

MARCH 2005

Swarthmore

COLLEGE BULLETIN





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ON THE COVER: DURING SWARTHMORE'S EXTERN PROGRAM IN JANUARY, JORDAN SHAKESHAFT '05 WORKED WITH STUDENTS IN AN AFTER-SCHOOL PROGRAM RUN BY THE HARLEM EDUCATIONAL ACTIVITIES FUND. DANIELLE MOSS LEE '90 WAS SHAKESHAFT'S SPONSOR FOR A WEEK IN JANUARY—PART OF A VIBRANT PROGRAM THAT INVOLVED 188 STUDENTS ACROSS THE COUNTRY. PHOTOGRAPH BY SAM ERICKSON '88. STORY ON PAGE 16.

OPPOSITE: W.H. AUDEN'S TYPEWRITER IS AMONG THE MANY UNUSUAL, BEAUTIFUL, AND RARE ITEMS FOUND IN McCABE LIBRARY'S TREASURE ROOM. PHOTOGRAPH BY JIM GRAHAM. STORY ON PAGE 4.

PARLOR TALK

Conversations with Clinton Etheridge '69, author of "The Crucible of Character" (page 22), began quite guardedly. Almost a year ago, he e-mailed a draft of his memoir, hoping to pique our interest in his account of Swarthmore's crisis of January 1969. He needn't have worried; I immediately told him that the *Bulletin* would publish it. But for months afterward, as he finished the writing and I worked to find a place for the article, Etheridge seemed unsure whether Swarthmore would accept him for who he was in 1969—or even who he is today.

Black alumni from the 1960s and 1970s will understand Etheridge's caution. Forced by their small numbers and their oft-presumed status as "risk" students, they didn't always see Swarthmore as a welcoming place. Many merely endured the

Clinton Etheridge '69 was a man of the moment, a shy, soft-spoken engineering student who accepted a leadership role when Swarthmore was poised to turn in a new direction.

College, knowing that the education was first rate, even if the experience was not. Naturally, they stuck together, first in the Swarthmore African-American Student Society and later with the Black Cultural Center, which celebrates its 35th anniversary this year. In the process, they made history.

Clinton Etheridge is one of the central figures in Swarthmore's history, along with Aydelotte, Pennock, and the honorable Courtney Smith, who served 16 years as president, leading the College with a dignified grace that bespoke his time but that was increasingly threatened as social and political forces converged in the late 1960s.

Although Smith seems a man for the ages, Etheridge was a man of the moment,

a shy, soft-spoken engineering student who accepted a leadership role when Swarthmore was poised to turn in a new direction. Fate brought Smith and Etheridge together in Parrish Hall that winter; history tells us that fate, though cruel in 1969, has produced a different college.

"The Crucible of Character" is about change. In the 1960s and earlier, Swarthmore students—both white and black—involved themselves in the crucial movements of the time, especially the struggle for African American rights. But, until the crisis of 1968–1969, the College itself had not fully confronted the need to fundamentally change its own policies, personnel, and direction. Today's Swarthmore—which proudly reflects the diversity of America and the world in the 21st century—was born in the actions and the tragedy of January 1969.

I've never met Clinton Etheridge (something I hope to remedy soon), although I interviewed him in 1994 for an article about Swarthmore in the 1960s. I suspect we were both unhappy with the result of that encounter—he because I asked for more than he was willing to offer then and I because he was willing to reveal so little. Apparently, it wasn't time for him to tell his tale. Now, it is.

—Jeffrey Lott



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A SWARTHMORE TAPESTRY

The *Bulletin's* December 2004 cover story did an utterly superb job of demonstrating how the variegated personalities that find their way to Swarthmore consistently manage to have the same salient traits in common: passion for their work, a service ethos, a risk-taking streak, and that *je ne sais quoi* x factor that truly distinguishes them.

The entire article was thoroughly engaging and did a phenomenal job of demonstrating the power and usefulness of a quality liberal arts education. Where else could one use the same education as a successful platform for launching a career as a highly respected doctor and specialty pinball machine player, an esteemed partner of a global law firm, or a globe-trotting trade policy adviser?

One can only hope that current and future generations of Swarthmoreans will further enhance the richness and uniqueness that characterizes the Swarthmore community.

OLUSHOLA ABIDOYE '97
Solna, Sweden

"THE MEANING OF SWARTHMORE": TOO MUCH OF A MUCHNESS

Having read Jeffrey Lott's account in the June 2004 *Bulletin* ("Parlor Talk") of the origin of the title of the College's current capital campaign, I now understand why those who were present at its creation may consider it almost divinely inspired. I admit I've never heard anything quite like it as a slogan, motto, or theme for college fund-raising. It uses a simple word that is completely new to such enterprises and, although embedded with connotations because of the qualifier "of Swarthmore," is basically infinite in its open-endedness. This is a kind of open-ended marketing genius and, so far as I can see, the phrase has been wonderfully successful in attracting, as if a magnet, both money and—from some people both at the College and among the alumni—an almost manic dedication.

What "the meaning of Swarthmore" is not, however, is either a value or a fact. As "the meaning," it just doesn't (and couldn't

and shouldn't) exist. I find the phrase "essentialist" and therefore intellectually defective—a stronger word for it would be "meaningless."

Besides its genius for raising money, "the meaning of Swarthmore" has led to a book [of the same name] that I think is magnificent, in part by almost never using the phrase. But by now it has been so reiterated that the tone of a letter writer in the December *Bulletin* speaks for many, I believe, when it refers to "a litany of publications trumpeting but not defining 'the meaning of Swarthmore.'" The very same magazine opened with a relabeled mini-version of the slogan under "Why Swarthmore?"—a version that author (and College vice president) Lawrence Schall '75 explicitly tied to money.

The Meaning of Swarthmore has become too much of a muchness for some who have never minded too much of the mind.

CHARLES MILLER '59
New Market, Va.

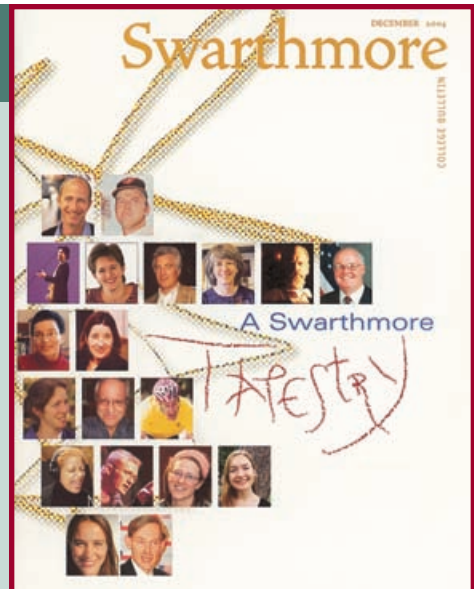
BOOK GROUP MENTORS

Patricia Maloney's article about Swarthmore book groups ("Connections," December *Bulletin*) failed to mention the Washington, D.C., group's two alumni mentors. We had an exciting year exploring "Con-

Unexpected Encounters?

We've heard the story many times: You are in some far-flung place, minding your own business (or not), when you realize that the person you are with—or bump into unexpectedly—is another Swarthmorean. For a future *Bulletin* article, we are seeking accounts of such encounters. Where were you? What were the circumstances? What were the clues that revealed you had Swarthmore in common? Send us your stories—written to a maximum of 250 words. We'll select some of the most remarkable and surprising encounters for a future issue of the magazine. Our address is on the opposite page.

—The Editors



sciousness and the Novel" with Richard Johnson '59, the Lucia, Ruth, and Elizabeth MacGregor Professor of English at Mount Holyoke College, and with Carin Ruff '87, assistant professor of English at John Carroll University (and my daughter), who provided discussion questions for *Paradise Lost* and led us in a summer's reading of *Beowulf* and John Gardner's *Grendel*.

SUE WILLIS RUFF '60
Washington, D.C.

THE TYRANNY OF EDITING

In shortening my letter to the editor ("Conservative Revolutionaries," December Letters), you mangled the following sentence from my original letter: "To be a conservative defending the slow working out in history of a profoundly revolutionary set of ideals is paradoxical, as much as it is to be a radical seeking to change what is already revolutionary, and so re-imposing the old tyrannies which we have escaped: We are conservative revolutionaries, and our opponents are revolutionary conservatives."

DAVID RANDALL '93
Brooklyn, N.Y.

Editor's note: We regret the editorial error.

FOR THE RECORD

Naval Ensign Christine Crumley Nay's ['02] married name was misspelled in "A Swarthmore Tapestry," December *Bulletin*. In the same issue, the photograph of Stewart Schwab '76 should have been credited to Sheryl Sinkow.

COLLECTION

Hidden Treasures

It's a closet, really—an oversized, overstuffed closet on McCabe Library's top floor. And it might be just the right X on the map for those who always feel most at peace when entirely encircled by books.

The library's Treasure Room is home to rare books, old books, limited-edition books, books that don't look like books, rare bound volumes of magazines and newspapers, and special collections on W.H. Auden, William Wordsworth, O. Henry, James Michener '29, and Seamus Heaney.

Items in the book arts collection “challenge and expand the definition of a book,” says Reference Services and Humanities Librarian Anne Garrison. These “sculptural” texts may be shaped like hats or folded accordion style; some are less than 10 centimeters in diameter.

Many of the other collections reflect the interests and goals of different librarians and donors. The Bathe collection contains books on the history of technology dating back to the 16th century. The Wordsworth collection includes items from Wordsworth's private library, in addition to his own writing. The room houses nearly everything ever published by Michener. Auden, who taught at Swarthmore during the 1940s, is also well represented; his poetry collections are complemented by one pencil-written poetry notebook.

A nearly complete collection of *Illustrated London News*, a daily periodical with intricate drawings published in Victorian England, opens a window to another time and place. For a glimpse of more recent local history, visitors will find texts written by former Swarthmore faculty and administrators and student anthologies created in Professor of English Literature Nathalie Anderson's poetry workshop. There are also bound volumes of *The Phoenix*, *Halcyons*, and student literary publications.

“It's a miscellany,” says Garrison, standing in the cozy room with Michener on one side, Wordsworth on another, a contemporary feminist art book to the right, and Auden's typewriter tucked safely in the corner.

—Terry Heinrichs and Elizabeth Redden '05
Adapted from @library.edu, spring 2004



JIM GRAHAM

AMONG THE MOST HAUNTING BOOKS IN THE COLLECTION IS TATANA KELLNER'S *FIFTY YEARS OF SILENCE*, WHICH CHRONICLES HER PARENTS' EXPERIENCES IN NAZI CONCENTRATION CAMPS. THE PAGES ARE DIE CUT AROUND THREE-DIMENSIONAL CASTS OF THE FOREARMS OF EUGENE AND EVA KELLNER—WITH THEIR IDENTIFICATION NUMBERS ETCHED INTO THE CASTS.

Alumni may arrange a tour of the Treasure Room by telephoning the circulation desk at (610) 328-8477 or calling Head of Reference Services and Humanities Librarian Anne Garrison at (610) 382-8492. Garrison may be reached by e-mail at agarris1@swarthmore.edu.

MANAGERS APPROVE STAFF COMPENSATION IMPROVEMENTS

At its Dec. 4 meeting, the Board of Managers approved a proposal to improve compensation for the College's lowest-paid workers. The measure raises Swarthmore's minimum wage to \$10.38 and adds a subsidy to make family health care more affordable to the lowest-paid staff members. The proposal was forged during two years of campuswide study and discussion, initially inspired by the efforts of a student-led living wage campaign.

"Although we must respect a highly constrained budget environment and continue to fulfill the other demands of our educational mission, I believe the College can and should also help our lower-paid staff members to meet their minimum financial needs. The measures the board approved this weekend strike the right balance for our community," President Alfred H. Bloom said. "Health care is an essential ingredient in every family's well-being yet so difficult for many individuals and families to afford today. Our effort to improve health benefits will make a vital contribution to their lives."

In addition to improvements in wages and health benefits, the plan increases annual funding for professional development for all staff members, including tuition reimbursement for those pursuing college degrees. "Enhanced professional development reflects Swarthmore's belief in the transformative power of education," Bloom said. "By helping staff members improve their skills, we enable them to advance their careers and increase their earning power."

"Together, these steps to improve pay, health care, and professional development for staff members allows the College to model better the world we want our students to shape," Bloom said.

The complete proposal is linked to this story on the *Bulletin* Web site at www.swarthmore.edu/bulletin.

—Tom Krattenmaker

SACRED SPACE

The double-pillared wooden Torii Gate stands in the holly grove by Crum Meadow to demarcate the "mundane from the sacred," said Matt Singleton '07. Singleton, James Crall '07, Aaron Hollander '07, and Jamie Kingston '07 built the gate in the Shinto tradition as a project for Associate Professor of Religion Mark Wallace's course Religion, the Environment, and Contemplative Practice.

"The Torii gate, in traditional Japanese religion, is the place where people experience their fellowship with the spirits that inhabit all things," says Wallace. "It's an omnidirectional passageway through which people can enter the sacredness of nature." —Elizabeth Redden '05



JIM GRAHAM

TSUNAMI RESPONSE TEAM

Tucked under a ribbon on her bulletin board—and juxtaposed with a Warped Tour ticket, proof of Delaware County voter registration, and snapshots of high school friends—is a photo of Ranga Atapattu '08 at age 7. She and her mother are holding their sandals and walking peacefully into the ocean at Galle, Sri Lanka.

“I think one of the worst things is sometimes they show these pictures over and over again of a woman who lost her child and is crying out in anguish—and I can understand what she’s saying,” says Atapattu, a Sri Lankan American whose brother was in Sri Lanka at the time of December’s tsunami. He was safe, but, as the second semester swung into action, the disaster haunted her and other members of the Swarthmore community. Although College fund-raising efforts got off to a late start because of the month-long winter vacation, students used e-mail to brainstorm during the break and immediately began implementing their plans to raise money after returning to campus in mid-January.

Shlesha Thapaliya '07, co-president of the International Club, said her organization formed alliances with the Swarthmore Asian Organization (SAO) and the Swarthmore South Asian Association (DESHI). The three organizations “hope to be doing something every month or every five weeks,” says Thapaliya. “We want to make this a long project and do things occasionally throughout the semester.”

Proceeds from the following beginning-of-semester events were all donated to tsunami relief efforts:

- International Club sponsored a party the first weekend students were back on campus, raising more than \$1,000.
- The three organizations—International Club, SAO, and DESHI—collected donations from students in Sharples Dining Hall starting on Jan. 24 and also put donation boxes in strategic locations around campus. Members of the community contributed about \$600.



COURTESY OF RANGA ATAPATTU '08

DISTANT WITNESSES

Swarthmore has special ties to Sri Lanka. The College is one of eight liberal arts schools that sponsor the Intercollegiate Sri Lanka Education (ISLE) Program, based in Kandy, Sri Lanka. “We’ve lived a direct connection with these people, and our connection is very strong, and part of us wishes we could go help,” says David Owen '06, who studied in Sri Lanka with ISLE in fall 2003.

“It’s hard to talk, a feeling of being a witness at a distance to what is happening in real time over there,” Owen says.

Associate Professor of Religion Steven Hopkins, who directed the ISLE Program in summer/fall 2002, said it was difficult to fathom the destruction of the lively, vibrant beach communities, where people subsist through fishing or selling wares to tourists. “[People in] beach communities in Sri Lanka have an incredibly fragile life, living on the margins. Many of those people probably are no longer alive,” he said of the seamstresses, restaurant owners, and fishermen he has met through his teaching and research in Sri Lanka. “Those things, of course, haunt you.”

- The coalition held a fund-raising dinner for faculty members on Feb. 4, which added another \$800.
- Phi Psi Fraternity donated \$120 in contributions from its weekly Thursday night gathering, “Late Night,” during the first week of classes. Although the fraternities were not direct members of the response coalition, Gavin Nurick '07 of Phi Psi said they donated to the same fund in order to maximize the effectiveness of Swarthmore’s total contributions.

The coalition dedicated considerable time to choosing what Thapaliya described as small, grassroots organizations for which a relatively small donation would make a big difference. More than \$1,000 each went to Initiative Sunrise Lanka, based in Ampara, the country’s eastern province, and to Via Campesina, a grassroots organization that is working with peasants and fisherfolk in Indonesia.

—Elizabeth Redden '05

Hundreds Mourn Saffran

Hundreds of friends, colleagues, students, and alumni packed the Swarthmore Friends Meeting-house on Jan. 28 to remember Franklin and Betty Barr Professor of Economics Bernard Saffran, who died suddenly of a heart attack on Nov. 29. Alumni traveled from across the country to pay tribute and tell stories about the popular economist and teacher. There were tears—and much laughter—as his life was celebrated.

Born in Brooklyn, N.Y., where his father was a carpenter, Saffran studied economics at City College. He received a doctorate in economics from the University of Minnesota in 1963.

Saffran joined the faculty in 1967, served as chair of the Economics Department from 1978 to 1983, and was actively

involved in teaching and faculty governance at the time of his death.

Saffran served as senior staff economist on the President's Council of Economic Advisers in 1971 and 1972 and was a consultant to the U.S. Treasury Office of Tax Analysis. He played a key role in the development of the *Journal of Economic Perspectives* (JEP), for which he wrote a regular column, *Recommendations for Further Reading*. This column had an extraordinarily wide readership among economists; Nobel Laureate Paul Samuelson once wrote to Saffran: "When the JEP arrives, I turn first to your further-reading column.... A generation of readers will salute your extraordinary accomplishment."

A small gathering in honor of Saffran at the American Eco-



STEVEN GOLDBLATT '67

nom Association Convention in January included two other Nobelists and many other friends in the profession.

Teaching economics was Saffran's passion and forte, and large numbers of his students became eminent in economics and other professions. But equally notable were the breadth of his intellectual interests, his enthusiasm in sharing these with others, and the wisdom, humanity, and concern he brought to his students, colleagues, and friends.

"Bernie was one of the most remarkable individuals ever to be a member of this community and a dear friend to many of us," said President Alfred H. Bloom after learning of Saffran's death. "He had a profound impact on the intellectual and personal development of generations of students. Swarthmore is greatly diminished by his passing."

The Bernard Saffran Memorial Endowment for Junior Faculty Development has been established to honor Saffran's lasting contributions to stu-

dents and colleagues. Income from this endowment will be used to support the development of junior faculty at Swarthmore College across all departments and disciplines.

"Bernie gently but consistently promoted engagement in the wider profession as a critical source of vitality and relevance," says Robinson Hollister, the Joseph Wharton Professor of Economics. "And because he had such a wide range of interests, he also took a lively interest in the work of junior faculty in other departments. We hope and expect that this memorial endowment will underwrite a one-semester leave for a junior faculty member—with the requirement that the leave be spent away from the College."

Contributions to the endowment may be sent to the attention of Patricia Laws, director of the Annual Giving. For more information, e-mail Laws at plaws1@swarthmore.edu, or telephone (610) 328-8405.

—Alisa Giardinelli
and Jeffrey Lott



PHOTOGRAPHS BY ELEFTHERIOS KOSTANS

IN NOVEMBER, COLLEGE MAINTENANCE STAFF TOOK A DAY AWAY FROM THEIR REGULAR CHORES TO HOIST AND FASTEN A GIANT CLOCK TO A CONCRETE COLUMN IN THE SCIENCE CENTER'S ELDRIDGE COMMONS. THE CLOCK WAS DESIGNED AND BUILT BY JAKE BECKMAN '04 (THIRD FROM LEFT), THE SAME SCULPTOR RESPONSIBLE FOR THE OVERSIZED ADIRONDACK CHAIR THAT GRACES PARRISH LAWN DURING WARMER MONTHS. THE 400-POUND, BATTERY-POWERED CLOCK IS MADE OF STEEL FABRICATED AND WELDED BY BECKMAN IN A BEARDSLEY HALL STUDIO. FOR THEIR CLASS GIFT TO THE COLLEGE, BECKMAN'S CLASSMATES CONTRIBUTED ABOUT \$3,000 TO BUILD THE CLOCK.



Quietly Brilliant

Tafadzwa Muguwe '05 took a risk coming to Swarthmore, and it continues to pay off in spades. Last semester, this senior biology major from Athlone, Zimbabwe, became the third Swarthmore student since 2000 to win a Rhodes Scholarship. One of two Zimbabweans chosen this year, Muguwe will study pharmacology at Oxford University beginning next fall.

Seeing the effects of HIV in his home country motivated Muguwe from an early age to want a career in medicine. Choosing Swarthmore over an assured acceptance into medical school at home was a hard sell at first. "I was more on the side of doing what was guaranteed, but my family encouraged me to pursue this opportunity," he says. "Now, I still want to be a doctor. But coming here made me realize I could contribute in so many different ways, including research into a cure. Swarthmore taught me to dream big—for myself and my country."

At Swarthmore, Muguwe also experienced what he calls a "paradigm shift" in how he sees the teacher-student relationship. "My one-on-one class on viruses with Amy [Cheng Vollmer, professor of biology] last semester was mind-blowing," he says. "I never expected anyone with a Ph.D. to set an hour aside every week just to talk to me about what I find interesting. I hope I won't take that for granted."

For her part, Vollmer says she learned just as much from him. "Every time I've offered a directed reading, it's been a good experience, but this one was amazing," she says. "He taught me so much, he could now offer this course. He wrote a paper each week. If I put

"THINGS HAVE TURNED OUT A LOT BETTER THAN I'D EVER HAVE ASKED FOR OR IMAGINED," SAYS TAFADZWA MUGUWE, SWARTHMORE'S LATEST RHODES SCHOLAR (FOREGROUND). "ORDINARY PEOPLE LIKE ME CAN DO THIS. I LIKE TO THINK THAT'S ENCOURAGEMENT FOR OTHERS JUST LIKE ME." WITH HIM IS HIS MENTOR, PROFESSOR OF BIOLOGY AMY CHENG VOLLMER.

them together, they could be an introductory primer on viruses."

In addition to his studies, Muguwe has played intramural soccer and participated in Sigma Xi and the Inter-Varsity Christian Fellowship. "In Zimbabwe, I lived in a society where almost everyone had some background in Christianity," he says. "It's definitely not like that here. Paradoxically, I got to understand more about my beliefs and have grown more as a Christian. I wouldn't have expected it to have happened that way."

Each of the Swarthmore's recent Rhodes winners reflects the College's excellence in science education. At Swarthmore, physics major Jacob Krich '00 studied the physics of liquid crystals, and Matthew Landreman '03, also in physics, studied the process called "magnetic reconnection" that occurs in plasmas. As a freshman, Muguwe lived in the same dormitory as Landreman and remembers congratulating him when he won in 2002.

"Matt was a major inspiration to me," Muguwe says. "For some reason, at that time I thought you had to be into politics to win the Rhodes. Seeing him do it as a scientist, I thought maybe I could do it."

For Vollmer and her colleagues, though, there was never any doubt. "Tafadzwa is in a class by himself, quietly brilliant. I fully expect that he's going to make great contributions to HIV research."

—Alisa Giardinelli

For a list of all 26 of Swarthmore's Rhodes Scholars, see the electronic version of this article at the Bulletin Web site: www.swarthmore.edu/bulletin. Also at that site are Muguwe's views on winning an award named for the chief British colonizer of his native land.

SWARTHMORE'S FIRST MITCHELL SCHOLARSHIP WINNER



Elizabeth Anderson '05 (left) is among 12 recipients nationwide of the George J.

Mitchell Scholarship for graduate study in Ireland and Northern Ireland, named in honor of the late Maine senator who played an important role in the Northern Ireland peace process. Anderson is the first Swarthmorean to win the scholarship, which was established in 1998 with an endowment from the government of Ireland. She was chosen from among 220 applicants from 166 U.S. colleges and universities.

A Christian history and theology major from St.

Joseph, Mich., she plans to study for a master's degree in ecumenics at Trinity College in Dublin.

—Jeffrey Lott

BOOK AWARD FINALIST

The Maiden of Ludmir: A Jewish Holy Woman and Her World (University of California Press, 2003) by Nathaniel Deutsch, associate professor of religion, was a finalist for the 2004 National Jewish Book Award. The award is the oldest and most prestigious prize given to books on Jewish subjects written in the English language. *The Maiden of Ludmir* is the first book-length account of one of the most fascinating figures in modern Jewish history. Hannah Rochel Verbermacher, a Hasidic holy woman, was born in early 19th-century Russia and became famous as the only woman in the 300-year history of Hasidism to function as a rebbe—or charismatic leader—in her own right.



