

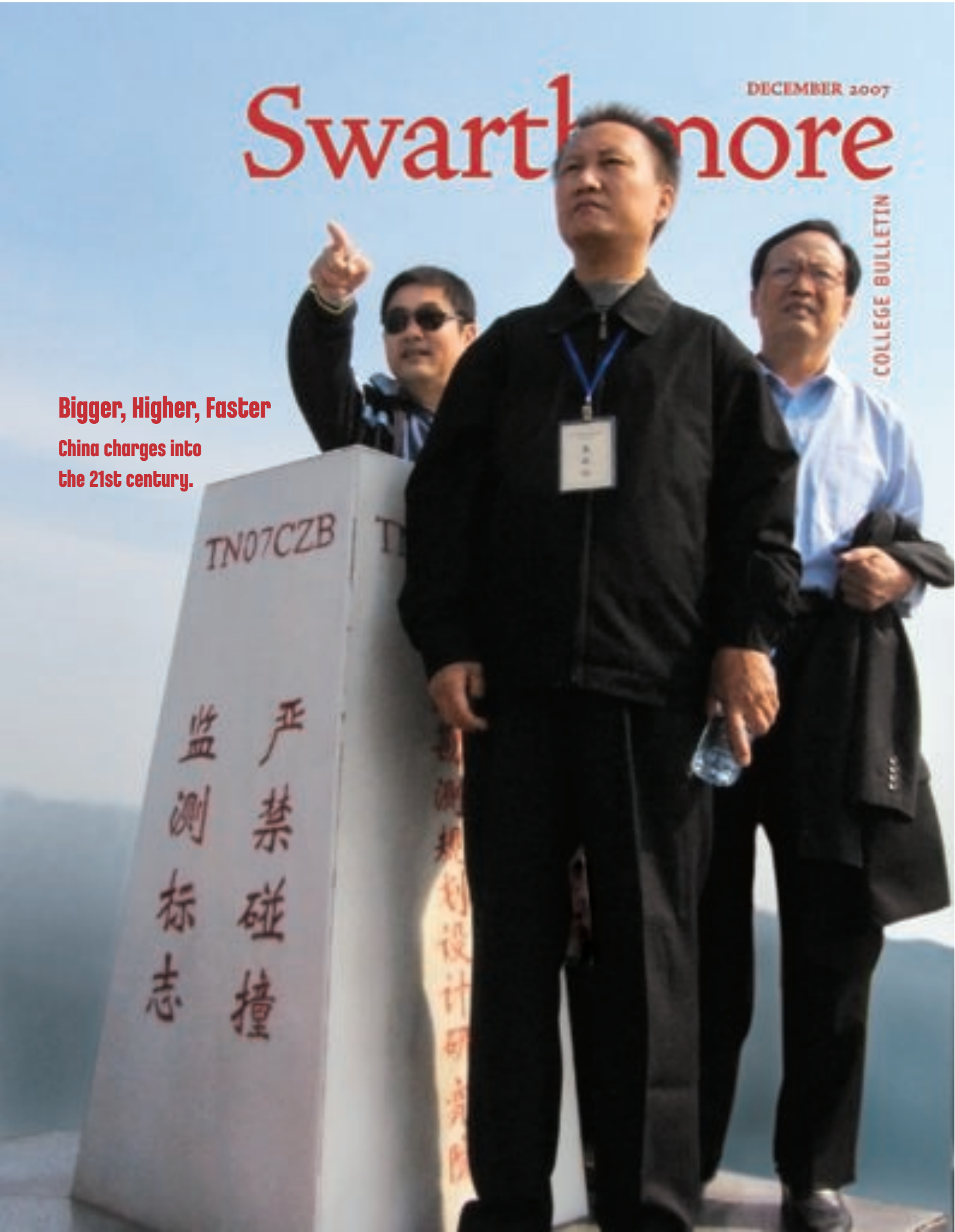
# Swarthmore

DECEMBER 2007

COLLEGE BULLETIN

**Bigger, Higher, Faster**

**China charges into  
the 21st century.**







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China charges into the 21st century.

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By Tom Arrandale



Listing my occupation on the China visa application gave me pause. The Swarthmore Alumni College Abroad tour operator advised us against “writer” or “journalist,” so I went with “college administrator”—true enough, I suppose, but troubling. I was planning to write a blog about the trip, as I had from Vietnam and Cambodia in 2006, and the article that appears in this issue (page 14).

Before departing, I set up a site at WordPress.com, a popular blogging service. Our modern Chinese hotels offered high-speed Internet access, so I anticipated few problems. But on arrival in Beijing, I found that although I could connect to the Web, I could not write to—or even see—my blog. E-mail to family members confirmed there was nothing wrong with WordPress, so I had to blame China.

It felt creepy. At first, I wondered, “Was this censorship? Was it aimed at me?” Of course, it wasn’t about me; the entire WordPress site was blocked. I continued to write but had to e-mail my essays and pictures to my son in New York, who posted

them to the site. From him, I learned that China regularly blocks blog sites such as WordPress; it’s known as the Great Firewall of China.

Blogs are inherently democratic. You set one up, usually for free, and write whatever you please. Most blogs also allow reader comments—conversations in the public square. But it’s obviously more free speech

than the Chinese government can tolerate, so in China, blog sites are unpredictably unavailable. And, even on days when I could access WordPress in China, all reader comments were blocked.

China’s vibrant market economy can seduce visitors into thinking that other aspects of Western capitalism, such as free speech and political democracy, are also embraced. Yet, since ancient times and especially during the People’s Republic, top-down social and political control has been the norm in China—and Chinese views of history have been adapted to accommodate current political realities.

Our Beijing guide criticized the Great Leap Forward and the Cultural Revolution—admissions that were previously unthinkable—but, asked about the 1988 democracy movement, he clammed up. Standing in Tiananmen Square, the site of a terrible massacre, he stated that the violence had been “regrettable,” but it was a “necessary step in getting to where we are today.”

Despite centuries of poverty, conflict, and misery, new optimism and confidence abound in 21st-century China. Yet suppressing free expression and democracy in the name of prosperity shouldn’t be a “necessary step.” The great temptation—not just in China—is to trade freedom for wealth and security. My travel blog is of little consequence, but the future of China is. In the decades to come, as China becomes a leader of the world’s economy and culture, let’s hope it also becomes a leader in freedom and democracy.

—Jeffrey Lott

Lott’s China blog is at <http://jeffreylott.wordpress.com>.



## Swarthmore

COLLEGE BULLETIN

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## 2005: "GOODWILL"

I can't explain the delight I felt while reading the September *Bulletin* article on class stones decorating the walls of Parrish ("Carved in Stone"). It struck a note in me because I was actually the person given the honor of coming up with the 2005 class motto to be carved into our stone.

I remember being told by the administration that I needed to come up with something that would convey the spirit of the school and our class in no more than 12 words. My first thought was to inscribe something in Greek or Latin, but I only knew Spanish. So I chose English, which put even more pressure on me because everyone would immediately know what it says. I thought over the course of a week to come up with something that everyone would find agreeable and inspiring.

"How about 'Goodwill'?" I proposed to the administration. "It's in the spirit of Quaker simplicity, and the word itself leaves people with a sweet feeling that beckons them to engage the world and promote social responsibility."

"We're afraid it'll make people think of the second-hand clothing store," was the reply. "Would you consider 'charity' or 'benevolence'?"

But, on behalf of my class, I persisted, and I am delighted to hear praise for our class stone. The fact that the tradition had been suspended for almost 70 years makes it even more of an honor.

JORGE AGUILAR '05  
New York

## "USE WELL THY FREEDOM"

Jeffrey Lott's article on the class mottos was a delight. I have enjoyed reading them ever since I came to Swarthmore, and his favorite—"Use Well Thy Freedom"—is also mine. May I add one historical note? The location of "Use Well Thy Freedom," close to the window through which one could scramble into Parrish Hall after hours, gave it a special meaning for the girls who made use of that window after the Parrish Hall doors were locked. I was head resident there during my first year at Swarthmore (1948–1949), and I became very familiar with that window.

HELEN NORTH  
Centennial Professor Emerita of Classics  
Swarthmore, Pa.

## 1969: "GOOD LUCK"

I enjoyed "Carved in Stone" and wish to respond to its implicit invitation to hear what wisdom the Class of 1969 might have passed along if we had placed a motto on Parrish Hall. I'm not sure why our class was singled out by author Jeffrey Lott, except that 1969 was a big Boomer year—most of us were born in 1947, and most of us turn 60 this year—and ours was a class that lived through incredible social upheaval, on campus as well as throughout the country. Friends of mine were gassed during the Democratic convention in Chicago, and others staged a sit-in in the College Admissions Office, precipitating a campus crisis that ended only after President Courtney Smith suffered an untimely death due to a heart attack.

No one, perhaps, could have foreseen how things would turn out for us. And although all young graduates can merely guess at what's ahead, it seems to me that our class was ever a little dodgy on the future. The Vietnam War—not to mention the assassinations of John and Robert Kennedy and Martin Luther King—made everything seem unstable. And our general distrust of the older generation, its support of the war or just the status quo, made any sort of definitiveness seem suspect.

There were, of course, a number of us who were comfortable setting a solid course for themselves and following it—going to law school or receiving grad school fellowships. But the people I always gravitated toward made life up as they went along. I admired the way they rode the thermals of the times.

That's another thing about us, I think: The Swarthmoreans I remember most fondly were profoundly ironic. We enjoyed an affluence our Depression-era parents never had as kids, and it gave us the freedom to question everything. We were many, and that gave us power. I remember us challenging ideas and making jokes. Things were absurd, and subversion was funny.

I am struck by the earnestness of the stony maxims that earlier generations wanted to pass along—the belief of those aphorists that they could get it right and that someone would be listening. They emphasize effort and community, character and truth, ideas that feel more in tune with



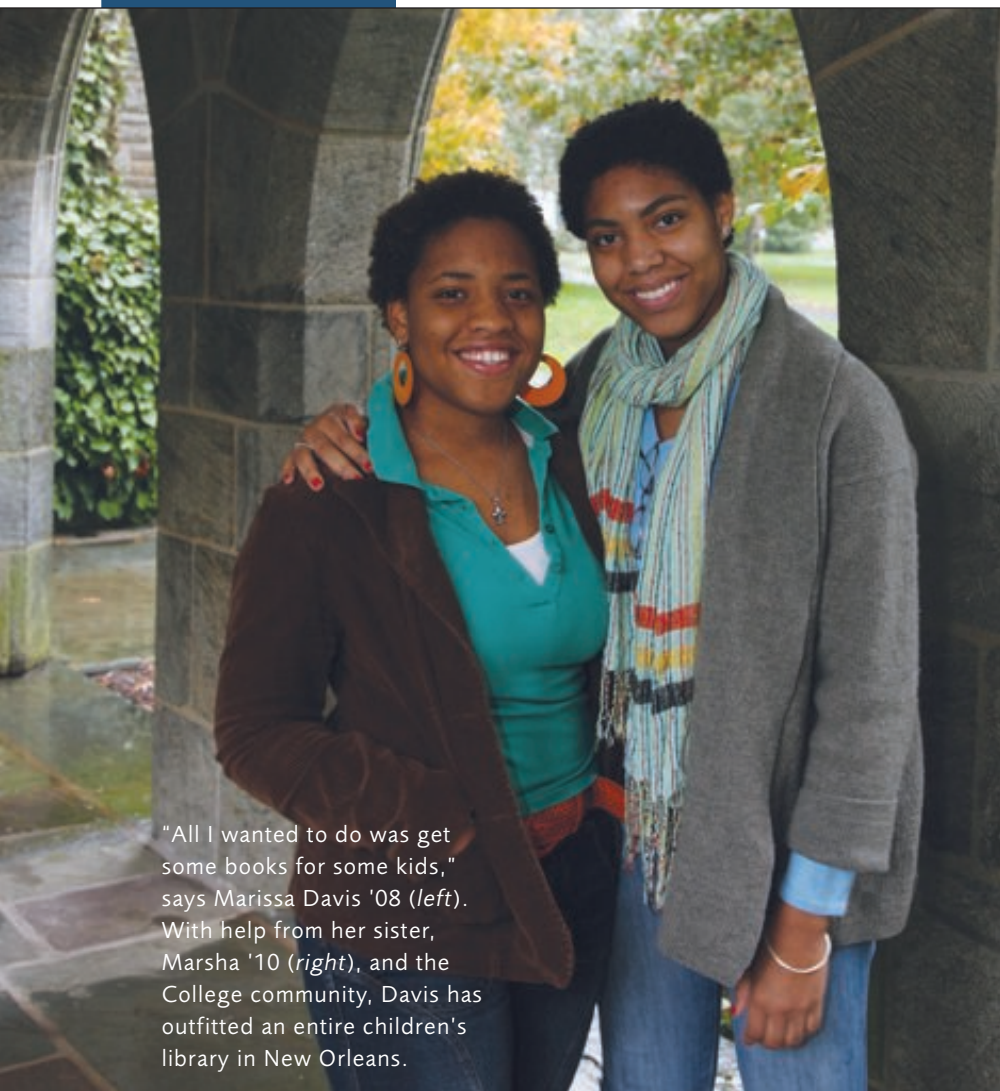
my thoughts now, at 60, than they ever would have with those of the younger me.

If our class had committed its thoughts to stone, we might have said "Be Skeptical" or "Good Luck." And maybe that's where our selves then and our selves now meet, because those mottos are good for any age.

AVERY ROME '69  
Philadelphia

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"All I wanted to do was get some books for some kids," says Marissa Davis '08 (left). With help from her sister, Marsha '10 (right), and the College community, Davis has outfitted an entire children's library in New Orleans.

ELEFTHERIOS KOSTANS

## ACT NOW—NOT IN 30 YEARS—FOR NEW ORLEANS

While most students use their breaks as opportunities to get away from the library, Marissa Davis '08 has spent hers building one. A history major and religion minor, Davis directed a campaign to promote learning and education in a disadvantaged part of New Orleans, La., by turning part of a community center into a children's library.

Although the horrifying footage from Hurricane Katrina made an impact on almost anyone who saw it, the news triggered a sense of immediacy in Davis that spurred her to action. "I couldn't understand how people could be treated so unfairly and unjustly because of their socioeconomic background and color," she said.

Davis started the Direct Relief Committee and received a Summer of Social Action Award from the Lang Center for Civic and Social Responsibility that enabled her to spend 10 weeks in New Orleans as a dean at

the Gulfsouth Youth Summer Camp. It was then that she became familiar with the Cut-Off Community Center and the people of New Orleans.

"I was not thinking about the greater issue at hand as much as those people," Davis said of the library campaign she started. "All I wanted to do was get some books for some kids who'd otherwise be playing basketball, so they'd have the opportunity to be something besides an athlete or rap star."

Through a book drive at Swarthmore, Davis collected more than 900 books, which she shipped to New Orleans. With the help of her sister, Marsha Davis '10, and Carlette Washington, manager of Cut-off Community Center, Davis set to work to fulfill her plan. The three women put together bookshelves, handwrote labels for all 900 books, and created a child-friendly, numbered book organization system. As well as

the funding from the Lang Center, Davis contributed much of her own money toward the cause. During the grand opening ceremony of the Cut-Off Youth Library, Davis and her sister were both honored by Councilman James Carter.

Despite the publicity and commendations Davis has received, she still remains humble. "It's not about me, it's about so much more than that," Davis said. "It's about empowerment—empowering the youth of our age and letting them know that they can address issues now and not only 30 years from now."

Her example has reaped rewards. After reading about the Jena 6 controversy, Marsha co-organized an on-campus protest that drew large crowds and received local television coverage. Both sisters attribute their proactive natures to their mother and grandmother.

"My grandmother is the foundation of the family and how I perceive the world to be," Davis said. "She didn't grow up with the greatest of resources but, even when she was stretching [to make ends meet], she would always stop to help another person. It made me realize that if she was able to do so much with so little, then I can certainly do something."

Davis' project, now called NOLArize!, continues to collect donations for the Cut-Off Youth Library. Davis and her team are currently seeking to replace the library's computers with newer models. Monetary donations can be sent to the Lang Center, with checks made out to Swarthmore College and the "Katrina Relief Fund." For further information on how to donate supplies, books, or computers, contact Carlette Washington at the Cut-off Community Center, 3200 Blair Street, New Orleans LA 70131.

—Lena Wong '10

## FIND OUT WHAT'S WHAT, WHERE, AND WHEN AT [CALENDAR.SWARTHMORE.EDU](http://CALENDAR.SWARTHMORE.EDU)

In September, the College unveiled an on-line Swarthmore Campus Calendar, developed by the Office of Communications and Information and Technology Services. Choosing either list or calendar grid format,



## ROADTRIP NATION: LIFE LESSONS FROM DOWN UNDER

Last June, three Swarthmore sophomores—Levi Mahan, Alvin Melathe, and Gina Grubb—were chosen to participate in a *Roadtrip Nation* (RTN) adventure that took them to Australia for two weeks. The concept for the PBS program emerged from the frustrations of four friends who were “fresh out of college and unsure about the career paths in front of them. They hopped in an old green RV and hit the road, talking with inspiring people from all walks of life to find out how they came to do what they love for a living.” Today, *Roadtrip Nation* has evolved into a PBS series, three books, an on-line community, and a student movement.

The large green *Roadtrip Nation* RV visited campus last spring to promote its programs, but it was an e-mail link on the College Career Services Web page that first sparked Grubb, Mahan, and Melathe’s interest in the program.

“When I saw the message,” Melathe explains, “I thought ‘this is perfect. This is what I want to do.’” The three friends—hallmates during their freshman year—decided to begin the two-round application process and learned last April that they had been chosen.

In preparation for the Australian road trip, the trio were responsible for choosing the people they would interview—they used the Internet to find people in the fields in which they were interested, calling ahead to set up the interviews, planning the trip route, and developing a list of hostels. “We began with a list of 80 potential subjects, talked to 40 before we left, and ended up doing 11 interviews,” Grubb says.

Their travels through northern and central Australia weren’t always easy, Grubb says. “The big van was hard to park, and we spent a lot of time finding our way from one interview site to the next. The most difficult part for me was learning how to drive a stick shift on the wrong side of the road.”

Among others, Grubb, Mahan, and Melathe interviewed Bob Ansett who founded Budget Rental; Stuart Rees, director of the Sydney Peace Foundation at the University of Sydney; and Graeme Wood, co-founder of Wotif.com, the original “last-minute,” on-line hotel and flight booking service.

En route to their appointments with three entrepreneurs, a government official, two musicians, an animator, a stage actor and director, and a photojournalist, they toured the cities of Sydney, Brisbane, and Canberra. Later—during the five days they added to the trip for personal travel—they also visited the city of Adelaide and flew to Alice Springs to see Uluru Rock (formerly Ayers Rock),



BLAKE HODGES FOR ROADTRIP NATION

Besides interviewing three entrepreneurs, a government official, two musicians, an animator, a stage actor and director, and a photo journalist for *Roadtrip Nation*, Grubb, Mahan, and Melathe also visited Uluru Rock. A documentary based on their experiences can be seen at [www.roadtripnation.com](http://www.roadtripnation.com).

the world’s biggest red rock. While refueling their van in one remote area, Melathe recalls, “We had an unexpected chat with James Greening, one of Australia’s leading jazz trombonists, who exuded such happiness because he makes the conscious decision each day to be happy.”

Two RTN cameramen traveled with Grubb, Mahan, and Melathe as they explored a world outside their comfort zone and talked with individuals who chose to define their own roads in life.

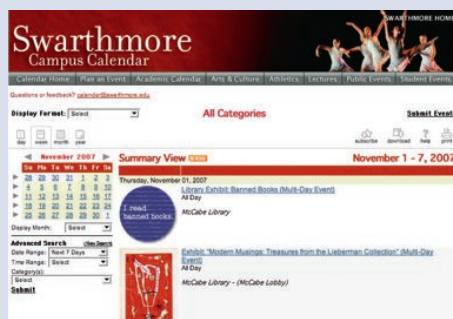
The lessons learned from the adventure? Grubb, whose interests lie in psychology and sociology, drew the conclusion that “everyone makes mistakes, so there’s no reason to be afraid of messing up.”

Mehan, an engineering major with an interest in studio art, is undecided about his future. “On this trip, I learned that not having a definitive plan for the future shouldn’t scare me,” he says. “*Roadtrip Nation* didn’t change my goals—to find something I love and throw myself into it—as much as give me the confidence to pursue them.”

