

DECEMBER 2002

# Swarthmore

COLLEGE BULLETIN

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Photo  
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*Student  
Visions*





*ON THE COVER:* B DAN FAIRCHILD'S ['03] PHOTOGRAPH OF PARRISH HALL MAILBOXES GRACES THE APRIL 2003 PAGE OF NEXT YEAR'S SWARTHMORE COLLEGE CALENDAR. IT IS ONE OF THOUSANDS OF PHOTOS SUBMITTED DURING THIS FALL'S "PHOTO BLITZ," SPONSORED BY THE PUBLICATIONS OFFICE. FOR MORE STUDENT VISIONS OF SWARTHMORE, TURN TO PAGE 20.

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As I arrive on campus each morning, I often see Martin Ostwald, the William R. Kenan Jr. Professor Emeritus of Classics, walking to work from his home on Walnut Lane. Now 80, Ostwald paces purposefully to his 4-by-6 carrel on the third floor of McCabe Library, where he spends his days reading texts in Greek and writing articles and e-mail in English and German. These days, there's a different rhythm to Ostwald's life—but it hasn't always been so quiet.

Ostwald is one of Swarthmore's best-known teacher-scholars—revered by his students and widely recognized for his contributions to classical studies. If you engage him in a conversation about contemporary politics (about which he is very much up-to-date), he will soon cite a classical author who has just the right take on today's problems. He is the model of an educated man—but he is also a man with an extraordinary history, the last of his generation to stride Swarthmore's sidewalks.

## Martin Ostwald and his émigré colleagues enriched this college for more than half a century.

As he helped us prepare “Émigré: The College as a Place of Refuge” (page 34), he showed us the passport he carried when he left Nazi Germany in 1939. He has kept it all these years—stamped with a prominent *J* for “Jew.” The photo inside is of a handsome young man, age 17, with a slightly worried look on his face. When it was taken, perhaps he knew that he would be leaving his home—and his parents—behind. He did not know what lay ahead of him.

Ostwald is the last of a magnificent generation of émigré professors who taught at Swarthmore from the 1930s until the 1980s. He rightly sees himself as a scholar and teacher who made it on his own merits after a near-tragic start. The passport is a symbol of the past; although he says he can't forget about the past, he refuses to be defined by it or singled out because of it.

Writers of history have a way of putting people into boxes. Our article “Émigré” inevitably does this with the experiences of Ostwald, Hilde Cohn, Wolfgang Köhler, Hans Wallach, Olga Lang, Franz Mautner, and six others whose profiles appear in our Web edition only. All came to America and to Swarthmore after living in their homelands became impossible because of religion, politics, and violence; yet each is a distinct individual with a unique story.

Swarthmore was one of many American colleges and universities that offered refuge—and distinguished careers—to intellectuals fleeing fascism and war. Yet the College should not take undue moral credit for hiring them; it merely upheld its own high standards of teaching, scholarship, intellectual freedom, and humanity. These men and women were asked to teach here because of what they could offer, not because they were victims of oppression. In the bargain, Martin Ostwald and his émigré colleagues enriched this college for more than half a century.

—Jeffrey Lott



## Swarthmore COLLEGE BULLETIN

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The *Swarthmore College Bulletin* (ISSN 0888-2126), of which this is volume C, number 3, is published in August, September, December, March, and June by Swarthmore College, 500 College Avenue, Swarthmore PA 19081-1390. Periodicals postage paid at Swarthmore PA and additional mailing offices. Permit No. 0530-620. Postmaster: Send address changes to *Swarthmore College Bulletin*, 500 College Avenue, Swarthmore PA 19081-1390.

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Printed in U.S.A.

**FOUL STENCH**

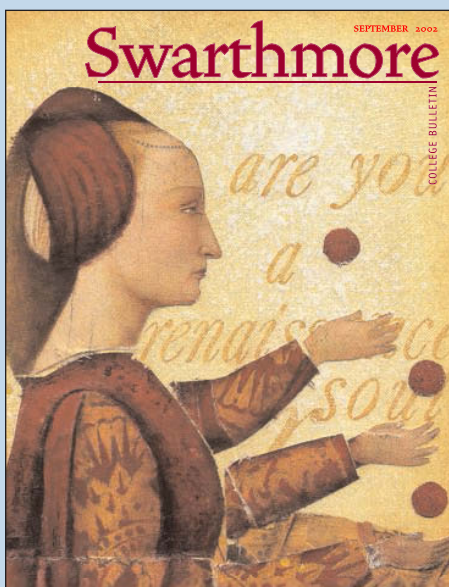
I read the story about Kevin Huffman '92 ("Teaching for Change," September *Bulletin*) with interest because Teach for America (TFA) has also impacted my life. I went from Swarthmore to TFA in 1998 with lots of idealism, which didn't last long. Neither did my enthusiasm for TFA. I was assigned to teach at East St. John High School in rural St. John Parish, La., which is about 40 miles and at least a half-century outside of New Orleans. It is just one of the many failed public school systems that are stuck with educating children in a community where education will get you nowhere. I was assigned to teach Careers for Education, a course title devised by the head of special education. When I suggested Education for Careers, I was met with blank stares. The title didn't matter, though, because curricula for the school's special education classes did not exist.

The administration seemed more concerned with expelling its African-American students than providing a decent education. It was especially not interested in new ideas from young Yankee do-gooders like me. I taught in a dirty, hot trailer on cement blocks behind the school; most days, I could not hold a class together for more than 10 minutes. I was about as prepared to teach these students as I was to be an air-traffic controller.

TFA places some of its corps members in districts that are beyond help. A recent college graduate from the suburbs cannot erase centuries of unspeakable poverty and racism. These districts are not interested in change; but they do need adult, college-educated bodies to fill classrooms, and TFA is happy to oblige.

That these teaching positions need to be filled is an unqualified truth. But TFA isn't the answer. Although its organizers and supporters pat themselves on the back for their ingenuity—and spin wildly to deflect the foul stench of criticism that envelops the program—TFA allows the status quo to continue and devalues the teaching profession.

PATRICK RUNKLE '98  
Oakland, Calif.

**HYPOCRISY**

Although Teach for America (TFA) provides a temporary solution to the teacher shortages facing many economically disadvantaged school districts, I was disappointed that your article did not more fully address the criticisms that many educators have raised. Although I deeply respect the time and energy that Kevin Huffman '92 has devoted to channeling enthusiastic, high-achieving college graduates into the teaching profession, I worry that programs such as TFA convince the public that mere enthusiasm and a liberal arts degree are enough to prepare prospective teachers adequately for the enormous challenges awaiting them in the nation's most underserved schools.

Many of us currently in the teaching profession, myself included, fear that those so-called alternative routes to teacher certi-

fication, which require minimal preprofessional training, do much more than "de-professionalize" teachers; they may actually contribute to the growing gaps in achievement between students in affluent and nonaffluent communities. Considerable research has demonstrated that the quantity and quality of teachers' professional training has a direct impact on their students' achievement. Recent analyses of scores on the National Assessment of Educational Progress (NAEP) have found that students whose teachers have had better preparation in their preprofessional course work, more preservice or in-service training in working with diverse student populations, more training in developing higher-order thinking skills, and more experience with designing interactive learning environments do better on the NAEP assessments.

In light of such research, TFA's five-week orientation seems to offer a poor substitute to traditional teacher education programs—many of which now require prospective teachers to earn a master's degree in education while practicing under a skilled mentor and taking courses in child development, educational philosophy, learning theory, and teaching methodology. As a graduate of Swarthmore's teacher certification program, I can attest that the extensive preprofessional course work and mentoring I received drastically improved my confidence and competence during my first year of teaching. Putting enthusiastic, inexperienced college graduates in the most disadvantaged schools does not seem like "teaching for change"; rather, such a program threatens to overwhelm beginning teachers and underserve the very students it aspires to serve.

Ultimately, I do not fault Huffman or TFA for the funneling of the least experienced teachers into the poorest schools; such a trend is nothing new in the history of education. Instead, I fault the hypocrisy of a society that demands the best teachers for its most affluent, advantaged students while refusing to provide its most disadvantaged students with the qualified, committed teachers

*Please turn to page 79*

**STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION**

1. Publication: *Swarthmore College Bulletin*
2. Publication number: 0888-2126
3. Filing date: Oct. 25, 2002
4. Issue frequency: August, September, December, March, and June
5. Number of issues published annually: 5
6. Annual subscription price: none
7. Office of publication: 500 College Ave., Swarthmore PA 19081-1390
8. General business office: same
9. Publisher: Swarthmore College, 500 College Ave., Swarthmore PA 19081-1390  
Editor: Jeffrey Lott, 500 College Ave., Swarthmore PA 19081-1390  
Managing editor: Andrea Hammer, 500 College Ave., Swarthmore PA 19081-1390
10. Owner: Swarthmore College, 500 College Ave., Swarthmore PA 19081-1390
11. Known bondholders, mortgages, or other security holders holding 1 percent or more of total amount of bonds, mortgages, or other securities: none
12. The purpose, function, and nonprofit status of this organization has not changed during the preceding 12 months.
14. Issue date for circulation data: Sept. 2002
15. a. Total number of copies (net press run): 24,014  
b. Paid or requested circulation through dealers: 0  
c. Paid or requested mail subscriptions: 20,992  
d. Free distribution by mail: 79  
e. Free distribution outside the mail: 2,735  
f. Total free distribution: 2,814  
g. Total distribution: 23,806  
h. Copies not distributed: 208  
i. Total: 24,014

## STANDING FOR SOCIAL JUSTICE



ELEFTHERIOS KOSTANS

Karima Wilson '03 has always known that there was something just a little bit different about her. "I grew up as part of a biracial family in a very segregated town—Birmingham, Ala.," she said. "Especially in Birmingham, everyone who's not black or white is put into this amorphous category."

For years, Wilson wondered about the differences that distinguished her from her friends, although she didn't know how to talk about them. All that changed after her ninth-grade year when Wilson attended Anytown, a weeklong youth leadership program sponsored by The National Conference for Community and Justice (NCCJ). There, she found an open setting to discuss issues of diversity, and, as she said, "For the first time, I was able to tell people I was different, and they were like, 'That's cool.'"

Her experiences at Anytown are something that Wilson still cherishes today. As one of 22 Eugene M. Lang Opportunity Scholars currently enrolled at Swarthmore, Wilson has been able to use college grants to fund her own social justice project. So for the past three years, Wilson has worked closely with the NCCJ to ensure that programs like Anytown will continue well into the future.

Wilson, a sociology/anthropology major and psychology minor, said the NCCJ works to eliminate bigotry and racism by promoting greater understanding among people of different cultures and races. She spent two summers interning with the organization, the first at a regional branch office in Birmingham and the second at the national headquarters in New York City. She

returned home to Birmingham last February to begin work on her capstone project—the development of a volunteer training program for the NCCJ.

As Wilson explained, volunteers are often undertrained and underused by non-profits. She, therefore, set out to create a program that would develop a group of qualified volunteers capable of effectively instructing youth leaders in the vocabulary of diversity.

"The program was about training the volunteers in the same issues they're going to be training the leaders in. So we talked about race, we talked about class, we talked about gender, we talked about ability. And we talked about developing leadership skills around these issues," Wilson said. Twenty-one volunteers completed the inaugural training session.

Wilson spent the entire spring and summer planning and executing the project, beginning in February and finishing in August. Now a senior, she is unsure of what she plans to do next year. Maybe law school, maybe graduate school—teaching is also a possibility. What she does know for sure, however, is that issues of diversity and social justice will always be important aspects of her life.

"What's most special about diversity work is the bonds that people make because of it," she said. "People are able to be friends because they understand each other better and understand where they come from. We understand that everyone has biases and prejudices, but we can work around that."

—Elizabeth Redden '05

LANG OPPORTUNITY SCHOLAR KARIMA WILSON '03 DEVELOPED A VOLUNTEER TRAINING PROGRAM FOR THE NATIONAL CONFERENCE FOR COMMUNITY AND JUSTICE IN BIRMINGHAM, ALA.

## ONE QUESTION

*I hear a lot about minority groups on campus. How does the College decide when a student is a member of a minority group?*

This decision is not the College's. Students are asked to identify their own background on admissions forms. Students may check more than one category—and even expand on the general categories—but in keeping with state and federal reporting requirements, the College must report them in only one of the allowable categories, which include African American, American Indian/Native Alaskan, Asian/Pacific Islander, Hispanic, and white (non-Hispanic). Those who fail to self-identify are counted as "white."

Of 1,467 students enrolled during the 2001–2002 academic year, 61 percent were white, 16 percent were Asian, 8 percent were African American, 8 percent were Hispanic, and less than 1 percent were American Indian. The rest were international students, who are not counted in the same way as American citizens. Director of Institutional Research Robin Shores reports that these standard categories are slated to change in 2004. The College will then be allowed to report students in multiple categories.

# Endowment drop squeezes budget

**Editor's Note:** Vice President for Finance and Treasurer Suzanne Welsh has been fielding a lot of questions about the current state of Swarthmore's finances. She prepared the following questions and answers for the College community in mid-November.

## What is the College's current financial picture?

- The decline in the stock market has caused a downturn in the endowment. The endowment declined from a peak of about \$1 billion in the late summer of 2000 to about \$830 million at the end of October 2002. In addition, lower interest rates are leading to lower revenues on operating cash balances.
- The lower endowment is putting strong pressure on the College's ability to increase endowment support to the budget. It makes it difficult, if not impossible, to pay for the cost of new facilities from the endowment, making the success of the current capital campaign essential.
- The budget is feeling pressure from large increases in health insurance and property insurance.
- The College has entered this period in excellent financial condition and is well positioned to meet the challenges. Nonetheless, our commitment to our priorities combined with the more constrained finances has reinforced our focus on efficiency and allocation of resources to our most important priorities.

## How does the endowment affect Swarthmore's budget?

- The endowment is the largest source of revenue in the College budget, providing even more revenue than net student fees. About 46 percent of the revenues in this year's budget come from the endowment. Income of \$39.5 million from the endowment was used last year.

## Will there be budget reductions?

- Yes. Although the College plans to sustain the regular increase in the endowment support to the budget in order to protect the quality of its educational program, as a result of lower interest rates and the cost pressures mentioned earlier, we still need to find savings of up to \$1 million to balance the budget and respond to cost increases beyond our control.

## What is the budget process?

- The president's staff and the College Budget Committee are already working on next year's budget and are examining the consequences of reducing costs in several areas.

- The Board of Managers has named an Expenditure Review Committee to ensure that the allocation of College resources fully reflects our priorities. As part of this effort, it is conducting a cost-comparison study with six other institutions and looking at long-term financial models to assure adequate funding for the core elements of Swarthmore's quality and character.

## What are the guiding principles for this process?

- The College is committed to the following:
  - Sustaining an academic program and broader educational program of the highest quality.
  - Safeguarding need-blind admissions and providing adequate financial aid to assure access to an exceptional and diverse student body.
  - Recruiting and supporting the finest faculty.
  - Recruiting and retaining an excellent staff.
  - Preserving the long-term health of the endowment.
  - Providing responsible stewardship of the College's physical resources.

## Where will costs be saved? Will positions be eliminated?

- We do not have all the specifics yet. Each area is looking for budget savings.
- We have identified some positions that have been vacant and will not be filled.

## How does the capital campaign fit in?

- The Meaning of Swarthmore has attracted gifts and pledges of \$114 million toward a \$230 million goal that is scheduled to be reached by 2006. Although we have seen some slowing in

receipts on pledges and less comfort from donors given the unpredictability of future financial markets, we remain confident that, given the responsibility that alumni feel for the College, we will succeed in meeting the campaign goals.

- Our first priority is to raise more support for the science center, which is only partially funded.
- The next priority will be to raise support for the necessary renovation of Parrish Hall. This will also require construction of a new residence hall to provide housing for students currently living in Parrish Hall while renovation proceeds. The start of construction on these will depend on campaign progress.

## WELSH IS APPOINTED FINANCIAL VICE PRESIDENT

In August, President Alfred H. Bloom announced the appointment of Suzanne Welsh (*right*) as the College's vice president for finance and treasurer. Welsh replaced Paul Aslanian, who retired after seven years as vice president for finance and planning.

Welsh joined the College in 1983 and has been treasurer since 1989. She received undergraduate degrees in mathematics and accounting from the University of Delaware and an M.B.A. from the Wharton School at the University of Pennsylvania.

At the same time, Bloom broadened the responsibilities of Larry Schall '75, whose title was changed from vice president for facilities and services to vice president for administration.

Bloom also announced that Associate Vice President for Human Resources Melanie Young would henceforth report directly to him.



JIM GRAHAM



JIM GRAHAM

TWO SOARING INVERTED ROOFS ARE AMONG THE DISTINCTIVE ARCHITECTURAL—AND ENVIRONMENTAL—FEATURES OF THE COLLEGE'S NEW SCIENCE CENTER. THE ROOFS WILL DIRECT RAINWATER TO TWO DISTINCTIVE "WATER FEATURES" ON THE SITE, FROM WHERE IT WILL FLOW INTO UNDERGROUND STORAGE TANKS. RATHER THAN RUN DIRECTLY DOWNHILL TO CRUM CREEK, IT WILL RECHARGE THE GROUNDWATER AQUIFER.

## CAMPAIGN APPROACHES HALFWAY MARK

The Meaning of Swarthmore, the College's current \$230 million capital campaign, is just short of its halfway mark both in time and dollars raised. As of Oct. 30, the campaign, which is set to end in 2006, had garnered \$114

million in gifts and pledges.

Fund-raising from key leadership donors began in 1999, following a three-year study of the College's most pressing academic, community-life, and physical-plant priorities. The campaign was publicly announced in December 2001 with the publication of *The Meaning of Swarthmore*, a 48-page case statement. The kickoff of the public phase of the campaign had been scheduled for a campus gala on Sept. 21, 2001, but the event was canceled following the Sept. 11 terrorist attacks. Instead, the College has hosted

alumni, parents, and friends at a series of regional events. This fall, Swarthmore gatherings were held in Philadelphia, London, Boston, and Los Angeles. Other events have been held in Washington, D.C.; San Francisco; Chicago; New York; and Brussels.

Dan West, vice president for alumni, development, and public relations, said in early November that "although this is a challenging economic environment in which to raise funds of this magnitude, The Meaning of Swarthmore is on track and making progress toward meeting the College's most important future priorities. We are about where we need to be after the first year of a five-year public phase of the campaign."

These priorities include construction and renovation of important facilities; endowment for new academic initiatives, faculty teaching and research, instructional technology, and student financial aid; and fortification of the Annual Fund. A complete list of campaign priorities and opportunities to participate is at [www.swarthmore.edu/support](http://www.swarthmore.edu/support).

—Jeffrey Lott

Although Swarthmore has long been known as one of the nation's best liberal arts colleges, in recent years, comparative rankings have become a national obsession. The higher-education list published each fall by *U.S. News & World Report*—the weekly magazine's best-selling issue—has generated debate about the usefulness of such lists, how they are compiled, and whether they have prompted colleges to change their admissions practices.

In the 2003 *U.S. News* rankings of national liberal arts colleges,

ed here with their weight in the total score): academic reputation (25 percent), student selectivity (15 percent), faculty resources (20 percent), graduation and retention (20 percent), financial resources (10 percent), alumni giving (5 percent), and what the magazine calls "graduation-rate performance" (5 percent). Many of these factors have subcategories.

Critics have claimed that colleges, which self-report data to *U.S. News*, are tempted to inflate their numbers, but Shores credits the magazine with being increasingly thorough in checking the data received. "They are now very specific about how we are to count things," she says, "There are numerous follow-up questions, and they cross-check our surveys against other sources of data."

Still, says Shores, the single factor with the most weight—academic reputation—is largely subjective. To generate this statistic, *U.S. News* asks college presidents, provosts, and deans of admission to rank peer institutions on a scale of 1 to 5. "I see this as somewhat self-perpetuating," says Shores.

Although she believes that the rankings fill a need for information that colleges "have not instinctively done a good job of providing," she says that "they torture the data in order to make fine distinctions that are not really useful to parents and prospective students. The difference among schools that are closely ranked is not significant."

Dean of Admissions and Financial Aid Jim Bock '90 agrees.

## Quantifying Quality

released in September, Swarthmore tied for second place with Williams College. Amherst College held the No. 1 spot, and the top 10 was rounded out by Wellesley, Carleton, Pomona, Bowdoin, Middlebury, Davidson, and Haverford colleges.

According to Robin Shores, the College's director of institutional research, since the inception of the *U.S. News* rankings in 1983, Swarthmore has never fallen below third place among national liberal arts colleges. It has held the top position six times, including last year, tied with Amherst. Because of its generous financial aid program, Swarthmore has also consistently ranked among the magazine's "best values" in higher education.

*U.S. News* derives its rankings from seven different factors (list-



## DUKAKIS URGES HEALTH CARE REFORM

In his first appearance on campus since 1995, former Massachusetts governor and 1988 Democratic presidential candidate Michael Dukakis '55 urged the adoption of federally mandated health insurance. Delivering the annual McCabe Lecture to a large audience in the Pearson-Hall Theatre, Dukakis asked: "When are we finally going to make the decision that all Americans deserve basic health insurance? What is it about our political system that makes it impossible to do what every other advanced industrialized nation does for its people?"

Noting that students in the audience were in preschool when he challenged then-Vice President George Bush for the White House in 1988, Dukakis recounted that presidents Truman, Kennedy, Johnson, Nixon, and Clinton had attempted to pass legislation to create a government-run universal health insurance plan or to mandate employer-paid private insurance. Only Johnson succeeded, but his Medicare plan is limited to the elderly and the subsequent Medicaid plan covers only the poorest Americans.

After Medicare passed in 1965, said Dukakis, who teaches public policy at Northeastern University, "everyone assumed that it was only a matter of time until benefits would be extended to everyone." In 1972, Republican Richard Nixon put forward a comprehensive plan that would have required all employers to provide basic medical coverage. It might have passed over the objections of the insurance industry and the American Medical Association, said Dukakis, but for the opposition of Democrats who favored a government single-payer system. Massachusetts Senator "Ted Kennedy told me that his early opposition to Nixon's plan was the single biggest

political blunder of his career," said Dukakis. "By the time he threw his support to Nixon's bill, Watergate blew up, and it was too late."

Dukakis said the United States spends twice as much per capita for medical care as any other advanced industrialized country, "and what do we get for it? They provide universal health care at half the cost of running the U.S. system, and we have 42 million people without insurance. Where do these people go when they get sick? To hospital emergency rooms, where it costs about \$1,000 per patient to treat them. And where does that \$1,000 come from? From individuals and employers who *do* pay for insurance. If you insure your employees, you also have to pay for the guy down the street who doesn't."

Dukakis said that government-run single-payer health care is "unlikely to pass, given the private insurance system that has evolved in America." He favors a national system similar to Hawaii's, which he called "very close to the original Nixon plan." Under Hawaii's law, which has been in effect since 1974, all employers are required to provide basic coverage for their employees; insurance companies cannot deny coverage for preexisting conditions or other common risk factors, and state government covers those who are changing jobs, unemployed, or indigent. "It's worked well for nearly 30 years," said Dukakis, who teaches one-quarter of each year at the University of Hawaii. "They have better health outcomes overall, and nobody's gone out of business because of it."

Dukakis said the Clinton administration's 1993 health care proposal, which failed to make it through Congress, was "far too complicated—they should have modeled it on the Hawaiian system." He blamed the Democratic Party's 1994 loss of Congress on the "fallout from that defeat." Since then, politicians have been "nibbling around the edges of the problem" with prescription drug coverage under Medicare and the patient's bill of rights, which he said "marginally improves things for those who have coverage to begin with."

"As a society, we've defined employer responsibility to include worker's compensation, unemployment insurance, and retirement. Why not health? We spend \$1.5 trillion dollars a year on health care, yet we still have millions of Americans who have no coverage."

Before taking questions, Dukakis closed with a plea to Swarthmore students to get involved in politics: "Guided by the experiences I had on this campus, I've had the good fortune to be involved in politics for a lifetime. I want you to think seriously about becoming actively involved in the politics of your communities. Get into campaigns, work for people you admire and whose values you share—you can make a difference."



"WHY CAN'T THIS GREAT COUNTRY OF OURS COME TO GRIPS WITH AN ISSUE AS FUNDAMENTAL AS THIS?" ASKED MICHAEL DUKAKIS IN THIS YEAR'S MCCABE LECTURE.

Despite Swarthmore's position at the top of the rankings, "we don't tout [the rankings] in our publications or in talking with prospective students. We don't want people to choose Swarthmore for the wrong reasons."

