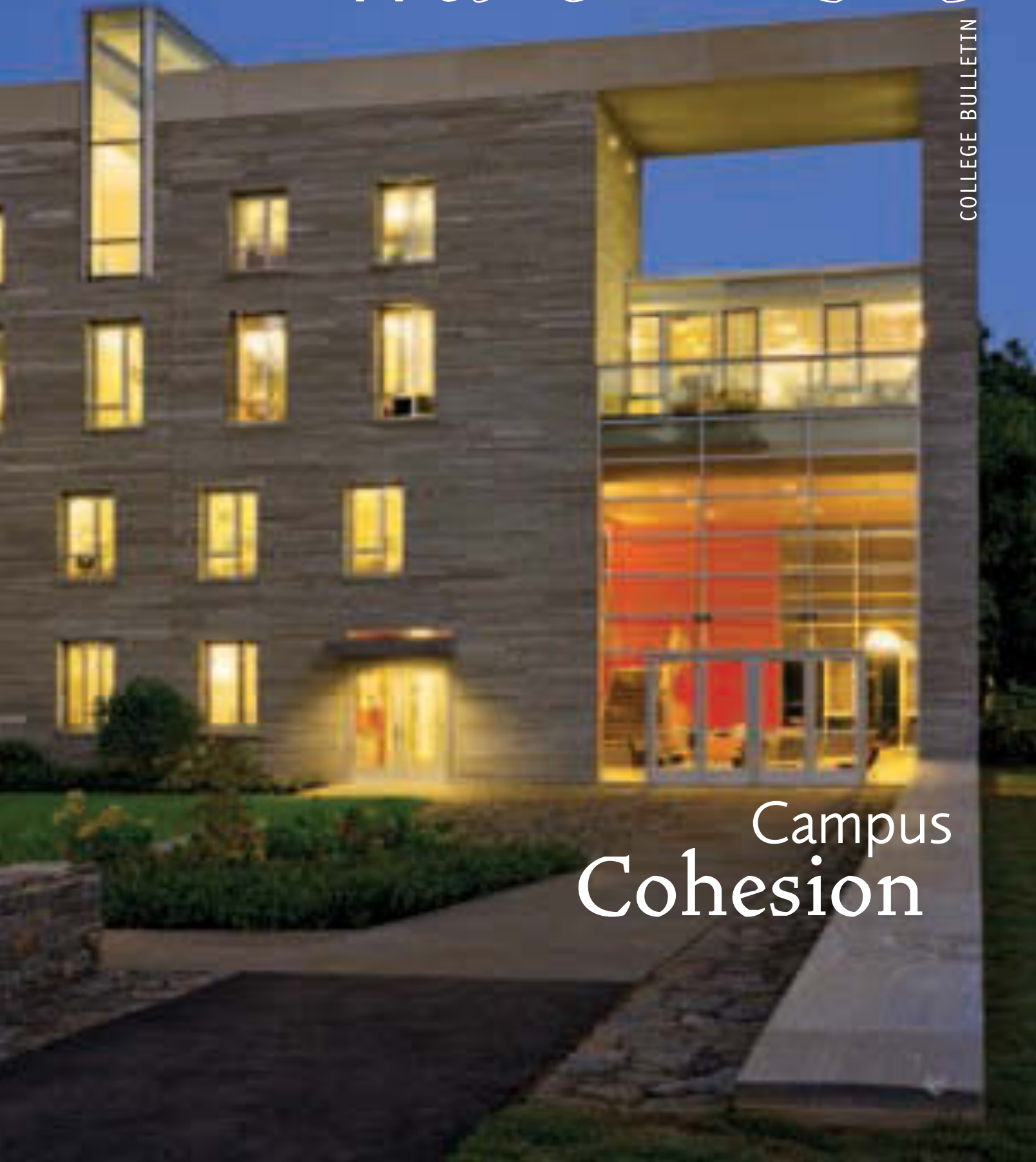


# Swarthmore

DECEMBER 2005

COLLEGE BULLETIN

Campus  
Cohesion





"WHY IS A SANGRE-LAI?"  
MY FATHER  
EXCLAIMED TO THE  
FULL ADMISSIONS OFFICE AFTER  
OVERCAMPUS TOURS  
WAS CONFIRMED  
THAT FALL.

AFTER  
THE  
BRONX,

THE  
CRUM  
WAS  
PARADISE.

WHEN IT'S DARK, THE  
NIGHT-TRAIN FLIES  
OUT OVER

THE TREE-  
TOPS...

SHAKING DOWN THE LEAVES,  
WHICH FALL ALL AROUND  
YOU-IF YOU HAPPEN  
TO BE FLOATING ON  
YOUR BACK AS THE  
TRAIN RUMBLES  
OVERHEAD.

ONE NIGHT, I WAS  
STANDING  
WAIST-DEEP  
IN THE  
WATER, FEET  
DISAPPEARING  
INTO THE  
MUD LIKE  
ROOTS, WHEN,  
MID-REJOICE...

A GROUP OF  
OLDER BIOLOGY  
STUDENTS SUDDENLY  
APPEARED, CLUTCHING  
THEIR CLIPBOARDS.  
APPARENTLY, THEIR  
ASSIGNMENT WAS TO  
STUDY AND OBSERVE  
"NIGHT LIFE IN THE  
CRUM," WHEN THEY  
CAME UPON US  
NIGHT-SWIMMING  
FOREST  
HIPPIES.

(THE  
TREES  
GLOWED  
PURPLE)

WHICH JUST GOES TO  
SHOW, THAT THERE  
ARE AS MANY WAYS  
TO RELATE TO  
NATURE AS THERE  
ARE SWATTIES.

A WALK IN THE WOODS

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### "A WALK IN THE WOODS"

BY ANNA ELENA TORRES '07

Anna Elena Torres is a religion major from the Bronx. A Lang Opportunity Scholar, she worked last summer to start the Chester Mural Collective, with the goal of involving community members in "self-representation through public art." One mural has been completed, and she plans to work on others during a semester off in spring 2006. Torres' art has also appeared regularly on the editorial page of *The Phoenix*.

### ON THE COVER

The Alice Paul Residence Hall opened in fall 2004. On page 14, *The Philadelphia Inquirer* architecture critic Inga Saffron discusses how this modern structure fits aesthetically on Swarthmore's historic campus. Photograph by Robert Benson, courtesy of William Rawn Associates.



When did you last visit Swarthmore? No matter the years, the campus is a timeless place; whether you visit every day or every decade, it offers a continuum of new experiences of architecture and nature each time you step on campus.

My habitual morning walk from the parking lot to the Publications Office takes me past the soaring 21st-century science center, along the oak-bordered path behind the Palladian-inspired Beardsley Hall. (I privately think of this wide pedestrian thoroughfare, which connects the science center and McCabe Library, as “Bloom Street,” in honor of the president whose administration has transformed the north campus this past decade.) I duck through the underpass at Kohlberg Hall, zigzag through the ever-changing garden in the Cosby Courtyard, and skirt the west end of Parrish Hall, where—as if inscribed for me—I find the epigram, “On and ever on.” Crossing to Clothier Memorial Hall, I crane up at its soaring tower and slow my pace in the cloisters, passing through its gothic arches to our suite in Sproul Alumni House.

The entire walk takes 6 minutes at a brisk tempo, but I often wander from the straightest route. In spring, I wait on the great crab-apple tree outside Martin Hall when it drops its pink petticoat around its roots. Or the scent of

When evening  
comes, the snow  
glows with a bluish  
light, mirroring  
the deeper blue on  
high. Soon, every  
branch and twig  
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silhouetted on the  
cerulean scrim of  
approaching night.

lilacs draws me past the meeting house, where I inhale great draughts of purple sweetness. In summer, the Dean Bond Rose Garden beckons on dewy mornings, teaching me anew about variety and perfection. Fall brings twirling ginkgo leaves, perfect little fans of gold, and a quiet moment in the Scott Amphitheater. And now, in December, winterberry blazes red against a carpet of fresh snow.

At the winter solstice, sunlight slants from the South, throwing Swarthmore into stark relief. When evening comes, the snow glows with a bluish light, mirroring the deeper blue on high. Soon, every branch and twig will turn black, silhouetted on the cerulean

scrim of approaching night. As I reverse my steps, the sharp, transparent winter air seems to magnify a gibbous moon, which keeps company with rusty Mars high over Parrish Hall. Venus beams white in the West, following the last pink glow of sun to the horizon.

I invite you to come back sometime to walk the campus with me. I especially love showing the College to visitors—it takes me off my well-trod routes. Last August, I walked the whole of it with Inga Saffron, a nimble writer whose perceptive architecture criticism in *The Philadelphia Inquirer* had made me want more of her thoughts about Swarthmore. I prevailed upon her to write for the *Bulletin*, and we explored the College on a humid afternoon that threatened rain. We started—as all things start at Swarthmore—at Parrish Hall and strode from place to place while she told me what she saw. On page 14, she tells you. Enjoy!

—Jeffrey Lott



## Swarthmore

COLLEGE BULLETIN

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## TRUE LIBERALISM

Clinton Etheridge's memoir of Swarthmore's crisis of 1969 ("The Crucible of Character," *March Bulletin*) transported me back to January 1972, when I joined Swarthmore's administration to under-study and replace retiring Vice President Joe Shane. The biggest impediment to alumni relations at Swarthmore at the time—and consequently to fund-raising—was Courtney Smith's death nearly 3 years before. That event had come to symbolize the distrust and friction between generations accompanying the impassioned changes of the 1960s, such as equal opportunity and the Vietnam War.

It became my duty, but also my pleasure, to find out as much as I could about that crisis and help put it in context. Early on, I noted that Etheridge's father, who had recently retired from the postal service in New York City, was a generous annual supporter of the Parents' Fund. We then met by chance, when he attended an alumni event. Later, on my travels to the West Coast, I looked up his son, who had become a vice president of Citibank in the Bay Area, and met his attractive family. In Los Angeles, I met Don Mizell '71, by then general manager of a radio station, who had also participated in the sit-in. Nancy Bekavac '69, who had been a campus leader outside of the Admissions Office and had now become a budding young LA lawyer, joined in some of these meetings, providing much congeniality and related detail.

I suppose one might say that there is no truth in a Rashomon story. But for me, Clinton Etheridge has found the truth in the crisis of 1969. He has searched his soul over 36 years to do it, and he has written of it movingly. The understanding for all sides and the true liberalism that he has shown in this process make me very proud to be a Swarthmorean with him.

*Pax vobiscum,*

KENDALL LANDIS '48  
Media, Pa.

## KURTH'S VOICE STILL HEARD

The great interview with Professor James Kurth ("Q+A," September *Bulletin* as well as additional material on the Web) has given me a better idea of how what appear to be disparate pieces of his view of the world come together. It is interesting that

Kurth remains a popular professor even as new generations of students arrive. Like other really good Swarthmore professors, he gives students a powerful example of how they might live their lives—and I don't mean that we should copy his but just consider it and borrow from it a little. We miss him, and your story has done us a great service by putting him right here with us, in his own distinctive voice.

You can tell him, though, that he is wrong about political science (which he calls a fraud). The fact that politics is an art, or sometimes a craft, does not mean that the study of politics should not be treated as social science, using a method. This is the best way to get underneath it, below the catch phrases and the punditry. I know this from Kurth's own work. His recent writing on Iraq subjects primary source materials—reports from Iraq by journalists—to social science method that brings it to life in a different and more theoretically interesting way.

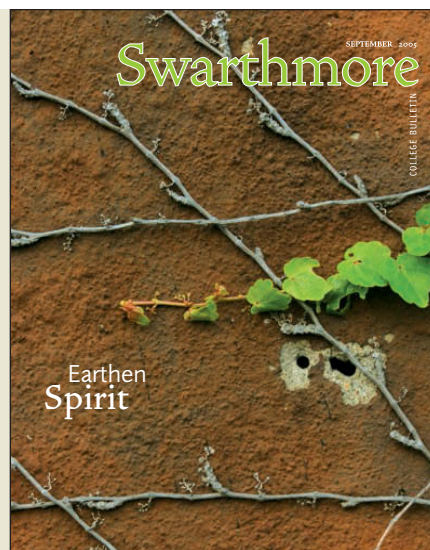
What Kurth means—and is right about—is that political science is only important to the extent that it provides a way to teach students about politics, and that, as often as not, political science professors choose instead to teach the discipline of political science—a surefire way to take the fizz out of the liberal arts.

Although many years have passed, Kurth and other teachers are alive for me every day, sometimes in the memory of a particular comment they made on a particular occasion that taught me ways of looking at things that I try to use today. I often smile broadly at the recollection of them or in the retelling of them to Swarthmore friends. I hope that these faculty members understand how much of what they taught us many years ago is still rattling around in times and places far away, still fresh and new.

MARK RISK '78  
New York

## ABSOLUTISM AND DIVERSITY

Attending the graduation of my daughter, Mary Blair '05, in May filled me with many of the same feelings I had at my own graduation ceremony in 1973. Although it was a different time 32 years ago, I was struck by how successful the campus seems to have been over the years in promoting a culture



of diversity and celebrating the strengths that such diversity brings to intellectual thought and development. I'm sure there remains much more to be done, but the change is visible in many ways, and I'm sure it has been due, in no small measure, to President Alfred H. Bloom's leadership.

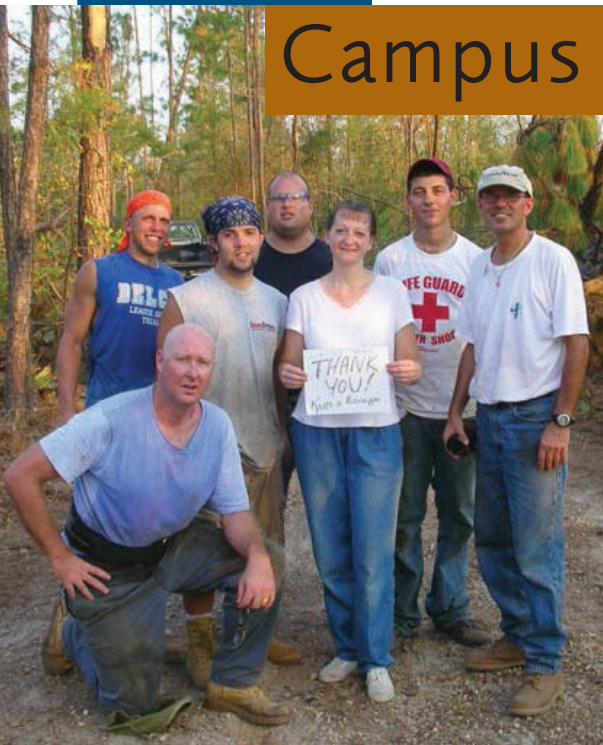
Reflecting on those positive changes (shared by far fewer campuses around the country than should be the case), I was impressed even more with Bloom's charge to the graduates, making the case against moralistic absolutism—perhaps the next set of issues associated with promoting diversity. That is, when we finally manage to assemble a diverse group of people and perspectives in the first place, can we effectively encourage and promote the culture of tolerance of different ideas and understanding of the diverse perspectives in a way that such diversity can be valued more precious in making societal decisions?

As Bloom illustrated with balance and sensitivity in his remarks, the slope seems to be getting steeper, not more gradual, around the world. Nonetheless, he made the case in as elegant a way as I have seen, and I was pleased to see his remarks available to all in the September *Bulletin* and on the College's Web site.

My thanks go to the entire Swarthmore community for the enriching education my daughter received. I always knew she would do well (she was better prepared than I for the rigors of the Swarthmore experience), but the "something extra" beyond academic achievement that has always been part of her nature was amplified quite vividly by a

*Please turn to page 79.*

# Campus Responds to Katrina



COURTESY OF DAVID QASEM

"Karen from Mississippi" holds a sign thanking (from left) John King, David Evanson (kneeling), Jeff Rossley, John Kirby, David Qasem '06, and trip organizer Jay King, who removed approximately 40 downed trees that were blocking access to her home.

"SWARTHMORE'S RESPONSE to Hurricane Katrina was reflective of the spirit of this place, both in the concerned enthusiasm of the immediate response and the patience with which we have tried to put together the most responsible plan possible," said Maurice Eldridge '61, vice president for College and community relations.

The College community's response included the following:

- The College agreed to accept up to 15 students from the devastated region whose universities were closed by the destruction. Two students from New Orleans accepted the offer: Glenavin White from Loyola and Nikhil Sharma from Tulane.
- The President's Office enabled employees to volunteer with relief agencies in the disaster area by allowing half of their salary to be paid as administrative leave time and the other half covered as vacation time for a maximum of 3 weeks. Patti Shields, director of environmental services, spent 17 days in Louisiana with the Red Cross. While in New Orleans, she ensured that emergency response vehicles were outfitted with the appropriate equipment and that it was functioning properly. Later, in Slidell, La., she served as a client shelter manager at the Oak Harbor Convention Center.

- The Student Athlete Advisory Committee sold T-shirts, designed by Heidi Fiesemann '06, Zach Moody '07, and Chloe Lewis '06, and has raised \$3,260 so far; the Swarthmore African-American Student Society in conjunction with the Black Cultural Center, the President's Office, and the Admissions Office, held a casino night and raised \$180 and more than \$200 in clothing, shoes, and books; MULTI, an organization for people of multiple heritages, held a week of study breaks to discuss the issues of poverty and race surrounding Katrina. It ended the week with a party that raised \$572.68 in donations.

- Yerbabuena, a Puerto Rican folklore music group that had performed at the College on Sept. 9, gave a benefit performance in Philadelphia that evening as a collaborative fund-raiser sponsored by Swarthmore's Intercultural Center, and Taller Puertorriqueño. The event raised \$625. Five hundred dollars went to the College's Hurricane Katrina fund and \$125 to the Red Cross.

The students had requested that funds raised go to an entity where they could make a direct impact instead of to a large charitable organization. To date, all money collected is being held by the Lang Center for Civic and Social Responsibility. Pat James, associate director of the Lang Center, said, "The College is examining opportunities to collaborate with Periclean colleges to do relief work at Dillard University [in New Orleans], another Periclean school." (Project Pericles is a national initiative of 20 private institutions funded by the Eugene M. Lang Foundation. Its overall mission is to provide a response to the growing sense of political alienation and apathy that many young people feel and to

create an educational agenda that integrates education for socially responsible citizenship into institutional cultures.) Other campus community members went to the area on their own.

- For three days, Laura Talbot, director of financial aid, helped in Meridian, Miss., a community that had absorbed many Gulf evacuee families and 200 more students into its already overcrowded school district. "I approached a middle school to see what it needed and how I might help. They accepted my offer to work with their after-school program," she said. "Mancala, an ancient African stone game, was my focus with the children—its history, playing strategies, possibilities of tournament play, making your own game. Other volunteers to the area were helping with food and shelter, but I found a way to bring a bit of fun—and learning—to the school children who had suffered terrible tragedies."

- David Qasem '09, a member of the campus division of the Rotary Club, went to Mississippi for 6 days, sponsored by the town of Swarthmore's Rotary Club. Qasem, with five others representing the club, found shelter in a school and a church. The group delivered a 24-foot truck filled to capacity with supplies, food, and clothing and gave out a total of \$5,000 in cash to needy people they met. The campus division helped pack the items Rotary had collected. To learn more about the trip, read Qasem's blog at <http://swatkatrina.blogspot.com/>. One of his entries reads, in part: "We saw some unbelievable things. FEMA signs left by search and rescue detailed when the ruins were searched, how many bodies were found, how many were alive, and how many dead. Often, residents scrawled the name of their insurance companies with a number at which they could be reached."

"Families left messages for each other, detailing that 'all are alive and well,' or that they were rebuilding."

—Audree Penner



# FOSTERING CAREER IMAGINATION

LOCATED IN A WARMLY DECORATED SUITE on the first floor of Parrish Hall, Swarthmore's Career Services Office is one of the most inviting places on campus. "Our goal is to be a friendly and welcoming office that engages the students," says Director of Career Services Nancy Burkett. "Sometimes, they drop by for no particular reason. It might be simply because we're popping popcorn, and they smell it in the hallway. Sometimes, parents, faculty, or peers encourage them to come to talk with a counselor about



ELEFTHERIOS KOSTANS

The busy Career Services Office occupies the former Alumni Relations and Publications offices on the renovated first floor of Parrish Hall.

their interests. Some are trying to choose a major and are uncertain, and, although we aren't academic advisers, we do talk about the way their courses can influence their career decisions."

In the 2½ years since Burkett came to Swarthmore, she has focused on outreach strategies to both students and alumni, all of whom may use the office's resources for the duration of their college and professional lives. Existing programs have been expanded, and new ones are continually being initiated.

Burkett stresses the importance of students becoming familiar with the concept of career development as early as possible. Until recently, she says, the office's resources were directed mainly toward seniors and involved helping them with job searches. "That's sending the wrong message—that you can delay thinking about your future until your senior year," she says. "Our emphasis has been to connect with them as soon as they get on campus—or even before that. We work closely with the Admissions Office and with prospective students and parents."

During the past year, the Career Services Office, comprising four full-time staff members, one shared position, and career peer advisers and student assistants, have helped hundreds of students—20 percent of whom were freshmen.

"I like to foster career imagination," Burkett says. Through career counseling, students identify, explore, and evaluate their interests, skills, values, and experiences. An extensive library provides resources such as job listings, internship directories, graduate school guides, and job-search and career development literature. Workshops assist students in preparing to write cover letters, attend interviews, and learn job-search strategies. Seniors are encouraged to attend information and interview sessions with the more than 75 employers who visit campus each year. Letters of recommendation from professors and employers may be stored in the office's database and sent out upon written request.