—Marsha Mullan

AISHA HOBBS '99 JOINS LANG CENTER

Aisha Hobbs '99 has returned to the College to fill a newly created position at the Lang Center for Civic and Social Responsibility. The primary focus of her work will be the College's Upward Bound program, which works to prepare academically gifted Chester High School students for college. The position is funded

by Volunteers in Service to America. Hobbs will work with Cynthia Jetter '74, director for community partnerships and planning at the Lang Center and Upward Bound. Hobbs previously worked with the People's Light and Theater Co. of Malvern, Pa., where she focused on its New Voices program, a theater arts program for children from Chester.

—Jeffrey Lott

PHOTOGRAPHS BY JIM GRAHAM

Students Launch Radio Program on Iraq War

On the snowy weekend of Jan. 21–23, a dozen Swarthmore students worked under the tutelage of four professional broadcast journalists to produce a pilot radio program on the war in Iraq. Energized by the experience and the results, the students, with the support of the Swarthmore administration, are launching *War News Radio*, a daily, student-produced radio program.

The Swarthmore students hope to provide the public with a valuable source of news and perspective on the on-going conflict in Iraq. The summary will be broadcast over the Internet.

"We see this program as a good way for us to have an impact on the debate over the war and provide listeners with some of what's missing from the mainstream media coverage of Iraq," said Eva Barboni, a junior from Pittsburgh, who is working on the project. "We intend to provide more context and, through interviews with everyday citizens there, more Iraqi perspective on the war."

The pilot broadcast, for example, features an interview with a young Iraqi who works as a clerk at a Baghdad hotel hosting many international journalists.

Swarthmore's *War News Radio* is the brainchild of David Gelber '63, a member of the Board of Managers who is a producer for CBS's *60 Minutes*. Gelber was inspired by a similar radio program on the Vietnam War that aired on Pacifica Radio in the early 1970s. One of the producers of that program was Paul Fischer, who is now Gelber's colleague at CBS.

During the weekend workshop on campus, Gelber, Fischer, and two other broadcast journalists worked with the students to teach them the basics that go into the production of a radio program. Within hours, the students were conducting their first telephone interviews with journalists, officials, and everyday Iraqis.



WREN ELHAI '08 (LEFT) AND ARIANA NASH '06 RECORD THE FIRST PROTOTYPE OF A WEEKLY STUDENT-REPORTED RADIO REPORT ON THE IRAQ WAR. THE PROJECT IS THE BRAINCHILD OF CBS PRODUCER DAVID GELBER '63.

TOM KRATTENMAKER

Also working with students at the workshop were Amanda Klonsky, a Chicago-based documentary radio producer, and Jessie Graham, a freelance radio reporter and producer based in New York who is soon heading to Iraq to train journalists.

"Iraq is the most serious event in U.S. foreign policy since Vietnam, and yet a lot of what's going on there is not covered by the mainstream media," Gelber said. "The fact that Swarthmore students will be reporting some of what the big media are missing—and the fact that the college is enabling the students to do it—is more evidence of what a truly unique place Swarthmore is."

—Tom Krattenmaker

Women's Basketball Stays Strong

Women's basketball (16–11, 11–7 Centennial Conference [CC]) The Garnet made its fifth appearance in the CC play-offs in the last six seasons. Swarthmore drew the fourth seed in the tournament, earning a home play-off game. The women defeated Gettysburg 70–63 in the first round, when Ali Wolff '05 led a balanced attack with 14 points and eight rebounds. The team's play-off run came to an end in the semifinal round when it fell to top-seeded Dickinson 67–42. On the season, Radiance Walters '06 led the Garnet in scoring and rebounding, averaging 10.5 points and 9.2 rebounds per game, and received All-CC honorable mention. Wolff closed out her career 11th on the Garnet's all-time scoring list with 705 points and was 13th in rebounds with 503. The co-captain finished second with a 77.3 career free-throw percentage. Co-captain Kristen Lee '05 led the team with 24 blocked shots and finished seventh on the Garnet career list with 52. As a team, the Garnet led the CC in defense, holding opponents to an average of 53.4 points per game; they set a record for most 3-pointers in a season with 147 and another record for most blocked shots with 87.

Men's basketball (4–21, 3–15 CC) With just one senior in the starting lineup, the Garnet were the youngest team in the CC. Senior captain Matt Gustafson guided the squad, leading the conference in scoring at 20 points per game. Gustafson closed out his stellar career as the Garnet's all-time leading scorer with 1,671 points. He also set the record for career 3-pointers (187) and was fourth in blocked shots (60). Gustafson pulled down 551 rebounds and is the only player in Swarthmore history to record more than 1,500 points and 500 rebounds. Gustafson excelled both on the court and in the classroom, earning second-team All-Conference and *ESPN the Magazine* Academic All-District II Men's Basketball first-team honors.

Freshman Ian McCormick was second on the team in scoring (11.6) and rebounding (6.0) and

led the squad with 37 blocked shots, finishing second in the CC. McCormick posted the sixth-best single-season block total and is now 10th on the career list. Chris Casey '07 was fourth in the CC with 1.45 steals per game. His 42 steals placed him third on the Garnet single-season list. Dillon McGrew '07 was third on the team in scoring (9.3 ppg) and led the team with 44 3-pointers. He is now



JIM GRAHAM

SENIOR MATT GUSTAFSON (RIGHT) SET AN ALL-TIME CAREER SCORING RECORD OF 1,671 POINTS, ECLIPSING PREVIOUS RECORD-HOLDER SCOTT GIBBONS '92, WHO DROPPED IN 1,563 IN FOUR SEASONS WITH THE GARNET.



RADIANCE WALTERS '06 (TOP) LED THE WOMEN IN SCORING AND REBOUNDING. DEBRA FARRELLY '06 (BOTTOM) TURNS THE CORNER AGAINST WASHINGTON COLLEGE. COACH ADRIENNE SHIBLES (OPPOSITE) ANNOUNCED HER RESIGNATION FOR PERSONAL REASONS AT THE END OF THE SEASON. HER RECORD WAS 138–96 DURING NINE SEASONS AT SWARTHMORE.

in 11th place on the career 3-point list with 67.

Women's swimming (7-4, 5-2) The Garnet finished third at this year's CC Championships. Jennie Lewis '08 paced the squad at the championships, winning five medals. Lewis captured gold with the 200-freestyle relay team of Franny Zhang '08, Kathryn Jantz '05, and Sarah Cotcamp '07 (1:40.20). Lewis also earned silver medals in the 100 butterfly (59.69), the 800 freestyle relay, and the 400 freestyle relay, and a bronze in the 50 freestyle (24.79). The 400 freestyle relay of Zhang, co-captain Melanie Johncilla '05, Cotcamp, and Lewis set the College record with a time of 3:37.12, provisionally qualifying for the NCAA Championship. The 800 freestyle relay team of Lewis, Zhang, Johncilla, and Whitney Nekoba '08 also swam an NCAA provisional time of 7:55.82. Lewis also set a Swarthmore record in the trials of the 50 free, posting a time of 24.79. Co-captain Katherine Reid '05 also had a stellar championship, winning two silver medals and setting two College records. Reid finished second in the 500 freestyle (5:16.17) and the 1,650 freestyle in a College record time of 18:05.56. Her 1,000 split of 10:55.21 in the 1,650 also rewrote the record book.

Men's swimming (5-5, 4-2) The Garnet finished third at the CC Championships. Andras Koczko '07 paced the Garnet with four medals. Koczko won a gold medal in the 100 breaststroke in 1:00.02 and a bronze medal in the 200 breaststroke in 2:14.63. He also won two medals on relays. The 200 medley relay team of Anders Taylor



THE BADMINTON
DOUBLES TEAM OF
CANDICE CHERK (LEFT)
AND JESSICA LARSON
EARNED A TRIP TO THE
NATIONAL BADMINTON
CHAMPIONSHIP IN
LATE MARCH.

PHOTOS BY MARK DUZENSKI

'07, Koczko, Mike Auerbach '05, and Jonathan Augat '07 earned a silver medal in 1:38.18, and the 400 medley relay team of Koczko, Taylor, Auerbach, and Jason Horwitz '07 earned a bronze in 3:36.72. The 800 freestyle relay team of Andrew Frampton '08, Taylor, Horwitz, and Augat also captured a bronze medal in 7:18.31. Frampton shattered the College record in the 1,650 freestyle by more than 10 seconds with a fourth-place finish in a time of 16:43.6. Frampton also set the 1,000 freestyle record early in the season, touching the wall in 10:02.75.

Men's indoor track The Garnet finished in eighth place at the CC Championships. The relays set the pace for the Garnet at the championship meet. The distance medley relay team of Vernon Chaplin '07, James Golden '05, Keefe Keeley '06, and Tyler Lyson '06 set a College record in 10:27.04 to earn a silver medal. The Garnet's 4 x 800 relay squad of Golden, Duncan Gromko '07, Keeley, and Paul Thibodeau '06 also earned a silver medal in a College-record time of 8:02.77. Chaplin earned a bronze medal in the 800, crossing the finish line in 1:58.58. Earlier in the season, Chaplin posted a time of 1:56.21 to set the College record in the event.

Women's indoor track The Garnet placed ninth at the CC Championships. Sarah Hobbs '06 won two silver medals, and Kavita Hardy '08 earned a bronze medal to lead the Garnet. Hobbs placed second in the 5,000-meter run in a College record time of 18:01.76, and she also placed second in the 3,000, crossing the finish line in 10:24.38. Hardy earned a bronze medal in the 800 in 2:24.38. Rebecca Burrow '08 finished in fourth place in the long jump with a leap of 16'1". During the season, Hobbs also set College records in the 3,000 (10:17) and the mile (5:16.67), and Burrow posted a new standard in the pole vault, clearing 9'6".

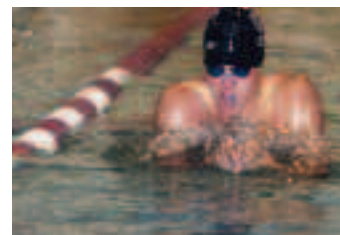
Badminton (6-1) The Garnet finished in XX place in the Philadelphia Association of Intercollegiate Athletics for Women (PAIAW). Jessica Larson '06 and Candice Cherk '07 led the squad as Larson posted a 4-1 PAIAW singles record, and Cherk went 5-0 in conference play. The duo also had success at the Northeast Collegiate Tournament, leading the Garnet to a fourth-place finish. Both Larson and Cherk advanced to the semifinals of the singles pool and teamed up to reach the finals in doubles, earning a trip to the National Badminton Championships.

—Mark Duzenski



COMMITTEE UPDATES ATHLETICS REPORT

The Advisory Committee on Physical Education and Athletics has issued a second progress report on the College's stated goal of improving its intercollegiate Athletics Program. The committee monitors and assesses four aspects of the program: the quality of play, participating students' perceptions and experiences, the campus culture and support for the program, and issues of recruitment and admissions. The latest report focuses on data concerning the quality of play and the admissions experience. The 32-page report is available in pdf format at www.swarthmore.edu/news/athleticsreport2005.pdf. For a print version, call the Office of News and Information at (610) 328-8533.



MARK DUZENSKI

ANDREW KOCZO '07 WON A GOLD
MEDAL IN THE 100-METER BREAST
STROKE AND A BRONZE IN THE
200 BREAST STROKE AT THE
CENTENNIAL CHAMPIONSHIPS.



INTERVENING IN GENOCIDE

Two Swarthmore students are leading an unusual effort to mobilize the public against genocide in Darfur, Sudan. Senior Mark Hanis and junior Andrew Sniderman, both political science majors, have created a Genocide Intervention Fund (GIF) to privately finance the U.N.-mandated African Union (AU) peacekeeping mission there. The AU force is believed to be the only one willing and able to provide security to the victims of what former Secretary of State Colin Powell last year called “genocide.”

It is estimated that the Sudanese civil war has killed up to 300,000 people and displaced more than two million. Only about 900 of the 3,000 troops the AU says it can provide have been deployed to a region the size of Texas. Although one U.N. agency called the situation “the worst humanitarian crisis in the world,” a commission set up by the Security Council recently refused to call it genocide—a designation that would have required more action by the international community.

“We conceived of the GIF to give private citizens a collective voice to demand action—and to provide a mechanism to help a peacekeeping force provide desperately needed security in Darfur,” says Hanis, who previously worked for a U.N.—spon-

THIS DRAWING, DONE IN A REFUGEE CAMP IN DARFUR, SUDAN, SHOWS A CHILD’S-EYE VIEW OF THE CRISIS THERE. SWARTHMORE STUDENTS HAVE STARTED A NEW NONGOVERNMENTAL ORGANIZATION TO ADDRESS THE HUMANITARIAN CRISIS IN SUDAN.

sored war crimes tribunal in Sierra Leone (see March 2002 “Collection”).

The project has gained endorsements from a number of prominent diplomats and both former and current government officials, including three members of Congress. In December, the Center for American Progress, headed by former Clinton Chief of Staff John Podesta, helped the GIF begin to receive donations. In January, the organization received nonprofit status and began collecting private donations at its Web site, www.genocideinterventionfund.org.

The work by Hanis, Sniderman, and the dozens of students they have recruited to help with the project follows an emerging pattern of student activism that emphasizes taking action rather than merely pressuring political leaders or protesting in public.

“This generation of activists seems to take matters into their own hands,” says Dean of the College Robert Gross ’62. “They don’t rely on others to initiate change. They’re more likely to see a problem, figure out a potential solution, and give it a try.”

—Jeffrey Lott

KOWALEVSKY AWARD FOR GILBERT

Scott Gilbert, the Howard A. Schneiderman Professor of Biology, has been awarded the 2004 Alexander Kowalevsky Medal. The award, instituted in 1910, is given each year by the St. Petersburg Society of Naturalists for extraordinary achievements in comparative zoology and embryology. The citation called Gilbert “one of the most distinguished scientists in the field of evolutionary developmental biology.” Gilbert’s textbook *Developmental Biology*, now in its seventh edition, helped popularize the field and bring it into the mainstream of developmental biology. The St. Petersburg Society of Naturalists was founded in 1868 and is one of Russia’s oldest scientific societies. Kowalevsky (1840–1901) was Russia’s leading 19th-century experimental biologist.

—Marsha Mullan

SEVEN NEW MANAGERS TO JOIN BOARD



BARASCH



DINGFIELD

In May, the College will welcome seven new members of the Board of Managers. Board bylaws were recently changed to begin managers’ terms at its May meeting instead of in December. The following alumni will begin their terms at that time:

Richard Barasch ’75, a term manager, chairman and chief executive officer of Universal American Financial Corp., a life and health insurance holding company with a primary emphasis on the senior market. Barasch participated in the Jonathan R. Lax Conference on Entrepreneurship as a panelist in 2002 and has served as an admissions

SAT STRESS

The perfect 1,600 will seem shabby when the first scores from this month's all-new Student Assessment Test (SAT) start trickling back. The new SAT, scored on a 2,400-point scale, eliminates analogies and quantitative comparisons, adds more reading passages, algebra questions, and an entirely new 800-point writing section.

High schoolers already caught in the college admissions grind were more stressed than usual by conflicting advice about whether they should take both versions of the test—the old one during its swan song last fall and the new one in the spring—to obtain the best pos-

sible score. According to *The Wall Street Journal*, the two major test preparation companies are at odds: Kaplan says juniors should take both tests; Princeton Review says that is a waste of money.

Dean of Admissions and Financial Aid James Bock '90 shares the latter view.

"A lot of juniors are panicking about the old and the new test," he said. They shouldn't be. "They shouldn't be spending all that extra money."

All this anxiety arises over just one component of the admissions file. Bock says that Swarthmore may actually rely on SAT scores much less than other colleges, simply because

the College sees such a glut of scores at the top of the curve, leading the admissions committee to focus more on "fit" and less on numbers. In fact, less than 40 percent of students with perfect 800s in verbal or math were admitted in 2004. Some potential applicants look at this statistic and think it means they'll never get in, but Bock says it can be viewed in a different light: By passing over so many with top scores, the Admissions Office makes room for exceptional students who may have scored 300 to 400 points below Swarthmore's median but still rank several hundred points higher than most other students from their

high schools.

Good scores do help—although fewer than 40 percent of students with perfect 800s are admitted, less than 35 percent of students with scores of 750 to 790 get in, and so it continues down the chart.

Test scores aren't everything, but they are a standard that has no other substitute in the admissions process. As Bock says: "They're the common denominator regardless of what kind of school you attended—public, private, parochial, urban, or rural."

—Elizabeth Redden '05

interviewer and on the ad hoc Visibility/Communications Committee.

Mark Dingfield '01, a young alumni manager, is employed by Microsoft as a marketing manager in Redmond, Wash. As a student, Dingfield served on the Dean's Search Committee, the Athletics Review Committee, and was the fourth highest scorer in Swarthmore's Varsity Lacrosse history.

Susan Levine '78, a term manager, joined the San Francisco-based firm Watershed



LEVINE



LLOYD-JONES

Anne Rutledge Lloyd-Jones '79, an alumni manager, is senior vice president of the New York office of HVS International, an international financial and real estate consulting firm specializing in hotel consulting,



RICHARDSON



SINGLETON

valuation, and research. Lloyd-Jones has served on the Alumni Council and as a class agent. She also served on the board of the Swarthmore Club of New York.

Larry Richardson '78, an alumni manager, is vice president and managing director of investment banking at A.G. Edwards and Sons Inc. in Chicago. Richardson served as a career dinner speaker and has been an admissions interviewer. He has also served on the Alumni Council and was a participant in the career planning program.

David Singleton '68 returns to the Board as a term manager. He serves as chief admin-

istrative officer for New Castle County, Del., where he works for the county executive. He previously served as secretary of finance for the State of Delaware. Singleton came to the state job from a career in real estate and facilities development in the financial services industry. He was a member of the Board of Managers from 2000 to 2003, serving on the Development and Communications Committee and as vice chair of the Property Committee. He currently chairs the Annual Fund and was a panelist at the 2004 Lax Conference.



SRINIVASAN

Sujatha "Suj" Srinivasan '01, a young alumni manager, is employed as an associate on the Derivative Products desk in the fixed income, currency, and commodities division of Gold-

man Sachs. As an alumna, she has volunteered as an admissions interviewer. As a student, she worked as an admissions tour guide, an academic mentor, and a resident assistant. She also studied abroad as part of the Swarthmore Program in Grenoble, France.

—Audree Penner

Asset Management LLC as chief operating officer in March. Watershed Asset Management is a hedge fund that manages capital for endowments and foundations. She previously worked as a managing partner and co-founder of Quince Hill Partners LLC. Levine was a panelist at the 2004 Lax Conference and a career dinner speaker in 2004.

THE PARRISH *Challenge*

A \$5 Million Challenge for Parrish Hall

A CHALLENGE GRANT FROM THE KRESGE FOUNDATION has galvanized Swarthmore's effort to renovate Parrish Hall. Under the terms of the grant, announced in December 2004, Swarthmore must raise \$4 million in new contributions before Dec. 31, 2005, to claim an additional \$1 million from Kresge.

The Kresge Foundation—an independent, private foundation created in 1924 by the personal gifts of Sebastian Kresge—frequently offers such challenges to spur institutions in their fund-raising.

Work began in September 2004 on the Parrish Hall portion of an \$18.4 million project that includes remodeling Sproul Observatory as an alumni center and endowing the future maintenance of both Parrish and the College's new Alice Paul '05 Residence Hall. Successful completion of the challenge will round out funding that began with significant gifts from alumni including \$10 million from Jerome Kohlberg '46.

Opened in 1869 and rebuilt after an 1881 fire, Swarthmore's original building is named for Edward Parrish, the College's first president.

All funds raised to claim the Kresge challenge—and the challenge itself—will be counted as part of The Meaning of Swarthmore, the College's 7-year, \$230 million comprehensive campaign.

Consistent with its historic uses, the renovated "College Building" will continue to house administrative offices, student activities, social venues, the College post office, and rooms for 112 male and female students.

The College will bring the building up to 21st-century standards for safety, accessibility, and communications. A new College post office will be created in the former Admissions Office—and, earlier, dining room—space. The Admissions Office will move to a revitalized Commons on Parrish's second floor.



JEFFREY LOTT

Parrish will continue to play a central role in student life, providing residential, student activity, and administrative spaces, fostering daily interaction among students, faculty, and staff. In recognition of Parrish's aesthetic and symbolic value, few changes will be made to the building's exterior. The Parlors will be preserved.

The renovation will accommodate 112 student residents on the third and fourth floor and displace 50, who will be housed in Alice Paul Hall, the new 75-bed dorm, which

PARRISH HALL RENOVATIONS CONTINUED THIS WINTER WITH THE INSTALLATION OF HEATING AND AIR-CONDITIONING EQUIPMENT IN THE DOME ATOP THE BUILDING'S CENTER SECTION.

is located next to Mertz Hall. The remaining 25 beds will accommodate students from elsewhere on campus. The new dorm, dedicated to the Class of 1905 alumna, does not signal an increase in enrollment.

—Jeffrey Lott

STOTT HEADS PARRISH VOLUNTEER COMMITTEE



STEVEN GOLDBLATT '87

GILMORE STOTT, associate provost emeritus and assistant to the president, is chairing a volunteer committee of more than 50 alumni that will help the College meet a \$1 million challenge by the Kresge Foundation for the ongoing renovation of Parrish Hall.

Now fully retired after a distinguished career as a teacher, administrator, dean, and mentor to generations of Swarthmore students, Stott occupied an office in Parrish Hall for more than 50 years. Co-chairs of the effort are Barbara Jahnel Dingfield '66,

Asahi Pompey '94, Jack Riggs '64, and J. Lawrence Shane '56. All are current or former members of the Board of Managers.

"Parrish Hall occupies a special place in the hearts of generations of Swarthmore students and alumni," Shane said. He said that the renovation, which got under way in September 2004, will "honor the building's traditional purposes—and its multiple uses—while bringing it up to date to meet the demands of a world-class liberal arts college in the 21st century."

GILMORE STOTT (ABOVE), HONORARY CHAIR OF THE PARRISH CHALLENGE VOLUNTEER COMMITTEE, WORKED IN PARRISH FOR MORE THAN 50 YEARS. CO-CHAIRS OF THE COMMITTEE ARE (LEFT TO RIGHT) BARBARA JAHNEL DINGFIELD '66, ASAHI POMPEY '94, JACK RIGGS '64, AND J. LAWRENCE SHANE '56.



Parrish the Thought

Musings on a Remarkable Building

LIBERAL LEARNING

Better that the children should grow up without a dollar to begin life with than that they should come to manhood and womanhood without their faculties being expanded and their intellects expanded by liberal learning.

—Edward Parrish
President of the College, 1864–1871

SOUND, HONEST, DURABLE, AND WITHOUT PRETENCE

The main building is, from an architectural point of view, extraordinarily good, considering the period in which it was built.... The building, though plain, is in no sense squalid. Rather it reminds one of the best type of French official architecture in the [1850s and 1860s] ... the stone and wood used in construction are all, as might be expected in a Quaker foundation, sound, honest, durable, and without pretence. In a word, the building exactly suits the institution.

—J. St. Loe Strachey
Swarthmore College, a Comparison and an Opinion (1927)

COW INVADES PARRISH!

The early hours of last Friday morning were indeed eventful ones for the fair coeds of Second West. Shortly before dawn their peaceful slumbers were rudely shattered by the bovine musings of a cow which had suddenly turned intellectual. However, under the supervision of Miss Stilz, the intruder was ejected. Beauty was rescued



©MICHAEL HALBERT

from the Beast, and all was quiet on Second West.

This was not the first time that Parrish's sacred precincts [*sic*] had been profaned by a bovine presence. On the morning of January 17, 1908, a group of freshmen, led by Lew Darnell, desired some amusement. By the chances of

Fate they also picked out Second West for the home of their cow. They experienced some difficulty with "Father Time," the night watchman, but a decoy attack on the kitchen left the front stairs unguarded, and their purpose was soon achieved.

—*The Phoenix*, Nov. 5, 1929

Contribute your own Parrish thought in a letter or e-mail to the Bulletin.



b r i g h t

s h a d o w s

By Carol Brévar-Demm



MEGHAN KRIEGEL MOORE '97

During a foggy afternoon in Gloucester, Mass., with ships looming ghostlike in the mist, Kevin Chu '72 took Jared Thompson '05 on a tour of the harbor. Chu (*at right in photo*), special assistant to the regional administrator in the Northeast Regional Office of the National Marine Fisheries Service, explained the complexity of managing fisheries, exposing Thompson to the broader policies and goals, political pressures, and their importance.

"The office is responsible for managing all the marine fisheries in federal waters off the coast of the Northeastern United States as well as managing endangered species protections in the region and marine mammal protection," Thompson says.