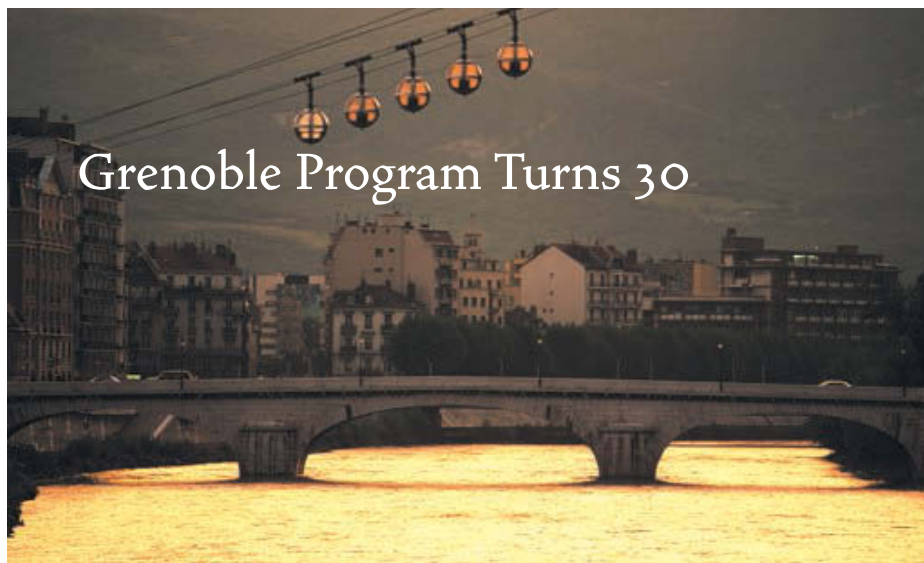
Bock says that he doesn't feel any pressure to stay at the top of the rankings. "It's just not part of the conversation," he says. In any case, he explains, actions taken by the Admissions Office have scant effect on the College's overall *U.S. News* performance: "It's been said that we're being more selective, using early decision, or driving up yield [the percentage of students offered admission who matriculate] in order to maintain our position, but acceptance rate and yield account for just 4 percent of the total. The SATs and ACT are also about 6 percent. [Yield and test scores are subcategories within the student selectivity factor.] Whether we are up or down 10 points on our median SATs doesn't affect these rankings."

The median combined SAT verbal and math score for those recently admitted to the Class of 2006 is 1,450.

What does Swarthmore get from of the rankings? "It's free publicity," says Bock. "It gets Swarthmore's name out there. But really, how do you quantify quality? Every school is different, and every student's experience of it will be different. The college experience is subjective, and *U.S. News* tries to make it objective."

—Jeffrey Lott

—Jeffrey Lott



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## Grenoble Program Turns 30

This year, the College's oldest foreign-study program celebrates its 30th anniversary. The Swarthmore Program in Grenoble, France, began in 1972, a result of the efforts of Simone Smith, a former College professor of French. Today, according to Swarthmore's Foreign Study Office, it is one of the most respected programs in all of Europe. "Significantly more Swarthmore students attend Grenoble than any other single program that we recommend," says Steven Piker, professor of anthropology and foreign-study adviser.

College French majors must spend at least a semester in the program, but it is open to all Swarthmore students and to all American colleges and universities. It attracts people from all over the United States, according to Professor of French and James C. Hormel Professor of Social Justice George Moskos, program director this semester. Currently, 11 of the 105 Swarthmore students studying abroad for credit, along with 10 students from other schools, are enrolled through the program in classes at Université Stendhal and live with host families in and around Grenoble, which is aptly named "Capital of the Alps." The city of about 150,000 is renowned for scientific research and has a large international student population.

The program in Grenoble is the first and oldest operated by Swarthmore. The College also has a formal affiliation with a program in Madrid, Spain, operated by Hamilton College. Recently established programs in Poland and Ghana have expanded foreign-study opportunities. In addition to these

**THE COLLEGE'S PROGRAM IN GRENOBLE, FRANCE (ABOVE), WAS FOUNDED BY PROFESSOR SIMONE SMITH—A DECORATED MEMBER OF THE FRENCH RESISTANCE DURING WORLD WAR II—WHO TAUGHT AT THE COLLEGE FOR 26 YEARS. GRENOBLE WAS SMITH'S HOMETOWN.**

programs, which are formally affiliated with Swarthmore, recent students have taken advantage of approved study-abroad opportunities in more than 30 countries, with the most popular including Australia, England, France, and Italy.

Study abroad has increased dramatically in the 1990s. Between 1991 and 2002, the number of students who have studied at least one semester outside the United States jumped from 23 to 48 percent of the graduating class.

—David King '00

## GEORGE FOX'S LEGACY

Look up George Fox on the Web today, and the search engine is likely to take you to the site of the Canadian country-rock musician. But country music was far from the minds of the 150 Quaker historians and others who attended a two-day conference on "George Fox's Legacy" at the College in October. They were more interested in the lasting influence of George Fox (1624–1691), one of the founders of the Society of Friends and a dominant figure among 17th-century Quakers. The conference spanned two days and included such topics as the Barbados Declaration, the Hicksite-Orthodox separation and the holiness movement of the 19th century, evangelical Quakers of the 20th century, Quakers and politics, Quaker education, the prophetic voices of Quaker women, and perfectionism. The conference was sponsored by the Friends Historical Association and the Friends Historical Library.

—Jeffrey Lott



FRIENDS HISTORICAL LIBRARY

## TOTALLY SWAT

The Dash for Cash is no more. The men's and women's rugby teams' long fund-raising tradition of running naked down the halls of Parrish, grabbing dollar bills from cheering spectators, has received a firm reprimand from the Eastern Pennsylvania Rugby Union (EPRU).

According to president of the men's rugby team, Brett Klukan '03, the EPRU got wind of the Dash from an Associated Press report in *The Philadelphia Inquirer* about last spring's Dash. Said Klukan: "When [the EPRU] heard of it, they told us that they felt it represented an aspect of rugby that they'd rather not have shown in the mass media, and that they would like us not to host it anymore; if not, we'd be subject to penalties."

Fortunately for Dash fans, the event took place as usual on Nov. 1—renamed Cash for Dash under the auspices of The Availables, a campus band, which opened the naked run to any student who wanted to bare all.

About 10 students, about evenly divided by gender, took the challenge and dashed past the Admissions Office before a smaller than usual crowd just after 1 p.m. One admissions tour guide later said she made sure her group had cleared Parrish by then. "It's easier to explain the Dash than it is to have the prospective students and their parents actually see it," she said.

—Evelyn Khoo '05, *The Daily Gazette*

# Science and Values

What kinds of facts are needed to form sound value judgments? What is objectivity? What role do values play in scientific activity and to what extent do they determine areas of scientific research? These are some of the questions that challenge students attending Scheuer Family Professor of Humanities and Professor of Philosophy Hugh Lacey's course Science, Values, and Objectivity this fall.

Leading an exploration of ways in which the natural sciences interact with moral and social values, Lacey questions the idea that science is value free. He presents the notion that general philosophical issues arise in life situations but that, conversely, they can also define life issues. Although value judgments cannot be logically derived from scientific judgments, he says, scientific knowledge is nonetheless essential to form sound value judgments, and moral and social values play a vital role in the acquisition of scientific knowledge. When values are applied to scientific activity at the "right" moment—in which case, science is not value free—they in no way undermine the objectivity of scientific judgment, he says.

Lacey illustrates these abstract assumptions by referring to concrete, current issues in agriculture—specifically to case studies of conflicts connected to the use of genetically modified organisms.

In the first class meeting, Lacey encouraged the nine students to examine the nature of values, guiding them to distinguish between personal values and social/moral values. Suggesting that humans form values according to what they think is worthwhile, and that these values are part of their being, he offered an example of a personal value, saying: "I spent most of my life doing philosophy because I think it's worthwhile. Not many people think that. It's a personal value." Then, he went on to question the importance of friendship. Although one or two students said that it is possible to do without friendship, most argued that life would be unpleasant without it, thus forming a shared, or deeper, moral value.

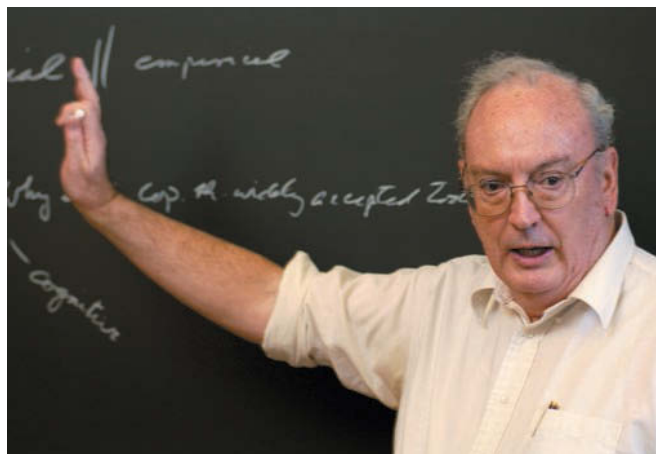
In the second half of the three-hour class, Lacey used a concrete example to show that in every social conflict there are embed-

ded philosophical conflicts. He recalled a news report about aid shipments of transgenic corn seed—Bt-corn—to famine-ridden African nations, which refused the corn. The conflict is evident: A high-yield, improved form of food is offered to starving people, and they refuse it. Because of the varying moral outlooks of the two culturally and socially different groups, a conflict arises.

The aid organizations, backed by the seed manufacturers, aim primarily to combat famine by using modern "technoscience." The African farmers, on the other hand, fear that the introduction of transgenic seed—in this case, corn whose DNA has been modified by insertion of genes from *Bacillus thuringiensis*, a naturally occurring, soil-borne bacterium that acts as a pesticide—will be harmful to their agricultural system. They claim that traditional farming methods would suit their needs better—were they to be given adequate resources.

Both claims are based on facts but are defined by widely differing values, Lacey pointed out. Technoscience has developed an agricultural product that has been proven to work, at least for now, but whose long-term effects on biodiversity and farming have been neither thoroughly researched nor tested over time. The established values of traditional farming, on the other hand, combine productivity with sustainability, emphasizing biodiversity and enabling local farmers to work independently of large seed corporations.

The students actively participated in class discussions. After the first meeting, senior Andrew Fefferman, a physics major and philosophy minor, said: "The question of whether my work as a scientist would be value free is one that has haunted me for a long time." A few weeks later, Keefe Keeley, a freshman interested in environmental studies and especially the use of genetically modified organisms (GMOs) in agriculture, said: "We are acquiring a strong philosophical platform on which to discuss the issue [of GMOs], and the class is continually engag-



ing and interesting. The best part for me is that Professor Lacey brings in a current news item that is directly related to the course material for that day or from the week before."

The issues concerning sustainable agriculture were among the major topics of September's World Summit on Sustainable Development in Johannesburg, South Africa. In honor of Lacey's retirement at the end of the year, a conference will be held on his work next March, featuring, among others, Harvard biologist Richard Lewontin and Vice Rector of the University of Central America Rodolfo Cardenal.

—Carol Brévarat-Demm

## KEITH HONORED

Centennial Professor of Anthropology and former Provost Jennie Keith was honored in May by her alma mater, Pomona College, with an honorary doctorate. In her talk to the graduating class, she recalled the stress of working with a piano professor who sat behind her poised to leap forward "to defend whatever composer I was mangling," an experience that taught her that learning, especially from a great teacher, is seldom comfortable. "And when you're in that situation," she said, "I'd like to be that little voice in your ear saying, 'Go ahead, try, be uncomfortable. You might learn something.'" Keith, whose research has focused on the influence of culture and society on the lives of older people around the world, has returned to Swarthmore after a one-year sabbatical to become head of the Lang Center for Social Responsibility, a new effort to coordinate the College's civic programs.

—Jeffrey Lott

## Books Take Flight

Holding a book is like protecting a treasure: The most enchanting ones synthesize the size, shape, and texture with lyrical words.

As Claire Van Vliet, founder of Vermont's Janus Press in 1955, said during an early October slide lecture in Kohlberg Hall, "These books are unusual shapes because of the text, which inspired a different approach." Students, faculty, staff, and alumni who attended were mesmerized by the display of her work. Van Vliet, a native of Canada who believes that a book "must be comfortable in the hand," has taught at the University of the Arts in Philadelphia, the University of Wisconsin–Madison, and the University of Vermont.

"The landscape seen from the press is used a lot in our work," she said, showing a photograph of her home and studio in Newark, Vt., surrounded by 5 feet of snow. The dramatic Vermont landscapes are often translated into her designs, such as *Lilac Wind* (1993)—one of several foldouts on

**CLAIRE VAN VLIET, FOUNDER AND OWNER OF JANUS PRESS IN VERMONT, COLLABORATES WITH ARTISTS AND WRITERS TO SHAPE BOOKS—SUCH AS *CIRCULUS SAPIENTIAE* HERE—INTO MANY CREATIVE FORMS.**

handmade paper—displayed in McCabe Library through mid-October. Even though the works were behind glass, Associate College Librarian Amy Morrison said, "These books are meant to be read." Some of Van Vliet's more than 100 works appear in collections at the Library of Congress, Victoria and Albert Museum in London, Montreal Museum of Fine Art, Philadelphia Museum of Art, and the National Gallery of Art.

Other books in the exhibit illustrated Van Vliet's blending of ink, paper, color, and structure—on pop-up and wagon-wheel pages—to mirror content. In *Night Street* (1993), about a young woman in the city, she wanted to convey "architectural excitement and a sense of the city that was enticing but threatening." *Aunt Sallie's Lament* (1993) is a quilter's story on diamond-shaped leaves; "the poem's perfect symmetry becomes clear as the reader turns the page, and they finally form a quilt square," Van Vliet said.

Van Vliet enjoys working with other artists because it "pushes me to do things I wouldn't do otherwise," she said. "None of us works in a vacuum," Van Vliet added, particularly gratified by "being able to make a living as an artist."

—Andrea Hammer



JIM GRAHAM

### WHAT'S IN A VERB?

What does a verb mean? It may sound like a simple question. But in Navajo, the answer can leave even native speakers tongue-tied. Associate Professor and Chair of Linguistics Ted Fernald should know. As vice chair of the Navajo Language Academy (NLA), he organizes the group's annual summer institute. Held this year in Rehobeth, N.M., just outside the Navajo reservation on the Arizona border, the institute combines theoretical linguistics with practical exercises that Navajo language teachers can use in their classes.

According to Fernald, the verb is the key to both. "Navajo packs a lot of information into the verb, not just agreement with subjects and objects," he says. "You have to know a lot about grammar to understand one."

Of all the languages and cultures in native America, Fernald says, Navajo has the best chance to survive intact because of the size of the tribe and the amount and location of the land it controls. But in many ways, the NLA is in a race against time. Although roughly 100,000 Navajo speakers currently exist, the number drops sharply every generation. Recent studies show that less than half of Navajo preschoolers speak the language, and Fernald thinks the actual figure is much lower. The numbers underscore the importance of the summer institute, which brings together educators from both off and on the reservation.

"Because few Navajo linguists are able to be active in the field, teachers and aides



CLAIRE VAN VLIET

LINDSEY NEWBOLD '03 (LEFT) AND ASSOCIATE PROFESSOR AND CHAIR OF LINGUISTICS TED FERNALD ARE WORKING TO UNDERSTAND—AND PRESERVE—THE NAVAJO LANGUAGE.

come to us for help,” he says. “Teaching the verb is hard, so most teach nouns, and the classes are horrible. We try to convince them the verb isn’t crazy, that there really are rules. It’s great to turn them onto that.”

Lindsey Newbold '03, an honors linguistics major from Chester County, Pa., discovered this challenge when she attended the institute to conduct her own research. “My senior thesis, on how [a Navajo verb’s] seriative prefix causes plural interpretations, is a real mind bender,” she says. “I couldn’t have done it if I had just showed up in New Mexico on my own. But with all the interest and expertise among NLA members, everything was set up for me.”

In June, Newbold presented her thesis at the Athabaskan Language Conference at the University of Alaska. Her work became the first from a Swarthmore student to be published as part of the conference’s proceedings.

In past summers, the NLA’s institute has ranged from 10 days to five weeks, depending on what the group can afford. This year, it lasted three weeks; although Fernald hopes for the same next year, he ruefully admits that without an endowment, “things usually get thrown together and are very much hand-to-mouth.”

An additional challenge this year was the palpable absence of Ken Hale, a legendary linguist from the Massachusetts Institute of Technology who helped establish what became the NLA in the 1970s. Hale died last fall, not long after teaching his last class—on the structure of the Navajo verb—at the institute.

“He was dying, but it was exactly where he wanted to be,” Fernald says. We were all thrilled and amazed by his dedication, and he was grateful for the opportunity.”

This dedication fuels Fernald. “My dream is to build the NLA so it operates year-round and provides career opportunities for Navajo linguists,” he says. “To engage in a high level of academic work while helping people gain access to the scientific community and the information that is useful to them—for me, that integration is a lot of what Swarthmore is about.”

—Alisa Giardinelli

## Leading African Poet Is Cornell Visiting Professor



Internationally renowned Ghanaian poet Kofi Anyidoho’s writing philosophy is different from that of most English bards. His compositions are supposed to be heard rather than read silently.

Consequently, he won’t use a word that does not easily roll off his tongue or sound pleasing to his ear.

“As a rule, I won’t use a word that I can’t say without feeling awkward about it. That’s why it’s not difficult to [perform] many African poems on stage. It’s a different experience to hear poems out loud,” says Anyidoho, who holds the Julien and Virginia Stratton Cornell Visiting Professorship at Swarthmore this year.

One of Africa’s leading poets and writers, he is currently a guest of the Theater Department and the Black Studies Program. He’ll teach two courses this year that deal with oral literature and the challenge of bilingual creative writing in Africa.

Anyidoho is head of the English Department and director of the African Humanities Institute Programme at the University of Ghana—Legon. He also promotes African culture as host and producer of Ghana television’s *African Heritage Series*. His latest poetry book, *PraiseSong for TheLand*, was released this fall.

—Angela Doody

### “The News From Home”

I have not come this far  
only to sit by the roadside  
and break into tears  
I could have wept at home  
without a journey of several thorns  
I have not spread my wings  
so wide only to be huddled into corners  
at the mere mention of storms  
To those who hear of military coups  
and rumours of civil strife  
and bushfires and bad harvests at home  
and come to me looking for fears and tears  
I must say I am tired  
very tired  
tired of all devotion to death and dying.  
I too have heard of  
all the bushfires  
the sudden deaths  
and fierce speeches  
I have heard of  
all the empty market stalls  
the cooking pots all filed with memory and ash  
And I am tired  
tired of all these noises of  
condolence from those who  
love to look upon the anger of the hungry  
nod their head and stroll back home

worrying and forever worrying  
about overweight and special diet for  
dogs and cats.  
Like an orphan stranded  
on dunghills of owners of earth  
I shall keep my sorrows to myself  
folding them with infinite care  
corner upon corner  
taking pains the foldings draw circles  
around hidden spaces where still  
our hopes grow roots even  
in this hour of finite chaos  
Those who sent their funeral clothes  
to the washerman  
awaiting the mortuary men to come  
bearing our corpse in large display  
Let them wait for the next and the next  
season only to see how well earthchildren  
grow fruit and even flower  
from rottenness of early morning dreams  
Meanwhile  
I am tired  
tired of all crocodile condolence.

—Kofi Anyidoho, 1984

Reprinted with permission from Earthchild (Woeli Publishers, 1984).

## On the Ball

At 10–9, the **women's soccer** team recorded the most wins in a season and just its second winning season since the program began in 1982. The team was 5–5 in the Centennial Conference. Eleanor “Ele” Forbes ’05 led the Garnet in scoring with seven goals and three assists for 17 points and became the first Swarthmore player to earn first-team all-Centennial Conference honors since Madeline Fraser Cook ’95 in 1993. Goalkeeper Catherine Salussolia ’04 led a Garnet defense that allowed just 24 goals in 19 games, the fewest goals allowed in a season. Salussolia finished second in the conference with an .869 save percentage and ranked third with five shutouts, earning conference honorable mention.

Charlie Taylor ’06 led **men's soccer** (5–14–1, 0–9) in scoring with five goals and five assists for 15 points. His five assists tie for third place for assists in the Centennial Conference. Goalkeepers Reuben Heyman-Kantor ’06 (.792) and Nathan Shupe ’05 (.790) ranked fifth and sixth in the conference in save percentage.

The **men's and women's cross country teams** both delivered solid performances again this year, earning seventh and fourth places in the Centennial Conference Championship, respectively. For the men, Lang Reynolds ’05 earned NCAA III All-Region honors for the second consecutive season with a 27th-place finish at the Mideast Regional Championships. Reynolds also earned All-Conference honors with a 10th-place finish at the championship meet, leading the Garnet to a fifth-place team finish. Maria Elena Young ’04 led the Garnet women to a seventh-place finish at the 2002 NCAA III Mideast Regional. Young earned All-Region honors for the third consecutive season with a 31st-place finish, covering the 6K course in 22:22.90. She also earned All-Conference honors with a third-place finish at the conference championship, leading the team to a fourth-place finish.

In **field hockey** (7–11, 3–6), forward Margaret “Meg” Woodworth ’03 earned second-team All-Conference honors. Woodworth led the team in scoring with nine goals and two assists for 20



JOHN FERKO

**ELEANOR FORBES '05 BECAME THE FIRST SWARTHMORE PLAYER SINCE 1993 TO EARN FIRST-TEAM ALL-CONFERENCE HONORS AS SHE LED THE GARNET WOMEN TO THEIR BEST SEASON SINCE THE PROGRAM BEGAN IN 1982.**

points, placing sixth in the conference in scoring. Woodworth closed her career with 26 goals, eight assists, and 60 points, ranking ninth on the Garnet career goals list and 10th on the all-time points list. Goaltender Kate Nelson-Lee ’03 earned Centennial Conference honorable mention recognition, recording a 1.47 goals-against average and a .848 save percentage that ranked fifth best in the conference. Nelson-Lee closes her career with 12 shutouts, a 1.5 goals-against average, and a school-record 425 saves.

In **volleyball** (5–19, 1–9), Emma Benn ’04 led the Garnet with 178 kills and was second with 309 digs, earning Centennial Conference honorable mention. Outside hitter Pattice Berry ’06 was fifth in the conference in digs per game (4.02) and seventh in aces per game (0.50). Setter Emily Conlon ’05 ranked seventh in set assists per game (6.29), and middle-blocker Natalie Dunphy ’05 finished fourth in the conference in blocks per game (0.82).

—Mark Duzenski

### ROBOT WOWS CONFERENCE

GRACE (Graduate Robot Attending Conference)—the brainchild (literally) of researchers from Carnegie Mellon University, Swarthmore, Northwestern University, the Naval Research Laboratory, and defense contractor Metrica—was an active participant at last July's American Assn. of Artificial Intelligence conference in Edmonton, Alberta, Canada. After being dropped off at the door, the 6-foot-tall GRACE successfully navigated her way to the registration desk; lined up and interacted with other participants; requested a name tag, bag, and directions to the talk area; and



JIM GRAHAM

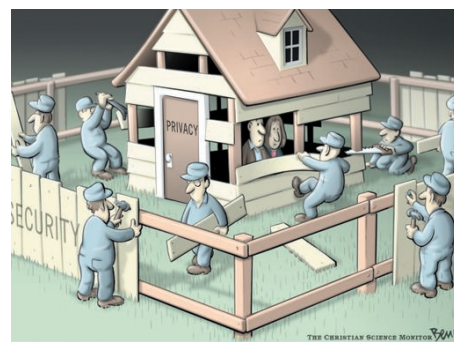
THE FACE OF GRACE

gave a 15-minute presentation on her historic accomplishment, explaining her hardware and software to an audience of hundreds. Exceeding all performance expectations, she received a standing ovation. Assistant Professor of Engineering Bruce Maxwell ’91 developed GRACE's vision module, which enabled her to navigate her way through the crowd and around the conference. Next, Maxwell plans to give GRACE the capability of reading name tags and detecting face as she interacts with people.

—Carol Brévert-Demm

### CARTOONIST LECTURES

Clay Bennett, winner of the 2002 Pulitzer Prize for Editorial Cartoons, visited Swarthmore on Nov. 12 to present an illustrated slide lecture. Bennett has served as editorial



cartoonist for the *Christian Science Monitor* since 1998.

Bennett's lecture, accompanied by an exhibit of his cartoons in McCabe Library was the latest in McCabe's annual cartoonist series.

—Elizabeth Redden '05

## COLLEGE HONORS FINAL FOOTBALL TEAMS

A plaque commemorating the final seasons of Swarthmore's football program has been mounted outside the Lamb-Miller Field House at the entrance to Clothier Field. It lists the names of 88 athletes and 13 coaches who worked with former Head Coach Peter Alvanos during the 1998 to 2000 seasons. Swarthmore played its final football game on Nov. 11, 2000, defeating Washington and Lee 16-6.

The plaque, which was installed in September, was part of an effort begun last spring to honor those players. About 180 former players and family members attended a banquet at Springfield Country Club in April organized by Kathy Pagliei, mother of Justin '02, and Eleanor "Peggy" Schmidt Clark '71, mother of Ken Clark '03. Tom Krattenmaker of the College's News and Information Office spearheaded production of a video, *One Heartbeat*, that was shown at the banquet to commemorate the seasons under Alvanos. Copies of the video, a scrapbook of team memorabilia, and rings made from the Cloth-



JIM GRAHAM

A NEW ARTIFICIAL SURFACE AND LIGHTS WILL ALLOW FOR MULTIPLE USES OF CLOTHIER FIELD.

ier Field goalposts were given to the former players and later sent to those who were unable to attend.