A wealth of opportunities exists for networking with alumni, such as career dinners, coffee hours, and conferences as well as on-site internship and externship possibilities. More recent initiatives include on-line chats with alumni and on-line alumni profiles offering students insight into potential careers. This year, Burkett has worked collaboratively with the faculty to invite alumni to campus to participate in panel discussions about specific professional fields. Alumni career panels were initiated by the Chemistry, Biology, Engineering, and Math departments as well as a performing arts symposium on careers in music, dance, and theater.

"We're so grateful to our alumni," Burkett says. "The College is so fortunate to have alumni who have done such amazing things in their lives."

—Carol Brévar-Demm

## Bloom Contract Extended to '09

At its September meeting, the Board of Managers unanimously endorsed a further extension of President Alfred H. Bloom's contract through Aug. 31, 2009.

"The Board and I believe that Al has been an able and inspiring leader for this institution during the 14 years of his presidency," said Board Chair

Barbara Weber Mather '65. "He has strengthened and secured Swarthmore's position as the American college that best combines academic excellence and social responsibility. Al has led Swarthmore's development as a distinctive college that offers a model of the finest undergraduate education to the nation and the world. We are excited about what the Swarthmore community will accomplish under Al's continuing leadership."

## Dean Bob Gross Set to Retire

Dean of the College Robert Gross '62 will retire at the end of the current academic year. Gross, 65, has been Dean of the College for 8 years. He previously served as dean of academic affairs and as a faculty member in the Department of Educational Studies.

A search committee chaired

by Provost Connie Hungerford is working to fill the vacancy. President Alfred H. Bloom said that Gross' "talent for balancing challenge and affirmation, his skill at transforming anxiety into clearer perspective, and his gift for building human connections have provided the foundation for a student-life environment that, at once, offers comfort and confidence and inspires independence and responsible commitment."



AMY CHENG VOLLMER

## THE ECONOMIST As *Biologist*

THAT FEELING OF BEING INAUTHENTIC hit me in the small hours of the night, early this year. It comes on me every now and then, when the gap between what I truly know and what I teach gets too large. Redesigning my econometrics course to incorporate experimental concepts and methods had pushed me over the precipice this time.

I knew I could read more about how to interpret particular social events as quasi-experiments. There are hundreds of papers in economics on that. But further scholastic scrutiny was not the remedy to what ailed me. The problem, although not deep, was fundamental: The precise understanding of what an experiment is had faded from my mind. How was I to get out of that bind?

The answer to my problem came at a faculty lunch in March, when Professor of Biology Amy Cheng Vollmer discussed her concern about the balkanization of disciplines that often occurs at colleges and universities. She felt that at our institution, Swarthmore College, the natural sciences were seen as somehow different from the humanities or social sciences. She worried that faculty members outside of the natural sciences believed that almost all natural-science majors were headed for medical or graduate school and thus humanists and social scientists might be advising some students not to take natural-science courses. How could the faculty eliminate the incorrect perceptions that could limit the range of students' intellectual experience at Swarthmore?

Amy concluded her talk with a startling proposal. She would open her microbiology

laboratory to any faculty member outside the natural sciences who was willing to spend some time over the summer actually doing biology. The idea was to break down a perceived barrier by having nonscientists

do what they would normally keep at a distance.

My first thought upon hearing Amy's proposal was that she was way off the farm. It was easy to understand her concern, but academics are who we are: specialists. We can and probably do read across disciplines, but why would we want to work across disciplines?

But after ruminating on my own conundrum for a couple of days, I thought of Amy and her daring idea. Perhaps working in her microbiology lab was a way to close my authenticity gap.

I met her for lunch, and we clarified our objectives, defined parameters, and set timelines. Luckily for me, another colleague, Cheryl Grood of the Mathematics Department, was already working in the lab. Cheryl was refreshing her knowledge of biology from courses taken long ago. She and I would form a mini-team.

A great advantage of having a mathematician as a partner is that all of your measurements and calculations are likely to be precise—even if the conclusions are precisely wrong! I could not have wished for a better partner.

Amy explained that our project was to use established methods of genetic engineering to see if we could make bacteria that were sensitive to ampicillin, an antibiotic, resistant to it instead. We would isolate a plasmid—a small, self-reproducing element containing DNA but outside the chromosome—from ampicillin-resistant bacteria. Subsequently, we would manipulate an ampicillin-sensitive strain of the same bacteria so that it would absorb the plasmid. The hope was that the plasmid

would transform the recipient's DNA so the bacteria would exhibit resistance to ampicillin.

Was she serious? First, how do you pronounce DNA's full name, deoxyribonucleic acid? Second, what is to prevent me from combining the DNA of the ampicillin-resistant bacteria with my own DNA, thereby rendering me resistant to antibiotics—and likely to catch all kinds of ailments from my students, who sometimes come into class coughing and wheezing? Third, given that the plasmids, cytoplasm, chromosomes, genes, and all the other stuff inside the bacteria cells are too small for me to see with the naked eye, how will I know if any transformation has occurred? And fourth, don't you need some kind of license to engage in genetic engineering?

I had some reservations about actually doing microbiology. But it took me only 3 days of continuous practice to solve the pronunciation problem: dee-ox-ee-RYE-bo-new-clay-ick (the "acid" part was easier).

Because no known pathogens are handled in Amy's lab, the odds of contamination are extremely low. My qualms about absorbing bacterial DNA were thus unwarranted.

Although the transformation we were trying to accomplish could not be seen by the naked eye, the result—the expression of a gene or trait—can be confirmed by experimentation. And as a novice, I needed only a mentor, not a license, to make sure that my work in the lab was well within ethical bounds.

The return from doing science hands-on is high. The experiments required care and precision. How do you set up a control? Are you sure that the background conditions—the medium used to suspend the plasmids, the settings on the spectrophotometer, the size of the pipettes, the agar, and so on—are exactly the same for the control and the experimental specimens? How do you measure, assess, and interpret your results?



Can an amateur possibly get all that right? More important, can an amateur steeped in a foreign intellectual tradition—in my case, social science—possibly comprehend or appreciate the elegance and power of the scientific methods employed?

Amy made everything possible. Taking more time than I could have imagined, explaining every concept, showing how every piece of equipment worked, answering every question (many of them more than once), enduring every mistake, she led Cheryl and me through the processes of plasmid isolation and gel electrophoresis. Not only did we succeed in those feats of genetic engineering, but we also confirmed that the ampicillin-resistant trait was due to the presence of the added plasmid DNA, given that we were able to re-isolate the plasmid from the newly transformed bacteria.

My econometrics course will be different from now on. Not because the material or the text or the statistical software will be new but because my understanding of one small slice of applied science has been refreshed. I now have new comparisons, examples, interpretations, exercises, and thought experiments to use with my students in the social sciences.

Experiments in the social sciences will never be as clean as they are in the natural sciences. But I feel much better about teaching quasi-experimental concepts now that I have worked in a real laboratory.

If my professional life allowed it, I would like to spend more time in a lab. That may sound strange coming from a social scientist, and I realize that many faculty members in the humanities and social sciences would not agree with me. Before the desire to refresh my memory of what an experiment was became a pressing matter for me, I thought the idea of my doing science was impractical.

Now, however, I have joined Amy off the farm on the issue of communication and collaboration among the disciplines. You know, the air out here is fresh, the sky is clear, and the company is very good.

—Philip Jefferson,  
associate professor of economics

*Philip Jefferson joined the faculty in 1997 and is an expert on monetary policy. This essay appeared in the Oct. 7 edition of The Chronicle of Higher Education and was adapted with permission.*



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## A LIFE OF SOCIAL ACTIVISM

ON SEPT. 21, MOLLY YARD '33, a tireless liberal activist since her college days and president of the National Organization for Women (NOW) from 1987 to 1991, died in Pittsburgh at age 93. She was married to her Swarthmore classmate, the late Sylvester Garrett, a prestigious labor arbitrator who had taught at Stanford.

Active in student and civil rights movements since the 1930s, Yard joined NOW in the early 1970s in Pittsburgh and became a member of its national

staff in 1978. As its president, she led the organization in support of issues including abortion, gay and lesbian rights, and the election of women to public office. She vigorously opposed the nomination to the Supreme Court of Judge Robert Bork, whom she labeled "a Neanderthal," and called for the impeachment of President Ronald Reagan over the Iran-Contra affair. During Yard's presidency, NOW's membership increased by 110,000.

Earlier, Yard had worked for several Democratic candidates, including California Representative Helen Gahagan Douglas, John F. Kennedy, and George McGovern. After her family moved to Pittsburgh in the 1950s, she worked in the civil rights movement and was a local organizer of the 1963 March on Washington. As an officer of the left-wing American Student Union, she became a long-time friend of Eleanor Roosevelt, whom she claimed as an important influence in her life.

—Carol Brévart-Demm

## Scholarship, Teaching, and Collegiality

THE COLLEGE COMMUNITY was saddened to learn of the Aug. 25 death of 92-year-old Professor Emeritus of English Literature Derek Traversi, a distinguished Shakespearean scholar and Swarthmore faculty member from 1970 to 1983. According to Professor of Art History and Provost Connie Hungerford, Traversi is remembered for his "scholarship, teaching, and warm collegiality." His death, says Centennial Professor of English Literature Tom Blackburn, a close friend and colleague, "severed the last living link with that group of critics who, in the years just before and through World War II and into the 1950s, founded and popularized what has since become known as



MARTIN NATVIG

'New Criticism.'"

A native of Wales, Traversi retired in the early 1980s to Richmond-on-Thames, England, where he remained until his death.

—Carol Brévart-Demm

# A CELEBRATION OF GIRLS

IN 1995, WHEN RESHMA PATTNI '06 was 11 years old, she visited Beijing—she has photos of herself beside the Great Wall of China to prove it. What was unusual about her visit, though, is that she was not there primarily as a tourist but as a member of a 13-strong girls' delegation to the United Nations World Conference on Women. Even more remarkable is that the organization she belonged to—the non-profit Girls International Forum (GIF)—had been founded in Duluth, Minn., a year earlier by a group of girls, including Pattni, ages 10 to 17. At the time, she was a member of the editorial board of *New Moon*, a magazine created for and by girls, whose mandate is to celebrate girls, explore the passage from girl to womanhood, and build healthy resistance to gender inequities. Through the magazine, they learned of the conference.

"We thought it sounded really cool, so we got together to bring a delegation of girls, to let their voices be heard," says Pattni, now 21 and a psychology major.

They created GIF, networking with other girls' organizations nationwide to establish a forum for sharing ideas and experiences and work to advance girls' rights throughout the world. "We called groups in different areas, approaching girls from diverse racial and socioeconomic environments to seek suggestions." With input from thousands of girls around the country, they compiled a list of questions asking for possible discussion topics at the conference. Using *New Moon*, the Internet, and word of mouth, they collected answers from girls around the world.

In September 1995, Pattni and 12 other girls, the largest all-girl delegation, accompanied by 7 chaperones, presented "Listen to Girls: A Girls Agenda" at the conference. Topics included violence against women, economic empowerment, and improved health information.

"We got into lots of different speak-outs and were involved in many different lectures and panels, and we made a very positive impression there," Pattni says.

A Platform for Action document was compiled at the Beijing conference, with 153 countries signing on. One of its sections deals with the specific needs of girls.

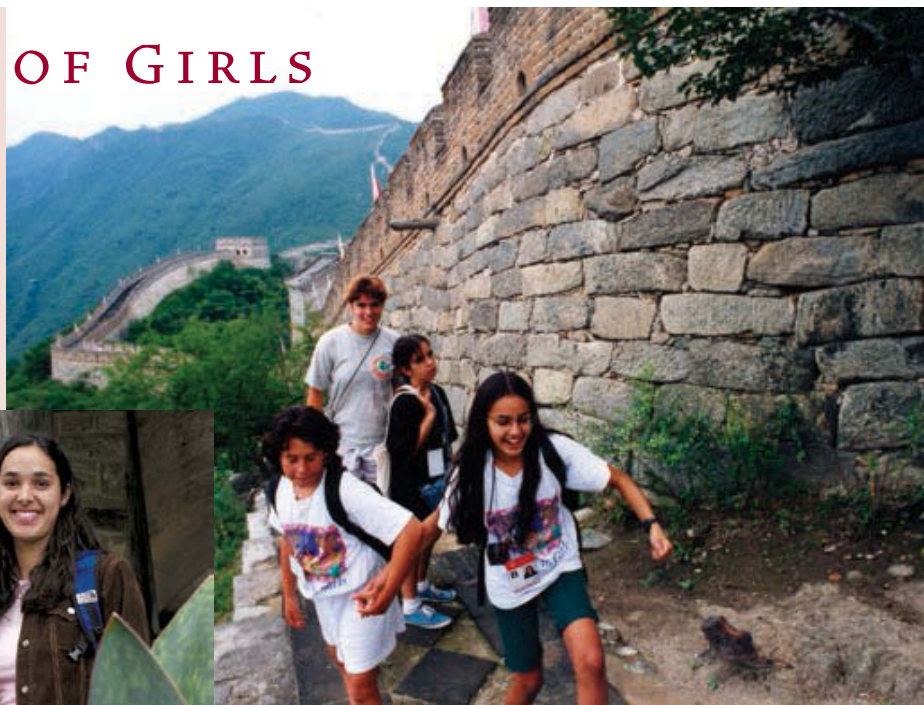


ELEFTERIOS KOSTANS

In 1998, Pattni attended the 150th Anniversary Celebration of the First National Women's Rights Convention in Seneca Falls, N.Y., where she was one of 15 girls from 13 states to present a Girls' Declaration of Sentiments, modeled on the original Declaration of Sentiments developed in Seneca Falls by the suffragists 150 years earlier.

In 2000 and 2005 at the U.N. Beijing + Five and Beijing + 10 conferences, she was encouraged by reports of progress from around the world. "When we were in Beijing, in 1995," she says, "one of the most common things we heard was 'what a great idea, we never even thought of including girls,' and, by 2000, we could see that girls were being included in government and NGO delegations in much larger numbers. That's when we got the idea to create a Platform for Action for girls."

Currently, she is serving as a woman mentor, guiding girls as she was guided, in preparation for GIF's International Girls Summit, which is scheduled for July 2006 in St. Paul, Minn., and funded, in part, by a \$200,000 Congressional Challenge Grant from the State Department Bureau of Educational and Cultural Affairs. The GIF will host 20 U.S. and other international teams to promote leadership, advocacy, and men-



COURTESY OF RESHMA PATTNI

Eleven-year-old Pattni (*top, front*) enjoyed the Great Wall while in China in 1995. *Inset*: Pattni today. For more information on the Girls' International Forum, visit the Web site [www.girlsforum.org](http://www.girlsforum.org).

toring skills across cultures. Focusing on education, health, human rights, violence, and economic empowerment, they plan to develop a "Girls' Platform for Action" including the implementation of projects to further the goals of the platform and improve girls' lives in their communities.

Thanks to a Summer Social Action Award from the Lang Center for Civic and Social Responsibility, Pattni devoted the summer of 2005 to GIF, among other things traveling to South Africa to help prepare girls there for the summit. Piloting the survey that GIF will use to gather girls' opinions worldwide, she met with groups throughout the country, collecting their thoughts and assessing their leadership training needs.

"What's been really rewarding for me is how much I've learned, how much more confident I've become, and the skills I've gained," Pattni says. "I've also gained a larger world perspective. Seeing the other girls get that, too, has been great—now I'm on the other side, acting as a mentor for these girls who you know are going to go on and do amazing things. Just to be a part of that process is so rewarding."

—Carol Brévart-Demm



# Documenting Lives

GROWING UP IN BURLINGTON, VT., a refugee resettlement center, Bree Bang-Jensen attended school with children from countries such as the former Yugoslavia, Vietnam, and the Sudan. Currently, the refugee populations are mainly Somali Bantu, Meshketian Turk, Sudanese, or natives of central African countries. Bang-Jensen is fascinated by their stories.

During an internship with the Vermont Refugee Resettlement Program (VRRP) last summer, she transformed her interest into action, working with a family recently arrived from Burundi. "I fell in love with them," she says.

She tells the story of 8-year-old Oscar, born in a refugee camp in Burundi. "He had never used running water or electricity before," she says, "but like most children, he was fascinated by anything with wheels or a motor. On the trip to the States, the Swahili-speaking pilot allowed Oscar into the cockpit to 'fly' the plane. It was a high point in his life. He narrates the whole thing with lots of sound effects."

In the fall, Bang-Jensen received a Swarthmore Foundation grant of \$1,920, to fund a book documenting refugee children's trips to America as well as their earlier lives. "My mother is a children's literacy professor, and making books and telling stories was an important part of my childhood," she says.

Assisted by the director of the VRRP and local educators, Bang-Jensen is creating multilingual permission slips to be signed by the children's parents. "Some of the parents are non-literate, so I hope to find translators who will read the permission slip text onto tapes, she says." Much of her grant money will pay for trans-



Bree Bang-Jensen (left, in Battery Park, Burlington, Vt.) is creating a book of children's experiences as refugees.

lation and copying costs.

During the winter and spring breaks, Bang-Jensen will work with children between the ages 6 to 10. "I want to empower refugee children to tell their stories and have a souvenir of their trips," she says. The book should also provide a tool for American teachers of refugee children, help prepare the children for their long trip to the United States, and offer their American classmates insight into their experiences. "There's not much age-appropriate material on refugee resettlement," she says.

The book is scheduled for publication next summer.

—Carol Brévar-Demm

## Totemo: A Silent Computer Wins a Design Award

IN NOVEMBER, Joey Roth '06 flew to Singapore to receive the Red Dot Award for his conceptual design of a computer chassis he named Totemo.

Since 1955, the award has been given by the firm Design Zentrum Nordrhein Westfalen, based in Germany. Roth's submission won for "high design quality" from among 638 entrants from 24 countries in 11 design categories.

*Totemo* means "very" in Japanese. "The chassis, made of aluminum and copper, is very restrained, very subtle," Roth says. "It is a completely silent picoBTX computer."

He says the silence is achieved through a passive cooling system that uses heat pipes of copper to channel heat from the CPU, video card, and power supply to a

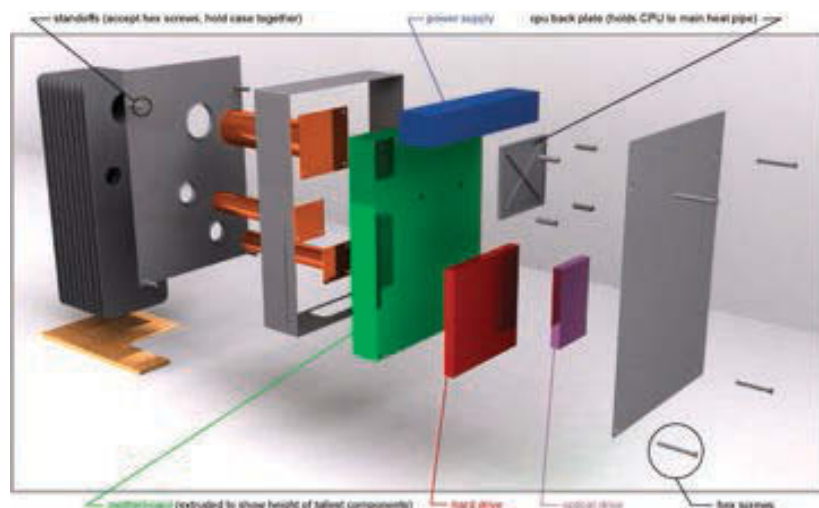
large external heatsink.

"The bamboo base is less expensive to produce than using other woods and, more important, environmentally sustainable," Roth says. "Totemo is a reaction to the candy-color-looking cases made of extruded plastic. They make for a loud design. I

wanted Totemo to be a more thoughtful, quiet design."

Roth created his own major: Industrial Design Theory. "It combines psychology and engineering classes with a focus on object design," he says.

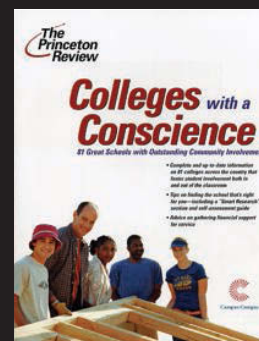
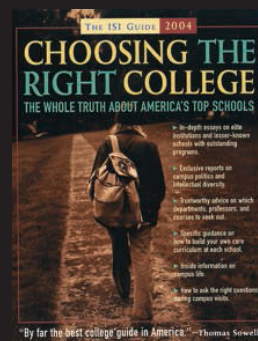
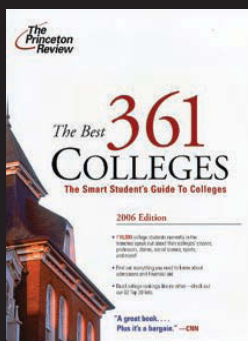
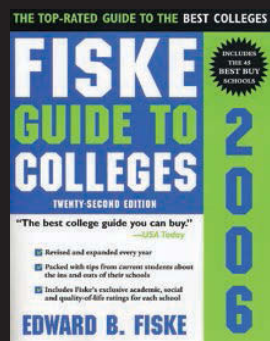
—Audree Penner



Senior Joey Roth created this concept for a computer that is "more thoughtful" in design and partly made of bamboo. See more of his work at [www.joeyroth.com](http://www.joeyroth.com).

# How They See Us

COLLEGE GUIDEBOOKS WEIGH IN  
ON SWARTHMORE



COLLEGE AND UNIVERSITY RANKINGS. Lists of “hottest colleges”; “colleges with a conscience”; and, simply, “best” colleges. “Insider” guides. Student-written guides. Guides for conservative students. Guides for quirky students. Guides for students keen on the “best values.”