Thompson is one of 188 Swarthmore students who took advantage of the College's burgeoning Extern Program this winter. Running from Jan. 10 to 14, the program involved 165 alumni offering about 200 extern opportunities—several sponsors offer more than one externship. Students are able to try out professions including medicine, law, government, education, nonprofits, publishing, art, theater, business, architecture, and religion.

Wrestling with "thorny budget issues," Chu says he dragged Thompson to several long, potentially tedious meetings to discuss the organization's budget problems. "I wanted to show him the kind of background work that has to happen to keep a federal organization functioning," Chu says. Also involving him in the daily routine work necessary to manage fishing, he asked Thompson to draft a letter for the regional administrator's signature, to be sent to a fishing industry group currently developing a vision for the future of the northeastern fishing fleet. After reviewing material on the group's Web site and discussing the political sensitivities of what the government support would mean and what kinds of commitments the government could make, "Jared drafted a letter that dealt nicely with the nuances of the relationship between the government and the fishing organization," Chu says.

"I hope Jared learned why the government appears to be so slow and unresponsive," Chu says. "We are like a huge ship in the ocean. It takes a lot of time to change course, and a lot of things have to happen after the captain gives the order, before that change is effected."

In the College's Extern Program, students explore careers by observing alumni at work in a variety of professions.

Thompson lived with Chu in a seasonal research station, about 45 minutes away from Gloucester. Chu says, “What amounted to a four-day seminar on fisheries management and policy was a pleasure for me. Because Jared both worked and lived with me, there was ample time for informal conversation. We found that we both enjoyed a cappella singing, he in the Swarthmore group Sixteen Feet and I in a little barber-shop quartet.”

At 6:30 on a mid-January evening, Joseph Piatt '75 and Brandon Lee Wolff '08 were eating dinner with Piatt's family at their home in Lower Merion, Pa., when Piatt's beeper sounded. There was an emergency at St. Christopher's Hospital for Children in North Philadelphia, where he is chief of pediatric neurosurgery. Piatt rushed to the hospital—accompanied by Wolff, an extern shadowing the doctor for a week.

Wolff says: “We had left in the dark that morning to arrive at the hospital at around 7 a.m., and now it seemed like *déjà-vu* to be leaving the house again in the dark and returning to hospital, this time at 7 p.m.”

Hardly had they reached St. Christopher's, when another page signaled a second emergency. Both cases were life threatening. “Dr. Piatt had to think very fast how to be in two places at once,” Wolff says. Performing quick minor surgery on the first patient to ensure his survival, Piatt, with Wolff at his side, raced to the emergency room (ER) to find the second child had just arrived by ambulance. In view of the child's life-threatening condition, Piatt decided to bypass the normal protocol of admitting him to a trauma room in the ER and send him directly to the operating room.

“The two of us were literally running through the halls of the hospital, from the OR to the ER to the ICU and back again,” Wolff says. “We had to change into scrubs again for the second surgery. It was quite hectic in the OR because so much was happening at once, everything was moving so fast. There were eight people in the room, each doing different things. The phone kept ringing, and there was nobody to answer it, so they asked me to pick up and say, ‘OR 4.’”

Besides communicating phone messages between the anesthesiologist and the OR staff, Wolff assisted further that night by making sure that medical supply carts were easily available to nurses and doctors. Most-



ELEFTHERIOS KOSTANS

ly, he watched.

“The second surgery lasted a little under three hours, and the preparation, cleanup, and follow-up with the other patient made the whole “on-call” emergency visit to the hospital just over five hours,” Wolff says. Leaving the building at midnight, Piatt and Wolff ended a day of more than 16 hours. For Piatt, this stretch was not unusual, but for a freshman whose waking hours during winter break had often started at noon, it was quite a change—and Wolff relished every minute of it.

Wolff was not only thrilled at the opportunity to witness brain surgeries at close quarters but also amazed by the surgeons' willingness to explain procedures as they worked. “Most of the time, I observed from about 3 feet away. However, at times, they would call me closer to see specific parts of the brain, explain its anatomy, and show me the instruments they were using.” In a bare, white space filled with bright lights, computers, wires, tubes, and trays of surgical tools, the atmosphere was unexpectedly calm. Even the constant conversation wasn't always related to the work at hand. “Sometimes, they even talked about what they did last night or what they'd seen on television—not what I'd anticipated in an operating room,” says Wolff.

In addition to observing neurosurgery and assisting in the OR, Wolff accompanied Piatt on his daily hospital rounds and sat in

EXTERN BRANDON LEE WOLFF (LEFT) WAS PLEASED BY THE WILLINGNESS OF HIS SPONSOR, NEUROSURGEON JOSEPH PIATT, TO EXPLAIN HIS WORK.

on his office hours. One early-morning meeting at Shriner's Hospital concerned plans for a new program to help pediatric spinal-cord injury victims—the first of its kind for children in the country. Wolff says, “It was a fascinating meeting that held my attention for a full hour—at 6:30 a.m.” A cordial relationship developed between Wolff and Piatt, who says his goal as an externship sponsor was to allow the student to “experience some of the variety of work environments and lifestyles that exist in the practice of medicine.”

Some of that variety was provided by Piatt “sharing” Wolff with two other Swarthmore-educated physicians at St. Christopher's: Eleanor Maloney Smergel '73, chief of the Section of Computed Tomography and Magnetic Resonance Imaging and associate professor of radiological sciences at Drexel University College of Medicine, with which St. Christopher's is affiliated; and Colette Mull '84, attending physician in pediatric emergency medicine and assistant professor of pediatrics and emergency medi-

SENIOR APARNA KISHOR (RIGHT) SAYS OF HER EXTERNSHIP WITH ATTENDING PHYSICIAN IN PEDIATRIC EMERGENCY MEDICINE COLETTE MULL, “IT ONLY STRENGTHENED MY RESOLVE TO BECOME A DOCTOR.”

“The two of us were literally running through the halls of the hospital, from the OR to the ER to the ICU and back again. We had to change into scrubs again for the second surgery.”

cine, also at Drexel University College of Medicine. With Smergel, Wolff learned to read X-rays, CAT scans, and magnetic resonance images. After shadowing Mull in the ER for one day, he says: “Through the communication between doctors, residents, and nurses, I learned a lot of medical information and terminology and about different types of diseases and disorders. I witnessed how varied this field is, as a doctor goes from a patient with an eye problem to a patient with a broken bone to a patient with chest pains.”

Like Piatt, Mull has been hosting Swarthmore externs for several years. This year, she sponsored Aparna Kishor '05, who was present when a child was brought into the ER with decreased vision and confusion. “It was fascinating to watch the doctors use the various chemical and visualization tools at their disposal to identify what was wrong with the patient. Eventually, it was discovered that he had encephalitis,” Kishor says.

As head of the emergency room during her shifts, Mull deals with a constant stream of resident physicians and medical students presenting information on their patients—

the history of their symptoms, their medical examination results, suggestions for a diagnosis, recommendations for lab or radiological work, and treatment options.

Mull also arranged for Kishor to visit the hospital's primary care clinic, where she was able to observe doctors performing basic well-child examinations, even using a stethoscope to listen to some of the patients' lungs. She attended research meetings with Mull, who says: “She actually had something to offer and chimed in, which was great. We've had some good discussions. She's very intelligent, very mature.” Like Wolff, Kishor spent time with Smergel in the Radiology Department, and she attended a spina bifida clinic with Piatt.

Kishor had already decided upon a medical career and wished to use an externship “as a tool to gauge my career. It only strengthened my resolve to become a doctor.”

Mull says she enjoys hosting externs not only to expose them to life in a hospital but also because she believes that, as an alumna, she can “put a more personal face on the career of medicine. The Swarthmore tie allows the relationship to be much closer,” she says. “They can come over to your house

and see what it's like to balance career and family life. I think it's especially important for women who want to have it all and are often the ones doing the bulk of the balancing act between career and family. The students are able to see that it is possible—or that maybe that it doesn't look so desirable after closer examination. You can go either way, and both are good lessons.” Mar-

ried to Michael Dreyer '84, a primary care physician, and the mother of 8-year-old Alex, Mull was looking forward to having Kishor visit her home for dinner. “Getting that lifestyle piece in is crucial,” she says.

Mull believes also that she can help those students who have been discouraged from pursuing medical careers because their grades are deemed too low for acceptance into top-tier medical schools. Describing herself as “an average student,” who was advised not to apply to medical school, Mull—via a long, circuitous route—graduated from Temple University Medical School in 1992. She believes that it is important to let students know that, having been admitted to a college like Swarthmore, they will be welcomed at many good, even if not top-tier, medical schools. “Many of the students who are bright and caring, yet struggling, just need someone to say, ‘Yeah, you can do it.’ If I can be the person to make the difference in their lives, that's a huge motivation for me.”

On the other side of the country, two Swarthmore externs were being kept busy by Jennifer Owen '94, acting director of marketing for the San Francisco Opera (SFO), who enjoys both “mentoring” and being around “bright, motivated Swarthmore students.” Micaela Baranello, a sophomore music major and history minor used her writing skills to draft promotional e-mails for the opera's mailing list and participated in discussions about revising one of the opera's Web sites. She proofread the press release and brochure for the 2005–2006 season, which was announced at a press conference on Jan. 12. During a session with the box office managers, she accompanied them through the opera house as they discussed pricing and demand for each of the seating sections.

“I selected the externship because I wanted to see the inner workings of a large performing arts organization,” Baranello says. “Marketing isn't necessarily the field I would choose, but I valued the chance to see its role in a large organization.” She is, however, interested in music librarianship and was pleased that Owen facilitated visits for her to the opera's orchestral music library, the San Francisco Performing Arts Library, and the San Francisco Symphony Library. Staying with Seth Brenzel '94, also a music major while at Swarthmore, and his partner



ELEFTHERIOS KOSTANS



MICAELA BARANELLO (LEFT) AND TORI MARTELLO (RIGHT), SEEN HERE IN THE LOBBY OF THE SAN FRANCISCO OPERA HOUSE, BOTH FOUND THEIR EXTERNSHIPS WITH ELIZABETH OWEN VALUABLE AND FUN.

Malcolm Gaines, she had the opportunity to attend a San Francisco Symphony Chorus rehearsal with them.

Tori Martello '08 was busy in SFO's Public Relations and Communications Department, helping prepare press packets and ensuring that reporters and speakers got to their allotted places and were made comfortable for the upcoming press conference. "Before my externship," Martello says, "I had not realized that the SFO is such a major opera house, and keeping the 2005–2006 season secret until the press conference was essential. It was exciting to see all the hard work pay off after a hectic first few days."

Owen says: "I wish the program had

existed when I was in college, to help open my eyes up to [a variety of] career possibilities. It's a great way for students to test the waters without the commitment or financial strain of a summer-long or semester-long internship."

An externship can sometimes help students cross a career off the list. Sarah Mooers '88, manager of pharmaceutical technical operations at Merck & Co. Inc. in Philadelphia says, "I had an externship with an architectural firm while I was at Swarthmore, and it drove me straight into chemical engineering!"

As Laura Sibson, assistant director of alumni relations in the Career Services

An externship can sometimes help rule out a career. "I had an externship with an architectural firm," Sarah Mooers '88 says, "and it drove me straight into chemical engineering!"

Office, says, "Although sometimes, an externship is disappointing for a student, it's still valuable because they've learned what they don't want to do."

Mooers, a two-time sponsor, spent five days with Seth Hara '08, an engineering major who says he is "intrigued by pharmaceuticals." Mooers asked Hara to review reports of unusual occurrences on the pharmaceutical manufacturing lines and, using a new categorization system, examine the frequency of their root causes, looking for so-called three-peats (problems that arise more than twice and need more thorough investigation). Hara accompanied Mooers to meetings that exposed the inner workings of the industry. "Some concerned problems in need of immediate remedy, and that gave me an idea of how exciting and stressful the business world can be," Hara says.

Mooers invited Hara to a meeting of a new product introduction team she is leading. "I tried to show him not only the technical issues but also the team dynamics and how the culture of 'do the right thing' pervades our decision making," she says.

She made sure that Hara was included in every departmental activity and that they spent enough time together talking informally. "Each day, as we were walking across the plant site to meetings, to lunch, to the gate, we had time for Seth to ask questions. He asked wonderful questions.

"I see the externship as an opportunity to 'try on' a certain line of work for a week," Mooers adds. "Beyond the technical work, there are many things that influence job satisfaction: the nature of the people you work

with, the culture of your company, the hours you have to keep, the predictability—or lack thereof—of your day. I wanted Seth to see what it is like to work as a process engineer in a large company. I was able to take him on a long tour of the manufacturing area and show him granulation, drying, milling, blending, compressing, and column coating.”

Hara’s interest in engineering has increased since his week with Mooers, and he intends to pursue another externship, although not necessarily in pharmaceuticals. “It’s great to see a Swattie in the real world,” he says.

One student found an externship with the help of physician Joseph Becker ’66, who had met Pennsylvania Governor Ed Rendell years ago at the University of Pennsylvania. Colin Holtz-Eakin ’07 spent five days shadowing ML Wernecke, the senior policy manager in the Governor’s Office of Policy and Planning (GOPP) in Harrisburg, Pa., researching state educational financing trends, analyzing data, and attending the Pennsylvania Farm Show.

Wernecke says she is always interested in involving college-age people in GOPP work, awakening their curiosity while they are still young. She hopes to show them that “the policy analysis work we do in the GOPP

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DURING A WEEK WITH SARAH MOOERS AT MERCK & CO. INC, SETH HARA WAS ABLE TO TAKE A TOUR OF THE PHARMACEUTICAL MANUFACTURING AREA AND OBSERVE GRANULATION, DRYING, MILLING, BLENDING, COMPRESSING, AND COLUMN-COATING PROCEDURES.

Externships build alumni connections

The brainchild of then Alumni Council member Jed Rakoff ’64, the Extern Program was inaugurated in 1972, with about a dozen students participating in the Washington, D.C./Baltimore area, New York City, Philadelphia, and Boston.

“Swarthmore students were being asked to choose careers without having much hands-on experience of what those careers were really like,” says Rakoff. “Exposing students to the actual workings of careers they might be considering, as practiced by Swarthmore graduates not unlike themselves, and having them not only observe but modestly participate in the ongoing work, helped students decide if a particular career was right for them.”

Initially successful, the program faded in the early 1980s. In 1997, under the leadership of Jack Riggs ’64 and later Cynthia Graae ’62, working with other Washington, D.C.–area alumni, it was revived.

Graae says: “Jack gathered a group of people at his house. He had in front of him about 12 student applications and a couple of dozen offers from alumni to provide housing and jobs, and we sat there and tried to match people up.”

According to Riggs and Graae, the program was originally intended as a service by Alumni Council to the College and its students. However, as it expanded in both numbers of student participants and participating cities, it became too large for alumni volunteers to handle.

Now, the program is run jointly by the Alumni Council and the College’s Career Services Office, with administrative help from alumni relations staff. They encourage alumni to enroll as sponsors, hosts, or both. Currently, Nanine Meiklejohn ’68 and Jim Lindquist ’80 serve as national co-coordinators. City coordinators—Carol Hamilton ’87 in Washington, D.C.; Sue Turner ’60 in Boston; David Vinjamuri ’87 in New York City; James Lindquist ’80 in Philadelphia; Sharon Seyfarth-Garner ’89 in Cleveland; and Jennifer Owen ’94 in San Francisco—direct local teams of alumni to help set up the externships.

According to Nancy Burkett, director of

career services, “Alumni are thrilled to do it. They’re wonderfully supportive.” Recalling her tenure as national coordinator of the program, Graae, who has hosted more than 12 externs herself at her home, says, “I’ve never had an alum refuse unless they really couldn’t do it—Swarthmore alums are always willing to say yes.”

Laura Sibson, assistant director of alumni relations in the Career Services Office, who carried out benchmarking research on the program last year, says that Swarthmore’s program is by far the largest of its size among small, liberal arts colleges. “Our program is unique,” says Sibson, “because it provides housing for the students. No other school does that.”

National co-coordinators Meiklejohn, a legislative representative for AFSCME (American Federation of State, County, and Municipal Employees) and Lindquist, principal and director of electrical services at the Philadelphia design firm Kling, both of whom sponsor externs, see the program as a win-win opportunity for the College community as a whole. “The students are bright, inquisitive, and interesting, and the alumni are extremely generous with their time and commitment to the program,” Meiklejohn says. “It’s a two-way street; both find the program very rewarding, and I think that’s a big reason why it has grown so much in recent years.”

Lindquist, who has been involved with the program since 2001, adds: “My connections to Swarthmore had grown weaker over the years since graduation, and I looked on the Extern Program as a way to re-establish those connections. We know we are helping the students. We are enriched by their intellectual curiosity and approach to life—and we may even get a new perspective on our businesses and ourselves, as the externship makes us step (if only slightly) outside our normal roles for a week. The students are ambassadors of the College helping to strengthen connections among the College, the alumni, and the community.”

Jack Riggs concurs: “I think the program has helped build a sense of school and alumni spirit in a special way. Coming back to reunion is wonderful, but to have something like this that you can do each year—that’s so Swarthmorean.”

—C.B.D.

THE CRUCIBLE OF Character

A PERSONAL ACCOUNT OF SWARTHMORE'S CRISIS OF 1969

By Clinton Etheridge '69

Thirty-six years ago, at around noon on Jan. 9, 1969, I led a group of black students into the Swarthmore College Admissions Office in Parrish Hall as part of a nonviolent direct action. I was chairman of the Swarthmore Afro-American Students Society (SASS). We were seeking to redress what we felt were legitimate grievances concerning black admissions at Swarthmore. Our action precipitated what came to be known in the history of Swarthmore College as "the crisis."

The Phoenix of January 10, 1969, captured the moment:

As Deans Hargadon, Thompson, and Barr headed for lunch at Sharples, members of SASS appeared at the front door of the Admissions Office and motioned to Mrs. Mary W. Dye, Assistant in Admissions, who had just locked the front door, to open it. She informed them that the office was closed for lunch hour and proceeded to the back doors to lock them also. Clinton Etheridge, SASS chairman, walked around to the back doors where he met Dean Hargadon. Dean Hargadon asked him to please let the one remaining candidate for admission out. As Dean Hargadon opened the door for the candidate, Etheridge entered and walked towards the front door and let the remaining members of SASS in.

Once we were inside, there was no violence or destruction of property. The deans left on request, and the doors were padlocked. One of the most significant weeks in Swarthmore history was about to begin. When SASS left a week later, all the litter from our occupation and nonviolent direct action was removed. The admissions office was left undamaged and the files untouched. SASS had engaged in a disciplined, dignified, and nonviolent direct action.

However, like most of the outside press, the *Delaware County Daily Times* in their Jan. 10, 1969, edition gave a simplistic, stereotyped view of our action with the screaming headline: "Twenty Militants Seize Offices at Swarthmore." Little did that newspaper know that one of those "militants" would become chairman of the Maryland Public Utilities Commission (Russell Frisby '72, who attended Yale Law School). Or that another "militant" would become one of the nation's top black lawyers (according to *Black Enterprise*) and a senior partner with the multinational law firm of Holland & Knight (Marilyn Holifield '69, who attended Harvard



"The ultimate measure of a man is not where he stands in moments of comfort and convenience but where he stands at times of challenge and controversy."

—Martin Luther King



ROMARE BEARDEN, *THE DOVE* (1964), CUT-AND-PASTED PHOTOPRODUCTIONS AND PAPERS, GOUACHE, PENCIL AND COLORED PENCIL ON CARDBOARD, 13 3/8 X 18 3/4 INCHES; BLANCHETTE ROCKEFELLER FUND (877:1971); THE MUSEUM OF MODERN ART, NEW YORK, N.Y.; DIGITAL IMAGE © THE MUSEUM OF MODERN ART; LICENSED BY SCALA/ART RESOURCE, N.Y.

Law School and also served on the College's Board of Managers).

Over the years, I've come to the conclusion that stereotypes are a substitute for critical thinking about new or challenging aspects of human beings. Stereotypes conceal the complexity of the human condition.

Although we may not expect critical thinking and the absence of stereotyping from the outside world and its press, we certainly should expect it from the Swarthmore community. In this connection, the student-run *Phoenix* performed an invaluable service during the crisis with its balanced, nuanced daily coverage of a complex story, capturing for posterity the most detailed factual record of the events of that momentous week at Swarthmore.

On the surface, the crisis was about black admissions at Swarthmore. However, at a deeper level, it was really about the relationship of Swarthmore College to black America and to the American dream. In the 36 years since, I have thought long and hard about our nonviolent direct action—and what it meant for me, SASS, and Swarthmore. It was a watershed event and defining moment for us all. Crisis is the crucible in which character is tested.

IN OUR OWN SMALL WAY, MEMBERS OF SASS WERE TRYING to do at Swarthmore what Martin Luther King was doing at the national level. Dr. King was striving to make the American dream as relevant and meaningful to black Americans as to white Americans;

SASS was trying to make Swarthmore as relevant and meaningful to black students as to white.

Samuel DuBois Cook, the first black professor at Duke University and a Morehouse College classmate of Martin Luther King, said the following about his former classmate: “The social and political philosophy of Dr. King was built on the solid rock of the existential character of the American liberal, humanistic, idealistic, and democratic tradition, with its capacity for growth, renewal, and extension to the world of higher possibilities and more inclusive realities. He believed the resources and potential of that tradition were mighty. He had profound and abiding faith in the creative and redemptive possibilities of the land he loved.”

During the 1960s, with the civil rights movement burgeoning and the divisive Vietnam War raging, conservatives such as John Wayne used the injunction: “America—love it or leave it!”

More recently, the black conservative talk-show host Ken Hamblin wrote a book called *Pick a Better Country*.

Unlike Wayne and Hamblin, Martin Luther King wanted to make America the best possible version of itself. Professor Cook said, “Dr. King believed that racism was defiling American democracy and keeping it from achieving the ultimate ideal as the grandest form of government ever conceived by the mind of man. Dr. King saw this as the black man’s redemptive mission in America.”

At the time of Swarthmore’s crisis, there were conservatives—both white and black—who said that SASS should be grateful for the relatively few black students who had been admitted to the elite inner sanctum of Swarthmore. At some level, these voices were saying: “Pick a better college” or “Swarthmore—love it or leave it!”

Instead, like Martin Luther King at the national level, SASS had high expectations of the College, with its strong Quaker heritage of social justice. And in many ways, the efforts of a few have yielded benefits for many. Compared with 1969, today we can see a better version of Swarthmore with, as Cook wrote, its “growth, renewal, and extension to the world of higher possibilities and more inclusive realities.”

SASS helped create a climate on campus that embraces greater diversity in the student body, in the faculty, and in academic offerings—including a concentration in black studies. This is the “existential character of the American liberal, humanistic, idealistic, and democratic tradition” in action at Swarthmore.

Moreover, the Black Cultural Center, the Gospel Choir, the Sophisticated Gents male a cappella group, and the Sistahs female a cappella group flourish as part of the legacy of SASS. None of these Swarthmore institutions, which enrich contemporary College life, existed before the crisis of January 1969.

SWARTHMORE HAS COME A LONG WAY SINCE 1905—a century ago—when it denied admission to a light-skinned black

student whom it had unknowingly accepted. According to the memoirs of Charles Darlington ’15, he learned of the incident from former Dean of Men William “Alee” Alexander. As Darlington recounts: “When he arrived, it was found that he was a Negro boy. His picture was shaded in such a way that this fact had not been obvious. The college was in an embarrassing quandary. No Negroes had ever been admitted. As Alee said, ‘It just wasn’t done.’ After much heart searching by the College administration and probably some members of the Board, the boy and his parents were told that an error had been made. The College was very sorry, but he could not be permitted to enter.”

In his *Revolt of the College Intellectual*, another former dean, Everett Lee Hunt, gives us a peek at Depression-era Swarthmore black admissions:

In 1932 a Negro from a Philadelphia high school decided to apply to Swarthmore. He was a prominent athlete; had a good background in classics, his major interest; was president of the student government and popular with his fellows; and except for his color, was a logical candidate for an open scholarship. The admission of colored students had never been approved by the Board of Managers, and so the Admissions Committee referred the application to the Board. After a long discussion it decided by a large majority that Negro students could not yet be admitted to a coeducational college like Swarthmore. Their admission would raise too many problems and create too many difficulties.

These 1905 and 1932 admissions incidents are offensive to the sensibilities of most living Swarthmoreans. In 2005, it is difficult to fathom how liberal, well-educated Swarthmore people of good will could make those racist admissions decisions. Sadly, the legacy of slavery and Jim Crow segregation produced a racism that contaminated most whites with a belief, conscious or unconscious, that blacks are inferior or substandard. Subconscious beliefs and attitudes can have a strong hidden influence on behavior. As Malcolm X said toward the end of his life, “The white man is not inherently evil, but America’s racist society influences him to act evilly.”