Pagliei had proposed the idea to President Alfred H. Bloom, who provided funding for the event and video. She said that after the College decided in December 2000 to end its football program, "it was all about the decision, the negativity. These kids had accomplished a lot, and they needed a reason to celebrate—to have what they did be recognized. It was great to see them laughing, having fun, and enjoying each other again."

—Jeffrey Lott

## CLOTHIER FIELD RENOVATED

Construction is nearing completion on a new field, track, and lighting system to replace the College's old Skallerup Track and Clothier Field. The project includes a state-of-the-art synthetic track surface as well as Sofsport synthetic grass on the field.

The all-purpose, all-weather facility will be used by field hockey, men's and women's soccer, and men's and women's lacrosse; it will also be available for club and intramural sports. Lights on the field will extend its uses into the evening.

When completed in December, the surface will consist of 2-inch tufts of synthetic grass atop a 1/2-inch porous rubber mat. A mixture of sand and ground rubber is then added to the "grass" to create a field that, according to Associate Director of Athletics Adam Hertz, "is nonabrasive and feels like a good, soft natural turf field."

The project was designed to allow for groundwater recharge under the Borough of Swarthmore's recently adopted storm-water management plan.

—Jeffrey Lott

## TRACKING THE GEOGRAPHY OF HATE



CHARLIE REIDEL, AP/WIDE WORLD

MEMBERS OF THE NATIONAL SOCIALIST MOVEMENT RALLY ON THE STEPS OF THE KANSAS STATEHOUSE UNDER A SIGN OPPOSING THEIR VIEWS ON AUG. 24, IN TOPEKA, KAN. A STUDY BY TWO SWARTHMORE ECONOMISTS FINDS NO CORRELATION BETWEEN EDUCATION, UNEMPLOYMENT, AND THE INCIDENCE OF HATE GROUPS.

In 1999, Associate Professor of Economics Philip Jefferson and Professor Emeritus of Economics Frederic Pryor published a paper in the journal *Economics Letters* that has gained renewed significance during the past year. Titled "On the Geography of Hate," their research analyzed the correlation between socioeconomic factors and the location of hate groups, concentrating on groups such as the Ku Klux Klan, Christian identity groups, and white supremacist "skinheads." Surprisingly, they learned that

factors such as education and unemployment, which might be presumed to be predictors of intolerance and frustration in communities, were not, in fact, statistically significant. Further investigation showed an equally negligible connection between local laws against hate crimes and the existence of hate groups in the respective localities.

Although it focuses on domestic hate groups, the paper was cited after Sept. 11 by scholars trying to explain the terrorist attacks. Jefferson believes it is important

that the paper was published some years before Sept. 11. "That fact gives it a level of objectivity," he says. "It's unclouded by the event. No one can think that the data were engineered to fit the situation. And what is exciting for us is that similar types of analyses of data gathered in places like Germany and the Middle East supported our broader findings that socioeconomic factors are not really useful in predicting the location of terrorism."

Jefferson says that although, in a way, the result is negative, it has been confirmed in at least two other geographical settings, "which is good for academics," he laughs, "but we have to look elsewhere for a solution to the problem of hate groups."

—Carol Brévar-Demm

# CELL DIVISIONS

SWARTHMORE-EDUCATED  
SCIENTISTS, ETHICISTS, AND  
LEGAL PHILOSOPHERS ARE  
HELPING LEAD THE CLONING  
AND STEM-CELL DEBATE.

*By Tom Krattenmaker*

*Illustrations by Esther Bunning*



**W**ith the advance of biotechnology, the fanciful is becoming increasingly real. Although not perfected, cloning—once the stuff of science fiction—has become ever more possible. But is it wise to create genetic carbon copies of ourselves? Is it morally justifiable to clone embryos—and, as some would remind us, destroy them—to secure the stem cells that could unlock the door to astonishing new medical treatments?

The questions surrounding biotechnology are, in the words of Robert George '77, a member of President Bush's Council on Bioethics, as prominent and poignant as any we face. And, as society begins to take them on with new urgency, Swarthmore-educated scientists, ethicists, and legal philosophers are helping lead the debate.

"It's an exciting time to be working on these issues," says Alex Capron '66, a bioethicist and University of Southern California law professor who this fall became director of ethics for the World Health Organization. "But it's also a somewhat difficult, vexing, and potentially dangerous time for society at large," he adds.

"We're reaching the point where we're going to go one way or the other with this technology," says George, a professor of jurisprudence at Princeton University noted for his ethical stand against destroying embryos for scientific research. "There's going to be no way to stay in the mushy middle."

Unlike the ethical questions around it or the science of actually executing it, the concept of human cloning is fairly straightforward: A nucleus containing most of the source person's genes is extracted from his or her cell, inserted into an egg, and implanted into a womb. The result, if all goes well, is the birth of a child that is a genetic copy of the source.

Another primary purpose of cloning is to produce embryonic stem cells for medical research and, if the research eventually bears fruit, hoped-for treatments or cures for diseases such as Parkinson's or diabetes. Current U.S. law says nothing about reproductive cloning. Although research is allowed today on existing stem cells, the president has banned the cloning of new embryos for scientific work.

Last summer, while researchers, pundits, and politicians debated cloning, the headlines were making the once-abstract more concrete than ever. One story from the sports pages sounded like science fiction: The children of baseball legend Ted Williams had the body of the newly deceased slugger cryogenically frozen. In addition to hoping to bring him back to life at some point, reports said, Williams' son wanted to sell his father's DNA to people interested in cloning and rearing their own Ted

## Unlike the ethical questions and the actual science, the concept of human cloning is fairly straightforward.

Williamses. Meanwhile, news reports surfaced of a researcher named Panayiotis Zavos, formerly of the University of Kentucky, who claimed he was working with seven infertile couples, attempting to have cloned babies by next summer. The experiments reportedly were occurring in an undisclosed foreign country.

Are these promising directions for society?

Maxine Frank Singer '52, an award-winning biological scientist and president of the Carnegie Institution of Washington, is quick to point out that we are in no position technologically to produce the first cloned human being. With the science of reproductive cloning still raw, to attempt it with a human is reckless and dangerous, she says.

Singer, chair of the Committee on Science, Engineering, and Public Policy of the National Academy of Science (NAS), points to the dim recent history of animal cloning. Dolly, the cloned English sheep that attracted worldwide attention, appeared normal at birth but is now prematurely arthritic, among other problems. Most animal-cloning experiments have produced poor success rates. Typical is a 1999 goat-cloning experiment, cited in a recent NAS report, in which just 20 of 230 embryos produced were judged sufficiently viable for implantation in a uterus; of 20 implanted, 17 miscarried. Scientists aren't sure why cloning is proving so difficult.

"For me, the fundamental objection to reproductive cloning is that it's dangerous," says Singer, who oversaw an exhaustive report on cloning produced by the NAS panel she chairs. "Parents will be bitterly disappointed by the failures. I fear that a significant number of the children who are born may be damaged."

Singer, for one, would not ban reproductive cloning if it were ever made reasonably safe. Then, she believes, it could become a viable last resort for the small number of couples in the severest reproductive situations—cases in which both the would-be mother and father are infertile.

Like Singer, David Baltimore '60, a 1975 Nobel Prize winner in medicine and president of the California Institute of Technology, would allow reproductive cloning if it were safe. Thoughts of a real, live "mini-me" repulse our sensibilities, he acknowledges, but because of the powerful force of environment on the shaping of a personality, a clone would never turn out the same as the genetic "parent."

"Let us say we could reconstruct a human from a cell of Einstein," Baltimore says, "and a young Einstein is born into our world today. Would that Einstein be the same man Albert Einstein was? I would argue no. First of all, our world is so different today. Would

## If a cloned Einstein were born into our world today, would he be the same man?

he even be interested in physics? I don't know. What if he went into commerce rather than science? I'm not worried he would be another Albert Einstein."

But what about scary scenarios like cloning farms to produce athletes, armies, servants, slaves, or a genetically superior ruling caste? Baltimore believes it is not necessary to ban cloning to prevent the fiction of Orwell and Huxley from coming true. "Our democracy protects us. No one has control over human breeding," Baltimore says. "The real worry is a Hitler, not cloning—a leader who dictates who breeds with whom."

Many in scientific and policy circles do not share Baltimore's confidence that society could handle cloning if it became available. Capron and George, for instance, are troubled by its implications for the fundamental bargain at the heart of parenting and human reproduction decisions. People enter parenthood understanding that they cannot know what kind of person they will produce and that they will commit to him or her no matter what. A notion central to cloning, on the other hand, is producing a type—a copy of a beloved daughter who died prematurely, perhaps, or a duplicate of a sports hero through whom the parent can live out his own unfulfilled athletic dreams. Then comes the difficult question: What if the clone, because of environment and all the other factors that shape ability and personality, disappoints? What if the mini-Michael Jordan has no interest in basketball?

As a society, Capron notes, we tend to trust personal choice in matters of reproduction; our laws, after all, allow a woman to decide whether to bring a fetus to term. Couples are free to use such technologies as artificial insemination if they cannot have a child the conventional way. But Capron, who served on President Clinton's National Bioethics Advisory Commission, fears that personal choice might not serve us in such good stead when—or if—the era of technologically viable human cloning dawns.

"I believe individual choice is very important," he says, "but we can't be as confident that the choices people might make (around cloning) will have outcomes that are as predictable for them and as



acceptable for society as reproductive decisions have been to this point. I don't think asexual reproduction is just another form of reproduction. It changes in a basic way the relationship between generations. In a certain way, it obliterates it."

Robert George has many of the same concerns. "As parents, we have a certain trusteeship over our children, but we don't own them," he says. "They're not products. Reproductive cloning would replace that view with a conception of the child as a product that is manufactured to order, subject to quality controls for the satisfaction of our desires."

Capron points to possible scenarios that are downright creepy. Suppose a husband clones his beloved wife so he can have a daughter "just like her." Then, what is the man's relationship to this child who bears none of his genetic material? Is she his daughter or his wife? If his wife prematurely died, would he expect the clone to fill the void?

"The desire that feeds wanting to clone is a desire that cannot be fulfilled," Capron says. "I worry what it will mean when this desire is frustrated. The little Mozart might be more interested in going in the driveway to play basketball, and the little Michael Jordan might want to go inside and play the piano. The parent might say, 'Wait, that's not what I ordered.' This is not a formula for human flourishing. This is a formula for treating children as objects."

# The human embryo is entitled to full moral respect and should not be exploited or destroyed to benefit others, says George.

Unlike reproductive cloning, so-called research cloning is within the grasp of science here and now, giving the issue an immediate urgency. The prominence of Swarthmore graduates in the debate was readily apparent on the opinion pages of *The Wall Street Journal* in July 2001, when George and Baltimore published dueling opinion pieces on the question on the same day. George, who insists that embryos are human beings in the earliest stage of their lives and thus deserving of legal rights, argued against allowing researchers to extract stem cells, which unavoidably destroys the embryo. Reflecting the view of most scientists, Baltimore argued conversely that an embryo—"a tiny mass of cells that has never been in a uterus"—is hardly a human being. Banning their use in research and eventual therapies, he wrote, would hamstring the fight against deadly diseases suffered by actual human beings.

Their unformed nature and wide-open potential are what give embryonic stem cells their unique beauty in the eyes of medical researchers. The goal is to find techniques to develop the stem cells into specific tissues and organs that could replace diseased ones in patients' bodies—a possibility that could revolutionize medicine

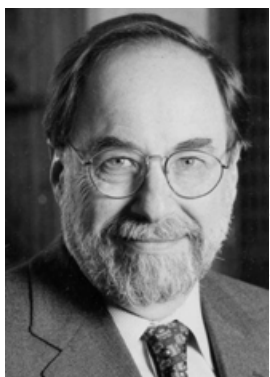
and save untold lives. But what makes them attractive is the same thing that makes them ethically problematic. They can be extracted from only embryos, and they cannot be "harvested" without destroying the source in the process.

Complicating the issue was news earlier this year of research indicating that the same medical breakthroughs might be possible with adult stem cells, though the results were too inconclusive to give Baltimore, for one, any confidence that adult cells could ever substitute for embryonic cells. "It would be nice if adult cells could do the same things, and I'm sure people will continue to pursue research on them," he says. "But embryonic cells represent our only hope at the moment."



CARNEGIE INSTITUTION OF WASHINGTON

Biochemist **Maxine Frank Singer '52** is president of the Carnegie Institution of Washington and chair of the Committee on Science, Engineering, and Public Policy at the National Academy of Science. In 1992, she received the National Medal of Science for "her outstanding scientific accomplishments and her deep concern for the societal responsibility of the scientist."



CALIFORNIA INSTITUTE OF TECHNOLOGY

**David Baltimore '60**, one of the most influential biologists of his generation, was awarded the Nobel Prize for Medicine at the age of 37 for his work in virology. He has also had a profound influence on national science policy regarding such issues as recombinant DNA research and the AIDS epidemic. Baltimore is president of the California Institute of Technology.



PRINCETON UNIVERSITY

**Robert George '77** is McCormick Professor of Jurisprudence and director of the James Madison Program in American Ideals and Institutions at Princeton University. George has served on the U.S. Commission on Civil Rights and is a former judicial fellow at the U.S. Supreme Court. He is the author of *In Defense of Natural Law* and *The Clash of Orthodoxies: Law, Morality, and Religion in Crisis*.



UNIVERSITY OF SOUTHERN CALIFORNIA

**Alexander Capron '66** is one of the nation's leading bioethicists. He teaches at the University of Southern California Law School and co-directs the Pacific Center for Health Policy and Ethics. In the 1980s, he served as executive director of the President's Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research. Capron was recently appointed director of ethics for the World Health Organization.



## Decision Rests With Society, Not Scientists

AT SWARTHMORE, MANY DEPARTMENTS PARTICIPATE IN THE PHILOSOPHICAL DEBATE.

*Professor of Biology Scott Gilbert is often asked about both the science and ethics of cloning and stem-cell research. He offers his own answers to some of the questions raised in this article—questions, he says, that are frequently discussed in classes at Swarthmore.*

### How does government policy affect stem-cell research? Should it go forward?

Cloning of stem cells in laboratories should go forward, but it must be regulated. Neither a complete prohibition nor a laissez-faire capitalist approach will work. Under the rules imposed by the Bush administration in August 2001, most of the 60 or so usable lines of stem cells are controlled by biotech corporations or foreign research institutes. I don't think the American public wants this to be an unregulated business enterprise. We established an Atomic Energy Commission to oversee nuclear fission; why not a similar authority to help us regulate an equally powerful technology?

### Some assert the "inherent dignity" of human stem cells. When do embryonic cells become a human being?

There are several ways to define that moment, but because science is better at saying what's not true than what is, the ultimate decision must rest with society, not with scientists.

One idea is that human life begins at the moment of fertilization, when the egg and sperm nuclei fuse.

Another is when the fertilized embryo "individuates"—when, about 14 days after fertilization, an embryo can only produce one individual rather than twins or triplets. In religious terms, "ensoulment" would only be able to occur after individuation. This embryologic view is accepted by the biomedical community in the United Kingdom.

Then, there is the brain-wave moment at about 25 weeks, when we can first detect fetal brain activity on an electroencephalogram. Interestingly, the medical community accepts the cessation of brain waves as the definition of human death. It could become a standard for the beginning of life as well.

Then, there's viability—the point at which a fetus can survive outside the womb. In *Roe v. Wade*, the Supreme Court said that a fetus should not be aborted after 26 weeks, but that was in 1973. As medical technology improves, this has become a moving target.

Finally, there's birth itself. Certainly, this is a point where the new life becomes physiologically independent of the mother.

### Is there a moral side to this issue?

This isn't a debate between science and religion or between good and evil. There are legitimate competing views as to what constitutes human life and dignity. The abstract view of human dignity holds that any living entity with the potential to be human must be accorded the respect due to a human being. This isn't necessarily just a religious attitude—after all, we have laws against slavery and cannibalism.

Another view of dignity considers disease. Disease can rob people of their dignity, but one of the glories of being human is that we have learned to alleviate and cure disease, restoring that dignity. If a certain avenue of research might give back a person's bowel function or muscle control, how can we prohibit it in the name of protecting human dignity?

It's easy to make a principled argument, to say yes or no. But it's much more difficult to say in some instances, yes, and in others, no. As former religion professor Patrick Henry used to say, the Manicheans had it too easy. They merely pitted good against evil. The hard decisions are when two goods compete.



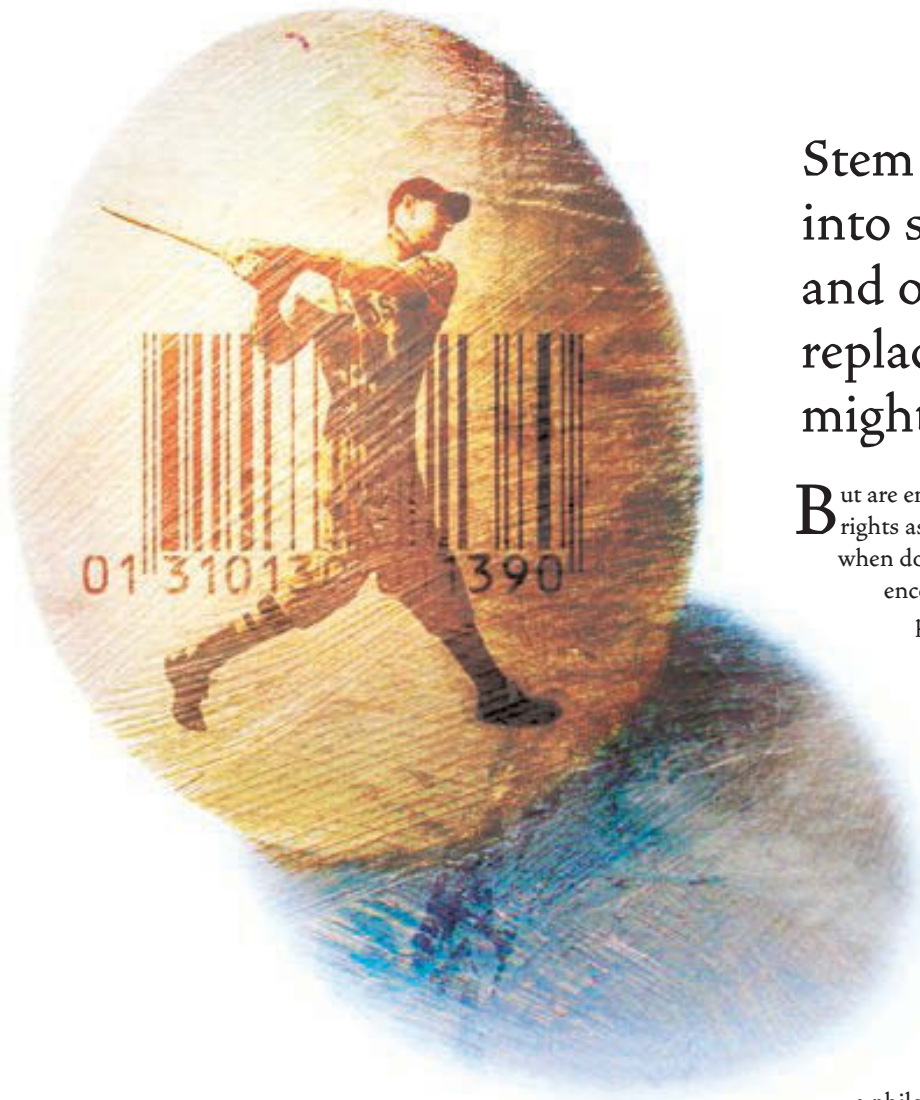
JIM GRAHAM

SCOTT GILBERT MAJORED IN RELIGION AS AN UNDERGRADUATE AT WESLEYAN UNIVERSITY AND IS THE AUTHOR OF THE BEST-SELLING TEXTBOOK *DEVELOPMENTAL BIOLOGY*.

### Are Swarthmore students engaged in this debate?

Yes, indeed—and the philosophical debate doesn't just happen in the humanities departments. Part of the mission of teaching science in a liberal arts college is to integrate it into the milieu where it is practiced. In Embryology, I assign readings about ethical issues. I also teach a course called History and Critique of Biology. John Jenkins, who teaches genetics, talks about eugenics. Amy Vollmer (biology) and Hugh Lacey (philosophy) have together offered a course on genetic engineering. Colin Purrington's biotechnology course challenges students to question the value of bioengineering. And Jennie O'Connell of sociology/anthropology is offering a course on bioethics.

Students who become scientists in the next few decades will have incredible power. They need to learn how science has been misused in the past, what the ethical issues are today, and what they are likely to be in the future.



## Stem cells developed into specific tissues and organs that could replace diseased ones might save untold lives.

**B**ut are embryos “human life,” deserving the same legal rights as those we regard as full-fledged people? If not, when does life begin? Illustrating the profound differences in the stem-cell debate, proponents of the two primary viewpoints disagree on the very means of approaching the question.

George contends that the answer is to be found in science as a definitive “yes.” An embryo, he says, “is not something apart from a human being like a potato or a car or a tree. Rather, the embryonic stage is simply a [step] in the life of a unitary determinate human being who will, if all goes well, by internal direction develop and mature to the next more mature stage of its development; and then, to the next; and ultimately, into adulthood with its unity, determinateness, and identity fully intact.”

Scientists Baltimore and Singer disagree. “That’s a philosophical question, not a biological one,” Singer says. “Does a new human being begin with the formation of the egg? Does it begin with the formation of the sperm? Does it begin when the two come together? ... Does it begin at eight weeks of gestation? Those are questions that are legal, philosophical, religious. They’re not biological.”

The most practical source of the answer is current law, Baltimore adds. “We allow abortion,” he says. “I believe the law of the land should prevail.”

In August, George and fellow members of the bioethics panel recommended to the president a four-year moratorium on cloning performed for research purposes and a ban on reproductive cloning. Although some pundits called the moratorium an act of “wimping out,” George says it would buy our country the time it needs to study, understand, and debate the issue.

“These issues are difficult, but they are not resistant to rational evaluation and discussion,” George says. “I think if we’re rigorous in debating, respectful of each other in conducting the debate, and willing to listen to arguments and make counterarguments, we can actually resolve these things. It does take an open mind and a willingness to confront uncomfortable truths. But I have faith that when people are willing to do that, we can get to the truth of these matters.” ❧

*Tom Krattenmaker is the College’s director of public relations.*

Singer agrees with Baltimore that the paramount concern must be for the lives of human disease sufferers. “To me, you have to balance these embryonic cells against all the ill people you might help,” she says. “My colleague who has Parkinson’s disease is a wise human being who has a family and friends. To me, it’s a no-brainer to say that if we could treat him with some cells, we ought to do so.” To focus on the welfare of embryonic cells, she says, ponders only half the question—“because the life at the other end has got to be *at least* as precious as the couple of cells that might grow into a human being.”

But to George and others opposed to the use of embryonic stem cells, embryos surely constitute human life. To deem humans in one stage of life exploitable for the welfare of humans in another stage—to judge some lives more valuable than others—is ethically shaky indeed, they contend.

“I believe human dignity is inherent, that you have it by virtue of being a human being. And you have it from the moment you come into being,” George says. “So it seems to me that the human embryo is entitled to full moral respect and should not be treated as an entity that may legitimately be exploited and destroyed for purposes of benefiting others. To do that is to reduce the embryo to the status of being the means to other people’s ends, and, in my view, that means to treat it as a thing.”



▼ **CLAIRE WEISS '03**

"Late afternoon is my favorite time of day on campus, when the sun invades western windows and the colors are truer than reality. The paths in the Nason Garden between Trotter and Hicks are calmer than most, as they aren't at the heart of activity. This picture embodies the sense of calm brought on by the afternoon sun—a by-the-wayside vision of Swarthmore."



▲ **LISA UBELAKER ANDRADE '06**

"'Can't We Stop and Think?' was taken on the steps of Parrish during a September protest organized by the student group 'Why War?' Signs protesting the impending war on Iraq were hung all along the outside of the building, but this one seemed to strike a chord even outside of that context. The message echoes some of the meaning of Swarthmore—an urge and an opportunity to pause and seriously contemplate action, thought, and life."



# THROUGH STUDENT EYES

A WEEKLONG "PHOTO BLITZ" REVEALS  
STUDENTS' VISIONS OF SWARTHMORE.

## ◀ ARPITA PARIKH '04

"Capturing people on film has been a consistent source of pleasure for me both before and during my Swarthmore experience. I admire the simplicity and timeless quality of the face and the body as the central subject matter. The challenge is in bringing the subject to life. Dale Jennings '04 (left) and Jyothi Natarajan '05 (p. 25) are glowing in what I find to be their natural states of joy."

**T**he 2003 Swarthmore calendar—mailed to alumni, parents, and friends of the College in November—is titled Through Student Eyes. Its images of the College were all taken by students, mostly during the week of Sept. 9.

During that week, the College Publications Office sponsored a "Photo Blitz," handing out more than 360 single-use cameras and rolls of film to students. The instructions were simple: Show us your vision of Swarthmore.

A quarter of the student body picked up cameras or film, and

more than 6,000 photographs were processed the following week. Students were given a set of their pictures and asked to submit up to three per roll to a jury consisting of Professor of Studio Art Brian Meunier, freelance photographer Steven Goldblatt '67, and members of the publications staff. Fourteen photographs were selected for the calendar, but many others were worthy of publication.