Proliferating college guidebooks and rankings can easily fill a large shelf—in fact, do fill a large shelf in the College’s News and Information Office—and they generally (although not always) portray Swarthmore in a favorable light.

To give readers a sense of the industry take on Swarthmore, the *Bulletin* presents the following from some of the more prominent guidebooks:

## *Fiske Guide to Colleges*, 2006 edition

“Swarthmore College’s leafy green campus may be just 11 miles from Philadelphia, but students don’t always have either the time or the inclination to make the jaunt. That’s because they have opted for one of the country’s most self-consciously intellectual undergraduate environments. Swatties are bright, hard-working, and eclectic in their interests, and campus life is fabled for its intensity. But it’s not the intensity that comes from huge amounts of

course work (à la Yale) so much as the self-imposed drive of talented students who want to do lots of things simultaneously—from academics to social protest to rugby—and to do so at a high level.”

## *Princeton Review, The Best 361 Colleges*, 2006 edition

“A Swarthmore day is a 28-hour day,” notes one student, reflecting on the notoriously heavy workload at this elite liberal arts school. Don’t let the reputation scare you off, though; as one student explained: ‘Academics at Swat are hard; everyone knows that coming in. But that doesn’t mean they aren’t enjoyable.’ Furthermore, ‘Swarthmore has a tremendous support network anchored by the professors and administration (as well as other students). When help is needed, there is always someone to turn to.’ The support is essential, since ‘the overall stress level here is high from balancing classes, activities, and social life.’

“Swarthmore is as good as they come; among liberal arts colleges there is none better.”

## *Kaplan/Newsweek America’s Hottest Colleges*, 2006 edition—Hottest College for Intellectuals: Swarthmore

“Swarthmore nurtures ‘the sort of all-encompassing inquisitiveness about the world that people here tend to have,’ says junior

Samantha Graffeo. Some 600 courses are offered, a large number for a campus with only 1,500 students. The Honors Program allows undergraduates to do graduate-level work. Swatties, as they call themselves, can also enroll in engineering, a subject not often found on small liberal-arts campuses.”

## *Choosing the Right College: The Whole Truth About America’s Top Schools* (published by the conservative Intercollegiate Studies Institute, 2004)

“Despite its vast wealth and sterling academic reputation, whether Swarthmore ... is still an elite institution depends on one’s point of view. The numbers and rankings are fantastic, of course.... Its students’ SAT scores are dazzling. Then again, like most institutions, the curriculum ain’t what it used to be. More importantly, Swarthmore has traveled even further down the road of politicization and radicalization than most other Eastern liberal arts schools—and that’s a long journey, indeed.”

*The Insider’s Guide to the Colleges*, 2006 edition, by the staff of the *Yale Daily News* “[Swarthmore’s] size enables students to develop closer relationships with their schoolmates. Though small in size, the campus is fairly diverse. Said

one student about the diversity of the campus: ‘What I love about campus life is how intimate and close-knit a community we have. You meet interesting people from Alaska, Hawaii, Puerto Rico, Jamaica, Sri Lanka, etc. And since there are only about 1,400 students, and about 350 new faces every year, you get to meet a lot of people.’”

## *Princeton Review’s Colleges With a Conscience: 81 Great Schools with Outstanding Community Involvement* (2005)

“Swarthmore College’s ‘commitment to education for social responsibility is rooted in its Quaker Heritage,’ and the Eugene M. Lang Center for Civic and Social Responsibility, which connects Swarthmore College to nearby communities (both literally and symbolically), is ‘the campus hub’ for activities [that] support Swarthmore’s mission to ‘help students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern.’

“Civic engagement at Swarthmore is strong, because people are really passionate about learning and working, and people care,” students tell us.... Political activism is alive at Swarthmore on both the local and global level.”



# Soccer is

# Hot



ELEFTHERIOS KOSTANS

**Men's soccer (12-6-2, 6-2-1)** For the second consecutive season, the Garnet made the Centennial Conference (CC) playoffs and the Eastern College Athletic Conference Tournament. Defender Alex Elkins '06, forward Andrew Terker '06, and midfielder Patrick Christmas '08 were named All-Conference. Elkins, a defender and team captain, is the first Swarthmore male soccer player to be selected for the All-CC first team, after spearheading a defensive unit that posted eight shutouts. Terker, named to the second-team, scored 12 points (five goals, two assists), tying for the team lead with forward Stu Leon '09. Christmas, a team captain, received honorable mention. Goalkeeper Reuben Heyman-Kantor '06 was named to the *ESPN The Magazine* Academic All-America first-team (College Division) after a vote by the District II College Sports Information Directors of America. The Eastern Pennsylvania and Delaware Intercollegiate Soccer Officials Association awarded its 2005 Men's Team Sportsmanship Award to the soccer team.

**Women's Soccer (3-11-3, 1-7-2)** Defender Caitlin Mullarkey '09 and forward Danielle Tocchet '08 were named All-CC. Mullarkey, a

defender, became the first freshman defender ever to earn first-team honors in the CC and just the 14th first-year student overall to receive the distinction. Tocchet, an honorable mention selection, led the team with eight goals and 16 points. This year also marked the 10th consecutive time, since 1996, that the Garnet defeated its opponent in the home opener.

**Men's cross-country (third at CC Championship)** The Garnet harriers ran to seventh place at the 2005 NCAA Midwest Regional Cross-Country Championships in November, led by All-Midwest Region selection Vernon Chaplin '07, who finished 26th of 280 runners, in a time of 26:49.6. Just missing a national-qualifier spot in his first collegiate cross-country season, Chaplin also earned All-CC second-team honors at the CC Championships, helping the Garnet to a third-place finish. On Oct. 7, Chaplin and Ross Weller '08 led the Garnet to victory at the Blue Jay Invitational in Oregon Ridge Park, Md., where they bested 14 other teams.

**Women's cross-country (third at CC Championship)** Carrie Ritter '06 and Emma Stanley '09 led the Garnet to a fifth-place finish at the November NCAA Midwest Regional. The two runners earned All-Midwest Region status by finishing in the top 35. Ritter and Stanley also led Swarthmore to a third-place finish at the CC Championships. Both runners made the All-Centennial second team with top-10 performances.

**Field hockey (8-9, 4-6)** Defender Chloe Lewis '06, midfielder Summer Spicer '07, and goalie Karen Lorang '07 were selected to the All-CC second team. Forward Heidi Fieselmann '06 led the Garnet with 13 goals and six assists for 32 points. Spicer was second with a career high of 11 goals and six assists. Lorang finished fifth in the conference with 6.23 saves per game and ranked fourth

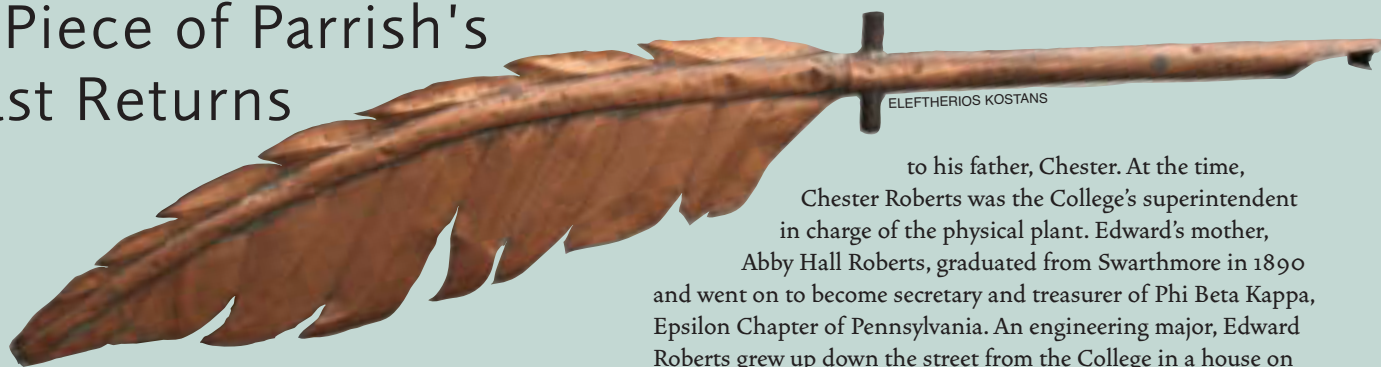
For the second consecutive season, forward Brandon Washington '08 (left) led the men's soccer team in assists, sharing the team lead (4) with midfielder Ladule Lako Lo Sarah '09. The unselfish Garnet team had a total of 30 assists, the second-most in the conference.

with 86 saves, earning her second All-CC selection. The Garnet made the championship game of the Seven Sisters Tournament on Sept. 17 by downing top-seeded Mount Holyoke, 4-2. Lewis, Spicer, and midfielder Neema Patel '07 were named All-Tournament for their efforts.

**Volleyball (13-15, 6-4)** Outside hitters Erica George '07 and Jennifer Wang '09 were selected All-CC for leading Swarthmore to the conference playoffs for the first time in school history. The team started off its season with a bang, winning the Greyhound Premiere Invitational at Moravian College on Sept. 3, with George and Wang receiving All-Tournament honors. George, a tricapitain, led the Garnet with an average of 3.12 kills per game and was second in digs with 3.81 per game. On Sept. 20 at Franklin & Marshall, George broke the school record of 755 for career kills, set by Natalie Dunphy '05. Wang, an honorable-mention selection, led the team with an average of 3.92 digs per match and tallied a team-high 14 double-doubles during the season. Setter Emily Conlon '06 completed her Garnet career with 3,199 assists, 1,066 digs, and 204 service aces, holding school records for career assists and service aces.

—Kyle Leach

## A Piece of Parrish's Past Returns



NEARLY 70 YEARS AFTER ITS DEPARTURE from atop Parrish Hall, a 19th-century weather vane has come home.

Typical of architectural ornamentation in the late 1800s, the copper weather vane is 6 feet long and shaped like a quill. Although an exact date has not been established, it was installed sometime between 1882, when Parrish was rebuilt after the 1881 fire, and 1893, when its photo appears in *The Halcyon*.

The weather vane registered the changing winds on campus for decades. During a renovation of Parrish in the mid-1930s, however, it had apparently reached the end of its useful life. It was scrapped—and then plucked from the trash heap by the late Edward Roberts '36, according to a letter later written by Roberts

to his father, Chester. At the time, Chester Roberts was the College's superintendent in charge of the physical plant. Edward's mother, Abby Hall Roberts, graduated from Swarthmore in 1890 and went on to become secretary and treasurer of Phi Beta Kappa, Epsilon Chapter of Pennsylvania. An engineering major, Edward Roberts grew up down the street from the College in a house on the corner of College Avenue and Chester Road.

After graduation, Roberts and the weather vane made their way from Swarthmore to Jeffersontown, Ky., near Louisville, where he went to work for General Electric. When Roberts died in July, his son Steven offered the weather vane to the College for a sum considerably less than its \$5,000 appraised value. The College welcomed the return of this piece of Swarthmore history and persuaded Roger '60 and Diane Marshall Shott '61 of nearby Anchorage, Ky., to store the weather vane in their barn until shipment back to Swarthmore could be arranged in the fall.

After undergoing minor repairs, the weather vane will be prominently displayed in the newly renovated Parrish Hall.

—Susan Clarey

## Kresge Challenge: \$3.8 Million and Counting as Deadline Approaches

WITH WEEKS REMAINING until its Dec. 31 deadline, the College needed to raise an additional \$200,000 to claim a \$1 million challenge grant from the Kresge Foundation for Parrish Hall.

As of Dec. 10, the Challenge had raised \$3.8 million toward its \$4 million goal. That \$4 million amount, along with an additional \$1 million from Kresge, would complete funding for the \$18.4 million Parrish renovation, a comprehensive project that also includes the remodeling of Sproul Observatory as an alumni center and endowments for the future maintenance of both Parrish and the new Alice Paul Residence Hall.

The College will receive the Kresge grant only if it raises the \$4 million by the end of the current calendar year.

A key objective of the Kresge Challenge has been to involve members of the College community in a broad-based fund-raising effort. By mid-December, more than 1,200 alumni, parents, friends, and students have stepped up to support what one alumnus has called "the mother ship." Gifts have come from every region of the country and



Almost done: In early December, workers were putting the finishing touches on the new staircase that now greets visitors to Parrish Hall. The central stair—and two new elevators—leads to the second-floor Admissions Office. Straight ahead on the first floor lies the new post office and a modern student lounge.

overseas and from classes ranging from 1928 to 2005. All gifts to the Challenge are also counted in the total for The Meaning of Swarthmore, the College's comprehensive campaign, which has crossed the \$205 million mark, on its way to a final total of

\$230 million by Dec. 31, 2006.

For more information on the Challenge—and for an up-to-date total—visit the Parrish Web site at [www.swarthmore.edu/parrish](http://www.swarthmore.edu/parrish).



# DELIVER THE LETTER, THE SOONER THE BETTER

THE BRIEF LETTER NEVER ARRIVED; it had lain unnoticed for nearly a century. Bearing a 2-cent stamp and a July 15, 1910, postmark, the envelope was addressed to Joseph Swain, president of Swarthmore from 1902 to 1921. It was found wedged behind a bank of old mailboxes as they were being removed during Parrish Hall renovations in July. The letter must have fallen there the day it arrived—July 16, according to an arrival postmark on the flap. It read:

7008 Clinton Ave. N.W.  
Cleveland, O.  
July 15, 1910

Dear Brother:

Thy letter enclosing interest-statement came this P.M. and I am sending to the bank my check for the amount.

In regard to Fannie staying longer, I am willing, but I don't know what she'll think about it. She has been away from home a good while. I am sending the letter to her and any answer she makes will be satisfactory to me. I suppose you don't know what a school teacher's Friday night is. I am glad that Bex is having a visit with you. I know that you will all enjoy every minute of it. I got a card from Bex which I appreciated. Will you kindly acknowledge it for me. My school teaching and housekeeping with other things coming along keep me pretty busy.

Yours affectionately,  
JOS. M. JOHNSTON

According to Christopher Densmore, curator of the Friends Historical Library, the letter is from Swain's brother-in-law, who had married the president's sister, Fannie. "Bex" is probably Swain's sister, Rebecca. From the mild complaint about house-

keeping at the end of Johnston's letter, it seemed he missed his wife, but he also knew that she could make up her own mind about extending her visit East.

There are other letters from Joseph Johnston in the President Swain papers in the Swarthmore College archives. Both the Johnstons and the Swains came from Fall Creek Friends Meeting in Pendleton, Ind. Before coming to Swarthmore, Swain was president of Indiana University for 9 years. Swain's wife, Frances Hannah Morgan, also from Indiana, had tutored another young Hoosier, Herbert Hoover, so that he could pass the entrance examinations to get into Stanford.

Johnston's letter was delivered (at last) to the Friends Library, where it joined the former president's papers in the College archive.

—Jeffrey Lott



ELEFTERIOS KOSTANS

# COHESION + DIVERSITY



FROM PARRISH HALL TO THE NEW ALICE PAUL RESIDENCE HALL, SWARTHMORE'S ARCHITECTURE SINGS MANY STYLES IN A SINGLE VOICE.

*By Inga Saffron*

Colleges are frequently judged on appearances—on the first impression of their buildings and their campus. Swarthmore makes a stirring first impression, especially if you are fortunate enough to arrive by train from Philadelphia. The great sloping lawn of the campus is spread out before you. Parrish Hall sits at the crest of the hill, dignified and gracious in its gray-schist cloak, beckoning you to approach. As you make your way up the ramrod-straight, oak-lined walk, you can't help but feel that you are ascending to some higher purpose.

Parrish Hall was Swarthmore College's first building. Designed in 1869 by Addison Hutton, who was virtually the house architect for Philadelphia's Quakers in the 19th century, it naturally reflects the architectural values that the Society of Friends prized: reticence, solidity, practicality. Somewhere deep in its gene pool may be the French Renaissance, but the family resemblance ends at the cornice line of its mansard roof. The stronger influence might be summed up with the phrase from Swarthmore's alma mater "staunch and gray." It is a serious building for a community serious about learning.

ELEFTHERIOS KOSTANS





BOB KRIST

Parrish Hall (left, completed 1869 and rebuilt in 1882) set a standard of quality and permanence—but not of style—for Swarthmore's subsequent buildings. The stone 4-story tower of Kohlberg Hall (far left, 1996) echoes its near neighbor, Parrish, and the College's modern science center (below, 2003) uses a mixture of stone and granite to integrate with the campus.



©JEFF GOLDBERG/ESTO

Unlike some American colleges, which have become obsessed with branding their identity, Swarthmore does not achieve its cohesiveness by spawning clones of its original hall.

Without Parrish Hall, Swarthmore wouldn't be Swarthmore. The building established the architectural themes that inform the campus to this day. Although the College meanders over 357 landscaped acres and was constructed piecemeal during the last 138 years, it is an extremely cohesive place. Unlike some American colleges, which have become obsessed with branding their identity, Swarthmore does not achieve its cohesiveness by spawning clones of its original hall. There is not another building on campus that looks anything like Parrish. In fact, Swarthmore's campus is a surprisingly diverse collection of architectural styles and periods.

Those qualities—cohesion and diversity—might at first sound incompatible. But Swarthmore's campus is proof of how two seemingly opposite ideas come together in a harmonious synthesis.

One reason for the jumble of architectural styles is that the College has added new structures slowly and deliberately—too deliberately, some might argue. Because there have been such long intervals between construction projects, each new building has generally been stylistically different from its immediate predecessor. For a time,

Swarthmore was, like many other American colleges, besotted by the Gothic style and visions of medieval English universities, as Clothier Memorial Hall vividly demonstrates. Later, Swarthmore dabbled in art deco, fell under the sway of Vincent Kling's brand of corporate modernism, and veered into postmodernism. In the last few years, it has renewed its commitment to buildings that are unabashedly contemporary—and even a little bit daring. The wide range of architectural styles gives Swarthmore a comfortable, lived-in feel. This is a campus constructed over time. What remains constant are the ideas first expressed in Parrish Hall.

So what is a Swarthmore building? The short answer is that it is gray in stone, reserved in style. The College isn't the University of Cincinnati, where every building is an architectural trophy by a celebrity architect. But nor is it a University of Virginia, where every new design is sadly trapped in the same Jeffersonian body. In a sense, each new Swarthmore building is a variation on a theme. Picking out those themes is what makes a walk around campus into an intellectual exercise.

Let's go back to Parrish Hall and its placement. Parrish sits in the geographic

middle of Swarthmore's diamond-shaped campus. If Swarthmore's founders were thinking purely in terms of accessibility, they would have surely located their new college at the foot of the great lawn, next to the train station. But they chose instead to put the classroom and dormitory building in a less convenient spot at the top of a hill, forcing visitors to walk the equivalent of several city blocks to reach Parrish's columned portico.

What did they gain from the effort? A more dramatic setting, thanks to the wide lawn that serves as Parrish's pedestal. That lawn became the campus common, beloved by the denizens of so many pick-up Frisbee and touch-football games. As the campus green, the lawn is a sacred space, which means that nothing can be built there. That limitation has forced all subsequent construction to the sides and rear of Parrish Hall. Perhaps because of the immense size of the lawn, many of Swarthmore's later buildings would attempt to create intimate mini-greens, like the ones at Clothier Memorial Hall, Worth Hall, and the one between Kohlberg Hall and the 2-year-old science center. Once the second phase of Alice Paul Residence Hall is completed, it



ELEFTERIOS KOSTANS

The College returned to its schist roots with the recent trio of new buildings, but the architects have found a way to use the material with a lighter, more modern hand.

will form yet another mini-green, open on one side to the great lawn.

Three-sided greens and quadrangles have long been favored by American colleges seeking to dial down the scale of big campuses and to create cloister-like oases of learning. As a side benefit, Swarthmore's cloisters have formed distinct precincts within the larger campus. They are the college equivalent of urban neighborhoods. Parrish, meanwhile, is Swarthmore's centrally located city hall, dividing the residential uses of the lower campus from the academic ones of the upper campus.

Swarthmore's interstitial spaces are nearly as meaningful as the architecture of the buildings. By arranging its buildings around small greens, the College has given organization and form to an amorphous landscape, breaking it into manageable pieces. Over time, the Scott Arboretum, which cultivates the college landscape, has lovingly planted those green yards with rare specimens. Architects created raw outdoor spaces. Landscapers beautified the spaces into gardens. Now, today's architects design new buildings to play off the man-made vistas.

This is a subtle but important spin on Hutton's approach to Parrish Hall. You admire Parrish from the outside, from nature. But with Swarthmore's more recent buildings, you admire nature from the inside.

Take the recent trio of modern buildings that Swarthmore has just completed: Kohlberg Hall, the science center, and Alice Paul Hall. All feature generous public rooms with enormous windows, where you can enjoy the green spaces that their walls helped to



ELEFTERIOS KOSTANS

define. The science center, designed by Einhorn Yaffee Prescott, Helfand Architecture, in association, goes one step further by bringing a stone wall right into the main lounge, dissolving the boundaries between inside and out as Frank Lloyd Wright did at Fallingwater.

These three buildings are hardly the first to take advantage of the Scott Arboretum's landscape. The Lang Music Building, by Mitchell/Giurgola Architects, was organized so that its most important space, the concert hall, offered drop-dead gorgeous views of the Scott landscape.

Incidentally, those fabulous views help explain—but don't excuse—the flaws of Mitchell/Giurgola's building. In case you've ever wondered why you have to approach it from its less attractive business end, with a view of the loading bay and emergency stairs, it is because architect Romaldo Giurgola wanted to reserve an unimpeded view

of the Crum Woods for the concert hall. To do that, he had to face the building's good side away from the campus buildings.

