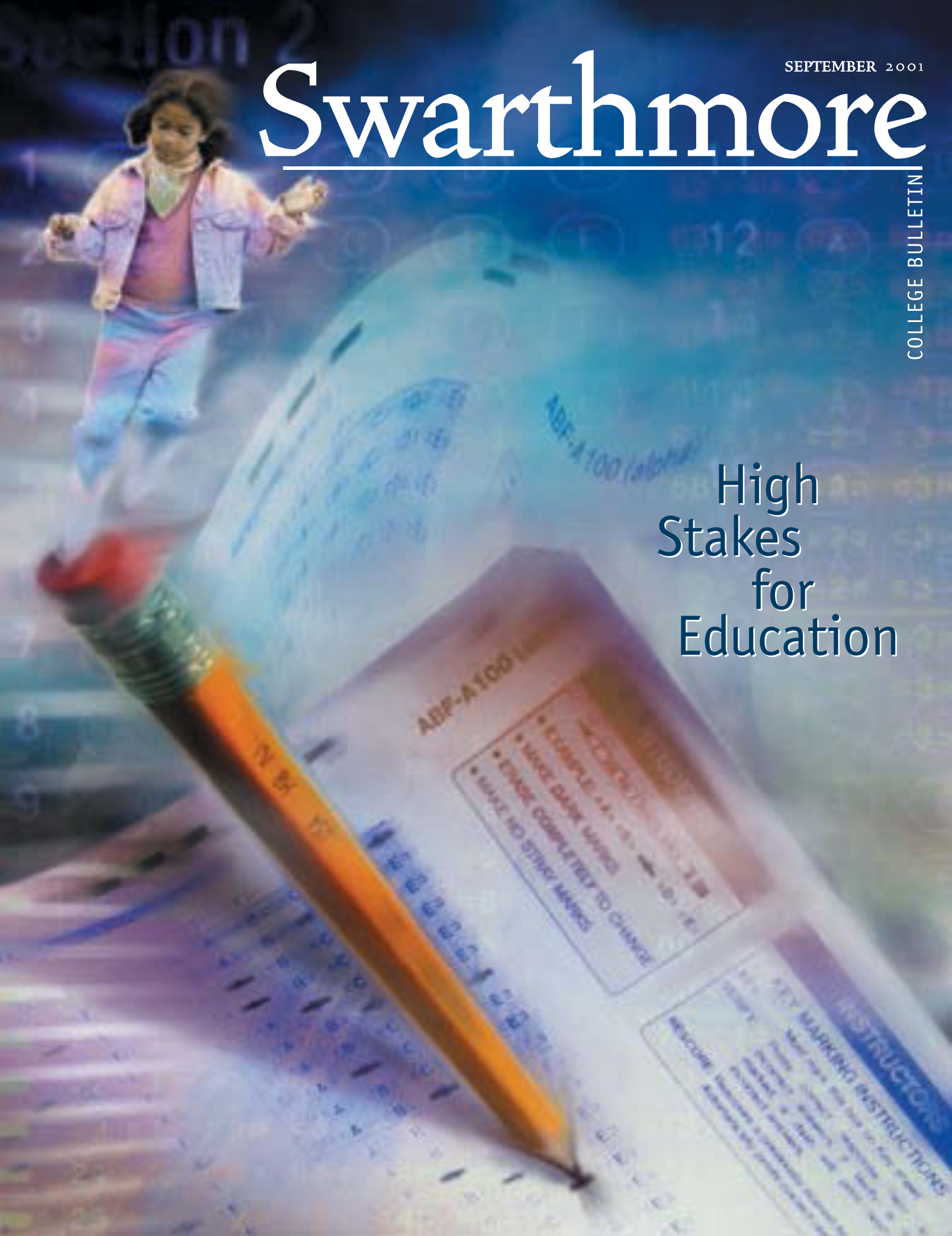


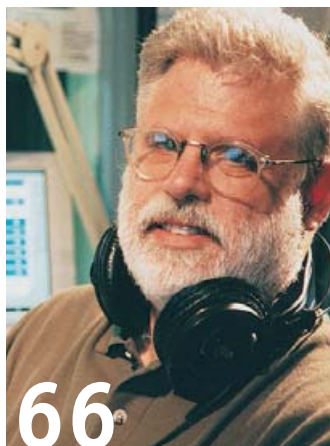
SEPTEMBER 2001

Swarthmore

COLLEGE BULLETIN

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Stakes
for
Education





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Virtual Church
of the

Blind



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RIDICULOUS BEFORE GOD

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CHANGE IN AMERICA'S SCHOOLS. ILLUSTRATION
BY CAM WILSON. STORY ON PAGE 24.

Swarthmore

SEPTEMBER 2001

COLLEGE BULLETIN

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EDITOR'S NOTE

This issue of the Bulletin was remade at deadline to include coverage of the Sept. 11 terrorist attacks. To read the originally scheduled feature "A Cappella Jamboree," go to our Web site at www.swarthmore.edu/bulletin/.



September 11

September 11 dawned clear and crisp in Swarthmore, as it did all along the East Coast. It was one of the most beautiful days of the year—a day to throw open the windows and feel the rising energy of the new semester. By noon, everything had changed but the weather.

Like the rest of the nation, Swarthmore huddled around radios and TVs—incredulous, angry, afraid, and overwhelmed. Classes were suspended, many staff members went home to their families, and students gathered in small groups to talk, listen, watch, and pray. The everyday work of the College seemed irrelevant, as did this issue of the *Bulletin*, which was just a few days from going to press. We delayed it a few days longer to bring you news of the campus reaction (“Stunned Campus,” page 20).

Amid the shock, fear, sadness, anger, and expressions of mutual support at Swarthmore, there were lots of questions—not the least of which was, “Why?”

Amid the shock, fear, sadness, anger, and expressions of mutual support, there were lots of questions—not the least of which was, “Why?”

Why did this happen? Why did these people hate the United States so much that they could commit unprecedented acts of violence, knowing that they too would die? In the aftermath of September 11, we clamored to know who did this, how they did it, when and where our country will respond, and what we can do to prevent further attacks. But the most important question—especially at a place like this—remains, “Why?”

Every day, in classrooms, labs, and studios, Swarthmore students are encouraged to go beyond the conventional wisdom, to reject the simple answer. They stretch their

minds and hearts to seek fresh ideas, to provide new answers to old questions. It’s how they learn and how knowledge and understanding are advanced—by asking, again and again, “Why?”

A college is the place to ask these difficult questions. An angry nation seeks justice, and students ask, “What is justice? Is it more than vengeance? How do we achieve it—and for whom?” A frightened world wants peace, and they wonder, “What is peace? Is it more than the opposite of war? How do we achieve it—and for whom?”

As we search for answers, we test our values and reorder our priorities, both as individuals and institutions. As has happened all over America, our sense of community has strengthened and the purpose of the College—to make our students more valuable human beings and more useful members of society—made clearer. As the world asks why, more than ever it needs places like Swarthmore.

—J.L.



Swarthmore

COLLEGE BULLETIN

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RIGOR AND CIVILITY

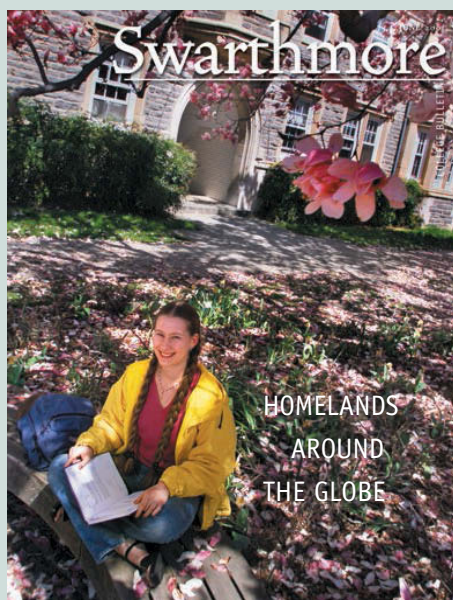
In the July 30 *Wall Street Journal*, two of Swarthmore's most distinguished alumni squared off against each other on the vexing issue of government funding of embryonic stem cell research. David Baltimore '60, president of the California Institute of Technology and a Nobel laureate, argued that the research holds extraordinary promise for the treatment of devastating diseases such as diabetes and Alzheimer's. Stem cells have what he described as the "miraculous" capacity for transformation into many different types of bodily tissue. Thus, they may be used to generate replacements for diseased organs.

Robert George '77, McCormick Professor of Jurisprudence at Princeton University, criticized the destruction of embryos to harvest their stem cells. He argued that human embryos are human beings possessing an inherent dignity that is incompatible with dismembering them for the benefit of others.

The moral status of the embryo is at the core of the debate. "To me," Baltimore said, "a tiny mass of cells that has never been in a uterus is hardly a human being." In reply, George stated that the human embryo possesses the epigenetic primordia for internally directed growth and maturation as a distinct, complete, self-integrating, human organism. It is, therefore, already—and not merely potentially—a living member of the human species and a possessor of the right to life. "The being that is now you or me," he said, "is the same being that was once an adolescent, and before that a toddler, and before that an infant, and before that a fetus, and before that an embryo. To have destroyed the being that is you or me at any of these stages would have been to destroy you or me."

All agree that the issue of embryonic stem cell research raises questions of profound moral import demanding careful and informed discussion. Despite their differences of opinion, Baltimore and George have set an example for the nation of how such questions can be debated with rigor and civility. Considering that such debate has long been prized at Swarthmore, it is hardly surprising that both of these influential scholars spent their formative undergraduate years at the College.

DAVID KUHNSMAN '82
McLean, Va.



THE MOSQUITO TEST

I read "A Walk in the Woods" by Susan Milius '75 (*March Bulletin*) with great interest and pleasure at learning that Crum Woods continue to be valued by faculty, students, and administration.

I still have very fond memories of the Crum Woods from the early 1940s: a College picnic in the meadow; our attempts to grow cabbages on a dry slope as a Victory Garden; swimming in the pool below the Victoria Plush Mill on a hot summer day (Swarthmore ran year-round during World War II); thinking over problems while seated on Alligator Rock; and, above all, walking in the woods—and stopping there—with my boyfriend. One test of true love was whether I wanted so much to be with him that I could endure the mosquitoes! I did, and we have now been married for 55 years.

One aspect of the Crum that wasn't mentioned in the article was the vivid colors that trailed behind the dye cans dumped into the creek by the Plush Mill. I suppose production has shifted to some low-wage country where foreign girls are swimming in dye-streaked water.

ELIZABETH HOISINGTON STEWART '45
Rochester, N.Y.

UNWELCOME CORRESPONDENCE

I was a recipient of the rather unorthodox mailing that Neil Austrian ['61] and James Noyes sent to the College community in the spring, as I can only assume were other Swarthmore alumni. It was an unwelcome

correspondence. I willingly provide Swarthmore College with my contact information for its purposes in conducting the business of the institution. I have never given my consent for that information to be used by any other source or for any other purpose, related or unrelated to the College. I hope that the College and members of the Swarthmore community take appropriate measures to respect and protect the use of personal contact information that has been provided to the College.

SUSAN B. LEVINE '78
Washington, D.C.

Lisa Lee '81, director of alumni relations, replies: "Names and addresses for the mailing you received were not provided by the College. Swarthmore values the privacy of the information given to it by alumni. The Alumni Relations Office provides contact information for alumni through the printed alumni directory (most recently issued in 1999) and the College's on-line community (www.swarthmore.edu/Home/Alumni/community/), both of which have explicit policies stating that this information is to be used only for individual contact of a personal nature. With appropriate security measures, the College also provides information to help individual alumni find each other or for specific purposes such as career networking. The College does not release mailing lists to organizations that wish to send mass mailings."

FOOTBALL ISN'T THE REAL ISSUE

When I entered Swarthmore in 1940, the total fee for tuition, room, and board was \$800. I don't know how the College afforded to attract outstanding faculty then, but we had some superb teachers, and the student body was highly focused on intellectual pursuits—including the football players. There were a large number of really smart people, and many went on to serve humanity in many ways. In early 1940, *Time* magazine wrote a piece on Swarthmore extolling it as the outstanding small, co-ed college in the country, and the College took pride in the large number of students who participated in intercollegiate sports.

After the war, I ended up near another small Quaker college, Earlham. It has continued to rise in national esteem for its teaching quality, intellectualism, and student activism—while maintaining its

Please turn to page 79

COMMENCEMENT 2001

On June 4, a perfect spring day, faculty members, students, and their families gathered in the dappled sunlight of the arboretum to celebrate Commencement. Senior speaker Evan Gregory '01 got things off to a rousing start with a speech worthy of an off-Broadway production. The address was so entertaining, in fact, that National Public Radio rebroadcast a portion on *All Things Considered*. (To access the segment, visit www.swarthmore.edu/-Home/News/Commencement/-gregory.html.)

Gregory opened his speech with a maritime analogy—"College is like a boat! A seafaring ship, buffeted by the waves of controversy and propelled by the engine of bureaucracy"—then broke into a pirate's growl. "Arrr, mateys, as we sail o'er the ocean of academia, we must surely be swabbin' our own poop deck lest we be broadsided and forced to walk the plank of overcommitment and be devoured by the sharks of extracurricular activities, at long last ending up in Davy Jones' locker of scurvy personal unfulfillment."

He even briefly demonstrated his opera training before comparing Swarthmore with "a colony of hard-working ants, with hundreds of worker ants dashing about, constantly worrying about time management, and dozens of thesis adviser ants reprimanding the workers for not finishing their abstracts or bibliographies on time—not to mention the drones, who regurgitate their own partially digested food for the colony's larvae until they develop into adult insects."

Swarthmore, he added, "is about asking the tough questions, such as: 'What does it mean to be socially responsible, and how may I bring that knowledge to my daily life?' or 'What is the nature of this cafeteria meat product, and how may we know it?'"

NO SMALL TALK

Adrienne Asch '69, first to receive one of the three honorary degrees, paused to regain her composure after President Alfred H. Bloom introduced her. "Swarthmore means so much to me," Asch told the audience. "This is very powerful."

A scholar, psychotherapist, and proponent of equal opportunity and human rights, Asch is known for her studies of selective abortion, genetics, discrimination, feminism, and disability rights (a topic she has firsthand experience of as a blind woman). She has been the Henry R.

Luce Professor of Biology, Ethics, and the Politics of Human Reproduction at Wellesley College since 1994 and served on President Clinton's Health Reform Task Force and the National Commission on Childhood Disability.

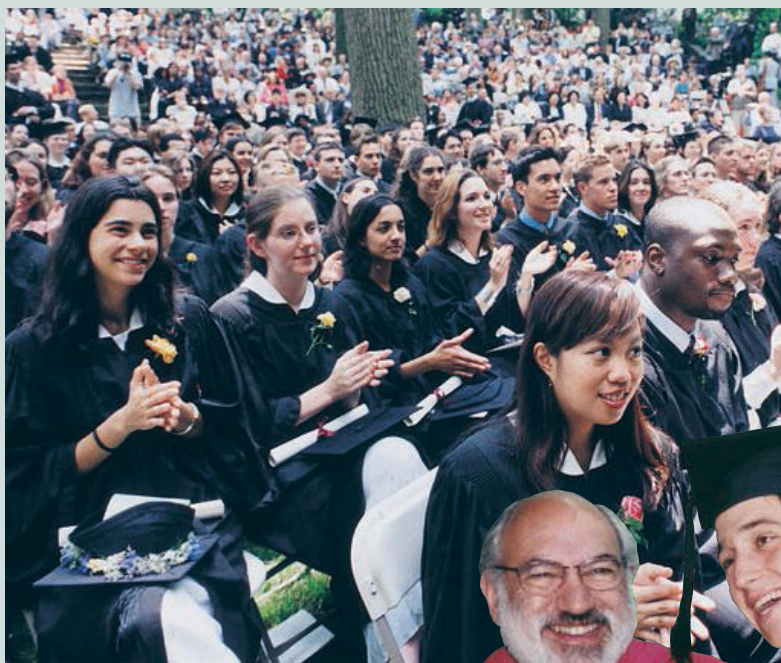
**ZENZILE STOKELY-WHITE '01
TAKES A MOMENT TO REJOICE.**



A perfect spring day

"I arrived at Swarthmore in 1964," she said, "and the second day afterward, I wrote to my best friend from high school: 'This is a school of non-small talkers!' I was thrilled to be here, and the talk only got better. There are people still on this faculty who will not be surprised to know that this speech was not completed until this morning. In fact, they will know that the only reason it was completed at all is that you can't get an extension on a speech."

Photographs by
Steven Goldblatt '67



CATHY VAUGHAN '01 AND MAUREEN VERNON '01 ENJOY THE ANTICS OF CLASS SPEAKER EVAN GREGORY (PICTURED BELOW WITH DEAN BOB GROSS '62).

Asch urged graduates to have the courage of their convictions and to always do the research necessary to make informed decisions. "Someday, I may get evidence that changes my beliefs about equality in parenting, about the commitments we should make to children, about the worthwhileness of life with disability, about caution in deciding to end life-sustaining treatment,



about the difficulty in crafting wise legislation for physician-assisted suicide. Perhaps someday I will change my beliefs. Perhaps I will change either my evaluation of existing evidence, my understanding of new evidence, or the values I bring to the debate. That is what life is about. Meanwhile, I must keep paying attention and keep speaking out."

SINGING OUT

Instead of delivering a speech, Ken Hechler '35 led the audience in a spirited sing-along of verses he wrote to the tune of Swarthmore's alma mater (see the *March Bulletin*, page 38). The lyrics were a call to action, something



Hechler has heeded throughout his illustrious career.

Hechler earned an M.A. and Ph.D. from Columbia University, where he taught before enlisting in the Army in 1942. Assigned to the European theater as a combat historian, he interrogated Hermann Goering and other Nazi leaders, for which he was awarded a Bronze Star.

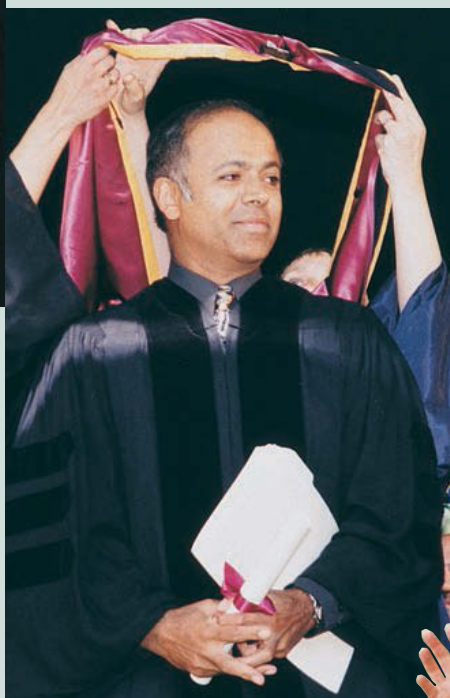
After the war, he taught at Princeton before serving under President Harry Truman as a research director and special assistant. He represented the state of West Virginia in Congress from 1959 to 1977 and served as secretary of state from 1985 to early this year. In both roles, he led the fight for fair elections; mine safety; environmental protection; and, most recently, campaign finance reform. He was the only member of Congress to meet with Dr. Martin Luther King Jr. in Selma, Ala. Last year, he accompanied the 90-year-old Doris Haddock ("Granny D") for 530 miles of her California-to-Washington, D.C., walk on behalf of campaign finance reform.

Hechler has written several books on politics and American history, including *The Bridge at Remagen*, which was made into a motion picture in 1969.

MEANING OF LIFE

"As I visited your magnificent campus, peeked into your classrooms and hallways, I found myself envious of the kind of education you have had here and the rich tradition that you are a part of," honorary degree recipient Abraham Verghese said. "It is the kind of education I never had, and it is the kind of education I would wish for my children."

Verghese was raised in Ethiopia



HONORARY DEGREE RECIPIENTS (FROM TOP LEFT): ADRIENNE ASCH, ABRAHAM VERGHESE, AND KEN HECHLER.

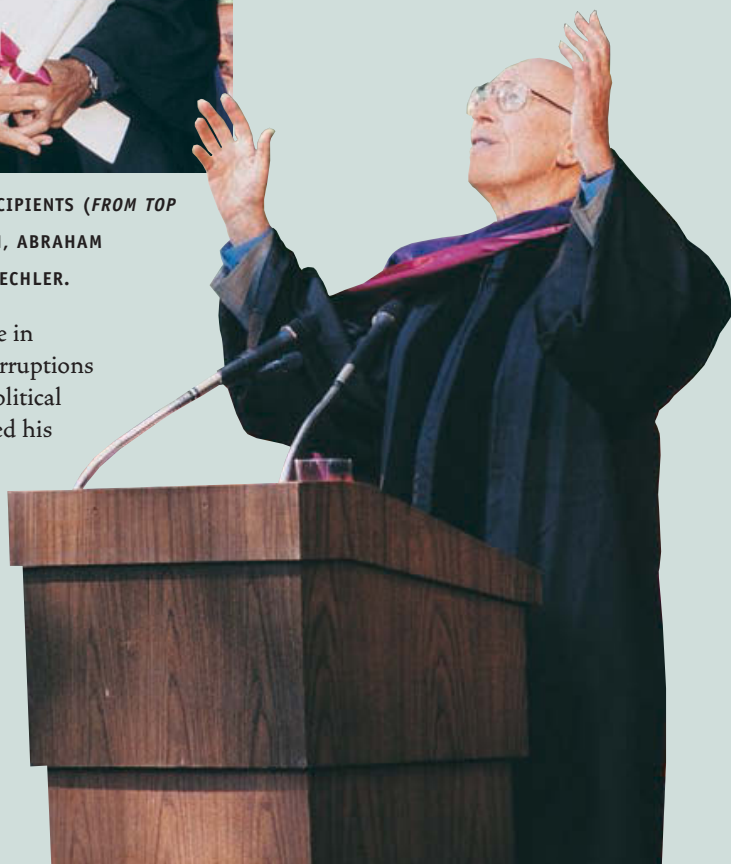
and studied medicine in India—between interruptions caused by war and political turmoil. He completed his residency in Tennessee and a fellowship on infectious diseases at Boston University. Since 2000, he has been the Grover E. Murray Distinguished Professor of Medicine at the

Texas Tech University Health Sciences Center in El Paso.

Ten years ago, he also received a master of fine arts in writing. His 1995 book *My Own Country: A Doctor's Story of a Town and Its People in the Age of AIDS* was a finalist for the National Book Critics Circle Award.

It was from the experiences in this book that Verghese drew his theme, offering a simple answer to the eternal question: What is the meaning of life? "Much of my education and many of my most valuable lessons came from my patients, in particular the experience of taking care of people with HIV in a small town in Tennessee," Verghese said. Time and time again, he said, "when young men at the tail ends of their lives asked themselves where did meaning reside, they found that meaning did not reside in good looks, reputation, power, or money. Instead, they found that meaning resided in the successful relationships they formed over time, particularly with their parents as well as their significant others."

"Graduates of the Class of 2001, this is my charge to you: Make good use of your time."
—Cathleen McCarthy



IN DEFENSE OF THE INTELLECTUAL

Commencement remarks by President Alfred H. Bloom

Thank you, Class of 2001, for providing by dint of your hard and creative work the basis for this celebration and for your individual contributions to the enduring quality of this College. No contribution has been more critical than your having carried forward the tradition of intellectual engagement that is at the heart of Swarthmore—and that constitutes the basis of its leadership in American education.

During your years here, each of you has struggled again and again to frame a precise concept from an inchoate idea. You have sensed some connection between ideas; some pattern in the data; some weakness or possibility in an argument; some approach to simplifying computer code or circuitry; some perspective on a literary passage, historic event, or political circumstance; or some use of color, sound, rhythm, or movement that might add a new layer of understanding to what is known.

And, motivated by the fact that a paper was due, a seminar presentation imminent, or your art show or opening performance about to take place—and by your own demanding standards and those of your faculty and peers—you set your mind to bringing precision to that emerging idea. You massaged it; tested it from varying perspectives against the constraints it had to meet; gathered additional information to be sure you were on the right track; sought to articulate the idea in words, numbers, or forms to gain better purchase on it; took long walks and contemplative showers; conscripted your best friends as your audience; lost sleep; yielded to distractions; returned to the task to find several of your best insights problematic or even trite—but also to discover new directions that seemed to hold serious promise. And then, with a little luck, came that flash of insight, that conceptual breakthrough, the thrill of having framed for yourself and others a new, compelling insight on the world.