It also offends sensibilities to learn that, as late as 1965, Swarthmore asked prospective white roommates of incoming black freshmen whether they were comfortable rooming with a “Negro.” This policy suggests that, even at the height of the civil rights movement, Swarthmore was more solicitous of the opinions of its white students than its black students—an example of the tacit second-class status of black students back then. (This 1965 skeleton in the College’s racial closet was revealed by Marilyn Allman Maye ’69, in an interview in the May 1994 *Bulletin*.)



On the surface, the crisis was about black admissions. At a deeper level, it was about the relationship of Swarthmore to black America and the American dream.

Thus, when I arrived at Swarthmore in fall 1965, the College was a social organism ripe for reform on black admissions. As Richard Walton put it in *Swarthmore College: An Informal History*: “It is puzzling that a college founded by Quakers, among the most fervent of the abolitionists and devoted to equality, should have been so slow to admit blacks at all and so slow to admit blacks in significant numbers.... It is generally agreed that Swarthmore had not conducted a vigorous campaign to obtain more black applicants, had not done enough to raise scholarship funds for them.”

Part of the puzzle can be explained by the observation that, pre-crisis, black students were “invisible” at Swarthmore, to use Ralph Ellison’s metaphor. As the nameless narrator declares in the prologue of Ellison’s *Invisible Man*: “I am an invisible man. I am invisible ... because people refuse to see me.... When they approach me, they see only my surroundings, themselves, or figments of their imagination—indeed, everything and anything except me.”

By the mid-1960s, blacks were “invisible” at Swarthmore because there were so few of us and because it was assumed that we were “just” Swarthmoreans—albeit swarthy Swarthmoreans. The only times black students were not “invisible” were when we sat together in Sharples Dining Hall or when our all-black intramural touch-football team—the Black Grand-Army-of-the-Crum—went undefeated for the season, even beating the Delta Upsilon team that had some real football players on it.

With the perspective of time and the long view of history, the case can be made that the nonviolent direct action SASS took in 1969 pushed Swarthmore to do what was in its enlightened self-interest in terms of affirmative action and diversity. But this notion was controversial 36 years ago.

WAS THE SASS NONVIOLENT DIRECT ACTION NECESSARY?

Yes. At the time, I believed that the SASS nonviolent direct action was necessary, and, 36 years later, I still believe that.

As Martin Luther King wrote in *Letter From Birmingham Jail*: “Nonviolent direct action seeks to create a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored.... Actually, we who engage in nonviolent direct action are not the creators of tensions. We merely bring to the surface the hidden tension that is already alive. We bring it out in the open, where it can be seen and dealt with.”

Swarthmore’s crisis brought the hidden tension about black admissions out into the open so the Swarthmore community could see it and deal with it. What was the hidden tension on black admissions that the crisis brought to the surface? In a nutshell, racial insensitivity.



Dr. King was striving to make the American dream as relevant and meaningful to black Americans as to white; SASS was trying to make Swarthmore as relevant and meaningful to black students as to white.

The genesis of the crisis was a report on black admissions that Dean of Admissions Fred Hargadon prepared for the faculty Admissions Policy Committee (APC) during summer 1968. President Courtney Smith asked Hargadon for the report when it became known that only eight black freshmen would be entering the College in fall 1968 as part of the Class of 1972. (I was one of 19 black freshmen who enrolled in fall 1965 as part of the Class of 1969.) Given Swarthmore’s checkered past and tenuous track record on black admissions, eight black freshmen in 1968 seemed a retreat to tokenism.

To SASS, it appeared that blacks were to be further marginalized at Swarthmore, even before we could enter the mainstream. SASS felt it had to sound the alarm.

To that end, Don Mizell ’71 and I, as SASS vice chairman and SASS chairman, respectively, wrote a letter to Dean Hargadon, which was published in the Oct. 1, 1968, *Phoenix*, questioning the College’s commitment to black admissions in light of the small number of black students in the freshman class.

On Oct. 10, the APC released Dean Hargadon’s report and also placed it on general reserve in McCabe Library. Dean Hargadon invited all black students to a meeting on Oct. 14 in Bond Hall to discuss the report. We quickly discovered that the report included personal data on individual black students, including SAT scores and grades as well as data from financial aid applications showing family income and parents’ occupations. Although specific black students were not named, nevertheless SASS thought that the publication of personal data on black students—and its placement in McCabe Library—represented an invasion of privacy. Our concern about invasion of privacy was legitimate. Because of the small number of black students on campus—just 47 at that time—SASS believed that individual black students could be identified and potentially embarrassed by the report.

Therefore, as SASS chairman, I telephoned Dean Hargadon on the evening of Oct. 10 to request removal of the report from McCabe Library and its reissuance without the personal data. After consulting with the APC, he declined the SASS request. SASS considered this an act of racial insensitivity. It appeared that black students had no right to privacy concerning personal data that a Swarthmore administrator needed to respect.

If the College was going to marginalize black students and invade their privacy concerning personal data, we were not going to acquiesce in the process. Therefore, SASS decided to stage a protest and walk out at the Oct. 14 APC meeting on Dean Hargadon’s report. At that Oct. 14 meeting in Bond, I read a SASS statement protesting what we thought was the report’s invasion of privacy and declaring our refusal to cooperate with the APC “until the report is reworked, revised, and rewritten.” Then, 35 of the 45 black

students present walked out. Subsequently, the APC members and the 10 black students who remained concluded that Dean Hargadon's report should be removed from McCabe Library because of the personal data it contained. This was done.

FOLLOWING THIS FAILURE OF COMMUNICATIONS between SASS and Dean Hargadon, the College's designated interlocutor, we were even more concerned about the prospects for black admissions in particular and the status of black students at Swarthmore in general.

We just couldn't stand by and see the situation go from bad to worse. Therefore, SASS formulated four demands, which were sent to the APC on Oct. 16 and published in *The Phoenix* the same day. The demands were the following:

- Dean Hargadon's report not be returned to McCabe Library, and SASS and APC rewrite the report for publication
- The Swarthmore faculty and administration form a Black Interest Committee to work with SASS
- The College recruit a high-level black administrator
- The SASS Recruitment Committee work with Dean Hargadon and the APC to enhance black recruitment and admissions

Although SASS believed its demands were reasonable, we also thought we were not getting an appropriate response from Dean Hargadon and the APC. Therefore, SASS decided to try to make progress on another front. On Nov. 8, a SASS delegation visited the Student Council meeting to present our case for the council voting to endorse the SASS demands. Student Council voted 10 to 1 with two abstentions to endorse the four demands, an action that prompted an angry letter from Dean Hargadon criticizing the council's haste and lack of consultation with the APC.

After the Nov. 8 Student Council endorsement of the SASS demands, there were several desultory meetings and discussions on black admissions. But no substantive progress was being made. However, probably sensing a deteriorating situation, President Smith began to get involved indirectly and asked for clarification of the SASS demands. Ironically, he did not ask the SASS leadership for this clarification; he went to the Student Council president and to Michael Fields '69, an "independent" black student—not a member of SASS—who had written an open letter to the College community on Nov. 13 endorsing the SASS demands.

This was a tragic situation with almost theater-of-the-absurd overtones. Everybody was clarifying the SASS demands except SASS itself. SASS was ready, willing, and able to discuss its own demands, but no one in power seemed to want to hear what we had to say. The sad irony is that SASS was "invisible" at Swarthmore



In the mid-1960s, blacks were "invisible" at Swarthmore because there were so few of us. It was assumed that we were "just" Swarthmoreans—albeit swarthy Swarthmoreans.

with respect to its own demands. It appeared there were no effective channels of communication through which SASS could address its concerns about black admissions and black student privacy.

WITH THE PERSPECTIVE OF TIME, I see that there were additional complicating factors beyond the failure of communications between SASS and Dean Hargadon.

First, before our nonviolent direct action in January 1969, the College had difficulty sorting out the message from the messenger on black admissions. Unlike today, there were no black administrators at Swarthmore and only one black faculty member, the African anthropologist Asmarom Legesse. It is one thing for an adult to receive a message from a kid—particularly one perceived as obstreperous—and another for an adult to receive the same message from another adult who is a respected peer or colleague. Unlike other Swarthmore student groups, SASS had no built-in constituency in the faculty or administration that provided a channel

of communication. The problematic Dean Hargadon was the closest person SASS had to an official administration liaison.

No one will ever know how the history of the crisis might have been different had black administrators or black professors also been the messengers—or at least the interpreters or translators—of the message SASS was trying to deliver on black admissions.

Second—not unlike today—Swarthmore in 1968 to 1969 was basically governed through a Quaker-style process of decision making by consensus. Yet reaching consensus rests on certain key assumptions—primary of which is discussion among and between equals, peers, or colleagues. This process could not work for the black admissions question because consensus would need to have been reached between those in a superior position (Swarthmore administrators) and those in a subordinate position (black students). And asymmetric power relationships, between a superior and a subordinate, tend to be more coercive than consensual.

The dearth of black faculty and black administrators at Swarthmore was one factor. The inability to reach a consensus among equals was another factor. But, unfortunately and tragically, the failure of communication between SASS and Dean Hargadon was probably the most important factor in the crisis. When Dean Hargadon wrote his report during summer 1968, he not only included personal data on black students—which were at least factual and objective—he also wrote *obiter dictum* comments about alleged SASS "militant separatist" inclinations, which were stereotypically inaccurate.

Dean Hargadon's "militant separatist" allegations, which questioned our legitimacy at Swarthmore, did not endear him to some members of SASS. As for the "militant" part of Dean Hargadon's allegation, I say again that stereotypes conceal the complexity of the human condition; they substitute for critical thinking about

new or challenging aspects of human beings. Instead of grappling with the new and challenging aspects of SASS, as *The Phoenix* did, Dean Hargadon seemed to act as if we were still in the pre-SASS days at Swarthmore, when blacks were unorganized and “invisible.” Although *The Phoenix* was able to pierce the veil of the “militant” stereotype and recognize the essence of SASS concealed beneath, Dean Hargadon was not. Given our commitment to non-violent direct action, the question could have been posed to Dean Hargadon: How “militant” were we in SASS compared with Martin Luther King?

As for the “separatist” part of Dean Hargadon’s allegation, I had white roommates at Swarthmore my freshman, sophomore, and junior years. (I roomed alone my senior year in Palmer.) I was a member of Kappa Sigma Pi fraternity during my sophomore year.

Moreover, contrary to the stereotype of many SASS members, I was neither “angry” nor “alienated” nor “lonely” at Swarthmore. I enjoyed a wide circle of friends and acquaintances, both black and white. This group included my white roommates and fraternity brothers and my fellow engineering students. At the same time, I was also “comfortable in my own skin” as a black student on a white campus; I took my leadership roles in SASS seriously. I considered myself pro-black and not anti-white, pro-SASS and not anti-Swarthmore. I simply believed circumstances needed to be reformed for the better; I believed Swarthmore needed to live up to the ideals of its Quaker heritage of social justice.

I knew Dean Hargadon personally and liked him. He and I would greet each other in Parrish Hall during my freshman and sophomore years and talk about subjects like the novels of James Baldwin. He told me how he grew up in an integrated working-class suburb of Philadelphia and how he went to Haverford on the GI Bill after serving in the Army as a military policeman. Given those halcyon days, no one could predict that Dean Hargadon and I would be linked as antagonists through the crisis—that he and I would be face-to-face at the admissions office door at high noon on Jan. 9, 1969.

Dean Hargadon had a good reputation as an admissions officer and went on to distinguished careers in undergraduate admissions at Stanford and Princeton. After leaving his Swarthmore admissions post, he subsequently served on the College’s Board of Managers for several years. Also between admissions stints at Stanford and Princeton, he served as a senior executive with the College Board in New York for a brief period. However, in the pre-crisis days at Swarthmore, Dean Hargadon apparently was not prepared to accept constructive criticism and input from SASS on black admissions policy. After I graduated in June 1969, I was told that he became more receptive to SASS input.

BY CHRISTMAS 1968, THE COLLEGE HAD IGNORED the Oct. 16 SASS demands—and SASS itself. Without con-

sulting us, Dean Hargadon and the APC finished a second report on black admissions on Dec. 18. Apparently, in the view of Dean Hargadon and the APC, SASS had forfeited any consultative role in formulating black admissions policy. Why? Was it because SASS had refused to acquiesce in the invasion of black student privacy through the publication of personal data in the first Hargadon report?

Out of this maelstrom came a new set of SASS demands on Dec. 23, 1968. SASS thought that the dean of admissions, in questioning the organization’s legitimacy, was denigrating black students and the black perspective SASS tried to represent at Swarthmore. While Martin Luther King had been striving to make the American dream as relevant and meaningful to black and white, many in SASS viewed black admissions at Swarthmore as a “dream deferred,” using the metaphor of the Langston Hughes poem:

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?*

I viewed our new demands as a desperate cry in the wilderness for recognition and respect by an “invisible man.” Thus, in a last-ditch effort to get the attention of the College, I sent the following cover letter, along with a set of “clarified” demands, to President Smith on Dec. 23, 1968:

Merry Christmas!

Enclosed are the “clarified” SASS demands you requested some time ago. If you fail to issue a clear, unequivocal public acceptance of these non-negotiable demands by noon, Tuesday, January 7, 1969, the black students and SASS will be forced to do whatever is necessary to obtain acceptance of same.

Here is what the new set of demands asked for:

- The acceptance and enrollment of 10 to 20 “risk” black students for the next year and the provision of support services for them
- A College commitment to enroll 100 black students within three years and 150 black students within six years

Please turn to page 84

*From *The Collected Poems of Langston Hughes*, Vintage Books, New York, © 1995. Reprinted with permission.



Unlike other Swarthmore student groups, SASS had no built-in constituency in the faculty or administration that provided a channel of communication.

"THE JOY IN FUND-RAISING IS THAT YOU GET TO LIVE AND WORK IN A WAY THAT COINCIDES WITH YOUR OWN VALUES. YOU SIMPLY CAN'T RAISE MONEY EFFECTIVELY WITHOUT BELIEVING IN THE ORGANIZATION YOU REPRESENT," SAYS DEVELOPMENT OFFICE "ROAD WARRIOR" SUSAN CLAREY, WHO TRAVELS A WEEK EACH MONTH FOR SWARTHMORE.

Hitting the Road





for Swarthmore

WHY THE NEW URGENCY IN THE COLLEGE'S FUND-RAISING?

By Tom Krattenmaker

Photographs by Jim Graham

Susan Clarey will go to surprising lengths to reach a friend of Swarthmore College. Clarey, associate director of capital giving at the College, recently set out to find and thank the 91-year-old mother of a former Swarthmore student. Her son had died while attending the College in the 1960s, and the woman had continued to support Swarthmore in her son's memory over the years. Recently, communications with her had trailed off, and Clarey's efforts to reach her by telephone and mail had been unsuccessful.

Clarey decided her only recourse was to visit her unannounced at her home in rural western Pennsylvania during a trip to see other alumni in the region—and so she did, arriving at the woman's doorstep one morning after driving through a snowstorm. Clarey knocked. There was no answer. So she left a Swarthmore tote bag containing a personal note and information about the College at the woman's door and drove to her next meeting.

"A week later, I got a warm and wonderful letter from her—and a check," Clarey says. "I hope to go back and meet her in person at last, but I think I'll wait for warmer weather."

Clarey's journey to western Pennsylvania might be an extreme case, but it demonstrates the seriousness and passion with which Swarthmore and its development staff are pursuing their work these days. It's as if the future of the College depended on it—which President Alfred H. Bloom and other College leaders believe it does.

"The College's ability to safeguard the core elements of its program, including faculty compensation and need-blind admissions—as well as its ability to innovate—are now dependent on fund-raising. For Swarthmore to be the school of our shared aspirations, fund-raising must take on a markedly higher priority and meet with even greater success," Bloom says.

A Golden Age of Philanthropy?

At first glance, these would appear to be halcyon days for fund-raisers at Swarthmore and other colleges and universities. Endowments are returning to their lofty pre-recession levels, with Swarthmore's crossing the billion-dollar mark, which it briefly reached in summer 2000. Charitable giving now exceeds \$240 billion a year in the United States, of which more than \$30 billion lands at educational institutions. Multibillion-dollar campaigns are under way or recently completed at such institutions as Johns Hopkins University, the Massachusetts Institute of Technology, and the universities of Chicago and Michigan. At Swarthmore, the 4-year-old Meaning of Swarthmore campaign has netted more than \$175 million in gifts and pledges—far more than in any previous Swarthmore fund drive. As the British magazine *The Economist* phrased it, "a golden



VICE PRESIDENT DAN WEST (CENTER) NOW OVERSEES A FUND-RAISING TEAM OF 16 GIFT OFFICERS—A DOUBLING OF THE EIGHT IN PLACE WHEN HE CAME TO SWARTHMORE IN 1999. HE CONFERS WITH DIRECTOR OF CAPITAL GIVING STEPHEN BAYER AND SENIOR ASSOCIATE DIRECTOR ANNE BONNER. SINCE 1999, GIFT OFFICERS HAVE MADE MORE THAN 3,200 PERSONAL VISITS TO ALUMNI, PARENTS, AND FRIENDS OF THE COLLEGE.

age of philanthropy may be dawning” in America.

Yet Swarthmore alumni are probably noticing that their alma mater is executing its fund-raising with more energy and sophistication—even concern—than ever before. Why such urgency?

A large part of the reason is simply that Swarthmore is not as well off as it might appear. An endowment of slightly more than \$1 billion sounds like wealth, “but it constitutes only a return to the level of the endowment almost five years ago,” Vice President for Finance and Treasurer Suzanne Welsh notes. “Despite this recovery, the endowment’s growth since 2000—excluding new gifts—remains below long-term historical levels.”

And cost pressures continue to mount.

“We still have a lot of work to do to raise the money that Swarthmore needs to thrive over the next 20 years,” says Dan West, vice president for alumni, development, and public relations. “If we don’t succeed, Swarthmore might no longer be able to continue to provide a truly outstanding and rare educational experience for our students.”

Doomsday talk? Not really, says West, reciting a litany of attributes that, taken together, make Swarthmore distinctive: “There are so many things that we take for granted—a student body that is among the smallest of our peer institutions, a comprehensive curriculum, a splendid library, the latest computer and lab equipment, an Honors Program that provides unparalleled learning opportuni-

ties, a physical plant that is in outstanding condition, faculty members who are among the most talented in the country, need-blind admissions, and generous financial aid. Each of these is important to the Swarthmore experience—and many of them are costly, especially in a small school. Unless we’re willing to surrender our leading-edge position in higher education, we’ve got to figure out where we’re going to get the money to keep supporting this kind of quality.”

A Professional Approach

Fund-raising at Swarthmore has changed considerably over the past decade. One difference is the increased use of professionally designed publications and other outreach tools. Among those created and distributed to alumni during the current campaign: a handsome campaign case statement, mailed to all alumni as the campaign went public in fall 2001; brochures or newsletters targeted at specific projects such as the science center, scholarship gifts, or planned giving; *The Meaning of Swarthmore*, a book of essays about Swarthmore underwritten by Mark Pattis ’75 and The Pattis Family Foundation, mailed in spring 2004; and a film of the same title, which has been shown at many alumni gatherings and was mailed to many alumni in fall 2004. Another sign of the sophistication of today’s outreach efforts is the campaign’s subtle graphic identity—including a letterhead and a special logo—which was developed by College staff in cooperation with outside designers and consultants. (For more on the origin of the campaign’s distinctive name, see “Parlor Talk,” September 2004 *Bulletin*.)

The most tangible signs of change, however, are surely the size and scope of the development staff. Vice President West now oversees a fund-raising team of 16 gift officers, a doubling of the eight in place when he came to Swarthmore in early 1999. Today’s fund-raising team includes additional positions devoted to capital (i.e.,

Cost pressures continue to rise, compounded by economies of scale that work against a college that is committed to remaining small in size but large in opportunity.

large) gifts, annual giving, planned gifts (wills and annuities), research, and outreach to parents. Along with these have come more modest increases in other related functions such as alumni relations, publications, and public relations, which directly support the development effort. The entire institutional advancement staff numbers about 55.

What are all these development staff members doing? Communicating with alumni primarily. Outreach to donors once consisted of mail correspondence and conversations that occurred during alumni visits to campus, whereas today's development team now fans across the country to meet alumni at their homes, offices, and elsewhere. According to development office records, the fund-raising team has made about 3,200 visits since the start of the campaign to roughly 2,000 prospects. "We're hitting the road, talking to people one-to-one, and asking for multiyear commitments," says Anne Bonner, senior associate director of capital giving, who spends between 15 and 20 weeks a year traveling, primarily in the mountain states and on the West Coast.

"Our tone is very much the same as it's always been," Bonner says. "We do not take a hard-sell approach. What works for Swarthmore is forming a relationship, cementing it, carrying on conversations, and connecting with people who care about Swarthmore in a way that's meaningful for them—not just for us but for them."

Face-to-Face Conversations

For those not in the fund-raising profession, asking a near stranger for money might seem a daunting task. Swarthmore development officers insist that their face-to-face interactions with alumni are actually the easiest and most gratifying part of the job. It's the travel that vexes them—lost luggage, planes rerouted because of storms or inexplicable cancellations, racing against the clock to arrive at appointments on time, or getting lost while piloting rental cars through unfamiliar cities in the dark.

"The most valuable piece of fund-raising advice I ever received was to start using rental cars equipped with GPS [Global Positioning System, a satellite navigation device]," laughs Director of Planned Giving Edward "Ted" Mills, who recently had a fender bender—in which no one was hurt—on his way to a Swarthmore appointment in the Boston area. The good part, Mills says, is the reception he receives once he makes it to his meetings. "I'm always amazed at the trust and good will that Swarthmore engenders among its alumni," he says. "People invite me into their homes just on the basis of a phone call. Some people invite me to stay with them. They tell me so much about their lives—even personal things. My interactions with them are often very moving."

Alumni homes are just one setting where the College's "road warriors" do their work. Stephen Bayer, director of capital giving, has met with donors in the facility housing NASA's Hubble Space Telescope operations, the studios of the Home Shopping Network, the owner's box at a professional baseball game, a federal judge's chambers, and "the dining rooms of some of the best retirement communities in the country." Like Mills, Bayer is a former practicing lawyer.

The miles logged by Clarey, Bonner, Mills, Bayer, and others appear to be achieving results. In recent years, Swarthmore has netted gifts and pledges totaling roughly \$28 million to \$29 million annually, a big increase from yearly averages of around \$17 million a decade ago, according to West. Parents, foundations, and corporate matching gifts are important sources of support, but most gifts

Education for All

"The price of tuition and board, although merely sufficient to cover the actual expense incurred, is felt by some Friends in limited circumstances, to be a heavy burden; and the only practical method of reducing it is to establish an educational fund for the aid of those whose limited means requires an abatement. The interest of a few thousand dollars has been thus applied this year, enabling several of our best scholars and most deserving students to receive the advantages of a full course of study, which would otherwise be denied them.... Of all the claims now pressing on the friends of the College, this must take



PRESIDENT EDWARD MAGILL SAW THE NEED FOR RAISING ENDOWED SCHOLARSHIPS IN THE FIRST YEARS OF THE COLLEGE.

the foremost place. It is surely far more important to bring the facilities already at our command within the reach of those among us in limited circumstances, than to increase these facilities for those who are better able to afford them. It is, however, hoped, that Friends of ample means, interested in the welfare of the Society, and in the advancement of sound learning, will not choose between the various real needs of the College, but, supplying and acknowledging the greater importance of one, will not forget the other."

—Edward Magill
Second president of Swarthmore College
From an address delivered before the Friends
Social Lyceum, June 18, 1869

FRIENDS HISTORICAL LIBRARY



The College is aiming for Annual Fund receipts of \$4.5 million by June 30—and \$5 million in the final year of the campaign.

come from the College's alumni. Most individuals direct their gifts to the unrestricted Alumni Fund, which provides the College with current, expendable income. Altogether, 52.6 percent of alumni made an Alumni Fund gift during the fiscal year that ended June 30, 2004—a percentage that Director of Annual Giving Patricia Laws hopes to increase to 55 percent by 2007.

Annual giving is a big deal at Swarthmore and all of its peer schools. At Swarthmore, a staff of six full-time employees marshals 150 volunteer class agents, who reach out to classmates by phone, mail, e-mail, and personal visits. The Annual Giving Office hires 40 to 50 students for its phonathons, which are in operation more than 20 weeks annually, placing some 40,000 calls. Then, there is the mail—both regular and electronic—bound for alumni and parents. The annual fund staff sends roughly 125,000 pieces of paper mail a year and 20,000 e-mails, by Law's count.