A representative selection is presented in these pages, accompanied by brief comments from the photographers. In addition, an exhibition of all photographs submitted to the jury was held in Parrish Hall in late October.

*What do these pictures tell us about students' visions of Swarthmore?*

Two messages are clear: First, Swarthmore students value—above all other aspects of their experience at Swarthmore—their fellow students. The people they meet, the friendships they form, and the lessons they learn from each other are easily as valuable as the classroom experience.

Second, the beauty of Swarthmore's campus is more than a mere backdrop for their education. Whether reading on "Parrish Beach," chatting on a garden bench, or exploring the fog-shrouded campus in the

middle of the night, students appreciate the College's natural setting. Taking photographs for the Photo Blitz may even have increased their awareness of Swarthmore's beauty.

The Photo Blitz was generously supported by donations from Fuji Photo Film USA Inc. and the Ritz Camera Centers Inc.

The Publications Office retained copies of the submitted photos, which will be placed in the College's photo archive along with a description of the project. At some time in the future, someone will come across these pictures and remember that week in September 2002.

—Jeffrey Lott



▲ **CLAIRE WEISS '03**

Students were asked to take a picture of a numbered placard identifying each roll of film. Claire Weiss had a little fun with hers: "I've acquired a lot at Swarthmore—knowledge, friends, experiences, stories, and memories. The objects here remind me of people and places I have come to know: coral from a spring break in Puerto Rico, a mini-rug from a friend (brought from Pakistan), a little Eiffel Tower from another friend's trip to Paris, my hermit crab, and the list goes on."

**LAURA HIRSHFIELD '03** ►

"Lena Loefgren, the 1-year-old daughter of Assistant Professor of Anthropology Farha Ghannam, is already practicing to be like one of her baby-sitters Emily Clough '03. Emily and I baby-sit Lena several days a week. Lena, who can be seen all over campus with her mother or one of us, is a great favorite among students, staff, and faculty. Here, she is busy researching one of her favorite things—Elmo!"







▲ HANG NGO '05

"Except during infancy, my friends and I haven't had as many naps during any period of our lives as we seem to take at the College. This is one of those Swarthmore afternoons when we all nap together in our 'cuddle puddle' in Chris Schad and Francisco Castro's room in Palmer. Here, Chris is reading Spanish—he's never taken a Spanish course before—to Maile Arvin, on the floor, to lull her to sleep."



◀ WEE JHONG CHUA '06

"This is Alan McAvinney '06. The intriguing aspect of this photo is the unique contour of his hair. As the wind from the fan forms the free-flowing image, the focus is shifted from the person to the movement. The picture was taken in Willets with a professional single-use 35mm camera."

▲ ELIZABETH BADA '06

"Swarthmore—it's full of early classes, late-night study breaks, papers, and exams. Sometimes you just need to unwind. And who knows? You just might find that thesis statement in the clouds."





▲ JEFFREY MAO '06

"Coming to Swarthmore can be a humbling experience. Everything is new and exciting, yet confusing and challenging all at the same time. You realize, when just starting out and looking up, that there are still so many steps to climb. But at the same time, you have this feeling of anticipation about the journey. It draws you in and makes you want to go higher."

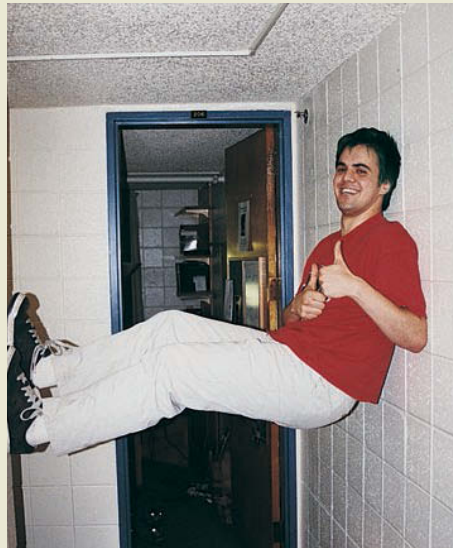
▼ SONAL SHAH '05

"Begum Adalet '05 (*left*) and Anand Vaidya '05 are international students who came to Swarthmore to expand their horizons. To this end, they actively engage in viewing the world from a different perspective every day, even turning it upside down on occasion."



BENJAMIN GALYNKER '03 ►

"It's Saturday, Sept. 14, and I'm standing on the balcony above the stage at Olde Club, where bands often play on weekends. On stage is a rock band called 'The Walkmen.' I often find myself taking pictures at Olde Club because it's so loud that I can't have a conversation. The pictures help me remember the music and the moment."



▲ ZACHARIAS MICHIELLI '06

"Here we have the very rare species *Herschelbus peckerus* (Herschel Pecker '06), known to inhabit only a small area in southeastern Pennsylvania. I was able to capture this teenage specimen in what is called 'Stupid College Student Behavior.' This extremely rare behavior has never before been photographed from such a close, dangerous vantage point."

◀ ARPITA PARIKH '04

See caption on page 21.





COURTESY OF EFFAT COLLEGE

# LIBERAL ARTS IN A CONSERVATIVE LAND

TWO SWARTHMOREANS HELP  
START A WOMEN'S COLLEGE IN  
JEDDAH, SAUDI ARABIA.

By Carol Brévar-Demm

**A** new liberal arts college opened on Sept. 8, 1999. Stretching over several city blocks, it has classrooms, laboratories, and sports facilities—including an Olympic-sized pool. There's an 800-seat auditorium, a cafeteria, state-of-the-art library, computer center, and a house of worship.

Groups of students in jeans, T-shirts, and sneakers lounge in the cafeteria, laughing and

chatting. In class, they discuss education, psychology, science, English, and computer technology; after class, they spend time in the library, the pool, or on the basketball court.

Sounds familiar—a little like Swarthmore? Except that here, the entire student body is female. Some ride to campus in college vans; others are driven in family cars; some live on campus. The college is surrounded by walls, into

which rooms have been built to accommodate male visitors including the students' fathers. (Mothers are allowed on campus.) All the faculty and staff members are women. Until they enter the gates of the college, students, administrators, and faculty cover their clothes with ankle-length, black abayas and their heads with matching scarves. The campus house of worship is a mosque.

This is Effat College in Jeddah—the first liberal arts college in Saudi Arabia. For Marcia Montin Grant '60, working to help found Effat College and act as its first dean was the job of a lifetime. “Starting what I call an Islamic liberal arts college drew on everything I learned at Swarthmore,” says Grant.

Islam dominates life in Saudi Arabia, home to two of the religion's three holy places. Saudi society has changed rapidly in the last half-century as a result of being the “keeper” of these holy sites, on the one hand, and one of the world's richest nations because of petroleum, on the other. At every turn, modernization and affluence are negotiated with Saudi cultural traditions and Islamic law.

The role of women in Saudi society is different from other Muslim cultures, says Grant, and women are frequently portrayed in the West as oppressed. It is true that Saudi women may not drive cars, cannot be in the company of men unknown to their families, and must cover their hair and wear an *abaya* in public. But, Grant points out: “Saudi Arabian society is constantly changing, and the role of women within it. There are many business women in Saudi Arabia, women can inherit, and they have the right to divorce. Although they seem to be more limited than women in some other Islamic societies, they have more rights in certain areas. It is simplistic to think that women are oppressed simply because of Islam.”

Within a culture where women have traditionally had a preeminent role only within their families, opportunities for Saudi women in both education and employment have been increasing. Queen Effat, wife of the late King Faisal, was a staunch advocate of education for women. In 1955, before Faisal became king, Princess Effat created Dar al-Hanaan, a private K-12 school for girls. The modernization of Saudi Arabia under Faisal, who ruled from 1964 until his assassination in 1975, included a national education program for women. By the early 1980s, public education was available to all Saudi girls.

According to Grant, Queen Effat always dreamed of starting a private women's college. Currently, 15,000 women attend the public King Abdul Aziz University in Jeddah, but they are taught in separate rooms from the male students, where they watch



PHOTOS COURTESY OF EFFAT COLLEGE

## The greatest challenge was finding leaders to work with both American academe and Saudi Arabian culture.

**IN ADDITION TO A MOSQUE (TOP), EFFAT COLLEGE'S CAMPUS (LEFT AND ABOVE) ALSO INCLUDES AN 800-SEAT AUDITORIUM. ITS SIZE, SAYS GRANT, IS UNUSUAL BECAUSE “WAHHABI ISLAM HAS NO CONCEPT OF THE SECULAR. THERE IS NO PUBLIC REALM OF ENTERTAINMENT, SO NO NEED FOR PUBLIC SPACES.”**

the professors (also male) on closed-circuit televisions. Queen Effat, seeing that this distance from the professors put the female students at a distinct disadvantage, imagined a college environment where women could interact directly with their teachers.

Yet until 1997, when a royal decree permitted the establishment of private non-profit universities, the queen's vision could not begin to be realized. When it became possible, she was granted the kingdom's first license to start a college. She put her daughter Princess Lolowah al-Faisal in charge of the project. Funding for the college would come from Queen Effat's personal fortune.

Princess Lolowah, educated in Saudi Arabia and Switzerland, inherited her mother's vision and also brought her own educational concerns. She had struggled to find appropriate teaching methods in Saudi Arabia for one of her children who is dyslexic.

“Because of the way our children are brought up in Saudi Arabia, many have learning problems, but I am convinced that everyone can learn,” she told Grant.

Disagreeing with the traditional methods of rote memorizing, listening, and silent note taking practiced in Saudi public universities, she wanted female students to think for themselves, question, communicate, and discuss. Women, she thought, should be enabled to receive an education that instilled a sense of independence and confidence. Her goal was not only to ensure successful careers for women (currently, the Saudi workforce is approximately 7 percent female) but also to give them as mothers the tools to raise confident and independent daughters.

In searching for educational models, Princess Lolowah visited the American women's colleges Mount Holyoke and Smith as well as Columbia and Harvard universities in early 1999 and was impressed by what she saw. Her greatest challenge lay in finding leadership for Effat College—a dean (women cannot be “presidents” of institutions under Saudi law) who would be able to work with cultures of both American academe and Saudi Arabian society. During the visit, she met Grant's friend Dr. Alice Ilchman, former president of Sarah Lawrence College and chair of the board of The Rockefeller Foundation, and invited her

to Jeddah. Ilchman asked Grant to go with her.

“I have always enjoyed consulting in cultures different from my own and was thrilled to have the opportunity to visit Saudi Arabia,” says Grant. She had studied African and Latin American politics and held seminars in Egypt on the nonprofit world. “But,” she says, “both the obvious hurdles and the immense opportunity involved in creating a Western-style college for women in Saudi Arabia drew on everything I knew—or didn’t know I knew—how to do.”

Grant was clearly a good match for the task. “I developed an early sensitivity to non-American perspectives from childhood stays in Colombia and Mexico,” she says. As an honors student at Swarthmore in political science, she undertook projects in Peru; Cuba; and Cameroon, Africa. Subsequently, she obtained a Ph.D. in political science from the London School of Economics. She began her variegated international career as a professor of international politics at Oberlin College. When invited to Jeddah, Grant was living in Barcelona, Spain, directing the Institute for North American Studies, a private, nonprofit organization aimed at promoting mutual understanding between Spain and the United States.

After two days of consultation in Jeddah, Grant and Ilchman submitted a formal proposal. “We thought that wonderful things could be done with a liberal arts education and that they should take a year to set up the college,” Grant says. She wrote to thank the princess. Returning to Spain, she learned that her thank-you note had generated more enthusiasm than the proposal. “No one on the staff could even read a formal, American-style proposal,” says Grant. “But they saw from the personal language of my thank you that I understood Effat’s vision for a liberal arts college.” Invited back, Grant returned to Jeddah for one week the following June.

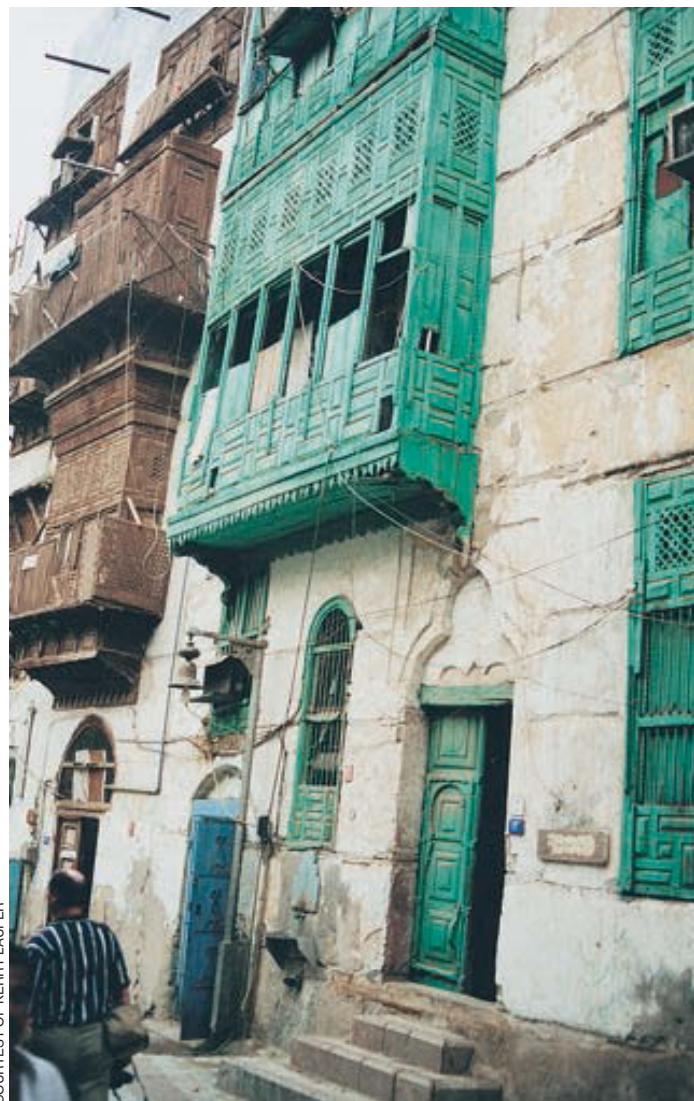
Grant learned that Princess Lolowah was unwilling to wait a year—she wanted the college to open in September, just three months later, partly because of the elderly queen’s failing health. Grant set to work. “I only had the one week, and I still had obligations in Spain,” she says, “so I drew up an

application form and set up a small admissions office.” Tuition was set at \$10,000 a year, and financial aid was made available for needy students.

In August, Grant moved to Jeddah to continue the project full time. Waiting to find a house in a Westerners’ compound, she settled into a hotel. Part of her success, she believes, is that she was a complete anomaly in Saudi Arabia—a professional woman, functioning without American government, petroleum, or military interests. “Everyone was very helpful,” she says, “although they thought I was a little crazy at the hotel. Normally, women do not stay alone in hotels in Saudi Arabia. I’d send faxes in the middle of the night or be on the phone to South Africa or the United States or wherever I was trying to recruit faculty or staff. One morning, a fax machine appeared in my room.”

“Everything had to be reorganized or built from scratch,” says Grant. When she went to look at the campus, the phones were not working. “I went down to where the telephone operator sat, and the phones were all ringing, but her desk was empty. I looked for the operator and saw that she was praying in the corner. I had to figure out quickly how to set institutional standards within a culture where work and religion had to co-exist. And on top of that, I wanted to hire an entirely female staff and faculty. My goal was to hire as many excellent women from the Middle East as possible but also people who understood the importance of a liberal arts education.” Grant says she searched worldwide, looking especially for women who could fill more than one job.

The fact that everything was being done for the first time was both difficult and exciting, Grant says. “We were defining what an Islamic liberal arts college would



COURTESY OF KERRY LAUFER

be. There was a lot of talent involved in the project, but, in many cases, it hadn’t been recognized.” Among the clerical workers, Grant discovered a woman from the Sudan who was pursuing a doctorate in computer science. “She got the Computer Science Department started with the help of the head of computer science at Smith College,” she says.

Looking for staff, Grant turned to her daughter, Alexandra ’95, who recommended her Swarthmore basketball teammate Kerry Laufer ’94. Then a French teacher at Penncrest High School in Media, Pa., Laufer had also taught English as a foreign language. Grant and Laufer talked on the phone. “Marcia offered me a job right then and asked how soon I could come,” says Laufer. “Ten days later, I was on a plane bound for Jeddah. My title was registrar of the college, but we did everything.”



Laufer's interest in the Arab world comes from being part Lebanese. She focused her studies at Swarthmore on North African literature influenced by French colonialism. But she never expected to live and work in Saudi Arabia. "I wouldn't have sought it out were it not for this Swarthmore connection," she says.

With so little time, Grant and Princess Lolowah decided to open the college with only two majors: early childhood education and computer science, which they considered to be the most crucial areas of training for women in Saudi Arabia.

Building a curriculum was exciting. "The question was how to teach in a way that will promote critical thinking," Grant says. "I wanted the women to get the intellectual tools to be able to understand both their own culture and Western traditions, so that they could study whatever they wanted while understanding the limits of both Islamic and Western traditions. But we had to begin at the beginning: calculus and writing. This is what makes Effat College like any school, anywhere." They were required by the Ministry of Higher Education to teach Islamic studies and Arabic.

Grant insisted that the curriculum also include physical education. "Women in Saudi Arabia don't have regular physical activity," she says. "They don't work out or move a lot—they send maids to get them glasses of water. So I found an American woman of Navajo ancestry in Jeddah to

## Grant had to figure out quickly how to set institutional standards within a culture where work and religion had to coexist.

**JEDDAH IS RICH IN ISLAMIC CULTURE AND ARCHITECTURE, SUCH AS THE CARVED WOODEN BALCONIES IN BALAD, THE OLD CITY (ABOVE LEFT).**

**NOW LIVING IN FRANCE, GRANT (ABOVE) SERVES AS EDUCATIONAL CONSULTANT TO PRINCESS LOLOWAH AND JAMAL AL-LAIL. SHE VISITS JEDDAH FREQUENTLY. WITH THE COLLEGE ESTABLISHED, GRANT SEES HER ROLE AS "TRANSLATING WHAT WE HAVE LEARNED IN JEDDAH BACK TO THE OUTSIDE WORLD."**

**ABAYA-CLAD BIOLOGIST DIANA STEIN AND CHEMIST SHEILA BROWNE (ABOVE RIGHT), BOTH MT. HOLYOKE COLLEGE FACULTY MEMBERS, VISITED AS CONSULTANTS LAST YEAR.**

teach gym." Initially, the students were unwilling participants, but Grant accepted no excuses. "They would have needed a note from a government hospital to get out of gym," she said. In the end, the Effat College basketball team ended up being one of the most popular extracurricular activities among the students. (Last year, the college staged a basketball tournament, which Laufer refereed, playing teams from several local educational institutions and a charity organization, and they held the first women's basketball banquet in the kingdom.)

One of Laufer's first tasks was to interview the students. She found most of the students' English skills insufficient for college courses, all of which were taught in



COURTESY OF ELIZABETH MCCORMACK

English. On the spot, Grant and Laufer decided to create a preparatory English-language curriculum, hiring the American consul general's wife to teach English.

Laufer's role expanded, soon corresponding to the American equivalent of assistant to a college president. To write a student handbook, she used Swarthmore's as a guide. When Grant needed an academic policy or an administrative procedure, she says she "just pulled it out of her head." Alexandra, who visited the college, observes: "My mother says that creativity is translating an idea to a new place. In the case of Effat, the idea of a liberal arts college, so familiar to us, was taken and planted in Jeddah." She adds: "I think that Swarthmore was present at all times in its founding. Both Kerry and my mother demonstrated incredible ingenuity because of the values and ideals inculcated in them at Swarthmore."

Princess Lolowah had given Grant complete authority to make the college happen.

Grateful for not having to deal with the Saudi bureaucracy, Grant says: “We worked in a way that cut across any lines. It’s amazing how much you can get done in a short time under those circumstances.”

As opening day approached, Grant realized that they had not planned an orientation event for the students and their parents. Then, it occurred to her that they could invite only the mothers. Despite this, she says, “I was amazed at how very much the fathers wanted this education for their daughters.” A large assembly was arranged, including a lunch with the princess for the mothers, a tour of the campus facilities, and meetings with the teachers.

**E**ffat College opened in September 1999. There were 37 students from 17 to 29 years old. They were single, married, divorced, and some were mothers. Most were Saudis, but there were also students from Afghanistan, Sudan, Yemen, Syria, and Kenya. When the Class of 2003 was asked to stand, there was a moment of intense emotion, Grant says.

“Our goal,” said Grant in her opening remarks, “is to prepare these students to cope with the world’s rapid changes, to be educated wives and mothers, in addition to getting them ready for careers.” Mindful of where she was, she added, “We must also keep in mind Islamic values and traditions.”

Princess Lolowah relayed an inaugural message from Queen Effat. “She asked me to tell you that although she has been concerned about the education of Saudi women for more than 50 years, she is now handing this mission to the students of Effat College. It was one of her dreams to provide a unique college for girls, and now, her dream has come true.”

Aware that Effat’s leadership must be in the hands of a Saudi Arabian woman by mid-2001, Grant began the task of finding a replacement for herself. “I was very fortunate to find and be able to work with Dr. Haifa Jamal al-Lail,” she says. The first woman in Saudi Arabia to hold a Ph.D. (in public policy), which she completed at the University of Southern California, Jamal al-Lail is a member of the college’s original development team and was Grant’s first consultant at Effat. In summer 2000, she and Grant attended a seminar on higher education administration for women at

Bryn Mawr College.

Now in its fourth year, the college has 200 students. Eighteen new faculty members were hired this year, bringing the total to 40. The current curriculum, approved by the Ministry of Higher Education, includes information systems, educational psychology, and linguistics and translation in addition to early childhood education and computer science. Courses are offered in mathematics, chemistry, biology, history, and economics, and there are electives in art and decoration as well as a course on child musical expression. Although Western philosophy may not be taught under that name, philosophers may be referred to as

“thinkers” and their ideas and teachings integrated into the curriculum in ways that do not conflict with Islamic values.

Laufer says, “As the organizational structure has taken shape, and as we continue to find increasingly qualified individuals to fill key positions within that structure, we now have time for more long-term projects and strategic planning.”

The college has established relationships with the science departments at Mount Holyoke, Smith, and Bryn Mawr colleges. In January 2001, a physicist from Bryn Mawr and two chemists and a biologist from Mount Holyoke were invited to Jeddah to consult and hold a panel discussion for an



**HAIFA JAMAL AL-LAIL, DEAN OF EFFAT COLLEGE; MARCIA GRANT; ELIZABETH MCCORMACK, A PHYSICS PROFESSOR FROM BRYN MAWR COLLEGE; AND MICHAEL FRIGANOTIS, COMPUTER SCIENCE AND AUDIOVISUAL CONSULTANT FROM DUBAI MEN’S COLLEGE IN THE UNITED ARAB EMIRATES (ABOVE, LEFT TO RIGHT), CONSULT ON THE COLLEGE’S SCIENCE CURRICULUM.**

**KERRY LAUFER AND HUSBAND DAVID LANDERS (OPPOSITE TOP), AN AMERICAN TEACHER WHOM SHE MET DURING A SCUBA-DIVING COURSE IN JEDDAH, BARTER FOR RUGS.**

**PORTRAITS OF MEMBERS OF THE SAUDI ROYAL FAMILY ADORN THE WALLS OF THE COLLEGE’S STUDENT HALL (OPPOSITE RIGHT).**

audience of local high school teachers, the press, Effat students and parents, and women from greater Jeddah. The American scientists discussed science education for women, including the formation of an integrated science program. Elizabeth McCormack, an associate professor of physics from Bryn Mawr, says of her visit: “One of my strongest impressions was the remarkable collaboration of the American and Saudi women. There is an incredible feeling of common purpose and energy.”

Grant is proud that Effat College has developed a college culture similar to that of American institutions. McCormack observed this as well: “One of the best parts of our trip was a casual conversation with a group of students,” she says. “My gut reaction was ‘They’re so like the young women in our country.’ They’re excited and bubbly





and enthusiastic about their potential to change the world. At the same time, they're very different. The diversity was amazing. And they were all so interested in science—just like our students.”

Laufer stresses the development of well-rounded individuals at Effat College. “It’s all about communication, leadership, and self-confidence,” she says. “Effat professors use ‘questioning techniques’ to encourage students to participate in class and let them know that it’s fine to express their opinions.”

As it continues to evolve, Effat College faces several challenges. One is the expense of running the college—particularly as parts of the campus still need refurbishing. Upon Queen Effat’s death in February 2000, a third of her personal fortune went to create the Effat Foundation, which now funds not only the Dar al-Hanaan school and Effat College but many other projects as well. Responsibility for all projects is shared by all nine of her children, including Prince Saud al-Faisal, the Saudi foreign minister.

With the uncertain international situation, Grant and Dean Jamal al-Lail are concerned about recruiting good faculty, but applications were actually stronger this year than in past years. The college also needs to increase student enrollment.

“The real test will come,” says Laufer, “when we graduate our first class and send them out into the world,” which will happen in June 2003. Saudi parents are still waiting to see how well the students of Effat College will do.