Whether that specific insight has survived the test of time or later proved itself in need of major overhaul, your engaging the struggle to build concepts that provide a more accurate, generalized, or useful view has earned you a seat at today's ceremony. And among the many learning experiences you have had at Swarthmore, none has likely been more formative to who you have become than this.

And, whether or not when you accepted



Swarthmore's offer of admission, you could foresee this consequence, and whether you will be delighted or disappointed by it, your engaging that process of disciplined conceptual advance, accepting the responsibility to continue to engage it, and tasting the satisfaction it brings have made you an intellectual. I hope that you will accept that status with confidence and pride.

However, you face the challenge of being an intellectual in a nation that de Tocqueville in the early 19th century had already characterized as inherently anti-intellectual, which Hofstadter in the middle of the 20th century described as quite persistent in that trait and which today, despite the remarkable increase in the proportion of Americans who have been exposed to higher education, seems, if anything, as a nation, only increasingly disposed to distance itself from intellectual activity and to stereotype intellectual pursuit as impractical, self-absorbed, and irrelevant to the real functioning and progress of society. Witness George W. Bush's recent dismaying disparagement of the intellectual enterprise and of its standards as he accepted an honorary degree from his own alma mater.

Moreover, you are an intellectual in a world that, as it increasingly adopts America's model of modernity, tends to extend that erosive perspective across the globe.

Given this context, it is all the more vital that you be confident and forthright with the power that your training as an intellectual has given you.

As the achievements of Swarthmore alumni powerfully demonstrate, in emphatic contrast to being impractical, your exacting ability to frame difficult and innovative ideas and to articulate them in precise form will give you

the edge in whatever career or careers you choose.

And that will be true whether you seek to build scientific, social scientific, or humanistic understanding; create visual or musical forms; interpret and defend legal arguments; set directions for a nonprofit organization; define the market niche for your new high-tech company; or develop an investment strategy best suited to the circumstances and the time.

In emphatic contrast to being inherently self-absorbing, your training as an intellectual invests you with the ability and responsibility to continue the struggle to frame your own understanding of what is right and true and to develop amid others' expectations and assumptions your own—often more demanding and complex—ideals.

And, in emphatic contrast to being irrelevant to the real functioning and progress of societies, that intellectual training equips you to see through to the assumptions and implications inherent in the way issues are framed; to keep that framing honest; and, when necessary, to build new conceptual frames that open alternative perspectives and empower other strategies and ends.

Whether what is at issue is furthering understanding in a discipline; shaping cultural evolution; setting educational goals; adopting approaches to war and peace; or establishing economic, social, or environmental priorities, the way in which the context, choices, and goals are framed matters crucially to the directions and actions that are taken.

And it is the intellectual's responsibility to draw on that very habit of disciplined conceptual advance, which you have developed here, to restructure that framing when necessary and, thereby, to restructure consciousness onto a more accurate, productive, and ethically responsible course.

We look forward to that steady stream of personal and intellectual accomplishment that lies ahead for you and for which, whether we deserve it or not, we will be pleased to accept partial credit. And we trust that part of that accomplishment will be your own steady contribution to a restructuring of American consciousness with regard to the essential role of the intellectual and the crucial importance of training students to exercise that role.

Warmest congratulations! I wish you every satisfaction and happiness.

Science center construction begins

Students had scarcely cleared their dorm rooms for the summer when work began on the College's new \$77-million science center, scheduled for completion in April 2004. The official groundbreaking was held on June 9 during Alumni Weekend. Over the summer, underground utilities were prepared and two sections of the DuPont Science Building demolished.

Construction will begin this semester on the science center, which will connect three existing buildings: the Martin Biology Building, the Cornell Science and Engineering Library, and the DuPont Science Building.



EINHORN YAFFE PRESCOTT

"Right now, there's a kind of Parcheesi game going on of moving people into new spaces in order to renovate the old spaces," says Rachel Merz, professor of biology and co-chair of the Science Center Planning Committee. The Mathematics and Statistics Department has moved into two houses on Whittier Place—connected over the summer by construction of a roofed passageway and given seminar space, a computer lab, and faculty offices—and will stay for three academic years. Some faculty and staff members in the Chemistry and Physics departments were also relocated.

For the science departments, Merz says: "The next year will be pretty intense. But all members of the science faculty have been thinking through possible glitches and have figured out, for example, how to do certain laboratory projects in different quarters, if necessary."

Designed by the architectural firms Einhorn Yaffee Prescott (EYP) of Boston and Helfand Myerberg Guggenheimer (HMG)

of New York, the center will cover 160,000 square feet—half of it new construction—and connect three renovated science buildings. Working with a "Green Team" headed by Carr Everbach, associate professor of engineering, the designers followed the environmental standards outlined by the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) rating system, formalized two years ago. As a result, the center may become the first college or university science facility to achieve a LEED rating.

"The building will be fairly small scale, to fit the campus environment, but spread out over a large area in the northwest section of the campus," says Cahal Stephens, the EYP principal who directed the project. "One major goal was to encourage and facilitate interaction among math and science departments. Another was to integrate the building with the surrounding landscape."

Combining three different buildings into one cohesive design was a challenge, he says. Martin was designed in the 1930s, DuPont in the late '50s, and Cornell in the '70s. The new building will cover most of DuPont's facade from the campus side with a new exterior of granite.

Two courtyards—an expanded version of the Harry Wood Garden and a less formal garden between the existing physics wing and the new Science Commons—will be

linked by an outdoor stairway descending beneath the building and leading to the Crum Woods. "This space will serve as a connection between the campus and the woods," Stephens says. There will also be a small garden between Martin and Cornell.

"The Science Center will improve the whole north campus and provide a transition from the North Quad to the Crum Woods," promises Larry Schall '75, vice president for facilities and services. Merz and other science faculty members seem more excited about the functional aspects, which will include state-of-the-art ventilation systems and labs and a lounge designed by the Margaret Helfand '69, who created the popular Kohlberg Commons.

Each department spent hundreds of hours discussing its needs with the design team, Merz says: "Ask anyone in the science departments what they look forward to most, and each will give you a different answer. Chemistry is looking forward to up-to-date laboratories and better air handling." The spacious new labs will have safety stations, better visibility, and fume hoods with drafts that can be regulated.

"Physics is looking forward to better air filtering and more flexibility in their labs. Right now, everything is fixed to the floor, there's not enough power, and the air is too



STEVEN GOLDBLATT '67



EINHORN YAFFE PRESCOTT

dusty for laser applications,” Merz says. “Furniture and equipment will be mobile, so they can move it around to serve different applications.

“In the Biology Department, we are very excited about new space for student research and a new introductory laboratory. The Math Department is looking forward to a more welcoming space, designed around a ‘living room’ with windows that look out on the Harry Wood Garden—a students’ social center in the best sense,” she says. “And the Computer Science Department needs room; they’re completely overrun in Sproul.” When DuPont was built, she points out, neither biochemistry nor computer science existed at the College. Computer science, in particular, has grown tremendously in recent years.

Students also had an influence on design. “Students were not the big talkers in the meetings, but it’s amazing how often what they said pivoted people’s notions about an issue,” Merz says. Students requested outdoor blackboards, for example, that would allow classes to be held outside. Not only will there be black granite walls outside but floor-to-ceiling blackboards and whiteboards in seminar rooms and hallways. “It all came out of this discussion, sparked by students, that the way scientists talk to each other often requires drawing a graph or writing a formula,” Merz explains.

To meet LEED requirements, 50 to 75 percent of material removed through digging will be reused on the site, and at least 20 percent of building products will be manufactured locally. Environmentally friendly energy sources such as photovoltaic panels and wind turbines were rejected as too costly, but Everbach says the College is

considering investing in wind energy campuswide. “We ended up with a building that doesn’t have a lot of evident environmental features,” he says. “We went for keeping the environment quality high uniformly and hope to add more features later.”

At least a few standards were met with playful and aesthetic flair. Recycled aluminum will appear as shavings suspended in plastic in the coffee bar countertop and in glittery metallic sound-absorption panels. Fritted (or fused) glass—to make the picture windows in Cornell and the Science Center Commons more visible to approaching birds—is being discussed. A V-shaped roof will send rainfall cascading off the roof in waterfalls outside the science center windows and will be filtered back into the ground rather than causing runoff into the Crum Woods. “An important part of being environmentally sensitive is to celebrate it instead of hiding it under technical complexities,” Stephens says.

Merz looks forward to seeing these features evolve in the coming semesters. “The change is going to be extraordinary,” she says. “A lot of us have been living in the new facilities in our minds for months. For us, the drama will be seeing whether the reality matches our imaginations. But there are so many problems now with basic things—the DuPont roof leaks, the air quality is bad, we’re overcrowded—that being in new facilities is going to be a delight. It will energize everybody.”

More details and drawings are available at <http://sciencecenter.swarthmore.edu/> as well as live views of construction progress from a camera installed over the summer.

—Cathleen McCarthy



THE NEW SCIENCE CENTER (LEFT) WILL CONNECT THREE EXISTING BUILDINGS AND FEATURE STATE-OF-THE-ART LABORATORIES (FAR LEFT). PRESIDENT ALFRED H. BLOOM AND BOARD OF MANAGERS CHAIR LARRY SHANE '56 LED THE GROUNDBREAKING ON JUNE 9 (TOP) WITH HELP FROM VICE PRESIDENT FOR FACILITIES AND SERVICES LARRY SCHALL '75, DAN SINGER '51, REBECCA PAUL '02, AND PROFESSOR OF BIOLOGY RACHEL MERZ.

FOUNDER OF EDUCATION PROGRAM PASSES

Alice Brodhead, professor emerita of education, died on May 26 at the age of 89. A member of the Swarthmore faculty from 1952 to 1977, Brodhead started the education pro-



ALICE BRODHEAD

gram for the training and certification of primary and secondary teachers. During her years at the College, she established relations with a number of area school districts, mentored hundreds of students, and served as head of Media-Providence Friends School. Obligated to retire at 65, she took a full-time job on a research project studying retirement and aging in the United States.

NEAL WEBER DIES

Neal Weber, professor emeritus of zoology at Swarthmore, died on Jan. 21 at age 92. Weber was an internationally known expert on tropical ants. His research took him all over the world and led to more than 150 publications, including a monograph on gardening ants that won the American Philosophical Society's John F. Lewis Prize.



NEAL WEBER

After receiving a doctorate from Harvard in 1935, Weber embarked on a series of scientific expeditions that took him through Africa, the Middle East, South America, and the West Indies. He taught biology at the University of North Dakota for several years, then spent four years instructing military medical students during the war. Weber, the first scientific attaché at the U.S. Embassy in Argentina, came to Swarthmore in 1947. As a visiting professor in the 1950s, he started the Zoology Department at the University of Baghdad in Iraq. He retired in 1974.

JIM BOCK '90 NAMED DEAN OF ADMISSIONS

Jim Bock '90 was named dean of admissions and financial aid in June. Bock had served as acting dean since Robin Mamlet left last year to head Stanford University's undergraduate admissions.

As a student at Swarthmore, Bock spent four years working in the Admissions Office. He also played junior varsity soccer and lacrosse and served as a tour guide and resident assistant in Mertz while pursuing a degree in religion. "I loved religion because it combined art, history, economics, politics, philosophy, and sociology. In that sense, it was the ultimate liberal arts major."



JIM BOCK '90 WILL
HEAD BOTH ADMISSIONS
AND FINANCIAL AID.

After graduation, he worked as assistant director of admissions at Connecticut College in New London, Conn., then spent two years as

an admissions counselor at the Darden Graduate School of Business at the University of Virginia while studying for a master's in education. In 1995, he became assistant dean of admissions at Swarthmore.

"I love Swarthmore, and I'm thrilled to be here," he says. "It's an honor to represent my alma mater and a privilege to help shape the future classes. Having worked in other institutions, I've come to appreciate what a special place Swarthmore is."

INTERCOLLEGIATE ATHLETICS GETS ASSOCIATE DIRECTOR

In August, Adam Hertz became the new associate director of intercollegiate athletics, a position created as part of the plan to strengthen the athletics program.

"Adam will assist me with the operation of the total sports program, with an emphasis on intercollegiate sports and recruitment of scholar athletes. He will work closely with the Admissions Office," says Bob Williams, Marian Snyder Ware Professor of Physical Education and Athletics and director of the athletics program.

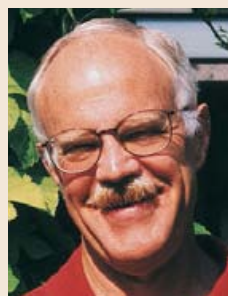


FRIENDS HISTORICAL LIBRARY

THE GRAND OLD SCARLET OAK TREE NEAR THE DEAN BOND ROSE GARDEN, BETWEEN McCABE LIBRARY AND PARRISH HALL, WAS REMOVED IN JULY AFTER AN EXTENDED DECLINE. THE TREE WAS PLANTED IN 1913 BY PRESIDENT WOODROW WILSON (ABOVE) TO COMMEMORATE FOUNDER'S DAY. WILSON WAS ONE OF TWO SITTING PRESIDENTS TO VISIT SWARTHMORE. LYNDON JOHNSON SPOKE AT COMMENCEMENT IN 1965.

WESTPHAL NAMED FELLOW

Larry Westphal, J. Archer and Helen C. Turner Professor of Economics, was elected a Fellow of the American Association for the Advancement of Science (AAAS) in the Social, Economic, and Political Sciences



LARRY WESTPHAL HAS
ADVANCED UNDERSTANDING OF ECONOMIC
GROWTH IN DEVELOPING
COUNTRIES.

area "for important contributions to understanding the process of economic growth in developing countries." The AAAS is the world's largest general science organization.

Before coming to Swarthmore in 1985, Westphal managed the World Bank's research on indus-

trial development, taught at Northwestern and Princeton universities, and served as resident adviser to the Economic Planning Board in the Republic of Korea. He teaches intermediate microeconomics and has written extensively on economic development in Northeast Asia and on industrial development strategy.

BOROUGH APPROVES LIQUOR REFERENDUM

After months of debate, Swarthmore borough residents voted in May to approve—by a very narrow margin—a referendum allowing liquor to be served at a proposed hotel/restaurant located on College property.

"This was a necessary step to allow the concept of a new hotel to move forward but by no means assures that such a development will happen," says Larry Schall '75, vice president for facilities and services. "I know there will be ongoing conversations both in the borough and at the College."

WAGNER-PACIFICI WINS SOCIOLOGY BOOK AWARD

Robin Wagner-Pacifici, professor of sociology, was named a co-winner of the Culture Section of the American Sociological Association's 2001 Best Book Award in August for her book *Theorizing the Standoff: Contingency in Action*, published this year by Cambridge Press.



ROBIN WAGNER-PACIFICI
IS AN EXPERT ON STANDOFFS BETWEEN GOVERNMENT AUTHORITIES AND ANTISYSTEM GROUPS.

In the book, Wagner-Pacifici says bloody standoffs such as those at Waco and Ruby Ridge are not solely prompted by the government's response to criminal behavior. Rather, she says it is the violation of cultural taboos that ultimately triggers destructive confrontations between authorities and antisystem groups. Wagner-Pacifici is also the author of *The Moro Morality Play: Terrorism as Social Drama* (1986) and *Discourse and Destruction: The City of Philadelphia versus MOVE* (1994).

Where has all the exuberance gone?

By Philip Jefferson

It was all going so well. The economy had expanded for more than 35 consecutive quarters. Inflation was low, and stock prices were high—and growing rapidly. Consumer confidence was high, and unemployment was low. Happiness, it seemed, was only a dot-com away. It was spring in the year 2000, and life, at least as defined by the state of the economy, was good. What has become of those exuberant times? The answer to this question contains keys to understanding today's economy and where it might be headed in the future.

To answer the question, one must consider the challenges facing the economy 18 months ago and the response of policy makers to those challenges. Our story has four actors: households, firms, the Federal Reserve (Alan Greenspan's shop), and the government (both administration and Congress). The challenges then were high (and rising) financial asset prices and rising energy prices. High and rising financial asset prices stimulate the economy by encouraging households to spend in excess of current income. This is the so-called wealth effect. Rising energy prices slow the economy by raising the costs of production. Good policy makers know that if spending outpaces production, then an increase in the rate of inflation will result.

Not too long ago, the economy was flying high. Can fiscal policy and tax breaks turn it on again?

Because they lived through (or at least read about) the 1970s, they also know that rising energy prices can engender rising unemployment and inflation. Early in the year 2000, there was a need for policy action.

But by whom and when? There is really only one answer to this question: the Fed. Because of the delays associated with the design and implementation of fiscal policy, responsibility for short-run macroeconomic stability has fallen on the Fed. Even



BOB KRIST

ASSOCIATE PROFESSOR OF ECONOMICS PHILIP JEFFERSON IS A FORMER RESEARCH ECONOMIST AT THE FEDERAL RESERVE. BEFORE COMING TO SWARTHMORE IN 1997, JEFFERSON TAUGHT AT THE UNIVERSITY OF VIRGINIA AND COLUMBIA.

though it can act quickly, it takes 6 to 18 months for a change in interest rates to have an impact on the economy. Inflation was not a clear and present danger when Greenspan and company started raising interest rates in early 2000. Incipient inflationary impulses and possible spending pressures as a result of the difficult-to-

measure wealth effect provided the justification for the final interest rate increases in spring 2000. The conduct of mon-

etary policy requires the gumption to act decisively and with foresight. Unfortunately, the Fed went too far.

The interest-rate increases—and a decrease in the rate at which businesses were willing to augment their stocks of capital equipment and information technology—played an important role in the diminution of exuberance. How exuberant can U.S. households be in the face of a loss in the value of their assets of \$1.43 trillion in the first quarter of 2001? How can firms

continue to invest when profits are 6 percent lower in the first quarter of 2001 relative to the first quarter of 2000? Exuberance has given way to volatility and uncertainty. What is to stop the economy from teetering over the edge into recession?

It's not pleasant when policy mistakes are made in real economies. Real people lose their jobs and their homes. Good policy makers try to correct mistakes once they are realized.

This is one interpretation of the series of interest-rate reductions undertaken by the Fed this year. Other things being equal, they will buoy the economy by encouraging households to continue their normal spending patterns. Also, the terms on which financial firms lend should be relaxed as a result of the interest-rate cuts. This may be of particular help to small firms that depend more heavily on their relationships with banks.

Can fiscal policy help to bring the exuberance back? One would think that the recently passed \$1.3 trillion tax package would have some impact on the current state of the economy and its prospects for the future. By the time you read this essay, it is likely that you will have received a rebate check from the government of between \$300 and \$600. This represents the first segment of a tax package that is spread over 10 years.

What did you do with that rebate? Let me take a guess. You either (1) used it to pay down existing debt; (2) deposited it in your savings account; (3) spent it; or (4) did some combination of 1, 2, and 3.

Economic theory suggests that option (4) is more likely and that the actual fraction of the rebate spent depended upon whether you view the promise of tax relief as being permanent or temporary. If you thought tax relief is temporary, then you were likely to have spent less of it.

My prediction that the tax package will have a small (if any) impact on the current state of the economy is based on the belief that most of you spent only a fraction of the rebate on newly produced goods and services. Fiscal policy alone cannot bring back the exuberant spring of 2000.

AMBULANCE SERVICE: "A DIFFERENT PERSPECTIVE"

The insistent honk of the Ville's fire alarm is a sound as familiar on Swarthmore's campus as the bells of Clothier tower. Unlike the bells, however, the honking invariably ends with at least one student sprinting down Magill Walk toward the firehouse. These days, there are three fire engines, one ladder truck, and an ambulance parked there.

Since the Swarthmore Fire and Protective Association (SFPA) was founded in 1908, it has enjoyed a symbiotic relationship with the College. When there's a fire on campus, a crew is on the scene in minutes. In return, the SFPA relies heavily on Swarthmore student volunteers to cover emergency calls. Last academic year, 57 Swarthmore students were members—about 60 percent of SFPA's volunteers. When a kitchen fire started in Parrish Hall last year, an SFPA member living on that hall had it out before the fire department was even notified.

After the SFPA instituted an ambulance service in April 1999, emergency calls jumped from about 200 to nearly 800 a year, according to Captain Ed Kline. Swarthmore no longer has to rely on other municipalities for basic life-support service, but the SFPA is more dependent than ever on students—especially during business hours, when most nonstudent members are working. "We're not a small fire department anymore. We're very busy. The ambulance made a huge difference," says Kline, who runs SFPA's summer intern program. "We rely heavily on students to staff the ambulance year-round. We're required to have the ambulance out within a certain number of minutes. In order to do that, we need to ensure that qualified drivers and trained medical personnel are on call every hour, 365 days a year."

The SFPA has trained about 60 students as certified and experienced emergency medical technicians (EMTs) to run its ambulance. Many are premed, including the three who served as full-time EMTs for the borough's second summer of ambulance service. Terrence Seales '02 and Emily Ford

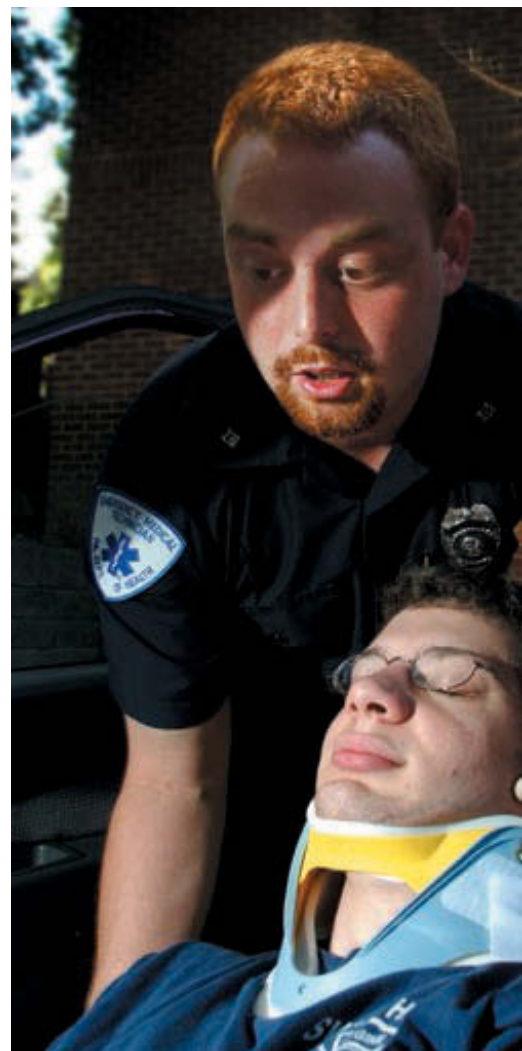
'04 received their EMT certification the year before—a qualification that requires 134 hours of training during the academic year. Both qualified for Summer of Service funding, begun as a pilot program last summer, which provides living expenses and a stipend of up to \$1,850 to offset the summer earnings requirement of financial aid.

Unlike the Swarthmore Foundation, a College-funded program that awards grants to students based on a service project of their own design, Summer of Service grant recipients must apply to a preapproved local organization, such as the SFPA or the Congreso de Latinos Unidos Latina Domestic Violence Program, a North Philadelphia organization that advocates for domestic violence victims. Currently, funds for the program are drawn from the Swarthmore Foundation, but the program will eventually be funded by its own \$2 million endowment. The Board of Managers will decide when to grant the endowment and make the program permanent.

Recently graduated Patrick Murray '01 didn't qualify for a Summer of Service grant but was able to spend the summer as an EMT thanks to Swarthmore Foundation funding. Like Ford, Murray has been a volunteer firefighter since high school.

Ford is 1 of 35 female student SFPA members. About half of the women volunteered to run the ambulance. "A lot of women don't think to join the firefighters," Murray says. Emily Ford is an exception to that rule—and proof that even a small, shy, and very young woman can make an effective firefighter and EMT. Ford grew up nearby and began volunteering with SFPA in high school. She is occasionally required to carry 25-pound packs and hoses that weigh as much as 100 pounds and once had to help a 300-pound man get down a ladder using an arm-brace technique. "He was pretty worried, but he got down," she says.

For some reason, Kline says, the fire department frequently attracts shy youngsters. "When students join, in most cases, you find somebody who's pretty timid but wants to do something for the community,"



Kline says. "By the time they leave, they're often crew chiefs. They're much more in control and open and able to deal with emergency situations. We've had college students who had to be incident commanders at fire scenes because of the manpower situation. It only takes a couple years for them to learn enough to do that, and they're really responsible people."