Laws is aiming for Annual Fund receipts of just more than \$4.5 million in the current year, which ends June 30, and \$5 million in the final fiscal year of the campaign—ambitious but realistic goals, she says.

No More Laid-Back Affairs

Anne Bonner, who joined the development staff in 1986, has a long-range perspective on the evolution of Swarthmore's fund-raising operation. The two previous capital campaigns in which she took part were "laid-back affairs compared with our current effort," she says. Echoing the assessments by other administrators and consultants who have worked with Swarthmore, Bonner notes that the College's development effort has long been strong at the top (with donors such as Thomas McCabe '15, Tom Hallowell '29, Eugene Lang '38, and Jerome Kohlberg '46), strong at the bottom with levels of participation in Annual Giving that are the envy of most other colleges, but lacking in the middle—from where the next generation of top donors usually comes. With *The Meaning of Swarthmore*, the College is working to build a stronger middle—seeking more four- and five-figure annual gifts and a new cohort of alumni who can make even more sizable capital pledges.

"We hope *The Meaning of Swarthmore* will help us identify and cultivate a new generation of Swarthmoreans who will be the Kohlbergs and Langs of the next generation," West says. "That has to happen for this college to be successful in the future. Although I am confident it will happen, no one knows for certain at this point."

Some alumni have reacted negatively to the College's stepped-up fund-raising effort. West says that many are uneasy with explicit conversations about money—an attitude that, at least until recent years, encouraged a certain reticence about fund-raising.

When the College mailed *The Meaning of Swarthmore* film to most alumni last fall, a few recipients voiced objections to what they saw as slick marketing. (In fact, the fund-raising pitch is delib-



erately muted, as it is in the eponymous book; the film is primarily a roundtable discussion by alumni reflecting on their Swarthmore experience.) On the other hand, Bonner notes that many alumni she sees actually welcome the more focused and straightforward nature of Swarthmore's development outreach—especially those who know about other colleges' efforts. "They're telling me, 'It's about time Swarthmore got serious about fund-raising,'" Bonner says.

Nevertheless, West says that the College still has to "overcome resistance to development among many of our alumni. Some tell us that fund-raising is distasteful—that it's so unpleasant they don't want it brought up at alumni gatherings, that they don't want too much said about it in College publications, that they don't want too many letters asking them for money. We have to explain that we don't have any choice. It's not a question of being greedy or materialistic; it's a matter of keeping Swarthmore on track into the future."

Sometimes, overcoming skepticism is simply a matter of reminding prospective donors of the longer history of Swarthmore fund-raising. After all, Laws notes, "Edward Parrish (the College's first president) rode around on horseback raising money to build this place. And when what is now Parrish Hall burned down in 1881, leaders of the College went out and raised the money to rebuild it. Swarthmore was among the first schools to raise endowed funds for scholarship support (see box), and our commitment to admitting students without regard to their family's circum-

THE ANNUAL GIVING OFFICE, WHICH PATRICIA LAWS DIRECTS, HIRES 40 TO 50 STUDENTS FOR ITS PHONATHONS. THESE OPERATE FOR MORE THAN 20 WEEKS ANNUALLY, INVOLVING SOME 40,000 CALLS.

stances is one of our core values. When we've needed a performing arts center or a new academic building, we've turned to donors who have provided us with the resources to do it. You can't just raise tuition to finance these things or dip into the endowment."

Victim of Its Own Success

When it comes to fund-raising, Swarthmore is, in some sense, a victim of its own pedagogical success. West notes that because of the College's emphasis on social responsibility, a disproportionately large number of Swarthmore graduates enter less well-paying careers in the social service and nonprofit sectors, with obvious implications for their ability to support the College financially. In a similar vein, many Swarthmore alumni focus their giving on causes and organizations that they believe present more urgent need than an alma mater that many regard as wealthy.

Swarthmore's leaders respond that supporting higher education—particularly an institution such as Swarthmore that strives to produce ethically and socially committed leaders—is a potent means of contributing to the creation of a more just world.

The College's fund-raising is also hampered by its perceived financial success.

Alumni sometimes cite Swarthmore's endowment when explain-

ing why they feel little urgency to give—or give more—to the College, says West. They ask why the administration doesn't dip into that 10-figure rainy-day fund to pay for a new science center or dormitory. The reality is that the endowment is essentially earmarked.

According to the College's 2003–2004 financial report (see December 2004 *Bulletin*), income generated by the endowment covers more than 40 percent of Swarthmore's operating costs. The revenue stream from the endowment allows the College to offer vital discounts to the roughly half of the student body that receives need-based financial aid, and it significantly benefits nonaided students as well; because the College spends roughly \$30,000 more on each student's education than it charges in tuition, room, and board, endowment earnings are basically financing sizable scholarships even for those who do not receive financial aid. To tap the endowment for more—to finance a new professorship or academic program, for example—would threaten the long-term viability of that crucial revenue. Thus, new College initiatives, from major renovations of Parrish Hall to launching new courses in Islamic studies, must be funded by new sources of income.

Relative to peer institutions, Swarthmore does not have the advantage it had in the 1970s and 1980s. The College's endowment, measured in dollars per student, has remained among the top 15 college and university endowments in the country. However,



EDWARD "TED" MILLS, WHO HEADS THE PLANNED GIVING OFFICE, LUNCHES WITH ELIZABETH FULLAGAR SHIPLEY '51, A MEMBER OF THE COLLEGE'S VOLUNTEER PLANNED GIVING COMMITTEE WHO HAS A SWARTHMORE POOLED INCOME FUND. "I'M ALWAYS AMAZED AT THE TRUST AND GOOD WILL THAT SWARTHMORE ENGENDERS AMONG ITS ALUMNI," MILLS SAYS.

Endowment income covers more than 40 percent of Swarthmore's operating costs. Tapping the endowment for a new building or program would threaten that crucial revenue. "It is time," President Bloom says, "to reconceptualize the idea that Swarthmore is rich."

our advantage in terms of endowment per student relative to many of Swarthmore's peer institutions has diminished. Others have caught up and, in some cases, surpassed Swarthmore.

"It is time," President Bloom says, "to reconceptualize the idea that Swarthmore is rich."

Comparative Advantage Slipping

A decade ago, says Bloom, Swarthmore had 70 percent more endowment per student than Amherst College and 89 percent more than Williams; today, those figures have declined to 16 and 15 percent for each one. Relative to Pomona College, Swarthmore had 26 percent more endowment per student a decade ago, but now it has slightly less.

Welsh adds: "In 1983, we were seventh in endowment per student. In 1993, we were fifth. In 2004, we were 13th."

"Our comparative advantage in endowment has diminished considerably," Bloom says. "Further, whatever continuing advantage we do enjoy is essentially offset at this point by the increased cost of our small size. We are quite wealthy when compared with the broad range of American undergraduate institutions, but we are not rich compared with our peer institutions in terms of what we want to accomplish in our educational program and in providing access for students regardless of their family circumstances."

Swarthmore's distinctive excellence is an expensive proposition, one that will eventually outstrip its resources unless new funding is provided. As Fred Kyle '54, co-chair of The Meaning of Swarthmore, points out, cost pressures are compounded by the economies of scale that work against a college that is committed to remaining small in size but large in opportunity. A student body of 1,500 does not require fewer volumes in the library or relieve the need for the most up-to-date educational technology. In an intentionally small college, such resources cost more per student than at larger peer institutions.

"The technology of teaching has changed. And as it changes, of course, it gets more expensive," Kyle says. "We have a strong science program that is more complex—and much better equipped—than just 5 or 10 years ago. It's the same with engineering. It's true even in the humanities. We've added a state-of-the-art language learning lab with satellite connections to the entire world; when I was a student, we didn't have any such thing."

Swarthmore's fund-raising challenges need to be seen in the context of higher education in general and top-tier private colleges



and universities in particular. John Lippincott, president of the Council for Advancement and Support of Education, says pursuit of private philanthropy has become increasingly important across the board—at public universities and private institutions and even in Europe and the United Kingdom. “This is a worldwide phenomenon,” Lippincott says, “and it’s driven by the fact that institutions like Swarthmore are committed to providing both quality and access. Those are both expensive to provide, and you can rely only so much on tuition dollars. There is no private institution out there of the caliber of Swarthmore that is not increasingly dependent on support from private gifts.”

The robust growth in fund-raising in higher education during the past decade is, in one sense, daunting; the failure of any single institution to succeed in garnering donations has dire implications for its ability to develop its educational program and maintain its comparative position. But it is also encouraging, Lippincott notes—recent experience proves that institutions can raise the money they need.

“One of the factors driving this growth in fund-raising,” he says, “is that institutions have increasingly understood an important fact: It works. Institutions are realizing that there are folks out there who are inclined to support their alma mater who are simply waiting to be asked.”

What’s at Stake

World events also affect development efforts. This was vividly demonstrated at Swarthmore in 2001, when College staffers busily planned and prepared for a large campus event to launch *The Meaning of Swarthmore*. Scheduled for Sept. 23, the gala was canceled two days after the Sept. 11 terrorist attacks. That setback, combined with the subsequent economic slowdown, affected giving to Swarthmore, as at most other institutions. Although giving has largely rebounded, as evidenced by the successful conclusion of campaigns at numerous other institutions in recent years, including Haverford, fate has a role to play. Director of Annual Giving Pat Laws was wondering in early January whether contributions to tsunami relief would drain dollars away from Swarthmore. “Perhaps, in the coming weeks, as Swarthmoreans respond to a disaster of unprecedented scale, our receipts will slow down somewhat,”

“OUR TONE IS VERY MUCH THE SAME AS IT’S ALWAYS BEEN,” ANNE BONNER SAYS. “WE DO NOT TAKE A HARD-SELL APPROACH. WHAT WORKS FOR SWARTHMORE IS FORMING A RELATIONSHIP, CEMENTING IT, CARRYING ON CONVERSATIONS, AND CONNECTING WITH PEOPLE WHO CARE ABOUT SWARTHMORE IN A WAY THAT’S MEANINGFUL FOR THEM—NOT JUST FOR US BUT FOR THEM.”

she concluded after looking at the numbers. “But alumni won’t forget about the College and its needs.”

To President Bloom, the preservation of Swarthmore’s distinctive identity and quality depends on success in development: “Swarthmore would not be Swarthmore if it could no longer attract the brightest, most academically passionate students and hire professors who excel as both teachers and scholars.” Yet Bloom sees something more crucial hanging in the balance as the College seeks to secure its financial future.

“We must make this campaign a success because what Swarthmore stands for in undergraduate education is at stake,” Bloom says. “We must ensure that, despite the larger investment it takes, an institution committed to developing powers of critical judgment and innovative thought, and the resolve to place those powers at the service of a better world, can and will thrive.”

Thus, road warriors such as Susan Clarey will continue piling up frequent-flyer and rental-car miles and getting lost in out-of-the-way towns.

“I came from the corporate sector and took a cut in pay to come to Swarthmore,” says Clarey, who used to commute from the Borough of Swarthmore to a publishing job in Manhattan. “Very few people get rich raising money for nonprofit organizations, and no one expects to. The joy in fund-raising is that you get to live and work in a way that coincides with your own values. As a fund-raiser, you simply can’t raise money effectively without believing in the organization you represent. If our energy is the result of the inspiration we draw from Swarthmore and its alumni—and I think it definitely is—we fund-raisers are not going to be running low any time soon.” ☞

Tom Krattenmaker is director of news and information at the College.



WHILE UNPACKING THE CRATES FOR *EXTRAORDINARY BODIES: PHOTOGRAPHS FROM THE MÜTTER MUSEUM*, PACKARD WEARS WHITE GLOVES TO PROTECT THE BORROWED PHOTOGRAPHS. THE LIST GALLERY WAS THE FIRST PHILADELPHIA-AREA VENUE TO EXHIBIT THIS TRAVELING SHOW FROM JAN. 21 TO FEB. 23.

When Andrea Packard first visited Swarthmore as a prospective student in August 1980, she felt at home immediately.

“Swarthmore attracted me on so many levels,” she says. “I vividly remember my first visit to campus. I was staying at Pendle Hill, a Quaker center for study and contemplation in Wallingford, Pa. We walked through the woods up to campus; back then, the northern part of campus was very wooded too. I felt so at home because I grew up in a woody part of southern Connecticut.”

At the time, Packard had many interests: English, theater, and art. But she sat in on the course Michelangelo, which T. Kaori Kitao, the William R. Kenan Jr., Professor Emerita of Art History, taught.

“Meeting her and seeing her unique combination of brilliant research and wit and her original teaching style made me think, ‘I have to come here because I have to take this class.’ So, sure enough, I took as many courses as I could with her. Later, I had the pleasure of working with her for several years before she retired in 2001.”

As a student, Packard was an honors English major and an art history minor.

“I didn’t realize until my junior year, having finally taken a couple of studio art courses, that it was the one activity where I always lost track of time and became com-

V I S I O N

**ANDREA PACKARD '85,
DIRECTOR OF THE
LIST GALLERY,
BUILDS BRIDGES
THROUGH ART.**

By Andrea Hammer

pletely absorbed in the task.”

During the summer following her junior year, Packard participated in an American Friends Service Committee project in Mexico. She helped document the genealogy of a small town Bermudez, Chihuahua, a village with no electricity.

“I was making portraits, and I saw how art was a universal language that built bridges between the volunteers and the people who lived there. It was a gift to be able to create a portrait and give it away,” she says.

After discovering the “immediately communicative” power of art, something “clicked” for Packard. She decided to attend art school after graduation and develop a portfolio. The Pennsylvania Academy of the Fine Arts offered her a scholarship and sent her to Europe; she completed the academy’s certificate program in 1989.

“The academy turned out to be such a fruitful place,” says Packard, who then worked and taught in Philadelphia for three years before completing a master’s in fine arts at American University in 1994. “After Swarthmore, I combined teaching with art administration and exhibiting,” she adds.

Packard was working as the outreach and education coordinator at the Perkins Center for the Arts in Moorestown, N.J., when Professor of Studio Art Randall Exon contacted her in 1995 about a part-time position at

Swarthmore's List Gallery. Exon offered Packard the opportunity to develop the gallery program; he also affirmed her own identity as an artist and the time she needed for her own work.

"But I realized it was a full-time position," she says. "I wanted to help the gallery program grow to something worthy of what Swarthmore should present to its students and the larger community."

Various grants eventually supplemented the original budget and Packard's salary.

"Finally, after a couple of years, the full-time gallery director position was established because of generous funding," she says.

The 1,200-square-foot List Gallery, made possible through gifts from Vera List and Eugene '38 and Theresa Lang, was opened in the Lang Performing Arts Center in 1991. Before then, faculty put together ad hoc exhibits in a Pearson hallway or an adapted Beardsley classroom. In the 1960s, Harriet Shorr '60 ran the Wilcox Gallery.

The development of the List Gallery director's position began to increase the gallery's visibility. "To have someone who envisions what can happen and coordinates the suggestions of many people and develops an exhibition program that makes sense for the College takes someone who doesn't have a full-time teaching load," Packard says, referring to the old days when faculty members found mounting "meaningful exhibits very demanding."

Now, Packard juggles multiple tasks, including planning and coordinating

COURTESY OF ANDREA PACKARD



GEORGE WIDMAN



LEFT, PACKARD'S FLOURISH II (2004, MIXED MEDIA AND PAPERS, 39 X 42 INCHES). PACKARD WORKS IN HER HOME STUDIO—A CONVERTED GARAGE OFF OF THE KITCHEN—DURING EVENINGS, WEEKENDS, AND VACATIONS. "I USED TO THINK THAT I COULD SNEAK [IN TIME AT MY STUDIO] DURING MY LUNCH HOUR, BUT I NEED MORE TIME," SHE SAYS. "WHEN I GET INTO THE STUDIO, I'M HUNGRY FOR IT. SO IT'S A RELIEF AND A RELEASE.... THERE NEVER IS ENOUGH TIME FOR ANYBODY HERE. FACULTY MEMBERS WANT TO DO RESEARCH, AND POETS WANT TO WRITE POETRY. YOU JUST SQUEEZE IT IN."

exhibits, working directly with visiting artists and lecturers, and writing widely disseminated catalogs and the annual *Friends of Art (FOA) Newsletter*. She is working on a plan to post the newsletter on the Web and to connect the 560-member network of artists and art lovers electronically.

How does she do it all?

"Slowly, I guess. I hope I'll live long enough to meet all of my goals.... It's typical for Swarthmore faculty and staff to be wearing many hats," she says.

"I've been especially interested in curating interdisciplinary exhibitions, publishing catalogs for the shows, and editing the newsletter as a way of building bridges and making the gallery not just an insular mirror that reflects our own society but a vehicle for reaching out to other communities.... We're becoming more well known regionally and nationally."

JOEL-PETER WITKIN, HARVEST, 1984, SILVER GELATIN PRINT, 11 X 10 7/8 INCHES



COURTESY OF CURATORIAL ASSISTANCE TRAVELING EXHIBITIONS

Packard adds that artists admire the beauty of the List Gallery space and the way it presents work. "The space turns out to be wonderfully flexible and enticing to artists and helps us attract those who might have multiple exhibition opportunities," she says.

"If we're continuing to show outstanding artists—and evolving and growing as an arts organization—we're a part of their journey," she says. "The relationships reinforce each other. People are eager to work with us because other people have had good experiences."

Through grants from the Cooper Foundation and the College's generous resources, the List Gallery can also support shows that are not possible at many commercial galleries.

"Swarthmore has its own unique vision to communicate to society. Just as we would not shirk from hosting a political debate or a symposium on any important issue, we similarly have a responsibility to put our views forward in every discipline that we practice here. So, in the arts, we want to share our collective vision, and it's a diverse one," she says.

"Most museums and many galleries face the pressure to pull in large audiences and appeal to popular taste," Packard says. "We can present challenging work that may not be presented or funded elsewhere."

For example, the List Gallery recently

“I care about the College, and I wanted the gallery to be as good as it could be within—and beyond—its architecture here.”

exhibited LeRoy Johnson's *Bearing Witness, Views From the Street* this fall. Packard says that this work has not been shown frequently.

“But it’s powerful and inspires discussion. Because we don’t have a vested interest in selling the work, we can take risks that other venues can’t. It’s important for us to see that as a responsibility,” she says, referring to the responsive group of students from the Cerebral Palsy Association School in Swarthmore who attended this and other exhibits in wheelchairs.

“They see the work from their own viewpoint, and it speaks to them—especially the shows that reflect the views of marginalized groups,” Packard says. “At the opening, there was a diverse crowd, many of whom I didn’t recognize, friends of the artist. Each artist brings a community of associates, fans, and followers. That’s another form of bridge building.”

Committed to that mission, Packard distributes catalogs to gallery visitors, artists, curators, and other art professionals. Additional support from the Cooper Foundation

makes this wide dissemination possible.

“When we have school groups come to the gallery—more than 400 students came to one show—we can give them a lasting memento. And it’s a teaching tool for students who didn’t see the exhibit. They can have reproductions, which are often better than you can find in many art books, and it gives them important background material,” she says. “We’re developing a library, a set of resources, and teaching tools.”

Particularly dedicated to mentoring students during the senior thesis exhibition and helping them pursue art careers, Packard values opportunities when they can connect directly with artists. One example is Leslie Dill, who hired Jessica Smith ’00 as her assistant when Packard put them in touch after Smith’s graduation; Smith, a List Gallery monitor who helped Packard with installing and curating, is now the program director at the New York Studio School.

According to Packard, another artist is Sana Musasama, who became close with several ceramics students. She says that Musasama’s first two applications to exhibit in the List Gallery were actually declined—the most difficult part of Packard’s job, especially when artists are talented. “We don’t have enough opportunities to welcome everybody,” she says. Approximately five exhibits are offered each year to emerging artists or those with national stature.

Packard says that Musasama’s exhibit turned out to be “one of our best shows ever.... She filled the gallery with her astonishing work, anthropomorphic tree forms that had to do with responses to slavery. We ended up giving her a Heilman Award and a



PHOTOGRAPH BY RENEE COVALUCCI

BOTTOM: SANA MUSASAMA'S EXHIBIT IN FALL 2002 INCLUDED HER *MAPLE TREE* SERIES FROM THE 1990S AND RELIEF WORKS FROM HER *OUTER BEAUTY/INNER ANGUISH* SERIES (1999–2001). **RIGHT:** DONG JIANSHENG'S *LOVE FOR THE MOUNTAIN* IS A 1999 WOODCUT (35 X 48 INCHES). **PACKARD THINKS OF THE GALLERY SPACE—WHICH ATTRACTS MANY ARTISTS TO THE COLLEGE—AS A CANVAS, SELECTING ELEMENTS TO ILLUMINATE UNDER THE LIGHTS FOR EXHIBITS.**



KAREN MAUCH



PHOTOGRAPHS BY JOHN CARLANO



grant, which she needed because she lives solely from her art and some teaching.”

M. Grant Heilman '41 established the Marjorie Heilman Visiting Artist Fund to stimulate the interest in art on campus. Each year, the Art Department invites distinguished artists to the College as the Marjorie Heilman Visiting Lecturer or the Donald Jay Gordon Visiting Artist. Many invited artists exhibit their work in the List Gallery; while on campus, they give public lectures, critique studio work, and meet with students.

Packard describes the impact of the Heilman Award on Musasama: “After the exhibit, we were talking, and she said: ‘I just came across two letters in which you rejected me. But I kept them because they were the nicest rejection letters I ever got. You urged me to reapply, and you assured me that it didn’t have to do with the quality of my work but more about the timing. I don’t usually, but I reapplied. And then you gave me the Heilman Award; and then the show was reviewed in *Ceramics Monthly*; and then, because of all this, I won another award.’”

“She gave me a gift in sharing that because it’s important for all of us to remember that rejections can be trans-

“The role of art is to provide culture with the ability to imagine things differently—to mirror, for better or worse, what we have created.”

DURING THE FALL, LEROY JOHNSON’S *BEARING WITNESS, VIEWS FROM THE STREET* INCLUDED THE *PIANO* (CA. 1997, CLAY AND MIXED MEDIA, 16 X 14 X 14 INCHES). “THE WORK IS ROUGH HEWN, AND IT SPEAKS ABOUT PAIN AND LOSS AND DISPARITY IN OUR SOCIETY,” PACKARD SAYS.

formed so dramatically,” Packard adds. Acutely aware of Swarthmore’s supportive environment, she was exposed to some harsh approaches during her 10 years away from the College.

“For instance, in graduate school and other institutions, there are often adversarial methods of education and criticism that are rare here. I encountered some tough-minded teachers who would take a heavy-handed approach. There were some lessons to be gained from that. But, ultimately, other institutions made me appreciate the genuinely collaborative spirit at Swarthmore and the generosity of the people here, always eager to help each other succeed,” she says.

“So there is a strong team spirit here that’s refreshing. I’ve worked at nonprofits, where we’ve had to account for every stamp, and it was nice to come to a place where I had a retirement plan and maternity leave. Coming back was great because I have always loved this place and valued its values. And it was nice to return with the prospect of making it even better.”

Collaborating with the studio art faculty on the Exhibition Committee, Packard selects candidates to exhibit in the gallery. “I love working with the faculty to pick shows because we broaden each other’s perspectives. It’s too easy to become mired in one’s own taste,” she says. “It’s much more exciting to encounter an artist with a totally different sensibility. I have shown the work of people who I never would have picked myself. Often, the relationship is nothing short of revelatory.”

While preparing for *Extraordinary Bodies: Photographs From the Mütter Museum*, which ran in the gallery from Jan. 21 to Feb. 23, Packard discusses the value of this potentially controversial exhibit. The show presents approximately 50 works by contemporary photographers and images from the collection of the Mütter Museum in Philadelphia.

“It’s a wonderful example of an exhibit



M. LEE FATHERREE

that's provocative for those in both the sciences and humanities," she says of the exhibit, which is co-sponsored by the Biology Department and also supported by the Heilman Fund, the William J. Cooper Foundation, The Phillip Bruno Fine Art Fund, the List Gallery Fund, the Art Department, and Bennett Lorber '64. "It's a show that examines what it is to be human."

Packard agrees that many of these images are disturbing. Some show extreme curvature of the spine and other malformations.

"One has to confront one's own mortality and the capriciousness of nature that bestows 'normality' on some or abnormality on others. I believe the exhibit can engage us in those issues without creating an atmosphere of voyeuristic titillation," she says. "We're fortunate to be the first local venue to host this traveling show. I like that it's interdisciplinary and will catalyze difficult discussions—and still present art of the highest standards."