Now an established institution in Saudi

“Women in Saudi Arabia don’t work out or move a lot—they send maids to get them glasses of water,” Grant says. So they started a physical education program—and a basketball team.

Arabia, the college is seeking international accreditation through the Middle States Association.

“This will take several years, but we’re setting the foundations now and talking to the right people,” says Laufer, who is in charge of the project. Currently dean’s assistant for institutional development and quality control and a member of the college’s senior management team, she reports to

Jamal al-Lail and has worked on drafting most of the college’s procedures for the implementation of the Saudi Ministry of Higher Education’s academic policy. Detailed and demanding of accuracy as this work is, particularly as the ministry is known to make unexpected visits and demands for documentation, Laufer says that it has been helpful in setting up systems and upholding standards. “It helps prepare us for the much more rigorous standards we will face with international accreditation,” she says. The Ministry of Higher Education looks to Effat College as a model for liberal arts colleges in the country, reports Grant.



“By establishing Effat College, we were able to open a door in Saudi Arabia to thinking about nonprofits and philanthropy,” says Grant. Earlier this year, Grant and Jamal al-Lail were panelists in the first two meetings held in Saudi Arabia on nonprofit organizations. “They were coed meetings,” says Grant, “which is amazing because there really are no conferences including both men and women in Saudi Arabia, except in the medical field.”

Alexandra adds: “Seeing Effat allowed me to understand that the future lies in building cross-cultural institutions, where exchanges are made that create trust and opportunity for members of all cultures involved. My mother and Kerry have both given a face to the idealism of Swarthmore and, more generally, of the United States—our educational values. And, truly, none of this would have come to pass if my mother were not so daring, so willing to see potential, where others would just see a foreign, impenetrable culture. Swarthmore gave her the tools to do it.” ☞



# Wetlands Warrior

MARGARET RENO HURCHALLA '62  
BATTLES TO SAVE FLORIDA'S EVERGLADES.

By Angela Doody

plicated watershed issues and her ability to work with and understand both sides of the preservation vs. development debate is extraordinary. She's frequently asked to lead panel discussions or state her opinion on different issues—especially those involving the Indian River estuary, where she lives.

"She's remarkable, very persuasive. She's got a charm about her, an easy, approachable warmth. But underneath there's strength and confidence—classic leadership qualities," said Shannon Estenoz, national co-chair of the Everglades Coalition and director of the World Wildlife Fund Everglades Program.

"She has an extraordinary knowledge. She's smart, energetic, and she's an expert in government and environmental issues. She also knows all the players. She knows which personal chemistries will work and which will not. She really does see the big picture," agreed Col. Greg May, head of the U.S. Army Corps of Engineers in Jacksonville, Fla., who recently invited her to participate in the 27th Annual Water Management Conference on the Indian River Lagoon.

But for all the noteworthy stories about her professional accomplishments, there are just as many anecdotes about Hurchalla's unconventional personality and upbringing.

For starters, there was the night she took a group of politicians and reporters skinny-dipping after voters approved a bond issue to save Martin County's ocean beaches. Or the time she got stuck in the mud with her kayak and had to spend the night in a Florida swamp. Or how her mother taught her to wrestle alligators, and how she's passed the skill on to her own 11-year-old granddaughter.

Hurchalla, her two brothers and sister—former U.S. Attorney General Janet Reno—grew up "on 20 acres of cow pasture" along the edge of the Everglades. The Reno children helped their mother, Jane Wood Reno, construct their childhood home, and Hurchalla's sister still lives in the house today. Their parents were career journalists who worked for competing daily newspapers in Miami, and the Reno children grew up with pet ponies, peacocks, the occasional alligator in the house, and lots of freedom. It was there that Hurchalla developed her lifelong passion for the outdoors.

SOME OF HURCHALLA'S RECENT TRAVELS INCLUDE THE NEW GUINEA HIGHLANDS, WHERE SHE POSED WITH A WAGHI VALLEY MUDMAN (ABOVE). NOW THAT SHE HAS RETIRED, SHE'S TRYING TO SPEND MORE TIME IN THE FLORIDA WATERS SHE LOVES (OPPOSITE).

**A**sk Margaret "Maggy" Reno Hurchalla to discuss her career, and "professional grandmother" is the first job title she mentions.

But don't be misled by her humility and maternal inclinations. Hurchalla is something of a living legend in southern Florida—a colorful character in local politics, the first female commissioner to be elected in Martin County there, and a champion in the fight to preserve the Everglades.

During her 20 years as a county commissioner, Hurchalla has been credited with helping to keep the Martin County beaches public, creating a program to buy lands for conservation, and writing the county's comprehensive growth-management plan.

She was also a founding member and leader on the Governor's Commission for a Sustainable South Florida for five years until 1999. That group's ongoing mission is to help developers, business owners, and environmentalists cooperatively plan the area's growth while preserving its fragile ecosystems.

Although Hurchalla retired from elected politics in 1994, she is still considered an authority on the resuscitation of South Florida's watershed, which has been nearly destroyed in recent years by excessive development, farm runoff, and fresh water flushed from Lake Okeechobee to prevent flooding.

"If it's wet, and it's in Florida, then I love it—and I'm concerned," Hurchalla said. "Too many beautiful places are being destroyed, and we're running out of time."

Environmental experts contend Hurchalla's knowledge of com-

JIM HURCHALLA

“Mother disliked convention and didn’t care about things like us wearing shoes. But she was strict about us not being mean to people who were smaller than you.

“I didn’t realize at the time that everyone didn’t have the childhood that I had,” said Hurchalla, who taught herself to scuba dive at the age of 12 and was giving professional lessons at 13.

Hurchalla’s brother, Robert Reno, a columnist for *Newsday*, recalled that even as a child, his younger sister was a “veteran explorer” of the swamps near their home. “I don’t think there’s any part of South Florida she hasn’t been through.

“I wouldn’t have predicted that she was going to be a politician. I think she got dragged into it because Martin County was developing into this suburban sprawl horror, and it was going to be ruined if someone didn’t do something,” Robert Reno said. “I think both my sisters got into [politics] because they care.”

But Hurchalla’s career choice is not surprising to Janet Reno, who calls her younger sister her “best friend.”

“Both my parents were interested in politics, and they taught us to be aware and understand the issues.

“Maggy is extremely intelligent and has a tremendous capacity to learn. Once having learned [an issue], she’s very good at talking about it. She also cares a great deal about people,” Janet Reno said.

Hurchalla met her husband, Jim ’60, during her freshman year when they shared a ride to Florida from Swarthmore before Christmas break. On one of their first dates, Jim stood guard while Hurchalla and a friend climbed up the College’s water tower to paint “Cheer Up” on the side. They married in the fall semester of her junior year, and their first child, Jimmy, was born the following summer. (Hurchalla has fond memories of taking the baby to a few honors seminars during her senior year.) She was pregnant with her second child when she graduated Phi Beta Kappa, majoring in psychology and minoring in biology and philosophy.

The pair eventually purchased land along the bank of the Indian River estuary, where they raised their four children: James, Robert, Jane ’86, and George ’88.

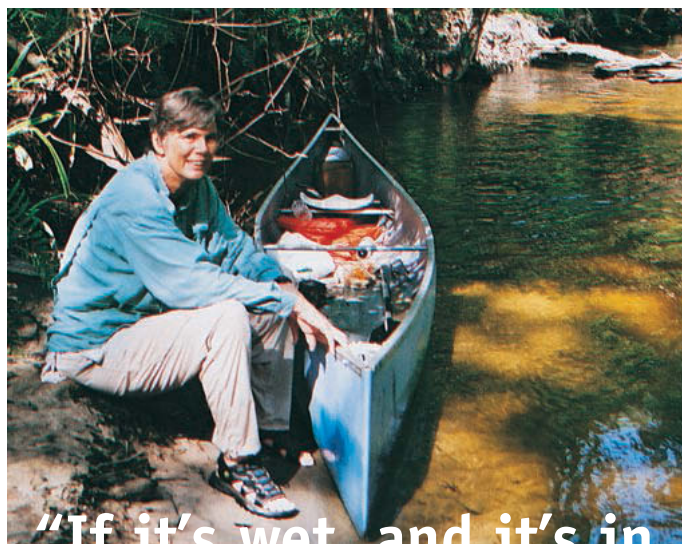
Hurchalla was elected Martin County’s first female commissioner in 1974. During her 20-year term, she became one of the most well known political figures in South Florida. The outspoken, 6-foot-1-inch Hurchalla consistently went head-to-head with those who wanted to indiscriminately develop Martin County and was sometimes criticized for inhibiting the county’s growth. But many also credit her with saving valuable wetlands.

“Maggy’s impact is enormous here. You drive through Martin County, and it doesn’t look like the rest of South Florida. There are more Everglades there because [the county] has a progressive wetlands ordinance.

“Maggy realized early that a restored Everglades was instrumental to the economic prosperity of South Florida and that the environment and the economy are inextricably linked,” Estenoz said.

These days, Hurchalla advocates “soft solutions” to restoring South Florida’s wetlands. One possible strategy, she maintains, is purchasing land from willing farmers and restoring those areas as wetlands, instead of allowing the property to end up as subdivisions.

“There are people who you want to call for feedback, and Maggy is definitely one of them.



HEDI RIDGLEY/NATIONAL WILDLIFE FEDERATION

## “If it’s wet, and it’s in Florida, then I love it—and I’m concerned.”

“I find her much more interested in achieving [ecological] restoration than pushing a personal agenda or satisfying her own ego. She has [the highest level] of leadership traits and at the same time has a lot of personal humility,” May said.

When Hurchalla was first elected county commissioner, the position was part time and perfect while she was raising her children. But that changed by the time she retired 20 years later.

“When I started, there were 30,000 people in the county. By the time I left, there were 100,000, and I was working 80 hours a week.

“No, I don’t miss it. It’s sad when you see things going to hell, and you can’t do anything about it,” she said, maintaining that the county’s current board has not put environmental issues on the forefront of their agenda. “But it’s also a big relief. As a friend noted, I can drive by a pothole now and say, ‘hey, I don’t have to do anything about that.’”

In retirement, Hurchalla has enjoyed a wide variety of activities—international adventures including scuba diving on Australia’s Great Barrier Reef, meeting natives in New Guinea, and hiking Hawaiian swamps and volcanoes. She also loves canoeing and kayaking the Indian River Lagoon and is trying to pass her love of nature and wildlife on to her two grandchildren, Kimberly, 11, and James, 9.

She also occasionally hit the campaign trail with her sister when Janet Reno ran unsuccessfully for governor earlier this year.

Although she’s usually willing to attend an occasional meeting on the environment or act as a sounding board to environmentalists and politicians, Hurchalla is trying to spend more quality time with her family. She is also often found in her kayak, exploring the beloved waters near her home.

“A friend said, ‘you’re trying to save [the estuary] because you love it. If you love it, then go outside, and enjoy it.’ That’s what I’m trying to do more of these days,” she said. ☺

**A**S FASCISM AND WAR INFECTED EUROPE IN THE 1930S AND 1940S, MILLIONS FLED THEIR HOMES TO ESCAPE PERSECUTION AND VIOLENCE. ONLY A FRACTION OF THOSE UPROOTED MANAGED TO SETTLE IN THE UNITED STATES, YET AMONG THEM WERE A REMARKABLE NUMBER OF SCHOLARS—MANY OF THEM JEWISH. THIS INTELLECTUAL MIGRATION BROUGHT EXTRAORDINARY MEN AND WOMEN TO MANY AMERICAN COLLEGES AND UNIVERSITIES, WHERE THEY ENRICHED THE INTELLECTUAL, SCIENTIFIC, AND CULTURAL LIFE OF THE ENTIRE NATION.

PERHAPS THE MOST FAMOUS OF THESE REFUGEES—ALBERT EINSTEIN—WAS THE PRINCIPAL SPEAKER AT SWARTHMORE’S 1938 COMMENCEMENT. INVITED BY PRESIDENT FRANK AYDELOTTE, THE GREAT MATHEMATICIAN CHALLENGED AMERICA’S ISOLATIONISTS, ASKING HOW ANYONE COULD “LOOK ON PASSIVELY, OR PERHAPS WITH INDIFFERENCE, WHEN ELSEWHERE IN THE WORLD INNOCENT PEOPLE ARE BEING BRUTALLY PERSECUTED, DEPRIVED OF THEIR RIGHTS, OR EVEN MASSACRED.” HE DID NOT REFER BY NAME TO THE DARK FORCES AT WORK IN HIS NATIVE GERMANY, BUT HIS MESSAGE WAS



# EMIGRE

## THE COLLEGE

AS A

PLACE

OF

REFUGE

**DRIVEN FROM EUROPE BY  
FASCISM AND WAR,  
EMIGRE SCHOLARS  
ENRICHED SWARTHMORE  
FOR NEARLY  
HALF A CENTURY.**

*By Alisa Giardinelli*

CLEAR—AND PRESCIENT. WITHIN A FEW MONTHS, *KRISTALLNACHT* WOULD WREAK HAVOC ON GERMANY’S JEWISH COMMUNITIES. IN SEPTEMBER 1939, THE NAZIS INVADDED POLAND, AND EUROPE—AND LATER THE WORLD—WAS PLUNGED INTO WAR.

EINSTEIN WAS JUST ONE OF THE MANY REFUGEES WHO MADE IMMEASURABLE CONTRIBUTIONS AT INSTITUTES, LABS, COLLEGES, AND UNIVERSITIES AROUND THE UNITED STATES. TOGETHER, THEY NOT ONLY ADVANCED THEIR FIELDS BUT CHANGED THE VERY NATURE OF WHAT WAS CONSIDERED “AMERICAN” SCHOLARSHIP AND CULTURE.

SOME OF THEM CAME TO SWARTHMORE.

THEY BECAME SOME OF THE MOST RESPECTED AND ACCOMPLISHED PROFESSORS THE COLLEGE HAS EVER HAD ON ITS FACULTY. MOSTLY JEWISH, THEY SHARED A COMMON, IF LOOSELY KNIT, BOND WITH EACH OTHER. SOME BECAME LONGTIME CAMPUS FIXTURES; OTHERS ARRIVED LATE IN THEIR CAREERS AND STAYED ONLY A SHORT TIME. ONE EVEN INSPIRED A WORK OF FICTION.

ALL MADE LASTING CONNECTIONS WITH THEIR STUDENTS.

**T**he numbers of refugee faculty are dwindling fast. Only one, William R. Kenan Jr. Professor Emeritus of Classics Martin Ostwald, remains a presence on campus. He can still be found most mornings making his way from his home on Walnut Lane to his study carrel in McCabe, where he continues his writing and research.

Last fall, Ostwald was awarded an honorary doctorate from the university in his hometown of Dortmund, Germany. His decision to accept the award and return to Germany—which he had fled as a teenager—was not an easy one. But he did and, in the process, found some relief for what he calls an “agony of the soul.”

Ostwald’s father, a classically trained lawyer, insisted on a similar education for both him and his younger brother. But Martin’s plans to enter the rabbinate—as well as life itself—changed drastically after Nov. 10, 1938—*Kristallnacht*.

“It was a free-for-all on anything Jewish,” he says. “In the middle of the night, a bunch of SS officers came to our apartment and wrecked the place.”

In the morning, the family called the police. “We were still citizens deserving of their protection,” Ostwald says indignantly. “They came and said, ‘We don’t see anything.’ My brother and I



**MARTIN OSTWALD  
(B. 1922)**

were teenagers. They arrested us and took us to police headquarters.”

They and their father were held in a cell with 17 others. “The next day, the 11th,” he says, “we were marched to a railroad station,

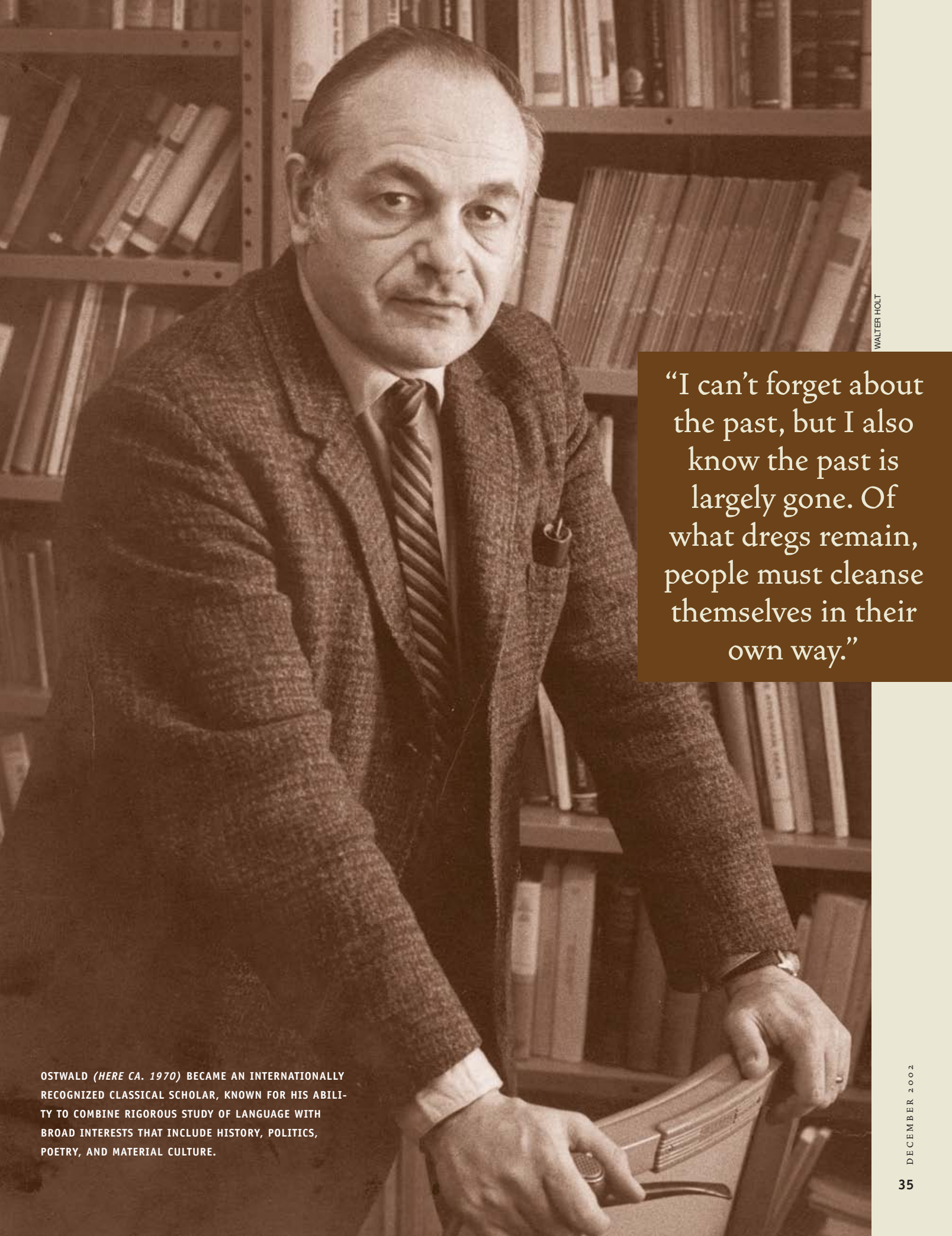
put on a train, and shipped out to Sachsenhausen, a concentration camp near Berlin.”

His experiences at the camp are burned deep in Ostwald’s memory. Most of all, he remembers his father’s words to him and his brother just before the boys’ release on Dec. 3.

“My father is the one to whom I owe my love of classics,” he says. “He knew Greek fairly well, and he quoted Homer to us: ‘The day will surely come when holy Troy will perish, with Priam and Priam’s people.’ He wanted to comfort us, to tell us this kind of Germany wouldn’t last. It didn’t, but he didn’t either.” His sons never saw him again.

Ostwald suspects it was his mother’s efforts to get them on a children’s transport that brought about their release in late 1938. It took them first to Holland, then 10 weeks later to England.

“At the time, neither my brother nor I realized we’d never see our parents again,” he says. “It was not until after the war that we learned of their deaths.”



WALTER HOLT

“I can’t forget about the past, but I also know the past is largely gone. Of what dregs remain, people must cleanse themselves in their own way.”

OSTWALD (HERE CA. 1970) BECAME AN INTERNATIONALLY RECOGNIZED CLASSICAL SCHOLAR, KNOWN FOR HIS ABILITY TO COMBINE RIGOROUS STUDY OF LANGUAGE WITH BROAD INTERESTS THAT INCLUDE HISTORY, POLITICS, POETRY, AND MATERIAL CULTURE.

In 1941, both Oswald parents were sent to the Theresienstadt (Terezin) concentration camp, where his father died in 1943 and was buried by Leo Baeck, the last chief rabbi in Germany. “On Oct. 18, 1944, my mother was sent to Auschwitz,” he says. “That’s the last we know of her.”

After escaping from Germany—on a passport stamped *J*, which he still has—Oswald’s path to America took several years, over anything but a straight line. In fits and starts, he even managed to continue his education. In England, he lived at a Ramsgate hostel, which had been rented by a group of Jewish doctors to provide housing and English lessons for refugee children—one of the many selfless acts to which Oswald attributes his education. Once the war began, he was forced to move to decidedly worse conditions at a farm school in Oxfordshire. Later, after Germany invaded France in May 1940, a stint as an apprentice waiter in Bournemouth ended when he was interned, not unhappily, by the British government.

Shipped to the Isle of Man, then to Canada, Oswald arrived in Quebec City on July 14, 1940: Bastille Day. He was 18. Oswald did not see his brother, who remained in England, again until several years after the war.

Oswald spent two years in refugee camps. Fellow internees started a camp school, where he resumed his education and also taught Greek and Latin. Students were excused from some camp

## He had vowed never to return to Germany: “One doesn’t know whose hand one shakes.”

work but not all. While working toward his high school certificate, Oswald also made camouflage netting and knitted socks for the army.

With the backing of a Jewish fraternity, the University of Toronto accepted him and about 20 others from the camp. To assuage trustees worried about “enemy aliens” studying on campus while the country was at war, the group trained, in uniform, in the school’s Canadian Officer Training Corps.

After Toronto, Oswald enrolled at the University of Chicago’s Committee on Social Thought, where he wrote a master’s thesis on the treatment of the Orestes myth in Greek tragedy. In Chicago, he met his wife, Lore, also a German refugee; in 1952, he earned a Ph.D. from Columbia University.

Oswald taught at Wesleyan University for one year and at Columbia for seven before Centennial Professor Emerita of Classics Helen North, now his neighbor, recruited him to Swarthmore. He recalls fondly his colleagues’ friendly reception on his arrival and the “warm, family atmosphere” at Crum Ledge Lane.

At Swarthmore, Oswald taught honors seminars that combined Germanic philological rigor with a relaxed, conversational style. He also benefited from an unusual joint appointment with the University of Pennsylvania, which allowed him to continue research on fifth-century Athens with Penn graduate students, maintaining this dual role for 20 years. He published widely, and his magnum opus, *From Popular Sovereignty to the Sovereignty of Law*, in which he exam-

ined the political and social tensions within ancient Athens, has been praised as an indispensable work of political, social, and cultural history.

In an even greater testament to his influence, Oswald also drew generations of students to careers in classics. “There is no question that Martin was the person I wanted to emulate as a scholar,” says Ralph Rosen ’77, a professor of classical studies at the University of Pennsylvania. “His interests are amazingly broad within the field of classics. He showed that the real reward of getting good at reading Greek and Latin came when one asked the ‘big’ questions about antiquity that still resonate with us today.”

On Oswald’s retirement in 1992, Rosen solicited and co-edited more than 40 critical essays from his mentor’s former students and colleagues for *Nomodeiktos: Greek Studies in Honor of Martin Oswald*.

Oswald’s additional honors include some of academia’s most esteemed: president of the American Philological Association; election to the American Academy of Arts and Sciences; member of the American Philosophical Society; and an honorary degree from the University of Fribourg, Switzerland. Yet none required the soul searching that would be asked of him in Dortmund in fall 2001.

I had vowed never to go back, never to set foot on German soil again,” says Oswald. “One doesn’t know whose hand one shakes.” Despite this aversion, he had made occasional trips over the years, including an emotional return with his two grown sons to his family’s ancestral village, Sichtigvor, where he was reunited with long-lost childhood friends.

Yet it was his first trip back, in 1966, that may have led him to return in such a public capacity last fall. On sabbatical in Greece, he took a side trip to visit two former Columbia professors, both German and then living in Munich. “One was so thoroughly admirable it was almost unreal,” he says. “He felt it was his duty to go back and educate young Germans.” It was a lesson Oswald would emulate more than 30 years later.

In 2001, seemingly out of the blue, the University of Dortmund offered him an honorary doctorate for his achievements in cultural history. Flattered as he was, Oswald says he could not suppress the thought that the invitation would not have been extended had he not been a hometown Jew. Receiving assurances he had been selected before his heritage had been investigated, he accepted—on the condition that he could meet informally with a group of students and find out firsthand what they knew about the Nazi period.

This meeting with several dozen students, who peppered him with questions about his past, was the clear highlight of a trip that also included a visit to his old school. “They understood when I told them I sympathized with them for the terrible burden they had to bear for the shame their immediate ancestors had put on a once great and respectable nation,” he says.