Seales admits that he was "very nervous" on his first calls—which included two car accidents in the rain. "I couldn't really do much at first, but after a few calls I've gotten much better, and I've learned to remain calm. In an emergency, if you're not calm, you're not going to help the situation. Learning to stay calm has really helped me deal with stress at school."

"Doing this really gives you a different perspective on the world," Ford adds. "Like when little things go wrong."

Murray nods: "Worse things happen in the world."



JIM GRAHAM

"DOING THIS REALLY GIVES YOU A DIFFERENT PERSPECTIVE ON THE WORLD," SAYS EMILY FORD. IN A TRAINING DRILL, FORD AND PATRICK MURRAY—BOTH EMTs—STRAP AMBULANCE DRIVER WILL ORTMAN '02 ONTO A GURNEY (ABOVE). ABOUT 60 PERCENT OF THE SFPA'S 95 VOLUNTEERS ARE SWARTHMORE STUDENTS.

Basically, Kline says, "We're turning children into people who take care of other people. The basic reason for the Summer of Service program is to provide College students something rewarding to do with their summers, something they can learn from. We provide that."

So, is being an EMT rewarding? Murray, Ford, and Seales nod earnestly. And is it fun to drive an ambulance with sirens blaring? Smiles turn to laughter as they exchange glances. "A lot of fun," Murray says.

—Cathleen McCarthy

ODE TO A DETERMINISTIC UNIVERSE

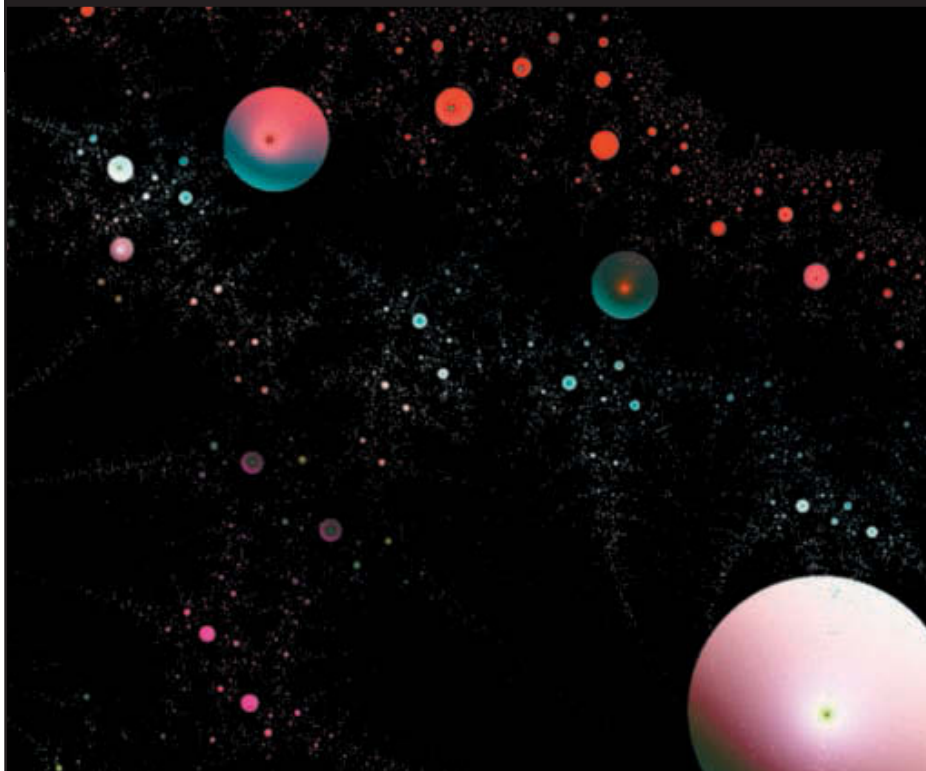
They say that if one knew enough physics and if one had the time to work it all out one could calculate the trajectory of every subatomic particle from now until eternity and thus determine the future.

Sometimes I hope that with a certain penstroke or turn of my head I set in motion—like the butterfly that beats its wings in Peking and causes a hurricane in the Carolinas—

The series of Newtonian collisions, particles into atoms into molecules around the world, the breeze that blows the storm that turns your face, the manipulation of momentum and gravity, the forces that will bring you to me.

—Andrew Stout '03

This poem was first published in the spring 2001 issue of Small Craft Warnings, Swarthmore's oldest literary magazine.



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**What does it
take to get into
Swarthmore?
This year, there are
385 answers to
that question, says
Jim Bock '90,
the College's new dean
of admissions
and financial aid.**

With his cleanshaven face, bright eyes, and glad-to-meet-you enthusiasm, you might peg Jim Bock as a 20-something grad student or minister-in-training. Yet Bock has had 15 years of experience in college admissions—first as a student worker and later, after graduating from Swarthmore in 1990, working his way up in his chosen profession. This summer, he got one of the best jobs in that profession when he became Swarthmore's new dean of admissions and financial aid.

In a sense, Bock's admissions experience goes back even further—to his sophomore year at McCallum High School in Austin, Texas, when he first started to wonder which college he might attend. For most college-bound kids, that's when the admissions game begins, at about 16—only it's not a game. As ambitious teenagers know, it's a serious competition that not only compares students to their peers but increasingly pits selective colleges and universities against each other.

At 33, Jim Bock is both a seasoned veteran and an eager novice in one of the top jobs in college admissions. After graduating from Swarthmore with a major in religion, he spent three years as assistant director of admissions at Connecticut College, then earned a master's degree in education at the University of Virginia before returning to Swarthmore in 1995. He was appointed director of admissions in 1998, taking over day-to-day management of the office, and, when Dean Robin Mamlet left unexpectedly last fall for Stanford University, Bock was named acting dean, successfully bringing in the Class of 2005 this spring.

He was an obvious candidate for the permanent job, and in June, after a national search for Mamlet's replacement, Bock was offered the position.

Bock's manner of speaking may be a mark of youthful energy, but when you listen to what he has to say about Swarthmore—and about college admissions in general—you know he's ready for his new job. Mamlet observed that Bock "knows the College well. His instincts, knowledge, and experience with admissions make him a great choice for the job."

Bock credits former Dean of Admissions Bob Barr '56 with interesting him in admissions work. "He was my unofficial adviser for four years, and I learned a great deal by being around the Admissions Office while he was dean."

Bock says he loves "being able to share with prospective students and their families what's special about Swarthmore and the liberal arts. But it's more than just telling our story and trying to get students to apply. As an alumnus, I think I have a good sense of who will do well here, and I try to communicate that. Too many students still choose a school based on its name or reputation. I want them to see that what we offer is different—and maybe just right for them."

If Bock sounds evangelical about Swarthmore, it's because he sees admissions as a kind of ministry—a career he briefly considered. These days his flock are the seekers who line up at the doors of higher education each year. Outwardly, they seek entrance to the school of

**JIM BOCK CONDUCTS
AN INFORMATION SESSION
FOR PROSPECTIVE STUDENTS AND
THEIR FAMILIES IN THE
SCOTT AMPHITHEATER. AN
ESTIMATED 3,000 HIGH SCHOOL
STUDENTS VISIT SWARTHMORE
EACH YEAR; MORE THAN HALF RECEIVE
ON-CAMPUS INTERVIEWS.**

The CHALLENGE Is to *Choose*

By Jeffrey Lott



STEVEN GOLDBLATT '87

SEPTEMBER 2001



JIM GRAHAM

their choice, but inwardly, says Bock, “though they may not even know it, they’re looking for something else. Our job is to show them what this place has to offer and to see if it fits their needs.”

In its worst sense, selective college admissions is a winner-take-all competition, especially at the top of the admissions food chain, where Swarthmore sits with a handful of other top-ranked institutions. You either get into the top school, or you don’t. But Bock refuses to see it in such Darwinian terms. If there is a loser, he says, it’s Swarthmore because there are so many more outstanding applicants than the College can accept. Bock takes it personally, counting up the losses during the long process: “Most of the students I meet won’t apply, most who apply won’t be admitted, and many of those who are admitted won’t come. Of those who end up at Swarthmore, I’ll get to know a couple dozen as students, but it’s those relationships—seeing the outcome of our work—that keeps me going. I get paid to talk about Swarthmore—who wouldn’t want that job?”

What does it take to get into Swarthmore? Because the process is so focused on the individual student, says Bock, there are as many answers as there are students who are admitted. There’s no formula or profile that will automatically place a prospective student in the freshman class. Bock is not trying to be intentionally vague—it’s a complicated process with lots of variables that are both objective and subjective, both dependent on the nature of the applicant and the needs of the College.

**“Too many students still
choose a school based
on its name or reputation.
I want them to see that what
we offer is different—
and maybe just right for them.”**

“Our admissions process is holistic,” Bock says. “Everything we do is designed to evaluate the whole person, not just a set of scores or grades. We try to get beyond the resumé and understand who each applicant is and how he or she might fit into the Swarthmore community.”

“Our goal is to bring in the most talented class of scholars—students who love to learn both inside and outside the classroom. We’re a first-rate academic institution, and the work here is serious; so we must have students who can do the work, but we’re also looking for people who can add value, who can give back to the College in a variety of ways. Much of the Swarthmore experience happens in

JIM BOCK '90 (*FOREGROUND*), WHO HAS SERVED AS DIRECTOR OF ADMISSIONS SINCE 1998, WAS APPOINTED DEAN OF ADMISSIONS AND FINANCIAL AID IN JUNE. WITH HIM ARE MEMBERS OF THE ADMISSIONS STAFF (*FRONT, LEFT TO RIGHT*) ASSOCIATE DEAN KENNON DICK, ASSOCIATE DEAN TRACY COLLINS MATTHEWS '89, DIRECTOR OF ADMISSIONS SHEILA BAISDEN, INFORMATION SPECIALIST DEBBIE THOMPSON, ADMISSIONS COUNSELOR SAM PROUTY '00, (*BACK, LEFT TO RIGHT*) ADMISSIONS COUNSELOR ALEXIS KINGHAM, ASSOCIATE DEAN SUSAN UNTEREKER, ASSISTANT DEAN MANUEL CARBALLO '98, AND ASSISTANT DEAN ELIZABETH GEIGER '96.

RIGHT: TWO OF THE NEW PUBLICATIONS USED TO RECRUIT STUDENTS TO THE COLLEGE. IF YOU WOULD LIKE A COPY TO GIVE TO A POTENTIAL SWARTHMORE STUDENT, WRITE TO THE ADMISSIONS OFFICE.

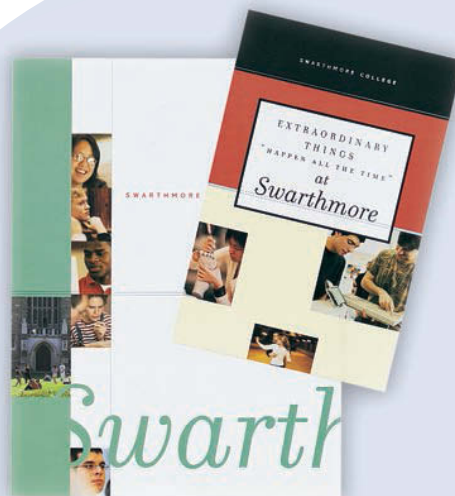
the classroom, but we also need students who can contribute through other activities—people who have a passion for what they do, no matter what it is.

“When we look at a prospective student, we think about the ‘whys’ versus the ‘whats.’ We want to know why you have a passion for academics, why you play the oboe, why you write for the newspaper, why you have committed yourself to soccer for 10 years. Being a top speaker at the Model U.N. is important to us if we can understand why a student has done this, what has motivated her.”

Bock is sympathetic to the high school student facing the admission process. “Most don’t know what they want or what questions to ask. American higher education offers a huge range of choices—it’s overwhelming, so where do you begin? A lot of kids get scared and follow the path of least resistance,” which often means following in a parent’s footsteps, attending a state university, or applying to only schools with national name recognition.

Explaining the idea of the liberal arts is particularly challenging, says Bock: “I hear students say wonderful things after visiting here—they feel the energy of Swarthmore; they love ideas. But some believe they will have more opportunities at a larger school or think they want a more career-oriented program. I tell them that their career possibilities are almost limitless with a liberal arts education—especially from Swarthmore.”

Lately, the competition isn’t just among students but among the colleges themselves. And Swarthmore’s strongest competition in admissions comes less from other liberal arts colleges than from well-known national universities. Bock names



Marketing Swarthmore

EVEN SELECTIVE SCHOOLS
MUST SEEK OUT STUDENTS.

Gone are the days when a thick course catalog with a few black-and-white photographs of the campus served as a college’s principal outreach to prospective students. Even the most sought-after colleges now use an array of marketing tools—direct mail, viewbooks, Web sites, and campus visits—to put their names and programs in front of the students they seek to enroll. Swarthmore is no exception.

Last year, using lists largely provided by the Educational Testing Service, the College mailed more than 60,000 “search pieces” to selected high school sophomores and juniors—eight-page flyers that briefly describe Swarthmore and encourage top students to seek more information. Admissions deans fanned out to high schools and college fairs all over the country—and world—bearing the same message.

Three thousand prospective students (often accompanied by overeager parents and bored siblings) visit the campus each year, attending group information sessions and taking campus tours conducted by student guides. Admissions deans and student “admissions fellows” (Swarthmore seniors hired by the Admissions Office—a program initiated by Jim Bock) interview more than 1,500 students each year. “The interview, though not required,” says Bock, “is still important to us, both to inform and evaluate. We try to accommodate as many interview requests as we can.”

About 28,000 “specs” who remain interested are sent an application and “viewbook” at the beginning of their senior year. From this pool, the College has received an average of 4,100 applications in each of the past five years.

This summer, Swarthmore rolled out a new viewbook—18 months in the making—to replace the 1995 version. The 56-page brochure describes through examples Swarthmore’s close student-faculty interactions, shows the campus in all its beauty, and provides pages of details about academic and extracurricular programs.

Many prospective students also use the World Wide Web to get information about the College. The Admissions Office maintains an extensive Web site, including a virtual campus tour, at <http://www.swarthmore.edu/Home/Admissions/index.html>.

Harvard, Yale, Princeton, Brown, and Stanford as schools that students most often attend if they decline Swarthmore's offer of admission. "We still have students who choose another liberal arts college, but the Ivies are the most popular option for our admits," says Bock. (For a definition of *admits*, see "How to Talk Like an Admissions Dean" below.)

But wait a minute— isn't selective Swarthmore choosing its students—not the other way around? Yes and no, says Bock, explaining that there are really two admission processes. The goal of both is to bring in a freshman class of 375 of the all-around best students in the world, but in this game, the ball changes court once the offer of admission is made. First, Swarthmore evaluates the applications it receives—3,530 last year—and chooses the students it would like to have. About 150 are offered early admission in the fall or winter; these are committed to Swarthmore, and almost all will matriculate. Of the remaining applicants, about 1 in 5 is offered admission in late March, giving the College an overall "admit rate" this year of about 25 percent of applicants.

At this point, the ball is in the other court. Many admitted students have also been offered admission to other schools, and the choice is theirs. Unless they have a clear first choice, most shop around, using the month of April to compare schools—and, increasingly, financial aid offers—during a round of campus visits.

For the bright high schooler, this complicated courtship starts early, resulting in a wave of mail from colleges during the junior year. Swarthmore sends more than 60,000 direct-mail "search" pieces each year, with many of the names supplied by the Educational Testing Service and other standardized testing organizations. About 30,000 application forms are distributed to high school seniors who have expressed interest in the College and to high school guidance counselors across the country. (See "Marketing Swarthmore," page 17.)

Each application ends up on the desk of one of eight assistant or associate deans responsible for the geographic region where the

**"Everything we do
is designed to evaluate
the whole person,
not just a set of scores
or grades."**

applicant attends school. In many cases, this dean is familiar with the high school, the counseling staff, and the community—and may even have met the student in person.

Every application is given at least two readings. When a decision is unclear, it is presented by the regional representative for discussion by the entire group of deans, who weigh a variety of factors. "Some schools use a rating system—assigning values to grades, test scores, and extracurriculars and then setting an arbitrary cutoff point," says Bock. "We don't reduce our applicants to numbers. As much as possible, we look at the individual."

One often-cited number, Scholastic Assessment Test (SAT) scores, is no exception. Bock calls them "useful when used appropriately," but scoffs at the idea that Swarthmore has a particular target or standard. "Sure, our median is high [1,450 for the Class of 2005]; it reflects the overall quality of our applicant pool. But we may accept students who are well below our median when we see that he or she is way above the average student in a school. These scores can mean different things in different schools, so we work hard to understand their context."

This year, more than half of all applicants with perfect 800 scores on their SAT verbals were not accepted. Just under half of those with 800 math scores were also not accepted. It's pretty clear that if SATs were the deciding factor, Swarthmore could admit a

How to TALK Like an Admissions Dean

Inkies: Inquiries. These come by phone, e-mail (known as Webbies), and in the mail on "inkie cards" that are included in Swarthmore mailings and handed out at college fairs or high school visits. The College received about 28,000 inkies and Webbies this year, each of which started an electronic file on a *spec*.

limited to those who have sent an inky. "Spec weekend" (more formally known as Admitted Students Weekend) is held in April so that admits can come check out the College.

Apps: Applications. Swarthmore received 3,530 completed applications for places in the Class of 2005. These consist of personal information, academic history, lists of interests and

Specs: From "prospective students." In a way, every college-bound high schooler is a potential spec, but the term is usually

activities, teacher recommendations, test scores, high school transcripts, and the all-important essays. Plus an application fee of \$60.

Legacies: Applicants whose relatives attended Swarthmore. Parents and siblings are of the greatest import to the Admissions Office, but there's room on the app for all the cousins, aunts, uncles, and grandparents. Although being a legacy provides almost no individual advantage in admissions, as a group, they are admitted at a slightly higher rate than applicants without a Swarthmore pedigree.

class with near-perfect scores. “You wouldn’t need us,” says Bock of his staff. “We could just plug in the numbers.”

Bock would rather spend his time reading the essays, probing the student’s personal history, and thinking about what he or she might bring to Swarthmore. As dean, he looks at every application before a final decision is made, reviewing a narrative evaluation placed inside the cover of the folder that records the evaluation of the regional dean and, in most cases, one other reader.

“The essays are the most interesting part of the folder,” he says. “They give real insight into the student. Not only is it a writing sample, but it can tell us a great deal about how a student thinks or where he or she is coming from.”

Swarthmore’s essay question has changed over the years, but it’s currently very open-ended: “Please write an essay that tells us more about you. You may want to write about people who have influenced you, situations that have shaped you, difficulties or conflicts with which you have struggled, goals and hopes you may have for the future, or something else you consider significant.”

Another important factor in admissions decisions is what Bock carefully calls “special talents and interests.” In some ways, this is a nod to the numerous pressures brought to bear on the Admissions Office from within the College. Some of these are academic, such as the ongoing need to provide students for critical programs such as engineering. The music program needs horn players; the chemists want students with a passion for molecules; theatre studies needs actors; and classics would like students who want to learn Latin and Greek. Without all these things—and many more—the liberal arts would be a hollow shell.

And then there’s athletics. Jim Bock had been acting dean for barely eight weeks when the Board of Managers decided last December to limit the number of athletes given preference in admission to between 10 and 15 percent of each entering class. Football, wrestling, and women’s badminton were dropped as varsity sports. The Board’s stated goal was to strengthen the College’s 21 remaining

intercollegiate sports by, among other measures, giving all of them the opportunity to recruit key players.

As an alumnus, Bock sympathized with his classmates and others who disagreed with the decision, yet he defended it in several public forums last winter and continues to think that it was right for the College. “It’s an equity issue,” he says. “If we’re going to have competitive intercollegiate teams, we have to support all of them. Before, we had ‘haves’ and ‘have nots’ among our teams, but this year, every coach had a voice.”

Recruited athletes must meet the same academic standards as everyone else, explains Bock, who goes on to say that “you can’t assume that because someone plays a sport well, that’s all they bring to the College. Only those students who can make it in all areas of College life are considered for admission; all of our students bring a wealth of talents to Swarthmore.”

Athletes, musicians, chemists, dancers, computer geeks, actors, poets, math whizzes, debate champs, budding doctors and politicians and journalists and social workers and entrepreneurs and professors—they’re all there in the brightly colored folders that crowd the drawers, desks, and briefcases of the admissions staff.

This is the diversity of students who pass through the exhaustive admissions process and enter Swarthmore each fall—and no individual student represents just one of these attributes. Although Bock believes in the vital importance of achieving diversity in the traditional sense—assuring that Swarthmore reflects the racial, ethnic, and socioeconomic diversity of America—he defines diversity more broadly:

“It doesn’t mean one thing. I see it as cultural, social, geographic, gender, learning style, language, individual talent and interest—the whole potential of a young person today. We’re looking to make Swarthmore look and feel like our society, filling it with people who can thrive here academically yet who bring many values and ideas to the campus. The love of learning comes first, but after that, the possibilities are limitless. The challenge is to choose.” ❧

Admits: Admitted students. For the Class of 2005, Swarthmore admitted 909 students (including 149 offered early admission), aiming to yield a class of 376. This ratio is the most important measure of a college’s selectivity. Swarthmore’s admit rate has been as low as 19 percent in recent years, leading, say some, to a lower number of apps as high school admissions counselors see reduced chances of admission for all but their best students.

Award: For students who have demonstrated need for College support (51 percent of the Class of 2005), a finan-

cial aid award accompanies the offer of admission. Typically, the award contains a Swarthmore scholarship, a campus job, and a loan. Swarthmore’s average award for aided students in this year’s entering class is \$23,965 toward a total for tuition, fees, room, board, and personal expenses of \$36,360.

Yield: The percentage of students who accept the offer of admission to a college—another, though less useful, measure of selectivity. Swarthmore’s yield has risen to just over 40 percent in recent years. Harvard’s is about 80 percent.

Metrics: The accent is on the second syllable. The number of students who show up for first-year orientation—not necessarily the same as yield. (See *melt*.)

Melt: From “summer melt,” the small number of students who accept Swarthmore’s offer of admission but later decide to go elsewhere—usually because they want to defer enrollment or were wait-listed and later admitted to another school.

Stunned Campus

Students, faculty, and staff express horror after terrorist attack.

By Andrea Hammer

On Tuesday morning, Sept. 11—a day now frozen in all of our memories—colleagues filtered into my office with the horrific news about the attacks on the Pentagon and the World Trade Center. With our minds reeling, we all stood together around radios in co-workers' offices and televisions set up in the Lang Performing Arts Center and Parrish Parlors. Students nearby were on the pay phones, frantically checking on parents' travel plans that morning, while others were openly weeping.

Many drifted through the hallways of Parrish, looking stunned, clearly unable to concentrate on anything but the emerging horror. To allow staff to join their loved ones, the College closed at noon for everyone except emergency staff. Professors and students made individual decisions about holding and attending classes. A continuous prayer vigil was held in Bond's common worship room, and walk-in counseling was available in the Admissions Office.

"We know there were students who had family in New York, and other students [were] concerned for them," Dean Bob Gross '62 told *The Phoenix*. He said that all of the deans are committed to counseling students during such emergencies. Gross saw several students throughout the day, each "trying to deal with the shock, the enormity of it all, trying to make sense of it." Confessing that he could only lend support, the College dean said, "I don't have any more answers than anybody else does."

On Tuesday evening, a Quaker-style Collection was held at the Friends Meetinghouse, allowing students and others to openly express their grief, thoughts, and concerns about the incident. "The students filled the room," said Pauline Allen, protestant adviser and a Quaker. "They have upheld me during the past few days," she added at a subsequent Collection for staff and administration.

From *The Cure at Troy*
by Seamus Heaney H'94

Human beings suffer,
They torture one another,
They get hurt and get hard.
No poem or play or song
Can fully right a wrong
Inflicted and endured.

The innocent in gaols
Beat on their bars together.
A hunger-striker's father
Stands in the graveyard dumb.
The police widow in veils
Faints at the funeral home.

History says, *Don't hope*
On this side of the grave.
But then, once in a lifetime
The longed-for tidal wave
Of justice can rise up,
And hope and history rhyme.