Realized in Wood: Contemporary Prints From China, scheduled for March 3 to 31, features four printmakers whose woodcuts are on an extraordinary scale. "It should be spectacular, both in its content and what it has to say about artists working in culturally repressive situations," Packard says in January. "This show reminds us that in a totalitarian society, the first thing that goes is free speech and liberty and the arts, which embody our ability to imagine a different world."

"Art is about
empathizing....
Empathy is what
preserves our
community.
To be whole,
we need the arts."

IN FALL 2003, CARMEN LOMAS GARZA'S *LIKE THE ALOE* FEATURED BAILE (DANCE) (2001, COLOR LITHOGRAPH, 26 X 36 INCHES). THIS EXHIBIT PROVIDED PACKARD WITH AN OPPORTUNITY TO WORK WITH STUDENTS, ONE ASPECT OF HER MULTIFACETED POSITION THAT SHE TREASURES.

Packard's own mixed-media work, which she pursues on weekends, evenings, and during vacations, is about understanding nature. "Many of my works explore spaces that I'm longing for," she says of the pieces that combine different papers and prints. "They're sometimes inviting, sometimes austere or even forbidding. But I find in nature metaphors for our human journeys and experiences."

Jumping up from her office chair to gesture animatedly at the "spiky trees" outside her Beardsley office, Packard says photographs she has taken of these will lead to a drawing.

"They're so spiky compared with the soft, wind-swept grasses around them. The contrasting textures are evocative and visually powerful," she says, leaning forward, with one of her own nature-inspired sculptures displayed on the full wall behind her. "Being here and walking around this campus is certainly an exciting and engaging place—not only intellectually but visually."

Working with art and artists on campus informs and stimulates Packard's own creativity. "I've learned ideas and processes from artists who have come through here," she says. "I don't always get to implement those right away, but the well is being replenished."

Some of Packard's current goals, which require additional funding, include keeping the gallery open five days a week—versus the current four half-day schedule—and increasing visibility. In addition, Packard wants to "meet the needs of the Art Department but become integral to the College as a whole and a bridge to the larger Philadelphia-area community," she says.

"I share a desire for the arts to not just exist here at Swarthmore but to thrive—even beyond the level that we've achieved now. And part of making that happen is encouraging this network of artists and art lovers who come out of the College ... who are interested in nurturing the arts at Swarthmore."

To learn more about the history and development of studio arts at Swarthmore, see www.swarthmore.edu/bulletin/archive/99/sept99/art.html and Packard's response at www.swarthmore.edu/bulletin/archive/99/dec99/letters.html. For List Gallery exhibits, directions, and hours, visit www.swarthmore.edu/Humanities/art/Gallery.

CONNECTIONS

Alumni Weekend June 3–5

IMPORTANT NOTE

As a cost-cutting measure (both money and trees), the Alumni Relations Office will mail the Alumni Weekend registration form to only people whose graduation years end in 0 or 5 and the Class of 2003, but all alumni are welcome. If you want a copy of the registration form, contact the Alumni Relations Office at (610) 328-8402, or visit <http://alumniweekend.swarthmore.edu> to register on-line.

CALLING ALL MAINERS!

More than 1,400 alumni live in Maine, but there is no formal Connection. We realize that some geographic challenges exist, but we would still like to put together a few events each year. If you are interested in helping us start a Maine Connection, please contact Tricia Maloney, assistant director in the Alumni Relations Office, by e-mail at pmalone1@swarthmore.edu, or call (610) 328-8404. Come on, it is a long, cold winter—what better way to spend some time than with fellow Swarthmoreans?

member Sarah Sanford '98. Pig Iron presented *Hell Meets Henry Halfway* at the Loeb Drama Theatre as the Peter Ivers Artists in Residence at Harvard University in March.

Chicago: Connection Chair Marilee Roberg '73 organized a new book group, and it is off to a great start. The group is currently meeting in Evanston, but there is the possibility that satellite groups will be formed. If you are interested in joining, contact Marilee at mroberg@ameritech.net.

Los Angeles: Associate Professor of Religion Mark Wallace gave a lecture to alumni in Los Angeles about his recent sabbatical in a Costa Rican Cloud Forest. Preceding the lecture, several alumni gathered to discuss plans for revitalizing the LA Connection. Carolann DiPirro '91 volunteered to serve as Connection chair and will work with several other alumni on Connection events this spring. Watch your mail for upcoming events.

Philadelphia: Jim Moskowitz '88 and Paula Goulden-Naitove '79 are planning an exciting schedule for the spring, including a lecture by Congressman and former Swarthmore Physics Professor Rush Holt, a taping of the public radio



RUSH HOLT

show *Justice Talking*, a duck boat tour, a zoo trip, and a walking tour of Chinatown restaurants.

San Francisco: In early January, more than 100 alumni, family members, and friends attended a lecture in San Francisco titled "Practical Wisdom" by Professor Kenneth E. Sharpe, William R. Kenan Jr. Professor of Political Science.

Seattle: Connection Chair Deb Schaaf '95 and Paul Atwater '95 opened their home to 40 alumni and guests for a potluck dinner in December. Jennie Keith, professor of anthropology and director of the Eugene M. Lang Center for Civic and Social Responsibility, visited alumni in Seattle in March.



SWARTHMOREANS LIVING IN THE AUSTIN/SAN ANTONIO AREA ENJOYED EACH OTHER'S COMPANY AT A RECENT POTLUCK DINNER HOSTED BY AMERICA RODRIGUEZ '78.

Austin/San Antonio: The Swarthmore Austin/San Antonio Connection recently held a "potluck" dinner hosted by América Rodriguez '78. There was good conversation and good food for all who attended. This new Connection is very active thanks to the hard work of Jennifer Jacoby Wagner '92. In addition, the Connection recently started a book group hosted at the home of Jennifer and Peter Wagner '92. If you are interested in joining, contact Susan Morrison '81 at morrison78704@yahoo.com.

Boston: Allen Kuharski, associate professor of theater and the dramaturge for Pig Iron Theatre Company's newest creation, *Hell Meets Henry Halfway*, spoke to Boston Connection members about the play's 9-month development process and the inner workings of Pig Iron's decade of creative work. Joining Kuharski were Pig Iron founders Dan Rothenberg '95, Quinn Bauriedel '94, Dito van Reigersberg '94, and company



CELIA PARIS '05 VISITS WITH NATIONAL EXTERN PROGRAM CO-COORDINATOR NANINE MEIKLEJOHN '68 AT A RECEPTION FOR EXTERNS HELD AT THE OFFICE OF MARY CALLAHAN '77. THE RECEPTION GAVE EXTERNS THE CHANCE TO MEET WITH ALUMNI TO DISCUSS CAREER OPPORTUNITIES. A TOTAL OF 188 STUDENTS PARTICIPATED IN THE EXTERN PROGRAM IN BOSTON; NEW YORK CITY; WASHINGTON, D.C.; CLEVELAND; SAN FRANCISCO; AND PHILADELPHIA (SEE ARTICLE ON P. 16).



SEVERAL CITIES HAD GATHERINGS DURING THE EXTERN WEEK TO ALLOW STUDENTS, HOSTS, AND EXTERNSHIP SPONSORS TO COMPARE NOTES. SUSAN TURNER '60 HOSTED THIS RECEPTION IN BOSTON.

SWEENEY TO KEYNOTE LAX CONFERENCE

Michael Sweeney '79 will keynote the 2005 Lax Conference on Entrepreneurship on April 3. He will speak about "A Life in Business—It's Not as Bad as They Have Told You."

"I was not a top student at Swarthmore, but I got along well with others. My academic interests were broad but not deep, so a career in academia was out of the question," Sweeney said. "I completed the intro course for each of the humanities, some more than once, and ended up choosing economics as a major. That kept me out of the science labs at night."

Sweeney's tendency to dabble has continued in the 25 years since his graduation from Swarthmore. He describes his career opportunities ranging from "Wall Street to real estate, banking, film, food, and coffee."

From 1999 to 2002, Sweeney served as president of Starbucks Coffee Co. (UK) Ltd. in London. He is currently a managing partner and chief executive officer at Goldner Hawn Johnson & Morrison in Minneapolis, one of the leading middle-market private equity firms in the United States.



COURTESY OF MICHAEL SWEENEY '79

MICHAEL SWEENEY '79 WILL BE THE KEYNOTE SPEAKER FOR THE 6TH ANNUAL LAX CONFERENCE ON ENTREPRENEURSHIP.

In addition to the keynote speaker, several alumni will lead panel discussions in the afternoon. They are Susan Lavine Coleman '76, president of NCI Consulting; Richard DeGolia (parent of Alexander '07), CEO of Apptera Inc.; Mark Harmeling '74, independent real estate professional; Joel Kier '86, managing partner of Kier Group Holdings LLC; Corinna Lathan '88, president and CEO of Anthro Tronix Inc.; David McElhinny '75, president of SIGCO Inc.; John Montgomery '77, founder and portfolio manager of Bridgeway Capital Funds Inc.; Lisa Diaz Nash '80, president of LN Marketing Associates; Iris Miroy Ovshinsky '48, vice president and co-founder of Energy Conversion Devices Inc; and Stan Ovshinsky '48, president and chief technology officer of Energy Conversion Devices Inc.

The conference, in its sixth year, is funded by an endowment created by the estate of Jonathan Lax '71. If you are interested in attending the Lax

Conference, please contact Kathy Marshall at (610) 690-5730, or register on-line at www.swarthmore.edu/lax.



WILLIAM STRUHS

GARNET SAGES HEAD FOR SPOLETO FESTIVAL

The Garnet Sages—alumni who have reached their 50th reunion—will travel to the Spoleto Festival in Charleston, S.C., from June 8 to 11. This popular performing arts festival includes classical music, opera, jazz, theater, and dance. Spaces are still available if you wish to join us—or if you are a resident of

OPENING CEREMONIES HELD AT CHARLESTON'S CITY HALL KICK OFF THE 17-DAY SPOLETO FESTIVAL USA.

Charleston and would like to join the Swarthmore group for an event or meal. Please contact Astrid Devaney, associate director of alumni relations, by e-mail at adevane1@swarthmore.edu or phone at (610) 328-8412. For more information

on the festival, visit www.spoletousa.org.

In addition to the festival, the Sages are planning to travel to Salem, Mass., to visit the Peabody Essex Museum and other places of interest. If you are interested in more information about any of these trips, contact Astrid Devaney. Bruce Gould '54 has assisted the Alumni Office in planning and organizing these trips.

ON-LINE COMMUNITY GETS UPGRADE

Have you visited the Swarthmore On-Line Community lately? If not, you may find some interesting new features, including:

- An on-line directory with an increased number of search fields to help you connect with your classmates and other alumni
- Brand new Class Notes and Connections pages
- Permanent e-mail forward-

ing that makes @alum.swarthmore.edu the only e-mail address you will ever need

- A direct link to the College's Office of Career Services, which is expanding its offerings to alumni

For registration instructions, go to www.alumniconnections.com/olc/pub/SWT/.

LISTSERVS MADE EASIER

It's now much easier to join the Swarthmore listservs. A listserv is an electronic mailing list comprising the e-mail addresses of subscribers interested in a certain topic or group. Your e-mail to a list is forwarded to all current subscribers. Swarthmore lists are composed of Connection group members, graduating and reunion classes, and a few special-interest groups. Visit <http://www.swarthmore.edu/alumni/listservs/index.html> to see a list of groups that are available and to subscribe.

Engagement



THE MEANING OF SWARTHMORE

Swarthmore is a bond among people who have stirred each other's imaginations with original ideas, unique perspectives, and contributions to a better world. The bond transcends campus affiliations, race, ethnicity, and age, embracing former and present students, faculty, and administration. To experience Swarthmore is to experience intense engagement.

—*Cynthia Graae '62*

PROFILE

Regeneration Through Teaching

WALTER BLASS '51 GIVES BACK TO THE WORLD FOR THE GRACE HE RECEIVED.

When Walter Blass was 5 years old, he and his family fled to Belgium from Nazi Germany. Five years later, World War II erupted; the Belgians arrested Blass' father on the first day of the war and sent him to a French concentration camp. As Walter and his mother fled into France, they were also arrested as German (enemy) nationals and thrown into jail in Agen. When his mother was about to be sent to a concentration camp in Gurs, she asked what would happen to her 10-year-old son. Advising her that a child would not survive the rigors of camp life, the jailer put Blass in a home for delinquent children. "In a way, he probably saved my life," says Blass, "but it wasn't exactly the most pleasant of circumstances. Yet I survived." Four months later, in a hospital suffering from eczema, he was bailed out for 17,000 francs by his father, who had meanwhile been released. He came to the United States at age 11 and became a Quaker at 13.

More than 20 years later, Blass took a leave of absence from his position as an economist at AT&T to become director of the Peace Corps in Afghanistan. There, while spending a Sunday afternoon swimming with his family, he saw a 2-year-old child drowning in the swimming pool. He jumped in, pulled her out, and resuscitated her. The moment was pivotal in his life.

"It dawned on me, then," Blass says, "that by the grace of God, I had survived the Holocaust—and now, I was 'even with God' because I had saved the life of another of his creatures, a little German girl." He says that, in retrospect, it seemed even more important than the rest of his work in Afghanistan.

Since then, Blass has had a successful career as an economist, retiring in 1985 at age 55 as director-strategic planning for AT&T. He makes sure that retirement is anything but quiet. Founder and president of



EN ROUTE FROM VIENNA TO BELGRADE, BETWEEN TEACHING STINTS, BLASS VISITED PRAGUE, WHERE BESIDE THE SPECTACULAR VIEW FROM A BRIDGE ACROSS THE MOLDAU RIVER, HE ENJOYED THE CULTURAL AND CULINARY DELIGHTS OF THE "GOLDEN CITY."

Strategic Plans Unlimited, he serves as a planning consultant to domestic and foreign clients worldwide and is a visiting professor at the Grenoble Graduate School of Management (formerly Ecole Supérieure de Commerce); he visits business schools and universities all over the world to teach courses in strategic planning and globalization to students and businessmen. During the past two years, he has taught courses in Grenoble and China and is planning upcoming stints in Moscow and Belgrade. An avid skier, he relishes time in the French and Swiss Alps.

Blass, who gets "a great charge out of working with a class," prefers to engage his students in dialogue rather than lecturing to them or working from textbooks. Using Harvard or European Case Clearing House case studies describing real-life situations, his students analyze the ways in which various companies handle crises or loss of direction. Using examples like the Tylenol-tampering incidents of 1982 and 1985 and the 1989 Exxon Valdez oil spill, he encourages students to identify the lack of leadership or courses of action either preceding or following the crises to develop alternatives that could have prevented the disasters.

As a teacher of graduate students, Blass is also a popular thesis supervisor. One of his M.B.A. dissertation candidates, an eager

Chinese student, who was seeking better library resources than were offered in Grenoble where she was his student, ended up staying at his house in New Jersey. He arranged interviews for her at companies like IBM, Hewlett-Packard, AT&T, Lucent Technologies, and some Chinese companies.

"It was fascinating," he said. "Here was a sophisticated 28-year-old married woman with a degree in information technology who had the curiosity of a 5 year old. She asked questions about everything, from 7 a.m. to 11 p.m!"

"To me, this exemplifies the kind of relationship that a teacher ideally has with a student." He continues: "I recall Michelangelo's Sistine Chapel ceiling where God and Adam almost touch fingers. That spark between the two fingers, that's what teaching should be about. When it happens, it's great."

Still in contact with the student, Blass plans to visit her and her husband and family during his upcoming visit to China.

"The teaching, this contact with another generation," he says, "is what [psychoanalyst] Erik Erikson described as 'regeneration.' I'm thinking, 'Here I am in the second half of life doing unto others what Swarthmore did for me.'"

—Carol Brévart-Demm

Letters From *Israel*

SWALLOWING MY PRIDE, I WORKED ON IMPROVING MY HEBREW IN AN INTENSE *ULPAN* CLASS.

By Howard Chaim Brown '67

MY PARTNER, LYNN DAVIDMAN, WAS ALL SET—a four-month academic fellowship and near-fluency in Hebrew. But what was I going to do in Jerusalem from after Passover until the end of June? True, I could continue to work part time for my health care client over the Internet, but then what?

Well, I could try to improve my Hebrew.

My Hebrew needed improvement, more than I realized, even after nearly three years of *ulpan*—classes in conversational Hebrew one night a week. I found an Israeli school with a good reputation—*Beit Ha'am* (House of the People)—but it was surely disheartening when, after a short conversation, they placed me in *aleph*, the beginners' class.

I swallowed my pride. The teacher, Yudit, was a blonde Jewish Israeli in her mid-30s. Somehow, I noticed that she wore a different pair of shoes (sneakers, sandals, or boots) each day of the week. Her Israeli Hebrew accent was strong, to the point where the sound of the letter *r* became *w*. Yudit was invariably patient. The class met five days a week: Sunday through Thursday. Sunday is a workday in Israel; Friday is the day of preparation for Shabbat, generally not a workday. We met from 8 a.m. to 12:30 p.m., with a couple of breaks. It was intense.

There was a certain satisfaction in registering in my Hebrew name—Chaim—the name I rarely have reason to use. It was delightful for two full months to be surrounded, hours on end, by people addressing me as “Chaim.”

The class had actually started a month before I joined it. In the two months during

which I was a student there, we covered material approximately equivalent to what I'd learned previously during three years of classes held one evening a week. It was a good, thorough review for me.

What made the *ulpan* really interesting, though, was the makeup of the class. This group was truly international. My first friend was Julia (“JuJu” to her friends), an outgoing 48-year-old divorcée, a Christian Arab mother of five living in the Old City. (Arabs, in fact, generally made up more than half the class, motivated by the desire for a job or university admissions.) JuJu was outspoken—frequently she would attempt declarations of Israeli mistreatment of its Arab population, only to be silenced by Yudit—“*lo, lo, lo politika*” (no politics). This was a Hebrew-language class after all, and Yudit kept it on track.

Usually, Karen sat to my left. Karen was Uruguayan, Catholic, married in Uruguay to a Uruguayan Jew who had previously made *aliyah* (moved to Israel). A good part of their lives was taken up with trying to persuade the Israeli immigration ministry that their interfaith marriage was genuine and that, therefore, she merited Israeli citizenship. In the meantime, Karen, a teacher of nurses in Uruguay, was unable to work at her profession in Israel and spent her work time as a hospital volunteer. An Israeli might say, “*Balagan*” (a mess)!

To my right, on most days, sat Boris, a Russian immigrant in his mid-60s. He was quite bright, and we took a liking to each other. There was a limit to our friendship,



MEGHAN KRIEDEL MOORE '97

however, because he spoke no English, I spoke no Russian, and neither of us spoke a great deal of Hebrew. Nonetheless, we often ended up sitting outdoors at break time, snacking, talking about life in general and our own lives in particular, through a comical combination of grunts, sign language, and broken Hebrew. Boris' family had preceded him to Israel by several years. He'd been living fairly comfortably in Russia but had been lonely: “I had money, I had property, but there were no people.” So he made *aliyah* and like most *olim*—immigrants—was finding the going rough: suicide bombings, language problems, a depressed economy, and cultural adjustments.

It was a good group of students. Interestingly, the most fluent among us were the Arab women. I had heard that this would be so because Arabs grow up listening to Hebrew; for them, it is important to understand. Although Israelis might be equally exposed to Arabic, there is less incentive for them to learn.

One of the Arab women, “Mala,” impressed me particularly because she lived beyond the checkpoints in East Jerusalem and reported that she started her day at 5



“We often ended up talking about life in general and our own lives in particular, through a comical combination of grunts, sign language, and broken Hebrew.”

a.m. to get through the checkpoints in time for the 8 a.m. class. Our two Japanese students struggled mightily with verbalizing in Hebrew, as did Sochi from South Korea. (We lost Sochi about six weeks into my stay because, as our teacher Yudit explained, he

IN AN INTENSIVE, TWO-MONTH HEBREW CLASS IN JERUSALEM, BROWN'S CLASSMATES INCLUDED STUDENTS FROM NINE OTHER COUNTRIES.

ceeded to recite in Hebrew from the first chapter of Genesis.)

Our group also had representation from England (a young woman immigrant), the Ukraine, and Colombia. We had a Greek Orthodox nun named Stiliani who dressed in a black robe from head to foot despite Jerusalem's frequent scorchers, and several religious students. New prospective students would sit in on the class; some stayed, and others left. Generally, the number of students varied from about 12 to 20.

Another interesting aspect to the class was that, because of its international composition, it was important to understand certain diplomatic niceties. To the Jewish students, at the end of class on Thursday, one would say the familiar *Shabbat Shalom* (a peaceful Shabbat), whereas to the others, it was *sameach sof shavua* (a good weekend). Likewise, when we broke for a state holiday (*Yom Ha'atzmaut*,

Independence Day) or a Jewish holiday such as *Lag B'Omer*, it was either *Chag Sameach* (happy holiday) or *chofesh sameach* (happy vacation), depending on the student's political or religious orientation. These were some of the complexities of Israel in miniature.

Ulpan classes were held on the fifth floor at 11 Bezalel Street, a public building that housed a city library, dance school, and similar functions. Israeli style, we had our bags checked early in the morning, then more casually checked returning to the building after breaks. Bezalel Street is right at the beginning of the more well-known Ben Yehuda, which generally is considered the heart of downtown Jerusalem. I was ambivalent about being downtown because of my initial paranoia about being close to buses. On the other hand, we were a half block from Shalom Falafel, great falafels on pita for 4 shekels a *chatzi* (half pita), which is about \$1, depending on the exchange rate. Not only were the falafels about the best street food in the city, but, for the observant, there was the obligatory hand-washing equipment and grace after meals prominently posted.

When the time came for Lynn and me to leave Israel, my ulpan friends and I had a nice *misiba* (party), and, quite unexpectedly, they presented me with mementos to carry home. I hope I've remembered them all. ☞

Howard Chaim Brown is a software developer, freelance writer, and photographer living in Wickford, R.I., who founded the Rhode Island Center for Jewish Healing.



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PROFILE

Children's Advocate

ATTORNEY JULIA LANDAU '78 FIGHTS TO ENSURE EQUAL OPPORTUNITY FOR ALL STUDENTS.

A girl looks through a glass door at her friends in the classroom next to hers. She longs to join them, but because she has mental retardation, her elementary school says she is not allowed. Finally, the girl is able to cross the threshold after she finds an advocate in Julia Landau '78, an attorney who has fought for more than 20 years to open doors for children with disabilities and give them access to the equal educational opportunities the law requires.

Landau won the John G. Brooks Public Service Award in fall 2004 from the Boston Bar Association, which praised her for aiding underserved children as the senior project director for the Massachusetts Advocates for Children (MAC). Since she joined the nonprofit organization in 1984, Landau says that she has seen a marked improvement in the environment for disabled children.

At the beginning of her legal career, she represented a young child with severe cerebral palsy in a wealthy suburban school district. The school hired experts who testified that the child should remain segregated because the child's presence would upset other children and make them think they too would become disabled. She won the case. Several years later, the same school district became a model for inclusion, embracing the changes it had once fought against. For Landau, that was the ultimate victory. Public schools that once legally excluded children with disabilities now acknowledge an obligation to serve every child. Yet she still faces the challenge of convincing school districts, legislators, and the general public that more services are needed, that children with disabilities deserve the same chance—and the same investment—as anyone else.

"People with disabilities have been scapegoated all through history, and that scape-



COURTESY OF JULIA LANDAU

LANDAU RELAXES WITH HER OWN CHILDREN JESSICA, 12, AND BEN, 16. HER OLDER SON, DANIEL, IS NOW 20.

goating is a way to obfuscate what the real issues are," Landau says. "Part of it is the unspoken question: Is it really worth it to spend money on this child who may not have the same potential as this other child?"

Landau hopes to provide an affirmative answer through her work, which focuses on improving special education for children from predominantly low-income families. She litigates individual cases, lobbies state legislators, and conducts workshops on the legal rights of parents with disabled children. She also raises money for a nonprofit that lacks the resources and comforts of law firms.

Her small office in MAC's downtown Boston headquarters is covered with folders from an ongoing case involving a child with autism seeking an alternative placement. Most of her cases are labor intensive, with thick files filled with psychological reports and medical histories.

Despite the gains she has seen during her time at MAC, she says her job has become more difficult in recent years because of decreases in education funding, standardized tests linked to high school graduation, and a political climate unfavorable to enforcing civil rights laws. Yet the chance to advocate in a variety of ways for a cause she believes in continues to energize her.

"There are a lot of exhausting frustrations about working in a nonprofit and

working in a field where there are always more and more challenges," Landau says, "but I'm also incredibly fortunate I have a job that I love so much."