The concert hall is indeed sublime. There aren't many concert venues with such breathtaking backdrops or such beautiful natural light. That's one reason Lang frequently appears on best-building lists. But the downside is that you never get to see the true front façade of the building. What's more, you must traverse an awkward, ill-defined internal atrium to reach the concert hall.

Lang was built in 1973, when modernism was still the reigning style in America. Giurgola felt no compunction to clad his modern building in something as old fashioned as rustic gray stone. But in choosing gray concrete for the exterior, it is clear that Giurgola was trying to make his modern building fit gently among more traditional campus buildings, particularly Parrish Hall. In that





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regard, Lang succeeds quite well.

The presence of gray stone on so many Swarthmore buildings is the most obvious of the campus's recurring architectural themes. For years, nearly every Swarthmore building has tracked back to Parrish by cladding its exterior in the native Wis-sahickon schist—or something that looked a lot like it. Quakers loved the local schist for its quiet gray color, rustic homespun appearance, and durability. It is not worldly and slick like marble. Even in the 1950s and 1960s, when the corporate modernist Vincent Kling was Swarthmore's official college architect, buildings such as Sharples Dining Hall and McCabe Library requisitioned whole quarries to cover themselves in schist—often to their own aesthetic detriment. The marriage of heavy schist and light modern design is rarely a happy one.

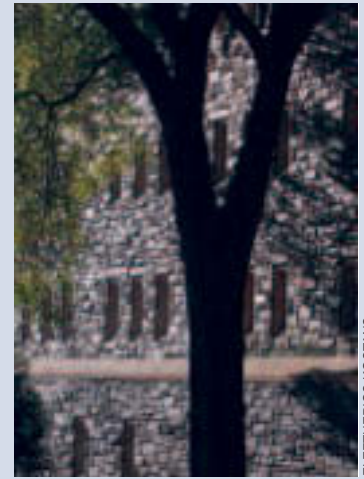
Kling took a particularly bad turn with McCabe in 1967. His first mistake was to model the new library on a typical Quaker meetinghouse. But meetinghouses tend to be modest, diminutive structures. College libraries, on the other hand, have become very large. Cladding the library in heavy schist made it look as bloated and super-sized as Mussolini's mausoleum. The narrow slit windows accentuate its girth even more.

Swarthmore is not the only American college that has become convinced that its identity is inextricably bound up with a certain material or style. In recent years, the University of Pennsylvania has found it difficult to build anything that isn't slathered with Philadelphia red brick. Architects working at Duke University complain that every new building is required to incorporate a Gothic tower. Colleges weren't always

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A walk across campus is like a tour of 20th-century architectural styles. The underpass at Kohlberg Hall (*far left*) provides a passage from the precincts of Parrish to the academic quadrangle that includes (*from left*) the art-deco Martin Biological Laboratory (1937), the Eugene and Theresa Lang Performing Arts Center (1991), and a mix of the 1960s and 21st century in the science center. The granite wall is often covered with writings and equations from an outdoor class.



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so doctrinaire in their architectural requirements. In the 1960s and 1970s, modern architecture was considered a badge of progressive thinking, particularly suited for colleges. But so many ill-mannered modernist buildings shoved their way onto campuses that, eventually, schools rebelled. Colleges became entranced by postmodernist architecture, with its witty commentary on historical styles. Soon, however, they were building real, nuts-and-bolts historic imitations.

Today, many colleges still prefer the safety of historic styles and traditional materials rather than take any chances with contemporary design, even if the final result ends up looking like something from a Hollywood film lot. As competition for top students has intensified, the creation of a unified campus look has also become a way of maintaining brand identity, not unlike the logo on a Coach bag.

Swarthmore, to its credit, has largely withstood the fad for historical fakes. It practices a kind of architectural ecumenism, while still sticking with its own logo of gray schist. But it hasn't been easy. In 1981, Mertz Hall was built with a coating of stucco. Neighborhood residents and some at Swarthmore were so outraged by its appearance that the College eventually sought out a donor to foot the bill for cladding the dormitory in schist. Not that stone did much to improve H2L2 Architects/Planners' wishy-washy gables and clunky dormers. When Dagit Saylor was hired a few years later to design the Lang Performing Arts Center, architect Peter Saylor said, the pressure to use gray stone was intense. But Saylor was able to persuade the College that such a large building would

ELEFTHERIOS KOSTANS

A reflecting pool is the highlight of a small garden between Martin and the Cornell Science and Engineering Library. Although no College building has been constructed entirely of local schist since McCabe Library (*above right*, 1967), the use of stone has continued in walls, accents, and walkways that knit the modern campus together.





ROBERT BENSON



ROBERT BENSON

With the Alice Paul Residence Hall, Swarthmore has finally found a way to reconcile its heart and its head. It is unapologetically contemporary in its design but makes a strong and effective connection to the past.



ELEFTERIOS KOSTANS

Swarthmore's newest building, the Alice Paul Residence Hall (left), has a bright entrance lounge that attracts students day and night. Across Parrish lawn from Alice Paul Hall is the Gothic-inspired Clothier Memorial Hall, another example of the eclecticism of the College's campus architecture.

end up looking like another mausoleum if it were covered in schist.

The College has returned to its schist roots with the recent trio of new buildings, but the architects have found way to use the material with a lighter, more modern hand. At the science center, Margaret Helfand '69 broke the building into a series of distinct pavilions. Some are covered with stone, others with glass and metal. The science center is far less bulky and mannered than her Kohlberg Hall, designed by Margaret Helfand Architects, Ehrenkrantz, Eckstut & Kuhn Architects, in association. It feels like a major advance.

The real breakthrough comes, however, with Alice Paul Residence Hall, designed by William Rawn Associates. With this diminutive, 75-person dormitory, Swarthmore has finally found a way to reconcile its heart and its head. The dormitory is unapologetically contemporary in its design, but it makes a strong and effective connection to the past

with its stone façade. It satisfies Swarthmore's emotional desire for continuity and its intellectual preference for rigorous, modern thinking.

Alice Paul Hall is clad in gray stone, but a gray stone unlike any ever used before at Swarthmore. The stone comes from Vals, Switzerland, rather than a Pennsylvania schist quarry, explained Clifford Gayley, an associate principal at Rawn Associates. The reason, ironically, is that the Swiss version was cheaper and better quality. The Swiss schist could also be split along the grain in long, horizontal bands. That allowed the architects to apply the stone as if it were wood slats, giving the dormitory façade a rich, layered texture and varying tones of light gray. This building really thinks about stone and celebrates it in a meaningful way.

Alice Paul is a true minimalist design, in the sense that it gets most of its visual interest from the way it balances solids and voids and rough and smooth textures. The win-

dows are staggered to liven things up, but otherwise the surface of the L-shaped building is as flat as it gets.

Yet, this is not quite flat-roofed modernism, since several glass skylights poke out of the top floor, offering loving views up the hill of Parrish Hall. It has a simplicity and craftsmanship that Swarthmore's founders would recognize.

For some, the minimalism may seem cold. But perhaps that can be ascribed to the shock of the new. Once plantings grow up around Alice Paul's new mini-green and its companion dorm is completed, it will start to look more at home. It's possible to imagine a day when this very modern building will be seen as the standard of a traditional Swarthmore building. ☞

*Inga Saffron is the architecture critic for The Philadelphia Inquirer. She was the newspaper's Moscow correspondent for 4 years and is the author of a book about caviar.*





# THE NEED-BLIND *Balancing Act*



THE COLLEGE'S ABILITY TO MEET THE SCHOLARSHIP NEEDS OF ALL ADMITTED STUDENTS  
DEPENDS ON FACTORS AND TRENDS THAT ARE DIFFICULT TO PREDICT.

*By Tom Krattenmaker*

*Illustrations by Simon Shaw*

Macalester College was facing an agonizing dilemma. The highly regarded liberal arts college, located in St. Paul, Minn., had long prided itself on its need-blind admissions policy and its commitment to providing need-based financial aid to a large percentage of students. But it was finding its admissions and financial aid practices increasingly unaffordable. In a move unpopular with advocates for lower-income students and with significant numbers of alumni, Macalester President Brian Rosenberg last year proposed ending need-blind admissions, a policy by which institutions admit students regardless of their financial wherewithal. In its place, he proposed a “need-sensitive” policy that would have the Admissions Office, in filling part of each year’s class, factor in an applicant’s ability to pay. “To ensure the viability of Macalester for years to come,” Rosenberg told the Macalester community, “the goals of access and quality must be brought into sensible and appropriate balance.”

Macalester’s board adopted the policy last January. And thus were the ranks of need-blind American colleges reduced.

Swarthmore remains a member of a small group of private colleges and universities, all of them highly selective and generously endowed, that continue to practice need-blind admissions and provide the aid

dollars necessary for admitted students to attend. Yet, in a time of mounting cost pressures in higher education, how long can Swarthmore maintain this principled stand?

For the immediate future, neither is threatened. President Alfred H. Bloom and other leaders of the College assure that Swarthmore, despite the fast-increasing cost of doing so, will continue to practice need-blind admissions and meet students’ demonstrated financial need. In fact, the College is exploring ways to strengthen the policy by extending it to more international students.

Yet, in the long term, the viability of those practices depends on trends and factors that are difficult to predict.

“Need-blind admissions and meeting full need are critical to Swarthmore’s distinctive mission,” Bloom says. “They allow us to have the diversity of experiences and backgrounds in our student body fundamental to the education we provide. Just as important, they permit the institution to fulfill its responsibility to provide access to students from all backgrounds and, thereby, help overcome widening economic disparities and develop leaders from all seg-

ments of our population and, to the extent we can, of the world.

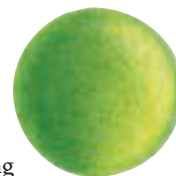
“However, our ability to maintain and extend these financial aid policies depends on raising adequate funds over the longer term,” Bloom adds. “The commitments that are most costly can become vulnerable, even if they are the ones we care about most deeply.”

By most counts, there are roughly three dozen selective private colleges and universities in America still practicing need-blind admissions. Their ranks include Ivy League institutions, highly ranked liberal arts colleges, and some of the top non-Ivy universities. The practice, which peaked in the 1980s, has become more financially burdensome in recent years, prompting schools such as Macalester to reassess their commitment to need-blind admissions.

Swarthmore appears to have admitted students without regard to need—and to remove need as a barrier to enrollment—for a long time. College literature a century ago describes the availability of aid to “earnest” students who needed it, and catalogs published as far back as 1957 state that a “candidate’s status with respect to need for scholarship is not considered to be a relevant factor in the matter of reaching decisions concerning admission to the college.”

Need-blind admissions is meaningless unless a college supports it with financial aid policies that make it possible for needy students

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to attend. Thus, Swarthmore and like-minded institutions couple need-blind admissions with a commitment to meeting the full demonstrated need of admitted students. Given today's tuition, room, and board—\$41,280 at Swarthmore this academic year—responding to that need is expensive. The average financial aid award at the College this year totals \$28,474. A small percentage of the aid comes in the form of campus jobs and loans, but most of it—\$24,616 this year on average—is an outright grant. Of that figure, the College provides an average of \$22,786.

To qualify for need-based aid does not require being “poor.” The average family income of aided Swarthmore students this year is slightly higher than \$88,000; there were twice as many aided families earning \$80,000 or more (55 percent of the total) as there were earning \$40,000 or less (22 percent of the pool). Depending on the number of children in college, a family earning as much as \$150,000 may qualify for need-based aid at Swarthmore. (Also influencing the need determination are such factors as the cost of living in the student's geographical area and medical care and elder care expenses.) “The notion that our tuition and financial aid policies squeeze out all middle-income families just does not hold up when you see where our aid dollars are going,” says Jim Bock '90, Swarthmore's dean of admissions and financial aid.

The percentage of the student body receiving aid has remained remarkably stable over recent years, hovering at around 50 percent. That does not mean the cost of the program has likewise held steady. The College devoted \$12.7 million to scholarships in the 1999–2000 academic year; the figure was \$16.1 million for 2004–2005, a 27 percent increase in 5 years. The funds for financial aid are drawn from income generated by the College's endowment. As a result, the families of full-paying students are not subsidizing financial aid, notes Suzanne Welsh, vice president for finance and treasurer. (In fact, because the College expends more than \$60,000 a year per student, even full-pay students receive a substantial subsidy from Swarthmore's endowment.) Although more than one-half of the money for scholarships comes from endowments restricted by donors to financial aid, the rest is from unrestricted endowment.

“The worry,” says Welsh, “is that the need for scholarships is growing faster than our endowment. Part of the reason is that other sources of financial aid, like federal and state governments, are covering less and less, which leaves us to make up the difference. We don't want our students to graduate with a lot of debt, so we're keeping our loan expectations low. Also, some other institutions with which we compete are offering even more generous scholarship aid to some categories of students, which exerts pressure on us.”

Financial aid is one of the top priorities in the College's fund-raising campaign, *The Meaning of Swarthmore*, which runs through the end of 2006. To date, more than \$205 million has been raised—most of it from alumni donors—toward the campaign goal of \$230 million.

THREATS TO NEED-BLIND ADMISSIONS have been accompanied in recent years by a trend just as worrisome to many education policy analysts. Merit aid—scholarships based not on need but on a student's attractiveness, academic or otherwise—is playing an increasingly important role in the enrollment strategies of some ambitious institutions. By using the lure of merit scholarships, many colleges and universities just below top-tier status are vying to attract star students in the hope of boosting the academic quality of their classes. This also improves their institutions' selectivity profile and their place in rankings such as the *U.S. News & World Report* “Best Colleges” guide.

Nationally, merit grants increased from \$1.2 billion to \$7.3 billion from 1993 to 2003, reports Kenneth Redd, director of research and policy analysis at the National Association of Student Financial Aid Administrators. During that same period, while merit aid was increasing more than fivefold, need-based aid roughly doubled, from \$18.6 billion to \$39.1 billion. Reflecting the mounting national concern over the trend, a *Washington Post* headline summed up the situation this way last spring: “As Merit-Aid Race Escalates, Wealthy Often Win.”

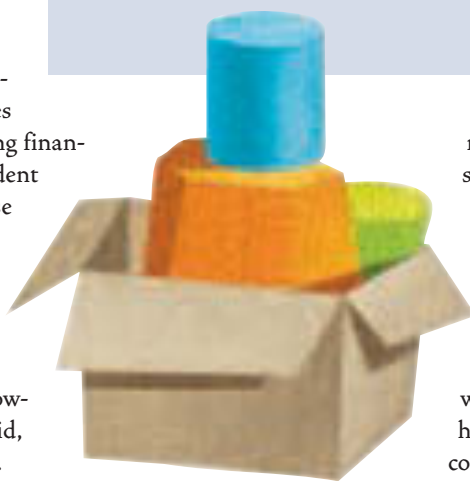
And this means that, for the most part, lower-income people are losing, higher education experts say. Aid dollars are finite, so when institutions devote more money to merit aid, less remains—at least in theory—for need-based aid. The result is that larger amounts of scholarship funds end up in the hands of families who could afford to send their children to good private institutions even without aid, and smaller portions are channeled to students whose college attendance absolutely depends on aid.

For a middle-income family, not receiving merit aid “might affect their quality of life—whether they go on vacation or buy a new car,” says higher education consultant Lara Couturier, who has conducted extensive research on the financing of

American colleges and universities. “When we fail to provide needed aid to lower-income students, it can make the difference in whether they go to college at all.”

Redd cautions against exaggerating the effect of merit aid. “I don't think it's a zero-sum game,” he says. “Need-based aid and merit aid don't necessarily come from the same pool of money. And it turns out that a good portion of merit aid is going to lower-income students who have financial need.” Nevertheless, Redd argues, higher education needs to be careful not to focus so much

The worry is that the need for scholarships is growing faster than the College's endowment.





on merit aid strategies that it neglects the lower-income students for whom college is not possible without aid.

Couturier is more alarmist. "We are facing a crisis in higher education," she says. "When you combine tuition increases with the shifting of more financial aid to students with higher income, we really see a crunch in terms of who has access to college. Keep in mind that our economy is placing a higher premium on more educated workers and that the best-paying jobs are going to those with degrees. Sure, we've always had people who went to college and those who didn't, but the consequences were never this great."

Each year, Swarthmore loses "a handful" of admitted students to less selective institutions that offer merit aid, according to Bock. But the numbers have not risen to the point where it has become a serious concern. "Most of the people admitted to Swarthmore are still deciding it's worth the cost, even if they are getting merit offers from other institutions," Bock says. "Given the amount of money involved, I'm pleasantly surprised that the numbers have not increased. The value of a Swarthmore education still counts for a lot. The people who know Swarthmore understand the value of sending their son or daughter here."

Ninety-nine percent of Swarthmore's scholarship aid is awarded on the basis of need. (The exceptions are the McCabe scholarships that are awarded to local students, which, because of 50-year-old restrictions in the program's endowment, are not need based.) The College has resisted the temptations of large-scale merit aid, Bock explains, for philosophical reasons. All admitted students are essentially "merit" scholars at a highly selective school such as Swarthmore; to designate a few as somehow more meritorious than others would fly in the face of the institution's traditional egalitarianism. Also, "You have to be careful," Bock says. "Merit aid can squeeze out the people most in need of financial aid."

NOT PENALIZING APPLICANTS for their financial need is one thing, but should institutions give them a boost in the admissions process in recognition of inherent disadvantages they face? Some leading thinkers in higher education are calling for colleges and universities to begin considering need—but in a manner that actually favors lower-income applicants.

William Bowen, president of the Andrew W. Mellon Foundation, is co-author of *Equity and Excellence in American Higher Education* (University of Virginia, 2005), which argues for a "thumb on the scale" for lower-income students. Bowen and co-authors Eugene Tobin and Martin Kurzweil contend that the oft-advertised ideal of "excellence" ought to be redefined. A college's or university's quality, they say, should be judged to some degree on its commitment to educating lower-income students.

The way *U.S. News* and most rankings are currently configured, "you don't increase your prestige by expending a greater percentage of your budget on financial aid for low-income families," Tobin, the former president of Hamilton College, said in an interview. "But you do something more important, which is to address a societal need." Tobin adds that it is time for the nation's colleges and universities "to send a clear signal that they care deeply about being schools of opportunity. We [he and his co-authors] don't believe the nation's higher education system can be excellent if it's denying

opportunities to qualified students from disadvantaged backgrounds."

Swarthmore, Bock explains, already makes a concerted effort to provide opportunities to less-privileged students. One way is by looking across the country for applicants who come from backgrounds not typically associated with educational achievement. The admissions staff dedicates an estimated 20 percent of its recruiting visits to "underrepresented" schools with students who typically have not enjoyed the best teachers, advanced placement (AP) courses, SAT preparation, or upbringing by highly educated parents. Bock and his staff also network with community organizations that support high-achieving college aspirants from underrepresented populations.

"We conduct workshops in places that don't often send students to elite private colleges and universities," Bock says. "Part of our job is outreach not just to promote Swarthmore but to promote higher education and the liberal arts experience. Even if a student we reach on one of these visits does not attend Swarthmore, I believe we've accomplished something worthwhile if he or she attends college, period."

The increasing selectivity of the most highly ranked colleges and universities is partly to blame for a much-decried national trend by which fewer low-income students are attending top institutions. Private and better-supported public schools are responding to today's competitive admissions environment by making available more AP courses, expert college counseling, and other opportunities for students' to burnish their resumes for selective colleges. At the same time, the higher-education sector is witnessing a proliferation of private admissions advisers, test-preparation courses, and the like—all of them expensive. As the "haves" devote more and more to the battle to get students accepted at top schools, those who lack access to such resources are left farther behind, even if they are not penalized for their financial need.

In recognition of the changing landscape, Swarthmore's Admissions Office, according to Bock, is already applying, in its own way, the "thumb on the scale" advocated by Tobin and other champions of lower-income students.

"We take into account that someone has a background that might suggest lower family income," Bock says. "We notice if applicants have excelled despite their parents being chronically unemployed, for example, or despite coming from a family in which no one has attended college before. They may not have had the kind of support many applicants enjoy, but here they are excelling in an AP curriculum and leading a group at their high school. Maybe their SAT score is on the low side for us, but it's 200 points higher than the next person in their class. We're interested in the student who has outperformed his or her circumstances."

The more Bock and his staff succeed in attracting such students to Swarthmore, the better for the diversity of the class—and the greater the pressure on the financial aid budget. ♣

*Tom Krattenmaker, a former Associated Press reporter, is the College's director of news and information. His freelance work has appeared in Salon, USA Today, and other newspapers.*



# PACIFISM

## and Bugle Calls

By Paul Wachter '97



few years ago, during the first week of classes, a Swarthmore professor interrupted her lecture when she saw what one of the students was wearing.

"What are you trying to communicate?" asked the professor, now standing over Diana Kinker '06.

The professor looked Kinker up and down, taking in her crisp blue uniform.

"I have ROTC [Reserve Officers' Training Corps] training after class," Kinker replied.

There was an awkward silence.

At least once a year, during "Dash for Cash," naked rugby players run through Parrish Hall to raise money for the team. And an annual gender-bender party makes for some strange sartorial flourishes. But a military uniform at Swarthmore? Worn not as satire but in earnest?

"We haven't had someone do that for a long time," the professor said finally, turning away to resume her lecture.

At a College founded by Quakers and once famously described by Vice President Spiro Agnew as "the Kremlin on the Crum" for its leftist politics, Air Force Cadet Major Diana Kinker is an anomaly. Currently, she is Swarthmore's only Reserve Officer Training Corps student. Kinker grew up on a military base in Seoul. She was influenced by her father, a civilian who does intelligence work for the Defense Department from South Korea. And although they can't really discuss his work—"I don't have the security clearance"—Kinker's future Air Force assignment will be in intelligence.