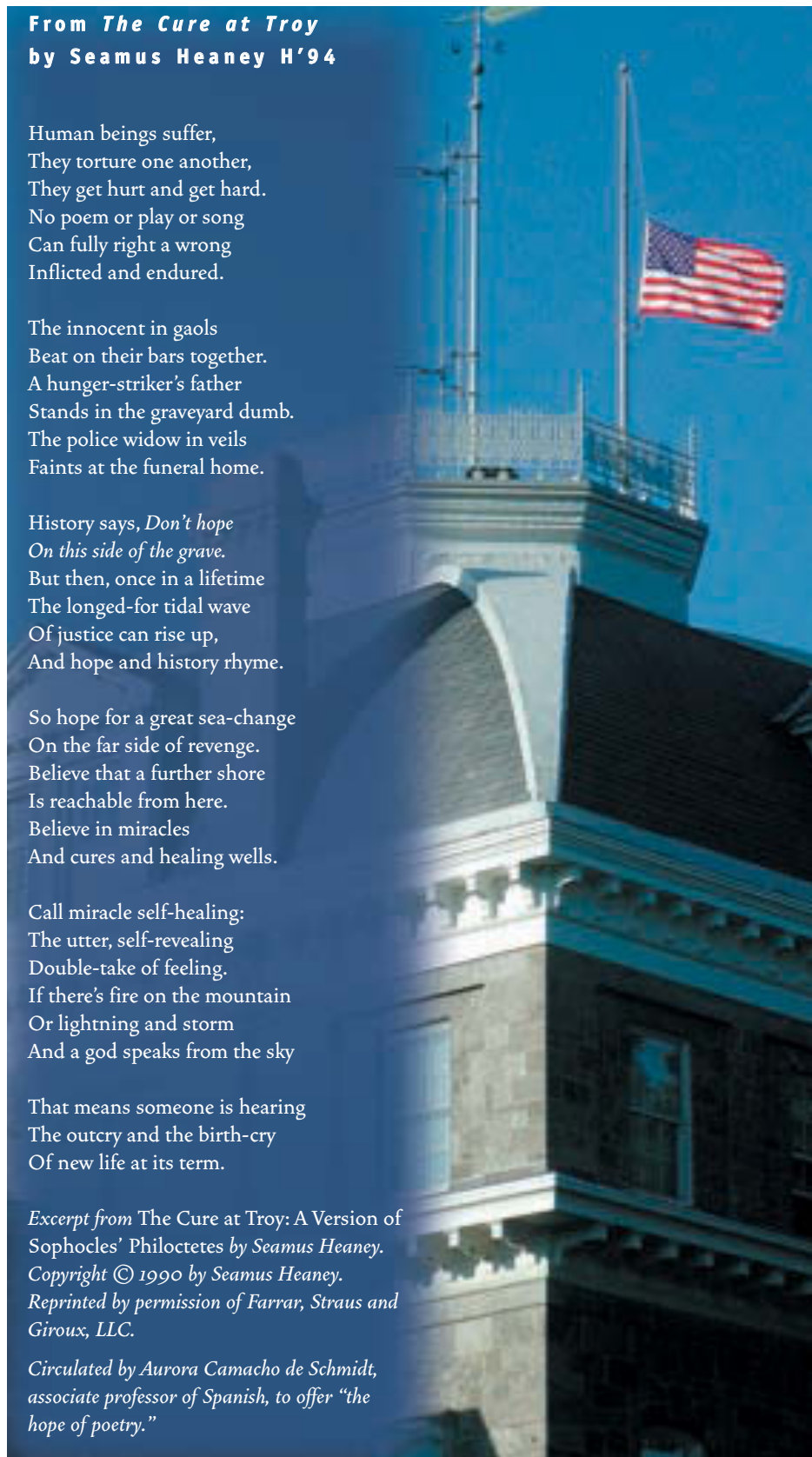
So hope for a great sea-change
On the far side of revenge.
Believe that a further shore
Is reachable from here.
Believe in miracles
And cures and healing wells.

Call miracle self-healing:
The utter, self-revealing
Double-take of feeling.
If there's fire on the mountain
Or lightning and storm
And a god speaks from the sky

That means someone is hearing
The outcry and the birth-cry
Of new life at its term.

Excerpt from The Cure at Troy: A Version of Sophocles' Philoctetes by Seamus Heaney. Copyright © 1990 by Seamus Heaney. Reprinted by permission of Farrar, Straus and Giroux, LLC.

Circulated by Aurora Camacho de Schmidt, associate professor of Spanish, to offer "the hope of poetry."



"This crisis cracks us open but is an opportunity for transformation. We invite you into this time to sink down and rest, to reflect on what matters most in your life," said Pauline Allen, a campus religious adviser and Quaker.

Students struggled to grasp the enormity of the situation. "I think the real terror is not in buildings collapsing or even in people dying," Jennifer Barefoot '05 told *The Phoenix*, "but in the hearts of every one of us ... the hatred and delusion that could cause someone to do this, the lust for vengeance it will produce."

Pari Deshpande '04 expressed a similar concern. "I think we all feel a new fear, a new monster under the bed," she said. "And unfortunately, this time we aren't dreaming."

During the Collection on Thursday for staff and administration, repeated concerns were expressed for students—particularly those from abroad. Registrar Martin Warner rose: "At lunch today, I learned about a multicultural student who was accosted and pushed by another who said: 'You so-and-so Arabs.' I'm worried about the way we will deal with this anger," Warner said, as the



AFTER HEARING THE NEWS IN HALLWAY CONVERSATIONS, STUDENTS, FACULTY, AND STAFF CONGREGATED WHEREVER TELEVISIONS WERE AVAILABLE. IN PARRISH PARLORS, DEAN OF THE COLLEGE BOB GROSS (TOP, CENTER) WATCHED AS THE DISASTER UNFOLDED. A LARGE-SCREEN TV WAS HURRIEDLY SET UP IN THE PEARSON-HALL THEATRE, WHERE PEOPLE SAT IN STUNNED SILENCE (ABOVE). PHONING HOME WAS A TOP PRIORITY (LEFT) AS STUDENTS AND THEIR FAMILIES REACHED OUT TO EACH OTHER, SEEKING ASSURANCE THAT LOVED ONES AND FRIENDS WERE SAFE.

possible ramifications on campus for foreign students began to register.

Raghu Karnad '05, who has lived in India all of his life, told *The Phoenix*: "I won't say the U.S. has been unsympathetic so far. But I do think the U.S. will be more sympathetic to countries like India, which experience acts of terrorism on a regular basis."

Andy Scarborough '04, from Bolivia, added: "If they can hit the U.S., and to this

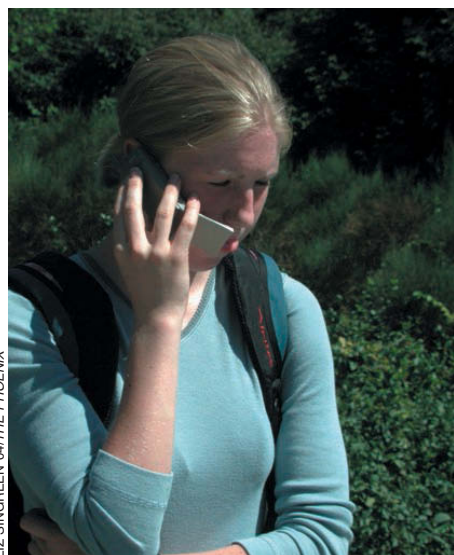


extent, that is very scary to the international community. If they can hit the Pentagon, where can't they hit?"

Firsthand accounts of the incidents from members of the College community in both Washington, D.C., and New York started to trickle into the College. President Alfred H. Bloom and his wife, Peggi, had been in New York with Vice President for College and Community Relations Maurice Eldridge '61 and Treasurer Sue Welsh, to meet with board member Jerry Kohlberg '46. "There was a gouge in the World Trade Center, with smoke pouring from the top. It was surreal because it was one of the most beautiful days," Bloom said. Thinking that a plane had hit the building by accident, they turned on the radio.

"Then I heard Peggi saying, 'Oh my God—another plane is going to hit,'" he said at Thursday's Collection for staff and administration. The president regretted not being able to attend the gathering for students and the general community on Tuesday evening; closed tunnels and bridges made a return to Swarthmore impossible. "We need to be part of a community that cares about each other—and others at a distance. We need to try to comprehend this for the future and draw strength from each other," said President Bloom.

He later described one alumnus who recently started working at Salomon Brothers and had lost his office in the



LIZ SINGREEN '04/THE PHOENIX

MICHAEL PASATOW '04/THE PHOENIX

MICHAEL PASATOW '04/THE PHOENIX

World Trade Center. "He came back to walk around campus," Bloom said. "He said there was nowhere he would rather be."

Faculty members also gathered to express their shock and horror. Carol Nackenoff, chair of the Political Science Department, told *The Phoenix*, "I think we've all recognized that terrorist attacks were going to be part of our future, but it's still staggering, the scope and the orchestration of this set of events." Ray Hopkins, professor of political science suggested that the attacks may have occurred to "release personal and widely shared feelings of hatred toward the United States and also to cause us to draw back from the world." Hopkins recommended examining the socioeconomic roots of this hatred to combat terrorism.

Patricia White, associate professor of English and film and media studies, was also in her downtown Manhattan apartment that morning. Watching smoke pouring from the World Trade Center before it collapsed, she said: "[It] is such a visual symbol of the city. As a New Yorker, the idea of it being gone is unbelievable."

By Thursday morning, Director of Psychological Services David Ramirez and his staff were starting to see more students. "The shock begins to wear off, and more feelings may emerge, such as sadness and anger," he told *The Phoenix*. "This delayed reaction is typical, as it often takes time to go from being shocked to having the emotional distress register." Concerned for those in the College community with small children, he also sent out a campuswide e-mail, offering guidelines on "What Children Need to Know in a Crisis Situation." He emphasized responding honestly and letting children know that "this is real"; "many people will be sad for a long time"; and "there are many questions adults cannot answer."

Ramirez also advised the community to expect many questions from children, including "Who will take care of me if my parents die?" and "Why did God let this

happen?" He told parents to also anticipate children experiencing fears of the dark, separation from family, and dying; regression to bed wetting, thumb sucking, whining, and not wanting to be alone; indifference and the desire that life continue as usual; clinginess; acting out; and hyperactivity.

To facilitate communication with each other—and provide news about survivors—

"I think we all feel a new fear, a new monster under the bed," said Pari Deshpande '04. "And unfortunately, this time we aren't dreaming."

Director of Alumni Relations Lisa Lee '81 contacted alumni who had provided the College with their e-mail addresses, encouraging them to post messages on an electronic bulletin board called the Swarthmore Online Community (see box). By the morning of Sept. 17, 95 messages had been sent to the discussion board. According to Lee, many notes included comments such as, "The following 12 people are fine."

The Records Department had also received an "overwhelming response," that morning, according to Ruth Krakower, director of alumni and gift records. "Many simply thanked us for making the message board available," she said.

In a message to the Publications Office, Barbara Haddad Ryan '59, former director of alumni relations at the College who is now director of affiliate and public relations at the Phi Beta Kappa Society in Washington, D.C., described the continuing eeriness just four days after the attack. "Things are still strange here; the Pentagon Metro stop, which I usually use, is still limited only to those with Department of Defense IDs," she said. "And the National Airport looks ghostly. I wish I hadn't seen the Pentagon burning—can't get rid of that nightmare. But this is trivial compared to the permanent living nightmares of so many thousands."

A memorial service on campus was in the planning stages, with the date still to be determined. Staff members were also making phone calls to the 30 alumni who worked in the World Trade Center and the 10 who were in the Pentagon. As of this writing, many alumni in these areas were reported to be safe; one was reported as missing, and another was listed as injured. But it was still too early to gather verified information, when a total of approximately



MARI VELEZ '04 EXPRESSED HER CONCERNS AT COLLECTION ON THE EVENING OF THE TERRORIST ATTACKS. THE FRIENDS MEETINGHOUSE WAS PACKED WITH STUDENTS AND COMMUNITY MEMBERS WHO GRIEVED AND RECITED POEMS.



On-line Support for Classmates and Friends

We encourage you to post updates on your own status and the status of your classmates and friends by joining Swarthmore's On-line Community. In response to the crisis, the Alumni Relations Office has set up a special on-line discussion forum called "Alumni Updates After Sept. 11." Through the On-line Community, many alumni have been able to use the on-line directory to find classmates or search for others who live in their hometowns.

This electronic link to the College also allows alumni to update their own contact information instantaneously and to set up a permanent e-mail forwarding address. To register, you will need the six-digit identification number that was sent to you last spring—the same number on this magazine's mailing label. You may also contact Ruth Krakower in the Alumni Records Office at rkrakow1@swarthmore.edu for further assistance.

Also, you may want to use a class listserv (www.swarthmore.edu/Home/Alumni/Online/-websites.html) as a way to stay in touch. If your class does not have a listserv and you would like to create one, please contact the Alumni Relations office at (610) 328-8402, or e-mail alumni@swarthmore.edu to set one up.

Several other faculty members such as Wagner-Pacifici; Steven Golub, professor of economics; and Frank Moscatelli, professor of physics and a native New Yorker, had already provided commentary in the *Philadelphia Inquirer*, the *Washington Post*, NPR, and salon.com.

Moscatelli thought that the "splendor [of the World Trade Center towers] was their undoing." Their mass and height made them attractive targets, he told the *Daily Gazette*, a student on-line newspaper. "Being from New York, I understand the desire to rebuild those towers," he added. "But we might consider for a moment the wisdom of reconstructing buildings that stick out as such clear targets and hold such destructive potential as well."

Both students and staff took active measures to join the relief effort. In Sharples, students raised more than \$900 to contribute to the Red Cross relief effort. Faculty and staff added more than \$3,700—for a total College donation of \$4,618. Tom

Krattenmaker, director of news and information, had contacted the Federal Emergency Management Agency and was waiting to receive his assignment to assist the digging-out efforts in New York.

On Sept. 20—in "solidarity with students across the nation," according to Director of Community Service Learning Pat James—the Swarthmore Progressive Action Committee planned an "open dialogue in response to the wave of violent, retaliatory sentiment that is sweeping the country." Along with campuses nationwide, those at Swarthmore were urged to gather from noon to 1 p.m. to reflect on the possibility of going to war. "Here at Swarthmore, we will be holding a rally and forum for dialogue in front of Parrish Hall, where faculty, students, and staff will have an opportunity to speak," James said.

As Rosh Hashanah and Yom Kippur approached, Rachel Kobrin, Jewish adviser, was coordinating carpooling efforts to local synagogues during the High Holy Days for students unable to return home because of travel limitations following the crisis. Wishing everyone "a sweet New Year," Kobrin joined others on campus providing spiritual support.

Pauline Allen, protestant adviser, offered those at the Friends Meeting solace during Collection. "I encourage us to stay aware of opportunities in our corners of the world to do our best.... Opportunities will come again. We can wait until the muddy water clears a little."

In the quiet meetinghouse stillness, agitated expressions on the faces of those present relaxed slightly. The comforting sounds of children playing and bells ringing on the quarter-hour signaled the regular patterns of campus life just outside the door.

"I would like to close with words of advice from an early Quaker minister," she said. "'Live up to the light that thou hast / and more will be given thee.'" ☾

The Bulletin thanks the editors and writers of the Sept. 13 issue of The Phoenix—including Matthew Fitting '05, Nicole Brunda '04, Jared Lenow '04, Lillie Dreameaux '04, and Amanda Schneider—as well as photographers Nathan Ashby-Kuhlman '02, Michael Pasahow '04, and Liz Singreen '04. This issue may be found online at www.sccs.swarthmore.edu/org/-phoenix/2001/2001-09-13/.

ALONE WITH HER THOUGHTS ABOUT THE FRAGILITY OF LIFE, A STUDENT WALKS ACROSS CAMPUS ON THE DAY OF THE ATTACKS.

5,000 people were still reported as missing in lower Manhattan. "We must hold these people in our hearts," said Dan West, vice president for alumni, development, and public relations.

Contacting recent graduates living in New York, we were relieved to find them safe. Andrea Juncos '01, who recently began working a few blocks from the World Trade Center, watched the billowing smoke as co-workers tried to grasp the unfolding events. "When we finally evacuated, I tried to get home on a bus. But we couldn't move for a long time, so I walked 80 blocks to get home," she said.

On campus, students requested that faculty put together a symposium to help the College community process and come to terms with this disaster. To address immediate needs, a small panel of faculty—including Scott Kugle from the Religion Department, Jeffrey Murer and Carol Nackenoff from the Political Science Department, Robin Wagner-Pacifici from the Sociology and Anthropology Department, Andrew Ward from the Psychology Department, and Craig Williamson from the English Department—planned to answer student's questions at a town hall meeting and open discussion on Sept. 20. The meeting, with the theme "Free Speech, Civil Liberties, and Security," was also intended to encourage students to "wrestle with the problems facing this society in the aftermath of last week's events," according to Murer.

h I G H S T A K E S F O R E D U C A T I O N

Can federally mandated testing improve learning in America's public schools?

By Marcia Ringel

As President George W. Bush's education reform proposals limped through Congress this year, their reliance on standardized tests to determine the fate of students, teachers, and schools has sparked a national education debate. From the classroom to the school district office to the Department of Education in Washington, D.C., federally mandated testing raises the stakes for kids—and a lot of questions for educators.

Although Bush lost the legislative battle to provide taxpayer-financed private school tuition for children in low-performing schools, he won the fight for expanded testing. Starting in the fall of 2004 (House bill) or 2005 (Senate bill), all public school students in grades three through eight will be tested annually. High school students will also be tested at least once in reading and math, and the Senate bill also requires testing in science. "Failing schools" will face penalties unless they improve.

Following national guidelines, states that don't have their own tests will be required to adopt them, continuing a trend that has been accelerating at the state and local level for years. And although nothing in the federal law says the tests should be used to evaluate individual students, that also may happen.

The Bush plan has garnered bipartisan political support, but many teachers, parents, and educational theorists have loudly protested the theory—for it remains a theory, with spotty success and much failure—that frequent mandatory testing will lead to improvements in public education. Federally mandated testing implies that results can be measured against national standards that are difficult to evaluate—or even agree upon—in America's highly decentralized educational system.

Increasingly, states have begun their own testing programs. Even in

states without testing, cities such as Philadelphia, New York, and Chicago have adopted their own systems in an effort to stop automatic social promotion. In Philadelphia, students are told that their scores on city-wide proficiency exams in English, math, and science will constitute one-sixth of their final grades. Alexandra Volin '96, who has taught high school English in Philadelphia's Parkway Program for four years, believes that such testing "ends up taking huge significance. It depresses the students, who stop believing that anything we do [in the classroom] really matters."

In any case, says Volin, "in our school and several others, we didn't get the scores in time to factor them in," even though the purpose is to align grades across the district. High-stakes testing, she believes, "is about making districts and schools fall into line. It's a political bludgeon."

For the classroom teacher, Volin says "the issue is about how much time is taken out of classroom time for these tests." She ticks off five instances over the course of the year when the school schedule was interrupted for testing, with makeup tests given three to five days later. Volin has learned that "it's not enough to close your classroom door and teach or to have a sense of how education 'should be' in America. You have to be committed to school- and school district-level activism, building relationships with peers and advocating for change."

One of her current projects is critiquing high-stakes testing in the Philadelphia district. With another teacher, she submitted a letter to the Board of Education and attended its meeting in May. The board requested a testing liaison to improve testing conditions at the school. A meeting with the district's chief academic officer was scheduled for mid-summer.

KEY: E-K

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69	= 1	= 2	= 3	= 4	=
70	= 1	= 2	= 3	= 4	=
71	= 1	= 2	= 3	= 4	=
72	= 1	= 2	= 3	= 4	=

• EXAMPLE: c 1 = c 2 = c 4 = c 5
• MAKE DARK MARKS
• ERASE COMPLETELY TO CHANGE
• MAKE NO STRAY MARKS

STUDENTS

KEY MARKING INSTRUCTIONS

KEY: Must mark this box on key sheet.
VERIFY: Prints correct response next to marked answers. If Verify is marked, a dash will print next to incorrect answers.
RESCORE: Rescores a previously scored test. Automatically prints correct responses.

INSTRUCTORS

	(T)	(F)	
51	c1	c2	c3 c4 c5
52	c1	c2	c3 c4 c5
53	c1	c2	c3 c4 c5



TIM ROSKE/AP

CRITICS FEAR THAT MANY CHILDREN WILL BE HELD BACK OR DENIED DIPLOMAS BECAUSE SCHOOLS HAVE FAILED TO TEACH THEM THE KNOWLEDGE AND SKILLS NEEDED TO PASS THE TESTS.

Contacting the "Real World"

Volin's concern is shared by Professor Eva Travers, director of Swarthmore's Program in Education, who has taught Urban Education at the College for more than 20 years. Many aspiring teachers have taken the course, which includes regular visits to schools in Philadelphia and Chester, Pa. Last spring, some 25 students participated. "In both districts, they saw the effects on students and teachers of spending two months preparing for standardized tests," Travers says. "For the last two or three years, many of the students' journal entries have reported overwhelming preparation for standardized tests, especially at the elementary school level.... The results for teaching and learning are, to say the least, disruptive."

One Urban Education student, Dan Consiglio '03, visited Alex Volin's 10th-grade classes in Philadelphia. "It was one of my few contacts with the real world," he laughs. Going on school visits "took me out of my college mode of thinking." At Parkway, he enjoyed noting the different ways in which the two almost entirely African-American classes responded to the same lesson plan

as they read Alice Walker's novel *The Color Purple*. Conversations with Volin at day's end centered on issues such as making curriculum choices and dealing with disciplinary problems.

Back at Swarthmore, regular class discussions give Travers' students a good idea of what their classmates have experienced and provide examples of "what we read about for class," Consiglio says.

One of Consiglio's most vivid Parkway observations—which he recorded in his journal and summarized in a final paper—concerned a standardized math test for which calculators were to be provided. At test time, many of the needed calculators remained locked in a cabinet for which no one had brought a key. The students had to start late and complete the exam the next day. "As 'standardized' as these tests are supposed to be," he observed, "it depends on which school you're in. When I took standardized math tests in my own school, all the students were provided with calculators."

The no-calculator incident, with its "completely nonstandard" time frame,

ABOVE: IN MAY, PARENTS, STUDENTS, AND TEACHERS MARCHED IN ALBANY, N.Y., CALLING FOR A STATEWIDE BOYCOTT OF ELEMENTARY SCHOOL ASSESSMENT TESTS AND HIGH SCHOOL REGENTS TESTS REQUIRED FOR GRADUATION.



STEVEN GOLDBLATT '87

strikes Alex Volin as a prime example of “irregularities in the way tests are administered.” The students were also “understandably confused” when presented with tests labeled “Algebra I” when they had taken “interactive math,” which combines problem solving in algebra, geometry, and trigonometry. Their math teacher had not been given enough information to gear her teaching to the test even if she had wanted to. “They failed in droves,” Volin says.

Will Testing Improve Learning?

The term *high-stakes testing* has no absolute definition, but here, it refers to standardized tests whose results are used to determine a student’s promotion from one grade to the next and/or graduation from school. Test results that are used to reward or punish schools or teachers reflect a similar concept: accountability.

It has long been assumed that teachers like Alex Volin know best which students are ready to be promoted or graduated. Only the teacher sees a continuum of student performance and motivation throughout the

“STUDIES SHOW THAT RETENTION IN GRADE IS BAD FOR THE KIDS WHO ARE RETAINED. RETENTION IS A SILENT THREAT, LIKE HIGH BLOOD PRESSURE.”

school year. Yet because teacher evaluations can be subjective and variable, some believe that standardized tests alone should decide which pupil should attend summer school, be held back a grade, or be refused a diploma. Critics of testing argue that such standards apply a near-robotic concept to student evaluation and represent a loss of faith in the individual teacher—long the foundation of education.

In attempts to improve schools swiftly (and, some say, cheaply), politicians ranging from President Bush to local boards of education have seized upon standardized tests

PROFESSOR OF EDUCATION EVA TRAVERS (RIGHT) AND DAN CONSIGLIO '03 DISCUSS HIS URBAN EDUCATION JOURNAL. “MANY OF THE STUDENTS’ JOURNAL ENTRIES HAVE REPORTED OVERWHELMING PREPARATION FOR STANDARDIZED TESTS, ESPECIALLY AT THE ELEMENTARY LEVEL,” SAYS TRAVERS. “THE RESULTS FOR TEACHING AND LEARNING ARE, TO SAY THE LEAST, DISRUPTIVE.”

that allow comparisons among students, teachers, schools, and school districts.

“Increasingly, political leaders make the granting of more funding for education contingent on evidence that students are actually learning more, often as measured by standardized tests,” explains Jay Heubert '73, associate professor of education at Teachers College—Columbia University and adjunct professor of law at Columbia Law School. “Some people see tests as a quick fix for low achievement,” Heubert points out, “in part because scores typically go up in the first few years after new tests are introduced. But in themselves, tests don’t improve learning any more than a thermometer reduces fever; they’re just gauges.

