touched hers.

*What's your idea of a perfect day?*

Go to breakfast—I like breakfast! Then get in the car and go swimming over at Strath Haven. Go shopping at the Dollar Store—I like the Dollar Store! Then have some good food and stimulating conversation. You know, with friends.

*You once said that oral history is the deepest kind of poetry.*

Things that happen in life—like love and happiness and tragedy—are all part of history. Take a topic like hunger, for example. When I think of hunger, I think of children being hungry and how awful it must be not to have any food. I think of slavery. I once wrote a poem about this: "I looked upon a falling star. I wished it was a biscuit." A falling star is one thing, but a biscuit is something else—something a child can eat.

*In the April Bulletin, Professor of History Tim Burke wrote that "the tree of history is nourished by dreams and stories, as well as by facts." Do you agree?*

Oh yes. History is just a whole lot of stories, and the storytellers are important. I've just joined [the National Association of Black Storytellers], and they go around and play drums and tell the stories—not just stories about people, but stories about trees, ani-

mals, stories about everything, water, rivers, everything. The whole world is a story.

*What's your idea of objective truth, and how can truth be found in history and poetry at the same time?*

I was married to two mathematicians. They were always interested in the objective truth. But everything in life is not objective—the things you love, the passion that you have for your children and your lovers and the things that give you pleasure. They may not be objective truths, but they give you emotional satisfaction. You have to have joy, but you also have to have fear. You have to be afraid of something.

*At age 84, does being a collector of stories give you any special insights about time?*

When I was young, getting older was important. Birthdays were important. Now, I think in terms of lifetimes, of people being born and dying. It's okay to think about what happens when you die. You have to think about those kinds of things. But you don't dwell on them, because hey, what's the point? I mean, you're not dead yet!

*Are you a religious person?*

I think I am. The lady down the hall who died was a really beautiful lady. We used to talk all the time, and I felt very sad because I missed her. At least she was somebody to talk to. One of the aides saw that I was, you know, feeling kind of bad. And she said, "Oh, but you must remember that she was in pain, and she's no longer in pain. In fact, she's in heaven dancing with God." And I said, "Ookay." That made me feel better.

*So is dancing with God your idea of heaven?*

I don't have a picture of what God looks like or anything. But dancing with God would be wonderful.

*Sounds pretty ecstatic to me.*

Yeah, it does! Wouldn't it be nice if you could have a dance with God? I like to dance. I like the rhythm of life. I like it all! ☺

Write to Kathryn Morgan at Harlee Manor Senior Commons, 463 West Sproul Road, Springfield PA 19064.



# Alumni College Abroad <sup>2010</sup>

For almost three decades, the Swarthmore College Alumni Abroad Program has combined education and travel to provide alumni, parents, and friends with opportunities to explore with and learn from distinguished faculty members. We invite you to join us for one of 2010's exciting offerings.

**For more information**, please call the Alumni College Abroad office toll free at (800) 789-9738, e-mail [alumni\\_travel@swarthmore.edu](mailto:alumni_travel@swarthmore.edu), or visit the Alumni College Abroad Web site at [www.swarthmore.edu/alumni\\_travel.xml](http://www.swarthmore.edu/alumni_travel.xml).



## Australia

### Australia

*with Sara Hiebert Burch '79, associate professor of biology*  
Explore Sydney, Cairns, the Great Barrier Reef, Alice Springs, and Uluru (Ayers Rock), with an optional post-tour extension to Melbourne.

*March 26–April 8, 2010*

### Croatia and the Dalmatian Coast

*with Pieter Judson '78, professor of history*  
Medieval cities, modern politics, UNESCO World Heritage sites, and beautiful coastline await you. Discover the scenic beauty, history, and culture of Croatia and the Dalmatian Coast on an 8-day cruising itinerary.

*Late June 2010*



## Croatia & the Dalmatian Coast

### Morocco

*with Alexandra Gueydan, assistant professor of French*  
Casablanca, Rabat, Fez, and Marrakesh are just a few of the highlights of this air-inclusive Moroccan adventure. Limited to just 28 travelers, this two-week exploration is sure to be the trip of a lifetime.

*September–October 2010*



## Morocco