Today's ROTC programs can be traced back to the College Land Grant Act of 1862, which allowed for the transfer of public land to state colleges that offered military instruction. A century later, scholarships were created for students willing to commit to military service after graduation. (The Air Force pays 80 percent of Kinker's tuition and sends her a monthly stipend.) Unlike many Ivy League universities, Swarthmore does not have an ROTC program, although students are free to join at nearby schools, including Drexel, Villanova, St. Joseph's, and the University of Pennsylvania.

The College's founders made plain their distaste for war, knowing well the ravages of Gettysburg and Antietam. It's this Quaker heritage that administrators point to in explaining the absence of an ROTC program as well as military and intelligence-agency recruiting on campus. But there was a time when being a military student on campus was not so lonely. During World Wars I and II, the campus hosted hundreds of uniformed students, who balanced their classes with training for warfare in Europe and the Far East. As much a novelty as

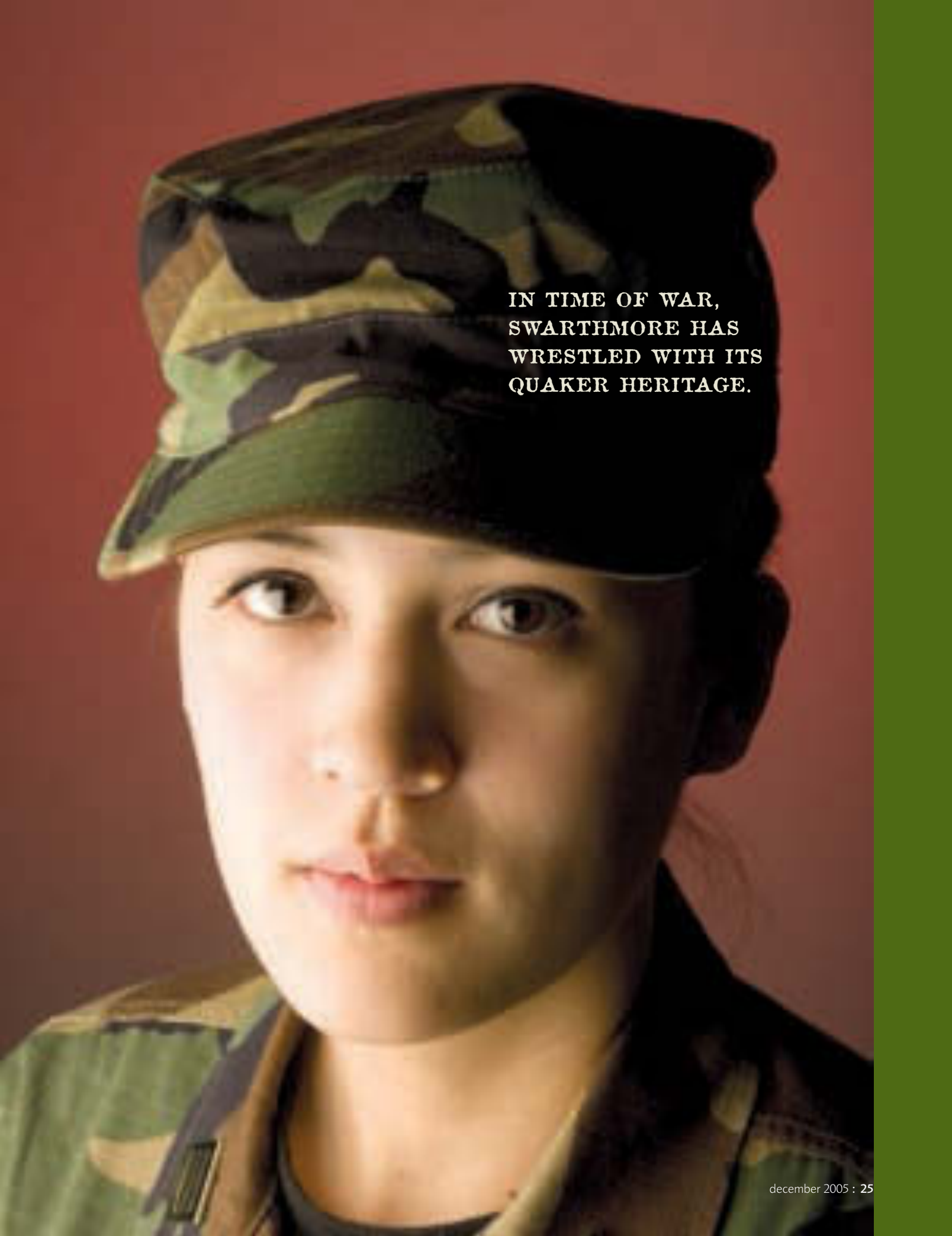
*Diana Kinker '06 (opposite and right) is the only Swarthmore student currently enrolled in a Reserve Officer Training Corps. She trains and takes classes at St. Joseph's University and will become an officer in the Air Force after graduation in May 2006.*



PHOTOGRAPHS BY ELEFTHERIOS KOSTANS







IN TIME OF WAR,  
SWARTHMORE HAS  
WRESTLED WITH ITS  
QUAKER HERITAGE.

Kinker's uniform is today, it is also a link to a significant chapter in Swarthmore's history.

The idea of Swarthmore College was first seriously broached at various Quaker meetings in the 1850s. The slow work of raising funds unfolded as the nation was imploding. While Quakers wrestled with their increasingly dueling commitments to abolitionism and pacifism, it was clear that Swarthmore's founders objected to war for any reason. (Indeed, Swarthmore's pacifist roots predate the Civil War: One founder, Benjamin Hallowell, was a conscientious objector during the War of 1812.)

"The disposition to introduce military drill into the course of instruction in our public schools ... is especially objectionable to Friends," was the opinion expressed by the College's champions at the Philadelphia yearly meeting of 1862, as reported by the *Friends' Intelligencer*. "[A]nd its true remedy lies in providing schools under our own care."

Swarthmore was incorporated on May 4, 1864, just as Grant's army began its march on Richmond to engage Lee's Army of Northern Virginia. That same year, the Friends' Social Lyceum of Philadelphia convened the first Quaker meeting on Swarthmore's still-barren campus. At the assembly, a poem was read that spoke to the Quakers' hopes for the school:

And let us build a temple here,  
Sacred to peace and love;  
The warlike eagle must not be  
Its emblem, but the dove.

**T**oday, as U.S. and Iraqi casualties mount, it is inconceivable that Swarthmore would tap Defense Secretary Donald Rums-

feld or Vice President Dick Cheney to deliver a Commencement speech. Nor did the College founders ever invite William Tecumseh Sherman. But on Sunday, June 25, 1944, a Sunday, Navy Secretary James Forrestal stood before Swarthmore's graduating class to praise the College's contribution to the war effort.

"[Swarthmore] was founded under the aegis of the Society of Friends, an organization whose faith and beliefs are founded on the opposite conception of war," Forrestal said. "Today, it contributes its equipment, its resources, and of its human talents to train men for war."

In fall 1944, only 75 of Swarthmore's male students were civilians. Two hundred fifty were in the Navy's V-12 officer training program that produced 60,000 Navy and Marine Corps officers at 131 U.S. colleges. The College also hosted 49 Chinese naval officers, who came to improve their English. The campus was a sea of uniforms and military drills. Had the founders been able to visit, they would have had difficulty recognizing their college. Was this a Quaker school or the Naval Academy?

Actually, Swarthmore had not been a Quaker school since 1909, when President Joseph Swain persuaded the Board of Managers to drop its requirement that its members be Quakers. It was a financial decision: Potential donors, including the Carnegie Foundation, would not fund sectarian schools.

Even with the outbreak of World War I, the College hoped to maintain its long-standing commitment to pacifism. But when the United States joined the fight in 1917, most Swarthmore students favored an active role in the war effort. The Men's Student Government demanded the Board institute a mandatory military training program. Swain and the Board stopped short of that, but as Swain wrote in an August 1918 letter to parents, "Swarthmore men stu-





dents who desire it, with the approval of their parents, may secure military training during the coming year” by joining a unit of the Student Army Training Corps.

Swarthmore’s enlisted students divided their time between classes and military drill in preparation for the trenches of Europe. More than 230 Swarthmore men—including 175 officers—served in some capacity. Four were killed in action.

**S**warthmore was the only Quaker-founded school to introduce military training, and the decision was unpopular with many Quakers. “The Government is aware that Friends abhor war and are opposed to military training and has given us the privilege of serving our country in other and more Christian ways,” wrote A.R. Benson in the Oct. 12, 1918, issue of the *Intelligencer*. “[C]onsequently I see no excuse for Swarthmore to fail to hold up the ideals of our Society at this time of great spiritual need.”

Speaking for many who favored the Allied cause, Morris Clothier (Class of 1890) responded: “And what is this letter? It is simply an indictment brought against Swarthmore College for her loyalty to the country and the cause of the Allies in this terrible hour of peril.... For ourselves, we find in such a letter simply another of those covert attacks that ultrapacifists seem to delight in making against the holy cause in which our country is engaged.”

During World War II, the same moral orthopedics was on display. “Swarthmore is a Quaker college,” President John Nason emphasized in a Board-approved policy statement in January 1942. “It should make every possible effort to avoid direct participation in military activities.” Swain wanted the College to train students for postwar reconstruction work rather than combat.

But a year later, it became clear that Washington expected more.

The draft age had been lowered to 18, and preparations were under way for the V-12 Program. Anticipating Swarthmore’s increased contribution to the war effort, Nason (echoing Swain) wrestled with the school’s Quaker heritage.

“It is a fine tradition, a clean tradition, but is it any longer tenable?” Nason pondered in his annual report, published in January 1943. Modern warfare had blurred the line between combatant and civilian, Nason argued. Few of the College’s students, faculty members, and alumni were conscientious objectors to war. And no matter Swarthmore’s stance, Washington needed its scientific and technical facilities and would seize them if necessary. He was not prepared to shut down the College in protest, Nason concluded. “I feel bound to recommend that policy which will enable us to do positive good rather than merely to refrain from evil.”

**D**iana Kinker is in a class with 13 other cadets at St. Joseph’s. The class is split evenly between men and women, but, nonetheless, Kinker said she and two Bryn Mawr cadets stand out. “St. Joe’s is a conservative school, and the [other] cadets tease us sometimes, calling us ‘little hippies.’”

Although she wouldn’t describe herself as a hippie, Kinker’s political views are not conservative. Like most Swarthmore students, she opposes the war in Iraq. But she doubts most of her classmates know this. “It’s been difficult, sometimes, wearing fatigues around campus, because you know people are assuming certain things about you,” she said. “There is a tendency to confuse support for the military with support for the war.”

Although Swarthmore has always been a “liberal” campus, the atmosphere has changed since the days of the world wars, when most students supported the aims of the military. “I think Vietnam



PHOTOGRAPHS COURTESY OF FRIENDS HISTORICAL LIBRARY

**In fall 1944, only 75 of Swarthmore's male students were civilians.**

*The S.S. Swarthmore Victory (far left) was one of 524 Victory-class ships built for the United States Merchant Marine during and after World War II—of which 150 were named for educational institutions. Naval trainees (center) cast ballots in Student Council elections during the war, watched over by portraits of Quakers Elizabeth Powell Bond, Isaac Hopper, and Lucretia Mott. The sailors (right) march to dinner past Clothier Memorial Hall.*



was the turning point at campuses throughout the country,” said Philip Green ’54, who was drafted into the Army just after the Korean War ended and is currently a visiting professor of political science at the New School in New York. “Korea, for instance, didn’t breed a lot of dissent on campus. Students were more concerned with civil liberties and eliminating nuclear weapons.”

A 1967 poll, reported in *The Phoenix*, found that of 604 Swarthmore students and faculty, 85 percent did not think the Vietnam War was worth it. During the Vietnam years, thousands of students nationwide were involved in demonstrations against the war and the draft. Antiwar agitation shut down the ROTC programs at Harvard, Yale, Dartmouth, Columbia, and Brown; at Swarthmore, there was never any question of reintroducing military training to campus.

That level of antiwar agitation would never return to Swarthmore after the end of the Vietnam War and the draft. With an all-volunteer military, Swarthmore’s students would never have to don a uniform unless—as in Kinker’s case—they chose to. Nevertheless, Vietnam continues to haunt the campus’s (and the nation’s) view of war, which today seems closer to those of the College’s founders. “The idea of killing, the idea of being an aggressor in a war, the idea of invading a country and imposing a new order on a country are all unappealing and dangerous,” a *Phoenix* editorial intoned on the eve of the Iraq invasion.

**A**side from that one awkward moment in class—one that she dropped, unsurprisingly—Kinker said no one at Swarthmore has made her feel uncomfortable for being an ROTC cadet. The administration has helped her secure campus parking spaces to facilitate her commute to St. Joseph’s and has waived her physical

education requirement. If any of her classmates ask her about ROTC, it’s out of curiosity, not hostility, Kinker said. “I’ve had a few people say they might be interested in joining, although I’m always quick to tell them that ROTC isn’t just about free money for school.”

Previous ROTC students had similar experiences. “Most people at Swarthmore were very supportive, even during the Persian Gulf War,” said Matt Zurcher ’91, a Navy reserve officer, who was told by the Financial Aid Office that he was Swarthmore’s first modern ROTC student. “I think people knew that I was catching a train to the University of Pennsylvania at 5:20 in the morning, and they sympathized.”

Indeed, the campus’s ability to accommodate students of different minds regarding military service is a central theme of Swarthmore’s history in times of war. “The campus was predominantly anti-Vietnam War—no doubt about it—but it wasn’t an uncomfortable place for those of us who felt differently,” said John Bennett ’70, who was drafted in fall 1969 and served 21 years as a law officer in the Navy. “I was a contrarian by nature, which is why I became a lawyer, so I was conservative for Swarthmore and liberal for the Navy.”

Moreover, the campus has always been a home for pacifists, even when most of the campus backed Washington’s call to war. Ten percent of her class’s male students were conscientious objectors, recalled the late Andy Logan Lyon ’42 in the book *Swarthmore Remembered*.

In 1919, the College sent a form letter to its male alumni, requesting details about their military service. Most men replied in brief, listing their rank, battles fought, and wounds sustained, although the late Charles Snyder ’18 couldn’t help himself from



A contingent of Chinese naval officers trained at Swarthmore during World War II, living and eating alongside their American counterparts.

**The campus was a sea of uniforms and military drills. Had the founders been able to visit, they would have had difficulty recognizing their college.**



PHOTOGRAPHS COURTESY OF FRIENDS HISTORICAL LIBRARY



noting that on his ship the soldiers fired on sharks for target practice. But amid the volumes of returned forms, there is also an eloquent letter from Daniel Owen Stephens '15, a conscientious objector who volunteered for the Friends' War Victims' Relief Committee in June 1917 to build homes for people "whose former ones have been destroyed by German, British, French, and American armies":

I am technically [*sic*] enrolled as being in "non-combatant service," which is not true in spirit, because I am working for certain individuals of the human family and not for the United States or any other government. I do not consider that I am in the "service" of the United States because I am receiving no wage or pay from them and, far more than that, I have no patriotism for the United States except as it is a part of the internationalism that I hold for all peoples of the world. I began this work eighteen months ago feeling these things intellectually and since then ... I have become more and more strongly convinced of their depth and worth—they began as a philosophy and now they are my religion.

Stephens went on to describe what he witnessed: air raids in which he gained "a certain physical respect for high explosives" and the perseverance of the French farmers "who make the world go." "You have asked for tabulated answers," he concluded. "If you put me on record at all, I ask that all of the above be under my name just as it is written—otherwise I ask that I be left entirely out of the list."

When Kinker graduates next spring, there may no longer be any ROTC students at Swarthmore. When asked if she

thought this was unfortunate, Kinker framed her answer in strictly personal terms.

"My ROTC training has helped me at Swarthmore," she said. "The training pushes you, forces you to make quick decisions in stressful situations, to lead under a lot of physical and mental pressure." Likewise, Kinker said her time at Swarthmore has influenced her ROTC experience; she plans to write her senior thesis on the "gendered experience in ROTC."

But Kinker said the ROTC experience was not for everyone. "I caution people about the commitment, the potential conflicts with other activities, and to think about the campus culture and their place in it."

Last year, the Air Force gave Kinker the opportunity to walk away from her 4-year obligation to the service. Unlike the Army, which was facing its worst recruiting slump in years, the Air Force had too many officers. Kinker could keep her funding and graduate a civilian. It was a tempting offer.

In 1919, Daniel Owen Stephens bristled at the implication that he was serving Washington, pointing out that he received no pay from his country for which he felt no patriotism. Nearly a century later, Diana Kinker concluded that she wanted to serve the United States and that her commitment had nothing to do with money. As discrete moments, these choices have only one thing in common: They set both Swarthmoreans apart from most of their peers. But in light of Swarthmore's full history—one of pacifism, bugle calls, protests, and early morning drills—they were not lonely choices at all. ♫

Paul Wachter wrote about the *Myers-Briggs Personality Indicator* in the *June Bulletin*. He lives in New York.



*During the Vietnam War, the campus was alive with antiwar activity, such as during the nationwide student strike following the invasion of Cambodia in 1970 (above). Many Swarthmore students attended protest marches such as this one (right) in the 1960s.*





*"With more sanctions, we would create another failed state in the Middle East," Landis says.*

# *The Road to Dam*

MORE SWARTHMOREANS ARE FINDING THEIR WAY TO THE WORLD'S OLDEST CITY.

*By Jessica Carew Kraft '99 and Cathleen McCarthy*



## It is the first night of Ramadan,

and from his house in the neighborhood of Al-Italiani in Damascus, Joshua Landis '79 watches a festive evening unfold. At twilight, when Muslim families prepare to feast, the palm trees, white trucks, and sandy stone walls of apartment buildings become blue silhouettes, illuminated by the green neon of mosque minarets. People are moody and grumpy during the long days of fasting, he says, but deservedly celebratory at night when they fill these streets, strolling and laughing, free of obligation. But he also observes that the grocery next door, owned by a Syrian Christian, is still open for business, with men gathered at tables outside talking until late.

SYLVAIN GRANDADAM/IMAGE BANK

Landis is always thinking about the social and religious divisions in Syrian society that he believes determine Syrian politics. As a 2005 Fulbright Scholar, he is on leave from his position as assistant professor of Middle Eastern studies in the History Department and the School of International and Area Studies at the University of Oklahoma and has been living with his family in Damascus. He's writing a book about the early years of Syrian democracy, from 1920 to 1949, which will be published next year by Palgrave/MacMillan. But with the dramatic political events of this year—one crisis after another—he has had less time to work on the book.

In February, former Lebanese Prime Minister Rafiq Hariri was assassinated, just 4 months after resigning over objections to the involvement of Damascus in his country. Syrian security officials were quickly implicated in the murder (though the U.N.-led investigation still continues), and Syria was forced to withdraw its forces from Lebanon after a quasi-occupation that lasted 30 years. During this time, Landis posted regular reports, links, and analysis of these events on his blog, SyriaComment.com, which he started in 2003. With the international media spotlight on Syria, Landis rapidly became one of the most authoritative English-speaking resources on Syrian affairs because of his vast knowledge of the region's history, his fluency in Arabic, and his connections with government insiders and opposition leaders.

At the same time, the United States was severely pressuring Syria to crack down on Sunni insurgents flowing across its eastern border into Iraq, and the threat of American sanctions or more extreme interventions became another flashpoint for debate on Landis' blog. Ongoing controversies involving the dispute with Israel over the Golan territory, the civil liberties expanded or suppressed by Prime Minister Bashar al-Assad's regime as well as the potential takeover of the government by various factions were also addressed in detail. Landis became a scholar-pundit, called upon by the Western media to interpret political events. In the past year, he has appeared on television many times, given interviews and commentary on National Public Radio, CNN, BBC, and other news outlets; written an op-ed for *The New York Times*; and given presentations



JOSHUA LANDIS '79

asrus



to London's Royal Institute for International Affairs, the Carnegie Foundation, and at embassies in Damascus and the United States.

The blog has not only catapulted Landis into the public domain, but it has also given a voice to the opposition politicians who object to the Assad government. Landis regularly consults with students researching in Damascus and other Syrian Fulbright scholars, many of whom have started writing for SyriaComment.com. "The blog offers one of the only venues for English-language news and commentary—I am finding that the opposition members are actually calling me to be interviewed because I will publish more than just a sound bite from them," Landis stated.

When foreign journalists from English-language news sources arrive in Damascus, they consult Landis to be briefed on the current situation. Ambassadors say they regularly read the blog, which is updated daily with many posts. And, apparently, the Syrian government also reads it, although this has not yet been a problem, which Landis attributes to the fact that most Syrians do not speak English. But, when he published an op-ed in *The New York Times* in September, Buthaina Shabaan, minister and spokeswoman for President Assad, was in New York and read the piece. "She went on Al Jazeera and held up my article," he said, "and she told them, 'This is the person you should read because he is on the ground.'"

Although he has written critically about many government policies, Landis believes that Shabaan advocated for him because he is ultimately against the Bush administration's squeeze-until-it-hurts policy toward Syria and completely opposes an American-led regime change. "There is no peaceful solution to regime change," he said. "The president has wiped out any functioning opposition, so that would only bring chaos. It's a divided society—multireligious and multi-ethnic—so it would be easy to create a civil war, which would be detrimental to American interests."

Landis predicts that America will place greater sanctions on Syria, in the hope that there will eventually be a coup. In this situation, the people will just suffer and starve as the economy is shut off like a water tap. He points out that the sanctions on Iraq, Serbia, Cuba, and Iran have not succeeded in overthrowing those regimes. "With more

sanctions, we would create another failed state in the Middle East," he said.