JAY HEUBERT '73:

AT THE CROSSROADS OF EDUCATION, LAW, AND CIVIL RIGHTS



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Jay Heubert's interest in high-stakes testing grew out of long-standing concerns about issues of civil rights and education.

After Swarthmore, where he majored in psychology, Heubert taught English at a recently desegregated high school in rural North Carolina. For the next three years, he worked in the School District of Philadelphia, focusing on school desegregation and sex discrimination during a period when the city was not. After trying unsuccessfully to find a teaching job, Heubert decided to apply to law school and to obtain further training in education. He earned a J.D. and Ed.D. at Harvard, spending summers at the NAACP Legal Defense Fund and the U.S. Office for Civil Rights. His dissertation explored the potential of graduation testing for racial discrimination.

In the closing days of the Carter administration, Heubert accepted a job as trial attorney in the Civil Rights Division of the U.S. Department of Justice. There he litigated cases involving racial discrimination in education, some of which involved improper use of tests. Some states started requiring teachers to pass standardized tests only after the U.S. Supreme Court had ruled that school districts had to assign black teachers to classrooms serving white students. At the same time, test scores and the black-white test score gap helped to measure the continuing effects of segregated, inferior education for blacks.

In 1985, he joined the faculty of the Harvard Graduate School of Education and became an adjunct professor at Harvard Law School. He mostly taught courses on school law for education students and law students. He remained at Harvard until 1998 except for a stint, while on leave, as chief counsel to the Pennsylvania Department of Education, where teacher and student testing were controversial issues.

In 1997 to 1998, Heubert worked on the study that became *High Stakes: Testing for Tracking, Promotion, and Graduation* (National Academy Press, 1998). He is a member of the National Research Council's Committee on Educational Excellence

"THE KEY IS TO USE INFORMATION FROM TESTS AND OTHER SOURCES IN WAYS THAT LEAD TO IMPROVED TEACHING AND LEARNING," SAYS JAY HEUBERT, SHOWN HERE WITH A CLASS AT COLUMBIA'S TEACHERS COLLEGE. HEUBERT WAS STUDY DIRECTOR AND CO-EDITOR OF A RECENT REPORT ON TESTING COMMISSIONED BY CONGRESS.

and Testing Equity, co-chaired by Ulric Neisser.

In May 2000, the Carnegie Corporation of New York named Heubert a Carnegie Scholar, 1 of 12 nationally and 2 in education. With the accompanying fellowship for 2001 to 2002, Heubert will analyze existing empirical research on how graduation and promotion tests affect the learning and life chances of students, particularly minority children, English-language learners, and students with disabilities. "A lot of the testing debate is longer on rhetoric than on evidence," Heubert says. "I hope the study will help clarify what we know and what we still need to find out to assess the effects of high-stakes testing on student learning and persistence.

"In education law," he notes, "what is 'legal' increasingly depends upon what is 'educationally necessary.' In many areas, legal norms are converging with educational judgments. When this is the case, lawyers, policy makers, educators, and researchers must work together effectively." Addressing discrimination and inequality in education, he says, demands "a combination of the powerful safeguards and leverage of law with insights from education research, policy, and practice."

Last spring, Heubert served as external examiner for two students in Eva Travers' Honors seminar on education policy. And in June, the Harvard Graduate School of Education awarded Heubert its annual Alumni Council Award for Outstanding Contribution to Education. The inscription reads, in part: "Heubert's investigations into the equity and efficacy of high-stakes testing underline his fierce dedication to improving academic achievement for all."

—M.R.

"The key is to use information from tests and other sources in ways that lead to improved teaching and learning," Heubert continues. "Such improvements require training, time, and resources—and they rarely happen within an election cycle."

Most educators' preferred remedies for poor student performance include long-term efforts such as instituting smaller classes, paying teachers more, improving physical facilities, supplying better instructional materials, and attracting experienced teachers to low-performing schools. Standardized testing is only one component of the education reform movement, and ironically, it is overtaking K–12 education at the same time that some higher-education decision makers are de-emphasizing standardized tests such as the SAT as admissions tools.

Given the debate over high-stakes testing and its potential consequences for students, Congress asked the National Academy of Sciences to conduct a study on appropriate, nondiscriminatory use of tests for student tracking, promotion, and graduation. Heubert served as study director and co-editor of the resulting report. Published in 1998 as *High Stakes: Testing for Tracking, Promotion, and Graduation*, the report (www.nap.edu/books/0309062802/html) has influenced national and state debates over promotion and graduation testing. For example, the U.S. Department of Education's Office for Civil Rights drew heavily on the report in its December 2000 resource guide on high-stakes testing, as did U.S. Senator Paul Wellstone (D-Minn.) in his proposed federal legislation on appropriate use of high-stakes tests.

An End to Social Promotion?

Since 1999, the number of states requiring graduation tests has increased slightly, from about 18 to 20, but promotion testing is another matter. In response to concerns about "social promotion"—promoting low-achieving students so they can remain with their age peers—states and school districts are increasingly requiring students to pass tests as a condition of being promoted to the next grade.

The argument for ending social promotion, which has been expressed by both presidents Bill Clinton and George W. Bush, is based, in part, on the assumption

1 F THE MOST DEMANDING
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40 PERCENT FOR ALL
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80 PERCENT AMONG
MINORITY, IMMIGRANT,
AND DISABLED STUDENTS."

that most schools retain very few students. Research for *High Stakes*, however, found that as of 1996, even before the latest debates over social promotion had started, retention rates were fairly high nationwide, with big differences by gender and race.

"By ages 15 to 17," Heubert says, "about 20 percent of all girls are at least a year behind most students of their age compared with about 50 percent of black and Latino boys."

Despite these statistics, the growth of promotion testing is a real problem, according to Heubert. After reviewing decades of research, the *High Stakes* authors found that low-performing students who are promoted to the next grade "actually do better academically, socially, and in terms of dropout rates than similar students who must repeat a grade. The strongest predictor of who drops out is who is retained or 'held back,'" Heubert says. "Dozens of studies and meta-analyses over 20 years show that retention in grade is bad for the kids who are retained."

Heubert notes, however, that the serious consequences of retention are often not apparent until years later because many children are too young to drop out when they are first held back. "In this sense," he says, "retention is a silent threat, like high blood pressure." As a result, the rapid growth of promotion testing, especially in large cities, is likely to create an increasingly large class of students—disproportionately consisting of minority students, immigrant children, students with disabilities, and disadvantaged students—who are at increased

risk of dropping out because they were held back once or more.

Proponents of standards-based reform and high-stakes testing point out that these student groups are most often educated poorly and would, therefore, have the most to gain if all schools, teachers, and students were held to high standards of teaching and learning. Critics fear that large numbers of such children will disproportionately be retained in grade or denied high school diplomas because their schools have failed to expose them to the knowledge and skills needed to pass the tests.

A second National Academy of Sciences report, slated for publication in the fall by the Committee on Educational Excellence and Testing Equity, "will stress that dropping out of school is a process that starts early," says eminent psychologist Ulric Neisser M'53/H'98, professor of psychology at Cornell University and one of the scholars who signed off on the report. "Overall," he adds, "we don't yet know whether high-stakes testing will increase the dropout rate. We don't have good data yet, and the tests are too new."

The best solution, according to *High Stakes*, is early intervention: identifying and addressing problems of low achievement before students take promotion tests.

Another idea behind testing on a national level is that results from California could be compared with those from Texas or New Hampshire. Now, says Eva Travers, "every state does it differently." Yet because states that don't already test will have to design or purchase their own instruments—and because the federal government has no mechanism for creating tests—there is no guarantee that results will be consistent or comparable.

"High-stakes testing has a bad name because many districts buy off-the-shelf tests that have no relation to what they are teaching," says Neisser. "But politicians like these tests because they are inexpensive. It's expensive to hire more teachers and improve school buildings."

There are other problems, too, such as fraud. Because teachers are held accountable for their students' test results, Travers says, some cheat by giving students practice in the test questions ahead of time. To keep scores high, some teachers ask low-performing kids to stay home on the day of a test.



STUDENTS

INSTRUCTORS

KEY MARKING INSTRUCTIONS

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SUBJECT _____

SEPTEMBER 2001

Teaching to the Test

The perceived need to spend a great deal of class time on test preparation frustrates many educators. Yet, as Heubert points out, “‘Teaching to the test’ is not an undesirable, unforeseen side effect” of high-stakes testing. States adopt achievement standards and tests precisely so that teachers *will* focus more on the knowledge and skills that the tests measure. Whether this is a problem depends partly on how good the tests are and partly on how well the students were being taught before.

Not all standardized tests are unsatisfactory, agrees Eva Travers. Some, such as those requiring writing samples, “provide more authentic assessments than do those with multiple-choice answers,” she says.

The way in which the results are used makes a critical difference. Hard work and plenty of communication and cooperation are extremely important. Among the strongest recommendations in *High Stakes* is that “accountability for educational outcomes should be a shared responsibility of states, school districts, public officials, educators, parents, and students. High standards cannot be established and maintained merely by imposing them on students.”

But quality costs money. “Additional financing and resources are prerequisites for using high-stakes testing to evaluate students for promotion from grade to grade or for graduation, to evaluate teachers, or to evaluate whole schools,” Travers says. “High-stakes testing presumes that you can

bring the bottom up, but it’s ludicrous if you don’t provide resources and support.”

Many believe class size makes a profound difference in performance. “Experiments show that the student-teacher ratio matters,” Neisser says, “especially for blacks.”

In December 2000, Congress appropriated \$1.6 billion for the 2001–2002 school year for the federal Class-Size Reduction Program. All states are receiving federal funds to recruit, hire, and train new teachers, especially in grades K–3. Since the early 1980s, at least 20 states have begun their own class-size reduction efforts, according to an article in *Education Week* (June 27). But professional development and other strategies might be more beneficial than hiring legions of underqualified teachers solely to decrease class size, the article notes.

“It would also be helpful to have ways of ensuring that high-stakes tests are used properly,” Heubert points out. Unfortunately, as concluded, the current mechanisms—professional discipline and legal enforcement—remain inadequate. The testing profession has no procedures for monitoring test use or reviewing complaints; courts have few specific standards to enforce.

The Future of Testing

Travers believes that high-stakes testing “will continue because of public and political pressure for accountability until it’s obvious that the process is failing.” For a cautionary tale, one might look to Virginia, where 80 percent of students failed one part

of graduation tests implemented several years ago. Heubert reports that if the most demanding state graduation tests were used to deny diplomas today, failure rates would be about 40 percent for all children and 75 to 80 percent among minority, immigrant, and disabled students.

Some states that have favored high-stakes testing are modifying their requirements. In June, North Carolina chose to reduce testing time in favor of instructional time. Arizona has decided to temporarily delay the date by which students must pass the state exam to receive a diploma. Wisconsin has decided to use grades and test scores (rather than test scores alone) to determine which students will receive diplomas. New York has created a waiver, allowing students with disabilities to receive local high school diplomas even if they don’t pass the more rigorous state Regents’ exams.

Neisser thinks that “we have to educate politicians and the electorate about the difference between doing things right and doing them fast. It will take some time, and it will not be easy, but it’s not hopeless.”

Heubert concludes: “The bottom line is that these tests should be used to leverage improved learning and to give teachers and students the help they need so they can succeed. The danger is that the tests may be used to punish kids for not knowing what we’ve never taught them.”

Marcia Ringel is a writer and editor in Ridge-wood, N.J.

Virtual Church of the Blind



THE COURAGE TO BE
RIDICULOUS BEFORE GOD

WWW.DOGCHURCH.ORG

Chihuahua

THE SITE

In 1987, John Futterman '77 returned to Christianity after 20 years of atheism. That same year, he also took a job designing nuclear weapons.

Futterman, who was hired as a nuclear design physicist at Lawrence Livermore National Laboratories in California, had wrangled with the morality of nuclear weapons before he rediscovered Christianity. But the apparent hypocrisy of designing weapons of mass destruction and upholding the sixth commandment made his thoughts more urgent. He began keeping journals, writing essays on nuclear weapons, Christianity, and the intricate tango the two dance, as well as the intersection of science and religion.

The essays became a book—first titled *The Bomb and The Cross*, then *Man Bites Dogma*—explaining how the two pursuits could morally coexist in one man. But it did not fare well at the publishing houses. The

book, cobbled together from his journals, was too eclectic. He soon realized it wasn't going to be published.

Yet Futterman suspected that there was an audience for the intelligent application of Christian thought to the realities of modern life. His tolerant brand of Christianity, he thought, might appeal to those looking for an alternative to the "canned theology" dispensed at most churches.

So in 1996, he built his own church.

His is no small-scale operation. Each month, Futterman ministers to around 4,500 people. His church has a chapel, a pulpit, a school, even a graveyard.

It also exists only as ones and zeros.

That is to say, John Futterman's Virtual Church of the Blind Chihuahua has no physical existence, unless you count the single magnetic disk that contains the HTML code* for the Web pages found at www.dogchurch.org.

Futterman is one of the still-growing legion of amateurs who fuel so much of the interesting content of the World Wide Web. Rarely paid for the time they invest in their sites, these amateurs do what they do—and they do just about everything—solely for the love of doing it. From virtual churches to Napster, much of what makes you think, laugh, or flinch on the Internet is the creation of an amateur.

It's no surprise, then, that Swarthmoreans, especially recent graduates, have taken to the Web. For Futterman, his virtual church allows him to "try to get folks from very different backgrounds to engage in reasonable dialogue. I'm trying to point toward

* HTML, "hypertext markup language," is the principal programming tool for the Web. The term hypertext was coined in the 1960s by Ted Nelson '59. See "Searching for Xanadu" in the December 1998 Bulletin.



JOHN FUTTERMAN, CREATOR OF THE VIRTUAL CHURCH OF THE BLIND CHIHUAHUA, DOESN'T ACTUALLY HAVE A CHIHUAHUA. HIS DOG, PONGO, IS A GERMAN SHORT-HAIR.

Swarthmoreans use the World Wide Web to express their ideas and identities.

a s Self

By Justin Kane '02

alternative ways to be, ways of living with the contradictions of being human."

Although he sells T-shirts and coffee mugs emblazoned with the Blind Chihuahua to help cover site expenses, it is Futterman's passion to "take over the world for basic virtues" that he says drives him.

Futterman's Web site offers some of his answers to the questions and challenges that confront virtue in modern times, including how he reconciles Christianity and nuclear weapons. Alongside his own views, however, Futterman also presents counterpoints to his arguments written by other contributors to his site.

"I want to provoke thought. If people themselves say what they need to hear, then they have to confront that," Futterman says. "I want people to come up with their own answers; those are the ones that are important."

If his devotion to his virtual church

seems religious, it should come as no surprise. The amateur ethos has always included sharing one's pursuits and passions with others. Indeed, the Web itself often inspires such religious fervor.

Nowhere is that fervor better embodied than in Justin Hall '98. As one of the pioneers of the personal home page, Hall merged his personal life with the Web at www.links.net beginning in 1994. The result has been more than 2,100 interconnected, hand-coded Web pages that hold nothing back, often stripping away layers of self-censorship to reveal Hall's mind at work.

Documenting his life passionately, Hall, who now lives in Oakland, Calif., has filled his pages with stories, links, ramblings, poems, and pictures. He took time off from Swarthmore later in 1994 to work at HotWired, the on-line extension of *Wired* magazine, and was often cast—both at the

College and on the Net—as a "Web guru," the strange, dreadlocked missionary of the "Internet tribe," as one Swarthmore professor termed Hall's peer group.

For Hall, who has since shorn his locks, the Web is the "most natural and fantastic means by which to share your thoughts." Its immediacy, its nonlinearity, and its capacity to cross boundaries and allow readers to respond captivated Hall, and his site rapidly became one of the most visited sites of the Web's salad days.

Hall wasn't alone, though. The appeal of the new medium attracted a number of other Swarthmore students, including Ethan Holland '98 and Dominic Sagolla '96.

Holland, who now manages the Burpee Plant & Seed Web site (www.Burpee.com) and plays drums in two bands in Philadelphia, was first introduced to the potential of the Internet through Gopher, an early file-



VARIOUSLY DESCRIBED AS A “WEB GURU,” “WEB EVANGELIST,” AND MEMBER OF THE “INTERNET TRIBE,” JUSTIN HALL CREATED ONE OF THE MOST VISITED SITES ON THE WEB. THOUGH HE NO LONGER TOUTS THE WEB AS A SOCIAL PANACEA, HE HAS TURNED HIS PASSION INTO A PROFESSION.

sharing protocol. “In 1993, Pat Donaghy ’99, then a freshman on my hall in Willetts, used Gopher to pull out all sorts of crazy stuff from the Internet—pictures, stories, sound clips, whatever we could find.” Sagolla also got hooked on the Internet through Gopher and FTP (File Transfer Protocol), through which he maintained a fileserver to share interesting software and sound clips with other students.

When Mosaic 0.9, one of the first graphical Web browsers, was introduced in 1994, what once required substantial technical know-how to produce became significantly easier. But there wasn’t much out there.

“In 1994, I surfed the entire Web in a weekend,” Sagolla says in an e-mail interview from San Francisco, where he works as

“In 1994, it felt like the Web was quietly sleeping,” says Justin Hall. “Now it’s teeming, it’s rich, it’s throbbing.... On a day-to-day basis, I feel like my navel is hooked up to this giant tub of warm liquid information, and it makes me feel alive and powerful.”

a freelance Web developer. “Then Justin wrote an HTML page, and it seemed like you could always get there within three or four clicks.”

Sagolla and Holland were quick to follow. Sagolla wrote a simple page to “share sounds and stories with folks at

other colleges.” Shortly thereafter, he became fascinated by the Web’s capacity for rapid feedback, an attribute he knew to be useful for writers and academicians. The fascination led him to publish *The Phoenix* online and to help maintain the first “virtual tour” of the College.

Today, Sagolla’s current personal site, www.dom.net, is an evolving project focusing on music, creative storytelling, and education. Much of his site builds on his experiences with Harvard’s Graduate School of Education and as a Web developer for the MIT Media Lab’s Future of Learning group (<http://learning.media.mit.edu>).

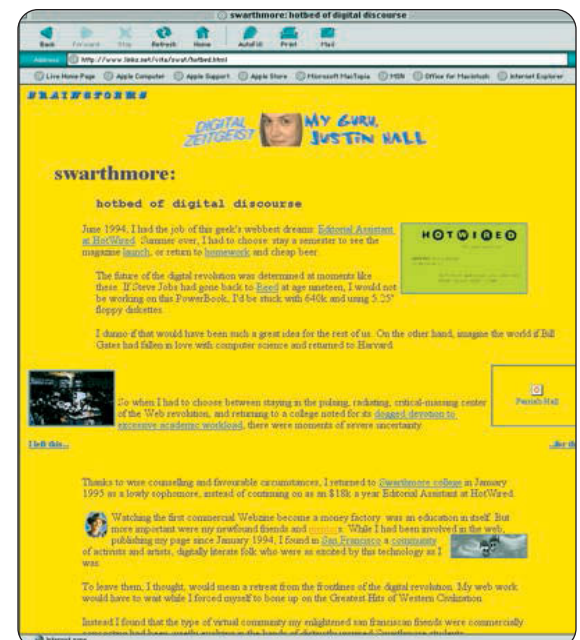
“The power and potential of the Web for teachers, learners, and school systems has yet to be realized,” Sagolla says. Among other things, he says, the Web can “bring students together within schools” and “change the role of the teacher.”

Holland’s site, [com, provided him an education in the power and the pitfalls of the Web itself. “Minimalistic” at first, the site ballooned as Holland grew more captivated by his initial Web publishing experiences.](http://www.ethanb-</p>
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“I was addicted in the beginning,” Holland says. “I kept a daily journal, I wrote essays on everything I could, I reviewed every movie I saw. It was just a release for me.”

Holland’s movie reviews and essays became popular, even making their way onto the syllabus of a film class at the University of Richmond. Holland enjoyed reading e-mail from Web surfers inspired to action by his stories—in particular, his tale of taking a semester off to go to Vail, Colo., without a job or any money.

But as the Web grew, its downsides became more obvious to Holland. Its imme-



diacy constantly demanded his time and attention, and always being within reach exposed him more fully than he liked.

"When Justin was around, he made it seem so gung-ho, like his way was normal. His enthusiasm was contagious," Holland says. "But as the Web became more popular, it became obvious to me that you're either going to be the craziest and most popular, or you're not."

As more people visited his site, Holland began to feel self-conscious about it—"like I was branding myself"—and eventually decided to take down almost all of the written personal content. "I didn't want to interact personally with people anymore through the Web site," he says.

LIKE JUSTIN HALL, ETHAN HOLLAND (BELOW) PUT HIS WHOLE LIFE ON THE INTERNET. NOW HIS SITE IS MORE FOCUSED ON MUSIC, CHRONICLING THE MANY BANDS IN WHICH HE HAS PLAYED, INCLUDING DR. BOOTY, WHICH ENTERTAINED SWARTHMORE STUDENTS IN THE LATE 1990s.

Now Holland's site primarily features the bands he has played in, both at the College and since graduating. Although he no longer shares the details of his personal life with the public, the Web, he says, has been an excellent way to share his music.

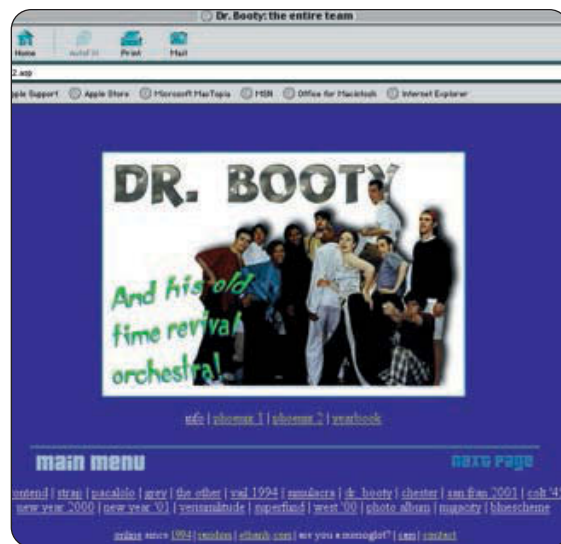
Hall sees the growth of the Web differently. "In 1994, it felt like the Web was quietly sleeping," he says. "Now it's teeming, it's rich, it's throbbing.... On a day-to-day basis, I feel like my navel is hooked up to this giant tub of warm liquid information, and it makes me feel alive and powerful."

"Justin is able to be so enthusiastic and honest about everything," Holland says. "He's like an evangelist about the Web."

But when asked if he considered himself a Web evangelist, Hall launched into a careful dissection of the term.

"Evangelist? I picture someone like Elmer Gantry, someone who pushes ideas for his ego rather than for the ideas themselves," Hall says. "That's not a nuanced view. I just feel so wonderful about the Web that I want to share it."

But, he adds, "I think I was a Web evangelist, especially in '96." Seconds later, he bursts into an over-the-top, tongue-in-cheek impression of himself as Elmer Gantry, hyping the Web tent-revival style. Laughing, he settles back down and says, "I love the Web. Maybe if it was Jesus that I loved, I could have shared my love forever. But the thing I could share was



wrapped up with AOL and Netscape and Microsoft and the Department of Justice and so many other issues—I could no longer look myself in the eye and believe that the Web was a solution to an enormous number of problems."

Hall's recent unwillingness to push the Web as a societal panacea hasn't diminished the enthusiasm with which he approaches the Web in his own life. A professional amateur of sorts, Hall turned his passion into his profession. With big business's embrace of the Internet, he says, "These days I wear a suit and tie and fly business class to Tokyo and give speeches in Sweden and write strategy documents for corporate leaders. In some ways, I've been embraced by capitalism, and the payments from that capitalism fuel my personal explorations," which he continues to detail on-line.

Despite the recent implosion of the dot-com boom, Hall has no plans to stop publishing on the Web. "I haven't let the fact that I can't make a lot of money doing this stand in my way," Hall says. "I'd like to hope that I could do what I do and eventually get paid directly for it."

Indeed, the self-determination the Web has offered individuals is perhaps its most thrilling (and ego-feeding) aspect. When Anne-Marie Otey '88, a fashion reporter for *People* magazine in Los Angeles, pitched a celebrity fashion column to her editors and had it shot down as a "move in the wrong direction" in the summer of 1998, she decided to take her efforts to the Web. Today, her celebrity fashion column is *The Dish* at www.fashiondish.com, the site



MIKE BERNSTEIN '96

"The greatest part of the Web is that the cat can speak to the queen," says Anne-Marie Otey. "The responses are much quicker. There's a sense of democracy."

she started after leaving *People*.