—Susan Cousins Breen

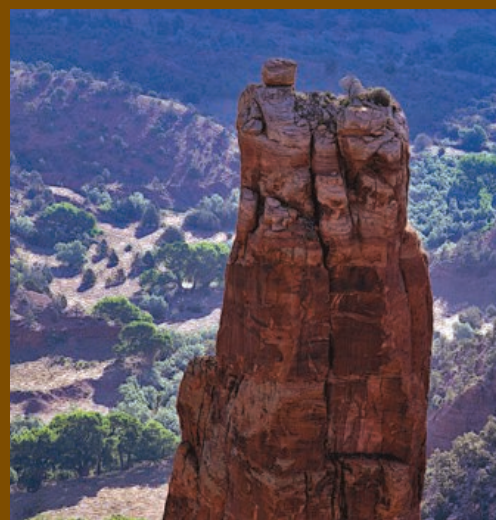
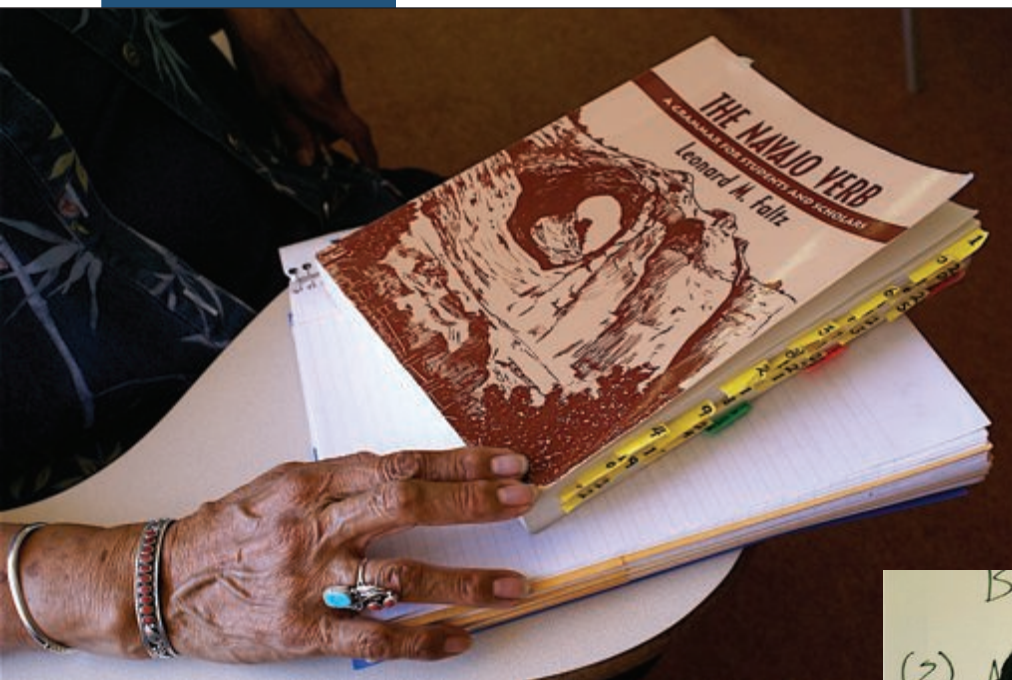
visitors to <http://calendar.swarthmore.edu> are able to search events such as lectures, productions, athletic contests, and student activities—both on campus and in local communities, all sorted by area of interest, date, or location. The site also features the academic calendar including dates for registration, final exams, and breaks.

According to a report by Web Projects



Manager Kelly Mueller, the site logged more than 100,000 hits during the month of November—in fourth place of 15 sites, after the College home page and the student and faculty/staff dashboards.

The Campus Calendar replaces both *The Weekly News* (which has become *Weekly Classifieds*) and *On Campus*, the monthly events calendar sent to area residents.



## KNOWING NAVAJO

One important focus of Swarthmore's Linguistics Department in the past decade has been research into and efforts to ensure the survival of endangered languages. Assistant Professor of Linguistics K. David Harrison recently made news when his research on five "global hotspots" for dying languages was released by the National Geographic Society's Enduring Voices Project.

Associate Professor of Linguistics Ted Fernald has concentrated his efforts on the Navajo language. Despite its being the largest indigenous language in the United States—it is spoken fluently by almost all Navajo adults over the age of 45—Fernald is nonetheless concerned about the survival of the language because of the lack of fluency among preschoolers. "They are the best indicator of the future of a language," he says. "If kids don't use the language, it will be gone when all the older people die."

In an effort to deepen the understanding and collaboration between the linguists who research and the educators who teach Navajo, Fernald has been an integral part of the Navajo Language Academy (NLA)—a nonprofit educational organization devoted to the scientific study and promotion of the Navajo language—since its formation in 1997. In June, he directed the NLA's annual workshop at Diné College in Tsailé, Ariz. Diné is a college for Navajos; Tsailé is just beyond the rim of the Canyon de Chelly, which has a lengthy and spiritual presence among the Navajos.

The workshop included courses for teachers and linguists on the complexities of the Navajo language, discussions of research in progress, and presentations by scholars including Fernald and Paul Platero, the Eugene M. Lang Visiting Professor for Issues of Social Change at Swarthmore in Spring 1996 and currently director of the Navajo Language Program at the University of New Mexico.

"The linguists can use their skills for the benefit of the community whose language they study; the language teachers gain a deeper understanding of how their language works—something they need to be more effective teachers," Fernald says.

—Buzz Bissinger and Jeffrey Lott



PHOTOGRAPHS BY BUZZ BISSINGER

The Navajo Language Academy (*top left*)—which was held last summer at Diné College in Arizona, near the Canyon de Chelly (*top*)—is devoted to the study and promotion of the largest indigenous language in the United States. Ted Fernald (*center*), associate professor of linguistics, directed the annual workshop, which featured Paul Platero (*bottom, left*), director of the Navajo Language Program at the University of New Mexico. Also participating was Fernald's former student Lindsey Newbold '02 (*bottom, right*), who is currently pursuing a Ph.D. in linguistics at Berkeley.



## WITH A \$1.4 BILLION ENDOWMENT, WHY NOT SPEND MORE FREELY?

*Editor's Note: At the end of each fiscal year, Suzanne Welsh, the College's vice president for finance and treasurer, prepares a detailed report of Swarthmore's financial status. To the 2006–2007 report, she added a brief essay on endowment spending. We thought it deserved a broader audience and are including it in this issue of the Bulletin. Readers who would like a copy of the full financial report may request one from the Publications Office by telephoning (610) 328-8568 or e-mailing [bulletin@swarthmore.edu](mailto:bulletin@swarthmore.edu). It can also be found at [www.swarthmore.edu/admin/investment\\_\\_office](http://www.swarthmore.edu/admin/investment__office).*

As the financial vice president and treasurer of a well-endowed private college, I am often called on to explain to alumni, parents, media, and other interested parties why we cannot spend more freely from our endowment. Why, they invariably ask, can't we stop sitting on that burgeoning pot of money and use it to ease the burden on tuition-paying parents and donation-making alumni? The answer has everything to do with being prudent and disciplined—and with not making any unduly rosy assumptions about the future.

For many of the nation's most prestigious colleges and universities, endowment totals appear gigantic. At Swarthmore, the endowment stood at \$1.4 billion at the June 30, 2007 fiscal year-end. On a per-student basis, ours is one of the largest endowments in the country, and income generated by it allows us to spend on each of our approximately 1,500 students well more than what tuition alone would cover. Above all, it means more professors teaching smaller classes with better resources, and it allows us to award millions of dollars in need-based scholarships to the one-half of our students in need of financial aid.

In explaining our endowment spending rate, I often use the analogy of a person's retirement fund. If you were retired and knew you had one year to live, you could spend 100 percent of that fund. If you knew you had four years, you could spend 25 percent each year (ignoring interest and gains); if eight years, 12.5 percent, and so on. For a typical 65-year-old retiree with an average life expectancy, most financial planners would recommend a spending rate in the neighborhood of 4 to 6 percent, depending on the makeup of the investment profile.

That, in fact, is quite similar to the rate at which Swarthmore and most peer schools draw from their endowments. We spend 4 to 5 percent each year, even though an endowment, which is designed to last in perpetuity, should in theory be spent at a rate even slower than that of the hypothetical retiree.

How do we arrive at that 4- to 5-percent rate? One should look

first at the long-term return on an endowment, adjusting for inflation and endowment growth from donations. Using historical returns, most endowment managers in higher education expect an average annual return of 5 to 6 percent plus inflation; at Swarthmore, we use 5.75 percent as our estimated real return.

The next step is to divide that return to balance it between, first, what can be spent in the present on students' educations, and second, what needs to be reinvested in the endowment to keep it growing with inflation and thus to enable stable spending in future years. In calculating the latter, people often mistakenly use the consumer price index (CPI). For colleges and universities, I believe a more appropriate gauge of real inflation is CPI plus 1 to 2 percent. (Because of the nature of our "product," our costs are heavily salary-driven, which in the high-productivity U.S. economy means they tend to increase faster than overall inflation.)

Subtracting 1.5 percent from that expected real return of 5.75 percent leaves 4.25 percent for spending. Such is our endowment spending rate, give or take a few tenths of a point each year due to the vagaries of the market and the College's needs.

But aren't new gifts also padding those endowment totals? Certainly, and some institutions justify higher endowment spending rates by including expected gifts in their calculations and treating them like additional returns. Given the nature of fund-raising, we do not take that approach at Swarthmore. Alumni are more excited typically about making a donation if it's going to be used to finance a new scholarship, building, or professorship rather than to simply balance the budget.

As I remind Swarthmore's friends and supporters, we are always observing actual experience and adjusting our endowment spending accordingly. During the bull market, for example, we achieved real returns much higher than 5.75 percent, and several times we

gave ourselves a "step-up" in spending to make significant enhancements to our program and address some unmet needs. Knowing the good times would not last forever, we treated those "step-ups" as extraordinary developments and did not allow them to become absorbed into standard operation assumptions.

Thankfully, we have not had to make any "step-downs" in the more than two decades that I have been at Swarthmore. But in truth, we don't know what the future holds. Sustained economic downturns? Bear markets? We hope not. But I am confident that, because of our prudent spending in the present, our endowment will be aiding future generations of students regardless of what the economic headlines might bring.

—Suzanne Welsh, Vice President for Finance and Treasurer



### SWARTHMORE

#### What is the cost of a year at Swarthmore?

Educating one student, excluding financial aid ....\$78,427

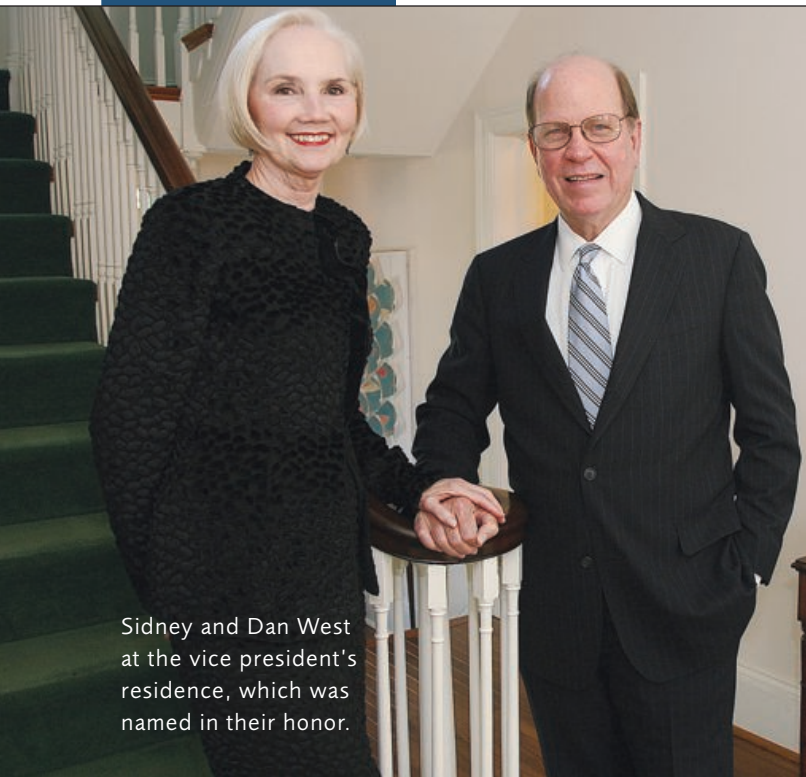
#### How are these dollars spent?

Faculty Compensation .....	\$19,220
Staff Compensation .....	\$23,892
Departmental Expenses .....	\$18,881
Interest, Taxes, Utilities, Insurance, Annuities ....	\$16,434

#### Where does this money come from?

Student Charges .....	39%
Room .....	\$5,280
Board .....	\$5,020
Tuition/Fee .....	\$33,232
Total .....	\$43,532
Actual Collected After Financial Aid	\$30,417
Philanthropy .....	54%
Endowment .....	\$33,297
Private Gifts/Grants	
Including Annual Fund .....	\$8,987
Total .....	\$42,284
Other Sources .....	7%
Rents, Application Fees, Interest, etc.	\$5,726

FIGURES ARE FOR THE FISCAL YEAR ENDED JUNE 30, 2007



Sidney and Dan West at the vice president's residence, which was named in their honor.

ELEFTHERIOS KOSTANS

## DAN WEST: A CONFIDENT FUND-RAISER

Dan West, vice president for alumni and development, will retire on Dec. 31 after nine years as the College's chief advancement officer. He presided over a period of extraordinary growth in both the College's fund-raising and the size of its endowment.

A year ago, the largest capital campaign in College history, *The Meaning of Swarthmore*, closed its books on schedule with \$15 million more than the original \$230 million goal. And on June 30, 2007, Swarthmore's endowment was \$1.4 billion, up from just under \$1 billion when West arrived in 1999—growth that is due both to new capital gifts and to increased market value.

"There were definitely some obstacles along the way," West says. "We announced the campaign publicly a few weeks after Sept. 11, 2001, in an atmosphere of great uncertainty. We went through two hotly contested presidential elections and the beginning of two wars, which added to financial jitters, and there was a serious downturn in the stock market. And, of course, there was the athletics decision in December 2000. But I never doubted that we would succeed."

West is a confident fund-raiser, and his approach to raising money is straightforward: "You make a case for your institution,

and you ask people to support it. The case for Swarthmore is plain—its alumni understand the need for this college, and they understand how expensive it is to provide this kind of quality."

One important result of *The Meaning of Swarthmore*, West says, is that Swarthmoreans now better understand the need to support even a relatively wealthy institution, if it is to keep pace in American higher education.

"When I arrived here, I was surprised to find a lot of reticence at even talking about fund-raising," he says. "I hope we've overcome that, because the need isn't going to go away."

Texas native West, 68, speaks from experience. A veteran fund-raiser and administrator, he came to Swarthmore after six and a half years as vice president for college relations at Union College, where he directed a capital campaign that raised more than \$150 million and doubled annual giving. He had led two campaigns before that and also served for 20 years as president of Carroll College in Wisconsin and Lyon College in Arkansas. He began college work at his alma mater, Austin College, in Texas.

A Presbyterian minister with a D.Div. in systematic theology from Vanderbilt University and an Ed.D. in higher education administration from Harvard, he calculates that he has attended 175 board meetings and more than 1,500 president's staff meetings at the five colleges he has served—not including another dozen years as a board member himself at Agnes Scott College in Atlanta. "And I dislike meetings," he laughs. "They keep you from doing the real work."

In January, West and his wife, Sidney, will move to Atlanta, where their two children and two grandchildren reside. The vivacious Sidney West has been both partner and fund-raising teammate to her husband, often traveling with him and hosting hundreds of parents and alumni at their campus home, which was recently named

West House in their honor by Gil Kemp '72 and his wife, Barbara, who endowed it.

Yet Swarthmore, he says, is "distinctive for its commitment to academics above all else—to the Honors Program, to supporting faculty members' teaching and research, and to attracting the very best students regardless of their families' ability to pay. We are also deeply committed to diversity, social responsibility, and justice."

West believes that Swarthmore alumni share these educational ideals, which he credits Alfred H. Bloom with strengthening during his 16 years as president. West sees Bloom's greatest contribution as his "understanding of the importance of the academic program and his support of the faculty. They have been key to the advancement of the College and the success of the campaign."

Will the current generation of students become tomorrow's philanthropists? West's answer isn't merely optimistic. With firm conviction, he says, "It is unacceptable to think that a College of this quality and with this history can't raise the money it needs."

—Jeffrey Lott

## JUDY DOWNING: LEAVING ON A HIGH NOTE

When Judy Downing, director of Information Technology Services (ITS), arrived at Swarthmore in 1988, she found a Macintosh computer on her desk—a MacSE, the first Mac with a 40mb internal hard drive.

Downing, who retires this month, would have been able to connect her Mac to a limited Appletalk network, but without much to send over it—or many people to send it to. Swarthmore wasn't yet connected to the infant Internet (that happened in 1989); there was no e-mail and no World Wide Web. Downing estimates that there were only a few dozen personal computers on campus, mostly in some academic departments. And, in the Computing Center in Beardsley Hall, a Prime 9550 mini-mainframe—with 12mb of RAM and 1,600mb of data storage—served both academic and administrative functions via terminals dotted across the campus.

By the late 1980s, it became clear that the growing use of computers needed some coordination—especially on the administrative side. Downing was hired from Indiana, where the recently divorced single mother of





ELEFTERIOS KOSTANS

Judy Downing managed the College's computing for nearly 20 years—a period of unprecedented growth in technology.

two sons had joined a secretarial pool and taught herself to use computers and program databases.

According to Associate Director of Academic Computing Eric Behrens '92: "Judy got a few breaks from some pretty sharp bosses, and by the time she came to Swarthmore, she'd been reporting to the governor of Indiana, running the state government's computing shop."

Larry Ehmer '82, one of only 11 departmental staff members in 1988, recalls the explosion of interest in computing that marked that decade. "In the early '80s, [Professor of Physics] John Boccio offered a course called Computing From the User's End, and 300 people enrolled—including several faculty and quite a few staff."

Boccio pushed the College to expand academic computing. Charles Kelemen, now professor of computer science, was hired in 1984 to teach the first computer science courses. Increasing numbers of students were bringing PCs to college, and those who didn't needed public labs where they could work. On the administrative side, users of the cumbersome Prime system welcomed user-friendly Macintoshes.

Today, there are 1,400 College-owned personal computers in faculty and staff offices, labs, classrooms, and libraries. More than 2,500 people have direct log-in access

to the campus network. In Beardsley, a powerful VMware cluster hums 24/7, and the Computing Center has turned into ITS.

"In retrospect, Judy was probably one of the most successful hires in the College's history. As new needs arose, it took someone who could create a structure that could handle them, and she managed all this dramatic growth with the heart of a people person," says Ehmer.

Longtime ITS network manager Mark Dumic echoes Ehmer: "Judy is not a technical person, but she is an excellent judge of character. She hires good people and doesn't get in their way."

"Technology itself is ephemeral," Downing says. "Five years from now, I know I'll feel best about the people whose careers I've had some impact on."

In November, Gayle Barton, director of instructional technology at Williams College, was hired as Downing's successor.

—Jeffrey Lott

## LINDA ECHOLS: A LEADER IN COLLEGE HEALTH CARE

After 26 years at Swarthmore, Director of Worth Health Center Linda Echols retired this fall. She served as a clinician, oversaw student groups, worked as a dean, did research on pandemic responses, served on committees, negotiated student insurance, fought for cheaper birth control, and guided student nurses.

Echols oversaw a dramatic growth in Swarthmore's health-care services. "Health centers took a dive in the 1960s," she says. Now, there are few infirmary-style health centers remaining in the country—"less than 10 percent"—mostly at large schools that can also offer hospital-level care.

"Swarthmore's services are much more expansive and diverse than other small schools," she said.

Under Echols, the Health Center walked a fine line between social care and clinical care. "We let students admit themselves," said Echols, a policy that surprises many of her colleagues at other schools—and a major change from when she first came to Swarthmore. She also removed the gate that separated the nurses' area and waiting area, which broke down another barrier between staff and students.

Echols believes she is leaving the Health

Center at the cusp of big changes. "We need more space," she says. She also believes her successor will have to look at the center's flat organizational structure. "I was the director and also a clinician for 50 percent of my day," she explained. "You just can't delegate everything." Echols says that the health center will also face the decision of whether or not it "wants to retain its own doctors—or, if contracting is best, will we want two part-timers or five different doctors?"