Rather, Landis advises the United States to concentrate on Iraq and engage with Syria in creating stability there, first by opening the Iraqi oil pipeline into Syria that was shut off during the war. On his blog, he wrote, "You don't try to throw every roadblock in the way of economic growth as we are now doing with sanctions and by pressuring Europe to do the same." He also urges the United States to, at least, publicly acknowledge the Israeli occupation of the territory in Southern Syria it captured in the 1967 war. "For Syrians, the Golan is the elephant sitting at the table," he said. "Just for America to say openly [in response to Israeli statements of absolute sovereignty] that Israel will eventually have to give it back—that would be very helpful."

Amid the book, the blog, and the political chaos, Landis is also trying to enjoy time with his family in the Middle East. Recently married, his wife Manar Kachour is Alawite Syrian (the same sect as the ruling Assads), and they have a son, Kendall Shabaan. He is named both for his grandfather Kendall Landis '48, who served as vice president for alumni and development at Swarthmore from 1972–1990, and for his other grandfather Shabaan Kachour, who served as a *liwa* (general) for 10 years and was the second-in-command of the Syrian Navy.

At age 2, young Kendall has just learned to talk—and, for now, knows only Arabic. In Damascus, Landis is often called "Abu Shabaan," or "father of Shabaan." When the family returns to Oklahoma, Landis says the family will start speaking English. Kendall's grandmother, the poet Joan Hutton Landis, "is very upset that she can't talk to her grandson," he remarked. But he says it is important that his son retains his mother tongue as he grows up, not only because he is half-Syrian but because Landis also spent several of his childhood years in Lebanon without learning the language, which still rankles. "We lived in a golden ghetto in Beirut, which had a huge foreign community that all spoke English," he said.

After graduating from Swarthmore, Landis returned to Beirut to teach at a prep school for American University. "The Iranian revolution had just broken out," he explained, "and I flew standby on Iran Air. There were three passengers on the 747 and



PHOTOS COURTESY OF JOSHUA LANDIS '79 AND BERNADETTE BAIRD-ZARS '06

*Josh Landis (above) has strong ties in Syria. His wife, Manar Kachour, is an Alewite Syrian and, for now, their son, Kendall Shabaan, speaks only Arabic. Landis is in Damascus on a Fulbright Fellowship until the end of the year.*

posters of Khomeini plastered on the wall!"

He became a master in a dormitory and taught English and European history. Early on during his stay there, one of his late-night study sessions was interrupted by gunfire and scuffling in the street below his window. Darting anxiously out of his room, he launched into a hallway, where the students were sitting calmly against the walls to escape stray bullet fire. "They just looked at me and laughed, some saying, 'Welcome to Lebanon.'"

He stayed in Beirut for 2 years during the civil war and then went to Damascus to study Arabic more intensely. Later, while studying for a master's degree at Harvard and a Ph.D. at Princeton, he returned frequently to the Middle East, spending years in Cairo and Istanbul and eventually becoming fluent in many regional dialects of Arabic.

Now that his Fulbright year is coming to a close, Landis must return to his teaching position. But he plans to continue the blog and the media appearances, staying informed through his contacts in Damascus. He admits that he is sad to leave the cosmopolitan capital of Syria. But in comparison with the other cities he has lived in, Landis says that Norman, Okla., can seem "positively exotic!"



Bernadette Baird-Zars (left, with her host mom, Mrs. Barakat) prepares olives grown in a family orchard near the Golan Heights. She spent a semester in Damascus in 2004; now, there are three more Swarthmore students there.

*"People are happy, they eat, take buses, and visit friends and relatives constantly. It's not the war-torn Middle East we see in the papers."*

tion with several other colleges. "At the time we originally tried, none of the colleges involved, including Swarthmore, were offering Arabic instruction or Middle Eastern studies," Piker says. "In the interim, however, we had introduced both."

Foreign study in Syria fits perfectly in the College's new offerings in Islamic studies. It also promotes President Alfred H. Bloom's "commitment to develop in students the ability to place themselves in other perspectives and to understand the continuity between their own perspectives and those of people from other cultures."

"If Swarthmore teaches a foreign language, we want students to have a good opportunity for intensive study in a country where that language is spoken," Piker explains. "It's very hard to find good foreign study of that sort in the Arabic-speaking world. There are a handful of foreign-study programs our students have attended, but they are nowhere near as good as Damascus for language learning and cultural immersion."

Piker contacted American-Mideast Educational and Training Services, a Washington, D.C., organization that arranges foreign study for American students in Damascus and other colleges in the Middle East. Piker visited Syria, as did Assistant Professor of Anthropology Farha Ghannam, who teaches Islamic studies. Visiting Instructor of Arabic Barbara Romaine will do so in December. Together, with the help of Provost Constance Hungerford, they organized semester-abroad study at the University of Damascus—just in time for Baird-Zars to give it a test run.

"Bernadette is smart, personable, mature, very cosmopolitan," Piker says—in short, the perfect pioneer. She had already taken the new Arabic course and loved the idea of studying in Damascus. Not only would she learn Arabic, it was perfect for her other academic interest: urban planning. "Damascus is the oldest continuously

inhabited city in the world," Baird-Zars says. "Personally and from an urban-planning standpoint, it's a unique place—isolated and interesting."

"I had no expectations when I went," Baird-Zars says. In the months leading up to her departure, she had found only one article on Damascus, in *The New York Times*, and it was about a bombing. In fact, Piker points out, the United Nations rated Damascus the third safest country in the world last spring. "Damascus is very rich culturally, a very traditional city," he says. "It's also a very safe place—contrary to the rap it has in this country."

Back on campus, Baird-Zars has taken to counseling, via e-mail, the three Swarthmore students in Damascus now. One of them, Emily Robbins '07, plans to stay through the spring semester and is writing a blog about her experience on the College Web site at [www.swarthmore.edu/news/syria/](http://www.swarthmore.edu/news/syria/).

"I had a really lovely time there," Baird-Zars reports. "The people were incredibly generous and friendly, and the food is wonderful. There's a big soap-opera industry there. It's not the war-torn Middle East we see in the papers every day."

"It's a full, rich culture, but there are things to tread lightly around," she adds. "I operated under the principal that if I acted like a Syrian girl, I could fit into my host family, melt into life there, be happier, and have more room to maneuver. It is possible to wear a tank top, for example—some Syrian women do—but I didn't. I wore long sleeves and pants. The most important thing there is to look stylish—which is what I had trouble with! You really stick out if your clothes aren't ironed." ☼

*Jessica Carew Kraft (Landis profile) writes about contemporary art and culture and lives in Astoria, Queens. Cathleen McCarthy (Baird-Zars profile) is a Philadelphia-based writer and former news editor of the Bulletin.*

## No one spoke a word of English

to Bernadette Baird-Zars '06 when she landed in Damascus, Syria, for the fall 2004 semester. She found herself plunged suddenly into third-grade-level communication in Arabic. It was exactly what she had hoped for.

When Baird-Zars had first approached Foreign Study Adviser Steve Piker earlier that year requesting intensive foreign study in Arabic, she was directed to programs in Cairo, Jordan, Morocco, and Beirut. "The universities there are all excellent, but students speak English to each other," she explains. "I've always dreamed of learning Arabic, but I know my brain is lazy, and I don't learn a language unless I have to."

No Swarthmore student had ever studied at the University of Damascus, but Piker mentioned a failed attempt in 1999 to set up an exchange program there in collabora-

# ESSENTIAL READING

SWARTHMORE FACULTY MEMBERS LIST THE BOOKS  
THEY THINK ALL FIRST-YEAR STUDENTS SHOULD READ.  
[MAYBE YOU SHOULD TOO.]

HAT BOOK SHOULD EVERY SWARTHMORE STUDENT READ?

Ed Fuller, reference and video resources librarian at McCabe Library, asked faculty members to choose one book that all first-year students should read before graduating. Nearly 80 responded—and, as you might imagine, not all could limit their choice to one title.

The resulting list is remarkable for its interdisciplinary eclecticism. A chemistry professor suggested a history book, a history professor recommended Hemingway, and an English literature professor wants her students to learn about genocide. Authors range from Augustine and Aristotle to Nabokov and McMurtry. Subjects include politics, religion, film, poetry, sociology, mathematics, and evolutionary biology. The well-educated Swarthmorean should also have listened to Bach's *Mass in B Minor*, Stravinski's *Sacré du Printemps*, and Henryk Górecki's *Symphony No. 3*.

In recommending a book about how scientists are discovering the genetic and molecular basis of fruit-fly behavior, Professor of Biology Kathleen Siwicki added, "It's a good story for students at the beginning of their liberal arts careers—the lesson being that people who follow their intellectual curiosities can find their lifelong passions in unexpected places."

Of course, book lists are temporal. In replying to Fuller's query, one faculty member commented, "Here are the books that leap to mind right away. Tomorrow, no doubt, I'd have a different list." And the idea that there is one book that every student should read is, on its face, absurd. But it's fun to see what professors think are the works that matter—that have changed their thinking and, thus, could change that of a student.

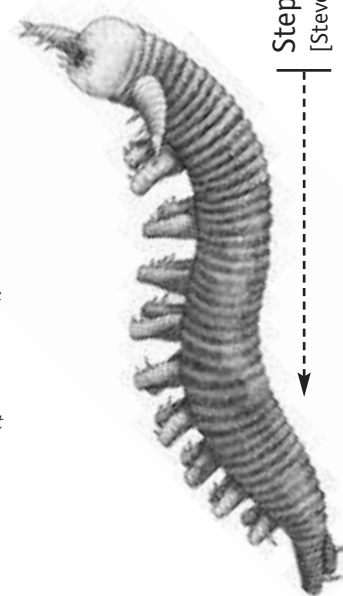
On the theory that one doesn't have to be an undergraduate to follow our intellectual curiosities, we offer a condensed version of the list. The complete list is on the *Bulletin* Web site at [www.swarthmore.edu/bulletin](http://www.swarthmore.edu/bulletin), where you will also find out about Swarthmore book clubs in six cities.

—Jeffrey Lott



Jane Austen, *Pride and Prejudice*  
[Robin Wagner-Pacifici, professor of sociology]

Stephen Jay Gould, *Wonderful Life*  
[Steve Wang, asst. professor of statistics]



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Polly Young-Eisendrath,  
*The Resilient Spirit*

[Sharon Friedler, Stephen Lang  
Professor of Performing Arts]



J.R.R. Tolkein, *Lord of the Rings* |----->  
[Bruce Maxwell '91, assoc. professor of engineering]



W.E.B. DuBois, *The Souls of Black Folk*  
[Allison Dorsey, assoc. professor of black history]



SCHOMBURG CENTER/NEW YORK PUBLIC LIBRARY

The Book of Genesis  
[Nathaniel Deutsch, assoc. professor of religion]

SCOTT NELSON/GETTY IMAGES



Samantha Power, *A Problem From Hell: America and the Age of Genocide*  
[Nathalie Anderson, professor of English literature]



ADAM AND EVE IN PARADISE BY JAN BRUEGHEL © BRIDGEMAN ART LIBRARY/GETTY IMAGES

*A Problem From Hell: America and the Age of Genocide* by Samantha Power anatomizes the thuggery that's gone on while we in the United States hid our eyes or sat on our hands (sometimes both at once—picture that posture). The book demonstrates the necessity of raising every possible individual voice in protest. I'd also have them read the *Collected Poems of W.B. Yeats*, to remind them that humans are capable not only of viciousness and indifference—and, in the case of Yeats, great personal foolishness—but also transcendence, through the consciousness that art imparts. [Nathalie Anderson, professor of English literature]

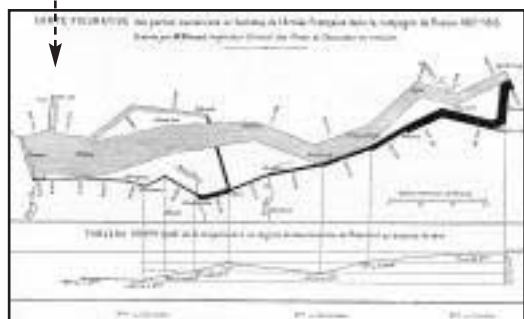


CITY OF PHILADELPHIA

I recommend *Access Philadelphia*, a guide to the city by Beth D'Addono. During their 4 years in the Philadelphia metropolitan area, our students should get to know more of the city than just South Street. This book will help them get started. [John Caskey, professor of economics]

The overarching theme of Edward Tufte's books (*The Visual Display of Quantitative Information*; *Visual Explanations*; *Envisioning Information*) is that the clear presentation of ideas mirrors clear thinking about ideas. But these gorgeous books also

demonstrate the inherent beauty of information in the form of data, graphs, diagrams, and pictorial narratives. With examples of graphics as diverse and inventive as graphical train schedules, the evolving patterns of sunspots, and instructions for performing magic tricks, even aimless browsing of these books will be rewarded. [David Cohen, assistant professor of astronomy]



EDWARD R. TUFTS

I would have the first-year students read the biblical *Book of Genesis*. Simply put, Genesis is a no-punches-pulled introduction to becoming a human being. Its amazing tales teach us that

being human is not simply something that we naturally are but something that we must become through hard work. Genesis represents the ancient Israelites' distinctive perspective on the universe, God, and humanity. Its unique worldview should not be confused with philosophy, that other great wellspring of what we know as Western culture. Genesis is a book that should be read over and over again throughout one's life. Fundamentally dialogical, it gives up its secrets most easily when read in groups of at least two people. [Nathaniel Deutsch, associate professor of religion]

W.E.B. DuBois' *The Souls of Black Folk* is a thin but powerful volume that takes the reader inside the labyrinth of race and history in America at the turn of the last century. It is not without problems—indeed, DuBois later backed away from many of the positions he took in it—but it is, from my vantage point as a histo-



PHOTOFEST

rian of the 19th century, key to understanding the history of race both as a subject and as a tool of analysis. [Allison Dorsey, associate professor of history]

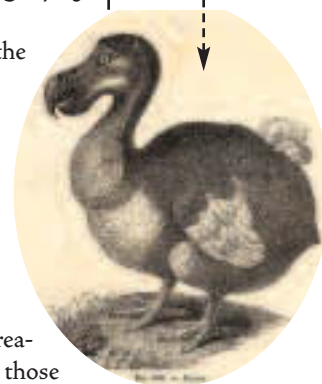
Although I haven't reread it in decades, I think *Catch-22* by

Joseph Heller is a book freshmen would enjoy. It might give them a special insight into their parents' generation because it was a kind of bible to many college-age people in the 1960s. And it might be interesting to see how attitudes toward war, individualism, and military life have (or haven't) changed since then. [Gerald Levinson, Jane Lang Professor of Music, recently re-read *Catch-22* and calls it "a brilliant send-up of the military mind. It's also unbelievably bold and funny."] [Marion Faber, professor of German]

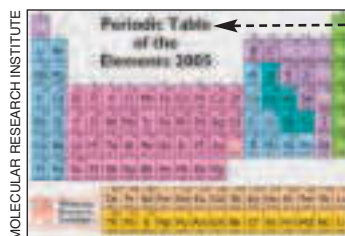
I recommend *The Resilient Spirit* by Polly Young-Eisendrath. The book is both useful because it addresses challenges we all face either daily or periodically and inspiring because it offers suggestions for standing to meet those challenges with openness. [Sharon Friedler, Stephen Lang Professor of Performing Arts]

*Song of the Dodo: Island Biogeography in an Age of Extinctions* by David Quammen is a terrific introduction to the

wild, wacky, and rapidly disappearing world of unusual creatures that live on islands. Islands are more biologically unique than most mainland places; they often host unique species in unusual environments. This book provides a humorous and informative view of why islands are so special, how island organisms have become so unique, why such creatures are disappearing more rapidly than those elsewhere, and what we can do to help. [Julie Hagelin, assistant professor of biology]



I have always been drawn to biographies, particularly those of scientists. *Uncle Tungsten: Memories of a Chemical Boyhood* by Oliver Sacks—the physician whose work and 1973 book about it inspired the Oscar-nominated film *Awakenings*—does a wonderful job of describing the wonder and awe he experienced growing up and learning about the natural world. I particularly



MOLECULAR RESEARCH INSTITUTE

enjoyed his descriptions of the properties of different elements, his experiments with different chemical reactions, and his personal explorations into spectroscopy. [Kathleen Howard, associate professor of chemistry and biochemistry]





The books I read—math, popular fiction, poetry, Zen—tend to be either very hard work or confection. *From the Zen Kitchen to Enlightenment: Refining Your Life* by Zen Master Dōgen and Kōshō Uchiyama, translated by Thomas Wright, is not at either of those extremes. It is a translation of a 13th-century text (*Tenzo Kyokun*) by Eihei Dogen Zenji together with a 20th-century commentary by Kōshō Uchiyama

Roshi. If you read far enough in this book to realize it isn't really either about cooking or religion, then it may help you a bit with your mathematics! [Thomas Hunter, associate professor of mathematics]

J.S. Bach's *Mass in B Minor, BWV 232*, is music of tremendous spiritual, emotional, and aesthetic power. [Michael Marissen, Daniel Underhill Professor of Music]

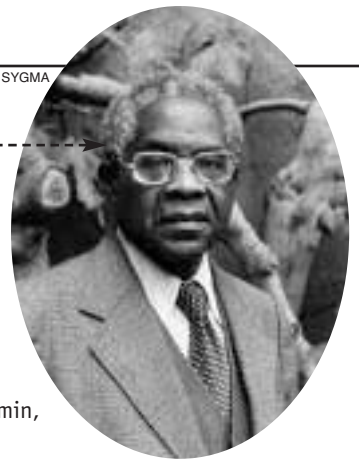
I recommend J.R.R. Tolkien's trilogy, *Lord of the Rings*, for three reasons. First, I still enjoy reading it, even if it's for the 20th time. Second, Swarthmore students need to take a break now and then and let their minds wander into distant realms. Finally, it's a reminder of how one idea, or one book, can form the foundation upon which future authors—or engineers—can build fantastic stories and creations. [Bruce Maxwell '91, associate professor of engineering]



*Lucy's Legacy: Sex and Intelligence in Human Evolution* by the distinguished primatologist Alison Jolly is an outstanding example of a genre that, in its modern iteration, has been around for half a century or so and which I would name "bioevolutionary perspectives on human nature and cultural elaboration of same." The defining characteristic of this genre is the attempt to use wide-ranging and disparate materials (e.g., evolutionary science, nonhuman primate studies, fossil hominid finds, nonprimate animal studies, along with a welter of multidisciplinary information on humans) to attempt formulations about what is important and distinctive about the human species in evolutionary and comparative perspective. Jolly brings extensive relevant professional experience and sophisticated reasoning ability to this ambitious endeavor. [Steve Piker, professor of anthropology]

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*Notebook of a Return to the Native Land (Cahier d'un Retour au Pays Natal)* by Aimé Césaire, translated and edited by Clayton Eshelman and Annette Smith, with an Introduction by André Breton, is a universal text from a "small" island, which speaks beautifully and personally about the identity of the human condition. [Micheline Rice-Maximin, associate professor of French]



Burton G. Malkiel's *A Random Walk Down Wall Street* should help first-year students develop a healthy skepticism about conventional wisdom in economic and social affairs. [The late Bernard Saffran, Franklin and Betty Barr Professor of Economics]

*Pride and Prejudice* by Jane Austen is particularly good for the soul in February, when cold and gloom make the going rough. It combines dirty hems with good manners. Elizabeth Bennett is witty, human, fair-minded, and energetic. What more could one want from a heroine? [Robin Wagner-Pacifici, professor of sociology]



© JENNIFER RISLEY

When people think of paleontology, dinosaurs usually come to mind. But one of the most important fossil sites dates from 300 million years before the dinosaurs. Here lies an amazing array of "weird wonders" preserved in minute detail, including a wormlike animal with five eyes, an armored walnut-shaped creature covered by spines and scales, and a worm that apparently walked on stilts. What can we learn from these creatures, seemingly unlike anything now alive? *Wonderful Life: The Burgess Shale and The Nature of History* by Stephen Jay Gould will change how you think about our place in the history of life. [Steve Wang, assistant professor of statistics]

Mo Yan's *Red Sorghum: A Novel of China* is full of vivid language and imagination that made me feel like an eyewitness to the events in the story. I sometimes had to take a break from the intense narration for a couple days. The film of the same name, directed by Yimou Zhang, the most famous director in China, is a good companion for the book. [Sujane Wu, assistant professor of Chinese]



PHOTOFEST



**Cleveland:** Alumni enjoyed the second annual fall picnic at the farm of Jane McCullam '62. Many thanks to Sharon Seyfarth Garner '89 for organizing this fun event and to Jane for opening her home to Swarthmore alumni.

**Philadelphia:** Philadelphia Connection Chair Jim Moskowitz '88 planned several interesting events for alumni this fall. They included a Ghost Tour of Old Philadelphia, a chamber music concert with Associate Professor of Music Tom Whitman '82, and a trip to the *Body Worlds* exhibit with Professor of Biology Rachel Merz. In addition, this busy connection hosts a monthly young-alumni happy hour and a movie discussion group. For information, contact Jim at jimmosk@alum.swarthmore.edu.

**Paris:** Anaïs Loizillon '95 arranged for this connection to tour The Centre Pompidou's Museum of Modern Art. Micheline Rice-Maximin, associate professor of French, and her Swarthmore students



The Philadelphia Connection enjoyed a visit to the Franklin Institute to see the *Body Worlds* exhibit. Their faculty guide was Rachel Merz (kneeling right) of the Biology Department.

from Grenoble attended the event. Alumni enjoyed a docent-led tour of the current exhibit called *Big Bang: Destruction and Creation in 20th-Century Art*. Many thanks to Anaïs for organizing this event.