"I wanted to do something really independent," Otey says. "*People* already had a corporate culture, and it was growing stronger, even before the AOL-TimeWarner merger."

Otey found a little funding to get the site off the ground and launched it in September 1998. Although the site now supports

itself, Otey has to take consulting jobs to support herself and is currently seeking syndication deals for the column. Despite the extra work and a smaller audience than she had at *People*, she savors the control she has and the feedback she receives.

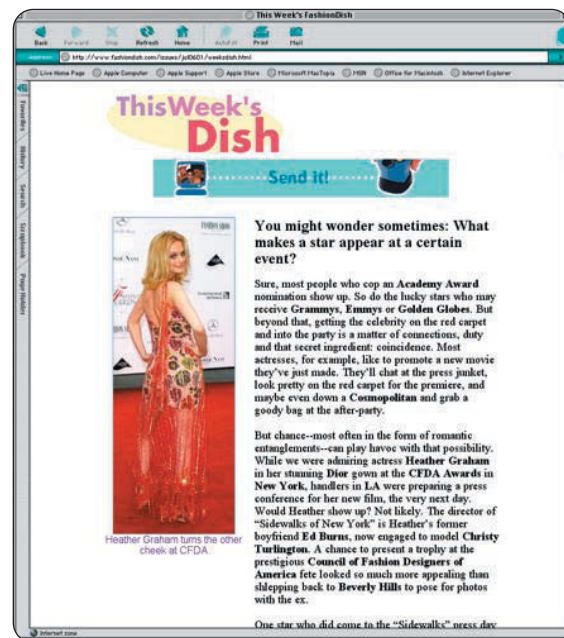
"Writing regularly without desk rewrites has helped develop my voice, which I hope reflects a sense of fun and style," Otey says. "But the greatest part of the Web is that the cat can speak to the queen. The responses are much quicker. There's a sense of democracy."

All of which fits neatly into her hopes of eroding the fashion "dictatorship," the designers and magazines that make haute couture the domain of the cultural elite. "The Web in some ways bridges the 'fashion gap,'" she says. "The site tries to look at fashion from the ground up and make it more accessible. The celebrities help make fashion more attractive, but fashion comes from within."

The jump has paid off for Otey—not financially but personally.

I have had no problems losing the connections and the exposure of *People*," she says. "One person can create a far larger impact on the Internet. I'd take my 100,000 hits over *People* any day."

The interactions that Otey so savors are the specialty of Valerie Casey '94. As the strategic interactive director at Pentagram Design in San Francisco, she specializes in understanding how users interact with their environment and technology, including Web sites, and develops new ways to draw users into the experience. Her personal site, www.val-casey.com, is an opportu-



nity for her to explore those experiences.

"My design breaks a lot of 'usability' rules," Casey says in an e-mail interview. "I did that intentionally to promote the importance of the journey as well as the destination and to say that a rich Web experience does not have to be entirely obvious and guided."

Her interest in nonlinear narratives, film, and photography give Casey a chance to experiment with novel interfaces that clients would likely avoid. "Most clients favor supporting user interfaces with oversimplified and overstructured interactions," Casey says. "There is an amazing potential in the digital world that we could easily overlook if we always design the same interaction." On the current incarnation of her site, Casey forsakes dictating users' expectations in favor of letting them discover the multiple levels of the site for themselves.

Casey's Web site also allows her to move

"HAVE I EVER LOOKED PRETTIER?, I GLOAT TO MYSELF," WROTE ANNE-MARIE OTEY '88 (LEFT) ABOUT THE LOW-CUT, BRIGHT BLUE CATHERINE DRESS THAT SHE WORE TO AN EMMY PARTY. OTEY'S WEB SITE, FASHIONDISH.COM, HAS LOTS MORE TO SAY ABOUT CLOTHES AND CELEBRITIES.

RATHER THAN BEING LED AROUND BY CONVENTIONAL CUES, VISITORS TO VALCASEY.COM MUST EXPLORE ON THEIR OWN, AN EXPERIENCE SHE SEES AS AN "ALTERNATIVE WAY TO TELL THE STORY." CASEY (RIGHT) WORKS AT A TOP SAN FRANCISCO DESIGN FIRM.





DOMINIC SAGOLLA SAYS, "IN 1994, I SURFED THE ENTIRE WEB IN A WEEKEND." HE LATER CREATED THE FIRST "VIRTUAL TOUR" OF SWARTHMORE, PUSHING THE COLLEGE TO IMPROVE ITS OWN WEB PRESENCE.

ished," Casey says. "I put ideas up in text or photos or film clips to start a conversation.... As I evolve it, the concepts reflect others' ideas as well as mine."

For Casey, Hall, Futterman, and others, the constant evolution of their sites—and themselves—through their own hands and through others' is a reminder of the Web's potential to tear down boundaries. Take it from Futterman—the former nuclear weapons designer who now leads a group using the Internet to help the government rapidly analyze and respond to the proliferation of weapons of mass destruction. "The Web is going to change the course of human knowledge," he says. "In its final extension, it will change what it means to know something." ☞

Justin Kane '02, an Honors philosophy major, was editor of The Phoenix during his sophomore and junior years. Visit his personal Web site at www.sccs.swarthmore.edu/~kane.

fluidly between the personal and the professional.

"I update portions of my site all the time—at work and at home. If I come across a great link or idea, I'll post it immediately," Casey says. "I'm always working on the content—shooting video, film, or photos. The research I do at work influences my personal projects, and my personal projects inspire my professional work. The content represents markers of my thinking—little mile-

stones or epiphanies. They happen all the time, and I put some of them on my Web site to think through them. Making the private public pushes the idea to another level."

Posting her work on the Web also opens it to contributions from anyone who sees it. The feedback from viewers, she says, helps produce and change the thoughts that went into the original works.

"My work is always evolving and going in different directions—it's rarely 'fin-

Valerie Casey's Web site allows her to move fluidly between the personal and the professional:



"My design breaks a lot of 'usability' rules. I did that intentionally to promote the importance of the journey as well as the destination."

Connections

SWARTHMORE GATHERINGS NEAR YOU

Slow Food and Symphonies—Two All-Connections Events

Genetics and Food: Science-Development-Ethics

The **Philadelphia** Connection will host the first all-Connections event to be held on campus on Oct. 13, titled "Genetics and Food: Science-Development-Ethics." This special event, spearheaded by Philadelphia Connection co-chair Bruce Gould '54, is a collaborative effort of the following Connection chairs: Sanda Balaban '94 and Debbie Branker Harrod '89 (New York), Melissa Kelley '80 (Pittsburgh), Leah Gotcsik '97 (Boston), Sampri Ganguli '95 (Metro DC/Baltimore), and Jim Moskowitz '88 (Philadelphia co-chair).

Tentative plans include two seminar panels chaired by Hansjakob Werlen, associate professor of German and convivium leader in the Slow Food Movement. The panels will discuss a variety of issues relating to food as it is currently grown, distributed, and consumed locally and worldwide. The event will include a "slow" luncheon on campus, a "slow" dinner in Philadelphia at restaurant La Terrasse, transportation to the restaurant, and accommodations (one night). The tentative cost is \$200 (\$125 for the event only, without overnight accommodations).

Contact Philadelphia Connection Co-chair Bruce Gould '54 at brucegould54@hotmail.com or (215) 563-4811 or Tricia Maloney in the Alumni Office at (610) 328-8404. The deadline is Oct. 5.



PHOTOGRAPHS BY STEVEN GOLDBLATT '67

A Morning at the New York Philharmonic

Second Combination Connection Event: Connection members from **Philadelphia, New York, Pittsburgh, Metro DC/Baltimore, and Boston** are invited to attend a concert recital of the the New York Philharmonic at the Lincoln Center's Avery Fisher Hall in New York on Friday, May 10, 2002, at 10:15 a.m. The featured concert will be Tchaikovsky's *Symphony No. 6, Pathétique*, conducted by Christopher Eschenbach and Prokofiev's *Piano Concerto, No. 3 in C major, Op. 26*, performed by Lang Lang, a recognized young virtuoso. Following the performance, Maestro Eschenbach is scheduled to meet with the Swarthmore Connection to discuss his plans for assuming leadership of the Philadelphia Orchestra in 2002.



ABOVE: CHANGING THE GUARD—OUTGOING PRESIDENT OF THE ALUMNI ASSOCIATION ELENOR REID '67 PASSES THE GAVEL TO INCOMING PRESIDENT RICHARD TRUITT '66. LEFT: JAMES BOOSER '31 RECEIVED THE ALUMNI COUNCIL ARABELLA CARTER AWARD FOR COMMUNITY SERVICE. THE AWARD IS PRESENTED EACH YEAR TO AN ALUM WHO IS AN OUTSTANDING VOLUNTEER IN HIS OR HER OWN COMMUNITY OR ELSEWHERE. ARABELLA CARTER WAS AN UNSUNG HERO WHO DEVOTED HER LIFE TO PEACE AND SOCIAL JUSTICE. BOOSER (CENTER) IS PICTURED WITH HIS WIFE, EDITH (LEFT), AND ALUMNI COUNCIL MEMBER DAVID WRIGHT '69, WHO PRESENTED THE AWARD.

UPCOMING EVENTS

Los Angeles: Following similar events held earlier in New York and Washington, D.C. (see "Recent Events"), President and Mrs. Bloom will host a "Conversation With the President" on Oct. 4. Invitations have been mailed to LA-area alumni. For further information, contact the Alumni Office at (610) 328-8404.

New York: Connection Chair Sanda Balaban '94 reports that Carolyn Lesjak, assistant professor of English literature, will serve as mentor for the Metro NYC-area book group. The theme for the novels to be read is "Coming of Age in a Global Economy." For information, contact Sanda Balaban at sanda_balaban@alum.swarthmore.edu or (212) 366-6956.

Philadelphia: Mark your calendar now for the following events:

Guided tour. Tour the historic Eastern State Penitentiary in Philadelphia on Saturday, Nov. 4. In addition to exhibits and displays, a guided tour will take alumni to the guard tower, the second-floor cell blocks, chapel, and hospital. Please contact Bruce Gould no later than Monday, Oct. 22, at brucegould54@hotmail.com or (215) 563-4811. The cost for the group tour is \$5 for adults, \$4.50 for seniors, and \$3 for children. Those who register will be contacted with the time and meeting place for the tour.

Concert. On Feb. 17, alums will enjoy a concert by the Johannes Quartet at the Curtis Institute of Music. The cost for this event is \$25.

Book Club. Peter J. Schmidt, professor of English literature, will be the faculty mentor of the Philadelphia Book Club this fall. The book list comprises classic works of American literature. All area alums are invited to participate. Contact Bruce Gould for a book list or for more information.

Pittsburgh: Connection members meet at the HYP Pittsburgh Club on the third Thursday of the month for an informal lunch. Contact Melissa Kelley '80 at mkhaver@aol.com or (412) 321-4932 for more information.

Swarthmore: Plan to join us in Swarthmore for the following activities:

Gospel Choir. The Swarthmore College Gospel Choir will celebrate its 30th anniversary.

sary at a special concert in the Swarthmore Friends Meetinghouse at 8 p.m. on Saturday, Nov. 10. For information, contact Astrid Devaney, associate director of alumni relations, at (610) 328-8412 or adevane1@swarthmore.edu.

Tennis date changed. Join tennis alums at the Swarthmore Alumni Women's Tennis Match on Saturday, Oct. 27, at 11 a.m. for round-robin tennis matches in the new Mulan Tennis Center. Tennis will be followed by an afternoon barbecue in Wharton courtyard. To ask questions or sign up, contact Rani Shankar '98 at rani_shankar@yahoo.com or (919) 933-0707.

Education Alumni Event Friday, Oct. 26–Saturday, Oct. 27

"Reflections on Education and Social Justice," a special alumni event celebrating Swarthmore's Program in Education, is for all alumni involved in education (past or present) with Keynote Speaker Herb Kohl, author of *36 Children* and *The Discipline of Hope*. Read more information about other workshops, panels, and discussions, and register on the Web at <http://www.swarthmore.edu/Home/Alumni/Events/index.html> or by phone: (610) 328-8655 (press "2," and leave address on voicemail).

Metro DC/Baltimore: Many thanks to retiring chair Kathy Stevens '89 for her leadership of this Connection over the past several years. Sampri Ganguli '95 has graciously agreed to take on the responsibilities of Connection co-chair, but her co-chair is yet to be named. Stay tuned.

Book Club. Explore colonial/postcolonial literature with the Swarthmore (and friends) book group(s), guided by Philip Weinstein, the Alexander Griswold Cummins Professor of English Literature. Discussion groups meet each month in Virginia; Maryland; and Washington, D.C. To find out more about the book group or add yourself to the list, e-mail Sue Ruff at sueruff@aol.com. If e-mail is impossible, call (202) 966-3521.

RECENT EVENTS

"Conversations With the President": In June, President and Mrs. Bloom hosted two alumni Connection events in **New York** and **Washington, D.C.**, attended by more than 200 alums. Connection members discussed a variety of topics of interest to the College community, including the Board of Managers' athletics decision, diversity on campus, instituting an Islamic studies program at the College, and several funding issues.

Pittsburgh: Connection Chair Melissa Kelley '80 arranged for Connection members to see the Phillies play the Pirates at the new PNC Park. In attendance with their families and friends were Francis Fairman '45, Jennie Hounshell '99, Hugo Churchill '61, Melissa Sherman '93, William Young '94, Joseph D.C. Wilson '68, Mika Hoffman '86, Matthew Wall '86, Mike Hopper '01, Jennifer Briggs '99, Mark Taylor '75, Barbara Sieck Taylor '75, and Brian Zikmund-Fisher '91.

In September, this Connection switched gears from athletics to the arts, attending a performance by Dance Alloy, Pittsburgh's resident contemporary dance company.

New York: Ike Schambelan '61, artistic director of Theater by the Blind, was delighted that many Connection members attended a performance of George Bernard Shaw's *Misalliance* followed by a discussion session with the actors.

Martha Salzmänn Gay '79 performed her stand-up routine at the world-famous Caroline's Comedy Club in the Big Apple and invited Connection members to laugh along with her.

The NYC Book Club's 2001 season culminated in a lively conversation with Peter Schmidt, professor of English literature, who served as the club's mentor.



ALUMNI COUNCIL PRESIDENT ELENOR REID '67 PRESENTED THE JOSEPH B. SHANE AWARD TO GRETCHEN MANN HANDWERGER '56. NAMED IN MEMORY OF JOSEPH SHANE '25, WHO GAVE SWARTHMORE 22 YEARS OF DEVOTED SERVICE, THE AWARD RECOGNIZES ALUMNI WHO HAVE CONTRIBUTED SIGNIFICANT TIME AND SERVICE TO THE COLLEGE. HANDWERGER SHARED THE AWARD WITH NANCY SMITH HAYDEN '46.

NEW ALUMNI COUNCIL EXECUTIVE COMMITTEE MEMBERS

The following alumni will serve as officers of the Alumni Association for 2001 to 2003.

Rich Truitt '66,
president

Melissa Kelley '80,
president designate

Susan Rico
Connolly '78,
vice president

George Telford '84,
vice president

Allison Anderson
Acevedo '89,
secretary

Don Fujihira '69,
national Connections
chair

Cynthia Graae '62,
national extern
coordinator

Newly elected members

Zone A
Carol Lorber '63
Milton Wohl '46

Zone B
Anick Jesdanun '91
Erika Teutsch '44

Zone C
Allen Dietrich '69
Susan Turner '60

Zone D
T. Alexander
Aleinikoff '74
Maria Tikoff Vargas '85

Zone E
David Bamberger '62
Jenneane Jansen '88

Zone F
David Lyon '73
Gertrude Joch
Robinson '50

Zone G
Janet Alexander '68
Leonard Rorer '54

A full list of
members of the
Alumni Council
will appear in the
December issue of
the Bulletin.



ON CAMPUS
THIS
FALL

Alumni Council
Meeting
Oct. 19–21

Education
Conference
Oct. 26–27

Gospel Choir
Anniversary
Nov. 10

Alumni Weekend 2001

RIGHT: IT WAS A SPECTACULAR MORNING IN THE SCOTT AMPHITHEATER: "NOW MORE THAN EVER: LIBERAL ARTS VISION IN A HIGH-TECH WORLD" WAS THE ADDRESS PRESENTED BY ANNE KAPUSCINSKI '76 AT ALUMNI WEEKEND COLLECTION.

BELOW: PROFESSOR EMERITUS OF PHYSICAL EDUCATION AND ATHLETICS ERNEST PRUDENTE (LEFT, *STANDING*) HAD THE FLOOR AT AN AFTERNOON PANEL DISCUSSION TITLED "THE ROLE OF ATHLETICS AT SWARTHMORE," ORGANIZED BY MEMBERS OF MIND THE LIGHT. COLLEGE STAFF AND ADMINISTRATION PARTICIPATED IN THE FORUM.



*Photographs by Steven Goldblatt '67.
For more reunion photos, visit
www.swarthmore.edu, and click on
the Alumni Weekend 2001 link.*



ABOVE: FROM THE CLASS OF '99 (LEFT TO RIGHT): MAIAH JASKOSKI, MARGARET SU, NOOSHI MOGHBELI, SAIMA CHOWDHURY, NIKYIA ROGERS.

OPPOSITE PAGE CENTER: AT AN OPEN MEETING OF THE ALUMNI COUNCIL IN THE LANG PERFORMING ARTS CENTER, PRESIDENT ALFRED H. BLOOM REVIEWED THE 2000–2001 ACADEMIC YEAR AND ANSWERED QUESTIONS. BEHIND HIM ARE MEMBERS OF THE ALUMNI COUNCIL.

OPPOSITE PAGE BELOW LEFT: IRA GITLIN '80 (FAR LEFT) AND RUTH GOLDBERG '81 (SECOND FROM LEFT) PERFORMED AT COLLECTION WITH THEIR GROUP, THE URBAN LEGENDS.





LEFT: ALAN SYMONETTE '76 SERVED AS PARADE MARSHAL ON THE STEPS OF PARRISH HALL.

TOP RIGHT: MIKE SEEGER PERFORMED FOR "SWARTHMORE FOLK" IN LANG MUSIC BUILDING.

RIGHT CENTER: SHEILA GONZALES (LEFT) FROM THE DEAN'S OFFICE HOSTED AN OPEN HOUSE AT THE INTERCULTURAL CENTER. ROBIN BENNEFIELD '91 (CENTER) AND JUAN MARTINEZ '91 (RIGHT) WERE AMONG THOSE WHO ATTENDED.

BELOW RIGHT: RACHEL FOLSOM '66 SHOWED HER WORK AT THE LIST GALLERY ALONG WITH THE PHOTOGRAPHS OF THE LATE BRUCE CRATSLEY '66.

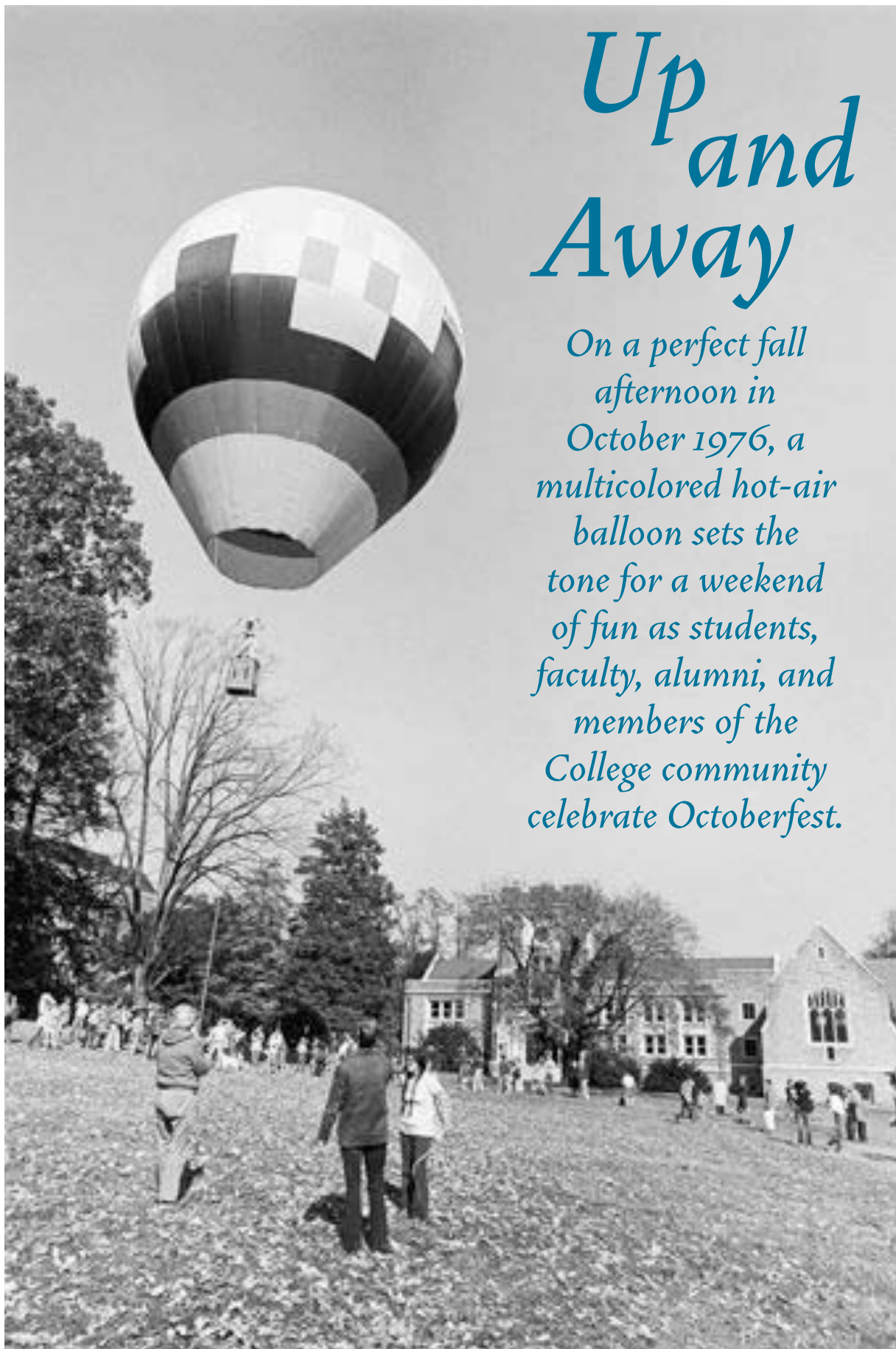


RIGHT: MEMBERS OF THE CLASS OF 1951 ENTERTAINED CLASSMATES WITH SELECTIONS FROM GILBERT AND SULLIVAN AND VINTAGE HAMBURG SHOWS. JAY FINKEL '52 SERENADED HANNA MACHLUP HASTINGS '51, AS DAVID WESSON '51 TICKLED THE IVORIES.



Up and Away

On a perfect fall afternoon in October 1976, a multicolored hot-air balloon sets the tone for a weekend of fun as students, faculty, alumni, and members of the College community celebrate Oktoberfest.



Printing Pioneer

JOHN SEYBOLD '36 HELPED LEAD THE WAY TO COMPUTER PUBLISHING.

Just about everyone is aware of the changes that the computer has brought to the publishing industry. However, not many Swarthmoreans are aware of the key innovations made by John Seybold '36 in the 1960s that ultimately led to the development of desktop publishing programs such as QuarkXPress and Adobe PageMaker.

It was at Swarthmore that he met his future wife, Gertrude Blood '39. After graduating, Seybold taught for a year in Michigan, then returned to the College to teach in the Economics Department. He went on to get a master's degree in economics at the University of Pennsylvania.

From 1945 to 1963, John held various positions in the Printing Industries of Philadelphia, eventually becoming its executive director.

In 1963, John visited the Florida site of an early, crude attempt at typesetting via computer, and it changed his life. He was seized by the notion that the computer could revolutionize publishing, and he set about establishing a company to exploit the new opportunities. In the fall of 1963, he formed ROCAPPI (Research on Computer Applications in the Printing and Publishing Industries). The company's offices were in the small stone building on Baltimore Pike near the Blue Route, next door to the Victoria Baptist Church.