Echols is not retiring from the workforce however. "I'm too young to retire. I just need a change," she said. "I'm a person who needs stimulation. I need to grow. I need new responsibilities. I plan to work for another 10 or 12 years!" And if Swarthmore needs her, she says, "I live a mile away!"

On Oct. 1, Beth Kotarski was named to head the Worth Health Center. Kotarski served as a women's health specialist at the College more than 10 years ago. A graduate of the University of Pennsylvania's nurse practitioner program, she also served for 11 years at Haverford College's health center, the last six as its associate director.

—Adapted from a 5/2/2007 Daily Gazette article by Miles Skorpen '09



JIM GRAHAM

Linda Echols broke down barriers between students and staff at the Worth Health Center. She retired this fall.



## BIOLOGY CLASS CLONES STEM CELLS

This fall, students in a course taught by Assistant Visiting Professor of Biology William Anderson are performing experiments that most undergraduates only read about. Laboratory exercises include splitting flatworms to observe regrowth of entire body parts and instructing mouse embryonic stem (ES) cells to develop into specialized tissue. The course's name: Stem Cells and Cloning.

"It's important for students to have both an understanding of what is known in the field, separating the science from the hype, and an understanding of the potential for this type of work," Anderson says.

Anderson helped create a class on stem cells and cloning at Harvard in 2004—to his knowledge, one of the first undergraduate courses on stem cell research. But it did not include a laboratory component. Howard A. Schneiderman Professor of Biology Scott Gilbert said that other schools have offered courses involving laboratory work with other types of stem cells such as from the bone, but none with ES cells.

"There isn't a textbook for this subject yet because the

research is so new; all we read is primary literature," says Macy Kozar '10, a student in the course. Anderson is currently writing a textbook on stem cells and cloning for use in undergraduate and graduate courses.

"The topic is of great scientific and ethical interest, and it's important to educate ourselves and our students about the biology behind what's going on," says Associate Professor of Biology and Department Chair Sara Hiebert Burch '79.

Reverend Joyce Tompkins, Swarthmore's Protestant religious adviser supports the goals of the course. "Stem cell research and cloning offer great promise for future healing and should definitely be taught to Swarthmore students preparing for careers in the biological sciences," she says. "But students should also be taught to think deeply about the ethical implications of this work. Ethical or moral intelligence is just as important to a Swarthmore education as factual knowledge. This is not an either/or proposition but a balancing act, searching for the greatest good."

Many within the scientific



The lab component of William Anderson's (above) course has students working with embryonic stem cells—and considering the ethical debates that have surrounded similar work with human cells.

community have expressed their objection to reproductive cloning. However, therapeutic cloning, involving generating cloned cells and not entire organisms, is another matter.

ES cells, Anderson says, are obtained from embryos at the blastocyst stage, roughly three and a half days after fertilization in mice and five and a half days after fertilization in humans. This is a critical time when cells in the embryo can form into any type of tissue in the body. Therapeutic cloning provides the potential for growing cells genetically identical to the patient's original cells that are affected by disease or injury.

Adult stem (AS) cells, otherwise known as tissue-specific stem cells, are found throughout the adult body, such as in the skin and blood. Although lacking the ability to form all of the different cell types present in

the body, these cells do play important roles in maintaining tissues in the adult. The course will evaluate, among other topics, the advantages and disadvantages of ES versus AS cells.

In the lab, students worked hands-on with mouse ES cells that were isolated from early stage mouse embryos. They saw how the mouse ES cells grow and differentiate on their own and observed how they generate special cell types. Later, they allowed the ES cells to differentiate into specialized tissue in the presence of certain signals.

The course included an ethics and public policy lecture. Burch says: "We never ask a student to do anything he or she is uncomfortable with. They are free to say, 'this is not something that I feel I can participate in,' and we're happy to provide an alternative activity."

In a meeting with students, staff, and faculty members, Anderson described the nature and origin of embryonic stem cells and the concept of somatic cell nuclear transfer (cloning) and how it might be used to generate customized human embryonic stem cell lines. "Students asked thoughtful questions about both the science and the ethics of this research. I think it was enlightening for everyone," he says.

Catholic Adviser Father Ed Windhaus says: "All who offered questions or comments were respectful and, in the spirit of John Henry Newman, seeking the truth together. One question particularly allowed that attitude to prevail: From where in scripture or church teaching does the church attain its position on the rights of embryos or human life in general? The answer: from science itself."

—A version of this article by Rosa Kim '09 appeared in *The Phoenix* on Sept. 27, 2007



## EVERYONE LOVES A PARADE

Last summer, Honors English literature major and studio art minor Nick Forrest '08, along with other volunteers from the College and the City of Chester, worked at a Young Explorers Camp sponsored by the Freeman Cultural Arts/ Nia Center. The camp's aims were to prepare children for school and provide them with a safe place to be.

Supported by a Chester Fellows Grant, Forrest spent time reading, story-telling, gardening, and playing with the children. One of his main focuses was art activities, especially puppet-making—using recycled materials to teach the children to both preserve resources and turn ordinary objects into extraordinary creations—with the aim of staging a parade through Chester.

"A parade is a great synthesis of the goals I had in mind for the camp—to build pride in the children for their community," Forrest says. "To see a parade go through your neighborhood is an incredible experience and one not many people have." In August, with the theme "Save the Arts for the Kids," a parade of children, parents, volunteers, and puppets brightened the streets of downtown Chester. "I have seen how the arts can inspire and empower children and a community," Forrest says.

—Carol Brévar-Demm



COURTESY OF NICK FORREST

"To see a parade go through your neighborhood is an incredible experience," says Nick Forrest, who helped Chester children build giant puppets out of recycled materials.



ELEFTERIOS KOSTANS

**The Eugene M. Lang Center for Civic and Social Responsibility** has moved into spiffy new digs at 3 and 5 Whittier Place, bringing the center back onto the campus after three years at the Swarthmore train station. With the goal of providing leadership opportunities in civic engagement, public service, advocacy, and social action, the center is benefiting from its new location, which includes more public meeting spaces and more common spaces for individuals and groups of students, faculty, staff, and community members. Joy Charlton, director of the Lang Center and a professor of sociology, says: "With the beautifully renovated building closer to the center of campus, the center has become an even more lively place. Its flexible spaces and furniture are welcoming to many kinds of uses and people—from classes, seminars, and conferences during the day to dinners and meetings of student service and activist groups during the evening—all the while providing working spaces for staff and students."

Two years ago, when Earthlust's **Campus Greening Committee** proposed the introduction of compostable plates, cups, and food containers into the College snack and coffee bars, the administration rejected the idea, citing budgetary issues. The proposal was resurrected in January 2007 by members of the **Good Food Project** in the course of discussions with the administration and Dining Services, with the result that visitors to the snack and coffee bars now eat from plates and containers produced from sugar cane and drink from cold cups made from corn. Although more expensive than the former tableware, the new products have not caused snack and coffee bar prices to rise.

Currently, the Good Food group is seeking funding from the Lang Center for Civic and Social Responsibility, the Budget Committee, and the Scott Arboretum to initiate a food-composting project, which will contribute to the College community's effort to maintain a greener campus and provide compost for use by the Arboretum.



ELEFTERIOS KOSTANS



## A PAIR OF CHAMPIONSHIPS FOR GARNET SOCCER TEAMS

**Women's Soccer (14-2-3, 7-2-1 CC)** The Garnet women earned a second consecutive Centennial Conference playoff appearance, broke the Centennial record for shutouts in a season (13), and won their first-ever Eastern Collegiate Athletic Conference (ECAC) Championship when sophomore Julia Luongo scored the winning goal in the fifth shootout round against Catholic University.

Team captain Caitlin Mullarkey '09 was named Most Outstanding Player of the ECAC tournament after the championship game. Under the leadership of Mullarkey, a defender, the Swarthmore unit was the last team in all of Division III to allow a goal in 2007—a stretch of more than six hours of soccer before being scored upon this season. They ranked 11th in Division III in goals-against average (0.388) and completed the regular season with 60 percent of their wins ending in shutouts—tops in the Centennial.

Five Swarthmore women were selected All-Centennial: Mullarkey, junior Lauren Walker, and freshman Megan Colombo were named to the first team; sophomore Maggie DeLorme to the second-team; and senior Danielle Tocchet received honorable mention. Tocchet was also named *Philadelphia Inquirer* Academic Performer of the Year for women's soccer, selected to the *ESPN the Magazine* Academic All-District II third-team, and is the first Swarthmore soccer player to make First Team on three occasions. Walker, a goaltender, joins Mullarkey along the stingy Swarthmore backline, ranking in the top 10 in goals-against average (a Centennial-record mark of 0.27) and save percentage (.915) in all of Division III. The team spent five weeks with a national ranking, the first in program history, peaking at 18th in the National Soccer Coaches Association of America (NSCAA)/Adidas poll.

**Men's Soccer (14-3-3, 5-3-1)** Posting its best record since 1966, the Garnet men came from behind in overtime on Nov. 11 to defeat Frostburg State 3-2 and win the ECAC Southern Region championship. Senior captain Brendan Grady was named Most Outstanding Player after tying the match with his first career goal.

Four Garnet men were named All-Centennial: Seniors Ryan Sutcliffe and Pat Christmas and juniors Jeff Kushner and Ladulë Lako LoSarah were selected for the All-CC second team. Goaltender Sutcliffe received five weekly honors during the 2007 season, twice named Centennial Conference and Division III ECAC South Region Defensive Player of the Week; he was also selected to the D3kicks.com Team of the Week. Lako LoSarah, the team leader with eight goals in 2007, scored in overtime to send the Garnet to a 1-0 upset of ninth-ranked Franklin & Marshall on Oct. 13. Christmas, a three-time captain, started all but one match (77 of 78) of his career and is the first Swarthmore male to make All-CC three times.

**Volleyball (9-18, 3-7 CC)** Selected All-Centennial were captain Erin Heaney '09 (second team) and middle blocker Karen Berk '08 (honorable mention). Heaney, the libero, tallied 19 digs in the Franklin & Marshall match, bringing her season total to 492 to set a new school record, breaking the one previously held by current assistant coach Patrice Berry '06. Heaney was also selected *ESPN the Magazine* Academic All-District II third-team. Junior outside hitter Jen Wang tied the school record for kills in a season (319). Berk etched her place in Swarthmore and Conference history, by finish-



RAY SCOTT



PHOTOGRAPHS BY KYLE LEACH



ERIC BEHRENS '92

Women's soccer won the ECAC championship (top) and set a Centennial Conference record for shutouts. Five players were named to All-Conference teams, including captain Caitlin Mullarkey '09 (center, left). All-Conference honors also went to men's soccer captain Pat Christmas '08 (center, middle) and hockey defender Anna Baeth '09 (center, right). Men's soccer posted its best record since 1966 and won the ECAC Southern Regional championship (bottom), reason enough to douse Coach Eric Wagner after the winning game.



ing her career third all-time in the Centennial for blocks and holding school records for blocks in a season (133) and all of the career totals—solo (163), assisted (285), and total (448).

**Men's Cross Country** (fifth at CC Championships) The top two runners for the men this season, Ross Weller '08 and Eric Saka '09, started the year together at the Main Line Invitational as Weller crossed the line first for the Garnet at 21:20 and Saka placed 43rd with a time of 21:26. The pair coupled their efforts at the Dickinson Long/Short Invitational, with Weller placing 15th overall and Saka completing his race in 13:02. At the Centennial Championships, Saka was first to finish for Swarthmore, 16th overall, with a time of 26:51, with Weller close behind in 22nd place, with a time of 27:15.

Swarthmore placed 8th at the NCAA Mid-East Regional meet on Nov. 11. Patrick Hartnett '11 was named to the Mid-East All-Freshman second team.

**Women's Cross Country** (fourth at CC Championships) All Mid-East Region runner Nyika Corbett '10 led the Swarthmore women to a sixth-place finish at the Mid-East meet on Nov. 11. Caitlin Russell '11 was selected for the Mid-East Region All-Freshman first team. Ashley Davies '10 earned second-team All-Centennial after finishing 14th with a time of 23:48 and leading the Garnet to a fourth-place finish at the Centennial Championships hosted by Franklin & Marshall.

**Field Hockey** (6-11, 3-7 CC) Defender Anna Baeth '09 and forward Abbie Fischer '08 were selected to the All-Centennial Second Team. Baeth led the team in defensive saves, continually clearing the ball up the field. Fischer aided the Garnet offense with seven goals and three assists for 17 points. Swarthmore bade farewell to head coach Kelly Wilcox '97, who after six seasons at the helm has moved into the Dean's Office as assistant director of student life and academic adviser.

—Kyle Leach



KYLE LEACH



AURORA IMAGING

Nyika Corbett '10 led women's cross-country to sixth in the All Mid-East regionals and fourth in the Centennial meet.

## MARC JEULAND '01 RACES AT OLYMPIC MARATHON TRIALS

Former cross-country and track captain Marc Jeuland competed in the 2008 U.S. Olympic Marathon Trials in New York City on Nov. 3. On the 26.2 mile course, concentrated in Central Park to simulate the 2008 Olympic track in Beijing, he finished 93rd, in 2:31:31, of the 104 runners who finished.

Jeuland qualified for the trials last October with a time of 2:20:33 at the 2006 Chicago Marathon.

"Marc was running great until the 17th mile," Swarthmore cross-country and track-and-field head coach, Peter Carroll, recalled after the race. At one point, Jeuland was in 24th place, on pace for a 2:17 finish, but lost his spot at mile 19 due to a cramp in his quads, triggered by the hilly course.

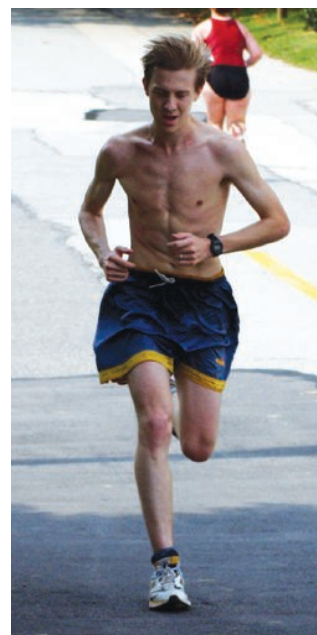
Jeuland later said he was still pleased with his race, remarking that he would not have raced any differently. Carroll, "proud of Jeuland's progression," agreed that Jeuland had started a smart race, with a controlled pace and steady breathing.

While a student, Jeuland was a two-time All-America as well as a two-time Centennial Conference champion and the College record-holder in the indoor 5,000 and the outdoor 10,000 meter events. Jeuland, who graduated with honors in engineering and a minor in chemistry, was selected to the Verizon Academic All-America Second Team.

Jeuland is in his fourth year as a doctoral student in the Department of Environmental Sciences and Engineering at the University of North Carolina-Chapel Hill. Following graduation from Swarthmore, he served with the Peace Corps in Bamako, Mali, where he started his work on water and sanitation issues in developing nations and also on international water resources planning and managing, the topics of his current Ph.D. research. Carroll highlights Jeuland's success in continuing to excel despite the challenges of maintaining rigorous running schedules and workouts while working abroad.

Members of Jeuland's cheering section at the trial included alumni Jeff Doyon '00, Karen Lloyd '00, Ambrose Dieringer '01, two-time All-America runner Joko Agunloye '01, James Golden '05, Jones Nauseef '06, and founder of the women's cross-country team Larry Ehmer '82.

—Kyle Leach



MICKY KATZ '08

Leg cramps slowed Jeuland at the Olympic trials, and he finished well back in the field. Several Swarthmore runners and Coach Peter Carroll were on hand for the race in New York.

# The Politics of Language

IN THE OLD AUSTRO-HUNGARIAN EMPIRE,  
NO AMOUNT OF CAJOLING COULD PERSUADE  
PEOPLE OF THE "LANGUAGE FRONTIERS" TO  
COMMIT TO A SINGLE NATIONAL IDENTITY.

By Pieter Judson '78, Professor of History



A larger-than-life figure like Tito, they wrote, had allegedly managed to hold these various enmities at bay for 40 years by carefully balancing different interests.

But without a controlling supra-national force such as Tito, the Soviet Union, or, in earlier centuries, the Habsburg Empire, the region was destined periodically to fall into violent bloody civil war.

When I began my book *Guardians of the Nation: Activists on the Language Frontiers of Imperial Austria*, I hoped to explain how and why peoples who spoke different languages or practiced different religions came to treat their membership in different nations as more important than their ties to their neighbors in village communities. I wanted to understand the sources of the nationalist violence within rural communities that divided members of different linguistic, religious, or ethnic communities.

As the site of my study, I chose three multilingual regions of the old Austrian empire—areas that today lie within the Czech Republic, Slovenia, and Italy. In each of these regions, increasing numbers of violent incidents had been attributed to nationalist conflict during the period 1880–1920. Did the transformations brought on by rapid economic development (railroads, tourism) and the expanding presence of the state through new institutions (public schools, welfare offices) during this period somehow produce social conflicts that were experienced primarily in ethnic terms?

My historical research, however, could not easily convey to me an understanding of how local peoples whose communities I

examined had identified themselves and their loyalties. Newspapers, police reports, and census records all used a language of “nation” in their accounts of local events and demographic trends, presuming the universal importance of national identity. But did local people believe that they belonged to nations, and, if so, what kind of significance did this belief play in their lives?

To derive answers from my evidence required considerable creativity and took several years. I analyzed the records of local social and cultural organizations, for example, to learn about local nationalist activism and strategies for winning popular support. But gradually, I noticed something else in these records that suggested to me that there was a different story to tell here.

Between the calls to action and the triumphal accounts of national advances, I began to notice frequent outbursts of frustration and subtle admissions of failure. Often, it seemed that despite the nationalists’ best efforts, people in these rural regions stubbornly refused to commit themselves to a national identity. Activists from the cities had presumed that it would be easy to stoke nationalist conflict in these regions where people spoke different languages (so-called “language frontiers”). Instead they often encountered a puzzling logic of behavior. Many people cultivated a stance of belonging to both local nations when it suited them or of complete indifference to national belonging altogether.

When nationalist activists urged people to educate their children in their national language, for example, villagers often chose the opposite strategy and sent their children to schools where they would be taught in a different language. For reasons of social and economic mobility, parents wanted their

In 1991, when Slovenia, Croatia, and then Bosnia Herzegovina declared independence from Yugoslavia, Serb-controlled units of the old Yugoslav military attacked Croatia and Bosnia Herzegovina. Several regions became mired in a bloody civil war, and this war in turn became an opportunity for militant nationalists to pursue brutal policies of “ethnic cleansing.” Thousands of refugees not only fled their homes but later found it impossible to return.

Although outraged by the premeditated atrocities perpetrated on civilians—designed to prevent them from ever returning home—most observers understood these events in terms that nevertheless appreciated the tragic necessity of “un-mixing” peoples who clearly could no longer live together.

Journalists explained the intensity of the violence in terms of ancient ethnic enmities that had periodically erupted among Eastern Europeans for centuries, underlining the complexity of the ethnic mosaic that apparently differentiated this region from the more ethnically homogeneous nation states of the West.



children to become equally fluent in both of the regional languages. They saw little advantage for their children in identifying with a single nation.

When minor incidents of violence broke out in these regions, as they frequently did in rural Europe, nationalist feelings were more often the product than the cause of the incidents. In other words, nationalist media and organizations sought retroactively to interpret local riots, vandalism, or hooliganism as expressions of popular nationalist anger. On occasion, nationalist differences did clearly produce violence, but such cases usually pitted committed activists like visiting Czech and German nationalist university students against each other. Local people may have joined in the fray, but not necessarily for reasons of national loyalty.

In other situations, I found that local nationalist media on both sides often invented nationalist incidents where none had actually occurred, in order to keep awareness of the national issue in the forefront of the news. From newspapers to marches to historical reenactments to economic boycotts, activists around 1900 used every propagandistic, organizational, and economic instrument at their disposal to make the idea of clear-cut national frontiers or borderlands appear to be political realities. They clearly succeeded in conveying an image of deep-seated and ongoing conflict to observers from the rest of Europe or North America. But it cannot be assumed that local people in these regions before World War II saw their linguistic or religious differences with their neighbors as decisive or even significant elements.