Her passion for issues of disability and civil rights developed when she volunteered with the Easter Seal Society as a teenager. She befriended many people with disabilities and saw the obstacles they faced—before laws were passed to protect them—from service workers who ignored them to schools that offered minimal academic instruction. "I always gravitated toward issues that had to do with how society treated people who were perceived as being different," she says.

After graduating from Swarthmore, which she credits with fostering her independence and self-confidence, she traveled to Berkeley, Calif., the center of the nascent disability rights movement (the Americans with Disabilities Act passed more than 10 years later, in 1990). Her work there with the Disability Rights Education and Defense Fund, a law and policy center, convinced her to pursue a law degree to further her goals in the field. While attending Suffolk University Law School in Boston, she discovered MAC. The organization appealed to her as a place to work, she says, because it shared her ambition of changing the system, sometimes by changing the lives of one child at a time.

—Lewis Rice

Intimate Encounters

Serge Seiden '85, director, *Black Milk*, Studio Theatre, Washington, D.C., January to February, 2005

In post-Communist Russia, an attractive young couple—he dressed in synthetic pants and she pregnant and wearing purple fishnets—hawks “Wonder Toasters” to peasants in one-horse hamlets. They are blinded by greed. Bread isn’t even delivered to these most isolated of villages, as the audience learns partway through the first act of Vassily Sigarev’s *Black Milk*. Lyovchik (Matthew Montelongo) and Shura (Holly Twyford) have come to the countryside by train from Moscow, seemingly as much to spar as to make a quick buck. Locked into an insidious psychological interdependence, they trade insults at rapid fire and play power games over Menthols and lollipops.

The play, directed by Serge Seiden '85, was part of the “Russian Winter” series presented by Studio Theatre of Washington, D.C., where Seiden is associate producing artistic director. Studio Theatre is a four-stage producing company and acting conservatory that focuses exclusively on contemporary drama. Seiden typically directs one or two plays each season and also teaches and serves as production and literary manager for the company.

He describes the first act of *Black Milk* as a black comedy, with Lyovchik and Shura enjoying nary a moment of silence. Either the drunken station attendant (Anne Stone) is waxing poetic, or a peasant who has purchased a toaster is demanding “justice,” or Lyovchik and Shura are creating their own fireworks. When, at the end of Act I, Shura goes into labor, the play takes an accelerating tonal shift toward the dramatic.

After giving birth in the home of the generous Auntie Pahsa (Elizabeth Stripe), Shura returns to the train station 10 days

later, metamorphosed by motherhood. She hates that her breast milk has been made bitter by cigarettes and despises all that this bitterness represents. She wants to renovate the saw mill in town and provide the people with jobs. It is a ridiculous fantasy, Seiden points out, too unreal to be realizable—but the violence with which Lyovchik rejects it cuts to the pulse of a play whose characters survive communism’s collapse by either freezing in time or exploiting those who do not realize just how stuck they are. “There was something to me very poignant about that—how cynicism can be so destructive to ideals,” Seiden says.

As a train whistles and approaches the station, Shura’s chance for redemption in the context of her husband’s immutability hangs in the balance—and the sense reverberates that the Devil is laughing in the corner as Shura negotiates with the God she just discovered. The intensity of the

moment hangs in the air, suggesting the perilous nature of fate, and Shura’s life becomes everyone’s—if only for a second.

“In the shift from communism to whatever the postcommunist period in Russia is going to be, there was a big shift from director-driven theater to playwright-driven theater,” Seiden says. “There’s something about free speech in Western societies that makes the playwright the primary force.” Within the Soviet Union, it once fell mainly to directors to manipulate the words of the writers in order to offer subversive interpretations. Russian writers have greatly increased their creative output since com-



SCOTT SUCHMAN

IN VASSILY SIGAREV’S PLAY *BLACK MILK*, DIRECTED IN JANUARY BY SERGE SEIDEN AT STUDIO THEATRE IN WASHINGTON, D.C., HOLLY TWYFORD AND MATTHEW MONTELONGO PLAY LYOVCHIK AND SHURA, A HUSBAND AND WIFE TEAM WHO HAVE TRAVELED TO RURAL RUSSIA HOPING TO MAKE SOME QUICK CASH.

munism’s collapse, and Sigarev has emerged as a black sheep among Russian playwrights, a rebel in a society where, historically, all writers have been rebels by virtue of their occupation.

“We tend to find plays that illuminate one particular world,” Seiden says of culturally inscribed plays like *Black Milk*. These plays speak to a specific yet universal moment in a way that Seiden believes is fundamental. “Some people like Shakespeare because it’s poetic and relates metaphorically to our lives, whereas contemporary theater hopefully relates to us more immediately,” he says.

It can be difficult for an exclusively contemporary theater to find quality scripts consistently. What Seiden searches for in his capacity as literary manager are scripts that provide rich characters and open the possibilities for strong performances—and strong audience responses. A \$13 million expansion of the Studio has just been completed, and as Seiden said, there is a reason why “when we built a new theater, we didn’t build a 500-seat theater; we built another 200-seat theater. The focus of Studio is on performance.”

“I think it’s about the intimacy.”

—Elizabeth Redden '05

Other Theater

Laurie Daniels Blazich '63, *Backwater Park*, Actor's Theatre of Sacramento, 2004. A social worker in El Dorado County for more than 20 years, Blazich distilled her experiences into a play about how a group of people are affected by a proposed development that could displace them from their homes.

Books

Joshua Gamson '85, *The Fabulous Sylvester: The Legend, the Music, the Seventies in San Francisco*, Henry Holt, 2005. The author, a Yale-trained pop culture expert, tells the story of a young black boy who had a voice larger than life and the attitude to match.

Marjorie Garber '66, *Shakespeare After All*, New York, Pantheon Books, 2004. Based on Garber's popular lecture courses at Yale and Harvard during the past 30 years, this book offers readings of all 38 of Shakespeare's plays in chronological sequence.

Simon Goudsmit '48, *The Limits of Money: Three Perceptions of Our Most Comprehensive Value System*, Eburon, 2004. This book describes phases in the evolution of money, starting with the standardization of weights in the Near East 4,000 years ago up to today's electronic currencies.

Thomas Laqueur '67, *Solitary Sex: A Cultural History of Masturbation*, Zone Books, 2003. The author, a University of California–Berkeley professor, explores the evolution of masturbation and how historical forces have shaped the way we understand it.

Karen Orloff Kaplan and **Christopher Lukas '56**, *Staying in Charge: Practical Plans for the End of Your Life*, John Wiley & Sons, 2004. Drawing on experts' wisdom, this work offers information to make the last years of life more fruitful, less isolating, and more comfortable.

Daniel Marcus '80, *Happy Days and Wonder Years: The Fifties and the Sixties in Contemporary Cultural Politics*, Rutgers University Press, 2004. Focusing on American politics and popular culture of the last three decades, this book explores differing interpretations

of the 1950s and 1960s and their uses in political and social movements and debates.

William Matchett '49, *Elementary*, Wood Works, 2004. With an eye for life at the margins, poems in this work—with a title suggesting the four Greek elements of all life—include “Earthworms,” “Airplants,” “Fireweed,” and “Water Ouzel.”

Howard Peelle '65, *Mathematical Computing in J: Volume 1, Introduction*, Research Studies Press, 2004. This book introduces mathematical computing using J—a new programming language with practical applications in mathematics, actuarial analysis, scientific research, business data processing, and education.

Tony Rothman '75, *Everything's Relative: and Other Fables From Science and Technology*, John Wiley & Sons, 2003. The author of seven other science books and a frequent contributor to science publications, including *Scientific American* and *Discover*, combines storytelling with a scientific focus to debunk centuries of commonly held beliefs throughout science and technology's illustrious history.

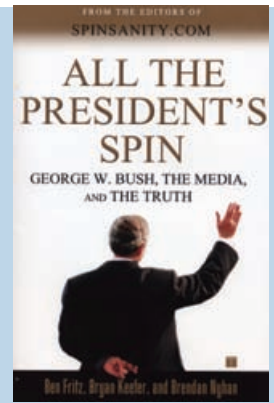
Micha Sifry and **Nancy Watzman '86**, *Is That a Politician in Your Pocket? Washington on \$2 Million a Day*, John Wiley & Sons, 2004. Two astute observers of political influence blend satirical bite with eye-opening research—making this book accessible with graphs, tables, sidebars, quizzes, and factoids.

Jonathan Nuechterlein and **Philip Weiser '90**, *Digital Crossroads: American Telecommunications Policy in the Internet Age*, MIT Press, 2005. The authors analyze competition policy issues in the telecommunications industry, examining technological, economic, and legal developments.

Exhibit

Gabe Cumming '00, *Rural Voices and Visions: Local Communities Speak Out About Their Landscapes*, Levine Museum of the New South, Charlotte, N.C., Nov. 21 to April 30. This exhibit features photographs, quotations, and a video from documentary fieldwork in four rural communities.

Ben Fritz '99, Bryan Keefer, and **Brendan Nyhan '00**, *All the President's Spin: George W. Bush, the Media, and the Truth*, Touchstone, 2004. The writers who founded Spinsanity (www.spinsanity.com), featured in a weekly *Philadelphia Inquirer* column, “hope to spur discussion about a political system under siege by the forces of public relations and spin.”



Louise Hawes '65, *The Vanishing Point: A Story of Lavinia Fontana*, Houghton Mifflin, 2004. This historical novel, written for children ages 12 and older, draws readers into the life and art of 16th-century Bologna with an account of Lavinia Fontana, one of the most famous female painters of the Italian Renaissance.



Martha Shirk '73 and Gary Stangler, with a foreword by Jimmy Carter, *On Their Own: What Happens to Kids When They Age Out of the Foster Care System?* Westview Press, 2004. This work is a call for action to provide youth in foster care with the same opportunities on the road to adulthood that most youth take for granted: access to higher education, vocational training, medical care, housing, and relationships within their communities.



PROFILE

Academic Rigor

DANA LEHMAN '98 IS PROVING THAT INNER-CITY ADOLESCENTS CAN ACHIEVE.

In Boston, Dana Lehman is dashing conventional wisdom with an experiment in urban education that tackles public education's bleakest years: middle school.

Roxbury Preparatory Charter School students come from underserved neighborhoods and underperforming elementary schools. Yet, on the latest Massachusetts achievement tests, a greater percentage of Roxbury eighth-graders scored advanced or proficient in math and science than those at every Boston public school but one, Boston Latin, the city's premier public academy.

Roxbury Prep's test scores have won it national acclaim: The U.S. Department of Education lists the 6-year-old school as one of the highest-performing eight charter schools in the country, and educators visit daily to see how Lehman and a staff of 26 others have succeeded where so many other public middle schools have failed.

The key, says Lehman, the school's 28-year-old co-director, is academic rigor. Lack of rigor, not demographics, dooms inner-city schools, Lehman believes. Educators hesitate to demand giant leaps in achievement, given the challenges facing inner-city, low-income students, she says. "The attitude and culture at some urban schools is one of low expectations." To Lehman, this is social injustice.

"If we don't give our students all the academic rigor that students in the suburbs get in middle school," she says, "they're never going to catch up in high school."

It's a daunting mission: Roxbury Prep takes whatever sixth-graders fate assigns them and spends three years turning them into motivated young scholars with enough grounding in reading, math, and science to hold their own in selective public or private college preparatory high schools.

All of Roxbury Prep's 190 students are black or Latino, two-thirds qualify for the



DANA LEHMAN (LEFT), CO-DIRECTOR OF THE ROXBURY PREPARATORY CHARTER SCHOOL SAYS THAT ONE-ON-ONE CHEMISTRY IS NOT ONLY POSSIBLE THERE—IT'S ESSENTIAL.

free and reduced-price lunch program, and a third start sixth grade two years behind the national average in math and reading.

The staff fights the social factors conspiring to stymie student success with a swift and sure discipline policy (even playfully pushing a classmate is punished) and an energetic, hard-working faculty that assumes an almost parental role in some students' lives. The intensely academic atmosphere keeps most students in the building until 6 or 7 p.m.; teachers stay, too, to help children with homework if no one at home is willing or able.

If a student's behavior or grades begin to tank, "Our first question is, 'Who is their best relationship at the school, and how can we get them to spend more time together?'" she says, adding that it's not unusual for teachers to take students to a bookstore or to the movies on the weekend.

Although middle-schoolers are notorious for acting cool and anything but cuddly toward adults, the staff is always struck by the children's hunger for attention from adults. Rather than choose movie tickets or gift certificates to the Gap as rewards for good citizenship, the students covet most of

all having Lehman or her fellow director follow them around for a day carrying their books and wiping their desks.

"The second most popular prize is having lunch with a teacher and a friend," she says.

After six years of operation, it's too early to tell whether Roxbury Prep students will be able to sustain such success through high school and college. The school is often held up as a national model, and Lehman, a physics major at Swarthmore, is working on a master's in education at Tufts University focusing on the implications of the Roxbury experiment for public education policy.

One vital ingredient in Roxbury Prep's success—the staff—would be difficult to replicate in the public schools, she says. "If I were a district school principal, I would have no control over who was on my staff let alone what hours they keep," she notes. Although she hopes others emulate Roxbury's academic standards, Lehman has no plans to open additional such schools. "The best thing we can do," Lehman says, "is prove that urban middle schools can achieve and eliminate the ever-present notion that this can't happen."

—Colleen Gallagher

PROFILE

“I Do” With a Twist

PETER MURRAY '00 LEADS A FOUNDATION FOCUSED ON SOCIALLY CONSCIOUS CELEBRATIONS.

Engaged couples now have a way to make their wedding an event that celebrates not only their commitment to each other but to the world.

The I Do Foundation (IDF) is a nonprofit organization that lets engaged couples bring a charitable focus to their own “I dos.” Founded in 2000 by Peter Murray, director of corporate partnerships; Lawrence Miller '97, director of technology; and Bethany Robertson, executive director, it is the first Web site to offer free comprehensive charitable wedding services.

By registering on the IDF Web site (www.idofoundation.org), couples provide relatives and friends with a way to make a donation to one or more predetermined charities meaningful to the couple. If the couple also needs items such as sheets, a microwave, or dinnerware, they can create a gift registry with one of the site's retail partners. Up to 8 percent of the value of those purchases can go to the chosen charity—it varies by company—with no additional cost to the couple or gift giver. IDF has also formed partnerships with travel agencies, invitation companies, and an on-line wedding site that is connected to additional major retailers. Even purchases made in the traditional manner—inside a store—can be tracked for the charitable contribution as long as the couple has set up a registry on the IDF site using one of its retail partners.

“Business entrepreneurs have to think outside the box in order to win consumers,” Peter Murray says. “We're social entrepreneurs. We think about the box, and how we can change the system.”

Working to change “the system” is not new for Murray. He and David Zipper '00 used the money they received from winning the Lang Opportunity Scholarship Open Competition in 1998 to found Empowered

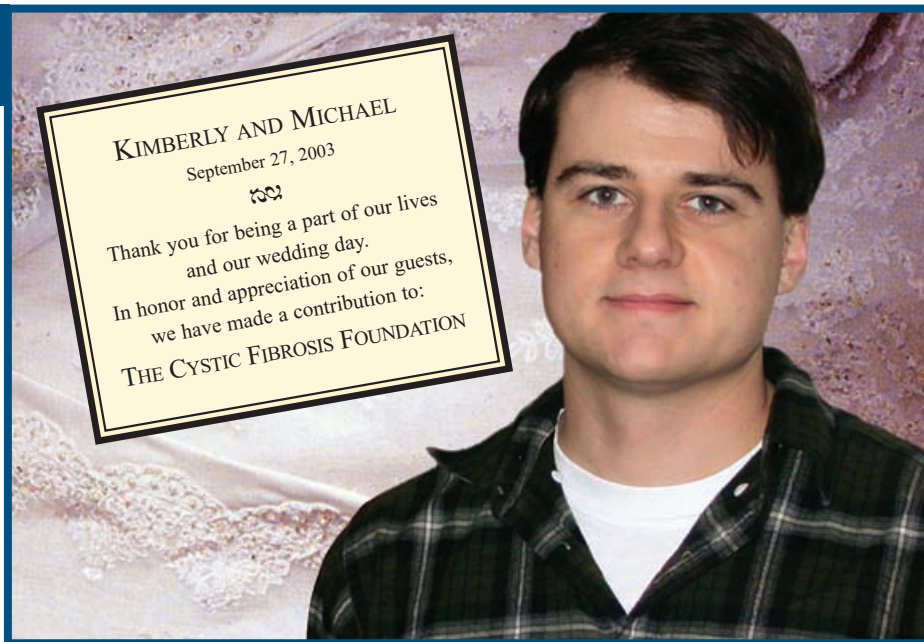


PHOTO BY CLAIRE WEISS '03; MONTAGE BY AUDREE PENNER

“WE'RE ABOUT CHANGING TRENDS AND TRADITIONS OF WEDDINGS IN THIS COUNTRY,” MURRAY SAYS. IN ADDITION TO ASKING, ‘WHAT COLOR WERE THE BRIDESMAIDS’ DRESSES?’ AND ‘HOW WAS THE FOOD?’ WE WANT PEOPLE TO ASK ‘AND WHAT WAS THE COUPLES’ CHARITY?’ INSET: RECEPTION PLACE CARD.

Painters in North Philadelphia (June 2000 *Bulletin*), which has since grown into the Empowerment Group, a small business incubator for low income and minority entrepreneurs.

In 2004, 2,500 couples used IDF's site and raised more than \$200,000 for their various charities. For 2005, Murray said 10,000 couples are registered, and thousands more are registering each month. To date, he said, the largest amount of money one couple's nuptials has raised for their charity is \$14,000.

Mike Morton '97 and his wife, Kim, who live in Wilmington, Del., used the site for their September 2003 nuptials and raised \$800 for the Cystic Fibrosis Foundation. “It's a way to give back, and it costs nothing. It's a no-brainer,” said Morton, who works for the technology company Streamstage.

IDF is currently associated with 40 charitable organizations that target children, youth and families, community development, education, environment, health, and social justice. But couples may choose to direct donations to any charity that meets IDF's guidelines.

In addition to encouraging purchases that benefit a charity, the bride and groom can make their own donation on behalf of their wedding guests instead of giving out a

wedding favor. The I Do Foundation offers elegant personalized place cards to put at each reception place setting stating what the couple did.

The Mortons also used this opportunity. “Our guests thought it was a really neat idea—and it raised more money for our charity,” Morton said.

In addition to Murray and Miller, other Swarthmore alumni instrumental in the IDF start-up were Tim Sibley '98, who serves as president of the board of directors, and Emily Rice-Townsend '99, a board member. B Daniel Fairchild '03 is the foundation's Web developer, and, until August—when she decided to enter nursing school—Lisa Jenkins '02 was director of communications.

IDF is supported by grants from AmeriCorp, Echoing Green, and individual donors. It takes just 2.9 percent of each credit card donation—the least amount charities take—to cover the processing of the transaction. IDF has future plans to create similar Web sites that focus on bar and bat mitzvahs and births.

“We believe this is what weddings should be. People spend \$30,000 on the average wedding. It's a \$70 billion industry,” Murray says. “It's an incredible opportunity to raise money for charitable organizations.”

—Audree Penner

bright shadows

Continued from page 21

isn't just research that gathers dust on some shelf. It is used to make decisions, influence state spending, and inform the governor and his senior staff."

"A highlight for me," Holtz-Eakin says, "was compiling data comparing labor markets in rural and urban counties and seeing those numbers go to use the next day in a presentation that my boss gave to the Council on Rural Development."

Comparing work in the real world with his college studies, Holtz-Eakin, a political science major, says: "In the real world, there is a much more concrete sense of effort and reward. I would put an extra half hour into a project and feel very rewarded, knowing that my effort helps improve the lives of Pennsylvanians."

He stayed with Lori Bunting Hudson '87 and her family in Harrisburg. "They graciously welcomed me into their home and their lives," he says. "The program was fantastic. When I was not matched with any of my first choices, Laura Sibson, Joseph Becker, and the Career Services staff went out of their way not only to bring me this great opportunity to work in Governor Rendell's office but also searched tirelessly for housing for me. I owe them all many thanks."

When I graduated from Swarthmore, I didn't know that the nonprofit world existed," Danielle Moss Lee '90 says. Now, she is president of the Harlem Educational Activities Fund (HEAF), a New York City organization dedicated to helping disadvantaged children become successful college students. To help them navigate the transitions from middle to high school to college, children from sixth grade up participate in educational programs, including accelerated academic and college credit courses; and youth development and leadership programs that help them gain the skills and attitudes required for a healthy and productive adulthood. Lee wants Swarthmore students to know that



PHOTOGRAPHS BY SAM ERICKSON '88

"you don't have to work for a bureaucracy in order to have an impact on education in the world."

Under Lee's direction, Rebecca Benjamin '07 and Jordan Shakeshaft '05 carried out prospect research for fund-raising for the organization, spent time in the classroom, and created a "footprints to college" timeline display for middle and high school children. "Each step was an actual footprint, outlining the necessary college preparatory steps, mounted on the wall," Shakeshaft says.

Both externs enjoyed working with the children. "We talked with them, helped with homework, observed, and sometimes assisted in the classrooms. We also worked with small groups of middle school students on a project about creating feasible long-term goals," Benjamin says. "They were so lively and inspired," Shakeshaft continues. "Each and every one of them sees that they will go to college and succeed."

"Danielle was kind, enthusiastic, and informative," Shakeshaft says. "She was constantly checking on us and clarifying any questions we had. And we had a chance to bond with her over our Swarthmore experience, which was nice." Benjamin, who hopes work at HEAF for some time this summer, adds, "She created a very comfort-

EXTERNS AT THE HARLEM EDUCATIONAL ACTIVITIES FUND REBECCA BENJAMIN (LEFT) AND JORDAN SHAKESHAFT CREATE A "FOOTPRINTS TO COLLEGE" TIMELINE FOR CHILDREN FROM MIDDLE THROUGH HIGH SCHOOL. THEIR SPONSOR, DANIELLE MOSS LEE (INSET, RIGHT), HOPED TO SHOW THEM "THE PERSONAL COMMITMENT AND CONVICTION THAT DRIVES OUR WORK AND HELPS US TO FEEL THAT WE ARE MAKING A DIFFERENCE."

able environment for us to work in. My placement was perfect."

Lee, who has sponsored externs three times, wishes the students were required to do a little more research on the organizations in which they are placed and that they played a larger role in defining what they expect from the externships, so that they can be as meaningful as possible. Her goal is to impart the "personal commitment and conviction that drives our work and helps us to feel that we are making a difference." ❧

Extern Week occurs annually during the last week of winter break. In 2006, this will be the week of Jan. 9. New participants are welcome. Alumni wishing to sponsor students in the program may express their interest by e-mailing extern@swarthmore.edu.

THE CRUCIBLE OF Character

CONTINUED FROM PAGE 27

- The appointment of a black assistant dean of admissions and a black counselor, subject to SASS review
- That Dean Hargadon be replaced by Sept. 1, 1969, “unless present admissions policies change or unless the actions of the current Dean of Admissions change”

If I knew then what I know now, I would have written the cover letter differently. Many times during the last 36 years, I have studied this letter carefully. This was very strong language with which to communicate the essential message of SASS. In “Requiem for Courtney Smith,” Paul Good’s article on the crisis (May 9, 1969, *Life*), J. Roland Pennock, chairman of the Political Science Department, conveyed the reaction of President Smith: “He was confronted with non-negotiable demands and rhetoric that did great offense to him.... This hurt him bitterly. But he never let himself be moved to anger.” (The *Life* article was reprinted in the March 1999 *Bulletin* and is available in the magazine’s Web archives at www.swarthmore.edu/bulletin.)

As incredible as it seems now, I and some other black students expected the College to ignore these demands just as it had ignored our demands of Oct. 16. To me, the production of the second black admissions report on Dec. 18, without reference to the SASS demands of Oct. 16, only dramatized how “invisible” we were at Swarthmore. The College had consistently refused to recognize the reality and legitimacy of SASS. We were left to conclude that the system at Swarthmore was unresponsive—and perhaps even hostile—to the SASS perspective on black admissions and our concern about the invasion of black student privacy. By Christmas 1968, it was clear that SASS had to move forward, even at the risk of failure, because of the moral imperative of our cause. If necessary, “we would present our very bodies as a means of laying our case before the conscience of the community,” as Martin Luther King suggested in *Letter From Birmingham Jail*.

I LEARNED OF THE IMPACT OF THE COVER LETTER and demands when I returned to Swarthmore from my home in New York City on Dec. 31. That was the day I first met Courtney Smith face-to-face.