**San Francisco:** Connection Chair Ruth Lieu '94 and Alumni Council President Seth Brenzel '94 arranged for a fall picnic in San Francisco at Mission Dolores Park, with more than 50 alumni, family members, and friends in attendance.

**Seattle:** This group toured the Seattle Central Library, which recently won awards for outstanding architecture from the American Institute of Architecture and *Time* magazine as well as awards for technology systems management and energy and environmental design. Many thanks to Connection Chair Deborah Schaaf '95 for arranging this tour.

## LIFELONG LEARNING SPRING 2006 COURSES

The following classes will be offered during the spring semester. All alumni, parents, and friends are welcome to register. Tuition is \$400 per course, not including books. For more information, visit [http://www.swarthmore.edu/alumni/life\\_learning.html](http://www.swarthmore.edu/alumni/life_learning.html), or call (610) 328-8696.

### New York

#### *The Athenian Golden Age*

Gil Rose, Susan Lippincott Professor Emeritus of Modern and Classical Languages; Wednesdays, 6:45 to 9 p.m.; Feb. 8 to April 5, no meeting on March 8; 11 Penn Plaza (31st Street and 7th Avenue)

### Swarthmore

#### *Why We Get Sick—or Don't*

Amy Cheng Vollmer, professor of biology; Thursdays, 7 to 9 p.m.; Feb. 16 to April 6; Martin Hall

#### *An Introduction to Art History*

Michael Cothren, professor of art history and art history coordinator; Tuesdays, 7 to 9 p.m.; Feb. 7 to April 4, no meeting on March 7; Beardsley Hall

## NEW CONNECTION CHAIRS NAMED

Barbara Sieck Taylor '75 stepped down as the National Connection chair when her term ended this summer. During her tenure, we added several connection cities including Atlanta, Denver, and Tucson. We are grateful for Barbara's service and look forward to working with her in the future on events in Pittsburgh.

James Moskowitz '88 has assumed the role of National Connection chair. Jim has served as Philadelphia Connection chair for more than 5 years and plans to continue as chair in Philadelphia. He will work closely with the Alumni Support working group of the Alumni Council to continue to expand the growth of connections. Jim currently works as a concert manager for Orchestra 2001 on campus.

We have several outgoing and incoming connection chairs in various cities. In Paris, we say farewell to Catherine Seeley Lowney '82 and thank her for her service to the Paris Connection and welcome Anaïs Loizillon '95, who will serve as Paris Connection chair for the next 2 years. In Denver, Philip Weiser '90 will assume the role of Connection chair.

In Atlanta, Linda Valleroy '72 has agreed to take the helm of this connection group.



National Connections Chair Jim Moskowitz '88 (left) with Seth Brenzel '94, president of the Alumni Association.

She began her tenure with a gathering of alumni at the home of Amy Lansky Knowlton '87 in the summer. In addition, Amber Adamson '01 is organizing young-alumni happy-hour events in Philadelphia.

Jacqueline Morais Easley '96 served as Metro DC Connection chair since January 2004. She has done a terrific job and arranged for some very creative events, including the new DC film group, which was very popular last year. Anyone interested in working on DC Connection events should contact Patricia Maloney at [pmalone1@swarthmore.edu](mailto:pmalone1@swarthmore.edu) or call (610)-328-8404.



## FACULTY MEMBERS ON THE ROAD

*Are they coming to a city near you?*

The most successful and popular Connection events are those at which faculty members present lectures to alumni. Each year, the Alumni Relations Office encourages faculty members to include an alumni event in their travel plans for the year. The following four faculty members (*shown above, left to right*) have scheduled Swarthmore events in early 2006:

In November, **Philip Weinstein**, Alexander Griswold Cummins Professor of English Literature, began a series of faculty lectures based on his new book *Unknowing: The Work of Modernist Fiction*. Professor Weinstein will also speak in **New York** on Jan. 30 and on the **West Coast** during spring break.

In January, **Stephen Maurer '67**, professor of mathematics, will discuss "Math Wars: Changes and Objections in Mathematics Teaching, at Swarthmore, at Colleges Generally, and in Schools" in **San Marcos, Texas**.

Also in January, **Amy Cheng Vollmer**, professor of biology, will visit **Seattle** to discuss her research at the College. She will speak to the **Atlanta** Connection on Feb. 3.

**Kenneth Sharpe**, William R. Kenan Jr. Professor of Political Science, will travel to **Maine** in April to present his popular lecture "Practical Wisdom." He will discuss moral reasoning in everyday life—how we judge wisely in making the dozens of small and large moral choices that confront us as parents, friends, spouses, teachers, doctors, lawyers, colleagues in the workplace, and in other spheres of life—and how the very nature of work often undermines the practical wisdom required to perform well.

Watch your mail for more information on these and other lectures listed previously.

## FACULTY LECTURES NOW ON-LINE

*You can bring a part of Swarthmore to your computer or iPod.*

Resulting from an initiative of the Alumni Council, the alumni relations staff members are posting a variety of faculty lectures on the College Web site. Currently, three lectures are available. Visit the site to listen to the lectures—and check back periodically to find new postings.

*"What Mark Twain Said Regarding Regime Changes and Other Righteous American Foibles"*

Peter Schmidt, professor of English literature

*"The Art of Surrender"*

Robin Wagner-Pacifici, professor of sociology

*"Two Many Choices: Who Suffers and Why"*

Barry Schwartz, Dorwin P. Cartwright Professor of Social Theory and Social Action

[http://www.swarthmore.edu/alumni/faculty\\_lectures/index.htm](http://www.swarthmore.edu/alumni/faculty_lectures/index.htm)

COME CELEBRATE!

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BLACK CULTURAL CENTER  
AND  
ALUMNI GOSPEL CHOIR  
35TH ANNIVERSARY  
MARCH 31 – APRIL 2, 2006

## WHO IS ARABELLA CARTER AND WHY HAVE THEY NAMED AN AWARD FOR HER?

Arabella Carter is one of the great unsung

heroes who worked for peace and social justice in Philadelphia Yearly Meeting in the early

1900s. She was also involved in advancing African-

American rights, following in the tradition of many activist Quaker women of her day. She never sought publicity or recognition for her work and is now forgotten by all but Friends Historical Library archivists, who see her hand in Quaker peace and social justice work over 3 decades. All this service appears to have been unpaid, and she lived simply on family money.



The Arabella Carter Award, established in 1997 by the Alumni Council and presented each year during Alumni Weekend, honors alumni who have made significant contributions as volunteers in their own community or on a regional or national level. The Council hopes to find alumni whose volunteer service is relatively unknown. If you know such a person—especially if your class is having a reunion this year—please contact the Alumni Office at (610) 328-8404 and request an award nomination form, or visit [http://www.swarthmore.edu/alumni/arabella\\_form.htm](http://www.swarthmore.edu/alumni/arabella_form.htm) to nominate a candidate on-line.



ELEFTHERIOS KOSTANS

## UNAPOLOGETIC IDEALISM

“Swarthmore was a place where I got to see up close a unique face of America, full of unapologetic idealism and passion about morality, integrity, and social justice that were to become important parts of the barometer for my own journey through life.”

—*Tralance Addy '69*

### THE MEANING OF | SWARTHMORE



# A Passion for Painting

HELEN GLENZING DODD '45 FOUND SUCCESS IN HER 60s AS AN ABSTRACT WATERCOLORIST.



PHOTO COURTESY OF HELEN GLENZING DODD

Helen Glenzing Dodd's *Penumbra* (above), which has garnered several awards in juried competitions, offers an example of her overall painting style.

As a Depression child, Helen Glenzing Dodd '45 knew that art was not a way to make a living if you wanted to put food on the table. Today, her work as an abstract watercolorist has earned her respect in the art world and an income.

In 1998, Dodd painted *Penumbra*, a watercolor that received awards totaling \$8,000 in 6 juried competitions. The Philadelphia Water Color Society selected it as Best of Show in 1999. The piece's name also accurately describes Dodd's overall style.

"I always work for a full range of value from white to black," Dodd said.

Her desire to paint comes from the challenge it presents. "I am never sure that I have the skill necessary to produce the image I have designed."

Her creative process starts with pieces of paper from catalogs and magazines chosen for color, shape, or texture. Dodd cuts them up so they are unrecognizable from their original form. She arranges and rearranges the pieces under a 5 1/2- x 7 1/2-inch mat until a cohesive design is achieved that appeals to her emotionally. She then glues the pieces down, transfers the design to watercolor paper, and finally begins painting. She follows her composition absolutely.

"I'm constitutionally unable to just throw paint at a canvas and wait to see what happens," Dodd said. "As they say, 'if you fail to plan, you plan to fail.' It's quite true. I have to know where I'm going."

For her efforts, Dodd has won more than 200 awards from 420

national juried competitions since 1992. Among her accolades are first- and third-place wins from the prestigious American Watercolor Society. She has received numerous awards from the National Watercolor Society and is a signature member of 32 watercolor organizations. In 1993, she was the first Texan to achieve signature status in the Philadelphia Water Color Society.

She paints under the name H.C. Dodd. The "C" stands for her middle name: Carolyn.

"I do that so competition jurors can't tell whether I'm male or female. They usually assume important painters are male and don't take women painters seriously. They think women paint as an avocation instead of a vocation," she said.

Dodd, who graduated with a degree in psychology, married Gerry Dodd in 1946. They met while he was on campus as part of a contingent of naval trainees. About 4 months later, he was called by the Navy to begin medical school at Jefferson Medical College. In 1966, following various relocations for the military and Gerry's job, the family made their final move to Houston, where Gerry assumed the position of professor and chairman of the Division of Diagnostic Imaging at M.D. Anderson Cancer Center.

It was not until 1990, Dodd said, after their children were grown and on their own that she began to get serious about her painting. Since 1992, she's taken classes from Arthur Turner at the Glassell School of Art at the Houston Museum of Fine Arts. She calls him "magic" and credits him for her success.

Dodd said she likes watercolors because "you don't have to sit around and wait for it to dry."

"It also has a transparent quality that I like. I respond to it emotionally. Opaque colors used in other mediums don't arouse the same interest," said Dodd, who finds inspiration in the watercolors of John Singer Sargent and Whistler.

Dodd said it takes her 3 days to create a 22- x 30-inch painting.

"I don't work on multiple paintings at a time. I have a compulsion to finish each one until there's nothing in the painting that bothers me," she said.

Dodd has also been a juror for national competitions and looks for originality. "Seeing just another vase of flowers or bowl of fruit doesn't send me," she said. "To stand out among the hundreds of competent painters, an artist must have a fresh approach."

"It's hard to be original when you're painting a person or still life. With abstract art, it's strictly your own."

—Audree Penner

# Motorhead

BILL PICHARDO '71 IS REVVED ABOUT CARS.



CASEY A. CASS/UNIVERSITY OF COLORADO

"Nothing is a better education than fixing your broken car by the side of the road when it quits," Bill Pichardo says.

**B**ill Pichardo was born to love motor vehicles. After all, he was born inside one.

The owner of an auto-repair business and a race-car driver, Pichardo began life in the back of an ambulance in Atlantic City and has spent much of it since then around cars. You could also say that he was born to be a Swarthmorean, with a grandfather who was founder and headmaster of the now-defunct Swarthmore Preparatory School. And his connections both to Swarthmore and automobiles have driven the choices he has made in his life and career.

In 1981, Pichardo opened Slipstream Autocare in Boulder, Colo., which now concentrates on hybrid vehicles, a niche based on the burgeoning market for the technology and his concern for the environment. He was introduced to hybrid technology when the Swarthmore Engineering Department approached him in the mid-1990s to consult with the first group of people building a hybrid at the College.

That same department had nearly flunked him out of school

more than 25 years before. He switched majors from engineering to economics because of it. Pichardo blames himself. When he started college, he had horrible study habits after not working hard in high school, he says.

Before Swarthmore, his most fertile education came from growing up on a farm in New Jersey. He started driving tractors when he was 6 years old and trucks and cars around the farm a couple of years later. Then, he bought old cars to fix and drive. His father encouraged his interest in motor vehicles, once selling a prized gun collection so his son could buy tools and parts to race go-carts.

Pichardo's reputation as a fix-it wiz followed him to Swarthmore when he returned to his alma mater in 1974 as assistant and later associate director of alumni relations. Faculty, staff, and students came to him for advice about car repairs, and he began to think that he could do better than people working in repair shops.

After researching the industry, he set out with \$1,500 for Boulder, which had a high concentration of the foreign cars he was most interested in working on. His Swarthmore ties led him to local resident John Burks '53, who raised capital to start the business and offered advice about running it. Still, after 6 months, Pichardo was down to his last \$600, with few customers and fearful that he'd have to close. Then, the phone began to ring.

It has been ringing for nearly 25 years in a business that now has 14 bays and 7 employees. He credits its success to his ability to adapt to changes in the industry; cultivate relationships with customers; and, most of all, sustain an innate passion for the work.

That passion for automobiles extends outside the shop, including his participation in the Tour de Sol, a hybrid-only cross-country rally that evaluates competitors on fuel efficiency. He and partner Matt Schwieterman won the competition earlier this year with Slipstream's Honda Insight—good promotion for the business, he says, and also for the need to break the country's dependency on foreign oil and stop global warming. He's also in the process of converting a gas car to electric, which he'll use to shuttle customers to and from the shop between plug-ins to recharge it.

But he also can be, he says, a "fossil-fuel-burning maniac." In races, he's driven at speeds exceeding 160 miles per hour and won two national championships in the Sports Car Club of America club racing. He feels safer in a race than during rush hour in Boulder, he says. "When you're in a race environment," says Pichardo, "your perception of the speed itself and any danger that is there is surprisingly diminished."

Nothing, however, will ever diminish his fervor for all things automotive. Sometimes, he struggles with different aspects of the business, but it's never because of the cars.

"I'm going to be cradle to the grave in love with cars," Pichardo says.

—Lewis Rice

# Doctor in the House

PEDIATRICIAN YAN CHIN '87 IS AVAILABLE TO SICK CHILDREN AROUND THE CLOCK.



When making house calls, pediatrician Yan Chin is equipped to handle most typical office cases. "The idea is to make it portable," he says. "So if someone calls me at 1 a.m., I can be in their house within the hour."

When San Francisco resident Danielle Upp suffered a compressed nerve in her leg during childbirth last year, she was unable to leave her walk-up apartment to bring her newborn to the doctor's office for routine check-ups. So pediatrician Yan Chin '87 came to her. Equipped with a "modern medical bag," Chin was able to take time to examine the baby and reassure the mother that all was well. "It was superconvenient for me," Upp says.

For the last 1 1/2 years, Chin has been one of three physicians—the other two are interns—who make up San Francisco (SF) On Call, a Bay-Area multispecialty group that makes house calls to patients 24 hours a day, 7 days a week. Whether suffering from ailments ranging from simple stomach flu to strep throat to pneumonia and asthma, children and their parents can depend on Chin to come to their homes or, in the case of some tourists, into their hotel rooms and offer them the same medical treatment they would receive in an office but in a more personal and unhurried manner.

Chin blames the complexity of the health care financing system

for the pervasive overcrowding in most medical practices. Before joining the 8-year-old SF On Call practice, he worked in a standard practice of three physicians, with 11 staff to handle the insurance paperwork. "I was seeing about 20 to 25 kids a day in the summer and 40 to 50 kids a day in the winter. In a normal working day, that's not many minutes per patient," he says. "It's upsetting for both the physician and the patient." Yet, with 14 salaries to pay and insurance companies reimbursing only a fraction of the amounts billed, the high patient count was an economic necessity.

Frustrated with the system, Chin and his colleagues wanted to practice health care in a setting where they could spend more time with fewer patients and be available to make house calls, if necessary. SF On Call does this by eliminating office interaction with insurance companies. The group comprises three physicians and three staff—eight fewer than in his former practice.

"The patients still have insurance, but we don't bill the insurance companies; we collect payment from the patients at the time of service, then we give them a detailed bill, with which they obtain insurance reimbursement." A typical house call costs about \$250, which is, in most cases (except by HMOs), at least partially reimbursed.

Because they offer house calls, SF On Call is also the preferred provider for many Bay-Area hotels. "People from out of town are thrilled that they don't have to drag themselves down to an ER and wait 4 to 6 hours to be treated for something like strep throat—not to mention the enormous expense of just walking through the door of an ER," Chin says. "We come directly to your room, take care of you, give you the medicine, and you're done. It's one of the beauties of our practice that we have the freedom to do that."

Chin is gratified at the level of satisfaction among his patients. "People used to sitting in a waiting room among sick people, when they want only an immunization, are giddy with happiness that we come to them. It's like Marcus Welby or something."

Another advantage of avoiding entanglement with the insurance companies is that SF On Call's system allows the doctors to be more generous than they otherwise could. "Many people ask, 'Is this just treating the rich?'" Chin says. "It's definitely not that. By not allowing the government to dictate to us how much we get paid, we have far more ability to be generous. I've made house calls for which I've taken no payment at all—that's a gift we can give patients who don't have the ability to pay."

Stressing the importance of giving back to their communities, Chin and his colleagues, who have been featured on local television news shows and were included in the "Hot 20 Under 40" in the October 2004 *San Francisco* 7 x 7 magazine, perform regular pro bono work.

In December, Chin will be running in the Honolulu Marathon—his first—to raise funds for leukemia research.

—Carol Brévar-Demm



# Private Lives

ASSERTIONS OF A "RIGHT TO PRIVACY"  
UNDERPIN MUCH SETTLED—  
AND UNSETTLED—LAW.

**Kevin Keenan** '95, *Invasion of Privacy: A Reference Handbook*, ABC-CLIO Contemporary World Issues Series, 2005

The meaning of privacy does not stand still. As a concept in the United States, privacy has evolved from the time Samuel Warren and Louis Brandeis published their famous *Harvard Law Review* essay "The Right to Privacy" (1890) to the time it became the rallying cry for those seeking access to contraceptives in *Griswold v. Connecticut* and abortion in *Roe v. Wade*. Not mentioned by name in the Constitution, legal recognition of a right to privacy is a relatively recent phenomenon, and it has never been considered absolute. Nor has the notion of privacy expanded in a steady or linear fashion; who or what is deserving of privacy has changed since the Progressive Era. Kevin Keenan, recently named executive director of the American Civil Liberties Union (ACLU) of San Diego and Imperial Counties and graduate of Yale Law School, finds that "[a]lthough the tide of history since World War II has brought greater recognition and protection of human rights, including the right to privacy, it has also brought waves of abuses."

The very possibility of privacy is being transformed in and by the electronic era. Boundaries between public and private seem increasingly permeable. The public gets used to living more public lives. Some of the most intimate cell phone conversations take place in front of strangers; Web cams transmit round-the-clock coverage of the lives of people who want others to view their sleep habits and sex lives. Reality TV feeds the voyeur in us. Surveillance makes it easier to solve crimes (look at the speed with which the London subway bombers were identified), track the activities of philandering partners, and follow the footsteps of anyone living in the postindustrial world. Human genome mapping may bring health and other benefits but generate civil liberties threats. Credit card, social security, and phone numbers along with medical information easily get into databases, where they are shared, hacked into, or mishandled. Not only the state but also the "private sector" poses a threat to privacy.

Today, many governmental, corporate, and criminal invasions of privacy may remain unknown to the persons affected. This is especially true in the case of surveillance and databasing. Without mechanisms that generate accountability and transparency, Keenan argues, it will be extremely difficult for the public to discover privacy invasions. This book will make readers aware of some of these invasions and potential invasions.

In the past few years, the war on terror that provided the USA Patriot Act, fortification of schools in response to shootings, and now preparations for quarantine in case of a global pandemic have all focused attention on security, often at the expense of privacy and other rights. The American public seems prepared to trade some privacy for security, leaving Keenan's organization, the ACLU—our Bill of Rights bulldog—on the front lines in defense of rights. Keenan is



TODD DAVIDSON/GETTY IMAGES

aware that privacy is not an absolute and that there are tensions between privacy and security, while clearly regarding privacy as an important value to be protected. Although not resolving these conflicts, the book suggests ways in which changes in technology and law can better protect privacy.

These ABC-CLIO volumes are designed to be current, accessible, authoritative, and objective; they are primarily aimed at students, legislators, activists, and general readers. *Invasion of Privacy* follows the format of other volumes in this series. An introductory chapter examines the background and history of privacy in the United States and abroad and includes a discussion of the law of privacy, the various kinds of benefits from privacy, and arguments made against privacy (among the potentially progressive critiques: Should privacy be preferred to other rights with which it may conflict? Does privacy abandon women to physical abuse and violence by men because a private sphere excludes the state?). Another chapter explores two of the most intrusive and important contemporary means for invading privacy: surveillance and databasing around the world. Following these substantive treatments, a chapter contains a short chronology of privacy, focusing chiefly on the United States and Western Europe; the author points out that privacy, historically, has not been a unified concept but exists "in a variety of social norms and laws." A chapter provides biographical sketches of 21 important figures shaping 20th-century privacy, all Anglo-American. Another itemizes relevant sections from important privacy documents from the Hippocratic Oath and sacred texts in Judaism, Islam, and Christianity to constitutional and legal protections for privacy found in the United States, other nations, and in United Nations declarations. There is a short directory and annotated guide to organizations and government agencies, including relevant Web sites and phone numbers. The final chapter contains descriptions of a few selected movies and books dealing with privacy issues. Additional references are appended to most chapters. A print resource on invasion of privacy faces a problem in the rapidity with which technologies alter the realm of the possible—and thinkable. This book includes useful news Web sites in different privacy arenas.