In the particular regions I examined, it also became clear that people attributed far more significance to religious differences than they did to linguistic differences. When one German nationalist association in Austria around 1900 tried to buy up land and settle German-speaking farmers from Germany in a largely Slovene-speaking region, they encountered several unexpected outcomes. The nationalist activists who had financed their move were shocked to find that the new settlers often socialized with their Slovene-speaking neighbors at the

local pub and in church (where the local Catholic priest often spoke Slovene) and that they generally behaved like renegades to their national identity. Later, when the activists brought in Protestant settlers from Germany to the same region, they had more success in keeping the two linguistic communities separate.

All of this suggested to me that rural people who spoke different languages did not see their communities as different cul-

WHEN ACTIVISTS URGED  
PEOPLE TO EDUCATE CHILDREN  
IN THEIR NATIONAL LANGUAGE,  
PARENTS SAW LITTLE  
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WITH A SINGLE NATION.

tures that successfully lived together. While academics or journalists tend to see such communities as examples of “multicultural” arrangements, this term implies a sense of coexistence among different cultural groups—and that is not how local people saw their world. Language use was not the significant marker of cultural difference in these regions that it became later in the 20th century. In fact, these people often shared in a single rural regional culture in which bilingualism or trilingualism was the norm.

Where linguistic difference did gain social and legal significance, however, was in the new self-styled nation states that replaced the Habsburg Monarchy in East Central Europe after 1918. When Czechoslovakia, Italy, and Yugoslavia took these territories, their nationalist politicians firmly equated language use with nationality. Increasingly, the new regimes sought to pin people down by determining their “authentic” identities. Where bilingualism had constituted the traditional norm—even within families, new national censuses sought to determine their subjects’ “real” identity. If such subjects could not choose the right identity, then the state would ascribe one according to a growing array of “objective characteristics.”

Nation states increasingly controlled peoples’ social options by assigning them to this or that national category according to

language use. Academics and journalists also tended to treat linguistic difference as an easy shorthand for explaining politics and social development in East Central Europe in the 20th century. Brutal Nazi occupation policies that attempted either to Germanize racially suitable people or to expel and murder others, rested on the Nazi’s alleged ability to determine individuals’ authentic national identities.

All these policies forced people to identify with one set of identities or another, whether or not those loyalties had any personal meaning to their lives. After World War II, the bloody expulsions of German speakers from Eastern Europe by the victors again forced hundreds of thousands of “in-between” or nationally indifferent people to identify with one nation or another.

Our mistake is to imagine that ethnic cleansing is a product of deep-seated nationalist conflict. Ethnic cleansing and nationalist political conflict in Eastern Europe did not grow out of real differences between cultures. Rather, nationalists used political strategies like ethnic cleansing to create national societies in the first place.✽

*Pieter Judson '78 earned an M.A. and a Ph.D. from Columbia University. He joined the Swarthmore faculty in 1993. He teaches classes in modern European history that focus on nationalist conflict, revolutionary and counter-revolutionary movements, and the history of sexuality. Guardians of the Nation (Harvard University Press, 2006), his fourth book, was awarded the Jelavich Prize by the American Association for the Advancement of Slavic Studies, and the 2005–2006 book prize from the Czechoslovak Studies Association.*

*Judson credits several former students who have helped him conduct his research in Europe over the years, including John Kosinski '99, Tara Zahra '98, and John Boonstra '07. Zahra and another former student, Caitlin Murdock '94, are currently historians working in the same field. Recently, Judson, Murdock, and Zahra contributed chapters on the contested borderlands in Central Europe to a volume published earlier this year titled Localism, Landscape, and the Ambiguities of Place.*

# Bigger, Higher, *Faster*

## CHINA CHARGES INTO THE 21ST CENTURY.

*Text and photographs by Jeffrey Lott*

First-time visitors to China are served a spicy stew of expectation and reality. You carry a lifetime of preconceptions about Chinese people, culture, history, and present-day conditions. The task of the thoughtful tourist—as nearly 40 members of the Swarthmore Alumni College Abroad discovered in October during two weeks in China—is to test these notions against what you see, hear, taste, smell, and touch. And sometimes, to test your senses against themselves, to determine the nature of the stew by inspecting each of its ingredients.

The 20th century was pretty unkind to China: colonization, corruption, nationalist revolution, civil war, floods, invasion, famines, more war, communist revolution, industrialization, collectivization, poverty, Maoism, cultural revolution, official repression, madness, and massacre. But the 20th century—which some have called the “American Century”—has ended; and from all appearances, the 21st century will belong to the Chinese.

Consider what we saw: the biggest dam in the world, which may also be the world’s biggest environmental and social disaster; the fastest train in the world, the Maglev from Pudong Airport to Shanghai; and the tallest building in the world, now nearing completion in Shanghai. During our visit, China put a research satellite in orbit around the moon. The 2008 Olympics were on everyone’s mind—and, at least in Beijing, were driving massive infrastructure construction. All are but a glimpse of the enormous power and creativity that will astound the world during the next 100 years.

Power and creativity, of course, are not new to the Chinese. We saw abundant evidence of them in ancient architecture, art, and artifacts. In several lectures and discussions along the way, Associate Professor of

Chinese Haili Kong showed how, under the most difficult political and social conditions, 20th-century China continued to produce great literature and films—modern incarnations of a 4,000-year-old civilization that will continue to sustain China as it takes its place on the world’s cultural scene.

We returned home sated by our Chinese banquet, searching our minds for ways to answer the inevitable question posed by family, friends, and colleagues: “How was China?” How indeed? The *Bulletin* asked participants in the trip to write down their “elevator speeches” about the trip—those one-minute monologues that so inadequately describe an experience that lasted two weeks and will reverberate far longer. ☞

*To read Jeffrey Lott’s personal account of the Alumni College Abroad, including more than 100 photographs, go to <http://jeffreylott.wordpress.com> or follow a link from the Web version of this article at [www.swarthmore.edu/bulletin](http://www.swarthmore.edu/bulletin).*

The Chinese seem to think that they will be the masters of the universe—and they may be right.

—Bernie Banet '64

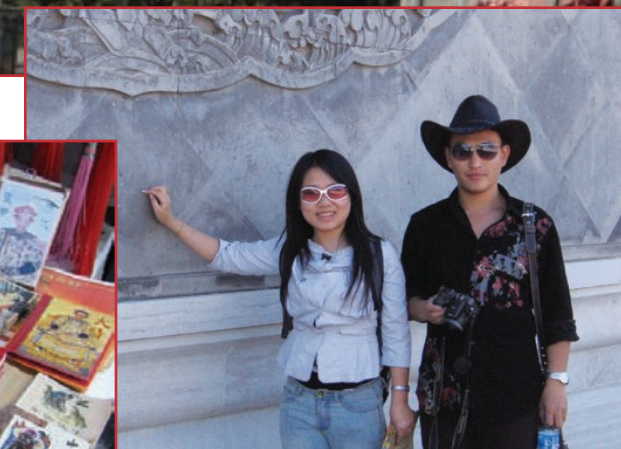
I saw a pulsating country and emboldened people charging ahead to their future, convinced that their day in the limelight is only a few short months ahead.

But it’s troubling that their long and significant history is a little occluded—and the immediate past is but an uncomfortable mention.

—Sohail Bengali '79



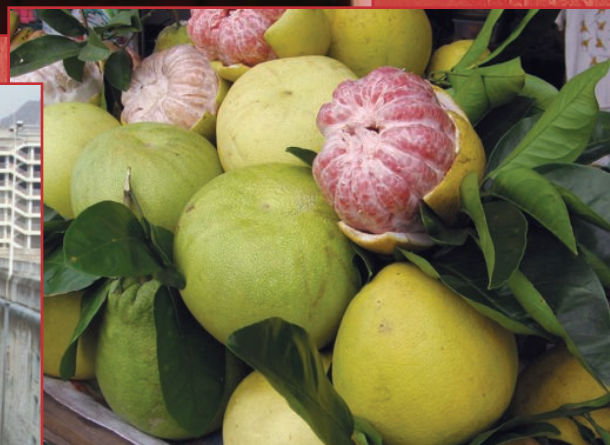




CHAIRMAN MAO, ALTHOUGH HONORED AS AN HISTORICAL FIGURE, HAS BECOME A KITSCHY SOUVENIR IN THE COMMERCIAL STREETS OF CHINA'S CITIES, WHERE ANCIENT AND MODERN STAND SIDE BY SIDE.



A COUPLE SHOWS SOME COWBOY CHIC AS SHIPOLOADS OF COAL MOVE DOWN THE YANGTZE THROUGH LOCKS AT THE MASSIVE THREE GORGES DAM. THIS IS THE NEW, NEW CHINA.







出百崇神獨



IN STYLISH SHOP WINDOWS AND NEON-LIT CITIES, CHINA PROCLAIMS ITS MODERNITY AS TIMELESS BEAUTY ABOUNDS IN ART AND NATURE. SUNRISE ON THE YANGTZE, TERRA COTTA WARRIORS, AND THE GARDENS OF THE SUMMER PALACE REMIND US OF OLD CHINA—BUT ECONOMIC REFORMS AND THE OPPORTUNITIES OF THE NEW CENTURY ARE TRANSFORMING THIS LAND.







The simplest word to express my impression of China is awe.

—Christa Mayr Menzel '57

Being Swarthmoreans, we asked a lot of questions. Is the growth rate sustainable? How will they deal with unequal income distribution? Can they handle the environmental problems? By the goddess, I believe they will make it. It was the people—hungry for a better life and working so hard to attain it—who impressed me the most.

—Emel Anil '66

The trip was beyond all expectations—wonderful!

—Elizabeth Smith Kolowrat '56

Our Chinese guides shared stories of their lives, with all of them looking hopefully to the future after the trials of the Mao period.

—Caroline Eubank Lyke '63

Beijing and Shanghai are extraordinary cities, almost too big to comprehend. Construction and traffic are beyond anything we've ever experienced.

—Robert Lyke '63

The people are wonderful—proud of their heritage yet determined to break free of the constraints of the past. They were surprisingly open and critical of the pollution and corruption. I also heard great concern about moral values. Maybe that's why we saw so many young worshippers in the temples.

—Michael Becker '63

Although his picture dominates Tiananmen Square, Mao is little mentioned these days—beyond the many kitschy souvenirs like Mao watches and playing cards. Deng Xiaoping, who implemented a policy of economic openness, is the real father of contemporary China. I was surprised to see only one large poster of him.

—Carol Nackenoff,  
professor of political science

At the Summer Palace, we saw a man painting a message of welcome on the sidewalk with simply a large brush and water. It evaporated in minutes, reminding me of the importance of enjoying the moment.

—Anne Nichols

We are convinced that the energy, optimism, intelligence, sacrifice, and hard work of the Chinese people will enable them to overcome their environmental and human rights problems, perhaps even faster than we overcome ours.

—Peter Thompson, professor  
emeritus of chemistry,  
and Peggy Thompson

My favorite moments were on the Yangtze River at dusk or dawn. We could barely see through the fog. There would be a few lights from a ghost village about to be flooded by the rising river. Some clothes on a line. And then, around the bend—another giant city.

—Carola Norton '67

To learn more about future Alumni College Abroad trips, visit [http://www.swarthmore.edu/alumni\\_travel.xml](http://www.swarthmore.edu/alumni_travel.xml) or telephone (800) 789-9738.



## A guide to the September 2007 Philadelphia Live Arts Festival and Philly Fringe—and their connections to the College.

By Elizabeth Redden '05

Welcome! Welcome to historic Philadelphia, and, more importantly, to the 11th Annual Philadelphia Live Arts Festival and Philly Fringe, which this year features nearly 900 performances from North Philly to West, with artsy Old City as its hub. The curated Live Arts Festival presents 37 different dance, music, and theater shows carefully chosen to ensure maximum viewing pleasure, while the unfiltered Fringe features performances from, well, anyone with the creative wherewithal and \$75 to register—plus some extra cash for insurance costs.

"We never check content; that's the whole point," says Nick Stuccio, producing director of the festival. A former dancer with the Pennsylvania Ballet, Stuccio decided that in his retirement he would lift Philadelphia's once underground arts scene to new heights.

"If there were 200,000 people who wanted to participate then, great," Stuccio says. "We'd have a telephone book we'd hand out instead of a guide."

The following Swarthmore-specific guide is not nearly the size of a telephone book. But it's not particularly short either, because Swarthmore—especially its theater and dance programs—is a force to be reckoned with in the Philly art scene. Read on to see why.

# Swarthmore at the Fringe

## *Isabella*

**Pig Iron Theatre Company**

**Director:** Dan Rothenberg '95

**Featuring:** Gabriel Quinn Bauriedel '94, Corinna Burns '96, and Dito van Reigersberg '94

**Sound Design:** Nick Kourtides '98 (staff)

**Dramaturg/Co-creator:** Suli Holum '97

**Production Dramaturg:** Rebecca Ennen '04  
**Live Arts Festival**

Festival favorites since the first Fringe in 1997, the Pig Iron Theatre Company plays this year with death—literally. In *Isabella*, a lonely mortician stages Shakespeare's *Measure for Measure* with a crew of naked corpses. The habitually hyperactive theater company experiments here with negative physicality—the use of the whole body “to create clumsiness, stillness, numbness,” as Rothenberg puts it—and rebels against what the director calls “pretty” performances of Shakespeare. “It's an ugly play ... bluish-white lights on actors in a morgue.”

Founded in 1995, Philadelphia-based Pig Iron calls itself a “dance-clown-theatre” ensemble, given its investment in bodily expression, the relationship between actor and audience, and character, respectively.

**Bauriedel** (Claudio) is a founder and co-artistic director of Pig Iron. A graduate of École Jacques Lecoq, he teaches acting and movement theater at Swarthmore.

Recent credits for **Burns** (Juliet) include *Iron Kisses* at the Philadelphia Gay and Lesbian Theatre Festival and *A Prayer for Owen Meany* at the Arden Theatre Company.

In addition to her work with Pig Iron and **Anna Belc's** ['07] thesis show at Swarthmore, **Ennen** is writing a guidebook to the various American Jewish political perspectives on the Israel-Palestine conflict.

**Holum's** bio can be found on page 24 under the entry for *Wandering Alice*.

**Kourtides** serves as the sound designer and acting operations manager at Swarthmore's Lang Performing Arts Center.

**Rothenberg**, a founder and co-artistic director, has directed almost every Pig Iron original work. He is now directing a show about Joe Hill for Stockholm's Slava Teater.

**van Reigersberg** (Angelo) is a founder and co-artistic director of Pig Iron. He studied at the Neighborhood Playhouse and Martha Graham School of Dance and has acted in almost every Pig Iron creation.





***For Emergency Use Only***

**Green Chair Dance Group**

**Choreographers/Performers:** John Beauregard '05, Hannah de Keijzer '06, Sarah Gladwin '05, and Gregory Holt '05

**Theatrical Director:** Benjamin Camp '05  
Fringe Festival

Stopped by a screeching siren, Green Chair Dance Group's young alumni have no shoulder to turn onto. Bouncing off brick walls, the black ink on their white T-shirts smeared with sweat, they leap and lift for 50 minutes on a wingless stage as they answer their self-imposed challenge: "If you pulled the cord and the chute didn't open, how would you dance on the way down?"

Green Chair first formed at Swarthmore to perform at the 2004 Fringe. The company complements its acrobatics with attention to gesture, facial expression, and the connection between dancers. "The connection between us helps build the connection with the audience and gives it a way in," de Keijzer says.

**Beauregard** has studied with Poland's Silesian Dance Theater and the Institute for Dance Art in Linz, Austria.

**Camp** recently completed the Lecoq Actor-Created Theatre Training at the London International School of Performing Arts.

**de Keijzer** lives and works in Boston, where she takes as many dance classes as she possibly can.

**Gladwin** has a professional diploma in dance studies from Laban in London, where she recently spent a year teaching creative movement to children.

Since graduation, **Holt** has trained at Austria's Institute for Dance Art. Winner of a Troy Prize for Choreography, he has performed in a number of cities including Budapest, Bytom, and Bad Leonfelden, and has been involved with dance film projects.

*For Emergency Use Only* was supported by the Swarthmore Project in Theater.

**GREEN CHAIR DANCE GROUP**



COURTESY OF GREEN CHAIR DANCE GROUP

***Recitatif***

**Director:** Adrienne Mackey '04

**Co-writers and Performers:**

Felicia Leicht '04 and Audrey Pernell '04

**Live Arts Festival**

Named after a Toni Morrison short story about two childhood friends of different races who encounter one another in adulthood—and the somewhat spoken, somewhat sung prologue to an aria—*Recitatif* grapples with race through song, movement, and speech. Leicht and Pernell alternate between singing gospel and talking over and around each other in their "tandem language." With their words overlapping, cutting one another off, each explores how, in adulthood, issues of race can forge differences where the friends once saw similarities.

**Mackey** debuted in the Philly Fringe Festival as an actress alongside Leicht and Pernell in 2002, performing in *Stolen Chair*

Theatre Company's Swarthmore-supported *Portrait of Dora as a Young Man*. She directed *The Ballad of Joe Hill* in the 2006 Fringe and is also director of a second show this year—*Echo*—in the Fringe portion of the festival.

Following graduation, **Leicht** served for two years as an arts administration intern at the College. She portrayed Viola in the Philadelphia Shakespeare Festival's 2005 production of *Twelfth Night*, and, with Mackey, co-created and performed an original one-woman show, *Like Ink and Paper*, at Swarthmore in 2006.

**Pernell** has performed in New York, studied play writing, and made money as a massage therapist since graduation. Especially interested in exploring issues of identity through theater, she read Morrison's *Recitatif* in her first English class at Swarthmore.

*Recitatif* was supported by the Swarthmore Project in Theater.



**Must Don't Whip 'Um**  
**Accidental Nostalgia Company**  
**Video and Set Designer and Actor:**  
 Jeff Sugg '95  
**Live Arts Festival**

The sounds of *Must Don't Whip 'Um* are the sounds of a "swan song"—the farewell concert from, as the players put it, "the greatest obscure 1970s pop star that never was!"

Interspersed with scenes from the concert are scenes from a documentary filmed by the singer's daughter. "It's a back-and-forth between those two stories, and the music serves to bring them together," says Sugg.

Sugg (the singer's Moroccan lover) designed several of Pig Iron's early shows. A member of the Accidental Nostalgia Company, he is a New York-based designer and video systems engineer who has worked as a technical artist for the Wooster Group, a celebrated experimental theater company. Sugg has taught media technology at the College.

*Must Don't Whip 'Um is supported by the Swarthmore Project in Theater.*

PAVEL ANTONOV



RECITATIF



JACQUES-JEAN TIZIOU/WWW.JJTIZIOU.NET

### ***Wandering Alice***

**Nichole Canuso Dance Company**

**Writer and Co-director:** Suli Holum '97

**Lighting Designer:** Paul Moffitt (staff)

**Video Designer:** Lars Jan '00

**Live Arts Festival**

Nichole Canuso Dance Company's *Wandering Alice*, a site-specific production, was inspired by *Alice in Wonderland*. A work in progress at this year's festival, *Wandering Alice* will premiere in 2008.

**Holum** is a founder of Pig Iron Theatre Company, where she was a co-artistic director from 1995 through 2001 and a company member until 2006. She continues to create original work and to perform in theater, film, and television. A co-creator and dramaturg for Pig Iron's *Isabella* (see page 20), she also directs Brian Osborne's one-man show on evangelism, *The Word*, in this year's Live Arts Festival.

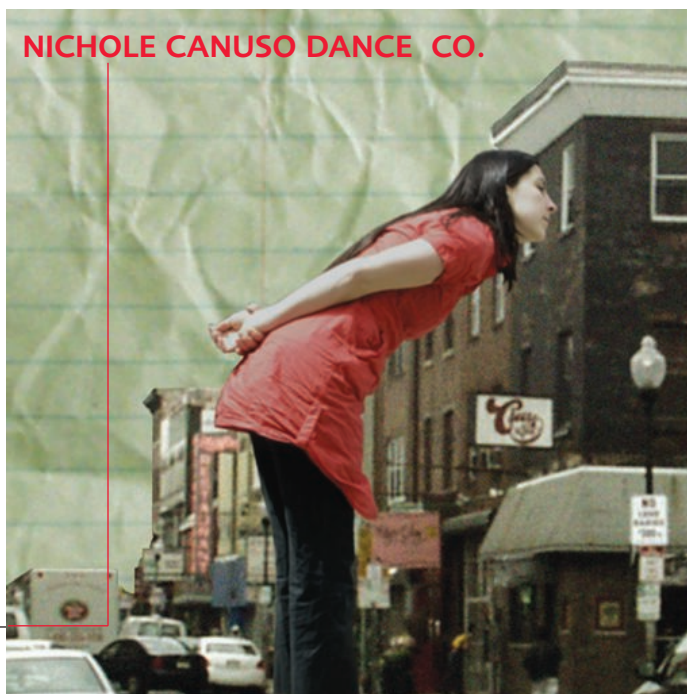
**Jan**, a directing and integrated media design master of fine arts student at the California Institute of the Arts, commuted into Philadelphia to prepare for the festival from Swarthmore, where he directed and wrote the College's freshman orientation play for the third straight year. The 2006 Fringe show he directed, *Autopilot*, was performed at the Fringe to end all Fringes in Edinburgh in August. He is also doing video design for a second Live Arts show this year, titled *Flamingo/Winnebago*.