It may have taken a lifetime, but Oswald says he has come to terms with his past. “My personal experiences show me,” he says, “how human beings are capable not only of degrading and dehumanizing themselves and their fellow men but also that people have the potential to achieve greatness by creating monuments in art, literature, philosophy, and social justice that constitute the values of civilized life. In my case, the Greeks have shown the way, and it is their heritage that I have tried to pass on to my students.”

Clever, charming, utterly devoted to her students but also tough, intense, even “a holy terror.”

  
**HILDE COHN**  
(1909–2001)

Those who knew and loved her use these words to describe Hilde Cohn, who taught German language and literature at Swarthmore for more than 25 years.

Cohn was born in Görlitz, a town on the German-Polish border. Her childhood visits to the opera in nearby Dresden instilled a life-long love of the art, and after studying literature and fine arts, she earned a doctorate magna cum laude from the University of Heidelberg in 1933.

As a young woman, Cohn wrote essays for Jewish youth organizations and cultural articles for Berlin's *Vossische Zeitung*. She also published a study on the Jewish woman in medieval Germany, taught German Jewish children in a Florentine boarding school, and worked as a librarian at the American Academy in Rome.

But life as she knew it did not last. Cohn was living with her family when her father was first arrested around 1935 (when her sister and brother-in-law left Germany for Italy, later settling in the United States) and taken into “protective custody.” In a 1994 interview, she said: “To us, that is not a good term.” He was released soon after, but it was a sign of the worst still to come.

“She wanted her students to succeed and would give them as much time as was needed.”

In 1937, Cohn became the first in her family to come to America. She did so on the advice of Hertha Kraus, a member of Bryn Mawr College's social work faculty and also a Jewish refugee. By Cohn's count, Kraus helped “hundreds of people like me.” In her case, Kraus encouraged her to teach German, saying she would not know much about her language until she did. When a position to teach introductory German opened at Bryn Mawr, she took it. More than 50 years later, she still had the pay stub (for \$300) for her first American job.

But Cohn's parents had remained in Germany. Soon after arriving in the United States, she received word that her father had died—or was killed (she never learned the details)—in Buchenwald. Cohn's mother managed to escape on the last boat to Italy and followed Cohn to the United States. The Nazis later used her family's home, which her father had built, for offices.

Cohn taught at Bryn Mawr for 10 years before joining Swarthmore's German Department in 1948. At Swarthmore, Cohn mentored the German club and developed a strong following among her students. “She wanted her students to succeed and would give them as much time as was needed,” says Betty-Barbara Smart, a longtime friend. “She loved her subject and wanted them to love it, too.”

Cohn could also be serious, almost to a fault. “She saw no reason why I—an American who came to German at 20—didn't read



FRIENDS HISTORICAL LIBRARY

COHN IS REMEMBERED FOR HER PASSION FOR ART AND MUSIC AND HER LOVE OF THE WORKS OF THE AUSTRIAN WRITER HUGO VON HOFMANNSTHAL.

[Thomas] Mann in the original German,” Smart laughs.

After she retired in 1975, Cohn maintained a steady presence in Swarthmore by attending lectures and classes on campus and volunteering in the town's library. “She thought of her life as a continuing intellectual journey,” says Thompson Bradley, professor emeritus of Russian. “That kept her intellectually young.”

Cohn is remembered for her tremendous passion for art and music, her well-cut suits, and her love of the works of Hugo von Hofmannsthal, an Austrian poet, dramatist, and essayist. Her friends could expect a poem in English and German on their birthdays. For this woman who never married and lived alone much of her adult life, these relationships meant the world.

Studying psychology under Köhler is like studying religion under god”—at least that's

how the *Halcyon* once put it. But for Köhler, hyperbole was hardly needed. His reputation as a founder of Gestalt psychology and dominant figure in the field was already well established before he came to Swarthmore.

The son of German parents, Köhler was born in the port city of Revel [now Tallinn] in Estonia, then a Russian province. After attending the *Gymnasium* (academic high school) in Wolfenbüttel, he studied at the universities of Tübingen, Bonn, and Berlin and received a Ph.D. in 1909 for a dissertation on psycho-acoustics.

In its early days, experimental psychology was “all very romantic” to the young Köhler, as it was filled, he imagined, with labs, experiments, and dramatic discoveries. He continued his auditory research as an assistant and lecturer at the Psychological Institute at the University of Frankfurt, where he met Kurt Koffka and Max Wertheimer. Together, their work launched the Gestalt movement, based on the belief that perception is best understood as an organized pattern rather than as separate parts.

In 1913, Köhler became director of a primate research facility

  
**WOLFGANG KÖHLER**  
(1887–1967)

maintained by the Prussian Academy of Sciences on Tenerife, the largest of the Canary Islands. There, he applied Gestalt principles to study chimpanzees and recorded their ability to devise and use tools and solve problems. Effectively interned there with his family during World War I, he used the time productively. In 1917, he published and gained fame with *The Mentality of Apes*, in which he argued that his subjects, like humans, were capable of insight learning. His work led to a radical revision of learning theory.

Köhler returned to Germany in 1921 as head of the Psychological Institute and professor of philosophy at the University of Berlin, where he continued to explore and write about Gestalt theory. At the same time, he publicly responded to the country's changing political situation by writing, in April 1933, what became the last anti-Nazi article openly published in Germany under national socialism. Speaking of his friends who had not joined the Nazi movement, he wrote: "Never have I seen finer patriotism than theirs." Köhler, who was not Jewish, went on to name several influential and respected scholars—including philosopher Benedict (Baruch) de Spinoza and physicists Heinrich Hertz and James Franck—who were, as he noted, all Jewish.

Köhler's independence did not go unnoticed. "The Nazis invaded his institute," says New School University Professor Emerita of Psychology Mary Henle. "It was a very close-knit group, and they hired and fired people without consulting him."

Conditions deteriorated further. By 1935, Robert MacLeod, who as a young researcher had studied at Köhler's institute in the 1920s, was chair of Swarthmore's Psychology Department. Learning of Köhler's untenable situation, he prevailed on President

## Köhler helped put Swarthmore on America's intellectual map.

Frank Aydelotte to offer him a position. The result: Köhler came that year and, with MacLeod, built the department by attracting as research associates names now familiar in the field, including Henle, Karl Duncker, and Hans Wallach. The latter two had been his assistants in Germany.

"He was very good about helping his younger colleagues," Henle says. "We would show him papers we were preparing for publication. He even made our English better. He once inserted a sentence in a paper of mine, then quoted the sentence and attributed it to me."

At Swarthmore, Köhler was also known for his intellectually exhausting seminars and for his deadly serious approach to his research. In a 1976 interview, Wallach described one perception experiment, related to figural aftereffects, in which Köhler, as the subject, had two electrodes fastened to the back of his head.

Köhler, sitting in front of a complex pattern, expected to see it change shape as the current passed through his head. Not seeing any change, he encouraged his assistant to turn the current higher, ultimately past the safe limit. At that point, Wallach fell ill and left the room. Köhler, meanwhile, never saw the pattern distort.

"He stopped the experiment when half of his visual field turned dark," Wallach said. "For the next week, he looked awful. He suf-



FRIENDS HISTORICAL LIBRARY

WOLFGANG KÖHLER (LEFT) WAS ONE OF MANY NON-JEWISH SCHOLARS FORCED FROM EUROPE BY THE FASCISTS. HE WAS SOON JOINED AT SWARTHMORE BY HIS FORMER RESEARCH ASSOCIATE, HANS WALLACH (RIGHT), WHO LATER BECAME PROFESSOR OF PSYCHOLOGY AND A LEADING PROPONENT OF GESTALT PSYCHOLOGY.

fered tremendous headaches and feared he had done permanent damage to his brain. But there were no long-lasting ill effects."

Köhler received numerous honors throughout his career, including the American Psychological Association's first Distinguished Scientific Contribution Award. He later served as the organization's president. He also spent a year as a member of the Institute for Advanced Study at Princeton University and was a research professor at Dartmouth College. He died in New Hampshire in 1967.

After Köhler retired from Swarthmore, the College awarded him an honorary doctorate in sciences, one of many he received. The citation acknowledged his status as an innovator, discoverer, and scientist of "the first rank" and as a "broad humanistic scholar who is informed in history, politics, the arts, and philosophy and who uses all to further his insights into the human mind." Dean William Prentice also described him as "a cherished colleague ... in many fields and many lands, he is also a warm and loyal friend of students and fellow Swarthmoreans without number."

For more than 50 years, Hans Wallach—a major contributor to the field of visual and



HANS WALLACH  
(1904–1998)

auditory perception and learning—was one of the most distinguished members of the Swarthmore community. That he ever arrived was as much a fluke as Wolfgang Köhler's arrival the year before.

Born in Berlin, Wallach joined the University of Berlin's Institute of Psychology, then the center of Gestalt Psychology, as a 22-year-old research assistant for Köhler, a role he would also play at



Swarthmore. “I had enormous luck,” he said in a 1976 *Bulletin* interview. “[W]e did a lot of different things that year. No publications resulted, but I learned a lot.”

After working with Köhler for a year, Wallach continued his own experiments on perceptual phenomena at the institute. When the Nazis came to power in 1933, the institute’s administration advised him to complete a Ph.D. as quickly as possible. He did the next year—barely. As he wrote in a memoir: “Being Jewish, I knew that I had eventually to leave Germany and had better hurry getting my Ph.D. [N]ot well prepared, I took my orals. I shall never forget the kindness of [two professors] who, aware of my precarious situation, allowed me to pass.”

Soon after, Köhler, who had previously told Wallach he would see to it that he would get to America, invited his former assistant to join him at Swarthmore. He arrived in 1936 but did not teach until he became an instructor after the war. “The research associates did no teaching,” he said. “Being asked to teach a course at Swarthmore has never been a casual matter.”

Had he not followed Köhler to the United States, Wallach had no doubts about his likely fate. “If I had not been Jewish and I had made the mistake of staying in Germany, I would be dead,” he said. “All of my friends who stayed behind were of draft age and were killed on the Russian front. That’s where I would [have been], if I had stayed. Somewhere dead in Russia.”

At Swarthmore, Wallach progressed through the ranks and was named a full professor in 1953. He chaired the department from 1957 to 1965 when he was named Centennial Professor of Psychology. Wallach retired from the active faculty in 1975 but continued

## Wallach had no doubt about his likely fate had he stayed in Germany: “I would be dead.”

his work as a research associate until 1987.

In that time, Wallach firmly established his reputation for brilliant scholarship and an inspirational, decidedly eccentric style. He drove a jalopy and called people “darling.” He chain smoked during his seminars, often getting so immersed in thought that he would hold his Camels as they burned to the ends. And he paced.

“You could go to Hans with a question,” says his former student and colleague Dean Peabody III ’49. “He’d pace in his office, into the hall, and disappear. Then, he might come back in a half hour.”

Thompson Bradley, new to the Russian faculty in the 1960s, remembers how Wallach used to walk with his hands tucked behind his belt, flat against his stomach. “He’d often come to your office door, ask a question, then walk away,” he says. “A day later, he’d come back and ask, ‘So, what do you think about that?’”

But despite his immersion in his work, Wallach could be surprisingly interested in life’s nonacademic aspects. “When I was deciding whether to go to graduate school in French or in psychology,” says his former student Johanna Mautner Plaut ’59, “Hans Wallach told my father [Franz Mautner] that he worried that if I chose French, I’d have less chance of finding a husband. I was both

touched and amused that such a serious, famous scholar would even think about my marriage prospects.”

Wallach won numerous awards and fellowships during his career, including a Guggenheim Fellowship and the Howard Cosby Warren Medal of the Society of Experimental Psychologists. In 1986, he was elected to the National Academy of Science. His research on perceptual adaptation advanced the field’s understanding of the role of learning in the perceptual process. He is also credited with discovering the basic psychological principle that makes stereophonic reproduction possible.

In 1991, a fellowship was established in Wallach’s honor to support a summer research project in psychology by a Swarthmore student. Many of his colleagues and former students contributed to the creation of the prize.

Although known primarily for his work in perception, Wallach thought the subject had been explored enough. So he began to study memory. Ironically, he thought his own was not so good:

“I always say: ‘Half of creativity consists in forgetting what one thought about the matter before.’ So a bad memory may be an aid to creativity. I think I never had a very good memory. You can always make a virtue out of a shortcoming.”

The Russian Revolution. The rise of fascism in Berlin. Japan’s invasion of China. The Nurem-

berg trials. Communist witch-hunts in the United States. Olga Lang witnessed enough major events in the first half of the 20th century to last several lifetimes. Then, she came to Swarthmore.

Like her fellow émigrés, Lang brought to the College a broad cultural knowledge. “Olga by memory knew almost all of Russian poetry,” says her colleague Thompson Bradley. “You could give her a line, and she would recite the whole poem. She was the quintessential Russian intelligentka.”

But unlike other émigré colleagues, Lang never received tenure and was never promoted to full professor. Her time at Swarthmore was by far the shortest of any of them.

“Of all the émigrés on the faculty, the most interesting—and most difficult—was Olga,” says her friend Martin Ostwald. “She knew and published a lot and was a wonderful and dedicated teacher. But she never received the recognition she deserved.”

“She needed senior faculty to fight for her,” Bradley agrees, “though most did not recognize her true gifts or her scholarship. She was small, had a pronounced accent, and she often was treated with condescension. It was easier to dismiss her or find her comical than find out who she really was or what she lived through.”

Lang was born to a Jewish socialist family in Ekaterinoslav, Russia (a large industrial city, now Dnepropetrovsk, in eastern Ukraine). She studied Russian and European history and literature at the elite Women’s University in Petrograd during World War I and became an activist member of the Left Socialist Revolutionary Party, witnessing the 1917 revolution.

After further study at Moscow University, Lang worked for the Central Council of Trade Unions and later moved to Berlin in 1927



OLGA LANG  
(1898–1992)

with her husband, a German doctor. As a reporter covering German labor and politics for the Soviet labor journal *Trud*, she interviewed workers and attended (sometimes taking part in) strike meetings and conventions. She also joined the German Communist Party. In 1932, a collection of her “sketches” was published in Moscow as *Images of German Workers*.

By the time Hitler became chancellor in 1933, Lang was part of the radical left intellectual world in Berlin along with her second husband, Karl August Wittfogel, then an outspoken critic of the Nazis. Swastikas in neighbors’ windows became more frequent, as did attacks on Communists in their homes. After their apartment was raided, the couple went into hiding. Lang developed then what would become a lifelong predilection for public telephones, terrified as she was of being overheard by Nazi police if she used her own.

Later that year, Wittfogel was arrested while trying to leave the country and sent to a prison camp. Lang pushed for his release over the next eight months, even, with her strongly accented German, appealing in person to SS officials at Gestapo headquarters. Her efforts succeeded, and the couple fled first to England, then China.

(Wittfogel later renounced communism. In 1951 testimony before a McCarthy-era House subcommittee on internal security, he named Lang—by then his ex-wife—along with several of his former friends and colleagues.)

In China, Lang immersed herself in the culture and learned to speak and write the language. She also met Ida Pruitt, an American social worker whose files from the Peking Union Medical College

“Of all the émigrés on the faculty, the most interesting—and most difficult—was Olga.”

Hospital, where she was head of social services, helped form the basis of Lang’s *Chinese Family and Society*, published in 1946.

After Japan invaded China in 1937, Lang came to America, where during World War II she helped prepare soldiers for service in Asia as part of the Army Specialized Training Program. She also helped compile and edit a dictionary of spoken Russian. After the war, she worked for the newly formed United Nations and as an interpreter and researcher at the Nuremberg trials.

In 1951, Lang began graduate studies at Columbia University and received a Ph.D. in Chinese and Japanese. She became an expert on Pa Chin, an anarchist writer popular among Chinese students in the 1930s and 1940s. Her dissertation *Pa Chin: Chinese Youth in the Transnational Period* was followed by her 1967 book *Pa Chin and His Writing: Chinese Youth Between the Two Revolutions*. Although by then at Swarthmore, Lang never taught Chinese at the College because, despite her efforts, no program existed. (Swarthmore offered its first year of Chinese language in 1981.)

Lang eschewed small talk and rarely spoke of her personal life. Yet she relished discussions of theater, politics, and Russian history and literature. After a dinner party Lang gave for a Soviet bureaucrat in the writers’ union who spoke on campus in 1964, she and her guests peppered the official with questions. According to Thompson Bradley, also in attendance: “Olga Lamkert (*see box p. 41*) wanted to know about everything happening in the Russian church; Helen Shatagin wanted to know about the [Smolny Institute], which after 1917 had become the Communist Party headquarters; Olga wanted to know about trade unions, people in cultural affairs, how the university was organized, and most of all about the writers and poets.”

Bradley was amazed by what followed. “When he couldn’t answer any of their questions,” he says, “they gave him a stern political, historical, and cultural history of Russia and the Soviet Union since the beginning of the century. He was flabbergasted.”

Lang always kept an apartment in New York, and, after retiring from Swarthmore, she returned to Columbia as an adjunct associate professor of Russian. She continued her research on Chinese-Russian cultural relations and remained affiliated with the university until 1985. She then moved to a nursing home in the city, where she died in 1992. Her death went unnoticed by the College, which continued to send her mail for another year, until a former neighbor included the news in a returned invitation.

Although Lang may have not received the respect she deserved from Swarthmore, “she did get lifelong recognition from her students,” Bradley says, “and she should have. They loved her.”

“She was a mensch,” says Ostwald, “a civilized human being.”



COURTESY OF THOMPSON BRADLEY

OLGA LANG’S SWARTHMORE COLLEAGUE PROFESSOR EMERITUS OF RUSSIAN THOMPSON BRADLEY SAID OF HER GENERATION OF EMIGRE INTELLECTUALS: “IT WAS A RICH CULTURE AND A WONDERFUL, COSMOPOLITAN WORLD THEY BROUGHT WITH THEM. AT SWARTHMORE, WE WERE THE FORTUNATE BENEFICIARIES. WHEN ONE OF THEM DIED, IT WAS AS IF NOT JUST A PERSON HAD GONE—BUT A WHOLE WORLD.” BRADLEY IS FAR RIGHT IN THIS PHOTOGRAPH, WHICH ALSO INCLUDES (LEFT TO RIGHT) LANG; THE LATE COLLEGE LIBRARIAN MICHAEL DURKAN; AND IDA PRUITT, WHO LANG HAD FIRST MET IN CHINA DURING THE 1930s.

Enveloped by language” is how one former Swarthmore student described Franz Mautner,

who taught German language and literature at the College from 1955 to 1972. But he was not simply a Germanist. For Mautner, “Greek and Latin were among the celestial bodies that wandered the heavens of literature.”

Born in Vienna, Mautner studied at the University of Heidelberg in Germany and at the University of Vienna, where he received a Ph.D. in German language and literature in 1926. At that time in Austria, Jews were prevented from teaching at the university level, so Mautner and his wife, who were both Jewish, taught at *Gymnasias*. But within days of Hitler’s occupation of Austria in 1938, both were dismissed from their positions.

Even at that early point in his career, Mautner demonstrated his ability to make strong connections with his students. According to his daughter Johanna Mautner Plaut ’58, one of her father’s *Gymnasium* students “courageous[ly]” wrote to him not long after his dismissal to thank him for his teaching and for giving him an appreciation of the German language. The letter touched him deeply, and he wrote in his reply:

“Amidst the worries and suffering that have come to me and my fellow teachers, it is a consolation for me that my life’s work—to convey to others my love for the German language—has not been

“Swarthmore was exactly the right place for him. He would often say how lucky he was to have come.”

in vain.... But I do not want to burden you with the historical events that have come to you, that must be seen as the intertwined consequences of deep-rooted historical and intellectual developments.... Your letter did me a great deal of good. I, too, will never forget you.”

After the war, the student tracked his former professor down through the Red Cross, and they developed a deep friendship.

With the help of his older brother, a bank economist in Amsterdam, Mautner and his family left Europe in July 1938, when daughter Johanna was 1½ years old. He and his family went to the United States, and his mother, other brother, and two sisters went to London. But the brother stayed in Amsterdam. “When Holland was occupied,” Plaut says, “my uncle was tragically sent to the camps, first Terezin and then Auschwitz, where he was killed.”

After arriving in the United States in 1938, Mautner taught at a number of colleges, including Ohio Wesleyan and Kenyon. In 1955, Plaut’s sophomore year, he arrived at Swarthmore. “It was exactly the right place for him,” she says. “In his later years, he would often say how lucky he was to have come. He particularly appreciated Swarthmore’s Quaker values and the quality of the students.”



FRANZ MAUTNER  
(1902–1995)



BRELSFORD/COURTESY OF JOHANNA MAUTNER PLAUT

MAUTNER PLAYED WAITER AT A DORMITORY DINNER AT OHIO WESLEYAN UNIVERSITY IN 1947. HIS WIFE, HEDI (RIGHT), LAUGHS AS HE JOKES WITH THEIR DAUGHTER, JOHANNA MAUTNER PLAUT ’58.

During his distinguished career, Mautner wrote more than 50 articles and six books and edited 10 more, all on German literature. His critical works on three writers in particular—18th-century German physicist and aphorist Georg Lichtenberg; 19th-century Austrian satirical playwright Johann Nestroy; and Karl Kraus, an early 20th-century Austrian satirist—are credited with helping raise them from relative obscurity to prominence in the German-speaking world.

Honors followed, including his election to the German Academy for Language and Literature in 1977, a rare honor for scholars not living in Germany or Austria. He also received the Cross of Honor, First Class, for Merit in Arts and Letters in 1969 from the Austrian government and, later, a silver medal from the City of Vienna. Mautner never commented on the irony.

“My father was a real gentleman, even in his very old age,” Plaut says. “He preserved his European chivalry.” Thompson Bradley offered an example of this at Mautner’s memorial service at the Swarthmore Friends Meetinghouse. “I learned the word ‘colleague’ from Franz,” he says. “When I received tenure, he was the only person who wrote me a letter to congratulate and welcome me as his colleague.”

Mautner surely embodied the word. Says Bradley: “He looked and always behaved like the fine, principled, European scholar that he was.” ❧

## OTHER REFUGEES WHO FOUND HOMES AT SWARTHMORE

Source references and additional photographs of the émigré professors featured in this article may be found at the Bulletin Web site: [www.swarthmore.edu/bulletin/deco2](http://www.swarthmore.edu/bulletin/deco2). Also on the Web are biographical sketches of five additional émigrés who taught at Swarthmore: Elisa Asensio, Oleksa-Myron Bilaniuk, Tatiana Manooiloff Cosman, Olga Lamkert, and Helen Shatagin. Readers may contribute reminiscences of these and other émigré professors to the Web site.

# Connections



ERIC SALATHE, JR. '87

A GROUP OF SEATTLE-AREA ALUMNI ARRANGED FOR A NATURALIST-GUIDED LOW-TIDE WALK ALONG PUGET SOUND IN AUGUST. CONNECTION CHAIR DEBORAH READ '87 ORGANIZED THE EVENT.

## RECENT EVENTS

**Boston:** Stephanie Hirsch '92 is the new chair of the Boston Connection. We welcome Stephanie and thank outgoing chair Leah Gotcsik '97 for her service. After a planning meeting, this Connection really got moving. Kevin Chu '72 invited Swarthmore alumni to his Cape Cod home for a weekend in September. Julia Trippel '02 arranged for paddling on the Charles River, and David Wright '69 hosted a picnic at his home in Wellesley in early October.

**Los Angeles:** We are delighted to announce that David Lang '54 is our new Connection chair in the Los Angeles area. David and his wife, Mary Jo, are in the process of making plans for several events in the spring.

In August, Jonathan Fewster '92 and 12 classmates ran the Hood to Coast, a 196-mile relay. The **Oregon** relay begins at Timberline Lodge at 6,000 feet on Mount Hood and ends in Seaside on the Pacific Ocean. Alumni flew in from Djarkarta, Indonesia; Washington, D.C.; and Mongolia to participate in the relay, which they finished in 24 hours and 36 minutes.

**Philadelphia:** More than 50 Swarthmore alumni and friends attended a private tour of the Philadelphia Orchestra's Kimmel Center in October. Associate Professor of Engineering Carr Everbach discussed the acoustics and sound equipment in the performing arts center.

**Triangle (N.C.) Connection:** With the help of Connection Chair George Telford III '84, Nancy Shoemaker '71 hosted several alumni at her home for a wine-and-cheese party and discussion of the College with Director of Alumni Relations Lisa Lee '81 and Alumni Council Representative Julia Knerr '81.

## UPCOMING EVENTS

From April 27–29, 2003, alumni are invited to attend a retreat at **Coolfont Recreation Resort**, less than two hours from Washington, D.C., near Berkeley Springs, WVa. Stephen Bayer, the College's assistant director of planned giving, will discuss how you can benefit financially by supporting the College. Alumni may attend at a substantially discounted rate, and members of the Class of '37 will attend free of charge as the guests of Coolfont founder Sam Ashelman '37. For more information, call (800) 888-8768, and ask for the "Swarthmore Retreat."

**Philadelphia:** The Connection will host a Young Alumni get-together in February at Buffalo Billiards. Also planned is a tour of Carpenter Hall on March 8, with a talk by Henry Magaziner, a renowned architect and historical preservationist.