In those days, a computer was a room-filling device. ROCAPPI leased an RCA 301, a "small" computer for that period. It had 20K of 6-bit RAM—a small fraction of what the very first IBM PC was to have nearly 20 years later. There were no disk drives or tape drives and no display screens. All programs and data had to be punched into paper tape in order to be read in, and the output was paper tape as well. At the time, most type was set on hot-metal Linotype machines and some early "phototypesetters" that could set type from paper tape.

Rocappi set up a staff of keyboarders (generating miles of paper tape) and rapidly developed software for dealing with all kinds of typesetting problems. Among the many pioneering activities at ROCAPPI were the first comprehensive hyphenation dictionary (to break words at the end of lines without



IN THE 1960S, JOHN SEYBOLD'S INNOVATIONS IN THE PUBLISHING INDUSTRY LED TO THE DEVELOPMENT OF DESKTOP PROGRAMS SUCH AS QUARKXPRESS AND ADOBE PAGEMAKER.

human intervention), the first system of generic coding (to separate content from typographic markup), and the first efficient solution to the problem of automatic book pagination.

ROCAPPI became well known for its work on "database" typesetting (directories, price lists, library catalogs, complex indexes, and the like). At one time, it held a near-monopoly on the typesetting of Bibles, which, before the arrival of the computer, had to be retyped from scratch if a new typeface or layout was to be used. Once ROCAPPI had the whole thing on tape, it could create new versions at will.

ROCAPPI was ultimately sold to Lehigh Press in 1967, and John moved the family to Haddonfield, N.J., near Lehigh Press's location. In 1970 (with son Jonathan), he started the Seybold Consulting Group. He moved back to the Swarthmore area, buying a home in Rose Valley, Pa. Jonathan moved to California.

The services of John and Jonathan as consultants were in great demand, and father and

son had a role in many of the pioneering installations of computer technology in publishing. Particularly noteworthy was their role in automating *U.S. News & World Report*, the first major magazine to use the computer as a typesetting and editorial tool. The company that developed the system for *U.S. News*, Atex, went on to become a dominant force in the magazine and newspaper market for the next two decades.

John and Jonathan started a newsletter, *The Seybold Report*, in 1971. Initially housed in the basement of John's home, the publishing operation gradually expanded and moved into its present headquarters in Media, Pa., in 1981. Today, Seybold Publications employs a dozen people and produces newsletters, e-mail briefing services, and a Web site <http://www.seyboldreports.com>.

During the 1970s, John and Jonathan often offered seminars (as they had during the earlier ROCAPPI days), generally sponsored by other organizations. Starting in 1981, Jonathan organized—and John took an active role in—an annual seminar sponsored directly by the Seybold organization. These eventually grew into the Seybold San Francisco and Seybold Seminars Boston events of today. They are the largest technology-oriented trade shows in the prepress and publishing industry with annual attendance of around 60,000 people.

When John retired in 1985, Jonathan took over the Seybold Seminars organization, which was sold to Ziff-Davis Publishing Co. in 1990.

John and Trudie now live in The Quadrangle, a retirement community in Haverford, Pa. They are still active in the Swarthmore Friends Meeting. John was recently honored as this year's recipient of the Isaiah Thomas Award from the Rochester Institute of Technology, recognizing his lifetime of contributions to publishing. Previous recipients include Arthur Ochs Sulzburger of *The New York Times* and Allen Nueharth of Gannett.

—George Alexander

George Alexander of Swarthmore is executive editor at Seybold Publications. This profile is adapted with permission from the May 4 edition of *The Swarthmorean*.

Celebrating Women Musicians

WHAT WAS THAT WOMAN DOING ON STAGE?

Christine Ammer '52, *Unsung: A History of Women in American Music*, 2nd ed., Amadeus Press, 2001

As a woman musician who has been on the scene since the early 1960s, I did not anticipate enjoying and gaining so much information from Ammer's book. My participation in the music world has been limited to classical music—more specifically, instrumental. So I'll leave comments about ragtime and jazz, which are covered in the book, to other authorities.

The first edition of Ammer's book (1980) was called "a publishing event" by Booklist and quickly became the classic text in the field. The second edition is revised and expanded with two new chapters and additional material. The book's cover jacket summarizes its contents well: "The author documents ... women in America from the period 1800 to 2000. Succinct biographical sketches show the influences on—and of—hundreds of women musicians. Singers are omitted: They compete with only other women in their own voice parts. Rather, the book concentrates on women composers, instrumentalists, conductors, orchestra and opera managers, and music educators."

Ammer points out the important strides women musicians have made in the past 20 years. Women are now in first-ranked orchestras, a handful of women conductors are gaining national attention, and individual instrumentalists have won recognition. Since 1983, three women composers have won the Pulitzer Prize for their compositions, the latest being former Swarthmore resident Melinda Wagner. Her 1999 Pulitzer Prize-winning piece *Concerto for Flute, Strings, and Percussion* was performed at the College in April by Orchestra 2001, ensemble in residence. Also on campus last season was violinist Pamela Frank, who, along with three other women violinists, received the Avery Fisher Prize in 1999.

The time span covered in this book is as extensive as the wide gamut of areas in music. Ammer has done an extraordinary job of researching and including many significant women musicians in each area. The omission of the Colorado String Quartet,

however, is startling. Certainly, this internationally acclaimed ensemble, which has given a series of concerts at the College, is on an equal par with the Lark Quartet, Lydian String Quartet, and Cassatt String Quartet, all of which are mentioned.

What has disturbed me in the past, which Ammer also documents, is how successful women musicians often are the least

exclaimed, "Oh, no, we can't have a woman violinist participating in this wedding, that would be degrading." At a concert of the Boston Symphony 30 years later, this same first violinist exclaimed, "It's too bad there are so many women in the Symphony now; it cheapens it."

I love Ammer's account of early 20th-century composer Mabel Wheeler Daniels. The 1940 premiere of her *The Song of Jael* was performed in Worcester, Mass. She was called to the stage to take bows with the conductor and then encountered a man at intermission who said, "That Jael piece was tremendous, and what a climax with the brass and drums and cymbal all going like mad while the chorus sings, 'Jael has killed Sisera!' But tell me, what was that woman doing who came on to the stage when they applauded?"

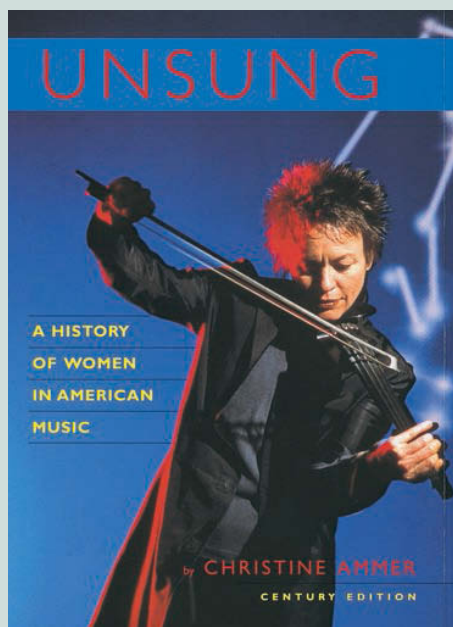
If playing in an orchestra or composing was a male province, conducting was far more so. Most aspiring women conductors had to form their own orchestras for the opportunity to conduct.

Ammer covers conductors like Antonia Brico, who, in 1930, was the first woman to conduct the Berlin Philharmonic (though the ratio of women to men in that orchestra still makes American orchestras look like feminists). Sarah Caldwell, another recent guest at Swarthmore, is acknowledged as the first woman to conduct the Metropolitan Opera in 1976.

Ammer notes that female woodwind players appear to have had a somewhat easier time in obtaining orchestra positions than brass players. Mentioned were several relatively recently appointed principal winds including Cynthia Koledo DeAlmeida as principal oboe since 1991 in the Pittsburgh Symphony. As one of nine women in the Pittsburgh Symphony in the early 1960s, I (and others) had a part in paving the way for DeAlmeida.

Thank you, Christine Ammer, for a spell-binding and thought-provoking book full of interesting statistics on the role of women in many aspects of music.

—Dorothy Freeman
Associate in Performance



Women are now in first-ranked orchestras, a handful of women conductors are gaining national attention, and individual instrumentalists have won recognition.

sympathetic to the striving of other women musicians. My mother-in-law, a talented violinist, was hired to play at a high-society wedding shortly after her graduation from Eastman School of Music in 1930. When the bride's mother saw that the first violinist of their quartet was a woman, she



... And Women Athletes

THE NEW BOOK, *GAME FACE: WHAT DOES A FEMALE ATHLETE LOOK LIKE?* (RANDOM HOUSE, 2001) CELEBRATES THE WAYS IN WHICH WOMEN'S ATHLETICISM IS BECOMING A METAPHOR FOR FREEDOM, ACCOMPLISHMENT, AND INDEPENDENCE. ONE HUNDRED PHOTOGRAPHERS, INCLUDING BARBARA NORFLEET '47 (WHO TOOK THE PHOTOGRAPH ABOVE), PRESENT LEGENDARY ATHLETES AND ORDINARY GIRLS AND WOMEN USING THEIR BODIES UNSELF-CONSCIOUSLY IN JOYFUL AND EMPOWERING WAYS.

OTHER RECENT BOOKS

Barry Casper '60, *Lost in Washington: Finding the Way Back to Democracy in America*, University of Massachusetts Press, 2000. Part memoir and part public policy analysis, this book grew out of the author's experience as senior policy adviser to Senator Paul Wellstone of Minnesota.

Charles Dempsey '59, *Inventing the Renaissance Putto*, University of North Carolina Press, 2001. The author sheds new light on the art of Donatello, Botticelli, and Michelangelo.

Payson Gates; edited and annotated by **Eleanor Gates '52**, *William Hazlitt and Leigh Hunt: The Continuing Dialogue*, Falls River Publications, 2000. This reader-friendly guide to Hunt's career includes annotations as headers, rather than endnotes, to each letter, contributing significantly to biographical literature about 19th-century England.

John McDowell '69, *Poetry and Violence: The Ballad Tradition of Mexico's Costa Chica*, University of Illinois Press, 2000. This analysis of the relationship between violence and the corrido offers insights into an Afromestizo Mexican community and its cultural production.

Sharon Bertsch McGrayne '64, *Nobel Prize Women in Science: Their Lives, Struggles, and Momentous Discoveries*, revised ed., Joseph Henry Press, 1998. In this work, the author explores the reasons for the

astonishing disparity in the number of Nobel Prizes awarded to women.

Pamela Miller Ness '72, *Like Salt on Sun Spray*, Swamp Press, 2001. This chapbook is a collection of 22 love tanka that were written while the author traveled through the Olympic Peninsula, Washington.

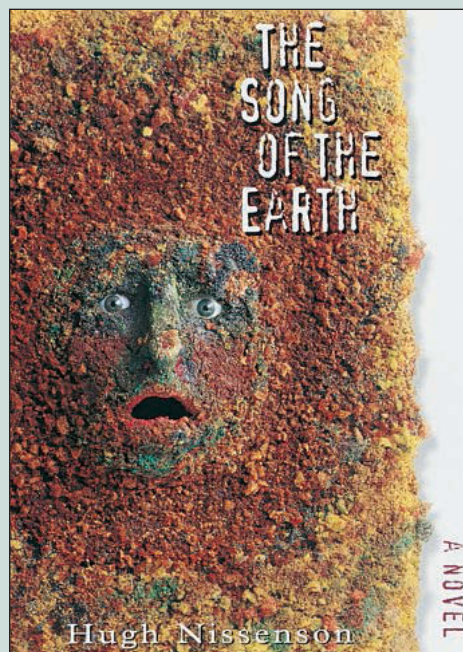
Hugh Nissenson '55, *The Song of the Earth*, Algonquin Books, 2001. In this novel, written and illustrated by the author, a mother creates a portrait of her murdered son through e-mails, journals, newspaper clippings, drawings, paintings, and interviews with those who knew him.

Patricia Jones Parnell '45, *Snake Woman and Other Explorations: Finding the Female in Divinity*, Peter E. Randall Publisher, 2001. These poems explore the resulting power when female imagery becomes the channel of divine presence.

Wayne Patterson '68, *The Ilse: First-Generation Korean Immigrants in Hawai'i, 1903-1973*, University of Hawai'i Press, 2000; sequel to *The Korean Frontier in America: Immigration to Hawai'i, 1896-1910*, University of Hawai'i Press, 2000. Using Japanese surveillance

records, student journals, and U.S. intelligence reports, the author documents the social history of the Korean experience in Hawaii from 1903 to 1973.

Gabriel J. Chin, **Victor Romero '87**, and Michael Scaperlanda (eds.), *Immigration and the Constitution*, Garland Press, 2000. This three-volume anthology on constitutional immigration law for both novices and experts—providing historical context, contemporary debates within sub-



HUGH NISSENSON '55 BOTH WROTE AND ILLUSTRATED HIS NEW NOVEL, *THE SONG OF THE EARTH*.

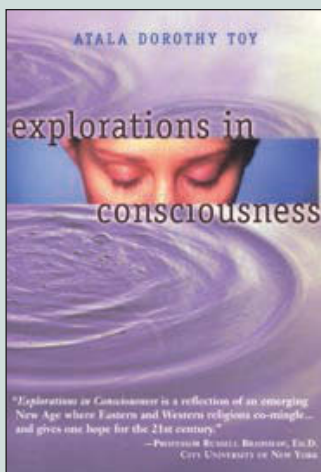
stantive constitutional immigration law, and the treatment of procedural due process with immigration law, respectively—includes original introductions, reprints of the leading cases, articles, and other materials.

Rebecca Rothenberg '70 (deceased), completed by Taffy Cannon, *The Tumbleweed Murders: A Claire Sharples Botanical Mystery*, Perseverance Press, 2001. After the author's untimely death, her friend and colleague completed this story, the fourth in a series, about passion, greed, deceit, and murder.

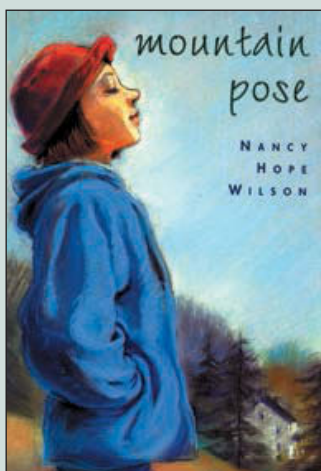
Saul Rubinstein '76 and Thomas Kochan, *Learning From Saturn: Possibilities for Corporate Governance and Employee Relations*, ILR Press, 2001. This work explores labor-management relations and organizational design in an effort to achieve a better social contract among workers, customers, shareholders, and the broader society.

Lisa Silverman '84, *Tortured Subjects: Pain, Truth, and the Body in Early Modern France*, University of Chicago Press, 2001. This book about the meanings and limits of embodiment originated in the hospital bed where the author was forced to lie for several weeks.

Alden Todd '39, *Abandoned: The Story of the Greely Arctic Expedition, 1881–1884*, new edition, University of Alaska Press, 2001. Working with official correspondence, diaries, letters, and notes, the author presents an account of the Greely arctic expedition of 1881–1884.



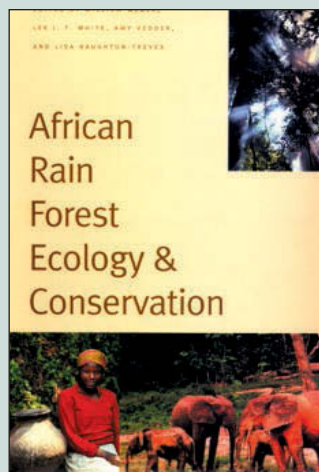
ATALA TOY IS PRESIDENT OF CRYSTAL LIFE TECHNOLOGY IN JAMAICA, N.Y.



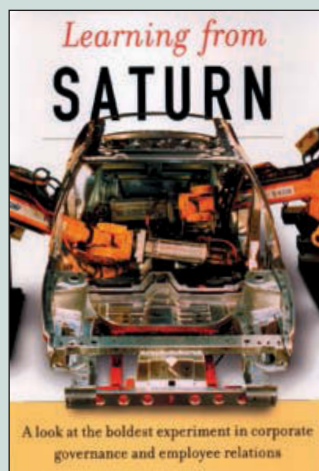
NANCY HOPE WILSON HAS WRITTEN FOUR CHILDREN'S BOOKS.

Atala Dorothy Toy '63, *Explorations in Consciousness*, The Crossing Press, 2001. This book synthesizes many of the world's great religious traditions, spiritual paths, and energy-healing practices.

William Weber '72, **Lee J.T. White**, **Amy Vedder '73**, and **Lisa Naughton-Treves**,



WILLIAM WEBER AND AMY VEDDER ARE A HUSBAND-AND-WIFE TEAM OF CONSERVATIONISTS.



SAUL RUBINSTEIN TEACHES AT RUTGERS UNIVERSITY.

African Rain Forest Ecology and Conservation: An Interdisciplinary Perspective, Yale University Press, 2001. Written by conservation scientists and practitioners based in the African rain forest, this book offers a multidisciplinary perspective that integrates many biological and social sciences.

Nancy Hope Wilson '69, *Mountain Posse*, Farrar, Straus and Giroux, 2001. In this story about family and forgiveness, the author uses excerpts from her own ancestors' diaries.

Paul Zall '48, *Franklin on Franklin*, University Press of Kentucky, 2000. Returning to Franklin's *Autobiography*, published in 1758, the author interweaves autobiographical comments from Franklin's personal letters and private journals.

COMPACT DISKS

Freebo, aka **Dan Friedberg '66**, *The End of the Beginning*, Poppabo Music, 1999. This musician, who had the "honor of playing a concert for the Class of '66 at the recent 35th reunion," features songs reflecting many influences including rock 'n' roll, blues, country, jazz, rhythm and blues, classical, dixieland, Broadway musicals, and more.

Steven Sles '62, *One/Echod*, 2000. A painter and poet, this composer debuts his fusion of music, poetry, and prayer in works including "Soundmass," "Journey," and "Coming Home."

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Books, videos, and CDs will be donated to

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Welcome Back, Porter!

FORMER COLLEGE PRESIDENT DAVID PORTER '58 IS BACK IN THE CLASSROOM.

David Hugh Porter grew up amid books, music, and the intellectual fervor of New York's Union Theological Seminary, where his father was head of the School of Sacred Music. His mother was a Juilliard-trained pianist, and both loved to teach. The seminary reverberated with hearty theological debate, and Porter's bedroom reverberated when renowned organist Virgil Fox practiced in the adjoining organ loft of Riverside Church. Porter took piano lessons and went on book-buying forays on lower Fourth Avenue. Then, in fifth grade, he discovered what he really wanted to do: play baseball. A shortstop and ardent Brooklyn Dodgers fan, Porter recalls, "I wanted to quit piano and go into semipro baseball after high school."

But it was the teaching, music, and books that would prevail.

Porter figured he would be a high school teacher until he went to Swarthmore, where, he says, "I met the Greek language." Dean of Women Susan Cobbs introduced him during freshman year. "She taught Greek with a deep southern accent," he recalls. And she managed to take her students all the way from Attic Greek to Homeric in one year. Once he'd read Homer in the original, says Porter, "I was hooked."

He majored in Greek and minored in Latin and music. But there was no credit for playing piano—nor enough hours in the day for practice. Ultimately, he spent five years at Swarthmore so that he could also study piano at the Philadelphia Conservatory with Edward Steuermann.

Although Swarthmore posed challenges for a serious pianist, says Porter, "we had an amazing assemblage of musicians there," including the late David Schickele '58, a talented violinist and violist with whom Porter performed frequently, and his brother Peter Schickele '57, already a unique musical presence. "After dinner, Peter used to sit down at this rather bad piano and improvise operas, singing all the parts," Porter remembers. "We all ended up doing performances of his music." Another in the musical cadre was flutist Laudie Dimmette '57, whom David married in 1958.

Porter continued to study piano with Steuermann while earning a Ph.D. in classics



EMMA DODGE HANSON

DAVID PORTER, FORMER PRESIDENT AT SKIDMORE COLLEGE DURING A 12-YEAR TENURE, IS A PASSIONATE ADVOCATE FOR THE LIBERAL ARTS.

at Princeton. Serendipitously, when he entered the job market in 1962, Carleton College was looking for part-time faculty members in both fields. He taught classics and music there for the next quarter century, Laudie taught flute, and together they raised four musical children.

In his 25th year at Carleton, Porter made the leap to administration, stepping in as interim president—and finding, to his surprise, that he enjoyed the work. Soon after, amid conversations about the presidency of Skidmore College, came Laudie's sudden death, after an apparently winning fight against cancer. "That Laudie had been excited by the Skidmore possibility," says David, "made it easier to make the move."

Porter's 12-year tenure at Skidmore was marked by an elevation of the academic tone of the college as well as its endowment. A passionate advocate for the liberal arts, he was hugely popular among students and especially the faculty, who regarded him as one of their own. Porter missed teaching terribly but managed an annual lecture-performance he called "The Well-Tempered Clavier," featuring music of Ives, Cowell, and Cage. He also published articles on Horace, Beethoven, and the Hogarth Press of Virginia and Leonard Woolf. (His personal collection includes 600 books from

the Hogarth Press, including virtually all those handprinted by the Woolfs.) In 1994–95, he lectured and performed across the country as a Phi Beta Kappa Visiting Scholar.

When, in September 1998, he announced he would step down, Porter explained, "It's time for me to go back to classics, to the piano, to the harpsichord." Happily, he was also able to go back to the classroom. Though he and his second wife, Helen, still live in Saratoga Springs, close to Skidmore, he commutes regularly to Williams College, where he is the Payne Visiting Professor of Liberal Arts.

So once again it is teaching, music, and books.

"Teaching is a delight, and I have time really to prepare," says Porter. He also has time to play piano daily, read, write, and explore new areas in book collecting.

And, of course, there is baseball. But this former Dodgers fan now follows the Yankees, and he's a great admirer of Yankees team manager Joe Torre, who, he muses, "might make a good college president!"—the job President Porter once said was the best in the world.

These days, make that second best. Welcome back, Professor Porter.

—Kathryn Gallien

Gallien is a freelance writer in Saratoga Springs, N.Y., and was publications manager at Skidmore during the Porter presidency.

Music With Latitude

DAVID DYE '72 AND HIS *WORLD CAFE* GET AROUND FROM PHILADELPHIA.

You'd be amazed at the places David Dye manages to get to in a day: Unalakleet, Alaska; Oxnard, Calif.; Eldridge, Iowa; Monroe, La.; and Apalachicola, Fla. Oh, and don't forget Waterville, Maine; Boone, N.C.; Sault Ste. Marie, Mich.; and Buckhannon, W.Va. Lest you think he's always out in the boonies, however, you'll also find him in Cincinnati, Baltimore, Boston, New York, Pittsburgh, and Houston. The man gets around.

Well, OK, Dye himself doesn't actually go to all of these places—but his voice does because Dye is the host of *World Cafe*, a two-hour radio program he describes as “a mix of folk, rock, jazz, Brazilian, rhythm and blues, reggae, African, and just about anything else. It's different every day.”

Produced in Philadelphia at WXPB, the public radio station of the University of Pennsylvania, *World Cafe* first aired in October 1991. Only 5 stations carried that first show, but 10 years later it is going out over 140 public stations in 32 states, the U.S. Territory of Guam, and the Japanese island of Saipan— (“Don't ask me how we got that one,” Dye says. “I've no idea.”)—and the number is still growing.

Not long ago, *Philadelphia Weekly* included Dye in its “Philadelphia DJ Hall of Fame.” But for students at Swarthmore in the early '70s, Dye was a living legend even then because, in his sophomore year, he went on the air with WMMR, one of the new FM stations that were transforming the landscape of radio broadcasting. “My roommate made me a bet,” he explains, “and I sent a tape [to WMMR] my freshman year.” The program director called that summer and hired Dye to take over the Sunday morning slot. “It's the worst time for radio,” Dye says, “But I thought it was great. It was great!”

Dye's first on-air experience came in 1968 with Swarthmore's own WSRN. “I found the radio station my first day on campus. It was way up at the top of Parrish, a long climb, but it was really cool up there.” He got his own show immediately. “There wasn't a lot of competition for air time,” he explains, laughing.