**Moffitt** is production manager and technical director for the Swarthmore Theater Department.

Another Swarthmore staff member, **Andrew Merkel**, a production assistant for the Lang Performing Arts Center, is directing *The Milky Way Cabaret* at this fall's Fringe. The Cardboard Box Collaborative promotes the play as "a theatrical love letter to Philadelphia."



GERAINT LEWIS



JENNIFER GOETTNER



## The Swarthmore Project in Theater

Most every professor spends the first part of fall playing a constant game of catch-up. But it's fair to say that Allen Kuharski runs circles 'round most everyone else.

Kuharski, the Theater Department chair since 1997 and a member of the faculty since 1990, spent the first two weeks of the semester seeing 16 shows at the Philadelphia Live Arts Festival and Philly Fringe, 13 of which were somehow connected to Swarthmore. He played host to the Riot Group, whose production *Hearts of Man*, which was co-commissioned by Swarthmore, came to the Lang Performing Arts Center after debuting at Live Arts; and he arranged transportation to Pig Iron Theatre Company's *Isabella* for 70 students, 44 of whom went in a yellow school bus.

Not that he much minded the festival frenzy. To the contrary: to him, it was a sign of the Theater Department's success.

"The whole pedagogical thrust of our department has been heavily about students creating works in these small ensembles. They become prototypes of independent companies that they could possibly start in the real world—which they have," Kuharski says.

And in many cases with significant support from their alma mater. Three shows at this year's festival—Accidental Nostalgia Company's *Must Don't Whip 'Um*, Adrienne Mackey's *Recitatif*, and Green Chair Dance Group's *For Emergency Use Only*—were supported by the Swarthmore Project in Theater.

The project began informally in 1995 at the behest of Pig Iron Theatre Company, whose members approached Kuharski asking if they could use the College's rehearsal space. Then they asked the administration about housing. The College does not offer any cash support but the in-kind value of a Swarthmore Project in Theater residency—which includes rehearsal space and free housing at a rambling three-bedroom College-owned ranch house (the Cratsley House on Harvard Avenue)—estimated at \$5,100 per week. Residencies, offered during summers and other breaks in the academic year, are as short as a week and as long as six to seven weeks.

Kuharski counts 22 different shows fea-

turing Swarthmore alumni or staff that have received College support since 1995.

Thirteen of those have ultimately found a venue at the Philadelphia Live Arts Festival and Philly Fringe. Green Chair, which stayed for four weeks before its early September performance at the Fringe, was the third group to receive a residency last summer. In exchange, performers are expected to bring their expertise to campus through pro-bono performances and workshops and list the Swarthmore Project in Theater as a supporter in promotional materials.

"There are these interesting ways in which we move beyond the characterization of Swarthmore as an undergraduate institution where the relationship ends with a B.A. degree," says Kuharski. "It really feels like we have something of a master's program. There's another level to the curriculum by having these recent graduates or—even by now—these advanced alumni, coming through the door, being present."

A few years ago, the College also got into the business of commissioning or co-commissioning original theatrical work. With support from the William J. Cooper Foundation, Swarthmore commissioned its first original production—Pig Iron's *Shut Eye*—back in 2001–2002 to celebrate the 10th anniversary of the College's Lang Performing Arts Center. (*Shut Eye* also was presented at the Live Arts Festival.) This year's 75-minute *Hearts of Man* explores the defense of an accused sexual predator, evolving onstage into a social commentary on a complicated set of concerns. The Riot Group's artistic director, Adriano Shaplin, formerly collaborated with Pig Iron on the 2004 production *Hell Meets Henry Halfway*—which was created with the help of two separate Swarthmore residencies of two and six weeks each—and has taught play writing at the College. In addition to the company's Live Arts Festival performances, The Riot Group performed and offered student workshops at Swarthmore in September.

*Elizabeth Redden '05 spent a weekend in Philadelphia attending Live Arts and Fringe performances. She is a reporter for InsideHigherEd.com in Washington, D.C.*

swarthmore  
project in theater

# Bye the Numbers

DO COLLEGE RANKINGS SUCH AS THOSE IN *U.S. NEWS AND WORLD REPORT* "MISLEAD THE PUBLIC INTO THINKING THAT THE COMPLEXITIES OF HIGHER EDUCATION CAN BE REDUCED TO ONE NUMBER?"

THAT'S WHAT SWARTHMORE AND 19 OTHER LIBERAL ARTS COLLEGES NOW SAY.

By Sonia Scherr '01

Illustration by Nancy Harrison

In the summer of 1996, I had just returned home to Vermont after visiting several colleges in Pennsylvania and New Jersey. I was 17. And in love.

I was attracted by several qualities that made me sure I had found "the one"—intellectual passion, a commitment to social justice, integrity of character, and (I admit it) good looks, which took the form of a 357-acre arboretum.

Although I liked knowing that the object of my affection was regarded highly by others—as evidenced by Swarthmore's top-three ranking in *U.S. News and World Report*—I spent far more time looking through the College's course catalog than scrutinizing its standing in *U.S. News*, whose analysis relies mostly on numerical data such as SAT scores and graduation rates.

But many educators have long worried that families—and colleges—are focusing excessively on the rankings. Now, for the first time, Swarthmore and other top-ranked liberal arts colleges are working together to do something about it.

"We have a responsibility to open students to the wealth of quality institutions of higher education and to overcome the sense that the *U.S. News* rankings are the authoritative measure of excellence," says President

Alfred H. Bloom. To that end, Bloom worked with several presidents to create a statement now signed by 20 liberal arts colleges, all but one of them ranked in the top 25 by *U.S. News*.

In it, the presidents pledged to refrain from mentioning rankings in all future publications and to make public on their Web sites the information provided to the college guides. (See box, opposite page.)

In general, alumni and students interviewed for this article approved of the statement.

"I agree with the letter and understand its intent," says Andy Lax '77 of San Francisco, who works in the field of asset management. "I certainly don't look forward to when my kids start applying to college because it is such a frenzy."

At the same time, Lax believes the rankings have helped boost the diversity of Swarthmore's student body by attracting international students and those with career interests outside academia. "I think it's very important for the College to have a broader visibility and name beyond traditional academic circles, and, quite frankly, *U.S. News* has done that. As an alum, I appreciate it. I get fewer questions mistaking Swarthmore for Skidmore," he says.





Since their inception in 1983, the *U.S. News* rankings have spawned an entire industry, with publications as diverse as *The Wall Street Journal* and *Washington Monthly* doing their own ratings. But while continuing to flourish as a result of a culture that loves to rank, *U.S. News*' annual lists of the "best schools" have generated plenty of debate. Critics contend that the rankings encourage students to apply to colleges based on status and reveal little about the quality of education offered at a school. Proponents—including *U.S. News* in a statement to the *Bulletin*—assert that they make information easily accessible to families at a time when a private college education can cost up to \$180,000.

Bloom cites three main reasons for taking a stand on the rankings:

- To help dispel the myth that the complex qualities of a school can be captured by a single number.
- To encourage students and their families to challenge the sense that the *U.S. News* formula is the authoritative measure of quality.
- To counteract the impression held by many college-bound students that only the schools ranked highly by *U.S. News* are worth attending—a view that greatly

## PRESIDENT BLOOM AND COLLEAGUES' STATEMENT ABOUT COLLEGE RANKINGS

I, and the other undersigned presidents, agree that prospective students benefit from having as complete information as possible in making their college choices.

At the same time, we are concerned about the inevitable biases in any single ranking formula, about the admissions frenzy, and the way in which rankings can contribute to that frenzy and to a false sense that educational success or fit can be ranked in a single numerical list.

Since college and ranking agencies should maintain a degree of distance to ensure objectivity, from now on data we make available to college guides will be made public via our Web sites rather than be distributed exclusively to a single entity. Doing so is true to our educational mission and will allow interested parties to use this information for their own benefit. If, for example, class size is their focus, they will have that information. If it is the graduation rate, that will be easy to find. We welcome suggestions for other information we might also provide publicly.

We commit not to mention *U.S. News* or similar rankings in any of our new publications, since such lists mislead the public into thinking that the complexities of American higher education can be reduced to one number.

Finally, we encourage all colleges and universities to participate in an effort to determine how information about our schools might be improved. As for rankings, we recognize that no degree of protest may make them soon disappear, and hope, therefore, that further discussion will help shape them in ways that will press us to move in ever more socially and educationally useful directions.

—Alfred H. Bloom, President

Anthony Marx, Amherst  
Stephen Emerson, Haverford  
Elaine Hansen, Bates  
Ronald Liebowitz, Middlebury  
Barry Mills, Bowdoin  
David Oxtoby, Pomona  
Nancy Vickers, Bryn Mawr

James Jones, Trinity  
Robert Oden, Carleton  
Catharine Hill, Vassar  
William Adams, Colby  
Kenneth Ruscio, Washington  
and Lee  
Rebecca Chopp, Colgate

Kim Bottomly, Wellesley  
Thomas Ross, Davidson  
Michael Roth, Wesleyan  
Russell Osgood, Grinnell  
Morton Schapiro, Williams  
Joan Hinde Stewart, Hamilton



heightens anxiety about the admissions process and gives rise to feelings of failure when students aren't accepted by a top-ranked school.

Judy Brown goehl, a junior from Bryn Mawr, Pa., believes the presidents' stance on the rankings make sense. When applying to colleges, she used *U.S. News* to compare schools she was interested in but did not limit her search to institutions above a certain ranking. For Brown goehl, both of whose parents graduated from Swarthmore, the *U.S. News* rankings were one of many sources she consulted during her college search. She also read descriptions in college guidebooks and got a firsthand perspective by visiting campuses, taking tours, and attending information sessions.

"Getting information directly from the source itself was most helpful for me," says Brown goehl, who is majoring in English literature with a minor in theater studies. "Can the *U.S. News* rankings tell me how fabulously quirky Swarthmore students (and professors!) are or how beautiful the campus is? My personal opinion is no."

Dean of Admissions Jim Bock '90 describes Swarthmore's new approach to the rankings as "participation without promotion." In recent years, the College has made six to 12 references to external rankings in its admissions materials, but Bock says he doesn't think the College is taking a risk by omitting them from now on. "If prospective students found us because of a ranking, then we don't need to reiterate that ranking," he says. Instead, "we need to show what is special about Swarthmore."

Chris Haines '86, who worked at *U.S. News* from 2000 to 2006 and managed the group that analyzes data for rankings, says Swarthmore's decision to not market its rank is important. "That will have an impact on *U.S. News* and companies like it that depend on the entities they rank to promote their brand," says Haines, who now works in the Washington, D.C., office of Fleishman-Hillard, a global communications firm. "No matter what Swarthmore and other colleges like it do, they're not going to affect the fact that they're the top liberal arts colleges. Their records speak for themselves."

In keeping with its promise to make the data it provides to publishers publicly available, Swarthmore has posted a link on its admissions Web site to its Common Data Set, a questionnaire colleges use to report

information about admissions, tuition, retention, and other areas. Although Swarthmore has included a link to the Common Data Set on its institutional research Web site for years, the link on its admissions Web site is now more accessible.

Visitors to the admissions Web site will also find a link to Swarthmore's profile on the University and College Accountability Network ([www.ucan-network.org](http://www.ucan-network.org)), a new database that provides free information about colleges and universities. Each profile includes facts ranging from the college's most popular majors to its freshmen retention rate as well as 25 links to its Web site for details on topics such as internship opportunities and the school's policy on transferring credits. Launched in September by the National Association of Independent Colleges and Universities (NAICU), the site is expected to feature 650 to 700 profiles by December, says NAICU spokesman Tony Pals. UCAN doesn't yet allow for easy comparison of colleges to one another and has very limited search capabilities; however, Pals says the site will be improved based on surveys of site users and focus group feedback collected over the next several months.

For decades, colleges have complained about the *U.S. News* rankings while at times also touting their score. Earlier this year, however, efforts to combat the rankings' influence gained traction due in part to Lloyd Thacker, who had a long career in college admissions and college counseling before founding the Education Conservancy in 2004. This spring, Thacker circulated a letter among hundreds of colleges asking them to refrain from promoting the rank of their institution. His letter also called upon them to refuse to participate in the reputational survey section of the rankings, in which presidents, provosts, and admissions deans are asked to rate the quality of other institutions on a scale of one to five or to check "I don't know." This reputational survey counts for 25 percent of a school's score.

In June, after discussion at the annual meeting of the Annapolis Group (an organization of liberal arts colleges) the leaders of 67 colleges signed a statement in which they pledged not to participate in the reputational survey. Many of these schools are ranked in the top 50 by *U.S. News*, although none in the top 25.

One such signer, Kenyon College President S. Georgia Nugent, says she's never

completed the reputational survey during her five years leading the liberal arts school in Ohio. "Frankly, upon seeing it, I just found it ludicrous," says Nugent, who began her teaching career at Swarthmore in 1979 as a sabbatical replacement for Centennial Professor of Classics Helen North. "I believe they are conveying the impression to the public who buys their magazine that this is a meaningful evaluation of colleges and universities by professionals in the field. To me it has as much validity as a card you'd fill out at a fast food restaurant."

The biggest difference between the letter she signed and Swarthmore's statement is that the latter does not call for a boycott of the reputational survey. Bloom believes the reputational survey can often offer perspectives on institutional strengths that are not apparent from the quantitative measures alone.

Bock says the *U.S. News* rankings also benefit the College by highlighting liberal arts colleges and Swarthmore particularly. "Being ranked number one, two, or three has given us some free publicity, if you will," Bock says. "Whether you love or hate ratings, being at the top is not a bad thing."

It can be especially helpful in attracting international students and those outside the intellectual elite.

Vincent Jones '98 calls the College's position on the rankings "a fair compromise. In my opinion, the people most critical of rankings systems tend to speak from a position of privilege," he says. He believes they're more likely to be familiar with elite schools than those from less advantaged backgrounds, who may rely on the rankings for information. "I didn't come from a family that had a lot of experience with schools like Swarthmore," says Jones, executive director of a nonprofit organization in Los Angeles. In fact, it wasn't until he found a guidebook on liberal arts schools that he discovered the College. "I think we should keep contributing information to them (*U.S. News*) and not turn off that possibility of getting a great student."

Bock says *U.S. News* has just as much cachet abroad as in America—and that nearly all the international students he's spoken with say they learned about Swarthmore through the rankings. Although Ivy League schools are well-known overseas, liberal arts colleges are not, and the model of education they provide may also be unfamiliar



iar. Some international students told Bock that their parents had to be persuaded to let them apply to Swarthmore, and it helped to show them the *U.S. News* rankings.

"Ranking may be a bit intimidating, but Swarthmore wouldn't have been number one on my list if it hadn't been ranked third," says Omari Faakye, a sophomore engineering major from Ghana. The rankings encouraged him to learn more about Swarthmore, and he was pleased to find out that it offered financial aid to international students and had a strong engineering program. "The *U.S. News* rankings might not give you the full picture of a school, but they do give you an idea and can be a help in choosing the best fit," he says.

When Shumpei Tse '10 visited Swarthmore from Hong Kong, he hadn't yet looked at the rankings, and his first choice was "a

certain Ivy League school." Nonetheless, after seeing the College, "coming to Swarthmore just felt right." Tse was impressed that Swarthmore students of diverse economic and racial backgrounds seemed to interact with each other rather than self-segregate. He ended up applying for early decision.

Tse acknowledges that Swarthmore's rank reinforced his desire to attend the school. Since Swarthmore is relatively unknown in Hong Kong, it was helpful to realize its prominence here among liberal arts colleges. Nonetheless, he says, "I feel that it's really great that our college is not advertising itself based on the rankings." That decision is consistent with the culture at Swarthmore, which differs from many schools in not ranking its students, says Tse, a sophomore who is a campus tour guide and co-president of the International

Club. And he says there's much more to Swarthmore than its rank. "I actually want people to fall in love with Swarthmore, whether or not they initially looked at the rankings."

Bock wants the same thing. It's OK if applicants find out about the College through *U.S. News*, he says, but then they need to research whether Swarthmore would be right for them. Many students don't—an omission that's apparent when he reads application essays giving Swarthmore's ranking as the reason for applying.

"People write that in their essays all the time. It's not going to get you in," Bock says. "Everybody wants to go to a great school, you could argue, but what sets you apart?"

Elena Smith '09, who hadn't heard of Swarthmore until she began her college search, used *U.S. News* as a starting point to research selective colleges outside her home state of California. The rankings helped her choose schools to visit, but when it came time to apply, she based her decisions on character and fit. Among other things, she loved Swarthmore's Quaker ethos and the friendliness of its community. "I think it's super important to find out a school's philosophy," says Smith, who is majoring in English.

Marjorie Barnett, a physician in Ann Arbor, Mich., and the mother of junior Jon Peters '09, says she and her son visited a "wide variety" of schools. "I wanted him to see many choices and to also not get stuck thinking that a school has to be in the top 10 to be worth considering. I didn't want him to feel that I would think more or less of him as a person if he attended a school ranked 30th versus third."

And she believes that college is about much more than a number. "The most important aspect of college is to learn and to grow as a person. So choosing a place that allows for this is far more important than rankings."

Besides, Bloom says, "It's unlikely any set of quantitative measures can capture the most fundamental aspects of a Swarthmore education: its transformative impact on intellectual ability, ethical intelligence, and personal growth." ☞

*Award-winning former Phoenix writer Sonia Scherr is a freelance writer based in Norwich, Vt. Formerly, she worked as a reporter for the Valley News in Lebanon, N.H. She serves as a class agent for the Class of 2001.*

## Given that they've become something of a lightning rod, the rankings had a relatively quiet birth.

Lucia Solorzano was education editor at *U.S. News* in the mid-1980s when the late Lester Tanzer, then managing editor of the magazine, asked her to help devise a way to rank colleges according to educational quality. "They probably really were in all sincerity trying to find a way to measure quality—but also to sell magazines," says Solorzano, the mother of two Swarthmore students, Alyssa Work '08 and Brendan Work '10.

Realizing that it would be unfair to compare such disparate schools as Swarthmore and Stanford, Solorzano consulted the Carnegie Center for the Advancement of Teaching, which had come up with classifications for institutions of higher education based primarily on enrollment and programs offered.

In 1983, the first year the rankings were published, *U.S. News* asked 1,308 four-year college presidents to choose the top five undergraduate schools from a list of institutions in the same Carnegie category as their own. In the first rankings report, titled "Rating the Colleges—Exclusive National Survey," presidents were asked to judge the nation's best colleges based on their own understanding of their quality and to identify innovative or distinctive schools. Slightly more than half the presidents responded, and the results would have been familiar to current readers of the rankings.

In 1988, on the advice of college presidents, the magazine began to rank colleges using numerical data in addition to relying on the reputational survey. *U.S. News* has continued to tweak its methodology. Currently, 25 percent of the rankings formula is based on the reputational survey; the remaining 75 percent is derived from 15 indicators, which aim to assess a school's student selectivity, financial resources, faculty resources, and student retention.

The rankings provide a snapshot of a class entering a college, but reveal nothing about what students may gain from their time there, says Chris Haines '86, former managing editor of USNews.com. "*U.S. News* really does try hard to come up with meaningful information," says Haines, who managed the group that analyzes the rankings data. "I always saw an open-mindedness toward interacting with the colleges. The challenge is, how do you measure student success?"

The rankings also don't take into account student differences, say Haines and Solorzano. "I'm a believer—and there are many people like me—that a school that's the best college for one student might not be the best college for another," Solorzano says.

—Sonia Scherr '01

# miracle on the







# mountain

SCOTT TIMM '99 LEADS A VERY SPECIAL SCHOOL IN COSTA RICA.