I went by Parrish Hall to check my mailbox. To my surprise, I found a reproduced copy of the Dec. 23 SASS cover letter and

demands in my mailbox—and learned that it had been placed in the mailbox of every student. President Smith had distributed the SASS cover letter and demands to the whole College community, along with his own response.

When I had typed our demands on my mechanical typewriter, I kept only a poor-quality carbon copy. With today’s ubiquitous personal computers, scanners, faxes, and e-mail, it is easy to forget (or not know) how primitive 1969 office technology was by comparison. In those days, students typed papers and letters by typewriter—usually not electrical—with no memory capability. Papers to be reproduced were typically typed on a mimeograph stencil and copies made on an inky mimeograph machine. In 1969, photocopying machines were rare and expensive.

Therefore, because the College had multiple clean copies of the Dec. 23 SASS cover letter and demands—and I did not—why not ask the College for extra copies? It was not so simple. When I went to the reproduction office on the first floor of Parrish and asked for extra copies of the SASS package, a tight-jawed, scowling lady told me that she could only release extra copies with the permission of the President’s Office. The next step was to climb the stairs of Parrish Hall to President Smith’s second-floor office.

When I walked into the president’s outer office, his secretary immediately recognized me. I politely asked her for extra copies of the SASS package. She quickly retreated into President Smith’s private office while I patiently waited in the antechamber. The secretary returned shortly and informed me that President Smith wished to see me.

Courtney Smith was a living legend at Swarthmore—one of the great presidents in College history and the American secretary of the Rhodes Scholarship. To many Swarthmore students, me included, Courtney Smith seemed aloof and patrician—yet quietly charismatic in his Brooks Brothers suits. Although I merely wanted extra copies of the SASS package, I had climbed Mount Olympus and was about to be ushered into a private audience with Courtney Smith. I was psychologically unprepared and a little bit overwhelmed and intimidated. But as I stepped into his private office, I realized there is nothing to be afraid of if you believe the cause for which you stand is right and just.

Despite our differences of race, age, and style, President Smith was cordial and gracious to me that day. I reciprocated his cordiality and treated him with the utmost respect and courtesy—even though my Dec. 23 cover letter did not communicate that. In the informal intimacy of his private office, President Smith told me in so many words that he wanted to discuss the SASS demands as two human beings in search of a human solution to a human problem. I very much wanted to do that too. But, at the same time, I was only the chairman of SASS and therefore only a



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spokesman for the other black students—the “executive of their will.” Without discussing any of the substantive issues of the SASS demands, he and I agreed to a second meeting with a delegation of SASS members on Jan. 6, 1969—the first day of school after Christmas vacation. After 10 minutes, with no further business to conduct, Courtney Smith and I shook hands like gentlemen and parted company.

Some may ask why I did not talk with President Smith about the demands. First, as SASS chairman, I took my spokesman role seriously. It was not lip service. I was consultative and collegial; I viewed myself as “first among equals” with respect to the other SASS members and the “executive of their will.” Second, we in SASS valued group solidarity. We were sensitive to the “divide-and-conquer” tactics that had been used all too often in American history to separate blacks from their leaders. It would have been a mistake for me as SASS chairman to negotiate one-on-one with President Smith on Dec. 31 or at any other time or place. Hence, the meeting with a SASS delegation on Jan. 6 was the appropriate next step. Third, I was skeptical whether President Smith had an open mind about the SASS demands—and subsequent information confirmed my skepticism. In the *Life* article, author Paul Good quoted from a letter President Smith sent Dean Hargadon around the time in question: “I want to underline my dismay at the inappropriateness and lack of justification in SASS’s remarks that concerned you and your work in admissions, including Negro admissions. I count on your knowing that I regard your work at Swarthmore as one of the great strengths of the college.”

President Smith’s letter did not surprise me. Regardless of his personal thoughts on the SASS position, politically Courtney Smith had to stand by his admissions dean.

The next and last time I met President Smith was Jan. 6, 1969, along with a delegation of 15 SASS members and a handful of other Swarthmore administrators. Compared with the informal intimacy of my Dec. 31 private meeting, the Jan. 6 meeting, although civil, was more formal and tense. SASS restated its demands of Dec. 23. President Smith restated his position from his cover letter of Dec. 31 to the Swarthmore community, which accompanied the public distribution of the SASS demands. President Smith expressed sympathy for the underlying concerns of the SASS demands, which he asked that we recast as proposals. At the same time, he said he could not act unilaterally on the SASS demands even as proposals, because they involved basic policy issues for the Swarthmore faculty and Board of Managers. With the two sides agreeing to disagree, the meeting ended without any substantive progress or resolution.

TWO DAYS AFTER THE JAN. 7 DEADLINE AND WITH NO SATISFACTORY response to the demands of Dec. 23, SASS engaged in nonviolent direct action by occupying the Admissions Office. We had crossed the Rubicon, and Swarthmore would never be the same.



We had crossed the Rubicon, and Swarthmore would never be the same again. Time stood still for a week—or so it seemed.

Then, time stood still for a week—or so it seemed.

As Richard Walton wrote:

The SASS sit-in set off a frenzy of meetings by students and faculty. The students, as well as *The Phoenix*, generally supported SASS’s goals but criticized its tactics. The faculty, often meeting late, night after night, took a similar position. Over a period of several days, the faculty adopted resolutions meeting most of the SASS demands, noting that they were acting not because of duress but because many of the demands were justified. President Smith said it went without saying that he was “prepared to use the full influence and prestige of his office to win Board approval” of the resolutions adopted by the faculty. Despite the inevitable confusion, the situation

appeared to be moving toward resolution.”

During the crisis, Asmarom Legesse, the African anthropologist, was a faculty liaison to SASS. Years later, *The Phoenix* quoted him as follows on the crisis: “The Admissions Office was boarded up. On one occasion, I had to climb through a window in order to talk to them. It was incredibly intense to be inside—they had developed a degree of maturity and a sense of purpose. There was the kind of vision about what they were doing that I never saw again.”

After Swarthmore got over the consternation of the initial “non-negotiable” SASS demands, the controversial cover letter, and the dramatic occupation of the Admissions Office, the College found us to be basically reasonable and responsible negotiators. Once the negotiations were joined, we constantly appealed to the sense of morality and decency of the faculty and administrators on the other side of the table—and they seemed to respond. At the time, Professor of Anthropology Steve Piker suggested that SASS had effected “a resocialization of the Swarthmore community.” Despite the SASS pre-crisis rhetoric and political language—which we were forced to use as “invisible” men and women—what we wanted was to make the system work better, not break the system.

Then, eight days into the SASS nonviolent direct action, President Courtney Smith died suddenly of a heart attack at age 53. Although I did not know him well, our one, short, private meeting on Dec. 31 gave me some sense of Smith as a man. I, like everybody in the Swarthmore community, was shocked and saddened by the news of his unfortunate death on Jan. 16. That same day, SASS ended its action and issued the following statement:

In deference to the untimely death of the President, the Swarthmore Afro-American Students’ Society is vacating the Admissions Office. We sincerely believe the death of any human being, whether he be the good President of a college, or a black person trapped in our country’s ghettos, is a tragedy. At this time we are calling for a moratorium of dia-



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logue, in order that this unfortunate event be given the college's complete attention. However, we remain strong in our conviction that the legitimate grievances we have voiced to the college remain unresolved and we are dedicated to attaining a satisfactory resolution in the future.

The Phoenix weighed in with thoughtful editorial comments: "President Smith's unexpected death has unfortunately tended to obscure the restraint and rationality of the events which preceded it.... However we strongly believe that every effort should be made to dissociate his death from the preceding events of that week. It was an unforeseeable accident that should not be considered the consequence of any action."

Professor Legesse addressed the question of "violence" a week after the death of President Smith:

Senior members of this community have suggested that the actions of SASS were acts of "violence." I can only understand this indictment as a response to grief.... Can we plausibly admit such guilt and interpret a sit-in and a hunger-strike as acts of violence? Are we to believe that these instruments of peaceful protest are legitimate and "nonviolent" only when we use them to direct attention to grievances elsewhere, but cease to be legitimate when they are directed at our own institution? ... We should not forget that black students exhibited extraordinary restraint and discipline during the crisis.

It was public knowledge that President Smith was in his last year as Swarthmore's president. In July 1968, he had announced his intention to leave the College in June 1969, to become president of the Markle Foundation. He had been a trustee of the New

AUTHOR'S NOTE

I had prostate surgery in July 2003, which appears to have been successful in dealing with early-stage prostate cancer. I never had surgery or a major illness before, but this illness brought me face to face with my own mortality. Coming at age 55, it made me realize that I am closer to the end than the beginning of my life—and to the "unfinished business" I still need to do. Writing this article was one piece of "unfinished business."

Besides prostate surgery, I've come to realize that if you don't write your own history, someone else will write it for you—and they may or may not get it right. Since 1969, there have been several articles and pieces written about the crisis at Swarthmore—but none by black students directly involved. Although I am not an official SASS historian or a current spokesman for SASS or Swarthmore blacks, past or present, I believe my recollections and viewpoint on the crisis can make a contribution to the historical record.

I hope my historical memoir is the beginning, not the end, of a serious new assessment of one of the most significant events in the history of Swarthmore College. I urge others to pick up where I leave off.

—Clinton Etheridge '69

York-based foundation since 1953, the same year he became president of Swarthmore.

However, at the time of his death, it was not public knowledge that he had a pre-existing heart condition. In their authorized biography of President Smith (*Dignity, Discourse, and Destiny: The Life of Courtney C. Smith*, Associated University Presses, 2003) based on records, documents, and archives of the College and the Smith family, authors Darwin Stapleton '69 and Donna Heckman Stapleton disclose: "A postmortem examination conducted the same day [of Courtney Smith's death] but never made public showed his heart had suffered a hemorrhage of the right coronary artery, and that he had 'severe atherosclerosis of both coronary arteries ... the caliber of both coronary arteries was considerably reduced in diameter so that only a small probe could be put through them.'" The Stapletons conclude, "Unknown to all, and least of all himself, Smith had been living with serious heart disease for some time."

THERE WAS AN INTENSE BACKLASH AGAINST SASS from outside the College after the death of President Smith. I received hate mail for weeks from many parts of the country. Years later, I came across a quote from Horace that captures how I felt in the aftermath of the crisis: "The man who is tenacious of purpose in a rightful cause is not shaken from his firm resolve by the frenzy of his fellow citizens clamoring for what is wrong."

I cannot speak for any other member of SASS at the time, but I considered myself psychologically prepared to face the consequences of our nonviolent direct action. I believed in our cause so strongly that I was personally prepared, if necessary, to be expelled from Swarthmore, to be beaten by the police, to be killed. Fortunately, none of that happened to me or any other SASS member. But neither I nor anyone else was prepared for the untimely death

of President Smith.

Although many Swarthmoreans then and since have disagreed with SASS over the use of nonviolent direct action in January 1969, most have agreed with and embraced the changes in black admissions that SASS was seeking. I see this as evidence of the ambivalence of the white moderate that Martin Luther King discusses in *Letter From Birmingham Jail*:

... the white moderate who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action."

Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will.

My decision to become SASS chairman in spring 1968 had been a difficult one. The late Sam Shepherd Jr. '68 was graduating. Sam was a founding father of SASS and the SASS chairman. I was vice chairman and the logical consensus candidate to take the chairmanship. Yet I was a shy, soft-spoken, ambivalent engineering student. Sam used the Phil Ochs song "When I'm Gone" (from *Phil Ochs in Concert*) to persuade me to succeed him as SASS chairman. The song, which rhapsodizes on the importance of making your contribution while you are "here," has two lines that particularly hit home for me: "Won't be asked to do my share when I'm gone." "Can't add my name into the fight when I'm gone." I agonized over the decision to become SASS chairman, but when I finally made it, I was totally committed—come what may.

I came to realize that sometimes you must lead by being led. This was a leadership principle of Martin Luther King and Mahatma Gandhi. In a 1963 article, Dr. King quoted Gandhi: "There go my people, I must catch them, for I am their leader." This was particularly the case with "Seven Sisters" of SASS, who were frequently the "power behind the throne." Marilyn Holifield, Marilyn Allman Maye, Aundrea White Kelley '72, Janette Domingo '70, and others kept my feet to the fire of "blackness."

During the crisis, Don Mizell was the SASS vice chairman. Don and I worked well together, and we had complementary styles. Don was charismatic, a good public speaker, and more comfortable with the glare of media publicity. Reserved, understated, and unflappable, I somehow projected as SASS chairman what some people described as "strength of character." This reaction surprised me. In many respects, I was an unlikely leader, yet I was the man history selected for this role.

Although Swarthmore generally nurtured me as a critical



The crisis was a defining moment that shaped the rest of my life. Most human beings are given relatively few opportunities to make a difference or a contribution to their world—to leave a legacy.

thinker, the crisis was where my real education came during my college years. To quote Herbert Spencer, the 19th-century British social philosopher and biologist: "The great aim of education is not knowledge but action." As a reluctant, unlikely leader, I was forced to stretch myself, to grow in ways that I would not otherwise have grown during those years. There were times during the crisis when I had to dig deep down inside myself and pull out qualities I didn't know I possessed.

For example, during my first public presentations during the crisis (to the outside press, Swarthmore faculty, and Swarthmore student body), I had to overcome stage fright. I had no choice; it was a "do-or-die" situation. What propelled me forward, what helped me reinvent myself, was a compelling sense of duty and devotion to the moral imperative of our cause. I could not break faith with the legacy of my forebears and others, like Martin Luther King, who had made so many sacrifices for me, the black race, and America. It was now my turn to stand and deliver—to the best of my ability—at Swarthmore.

The crisis was the greatest challenge of my youth and a defining moment that shaped the rest of my life. Most human beings are given relatively few opportunities

in their lives to make a significant difference or make a real contribution to their world—to leave a legacy. The crisis was such an opportunity for me.

The most important lesson I took from the 1960s and the Swarthmore crisis is that, whether we know it or not, whether we like it or not, America and its black citizens—and Swarthmore and its black students—are, in the words of Martin Luther King, "caught in an inescapable network of mutuality, tied in a single garment of destiny." We must all strive to validate "the existential character of the American liberal, humanistic, idealistic, and democratic tradition, with its capacity for growth, renewal, and extension to the world of higher possibilities and more inclusive realities."

This is the wellspring of the American dream. Despite the inevitable difficulties and frustrations from the lingering pernicious effects of racism, there is no escaping our mutual destiny. For black and white, there is no viable alternative to the American dream. ☞

Clinton Etheridge is a vice president of the California Economic Development Lending Initiative, a multibank community development corporation established in 1995 to provide investment capital to small businesses and community organizations throughout the state. Following Swarthmore, Etheridge served in the Peace Corps in West Africa. He received an M.B.A. from Stanford Business School and later worked for Chase Manhattan Bank, the Security Pacific Bank, and Citicorp. Etheridge lives in Oakland with his wife of 30 years, Deidria; they have three adult children. He is an avid jazz enthusiast. ©2005 by the author.

WHY IS “POLITICS” A DIRTY

ASK A POLITICAL SCIENTIST.

By Jeffrey Lott

There’s an assumption that politics is merely the pursuit of self-interest through the use of power,” says Kenneth Sharpe, William R. Kenan Jr. Professor of Political Science. “That’s normal in the marketplace, but in politics it’s seen as dirty—and it conflicts with the idea that what’s in one person’s self-interest can also be in the general interest.” And, he says, “many politicians *are* concerned for the general interest, in spite of a system that forces them always to be fund-raising. But because politics is considered dirty, too many good people withdraw from it.”

Although his teaching has long focused on Latin American politics, Sharpe’s interests range far. Lately, he’s been thinking about how people make good judgments—not just by following rules but by employing practical reasoning and qualities such as empathy, compassion, responsibility, honesty, or commitment. “I want students to be moral people,” he says, “to think about what it is to do the right thing at the right time in the right way.” (See “Collection,” June 2003 *Bulletin*.)

He’s also increasingly alarmed by what he calls “the Latin Americanization of United States foreign policy.”

A quick review: The Monroe Doctrine (1823) asserts that the United States will brook no further European colonization in the Americas. The Roosevelt Corollary (1904) justifies U.S. intervention in the affairs of Latin American nations. President Woodrow Wilson asserted that one role of the United States was to “make the world safe for democracy.” Almost a century later, the Bush Doctrine (2001–2002) promises continued global military dominance, along with unilateral preemption of perceived threats and the promotion of democracy and liberty everywhere in the world.

Today’s neoconservatives, Sharpe says, are “expressing a very old strand of American imperialism. We risk destroying people and countries in order to ‘save’ them.”

After more than 30 years of teaching, what draws you back to the classroom?

I love teaching young people how to think in ways they have never thought before about the world and the forces that shape their lives, making them reflect on what’s possible and what’s difficult to do and on how to walk the line between romantic idealism and sterile realism.

The classroom is also a place to test my own ideas by putting them to the test of my students. Merely thinking or writing about something doesn’t give me the confidence that I get from putting it in front of the students and having them ask questions. I’m continually learning from them.

What are some important cultural references for today’s students?

I’ve started referring to Harry Potter because those stories are about growing up and learning practical wisdom. Most students have read at least one of them. The kids in the Harry Potter books are learning how to do the right thing in situations in which rules often don’t help—or need to be broken. They are mentored by the wise Dumbledore and someday may be like him. Through their instincts, they learn when to obey rules and when to violate them—and to do that rightly, not just because it’s fun.

Name three qualities of a good student.

A high level of intelligence, of course, but you can find that at any top school in the country. At Swarthmore, we also see a love of learning—not for instrumental reasons but because students have a passion for figuring out the truth of something. Good students also care for and respect their classmates, knowing that for them to learn, others must also learn.

What do you worry about late at night?

This week? I worry about the insanity and irrationality of American foreign policy. It’s unaccountable, it’s dangerous, and it’s

unchecked. I worry that it is increasing the dangers of terrorism that it’s supposedly fighting.

Are democratic institutions, personal liberty, and market economies the answer to the world’s problems?

No, no, and no. Or if they are, the United States can’t impose them. They have to grow on their own, and the best thing for the United States to do would be not to *oppose* them, as we have often done.

Have you ever been tempted to run for office?
Never.

If you could be put on the Supreme Court, which justice would you want to replace?

William Rehnquist.

How do you think Chief Justice Rehnquist would fare as a professor at Swarthmore?

He could probably teach a dynamite constitutional law course.

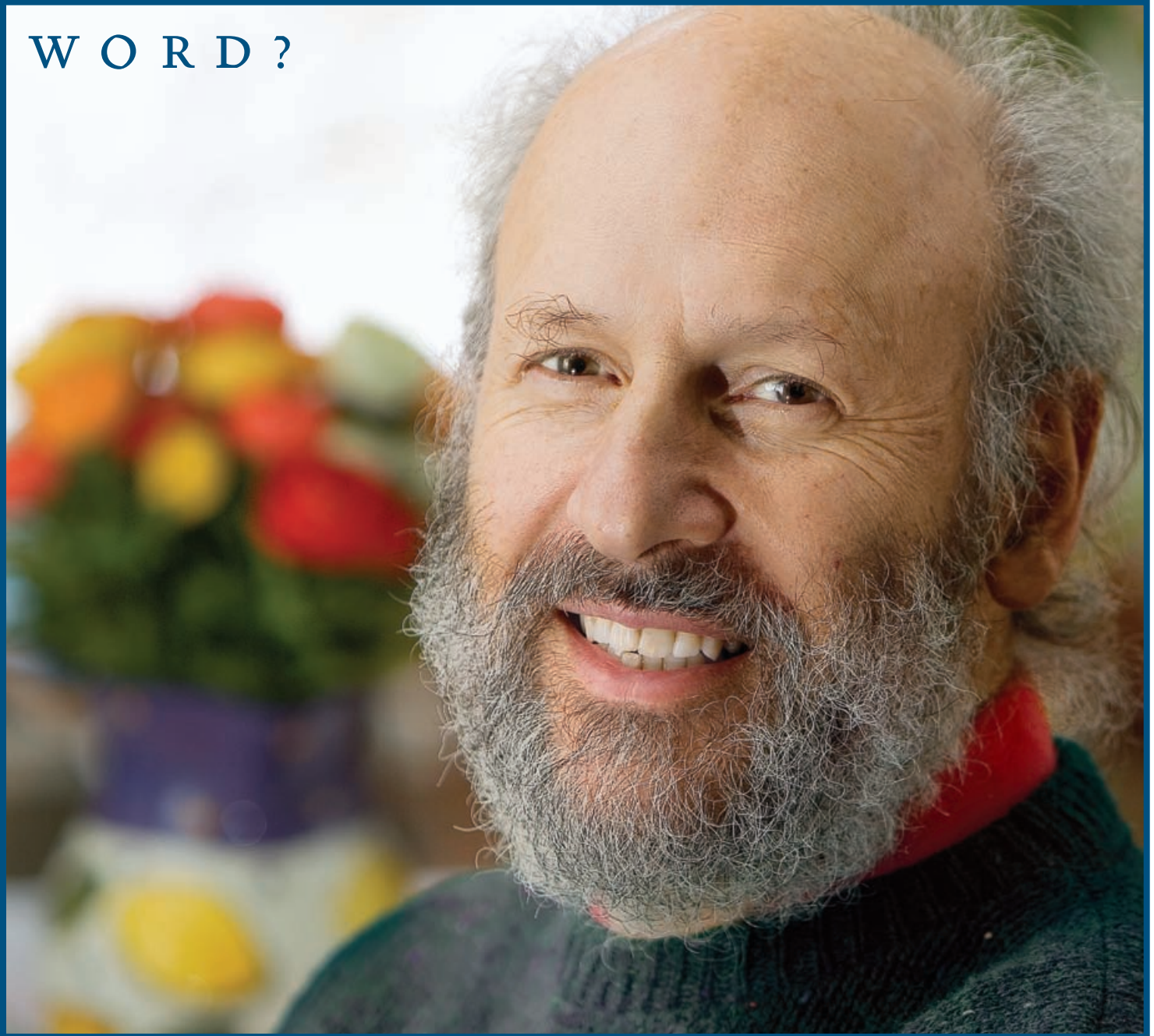
When do you do your best work?

Between 10 p.m. and 3 a.m. There aren’t any other obligations then. It’s just quiet.

What advice would you give to a first-year professor at Swarthmore?

Teaching is hard anyplace, but it’s very hard here—especially for someone who’s just out of grad school. We create an environment where we expect people to be great teachers when they walk in the door, yet that same environment may discourage them from seeking advice and assistance if they think they’re always being evaluated. So they need to find opportunities to talk openly and unthreateningly about the quality of their teaching and the problems they are having. I think we are trying to do better at providing this, but it’s not easy. ☞

WORD?



JIM GRAHAM

A GENERATION OF SWARTHMORE STUDENTS KNOW KEN SHARPE'S ELM AVENUE HOME, WHICH HE SHARES WITH HIS WIFE, ARTIST MADELEINE THOMSON, AS BANANA HOUSE. THE FRUIT IS A RECURRING THEME IN THOMSON'S ARTWORK AND, AS VISITORS TO THE COLORFULLY DECORATED VICTORIAN WILL TESTIFY, THEY ARE EVERYWHERE. SO ARE PLANTS, MORE THAN 50 OF THEM ALL OVER THE HOUSE, EACH CAREFULLY NUMBERED WITH CORRELATING CARE INSTRUCTIONS WRITTEN FOR STUDENTS WHO BABY-SIT THEM (AND THE BANANA HOUSE) WHEN KEN AND MADELEINE ARE AWAY.

We're saving a seat for you.

ALUMNI



STEVEN GOLDBLATT '67

Remember spring afternoons **walking in the Crum** or **relaxing on Parrish Beach** or those last moments at Swarthmore during graduation in the amphitheater? Visit those memories, and make new ones this year, at **Alumni Weekend from June 3 to 5**. We're celebrating the return of classes who graduated in years ending in 0 and 5 and the Class of 2003, but **everyone is welcome!** Join us for the **All-Alumni Dinner on Friday** night, followed by **faculty lectures**. Saturday is packed with activities, including a conversation with President Alfred H. Bloom, the **parade of classes**, class panel discussions, and **sports activities**—topped off by the hallmark of the weekend: **your class dinners**. *Please join us!*

IMPORTANT NOTE

As a cost-cutting measure (both money and trees), the Alumni Relations Office will mail the Alumni Weekend registration form to only alumni who graduated in years ending in 0 or 5 and the Class of 2003, but we're delighted to see friends from other classes. If you want a copy of the registration form, contact the Alumni Relations Office at (610) 328-8402, or visit <http://alumniweekend.swarthmore.edu> to register on-line.