**Pittsburgh:** The Pittsburgh Connection hosts informal luncheons on the third Thursday of every month at the HYP Pittsburgh Club. Contact Barbara Sieck Taylor '75 at (412)243-8307 or btaylor@verizon.com.

## COUNCIL MAKES APPOINTMENTS TO COLLEGE COMMITTEES

The Alumni Council has appointed two alumni to current College committees. Michael Davidson '91 has joined the Land-Use Planning Committee, which is charged with looking at the long-term land use needs and policies of the College. Davidson is an attorney with Duane, Morris & Heckscher in Philadelphia.

In addition, Scheryl Williams Glanton '74 is a member of the Parrish Hall Renovation Committee, which is helping to plan the upcoming renovation of Parrish Hall. Glanton, an entrepreneur, is proprietor of Country Elegance in Philadelphia.

## UPDATE YOUR E-MAIL ADDRESS

Does the College have your current e-mail address? E-mail saves time, money, and trees! In return, you can communicate with your classmates, which is especially important for reunion; receive notices regarding Connection events and faculty lectures in your area; receive a quarterly e-newsletter; and help the College save money on paper and postage. Please keep your Swarthmore Connection strong. Send your name and e-mail address to [alumnirecords@swarthmore.edu](mailto:alumnirecords@swarthmore.edu) if it is new or has been changed in the last few years.

## SPRING 2003 ALUMNI EVENTS

**Lax Conference on  
Entrepreneurship**  
April 6

**Family Weekend**  
April 11–13

**Alumni Council Meeting**  
March 28–30

**Alumni College Abroad  
in Sicily**  
May 10–20

**Alumni Weekend**  
June 6–8

## SWARTHMORE AROUND THE WORLD

### WORKING GROUP SEEKS STRONGER RELATIONSHIPS AMONG COLLEGE AND ALUMNI

The Alumni Council's Alumni Support Working Group (ASWG) focuses on strengthening the relationship between alumni and the College. Led by co-chairs George Telford III '84 and Anna Orgera '83, the ASWG has developed several initiatives to increase opportunities for communication with and among alumni. Their recent projects include the following:

Advising the Alumni Relations Office on improving the alumni Web site was a key step to increase communication. ASWG discussions have been helpful in the redesign of office's Web pages. The new site includes an Alumni Council section with highlights of each council meeting, a suggestion made by this working group.

In addition, the site provides lists and descriptions of recent winners of the Arabella Carter Award. The Carter Award is an opportunity for the College to celebrate an alumnus or alumna who has devoted his or her life to the service of others. Please see the request for nominations following.

A subgroup of ASWG went even farther in exploring communication via the Web. Nick Jesdanun '91, Vida Praitis '88, and David Wright '69 analyzed the Web sites of Swarthmore and of 15 other schools to generate new ideas and improvements. "I came away from this survey impressed with the enormous variety and complexity of information that people might want to know about a college—and [new respect for] the intellectual effort involved in organizing it all on a Web site" Wright says.

Ongoing interests of the ASWG also include support for regional Connections and exploring opportunities for alumni career networking activities.

### ARABELLA CARTER AWARD NOMINATIONS INVITED

Each year, the Alumni Council gives this award to an alumnus/a who has made a significant contribution to his or her community but has not received public acclaim for these efforts. If you know of an alum who fits this description, please contact Tricia Maloney in the Alumni Relations Office at (610) 328-8404 or [pmalone1@swarthmore.edu](mailto:pmalone1@swarthmore.edu). Nominations must be received by Jan. 31, 2003.



TRICIA MALONEY

More than 40 percent of the Class of 2003 chose to pursue foreign study while at Swarthmore. Among this year's students studying abroad are (left to right) Sarah Frohardt-Lane '03 (Nepal), Rasika Teredesai '04 (Tibet or Nepal), Yasmin Khawja '03 (Cuba), Keisha Josephs '04 (Australia), Ben Juhn '03 (Spain), Phuong Bui '04 (United Kingdom). Seated in the front row are Rosa Bernard, administrative coordinator in the Foreign Study Office, and Steven Piker, professor of anthropology and director of foreign study.

Study abroad can be daunting until stu-

dents get to know their way around in unfamiliar surroundings. One initiative of the Alumni Council Student Support Working group is facilitating their access to a knowledgeable resource: Swarthmore alumni.

Martha Rice Sanders '77 and Susan Rico Connolly '78 worked with Piker and Bernard to launch an ongoing project that matches students studying abroad with alumni living in that country who have volunteered to serve as resources. If you are interested in volunteering for this program, please contact Bernard at [rbernar1@swarthmore.edu](mailto:rbernar1@swarthmore.edu).

## EXTERN PROGRAM CONTINUES TO GROW

Approximately 200 students have applied to participate in the January 2003 Extern Program, which is co-sponsored by the Alumni and Career Services offices. Students work with or shadow alumni and parent sponsors during winter break. Many live during their externships with alumni or parent host families. The College salutes the efforts of the volunteer coordinators of the program listed here and many other alumni on the coordinating committees.

Alumni and parents wishing to become new hosts or sponsors for the 2004 Extern Program, which is tentatively scheduled for Jan. 12–16, should contact the Career Services Office at (610) 328-8352 or e-mail [extern@swarthmore.edu](mailto:extern@swarthmore.edu).

#### National coordinators

Cynthia Graae '62  
Nanine Meiklejohn '68

#### Boston

Susan Turner '60  
George Caplan '69

#### New York

Kimberly Nelson '98

#### Philadelphia

Elizabeth Killackey '86

#### Metro DC—Baltimore

Daniel Mont '83  
Vicki Bajefsky Fishman '93

#### San Francisco

James DiFalco '82  
Nadja McNeil Jackson '92



# Working Toward a Better World

SAM ASHELMAN '37 RECENTLY HOSTED BOSNIAN DIPLOMATS AT COOLFONT RESORT.

Nestled in the mountains of Berkeley Springs, W.Va., sits the pristine Coolfont Resort, a 1,300-acre wilderness retreat just 90 minutes from Washington, D.C. More than a recreational resort, Coolfont stands for nothing less than the philosophies of a man who has traversed the globe in pursuit of his dream of “working toward a better world.”

Sam Ashelman, owner of Coolfont, is a former consultant for the State Department as well as various American-based foundations. He has lived and worked in a total of 20 countries, offering advice to high-level government officials along the way. He has sat at the Dalai Lama’s feet and worked under the Shah of Iran, the president of Zambia, and a minister of India.

Ashelman’s travels were not without their perils. He once came close to being deported from Uganda, suspected of attempts to organize a revolution. A trip to South Africa to protest the country’s racial policies turned desperate when South African officials refused to let the plane of protesters land. Short of fuel but with no choice but to return whence they came, Ashelman and his friends came within 50 feet of running out of gas before landing safely. “I had reconciled that we were going to crash,” Ashelman said of his close call. “But at least it was for a good cause.”

Finally, the increasing uncertainty of living abroad became something Ashelman, who has five children, including Peter '62, could no longer ignore. “Working in the Middle East and Africa just became too dangerous,” he said. So when Ashelman fell in love with a stately manor house (ca. 1912) and the surrounding land during a West Virginia camping trip, he “made a ridiculous offer of half of what they were asking.” It was accepted, and, in 1977, the resort incorporated as “Coolfont RE+Creation” was born.

“This is not a recreation place. It’s a RE+Creation place for health and stress relief,” Ashelman explained. “We hope that when people leave, they will be re-created.” To accomplish this goal, Coolfont has become a center of health and wellness. One of the largest massage centers on the East



LYNN SELDON

SAM ASHELMAN OWNS COOLFONT RESORT, A 1,300-ACRE WILDERNESS RETREAT IN THE BERKELEY SPRINGS, W.VA., MOUNTAINS THAT HOSTS AN INTERNATIONAL CLIENTELE.

Coast, Coolfont is, according to Ashelman, a place where tired and stressed individuals come to heal by immersing themselves in the beautiful natural surroundings. There, they can soak in a Jacuzzi; hike through the wilderness; opt for a spa treatment; or enjoy the drama, dance, and musical performances the resort’s Coolfont Foundation has hosted for 33 years.

More than a simple spa resort, Coolfont has come to stand as a center for social, environmental, and international justice in the midst of a West Virginia wilderness. Ashelman, the man who counts such diverse locales as Switzerland, Nepal, and Sri Lanka among his favorite destinations, has not forgotten his past as a global advocate for social change. Instead, he has brought it with him.

“We’ve always tried to attract good people here—people with idealism and people who want to build a different kind of place for human beings,” Ashelman said. A center

for environmental preservation, Coolfont developed a state-of-the-art sewage system that requires absolutely no energy input. Ashelman is hoping that Coolfont, which also has a solar-heated swimming pool and a large organic garden, can serve as an oasis in a country he feels has done poorly by the environment. “What we’re doing in the United States is terrible—we’re building mountains of trash,” Ashelman said.

Ashelman, who has no plans to retire, dreams of the day when Coolfont will be known as “an international thinking and problem center.” The resort recently hosted diplomats from three different areas of Bosnia, and Ashelman said the three groups left West Virginia with a greater understanding of one another.

“I have always had this concern about working toward a better world,” Ashelman said. “Coolfont is just an expression of that.”

—Elizabeth Redden '05

# Following the Wind

JON LYMAN '77 ENJOYS THE SCENERY AND SOCIABILITY OF BALLOONING.

Hot-air balloonist Jon Lyman never knows at the start of his journey exactly where the wind will take him or where he'll land. But that's the allure of the sport for the 47-year-old Bedminster, N.J., resident.

"It's beautiful. The earth just melts away. But the real fun is meeting people. Balloonists have to be social because we need permission to land on someone's property. You never know who you're going to meet," said Lyman, who has piloted his own balloon, the "Painted Dragon," for the last 12 years.

Lyman is a school psychologist at Mt. Olive High School in Flanders, N.J. He became interested in ballooning more than two decades ago, after casually chatting with a balloon pilot who later invited him on a short ride. He was hooked after his first 200-foot flight.

In 1990, Lyman finally became a registered pilot and purchased his own balloon, which he flies about 40 times year-round.

According to the Balloon Federation of America, Lyman is one of about only 10,000 registered balloon pilots in the world. The process for obtaining a ballooning license is similar to that for a light plane or jetliner. Balloonists must study weather, Federal Aviation Administration (FAA) regulations, and balloon nomenclature. There is also a series of training flights, and pilots eventually have to pass a flight test with a FAA examiner on board.

Besides the extensive piloting requirements, another deterrent to the sport may be its price tag. The balloon alone costs \$25,000, and Lyman figures he has about \$50,000 invested in all his gear, including the chase van that follows the balloon on each flight. He'll have to replace the balloon portion of his craft, called the envelope, after about 400 flights.

Although ballooning can be peaceful and breathtakingly beautiful, it can also be dangerous. Lyman attends safety-training courses each year to prepare for possible emergencies. One of the greatest hazards for a balloonist is to lose wind over power lines. Once, Lyman had a close call with a helicopter that flew too close to his balloon, causing the air to escape from his envelope. His bal-



JON LYMAN IS ONE OF ONLY 10,000 REGISTERED BALLOON PILOTS IN THE WORLD. ALTHOUGH BALLOONING IS EXPENSIVE, HE ENJOYS THE TECHNICAL AND SOCIAL ASPECTS OF THE SPORT.

loon dropped 400 feet in seconds.

"That's the only time I've ever lain down on the floor of my basket," he said.

"You're constantly thinking ahead. It's not like you can just get lost [in thought] up there. From the beginning, you start thinking about where you might land and what's going on with the wind. There's a lot of mental activity involved."

The first recorded human balloon flight occurred in Paris in 1783. In an effort to appease the local farmers who were suspicious of the fiery objects descending from the air, balloonists got in the habit of presenting the landowners with bottles of champagne when they came down. The tradition continues today and is the favorite aspect of Lyman's ride.

"Neighbors gather to watch the balloon come down. Kids chase it. A little girl pulls on my pants leg and says, 'My house is the yellow one. Next time land in my yard.'"

On a recent flight near Whitehouse Station, N.J., Lyman touched down in a subdivision. A crowd immediately gathered around the balloon as Lyman landed in a yard where a family was barbecuing. When his craft was safely moored and the chase vehicle arrived, he jumped out and retrieved an ice-cold bottle of champagne for homeowner Ginny Kinsman, who was thrilled to see Lyman and his entourage.

"Wow, I'd heard about the bottles of champagne, but I didn't realize you still did that," Kinsman said, as she uncorked the bottle to share with the ballooning party. "Well, it's a 100-year-old tradition. Who am I to stop it?" Lyman asked.

"That's why I love this sport," said Lyman after he packed up his balloon and headed home in the chase vehicle. "It brings people together. The more people who are involved, the more fun you have."

—Angela Doody



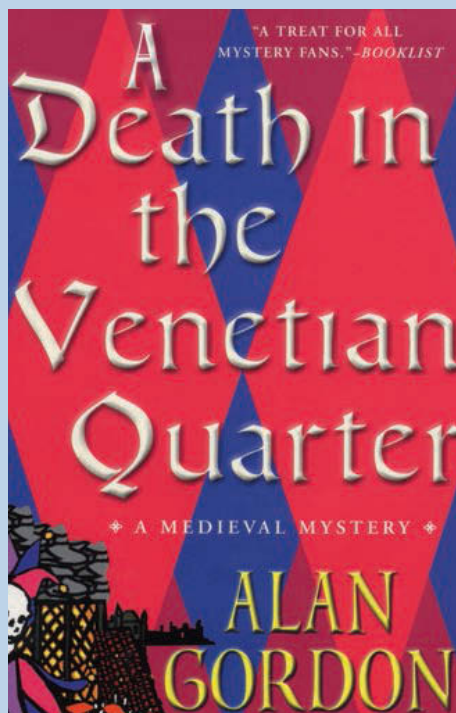
# Undercover in the 13th Century

THE THIRD IN A SERIES OF MEDIEVAL MYSTERIES FOLLOWS MORE ADVENTURES.

Alan Gordon '81, *A Death in the Venetian Quarter*, Minatour Books, 2002

Alan Gordon's *A Death in the Venetian Quarter* is the third in a series of medieval mysteries exploring the further adventures of Feste the Fool, whom you may recall from Shakespeare's *Twelfth Night*. Feste, aka Theophilus, is a member of The Fools Guild, the 13th-century equivalent of Her Majesty's Secret Service, with the mission to bring peace to and sustain prosperity in Europe and the Middle East. Feste is a clever man, schooled in the arts of self-defense, deception, and discretion. He is also multilingual, well traveled, and enjoys the rank in the jester of the guild. Married to Viola, here called Aglaia, he has been her hero, having solved the murder of her husband, the Duke of Orsino (you remember him from *Twelfth Night* don't you?) in Gordon's first novel, *Thirteenth Night*. He has been her master as she became an apprentice fool under him. Their first mission together for the guild, revealed to us in Gordon's second mystery of the series, *Jester Leaps In*, took them to Constantinople to prevent a planned fourth Crusade, thwart the guild's enemies, and stabilize the throne of Byzantium.

And that is where we find them in the third mystery—still in Constantinople. There, Feste is approached by the eunuch and power next to the throne Philoxenites, "a large, bald man, a source of much ridicule among the masses but ... a wily, manipulative, ambitious schemer" who has a knack for thriving no matter who sits on the throne and now seeks Feste's help in uncovering the murderer of an informant in the Venetian quarter. Feste and Aglaia undertake the assignment, and thus a well-plotted and delightfully Byzantine exploration of neighborhoods is launched—the high, low, and even underbelly of Constantinople—as the Venetian siege begins. You will eagerly pursue adventure with them as they pick their ways through the political baffles and conflicts that accompany the struggle to control the Byzantine throne. The plot unfolds through their alternating narratives;



A delightfully  
Byzantine  
exploration of the  
high, low, and even  
underbelly of  
Constantinople.

through their agency, the Guild manages to stave off the inevitable for a few more years:

*Feste:* When I look back at the Guild's efforts to stop the Fourth Crusade, I see from the perspective of Time and old age that it was impossible. But that is not to say that we failed. A handful of men and women in motley [condition] staved off

the initial launch and kept the sack of Constantinople at bay for three years ... three additional years of life for thousands of people ... given the choice between dying today and dying three years from now, which would you prefer? (p. 281)

The pleasure I have taken from Gordon's series leads me to urge you to begin at the beginning. Appealing to my taste and interest in pursuing stimulating escape routes, magic is in all his pages. You will revel in the delicious mix of history, fantasy, and fiction plotted around crime solving and the higher aims of the guild to be the agency for the good—or at least the good order—of a growing Christian world order spreading from Venice to Constantinople.

I admire Gordon's daring in creating a sequel to a Shakespearean play and applaud his discovery of this jester as a worthy central figure—to the ordinary imagination, an unlikely hero. I have always been attracted to *Lear's Fool* but had overlooked Feste and so have been moved to revisit *Twelfth Night* and read all of Gordon as well. I am also struck by Gordon's successful evasion of the formulaic, a peril to which all too many authors fall prey when they seek to exploit an initial success. Richly imaginative recreation of a world eight centuries gone, depiction of wit-ready protagonists, intriguing plot turns, lively dialogue, and enough history to suggest authenticity, taken altogether, spirit our author and his readers past the traps of familiarity and accurate anticipation onto paths of surprise, astonishment, and enlightenment.

Alan Gordon's fourth novel in his *Medieval Mystery* series ("The Widow of Jerusalem," St. Martin's/Minotaur Books) series will be published in March 2003. You just have time to read the first three to whet your appetite for it. Put them on your holiday lists; by 12th night, you'll be well on your way to a season of distraction as well as an enlivening focus.

—Maurice G. Eldridge '61  
Vice President for College and Community Relations and Executive Assistant to the President

## OTHER BOOKS

**Richard Bradshaw Angell '40**, *A-Logic*, University Press of America, 2002. According to Professor of Philosophy Hugh Lacey: "Modern logical theory presupposes that valid inferences derive from logical form rather than from the specific meanings of premises and conclusions of an argument. Brad Angell questions the fundamental logical forms that usually are identified—offering an alternative system of mathematical logic proposed as better fitting arguments that we actually deploy."

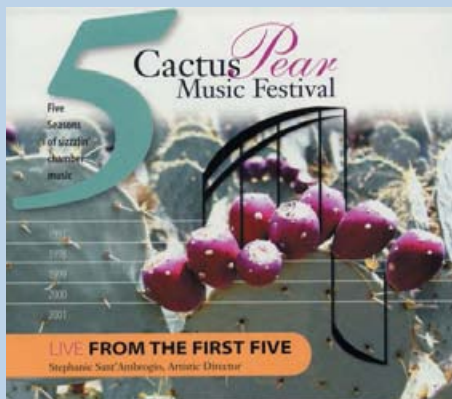
**Valerie Worth (Balke) '55**; pictures by Natalie Babbitt, *Peacock and Other Poems*, Farrar, Straus and Giroux, 2002. This posthumous collection by the author—who "brilliantly employs all aspects of the poet's craft," according to *The New York Times Book Review*—includes 26 gems about peacocks, pandas, steam engines, onions, and icicles.

**Robin (Smith) Chapman '64**, *Arborvitae*, Juniper Press, 2002. Two hundred copies of this six-part poem about "the tree of life" were originally handset and printed in May 2000. *The Only Everglades in the World*, Parallel Press, 2001. This collection of poems—by the author of four previous works—includes "Easy Days," "Willingly," and "The Dolphin's Smile."

**Philip John Davies SP** and Paul Wells (eds.), *American Film and Politics From Reagan to Bush Jr.*, Manchester University Press, 2002. Focusing on the 1980s and 1990s, 11 authors from both sides of the Atlantic explore central themes in American politics and society through the films of that time.

**W.D. Ehrhart '73**, *The Madness of It All: Essays on War, Literature and American Life*, McFarland & Co., 2002. "One of the great poets and writers of nonfiction produced by the Vietnam War," according to *The Nation*, offers 43 essays on subjects including war, junk mail, the Internet, and small-town life.

**Joshua Feinstein '87**, *The Triumph of the Ordinary: Depictions of Daily Life in the East German Cinema, 1949–1989*, The University of North Carolina Press, 2002. Drawing on archives and interviews with directors, actors, and state officials, the author



CACTUS PEAR MUSIC FESTIVAL (TOP) IS FEATURED ON THE WEB SITE [WWW.CDBABY.COM/CPMF](http://WWW.CDBABY.COM/CPMF). BEAUTY AND THE BOVINE: COWS IN PAINTING (BOTTOM) WAS AN EXHIBIT OF ALI CROLIUS' ['84] NEW WORKS AT THE BURNETT GALLERY IN AMHERST, MASS., DURING OCTOBER.

explores the cinematic portrayal of East Germany, which changed because of national political developments and cultural trends such as television and rock 'n' roll.

**Stover Jenkins '75** and David Mohny, *The Houses of Philip Johnson*, Abbeville Press Publishers, 2001. This work surveys the career of architect Philip Johnson and includes numerous plans, drawings, and photographs.

**Joyce Milton '67**, *The Road to Malpsychia: Humanistic Psychology and Our Discontents*, Encounter Books, 2002. This work chronicles the impact of the human potential movement on American culture, with portraits of key proponents such as psychologists Timothy Leary and Abraham Maslow as well as anthropologists Margaret Mead and Ruth Benedict.

**Pamela Miller Ness '72**, *The Hole in Buddha's Heel*, Swamp Press, 2002. This chapbook is a collection of 14 haiku and tanka inspired by Buddhist works of art.

**Lewis Pyenson '69** and Jean-François Gauvin (eds.), *The Art of Teaching Physics: The Eighteenth-Century Demonstration Apparatus of Jean Antoine Nollet*, Septentrion, 2002. This book explores Nollet's life and work, focusing on the instruments that he designed and built to study physics.

**Michael Seidman '72**, *Republic of Egos*, University of Wisconsin Press, 2002. This work focuses on the personal and individual experiences of common men and women in the Spanish Civil War.

**Persia Walker '78**, *Harlem Redux: A Novel*, Simon & Schuster, 2002. Burdened by his own secret, a young lawyer returns to Harlem—where he explores both wealthy salons and crowded tenements of the poor—to understand his sister's death.

**Stephanie Dyrkacz Weidner '98**, *Auch das Schöne*, Silver Lake Publishing, 2002. Opening with "Nänie (Song of Lamentation)," this work is in the voice of "a leader against the evil which threatens our worlds again," continuing the fight for peace. Its sequel, *Amazing Grace*, Silver Lake, 2002, begins with "Amazing Grace: Traditional" and an introduction comprising the life stories of the "promised Messiah of Earth," the "Freedom Fighters," and "how we angered the Warriors for Peace."

**Melanie (Kuhlman) Wentz '80**, *Once Upon a Time in Great Britain: A Travel Guide to the Sights and Settings of Your Favorite Children's Stories*, St Martin's Press, 2002. The author, a longtime teacher and administrator who recently spent a year exploring England and Scotland with her family, offers a practical travel guide for discovering the real-life places that inspired classic children's tales.

## COMPACT DISK

**Gary Albright '75**, *Cactus Pear Music Festival: Live From the First Five*, Cactus Pear Music Festival, 2002. This compilation of the festival's first five seasons begins with Brahms and includes Mozart, Schubert, and Corelli.

# On the Go

CORPORATE ATTORNEY TANISHA LITTLE '97 IS HAPPIEST WITH LOTS OF ACTIVITY.

Tanisha Little '97 doesn't do well with down time. "It bores me. I like to go, go, go and be right in the thick of things," she says. So the energetic political science major decided in junior high school that she wanted to become a corporate lawyer.

Currently a junior attorney with the New York City law firm of Stroock & Stroock & Lavan LLP, Little delights in the fast-paced environment, where she is often required to make on-the-spot decisions, snap assessments or analyses, or provide quick answers to unexpected questions from clients. "Because of the way this job works," she says, "you can't sit back and reflect for long." That's just the way she likes it, and her high-quality work and enthusiasm have already reaped rewards—for both Little and her clients.

Last January, the 27-year-old Little, whose performance while collaborating with partners and associates on other cases had not gone unnoticed, was offered an opportunity that comes only rarely to a junior associate. She was selected to be lead attorney for a \$928 million public offering of capital securities for a well-known international bank.

When asked how she reacted to being given the job, Little answered: "I was a little shocked. I thought, 'This is a really big deal.' But I was also very excited." Although a little nervous about the case, she said, "Once I started, that all sort of melted away, and it was great."

Engrossed in an assignment that required an infallible sense of timing and judgment, Little worked 12- to 14-hour days throughout January, drafting and assembling about 50 weighty documents in preparation for closing the deal. Having collaborated earlier with associates and partners on a similar transaction with the same client, she was familiar with the material and was also able to quiz her colleagues if necessary. Of the vast amount of money concerned, she said, "I tried not to look too hard at the dollar amounts because that can just bury you."

In August, Little concluded another, similar deal, this time a smaller one, involving, instead of 36 million shares, only 20 million. These days, she says, with the economy



DANIELLE SCHAEFFER

CORPORATE ATTORNEY TANISHA LITTLE IS USED TO WORKING LONG HOURS. "IN REALLY INTENSE PERIODS, I START AROUND 9 OR 10 A.M., AND I'M HERE UNTIL BETWEEN 10 P.M. AND MIDNIGHT," SHE SAYS.

on a roller-coaster, life is a little slower in the corporate area, and so she works an average of 10 hours a day—leaving more time for downhill skiing, whacking the occasional bucket of balls on the driving range, or cooking gourmet meals for friends.