*By Carol Brévar-Demm*

*Photographs by Ernst Demm and courtesy of the Centro de Educación Creativa*

Visitors to Monteverde's Cloud Forest School, 4,600 feet above sea level in the Tilaran Mountains of Costa Rica, may well wonder whether they've stumbled into Brigadoon—that mythical community that, in order to preserve its peace and pristine beauty, appears out of the mist only every 100 years.

On a clear morning, the school connects to the outside world with a view across 70 miles of cloud-topped mountains that dip gently to the coastal town of Puntarenas, then over the brilliant sunlit band of the Gulf of Nicoya to Cabo Blanco and the open Pacific. On a typical September afternoon, in the middle of the rainy season, legions of thick, dark clouds advance over the mountaintops to envelop the campus.

The Cloud Forest School is an otherworldly place, yet it is far from disconnected with the world beyond its campus. In a bilingual environment, its international teachers and staff members represent a variety of cultures in a country that attracts tourists from around the globe. All embody the idealism inherent in the school's mission—to nurture a new generation of environmentally aware children. Their rewards are not financial—their hourly wage is about \$1.50. But when a little girl fearlessly picks up and relocates a baby tarantula to a new home in the greenhouse; when a young boy

shrieks with delight at the sight of an emerald toucanette; or when a group of muddy first-graders smile with pride after digging a new drainage trench, the riches of this school shine golden.

GETTING TO THE REMOTE MOUNTAIN HAMLET OF MONTEVERDE—founded by the Quakers in 1949 and home to a Friends school, a biological institute, and a cheese factory—isn't easy. Thirty miles of narrow, unpaved road wind steeply uphill to Monteverde, daunting the nervous traveler with a sensitive stomach. From the town, it's a 10-minute hike up a rutted, stony, painfully steep track to the school. Every now and then, school buses, motorcycles, and smelly ATVs roar by, defying potholes and boulders and skirting the deep, wide drainage trenches that must accommodate up to three meters of rainfall in one month. The roar of the vehicles competes with the songs of birds and the constant clicking, humming, and screeching of insects. Colorful butterflies dance from flower to flower. It's sunny but breezy and cool on the mountain—unlike the humid climate of the lowlands.

Our hike ends at a colorfully painted sign exclaiming, “Bienvenidos—CEC—Cloud Forest School” (CEC stands for *Centro de Educación Creativa*, the school's Spanish name, usually shortened to



**“You can’t learn  
about the  
environment in  
public schools the  
way you do here.”**

*“La Creativa”*). Francisco, the gatekeeper, is waiting, his dark, smiling face reflecting the sign’s welcoming message. He immediately delivers an unexpected treat: “Look up there,” he says in Spanish, pointing into one of the high trees. “Two sloths.” Sure enough, two large grey furry balls rest motionless on a high tree branch. Francisco explains that the cecropia tree’s leaves are a sloth staple.

Beyond the gate, the campus unfolds across a series of grassy terraces where one-story wooden buildings with large windows are surrounded by lush gardens. Brightly painted murals depicting forest life adorn some of the exterior walls. On the lowest terrace is a children’s playground with climbing equipment. Bordering the path leading to the school office, banks of multicolored flowers and shrubs form a *Jardin de la Paz* (Peace Garden). Hummingbirds dart among blossoms, then hover, sparkling, blurry dots of metallic blue, green, and red. It’s early in the morning, and, except for the sounds of nature, the campus is quiet—all the children are in class.

In the office is the school’s director, Scott Timm ’99. A biology and education special major at Swarthmore, Timm taught for some years at The School in Rose Valley, Pa., then spent a year in Mexico with his wife, Emily, a ceramic artist. There, he started a small school for a group of children wishing to attend high school, while Emily completed a master’s in fine arts. One year later, the Timms gave birth to Grant, now 3½ and a CEC preschooler (1-year-old Corina was born in Costa Rica). When the family returned to Rose Valley,

Ninth-graders Viviana (*left*) and Winfredy (*right*) look at a flatworm as they learn about animal and plant cells.

Timm, although continuing to teach, also became involved in administration. But the couple missed the Latin American way of life.

“We’d both caught the Latin American bug,” Timm says. “We’d become really interested in bilingual education and in Spanish. I was looking at international schools for jobs, and the director’s position came up, so it felt like a really nice fit.”

In his third year at the school, Timm lives with his family and two dogs in a house they built in a mountain pasture 45 minutes from the school by four-wheel drive vehicle on unpaved roads (Timm drives it in 15 minutes on his ATV). They also have a horse.

Timm is proud of the Cloud Forest School, which was founded by a group of idealistic local parents who sought new educational options—including environmental awareness—for their children. He enjoys accompanying visitors on tours of the campus and hikes through the school’s 106 acres of forest. A stop at a fifth-grade language arts class, taught by energetic young Jesse Greist, reveals a light and airy room whose walls are enlivened with all kinds of art and lists of student responsibilities.

Greist has divided the class of about 15 students into three reading groups according to ability, two of which work outside on the building’s porches. He supervises the indoor group as they read the novel *The Indian in the Cupboard*. Then, trusting them to work quietly



on their own, he leaves to attend to the other groups. Later, they all come together to present essays and fictional stories written, in English, for “publication” and use in the class library. The school is consciously and completely bilingual. The children interact with Greist mostly in English but in Spanish with each other. They are a lively bunch, and, whenever the class threatens to become unruly, Greist holds up his fingers, forms an O-shape with thumb and forefinger, and says gently but firmly, “OK, zero noise.” They quiet quickly. After class, Greist, who has worked all over the world seeking a place to settle, says, “I have to confess, this place is starting to get inside me.”

In the ninth-grade science room, six students are studying the differences between plant and animal cells. They look at a flatworm under a donated microscope, guided by new science teacher Kirk Wahtera. The students examine further cells taken from their inner cheeks and from onions, observing the differences. Wahtera, fresh from a New Hampshire high school, where he was a special education teacher, is still becoming accustomed to the lack of supplies and equipment. He’d like to have a real chemistry lab table to replace the old wooden kitchen tables that currently hold equipment and bottles of chemicals that were purchased with a recent generous donation to the science department. “And we really need computers,” he says wistfully. “On the other hand,” he adds, more cheerfully, “there’s really no better place to study biology than here.” The students, used to making do with little, enjoy the class. “It’s interesting to learn about cells, and the teacher is fun,” says a boy named Wilfredy. His classmate Viviana concurs. “You can’t learn about the environment in the public schools the way you do here,” she says.

The lunchtime recess bell resounds, and the campus is suddenly filled with children wearing the school’s blue, green, and red T-shirt uniforms. They cluster on benches or low walls to eat and chat. Trees shake with climbing, writhing, wriggling, laughing small bodies, letting off steam after a morning of classroom work. Some shovel-wielding first- and second-graders are just completing repair work on a drainage ditch that needed to be re-excavated after the torrential rain of the previous night caused it to collapse.

Outside the office building, teachers, interns, and administrators sit at long tables to eat lunch and talk. The view to the gulf is stunning. Intern coordinator Andrea Paltzer, a young Swiss woman who grew up in England, joined the staff this summer and loves it. “It’s amazing to put a school like this into practice, building it and making it work,” she says. A proponent of the positive discipline methods employed by the school, she praises the school’s community activities program, where children from different grades get together to interact—singing, reading, or working—with older children guiding the younger ones. One teacher talks about a multigrade biodiesel project he has helped to develop—the idea for it came from the school’s students. The biodiesel club is currently helping to fuel the school’s buses.



Emily Timm believes that children should be nurtured to love and understand the importance of nature before they become too aware of threats to it.

At one of the tables, intern Avery Harris, a junior speech pathology major from the College of Worcester and daughter of Swarthmore reference librarian Pamela Harris, works with Pedro Luis, a special-needs student.

“I love working with the kids,” Harris says, “and I’m learning Spanish. The CEC is very important for a place like this, to pass on environmental consciousness to so many children. And that they all learn English—that gives them a real step up.”

THE SCHOOL’S VOLUNTEERS AND INTERNS, mostly from the United States, “really grease the wheels of the school,” Timm says. Volunteers range in age from middle school to college, working mainly in the gardens and forest, building or repairing trails, and constructing buildings or play areas. One group donated and erected the current kindergarten play apparatus.

Interns stay at least three months and assist in the classrooms with teachers as their mentors. In 2005, Professor of Education Lisa Smulyan ’76 initiated a Swarthmore program that enables students to earn a total of three credits as interns at the CEC. Five students have taken advantage of this opportunity, including two juniors currently interning at the school.

Beth Krone, an English major, education minor, and current third-grade classroom assistant says, “I was seeking a program where I could learn a language, be part of a community, and have a role in that community that would exclude my having to speak with American students. I wanted to learn Spanish. I plan math lessons, and the students are great. There’s so much freedom for everyone to use as they wish.”

Intern Lauren Yoshizawa, a political science and education special major, says she was initially surprised by the degree of liberty the students are allowed. “I’m housed with an amazing family that has three children in the school,” she says, “I’m not homesick at all, and I’m paired with a great teacher, Jesse Greist.”

Smulyan, who has visited the school herself, encourages interns from Swarthmore to bring classroom supplies with them, so



Yoshizawa and Krone both brought white-board markers. “They have no tape here!” Yoshizawa exclaims. Anna Baeth ’10, an intern last spring, had a shipment of used College field hockey sticks sent down so that she could start a team.

“Teachers fight over the Swarthmore interns,” Timm says. He is grateful to Smulyan, who has both brought and sent down in students’ duffle bags masses of educational materials. “The Swarthmore connections so far have been out of this world, and I’d like to strengthen them,” he says.

“I think our internship program is quite good,” Timm says. “It really shakes up teachers who come from the United States. Life down here is very different. It’s a different culture. Even though you can live here and speak English and feel fairly normal, it’s a very different environment. Spanish and English are floating around. It’s hard. I think teachers here learn to be adaptable. They learn to be resourceful, to work with what they have.”

After lunch, Timm explains that parents choose the CEC for their children not only because bilingual classes ensure that the children will graduate with fluency in English but also because of the environmental focus.

“We have all this amazing environmental science that actually

Each student has a “special place” in the forest for thinking, journaling, or relaxing (*below*). Scott Timm and Milton Brenes (*inset, left to right*) stand beneath trees less than 5 years old.

happens,” he says. “Being in an eco-tourism area, our families are going to be interested in their children obtaining that knowledge.” In fact, many of the parents work in the tourism industry as drivers and guides, so they understand the benefits of being both environmentally aware and being fluent in English.

Passing by organic vegetable gardens, flower gardens, a composting center, vermiculture house, and germination beds for the school’s reforestation projects, Timm explains that the children, under the guidance of environmental program director Milton Brenes, are largely responsible for the upkeep of the grounds, gardens, and tree plantings as well as for elaborate land stewardship projects. With the school located between the Monteverde and Santa Elena Cloud Forest reserves, he says that Brenes’s reforestation project aims to enlarge areas of the school’s forest that will attract animals, creating corridors for them to pass through. The school property is a so-called *servidumbre*, a legal term that ensures the right of safe passage to any insect, animal, or bird. “We can’t cut branches off trees; we don’t harm a single living thing,” Timm says. “We’ve planted 12 different kinds of native trees, most of which are excellent for attracting birds as well as monkeys and sloths.” He says that the school’s 202 children plant from three to five thousand trees every year. Traditionally, incoming preschoolers plant a seedling tree and are able to watch its growth along with their own. The climate and environment are perfect for both.

Brenes, at work in his *casa verde* (greenhouse), stresses that in

“Thanks to the work of our students, frogs come here to relax now and hummingbirds build nests here.”







Students harvest ears of corn that they planted (*above*). The first- and second-grade classroom (*right*) is just one of the school's bright, airy spaces.

the process of gardening, reforestation, and building, nothing is wasted—everything is recycled. New buildings are erected from the wood of old ones. Timm's wife, Emily, who teaches art at the school, has a classroom constructed from the timber planks of a dilapidated hut. Coffee grounds and leftovers from students and teachers' lunches are thrown into the vermiculture bins to be converted into compost. Coffee bean husks, supplied by small mountain coffee farms, mulch tree seedlings. Empty food containers are converted into plant pots. "We want to demonstrate to the community and our neighbors that what we perceive as trash, we can use—for example, as planters for orchids and bromeliads," says Brenes in Spanish, with Timm translating. "And we plant them in natural soil from the forest."

Brenes, a native Costa Rican, member of the Monteverde Conservation League, and owner of an organic farm, is the heart of the environmental studies program. He speaks softly, but his eyes are alight with passion for his work. In the greenhouse, he teaches the children how to raise seeds and propagate plants. He also shows them how to "rescue" plants and seeds from fallen, broken, or dead tree limbs and trunks. Carefully removing orchids, bromeliads, ferns, and other plants clinging for their lives to their damaged hosts, he helps the children bind the homeless plants to posts or other tree trunks, holding them in place with moss and string until they take root. The posts holding up the greenhouse roof are thick with plants saved in the forest.

"It looks like a tree trunk, but it's not. The plants are sharing it," he says. Others are placed into recycled containers. "Even the littlest children do these things. We have to teach our children to recycle while they're still small."

WALKING ALONG A TRAIL INTO THE WOODS, Brenes picks up a chunk of decaying wood and crumbles it. By using natural material like this, he shows the children the importance of microorganisms for breaking down matter. This decomposed wood is used as planting soil to reproduce orchids. "It's *super-excellente*," he says.

Brenes takes little credit for such successes, although Timm says  
*Please turn to page 79*

## The Cloud Forest School: 10 facts



1. A progressive, independent K–11th grade school, founded in 1991 by parents—some Quaker—from the local community. Funded by donations—of money, supplies, and time. The U.S.-based Cloud Forest School Foundation, initiated by CEC founders, drives fund-raising efforts. Tuition is \$100 to

\$180 a month. Parents may pay off some tuition by working at the school. Sixty percent of students receive financial aid.

2. Located almost a mile high in the Tilarán Mountains of Costa Rica. Built on a 106-acre tract of pristine cloud forest, straddling the Continental Divide, above the town of Monteverde. The land purchase was financed by a loan from the Nature Conservancy. Later fund-raising enabled the school to pay back the loan and purchase the land outright.

3. Mission: To "nurture a new generation of ecologically aware, bilingual individuals by providing them with the skills and motivation to make environmentally and socially conscious decisions on a local, national, and global scale."

4. Exchange programs with middle and high schools in the United States; collaboration with Canadian and U.S. universities. Successful volunteer and intern program: Up to 70 volunteers and interns each year provide essential man hours. Swarthmore College is nurturing a growing internship program for college credit. Five students have participated since the program started in 2005. For details, see [www.swarthmore.edu/x9200.xml](http://www.swarthmore.edu/x9200.xml).

5. First private school in Costa Rica to receive not-for-profit status; recognized by the Costa Rican Ministry of Education as a fully accredited academic institution

6. During the past 16 years, the student population has increased from 30 to 208. This year, the school celebrated its fourth graduation.

7. Standardized nationwide tests administered in ninth and 11th grades in math, science, social studies, civics, and English determine advancement to college or university. (Eleventh grade is highest in Costa Rica.)

8. International faculty from Costa Rica, United States, Latin America, Europe. Certification required.

9. Annual budget: \$450K, of which 50 percent supports a financial aid program. Starting teachers' salary: \$480 a month (average monthly Costa Rican salary).

10. For more information, go to [www.cloudforestschool.org](http://www.cloudforestschool.org).



COURTESY OF ANAIS LOIZILLON

In Paris, the weather was perfect for sitting outside on a terrace at L'Ecluse Saint Honoré. During a three-hour get-together, the group chatted about everything from Alumni Weekend 2007 to obtaining the best sushi in Paris.

From left to right: Irene Pedraza '94, unknown, friend, Michael Heurtevant '81, friend, Kathleen MacKenzie '78, Anaïs Loizillon '95, Paul Golub '84, and Gabrielle MonDesire '03.

## Welcome to the City!

Every year, hundreds of young alumni from Swarthmore College move to new cities in pursuit of further degrees, research, new jobs, or just to resettle. On Sept. 8, in 18 different cities around the world, alumni Connection groups gathered for the first series of annual Welcome to the City! events.

These events offered something for alumni of all eras: for new graduates and those who had recently moved for professional or personal reasons, it provided an introduction to a



COURTESY OF ALBERT KIM '93

One of the largest Welcome to the City! events took place in Washington, D.C. More than 70 alumni gathered at The Reef to mingle and catch up, including from (left to right) Stefanie Wong '07, Shiva Thiagarajan '05, and Kerstin Gentsch '05.

group of like-minded locals; for those who have resided in those cities for years, it offered a chance to share their knowledge of the area with newcomers, and an opportunity to see old and make new friends.

With more than 800 alumni attending the events this year, Welcome to the City! is scheduled to take place annually, giving alumni an occasion to look forward to every September. Sincere thanks to the many alumni volunteers who helped make each event a success.



COURTESY OF AUTUMN QUINN '04

Sept. 8 was a gorgeous day in San Francisco and perfect for the Bay area's Welcome to the City! picnic in Dolores Park.



From worms and bacteria to virtual living, topics covered by our traveling faculty appeal to a variety of interests....

On Oct. 4, in Boston, Walter Kemp Professor of Biology Rachel Merz engaged more than 60 attendees on the topic of "Turning Worms and Darting Dragons: New Views of Ancient Animals." Merz talked about a range of lab projects from an insider's view of how sea worms live in their briny tubes to revealing what really happens during a dragonfly's zigzag flight course through the summer sky.

In a fascinating talk on Oct. 25 in Arlington, Va., on the emerging topic of the "Virtual World," Associate Professor of History Timothy Burke explored the evolution and implications of massively multiplayered on-line computer games.

On Nov. 14 in New York City, Professor of Biology Amy Cheng Vollmer examined why we survive although the human body is the



KAREN BERNIER

Walter Kemp Professor of Biology Rachel Merz and John Cratsley '63

perfect incubator for bacteria and viruses. Vollmer provided an overview to the intertwined worlds of humans and microbes and also explained how microbiology is an ideal vehicle for promoting science literacy throughout the Swarthmore community.

## Arabella Carter Award Honors Volunteer Service

Do you know of a classmate or other Swarthmore alumnus/a who volunteers above and beyond the call of duty? Honor a deserving individual with a nomination for the Arabella Carter Award.

The Arabella Carter Award, established in 1997 by the Alumni Council and presented each year at reunion, honors alumni

who have made significant contributions as volunteers in their own community or on a regional or national level. The Council hopes to honor alumni whose volunteer service is relatively unknown. If you know such a person—especially if your class is having a reunion this year—please contact the Alumni Office at (610) 328-8402 and request an award nomination form, or visit [www.swarthmore.edu/alumni/arabella\\_\\_](http://www.swarthmore.edu/alumni/arabella__) -

[nomination.php](http://nomination.php) to nominate a candidate.

Arabella Carter is one of the great unsung heroes who worked for peace and social justice in the Philadelphia Yearly Meeting in the early 1900s. She never sought publicity or recognition for her work and is now forgotten by all but Friends Historical Library archivists, who see her hand in Quaker peace and social justice work over three decades.

## SPRING SEMESTER 2008 COURSES



[www.swarthmore.edu/lifelonglearning.xml](http://www.swarthmore.edu/lifelonglearning.xml)

Alumni, parents, and friends in Philadelphia and New York are encouraged to enroll in one of Swarthmore's Lifelong Learning Courses. For more information, visit the Web site above or call (610) 328-8696.