Kevin Keenan is working on and writing about vital issues in law, politics, and policy. His intelligence, energy, and leadership—all in evidence when he was at Swarthmore—are sure to bring him to further notice in the coming years.

—Carol Nackenoff  
Professor of Political Science

# Books

**Daniel Hoffman H'05**, *Makes You Stop and Think: Sonnets*, George Braziller, 2005. Written during the past 50 years, these sonnets explore contemporary possibilities for a traditional form, reveling in memory and feeling. Hoffman taught at the College from 1957 to 1967.

**Peter Katzenstein '67**, *A World of Regions: Asia and Europe in the American Imperium*, Cornell University Press, 2005. The author presents the view that regions have become critical to contemporary world politics—in contrast to those who focus on the purportedly stubborn persistence of the nation-state or the inevitable march of globalization.

**Lori Kenschaft '87**, *Reinventing Marriage: The Love and Work of Alice Freeman Palmer and George Herbert Palmer*, University of Illinois Press, 2005. Offering a novel and complex view of the Freemans' marriage, this book makes an important contribution to our understanding of the history of the family, higher education, 19th-century middle-class culture, and sexuality and modernism.



MARK GOTTLIEB

**David Swanger '62**, a professor emeritus of education and creative writing at the University of California–Santa Cruz, was honored with the 2005 John Ciardi Prize for Poetry for his manuscript *Wayne's College of Beauty: New and Selected Poems*. The award comprises book publication and \$1,000. Swanger is the author of six other books, including *Inside the Horse*, *The Shape of Waters*, and *This Waking Unafraid*, *The Poem as Process*, and two chapbooks.

**Patricia Clark Kenschaft '61**, *Math Power: How to Help Your Children Love Math, Even if You Don't* (revised ed.), Pi Press, 2005. This reprint of Kenschaft's 1997 book, while continuing to address the ever-urgent need for parents of young children to be involved in their mathematical growth, also incorporates material relating to changes occurring during the last decade with respect to education, including increased use of the Internet, growth of home schooling, and the impact of standardized testing. *Change Is Possible: Stories of Women and Minorities in Mathematics*, American Mathematical Society, 2005. Aided by daughter **Lori Kenschaft '87**, the author carried out dozens of interviews and performed extensive historical research to compile an entertaining book about mathematicians who have defied stereotypes.

**Jeffrey Olick '86**, *In the House of the Hangman: The Agonies of German Defeat, 1943–1949*, University of Chicago Press, 2005. The author portrays postwar German officials trying to defend the dignity of the state and its citizens against the stigma of National Socialism and the Holocaust during the aftermath of World War II.

**Peter Seixas '69** (ed.), *Theorizing Historical Consciousness*, University of Toronto Press, 2004. In this book, a diverse group of scholars addresses the problem of historical consciousness from the disciplinary perspectives of history, historiography, philosophy, collective memory, psychology, and history education, bringing insights from Quebec, English Canada, the United States, the United Kingdom, Germany, the Netherlands, Russia, and Australia. Seixas sets various theoretical approaches to the study of historical consciousness side by side, enabling us to chart the future study of how people understand the past.

**Carol and David White '65**, *Catskill Trails* (3rd ed.), Adirondack Mountain Club, 2005. This updated edition describes all the major public-access trails in the area contained within the boundaries of New York's Catskill Forest Preserve, ranging from short day trips to trails that combine to form extensive, challenging hiking opportunities.



DIANE WILLIAMS

# Theater

**Stephen Lang '73** was invited by the National Endowment for the Arts (NEA) to tour his one-man show *Beyond Glory* as part of the NEA-sponsored Operation Homecoming: Writing the Wartime Experience, a unique program for U.S. military personnel and their families.

The show, in which Lang portrays eight veterans from World War II, Korea, and Vietnam, has played for thousands of military personnel in Pearl Harbor, Guam, Korea, Japan, Germany, Italy, Spain, England, and all over the Persian Gulf. In November, three special performances were held in Guantánamo Bay, and, in January, the show will return to the Persian Gulf.

Lang portrayed (*above*), among others, Staff Sergeant Nicky Daniel Bacon, Vietnam veteran, and medal-of-honor recipient.

Last May, in an event hosted by Senators William Frist and Harry Reid, Lang performed in the nation's Capitol before U.S. senators including and in honor of Senator Daniel Inouye, one of the medal-of-honor recipients portrayed in the show. In October, *Beyond Glory* closed a critically acclaimed run at The Goodman Theatre in Chicago. *The Wall Street Journal* critic Terry Teachout called Lang's performance "one of the richest, most complex pieces of acting I've seen in my theatergoing life."

Lang, whose performance garnered him a Helen Hayes nomination for Outstanding Actor, also directs the show, which he adapted for the stage from Larry Smith's book *Beyond Glory: Medal of Honor Heroes in Their Own Words*. The show was produced by Lang's sister, Jane Lang '67, and her husband, Paul Sprenger.

—Carol Brévar-Demm

# all that is real

FOR AN ASPIRING POET, THE REALIZED LIFE LIES AHEAD—OR DOES IT?

By Sam Taylor '97

Anyone who decides to become a poet soon learns it is about as easy as becoming an astronaut or a major-league shortstop. No doubt, many of you reading this article once entertained the notion yourselves, but after hearing stories of financial impoverishment and endless rejection, you may have settled on a more sensible career as a consultant or lawyer, a botanist or professor of anthropology.

Well, I suppose I am the fool who didn't.

Although all the warnings have proven accurate, so has the stubborn faith that I would eventually overcome the difficulties along the way. After pursuing poetry for more than half my life, my first book was finally published this fall.

The place poetry was to have in my life was bizarrely hardwired into my psychology at an early age. My father was a dysfunctional mystic of sorts, a man who had experienced a sudden enlightenment—like experience without any spiritual training, preparation, or context—and it left him stranded between realities, unable to integrate the experience fully and dissociated from the world. Finding that he could not communicate his new experience with anyone, he began to write a collection of brief, enigmatic poems, which attempted to communicate the unsayable, to say "Nothing."

Growing up, I became aware of the existence of his manuscript and of its forbidden status. I might be unable to sleep one night, walk out into the living room, and find him and my mother huddled over it talking with rapt attention. As soon as they discovered my presence, my father would put the manuscript away, and his whole manner would change. Needless to say, I desired nothing more than to read those forbidden words. And so, while other boys were sneaking in to drool over their father's *Playboys*, I was standing on an oak chair to remove my

father's forbidden poems from his top dresser drawer. The koan-like poems left me completely baffled but intoxicated by their mystery. Poetry thus entered my world with all the allure of the forbidden, drenched in the thrill of exploring the unknown.

Yet, I was left with the desire to write before I had anything to say. I remember lying in a hammock strung between two mango trees in our backyard, reading an old tattered copy of Walt Whitman's *Leaves of Grass*, and wondering in awe how anyone could possibly have so much to say. I was deeply alienated from my own life and had internalized the belief that the meaningful resided outside of immediate experience.

Over the years, writing became a way of returning to the world, exploring and touching it with ever-greater intimacy. A credit-card bill, a construction crane, horses by a water truck in the desert—a poem could have an encounter with anything as if it was the very center of the world. I sometimes think that eventually writing will be like making love to the world with words: an act that, like sex, calls forth all feelings of the world and converts them into a complete embrace, an intimacy that lovingly, compassionately, even mournfully touches every part of the world as one might trace the back of a lover's knee or hips.

Yet, I wanted not only to write poetry but to be a poet. Some think that to be a poet is to be nobody. Your job is to feel inside the raven's cry, to listen to the wind rise and fall in 10,000 aspen leaves, to become the woman cleaning up the skulls

from a Cambodian monastery. Your job is merely to walk the streets and the earth with open eyes and open heart and feel into the presence and beauty and suffering of each thing: to have nothing to do, no other preoccupation, but to listen to the world.

But how does one do this in a world of identity, rent, and car insurance? Particularly when the job description of a poet bears an uncanny resemblance to being a bum, and everyone and their parakeet wants to apply. One cannot simply say, "I am a poet" without inviting derision: Yeah, you and my aunt Bernice. Like most writers, I felt as if I had to prove myself, to achieve some kind of professional legitimacy. And this process is a

*How strange to know yourself as alive!  
To walk among people  
with the open secret of being alive.  
—Octavio Paz*

little akin to a decade-long psychological episode of *Survivor*.

At Swarthmore, I took my first poetry workshops with Professor of English Literature Nathalie Anderson and was introduced to new critical concerns and insights. Nathalie is a talented poet herself who had, at that point, struggled a long time without achieving book publication.

Despite her warnings of the perils ahead, I left Swarthmore and began to submit work, fully expecting nearly instant success. Although I shudder to think of how I would feel now if that first book manuscript had been accepted, at the time I was sometimes startled to learn I had not won a contest.





PHOTOGRAPHS BY MICHELE PARKER

One day, I opened an envelope from the Washington Prize to find not only that I had not won, but that the winner was none other than Nathalie Anderson—an excellent reminder of my impatience.

It is difficult to impress upon anyone not pursuing a poetry career how difficult the process can be. Your words repeatedly go on a journey without you. You don't know who opens them or how many other hundreds of submissions he has read that weekend. You don't know if he just found out his wife is having an affair with her yoga instructor or if he is simultaneously watching the Patriots game and eating a hot dog. All you know is your self-addressed stamped envelope returns 3 (or 15) months later with a polite, form-written "no."

Over the years, even as my work continued to improve and to meet some small successes, the sheer number of rejections began to erode my armor of confidence and make me question if it wasn't self-delusion.

At one point, I began to wallpaper my room with rejection slips in defiance, but after they numbered in the hundreds and covered an entire wall, my interest waned. On one occasion in the post office, my girlfriend and I tried laying hands on my manuscript, and on another, we made love over its scattered pages—all to no avail. I repeatedly entertained the futility of writing: Everything's been said. What do words matter? If not for friends who believed passion-

ately in my work, I might have quit several times over.

One of the most difficult aspects of this struggle was dedicating so much energy to an inner vocation that remained unacknowledged and uncompensated. I began to feel like a phantom, as if my life had no outer existence. In my experience, the difficulty of becoming a poet can lead one to project some greatness or fulfillment at the end of the quest, and these fantasies can easily become a locus for displacement or denial of one's personal pain. Although I did not realize it, I think I felt as if my real life were ahead of me somewhere waiting.

When my book was finally accepted last year, I picked up the phone and found myself, suddenly a lauded poet in my underwear, unable to utter a coherent sentence. I had worked so long for that tortuously unreachable moment that it was difficult to believe it was happening. For several days, I was elated. And then I became quite depressed. I suddenly had nowhere to go, nothing to strive for. All the fantasies of success I had created immediately revealed their emptiness, as did all the ways I lived in concept and held myself apart from the world. I sat under a lone juniper tree in the middle of a desert and cried. I had dreamed of something far away, but all I wanted was to live nakedly—to love the woman I loved, the friends around me, to touch the world deeply.

All that was real, I discovered, was my relationship to the people around me, to the earth, and to the mystery of being here—and a poem meant nothing outside of how it engaged with sharing this mystery. I began my life in poetry pursuing an obscure, unfathomable secret, and even after dismissing that, I retained an image of the poet as the privileged keeper of secret vision. At last naked to my life, I found truth plainly whispered by all things. I've realized that poetry does tell a secret, but it is a secret we all know—one we forget and remember and forget our whole lives. And the poet, as nobody, is merely there to remember it, to say it again, in a new moment, a new way: the "open secret of being alive."

I'm not sure how much I've lived up to the post of nobody—but then, I was never sure I had the job. Perhaps I needed professional legitimization no more than the scarecrow needed a brain, but at last, after receiving the professional badge of poet, of somebody, I feel that I can really be nobody. And write about it. Look for me on a street corner near you. ☞

*Sam Taylor lives in the mountains of Northern New Mexico. His first book of poems, Body of the World, is available from Ausable Press ([www.ausablepress.org](http://www.ausablepress.org)), Amazon, or the author. You can reach him at [samtaylor@spy-mac.com](mailto:samtaylor@spy-mac.com).*

*Continued from page 3*

campus culture that values such dimensions along with achievement in a way that few campuses around the country seem to be able to manage. Swarthmore is a special place, and I will be forever grateful now for not just my own experience but also for Mary's.

PETER BLAIR '73  
Washington, D.C.

## FACTS AND ETHICAL INQUIRY

Reading President Alfred H. Bloom's 2005 Commencement address, I recalled the adage stated by the late Daniel Patrick Moynihan—we are all entitled to our own opinions, but we are not entitled to our own facts. Thus, although I tend to agree with Bloom's opinions, I am appalled by his apparent indifference to accurate statements of fact.

For example, Bloom states that McCarthyism was "fueled" by "moralistic absolutism." Untrue. Rather, McCarthyism's central theme was a series of unsupported factual accusations against various individuals, in and out of government, by a classic demagogue and his followers, for their own political purposes. The phenomenon was essentially fueled by fears of Soviet communism and had virtually nothing to do with "moralistic" issues.

Similarly, our response to communism in Vietnam was hardly "undiscriminating." Rather, it was based on a sophisticated—albeit ultimately wrong—geopolitical view summed up in the words "containment" and "domino theory," developed by some of the most inquiring strategists of the day, described by David Halberstam as "The Best and the Brightest." Japanese imperialism (like its Western counterparts) was "fueled" by a complex mix of forces including economics, domestic politics, nationalism, population pressures, and irrational fear—not simple absolutism. As for "anti-affirmative action," Bloom need only read the relevant U.S. Supreme Court briefs and opinions to discover that opponents of affirmative action invoke complex constitutional, moral, and factual considerations—hardly "reductionist" and "impermeable" as Bloom incorrectly claims.

Bloom errs not only in his criticism but also in his praise. He admires the "transi-

tion to independent ethical thought in the works of certain ethical thinkers" including Socrates (who left no works—we can discern his thought only in the works of others, particularly Plato) and Martin Luther King. Wrong again. Socrates' core belief was that the concepts "good" and "bad" are not matters of individual judgment but rather subject to objective (what today we would call scientific) proof. In short, he believed in absolutistic morality. The Socratic method was not a way of defining independent ethical thought but a way to identify objectively eternal truths. As for King, we all remember his fundamental reiteration of the "self-evident" truth of equality of all humans—i.e., "absolutistic morality."

My point is not a mere quibble but rather goes to the heart of the ethical inquiry advocated by Bloom. Any discussion of right and wrong, particularly in the effort to bridge differences with others, must have at its core a profound respect for factual accuracy—that is truth (or as close as that can be determined at the time). If "facts" are posited willy-nilly (à la Bloom), there can be no understanding of another's viewpoint and no common foundation for building bridges to shared understanding and independent ethical thought.

SIGMUND "PETE" BECK '57  
Greenwich, Conn.

## ABSOLUTELY MAGNANIMOUS

In his Commencement address, President Alfred H. Bloom encouraged his listeners to understand a category of people he called moralistic absolutists. I suspect that there might have been at least a few of them in the audience that day, although if there were, being "other," he was not speaking to them. Instead, they were subjected to a heavy dose of "demonizing," to use his word. But we can let that pass. We moralistic absolutists can be magnanimous.

President Bloom believes that if you can just get through the ideological, philosophical, and religious armor of a moralistic absolutist, you will encounter a living, breathing human being within—in short, a relativist. It might surprise him to learn that we absolutists believe that when you scratch a relativist—and often not too deeply—you will find an absolutist within.

Because it is impossible to get away from absolutes, the crucial thing is to find the right absolutes. What could be better than the Absolute who commands love for enemies?

JOSEPH COMANDA '69  
Ardsley, Pa.

## THE WISDOM OF BRANDEIS

President Bloom's Commencement address on moralistic absolutism is the finest exposition of the need to reduce the conflicts in our society that I have seen in years. His approach to the subject takes me back to the wisdom of Louis D. Brandeis, with which I became familiar first in a seminar on Supreme Court history in 1939 at Swarthmore, taught by Professor Fred Manning and again when writing my 1964 book, *Justice on Trial: The Case of Louis D. Brandeis*. Brandeis had a record of bringing parties in conflict together to work out their differences both in legal and industrial conflicts.

ALDEN TODD '39  
Anchorage, Alaska

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# Queen of Cuisine

ALTHOUGH SHE SERVES 13,600 MEALS EACH WEEK, COOKING IS NOT IN LINDA McDougall's JOB DESCRIPTION.

By Carol Brévar-Demm

If the way to students' hearts is through their stomachs, Linda McDougall, director of dining services, reigns over a culinary kingdom filled with love. Under McDougall's leadership, students and other members of the College community are treated to Halloween parties, Thanksgiving dinners, birthday cakes, and other special culinary events as well as three regular meals a day, 7 days a week. She caters to the students' tastes as far as possible, dealing with issues ranging from animal rights activism to eating disorders. They appreciate her willingness to respond to their needs.

In Sharples Dining Hall alone (McDougall is also responsible for a snack bar, two coffee bars, and a busy campus catering operation), 13,600 meals a week are served; 6,475 items are loaded into the dishwasher every 2 hours. During the popular, twice-weekly Pasta Nights, the students demolish 200 pounds of pasta. They consume 4,200 bananas a week. Her staff of more than 90 includes a group of disabled students from the Delaware County Intermediate Unit OPTIONS program who, under supervision, wipe tables, wash dishes, and prepare lunches, learning to master skills for future careers.

McDougall is a marketing and management graduate from Temple University whose interest in food service originates from her family having owned two restaurants in West Philadelphia. Since 1991, armed with an indomitable sense of humor and a wealth of gratitude toward her staff members, whom she describes as a great group of people who work hard at working together, she has been ensuring that campus bellies remain pleasantly filled.

*What are your personal favorite foods?*  
Thanksgiving dinner, fresh fish, Italian dishes, and grilled food.

*Do you enjoy cooking?*  
I enjoy experimenting with new recipes, although I have no special culinary skills and am somewhat embarrassed when visitors who are aware of my profession come to my home expecting fancy cuisine. Cooking is not in my job description. I'm purely a manager.

*If you were stranded on a desert island and could choose only three food or drink items, what would they be?*  
Water, pizza, and a loaf of good bread.

*What snacks do you indulge in?*  
Pretzels. Next question: Am I a carboholic?  
Answer: Absolutely!

*What foods are most popular with students?*  
They love the pasta, Indian, and Asian bars; fresh fish dishes; and special-event meals.

*How have students' tastes changed since 1991?*  
The diversity of their palate has increased. They like international cuisine, and these menu items are more popular than before.

*Describe one of your most memorable moments.*  
There was a female student, who, when she was at the College, had really unusual eating habits. She would almost empty the whole crock of carrots. We tried to be nice to her because we knew she had stuff going on. Then, 2 years after she graduated, she sent us a note that said we'd really helped her through an eating disorder. It was great seeing her during Alumni Weekend. She stopped in the kitchen to say hello, and she looked so healthy and happy.

*What three human traits do you most admire?*  
Honesty, humor, and compassion.

*What traits do you dislike?*  
Self-centeredness.

*What act of compassion stands out in your life?*  
There are many, but the one that stands out is the way my mom took care of my grandmother when she was ill. She was so loving, patient, kind, and unselfish. Her life revolved around my nanny, and she never complained. I think it's a beautiful thing when we care for and nurture the elderly or just simply take care of a family member.

*Who are your greatest role models?*  
My mother for her strength of character and her work ethic; and Oprah Winfrey for her philanthropy, compassion, and brilliance.

*If you could take a famous person to lunch, who would you pick and where would you go?*  
Condoleezza Rice. I don't necessarily agree with her politics, but I do find her absolutely intriguing and intelligent. Without being sure what kind of food she likes, I think I'd try somewhere laid back—maybe Effie's on Pine Street, in Philadelphia.

*Who is your favorite TV chef?*  
Giada De Laurentiis because her recipes are delicious and easy, and most of the ingredients required are ones I keep in my cupboard.

Director of Dining Services Linda McDougall (right) caters to students' gastronomic needs with patience, kindness, and a sense of humor.





# *Imagine No Religion Too?*

## Re-envisioning the Future of Religion in an Age of Conflict

After Sept. 11, graffiti in many North American cities announced “Religion kills.” Perhaps. But are there alternatives to the different forms of apocalyptic terrorism that now define the public perception of religion? The 2006 Alumni College will examine a variety of counterperspectives to the rhetoric of fear that now influences the current view of religion. Five members of the faculty will discuss the following:

“SACRED GROUND: GREEN SPIRITUALITY AS A  
RESOURCE FOR SUSTAINABLE LIVING”

*Mark Wallace, associate professor of religion  
and Alumni College faculty director*

“MATERIAL RELIGION: AESTHETICS OF  
CONTEMPORARY BLACK SPIRITUALITY”

*Yvonne Chireau, associate professor of religion*

“RELIGION BEYOND BELIEF: SHARED SACRED  
SHRINES IN INDO-MUSLIM SOUTH ASIA”

*Steven Hopkins, associate professor of religion*

“RETHINKING THE MUSICAL CLASSICS: THE CHALLENGE  
OF ANTI-JUDAISM IN BACH AND HANDEL”

*Michael Marissen, Daniel Underhill Professor of Music*

“THE PREFERENTIAL OPTION FOR THE POOR:  
INDIGENOUS INCULTURATION OF THE CATHOLIC FAITH  
IN THE HIGHLANDS OF CHIAPAS, MEXICO”

*Aurora Camacho de Schmidt, associate professor of  
Spanish*

Note: To conserve resources, the Alumni Relations Office will mail the Alumni College registration form in late March to members of classes with reunions in 2006—class years ending in 1 or 6, the Class of 2004, and all Garnet Sages—but everyone is welcome. If you would like more information, contact the Alumni Relations Office at (610) 328-8402, or visit <http://alumnicollege.swarthmore.edu>.



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