Little's success as a lawyer is due, she says, in large part to her association with two institutions: the McDonald's franchise one block from her home in Springfield, Mass., where she worked part time when in high school; and Swarthmore.

She credits McDonald's with teaching her how to interact with others. "People tend to look down on McDonald's workers," she says, "but it's really good experience. I gained a lot of customer service skills there. As a lawyer, you're in a service industry, and you definitely need to be able to give clients what they want. And it's not just a case of satisfying their legal requirements."

Of Swarthmore, Little says: "That was really where I learned to use and fine-tune the assets I'm using now, the intellectual

curiosity, the need to question everything, and the analytical skills. The challenges of Swarthmore more than prepared me for law school. I am *the* poster child for Swarthmore. I love the school."

Currently, Little is strengthening her attachment to Swarthmore by serving as a member of the College's Board of Managers, something she has dreamed of doing already as a student. As she enters the second year of her four-year term, she enjoys experiencing the College from a different perspective from that of a student, seeing how Swarthmore operates, and interacting with the other Managers—"amazing people," she says.

Yet, they are no more amazing than Little herself. Her ability to speak clearly and articulately on the phone to satisfy her legal clients was developed, she says, while serving "drive-through" customers via a loud speaker coming out of Ronald McDonald's head.

—Carol Brévart-Demm

# Sinking, Floating

A MARINE BIOLOGIST CHANGES DIRECTION.

By Jennifer Gross '98



ERIC FELACK/VALLEY NEWS DISPATCH



"AT LEAST FOR NOW, I HAVE TRADED MY FLIP-FLOPS FOR HIGH HEELS," GROSS SAYS.

CORBIS

Sometimes, when I need an easy answer, I blame it all on Shamu. Every summer, when I was a child, my dad would drive my younger sister, Randi, and me to Sea World in Aurora, Ohio, to watch the famous Orca whale perform. During the car trip home to Pittsburgh, I used to imagine myself in a wetsuit with a microphone and bucket of raw fish, playing with whales and dolphins.

And that's where the dream began.

Other childhood vacations were spent on the Outer Banks, the barrier islands off mainland North Carolina. Randi and I would play for hours in the tide pools carved by the Atlantic surf.

If my dad didn't join us for a swim, he stood knee-deep in the water as our lifeguard, imbuing in me a fearful respect for the ocean's strength through his own vigilance. We learned to float passively on our backs should we ever be trapped in a rip current. We learned how to tell the difference between the dorsal fin of a shark and that of its harmless, cartilaginous relative, the skate. The ocean became more than a theme park. It was blustery, unpredictable, and I was in love.

My love did not go unrequited for long. Danny and Judy, friends of my mom, tired of the frantic pace of city life in Pittsburgh and moved with their two children on to a 45-foot wooden cruiser in the Florida Keys. When I was 12, my mom arranged for me to live on board for three weeks to learn how to dive.

Every day in Key Largo came and went with a drowsy, sun-kissed rhythm. Despite the slow cadence of island life, I approached my study of scuba with zeal. To earn my certification, I had to complete several ocean dives. I couldn't wait.

My love for the sea turned to passion after my first breath of compressed air under open water. The white noise of the terrestrial world disappears the moment your head slips beneath the surface, and you can hear only your own slow, continuous breaths—followed by the soothing murmur of exhaust bubbles. You descend through rays of light before reaching your desired depth, at which point, if you are weighted properly, you achieve neutral buoyancy, where you neither sink nor float.

You hang, suspended in liquid, the ocean bottom rising up to

meet you. You shift into the dazzling dimension of aqueous time and space, where sound travels faster and objects appear larger and closer. Scuba gear weighs nothing under water, and the dance of a single fish can hold the attention of even the most restless mind until it's time to ascend.

When I returned home from the Keys, I spent hours watching underwater travelogues on cable TV. I subscribed to *Skin Diver*, *Woman Diver*, and *Sail* magazines. I waddled around the house in my fins, sucking air through my snorkel. Landlocked in Pittsburgh, my passion became an obsession—that kept me afloat as I struggled with the awkwardness of being a 13-year-old girl.

It was time for high school, and I was sent to a locally renowned, coed private school, where what you wore was more important than who you were. Invisible and friendless, I somehow managed to make it through my freshman year, all the while dreaming of open water.

That summer, my parents forked over an embarrassingly large amount of money for me to hack it out in the British Virgin Islands on a 51-foot sailing sloop named *Shibumi*, with seven other kids from fancy prep schools in New York.

I learned how to tack into the wind and tie a rolling hitch. We anchored off uninhabited islands and paddled to shore to hike through lush rainforests and cactus-covered hills. I logged hour upon hour underwater, drunk on compressed air. The sky was always a dizzying blue, and the water was always 80 degrees and clear.

My parents hardly recognized me when I stepped off the plane from the British Virgin Islands, blond, bronzed, and a little tougher. Although less than optimistic, I could almost bear the thought of returning to my sophomore year because I had a clear goal: to become a marine biologist.

For years, when asked what I wanted to be when I grew up, I would smile with confidence and reply, “a marine biologist.” Now, in search of a place where I could shine, I set out in earnest to study marine biology.

**M**y path to success wasn't obvious because marine biology is not an especially popular or relevant profession in Pittsburgh. I was, however, fortunate to live within walking distance of the city's aquarium, where I volunteered as an assistant keeper.

During my time scrubbing algae and chopping squid, I also began to understand the fundamental connection between science and the sea. I started to work hard in the same chemistry and physics classes that had previously failed to capture my attention. I believed that good grades in these subjects would be my ticket back to the coast.

As graduation approached, my heretofore amorphous dream at last began to take shape: a bachelor's degree in biology, five to six years of graduate work to earn a Ph.D. in marine science, two years in a postdoctoral position, and then tenure track. I enrolled at Swarthmore, where I approached my studies with an unwavering

intensity. While drowning in work the winter of my junior year, I learned about a foreign-study program in marine biology and ecology in Denmark. I registered the next day for the upcoming spring semester.

In Denmark, a country of 406 islands wedged between the North and Baltic seas, I felt truly alive for the first time since living in the British Virgin Islands. Danes tend to be relaxed and informal, unafraid to slow down. After about a month away from Swarthmore, I slowed down too, buoyed by enchanting Copenhagen and resurfacing dreams. There, I learned about the problems of nutrient dumping in estuarine ecosystems, which I decided to study in graduate school.

## When the dream came true, it was no longer something I desired or even recognized.

**A**fter Swarthmore, North Carolina lured me back through an inauspicious fusion of scientific ego and childhood memory. After one year of course work in idyllic Chapel Hill, I moved to UNC's marine lab in

Morehead City—a flat strip town in a region sometimes referred to as the Redneck Riviera—to conduct my research.

But the life of a graduate student in marine science was not what I expected. I rarely went out on the water and certainly wasn't fighting for the plight of the world's oceans in any tangible way. Most of my time was spent leafing through journal articles and reorganizing my lab bench. Actual science happened just twice a week, when I ran my experiments using water samples others collected from the Neuse River estuary.

On Tuesdays and Fridays, I would lock myself in a pitch-black room—clad in two layers of rubber gloves, heavy boots, and a white lab jacket. For more than three hours, I bathed the microscopic algae in my water samples (and myself) in treatments of radioactive isotope, hydrochloric acid, and a carcinogenic fixative. I was told that my data, in conjunction with other work being completed in the lab, would be enough for me to tack the letters Ph.D. after my name, if only I would keep at it for a few more years. Ah, the glamorous life of a marine biologist, splashing around with whales and dolphins.

Yes, I was finally a marine scientist. But reality fell far short of the life I had imagined for myself. My dream had run abruptly aground, and I was forced to acknowledge that my passion for the ocean did not mean I was destined to be a marine scientist.

Almost three years have passed since I requested leave from UNC and moved home to Pittsburgh, where I work as a reporter for a local daily paper. I know I won't be going back. It took 15 years, but I've finally learned to treat all new flights of fancy and grand master plans with an appropriate dose of circumspection.

I still love the ocean and wet sand between my toes as I stand in the milky froth at the water's edge. I love breaking waves as they surge over my body in their inevitable journey toward the shore. I love the feather-like caress of a school of fish, the sharp taste of salt-water, and the sound of my own breath underwater.

So I will forever be dreaming about my next beach vacation. ☞

*Jennifer Gross is currently a staff writer at the Valley News Dispatch in Tarentum, Pa.*

# Letters...

continued from page 3

they desperately need. If more communities pressured their state and local leaders into following the lead of New York City, which recently saw its teacher shortage evaporate when the city's teacher salaries were raised to levels competitive with suburban districts, the nation's disadvantaged districts would have no need to mortgage their students' futures on the charity of underqualified teachers.

NATHAN MYERS '99  
Philadelphia

## WHOLE SOUL

It was refreshing to read about the less one-track-minded Swarthmore alumni ("Are You a Renaissance Soul?" September *Bulletin*). We live in a social and economic system that seems to be based on the rule: "Exploit yourself as you would exploit others." This controlled way of dealing with ourselves and the world has its roots in the darker side of our Judeo-Christian mentality: that is, in our fear of life itself and [of] true growth.

We grow not just up but in all directions, within and without. I believe that the diversity of interests and selves to which I have given expression are part of a larger unity that will be revealed to me in time, or, as I like to say: Many are the ways before becoming one.

"Renaissance soul" is elegant and complimentary enough but makes me sound more antiquated than I feel. Thus, I suggest the more explicit: "Whole soul."

JEAN-MARIE CLARKE '74  
Staufen, Germany

## DREAMS, NOT DOGMA

At Swarthmore, I was known as that "libertarian guy." Rarely could I resist challenging the school's dominant left-wing ideology, be it in Sharples, Parrish Parlors, or *The Phoenix*. Yet, on my way to the 2002 reunion, I wrote in my journal: "Drop the politics. What's important? People, relationships. Not ideology and arguing."

I looked forward to the Collection address by Arlie Russell Hochschild '62, titled "Why We Need Dreams." (An edited version of her talk was printed in "Back Pages," September *Bulletin*.)

Unfortunately, Hochschild never explained why we need dreams. To her credit, Hochschild eloquently described them but could not resist slipping in political statements, which she glibly stated as if her audience agreed with them. Her thesis was that the only worthwhile dreams advance left-wing statist political causes, and Quakerism inherently supports them.

My point here is not to debate Hochschild's politics or her interpretation of Quakerism; rather, it is to decry the speech's fraudulent title and its presumptuous and small-minded content. Even if I did agree with her on these issues, I would still find them inappropriate for a Collection speech.

Swarthmore professes to be a tolerant community bound by not only by the love of learning but also dreams. Yet, by invalidating the dreams of anyone who disagrees with her politics—and those alumni whose dreams simply do not concern politics—Hochschild efficiently alienated much of her audience.

BRIAN SCHWARTZ '97  
Boulder, Colo.

## CHUTZPAH

I feel bad for Aviva Kushner Yoselis '96 ("In My Life," September *Bulletin*). Like Anglo settlers on what was then Mexican and Native American land or Germans in various occupied parts of Europe during World War II, she is living on land that does not belong to her. In the case of the occupied territories, this land has been forcibly taken over in violation of international law and numerous U.N. resolutions. What chutzpah she has! What a great tragedy for the moral, ethical, and humane stature of Judaism that she and her ilk are representing Jewish people.

JEREMIAH GELLES '63  
Brooklyn, N.Y.

## SWARTHMORE SANCTIMONY

Although I applaud and support the work of Bill '72 and Amy Vedder Weber '73 ("A World That Is Not Our Own," September *Bulletin*), I have to disagree with some of their throw-away comments.

The first was Weber's assertion that the (current Bush) administration is "in bed

with" oil and energy. How unfortunate it would be if Weber's science parallels his analysis of politics and the finance thereof, because he omitted important data. His own paycheck comes from Wildlife Conservation Society (WCS), an organization that is supported, in part, by Jaguar of North America (oil-dependent Ford); ConEdison (energy); and, among others, Kraft (big tobacco). Are we to assume the bed is king sized? No, of course not....

Weber went on to decry the same administration's lifting of the moratorium on logging roads in national forests. He doesn't merely disagree but views the decision with contempt. Yet he and his wife own two (presumably wood-frame and furnished) homes, have written a book (presumably printed on paper), and another WCS sponsor is *The New York Times*, the annual output of which accounts for quite a few logged acres all by itself.

I grow tired of what seems to be the prevailing Swarthmore sanctimony: "It is OK for me to take money from these evil/wasteful/polluting/unhealthy capitalist organizations because I will use it to do the right (or left or progressive) things. And I can have nice things because I have the correct political views. But do you see those people over there? They disagree with me; therefore, when they take the money, or if they live in a gated community or drive, say, a Jaguar, it only shows how corrupt they are."

According to this attitude, it is impossible to have integrity unless you believe in the right things. Then, anything you do is OK. This thinking seems to have been the justification for several of humankind's greatest indecencies. At the very least, it poisons public discourse. And it makes me cranky.

Disclaimer: I am not now, nor have I ever been, a member of the Republican Party.

JAN MENEFEER McDONNELL '78  
Irvine, Calif.

## EDITOR'S NOTE

We received more letters than we could print in the limited space available in this issue. Additional letters may be found at [www.swarthmore.edu/bulletin/deco2/letters](http://www.swarthmore.edu/bulletin/deco2/letters).

# Hosting the Hangman of Hungary

AN UNFORGETTABLE COLLECTION

By Elizabeth Redden '05

The campus was in turmoil that early spring morning. It was April 1965. The war in Vietnam was gathering steam. The Cuban Missile Crisis and President Kennedy's assassination were still fresh in the minds of students everywhere. Civil rights marches were sweeping the country. It was not a time in which politics was taken lightly.

Stepping into this highly charged political atmosphere was Sergei Nesmeyanov, the infamous "Hangman of Hungary," communist oppressor of human rights. Invited by the Student Council to speak at Thursday morning Collection, Nesmeyanov was described in press releases as the Byelorussian delegate to the United Nations and a key figure in the brutal suppression of the 1956 Hungarian Revolution.

The student response was explosive. Posters calling him "Worse Than Rezelman" were scattered throughout campus. Protestors greeted Nesmeyanov's arrival, and students jeered and booed and rolled marbles down the aisle during his speech. Meanwhile, members of Students for a Democratic Society stood angrily on their chairs, yelling at students to be quiet and allow Nesmeyanov his right to speak. Tensions were high, and passions were still higher. Nesmeyanov ranted and raved in Russian about "The Decadence of Western Culture" for a full hour, with a translator by his side.

And Ellen NicKenzie Lawson '66, for one, is still laughing.

After Collection, she recalls, the students began walking toward Sharples Dining Hall, confused and unsure about what to think of what they had just heard. "We were all kind of slowly walking down the hill when people started whispering 'April Fools' and stopped still. They couldn't believe they'd been taken in," Lawson recalled in a recent interview.

Yes, it was April Fools' Day 1965 when Nesmeyanov, otherwise known as Bruce Specter of Columbia University, appeared on campus with Robert Lister as his translator. Brought to the College by the Student Council for what Dick Scheinman '66 called in his April 2, 1965, *Phoenix* article "a perfect all-college hoax," Specter and Lister, neither of whom could speak a word of Russian, successfully pulled off the final stage in an elaborate prank many students would never forget.

"They fooled the entire Swarthmore community for a full hour—and a little bit after that," Lawson recalled. "High SATs and honors programs to the contrary, there were a lot of fools at

Swarthmore that day. I totally enjoyed the moment. Savored it even. And retold it at dinner parties for years."

Ann Mosely Lesch '66, president of Student Council in spring 1965, remembers the prank fondly. At that time, Collection was held every Thursday morning, and all students were required to attend. The Student Council was traditionally entrusted with planning one Collection per year. "When we heard ours was on April 1, we knew we had to rise to the occasion," Lesch said. "We thought it would be interesting to see what kind of controversy we could stir up."

Thus, council members went about planning an elaborate hoax, with Alex Capron '66, Michael Kortchmar '65, and the late Douglas Redefor '65 taking the lead in the preliminary stages. "I don't remember exactly who got us started, who came up with the idea, but everyone liked it," Kortchmar remembers. Redefor had a friend at Columbia, Bruce Specter, whom he thought would be interested in playing the part of the obscure but hated Sergei Nesmeyanov. Specter liked the idea and enlisted the help of Lister, an actor friend, to accompany him and act as his translator.

With their actors selected, the council's next challenge was to create a believable, yet incendiary, character. "We needed to make him a pretty important figure but—at the same time—someone people would not be expected to know. So we made him a part of the Byelorussian delegation to the United Nations," Kortchmar says.

Kortchmar wrote Specter's speech, titled "The Decadence of

Western Culture," which he describes as a "sort of heavy-handed, bureaucratic, anti-capitalism speech." He gave the speech to his mother, Lucy Kortchmar, a native Russian speaker, who wrote a phonetic Russian translation for Specter to recite on stage. She also read the speech into a tape recorder for him to practice orally.

Meanwhile, Lesch and Capron were occupied with the more practical aspects of the hoax. Joseph Shane '25, a vice president of the College and head of the committee that approved outside Collection speakers, was not convinced that Nesmeyanov was an appropriate selection. He wanted to contact the Byelorussian mission to confirm Nesmeyanov's credentials—something the Student Council members obviously did not want to see happen. So when Lesch returned home for spring break in March, she asked her father, Phillip Mosely, a leading Sovietologist at Columbia University, to write Shane a letter vouching for Nesmeyanov's speaking abilities. Satisfied, Shane did not call the mission, and plans for Collection were allowed to proceed without obstruction.

Student Council members then began distributing posters and

"People booed him, and all the lefties were up there yelling, 'Let the man speak!' I guess the easiest people to fool are the ideologues."

press releases throughout the campus. Using the Print Club's old, rarely used letter press in the basement of the student activities building, Capron crafted letterhead for the press attaché at the Byelorussian mission, complete with a believable, albeit fictional, address and phone number. He then used a College mimeograph to create the fake stationery for a press release describing Nesmeyanov's appearance.

"His U.N. colleagues described his supposed biography in the most laudatory terms, but we leaked to *The Phoenix* that he was known as the Hangman of Hungary, just to stir things up," remembers Capron.

Capron says that the only outsider let in on the plot was Professor Emeritus of Russian Thompson Bradley: "He agreed to keep a straight face but then floored me when he said he thought I'd been clever with the choice of names because one way to translate Nesmeyanov was 'he who does not laugh.'"

On the morning of April 1, Kortchmar and Redefor walked to the train station to pick up Specter and Lister. They then brought them back to their dorm rooms to get dressed and do some last-minute practice. When the time for Collection came around, Specter and Lister were loaded into a borrowed black Lincoln Continental, adorned with Soviet flags, for the short ride to Clothier Hall.

Kortchmar was thrilled to see campus conservatives out picketing the speaker's arrival—"That was exactly what we wanted to see!" Specter, a thin man with a black moustache, his hair grayed at the temples, looked the part as he walked through the protestors and up to the podium to give his speech.

"People booed him, and all the lefties were up there yelling, 'Let the man speak!'" Kortchmar recalls. "I guess the easiest people to fool are the ideologues—any stripe at all."

"I kept [from] almost bursting out laughing myself during the Collection," Lesch said. "I have to admit that during the speech, I was afraid everyone would realize his accent was terrible, and the whole thing would just fall apart. But it was only afterward that people realized they were suckered."

Most took the hoax in stride, temporarily fooled but good-humored about it. Members of the Russian faculty spent most of the speech bemusedly trying to figure out where that terrible accent

# Phoenix

Friday, April 2, 1965

COLLEGE, SWARTHMORE, PENNA.

## Council Pulls Off Successful 'Hangman' Collection Hoax

by Dick Scheinman  
SERG NESMEYANOV, alias Bruce Specter of Columbia College, under the auspices of Swarthmore's Student Council, stepped up to the podium with his interpreter and pulled off a perfect all-college hoax in Collection Thursday.



Smith and Specter waiting (top, R.) after protests before Specter and Lister pull off Collection Hoax. (bottom, L.).

Advertised as "The Hangman of Hungary," Mr. Nesmeyanov gave a speech entitled "The Decadence of Western Culture," which was actually on that topic. This was much to the dismay of many of a group of supposed Young Americans For Feudalism who had protested outside in the hopes that it was a hoax. They hadn't been clued in.

Speaking with an interpreter, Robert Lister, Mr. Specter stayed calm in the face of rude outbursts from the audience, and a smiling Mr. Hargadon, who introduced him.

Audience reaction was mixed. Some brought marbles but couldn't tell whether it was a hoax, so few were rolled. Most people couldn't believe it, but did. The demonstration outside, combined with its being April 1, seemed to give it away, and ironically, this was not entirely planned.

"I think it's a hoax, Ed," remarked one faculty member to another.

Student Council began planning the fraud about six weeks ago.

A consistent biography was drawn up. Council then contacted (Continued on Page 3)

## Engineering Curricula To Undergo Major Revisions

by Jon Dewald  
ENGINEERING DEPARTMENT Chairman Samuel Carpenter announced to *The Phoenix* Wednesday that major changes will be made in the department's organization and curriculum. The revised program, which Carpenter termed "unique" in engineering education, will go into effect in September 1966.

This year the departments of Civil, Electrical, and Mechanical Engineering have been merged into a unified Department of Engineering. This has been done, Carpenter said, to achieve greater integration of material and to avoid duplication.

## Use N.Y. C. Bank Civil Disobience

In Wise  
monstrators, mostly white students of the Chase Manhattan branch of the Chase Manhattan Friday, March 19. Forty-three

Twenty Swarthmore students participated in the demonstration. None of the twenty was arrested.

Mr. Paul Pottar, President of Students for Democratic Society, commented on the demonstration: "We could have created absolute chaos had we been more imaginative."

The new curriculum will follow an interdisciplinary, fundamental approach to the subject matter. Students will also take a greater concentration of mathematics and science. All engineering students will take a "core area" of eighteen semester courses, including basic engineering courses and a sequence of mathematics, chemistry and modern physics.

In a letter explaining the changes to engineering alumni, Professor Carpenter said, "The rapid advances in science and

## Festival Weekend Includes Concerts, Dance and Party

TONIGHT'S FOLK concert, featuring Doc and Bill Monroe and the Grass Boys, promises to be a sellout, according to Joel Joffe, chairman of the Folk Festival Committee.

Tickets for the concert will serve as admission for the dance to be held in the House immediately after

had originated. Capron remembers a note being passed to the Russian major sitting next to him asking, "Is he really speaking Russian?" To which came back the reply, "Yes, but with a southern accent." Students who had protested felt rather embarrassed but soon recovered, although Lesch reports that Vice President Shane never spoke to her again. At the speech's conclusion, President Courtney Smith allegedly leaned over to tell Dean Susan Cobbs, "I think we've been had."

Not to worry. He was in good company. ☺

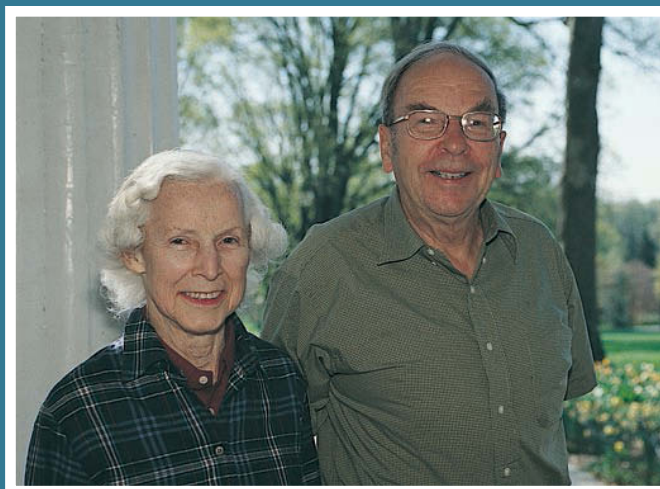
Elizabeth Redden '05 is an English major and Bulletin intern.



# PLANNING AHEAD

**F**or us, planned giving has been an attractive way to support Swarthmore,” says Theodore “Tedd” Osgood ’53. “We have gained current income in exchange for highly appreciated, low-yielding stock, and the College will eventually receive the balance. As I approach my 50th reunion, the importance of Swarthmore and the years I enjoyed there continue to grow. It is with feelings of both pride and gratitude that I contribute to Swarthmore through the Alumni Fund and through planned giving.”

*Tedd Osgood and his wife, Dorothy, of Hanover, N.H., first participated in Swarthmore’s Planned Giving Program more than 10 years ago. Tedd’s Swarthmore experience was an important factor in their decision to live at Kendal at Hanover, a retirement community reflecting Quaker values.*



RICHARD QUINDRY

To learn how Swarthmore’s gift planning could work for you, please contact the Office of Planned Giving at (610) 328-8323 or [plannedgiving@swarthmore.edu](mailto:plannedgiving@swarthmore.edu).

Visit the Office of Planned Giving Web site at [pg.swarthmore.edu](http://pg.swarthmore.edu).