*Offered at Swarthmore College*

### The 2008 Presidential Election

Richard Valelly, Professor of Political Science  
Tuesdays, 7–9:30 p.m.  
Feb. 12 to April 8 (except March 11)  
Kohlberg Hall, Room 226

### Pyramids, Temples, and Cathedrals: An Introduction to Ancient and Medieval Art and Architecture

Michael Cothren, Professor of Art History  
Wednesdays, 7–9:30 p.m.  
Feb. 6 to April 2 (except March 12 and 19)  
Beardsley Hall, Room 316

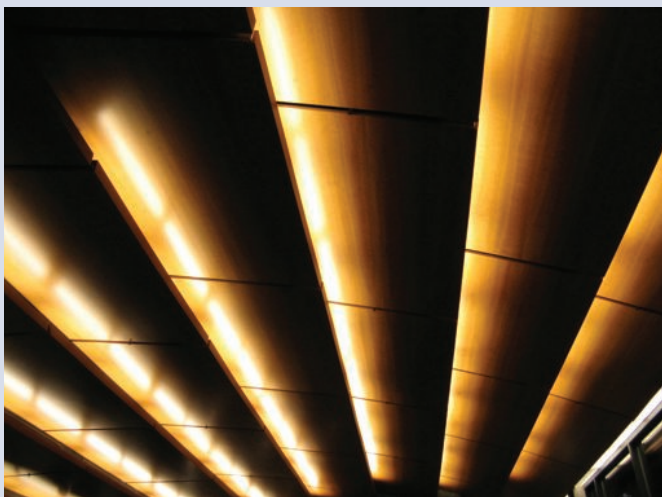
*Offered in New York City  
Support Center for Nonprofit Management  
705 Seventh Avenue, 11th floor*

### Why We Get Sick—or Don't

Amy Cheng Vollmer, Professor of Biology  
Tuesdays, 6:45–9:15 p.m.  
Feb. 12 to April 8 (except March 11)

### Tolstoy and Dostoevsky

Thompson Bradley, Professor Emeritus of Russian  
Thursdays, 6:45–9:15 p.m.  
Feb. 14 to April 10 (except March 13)



# Postcards

For junior Carolyn Whipple, a *Daily Gazette* photo editor, “Photography is my more relaxed, more appreciative lens on life—a time to catch the little details, the special moments, the striking colors.” Here, she captures the beauty of the campus—the dramatic overlapping planes of the cherry wood ceiling in the Kohlberg Hall Commons; the changing hues of the landscape; cottony, color-splashed clouds casting shadows on the Trotter Hall bell tower. Whipple says, “The desire to take nice pictures forces me to slow down and look around at the world that is Swarthmore.”

To have your campus photographs considered for this page, contact Susan Cousins Breen at (610) 328-8579 or e-mail [sbreen1@swarthmore.edu](mailto:sbreen1@swarthmore.edu).







UNITED STATES HOLOCAUST MEMORIAL MUSEUM

# Hidden Child of the Holocaust

FOR A PLACE IN HEAVEN AND RATION CARDS,  
H. THOMAS STEIN'S [53] LIFE WAS SAVED.

In 1943, with World War II raging across Europe and the final roundup by the Nazis of Jews in Amsterdam about to take place, H. Thomas Stein's parents, who had relocated from Germany to Holland, made the difficult decision to allow the Dutch underground movement to separate the family and hide their three sons with other families, praying that they would all be reunited after the war. Stein was 12 years old. His brothers were 7 1/2 and 14 years old.

The Dutch underground placed Stein with Lambertus and Anna Litjens, a Catholic couple with five daughters. They were subsistence farmers living in the Nazi-controlled city of Swolgen, Holland.

"I lived for 15 months with the family. I think they took me in because they needed a boy to work their farm, and they thought this was a good deed that would secure them a place in heaven. They also received ration cards once a month from the underground for taking me in," Stein says. "At first, I worked the farm during the daylight hours and slept in a cold attic, where I shared a bed with the other farmhand who was 21 years old. After I was caught once by the Nazis and managed to escape, the Litjens felt uncomfortable having me in their home, so I worked the farm by day and slept in the forest about 300 yards from their home in a dugout where I found others also hiding and sleeping."

In December 1944, after the British Army liberated southern Holland, Stein hitchhiked with the soldiers from the frontline to the city of Eindhoven where he was taken in by a Jewish family. In August 1945, he was reunited with his parents and older brother, all of whom had ultimately been captured and deported to the

H. Thomas Stein, reading in a pasture on the Litjens' farm, said false papers indicated he was an orphan from Rotterdam. Stein believed the Litjens didn't know he was Jewish. While visiting the family 26 years later, he learned they always knew the truth.

Bergen-Belsen concentration camp. His younger brother also survived the war. The Steins tried contacting the Litjens to thank them but received no response. After immigrating alone to the United States in 1949 and finishing high school, Stein took the college entrance exams and was accepted into Swarthmore. He then went on to medical school and became a private practice psychiatrist. He is also an associate clinical professor at the University of California—San Francisco.

In 1970, at the insistence of his wife, Madlyn, the couple returned to the farm where he had been hidden and met the eldest Litjens daughter. He also had a pleasant reunion with Anna and Lambertus, whose speech was impaired by Parkinson's disease, but, Stein says, "He made it clear he was pleased to see me."

By then, Stein had married, had two children, and achieved much professionally but was still unable to share his war experiences. "When I arrived in the United States, I was dying to talk about my experiences, but people didn't want to hear about them. They felt I should forget about it, not talk about it," he says.

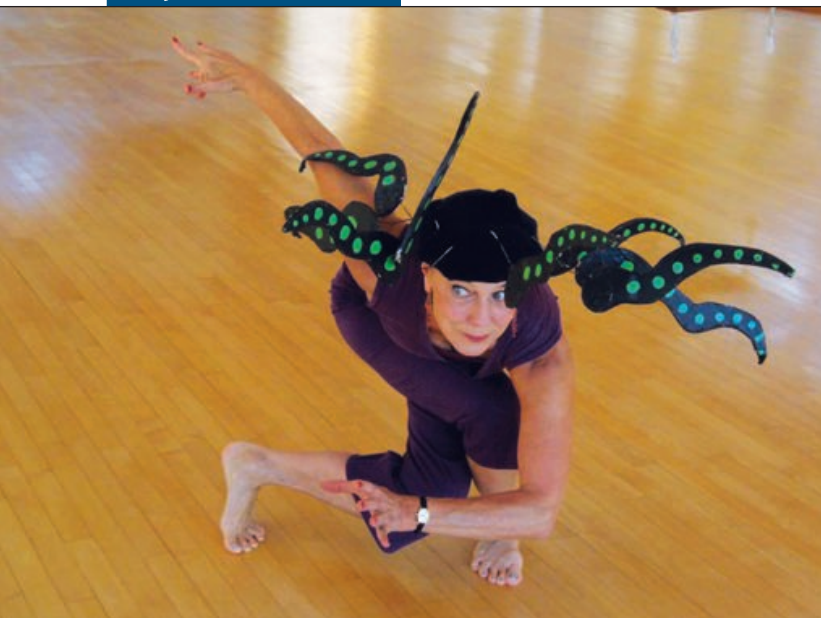
So he stuffed his memories inside his soul until 1991, when he attended the First International Gathering of Children Hidden During World War II in New York City.

"It was an eye-opener for me and enabled me to talk about my past experiences. There was something about getting together with other hidden children. I always felt I was a lucky guy to have survived the war. My parents and older brother had much more gruesome experiences in the Bergen-Belsen concentration camp. I realize it now—but didn't at the time—that I was suffering from survivor guilt," he says. "But since Vietnam, we now know about post-traumatic stress disorder. I was numbed out. I didn't have any capacity to feel. I was always kind of outside myself. The Hidden Children conference was a freeing experience."

Another result of the conference was that it allowed him to want to honor the Litjens family. He contacted Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority in Israel, seeking to have the title of Righteous Among the Nations bestowed upon Anna and Lambertus Litjens. The honor is given to non-Jews who risked their lives to save Jews during the Holocaust. After a thorough investigation of his case, Anna and Lambertus were approved, and a ceremony—arranged by the Israeli consulate in Holland—was held at the Museum of the Resistance in Amsterdam, in November 2005. Eighteen members of the Litjens family attended including all five daughters.

"The Litjens were not warm, loving, cuddly people. They were illiterate, simple people, but they saved my life," he says. "I'm fond of them and grateful. And I think their daughters, whom I refer to as my five sisters, were very proud and grateful that I honored their parents as righteous gentiles at Yad Vashem."

—Audree Penner



DAN POTTER

## The First Reaction is "Ahh"

MARYA URSIN '71 AND HER HUSBAND ENCHANT WITH FAIRY TALES, WHIMSY, AND MYSTIC MASKS.

**An extraordinary collection of bright, ingenious beast masks** comes to life in a fairy tale mix of mythical tales and whimsical performances. The masks—an impressive handmade inventory of more than 300 characters made using a dry-cardboard method—delight audiences of all ages. Welcome to the Mystic Paper Beasts Theater Company—creative director Marya Ursin's world.

A former graduate student in psychoneuroendocrinology at Columbia, Ursin left the world of science and enrolled in the Martha Graham School of Dance in New York City, followed by study at L'Ecole de Mime Marcel Marceau in Paris. A lover of dance since the age of three, she performed as a dancer, actress, and mime in New York City into her 30s and taught at the Merce Cunningham School in the city for eight years. An interest in movement and healing coupled with a broken back suffered in a car accident led her to pursue yoga and eventually become a yoga instructor and certified massage therapist. She joined the Mystic Paper Beasts in 1989.

The troupe was founded by Ursin's husband, Dan Potter—a sculptor, potter, architect, and performer—and has staged productions depicting original and re-imagined dreams and myths of transformation expressed through humor and dance, in England, France, Sweden, Italy, and Scotland as well as the United States. Currently, Ursin and Potter, five actors, and their mystical beasts present 30 shows a year from Maine to Washington, D.C.

"To perform the plays, in which there are typically 20 character changes, all we need is some space, the scripts, improvisational structure, costumes, and the beast masks," Ursin says. "The whim-

In rehearsal, the Mystic Paper Beasts come to life on the heated, sprung floor of the Dragon's Egg. Ursin is Arachne, a spider, in *MythSpritz*—an amazing bouquet of classical myths.

sical beasts also revel in roving, interactive entertainment in museums, festivals, libraries, schools, and parks." For these events, 20 actors will make as many as 50 mask changes as they each move through the crowd, exuberantly interacting with people.

Ursin does the research for the masks that she and Potter conceive. She also writes and directs the plays. Potter designs and sculpts the masks, and together, they paint them.

In 2000, the couple created the Dragon's Egg, a unique rehearsal space designed by Ursin in a dream, she says. The Mystic Paper Beasts use the space, affectionately named the Egg, for rehearsals; other performing arts groups hold artistic retreats there. The structure—a hexagonal building at the end of a field in Ledyard, Conn.—is on the same property where Potter grew up. The first floor includes a 2,000-square-foot studio and 1,200 square feet of living space. A loft overlooking the studio serves as communal sleeping quarters for performance companies in residence.

The studio, which Ursin calls the "sacred circus tent," rises up to the rafters. "When people come in, their first reaction is 'ahh,'" she says. "Marya and Dan have created a space that is beyond verbal description," artist Victoria Dryden says. "It is a place where judgment is suspended and everything is possible. Truly, it is an artist's paradise." Windows fill the ceiling and three sides of the six-sided structure; the other walls are mirrored. "It has all the amenities of being indoors yet still feeling like you're outdoors," artist Nancy Moffat says. According to Ursin, the space, which has a heated, sprung floor, has supported the work of more than 50 performance artists and groups through workshops and residencies.

For Ursin, "each day is overflowing but different." Dance is a priority—she rehearses and performs with the SITU Dance Company in NYC—as is yoga and creating plays and masks for the troupe. She teaches yoga at Connecticut College and, since 1983, has been on the faculty at the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Conn.

Ursin's newest project is taking community performances—that she has been presenting at the Egg for the last five years—off site to showcase the creative work that the hexagonal structure in the woods of Connecticut has inspired in artists and companies in residence. The first off-site performances were held last summer, in New London, Conn., and, in the fall, in New York City.

Ursin's life revolves around The Magic of the Mystic Paper Beasts and the inspirational Dragon's Egg. Together, she and Potter continue to collaborate on their signature masks and playful performances that so engage children and the young at heart.

—Susan Cousins Breen



# KNOCK THEIR JOCKS OFF, BOYS!

A BIOGRAPHY OF  
COACH JAMES McADOO

Reviewed by W.D. Ehrhart '73

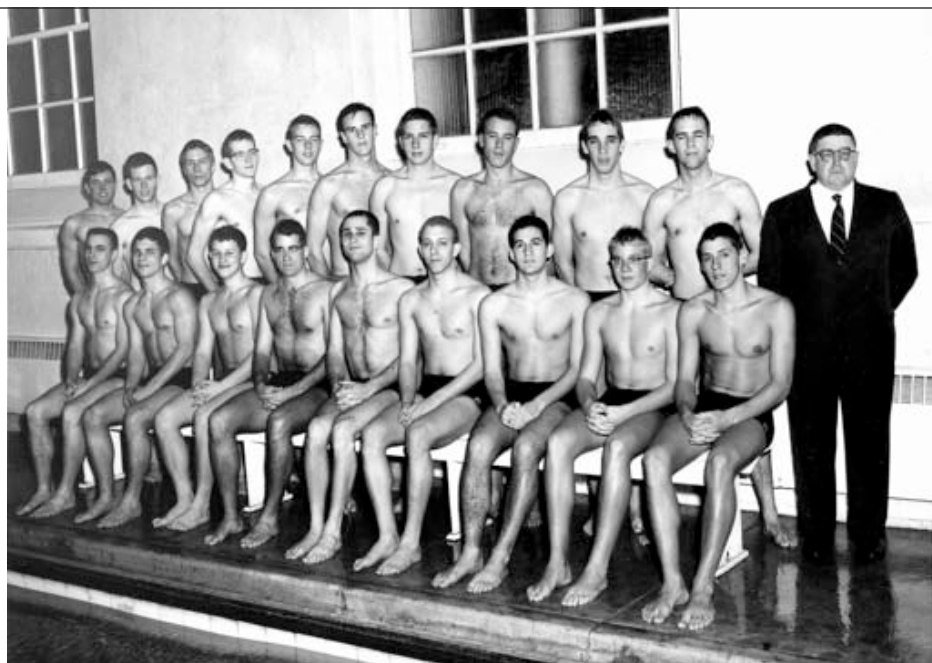
*Jimmy—Swimmer, Coach, and Dad* by James McAdoo, iUniverse, 2007

Just about every pre-meet locker-room pep talk Swarthmore men's swimming coach Jimmy McAdoo ever gave ended with some variation of those words. Considering that Jimmy coached the team from fall 1937 to spring 1972, that's a lot of knocked-off jocks. And if you say those words to anyone who ever swam for Jimmy, you're guaranteed to get a smile and a story for your trouble.

Jimmy was the kind of coach who changed lives for the better, who taught young men how to be men in the finest and most inclusive sense of the word. Here's a brief sampling of thoughts from those who swam for him:

Alden Bennett '40: "God bless him, he never gave up on me." David Alburger '42: "A cheerful, enthusiastic, and supportive man." Stephen Sickle '50: "Swimming for Jimmy was a pleasure." Joe Becker '66: "He treated his swimmers as though they were his sons." Mark Sherkow '67: "The kind of man you wish could live forever." Brad Lemke '70: "He had that special knack of making those around him feel important." Don Cassidy '75: "Jimmy McAdoo was one of the most important mentors in my life."

And the stories: oh, goodness. The time the team had to push their bus through Lancaster in a snowstorm. The season Jimmy persuaded Ken Landis '48 to become



Jimmy McAdoo (right) coached the Swarthmore men's swim team from 1937 to 1972.

FRIENDS HISTORICAL LIBRARY

a diver. The night Jimmy treated his seniors to dinner at Bookbinder's. The meet the entire diving stand pulled out of the deck and ended up in the pool. The time Jimmy suckered the Hopkins coach into thinking the meet would be a walkover.

All of these reflections and stories are included in *Jimmy: Swimmer, Coach, and Dad*, a new book written by Jimmy's oldest son, James H. McAdoo (Jimmy the coach was James J.). Also included are Jimmy's family background and Irish roots, his stellar career as a competitive swimmer in his own right, his marriage and family life, his service with the Red Cross during World War II, and other aspects of Jimmy's life that few of his swimmers ever saw or were aware of.

Although the book is a biography of Jimmy, it is also the story of a man's search to understand his father. What most of Jimmy's Swarthmore swimmers saw was an upbeat, jovial, happy-go-lucky man who was always smiling, joking, encouraging. A man who was never angry. But that is not the man that young Jim and his two brothers grew up with.

There was a darker side to Jimmy that we swimmers never saw: the man who had grown up hardscrabble in working-class Germantown, who turned down a college swimming scholarship to read meters for Philadelphia Gas Works, who spent some 40 years in an unhappy marriage, who could never make a living at the one thing he

loved, who worked a succession of dead-end jobs just so he could coach, who struggled all his life with alcohol and sadness.

What's most remarkable about this book, however, is not what the son reveals about his father, but that the son is able to do so with profound love and affection and respect. What one learns about Jimmy does not diminish him but rather makes one appreciate all the more the man that Jimmy was able to be for so many of us. And while I do not want to give the story away, I feel compelled to say that for all young Jim's travails growing up with Jimmy, father and son did indeed come to an accommodation in the son's adulthood, an understanding of each other, and finally a deep and abiding friendship.

Jimmy's last season was my junior year, 1971–1972. In the middle of the season, Jimmy suffered a heart attack and was hospitalized briefly. (Therein lies another good story: our surprise victory over Franklin & Marshall with Jimmy "coaching" us by telephone.) But he came back to finish the season, and I was looking forward to my senior year as Jimmy's team captain only to be told by the athletic director in September 1972 that Jimmy had decided to "retire."

Neither his son nor I nor anyone who knew Jimmy in those years believes that his retirement was voluntary. But that is water over the dam. Jimmy went on to coach at La Salle College for the last three years of his

life, assisting a man he had himself coached four decades earlier at North Catholic High. It was typical of Jimmy that he did not bridle at becoming an assistant. One thing this book makes clear, the one thing his swimmers always sensed, is that when Jimmy was coaching, Jimmy was happy.

Anyone who knew Jimmy will want this book. Order it from [www.iUniverse.com](http://www.iUniverse.com), or call 1-800-AUTHORS.

Poet and writer W.D. Ehrhart teaches at the Haverford School outside Philadelphia. He was a member of the men's swimming team for four years and was co-captain in his senior year.

## BOOKS, ETC.

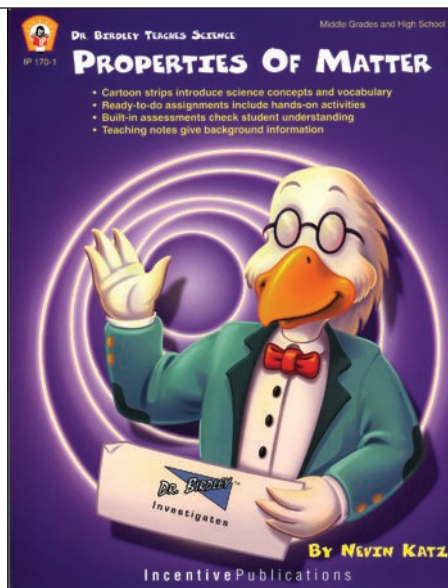
**Walter Adamson '68**, *Embattled Avant-Gardes: Modernism's Resistance to Commodity Culture in Europe*, University of California Press, 2007. This panoramic overview and ambitious critical reinterpretation of European modernism offers a whole new perspective on a movement that defined the cultural landscape of the early 20th century.

**Stephen Henighan '84**, *A Grave in the Air*, ThistleDown Press, 2007. Sweeping from Nazi Germany in 1939 to the war in Bosnia in the 1990s, this book presents a masterful sequence of short stories woven around Central and Eastern European themes.

**Margaret Hogan '92** and C. James Taylor (editors), *My Dearest Friend: Letters of Abigail and John Adams*, Harvard University Press, 2007. This letter exchange is an epic tale of how American history was made and a great love story rolled into one.

**Jeffrey Scheuer '75**, *The Big Picture: Why Democracies Need Journalistic Excellence*, Routledge, of the Taylor and Francis Group, 2008. The author argues that, for a democracy to thrive, a free press alone is insufficient—the press must be exceptional. Exploring journalistic excellence and its democratic context, he explains why democracies are only as good as their journalism.

**David S. Kris and J. Douglas Wilson '79**, *National Security Investigations and Prosecutions*, Thomson West, 2007. Benefiting from the authors' combined 30 years of government service, this treatise explains the law governing some of our nation's most sensitive and important intelligence activities.



**Nevin Katz '67**, *Dr. Birdley Teaches Science: Properties of Matter; Elements, Compounds, and Mixtures; Atomic Structure and Chemical Reactions; Introducing Cells; Classifying Cells; Parts of the Cell*, Incentive Publications, 2007. This six-book teaching series, featuring the comic strip "Dr. Birdley Investigates," aims at explaining critical concepts in middle- and high-school science.

**Paul Trescott '49**, *Jingji Xue: The History of the Introduction of Western Economic Ideas into China, 1850-1950*, The Chinese University Press, 2007. With a solid research base, the

book describes how western economics—combining ideas and research techniques—was introduced in to China.