“Back then, I played hippie music: Jefferson Airplane, the Doors, Cream. But I always liked jazz and played a lot of that, and folkie



STEVEN GOLDBLATT '67

DAVID DYE IS THE HOST OF *WORLD CAFE*, A TWO-HOUR RADIO PROGRAM ON WXPB. PRODUCED IN PHILADELPHIA, THE SHOW NOW GOES OUT OVER 140 PUBLIC RADIO STATIONS.

stuff, too.” During his sophomore and junior years, Dye did shows for both stations. But by his senior year, he no longer had time for WSRN. His employers at WMMR wanted him to quit college altogether, but he graduated as a history major before joining the station full time in 1972.

Then, in 1975, Dye quit to go traveling with friends. “At the time, I figured, ‘Well, that's my radio phase. That's over. I'll do something else now.’” Only he had no idea what something else might be. “I always wanted to do this,” he says of radio. “I don't know why.” So he went back on the air, first with a station in Maine, then with various stations back in Philadelphia.

Eventually, he landed at WXPB, helping to develop what became *World Cafe*. “We were looking for a host, and we weren't happy with anyone we'd looked at, so I said I'd try it. I thought I knew a lot about music, but I discovered that I didn't. Part of it was the whole punk scene, which I didn't know, but also all that real good world music like Brazilian or African. I had to go to school all over again—which was terrific, really. I had no problem with that.”

In addition to music, each program includes an interview with a performing artist. It might be up-and-coming Philly band Marah, or folk giant Joni Mitchell, bluesman R.L. Burnside, or the eclectic Olu Dara. Lyle Lovett brought a 14-piece band with him. “They filled the studio and spilled all down the hall,” Dye says, laughing again.

Dye and the *World Cafe* staff prepare 5 new shows each week, 48 weeks a year. He listens to music constantly, looking for songs to play. Last winter, he finally installed a CD player in his car. “That helps,” he says, “I can listen while I'm commuting.” But after having spent a 10-hour day at the studio, he'll still work at home in the evening listening to music, taking notes.

“It's a real grind,” he says of the relentless schedule. “But I'd be a fool not to keep going. I love what I do. I cannot imagine a better job in radio.”

—Bill Ehrhart '73

To learn what station carries *World Cafe* in your area, visit the Web site <http://worldcafe.xpb.org/>.

Village Time

WHAT'S NEXT AFTER EATING GOAT IN GUINEA-BISSAU, WEST AFRICA?

By Adam Browning '92

The night before going out to site, as a celebration, Adam ate a lot of goat.

Being a neophyte, he chose poorly across the board: the goat bar, the goat parts, and especially the decision to go for the mayo. Adam can't be blamed too much—it had seemed simple enough when done by the veterans, and that is what he wanted to be, as soon as possible. There were roadside stands all over town: booths of woven cane, a skinned goat hanging from a pole, a smoky fire under a modified barrel lid, and a couple guys with machetes ready to prepare one's order. Unfortunately for Adam, he missed some important subtleties. For instance, busy goat bars, with high product turnover, are usually safer bets. The rib meat, although perhaps coveted parts of pigs or cows, is not so good in goat. And though the made-in-Taiwan mayo appeared to be more or less plastic, it is still not a good idea in a sub-Saharan country with no reliable electricity, no matter how badly a serving of rank ribs needs a condiment. And that, speculation held, was where Adam most likely went wrong.

The result was a predictable case of the trots. Actually, there was very little trotting, as the night was more or less spent on the pot. By morning, his system was completely drained, and he felt safe venturing away from his porcelain haven. Freedom's just another word for nothing left to lose, his buddies at the flophouse joked. Adam and his compatriots had been in-country, and together, long enough for inquiries about the state of one's stool to become a regular part of a morning's salutations. Everyone agreed that if he didn't eat, he'd probably be fine, on well-established accounting principles.

He had a small mountain of miscellaneous household items to load on a flatbed. Advised that this would most likely be their only opportunity to have a vehicle make a delivery to what was to be home for the next two-plus years, Adam and his colleagues had spent the last week buying like maniacs. Much later, Adam reflected on what a shame it is that so many of life's most important decisions are made when one has no idea what one is doing. Adam provisioned in a vacuum of knowledge. He wasn't sure—none of them was sure—what their life would be like, and therefore it was difficult to anticipate what would be a necessity and what would be a liability. Do I need a frying pan? Will there be something to fry, or am I going to look like an idiot with an oddly designed kettle?



PHOTOGRAPHS BY GORDON BROWNING

EVERYBODY WAS AS
EAGER TO HELP AS
THEY WERE TO CHECK
OUT WHAT KIND
OF STUFF THE WHITE
BOY BROUGHT.

In the end, though, most of the items worked out fairly well. For example, the propane camp stove proved indispensable for morning Nescafé masked with powdered milk. It was a puzzle why in a country so close to major coffee-producing centers—veritable suppliers to the world—the best one could get was instant Nescafé. Anyway, the stove proved its worth, as even Staci, who initially disdained anything so 20th century with the reasoning that it would set her apart from the people, would come to admit.

The three that were moving out that morning piled all their belongings onto a flatbed Mitsubishi Canter. Africa was full of unfamiliar products with familiar brand names. The Canter was a flatbed, as previously mentioned, but of an odd size: bigger than a 1-ton but much smaller than a semi. Modified with benches, and if you were lucky, a roof of sorts, it was a staple of public transportation. Adam was with the first wave to move out, as he was pretty tired of life in the capital city. He had been hit by a rock the day before. It happened as he walked down the main street, coming back from the last health lecture. The nurse had wrapped up the session by solemnly distributing medical kits to each person. Apparently, the moment was meant to carry some symbolic weight, but any imparted gravity was diluted by the fact that the kits came in blue plastic suitcases. And this was how Adam came to find himself marching through a bustling market with a pack of white people, all carrying prim blue suitcases. I'd throw a rock at me too, Adam thought.

Make no mistake, Adam was as excited as he was ill and appre-

hensive. This was Africa, and all his senses never let him forget it. Birds screeched, greenness was so pervasive that it came almost as a visual assault, and the smells were so new that they were impossible for the nose to acclimate and ignore. The sun was implacably hot. Green growth exploded from every crevice; a dry-season's worth of stored energy catalyzed by the first few drops of the rainy season. The air felt fat with potential. Fecundity was palpable.

The red dirt road snaked out in front of the Canter, and as this was near the end of the rainy season, the actual track more often than not swung wide of the roadbed to avoid puddles. Operative here was the same principle as river development—the older the flow, the more winding the path. When they drove through a village that had round huts, Adam knew that they were nearing their destination. Shuttling around the country during training allowed Adam to appreciate some nuances of village physiognomy. To the uninitiated, every village claimed the same dominant physical features: a cluster of mango trees bulging like cumulous clouds on the horizon, thatch roofs, packed red earth, acrid cook-smoke, and incessant rooster-crows. Differentiating characteristics were subtle. Balantas made square huts, with beautifully woven mats of palm fronds laid on the apex to solve the problem of waterproofing the crown seam. Round huts, on the other hand, meant Fula country.

Adam had spent some time in a village before, as a part of the training, and so he had reason to worry. First off, village time was particularly slow and had a whole new meaning—or rather, a lack of one. His three-day “site visit” was spent watching the sun arc from one horizon to the other, punctuated by excuses to go to the spring to get more water. Might as well take a shower—it’s hot, and besides, then I can go to the spring and get more water, was the way the thinking went. The meals were

another problem. Adam had brought chickens, and the chief’s wives, hungry though they were, conscientiously threw every morsel of the bird in the pot. It affected him more than he thought it would, eating chicken guts. Adam was also acutely aware that not everyone suffered from such problems. He’d seen village kids with distended bellies squabble over the apportionment of the chicken’s feathers. These were then sucked on, presumably for nourishment. So Adam both went hungry and worried a lot about offending his hosts.

The Canter bounced into the village—his village, he’d come to call it—and Adam swallowed back a slight panic attack. He briefly wondered what would happen if he told the driver to just keep driving. Anxiety didn’t sit so well on an empty stomach. There is really nothing else to do but go through with it, he figured. No turning back now. Before the truck rolled to a full stop in front of Adam’s hut, they were surrounded first by kids, then the rest of the village. The chief shouldered his way through, smiling and proud. In his desire to be a good host, he didn’t know what to do first: swat the kids out of the way or shake Adam’s hand. A sea of faces competed to test Adam’s knowledge of the intricate greeting rituals. Flustered, Adam used the morning version instead of the afternoon and got a good laugh.

The driver jumped on the back of the truck, and started tossing things down. Everybody was as eager to help as they were to check out what kind of stuff the white boy brought. Look how many bowls he has, and buckets—what’s he need so many buckets for? It takes a rich man to have that much plastic. All of Adam’s worldly belongings had been passed around for inspection and were then spread out under the mango tree. Adam had been mindful not to appear ostentatious, but an extra storage container had seemed pragmatic at the time, not extravagant. This was not the way that he had envisioned his entrance to village life.

Can I have a bowl, a grinning neighbor asked? Adam didn’t get all the words, but the man’s meaning was obvious. The crowd looked at him to see what he would do. Aware of the precedent-setting potential of how this interaction would culminate, Adam stalled for time by pretending he didn’t understand. Adam wanted to be nice but was pretty sure that coughing up the bowl would be a beginning, not an ending, to this little exchange. The man pressed, hamming it up to the crowd. This one—this little bowl, give it to me—you have so many. He gestured to Adam’s belongings, which, strewn about in such a hard-scrabble environment did seem like a lot of stuff. Adam said: Tomorrow. Thinking that Adam hadn’t understood, the man tried again: Today, give me the bowl today, right now. The crowd looked to Adam. As it happens, there is a specific word for the day after tomorrow, and Adam used it. Getting the picture, this line got a big laugh from the crowd. Adam laughed, too, and thought: OK, so that’s how it’s done. What next? ☞

Adam Browning was in Guinea-Bissau, a small country on the westernmost tip of West Africa, just south of Senegal. He now lives in San Francisco and works for the Environmental Protection Agency.



IN THE VILLAGE, ALL OF ADAM BROWNING’S WORLDLY BELONGINGS WERE PASSED AROUND FOR INSPECTION AND THEN SPREAD OUT UNDER THE MANGO TREE. THEY WONDERED, WHY DID HE HAVE SO MANY BUCKETS?

LETTERS

Continued from page 3

commitment to Quaker values and spiritual emphasis. Last year, it completed a marvelous athletics/wellness center and is now building a center for social sciences and interdisciplinary studies. Earlham has done all that and more with a fraction of Swarthmore's endowment—and it has maintained a football team composed of student athletes, playing teams from colleges of like size and similar academic integrity.

One is left with the feeling that football is not the real issue at Swarthmore. It's more like a shift in what is important in education—more than just a desire to attract more scholars but rather a hankering by the self-proclaimed intellectuals on the faculty to get rid of this alien distraction of students who like football. Perhaps it's a craving to turn Swarthmore into even more of a super brain factory. I don't think it's a matter of money. Swarthmore could maintain its traditional excellence and integrity—and a football team—it if wanted to.

VICTOR JOSE '44
Richmond, Ind.

NO MORE GLUM FACES

Wow! Kudos to Karen Borbee for her article, "Sports for All the Right Reasons" (June *Bulletin*). We've read it at least a dozen times and will probably keep reading it. Never saw anything that explains the real reasons for Swarthmore sports better than this. Too bad it wasn't published before Alumni Weekend—it might have removed the glum looks on a lot of faces.

J.C. "BOOTS" BENNETT '45
Morris Plains, N.J.

PREFERRED NOTIONS OF DIVERSITY

I have been enjoying all the material from the College regarding increased emphasis on sports at Swarthmore. Can this really be more than damage control, destined to fade once attention moves away from the football story? Unfortunately, the record shows that this administration will disregard commitments to current students and coaches if they conflict with a preferred notion of future diversity. The tactics employed to

eliminate football have been brilliantly effective—if unnecessarily ruthless—and they encourage caution regarding the durability of the well-advertised new support for diversity in sports.

I wish the College had been as forthright as Pamela Kyle Crossley '77 ("Letters," June *Bulletin*), who wrote that "Big Football" is good for only big men, little men who would like to be big men, etc. I disagree with most of what she said but applaud her honesty. She described football as "toxic" on most campuses, and the current leaders of Swarthmore obviously, but less openly, concluded theirs was one such campus, whatever the facts. I hope that a similar prejudice will not lead them to conclude that some other activity in Swarthmore's rich complexity is as impolitic as they deemed football (e.g., "Big Orchestra is for only those individuals whom genetics has disposed to musical talent or work ethic or others who have neither but like to listen. This results in the unacceptable exclusion of those whose interests lead them elsewhere, and we are, therefore, eliminating Big Orchestra. However, we are pleased to announce the appointment of an additional associate director of student life"). I will hope, but the recent record is discouraging.

STEVE PENROSE '66
Dallas

JOIN THE CLUB

I am writing to expand on the short note about the women's Ultimate Frisbee team ("Collection," June *Bulletin*). Swarthmore's Warmothers defeated the Bucknell University team in the regional finals, which qualified them to attend the national college championships for the third straight year. They finished their season as the No. 12 women's team in the national rankings. In another remarkable accomplishment, Warmothers' co-captain Lindsay Goldsmith '01 won the Callahan Award as the finest women's Ultimate player in the country. The men's team also had a very strong season, falling just one win short of attending nationals themselves.

In the midst of debates about the place for athletics at Swarthmore, the ignorance of club sports in the College community is deeply disappointing. With no coaching support and minimal financial assistance, these teams compete in demanding and

challenging sports. Aside from occasional *Phoenix* articles, they enjoy almost no coverage from any of the College's general or athletic publications. I hope their future successes will not occur so quietly.

MATT LAWLOR '95
St. Louis

Editor's Note: *The national Ultimate tournament occurred after the June Bulletin deadline. But yes, we could do better in covering successful club sport seasons such as that of the Warmothers.*

JACK GORRY

In June 1999, the *Bulletin* published a letter from my cousin, Jack Gorry, who was looking for his birth parents, thought to be one-time Swarthmore College students. Jack died suddenly in May 2000 of drowning, so he never got a chance to reconnect with his birth family. If any of them wants to know more about the life of this wonderful man, who was born Nov. 21, 1961, at Taylor Hospital, please contact me for stories, photos, and a CD. Jack bore a strong resemblance to the actor Stanley Tucci.

PHYLLIS HASBROUCK '78
Madison, Wis.

MEMORABILIA WANTED

The Friends Historical Library, which houses the College archives, is searching for Swarthmore student handbooks from the 1930s through the 1960s. Please help the library preserve College history through donations of handbooks or other memorabilia. Contact Christopher Densmore, curator, at (610) 328-8497 or cdensmo1@swarthmore.edu for further information.

CORRECTION

Readers who wished to visit William R. Kenan, Jr. Professor Emerita of Art History Kaori Kitao's Web site ("Collection," June *Bulletin*) were inadvertently directed to a College page about her, not to Professor Kitao's personal home page, which can be found at www.swarthmore.edu/humanities/tkitao1.

Letters are welcome concerning the contents of the magazine or issues relating to the College. Write to the Bulletin at 500 College Avenue, Swarthmore PA 19081-1390, or e-mail bulletin@swarthmore.edu.

Hamburg Show Memories

ENTERTAINING SWARTHMORE PEERS IGNITES AN ONGOING LOVE OF THEATER.

By Jack Hughlett '55

**"Another op'ning
show, another show...."**

—Cole Porter

In November 1953, a new musical, *Let's Go Barefoot!*, was performed in Clothier auditorium, continuing a Swarthmore tradition that began in 1879 as a pep rally for the Haverford football game. According to a 1932 *Phoenix*, these annual events were known as the "Hamburg Show" because they were "made of odds and ends"—usually skits and songs satirizing campus life. This latest edition, about three Swarthmore girls vacationing at the beach who get involved with three boys from other colleges, was more romantic comedy than satire.

In June 2000, another new musical, *For the Love of Ike*, premiered in Lancaster, Pa., exploring the romantic relationship between General "Ike" Eisenhower and Kay Summersby, his driver and personal aide during World War II.

What these two shows had in common was as uncommon in American musicals as it was for a Hamburg Show: one person wrote the book, lyrics, and music. As that "one person," I can attest that taking total creative responsibility for entertaining a theater full of people is downright frightening.

My lifelong association with musical theater—spanning the 47 years between these two shows—is one more example of what can develop from an accidental involvement in a Swarthmore "extracurricular activity."

GETTING INVOLVED

The "accident" occurred the fall of my freshman year, as I was playing the piano in a Parrish parlor. Senior Johnny Miller '58 introduced himself, explaining that he had written songs for the upcoming Hamburg Show and needed someone to arrange them for piano and accompany the singers. Having performed in high school musicals and arranged for the school stage band, I felt right at home helping with the Hamburg Show—more so, in fact, than I did as an engineering major.

That led to performing a similar service for another annual Swarthmore event—an elaborate floor show at the spring dance, called the "Roccatorso" because it always featured a "kick chorus." It included my first original song, "Be Quiet, Love." That same spring, I switched my major from engineering to English literature.

Because all the other composers were graduating, Marc Merson



COURTESY OF FRIENDS HISTORICAL LIBRARY

THE FALL 1950 HAMBURG SHOW PROVIDED A STAGE FOR THIS COLLECTION OF ACTORS, RELISHING THEIR THREATENING POSES.

'53 asked if I would write the music for the next Hamburg Show, with him writing the book and lyrics. We met once over vacation, but most of it came together that fall, including one lyric of mine. *The Book Is Open* was about two students, played by Chuck Torrey '55 and Chuck Cooper '55, who started a bookmaking establishment on campus. Sally Andrews '54 directed, and I was musical director. For days, people were singing Marc's philosophical lyric "Life is a bridge game played for real, and we all get our cards from the same Big Deal." Outgoing President John Nason called it the best Hamburg Show he had ever seen.

The following spring, I had a script performed in the annual one-act contest, wrote songs for another Roccatorso, and composed music for the lyrics in a student/faculty production of a play by Christopher Isherwood and W.H. Auden. With a heavy debt to Gershwin, Porter, Rodgers, Arlen, Bernstein, et al., I was beginning to find my own musical style.

GOING IT ALONE

With no guarantee of production, I gambled my summer on writing a complete Hamburg Show of my own, only to find that a competing script was being written about the new college president. An ad hoc judging panel gave the nod to *Let's Go Barefoot!*, and I enlisted Erwin Ephron '54 to direct, Jane Woodbridge '55 to stage chorus numbers, and a cast headed by Gordon Kahn '56, Debby Gross '57, Mike Breen '56, Carolyn Cotton '56, Kit Lukas '56, and Shirley Lasch Menaker '56. Peter Schickele '57 (now famous as "P.D.Q. Bach") arranged the overture.

The *Phoenix* review by Professor Robert Walker was headlined “Hughlett Hamburg Lauds Love in Bright Barefoot Production” and began, “We have learned to look forward to a Hughlett production, and *Let’s Go Barefoot!* was no disappointment.” Then it was on to another play in the one-act contest and another Roccatorso. Considering the time I devoted to reading the classics, I wasn’t really surprised when a letter came from the English Department that summer: either quit Honors or curtail my extracurricular activities.

I returned to school with the promise to spend more time studying—until Hugh Nissenson ’55 and Charlie Sullivan ’55 asked me to do the songs for a Hamburg Show they were writing about Swarthmore in the Roaring Twenties. Professor David Cowden’s review of *Bottled in Bond* observed, “Although it seemed as though there were fewer songs this year than in previous Hamburg Shows, they made up for their relative scarcity by their consistently high quality.” Even with another one-act (co-authored with Jeff Davidson ’59) and Roccatorso that spring, I passed the Honors finals.

WAY OFF BROADWAY

Conservative instincts told me I was not destined to succeed Cole Porter, so I cleared the way for Stephen Sondheim by pursuing a “real job.” Amazingly, Armstrong, the linoleum company in Lancaster, was looking for someone with “theater-writing experience.” I showed up for the interview with a portfolio of my Swarthmore shows, and the manager with the opening especially liked the lyric, “A beer party’s a beer party in Commons or in Crum ... with no tensions or pretensions and anyone can come.”

That’s why the first decade of my Armstrong advertising career included writing



1954 HALCYON

parody lyrics to existing songs for some 30 sales meetings. I became director of these shows, which led to doing the same for the community—directing 16 shows between 1959 and 1996, ranging from *The Wizard of Oz* to *West Side Story*.

Along the way, I began writing my own songs again—for a comedy revue and a girl pursuing a singing career—now influenced by newer composers like Burt Bacharach and Henry Mancini.

A LABOR OF LOVE

In the early 1980s, I decided to develop a musical of my own for the local amateur theater. I remembered reading about the Eisenhower/Summersby relationship and, over a couple of years, wrote several songs to fit the story. I auditioned them for the theater’s creative director, and although she declined to gamble on an original for the regular season, she encouraged me to complete the show—*For the Love of Ike*—for a staged reading in 1987. Audience reaction and reviews were encouraging, but when submissions to professional theaters and competitions yielded nothing, I went back to directing old Broadway musicals.

A dozen years later, with the “affairs” of presidents becoming a national pastime and revived interest in World War II, I asked another local theater to consider presenting a fully produced version of *For the Love of Ike*—a chance to incorporate everything I’d learned from working with the classics. They gave me a year to totally rewrite the book, add new songs, and enlist friends to perform an audition for them.

FOUR “SORORITY SISTERS” FROM *THE BOOK IS OPEN* (LEFT TO RIGHT): KAY EAGLE STEIN ’54, SONIA SCHULZ SEGAL ’55, ANN BRADLEY LOWEN ’54, AND JULIE LANGE HALL ’55.

The show was scheduled for June 2000, giving me another year to arrange the music and assemble the best cast I could find.

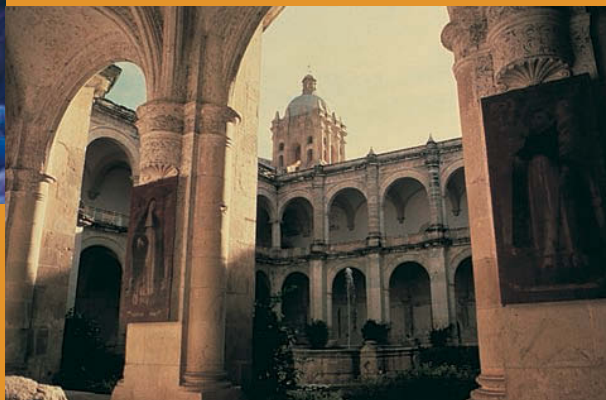
The newspaper review began, “The audience at Friday night’s premiere of *For the Love of Ike* got the chance to see the triumphant birth of a new show. The two main characters are well developed, and the music is terrific. In fact, it’s the music—from the rousing patriotic themes to poignant love songs to a humorous ditty about a rat—that truly makes *For the Love of Ike* soar.”

I now have a videotape to help me relive the experience. Although I’ve again submitted the show to some professional theaters—on the chance that lightning might strike—I’m content with having completed the journey from entertaining my Swarthmore peers to creating an evening in the theater that anyone can enjoy. ☞



1954 HALCYON

ANOTHER HUGHLETT PRODUCTION WAS HIS ADAPTATION OF W.H. AUDEN AND CHRISTOPHER ISHERWOOD’S PLAY *THE DOG BENEATH THE SKIN*. POINTING IN THE FOREGROUND ARE HUGH NISSENSON ’55 (IN HAT) AND PAUL GOTTLIEB ’56. RUSS FERRELL ’54 PLAYED THE DOG.



The Valley of Oaxaca

Archaeology, Arts, and Traditions

Alumni College Abroad June 22-29, 2002

Swarthmore alumni, parents, and friends are invited to join the Alumni College Abroad for an exciting eight-day seminar in the Valley of Oaxaca. Both a vast state and a city (the state's capital), Oaxaca is one of Mexico's most fascinating regions.

This comprehensive program offers a unique opportunity to study and enjoy a rare combination of pre-Columbian archeological sites, an intact Spanish colonial city, and a vibrant, present-day Zapotec and Mixtec society, rich in arts and culture. Our adventure will include day trips with visits to local artisans and exploration of several museums.

Our faculty guide for this journey will be Brian Meunier, professor of studio art and chair of the Art Department at

Swarthmore. He will be accompanied by his wife, Perky Edgerton, professional painter and former professor of drawing and painting at Philadelphia University of the Arts. Meunier and Edgerton have spent several previous sabbatical leaves living and working in Oaxaca. They will be able to share their unique perspective as artists and talk about the influences that living in Oaxaca has had on their work.

In addition to Meunier and Edgerton, local scholars and experts with specialized interests will lead lectures and discussions on history, archaeology, traditional folk art, and contemporary culture.

For more information, please contact Lauren Mathews at (800) 451-4321.