**Anthony Welsh '65** (editor), *The Travels and Journal of Ambrosio Bembo*, University of California Press, 2007. This journal of a young Italian nobleman, in its first English version, provides the most important European travel account of 17th-century western Asia published in the last 100 years.

## OTHER MEDIA

**Shelley Fisher Fishkin '71** uncovered in 2002 Mark Twain's one-man play *Is He Dead?*, written in 1898 but never performed. Published in 2003 by Harvard University Press and adapted by David Ives, the play's world premiere occurred on Broadway in November. Set in 1840s France, it centers on painter Jean-François Millet and the creation of value in the art world.

**Richard Wolfson '69**, *Earth's Changing Climate*, The Teaching Company, 2007. This 12-lecture video course covers topics such as the science of climate and climate change at a level appropriate for general audiences, an introduction to the scientific principles that establish planetary climates, and coverage of the human impact on Earth's climate.



**Jesse Springer '90**, *Truth, Science Idol: The Scientific Integrity Editorial Cartoon Contest*, 2007. This winner of the 2007 Science Idol editorial cartoon contest will appear in a 2008 Defending Science Calendar illustrating the effect of censorship on health, safety, and the environment.



# JUST TRYING TO SURVIVE

A BRAVE HAITIAN WOMAN REFUSES TO RELINQUISH HER VISION FOR A BRIGHTER FUTURE.

By Sarah Wilson '87

Descending into Haiti's national airport, you can clearly see the white UN tanks snaking along the dirt paths between the corrugated iron shacks of Cité Soleil, the most notorious shanty town in the capital, Port-au-Prince. The city looks a lot more like an African war zone than a tranquil Caribbean island.

But when you land and step down onto the tarmac, the bright sunshine and sauna-like humidity remind you of Haiti's potential. Inside the airport building, there is a steel drum band playing to welcome you to the island. Sure, Port-au-Prince is plagued by violent gangs, and kidnapping is a daily risk for the average Haitian. That doesn't mean that the city feels forbidding. In fact, it is one of the most vibrant places I have ever been.

It was my third visit to Port-au-Prince, and this time, I came with a producer, director, and photographer on a project headed by the British nonprofit humanitarian organization Christian Aid.

We were there to meet Haitian artists and students who had been jointly commissioned by Christian Aid and Merseyside Maritime Museums in Liverpool to create a sculpture commemorating the 200th anniversary of the British parliament's abolition of the slave trade. The sculpture is now on permanent display in Liverpool.

The chosen artists live and work in a Port-au-Prince slum surrounded by scrap metal yards, known as Grand Rue. They have little money for materials, so they make creative use of what they find around them. Shredded tires are used to represent hair on standing figures built from motorcycle and car parts, for instance.

Nathalie Fanfan is one of the young people invited to work on the sculpture. She is 23 but looks a lot younger. Despite her age, she is still in public high school, with another three years to go before she can get a diploma. Only 20 per cent of schools in Haiti are public, but even those charge fees. If your parents can't pay for your uniform and school fees, you have to drop out until

they can. Nathalie's father is a carpenter and driver, but because of clashes between rival gangs in their neighborhood, he is often unable to leave the house and earn enough to feed the family, let alone pay school fees.

The frequency of kidnapping is not as bad as it was, but it is still a real risk for families like Nathalie's. Gangsters, many of whom were deported from cities like New York and Miami after serving jail time there, take advantage of the drastically underfunded police and judiciary in Haiti. They can, and do, kidnap dozens of ordinary Haitians each year and demand ransoms of \$20,000 or more. Most victims are forced to seek help from relatives living abroad.

Nathalie lives with her parents and five siblings in a tiny two-room house overlooking a steep ravine crowded with other cinderblock homes. At night, she climbs into a double bed beside her parents and two of her siblings. The youngest children sleep on the floor.

Like so many people in the developing world, Nathalie recognizes that the only way to have a decent future is to leave the place where she grew up. Although bright, enthusiastic, and hard-working, she has little chance of further education. When asked how she sees her future, Nathalie says: "I don't see any future really, but I would like to study banking. I'm struggling, but I don't want to give up on my vision."

What is her vision? "I want to keep learning so that I can become a citizen who can contribute something to society," she says. "There is no hope here. You want to leave because elsewhere you can have a life. Here you are just trying to survive. It is a fight just to survive."

Nathalie has a sister in the United States and hopes to go there, but her chances of getting a visa are slim if her sister cannot support her.

She did get a visa to travel to London last February for the launch of the sculpture project. With an invitation from Christian Aid and the Liverpool museum, the British

authorities agreed to give her and the other artists permission to attend the launch event. (When the same artists had their work displayed in a Miami gallery, they were refused visas to enter the United States for the launch.)

When she arrived in the United Kingdom, Nathalie took to her role as Haitian spokeswoman with gusto. She didn't have much English but was very happy to speak in French.

As her week in England drew to a close, I drove her to Heathrow to catch a flight to the Dominican Republic, where she would have to stay overnight before getting a morning flight to Port-au-Prince. The more direct route via Miami was unavailable to her without a U.S. visa.

On the way, we passed through Kensington, one of the most upscale neighborhoods in London (where Princess Diana lived before her death). For the first time, Nathalie mentioned the difference between life in Haiti and life in London. "It makes me sad that my country doesn't have anything like this," she said.

It is not just upscale neighborhoods that Haiti lacks. It is the poorest country in the western hemisphere. Ten percent of its population are permanently dependent on food aid to survive, and malnutrition is a serious problem.



Sarah Wilson

CHRISTIAN AID, U.K. / JOSEPH CABON



CHRISTIAN AID, U.K. / LEAH GORDON

Nathalie Fanfan (*left*) takes off paint from the Freedom sculpture. "For me, the sculpture represents us as the Haitian people. The way they treat us in this country is as if we were still slaves. We need to join forces for the country to develop, to make it work like other countries that are well organized. If we are united, we can share ideas. That way, we can make all of our dreams come true," she says.

## IT IS NO LONGER LEGAL TO SELL PEOPLE AS IF THEY WERE COMMODITIES, BUT A MORE SUBTLE FORM OF BONDAGE STILL EXISTS. THOUSANDS OF HAITIANS ARE STILL FORCED BY POVERTY TO WORK IN UNHEALTHY, DANGEROUS—EVEN LIFE-THREATENING—CONDITIONS.

That is one reason Christian Aid chose Haiti for its sculpture project—to hear from Haitians themselves how they viewed the legacy of the slavery. In Haiti's case, it was the French who transported Africans to the island to work as slaves in the sugar cane plantations in unimaginably brutal conditions.

Slavery continued in the United States until the surrender of the Confederate Army in 1865, which ended the Civil War.

But in Haiti, slavery ended more than 60 years earlier. Because the people who were forced to cut cane were taken from a variety of African countries and had no common language, they created a lingua franca that is loosely based on French, called Creole.

They used this language to communicate and plan a revolt that led to the overthrow of the French colonial regime in 1804. Haiti was the only country in the world where the

slaves themselves were responsible for their own emancipation.

It is no longer legal to sell people as if they were commodities, but a more subtle form of bondage still exists. Thousands of Haitians are still forced by poverty to work in unhealthy, dangerous—even life-threatening—conditions.

As well as being forced to pay 'reparations' to France following independence in 1804—which hobbled the fledgling economy from the outset—Haiti more recently faced a particularly drastic form of trade liberalization.

Under pressure from international donors, including the United States and financial institutions such as the World Bank and the International Monetary Fund, Haiti agreed to drop most of its import tariffs to zero percent. This left them with no

way of correcting the distortions of the international commodity markets, making it impossible for Haitian farmers to compete with goods imported from other countries such as the United States.

Prosperity Raymond, the Christian Aid country representative in Haiti, said: "It's as if they are caught on a treadmill. Someone keeps turning up the speed, and Haitian farmers must run ever faster and faster, but they're not getting anywhere. They're not even managing to stand still. In fact, it doesn't matter how fast they run, they are actually slipping further and further behind."

When we see images of Haiti, it is often people in boats trying to escape to a better life. But the truth is that most would probably rather stay in their own country if they had a chance of living the kind of life there that most of us take for granted.

Nathalie, too, would like to live in her home country and make her mark. But she won't be able to, unless she can find the money for a college education that would put her in the running for one of the few decent jobs that exist in Haiti. So she keeps going to high school, and hoping for the best. ☘

*International journalist Sarah Wilson leads Christian Aid's media work on Latin America and the Caribbean. For more information, visit [www.christianaid.org.uk](http://www.christianaid.org.uk).*





COURTESY OF YELLOWSTONE WOLF PROJECT

# At Home With Wolves

YELLOWSTONE NATIONAL PARK FEELS LIKE HOME TO WOLF EXPERT EMILY ALMBERG '03.

**Emily Almberg '03** had never seen wolves in the wild before starting her job in Yellowstone National Park the November after graduation. The first day, Almberg watched from afar as a wolf pack chased an elk herd three miles away in the backcountry. The next March, she got a much closer look, observing eight wolves closing in on one of the park's 2,000-pound bison, which they had wounded.

A weak old bull, barely alive, with no chance of surviving the winter, the animal lay flat on its side, yet it still mustered the strength to kick when the pack darted in to bite at its hindquarters. "I felt bad for the bison, hoping it would die soon," Almberg recalls, "but the wolves were just waiting it out. Their eyes were shocking to see."

When the bison was dead, coyotes, ravens, and bald eagles joined Yellowstone's Druid Peak pack to feast on the carcass. For Almberg, watching the bull's demise was an unforgettable introduction to how predators live—and how their prey often die—according to the harsh rules that govern the park's ecosystem.

As a wildlife technician for Yellowstone's groundbreaking wolf research project, Almberg occupies a front-row seat for the grand drama that the animals continue to play out in the world's first national park. She's camped out in blizzard conditions on wind-raked ridges, tracking wolves; taken detailed field notes on how packs collaborate to chase down elk and defend their kills against grizzly bears; and watched the Druids fend off coyotes that crept too close to a carcass and chase a black bear up a tree.

She has also watched adult wolves carry meat back to the den

Once extinct in the lower-48, wolves were reintroduced to Yellowstone 12 years ago. An elk carcass indicates their presence.

to feed newborn pups and frolic with them at the rendezvous sites where packs gather after hunting. In below-zero temperatures, with snow drifting from gray skies, she's listened to adult wolves on the hunt howling across the lonely Lamar Valley—and heard their pups echoing their signal. "I love the snow, the cold weather, and the way the wolves are mostly all grouped together," she says.

After Swarthmore—where she majored in biology—and a summer studying Alaskan seabirds, Almberg began working with Douglas Smith, Yellowstone's chief wolf biologist, making first-hand observations of wolf-pack dynamics.

Many a winter day, Almberg has risen at dawn in a ramshackle trailer outside one of Yellowstone's remote ranger stations. She's worked until dusk, surveying the backcountry valleys by telescope and tracking radio-collared wolves by telemetry as they've roamed through the park. In summer, she's hiked high into Yellowstone forests to conduct post-mortem analyses of bison and elk carcasses.

Once, Almberg and another researcher hiked into the backcountry where a wolf had been killed as the pack took down a bull elk. As the research team rinsed their tools off in a creek, a big grizzly popped up on the other bank, where it had buried the elk's carcass. The bear charged as Almberg and her colleague retreated into fallen timber and retrieved bear deterrent spray canisters. Then, the grizzly swerved off into the forest, Almberg recalls.

Smith says Almberg has brought "the total package" to her work. That includes a natural curiosity as well as the patience to explain wolf behavior to children and other visitors who line park roads at dawn and dusk to glimpse Yellowstone's packs.

Two summers ago, Yellowstone's wolf population dropped 30 percent after distemper killed all but 22 of the pups born that spring. That fall, when Almberg began working on a doctorate in biology at the University of Minnesota, she designed a research project to determine whether diseases caught from domestic dogs could cause the park's packs to vanish. The studies will take several more years, but "Emily's already our disease expert," Smith says.

Almberg respects wolves for their fortitude, intelligence, and loyalty to their packs. Yet, becoming familiar with pack members has its drawbacks, such as when well-known wolves are fatally wounded or simply vanish in the wild. "It's so hard sometimes," she says, "but our policy is to keep hands off and let nature take its course."

Almberg is anxious to finish classes in Minnesota, then head back to Wyoming. In the Yellowstone backcountry, with the wolves she's come to know and admire, "It feels like being home," she says.

—Tom Arrandale

*Arrandale is a freelance writer who lives in Livingstone, Mont., where he focuses on environmental, natural resources, and wildlife issues.*



# miracle on the mountain

*Continued from page 21*

At the Cloud Forest School, children are largely responsible for the upkeep of the grounds and gardens—and for tree planting and other forest stewardship projects



that his methods for raising and reproducing orchids and native plants are ground-breaking. Gazing around his plant nursery, Brenes says quietly, “Thanks to the work of our students, frogs come here to relax now and hummingbirds build nests here.”

Reaching the reforestation area—sunny pastureland that slopes down into a small valley and then rises through an area of secondary woodland to meet the virgin forest that stretches upward to the top end of the property—Brenes stops to describe the project. Five years ago, the area was just grass—leftover grazing land from former dairy farmers—but, in the meantime, volunteers have built a path through the stands of fast-growing trees. “Species of trees have been introduced to attract monkeys, toucans, and quetzals (the bright green and red long-tailed national bird),” he says. We have a lot of monkeys in the forest but not down here right now. We’ve planted a type of guyaba tree that monkeys like, and in two years they will be back. Five years ago, these trees were just saplings, and now they’re huge. I had a dream that I wanted to stand beneath a tree in the forest at this spot, and now I can,” he jokes, recalling the student who planted it.

The forest is a place of life, death, rebirth, and rejuvenation, Brenes says, and he tries to instill this in the children. Reaching a painted wooden archway at the entrance to the conservation area, he stops. High in a treetop, a large beautiful bird screeches a warning. “This bird warns against strangers,” Brenes says. “It always bugs me that they think I’m a stranger.” Serious, he goes on: “This is a special place. When you pass through this archway, you enter a place that is private and demands respect. Here, we learn about the systems that are most important for our own lives and for the natural life we have here.”

He stresses the need for all members of the school community to “bring their minds into the forest,” where they can cast off fatigue or frustration and reset. Each class spends time there at least once a week. In the more open spaces, 10-by-5-meter areas have been allotted to individual students as “quiet places” to think, write journals, do art, or talk quietly. Sometimes, the children give these places names, such as *El Palacio de los Monos* (the Palace of the Monkeys).

Moving deeper into the forest, the path becomes narrower, the air more moist, cooler. The forest canopy is more dense. Huge vines curl downward. Crossing streams fed by waterfalls, the path winds up to a huge strangler fig tree, providing a natural tubular climbing frame, its throttled victim long since decomposed. Timm climbs up inside the tree and peeks out like a forest spirit.

For himself, for the school’s board members, and for the original founders, Timm says, environmental education is key. “Having the students connected to the forest, knowing it and spending time in it, that’s what makes this place unique.”

And he believes the children feel the same as he does. “You can see it in all parts of the school, the way they love running through the woods and gardening, and so on. They’re very environmentally conscious. When the school collaborates with the community on projects, the children focus on those involving pollution of the area and work on how they can protect it.

“The local people have a nickname for us,” Timm adds. “They call us the Miracle on the Mountain.” ☘



# THE GLOBAL BODY

By Jeffrey Lott

Born in 1963 in what is currently the Israeli-occupied West Bank, Farha Ghannam and four siblings moved with their parents to Salt, Jordan, following the Six-Day War of 1967.

Ghannam received bachelor's and master's degrees from Yarmouk University in Jordan and a Ph.D. from the University of Texas. She joined the Swarthmore faculty in 1999.

Her ethnographic studies of a working-class neighborhood in Cairo have led to numerous articles and the book *Remaking the Modern: Space, Relocation, and the Politics of Identity in a Global Cairo* (University of California Press, 2002). Her courses include Urban Ethnography; Cultures of the Middle East; Islam, Culture, Power; Cities, Space, and Power; Globalization and Culture; and Comparative Perspectives on the Body. Her current research—partly conducted during a sabbatical in Cairo last year—focuses on gender, the body, religion, and globalization in Egypt.

At Swarthmore, she says: "My passion in teaching is to provide students with the tools to think in new ways about the things around them. I want them to be critical—not to accept what the media is telling them." Her courses are part of a growing constellation of classes in an emerging (though not yet formal) program in Islamic studies. These consist of Ghannam's courses on Middle Eastern cultures and anthropology of Islam, courses on Islam taught by Assistant Professor of Religion Tariq al-Jamil, classes in Arabic language, and foreign study opportunities in the Arab world. The missing pieces, Ghannam says, are courses that focus specifically on the history and politics of the Middle East.

*Early anthropologists studied the "other" in order to shed light on their own societies.*

*Has anthropology changed?*

Anthropologists first studied small communities that could be seen holistically—the Margaret Mead model. Later, the same methods were applied to larger and less cohesive communities, such as ethnic minorities within larger societies. But the social boundaries of communities are no longer fixed. They're being reshaped by global forces—what we call "flows." I look for the unexpected effects of these flows, which can help us understand what is happening within the larger community.

*Do you think that there is a "clash of civilizations" between Islam and the West?*

I don't think so. To say this is merely to support a certain political and economic agenda. I think that the conflict is fundamentally political and economic. Those who argue that there is a clash of civilizations choose to use the "culture talk" to legitimize certain projects, conflicts, and specific agendas. It's easy to challenge the legitimacy of a war if the goal is to control oil or pacify a population, but it's almost impossible to challenge a war that aims to defend values and norms that we highly cherish.

*What is meant by "globalization of the body?"*

The rapid transfer of information, capital, labor, products, and people across different parts of the world has changed the way people view their bodies. Television is particularly good at circulating new information and images about bodily form, mostly through advertising. I'm of average weight for a woman in the United States, but when I first went to Cairo 15 years ago, people would tell me I was too thin. Their ideal of desirability was to be plump. That's changing too, as young men and women embrace new ideas about the body that were not available to their parents.

*How has being a Muslim woman helped you with your research?*

As a woman in Arab society, I can go into private spaces in the home where a man cannot go. And, as a Muslim, I share a religious identity with people I have worked with in these neighborhoods. This is not to say that a Christian male cannot do good anthropology in such a culture, but it would be of a different sort. A lot of doors were opened to me.

*What are some of the social norms that make us think the way we do about our bodies?*

The most important is gender: what it means to be male or female dictates how you dress, groom yourself, eat, exercise, and conduct your body. Ideals of beauty, socioeconomic class, and religion are also big influences. The point is that although our bodies are physically different, how we manage them and present ourselves to others is socially constructed.

*Your recent work has focused more on males than females. Why the shift?*

I did a lot of work on the female body in Muslim society. Women are encouraged to identify with their bodies, so it was a natural place to start. But in many cultures, men are socially distanced from their bodies. There's great pressure on men to manage their bodies in a certain way, but there's also a lot of denial of the materiality of the body. That's the paradox of masculinity. This can lead to privileging the man (equating him with mind, culture etc.) over the woman, who is equated with the body, nature, reproduction....

It can ultimately lead to dehumanization—especially of Arab and Muslim men as they are portrayed in the media. Their bodies don't seem to matter, so when 150 men are killed by a bomb, it's treated as almost routine. But when a few women or children die, there is instant sympathy and outrage. We need to re-humanize men by bringing their bodies back into the discussion.



ELEFTHERIOS KOSTANS

Anthropologist Farha Ghannam's courses are part of a growing constellation of classes in Islamic studies.



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# GIFTS *toward the* FUTURE



Bequests to Swarthmore  
are part of many  
alumni estate plans

## ANTHONY JOSEPH '58

My four years at Swarthmore were important for the friendships I formed and because I learned how to learn. My bequest to Swarthmore allows me to make a larger gift in the future than I could now. I believe that Swarthmore—and the Honors Program in particular—deserves the support of all alumni.

## GEORGE TELFORD III '84 CHRISTINE MARX '86

When we first met in Willets Hall in 1982, we would have laughed to think that our future held marriage and children. After our second child was born, we drew up an estate plan to provide for our children. We named another “matchbox couple” as their guardians and the College as a contingent beneficiary. The College shaped our lives so much—it feels good to anticipate a gift toward its future!



*For more information about how  
to include Swarthmore in your estate  
plans, call the Office of Planned  
Giving toll-free (866) 526-4438  
or visit [pg.swarthmore.edu](http://pg.swarthmore.edu)*

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